

# **Equalities and Diversity in the Curriculum**

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## Equalities and Diversity in the Curriculum

Our curriculum 'year' is divided into four ten week cycles which builds pupil knowledge of the world and are 'driven' by History and Geography.

### Curriculum Cycles

Whole School Themes	Driver	Equalities Focus
Power and People of the World	History	Gender
What a Wonderful World	Geography	Faith and Belief
The World has Changed	History	Race and Religion
Creating a Better World	Geography and History	All equalities

Our curriculum is built around the **The Equalities Act of 2010** and the 'Protected Characteristics'.

### The Protected Characteristics

<b>Gender</b>	<b>Race and Ethnicity</b>	<b>Disability</b>
<b>Maternity</b>	<b>Sexual Orientation</b>	<b>Faith and Religion</b>
<b>Gender reassignment</b>	<b>Age</b>	<b>Marriage and Civil Partnership</b>

The protected characteristics are **deliberately and specifically planned** into the whole school curriculum and **taught** through '**key influencers**' in history – people who have faced barriers or discrimination because of their differences, and how they were able to overcome those barriers.

There are opportunities for pupils to **reflect, discuss** and give their own views on attitudes towards the protected characteristics in the past and how these might be similar or different from attitudes that exist today.

### School Family Values

Our School Family Values: **Respect, Empathy, Self-respect, Punctuality, Enthusiasm, Character, Talk** are specifically taught alongside the Protected Characteristics.

For example, when teaching about the Nurses from History in Year 1, we will also teach the value of empathy, what this means, what it feels like and how Florence Nightingale, Mary Seacole and Edith Cavell had great empathy for others, regardless of their differences.

## The Protected Characteristics and where they appear in the Curriculum

Year	Protected Characteristic	School Value
2FEL	The protected Characteristics through books and stories	Respect for others Self – respect for ourselves
Nursery	The protected Characteristics through books and stories	Respect for other Self- respect for ourselves
Reception	<b>All</b> protected characteristics - <b>People</b> in the <b>community</b> who help us.	Empathy for others in school and in our community
1	<b>Nurses from History:</b> Florence Nightingale, Edith Cavell and Mary Seacole and their impact on changes to nursing and healthcare, and the barriers they faced because of their <b>gender</b> and <b>race and ethnicity</b> .	<b>Empathy:</b> pupils learn about the history of nursing and the skills needed to support patients.  <b>Respect:</b> Edith Cavell and her <b>respect</b> for all patients regardless of difference.  Self-respect – caring for ourselves and others
2	<b>The History of Plastic</b> and its impact on the environment, the actions of Greta Thunberg and David Attenborough and people perceptions of their <b>age</b> .  <b>Race and ethnicity</b> and the origins of the Slave Trade during Elizabeth I reign and era of exploration and discovery	<b>Character:</b> pupils response of significant individuals to the <b>Great Fire of London</b>  <b>Resilience:</b> pupils learn about the Queens of England Elizabeth I, Victoria, Elizabeth II and how they are three of the longest serving monarchs in history.
3	Ancient Egypt leaders: <b>Cleopatra</b> and comparison with barriers faced by leaders today because of their <b>gender</b>  <b>The History of Medicine and Disease - Marie Curie</b> and her pioneering scientific work whilst facing barriers during her <b>maternity</b>  Stone Age to Iron Age and the origins of the earliest humans and their settlements ( <b>race and ethnicity</b> )	<b>Character</b> – famous leaders in history and their similarities and differences  <b>Resilience</b> – Female Scientist who pioneered despite barriers to participation.
4	<b>The Roman Empire</b> and its impact on Britain including the rise of <b>religion and belief</b> and early Christianity  <b>Race and Ethnicity</b> as part of The History Of The Slave Trade and Black Civil Rights  <b>Ancient Greece</b> – women of Sparta and the value placed upon their <b>gender</b> by Sparten society.	<b>Respect</b> – know that different religions have different beliefs and that they can co-exist in the same society.  <b>Empathy</b> – knowing that in history many people have been forced to leave their homes against their will because of their <b>race and ethnicity</b>

5	<p>One of the earliest civilisations, the Mayans and their female leaders (<b>gender</b>)</p> <p><b>Gender</b> - Celtic leader, Boudicca and her success in leading the Celtic resistance against the Roman Invasion of Britain</p> <p><b>The History of the Olympic Games</b> focusing on <b>Race and Ethnicity</b> and <b>religion and belief</b> and how significant individuals have achieved Olympic success despite barriers.</p>	<p><b>Character</b> – realise that the most effective leaders can often share the same skills set regardless of their gender or differences.</p> <p><b>Punctuality</b> – know that success in sport is in part achieved by hard work and turning up every day</p>
6	<p><b>The Sheffield ‘Women of Steel’</b> and their role in changing perceptions of <b>gender</b> and opportunities for women in the workplace.</p> <p><b>The History of Computing</b> and the role of <b>Alan Turing</b> and the barriers he faced because of his <b>orientation</b> and how this compares with attitudes towards LGBT communities today.</p> <p>Stephen Hawking and advancements in knowledge and overcoming barriers to <b>disability</b></p> <p><b>Viking Invasion of Britain</b> understanding that Britain’s population today is in part a product of a number of invasions from people in the past (<b>race and ethnicity</b>), including the introduction of early Christianity (<b>faith and belief</b>)</p>	<p><b>Character</b> – using your skills and courage to guide your behaviour through challenging situations.</p> <p><b>Empathy</b> – understanding the feelings of others regardless of their difference</p> <p><b>Resilience</b> – achieving success in science and Mathematics despite facing barriers to participation.</p> <p><b>Empathy</b> – understanding that people can often share the same values and morals regardless of their <b>race and ethnicity</b></p>

### Using School data on Protected Characteristics to ‘reshape’ the Curriculum

Whilst it is recognised and acknowledged that all the equalities are of equal importance, and all are represented in our curriculum, we have used data available to our school, to identify incidents that go against the protected characteristics.

