

# THEMATIC: What can be done to reduce racism – can RE help?



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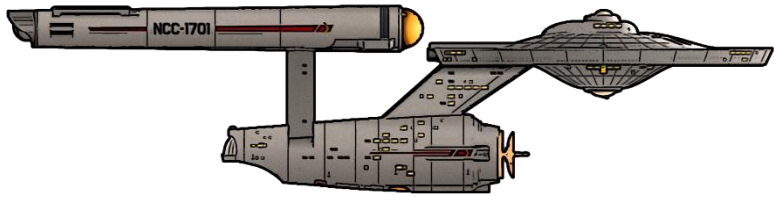
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<p><b>What’s the purpose of this unit?</b>                  Anti-racist RE explores beliefs, identities, values and commitments in religion and worldviews in ways that challenge and confront racism, aiming to reduce prejudice. This unit of work has been written and freely distributed by NATRE (National Association of Teachers of RE) and should be accessed by teachers directly, using this link: <a href="https://www.natre.org.uk">Primary Classroom Resources (natre.org.uk)</a> There are individual session plans and resources to accompany each key question. For the purposes of the syllabus, the statutory content is extracted here, and the Golden Threads have been drawn out of NATRE’s planning to match the approach &amp; pedagogy of other units.</p>	
<p><b>Links across learning</b> – <i>From your long term plan, which units will you be drawing on? Add detail linking to material that you know pupils have explored during the year. There may be other links from previous years’ teaching that are relevant too.</i></p>	<p><b>‘Sticky knowledge’</b> By the end of this unit, pupils should know that:</p>
<p><b>This unit could draw on learning from:</b></p> <p>The Golden Rule and other key teachings from different religions and beliefs about how to treat others e.g. in                  LKS2 THEMATIC How do people try to make the world a fairer place?                  LKS2 THEMATIC Are words more important than actions?</p>	<ul style="list-style-type: none"> <li>attitudes and cultural practices change over time and some beliefs that were accepted in the past are being challenged now</li> <li>the majority of religions and beliefs are present across many different cultures and ethnic groups</li> <li>many people from different religious and belief traditions show concern about racism</li> <li>there are texts from different religions that ask people of faith to treat all humanity well</li> <li>the Golden and Silver Rules are shared across religions and beliefs and can help people to live in a way that values and treats others fairly and without prejudice</li> <li>significant people from different religion and belief traditions have set examples that we can learn from</li> <li>their own actions can make a difference</li> </ul>
<p><b>Key questions to shape the learning</b></p>	<p><b>Expected outcomes for this phase:</b> <i>i.e. what will pupils do to show this knowledge?</i></p>
<ol style="list-style-type: none"> <li><b>Racism: what is it and why is it unfair?</b></li> <li><b>What can we learn from the stories of two statues in Bristol?</b></li> <li><b>How did St. Peter learn that ‘God has no favourites’?</b></li> <li><b>The Golden Rule and the Silver Rule – can these rules reduce racism?</b></li> <li><b>Anti-racist people from different religions and beliefs: what can we learn? [NB include non-religious example from p.2]</b></li> <li><b>How can I express my own vision for justice and equality? ‘More unites us than divides us.’</b></li> </ol>	<ul style="list-style-type: none"> <li>describe 3 or more examples of responses to racism, saying what they think is unjust in each case</li> <li>consider and explain some examples of racism, connecting these to peoples’ beliefs, texts and values</li> <li>express reasoned, deep and varied ideas, related accurately to beliefs and teachings, about the reduction of racism and prejudice (e.g. in art)</li> <li>discuss and explain some links between examples of religious and other texts, values and behaviour that are relevant to reducing racism</li> <li>explain / comment on connections between teachings, attitudes and actions for different people and consider the impact on our local and global communities</li> <li>explain, rank and express thoughtful views about three or more ways in which prejudice and racism can be reduced, connecting their own ideas to religious teachings</li> </ul>

For session ideas, please use the link here: [Primary Classroom Resources \(natre.org.uk\)](https://www.natre.org.uk) There is plenty of content to select from!



**Use the example of Star Trek’s creator Gene Roddenberry, who was a pioneer in Humanist thinking and ant-racist attitudes in his decisions about characters and actors. Use this excerpt from information on the Humanists UK website:**

“During filming of the original *Star Trek*™ series, Gene Roddenberry had to struggle to keep black officers in his cast. When some TV executives didn’t want black and white people working

together, Roddenberry replied: “If we don’t have blacks and whites working together when our civilisation reaches that time frame, there won’t be any people.”

American television’s first inter-racial kiss was seen on *Star Trek*, between Captain Kirk and Lieutenant Uhura.

In wanting racial equality, Gene Roddenberry was going against all the stereotypes common in the 1960s. But he stood by his values, and so created a very hopeful vision of the future.”

Photo here: [Star Trek crew members - Gene Roddenberry - Wikipedia](#) and [File:The Shuttle Enterprise - GPN-2000-001363.jpg - Wikimedia Commons](#)