



# Black History Month 2026

## HONOURING OUR COMMUNITIES

Stories, activities and resources for Southwark's churches, schools and communities — in October and all year.

[EXPLORE STORIES](#) →

[FIND AN ACTIVITY](#) →

[TAKE THE QUIZ](#) →

[SHARE A STORY](#) →

### REFLECTION QUESTION

Who has helped your community flourish without recognition?





# Anti Racist Toolkit Consultation Oct/Nov 2026

**We welcome your input**

Scan the QR Code if you would like to take part in the consultation of the ARC Toolkit pilot.

**For more information contact:**

[Racial.justice@southwark.anglican.org](mailto:Racial.justice@southwark.anglican.org)

ARC Toolkit Pilot Consultation  
Expression of Interest





# Black History Includes British History

Black people have been part of Britain's story for centuries. Looking at familiar moments alongside lesser-known stories helps us build a fuller understanding of our shared past.

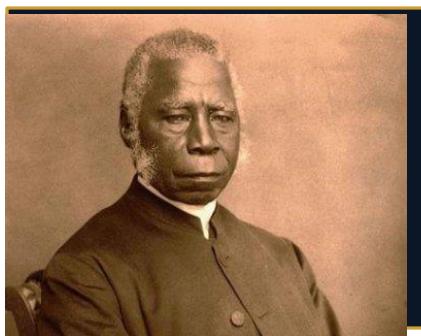
| Ancient Britain                                                                                                 | Roman Britain                                                                                                | Norman England                                                                                             | Tudor England                                                                                      | Maritime Britain                                                                                                  | Democracy & Reform                                                                                       |
|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <br>CHEDDAR MAN                | <br>BOUDICA & ROMAN BRITAIN | <br>BAYEUX TAPESTRY      | <br>HENRY VIII  | <br>BRITISH MARITIME EXPANSION | <br>CHARTIST MOVEMENT |
| <br>CHEDDAR MAN RECONSTRUCTION | <br>IVORY BANGLE LADY       | <br>MEDIEVAL MANUSCRIPT | <br>JOHN BLANKE | <br>OLAUDAH EQUIANO            | <br>WILLIAM CUFFAY    |
| Ancient Britain was shaped by migration and movement.                                                           | Roman Britain was home to people from across the empire, including Africa.                                   | Medieval manuscripts and art include images of Black people.                                               | John Blanke, a Black trumpeter, played at the courts of Henry VII and Henry VIII.                  | Equiano's 1789 autobiography exposed the cruelty of the slave trade.                                              | William Cuffay campaigned for democratic reform in Britain.                                              |



# Faith & Service

Faith and service strengthening communities through care, leadership and opportunity.

From the nineteenth century to today



## Samuel Ajayi Crowther

c. 1809-1891 • Bishop • translator

GLOBAL ANGLICAN CHURCH

First African Anglican bishop; led the Yoruba Bible translation and widened opportunity through education.



## Mary Seacole

1805-1881 • Nurse • entrepreneur

ST THOMAS' HOSPITAL • LAMBETH

Her care in Crimea and her statue at St Thomas' connect service, courage and community memory.



## Bishop Wilfred Wood

1936- • Bishop • pioneer

CATFORD • CROYDON

Southwark ministry and leadership as the Church of England's first Black bishop opened doors for others.



## Kofoworola Abeni Pratt

1915-1992 • Nurse • educator

LAMBETH

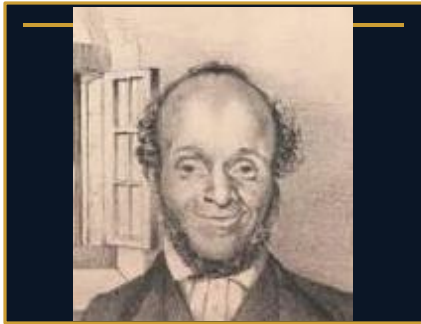
Trained at the Nightingale School, St Thomas' Hospital (qualified 1949); later Nigeria's first Nigerian-born Chief Nursing Officer.



# Justice & Leadership

Leadership can challenge injustice and expand opportunity for future generations.

From the nineteenth century to today

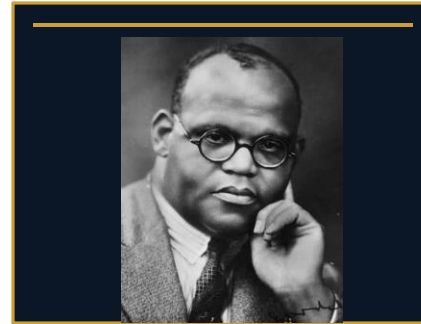


## William Cuffay

1788-1870 · Chartist leader

KENNINGTON

A leading Chartist whose campaigning placed Black Britons inside the struggle for democratic rights.

