



Citizenship: 'Strength lies in Differences'
Marcus Rashford day
Wednesday 26th March 2025

Our BeDifferent Federation values 'difference' and being different. We actively embrace and welcome the development of our understanding of others' differences too.

The overarching theme for the day focuses on the life and achievements of Marcus Rashford. Marcus is a well-known footballer, children's author and food poverty campaigner. He spent many years playing for Manchester United and recently moved to play for Aston Villa. He experienced poverty as a child and he has also been the victim of racism within his footballing career and these experiences have shaped who he is today.

Through the day, we will explore the barriers Marcus has faced within different aspects of his life as well as the incredible achievements he has accomplished. Each year group will create an outcome linked to one of his particular successes.

All children and staff are invited to come to school wearing red, green and gold – key colours from the flags of Jamaica and St Kitts representing his heritage. We will be asking families to donate an item of food to our Food Bank table and the Head Boy / Girl teams will visit the Felix Food Bank project held weekly at Lonesome too. There will also be a themed breakfast at Breakfast Club in recognition of his food poverty campaign.



Year group	Key Question and suggested text focus	Suggested activities
Nursery and reception	<p>Line of enquiry: Who is Marcus Rashford and why is he so special?</p> <p>Knowledge outcomes: Children will know that Marcus Rashford is a footballer. Children will know that Marcus is special, because he is kind and cares about helping other people. Children will understand that Marcus helped children who didn't have enough food by making sure that they get free meals.</p> <p>Key vocabulary: Special, different, similar, unique and achievement</p> <p>Continuous provision activity ideas</p>	<p>Include learning about what makes us special. LTMC - What makes you special? Link this to learning from the autumn term where the children celebrating their similarities and differences – 'it's ok to be different!'</p> <p>Session 1 <i>Who is Marcus Rashford?</i> Show videos and pictures of Marcus Rashford. Explain to the children that Marcus Rashford is a man who plays football for a team called Aston Villa and also for England. He is really good at kicking the ball and scoring goals, so lots of people like to watch him play.</p> <p>Share this story with the children. www.youtube.com/watch?v=5S9cRSvQVfM This book introduces Marcus Rashford and his efforts to help those without enough food. This book tells the story of Marcus Rashford, focusing on his journey as a footballer and his campaign against child hunger. The theme has a strong emphasis on kindness and helping others.</p> <div data-bbox="1861 660 2096 995" data-label="Image"> </div>



	<ul style="list-style-type: none"> ▪ Construction area – children to build a football stadium ▪ Creative – creating 3D trophies using recyclable materials. Designing and making medals. ▪ Literacy – linked to ‘helping hands’ children to draw around their hand, write words linked to being kind and helpful and then decorate it. This could lend to a nice display. ▪ Role plan – creating a Marcus Café linked to healthy foods. Children to sort the unhealthy from the healthy foods. ▪ Maths – football themed maths ▪ Cooking – making fruit smoothies or energy balls with oats, bananas and honey. These could be served in the Marcus Rashford café area. ▪ Water tray – pass the ball floating game using numbered 	<p>Share that Marcus Rashford was 5 years old when he started playing football. He is now a famous, skilled footballer. You could link this to what the children enjoy doing – do they have any hobbies? What do they want to get better at?</p> <p>Activity – football obstacle course Set up a simple obstacle course where children can practice running, kicking and dribbling (similar to Marcus Rashford’s football skills). Talk about how Marcus worked very hard to get good at football. The children can have a turn and aiming and kicking the football into the goal. Celebrate every child’s effort with a high five!</p> <p>Activity for display - Children to create a large 3D trophy using recycled materials, celebrating teamwork, perseverance and football skills just like Marcus Rashford. The children could also make a team medal, clay footballs or 3D footballs.</p> <p>Session 3 <i>What makes Marcus Rashford so special?</i> Marcus is extra special, because he is a very kind man who cared about other people. He helps children who don’t have enough food to eat by making sure that they can get free meals. He tells everyone how important it is to be kind and share, just like we do when we play together.</p>
--	--	--



