



REVIEW

# Anti-racism curriculum review

Review your whole curriculum for anti-racism and inclusivity, so you can pinpoint where the weaknesses or gaps are in each subject, and take steps to address them.

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## How to use this document

This review should be the first step to understanding the gaps in your curriculum when it comes to anti-racism, diversity and inclusivity.

Read each question below, then follow the next steps depending on your answer.

**A note on textbooks and the books on your curriculum:** where we refer to these, we mean KS3. We know you may not have much choice about the textbooks and set texts you use at KS4.

## History

QUESTION	YES/NO/NOTES	NEXT STEPS
<p>Is the history of BAME people taught mainly during Black History Month? Do staff feel that this means BAME history is 'covered' and therefore less of a priority the rest of the year?</p>	<p>No. We do not cover it in Black History Month (other than some aspects included in Base/Form Time) but try to teach it throughout the curriculum (but improvements need to be made).</p>	<p>If yes:</p> <ul style="list-style-type: none"> <li>• Make sure staff know BAME history should be taught all year round, and included in all relevant schemes of work, not just during October</li> <li>• Apply the questions and next steps below to all teaching, all year round</li> <li>• Consider adding a box to the top of your lesson plan template that lists the <a href="#">protected characteristics</a> of the Equality Act, for staff to check that they're including a diversity of examples in their planning and teaching</li> </ul>
<p>Where does the history of non-European people and cultures <b>begin</b> across your curriculum? For example, does the history of Africa begin with slavery? Or the point at which Britain abolished slavery? Does the history of India begin with the East India Company?</p>	<p>Yes and no: we are yet to find effective resources on Africa, despite regularly discussing this as a department. We do not include pre-colonial Indian history.</p>	<ul style="list-style-type: none"> <li>• Include non-European people's pre-colonial history, so that history doesn't begin at the point of colonisation, e.g. teach about the <a href="#">West African Kingdoms</a> before you teach about slavery, to provide context of the rich history that came before</li> <li>• Have a look at the learning resources from <a href="#">The Black Curriculum</a> to support you with this</li> </ul>
<p>Where does the history of ethnic groups <b>within Britain</b> begin in your curriculum? Does it imply that there were no non-white people in Britain before the Windrush generation?</p>	<p>Our Year 7 migration unit focuses on the impact of migration to Britain over 1500 years.</p>	<ul style="list-style-type: none"> <li>• Make sure the history of Britain's ethnic groups are reflected broadly across your curriculum and within all topics, e.g. including Black Tudors, Black Romans, and the Caribbean, African and Indian soldiers who fought for Britain in both World Wars</li> <li>• Watch the BBC series <a href="#">Black and British</a> or read David Olusoga's book <a href="#">Black and British: A Forgotten History</a></li> <li>• Read books such as <a href="#">Inglorious Empire by Shashi Tharoor</a></li> <li>• Have a look at the learning resources from <a href="#">The Black Curriculum</a> to support you with this</li> </ul>

