

Lyme Community Primary School
Curriculum Equality Audit – September 2018

Curriculum Equality Audit for Schools

Schools have a duty under equality legislation to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between different groups within the local community within the teaching and learning curriculum. Each teacher should carry out an equality and cohesion assessment of their curriculum, to ensure:

- There is equality of opportunity to access the curriculum through teaching and learning
- That they are inclusive in the language and representation used
- Promote inclusion and physical activity for disabled pupils
- Challenge stereotypes, such as gender segregation of subjects (design and technology, home economics, sciences etc)
- Promote British values, community cohesion and a positive image of a diverse community

Enabling the learner to:	How is (or could) this taken into account	Actions	By Whom and Date
1. Appreciate of the needs of others, insight into the lives of people from different backgrounds.	*Assemblies – different cultures *Values – role models *Disability awareness *Through the Arts/Geography/History – curriculum overviews	*Invite visitors to lead assemblies/workshops	JR – SMSC Lead – Autumn 2018
2. Respect different points of view, recognising and respecting different viewpoints.	*RRS – Values and articles *Pupil Councils – Student, Eco, Sports, Online *Worry boxes *First News (weekly newspapers) and Newsbites (Espresso)	*Assemblies supported by children from other faiths/communities e.g. Travellers, Jehovah's Witnesses	JR – SMSC Lead – Autumn 2018
3. Experience and celebrate cultural diversity	*Assemblies *Different faiths/cultures celebrated through learning *Values – half term – faith covered – Espresso *Through Art/Music/English *Assemblies on other faiths *Choice of books in Library	*Visitors *Faith assembly – shared on website *Representations from across global community shared e.g. artists, authors – monitored during subject lead monitoring and evaluation	Subject Leaders – ongoing 2018/19
4. Recognise commonalities shared by people from diverse and different backgrounds	*Comparing religions – faith studies – Autumn term 2 *Assemblies	*Comparative work completed – celebration at end of whole school learning – Autumn term 2	JR – SMSC Lead – Autumn 2018
5. Appreciate culture in St Helens.	*Local History Week – KS2 *Y2 study local area *St. Helens 150 th celebrations *St Helens Chamber in – Why Work? Enterprise Projects *KS1/2 topics linked to this – history of school/ local area walk with Ranger	*Artists from St Helens *Heart of Glass – work with school	GL - Arts Lead – Summer 2018 (Arts Week – linked to local culture) JR – History Lead – Summer 2018 (Local History Week – project work)
6. Recognise and challenge abuses, discrimination and injustice.	*Behaviour/ Anti-Bullying Policy *RRS Gold status – work on the rights of the child *Texts in library available on relevant issues *Pastoral support – JL/ all staff *Restorative justice *NSPCC assemblies/workshops	*Assemblies on discrimination *Black History Month links – Week 1 – Autumn 2018 *Developed PSHE overview - September 2018	JR – SMSC Lead – Autumn 2018 JR – SMSC Lead – September 2018

Using the teaching programme to promote	How is (or could) this taken into account	Actions	
1. Accessible lessons: information, signage, class times, school trips, course work examples, etc	<ul style="list-style-type: none"> *School trips: -Other cultures -Visual signage -Pictorial signage *Use of lift *Multicultural Art *Religious work – Values *Discuss author roots *Visible timetables 	<ul style="list-style-type: none"> *Inclusive topics – subject monitoring – ongoing *Accessible classroom environment/lessons – SENDCo monitoring 	<ul style="list-style-type: none"> Subject Leaders – ongoing 2018/19 SENDCo – termly 2018-19
2. The reporting of Hate Incidents; racism, disablism, homophobia, transphobia, religious bigotry	<ul style="list-style-type: none"> *Talk about who we are - background *Report to Headteacher – any concerns – CPOMs (September 2017 onwards) *All Together School Gold Accreditation (Anti-Bullying Alliance) – July 2018 	<ul style="list-style-type: none"> *Class discussions – through Values curriculum – see planning *Multi faith work – Autumn 2 2018 – whole school presentation shared with whole school community *Developed PSHE overview - September 2018 *Developed SRE curriculum – September 2018 *Assemblies – Autumn term 2 2018 - Diversity 	<ul style="list-style-type: none"> JR – SMSC Lead – ongoing
3. The appropriate use of translation and interpretation.	<ul style="list-style-type: none"> *Visual and pictorial signage 	<ul style="list-style-type: none"> *Learn a few simple words e.g. ‘hello’ – assemblies/Values lessons (see above) 	<ul style="list-style-type: none"> JR – SMSC Lead – ongoing
4. Positive images of a diverse community: locally, regionally, nationally and internationally.	<ul style="list-style-type: none"> *World Book Day *Arts Week *Local History topics *Chinese New Year – links *Links with other schools 	<ul style="list-style-type: none"> *Inclusive topics – subject monitoring – ongoing 	<ul style="list-style-type: none"> Subject Leaders – ongoing 2018/19
5. Can you promote opportunities for the interaction between groups that do not usually get to mix? For example, can you promote activity between pupils and their equivalents with one of our twin towns? (Chalon, France and Stuttgart, Germany)	<ul style="list-style-type: none"> *Geography/History links *Assemblies *Different faiths/cultures *Values – half term – faith covered – Espresso *Through Art/Music/English *Assemblies on other faiths 	<ul style="list-style-type: none"> *Set up links with other schools – locally and nationally 	<ul style="list-style-type: none"> JR –Geography Lead – Autumn 2 2018
6. The challenging of gender, racial, religious, disablism, ageist and homophobic stereotypes i.e. improving attitudes and values by challenging myths and prejudices about what people from particular groups should or shouldn't or can and can't do.	<ul style="list-style-type: none"> *Shoe boxes – Operation Christmas Child *Traveller Services *Assemblies *Different faiths/cultures *Values – half term – faith covered – Espresso *Through Art/Music/English *Assemblies on other faiths 	<ul style="list-style-type: none"> *Class discussions – through Values curriculum – see planning *Multi faith work – Autumn 2 2018 – whole school presentation shared with whole school community *Developed PSHE overview - September 2018 *Developed SRE curriculum – September 2018 *Assemblies – Autumn term 2 2018 - Diversity 	<ul style="list-style-type: none"> JR – SMSC Lead – ongoing
7. An awareness of the support needs for children that are carers	<ul style="list-style-type: none"> *Pastoral support 	<ul style="list-style-type: none"> *Assemblies *Support available – JL and literature – The Hub 	<ul style="list-style-type: none"> JR – SMSC Lead – ongoing JL – Pastoral Manager -ongoing

Using the teaching programme to promote	How is (or could) this taken into account	Actions	
8. A positive image of Civil Partners – having the same rules, benefits or requirements as married couples	*Values lessons *Class discussions	*Focus on families – PSHE lessons *Development of SRE curriculum – September 2018	JR – SMSC Lead – ongoing
9. A recognition that people can suffer discrimination by association – e.g. children who have same sex parents, carers or relatives	*Sharing stories *Diversity books - library	*Focus on families – PSHE lessons *Development of SRE curriculum – September 2018	JR – SMSC Lead – ongoing
10. Positive images and positive attitudes towards disabled people	*Values lessons/other subject lessons– role models *Espresso/Newsbites	*Visitors *Role model assemblies –Courage - Spring 2 2019 *Sporting competitions	JR – SMSC Lead – ongoing DL – PE Lead – ongoing (to include 'Sports Week')