



A School of Sanctuary is a school that is committed to being a safe and welcoming place for all children including migrants and refugees.



Wood Ley Primary School

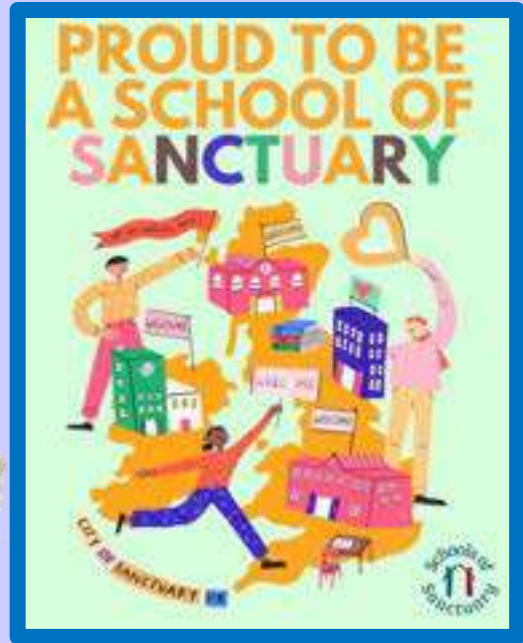


2022- 2023 Annual Review

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Stowmarket's Wood Ley Primary School is named a 'School of Sanctuary' after promoting empathy for refugees and migrants



In 2022, we were very proud to become the first School of Sanctuary in Suffolk!

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'They can really fly': how to teach a refugee child

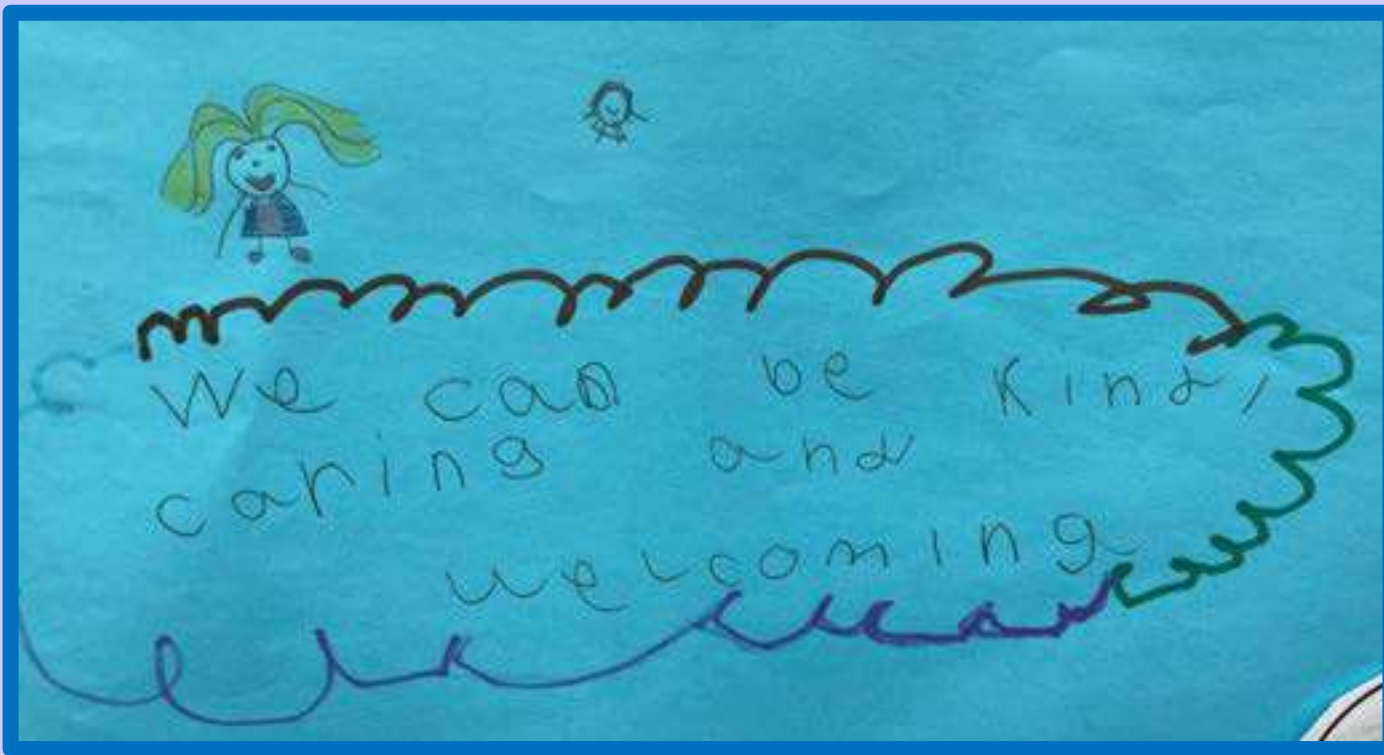
Children arriving from war-torn countries such as Ukraine often thrive in their new school and go on to be successful. How do teachers do it?



Suffolk School Leads Support for People Seeking Safety

10 Aug 2022

Schools of Sanctuary



We are thrilled to announce that we are the first School of Sanctuary in Suffolk. This award recognises the work that we do to promote inclusivity and amplify the fact that we believe that diversity is a strength. A School of Sanctuary is a school that is committed to being a safe and welcoming place for all including migrants and refugees.

Multiculturalism and equality are at the heart of our curriculum and we value the importance of representation across all subjects. We believe that every child should see themselves represented within the books that they read and we also value the importance of using literature to expose the children to a host of nationalities, family dynamics and religions.

Pupils in our school strive to include everyone, no matter where they are from, or what their circumstances are. We teach our children about the difficulties that people experience around the world which builds empathy and understanding. We embrace books that break stereotypes and address misconceptions to ensure that when pupils leave our school, they have a broad understanding of the wider world as well as their own culture and identity.

“My parents were born in Turkiye”

“My grandad is Italian!”

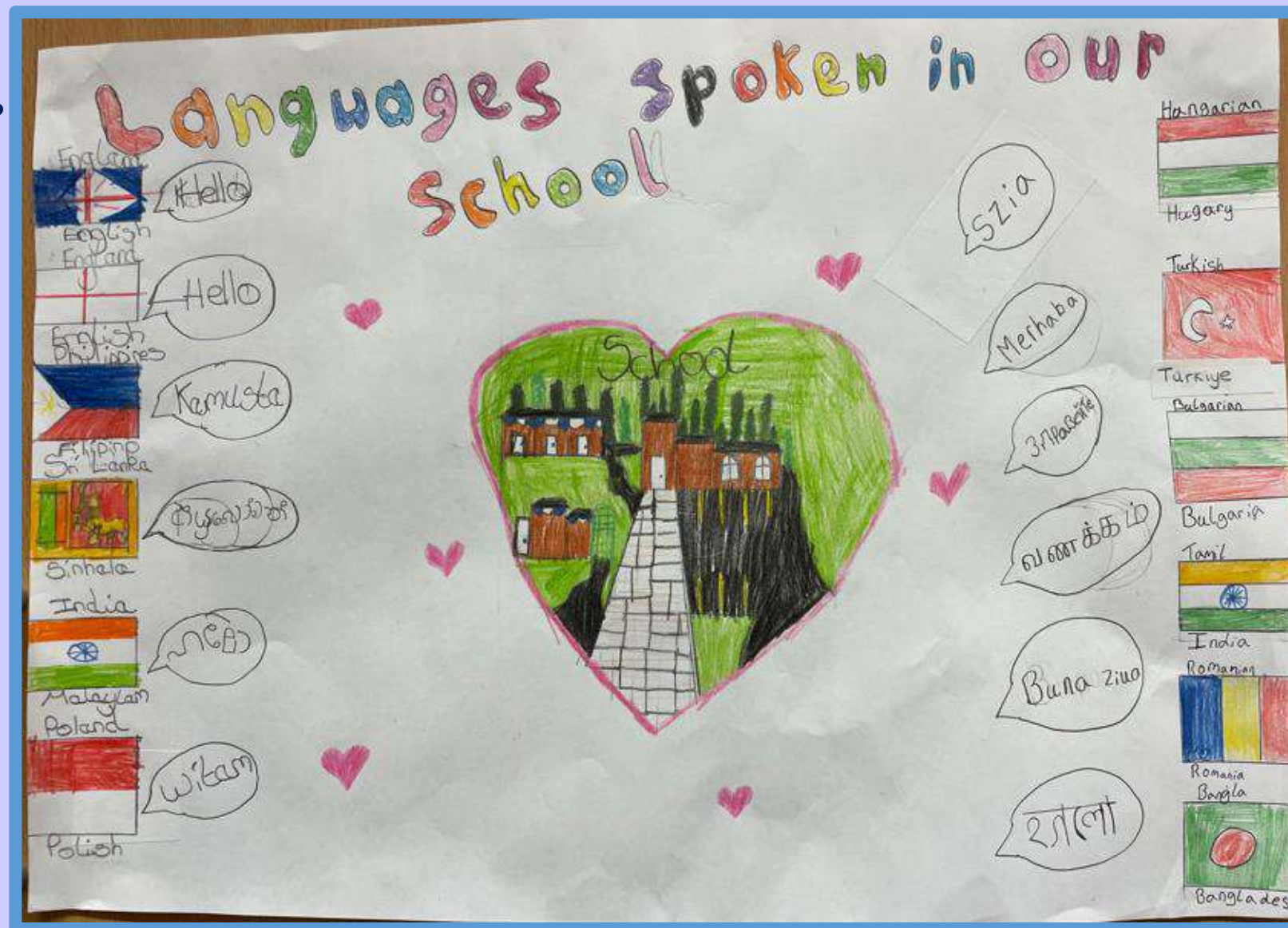
“was born in India”

“My dad is Irish”

“My mum is Hungarian”

“My dad was born in Bangladesh”

“My parents were born in Romania”



“My teacher is Irish”

“My dad was born in Ghana.”

“My mum is Pilipino”

“My mum is Hungarian. We take the register in Hungarian in our class sometimes”

“My grandad is from the Caribbean”

“My mummy is Scottish”

We surveyed our school community to see which languages are being spoken at home. We think there are 10 languages being spoken across the school. Lots of families also told us about how their grandparents have migrated to the UK. Teachers are working hard to ensure that the children see themselves, their culture and their family history represented within our school curriculum.



We created a central display in our school hall to showcase our School of Sanctuary work.



School Trips





Year 6 visited Cambridge Eco Mosque

They learnt about the Silk Road migration routes within a museum situated within the mosque. The children were able to explore this special building and were able to ask questions to their Muslim tour guide.

Poetry



22.2.23

I can think about how other people might feel.
I can write an acrostic poem using ideas about how to make a refugee feel welcome.

We will be kind to you.
Everyone will care for you.
Lovely people will treat you fairly.
Come and play a game with me.
Open arms will cuddle you.
My friends will be nice to you.
Everybody will support you.



We will be kind to you
Everyone will care for you
Lovely people will treat you fairly
Come and play a game with me
Open arms will cuddle you
My friends will be nice to you
Everybody will support you

A Glass of Tea (after Rumi)

*Last year, I held a glass of tea to the light. This year,
I swirl like a tealeaf in the streets of Oxford.
Last year, I stared into navy blue sky. This year,
I am roaming under colourless clouds.
Last year, I watched the dazzling sun dance gracefully. This year,
The faint sun moves futurelessly.
Migration drove me down this bumpy road,
Where I fell and smelt the soil, where I arose and sensed the cloud.
Now I am a bird, flying in the breeze,
Lost over the alien earth.
Don't stop and ask me questions.
Look into my eyes and feel my heart.
It is bruised, aching and sore.
My eyes are veiled with onion skin.
I sit helplessly in an injured nest,
Not knowing how to fix it.
And my heart, I'd say
Is displaced

Struggling to find its place.*



*Think about how Shukria can be
supported to achieve her full academic
potential.*



PAGE 85



Healing Classrooms Training

Miss Kay and Mrs Renwick attended training led by the International Rescue Committee. They have used ideas shared within the training to ensure that the classrooms at Wood Ley are places of healing, safety and sanctuary for all pupils.

Hazel Class read Shukria's poem about how she was forcibly displaced due to war. She struggled to feel at home in her country. Hazel Class used this poem as inspiration for their own poetry. They wrote poems about how the Windrush generation might have felt when they first arrived in England. One of these poems can be read on the next slide.

Windrush Poem

Last year, I climbed exotic fruit trees,
This year, I clamber blood-red double decker busses,
Death traps which move before I've taken my seat,
I find a seat and feel dozens of eyes glaring at me,
People stop and ask me questions
Couldn't you have made a better life in Jamaica?
Isn't it time you went home?
Where are you really from?
I feel a hand on my dreadlocks

Racism: we can't put a plaster over this gaping wound
When will they understand that these questions are xenophobic?
Why can't they look into my eyes and see my pain?
My heart is bruised, aching and sore.
Missing my homeland
In Jamaica, my community shouted, "hello", "wah gwann" on every street corner,
In this urban jungle, people turn away when I greet them,
The Mother Country promised to welcome me with open arms,
Employment and accommodation would be plentiful they said
Empty promises.
Clapham Tunnels: my new home
A burrow which belongs in the past
A derelict bombing shelter: my new home
Back home, Calypsonian music flooded the streets,
Now all I hear is the

Thud

Thud

Thud of raindrops

Last year, I demolished succulent mangoes and fried plantain,
Spicy Pepper Pot Soup danced around my taste buds,
In this new land, every plate is beige, beige, beige...
Beige porridge
Beige potatoes
Beige bread
Not exactly flavoursome
Last year, the sun stroked my face

This year, the only warmth comes from my cheeks burning when they stare
A permanent picture has been painted in the sky
Bleak clouds that refuse to allow the sun to show its face
Sam King paved a way for my voice to be heard
For my culture to be celebrated
The first black mayor of Southwark
And the founder of the Notting Hill Carnival
After we disembarked the Empire Windrush,
We helped to rebuild the infrastructure after the war,
Migrants are now the beating heart of the NHS
Communities now rejoice annually
During Windrush Day
When we vocalise that we are welcome here
This is our home
History will repeat itself
If we don't drown out dehumanising views
We shouldn't have to fight to express that our lives matter
So show solidarity to unite our community
I was a songbird whose wings had been ripped off
Now I fly freely because I have finally found my nest

**By Ruben, Natalie, Ethan, Oliver M, Brooke and Alfie
Year 6**



Exploring Poetry in UKS2

‘Refugees’ Poem

by Brian Bilston

They have no need of our help
So do not tell me
These haggard faces could belong to you or me
Should life have dealt a different hand
We need to see them for who they really are
Chancers and scroungers
Layabouts and loungers
With bombs up their sleeves
Cut-throats and thieves
They are not
Welcome here
We should make them
Go back to where they came from
They cannot
Share our food

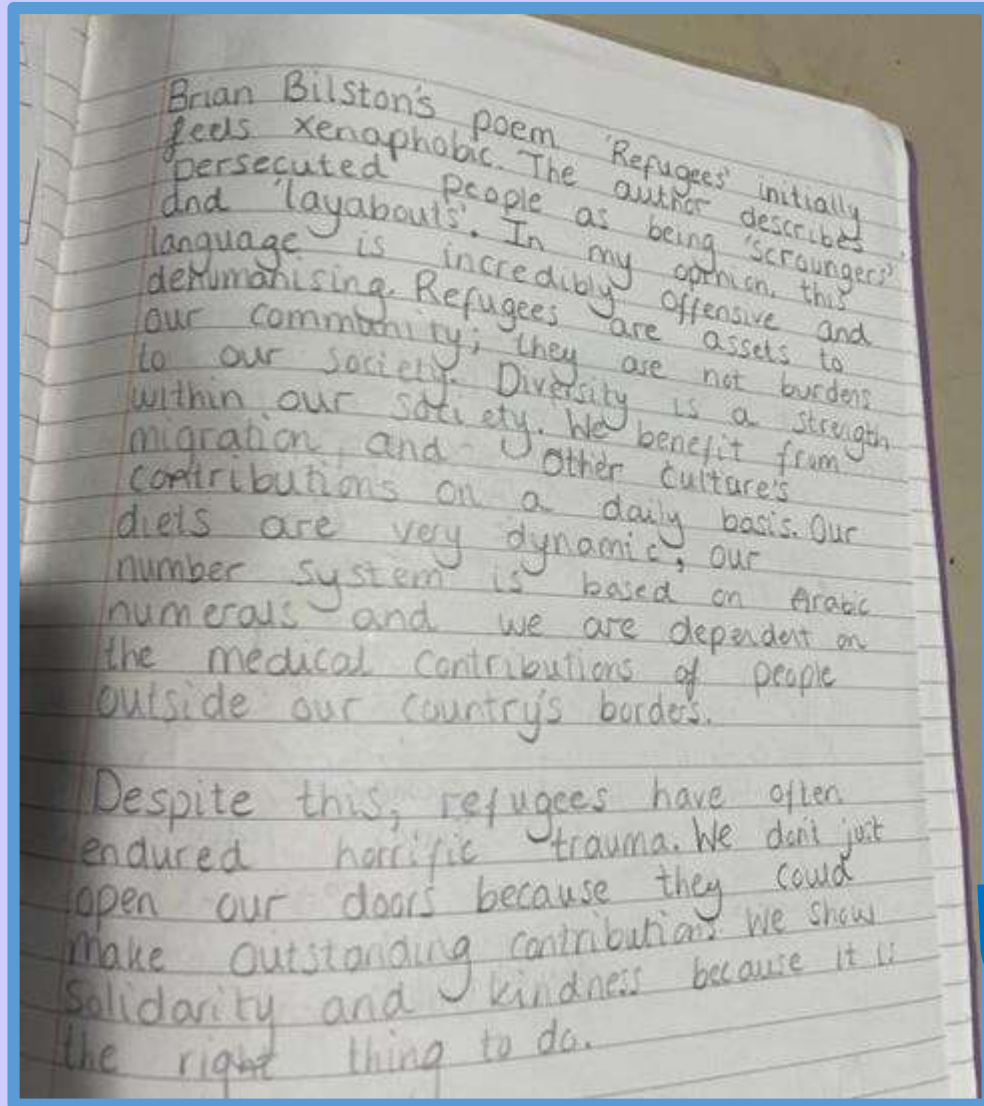
Share our homes
Share our countries
Instead let us
Build a wall to keep them out
It is not okay to say
These are people just like us
A place should only belong to those who are born there
Do not be so stupid to think that
The world can be looked at another way

