



Equality Information and Objectives V6

At Trefonen RESPECT is our core value. Mutual respect and good behaviour is the expectation of all adults and children at all times.

1. Intent

The general intent aim of this policy is to help our school to meet our obligations under the public sector equality duty.

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics, especially between people who share a protected characteristic and those who do not

The specific aims are to:

- Promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community and the wider world
- Promote understanding of ethnic and cultural diversity, including challenging stereotypes
- Ensure that our school curriculum design and delivery is diverse and inclusive (including the decolonization of the curriculum), and that it both represents the communities that we serve as well as helping our pupils to understand and appreciate the wider diversity beyond our school community.
- Ensure that the resources that we use with our pupils are reflective of the diverse nature of modern society and do not reinforce unacceptable traditional stereotypes.
- Close gaps in attainment and achievement between different groups of pupils, especially boys and girls, pupils eligible for free-school meals, pupils with special educational needs and disabilities, looked after children and students from different ethnic, cultural and heritage groups.
- Improve accessibility across the school for pupils, staff and visitors with disabilities,
- Reduce the incidence of the use of homophobic, sexist and racist language by pupils in the school.
- Promote the involvement of all groups of pupils in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs.
- Endeavour to ensure that, through recruitment, the staff body and representation of staff in leadership roles is reflective of the local community, in line with recruitment regulations.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination. The specific nine protected characteristics are detailed in Appendix B.
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools.](#)

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this policy statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives to the headteacher

The equality link governor is: **Charlotte Morris.**

The equality link governor will:

- Meet (face to face or remotely) with the designated member of staff for equality every term, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality is Sarah McCracken. She will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training at least every three years.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying – refer to appendix B)

- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities)
- Take steps to promote protected characteristics through the resources that we use with our children (e.g. reading books, text books, videos)

In fulfilling this aspect of the duty, the school will:

- Analyse attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine any strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Analyse data about any issues associated with particular protected characteristics in order to identify any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting respect, tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions whenever considering new activities. This is recorded within the activity risk assessment when planning school trips, activities and special events. The record is completed by the member of staff organising the activity and is stored electronically, as part of the completed risk assessment.

8. How to Resolve Difficulties

8.1.1 Internal issue.

If an employee complainant raises a grievance because either they are subject to discrimination by a member of staff, or because they have witnessed discrimination directed towards another person by a member of staff, they should be able to access a copy of the relevant school's policy e.g. the Bullying and Harassment Policy or the Whistleblowing Policy. The complainant will have the option of pursuing either the informal or formal route. Hard copies of the relevant policies may be requested from the school administration team. A list of relevant policies and how to access them is included in Section 10 of this policy document

In cases where an employee's conduct falls short of the required standard, the Disciplinary Policy may be invoked. The Disciplinary Policy is the means by which rules are observed and standards are maintained. In cases where the misconduct is minor, it may be dealt with through the informal route. However, in cases where the informal route has not had the desired effect, or the misconduct is considered too serious, the formal route should be followed. Certain acts such as a serious breach of the school or local authority Equality Policy, including any form of unlawful discrimination, victimisation, bullying or harassment of pupils or colleagues may constitute gross misconduct which may lead to dismissal.

8.1 External issue

If an employee complainant raises a grievance because either they have been subject to discrimination by a third party, or because they have witnessed discrimination directed towards another person by a third party they should be able to access the Bullying and Harassment Policy.

Where a third party complainant raises a grievance because either they have been subject to discrimination by an employee, or because a third party has witnessed discrimination directed towards another person by an employee they should access the school's Complaint Procedure.

8.2 How to identify and act on Hate Crime

Hate crime is an offence committed against a person or property motivated by the perpetrator's hostility and prejudice towards people because they are seen as being different. By working together schools should try to meet their equality and diversity obligations, particularly in seeking to eliminate discrimination, harassment and victimisation. In addition, working together aims to encourage social inclusion and promotes a resilient and caring society. The Hate Crime Reporting protocol with website links attached at Appendix B. The website links are also shown below.

<https://shropshire.gov.uk/crime-and-community-safety/hate-crime/report-a-hate-crime/>

<https://shropshire.gov.uk/media/13407/hate-crime-reporting-form.pdf>

9. Monitoring arrangements

The governors' Strategy Planning and Resources Committee will review / update any equality information for publication on the school's website least every year.

This document will be reviewed by governors every 4 years.

This document will be approved by governors.

