



# Stephen Lawrence Day

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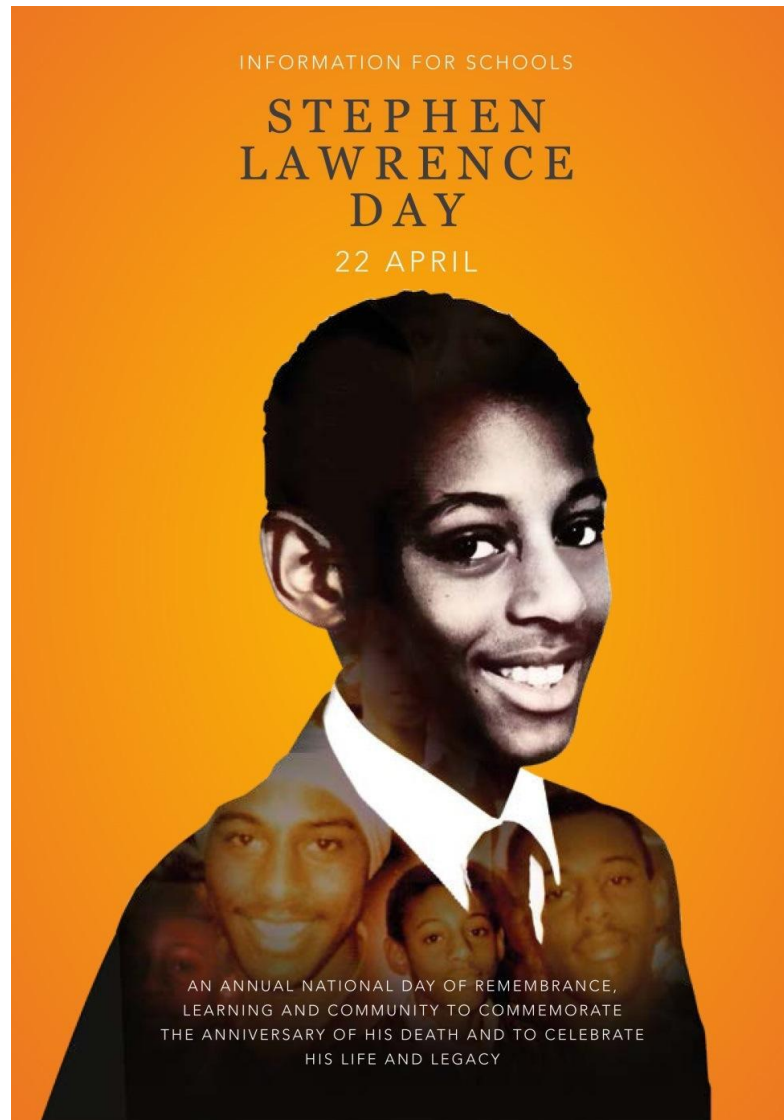
Staff Briefing

STEPHEN LAWRENCE

INSPIRES US TO LIVE OUR BEST LIFE

STEPHEN  
LAWRENCE  
DAY 

**community**  
For a better working world



## Stephen Lawrence Day Information for Schools Booklet



STEPHEN LAWRENCE INSPIRES US TO LIVE OUR BEST LIFE

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# Staff Letter



The 22 April 2018 marked the 25th Anniversary of the senseless murder of my son, Stephen Lawrence, a young man who had a bright future ahead of him. At the memorial service to celebrate his life, the Prime Minister Theresa May announced the Annual National Day of Remembrance and Commemoration of Stephen which is to be held on 22 April. I warmly invite you and your school community to use the memory of Stephen's life and legacy as an opportunity for influencing the lives of the children and young people in your care. Stephen's story is both challenging and inspirational. I wish for Stephen's name not to be identified just by his murder but by the mark he has left on this country and the wider world and for the role model he was and continues to be. The lessons of fairness and respect must start early if we are to have a truly fair and civilised society, free from discrimination where we all play our part as active citizens. It is my belief that these values are strongest when anchored and embedded into a school's culture and explicitly taught through the curriculum. Whether you are in an Early Years, primary, secondary, special, sixth form or other school setting or in an urban or rural location, my vision is that Stephen's Annual National Day will serve as a focus for your school community to engage in activities that empower young people to live their best life.