	<p>balls. Can children fish out the correct floating number?</p> <ul style="list-style-type: none"> Playdough – making medals, footballs, football shirts or anything linked to football. Outdoor ideas – how far can a football roll? Which surface makes the football roll the fastest? <p>Outdoor Maths – kick the ball into the goal. Numbered tiles and children to aim the ball onto a specific number.</p>	<p>What makes you special?</p> <p>What makes you kind and how do people show kindness to you? Focus on how being helpful is a way of showing kindness. Challenge children to do 3 kindness acts throughout the day. This can be extended to them showing kindness to their families – help to tidy up, hang out the washing etc.</p> <p>Activity idea – children to draw a picture of themselves doing something that makes them special. This could become a display alongside a picture of Marcus Rashford.</p>
<p>Year 1</p>	<p>Line of enquiry: Who is Marcus Rashford and what challenges did he face growing up?</p> <p>Knowledge outcomes: Will understand what childhood poverty means Understand how Marcus helped others and why helping others is important. Develop empathy and understanding of challenges some children face.</p>	<p>LTMC</p> <p>What does it mean to be special and unique? Link this to last year where children learnt about Stephen Lawrence. Do we remember who Stephen Lawrence was and what made him special and unique? Start with a circle time session where you reflect on what made Stephen Lawrence special and unique and then ask the children to share what makes them special and unique.</p> <p>Session 1 – Childhood poverty <i>Who is Marcus Rashford?</i></p>



	<p>Understand Marcus Rashford’s key values – perseverance, kindness and teamwork. Develop basic football skills while linking to Marcus Rashford’s perseverance and teamwork.</p> <p>Key vocabulary: Race, discrimination, identity, poverty, food poverty, barriers, career, values and achievement.</p>	<p>Explain to the children that Marcus Rashford grew up in Manchester, loved football and worked very hard to become a professional footballer for Manchester United, Aston Villa and England.</p> <p><i>Childhood poverty</i> Explain that when Marcus was a little boy, his family didn’t have a lot of money. Sometimes, there wasn’t enough food for everyone to eat. His mum worked hard to take care of him and his brothers and sisters. Even though it was tough, Marcus always tried to help. Sometimes, Marcus went to a food bank where people gave free food to families who needed help. Marcus knows how hard it is for families to live without enough food, so now he helps other who are in the same situation. He works to make sure all children can have healthy meals, even if their families don’t have much money.</p> <p>Circle time discussion – what does it mean to not have enough food or essentials. Link this to the children’s rights. Ask the question – how do you feel when we are hungry? You could use a book like, ‘Maddi’s Fridge’ by Louis Brandt to help children relate to the idea of helping others. This text raises awareness about poverty and hunger! You could set up a pretend shop with a budget activity where children must decide how to spend a small amount of money on food essentials. Discuss the challenges families face.</p> <p>Activity idea - Helping Hands Collage</p>
--	--	--



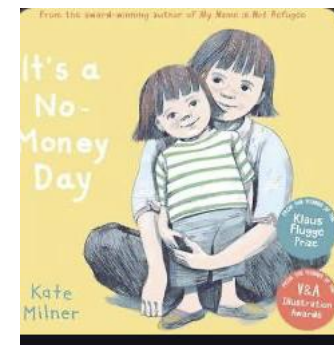
		<p>Create a 'helping hands' poster with cut outs of children's hands. On each hand, they can write or draw one way to help others – sharing, donating food or being kind.</p> <p>Reflection questions – Why is it important to help others? How would it feel not to have everything you need? What can we do to help?</p> <p>Session 2 – Football Achievements Start by showing images or videos of Marcus playing football. Share that he joined Manchester United's youth academy at 7. At 18, he scored 2 goals in his debut match for Manchester United. Do add this to your History timeline. He has scored over 100 goals for Manchester United and played for England in major tournaments. He now plays for Aston Villa.</p> <p>Ask children the following questions – What do you think Marcus had to do to become so good at football? How do you think it feels to score a goal in front of thousands of fans?</p> <p>Reflect on Marcus's values and achievements. Children to create a poster and draw/write ways that they can be like Marcus Rashford – I can work hard. I can be kind to my friends. I can help others etc.</p> <p>Session 3 – PE Outcome</p>
--	--	--