10. Links with other policies

This policy should be read in conjunction with Shropshire local authority's **Equality Policy - February 2021** <https://www.shropshirelg.net/services/human-resources/hr-policies/hr-policies-procedures/> and other relevant local authority Human Resources policies. The key linked policy documents are listed below:

<p>This document links to the following policies. To read or download any of the policies listed below please follow the link below:</p> <p>https://www.shropshirelg.net/services/human-resources/hr-policies/hr-policies-procedures/</p> <p>Hard copies of any of the policies above may be requested from the school's administration team.</p>	
Adoption, Surrogacy Scheme for School Based Staff	Advertising guidance Notes
Appraisal and Capability Policies	Complaints Policy
Disciplinary Policy	Equality Policy
Flexible Working Policy	Grievance Policy
Harassment and Bullying Policy	Job Sharing Guidelines
KCSiE: Code of Conduct for staff in schools	KCSiE; DBS Guidance for Schools
KCSiE: Safer Recruitment Policy	Managing Attendance Policy
Maternity Scheme for School Based Staff	Parental Leave Policy
Shared Parental Leave Policy	Paternity Policy
Part Time Teachers Pay and Working Time Arrangements	Pay Policies – Leadership, Teachers or Support Staff
Redundancy Policy	Risk Assessment
Safeguarding guidance	Special Leave Policy
Staff Code of Conduct	Whistle Blowing Policy

Approved by:	Governors	Date: 27/05/21
Last reviewed on:	10/05/21	
Next review due by:	May 2025	

Appendix A: Equality objectives 2021/22

<p>Objective 1: Equalities Training</p>	<p>Train all members of teaching staff in Equalities requirements.</p> <p><u>Actions:</u> All staff have received Equalities Training</p> <p><u>Outcome:</u> Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.</p>
<p>Objective 2: Staff Disability</p>	<p>Review the needs of current members of staff with disabilities and work with the local 'Access to Work' unit to carry out 'Access to Work' audits and respond to outcomes.</p> <p><u>Actions</u> Access to Work assessments to take place</p> <p><u>Outcome:</u> Disabled staff have the equipment and resources that they need to do their job as well as their non-disabled peers.</p>
<p>Objective 3: Resources:</p>	<p>Carry out a 'book audit' to ensure that book resources are representative of protected characteristics</p> <p><u>Actions:</u> Carry out an audit of current fiction and non-fiction class and library books to ensure that they are inclusive and include a balanced representation of people and family structures (we will ask the school governors to set a specific annual budget to support this objective). School staff will help pupils to understand the concept of diversity, including dispelling the idea of there being one universal shared normality. School staff will help pupils to spot stereotypes within books and other resources and discuss them.</p> <p><u>Outcome:</u> Book resources are representative of the diversity of modern (protected) people and family structures. Traditional resources are used well to identify stereotypes and teach about ideas that are no longer acceptable.</p>
<p>Objective 3: Curriculum Subjects</p>	<p>Review the provision and resources used within each curriculum subject against the protected characteristics and anti-racism audit and make adjustments recommended from the audit.</p> <p>Anti-racism: how to review and re-frame your curriculum The Key for School Leaders (thekeyssupport.com)</p> <p><u>Actions</u> Review topic focus areas across the curriculum to ensure equality and diversity, including 'de-colonisation' of subjects, especially history. Make use of subject association advice, research and CPD. Audit each curriculum subject provision against the protected characteristics. Make use of 'Anti-Racism Audit.'</p> <p><u>Outcome:</u> An equalities statement for each curriculum subject to identify how equality and diversity is both protected and promoted within the subject.</p>
<p>Objective 4: Career</p>	<p>To encourage more girls/women to choose ICT related career pathways.</p>

<p>Pathways</p>	<p><u>Actions:</u></p> <p>School to participate in national 'Gender balance in Computing project'. Project delayed due to Covid-19, expected to resume Autumn 2021</p> <p>Trefonen School will participate in a national research project aimed at supporting equalities: this year this includes participation in the Gender ICT Project:</p> <p>Belonging Project – Year 5</p> <p>Storytelling Project – Year 2 – TBC</p> <p><u>Outcome:</u></p> <p>TBC</p>
<p>Objective 5: Recruitment</p>	<p>To endeavour to ensure that, through recruitment, the staff body and representation of staff in leadership roles is reflective of the local community, in line with recruitment regulations.</p> <p><u>Actions:</u></p> <p>Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination.</p> <p>Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January of next year, to help address the under-representation of people with disabilities in the school workforce.</p> <p><u>Outcome:</u></p> <p>Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.</p> <p>Protected characteristics are used positively to support decisions about recruitment, where two or more candidates meet the identified criteria for the post.</p>