(now read from bottom to top)

Wood Ley children “are accepting of individual differences and are keen for everyone to be involved in the life of the school”
Ofsted report, 2021



Ofsted
raising standards
improving lives



Brian Bilston's poem 'Refugees' initially feels xenophobic. The author describes persecuted people as being 'scroungers' and 'layabouts'. In my opinion, this language is dehumanising. Refugees are assets to our community; they are not burdens to our society. Diversity is a strength within our society. We benefit from migration and other culture's contributions on a daily basis. Our diets are dynamic, our number system is based on Arabic numerals and we are dependent on the medical contributions of people outside our country's borders. Despite this, refugees have often endured horrific trauma. We don't just open our doors because they could make outstanding contributions. **We show solidarity and kindness because it is the right thing to do.**

Frasier, Year 6
Wood Ley Primary School, 2022

Afghan Kite Poetry



"I dream of a time when the only camps are holiday camps, And poverty-ridden refugee camps are only read about in history books"

"I dream of a time when the only blades are blades of grass"



Afghan Kite Poetry



"I dream of a time when
illiteracy rates plummet"

"I dream of a time when
xenophobia is only read about in
history books"



"I long for a time when
everyone can walk the
world freely"

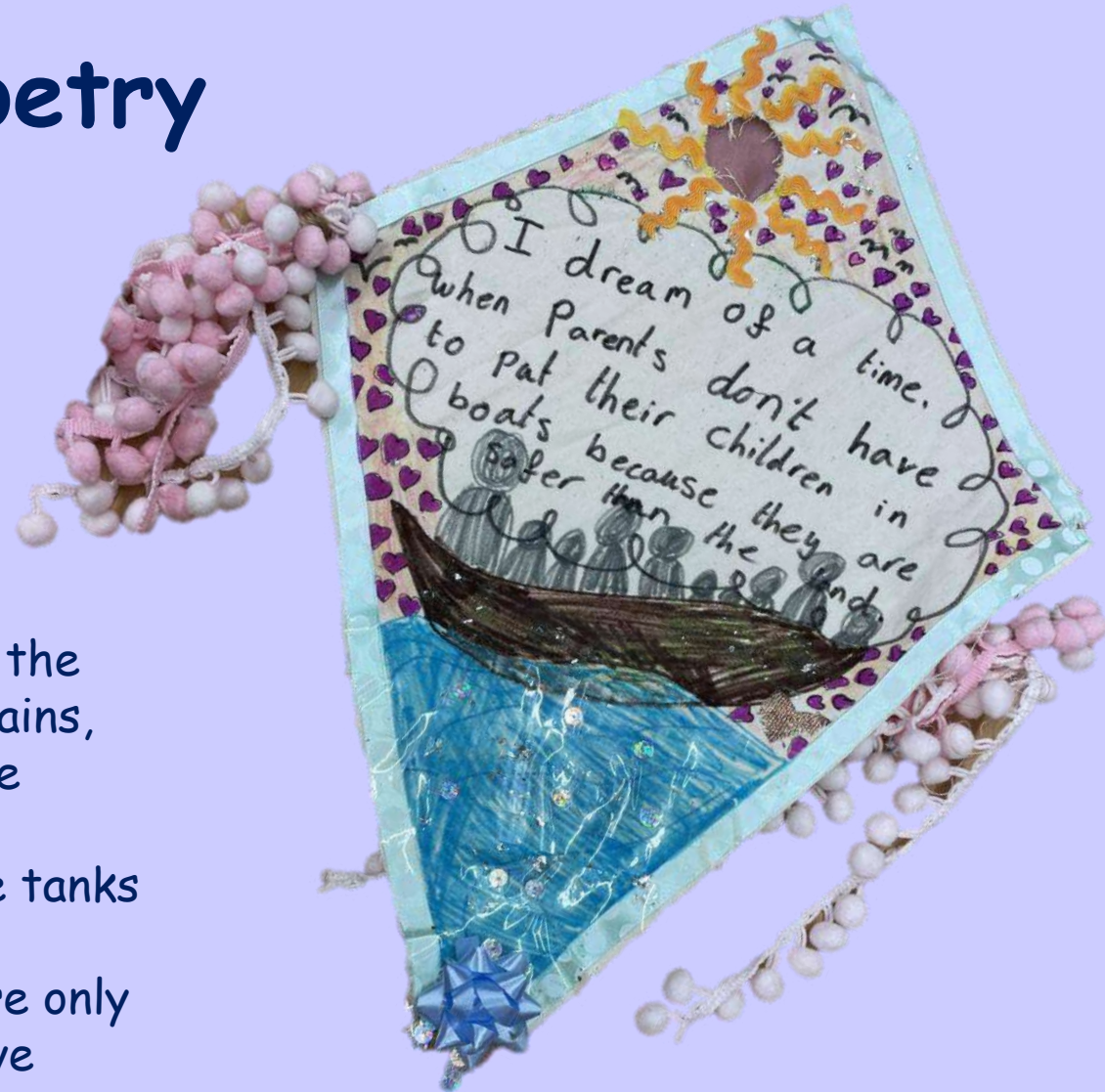


Our school values tree

Afghan Kite Poetry



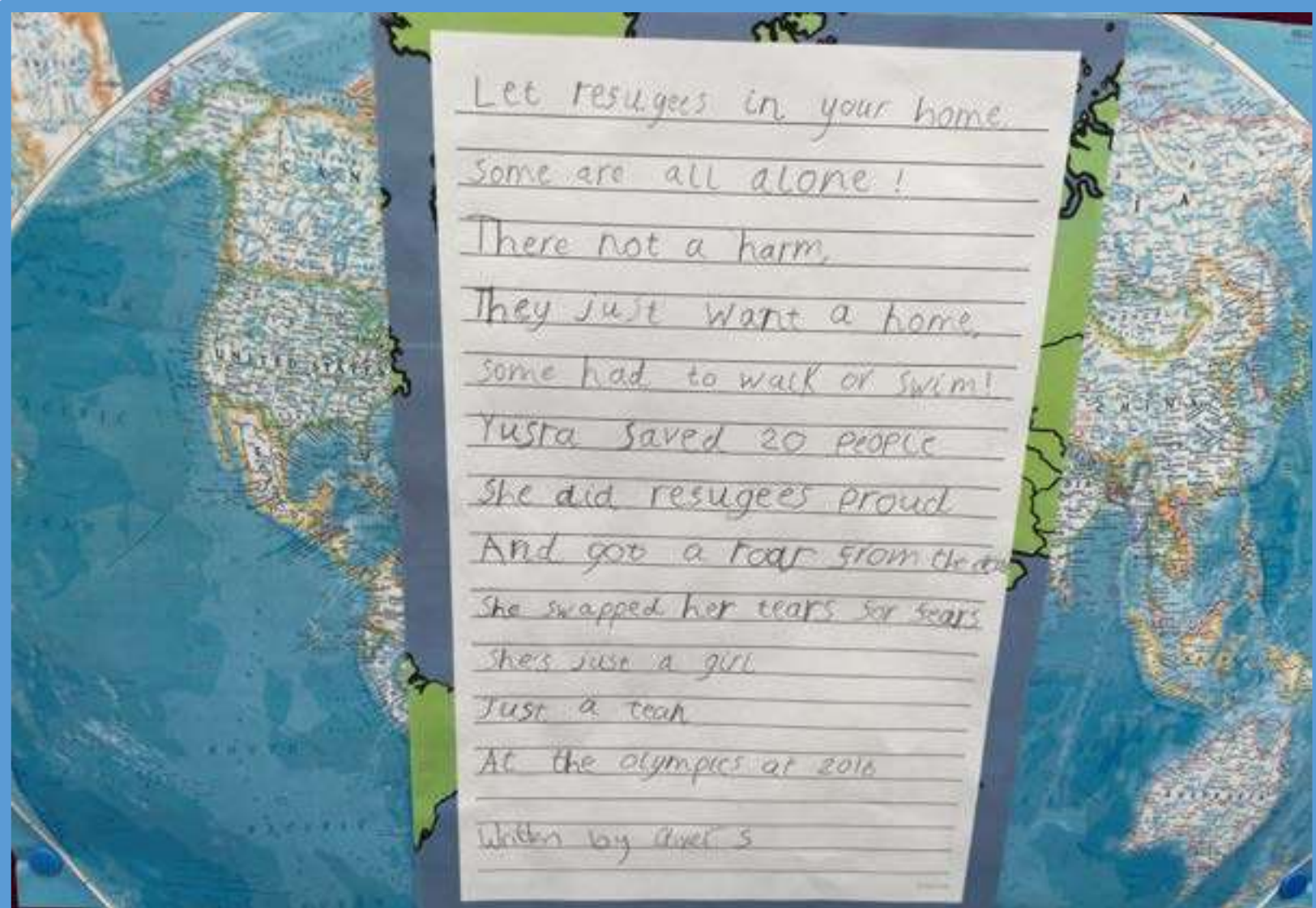
"I hope for a time when the
only chains are paper chains,
When the only camps are
holiday camps,
When the only tanks are tanks
of water,
And when the Taliban are only
mentioned when they give
freedom to women in
Afghanistan"



"I dream of a time when
parents don't have to put their
parents in boats because they
are safer than the land"

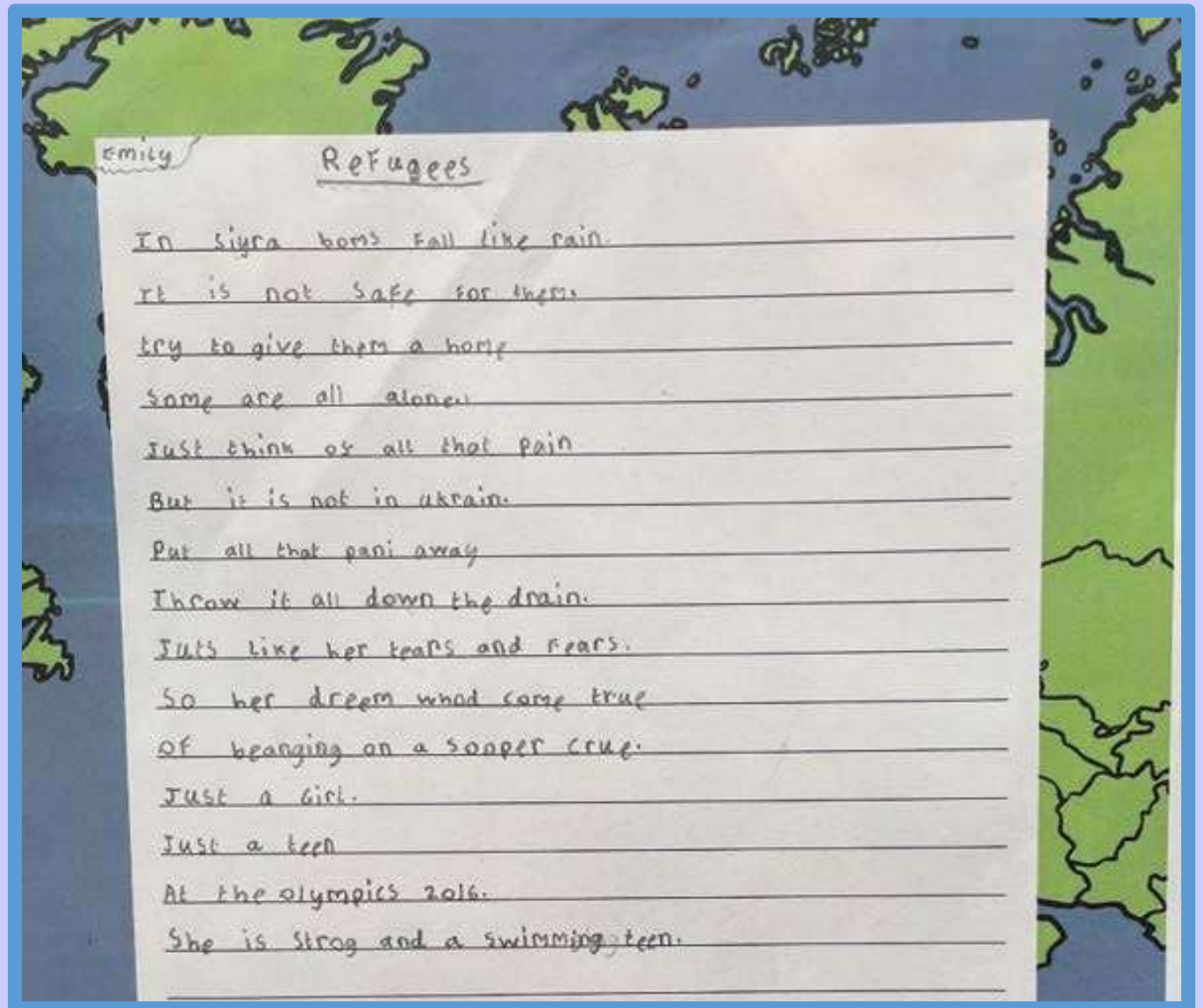
"Let refugees in your home,
Some are all alone!
They just want a home,
Some had to walk to swim,
Yusra saved 20 people
She did refugees proud
And got a roar from the crowd"

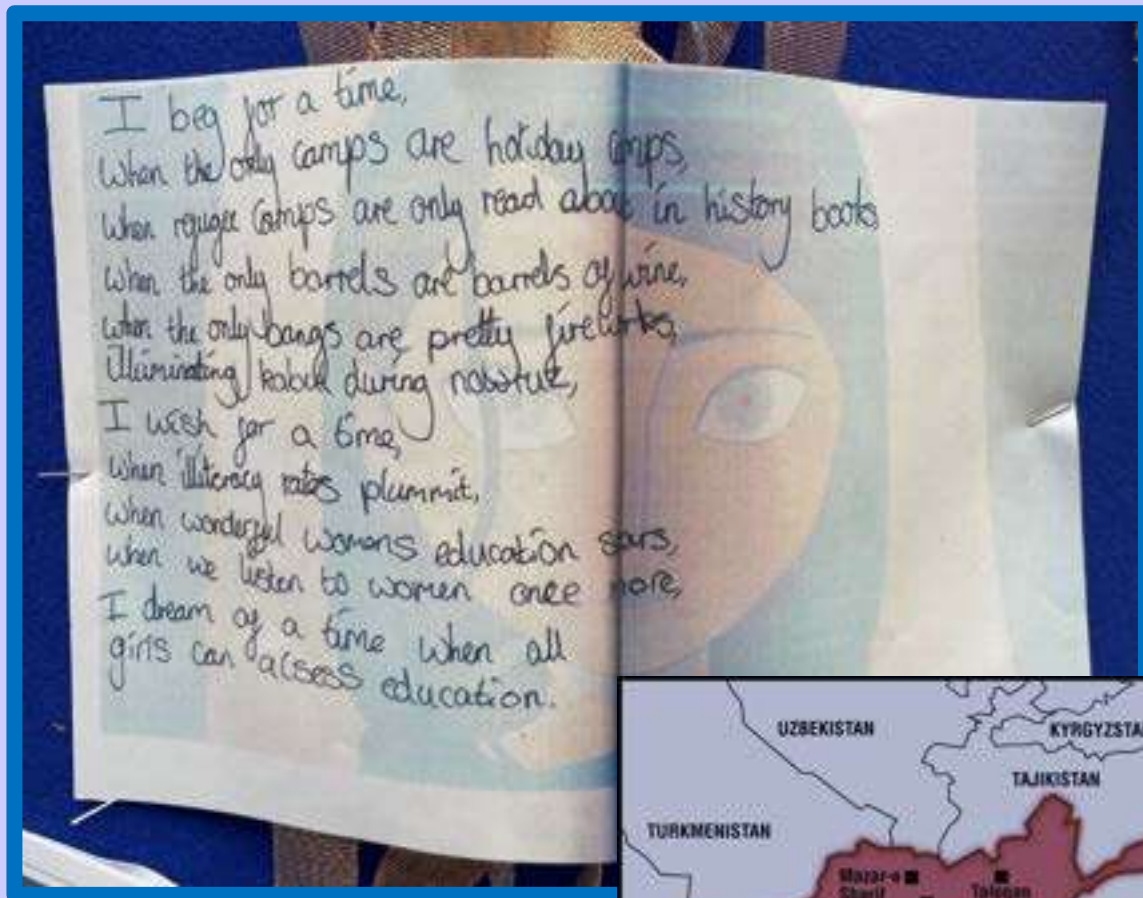
Yusra Mardini Poetry
Beech Class
Oliver S



"In Syria, bombs fall like rain,
It is not safe for them,
Try to give them a home,
Some are all alone,
Just think of all that pain,
Put all that pain away
Throw it down the drain
Just like tears and fears
So her dream would come true
Of being a super crew
Just a girl
Just a teen
At the Olympics in 2016
She is strong and a swimming teen"

Yusra Mardini Poetry
Beech Class
Emily





Afghanistan



By Lily

"I learnt that Afghanistan is more than a warzone. The culture is interesting and the country is full of people with dreams of a brighter future"

I beg for a time
 When the only camps are holiday camps
 When refugee camps are only read about in history books
 When the only barrels are barrels of wine
 When the only bangs are pretty fireworks
 Illuminating Kabul during Nowruz
 I wish for a time
 When illiteracy rates plummet
 When wonderful women's education soars
 When we listen to women once more
 I dream of a time when all girls can access education