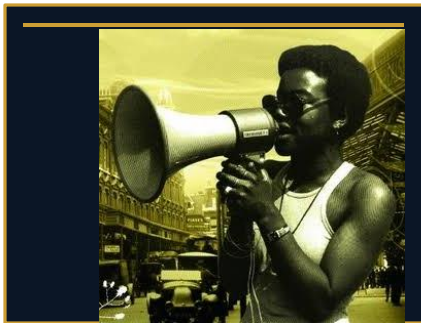


## Dr Harold Moody

1882-1947 · Doctor · campaigner

PECKHAM

A Peckham GP who founded the League of Coloured Peoples to challenge racial discrimination.

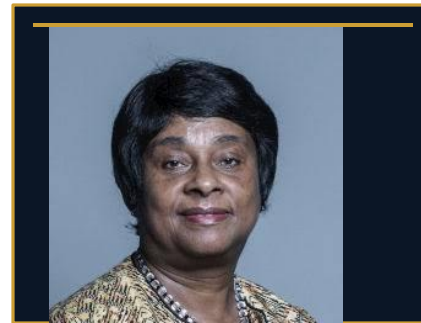


## Olive Morris

1952-1979 · Community activist

BRIXTON

Co-founded the Brixton Black Women's Group (1973); blue plaque at 121 Railton Road, Brixton (2024).



## Doreen Lawrence

1952- · Justice campaigner

ELTHAM

Her sustained campaign for justice changed public understanding of institutional racism.



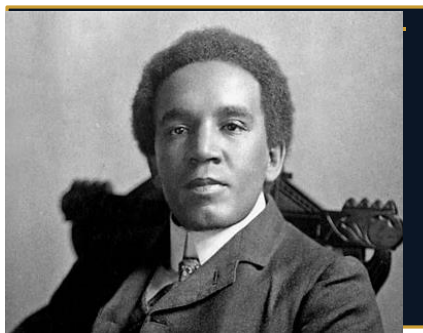
STORIES THAT SHAPED OUR COMMUNITIES

06 / 18

# Culture & Influence

Music, broadcasting and culture help shape identity, belonging and aspiration.

From the nineteenth century to today



## Samuel Coleridge-Taylor

1875-1912 • Composer

CROYDON

Croydon composer of international acclaim who reshaped ideas of Black British achievement.

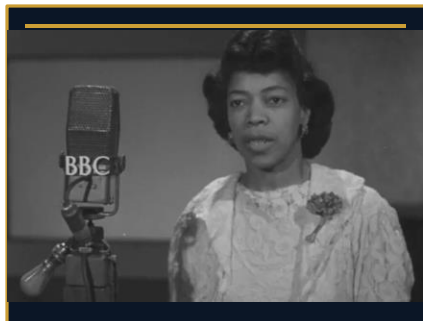


## Kanya King CBE

1969-2026 • MOBO founder

WEST NORWOOD

Founded the MOBO Awards (1996), transforming the visibility of Black British music.



## Una Marson

1905-1965 • Broadcaster

PECKHAM

First Black woman employed by the BBC (1941). On arriving in 1932 she lived with the Moody family in Peckham.



## Stormzy

1993- • Musician

CROYDON

The Croydon-born artist has shaped British music while widening educational opportunity for Black students.



## ACTIVITIES FOR CHURCHES

07 / 18

# Turn remembrance into a parish action

A ready-to-run 45-minute gathering for any Sunday or midweek slot in October.

**WHAT?**

A 45-minute gathering that honours one local story and ends with one agreed parish action.

**WHY?**

Connects worship, shared history and practical service: people leave with a task, not a lecture.

**HOW?**

- |           |                |                                                                                              |
|-----------|----------------|----------------------------------------------------------------------------------------------|
| <b>01</b> | <b>CHOOSE</b>  | Choose one person from slides 4-6 and research their story and achievements.                 |
| <b>02</b> | <b>SHARE</b>   | Tell the story to the group, keep two minutes' silence, then share thoughts in pairs.        |
| <b>03</b> | <b>REFLECT</b> | Read Acts 16:6-12 or Revelation 7:9, pray together and discuss the reflection question.      |
| <b>04</b> | <b>CONNECT</b> | Connect the story to Christ's example and today's challenges; agree one action and an owner. |

**SUGGESTED TIME**

**60 min preparation**  
**45 min gathering**

**RESOURCES NEEDED**

Story card (slides 4-6) · CofE Black History Month prayer (QR, slide 13) · projector or printout · action cards

**REFLECTION QUESTION**

Whose service has sustained this community without recognition?

