

What's happening in the news this week?



Let's have a look at this week's poster!

14th - 20th November 2022



**Should we ever have to
change our
appearance?**

Andrew Fox - Alamy Stock Photo

Let's look at this week's story



Pupils in schools should not be unfairly singled out for having afro hair, the Equality and Human Rights Commission (EHRC) has said in new guidelines for schools. The EHRC reported that rules banning certain styles are likely to be breaking the law.

This includes styles such as afros, braids, cornrows, plaits, locks, and head coverings. The new guidance was announced to help schools in England, Scotland and Wales ensure their hair policies are fair.



Learn more about this week's story [here](#).
Watch this week's useful video [here](#).
This week's Virtual Picture News [here](#).

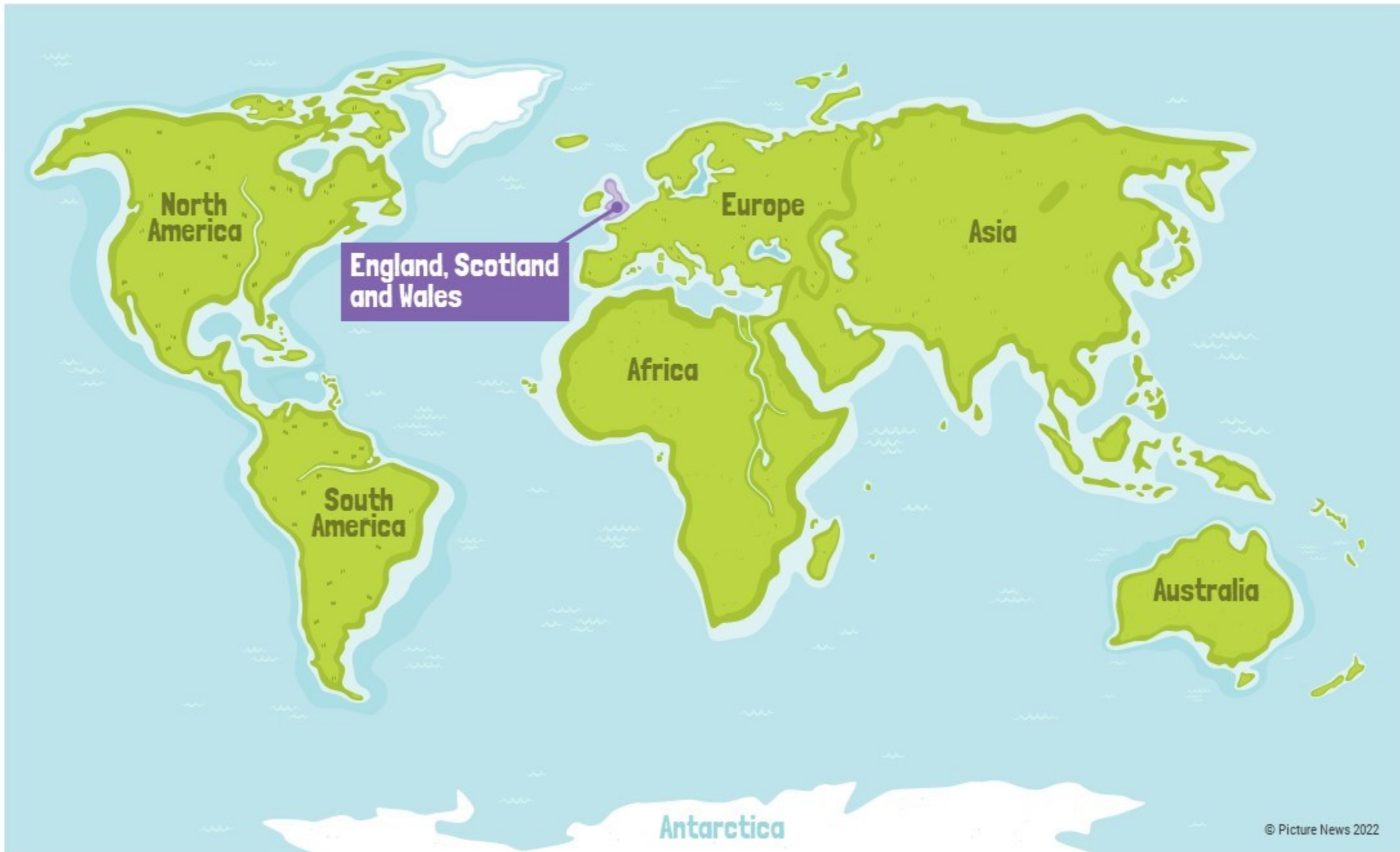


How does it make me feel?