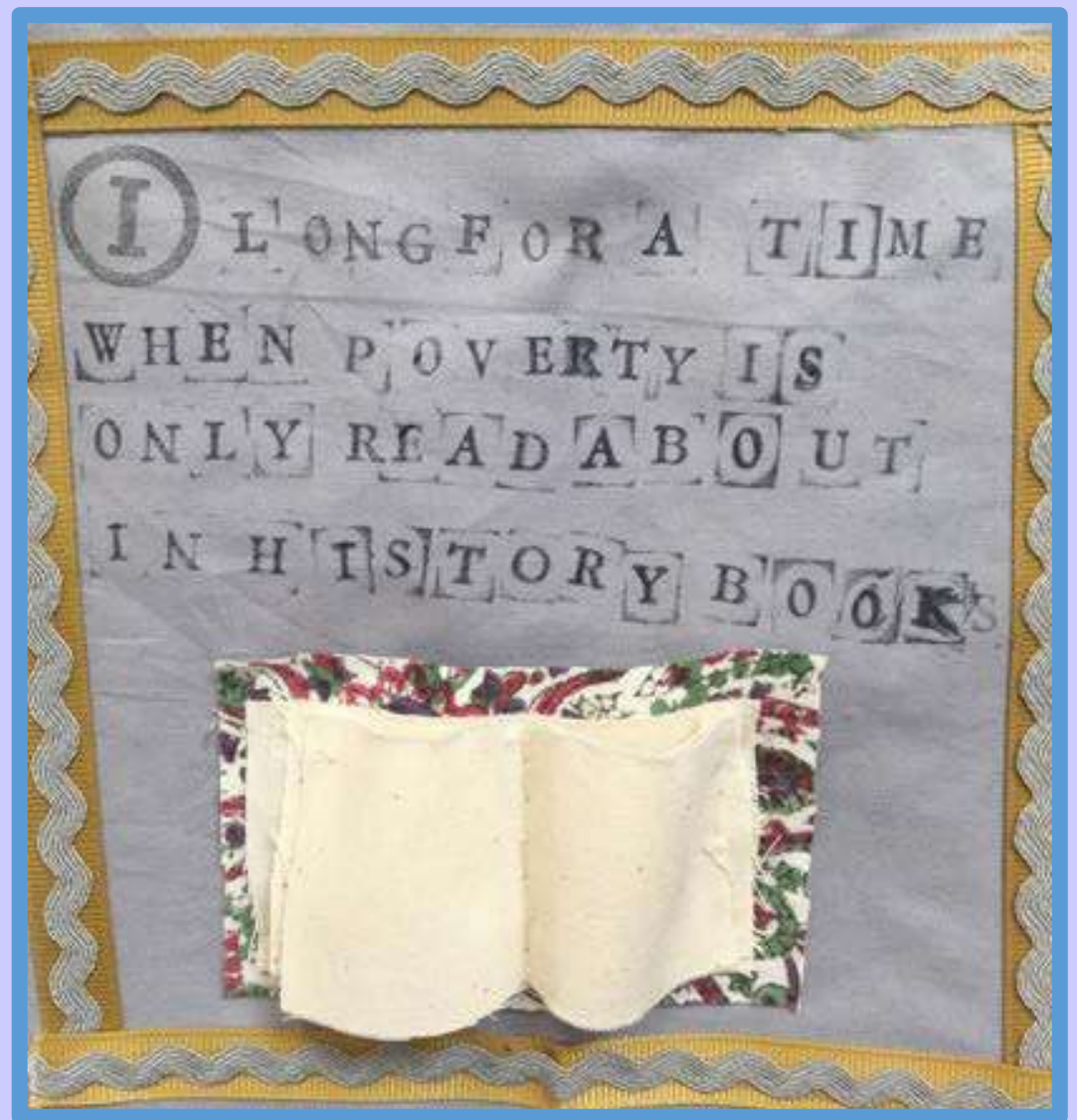
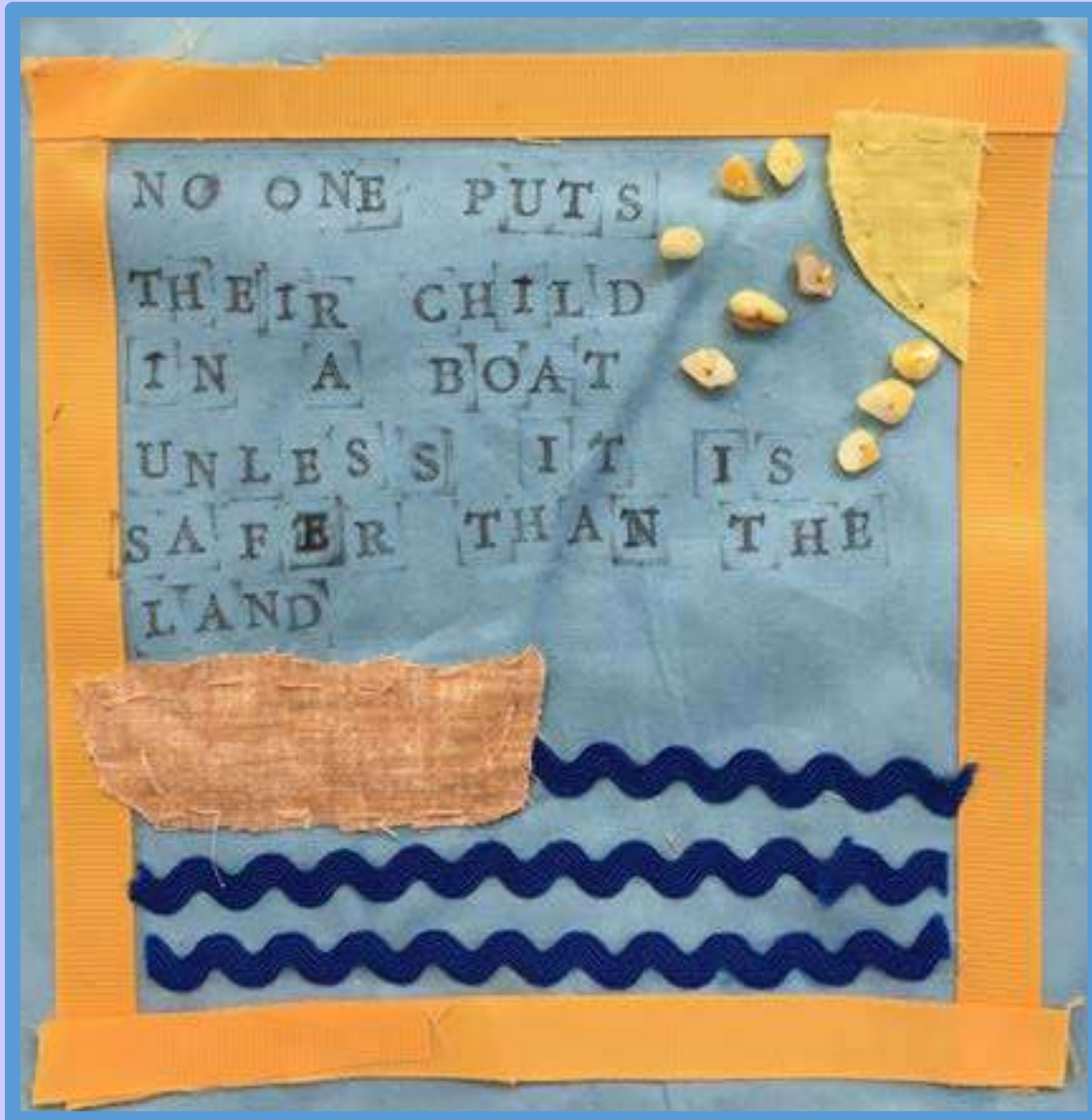
Sanctuary Tapestry





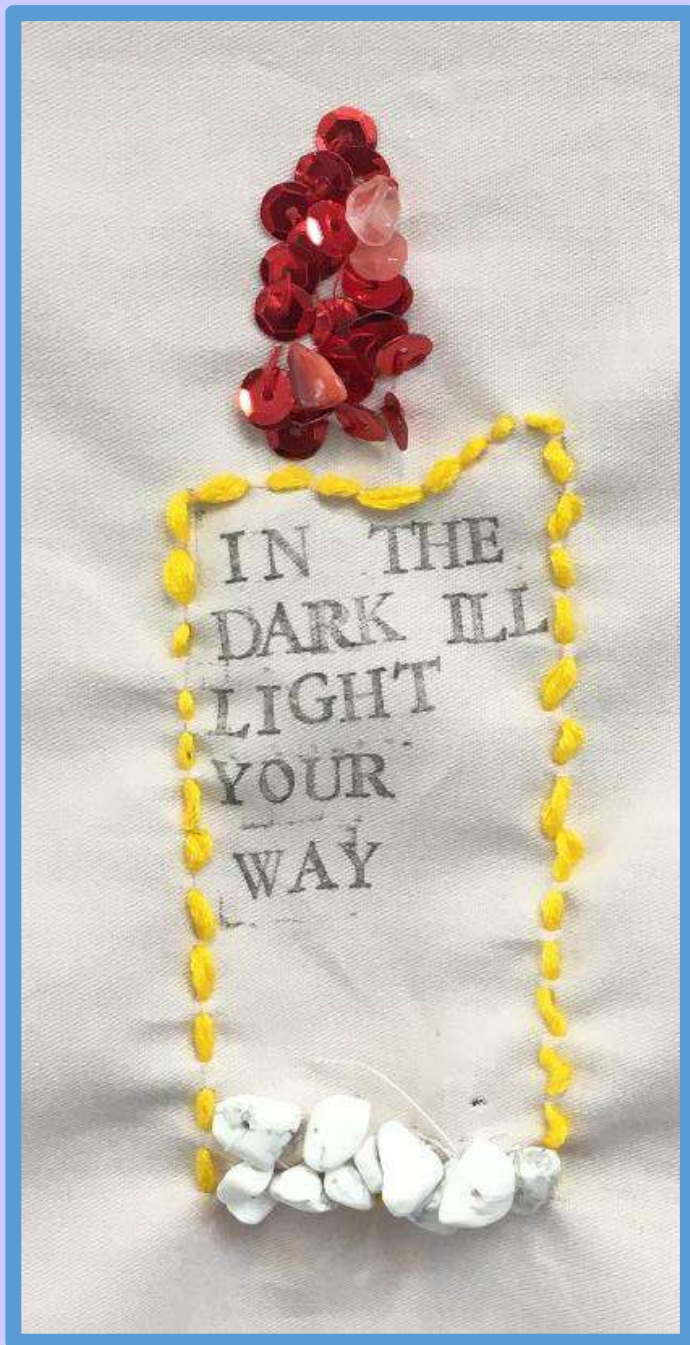
Re

“No one puts their child in a boat unless it is safer than the land”



“I long for a time when poverty is only read about in History books”

Re



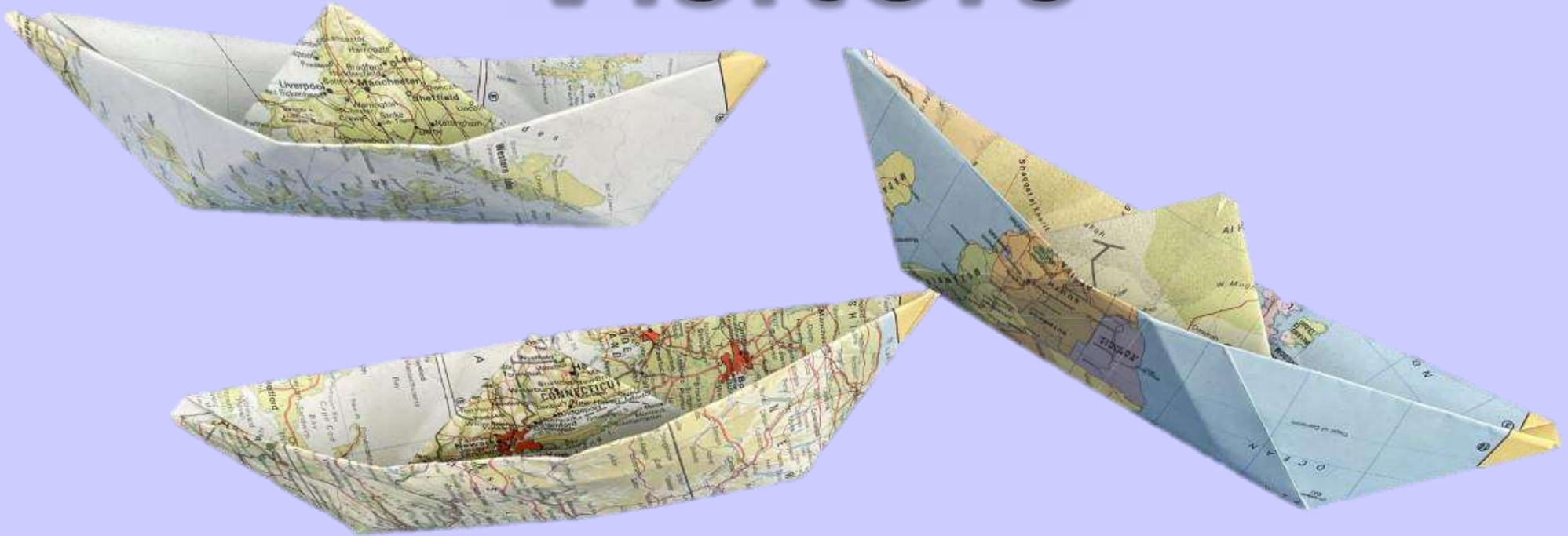
“In the dark, I’ll light your way”



“If you needed to run, I would be the sun to light your way”

Re

Visitors



Suffolk Refugee Support

Thank you to Rebecca, from Suffolk Refugee Support, for presenting our School of Sanctuary award to us in a special assembly.

Rebecca told the children about the vital work that her team does in Ipswich to support refugees.





Windrush Elders

You can't invite people and then chase them back home!" Derrick Thomas



Ivy Scott, Windrush Research and Exhibition Lead and Derrick Thomas, an Ipswich Windrush Elder visited the Year 6 children who had recently read 'Windrush Child' by Benjamin Zephaniah. Derrick is such an inspirational person so he was asked to carry the Olympic torch in 2012. The children were surprised to hear about the racism that Derrick experienced when he first came to the UK. The children presented their Windrush poem that they wrote collaboratively in their English lesson to the visitors. They were so touched by their words and have requested to display the poem in an exhibition in Ipswich to mark the 75th anniversary of the Windrush generation coming to the UK.

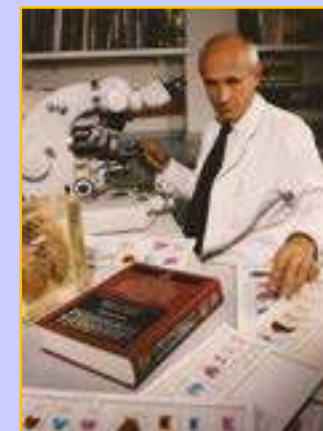


We enjoyed trying plantain!

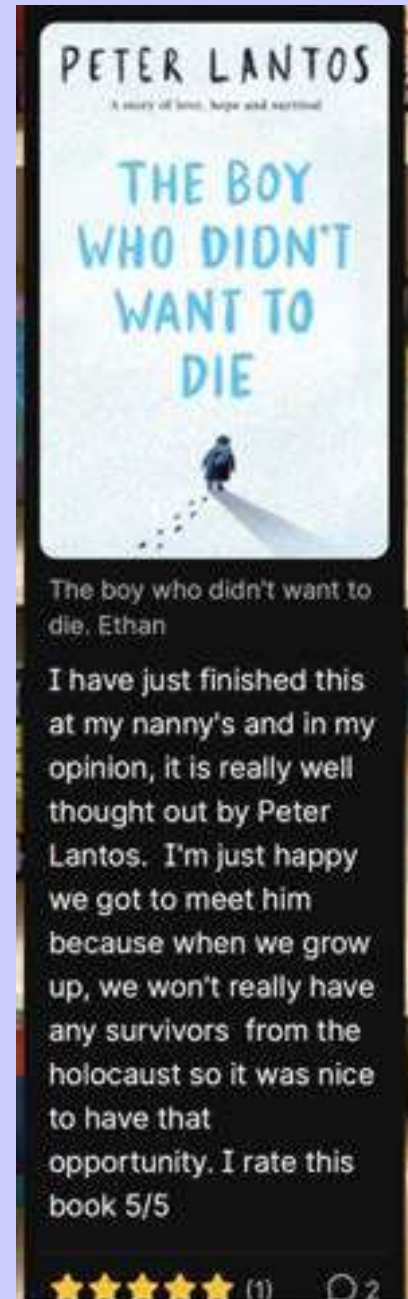
Hungarian Holocaust Survivor

We met Peter Lantos (a Hungarian Holocaust survivor) virtually. We were very saddened to hear about how he lost 21 members of his family in concentration camps.

Peter was awarded the British Empire Medal in 2020 for 'services to Holocaust education and awareness'. He is one of the last of the generation of survivors and has recently published a children's book which will serve as a testimony to his experience.



Ethan's review of Peter's book



Merhaba



Mrs Aslan read 'The Room on the Broom' in Turkish to KS1. The children enjoyed trying Turkish delight and pomegranate juice.