		<p>Talk about how Marcus trains every day and then start your session with a warm up – running on the spot, star jumps or dribbling an imaginary football.</p> <p>You could plan for a 'skill station' – dribbling the ball around cones, passing the ball and shooting in mini goals. Talk about the skills that the children are needing to demonstrate. Children to draw or write about one value they showed during PE, such as teamwork, perseverance etc.</p> <p>The children can create a Marcus Rashford Skills Medal and these can be awarded to everyone for their 'effort'. Reflection question – How can we show Marcus's values in the classroom or playground?</p>
<p>Year 2</p>	<p>Line of enquiry: Who is Marcus Rashford and how has poverty affected his footballing career?</p> <p>Knowledge outcomes:</p> <p>Key vocabulary:</p>	<p>Session 1 – Barriers to success (poverty) <i>Who is Marcus Rashford?</i></p> <p>What does he do? Where he came from? How he is a professional footballer who overcame barriers? Explore with the children - what do barriers mean?</p>



	<p>Race discrimination, identity, poverty, food poverty, barriers, career values achievement</p>	<p>Introduce the book 'it's a no money day – Kate Milner https://www.youtube.com/watch?v=zjwE4HoYh98 link to the book.</p> <p>Ask the children what they think the story is about? How do you think this links to Marcus Rashford? Explain what poverty is and how it affected Marcus growing up with his family. Find out how they used money on other opportunities – link to citizenship lessons on what you want v what you need. Explain how Marcus and his family were able to get food support at school and foodbanks and by going to different breakfast clubs.</p> <p>Circle discussion with the book – imagine you were Marcus, what made him happy? Why was this good on no money days? How was he feeling? Highlight the importance of having what you need when they were able to get food and the opportunity to play football for a local team.</p> <p>Task – 'It's a no-money day'. Draw a support circle in a football showing how community and others can help support. Link to why it is important to be able to get what you need. What would you do on a no-money day – football, investigate outside, build something, write a story (football patch to make a ball).</p>
--	--	---





BeDifferent Federation

Session 2: Sporting Achievements

Look at some video clips of Marcus Rashford winning / celebrating football achievements and have different pictures for children to explore at their tables – including him writing a book, supporting other families during the holidays with meals, playing for Manchester Utd, Aston Villa and England.


His sporting achievements include –

- FA cup winner x2
- Champions League participant x5
- English League cup winner x2
- Top scorer x2
- Player of the year x2
- Europa league participant x5
- World cup participant x2
- Euro runner up
- Euro participant x2
- Silver boot
- Europa league winner
- English super cup winner
- U21 premier league champion



		<p>What do they think Marcus has done with his life? Has he had a positive or negative impact with others? Could he be a good role model? Why? How was he able to achieve these things?</p> <p>Answer the question - is it important to work hard? Why? – link to opportunities you have e.g. supporting other people when they need help, giving back to the community having a positive influence, achieving dreams.</p> <p>Task - Create their own cup of achievement – (display outcome)</p> <p>Session 3: Putting Marcus’s skills and values into action</p> <p>PE outcome – Go outside and give the children an opportunity to participate in some football drills.</p> <p>Art outcome – plan a nutritious meal to help fuel us after sports. Find out about foods that give us energy.</p> <p>Read the book ‘Just try one bite’ by Adam Mansbach and Camila Alves. Use this text to discuss why it is important to be healthy. https://www.youtube.com/watch?v=G2lfGwp6jQk</p> <p>How has Marcus applied this principle? How did his family support him?</p>
--	--	---



		 <p>Using the foods discussed, ask children to make their plate of food using 3D shapes.</p>
<p>Year 3</p>	<p>Line of enquiry: How did Marcus Rashford's poverty impact his childhood?</p> <p>Knowledge outcomes: A need is something which is essential to live. A want is something you would like to have that would make your life more enjoyable.</p>	<p>LTMC linked to key vocabulary learned last year - inspiration, influence, aspiration</p> <p>Session 1: Introduce Marcus Rashford – show children a picture of him and ask what they can remember about him from the assembly. You could play a hangman game to reveal his name. Explain why we are learning about him today – he is a well-known footballer but he has used his fame to help others too. Let's find out why / how... Tell the children that Marcus grew up in social housing in Manchester and that he was the youngest of 5 siblings with a single mother. Partner talk –</p>



