Proud To Be Me Day

A practical guide to planning a meaningful and inclusive community celebration in your Primary School



MORE THAN **FLAGS AND RAINBOWS**

Helping schools be more inclusive

Proud To Be Me Day

What do you think of when you imagine a Pride event?

Drag queens?
Glitter?
Loud music?

While that might be what social media presents, it's actually quite far away from what Pride is for - and the impact it can have. Now, don't get me wrong, I like those parts of Pride too. They can be joyful, expressive and fun. But they can also distract from the purpose of Pride, which began as a protest - a call for visibility, fairness and change.

In schools, we often see something similar. A Pride event can be a really fun day. Pupils enjoy it. Staff enjoy it. There are bright displays, creative activities and a positive atmosphere. But when we stop and ask, What difference did this actually make? - particularly when it comes to equality, belonging and how pupils treat each other - it can be much harder to answer.

That's where this pack comes in.

A Proud to Be Me Day isn't about recreating what you see online. It's about creating something meaningful for your school. For some, this may include Pride. For others, it may focus more broadly on identity, diverse families and communities.

The aim is simple: to help all pupils feel that they can be themselves - that they belong and that the world is a diverse place.

There's no single way to do this well. What matters is that it has a clear purpose, reflects your community and builds on real learning. Done well, it can still be joyful and creative, but with a lasting impact.

This pack will guide you step-by-step through planning a day that is meaningful, age-appropriate and right for your setting.

It's flexible, practical and designed to support your thinking.

Because the most effective events aren't the ones that look the most impressive - they're the ones that make a genuine difference to the pupils in your school.

Ian Timbrell
Founder
More Than Flags and Rainbows CIC



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What's in a name?

Why aren't you calling it Pride?

You might be wondering why this pack is called Proud to Be Me Day and not simply "Pride".

It's a fair question, and one that many schools grapple with.

For some, using the word Pride feels really important. It connects to a wider history of equality and visibility, and clearly signals support for LGBTQ+ inclusion. For those schools, the name itself carries meaning and purpose.

For others, it can feel less straightforward. The word Pride might raise questions from parents or the wider community, or feel like it focuses on one aspect of diversity when schools are trying to take a broader approach. Sometimes, it's simply about recognising where the school community is right now.

Neither of these positions is wrong. That's why we've chosen to expand the name.

Proud to Be Me Day creates space for a wider conversation. One that includes Pride, but also goes beyond it. It allows schools to explore identity, belonging, diverse families and communities in a way that feels appropriate for their setting, while still supporting all pupils to feel safe, seen and able to be themselves. You might decide to call your day Pride. You might stick with Proud to Be Me. You might choose something entirely different, especially if pupils are involved in naming it.

The name matters - but not as much as what sits behind it.

What really makes the difference is having a clear purpose, planning thoughtfully, and creating something that has a lasting impact on the pupils in your school.

What you'll find in this pack

This pack supports primary schools to plan meaningful, age-appropriate inclusion events through the framework of "A Proud To Be Me Day" – an approach designed to help every child feel safe, seen and supported. It explores how to move beyond one-off celebrations or tokenistic activities by helping schools define clear purpose, connect the event to their values and build inclusion over time through wider themes such as diverse families, disability, race, religion and individuality.

The final sections provide practical guidance for planning across a half term, engaging families and the wider community, selecting purposeful curriculum links and creating creative experiences that lead to genuine belonging.

Throughout, the focus is not on creating extra work, but on strengthening inclusive practice, deepening visibility and supporting schools to build on what they already do well.

The journey

It might be tempting to start with flags and a glitter bar (which I'm sure we all love). And there is nothing wrong with that. But the most powerful events go deeper.

This pack follows a step-by-step approach to help you create something that is not only fun and joyful, but also meaningful. From setting a clear purpose to building learning over time you can bring everything together into something children can be proud of.

Set your purpose

What do you want children to understand, learn and feel?

Connect With Your Community

Share your plans clearly and involve families where appropriate

How the day will run

Decide whether classes will run experiences in their own class, or visit each other

Build Through Learning

Develop ideas in class and use curriculum time for activities, books and discussion

Plan as a whole school

Bring together all of the ideas to create a clear plan for the day

The Event Day

The big day and what you've been building up to

Keep It Going

Learn from the event and embed what you've learned in to everyday school life

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Step 1: Set Your Purpose

Too many of these types of events start with what you are going to do, but if you are to make this truly impactful, take time to be clear about why you are doing this.

