

‘Read the world’

27th January

Pupil voice

- ‘It doesn’t matter about your skin colour or where you came from.’
- ‘It’s teaching us that even if you say one thing that’s unkind, it can hurt someone’s feelings.’
- ‘It teaches us don’t judge people by how tall or small they are.’
- ‘Don’t laugh at people’s religions.’
- ‘Read it again.’
- ‘Share it again where she was kind.’
- ‘I wouldn’t read it again because I didn’t like it, if I was big I wouldn’t like it, I think it’s not good.’
- “They showed perseverance and overcame not speaking the same language.”
- “I learnt that everybody is special in their own way no matter how big or small they are they can be anything.” Jesupemi
- “It taught me to be kind to others and show respect and generosity as well as all our church school values.” Iremide
- ‘I enjoyed a story with characters who were black like me.’ Freda
- ‘It would be great to have stories that looked like us all.’

Teacher evaluations

- As a class we shared the book ‘The Way Back Home.’ By Oliver Jeffers that focuses on ethnicity and being different. The pupils were able to identify the message behind the story and discussed how it didn’t matter what colour skin or language a person speaks you can still show them kindness and be their friend. The class contains children who speak many different languages and have different ethnicities. There are also pupils who have been born in this country and others who were born somewhere else. They could relate to the characters in the story especially about how lonely and scary it feels when you first arrive, and you have no friends.
- Activities such as this which are a combination of text and visuals support the pupils to understand that being different is not a disadvantage. Reading books that reflect this helps to unify the class and the pupils further.
- I would love school to purchase some more text which focus on different disabilities.
- The pupils predictions ranged from it being a book about big dreams, big goals, big love with no child answering the questions with a negative aspect to their prediction. Whilst reading the story, and discussing the illustrations, the pupils were deeply shocked by how the group of children were treating the little girl, with many pupils commenting how on how they should have been behaving towards each other and possible kind words that they should have said to her. When asked, all pupils identified the part of the story where the young girl stood up for herself and gave back the unkind words as their favourite part of the story.
- The pupils prediction responses demonstrated how intrinsic our church school values are for this cohort of pupils, so as not one child could predict that the word ‘Big’ might have a negative connotation. I feel that this wasn’t due to their comprehension skills but in fact due to a heightened understanding of emotional literacy and empathy.
- This reading activity has demonstrated that, as a school, we embed the Church school values within our pupils lives, in order to shape them into well-rounded members of society. From the initial predictions to the discussion throughout the text, pupils responses demonstrated the school motto of ‘Dream big. Love God, Live well.’

- The activity was a positive one and I would not want to change any aspect, as it perfectly illustrated how the children in my class would like to treat each other and how the word 'Big' had a positive meaning to their lives.
- Pupils responded to this activity in a very thoughtful, considerate way. They took time to consider others' feelings and reflect on some of their own choices. It was quite a moving session, they were all highly engaged in the text.
- It has made me continue to reflect on different protected characteristics and put these at the forefront of my mind when teaching. The children were very open and thoughtful when discussing the text 'Big'. They didn't comment on the size of the child per se, they were more focussed on the negative impact other children's words had had.
- The school continues to support all children no matter what needs they have, taking time to consider different situations and the impacts these have on children just reminds us of the importance of openness and honesty.
- Continue to share texts that broach challenging subjects in an age-appropriate way.
- The interaction with the story from all children was amazing – they loved it a lot and we have read it three times this week!
- 'A couple of the African children in my class were familiar with the fact that the Mum would carry shopping on her head and they seemed very proud that their culture was part of the class story.'
- 'We had a debate/discussion about our own cultures and the parts we like and don't like.'
- 'Reminded me that it is important to take time to discuss things that they are passionate about in detail.'
- 'Have the children lead discussion was very powerful.'