BeDifferent Federation

**Marcus Rashford persuaded the government to give lower-income families food vouchers.
Marcus Rashford encouraged the government to provide free school meals over the summer holidays to families in need.**

A healthy breakfast is important because it provides you with energy and nutrients for the day ahead and improves your focus.
















Key vocabulary:

Poverty, food poverty, hardship, needs, wants, disadvantaged, campaigner, policy

what do you think his home life was like? Does it sound similar or different to your own home life?

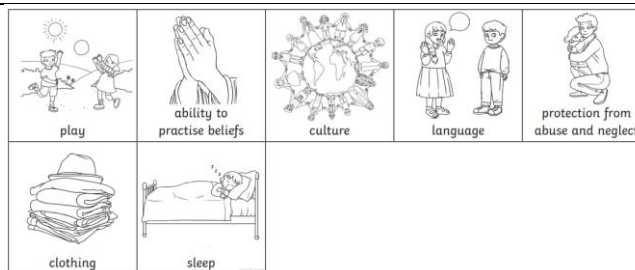
Explain that Marcus's family did not always have enough money to buy the things they needed and wanted. What things does a child / family need? What things might they want? What is the difference between needs and wants? Share some images of items that are needs and some that are wants e.g. new football boots v. sleep, and discuss them together.

Activity – work collaboratively to sort a set of pictures represent 'needs' and 'wants'. Record in a table in books or take a photo of the finished sorting activity.

 bike	 designer clothes	 junk food	 holidays	 money
 computer	 mobile phone	 TV	 house with your own bedroom	 clean air
 clean water	 shelter	 education	 medical care	 nutritious food



BeDifferent Federation



Encourage children to share and justify their answers. *[Link to safeguarding / reporting – what should you do if your needs are not being met at home?](#)

Relate this learning to MR – would his needs have been the same as yours? (Yes!). Would his wants have been the same? Do you think he often got his 'wants'? Why not? Link back to poverty.

Session 2:

Recap – what have we learnt about Marcus Rashford's childhood so far? Now we are going to learn about some of his actions as an adult.

Marcus as a campaigner: teacher info - *Committed to using his platform for positive change, Rashford launched a program in the early days of Covid lockdown to deliver meals to disadvantaged children, reaching four million kids in the first few months. That June, he penned an open letter calling on the UK government to end child poverty—a move swiftly followed by a policy change extending free*



BeDifferent Federation

school meals during the summer holidays. Later that year, Rashford established the Child Food Poverty Task Force and next partnered with Macmillan Children's Books for the Marcus Rashford Book Club (a program aimed at distributing books to 400,000 children who'd never owned a book before).

Create a fact hunt around the room for children to find out about Marcus's campaign work relating to child food poverty.
Discuss the importance of his work – what if children did not get given a healthy meal in the summer holidays? What if children had not been given meals at home during Covid when schools were closed?

Drama time! Challenge the children to step into Marcus's shoes and imagine different times / scenarios within his life e.g. he is going to school on an empty stomach, he wants a new pair of football boots to help him train better, he is a famous, wealthy footballer but sees other children struggling with not enough good, he gets awarded his MBE etc... You could get the children into groups and ask them to create a freeze frame for each scenario. Ask children how they imagine he would feel in each situation.

Session 3:

Recap – what do we know about Marcus's achievements in his life so far? In this session, we are going to put some of Marcus's skills and values into



BeDifferent Federation

action. We know he values the importance of hot, healthy meals for children. Why is this important?

- Physical health
- Better ability to concentrate and therefore learn

Many people say breakfast is the most important meal of the day. Our challenge is to cook and share a healthy breakfast!