QUESTION	YES/NO/NOTES	NEXT STEPS
<p>Look at the ethnic groups that make up your school community. Does the history that's being taught reflect their experiences and the experiences of their families and ancestors?</p>	<p>Our Year 7 migration unit includes the experiences and impact of migratory groups which reflect our school community and beyond, including Eastern European migration. Our Empire unit is being improved to include the partition of India and the impact of Empire.</p>	<p>If no:</p> <ul style="list-style-type: none"> <li>• Pupils' own experiences and those of their families and communities should be reflected in the history that you teach</li> <li>• For example, if you have pupils of Caribbean heritage, it's especially important that you teach about <a href="#">The Empire Windrush</a> (although this topic should be taught as part of British history regardless); if you have pupils of Indian, Pakistani and Bangladeshi heritage, it's important that you teach about <a href="#">the partition of India</a></li> <li>• While it's important that your pupils see themselves reflected in the curriculum, it's also important to remember that the past is diverse. Your history curriculum should reflect this, irrespective of your school context</li> </ul>
<p>Does black history focus on American history rather than British history, e.g. slavery in America and the American civil rights movement?</p>	<p>Yes and no. We do a unit on black history in America up to the present and make explicit reference/links to British involvement e.g. Edward Colston statue. Slavery is also included in the British Empire unit. The struggle for equal rights in Britain has been a bit of an 'add on' up till now.</p>	<p>If yes:</p> <ul style="list-style-type: none"> <li>• When teaching about slavery, talk about Britain's central <a href="#">role in the slave trade</a> and the fact that although Britain brought in a law to ban slavery, it continued, if not stepped up, its colonisation activities across the globe</li> <li>• Although it's still important to teach about the civil rights movement, make sure you include struggles in Britain for equal rights too, such as the <a href="#">Bristol Bus Boycott</a> or <a href="#">the origins of Notting Hill Carnival</a> (the geographically closer to your school the better)</li> </ul>

QUESTION	YES/NO/NOTES	NEXT STEPS
<p>Are topics such as the British Empire taught impartially (i.e. as if the British Empire was an equal mix of good and bad), while other topics such as World War 2 are not?</p>	<p>Yes and no. Even though we teach about the atrocities, this could be covered more explicitly to avoid the 'balance sheet' model??</p>	<p>If yes:</p> <ul style="list-style-type: none"> <li>You shouldn't stop teaching about the British Empire and the history of colonialism, but re-frame it so it's taught appropriately</li> <li>Avoid teaching colonialism as "discovery" or "exploring and settling", and avoid presenting the British Empire as an equal balance of good and bad. The problem with the 'balance sheet' model is that the beneficiaries of Empire were one group of people (i.e. the colonisers) and the losers were those who were colonised</li> <li>Instead, teach colonialism as "invading and exploiting" other countries, and present the British Empire as you would other global powers that committed atrocities, e.g. Nazi Germany</li> <li>Have a look at the learning resources on colonialism from <a href="#">The Black Curriculum</a></li> </ul>
<p>Does the history you teach enforce "white saviour narratives", e.g. do you focus on white abolitionists such as William Wilberforce when teaching the abolition of slavery?</p>	<p>No. We teach about Olaudah Equiano but there is scope to incorporate other activists in other units e.g. Sophia Duleep Singh in the female suffrage unit and Mary Prince in the abolitionist movement</p>	<p>If yes:</p> <ul style="list-style-type: none"> <li>Where possible, make sure people of ethnic groups are active figures in stories about their own persecution, e.g. teach about black abolitionists such as Olaudah Equiano</li> </ul>
<p>Are BAME people overwhelmingly presented as victims of history, rather than active participants?</p>	<p>No, but there is scope to increase the coverage of BAME historical figures.</p>	<p>If yes:</p> <ul style="list-style-type: none"> <li>Include discussions of BAME historical figures whose contributions and achievements are not only related to their race, e.g. Mary Seacole; the Oba of Benin; the suffragette Sophia Duleep Singh (see Anita Anand's book <a href="#">Sophia: Princess, Suffragette, Revolutionary</a>)</li> <li>For support with this, have a look at the history teacher-run Instagram account <a href="#">The history corridor</a> for ideas of diverse figures from history to include</li> </ul>