sad	angry	happy	confused	excited	worried	shocked	afraid
despondent disconsolate dismal doleful downhearted forlorn gloomy melancholic miserable woeful wretched	aggrieved annoyed discontented disgruntled distressed exasperated frustrated indignant offended outraged resentful vexed	beaming buoyant cheery contented delighted enraptured gleeful glowing joyful	addled baffled bemused bewildered disorientated indistinct muddled mystified perplexed puzzled	animated elevated enlivened enthusiastic exhilarated exuberant thrilled	agitated anxious apprehensive concerned disquieted distraught distressed disturbed fretful perturbed troubled uneasy	astonished astounded disconcerted distressed dumbfounded horrified staggered startled stunned surprised	alarmed apprehensive daunted fearful frantic horrified petrified terrified

This week's story looks at events related to ...





Read through the information below.

What does the new guidance mean for school policies?

The new guidance has said it wants to 'help school leaders foster an inclusive environment' in school policies. Under these non-statutory guidelines, school uniform and appearance rules that ban certain hairstyles, without considering a person's race or ethnicity, could result in unlawful discrimination and so will likely be against the law.



Weave



Cornrows



Braids

Pictured above: three styles for afro textured hair. Source: (Far left and far right) JT2

A survey for World Afro Day found that one in six children with afro-textured hair have had a bad or very bad experience at school and feel they have been treated unfairly because of their hair. The ways in which afro textured hair can be styled depends on the texture of the hair. Afro and non-afro textured hair often can't be styled in the same way.

No child should be sent home from school for wearing their natural hair.

L'myah Sherae, the founder of the All-Party Parliamentary Group for Race Equality in Education.

Share your thoughts on the changes that will protect hairstyles associated with race or ethnicity.



Look at the resource below, which shares some more information about school uniform policies.

What might a school think about when designing its school uniform policy?

- The cost of uniform
- That everyone can wear it and feel included
- How comfortable it is to wear
- That it is safe and suitable to be worn to walk or cycle to school
- What will happen if the weather is very hot or cold and how the uniform can be altered to suit these conditions
- What children will wear for PE
- What jewellery can or cannot be worn
- How children wear their hair, make-up etc

A school uniform policy is a plan or set of ideas about what children should wear in school and their appearance.



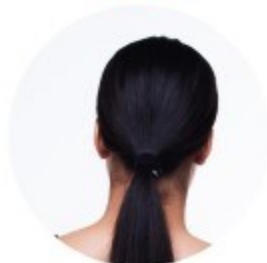
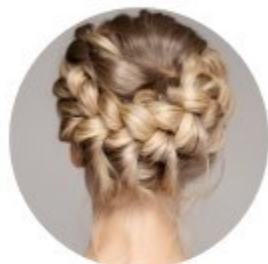
When schools design a school uniform policy or if they decide to make any big changes to it, they usually ask for parents, teachers and children to share their thoughts first.



Do you think having a school uniform policy is a good idea?



Look at the resource below, sharing how some people feel about their hair and how they wear it.



"I like to style my hair using a little bit of gel. I like the way it looks and it makes me feel happy and confident when I wear it like this."

Kelly

"My parents won't let me grow my hair too long and I have to wear it tied in plaits when I go to school. I wish I could wear it loose and grow it much longer."

Jolant

"I don't really style my hair at all. I just wear it naturally. I feel like my hair definitely helps express who I am – free, wild and natural!"

Elijah

"My hairstyle changes all the time including its colour and length. I change it to suit my mood, where I am going and how much time I have to be creative with it. When I need to concentrate, I tie it up so it doesn't distract me!"

Austin

How do you like to style your hair?



**Should we ever have to
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Andrew Fox - Alamy Stock Photo

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Reflection



Hair comes in all shapes and sizes. It's important that our race and ethnicity are respected and taken into consideration within rules and guidelines for how our hair can be worn in both school and places of work.





**British
Values**



Rule of Law

There may be rules we follow in school about how we wear our hair. Rules are often in place to protect us and keep us safe but we must ensure they are fair and do not discriminate.