This can be organised according to your logistics. All children should have a go at cooking an element of a healthy breakfast and also have a chance to taste it. You could make –

- Baked beans from scratch
- Home-made bread to have as toast or with different healthy toppings
- Cooked tomatoes / mushrooms
- Home-made granola

Record with photos / tasting evaluation sheets.

Display outcome: As a class, create a large (A3 size) model of a healthy breakfast plate. Use different collage materials to represent foods in 3D reflecting the dishes cooked and discussed today.

Final thoughts: We all have different backgrounds and childhood experiences but we must try to make sure that this does not limit what we can achieve and what we deserve.



<p>Year 4</p>	<p>Line of enquiry: How has Marcus Rashford worked to improve child food poverty?</p> <p>Knowledge outcomes: Poverty is a lack of money or resources that makes it hard for families to meet their needs.</p> <p>Marcus Rashford experienced hardship as a child.</p> <p>Marcus Rashford is a campaigner for healthy, free food for lower-income families.</p> <p>A healthy, varied diet supports our physical and mental wellbeing.</p> <p>Particular foods are known to have a positive impact upon our ability to concentrate and learn.</p>	<p>Assembly recap - what do the children know about Marcus Rashford and his achievements?</p> <p>Session 1: <i>Who is Marcus Rashford?</i> He is a well-known footballer but he has used his fame to help others too. Let's find out why / how... Tell the children that Marcus grew up in social housing in Manchester and that he was the youngest of 5 siblings with a single mother. Partner talk – what do you think his home life was like? Does it sound similar or different to your own home life?</p> <p>Begin with a word hunt. Can children match the word to the definition? Poverty, shortage, disadvantaged, need, hardship. What do you think we might be learning about in this session? Marcus Rashford experienced poverty as a child. What do you understand about the word poverty? Share the definition: a lack of money or resources that makes it hard for someone to meet their needs.</p> <p>Key text: <i>The Invisible</i></p>
----------------------	---	---

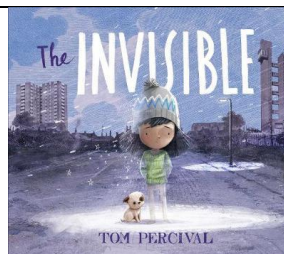


BeDifferent Federation



Key vocabulary:

Poverty, food poverty, shortage, hardship, needs, wants, disadvantaged, campaigner, policy



Read *The Invisible* story together.

Isabel is a small girl who lives with her family, and though they have little they have each other, so life is happy. Then disaster strikes and they have to leave their home to move to the other side of town - where everything is grey and cold and sad and lonely. As she walks about Isabel realises she is ignored by people, and feels she is literally fading away. It is not until she has faded and become truly invisible that she notices all the other invisible people sitting or working away at different things – like planting flowers in old paint pots or mending a bike – but they are all alone too. So, Isabel decides to help, she helps to fix things up and gradually others join in too. As more people join in they become less invisible, until they have created a vibrant area where they can all be seen. By doing as she did Isabel has learned that one of the hardest things is to make a difference.

Discuss the message of the story – how does it reflect Isabel's poverty?
What do children notice about the colours of the images? How might these



BeDifferent Federation

reflect the emotions / mood of the story? What is the message of this story? (That everyone can contribute to make things better in some way).
Reflection question: *How can I contribute to my community, like Marcus / Isabel did?*

Session 2:

Recap – what have we learnt about poverty? How does this relate to Marcus Rashford?

Now we are going to learn about some of his actions as an adult. Share some information about Marcus's actions as a campaigner –

Useful clip - <https://www.youtube.com/watch?v=vyHZ8rbJQUQ>

Discuss - What is a campaigner? What were Marcus's actions as a food campaigner? What motivated him?

'Time travel' back to 2020 and write a short news article about Marcus's campaign for food vouchers for lower income families. Use the clip provided to capture a quote from Marcus.

Session 3:

Recap – we know that Marcus values healthy food for children. Why is this?