**NEXT STEP** Update at the next PCC · add it to the newsletter · continue with the Anti-Racism Charter parish study resource.



## ACTIVITIES FOR SCHOOLS

08 / 18

# Run a local-history evidence enquiry

A two-lesson enquiry for Years 5-6 (KS2) and KS3.

**WHAT?**

Pairs investigate one local person, place or event and build an evidence board.

**WHY?**

Builds source-checking skills and shows Black history within walking distance of school.

**HOW?**

- |           |                 |                                                                                                      |
|-----------|-----------------|------------------------------------------------------------------------------------------------------|
| <b>01</b> | <b>QUESTION</b> | Ask: "What Black history can we find within our borough?" Show a local map.                          |
| <b>02</b> | <b>SOURCES</b>  | Give each pair three sources: a photo or plaque, a map or record, and a short biography.             |
| <b>03</b> | <b>SORT</b>     | Label each note FACT, INFERENCE or QUESTION; a fact needs two sources that agree.                    |
| <b>04</b> | <b>SHARE</b>    | Each pair gives a 60-second gallery talk and adds one finding and one new question to the class map. |

**SUGGESTED TIME**

30 min teacher prep  
2 × 50 min lessons

**RESOURCES NEEDED**

Local map · three-source packs (people from slides 4-6) · evidence board template · sticky notes

**DISCUSSION QUESTION**

What changes when local history includes more voices?

**NEXT STEP** Displayboards at parents' evening · extend with the curriculum ideas on slides 14-15 · send pupils' work to the diocese.



## ACTIVITIES FOR YOUTH GROUPS

09 / 18

# Create an #HonourYourHero tribute

A consent-led interview challenge for ages 11-18, over one or two sessions.

**WHAT?**

Young people interview a trusted adult and create a 100-word or 60-second tribute.

**WHY?**

Value lived experience, practise listening and connect history with people participants know.

**HOW?**

- |           |                |                                                                                                 |
|-----------|----------------|-------------------------------------------------------------------------------------------------|
| <b>01</b> | <b>INVITE</b>  | Each young person chooses a willing adult; the leader sends the consent form a week ahead.      |
| <b>02</b> | <b>PREPARE</b> | In pairs, write five open questions: community, challenge, change, hope and advice.             |
| <b>03</b> | <b>LISTEN</b>  | Interview in an agreed, supervised setting; record only with written consent.                   |
| <b>04</b> | <b>RETURN</b>  | Draft the 100-word or 60-second tribute; the contributor approves it before anything is shared. |

**SUGGESTED TIME**

**30 min preparation**  
**60-90 min session**

**RESOURCES NEEDED**

Consent form · question sheet · phone/recorder · quiet space · supervising adult

**SAFEGUARDING**

Follow your safeguarding policy for contact, recording and publication.

**ACTION STEP**

Ask what must stay private before recording.

**NEXT STEP** Showcase approved tributes at a youth-led service or parents' evening · send approved entries to the Racial Justice team by 31 October.



## ACTIVITIES FOR COMMUNITY GROUPS

10 / 18

# Lead a walk-and-listen heritage route

A small-group activity that turns local places into prompts for shared memory.

**WHAT?**

Visit three nearby sites and annotate a map with one fact, one memory and one open question.

**WHY?**

Reveal stories that ordinary signage misses and identify places worth documenting or celebrating.

**HOW?**

- |           |               |                                                                                                                     |
|-----------|---------------|---------------------------------------------------------------------------------------------------------------------|
| <b>01</b> | <b>PLAN</b>   | Choose an accessible 60-minute route with three stops, e.g. Kennington Park → St Thomas' Hospital (Seacole statue). |
| <b>02</b> | <b>INVITE</b> | Ask a local historian, elder or churchwarden to tell one short story at each stop.                                  |
| <b>03</b> | <b>LISTEN</b> | At each stop, record one verified fact, one memory and one question for further research.                           |
| <b>04</b> | <b>ACT</b>    | Finish over refreshments: choose one place for a plaque enquiry, archive search or follow-up event.                 |

**SUGGESTED TIME**

**45 min planning**  
**75 min including stops**

**RESOURCES NEEDED**

Printed map · clipboard ·  
accessibility and risk check ·  
consent forms · refreshments

**ACCESS AND SAFETY**

Share the route in advance; offer  
a seated or indoor option.

