



Equality and Diversity at New Marston

At New Marston we have carefully considered how equality and diversity are taught; our values and ethos are covered regularly and our curriculum has been consciously planned to discuss key issues. We wanted to share this information with parents/carers so you can see how we are doing this from Early Years to Year 6.

Values and vision

Our weekly assembly focuses on one of our core values. These are kindness, integrity, community, grit and growth. More information on what each of these mean is available [here](#). Assemblies are often followed up with a challenge for the week and children's actions are celebrated on our class recognition boards, with the aim to get everyone's name on the board by the end of the week for our whole school celebration assembly.

We do not often celebrate one-off weeks such as Black History month. We have discussed this and made the decision that people from all communities should be continuously present in assemblies and lessons. Discussions should be had throughout the year (for example in P4C) which address issues such as discrimination and stereotypes. Staff are encouraged to ensure that all pupils have access to resources and examples which reflect a diverse group of people.

Curriculum

In addition to the whole school ethos and values, all children have access to a curriculum which promotes and reflects diversity. Our whole class texts have been carefully selected to ensure a range of characters and issues are explored. Please see the table below that outlines some examples of texts which promote diversity, including a short summary of the text and the key themes which can be explored. We study many texts per year - this is a sample.

Reception	In Julian is a Mermaid, the character we meet is Julian, who wants to become a mermaid for a parade.	Key themes that may be explored in this text are family (being loved), identity and stereotypes.
	In Lubna and Pebble, the characters we meet are Lubna and her best friend, a pebble.	Key themes that may be explored in this text are feelings, kindness and friendship. This text subtly

		addresses the refugee crisis.
Year 1	In Ruby's worry, the character we meet is Ruby who is happy and content until one day, she has a worry.	Key themes that may be explored in this text are feelings, including anxieties and worries and who you can go to for help.
	In Look Up, the characters we meet is Rocket who is a small black girl who wants to be an astronaut just like African-American astronaut Mae Jemison.	Key themes that may be explored in this text are ambition and stereotypes.
Year 2	In Amazing Grace, the characters we meet are Grace and her friends, who say that she cannot play Peter Pan in the play.	Key themes that may be explored in this text are stereotypes, race and being yourself/aiming high.
	In Rosa Parks (Little People, Big World), the character we meet is Rosa Parks, the civil rights activist.	Key themes that may be explored in this text are about racism and integrity.
Year 3	In the Firework Makers Daughter, the characters we meet are Lila, her friend Chulak and her dad. Lila wanted to be a Firework maker herself and has to undertake a challenging journey to prove she is able to do this.	Key themes that may be explored in this text are gender, friendship , family and courage.
	In Gender swapped Fairy Tales, the characters we meet are all of those you remember from traditional tales.... In alternative roles.	Key themes that may be explored in this text are gender roles.
Year 4	In Malala: my story of standing up for girls rights, the character we meet is Malala Yousafzai.	Key themes that may be explored in this text are war and gender, rights and responsibilities, British values.
Year 5	In Varjak Paw, the characters we meet are cats!	Key themes that may be explored in this text are being different, kindness and tolerance.
	In Wonderstruck, the	Key themes that may be

	characters we meet are Ben and Rose, 50 years apart. Both live in single parent families. Ben is deaf.	explored in this text are families, loss and communication.
	In <i>The Unforgotten Coat</i> , the characters we meet are two refugee brothers from Mongolia, who arrive in Liverpool.	Key themes that may be explored in this text are kindness, the refugee crisis and
Year 6	In <i>Holes</i> , the characters we meet are Stanley and his friends. Stanley is accused of a crime he didn't commit and is sent to a detention centre.	Key themes that may be explored in this text are right/wrong, the rule of law and friendship.

Many subjects, particularly the Humanities (History, Geography, Religious Education), enable discussions of equality and diverse representation. For instance, studying locational Geography like the 'Silk Road' and concepts such as trade and migration supports our pupils in developing a broad understanding of the complex world around them, in terms of appreciating the diversity of cultures that exist across continents and the importance of using this knowledge to help bridge divides and bring people together. Similarly, by exploring concepts such as Cultural History, Social History and Religious History through themes like the British Empire and the Early Islamic Civilisation, we help children to understand the complexity of people's lives, the process of change, the diversity of societies and the role, contribution and importance of different groups of people. Through RE, pupils develop an understanding of the religious and non-religious traditions that have shaped a diverse multi-religious and multi-secular world and Great Britain and exploration of key concepts, such as identity, diversity and belonging, helps pupils to make sense of their own place and identity in their community, country and the wider world.

In RSHE and P4C lessons, key themes are discussed in line with our long term map which can be found on our website. These often link with our value of the term. For example, we study *Respectful Relationships* in RSHE alongside our value of kindness. During the lessons we discuss stereotypes and bullying. In a P4C lesson a question, an image or a short clip may be the focus for a discussion, and children are encouraged to agree or disagree, ask questions and listen to each other. Another strand of our RSHE curriculum teaches about *Family* and we ensure a range of family structures are part of the images, texts and scenarios we might use within RSHE or P4C lessons.

Wider opportunities

As well as opportunities to celebrate diversity for pupils, we host through events throughout the year such as international breakfasts and international evening. We aim to share in key celebrations throughout the year. For example, we recently invited some families celebrating Diwali to decorate our hall and for children to experience the festival of light.

Protecting vulnerable groups

Preventing and dealing effectively with bullying and harassment is a priority for our school. We recognise that the groups covered in our equality policy are more vulnerable to bullying and harassment. If any incidents occur we:

- Communicate to pupils, parents and staff
- Ensure that incidents are reported and addressed swiftly and effectively
- Record, analyse and report bullying and harassment on grounds of race, sex, disability, sexual orientation etc. (NB. **All** comments or incidents are logged on our system so that we are able to identify swiftly if attitudes and behaviours need to be challenged)

We believe in educating pupils in the first instance, whilst being very clear that any form of discrimination is unacceptable. A conversation, some role play or a story will often be used in the younger years, taking the teachable moments. A more formal restorative approach is taken with older pupils. If persistent incidents occur, the bullying policy is upheld.