QUESTION	YES/NO/NOTES	NEXT STEPS
Do you discuss and teach about race and racism outside of topics that are explicitly “about” race, e.g. the civil rights movement?	Not really.	<p>If no:</p> <ul style="list-style-type: none"> <li>• Don’t forget to include discussions of race and racism when teaching topics such as the Victorians or World War 2 – there are few topics where this isn’t relevant in some way (again, watch the BBC series <a href="#">Black and British</a> or read David Olusoga’s book <a href="#">Black and British: A Forgotten History</a>)</li> <li>• Don’t ignore the racism of historical figures such as <a href="#">Winston Churchill</a> or the prejudices against Black people expressed by <a href="#">Mahatma Gandhi</a> – be upfront about their problematic views and the historical context that allowed them to go unchallenged</li> </ul>
Do the history textbooks and resources you use enforce the stereotypes or inaccuracies discussed in the questions above (e.g. ignoring pre-colonial BAME history, presenting the British Empire as equally good and bad, focusing on American race relations rather than British race relations)?	No, but some are old and we have to be vigilant over their use of language and emphasis.	<p>If yes:</p> <ul style="list-style-type: none"> <li>• Avoid using textbooks or resources that enforce these views, or contradict how you’re teaching history</li> <li>• In some instances, this may be unavoidable (e.g. for KS4 GCSE you may not have a choice about the textbooks you use) – but for KS3 make diversity in textbooks a priority</li> </ul>
Do history displays feature images of BAME people (not including Black History Month displays)? Do they reflect the inclusive way you’re aiming to teach history, prompted by the questions above?	No	<p>If no:</p> <ul style="list-style-type: none"> <li>• Make sure your history displays include images of BAME people and historical figures (e.g. BAME soldiers in world wars, Black Victorians) – these images <a href="#">do exist</a>, but you may need to look a bit harder to find them</li> <li>• While it’s important to make sure your pupils see themselves reflected in the curriculum, it’s also important to remember that the past is diverse. Your curriculum and displays should reflect this, irrespective of your school context</li> </ul>

## English

**The first step** to take is [to improve diversity in your school’s books](#). This article contains a checklist (similar to this review tool) to help you review and improve diversity in your school’s fiction and non-fiction books. Apply this checklist to the books on your English curriculum, and follow this up with the questions below.

Display the following questions in English classrooms (either as a poster on the wall or on the white board at all times) to remind staff and pupils to ask themselves:

- Who writes the stories?
- Who benefits from the stories?
- Who is missing from the stories?

QUESTION	YES/NO/NOTES	NEXT STEPS
<p>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?</p>	<p>Yes, however this is limiting for students as they rarely experience ethnicities which are not white-British. KS4 Literature set texts inhibits the study of diverse authors, (bar token inclusion in the poetry anthology) so we aspire to include this in our KS3 curriculum</p>	<p>If no:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>
<p>In books on your curriculum, are BAME characters defined by their race, struggle or “otherness”?</p>	<p>Yes – however schemes of work explicitly draw attention to how problematic this is.</p>	<p>If yes:</p> <ul style="list-style-type: none"> <li>• You don’t necessarily need to remove these books from your curriculum, but you should draw attention to how problematic this is, and encourage pupils to challenge these portrayals, e.g. why is Crooks a minor character in <i>Of Mice and Men</i>? Why couldn’t he be the protagonist?</li> <li>• For example, if studying <i>Of Mice and Men</i>, pupils could write diary entries from Crooks’ point of view, to give him a voice and create his backstory</li> </ul>
<p>Do books on your curriculum enforce a “white saviour” narrative (where white characters help or “save” non-white characters in a self-serving way)?</p>	<p>No</p>	<p>If yes:</p> <ul style="list-style-type: none"> <li>• Again, you don’t necessarily need to remove these books from your curriculum, but you should discuss with pupils why the “white saviour” trope is problematic and encourage them to challenge it</li> <li>• If the <b>only</b> books on your curriculum that deal explicitly with race enforce a “white saviour” narrative (e.g. <i>To Kill a Mockingbird</i>, <i>The Help</i>), consider swapping with a book that doesn’t (e.g. <i>The Colour Purple</i> by Alice Walker)</li> </ul>