Appendix B

Protected Characteristics

1. Age
2. Disability
3. Gender Reassignment
4. Marriage and Civil Partnership
5. Race
6. Religion or Belief
7. Sex / Gender
8. Sexual orientation

Appendix C: Anti-racism audit tool:

[Anti-racism: how to review and re-frame your curriculum | The Key for School Leaders \(thekeyssupport.com\)](https://www.thekeyssupport.com/anti-racism-how-to-review-and-re-frame-your-curriculum/)

Appendix D: Diversifying the curriculum – Anti Racism Audit

Subject	Suggested actions within curriculum subjects
Art & Design	<ul style="list-style-type: none"> • Aim for at least 30% of the artists on your curriculum to be from a BAME background. Consider including a thumbnail image of the artists you study on your curriculum maps or planning template, as a reminder • For ideas of who to include, have a look at The National Portrait Gallery’s list of BAME artists • For more support, have a look at this blog post on how to plan an integrated primary school art curriculum • Try to include as many BAME British artists as you can (not just global or American artists), e.g. Steve McQueen • For ideas of who to include, have a look at this list of ten Black British artists to celebrate • Aim for at least 30% of the figurative artworks you study (that depict people) to depict BAME people • For ideas, have a look at the National Portrait Gallery’s list of BAME sitters and this article: Reponses to Tate’s collection by their BAME network • Make cross-curricular links with your history and English curriculums here, discussing why BAME people may be under-represented in historical paintings (e.g. Victorian portraits) even if BAME people lived in Britain at the time • Where appropriate, try to include artistic traditions that are significant to your pupils, their families and communities, e.g. studying Rangoli patterns • Make sure these traditions are taught appropriately and sensitively – encourage teachers to familiarise themselves with the history and significance of these traditions before teaching them
Computing	<ul style="list-style-type: none"> • Aim to represent BAME figures within the fields of computing and technology, all year round – include historical pioneers and current leaders in these fields in your lessons where possible • For ideas of who to include, have a look at these lists of influential BAME tech leaders in the UK and 7 Black pioneers in computer science • Make sure representations of people interacting with technology (e.g. in displays) reflect a broad range of people from different ethnic backgrounds. • Teach pupils to be critical and questioning of information online, and talk to them about how it can be presented with a western bias, e.g. online lists of 100 best authors/scientists/musicians being predominantly white and western • Make cross-curricular links with your history and geography curriculums here
Design Technology	<ul style="list-style-type: none"> • Aim to include and mention as many BAME designers/engineers/architects as you can, e.g. Zaha Hadid • Have a look at this list of designers, and this list of Black graphic designers and brand experts • Aim to include as many products designed by BAME people as you can in your curriculum, e.g. 3-position traffic lights designed by Garrett Morgan • Make sure the activities you set, materials you use and examples you draw on come from a range of different cultures, e.g. studying or using African wax print within textile design • For support with this, have a look at this podcast and resources on decolonising the D&T curriculum

