

Diversity Audit Tool

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| <p>Subject PSHE</p> | <p>Subject leader B HUNTER</p> |
| <p>Indicators of Good Practice</p> | <p>Evidence</p> |
| <p>Similarities and differences between people from diverse racial backgrounds are explored.</p> | <p>EYFS: To explore physical similarities and differences.</p> <p>Year 1: To recognise and celebrate the similarities and differences between one another. To understand what diversity is and why it matters. To explain how differences create diversity in our community.</p> <p>Year 2: To explore differences and similarities I have from others in my class, school, community and country. To recognise that differences make the world a vibrant and exciting place to live.</p> <p>Year 3: To learn about and explore visible differences. To understand that differences create diversity. To appreciate the value of being part of a diverse community.</p> <p>Year 4: To explore what influences our assumptions of others. To recognise differences between people such as gender, race, faith. To recognise what they have in common with others. To understand the importance of respecting the differences and similarities between people.</p> <p>Year 5: To recognise that everyone should be treated equally. To understand the importance of listening to and respecting a wide range of people. To explore different types of discrimination.</p> <p>Year 6: To learn about the effect that stereotypes in the media can have on people who look different. To know how attitudes and opinions can sometimes be influenced by being exposed to prejudiced or extremist views. To explain ways in which difference can be both a source of conflict and means for celebration.</p> |
| <p>Materials and approaches reflect and are sensitive to the multicultural nature of society and relate to pupils' everyday experiences.</p> | <p>In order to reflect the diverse nature of our school community, collective worship may contain common elements drawn from a number of different faiths but will maintain the broad and balance of Christianity – although these will not be distinctive of any denomination of Christianity. All acts of worship are planned to contribute to the spiritual, moral and cultural life of our school and to the development of our children.</p> |

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| <p>Pupils learn about the diverse national regional, religious and ethnic composition of the UK population.</p> | <p>The British values underpin what it is to be a British citizen in a modern and diverse Britain, and promote moral and cultural understanding that celebrates the diversity of the UK. The five British values are interwoven within our curriculum, however they are taught explicitly as part of our PSHE Education in school.</p> <p>Year 5 To recall what the British Values are and know their impact on British society today.</p> <p>Year 6 To recall what the British Values are and to know how the British values reflect life in modern Britain.</p> |
| <p>Concepts of prejudice, discrimination, racism, exclusion and injustice are explored with reference to local, national and international affairs.</p> | <p>Through collective worship and in class discussions, children are encouraged to partake in positive discussions about the harm that bullying and prejudice can cause.</p> <p>Year 3 To understand what discrimination and prejudice means and how to challenge these behaviours.</p> <p>Year 4 To explore what influences our assumptions of others.</p> <p>Year 5 To explore different types of discrimination. To explore both historical and current patterns of migration and immigration within, to and from the United Kingdom, and to think about how the movement of people affects a country.</p> <p>Year 6 To know how attitudes and opinions can sometimes be influenced by being exposed to prejudiced or extremist views. To explain ways in which difference can be both a source of conflict and means for celebration. To explain some of the ways in which one person or a group can have power over another. (PREVENT)</p> |
| <p>Issues around racial, ethnic and gender identity are explored.</p> | <p>Our school provides an inclusive environment that allows every pupil to fulfil their potential, whatever their identity or background. We address prejudice and discriminative behaviour of any sort including gender reassignment or sexual orientation. We have inclusive policies and procedures in place and staff are trained to raise awareness and confidence in supporting children to tackle harmful stereotypes. Children are encouraged to build their confidence and competence to respond to issues of transphobia and gender identity.</p> <p>Year 2 To understand that sometimes people make assumptions about boys and girls.</p> |
| <p>Pupils' learn about racism and understand the schools policy and procedures, explore why they are needed.</p> | <p>Through collective worship, in class discussions and our inclusive PSHE curriculum, children learn about race, racism and privilege and are taught how to combat discrimination. We acknowledge that having age-appropriate , open conversations with our children helps them to understand that racism still exists and to recognise how it affects them or people they know. Our school libraries are diversified and we make a conscious effort to celebrate Black History month and to share the legacy of influential people from different cultures and backgrounds.</p> |