QUESTION	YES/NO/NOTES	NEXT STEPS
Do you discuss themes of race and cultural identity in all texts you study, not just the ones where race is an explicit theme? Is inherent racism challenged (and allowed to be challenged by pupils) in books that feature no BAME characters?	No – however themes of identity and respect are drawn out from all the texts we study.	If no: <ul style="list-style-type: none"> <li>• Race and cultural identity can be discussed in all texts, e.g. the “otherness” of Bertha in Jane Eyre, the unacknowledged background of colonialism and slavery in Mansfield park</li> <li>• Encourage pupils to be critical thinkers and challenge the inherent racism in texts that contain only white characters</li> </ul>
Are creative writing and drama used to explore cultural identity, race and racism?	Yes, although this is focused on identity more broadly than race and racism	If no: <ul style="list-style-type: none"> <li>• Create opportunities for pupils to explore racism and cultural identity through creative writing and drama, e.g. writing poems about their identify</li> </ul>
Do you celebrate the rich history of literature and poetry from different cultures? Do you explore the influence of authors and poets from around the world?	A range of texts from different cultures are studied, although primarily in our poetry units at KS3 and KS4. This can be included as we develop our new creative writing unit ‘The Arrival’ which presents natural opportunities to explore immigration and the migration of language across the world. Potential Display in the library?	If no: <ul style="list-style-type: none"> <li>• Include authors from around the world in your curriculum if you can, or discuss the influence they’ve had on literature, in relation to the authors you do study</li> <li>• For example, talk about Rabindranath Tagore (Bengali writer who won the Nobel Prize in 1913), Rumi (celebrated 13<sup>th</sup> century Persian poet), Chimamanda Ngozi Adichie (award-winning contemporary Nigerian writer)</li> <li>• For support with this, have a look at the English teacher-run Instagram account <a href="#">the right writing</a> for ideas of diverse writers to include</li> </ul>

## Geography

QUESTION	YES/NO/NOTES	NEXT STEPS
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QUESTION	YES/NO/NOTES	NEXT STEPS
Do you use/display maps based on the <a href="#">Mercator projection</a> ?	We challenge the issues with maps and perception of the world throughout Ks3/4. For most things we use Peters projection where available for the resource needed. If Peters isn't available for a particular resource we challenge it often	<p>If yes:</p> <ul style="list-style-type: none"> <li>• Be aware that this map (developed in 1569) exaggerates some countries and continents at the expense of others, which are shrunk</li> <li>• If you use this map, talk to pupils about who created the map, for what purpose, and how it should be interpreted. Have a look at this <a href="#">learning activity about map projections</a> to support you with this</li> <li>• Although no world map is perfect (it's always flattening the curve of the Earth), consider using the more accurately scaled <a href="#">Peters projection</a></li> </ul>
Does your geography curriculum provide a global overview, or does it focus primarily on western continents and countries?	Yes. We cover a variety of continents and cultures within them.	<p>If no:</p> <ul style="list-style-type: none"> <li>• As much as possible, make sure your curriculum provides a balanced, global overview of countries and cultures around the world</li> <li>• Have a look at this blog post for help on <a href="#">teaching sensitive topics in geography</a></li> </ul>
Is UK geography taught with a world perspective, related to the geography and people of other countries and set within a global context?	Yes. We look at the UK within a world perspective, links with the rest of the world are commonly looked at. However, this could be an area that can be developed further.	<p>If no:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
Look at the ethnic groups that make up your school community. Does the geography that's being taught reflect their heritage and the heritage of their families?	Yes, this is regularly taught/reflected within the curriculum. Curriculum is reviewed regularly to include relevant issues and topics.	<p>If no:</p> <ul style="list-style-type: none"> <li>• Pupils' own ethnicity and those of their families and communities should be reflected in the geography you teach, e.g. studying certain countries if many pupils have family living there</li> </ul>