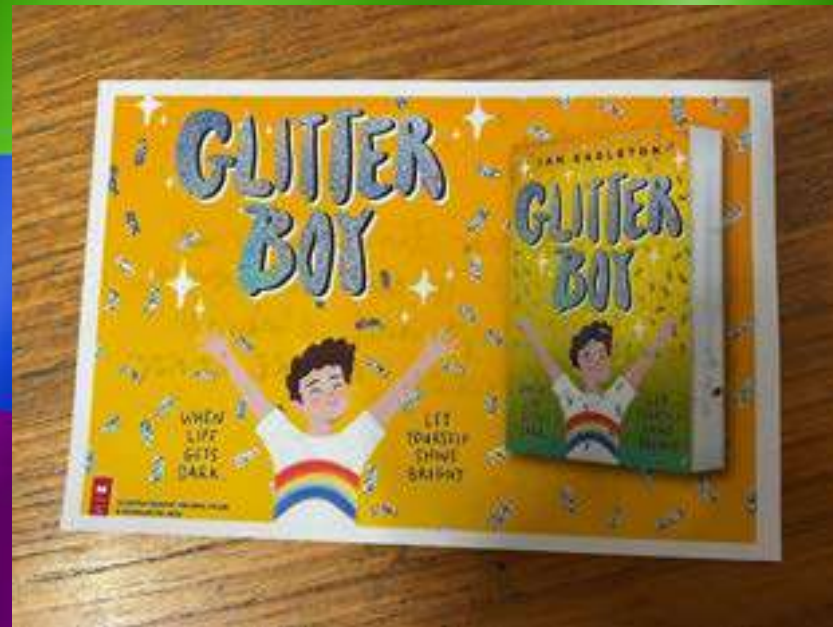
We met Ian Eagleton, author and teacher, virtually to celebrate LGBTQ+ History Month. Ian's children's books feature LGBTQ+ protagonists.

Ian told us about The Stonewall Inn which is in New York. It is the site of the Stonewall rebellion of 1969, which is widely considered to be the single most important event leading to the gay liberation movement and the modern fight for LGBT rights in the United States. The LGBTQ+ community stayed true to themselves which inspired many trailblazers and change makers.

Even here in the UK it was a crime to be gay until 1967! A piece of legislation called Section 28 banned places like schools and libraries from "promoting homosexuality". This meant that school teachers were effectively banned from talking or educating people about homosexuality. *Homosexuality is when a person has a relationship with someone of the same gender. We discovered multiple books on our classroom bookshelf which would have been banned from classrooms prior to 2003.* The law was unclear about what "promoting" gay relationships meant, so many teachers were scared to talk about homosexuality, even to help their students, in case they were breaking the law.

It meant that children and young people growing up in the 90s (including our teachers) didn't see or hear about same-sex relationships, whether that was in books or in lessons. The lack of acceptance in everyday society meant that homosexual people felt isolated. It also meant homophobic views were made worse and gay people were very frequently bullied and tormented.

Inclusive Author



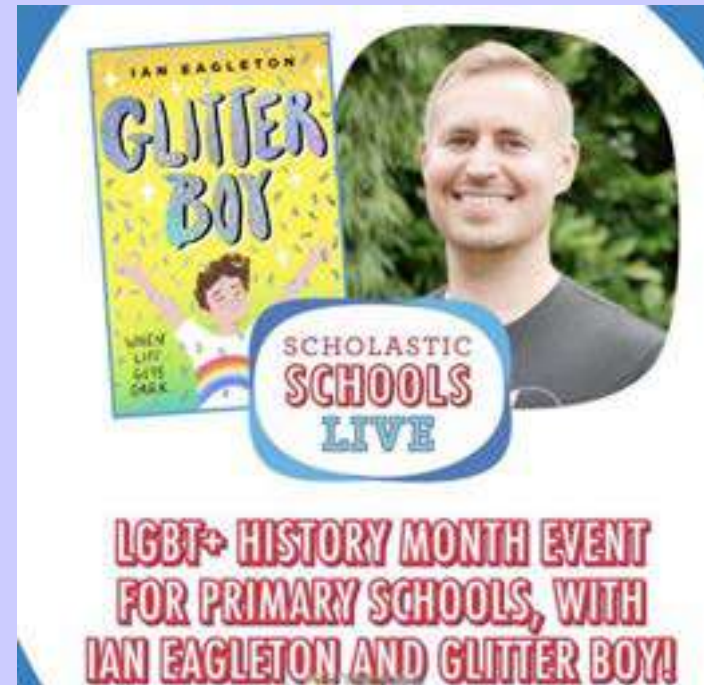
To Hazel Class,

"It is not our differences that divide us. It is our inability to recognise, accept, and celebrate those differences." AUDRE LORDE

Ian Eagleton



As a School of Sanctuary, we thought about the people who are persecuted for their sexuality across the world in 2023. We know that people from the LGBTQ+ community have the legal right to claim asylum under Article 14 of the Universal Declaration of Human Rights which states that everyone has the right to seek asylum and live a life free from persecution.

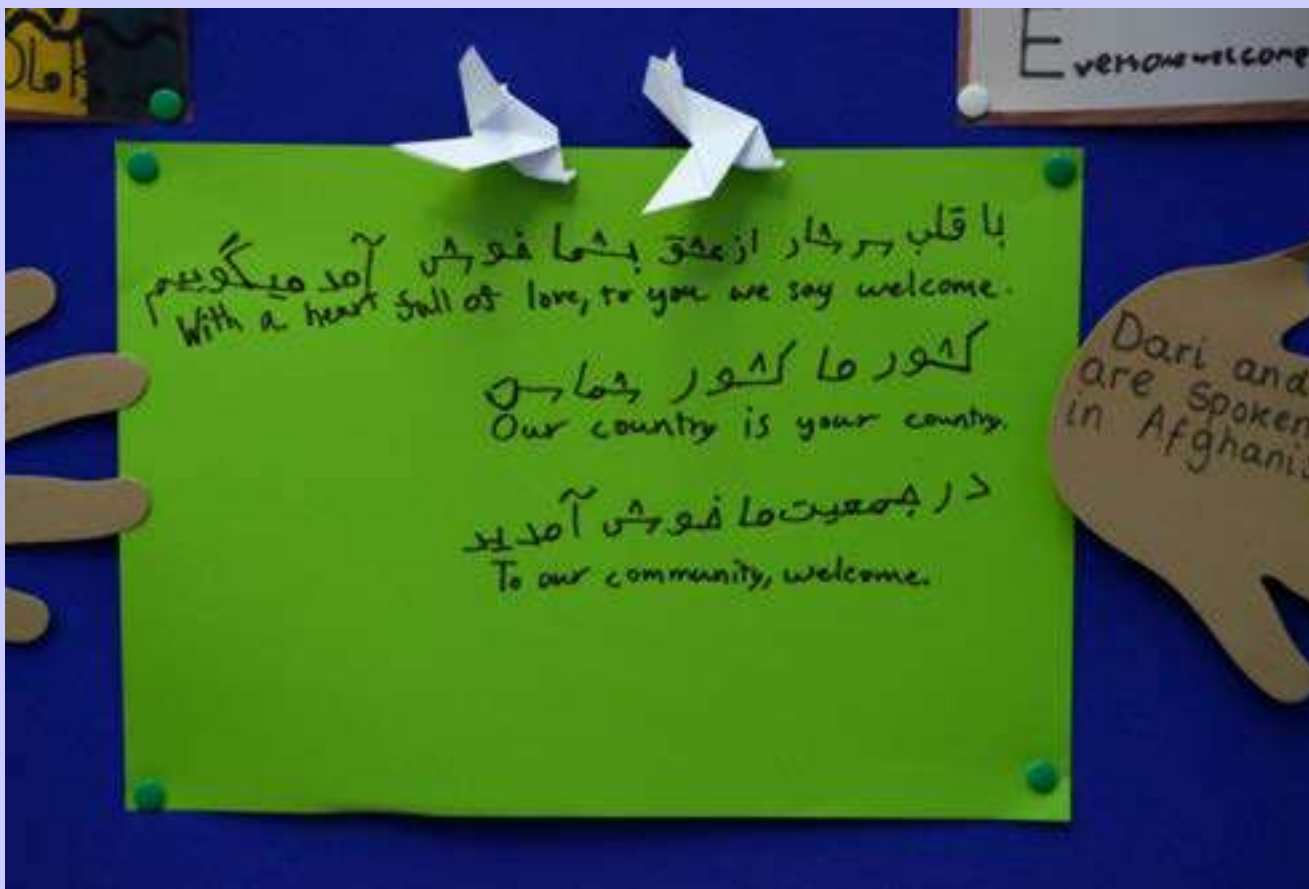


LKS2 Indian Dance Workshop



Community Exhibition





The children made welcome cards for Afghan refugees who have recently resettled in Suffolk. These cards are displayed centrally at Suffolk Refugee Support's office in Ipswich. They are also given to newly-arrived refugees to show them that they are welcome in our county.



A RECIPE FOR FRIENDSHIP

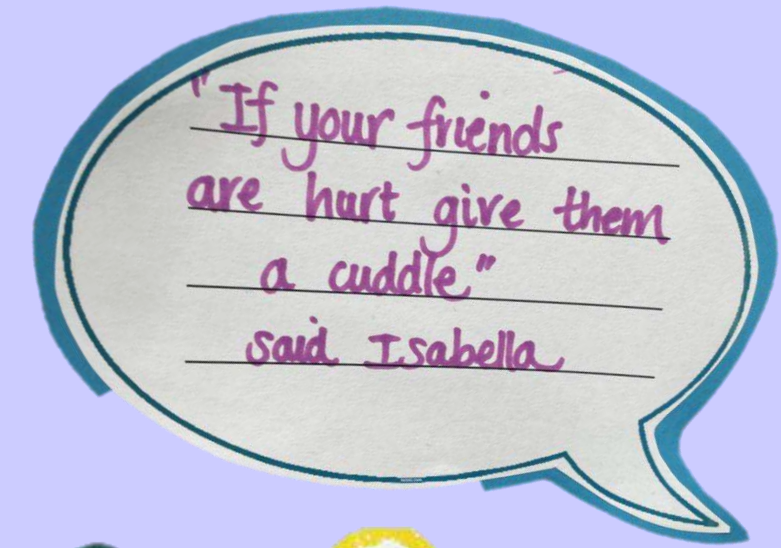
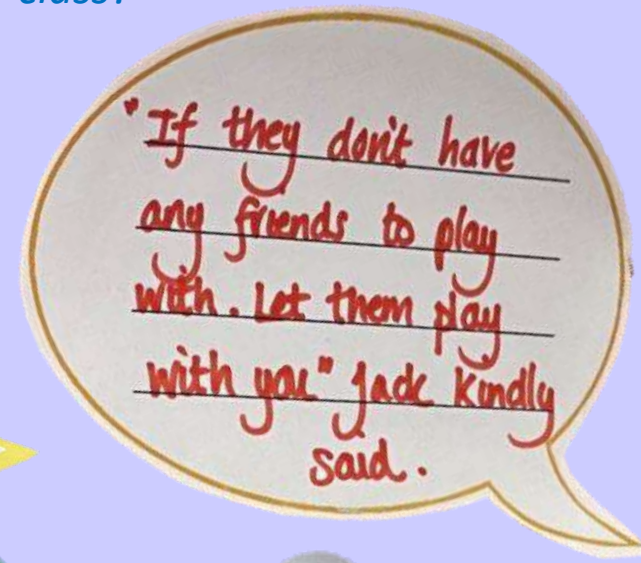
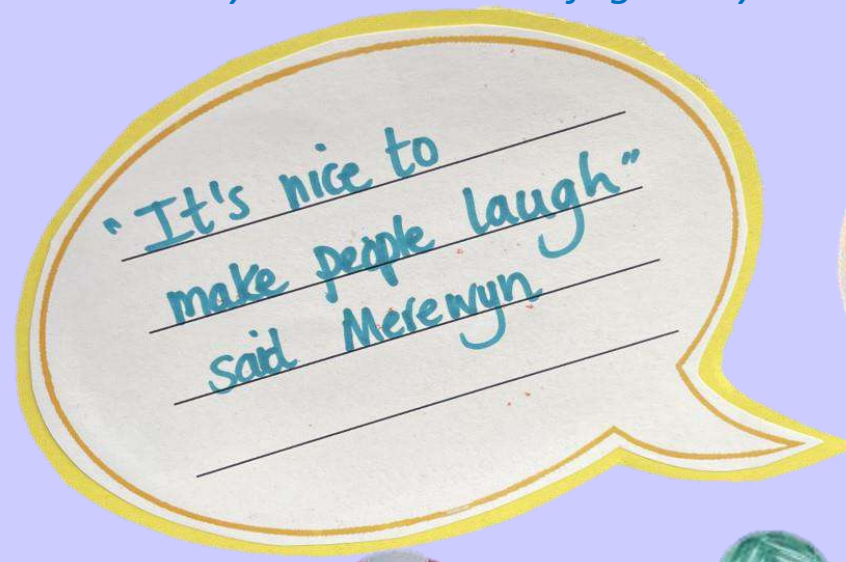


In Foundation Stage, the children have been reading a book called 'There's a Boy Just Like Me' by Frasier Cox. The author, who has autism, wrote this book when he was just 9 years old. It amplifies the fact that despite different cultures, we should all be treated with respect. It reminds readers that in finding common ground, we can all find hope in the friendships we make. The children were so inspired by this story. They wrote friendship poems after discussing what it means to be a kind and considerate person. The children also spoke about how they would welcome a refugee if they were to visit or join their class.



Foundation Stage

How would you welcome a refugee in your class?



Share

Happy

Smile

Listen

Welcoming

Helpful

Friendly



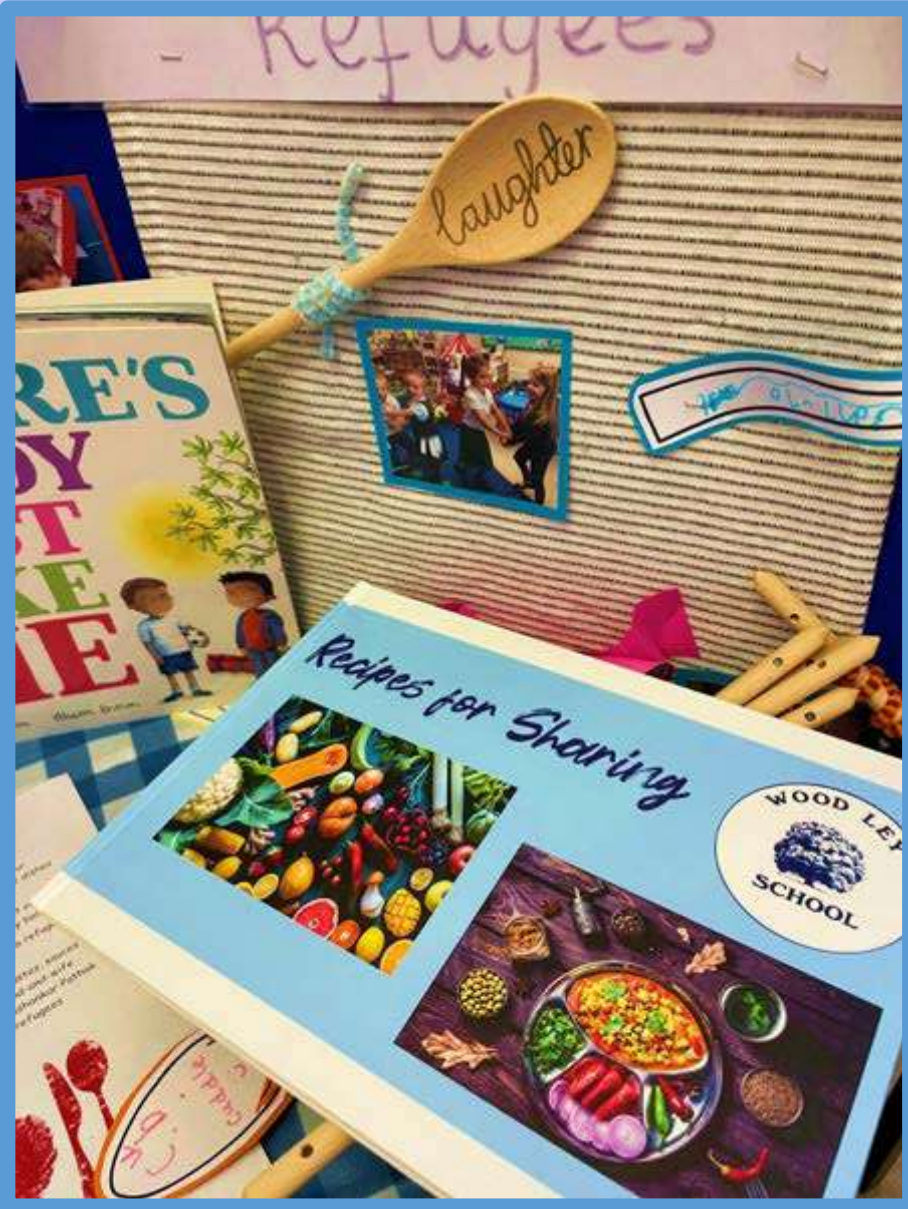
Chatty

Peaceful

The children wrote welcoming words on spoons to add to their friendship recipe.

Accepting

Kind



FOOD FROM MY TABLE PROJECT

The children were invited to contribute recipes to our school cookbook. The book amplifies the diversity of dishes that the children have at home. Food reminds us that diversity is important- most people benefit from foods from other cultures on a daily basis.

Did you know?

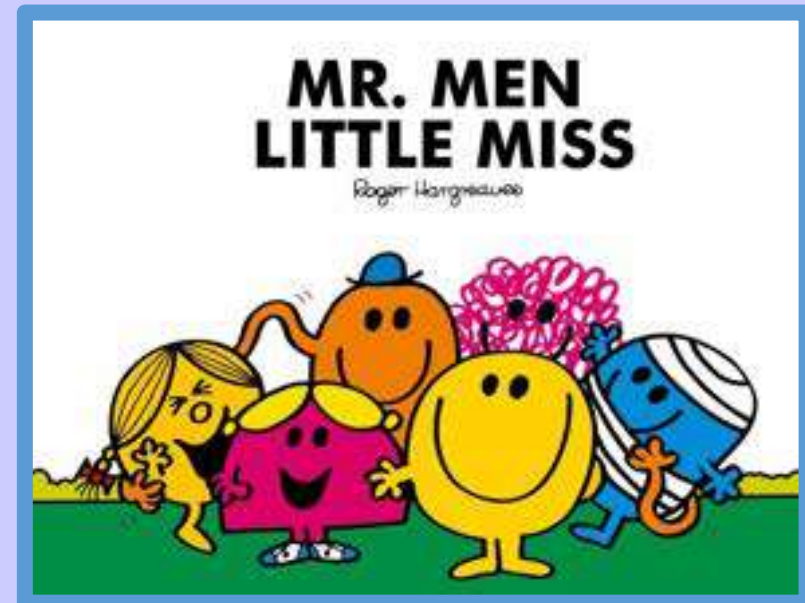
M&S was founded by a refugee called Michael Marks who was a Polish Jew. Patak's is a UK bran of Indian-style curry pastes, sauces and spices. It was founded in 1957 by husband-and-wife team Gujarati-British entrepreneur Lakshmishankar Pathak and Shanta Pathak who come to Britain as refugees from Kenya.

