AREP yearly overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
F2	Th's Okay to Be Different was a superior of the superior of th		David McKee		I am	
	I can talk about	I can show my	I can think	I feel good about	I can talk about the	I can talk about my
	identify what makes	preferences	about the	the ways we are the	ways we are the	skin colour
	me an individual		perspectives of	perspectives of same and different sa		
			others			
Y1	Sarah Asugun Nadas Fisher		JULIAN IS A NURMAID Consequence and great serve and and a serve and great serve and and a serve and and a serve and and a serve and and a serve and a		Standing Up to RACISM OCO O OCO Written by Or Progya Agarwal In lift-the-flap book about standing together	
	To recognise what makes me special	To know about how I am the same and	To recognise ways in which	To recognise the ways we are the	To know about how people have	To know about how people may feel if
		different to others	we are all	same as and	different skin	they experience
			unique	different to other	colours	hurtful behaviour or
				people		bullying

Y2	say something		NEAN MADISON.	OUR CONTRACTOR OF THE SECOND STATE OF THE SECO	May Haffman Caroline Sinch	
	To know that hurtful	To know that hurtful	To know the	To know the ways in	To know what	To know that hurtful
	behaviour (including name calling,	behaviour is not acceptable; how to	ways in which we are the	which we are the same and different	hurtful behaviour is, how it makes others	behaviour is not acceptable and
	bullying and leaving	report bullying and	same and	to others	feel and how to	how to report it
	other out) is not	the importance of	different to		report it to a trusted	'
	acceptable	telling a trusted	others		adult	
	adult					
Y3	EVERY GOOD THING	THE PROUDEST BLUE	O LAURA Carlo Carlo Carlo S Monomeror Monomeror	HENRY-ALLAIN MAR MARK AREA CONTINUED TO THE CONTINUED TO	poem 'Be the chan	ge you want to see'
	To recognise	To understand what	To understand	To discover what it	To develop	To recognise an
	individuality and	is meant by identity	what makes our	means to be anti-	strategies to	example of where
	personal qualities		skin the colour racist that it is		challenge racism	racism has
			uiatitis			happened.

Y4	GRACE BYERS AM Snough Charles A Control of the Co	The Skin I'm In	FER	RACISM PARKET PRINCE	ANTIRACIST DEABLES CLEARLY CLE	
	To recognise the importance of self-respect and how this affects our thoughts	To recognise that everyone should expect to be treated with respect no	To know about diversity: what it means and the benefits of	To know about strategies to respond to hurtful behaviour	To create a charter showing anti-racist values	To consolidate and reflect on learning
	and feelings about ourselves	matter the colour of their skin.	living in a diverse community.	(experienced or witnessed)		
Y5	Succession a kids book about racism			THE OUDEST	Amanda Gorman Terror Bransman Lab	NSS Lorent Long Market Research & Audit
	To know about respecting differences and similarities between people	To know about racism and what it means	To know about stereotypes and how I can positively influence people's behaviours and attitudes	To know about strategies for challenging stereotypes	To know about what living in a community means	To reflect on our learning

			towards			
			others.			
Y6	GHANAIAN Goldilocks When the transfer of the	Julius Lester Let's Talk About Race		We make your for all or Claims shows using Good on English Claim the State of Control on Control Control between the State of Control between the State		
	To know about	To know about	To know about	To know about	To know about ways	To summarise
	diversity and what it	prejudice and how to	prejudice and	prejudice and how	of responding to	everything that has
	means	recognise	actions which	to recognise	racism/prejudice if	been learned about
		behaviours/actions	discriminate	behaviours/actions	witnessed or	diversity, prejudice
		which discriminate	against others;	which discriminate	experienced.	and
		against others	ways of	against others.		discrimination.
			responding to it			
			if witnessed or			
			experienced.			

Yearly overview of vocabulary

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
F2	Different	same	proud			
Y1	special	Same	unique	Different views	Parents	Treated unfairly
		Similar			Grandparents	Colour
		different			Families	Skin

					Melanin	racism
Y2	Sorry Feel	Bullying Bystanding	Different Skin	Racism Race	Racism Race	Equality Different
	Say something	Upstander Target	Colour Melanin	Skin Colour	Colour Skin	Fair Respect
Y3	Personal Identity Unique Different Special	Hijab Muslim Proud	Melanocytes Melanin Protection Empowerment Anti-racism	Prejudice Nationality	Change Challenge Voice	Revision Review Taught Message
Y4	Differences Respect Similarities Confidence Unique	Respect Racism Different Stereotype	Diversity Differences Similarities	Racism Discrimination Prejudice	Differences Similarities Anti-racist Racist	
Y5	Identity Influence Respect Differences Similarities	Racism Differences Divisions	Stereotypes Not racist Anti-racist	Stereotypes Not racist Anti-racist	Unique	Not racist Anti-racist
Y6	Diversity Unique Characteristics culture	Prejudice Discrimination Race racism	Melanin Behaviours Non-racist Anti-racist	Allies Intersection Intersectionality Protected characteristics	legacy	