QUESTION	YES/NO/NOTES	NEXT STEPS
<p>Are developing countries discussed and presented in a stereotypical way, in line with negative portrayals in the media? For example, do the only images pupils see of adults and children from the developing world present them as people to be pitied e.g. victims of famine?</p>	<p>Yes-we regularly challenge stereotypes within the media. A variety of images and resources are used to better represent countries.</p>	<p>If yes:</p> <ul style="list-style-type: none"> <li>• Challenge pupils' preconceptions and stereotypes about the developing world</li> <li>• Avoid using textbooks that perpetuate these ideas through images</li> <li>• Provide a range of images of developing countries to offset negative representations in the media</li> <li>• 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</li> </ul>

## RE

QUESTION	YES/NO/NOTES	NEXT STEPS
<p>Do pupils learn about a variety of world religions and a diversity of world views?</p>	<p>Yes, we follow the most recently updated Norfolk Agreed Syllabus, we include a diverse range of beliefs and religions. We look at religions around the world.</p>	<p>If no:</p> <ul style="list-style-type: none"> <li>• Make sure religions are taught in a global context, not just focused on the UK or European countries</li> <li>• Make cross-curricular links here with your geography curriculum, which should also be taught from a global perspective</li> </ul>

QUESTION	YES/NO/NOTES	NEXT STEPS
Do representatives from a range of faith communities visit your school, and do you visit a range of places of worship, including those that are places of worship for your pupils and/or their families?	No – We have the More2Life club run by a Christian group. We have visits from a local Catholic group into lessons, we visit different places of worships at Walsingham, Norwich Cathedral and the Mosque in Norwich.	<p>If no:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Make sure you choose diverse representatives who provide positive role models (e.g. in terms of gender)</li> </ul>
Do you explore diversity within particular religious and faith traditions, or do you tend to represent religions as mono-cultural?	Yes we explore diversity within religions. We look at different Christian responses to ethical situations. We look at differences within Islam around relationships and marriage. We discuss differences within religion around life after death. Many examples. The current display outside room 5 shows different responses within religions around LGBT+.	<p>If no:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Teach values that are common to all or most faiths (e.g. kindness, charity) to show how all humans share the same ideals</li> </ul>
Is RE used as an opportunity to discuss diversity, equality and tolerance, with specific links made to anti-racism?	Yes – lessons around relationships, pilgrimage, rites of passage, all make explicit links to diversity. Specific links to anti-racism. Ideas from religions around justice and equality are explored. Different role models from faiths considered Malala Yousafzai, MLK, Muhammad Ali, Ghandi.	<p>If no:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Use moral stories from different faiths to teach about struggles for justice and tolerance</li> <li>• Make cross-curricular links with your PSHE curriculum here</li> </ul>

QUESTION	YES/NO/NOTES	NEXT STEPS
Are religious figures often portrayed (in worksheets, displays, textbooks) as white, e.g. is Jesus shown with blond hair and blue-eyes?	No – a whole lesson when exploring Christian ideas around Jesus is based on the image of Jesus, how he is portrayed in different cultures. A variety of images / clips are used when portraying religious figures. Discussion around ethnicity encouraged.	<p>If yes:</p> <ul style="list-style-type: none"> <li>• Discuss the most likely ethnicity of different religious figures based on where they lived</li> <li>• 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</li> </ul>
Do pupils explore negative media representations and stereotyping of different faith communities? Do pupils look at how racism and religious discrimination can overlap?	Yes – Year 8 Islam – Jihad, Islamophobia. Year 10 – Terrorism, extremism, radicalization.	<p>If no:</p> <ul style="list-style-type: none"> <li>• Create opportunities to look at or discuss negative representations and stereotyping of different faith communities in the media (e.g. talking about Islamophobia in the national newspapers when teaching about Islam), and support pupils to challenge these representations</li> <li>• Have a look at this <a href="#">KS3 lesson plan</a> for support</li> </ul>

