

Notes from Diversity in Curriculum meeting 15/09/20

- Brief summary of things that have been put in place for this academic year:
 - * Ensuring that a greater number of non-white authors are represented in the class texts for English in all years.
 - * Ensuring that in every History topic there is inclusion of the non-white perspective or comparison (eg non-white people's experience in Tudor England or the comparison between the Normans and the Mayans as parallel civilisations at the same time)
 - * Ensuring that in Geography all areas of the world are taught about and included in a balanced way
 - * Ensuring that in PHSE we are continually discussing the issues of equality and celebrating and respecting difference, which includes identifying and challenging negative stereotypes where we find them and questioning bias.
 - * Continuing to make British Values of respect & tolerance for all at the centre of everything we do
 - * Ensuring that there are a range of non-white artists taught in the Art Curriculum
 - * Changing some of the class poets to celebrate non-white poets for the next academic year
 - * Holding the Celebration of Black Voices week at the end of October to celebrate the contribution of black artists and professionals of all kinds
 - * Holding Hispanic day to celebrate all Spanish speaking countries & cultures
 - * Across all years, being open to discussion & dialogue with the children in light of current affairs or their own interests and concerns
 - * Having the red card to racism theme day

Outcomes of the meeting

- Concern with the lack of representation in Twinkl resources used over lock down .
- Concern over the lack of diversity and representation of differently able people and types of families within reading scheme books.
- The need for unconscious bias training for all members of staff – link to the Black Curriculum Company, awaiting a date for said training.
- The continuation of resources on the website to aid discussion at home and the recommendation of texts
- Importance of having a balanced coverage of different ethnicities and cultures.
- Importance of having a balanced and accurate view of History and the inclusion of non-white perspectives and negative historical facts, especially surrounding the British Empire and it's legacy.

- Explicit discussion and teaching about media bias and stereotypes - children taught about fact checking and questioning media representations.
- Specific concerns about the negative portrayal of young black men and boys in the media and the effect that has on the self worth of our children. Importance of identifying and challenging this bias and opening discussion and creating safe spaces in which to talk about this. Importance of exposure to positive black male role models in a wide range of guises – parents, family members, friends, visitors to the school, professionals etc .
- Termly review of DitC issues - next one to be held in January.

Action Points

- Audit of reading scheme books in the school and the evaluation of proposed new schemes (RWInc) thinking about the representation of a range of ethnicities, those who are differently abled and a variety of family types.
- The booking in of unconscious bias training from The Black Curriculum (or similar provider) and the discussion of staff experiences of bias and abuse within a safe space.
- Termly parent meetings to discuss Diversity in the Curriculum and report to the governing board on a termly basis.
- The continuation of resources on the website to aid discussion at home and the recommendation of texts based on current events and issues brought up by the children.
- The scheduling of various special days and events to celebrate and draw attention to issues of diversity and inclusion – country cultures evening, Hispanic day, harvest festival and celebration of thanks, show racism the red card...
- The delivery of the newly planned history curriculum to ensure balance and inclusion of non-white perspectives and experiences.
- The delivery of Health and Relationships Education explicitly focusing on bias in media, negative stereotypes and the importance of fact checking - linked with the computing curriculum.
- The creation of safe spaces within class to discuss troubling events and any concerns or worries including those about race and racism. Worry boxes/monsters - PHSE / Health and Relationships Education/ RE / Assemblies / circle time...
- The active encouragement of positive black role models to come in and talk to and/or work with our children in continuation of those we have already had and those who are already part of our community. Including visitors during special events like Arts Week and the Celebration of Black Voices week.