Through these activities, my hope is that all pupils will value cultural diversity and develop the skills and confidence to challenge racism and discrimination and to embrace inclusion. Stephen's death and the subsequent investigation by the police revealed aspects of our country about which we cannot be proud. Against a backdrop of loss and grief I have worked to highlight injustice which resulted in significant changes to the law in Stephen's name and memory. Stephen's Day is supported by all political parties: it is intended to challenge the very way we think about and understand race and diversity. Stephen's life story, short though it was, provides a positive role model of a life well lived. He was a normal young person who made the most of everyday opportunities. He particularly loved drawing, running and had dreams and aspirations of becoming an architect. Because of Stephen's interests, we are privileged to be partners with Virgin Money London Marathon and The Royal Institute of British Architects (RIBA). These positive aspects of Stephen's story can inspire children and young people of all ages to live their best life and are an equally important part of Stephen's legacy.

Baroness Lawrence of Clarendon OBE



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# Stephen Lawrence Day: Live Our Best Life



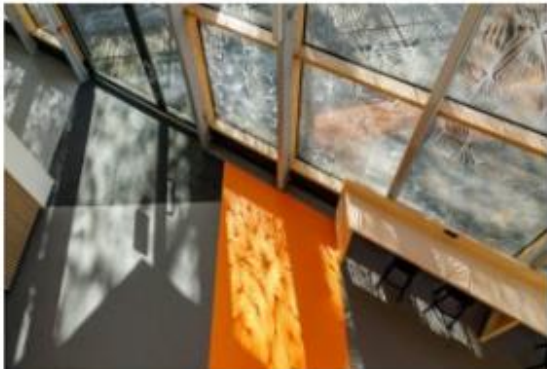
Information for Schools



School Staff Briefing



School Assemblies/Tutor Group Materials



Linked Classroom Resources

<http://www.stephenlawrenceday.org>





## STEPHEN LAWRENCE INSPIRES US TO “LIVE OUR BEST LIFE”

## CURRICULUM STARTING POINTS

AN ILLUSTRATION

### EARLY YEARS AND KEY STAGE 1

**Assembly themes:** The relationships that shape our world. Working together to make a better world. Changing the narrative of our world. Finding our place in the world. Building a better world.

**Themed lessons:** Examples include:

**Me and my family:** Draw on parts of Stephen’s story to involve children in exploring their own histories and families, including engaging children in discussions about accepting and respecting others from different families.

**History and identity:** Use literature to focus on children’s individual histories and identities, and to highlight how communities are changing in the UK, such as “Happy in Our Skin”, or “No Matter What” and other suggested titles on the annotated reading list, provided by The Centre for Literacy in Primary Education (CLPE).

**School activities:** Examples include: Making children’s voices heard: Art/Craft activity related to the theme of “We Are All Special”, “Live Our Best Life” or other themes related to diversity and inclusion. Engaging staff in workshops around racism, diversity and inclusion.

**Parents, community and fundraising:** Examples include: Joining together for a community project which builds cohesion and respect, e.g. building a community garden, having a community shared dinner or BBQ.

### PRIMARY: KEY STAGE 2

**Assembly themes:** The relationships that shape our world. Working together to make a better world. Changing the narrative of our world. Finding our place in the world. Building a better world.

**Themed lessons:** Examples include:

**Literacy:** Research and write a biography of someone who has inspired you to “Live Your Best Life”.

**Class and individual reading:** “The Promise”, “Life Doesn’t Frighten Me”, “What is Race?”, “The Island” and other suggested titles on the annotated reading list.

**History:** Explore other people who have “stood up for social justice and equal opportunities”, including, for example, Nelson Mandela, Marie Curie and Emmeline Pankhurst.

**School activities:** Examples include: Leaders: examine your school’s culture and actions at every level in order to tackle racism, support diversity, inclusion and enable the success of every child. Pupils: Encourage pupils to lead assemblies on related topics and suggest ways to improve respect, diversity and inclusion in their school.

**Parents, community and fundraising:** Examples include: Parents, staff and pupils could Run a Mile for Stephen (to link with London Marathon). Fun Run for younger children. Raise money for a charity of choice or the Stephen Lawrence Charitable Trust.

### LOWER SECONDARY: KEY STAGE 3 AND 4

**Assembly themes:** The relationships that shape our world. Working together to make a better world. Changing the narrative of our world. Finding our place in the world. Building a better world.

**Themed lessons:** Examples include:

**English:** Research and write a biography, or present a short talk, about someone who inspires you to “Live Your Best Life” (see BBC2 TV Icons. The greatest person of the 20th century).