English	<ul style="list-style-type: none"> • The first step to take is to improve diversity in your school's books to support an anti-racist curriculum. This article contains a checklist (similar to this review tool) to help you review and improve diversity in your school's fiction, non-fiction and picture books. Apply the checklist to the books on your English curriculum, and follow this up with the questions below. • Diversifying book collections: www.littleboxofbooks.co.uk • Where possible, pupils' own ethnicities and those of their families and communities should be reflected in the characters and authors that you teach, as well as in author visits and displays around school • Look at the ethnic groups that make up your school community. Are these ethnicities reflected in the characters and authors you study? Are these ethnicities reflected in author visits, or author displays around school? While it's important to make sure your pupils see themselves reflected in the curriculum, it's also important to remember that literature is diverse. Your English curriculum should reflect this, irrespective of your school context • Are white characters and names used as a default when writing as a class, e.g. when creating a story as a class or modelling how to write a non-fiction text? Make sure teachers vary the names they use as examples, so that all pupils see a range of ethnicities (including their own) reflected in whole-class writing activities • Are white characters and names used as a default within comprehension or spelling/phonics activities? Avoid using resources or textbooks where this is the default – your pupils should see a range of ethnicities reflected in the activities they complete.
French (MFL)	<ul style="list-style-type: none"> • Talk about where languages are spoken outside of their country of origin, e.g. French being spoken in West Africa, not just France • Make cross-curricular links with your history and geography curriculums here • Take examples of the language you're teaching from the wide range of places it's spoken, not just Europe • Teach pupils about ways in which languages have borrowed from and influenced each other over time • Aim for diversity when representing speakers of the language you're teaching, e.g. France is a multicultural country, so try to reflect this in the resources you use • Include representations of speakers of the language from around the world, not just within the country of origin • Create opportunities to explore the traditions and cultures of the cultures and societies where the languages you teach are spoken • Actively challenge any stereotypes pupils may have about certain countries or languages
Geography	<ul style="list-style-type: none"> • Do you use/display maps based on the Mercator projection? • Be aware that this map (developed in 1569) exaggerates some countries and continents at the expense of others, which are shrunk • If you use this map, talk to pupils about who created it, for what purpose, and how it should be interpreted. Have a look at this learning activity about map projections to support you with this • Although no world map is perfect (it's always flattening the curve of the Earth), consider using the more accurately scaled Peters projection • As much as possible, make sure your curriculum provides a balanced, global overview of countries and cultures around the world • Have a look at this blog post for help on teaching sensitive topics in geography • Make sure staff teach UK geography in relation to the geography of other countries and within a global context, e.g. drawing parallels between the 4 countries of the UK and the provinces of Pakistan • Pupils' own ethnicity and those of their families and communities should be reflected in

	<p>the geography you teach, e.g. studying certain countries if many pupils have family living there</p> <ul style="list-style-type: none"> • Encourage teachers to create a world map display in their classroom that shows where in the world pupils identify as being from – see an example here • Challenge pupils’ preconceptions and stereotypes about the developing world • Avoid using textbooks that perpetuate these ideas through images • Provide a range of images of developing countries to offset negative representations in the media • Use strategies to unpick ‘unconscious bias’ such as asking pupils to jot down or draw 5 things that come to mind when they think of Africa. Then show them cities with skyscrapers from African countries and discuss where preconceptions and stereotypes may have come from
History	Refer to History anti-racism audit
Maths	<ul style="list-style-type: none"> • Discuss the history of mathematics, and its global origins • Don’t present maths as inherently western or European, e.g. implying that the history of maths begins with Ancient Greece • Talk about how modern mathematics is based on an Indian system, e.g. the first recorded use of the number zero was in India during the 3rd or 4th century • Talk about Islamic contributions to mathematics • Aim to represent BAME mathematicians all year round • Have a look at this video about Black heroes of mathematics by Dr Nira Chamberlain (president of the Institute of Mathematics and its Applications) and this list of 10 Indian mathematicians and their contributions • Make sure representations of people engaged in maths reflect a broad range of people from different ethnic backgrounds • Make sure teachers vary the names they use, and the images they include in resources, so that all pupils see a range of ethnicities (including their own) reflected in maths lessons • When studying patterns and shape, draw on a range of cultural traditions, e.g. Islamic geometric patterns
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Music	<ul style="list-style-type: none"> • Aim for at least 50% of the musicians/composers on your curriculum to be from a BAME background. Consider including a thumbnail image of the musicians/composers you study on your curriculum maps or planning template, as a reminder • Make sure BAME musicians/composers appear across all genres pupils study, e.g. including Black classical musicians • This blog post includes recommendations for Black British artists and bands to include • Include music from a variety of non-western cultures • For support with this, have a look at this blog post on decolonising the music curriculum and these decolonising resources for music teachers • Look at and reference instruments from non-western cultures, and make connections between western and non-western instruments • Think about challenging the traditional western instrument families – see this blog post for a step-by-step guide • All cultures have rich musical traditions. Find ways to include these in your curriculum, e.g. learning about Bhangra music if you have pupils of Indian and Pakistani heritage • Make sure these traditions are valued and used appropriately and sensitively – encourage teachers to familiarise themselves with the history and significance of these

