

## What can be done to reduce racism?

### How can religion help?

#### Conflict

#### Prior Knowledge

**Year 6**—You learnt about the Civil Rights Movement in English and about some significant people, including the issues that they faced around racism.

#### Future Knowledge

**KS3:** During the key stage, pupils should be taught knowledge, skills and understanding through learning about Christians, Muslims, Sikhs and Buddhists. Pupils should also encounter non-religious worldviews such as Humanism, and may encounter other religions and worldviews in thematic units where appropriate.



#### My Component Knowledge:

Lesson 1: I can consider questions about what makes some cases of prejudice worse than others.

Lesson 2: I understand why Bristol's statue of Edward Colston was racially offensive, but the statue of John Wesley celebrates anti-slavery.

Lesson 3: I can think for myself about how religious stories can challenge racism.

Lesson 4: I can apply the teaching of the Golden Rule for myself to different scenarios.

Lesson 5: I can consider questions about the ways people from different religions have worked for equality.

Lesson 6: I can explain the legacy of Jo Cox MP and that her big idea was 'more unites us than divides us.'

Lesson 7: I can express reasoned ideas about a more respectful society.

#### My Composite Knowledge:

I know that that racism is when people are treated unfairly because of their skin colour, background, or ethnicity. I can explore the idea that everyone has equal value and should be treated with respect. I understand what different religions, such as Christianity, Islam, and Sikhism, teach about kindness, equality, and the importance of loving others. I know about how religious leaders, past and present, have spoken out against racism and worked to make the world a fairer place.

#### My Powerful Knowledge:

I understand that religion can be a strong force for positive change in the world. I have gained insight into how religious teachings—like the Christian belief that all people are made in the image of God or the Islamic teaching that all humans are equal before Allah—can inspire people to stand up against racism. By studying real examples of people who acted on their faith to challenge injustice, such as Martin Luther King, Jr., I understand how belief and action can work together to promote peace, equality, and respect in society.

*What can we learn from the stories of two statues in Bristol?*

#### Key Vocabulary

**Tier 1:** fairness, respect, acceptance

**Tier 2:** hate speech, White privilege, tolerance, sensitivity

**Tier 3:** prejudice, racism, ethnicity, justice