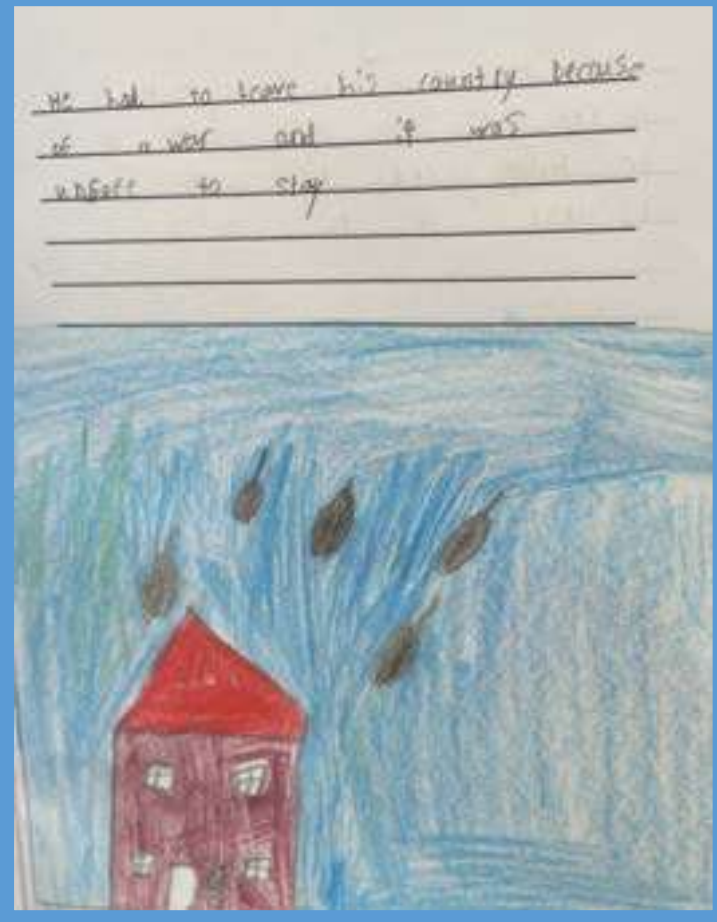




Little Miss and Mr Kind to Refugees

Cedar Class wrote their own books based on the 'Little Miss' and 'Mr Men' series. Their books highlight how to show kindness and solidarity to refugees in our communities.

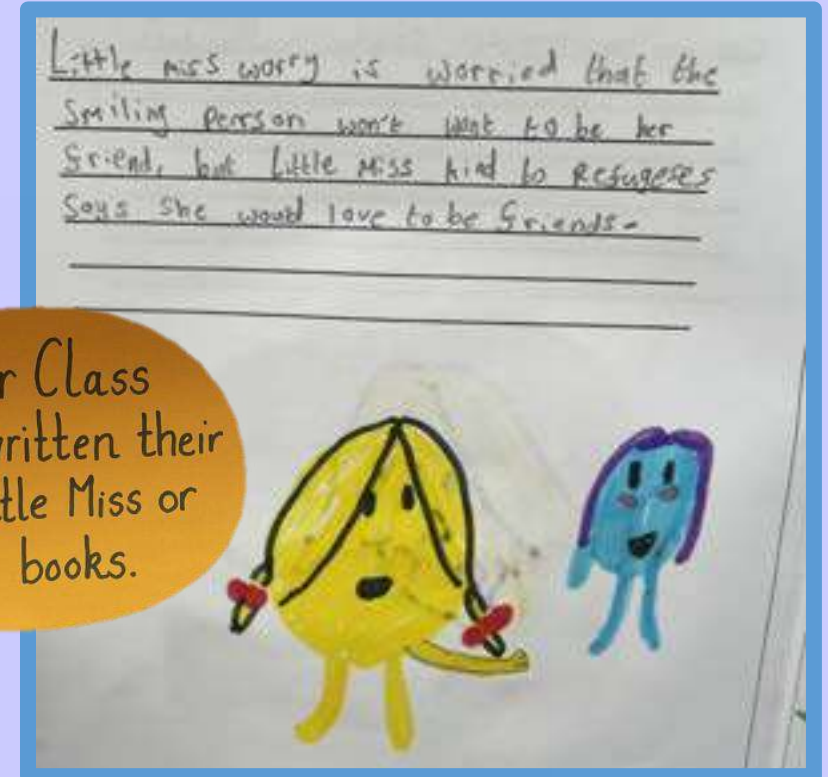




He had to leave his country because it was unsafe to stay.



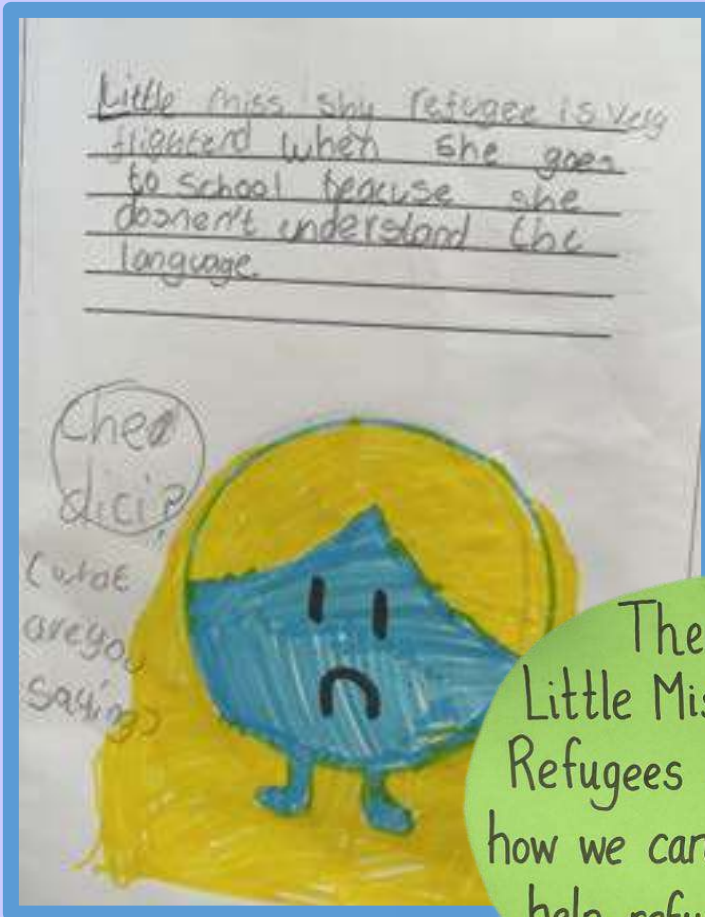
Cedar Class have written their own Little Miss or Mr Men books.



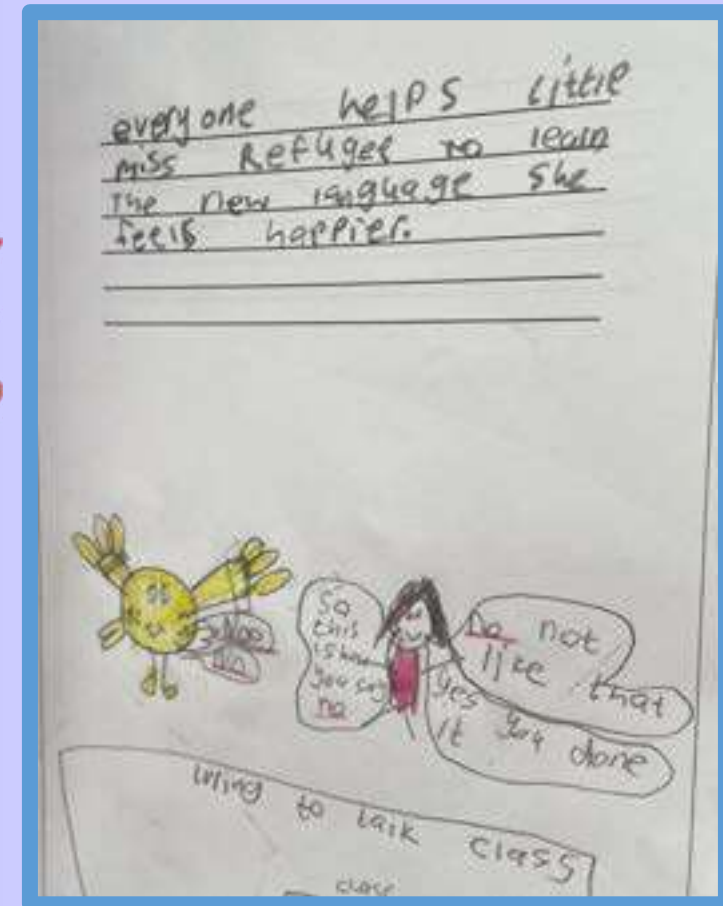
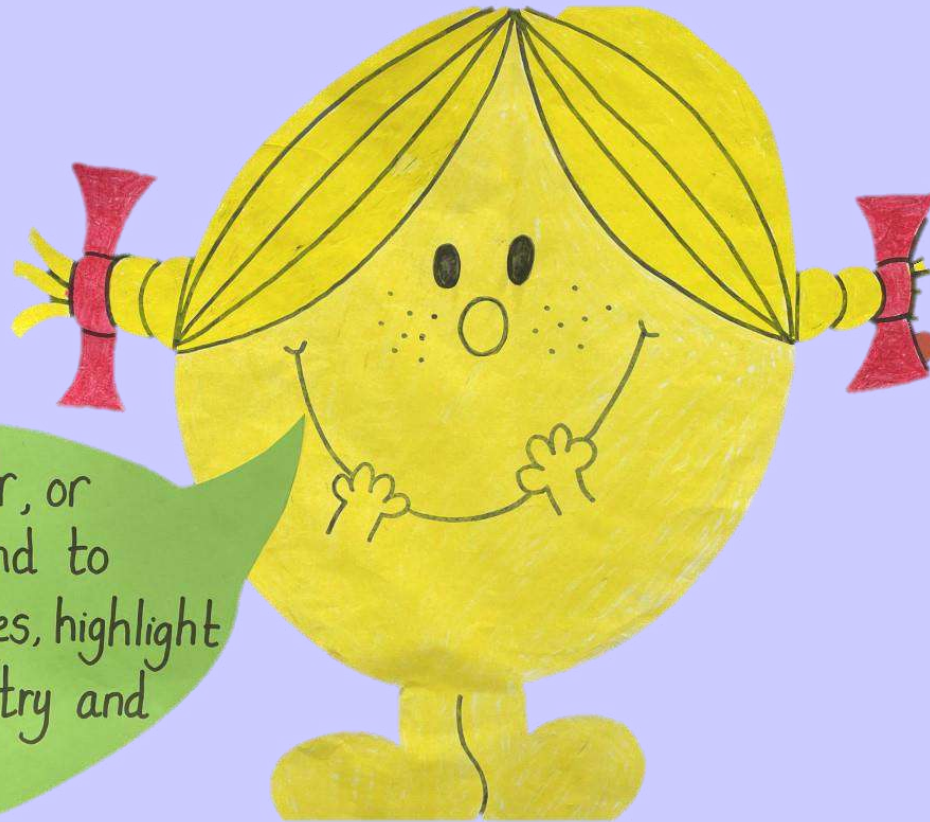
Little Miss Kind to Refugees says she would love to be friends.

Little Miss Refugee is frightened when she goes to school because she doesn't understand the language.

Everyone helps Little Miss Refugee to learn the new language. She feels happier.



Their Mr, or Little Miss Kind to Refugees stories, highlight how we can all try and help refugees.



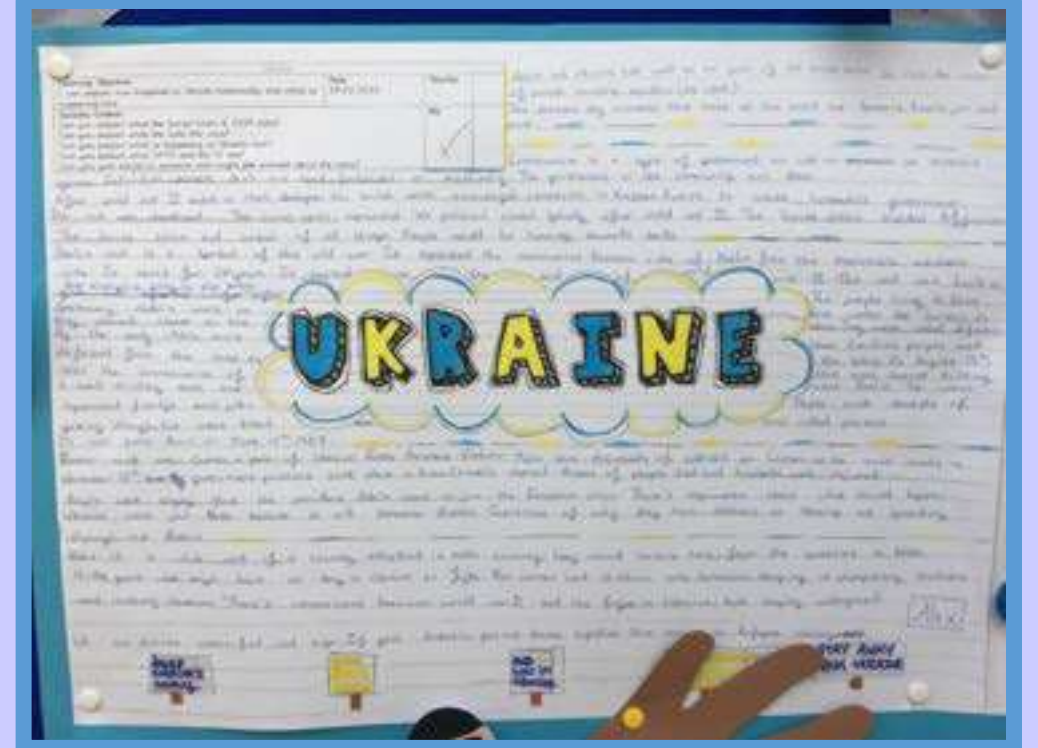
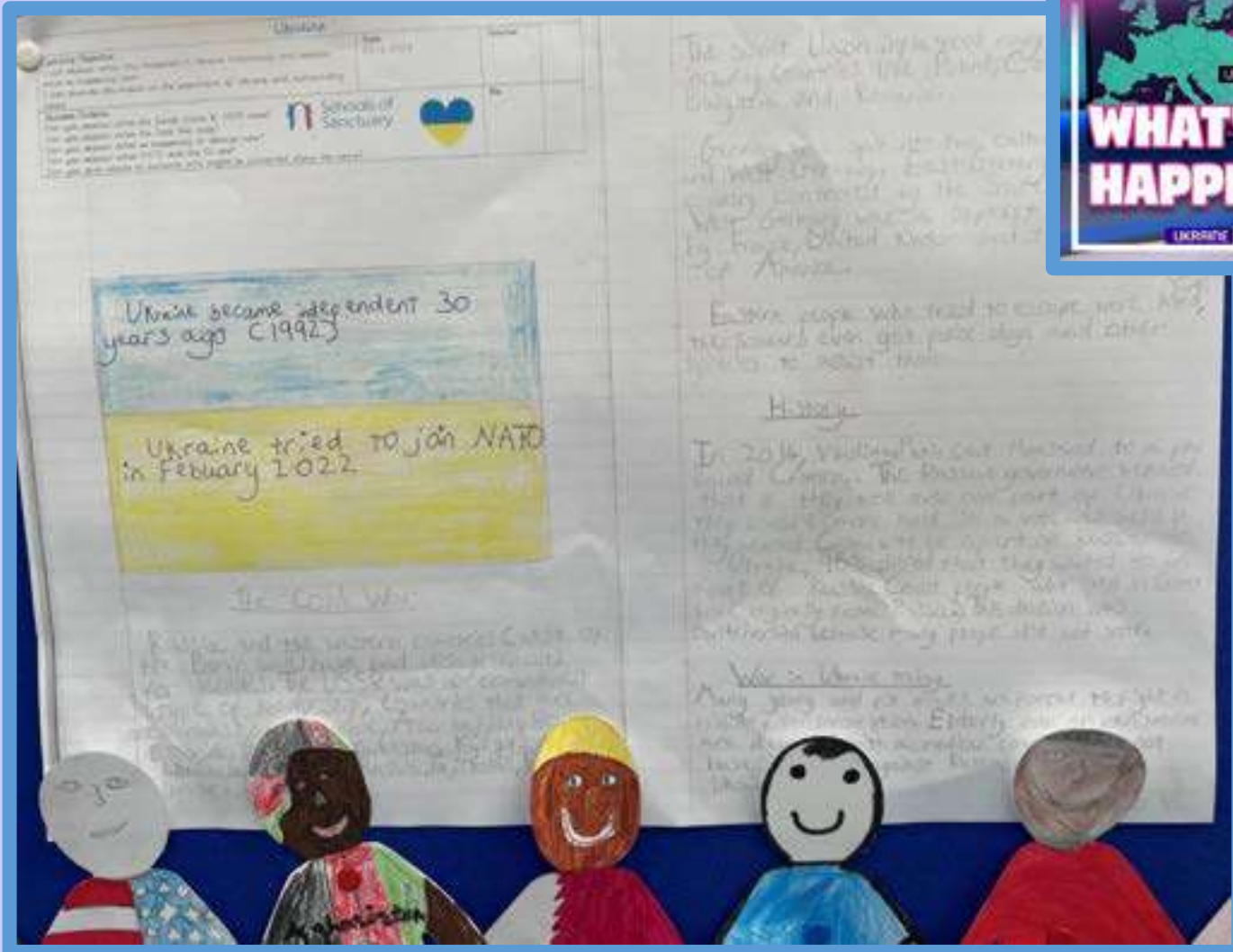


International Women's Day

Poplar Class have been amplifying famous refugee's stories. They learnt about the amazing contributions that migrants and refugees have made. They designed and made a fabulous dress to display their research.