**DISCUSSION QUESTION**

Which places hold stories that  
signs do not tell?

**NEXT STEP** Share your route and findings with the Racial Justice team and your Areal Racial Justice Group.



# Record one story—and return it well

A practical workflow for Our Stories, Our Parishes.

## WHAT?

A 20-30 minute recorded conversation focused on one clear memory, place or contribution.

## WHY?

Preserve community knowledge while keeping the contributor informed and in control.

## HOW?

- |           |               |                                                                                               |
|-----------|---------------|-----------------------------------------------------------------------------------------------|
| <b>01</b> | <b>GATHER</b> | Agree the topic, intended use, who can access it and how to withdraw, in writing.             |
| <b>02</b> | <b>LISTEN</b> | Use six open questions; allow silences and stay within the agreed boundaries.                 |
| <b>03</b> | <b>RECORD</b> | Test the sound, name the file (date_parish_initials) and write a 100-word summary.            |
| <b>04</b> | <b>RETURN</b> | Give the contributor a copy and a chance to approve it before depositing or sharing anything. |

## SUGGESTED TIME

**45 min preparation**

**30 min interview**

**60 min processing**

## RESOURCES NEEDED

Consent/release form · recorder · quiet room · file-naming guide · secure storage plan

## DATA CARE

Set access, retention and deletion rules before recording.

## REFLECTION QUESTION

What does the contributor want remembered—and what should remain private?



## QUIZ HUB

12 / 18

# Run a 10-question learning quiz

Use the 10-question starter set, or the Challenge Quiz on slide 17.

## WHAT?

Teams answer ten questions, then hear a short explanation and follow-up prompt after each.

## WHY?

Turn recall into discussion and reveal where the group wants to learn more.

## HOW?

- |           |                |                                                                                          |
|-----------|----------------|------------------------------------------------------------------------------------------|
| <b>01</b> | <b>PREPARE</b> | Choose rounds for your group's age; print answer sheets; test the QR code and any audio. |
| <b>02</b> | <b>SET UP</b>  | Form teams of 3-5 and explain the scoring: the aim is learning, not speed.               |
| <b>03</b> | <b>HOST</b>    | Allow 45 seconds per question, then reveal the answer with a 30-second "did you know?"   |
| <b>04</b> | <b>CLOSE</b>   | Each team names one surprise and chooses one person or resource to follow up.            |

## SUGGESTED TIME

**15 min preparation**

**25-35 min activity**

## RESOURCES NEEDED

Approved quiz file · answer sheet  
· screen or printouts · pens · timer

## QR: QUIZ SHEETS

Scan for the quiz, answers and host notes.

## DISCUSSION QUESTION

Which answer surprised you? What will you explore next?

**NEXT STEP** Each team researches one person from slides 4-6 before your next meeting · try the Challenge Quiz (slide 17).



## RESOURCES HUB

13 / 18

# Find the next useful resource in ten minutes

Four routes for worship, teaching, local research and continued action. Scan a code to go straight there.

**WHAT?**

A quick route to one credible resource that matches your audience and next step.

**WHY?**

Help visitors move from browsing to an owned action that continues beyond October.

**WHERE TO GO**

- |           |                |                                                                                                                                                            |
|-----------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>01</b> | <b>DIOCESE</b> | Diocesan Black History Month page · Anti-Racism Charter · <a href="mailto:racial.justice@southwark.anglican.org">racial.justice@southwark.anglican.org</a> |
| <b>02</b> | <b>WORSHIP</b> | Church of England Black History Month prayer and liturgy · CTBI Black History Month 2026 resources                                                         |
| <b>03</b> | <b>LEARN</b>   | Black History Month UK · Black Cultural Archives (Brixton) · The National Archives                                                                         |
| <b>04</b> | <b>LOCAL</b>   | Southwark Local History Library · Lambeth Archives · Garden Museum · Oral History Society                                                                  |



Diocese BHM page

CofE BHM prayer



Black History Month UK

Stephen Lawrence Day



# Black History Month across the curriculum

Topic ideas for English, History, Geography and Science

## WHAT?

Include Black experiences and contributions across the curriculum

## WHY?

Black British history belongs in everyday lessons, not a single assembly.