## Art and design

QUESTION	YES/NO/NOTES	NEXT STEPS
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QUESTION	YES/NO/NOTES	NEXT STEPS
<p>Are BAME artists well-represented in the artists you study?</p>	<p>There is a limited amount of BAME artist taught in the curriculum at KS3.</p> <p>Year 7 study Aboriginal Art but in Year 8 and Year 9 most artists taught are predominantly white men such as Van Gogh, Rousseau, Matisse, Picasso, William Morris, Hundertwasser, Wahol, Clee and Jason Scarepace, Banksey and Keith Harding.</p> <p>Suggestion of BAME artists to consider are Frank Bowling, Chris Ofili, Sonia Boyce, Donald Rodney, Keith Piper, Tam Joseph, Uzo Egonu, Lynette Yiadom-Boakye and Jean Michel Basquiat.</p> <p>Other cultural references could be incorporated into the curriculum such as African art, Native American art, Islamic Art, and/ or tribal art.</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• For ideas of who to include, have a look at The National Portrait Gallery's list of <a href="#">BAME artists</a></li> </ul>
<p>Are <b>British</b> BAME artists well-represented in the artists you study?</p>	<p>There are no British BAME artist in the curriculum we study.</p> <p>Artists that could be considered are Lubaina Himid, Donald Rodney, Winston Branch, Sonya Boyce and/or Thomas J Price</p>	<ul style="list-style-type: none"> <li>• Try to include as many BAME British artists as you can (not just global or American artists), e.g. Steve McQueen</li> <li>• For ideas of who to include, have a look at this list of <a href="#">ten black British artists to celebrate</a></li> </ul>

QUESTION	YES/NO/NOTES	NEXT STEPS
<p>Are BAME people depicted in the art you study?</p>	<p>In KS3 there is very little BAME people represented in the art we study.</p> <p><a href="https://padlet.com/teachingartatschool/2fbe6fmjvfd357a">https://padlet.com/teachingartatschool/2fbe6fmjvfd357a</a></p> <p>This has a wealth of suggestions to be included in a SoW or curriculum.</p>	<ul style="list-style-type: none"> <li>• Aim for at least 30% of the figurative artworks you study (that depict people) to depict BAME people</li> <li>• For ideas, have a look at the National Portrait Gallery's list of <a href="#">BAME sitters</a> and this article: <a href="#">Reponses to Tate's collection by their BAME network</a></li> <li>• 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. Also discuss why representations may emphasise "exoticism" or "primitivism" in problematic ways</li> </ul>
<p>Are pupils encouraged to use art to explore questions of cultural identity, race and racism?</p>	<p>In Year 7 students investigate cultural and identity of the aboriginal people. Students look at how stories can be communicated through visual symbols and look at some of the dreamtime stories before creating one of their own.</p> <p>In Year 9 students complete an identity project called Me, Myself and I. This gives students wide scope to investigate any theme about culture, race and social issues they feel connected to.</p> <p>In KS4 students have the opportunity to research and explore any topic related to the current theme of the project. This is very self-lead and can be very diverse as students investigate a theme that inspired their work and ideas.</p>	<p>If no:</p> <ul style="list-style-type: none"> <li>• Create opportunities for pupils to use art to express and explore questions of cultural identity, race and racism, e.g. in an art project about identity</li> <li>• Look at how artists have used art to explore their cultural identity, e.g. <a href="#">Suman Gujral</a>, a print maker who created abstract art in response to her family history of Partition. Pupils may want to reflect their family's colonial or recent history</li> <li>• Think about cross-curricular links to English or history</li> </ul>

QUESTION	YES/NO/NOTES	NEXT STEPS
<p>Do you include artistic traditions and designs from different countries and cultures around the world, including those that are significant to pupils, their families and communities?</p>	<p>Old Buckenham High School is predominantly white but has many students whose parents and/or students were born in Europe or around the world. These countries can include Poland, Lithuania, Portugal, Spain, France and Russia as well as some others no mentioned.</p> <p>The art from some artist from these nationalities is included but, in some SoW, very limited.</p> <p>In the architecture project building are explored from a wide range of countries such as India, Russia, United States, Malaysia, France, Australia and Thailand.</p>	<ul style="list-style-type: none"> <li>• Where appropriate, try to include artistic traditions that are significant to your pupils, their families and communities, e.g. studying Rangoli patterns</li> <li>• 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</li> <li>• Identify how artists and art forms in the west have culturally appropriated from other cultures, e.g. how much of Victorian architecture and furniture incorporated aesthetic ideas from Indian art such as the paisley pattern</li> </ul>