We keep the children updated about conflicts around the world. We also teach them about how to protect themselves from news that might upset them within their computing curriculum.



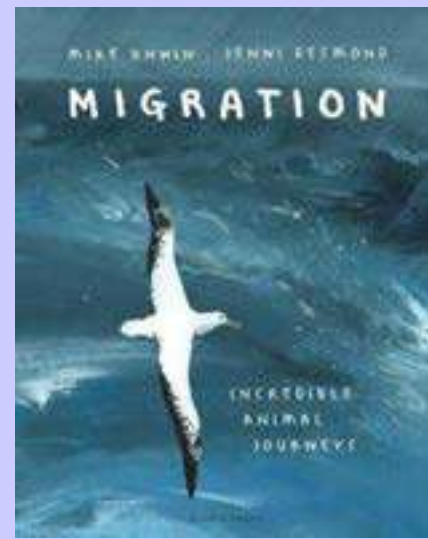




Maple Class have been learning about animal migrations in their Science lessons.



"All around the world, animals are moving from one place to another, making regular journeys called migrations. But why do they make these amazing and often dangerous journeys?"



All around the world, animals are moving from one place to another, making regular journeys called migrations. But why do they make these amazing and often dangerous journeys?

Emperor penguins have to travel 80 km to find fish and they have to swim so they can have babies.

Christmas Island crabs

THE RED SWARM

Every year Christmas Island Ocean is the site of an amazing migration. At the start of the rainy season, millions of red crabs make their way to the sea to lay their eggs. The crabs spend most of the year in the forest feeding and hiding from predators. The young crabs emerge from the sea and start their march back to the forest. crabs walk side ways, crabs can be orange pink red.

Monarch butterflies
Mexico to Canada - and back!
Mexico high in the mountains
Mexico millions of branches
the monarch



Boufart Sea

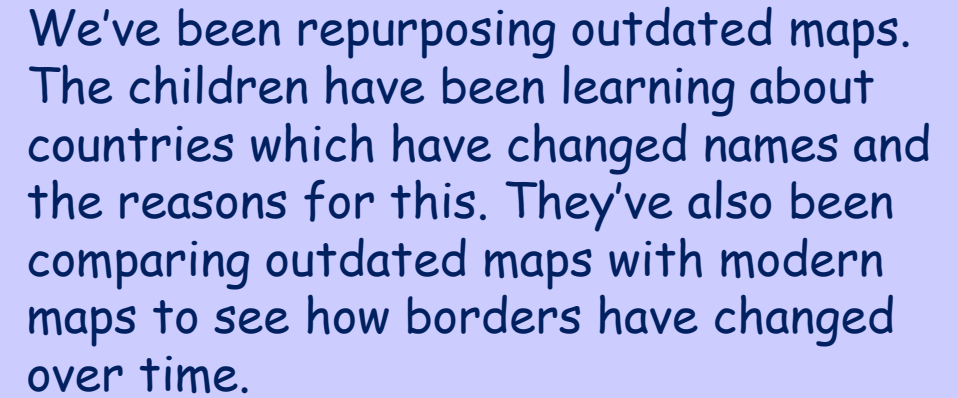
monarch butterflies
Mexico to Canada
north over the
butterflies travel

in the mountains
butterflies
some butterflies
because they are

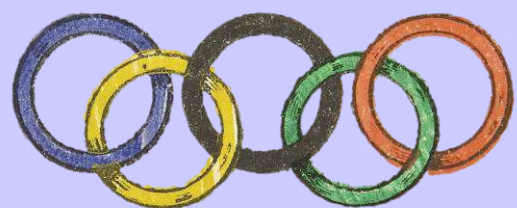
long migration
the butterflies
and hibernat for

mexican winter
The butterfly
mountains
reach the
The butterflies

new generation
north to
on the
water



The Refugee Olympic Team





We have been exploring these key questions:

What is a refugee?

What is the difference between a migrant and a refugee?

What do refugees look like? Can you tell?

What difficulties do refugees face?

Where do refugees come from?

What stereotypes do some people have about refugees?

Can you tell me about conflicts that are happening now?

Can you tell me about a past conflict which forced people to migrate?

What can be done to support refugees?

What would you do to support a newly-arrived refugee at our school?

The children have learnt about past and current conflicts. They have explored how forced displacement has devastated communities across the world.



REFUGEE!



A refugee is a person who is forced to leave their natural country due to war or conflict.



Turkey is the largest refugee country in the world.

The UN is here to help them.



Amazing work Rose!



At the end of the world, there are many people who are refugees.

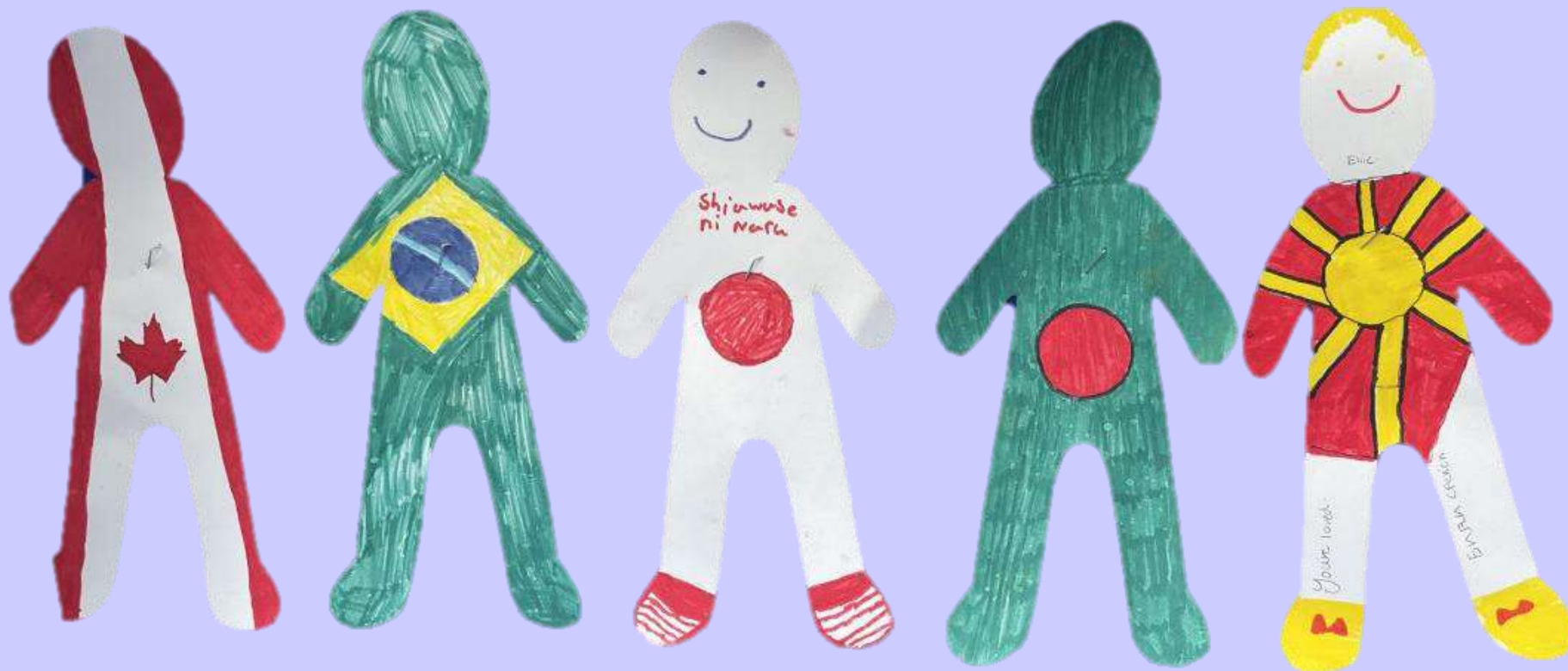


more than 100 million people are refugees across the world.



Refugees are people who have been forced to leave their country because of war, persecution, or other reasons.

Fundraising and Grants





We raised
£534.62 for the
victims of the
Turkish and
Syrian
earthquakes.





We dressed in the colours of the Turkish and Syrian flags to show solidarity to the victims of the earthquake. We sold second-hand books and cakes to raise money.





The charity that we have been fundraising for (Choose Love) Support the White Helmets. White Helmets volunteers saved almost 3,000 people from the destruction caused by the earthquake in Turkiye and Syria. Now they start the next phase of their emergency response: recovery and rehabilitation.

THE WHITE HELMETS: A STORY OF HOPE

Our teachers also have a snack box in the staffroom. If they choose a snack, they donate money towards Suffolk Refugee Support.

YOTO Project



We are very grateful to have received a grant from the Local Authority. This grant will provide a Yoto machine for each class and an abundance of story cards. A Yoto machine is a screen free device which plays audio stories. We think these devices will be extremely beneficial to all of our pupils but hope that they will also provide additional modelling of the English language through storytelling for our EAL pupils.

We have also been awarded money to fund additional devices and blank story cards. We hope to engage migrants and refugees in our community to record dual language stories. We hope that this School of Sanctuary project will benefit refugee children across Suffolk who will be able to borrow the devices through our scheme when it is established in order to enjoy a story in their home language.



Raising Awareness



Christmas Tree Festival

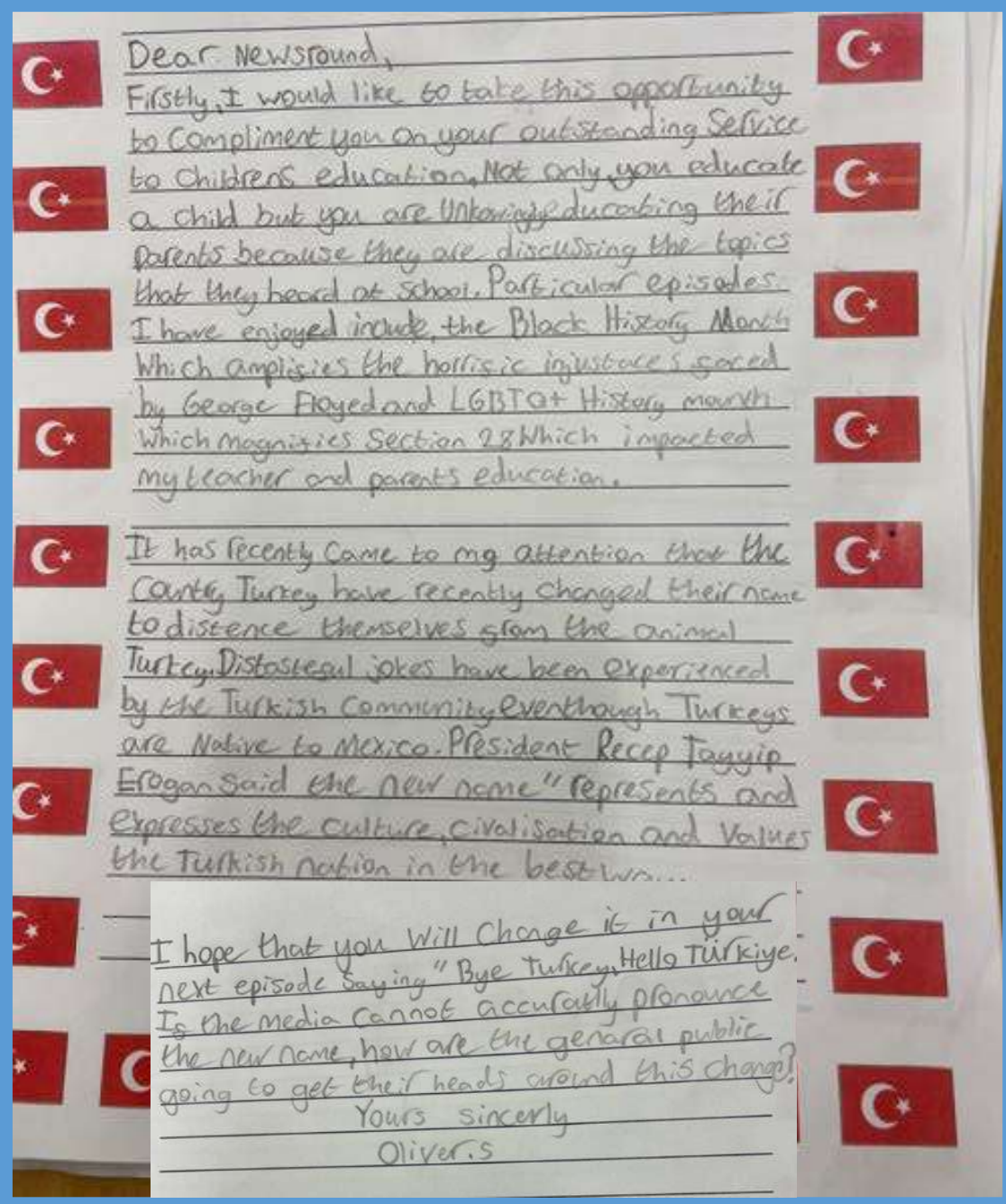
We made solidarity-themed Christmas decorations and displayed them in St Peter and St Mary's Church in Stowmarket during their Christmas Tree Festival.

Refugees Welcome Poster Trail



We set up a trail in Stowmarket. Local businesses displayed posters to show solidarity to our local refugee community.





Goodbye Turkey, Hello Turkiye!

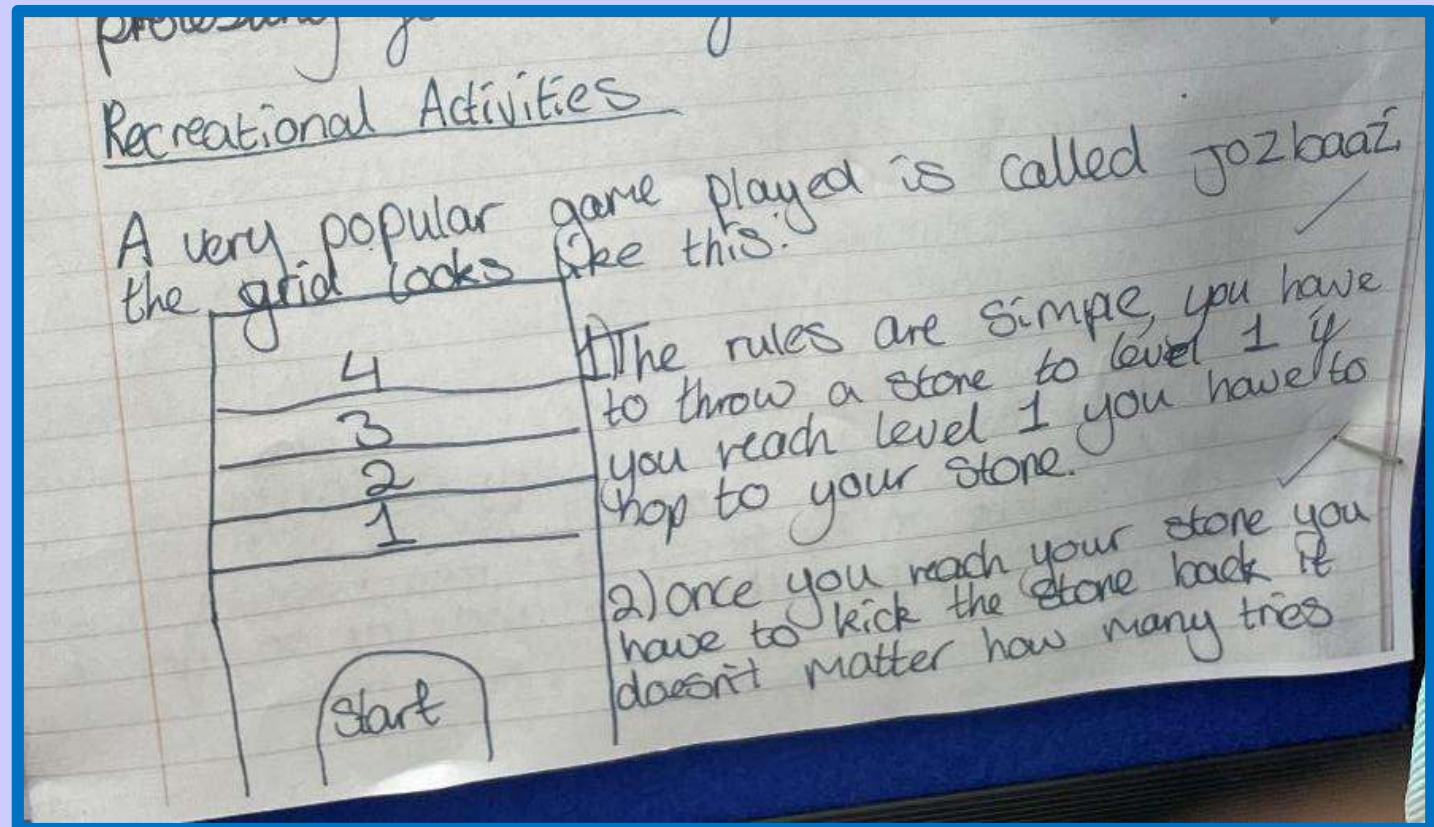
Year 6 were surprised to hear Turkiye being referred to by its redundant name on Newsround. The children decided to write informative letters in an attempt to encourage the news channel to pronounce the country's name accurately.



They enjoyed trying Turkish delight while writing their letters!



The children learnt to playground game called Jozbazzi. The play leaders have received additional training about games that are popular in other countries.



Awareness Project: Migration and the World Cup in Qatar



Why was the World Cup Controversial?

The people who worked on the stadiums for the World Cup in Qatar were mostly from outside of the country.