A strong purpose helps you make decisions, keeps the focus on learning, and ensures the day has a lasting impact rather than becoming a one-off event. This is not about creating something impressive. It is about creating something meaningful for your pupils.

How to find a purpose

This is always best done with the whole staff, so that everyone feels involved from the word go. At a time such as a staff meeting, talk about what challenges you face in school in regards to inclusion, and how this event might help you develop a more inclusive school or community. You won't be able to do it all, so choose either one focus for the whole school, or one for each age phase.

Keep it simple. Your purpose does not need to be long or complex. A clear, shared focus will make the rest of the planning much easier. At the end of this pack is an AI prompt where you can use your School Development Plan to identify potential purposes, so that the event supports the overall aims and objectives of your school.

Your purpose might look like:

Children use less racist / homophobic language

Children use kinder, more respectful language

Children show more confidence talking about themselves

Staff become more confident talking about difference

The curriculum becomes more representative of different cultures

Children challenge simple stereotypes

Children are more accepting of different types of families



Step 2: Connect With your Community

Bringing families and the wider community into the process early helps build trust and understanding. This is not about asking permission. It is about being clear, open and proactive about what you are doing and why.

When communication is simple and consistent, it reduces misunderstanding, helps families feel part of the journey and can bring experiences and activities that maybe never have occurred to you.

What to do

- Share what you are planning early
- Explain the purpose clearly
- Ask for ideas or contributions from families
- Offer ways for the community to get involved
- Let families know how learning will be shared

How to collect the information and who to collect it from

Depending on your school's relationship with your community, you may decide to consult with the whole community, or a specific group such as the PTA. While a meeting may seem like a good idea, it's often more effective to do this through an online form. This allows everyone to contribute and to take time to consider how they can get involved.

At the end of this pack, you will find an AI prompt to create a survey that you can send out to the community to gain their insights and input, and another to create a letter to the community. This will allow you to easily create a detailed response that is tailored to your school and event.



Step 3: How the day will run

Before classes settle on their idea, it can help to consider how the day will run and what type of activities you are looking for. We can classify events into whether other classes will visit each other, or experiences that take place in each classroom. Below are two ways to structure your event, depending on what approach you choose.

Model 1: Shared Timetable

Organise the day as a series of rotations, where classes move around the school to experience each other's work. This works particularly well when pupils have created something interactive, such as an escape room, museum, performance, exhibition or workshop.

You can organise this in two main ways:

- **Central space:** All classes contribute to a shared exhibition or set of activities in one area, such as the hall. Classes visit at different times.
- **Classroom-based:** Each class hosts their own space, and groups move between classrooms to experience different projects.

A clear timetable is essential. Plan how long each session will last, how pupils will move between spaces, and how transitions will be managed. Keeping the structure simple will help the day run smoothly.

Community involvement:
Families can be invited in for a dedicated session, where they visit the exhibition or follow a shortened version of the timetable. Pupils can explain their work and guide visitors through their projects. You may also involve community members directly, for example by contributing to a project, attending as visitors, or supporting activities during the day.

Model 2: Class-Based Day

Each class runs their own event or experience, based on the project they have developed. This approach works well when the focus is on participation together rather than sharing a finished product. For example, classes may host or take part in workshops, practical activities or experiences run by the teacher or external visitors.

Examples could include:

- Cooking sessions linked to cultural learning
- Workshops led by visiting organisations or community members
- Sports activities or inclusive games
- Creative sessions such as music, art or storytelling

These experiences can take place across a single day or be spread over a longer period.

Community involvement:
Families or community members can be invited to take part in activities, support sessions or contribute their own skills and experiences. This can make the learning more authentic and engaging for pupils. You may also choose to invite families in at the end of the day for a simple sharing moment, even if the focus has been on experiences rather than products.

Step 4: Build Through Learning

Now you know what your purpose is, how your community can get involved, and what type of event you are running, it's time to get input from the most important people: the children. Rather than planning the activities in advance, give children the chance to think, respond and share their ideas. What they say and what they're interested in can help shape what comes next.

Depending on your pupils' age and their experience of sharing ideas, you might want to give a clearer starting point. This could be a focus for your year group, or even a specific book, text or topic to work from. From there, pupils can help decide how they explore it and what they create.

For younger pupils (ages 3–7), this might look like setting a simple focus such as:

- Children can describe different types of families.