## BY SUBJECT

-  **ENGLISH** Compare how Noughts & Crosses challenges assumptions about race, power and prejudice
-  **HISTORY** Compare the causes, aims, methods and impact of the Peasants' Revolt, Chartists, Suffragettes and the British Union of Fascists.
-  **GEOGRAPHY** Compare British colonial trade routes with twentieth-century migration routes to Britain. What skills, professions and knowledge did migrants bring with them?
-  **SCIENCE** Create a simple spectroscope and investigate how astronomers use light to understand stars.

## Further Information and links for Teachers

- English  
National Theatre  
[Noughts & Crosses Resources](#)
- History  
UK Parliament:  
[Chartists](#), [Suffragettes](#), [Peasants Revolt](#), [British Union of Facists](#)
- Geography  
[Migration Museum](#)  
[National Archives](#)
- Science  
[Maggie Aderin-Pocock](#)



# Maths, RE and Citizenship: topic ideas

Real data, real faith stories and real democratic change, with no forced connections.

## WHAT?

Subject specific activities that embed awareness of Black history .

## WHY?

Pupils see how black culture and history relates to given subject areas

## BY SUBJECT



### MATHS

Calculate the wealth of Mansa Musa's caravan giving the contemporary gold price.



### RE

Crowther, Wood and Kofoworola Pratt: how did faith and service open doors? Read Acts 2:1-12 and Galatians 3:28.



### CITIZENSHIP

Compare how Harold Moody and Martin Luther King Jr campaigned for civil rights and equality.



### MUSIC/ ART

How have African and Caribbean musical traditions helped shape British culture? Explore the communication of complex ideas using West African Adinkra symbols compare to Ancient Egyptian Hieroglyphic symbols

Further Information and links for Teachers

**Maths (Mansa Musa & Mali Empire)**

**National Geographic Education**

[\[education....raphic.org\]](https://www.nationalgeographic.org/education/)

**RE (Samuel Ajayi Crowther)**

**Britannica: Samuel Crowther** [\[britannica.com\]](https://www.britannica.com/biography/samuel-ajayi-crowther)

**Citizenship Dr Moody / Dr king**

**King's College London: Dr Harold Moody**

<https://www.kcl.ac.uk/people/dr-harold-moody>

**The King Center**

<https://thekingcenter.org>

**Music (Black British Music)**

[BBC Teach Celebrating Black Music](https://www.bbc.com/teach/celebrating-black-music)

**Art (Adinkra Symbols & African Art)**

**Smithsonian National Museum of African Art**

[\[africa.si.edu\]](https://africa.si.edu/), [\[africa.si.edu\]](https://africa.si.edu/)

**African History (Timbuktu)**

**UNESCO World Heritage: Timbuktu**

[\[whc.unesco.org\]](https://whc.unesco.org/), [\[unesco.org\]](https://www.unesco.org/)



## ACTIVITY PACK

16 / 18

# Print, play and talk: the activity pack

Six printable activities for churches, schools, youth and community groups (ages 8+).

**WHAT?**

Word search, crossword, timeline, matching game, community bingo and 10 discussion cards.

**WHY?**

Low-preparation ways to learn names, places and stories together, then talk.

**HOW TO USE**

- |           |                 |                                                                                               |
|-----------|-----------------|-----------------------------------------------------------------------------------------------|
| <b>01</b> | <b>PUZZLES</b>  | Word search and crossword: 15 minutes, alone or in pairs. Answers are in the leader's notes.  |
| <b>02</b> | <b>TIMELINE</b> | Put 12 people in order, from John Blanke at the Tudor court to Stormzy at Glastonbury (2019). |
| <b>03</b> | <b>MATCH</b>    | Link each person to their achievement and place, then find the places on a local map.         |
| <b>04</b> | <b>BINGO</b>    | "Find someone who..." bingo breaks the ice at coffee hour, in assemblies and at youth clubs.  |

**SUGGESTED TIME**

**5 min to print**  
**15-30 min per activity**

**RESOURCES NEEDED**

Printed activity pack (A4) · pens · timer · small prizes (optional)

**DISCUSSION CARDS**

10 cards: identity, belonging, service, justice, leadership.

**ACTION STEP**

Close with one card and one prayer or pledge.



# Southwark Black History Challenge Quiz

One question from each of the six rounds · teams of 3-5 · 45 seconds per question.

ROUND 1 · WHO AM I?

I was the first Black woman employed by the BBC, and I lived in Peckham with the Moody family.

ROUND 2 · BRITISH HISTORY

John Blanke played which instrument at the courts of Henry VII and Henry VIII?