	traditions before teaching them
P.E.	<ul style="list-style-type: none"> • Teach activities, dances and games from a range of different cultures (e.g. Indian dance) • Make sure teachers talk about these activities appropriately and sensitively – encourage teachers to familiarise themselves with the history and significance before teaching them (e.g. the religious significance of certain dances) • For ideas of activities to include have a look here • For more on this, read this blog post on decolonising the PE curriculum
PSHE	<ul style="list-style-type: none"> • Make sure respect, equality and diversity are key features of your PSHE curriculum. Explore issues such as prejudice, discrimination, injustice, racism and anti-racism. Revisit these themes regularly. • Make sure anti-racism is embedded throughout your curriculum, by exploring all of these issues. This can't be delivered in a single lesson, or through annual events such as Black History Month (although these can enrich existing work within your curriculum) – it should be happening all year round • Have a look at this article from the PSHE Association to see examples of how you can provide anti-racism education through PSHE at every key stage • To support you to teach this, use books that address racism and anti-racism explicitly. For example, A kid's book about racism by Jelani Memory • Make cross-curricular connections with your humanities curriculums, where some of these issues will also be explored • Explain to staff why a “colour blind” approach to these issues isn't helpful: children recognise race from a young age and if we don't talk about it explicitly, misconceptions can go unchallenged and pupils who are BAME can be made to feel that their experiences and perspectives aren't believed or don't matter • Give pupils opportunities to reflect on how behaviour, attitudes and biases affect others and how to recognise and challenge prejudice, stereotypes, discrimination and racism • Give teachers the freedom to include and discuss current events in their PSHE lessons, such as the recent Black Lives Matter protests. But be mindful that your curriculum's approach to racism should be ongoing and preventative, not isolated and reactive • Provide teaching year on year through a planned, spiral curriculum in which respect, equality and anti-racism are recurring themes • Your PSHE curriculum should be part of a whole-school approach to anti-racism – your PSHE curriculum can't do this all on its own • Make sure pupils understand what your schools' processes and protocols are for racist incidents, if they are a victim, persecutor or witness, e.g. who to tell, how this is recorded, how it will be dealt with and what will happen next • Make sure pupils understand what they should do if a racist incident occurs outside of school, e.g. telling an adult they trust, informing school, and if appropriate talking to the police • Use resources and examples within your lessons that reflect modern British society and pupils' own experiences • Make sure your resources (e.g. videos, slides, resources, textbooks) include diverse representations of people of all ethnicities • Don't use white people as the “the default” e.g. when showing a family group or group of friends • Create opportunities within your curriculum for pupils to explore their ethnic and national identity, and learn about the ethnic and national identity of others. For example, ask pupils to bring in an object from home that's culturally significant to them and present it to the class • Celebrate diversity and difference, while drawing attention to similarities and shared identities, e.g. what it means to feel both British and Turkish

	<ul style="list-style-type: none"> • Share and discuss facts and figures on ethnicity and religion from the most recent UK census.
R.E.	<ul style="list-style-type: none"> • Make sure religions are taught in a global context, not just focused on the UK or European countries • Make cross-curricular links here with your geography curriculum, which should also be taught from a global perspective • Make sure representatives from a range of faith communities visit your school and that you visit a range of places of worship, including those that are places of worship for your pupils and/or their families • Make sure you choose diverse representatives who provide positive role models (e.g. in terms of gender) • Where possible, make sure you show culturally diverse representations of different faiths in displays, videos and textbooks, e.g. showing that Christians are not always white, Muslims are not always Asian • Teachers should use examples of religious practices that come from a variety of societies and cultures, e.g. showing how the same religious festival is celebrated differently around the world • Teach values that are common to all or most faiths (e.g. kindness, charity) to show how all humans share the same ideals • Pupils should learn how religions explore social and moral issues with links made to equality and anti-racism, e.g. the importance of equality of all human beings in Islam • Use moral stories from different faiths to teach about struggles for justice and tolerance • Make cross-curricular links with your PSHE curriculum here • Discuss the most likely ethnicity of different religious figures based on where they lived • Show a variety of different depictions of religious figures (where appropriate), and discuss how and why they've been represented in different ways throughout history, e.g. due to cultural stereotypes
Science	<ul style="list-style-type: none"> • Don't present science as inherently western or European, e.g. implying that the study of science began in Europe. Talk about the contributions from Egypt, Babylonia, India, China, e.g. the science of Ancient Egypt • When you teach about seasons and moon phases, discuss different calendars of the world, e.g. Babylonian, Somalian, Chinese, Islamic, Jewish, Julian • Aim to represent BAME scientists all year round. For ideas of who to include, have a look at these Black History Month science and medicine resources • Make sure representations of scientists (e.g. the default image of "a scientist") reflect a broad range of people from different ethnic backgrounds. • Do the illustrations, images or diagrams of humans you use (in resources, on slides, or in textbooks) tend to be white? Show as much diversity as you can in the humans you represent