		<p>What is the impact of a healthy, varied diet? What is the impact of living without persistent hunger? Research / sort the benefits of eating well. Focus in particular on learning – eating enough food and certain foods in particular can boost our ability to concentrate and therefore learn.</p> <p>D&T challenge: design and make a brain-boosting super snack! Begin by researching foods that boost brain power e.g. wholegrains, berries, nuts, seeds, dark chocolate etc. If possible, get some foods for children to try (be aware of allergies and avoid nuts / seeds).</p> <p>Then, using a list of ingredients you have generated together, challenge children to design and make their own brain-boosting snack. A good option could be a brain-power boosting smoothie or nut-free energy balls (energy ball ingredients - medjool dates, maple syrup, cocoa powder and rolled oats).</p> <p>Take groups of children to make their snacks while the rest work on posters advertising the snack they have designed. *All children should have an opportunity to taste and make food.</p> <p>Display Outcome: advertising posters to be displayed.</p>
<p>Year 5</p>	<p>Line of enquiry: How has racism affected Marcus Rashford in his footballing career?</p>	<p>Session 1: Barriers – Racism in Football</p> <ul style="list-style-type: none"> - Introduce what racism is: Define and provide examples. - Learn about Marcus Rashford’s experiences with racism within his footballing career.



	<p>What has Marcus achieved as an author?</p> <p>Knowledge outcomes:</p> <ul style="list-style-type: none"> - <i>Understand what racism is and how it has affected Marcus Rashford's footballing career.</i> - <i>Recognize Marcus Rashford's achievements as an author and his impact on children's literature.</i> - <i>Demonstrate understanding by creating a writing piece inspired by The Breakfast Club Adventures.</i> <p>Key vocabulary:</p> <ul style="list-style-type: none"> - Racism - Discrimination - Equality - Representation - Advocacy - Campaign 	<ul style="list-style-type: none"> - Discuss how these experiences have shaped his character and advocacy. - Possible Activity: Create a "What is Racism?" fact sheet or poster. <p>Session 2: Successes – Marcus as an Author</p> <ul style="list-style-type: none"> - Read excerpts from 'The Breakfast Club Adventures'. - Discuss key themes in the story, such as friendship, teamwork and resilience. - Explore how Marcus uses storytelling to inspire children. - Possible Activity: Create a storyboard for a new chapter inspired by 'The Breakfast Club Adventures'. - Add Marcus to the 'Author Celebration' in class reading corner. <p>Session 3: Putting Marcus's Skills and Values into Action</p> <ul style="list-style-type: none"> - Recap Marcus's values of resilience, kindness and determination. - Writing Outcome: Write a short story or reflective piece inspired by themes from 'The Breakfast Club Adventures'.
--	--	---



<p>Year 6</p>	<p>Line of enquiry: How have Marcus Rashford’s life experiences impacted his values as an adult?</p> <p>Knowledge outcomes: By the end of the day, children will:</p> <ul style="list-style-type: none"> - Understand the challenges Marcus Rashford faced, including poverty, racism, and hardship. - Identify how these challenges influenced his values and achievements. - Demonstrate understanding by creating an anti-racist football chant or rap <p>Key vocabulary:</p> <ul style="list-style-type: none"> - Hardship - Poverty - Values - Advocacy - Resilience 	<p>Session 1: Barriers and Their Link to His Values</p> <ul style="list-style-type: none"> - Discuss Marcus’s experiences with poverty, racism and other hardships. - Explore how these experiences shaped his values, including empathy and determination. - Link to protected characteristics & reporting; what should these children do if they witness or experience discrimination based on these ‘barriers’? - Possible Activity: Group discussion or reflection on how challenges can build character. <p>Session 2: Successes – Marcus as an Author</p> <ul style="list-style-type: none"> - Read excerpts from The Breakfast Club Adventures. - Discuss how Marcus uses his platform to inspire young readers. - Explore his messages of inclusion and resilience in literature. - Possible Activity: Create an inspirational poster highlighting Marcus’s key values. <p>Session 3: Putting Marcus’s Skills and Values into Action</p> <ul style="list-style-type: none"> - Writing Outcome: Create an anti-racist football chant or rap that reflects Marcus’s values. - Perform or display these pieces to the class or school.
----------------------	--	--



	- Justice	
--	-----------	--