## Music

QUESTION	YES/NO/NOTES	NEXT STEPS
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QUESTION	YES/NO/NOTES	NEXT STEPS
Are BAME musicians and composers represented positively across all genres of music on your curriculum?	No, currently reviewing how BAME composers from the Western Classical tradition can be represented. In popular music and Blues/Jazz BAME composers and musicians are very positively represented.	<ul style="list-style-type: none"> <li>• 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</li> <li>• Make sure BAME musicians/composers appear across all genres pupils study, e.g. including <a href="#">Black classical musicians</a></li> <li>• This <a href="#">blog post</a> includes recommendations for Black British artists and bands to include</li> </ul>
Do you study music from a variety of different cultures?	Yes	<p>If no:</p> <ul style="list-style-type: none"> <li>• Include music from a variety of non-western cultures</li> <li>• For support with this, have a look at this blog post on <a href="#">decolonising the music curriculum</a> and these <a href="#">decolonising resources for music teachers</a></li> </ul>
Do you study, or make reference to, instruments from non-western cultures?	References are made to African, Indian, Asian and South American instruments.	<p>If no:</p> <ul style="list-style-type: none"> <li>• Look at and reference instruments from non-western cultures, and make connections between western and non-western instruments</li> <li>• Think about challenging the traditional western instrument families – see <a href="#">this blog post</a> for a step-by-step guide</li> </ul>
Do you encourage discussions of race, racism and the legacy of colonialism and slavery in relation to the music you study?	Yes when studying the Blues and Jazz in year 8 and when covering popular music at KS4.	<p>If no:</p> <ul style="list-style-type: none"> <li>• Have these discussions with your pupils, e.g. discuss how blues and gospel have their origins in West African music taken to North America by slaves</li> <li>• Make cross-curricular links with your history and geography curriculums here, so pupils have a full contextual understanding, e.g. of the pre-colonial history of West Africa</li> <li>• For support with this, have a look at this blog post on <a href="#">decolonising the music curriculum</a> and these <a href="#">decolonising resources for music teachers</a></li> </ul>

QUESTION	YES/NO/NOTES	NEXT STEPS
Do you study musical traditions that are significant to pupils, their families and communities?	No, not really but could do if the situation arose. The predominant area would be eastern European cultures.	If no: <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>
Do you talk about or study Black protest music, and talk about the links to anti-racist protest and activism today?	No, I haven't got 'protest music' as part of my curriculum but could look to add it.	If no: <ul style="list-style-type: none"> <li>Have these discussions with pupils and make them explicit – don't just talk about generic 'protest music' but talk about the Black Lives Matter movement</li> <li>For support with this, have a look at this blog post on <a href="#">why 'protest music' lessons in 2020 must be different</a></li> </ul>

## Design and technology

QUESTION	YES/NO/NOTES	NEXT STEPS
Are BAME designers/engineers/architects represented across all areas of your curriculum?	We study Zaha Hadid and other BAME designers as part of the AQA specification. This could be increased throughout KS3 where mainly white male designers and historical design movements are studied.	If no: <ul style="list-style-type: none"> <li>Aim to include and mention as many BAME designers/engineers/architects as you can, e.g. Zaha Hadid</li> <li>Have a look at <a href="#">this list of designers</a>, and this <a href="#">list of Black graphic designers and brand experts</a></li> </ul>