Roughly 30,000 people from countries such as India, Bangladesh, Nepal and the Philippines built seven new stadiums from scratch, as well as new hotels and roads in the country.

Qatar's labour laws known as the 'kafala system' allow businesses or business owners in Qatar to take workers' passports and stop them leaving the country. Human Rights organisations such as Amnesty International say that as a result, since 2010, hundreds of thousands of these workers have faced human rights abuses and exploitation in difficult working conditions with little pay. The children explored the benefits and controversy surrounding this event. When we watched a match in school, we recognised lots of players with refugee backgrounds living their dreams.



“Thank you a very inspirational session and it really made me think that if anything schools shy away from these challenging subjects and that migration/refugees is not a new thing”

Feedback from a Suffolk Headteacher

We invited parents and staff from Suffolk schools to view our exhibition. We were very grateful to everyone who bought books and cakes at these events. The money raised will go towards the victims of the earthquakes that have devastated communities in Turkiye and Syria.

Miss Kay delivered a presentation to Suffolk schools and the Local Authority to showcase the work that we have been doing,

“Thank you for providing us with so many ideas which will help us to diversify our curriculum in our own school. We love that every child sees their culture represented at Wood Ley. What a great display you have put together!”

Feedback from a Deputy Headteacher working in Suffolk

Our EAL ambassadors created fantastic presentations to share their amazing knowledge about countries that they are connected to in the world.





We've increased the number of books and resources that we have in other languages. Can you spot the copy of the Gruffalo in Scots and Super Potato in Turkish?



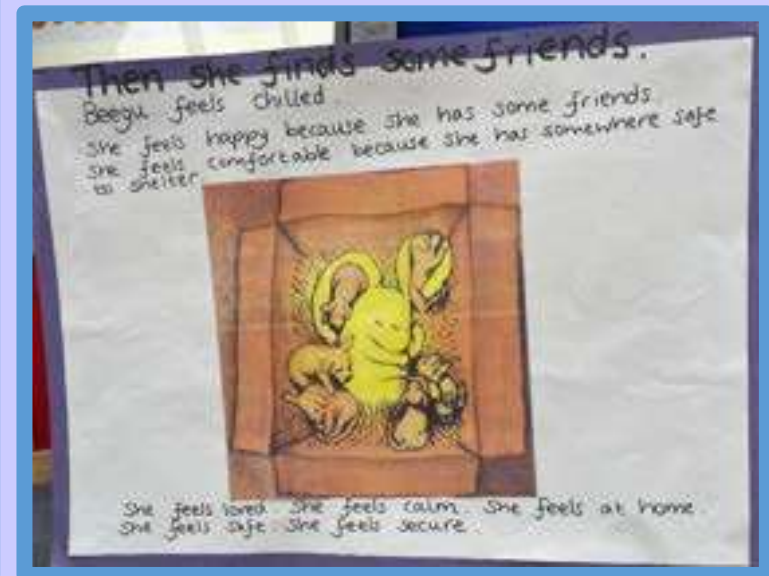
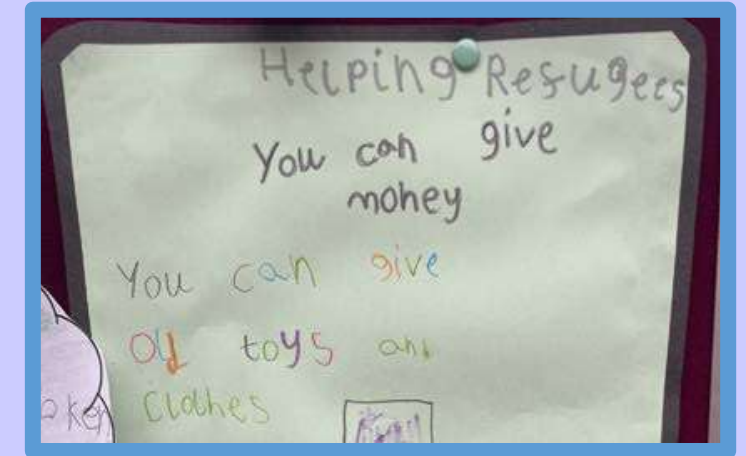
"I would welcome a refugee by playing with them. I would welcome a refugee by 'letting them' come to my house."

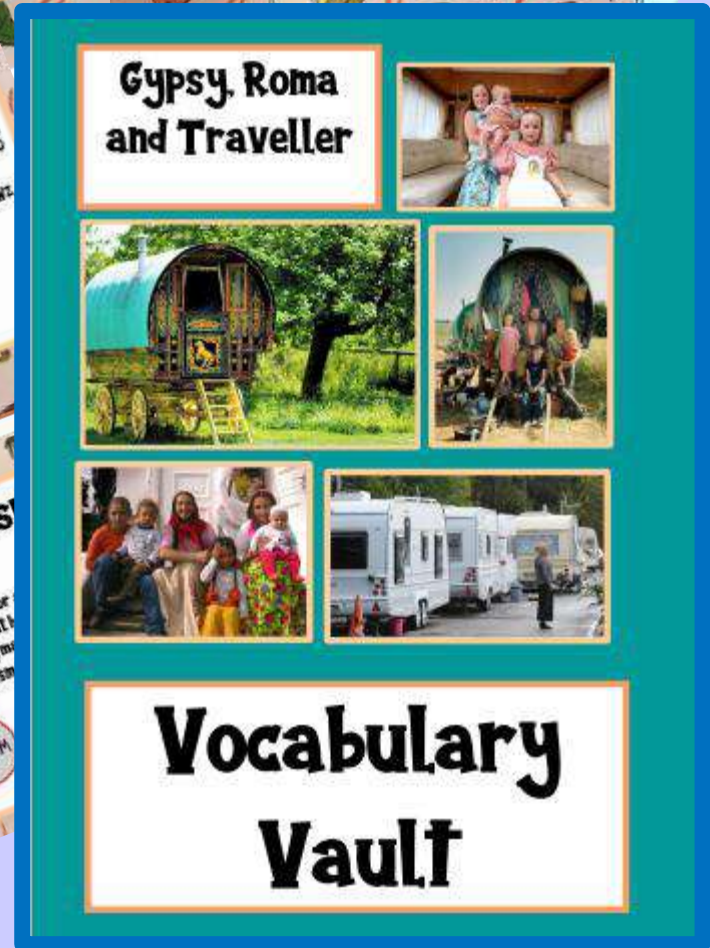
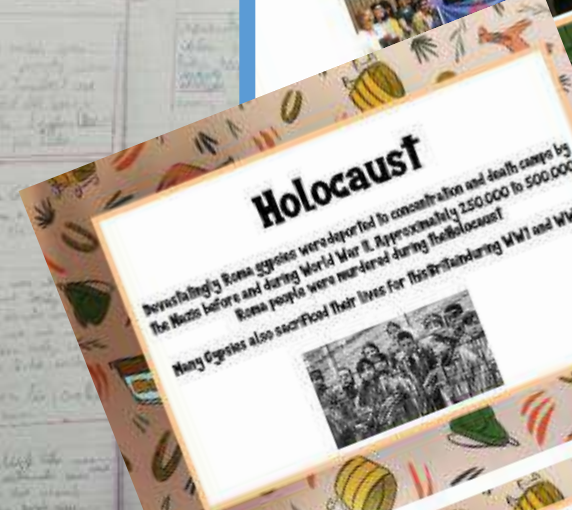
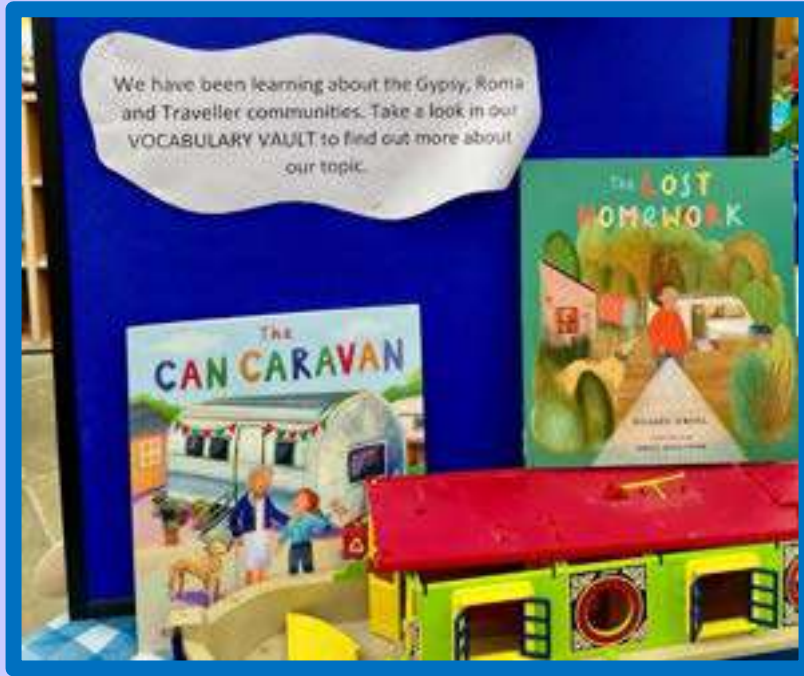


Curriculum Updates

KS1 read a story called 'Beegu'.

They thought that she might have feelings similar to how a refugee might feel when they first arrive in a new country.





Year 5 learn about Gypsies, Travelers and the Roma community. They talk about traditions, history, culture and stereotypes that some people have about these communities. They also discuss nomadic lifestyles and migration routes taken. They explore books written by Richard O'Neill who is from the GRT community.

THE TRAIL OF TEARS

Taking place in the 1830s, the Trail of Tears was the forced relocation of approximately 100,000 indigenous people from their ancestral lands in the Southeast to Indian Territory in present-day Oklahoma. The Cherokee, Creek, Chickasaw, Choctaw, and Seminole tribes were among those who suffered. The journey was brutal, with many deaths due to disease, starvation, and exposure. The event is remembered as one of the darkest chapters in American history.



LAND

There are around 800 indigenous tribes in North America, including:

- Navajo
- Yupik
- Sioux
- Apache
- Rio Grand Keresan
- Cherokee
- Choctaw

SOFT RAIN

A Story of the Cherokee Trail of Tears



CORNELIA CORNELISSEN

Book Study

NATIVE AMERICAN INDIANS

Native American tribes are not **homogeneous**. In fact, their culture, languages, and lifestyle differ enormously. They are the **indigenous** people of North and South America. Indigenous people are the **ethnic** groups of people who inhabit a particular area for the first time. They appeared to enter the Americas via a land bridge (made from ice) during the **ice age**. This **land bridge** (drawn as **Beringia**) took them from **Siberia** to North America. It is thought that they migrated 12,000-15,000 years ago. That could be used in your writing: Indigenous population of North America is an ethnic minority of North America.



COLONISATION

Process of settling among and over the indigenous people of an area.

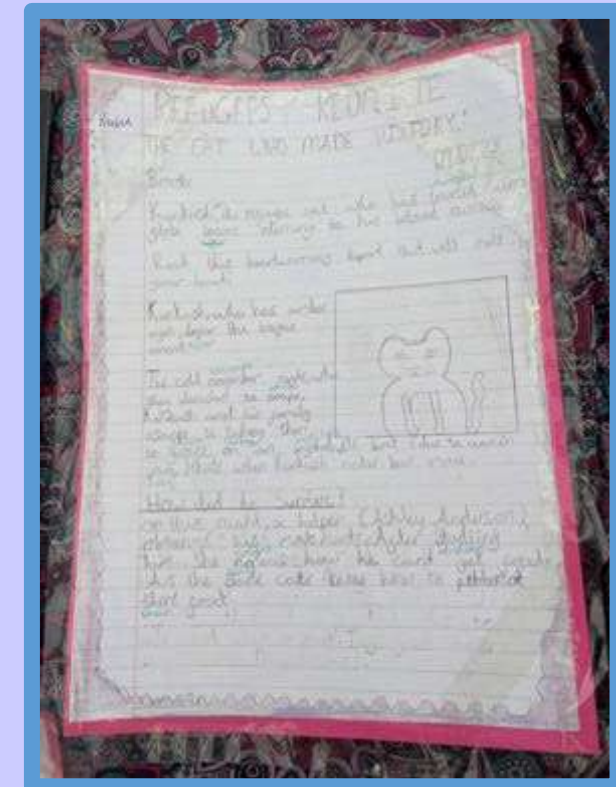
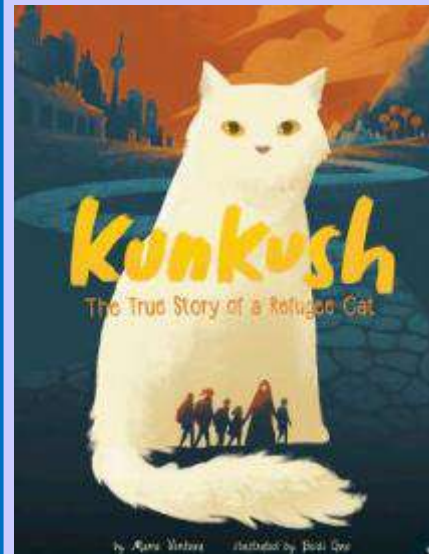
Early American Colonies



Year 6 have been learning about the Trail of Tears: the forced migration of Native American Tribes during colonisation. They have access to a bespoke vocabulary vault which can be used as a reference throughout this area of study.

Acer Class have been reading a book called 'Kankush' which tells the true story of a Syrian family who lose their cat while trying to seek sanctuary. Remarkably, they are reunited despite the fact that they live in different countries.

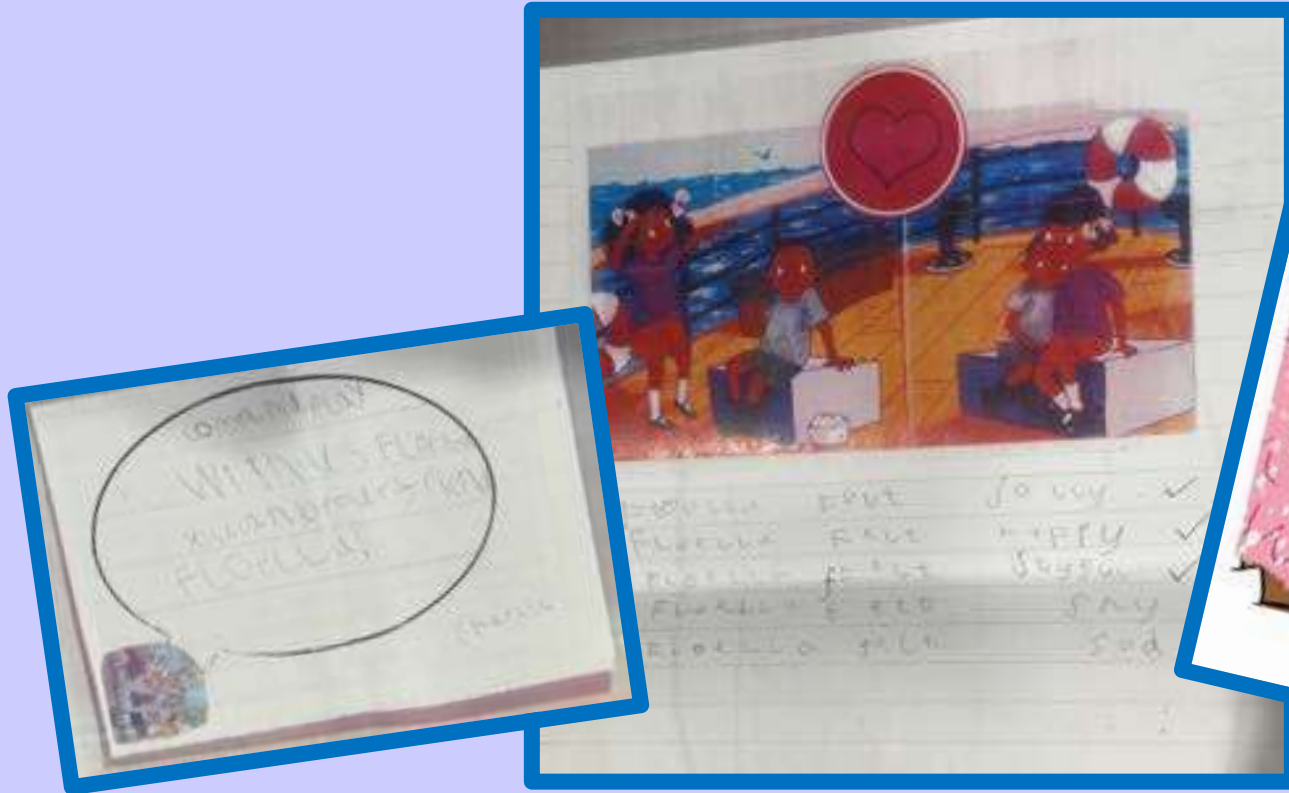
Acer Class have been plotting the route that Kankush and his family made on a map.



KS1

Migration- The Empire Windrush

Cherry Class have also been learning about the Windrush. They were saddened to hear that Floella wasn't always treated with kindness when she first arrived in England. They decided they would have welcomed Floella if she had joined their class.



"Come and play with us Floella. You can be our friend Floella!"

Year 6 Windrush Mural

Year 6 painted this fantastic mural after reading *Windrush Child* by Benjamin Zephaniah. The book encouraged them to explore racism further by discussing institutional racism. This unit of study also highlights the incredible contributions that the Windrush community have made to the UK.





WINDRUSH GENERATION

The Windrush generation came over, largely from the Caribbean, to undertake a variety of jobs to help rebuild the nation. These jobs included the production of steel, coal, iron, and food, as well as roles in running public transport and staffing the NHS.



LORD KITCHENER





One of the men onboard The Windrush was 26 year old Trinidadian Aldwin Robert "Lord Kitchener". Remarkably, Kitchener disembarked. Pathe News caught the "king of calypso" on camera. A reporter was documenting and asked Kitchener to sing. Kitchener didn't mind. "London is the place for me," he sang, "London, this lovely city ..."