UN Rights of a Child



We all have rights no matter who we are, where we live, what language we speak, our religion, what we think, what we look like, if we are a boy or a girl, if we have a disability, if we are rich or poor, who our families are or what our families do or believe. We should never be treated unfairly for any reason.



Useful vocabulary



Discriminatory

Treating a person or group differently from, and usually worse than, other people because of **ethnicity, sex, age, disability etc.**

The new guidelines have been released for schools that aim to make sure that rules about hair and hairstyles are not **discriminatory**.

Ensure

To make something certain to happen.

The new guidance was announced to help schools in England, Scotland and Wales **ensure** their hair policies are fair.

Ethnicity

Belonging to a large group of people with a shared culture, language, history, set of traditions, etc.

Share your thoughts on the changes that will protect hairstyles associated with race or **ethnicity**.

Guidelines

Information intended to advise people on how something should be done or what something should be.

Why do you think we might need **guidelines** or rules for this?

Policy

A set of ideas or a plan that has been officially agreed to by a group of people.

The new guidance was announced to help schools in England, Scotland and Wales ensure their hair **policies** are fair.

Race

One of the main groups to which people are often considered to belong, based on physical characteristics that they are perceived to share such as **skin colour, eye shape, etc.**

Share your thoughts on the changes that will protect hairstyles associated with **race** or ethnicity.

Can you use them in your writing this week?

Picture News



Should we ever have to change our appearance?

Pupils in schools should not be unfairly singled out for having afro hair, the Equality and Human Rights Commission (EHRC) has said in new guidelines for schools. The EHRC reported that rules banning certain styles are likely to be breaking the law. This includes styles such as afros, braids, cornrows, plaits, locks, and head coverings. The new guidance was announced to help schools in England, Scotland and Wales ensure their hair policies are fair.



- Look at this week's poster image, talk about what you can see. Explain that new guidelines have been released for schools that aim to make sure that rules about hair and hairstyles are not discriminatory. Discrimination is when a person or group is treated differently, and usually worse, for reasons such as the colour of their skin, their sex or their age. Why do you think we might need guidelines or rules for this?
- Read through the information found on the assembly resource. Share your thoughts on the changes that will protect hairstyles associated with race or ethnicity.
- Watch this week's useful video, which shows what different children think about their afro textured hair. What are some of the reasons they give for their feelings towards their hair?
- Have you, or anyone you know, had to change your/their appearance at a club, school, or place of work? Share what happened and whether you think it was fair.

Reflection

Hair comes in all shapes and sizes. It's important that our race and ethnicity are respected and taken into consideration within rules and guidelines for how our hair can be worn in both school and places of work.

Picture News



KS1 focus

What is a school uniform policy?



- Discuss what you wear to school. Do you have a school uniform? Do you like the clothes you wear to school?
- The government helps schools to decide what children wear by providing guidance (help and advice). Many schools use this guidance to help them create a school uniform policy.
- Look at resource 1, which shares some more information about school uniform policies. Do you think having a school uniform policy is a good idea? Do you know if your school has a uniform policy? If so, have a look at it.
- Think about what you wear to school. Do you find it comfortable? Are you able to walk or cycle to school in it? Does it make you feel included?
- The government advises schools to have a uniform because it can help us feel like we belong and helps us be ready for learning. Do you agree that a school uniform can do this?
- There are many other people we might see wearing uniforms. Can you think of any e.g., nurses, armed forces, chefs. Why might these people wear a uniform? Do you think they have a uniform policy?

Reflection

A school uniform policy is a plan or set of ideas about what we should wear in school and our appearance. Our uniform should help everyone feel included and ready to learn.

Picture News



KS2 focus

Are hairstyles part of our identity?



- Write 'my identity' on the board. What do you think this means?
- Explain someone's identity is who they are or the qualities of a person or group of people that make them different from others. The qualities may include personality traits, appearance, beliefs.
- Think about hairstyles. A hairstyle is the way someone has their hair cut or how they arrange/wear it. Do you think a hairstyle can be part of someone's identity?
- Look at resource 2, sharing how some people feel about their hair and how they wear it. How do you like to style your hair? Do you think your hairstyle is part of your identity?
- Focus on Jolanta's comment. If she doesn't choose how she wears her hair, is it still part of her identity?
- Discuss that a hairstyle is an element of our appearance that can be changed, like the clothes we wear. Should you ever be expected to style your hair in a certain way e.g., for safety reasons? What if it is not possible to style your hair in this way?
- Think about the qualities that make up your identity. Does your hairstyle help express who you are? Does it reflect your personality and beliefs?