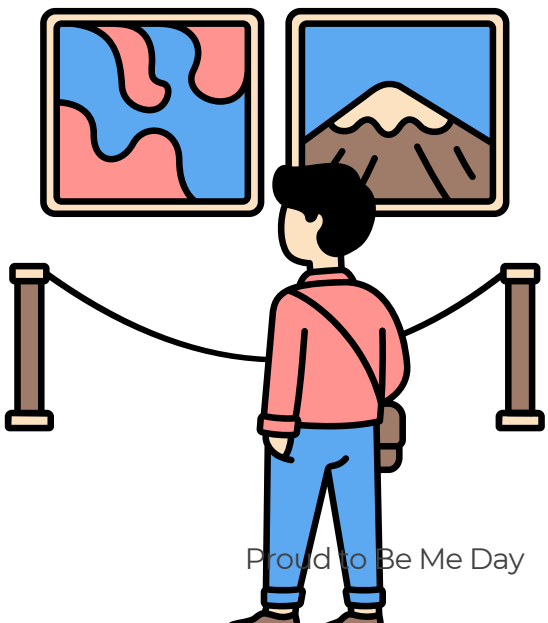
You might introduce this through a book like The Marvellous Doctors for Magical Creatures, then use discussion and pupil ideas to decide what activities to do and what to create together.

For older pupils (ages 7–11), you might take a more defined topic, such as learning about the Bristol Bus Boycott. Pupils can then explore the history, ask questions, and shape how they present their learning, for example through a museum, performance or interactive experience.

Each class will also need to consider who is visiting their exhibit or experience. Will it be accessible for younger children in the same phase? For older pupils, they might want to consider creating different versions or signs, so that it is accessible for both parents and their peers.

There are examples of projects and activities on the next pages that can support this stage and give you ideas, especially if your pupils need some guidance.

This approach means the learning feels more real, more relevant, and shaped by your pupils, not just planned for them.



Activity Ideas

These ideas are designed as short projects that take place over several days and build towards a shared outcome on your Proud to Be Me Day. They focus on creativity, collaboration and helping children explore belonging, families and their community in an age-appropriate way.

The aim is not to complete a task in one lesson, but to create something meaningful that children feel proud to share. The project idea can be put into an AI prompt to expand the lessons.

Ages 3-7

Our Class Song
Children explore music linked to a culture within your school or local area. They listen, respond and work together to create their own simple song or piece of music.

Final outcome:
A class performance shared during an assembly or event

Our Community Map
Children explore their local area and the people who make up their community. They work together to create a large-scale map, model or display.

Final outcome:
A collaborative map or model displayed and shared with families

Our Families Exhibition
Children learn about different types of families through stories and discussion. They create work that represents their own family or what they have learned about families.

Final outcome:
A class exhibition that families can visit and explore

Movement and Dance
Children explore movement inspired by music, culture or themes of belonging. They work together to create a simple routine.

Final outcome:
A class performance as part of the event

Our Class Quilt
Each child creates a square showing something about themselves, their family or their community. These are combined into a shared piece.

Final outcome:
A class quilt or large collaborative display

Project: Story Creators
Children create their own story featuring characters from different backgrounds or experiences. This can be done through drawing, oral storytelling or simple writing.

Final outcome:
A class book, storytelling session or performance

Keep in mind

- Build projects over several sessions rather than one lesson.
- Give children opportunities to share ideas and make choices
- Focus on creating something to share with others
- Keep outcomes simple but meaningful



Ages 7-11

Create an Escape Room
Pupils design an escape room based on a theme such as a cultural event, historical moment or role model. They create clues, puzzles and challenges for others to solve.

Final outcome:
Class or visitors take part in the escape room

Build a Museum
Pupils research a historical event or movement linked to equality or social change, such as the 1919 Race Riots. They create exhibits, boards and interactive elements.

Final outcome:
A room transformed into a museum.

Community Quilt
Each pupil designs and creates a panel representing an aspect of their community, identity or local area. Panels are combined into a large shared piece.

Final outcome:
A whole-school quilt or installation

Food and Culture
Pupils explore food linked to different cultures within the school or local community. This could involve working with a local restaurant, family member or community group.

Final outcome:
Preparing and sharing food as part of the event

Inclusive Sports Event
Pupils learn about different types of sport, including disability sport. This could involve working with a local team or organisation. Pupils help plan and run activities.

Final outcome:
A sports event led or supported by pupils

Exhibition of Identity
Pupils explore identity through art, writing or mixed media. They create pieces that reflect who they are or what they have learned.