**PSHE:** Examine differing views about the use of conscience as a guide to moral decision-making. Explore knowledge and understanding of religious, philosophical and/or ethical thought and teaching. Resources: ethical dilemma lessons available, provided by The Philosophy Foundation.

**School activities:** Examples include: Pupils: Explore how pupils can use their voice to say ‘no’, or seek help if vulnerable to gang related behaviour, or knife crime, etc. Leaders: Audit your school’s register of racist incidents and reporting of these.

**Parents, community and fundraising:** Examples include: Explore with parents (for example, through a workshop or newsletter) how their own language, actions and attitudes influence and shape their children’s language, actions and attitudes.

### UPPER SECONDARY: KEY STAGE 5

**Assembly themes:** The relationships that shape our world. Working together to make a better world. Changing the narrative of our world. Finding our place in the world. Building a better world.

**Themed lessons:** Examples include:

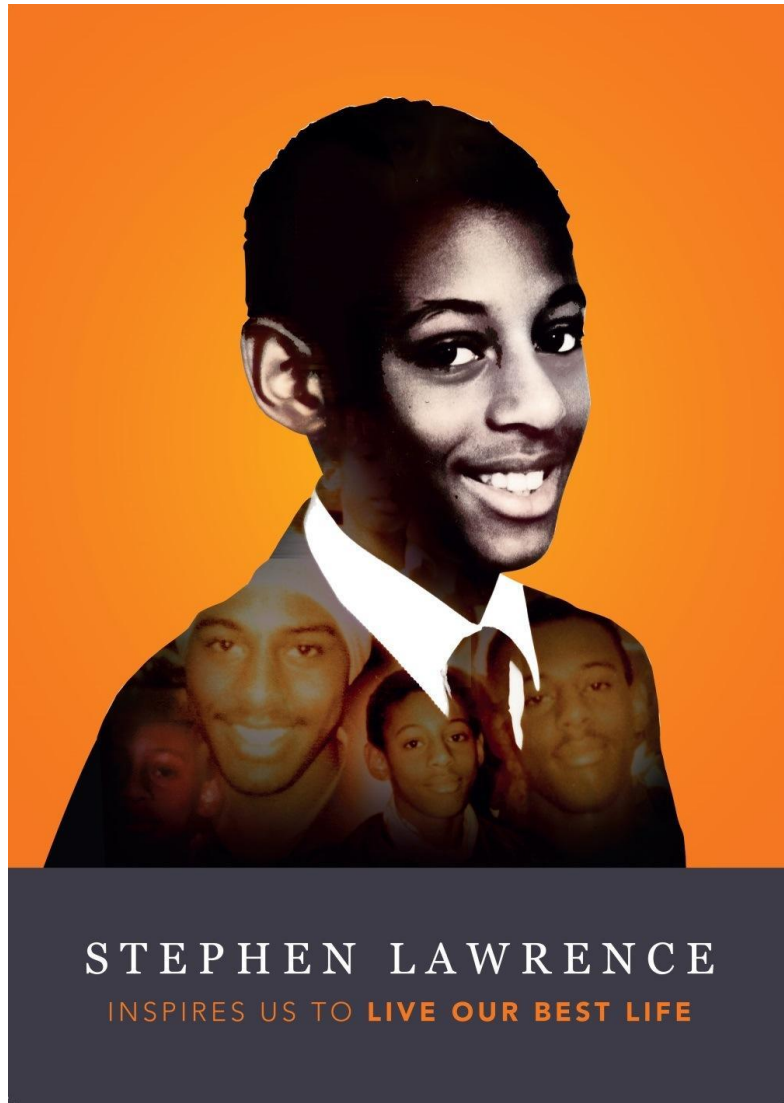
**History, politics and law:** Use the Stephen Lawrence Research Centre & Archive to access a wide body of resources, including legal manuscripts, historical archive material and academic sources. Examine topics related to institutional racism from historical, political or legal perspectives, including the important changes to the law related to “double jeopardy”.

**Built Environment:** Class or group activities could include designing solutions to local planning and/or regeneration projects, such as futuristic designs of eco-friendly and environmentally sustainable buildings.

**School activities:** Examples include: Staff: workshops around racism, diversity and inclusion. Leaders: Audit your school’s register of racist incidents and reporting.

**Parents, community and fundraising:** Examples include: Explore with parents (for example, through a workshop or newsletter) how their own language, actions and attitudes influence and shape their children’s language, actions and attitudes.





## Stephen Lawrence Day Poster

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