ROUNDS 3-6

- 03

FAITH

Into which language did Samuel Ajayi Crowther lead the translation of the Bible?
- 04

LOCAL

On which Brixton road is Olive Morris’s English Heritage blue plaque?
- 05

CULTURE

What do the letters MOBO stand for?
- 06

T O R F

True or false: Mary Seacole went to the Crimea as an official British Army nurse.

SUGGESTED TIME  
5 min set-up · 10 min quiz

RESOURCES NEEDED  
Answer slips · pens · timer · screen

QR: FULL QUIZ  
Scan for all 30 questions.

ACTION STEP  
Swap answer slips with another team before the reveal.



# Quiz Answers and Discussion

Reveal each answer, share the “did you know?”, then choose one question to discuss.

## 1 · UNA MARSON

She joined the BBC in 1941 and created Caribbean Voices, a national platform for Caribbean writers.

## 2 · THE TRUMPET

Blanke appears twice in the 1511 Westminster Tournament Roll, one of the earliest images of a Black Briton.

## ANSWERS 3-6

- |           |                |                                                                                                  |
|-----------|----------------|--------------------------------------------------------------------------------------------------|
| <b>03</b> | <b>YORUBA</b>  | His Yoruba Bible made Crowther a pioneer of African Christian leadership.                        |
| <b>04</b> | <b>RAILTON</b> | Railton Road: Olive Morris turned No. 121 into a community hub; the plaque was unveiled in 2024. |
| <b>05</b> | <b>MOBO</b>    | Music Of Black Origin: Kanya King founded the awards in 1996.                                    |
| <b>06</b> | <b>FALSE</b>   | Her offer was turned down, so she paid her own way and opened the British Hotel.                 |

## DISCUSSION QUESTION

Which answer surprised you most, and why?

## DISCUSS

Whose story from our parish or school belongs in next year’s quiz?

## REFLECT

How will we keep honouring these stories after October?

## ACTION STEP

Choose one person to find out more about before you next meet.



# Choose, print and take part

Use the companion activity pack to move from learning into discussion, creativity and shared action.

## Puzzles

Word search and crossword for ages 8+, families and mixed-age groups.

## Match and timeline

Link people to achievements and order milestones from 1507 to 2019.

## Community bingo

A 5 × 5 conversation starter about welcome, learning and service.

## Challenge quiz

Six rounds and 30 questions, plus a six-question short version.

## Discussion cards

Prompts on identity, belonging, justice, service and leadership.

## Leaders' answers

Keep answer sheets separate and use the extra facts to deepen learning.

### HOW TO USE IT

**Choose one activity • allow 15-30 minutes • print single-sided on A4 • offer large print • never require personal or family disclosure.**

Companion file: BHM2026\_Activity\_Pack.docx



# Go, explore and learn

A starting selection of exhibitions, archives, trails, talks and school assemblies for Black History Month 2026.

## The Music is Black

V&A East exhibition exploring Black British music.

## Reclaiming the Archives

Black History 365 × Routes in the Records, 24 October.

## Caribbean Voices

A Museum of London Docklands trail through Caribbean stories.

## From Mayfair to Brixton

Charles Gimpel photography exhibition in Lambeth.

## Black and boujee

LSE discussion on class aspiration in Black Britain.

## Great Big Live Assembly

Online primary and secondary school assemblies.

### ACTION

Choose one event, confirm the current date, access and booking details, then name who will share the learning afterwards.

Full links: Black History Month 2026 Things to do\_watch\_read.docx

# Build a year-round learning list

Choose material that fits your audience, setting and available time, then keep learning beyond October.

## WATCH

### Small Axe

BBC iPlayer anthology

### Back in Time for Brixton

BBC series, episodes 1 and 2

Use extracts with context and age-appropriate guidance.

## READ • HISTORY AND IDENTITY

• Black and British — David Olusoga

• Brit(ish) — Afua Hirsch

• Natives — Akala

• The Good, the Black and the Boujee — Symeon Brown

• Black Teacher — Beryl Gilroy

• The Story of the Windrush — K. N. Chimbiri

## READ • FAITH, CULTURE AND INNOVATION

• Tarry Awhile — Selina Stone

• Black Liturgies — Cole Arthur Riley

• Black Joy — Tracey M. Lewis-Giggetts

• Coming to England — Floella Benjamin

• Early African History START HERE — Robin Walker

• Black Scientists & Inventors in the UK — Michael Williams

Create a parish, school or team reading list and invite one short review each month.