Reflection

Everyone's hair is different! People may choose to style their hair in a certain way for a number of different reasons such as to reflect who they are, because they like it or because it is practical or safe.



KS2 follow-up ideas

Option 1

Hairstyles can often be linked to fashion.

- Are there any hairstyles that you think are fashionable now?
- Do you know if adults in your family had different hairstyles when they were younger?

Read and research to find out about how fashion has impacted hairstyles over the last 100 years.

Think about:

- What hairstyles were fashionable at the time?
- Was there a reason people chose to style their hair in this way?
- Do you like the hairstyles from the past? Why?

If possible, you could bring in some photographs of family members when they were younger and check out their hairstyles!

Option 2

Discuss some elements of our appearance that we might change (hairstyle, make-up, clothes) and some which we cannot (height, shoe size, handspan). Focus on handspan. Your handspan is the distance from the tip of your thumb to the tip of your little finger when your hand is stretched out fully.

- Measure your handspan.
- Can you record it in mm and cm?
- How does your handspan compare with someone else's? Is it smaller or larger? By how much?

Collect the handspan measurements from eight other people in your class (so you have nine measurements in total including your own). Order them from smallest to largest. Explore finding the range, mode, median and mean of your measurements.



KS1 follow-up ideas

Option 1

School uniform policies are decided by firstly asking for everyone's thoughts.

- What are your thoughts about your school uniform?
- Do you like having a school uniform?

Imagine you are in charge of designing a new school uniform for your school. Think about:

- What items of clothing will be part of the uniform?
- What colour will different parts of the uniform be?
- Will there be some items you can choose to wear?

Draw a picture and, if possible, write a list of items you would include in your school uniform. Share them with adults in school as they might inspire changes to your uniform policy in the future!

Option 2

Our human bodies make up part of our appearance (what we look like).

- Can you name any parts of the human body e.g., hair, eye, nose, ear, mouth, shoulder, knee, elbow, hand?
- Do you know which part of our body helps us see/hear/smell/feel/taste?

We are all different. We all have different eyes, noses, hair, hands! Use this opportunity to reinforce the names of different body parts. You could sing 'Head Shoulders Knees and Toes' to help you do this.



This week's useful websites

This week's news story

www.bbc.com/news/education-63402905

This week's useful video

Children speaking about their afro textured hair
www.bbc.co.uk/newsround/55249674

This week's Virtual Picture News

www.picture-news.co.uk/discuss

This week's vocabulary

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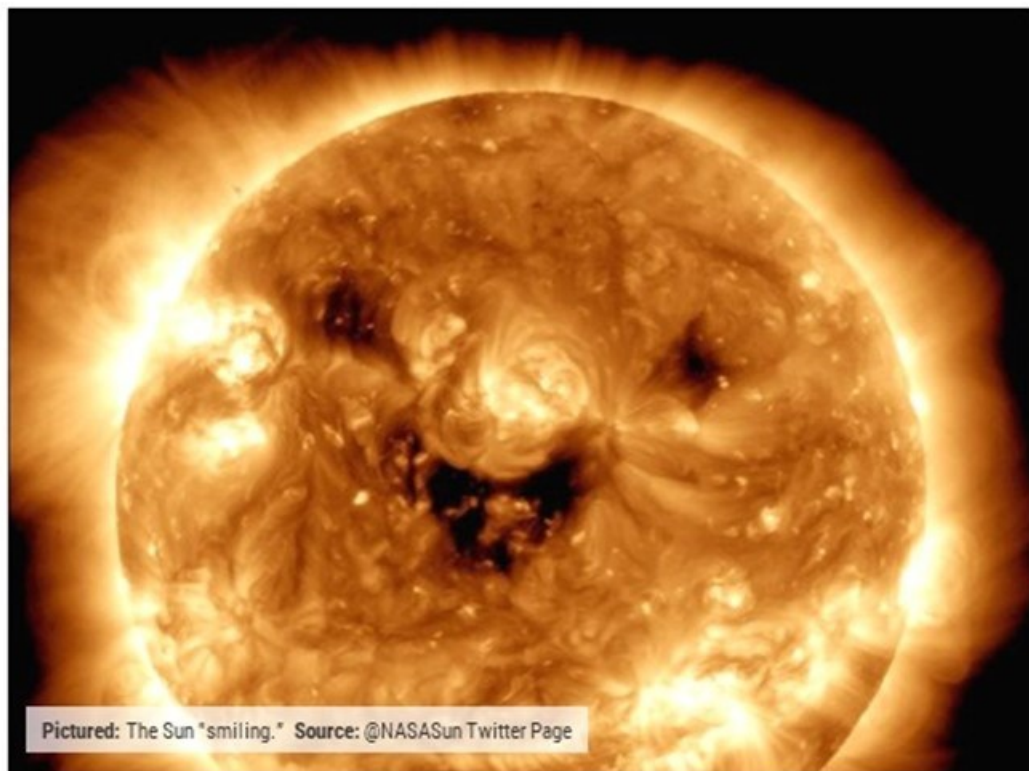