Final outcome:
An exhibition that can be visited by other classes or families

Keep in mind

- Projects should develop over time and build towards a clear outcome
- Encourage pupils to take ownership and lead aspects of the work
- Link projects to curriculum learning and their topic that term
- Focus on depth rather than trying to do too many things
- Show a model of a high quality product at the beginning of the project, so that they understand high expectations



Step 5: Plan as a Whole School

At this stage, you bring everything together into a clear, shared plan.
This is where your purpose, pupil voice and community input are used to shape what will happen across the school. The aim is to ensure that everyone understands the purpose, their role, and how they will contribute.

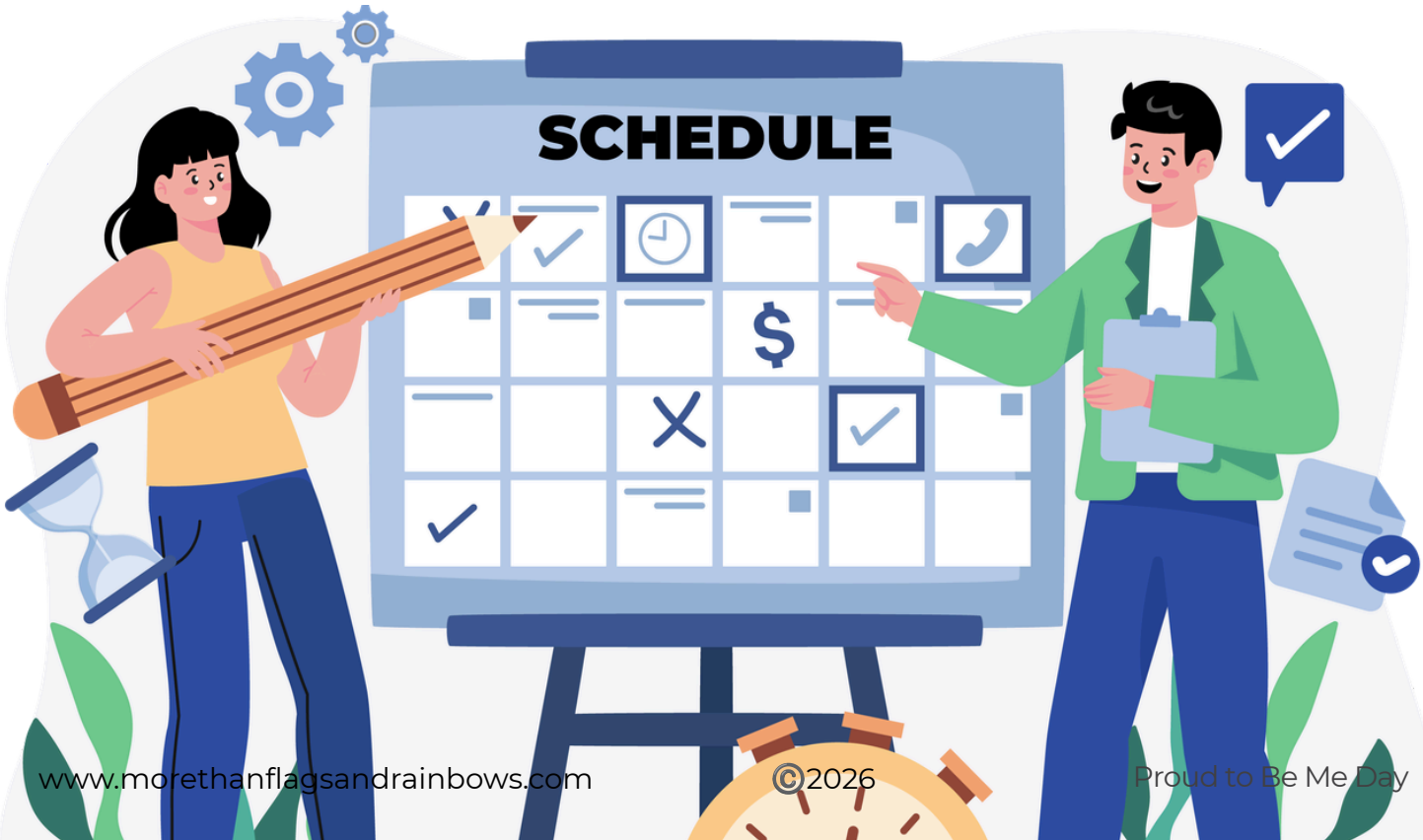
This should not rely on one person organising everything. A shared approach makes the day more meaningful, manageable and sustainable.

