

Diversity

In a society so varied, equality, equity and diversity must be promoted throughout our school in order for our children to celebrate and promote people's differences. We aim to create an inclusive school environment – a safe place without prejudice – where children have the opportunity to thrive. Successfully teaching and raising awareness of diversity works to highlight individual characteristics and traits that make people unique rather than different and in fact should be celebrated. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

At Alexandra Park Primary School, we understand clearly our responsibility in preparing children for their next stage of education and for the opportunities, responsibilities and experiences of later life, laying the foundations so that they can successfully become global citizens. We promote a respect for and understanding of the 9 protected characteristics set out by the Equality and Human Rights Act 2010. The spiritual, moral, social and cultural development of each child is central to everything that we do as a school through our shared vision of "Care, Aspire, Achieve". This is evidenced through our teaching and learning, our inclusive environment and through the many opportunities provided for our children to understand democracy, law, liberty, mutual respect and celebration.

Embedding equality and diversity in the curriculum is to create learning, teaching and assessment environments and experiences that proactively eliminate discrimination, promote equality of opportunity and foster good relations in a manner that values, preserves and responds to diversity. At Alexandra Park Primary we are committed to anti-discriminatory practice to promote equality of opportunity and value diversity for all of our staff, children and families.

We believe that our children need to understand equality and human rights. This knowledge helps them to understand how they should be treated and how to treat others. When we promote equality and teach these topics, we are creating a safe environment for our children to challenge, discuss, explore, and form lasting values, morals, and opinions.

Curriculum

Through our curriculum we aim to choose books, videos, activities, images and worksheets that represent the diverse society that we live in. This ensures that our children are represented in different ways across their school day. We are mindful to not use any resources that use blatant stereotypes, as these can reinforce negative connotations that are prevalent in society. Our school environment also promotes diversity through our class role-models and displays. Each class has its own role model that encompasses our values and who are from a variety of the protected characteristics as set out in the Equality Act 2010.

We promote healthy discussions and debates by referring to contemporary issues to determine our children's views and understanding of various situations. We ensure that diversity is promoted through all areas of the curriculum promoting the importance of being kind, treating others fairly and why we should celebrate our differences. Subject leaders aim to ensure that diversity is being represented across their area and stereotypes are challenged.

The teaching of diversity promotes social and ethnic harmony and an awareness of British values. Through the exploration of multiple identities and local communities our aim is for children to come to an informed and empathetic understanding of different groups which will help promote cohesion and integration. Knowledge and skills developed through the curriculum around diversity contribute to pupils' readiness to participate in life in a modern, diverse Britain and in a plural society

Spiritual, moral, social and cultural development

- **Spiritual development:**

Self-awareness - offering opportunities for pupils to reflect on their own views and how they have been formed, as well as the views of others.

Curiosity - encouraging pupils' capacity for critical questioning and allowing time and space where these questions can be addressed to show they are important.

Collaboration - utilising lesson techniques which engender group collaboration and communication such as circle time, debates, and group investigations.

Reflection - providing a space to reflect on pupils' own values and views, as well as those of others, and to

consider the impact of these values.

Response - exploring ways in which pupils can express their responses to demanding or controversial issues.

Values - promoting an ethos of fairness and mutual respect in the classroom and compassion and generosity in pupils through exploring inspiring examples of these qualities in others.

Appreciation - encouraging pupils' ability to respond with wonder and excitement by exploring some of the marvels and mysteries of the natural world, of human ingenuity, and examples of the capacity of humans to love, create, organise and overcome adversity.

- **Moral development:**

Valuing others - in exploring the views of others, young people are well-prepared to appreciate the uniqueness of all humans and their moral value, and to act in the world and towards others accordingly.

Moral character development –offer a safe space where pupils can learn from their mistakes, appreciate ideas of right and wrong, continue to strive after setbacks, take the initiative, act responsibly and demonstrate resilience.

Moral diversity - activities in lessons help pupils feel confident when taking part in debates about moral issues. Debates and discussions prepare pupils for the fact that there will always be disagreement on matters of morality and their right of expression is balanced by a responsibility to listen to the views of others.

- **Social development:** Shared values - opportunities to consider values which are or should be part of society, such as those associated with right and wrong and the treatment of others.

Idealised concepts - topics which require reflection on the abstract concepts our society is built on, such as justice, fairness, honesty and truth, and specific examples of how they affect our common life, such as issues of poverty and wealth, crime and punishment.

Moral sources - a chance to reflect on where ideas about how we should behave come from.

Influences - opportunities to explore and reflect on the great influence on individuals of family, friends, the media and wider society.

Social insight - A chance to acquire insight into significant social and political issues which affect individuals, groups and the nation.

Role models – Each class has its own role model across the school. These role-models represent many of the protected characteristics.

- **Cultural development:** By exploring different religious and non-religious worldviews, the children can gain knowledge of different cultures, learning to celebrate and understand their diversity.

Fundamental Great British Values

- Our curriculum supports the following British values:

Mutual tolerance: we do not accept intolerant attitudes to members of the community. Attitudes which reject other people on the basis of race, faith, gender, sexual orientation or age are rightly challenged. Beliefs and Values challenges children and young people to be increasingly respectful and to celebrate diversity.

Respectful attitudes: focusing on developing mutual respect between those of different faiths and beliefs, promoting an understanding of what a society gains from diversity. Pupils will learn about diversity in religions and worldviews, and will be challenged to respect other people who see the world differently from themselves.

Democracy: pupils learn the significance of each person's ideas and experiences through methods of discussion. This contributes to learning about democracy, examining the idea that we all share a responsibility to use our voice and influence the wellbeing of others.

The rule of law: pupils examine different examples of codes for human life, including commandments, rules or precepts offered by different religious communities. They learn to appreciate how individuals choose between good and evil, right and wrong, and the learn to apply these ideas to their own communities.

Individual liberty: pupils consider questions about identity, belonging and diversity, learning what it means to live a life free from constraints.

Assessment

- At Alexandra Park Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy. Teachers monitor progress and adjust their teaching accordingly through their weekly planning. Medium term plans are adapted based on assessments. Teachers assess and moderate the children at either working towards the expected standard, expected or working at greater depth. Subject Leaders monitor this data and track key groups of children such as boys, girls or Pupil Premium.

Aspire Opportunities

- At Alexandra Park Primary School, we offer a variety of enrichment activities to engage the children and support their learning. Every year group has a visit to a place of worship that they are studying during their Beliefs and Values units of work. Throughout the year children experience theme days such as; Diversity Day, Africa Day and 'Bang a Drum' company come into school to broaden the children's experiences of other cultures and beliefs. Black history Month is celebrated in the month of October. This is an opportunity for the children to celebrate inspirational people from the past and present through activities such as music, drama, history, art and much more.

Impact of targets from 2021 -2022

Staff are now more aware of the 9 protected characteristics and are becoming more confident at showing representation through their units of work in different subjects.

The environment is now starting to show a greater representation of the 9 protected characteristics through books, images, displays etc.

Staff are more aware of how to incorporate diversity into their curriculum area with support.

Staff Targets for 2022-23

- Ensure diversity is being taught in each curriculum area across the school and have an overview in order to identify the gaps
- Continue to work with subject leaders to ensure their subject is promoting diversity
- Develop the resources used in school to promote diversity across the curriculum and the environment
- To find opportunities throughout the year to celebrate different protected characteristics