Orchid odour

The Cambridge University Botanic Garden has revealed a rare orchid that smells like dead rats and rotting cabbages! The botanical gardens have over 8,000 species of plants on its 40-acre site. The orchid, *Bulbophyllum phalaenopsis*, is native to Papua New Guinea and it is very rare for it to flower away from its natural habitat. Experts from the gardens say that its petals look like 'meat with maggots on it' and it has the 'delicate aroma of rotting cabbages'. They Tweeted that visitors to the Tropics House could find the plant by following their noses 'you'll know you're getting close when you start to smell dead rats decomposing next to rotting fish!'. The orchid's stench serves a purpose attracting pollinators, like flies and beetles, that would normally lay their eggs on smelly places such as faeces and rotting materials.

Would you like to visit this odourful orchid?

Pictured: The orchid *Bulbophyllum phalaenopsis*
Source: @CUBotanicGarden Twitter page.



Pictured: The Sun "smiling." **Source:** @NASASun Twitter Page

'Smiling' Sun!

NASA's Solar Dynamic Observatory, that studies the Sun and how it affects space around the Earth and other worlds, has released a video that it says shows the sun 'smiling' at the end. NASA Tweeted 'NASA's Solar Dynamics Observatory caught the Sun 'smiling.' Seen in ultraviolet light, these dark patches on the Sun are known as coronal holes and are regions where fast solar wind gushes out

into space.' A coronal hole is a temporary region of relatively cool, less dense plasma in the solar corona, where the Sun's magnetic field extends into interplanetary space as an open field. Their locations can help experts predict when auroras near the Arctic (northern lights or aurora borealis) and Antarctic (aurora australis or southern lights) may occur.

Share your thoughts and read the opinions of others

www.picture-news.co.uk/discuss



No Bounty to celebrate?



Pictured: Limited Edition No Bounty Celebrations.
Source: @UKCelebrations Twitter page

Bounty bars have been removed from some Celebrations tubs! The decision to trial the Celebrations packs with no Bounty bars has been revealed to be in response to 'public demand'. Mars Wrigley, the company who produce the chocolate selection boxes, said that their research, which involved 2,000 British adults, suggested that '18% would feel irritated to find only Bounty bars were left in the tub, while 58% believed it would lead to a family argument... 39% wanted the bars gone for

good [and] 22% liked Bounty the least of all the tub's options. Some 28% were of the opinion coconut had no place in a chocolate bar at all.' The limited-edition tubs will include more of the Mars, Snickers, Milky Way, Galaxy and Maltesers variants than normal to make up for the missing Bounty bars.

Do you think the results of the survey would be different if they had asked children for their opinions too?

Last week's topic:

Will robots make the world a better place.



I believe that robots are unnatural and that traditional ways were better for all.

Aled


We think that if used and developed correctly, robots could make our lives simpler and easier.

Bee Class

Some of our class are a little bit concerned because building the robots might harm our planet. Others think AI might help us solve global warming.

Milngavie Primary

Let us know what you think about this week's news?

 www.picture-news.co.uk/discuss

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Share your thoughts and read the opinions of others

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TAKEHOME



Should we ever have to change our appearance?

In the news this week

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Things to talk about at home ...

- Have you, or do you know anyone who has, had to change your/their appearance for work or for school?
- Share your thoughts on the new changes, do you think it's important these guidelines are given to workplaces and schools?

Please note any interesting thoughts or comments

Share your thoughts and read the opinions of others

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