What to do

- Identify how each class or phase will contribute
- Make sure everyone understands their role
- Keep the plan realistic and manageable

What you need to decide

- What activity each class is going to do
- What resources and staffing they need (possibly with a budget)
- A timetable for the day
- Who is responsible for actions such as communicating with parents, collecting evidence and obtaining resources
- When and how the community will get involved.
- What will each class have e.g. a sign outside the classroom or display explaining the background and the project
- A clear whole-school plan helps ensure that the day feels connected, purposeful and manageable. When everyone understands their role, the event becomes a shared effort rather than something led by one person.



Step 6: The Event Day

By this stage, your event is already planned and you're hopefully all very excited. This is about making sure everything runs smoothly, feels welcoming, and gives pupils the chance to share their learning with confidence. Here's a checklist of things you might want to check.

Before the day

- **Risk assessment -** Review movement around the school, use of spaces, and any activities involving visitors
- **Invite key people -** Consider inviting governors, families and members of the community
- **Finalise your timetable -** Keep it simple and allow time for movement between activities
- **Prepare key pupils -** Identify and rehearse with pupils who will welcome visitors. This is an ideal job for pupils in a group such as the school council.
- **Put up signage -** Make sure every classroom or exhibit has a sign explaining it to the community

Example timetable where every class gets to visit one exhibit, time given for the community to visit their child's class and time for each class to film a video of their exhibit.

Session	Oak Hosting	Willow Hosting	Pine Hosting	Sycamore Hosting
1	Community	Filming		
2	Sycamore visiting	Community	Filming	
Lunch				
3		Oak visiting	Community	Filming
4	Filming		Willow visiting	Community
5				Pine visiting

Step 7: Keep It Going

The event is not the end of the work. It is part of a wider approach to inclusion that continues beyond a single day.

What matters most is what stays with pupils afterwards.

What to do next

- Keep displays visible and refer back to them
- Reflect on how future themes could be adapted to include these types of events
- Continue to use inclusive language in everyday practice
- Revisit key ideas through discussion and reflection

Reflect as a staff team

- What worked well?
- What impact did we see on pupils?
- What would we do differently next time?
- How can we build on this in the future?

Gather and use feedback

- Pupil voice and reflections
- Staff feedback
- Parent or community feedback

Use this to inform your next steps and strengthen your approach over time.
Embedding the work

Inclusion is not something that happens on one day. It is part of how a school supports all pupils to feel seen, respected and that they belong.

This event is one step in that process.

Final thought

You do not need to do everything at once. Starting with a clear purpose and building over time will have a far greater impact than a one-off event.



AI Prompts

AI tools can help you take much of the admin out of planning and free up your time for the more creative elements. When inputting information into AI, ensure that no confidential information, such as pupils names, is input and adhere to your school GDPR policies.

Although AI can produce some useful and time-saving results, use your professional judgement to ensure that the results are school, stage and age appropriate, and any information is accurate.

Prompt 1: Analyse Your School Development Plan (SDP) to Help Identify Purpose
Use this when you want AI to review your school priorities and help you identify what the purpose of your Proud to Be Me Day could be.

Prompt:
I am planning a whole-school inclusion event or project for my primary school called "Proud to Be Me Day" (or similar). I want this to be meaningful, linked to our school priorities, and more than a one-off celebration.

I am going to upload or paste our School Development Plan (SDP).

Please analyse the SDP carefully and identify:

- Key school priorities
- Relevant values, wellbeing goals or curriculum priorities
- Any themes linked to inclusion, belonging, community, diversity, pupil voice, wellbeing or relationships
- Opportunities to align an inclusion event with our existing school priorities

Then suggest:

1. 3–5 possible purposes for our event
2. What we may want children to understand
3. What we may want children to feel
4. Possible long-term impacts

Please make your response practical for a primary school and ensure it feels realistic and aligned with our existing priorities. They should be one sentence long so that they are straightforward and clear to follow, and start with the audience e.g. The Children, The School, The Staff or The Community.

Our school phase is: [Primary / Early Years / Through School]
Our pupils are aged: [Insert age range]
Our location/community context is: [Insert context]
Here is our SDP:
[Paste link or upload SDP here]

Prompt 2: Community Letter (Editable for Schools)

Create a warm, professional and proactive letter from a primary school to parents, carers and the wider community introducing an upcoming inclusion-focused event called “A Proud To Be Me Day.”

