**Show Racism the Red Card – Curriculum & Assembly Links**

**17th October 2025**

**Theme:** *All Are Welcome – Standing Up for What’s Right*  
**Whole-School Focus:** Anti-racism assemblies, class activities, creative outputs, and reflective book work  
  
**Culmination:** Whole-School Assembly (Afternoon – School Hall)



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| Phase | Show Racism the Red Card Activities | Ten Ten Autumn Term Links | Assembly Contribution | Book Work / Evidence |
| EYFS | • Story Circle: *All Are Welcome* • Self-portraits celebrating differences • Friendship song & class display | **Module 1 – Created and Loved by God** 👉 [I Am Me](https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/eyfs/m-1/eyfs_1_created-and-loved-by-god/u-2/eyfs_1-2_me-my-body-my-health/s-1/i-am-me/) 👉 [I Like, You Like, We All Like!](https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/eyfs/m-1/eyfs_1_created-and-loved-by-god/u-3/eyfs_1-3_emotional-well-being/s-1/i-like-you-like-we-all-like/) | • Sing the friendship song at the assembly • Display portraits on hall board or present them on stage | • Stick portraits into PSHE books with speech bubbles: “I am special because…” • Teacher scribes circle-time comments underneath |
| KS1 (Y1–2) | • Read *All Are Welcome* • “We Belong” posters in groups • Friendship chains • Circle-time on kindness & inclusion | **Module 1 – Created and Loved by God** 👉 [I Am Unique](https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/ks1/m-1/ks1_1_created-and-loved-by-god/u-2/ks1_1-2_me-my-body-my-health/s-1/i-am-unique/) **Module 2 – Created to Love Others** 👉 [Treat Others Well](https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/ks1/m-2/ks1_2_created-to-love-others/u-2/ks1_2-2_personal-relationships/s-2/treat-others-well/) 👉 [Who is My Neighbour?](https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/ks1/m-3/ks1_3_created-to-live-in-community/u-1/ks1_3-1_religious-understanding/s-2/who-is-my-neighbour/) | • Show class posters at the assembly • A few pupils read their welcoming messages aloud • Friendship chains displayed on stage or walls | • Stick a photo or mini version of the poster in books • Sentence starter reflection: “I can make everyone feel welcome by…” • Friendship chain photo with captions |
| LKS2 (Y3–4) | • Read *The British* by Benjamin Zephaniah • Discussion on racism & anti-racism • Skits about standing up for others • Class anti-racism pledge | **Module 1 – Created and Loved by God** 👉 [We Don’t Have to Be the Same](https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/ks1/m-1/lks2_1_created-and-loved-by-god/u-2/lks2_1-2_me-my-body-my-health/s-1/we-dont-have-to-be-the-same/) **Module 3 – Created to Live in Community** 👉 [A Community of Love](https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/lks2/m-3/lks2_3_created-to-live-in-community/u-1/lks2_3-1_religious-understanding/s-1/a-community-of-love/) 👉 [How Do I Love Others?](https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/lks2/m-3/lks2_3_created-to-live-in-community/u-2/lks2_3-2_living-in-the-wider-world/s-1/how-do-i-love-others/) | • Perform skits demonstrating how to respond to racism • Read class pledge aloud to the school | • Copy of class pledge stuck in books • Short personal reflection or illustrated skit storyboard • Vocabulary focus: equality, respect, bravery |
| UKS2 (Y5–6) | • Deep analysis of *The British* • Debate on real-life racism scenarios • Write personal anti-racism pledges or speeches • Prepare assembly reflections | **Module 1 – Created and Loved by God** 👉 [Gifts and Talents](https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/uks2/m-1/uks2_1_created-and-loved-by-god/u-2/uks2_1-2_me-my-body-my-health/s-1/gifts-and-talents/) **Module 2 – Created to Love Others** 👉 [Under Pressure](https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/uks2/m-2/uks2_2_created-to-love-others/u-2/uks2_2-2_personal-relationships/s-1/under-pressure/) **Module 3 – Created to Live in Community** 👉 [Catholic Social Teaching](https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/uks2/m-3/uks2_3_created-to-live-in-community/u-1/uks2_3-1_religious-understanding/s-2/catholic-social-teaching/) 👉 [Reaching Out](https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/uks2/m-3/uks2_3_created-to-live-in-community/u-2/uks2_3-2_living-in-the-wider-world/s-1/reaching-out/) | • Deliver personal pledges and speeches • Lead closing reflections or prayers • Optional: link to CST principles and justice | • Printed copies of speeches or pledges in books • Written reflection: “Why it’s important to stand up to racism…” • CST link work or quotes added for depth |

**Assembly Work – Recording Guidance**

* Take **photos during assembly** (EYFS displays, KS1 posters, KS2 performances) and stick them into PSHE/RHE books with short captions the following week.
* Older pupils (Y3–6) can **reflect on the assembly itself** afterwards — e.g. *“What inspired me during the assembly?”* or *“What I learned from another class’s presentation.”*
* Displays used in the hall can be photographed and printed for corridor boards and books.
* All evidence should sit under the heading:  
  **Show Racism the Red Card – Whole-School Focus & Ten Ten Links**