IMMIGRATE

To move into a foreign country permanently.





JAMICAN FOOD

Yam			Pepper pot
Plantain			Rice

BENJAMIN ZEPHANIAH

WINDRUSH BOY

VOCABULARY VAULT

BENJAMIN ZEPHANIAH

Benjamin Obadiah Iqbal Zephaniah (born 15 April 1968) is a British writer and poet. He was included in The Times list of Britain's top 50 post-war writers in 2008. Zephaniah writes about things that he is passionate about like politics and society. His message to people thinking of taking up poetry is "You are important and me and the world, need to hear your voice". Benjamin Zephaniah struggled with school, leaving at the age of 13. He did not know he was dyslexic or learn to read and write until he became an adult. This did not stop him from becoming an extremely successful poet.



BENJAMIN

... of The Windrush Commemoration Committee, arrived in Britain in 1960. Her story elucidates the experiences of so many of those who came with or joined their parents as they embarked on a new life.



... is a group of people. The Windrush generation. However when they arrived, many people did not know who they were. We now recognise the incredible...

The children have access to a bespoke booklet to use as a reference throughout this topic.

AFGH

ANISTAN

The population is = 34,124,811
The population is = 39,835,128

(2017)
(2021)

Kabul, the capital, has marketplaces that are like bazaar. They sell spices, different kind of foods and all sorts of clothing.

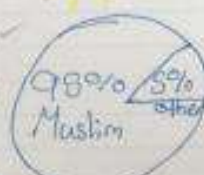
Activities/Hobbies

They do something called Kite flying. Each kite has a piece of glass, at the end of them so they can cut someone else's kite and then the people on the ground will chase the ripped kite and if they catch it they win.



50% of people in Afghanistan are Dari. ✓ Superb work ①
35% are Pashto. ② ③ government
15% are other languages

They celebrate poetry night on Thursdays in the western city of Herat. People of all age groups gather there to share modern and ancient verses of poetry and indulge in some nice food along with some nice sweet tea.



95% of people are Muslim and 5% are other religions.

In 1980, the Soviet Union invaded Afghanistan and the war escalated with the United States backing Afghan freedom fighters. After the Soviet Union pulled out in 1989, the Taliban took control in 1996.



Afghanistan has more or less been at war since 1978 when the Soviet-backed government was overthrown.

Afghanistan is situated between Europe and Asia. It is an enclosed country which covers the area of 652,220 sq km. It has very little water which is

Arabian Sea

Indian Ocean

good to grow crops and for farmers to earn money again but hidden bombs may ruin the crops or hurt the farmers that are trying to



Year 6 have been learning about the history of Afghanistan. They were surprised to learn about the ongoing conflicts are realised that many refugees spend decades living in refugee camps. Many refugees in Afghanistan are internally displaced within their country and the host countries with the highest numbers of displaced people tend to be in surrounding countries.

Displacement During WWII

The children read Rose Blanche and Anne Frank to learn about the impact that WWII had on children in different countries. They visited the Anne Frank House virtually using a VR headset.



Anne Frank pointillism painting, UKS2



Anne Frank Vocabulary and Knowledge Vault

How our stories carried us here graphic novel



Lachlan

This graphic novel is brilliant because it doesn't just show how one person's perspective of their culture it shows multiple and lots of cultures. This book has shown me that George floyd wasn't murdered by 1 person but by 4! It uses lots of brilliant vocabulary that we as a class use a lot like: abundance,

Emily, When Stars are scattered



When stars are scattered

This is a true story about brothers, Omar and Hassan, who have been living in a Refugee camp, for seven years now, in Dadaab. The Siblings' parents aren't with them in the camp, but they live with Fatuma who looks after them as if she is their mother. Will they ever get out of the Refugee camp?

Carter : Windrush stories , in a new land

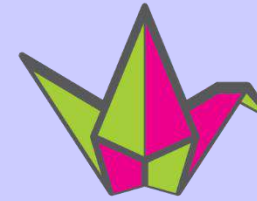


This book was a very informative novel about the windrush.

I would recommend this book if you are into short poems.

It has stories of Windrush elders in this book, about their journey to England in the 1960's.

★★★★★ (17) 1



padlet

The children have been blogging about the books they have been reading on an app called 'Padlet'. As a School of Sanctuary, we are thrilled to see so many of the pupils writing about books which feature refugee protagonists.

PETER LANTOS

A story of love, hope and survival

THE BOY WHO DIDN'T WANT TO DIE



The boy who didn't want to die. Ethan

I have just finished this at my nanny's and in my opinion, it is really well thought out by Peter Lantos. I'm just happy we got to meet him because when we grow up, we won't really have any survivors from the holocaust so it was nice to have that opportunity. I rate this book 5/5

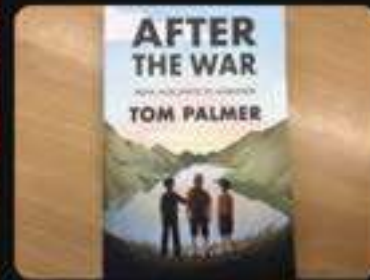


Brooke- Malala
Yousafzai



BEST book!

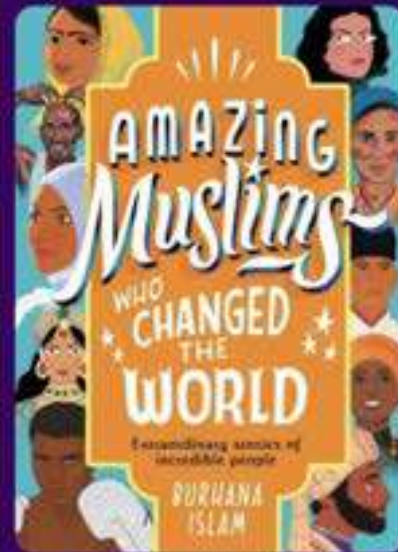
This story is about a Muslim girl that was born in Mingora, Pakistan, her father was determined she would have the opportunity that boys had to go to school. She loved getting an education. When girls where no longer allowed to go to school, Malala spoke out and it made her a target for violence. I loved this book it was amazing it's a 9.5/10 from me



Alfie

This book is about a very important part of history that people should know about. People should know about the horrific atrocities that nazi germany committed to people. The protagonist in this novel of history are yossi, Leo and mordecai. They survived a concentration camp. In summer 1945 the three holocaust survivors try and hopefully are able to recover. I think the author, whose name is Tom Palmer, is trying to amplify this.

Natalie, Amazing
muslims who
changed the world



This book is about many Muslims who change our world. You can read about both men and women. Some people are athletes, pirates, queens and scientists. It is full of stunning illustrations. Maybe you can find your new hero if you read it?

When Stars Are
Scattered by Theo



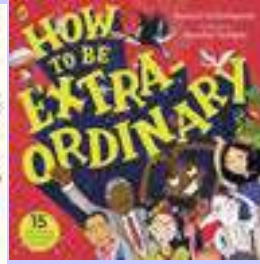
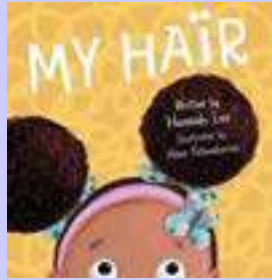
This book is about 2 boys who live in a refugee camp in Kenya after fleeing from Somalia. Omar, the older one, has to look after Hassan as he has a disability and only ever says one word: hooyo. I would really recommend it: it is a rollercoaster of emotions and it shows people how life is in a refugee camp.



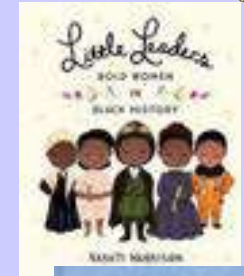
Our Bespoke English Curriculum



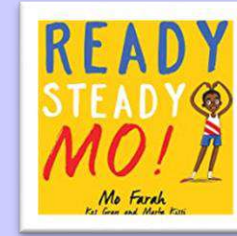
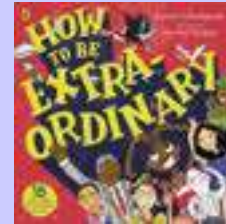
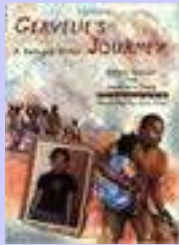
Foundation Sanctuary Books



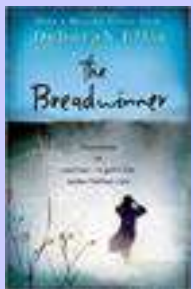
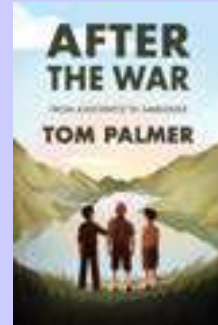
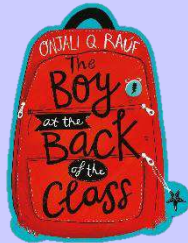
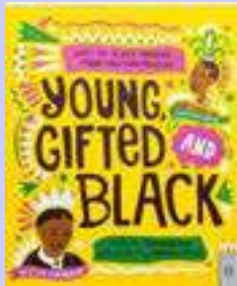
KS1 Sanctuary Books



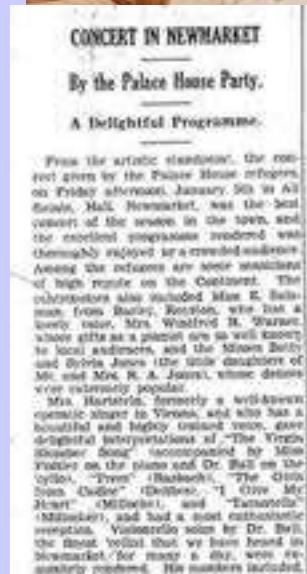
LKS2 Sanctuary Books



UKS2 Sanctuary Books



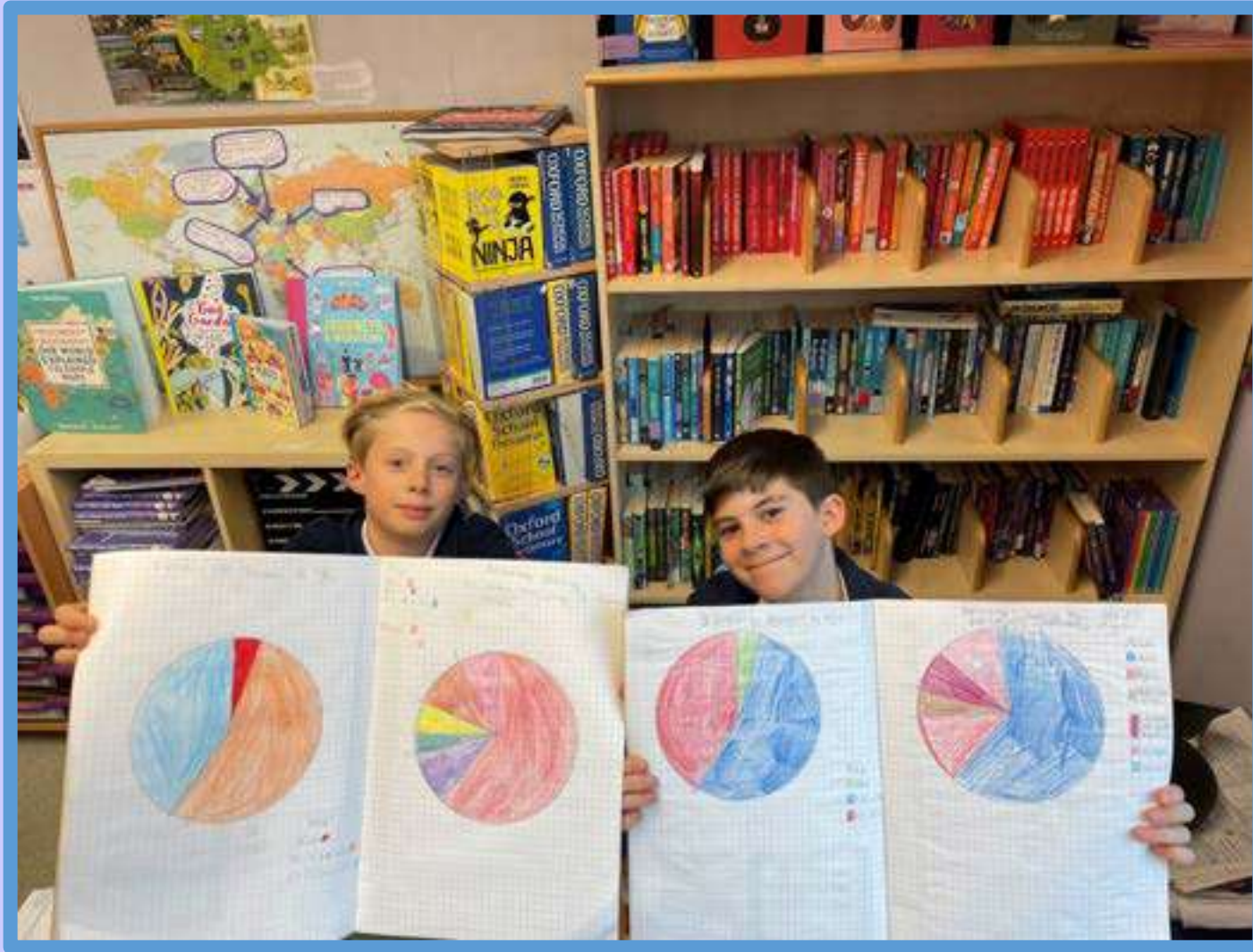
SUFFOLK ARCHIVES



We are working with **Suffolk Archives** who have developed a fantastic scheme of learning which amplifies the stories of Jewish refugees who settled in Newmarket. We are excited about embedding local stories of migration within our curriculum. As part of the project, we have access to Historical records which the children use as part of a historical enquiry.

MATHS

Around half of the world's 26 million refugees are **under the age of 18**

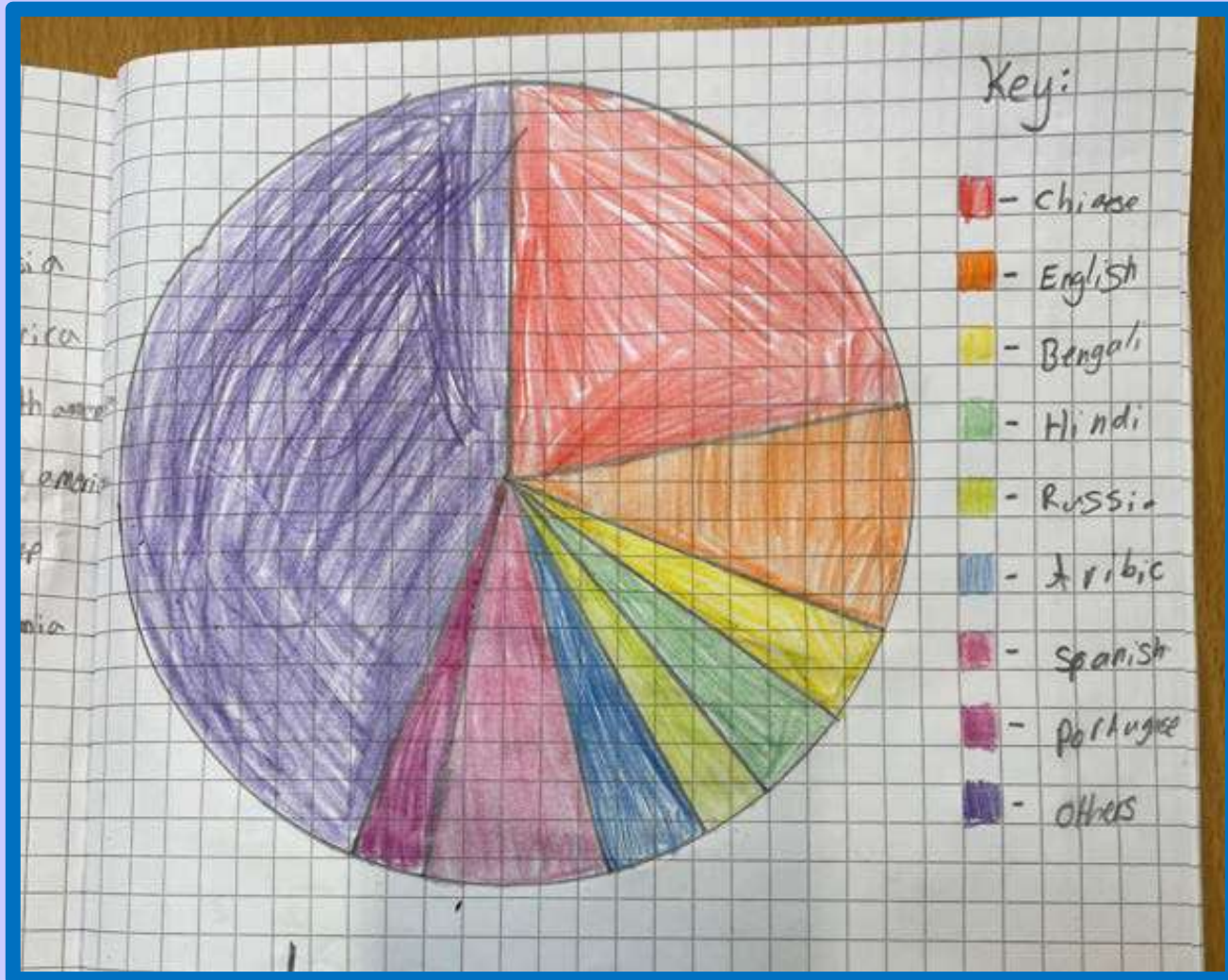


In 2019, 68% of the world's refugees came from **just five countries**: Syria, Venezuela, Afghanistan, South Sudan and Myanmar

85% of the world's refugees are accommodated in **developing countries**

We've been analysing data and statistics linked to refugees and countries around the world. We created our own pie charts to showcase some of these facts visually.

If you could say hello in these eight languages, you could greet over half of the world's population in their first language!



We've been greeting our teachers during registration in different languages