This data shows that in the past academic year, more incidents have occurred around **Gender, Race and Ethnicity, Religion and Faith, Disability**.

We therefore use this data to ‘reshape’ the curriculum, so that knowledge of the protected characteristics can be revisited, repeated or enhanced in response.

## Promoting Curiosity about the protected Characteristics through Reading

We believe it is essential that **children are exposed to a broad range of books and authors** which reflect the protected characteristics and support children to widen their knowledge and thinking around **difference and inclusion**.

Our school visual environment represents the Protected Characteristics through books and reading. Our core texts are displayed, together with recommendations for similar books on the theme, or from the same author.

We believe it is vital that children have **their own realities reflected back to them** in the choice of books and authors in our reading environment.



## 'Pop-up' libraries

Specific Pop Up libraries have been created around school where pupils can 'Stop, Drop and Read'

These areas have a specific focus on one of the Protected Characteristics.



## Equalities Assemblies

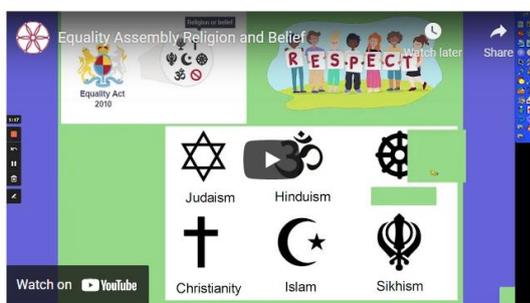
Assemblies are deliberately used to **recall** and **revisit** the core knowledge from the taught curriculum.

Whole school **'Equalities Assemblies'** are delivered every week, with a focus on one of the protected characteristics.

The biographies of the key influencers are shared and there is opportunity for **discussion and reflection** around the issues raised.

During periods of remote learning, Equalities Assemblies are delivered remotely via video.

A library of videos are now available on our website.



## Equalities Assemblies - Themes and Focus

NB: All cycles include a contingency week to ensure time to pick up on any essential new knowledge needed to be shared in school, based on events in school.				
Equalities Assemblies	Cycle 1 Who Runs the World?	Cycle 2 What a Wonderful World:	Cycle 3 The World has Changed:	Cycle 4 Creating a Better World:
KS1 and KS2				
Equality	Gender	Race and Ethnicity	Faith or Belief	All equalities
Week 1		What is race and ethnicity? <b>Hannah</b>	What is Faith or belief? <b>Sarah</b>	Disability: Ellie Simmonds (character) <b>Sarah</b>
Week 2	Equalities Act and examples of gender inequality <b>Sarah</b>	The Age of Exploration – different worlds <b>Sarah</b>	The big 5 religions –things in common (empathy) <b>Hannah</b>	Disability: Helen Keller (resilience) <b>Lisa</b>
Week 3	Sheffield ‘women of steel’ (Character) <b>Sarah</b>	The Slave Trade: (empathy) <b>Sarah</b>	Ghandi: Hindu peaceful protest (character) <b>Sarah</b>	Maternity: Marie Curie: (resilience) in science <b>Hannah</b>
Week 4	Florence Nightingale and Mary Seacole (talk) <b>Hannah</b>	Harriet Tubman and freedom (resilience) <b>Hannah</b>	Mother Theresa (Punctuality) ‘The little things in life’ <b>Lisa</b>	Age: Greta and David (respect) for opinions <b>Sarah</b>
Week 5	Malala and the Taliban (enthusiasm) <b>Lisa</b>	Segregation in the 1950s (empathy) <b>Lisa</b>	Ibtihaj Mohammed (character): <b>Sarah</b>	Disability: Stephen Hawking <b>Lisa</b>
Week 6	Ada Lovelace (resilience) <b>Lisa</b>	Black Civil Rights (Martin Luther) (talk): <b>Sarah</b>	Lord Shaftsbury: Victorian social reform (empathy) <b>Sarah</b>	(race and ethnicity) William Wilberforce (empathy) <b>Sarah</b>
Week 7	Local MP: Louise Hague (talk) <b>Sarah</b>	Rosa Parks (self-respect) <b>Hannah</b>	Muhammed Ali (talk) peace not violence. <b>Hannah</b>	Race: Nelson Mandela (resilience) in captivity <b>Sarah</b>
Week 8	Helen Sharman (resilience) <b>Hannah</b>	Windrush (empathy) <b>Sarah</b>	Anne Frank (resilience) <b>Sarah</b>	Gender: Michele Obama (self-respect) for young girls <b>Hannah</b>
Week 9	Dawn, Chair of Governors: What it’s like to be a [female] leader (character) <b>Sarah</b>	Windrush – impact on British History <b>Sarah</b>	Marcus Rashford (self-respect) closing disadvantage gap <b>Sarah</b>	Reflections on the Equalities and VP from Dawn Chair of Governors: <b>Sarah</b>
Week 10	Contingency Week	Contingency Week	Contingency Week	Contingency Week