The tone should be clear, welcoming and values-led. It must emphasise that the event is designed to help children feel safe, seen and supported, and that it celebrates inclusion in its widest sense, including diverse families, disability, race, religion and individuality. The letter should avoid sounding defensive or as though the school is seeking permission. Instead, it should communicate clarity of purpose, openness and community partnership.

Basic information:

- **School Name -**
- **School Values -**
- **Purpose of the Event -**
- **Event Date -**
- **How the Event Fits into Existing Learning or a Half-Term Focus -**
- **What the School Would Like from Families/Community -**
- **How Learning or Outcomes Will Be Shared -**

The letter must:

- Clearly explain why the school is running the event
- Reinforce how the event aligns with the school’s values and commitment to every child being seen
- Explain that this is not a one-off themed day, but part of meaningful learning
- Invite ideas, experiences or contributions from families and the wider community
- Offer examples of how people could contribute (sharing cultures, professions, family stories, books, creative skills, community groups)
- Reassure families that all activities will be age-appropriate for primary pupils
- Use the phrase “diverse families” rather than identity-heavy terminology
- End with a positive call to action encouraging collaboration and shared celebration

Structure:

1. Friendly introduction
2. Purpose of the event
3. Link to school values
4. Invitation for community involvement
5. Practical next steps
6. Positive closing statement

The final output should read like a polished school letter ready for editing and distribution.

Prompt 3: Community Survey / Online Form (Editable for Schools)

Create a clear, accessible and thoughtful survey for a primary school to gather ideas, community contributions and engagement for an upcoming inclusion event called "A Proud to Be Me Day." The survey should be designed for parents, carers, extended family members and wider community stakeholders. It should feel welcoming and collaborative, making it clear that the school values community voice and wants to draw on the richness of its families and local area.

Basic details:

- **School Name -**
- **School Values -**
- **Purpose of the Event -**
- **Event Date -**

The survey must:

- Briefly explain the purpose of the day and why the school is gathering ideas
- Reinforce that the event focuses on helping children feel safe, seen and supported through wider inclusion (diverse families, disability, race, religion, individuality)
- Ask for: (**delete as neccessary)**
  - **Ideas for activities**
  - **Skills, experiences or cultural knowledge families could share**
  - **Interest in volunteering**
  - **Community organisations or groups that could contribute**
  - **Book recommendations or stories**
  - **Creative contributions (art, music, food, language, storytelling)**
  - **Suggestions for ensuring all children feel represented**

- Include optional questions about availability and preferred level of involvement
- Ask how families would like to see learning shared afterwards (showcase, newsletter, displays, assembly)
- Include a closing thank you section

The survey should also:

- Be practical for use in Google Forms or Microsoft Forms
- Use simple, family-friendly language
- Avoid tokenistic or performative language
- Encourage broad inclusion, not just one protected characteristic
- Include prompts that help schools uncover ideas they may not have considered

Structure:

1. Welcome and purpose
2. About you (optional)
3. Ideas and contributions
4. Getting involved
5. Sharing the learning
6. Final thoughts

The final output should be formatted so schools can easily copy and paste it into an online form builder.

Resources to help

More Than Flags and Rainbows CIC is dedicated to helping schools and communities become more inclusive for all. We have produced these resources to help you work with families. If there are resources that you feel would be helpful, please contact us and we would be happy to help.



Training and Support

We offer inclusive education training for school staff, governors, and community groups. Our sessions are practical, honest, and rooted in real classroom experience. Whether it's a whole-staff INSET or focused support for leadership teams, we can help you respond confidently to inclusion-related concerns and create a genuinely welcoming environment.

It's More Than Flags and Rainbows

Our flagship book supports schools in developing inclusive practice. It explores how to build a whole-school approach to LGBTQ+ inclusion, address difficult conversations, and embed values across the curriculum. It's ideal for teachers, leaders, and anyone looking for practical, values-led strategies.





My Child is Being Bullied Booklets

These free resources help parents and carers understand what to do if their child is experiencing bullying. Each version includes clear steps, helpful scripts, and advice on working with the school.

- Printed copies available for schools, local authorities or community groups
- Free online download at www.morethanflagsandrainbows.com/families

Staff and Pride Group Pin Badges

A simple but powerful way to show commitment to inclusion.

- Available for school staff to wear visibly and confidently
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