QUESTION	YES/NO/NOTES	NEXT STEPS
Do you study and base case studies around products that have been designed by BAME people?	Architecture and Zaha Hadid in Year 10. As above for KS3.	If no: <ul style="list-style-type: none"> <li>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</li> </ul>
Do activities, projects, materials and examples reflect a multicultural society, e.g. is the imagined “user” of a design project usually white and able-bodied?	We study inclusive design in year 10/11. This needs to be introduced at KS3. The textile design and art from different cultures (Indian, Mexican and Japanese), is the starting point for a unit of work in Product Design in Year 7.	If no: <ul style="list-style-type: none"> <li>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</li> <li>For support with this, have a look at this podcast and resources on <a href="#">decolonising the D&amp;T curriculum</a></li> </ul>
Do you set pupils design briefs that aim to “solve a problem” in a developing country (e.g. making water filters to clean dirty drinking water in Kenya)?	This is something we avoid and have never included.  We have used design briefs based around inclusive design (for example designing products for the disabled)	If yes: <ul style="list-style-type: none"> <li>Think about the design briefs you set, and the implicit messages they might send, e.g. implying this is a problem that people in the country cannot solve themselves, and that white/western people need to fix</li> <li>Re-focus these projects to look at how people in different countries, communities and cultures are designing, solving and resolving different needs, and focus on what we can learn from this</li> <li>For more on this, listen to this podcast on <a href="#">decolonising the D&amp;T curriculum</a></li> </ul>

## Modern languages

QUESTION	YES/NO/NOTES	NEXT STEPS
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QUESTION	YES/NO/NOTES	NEXT STEPS
<p>Do you teach languages in a way that reflects their cultural, social and historical contexts, e.g. talking about where the language is spoken and why?</p>	<p>We cover the etymology of words and how languages have developed. There is an emphasis on English not being the 'first' language or a 'pure' language but rather a language made up of several others depending on who was invading at the time.</p>	<p>If no:</p> <ul style="list-style-type: none"> <li>• Talk about where languages are spoken outside of their country of origin, e.g. French being spoken in West Africa, not just France</li> <li>• Talk about the fact that this is often due to a history of colonialism, and make links with the fact that English is widely spoken in countries that were British colonies</li> <li>• Make cross-curricular links with your history and geography curriculums here</li> <li>• Take examples of the language you're teaching from the wide range of places it's spoken, not just Europe</li> <li>• Teach pupils about ways in which languages have borrowed from and influenced each other over time</li> </ul>
<p>When speakers of languages are represented (in videos, recording, resources, displays, text books), are they usually white?</p>	<p>Our resources do reflect the diverse ethnicity of Francophone and German speaking countries.</p>	<p>If yes:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Include representations of speakers of the language from around the world, not just within the country of origin</li> </ul>
<p>Do you explore the traditions and cultures of the cultures and societies where the languages you teach are spoken? Are stereotypes actively challenged?</p>	<p>Traditions and customs are a full topic at GCSE. This covers religious festivals of several faiths.</p>	<ul style="list-style-type: none"> <li>• Create opportunities to explore the traditions and cultures of the cultures and societies where the languages you teach are spoken</li> <li>• Actively challenge any stereotypes pupils may have about certain countries or languages</li> </ul>

QUESTION	YES/NO/NOTES	NEXT STEPS
Is bilingualism and multilingualism celebrated and shown to be widespread throughout the world? Do bilingual or multilingual pupils see this as a strength and something to be proud of, or do they see it as “unrelated” to the languages they learn at school?	The Y7 language aptitude test asks pupils about languages spoken at home and we actively talk about how fortunate bilingual students are. If we have students who are confident in speaking their language in front of others, we ask them to teach us too.	<ul style="list-style-type: none"> <li>• Show pupils that bilingualism and multilingualism are widespread throughout the world</li> <li>• Celebrate pupils that speak more than one language, and give them opportunities to talk about this if they want to</li> <li>• Make links between the language being taught and pupils’ home language(s) where possible</li> <li>• Refer to research that shows that pupils who speak at least 2 languages find it easier to learn a new language (for example, see <a href="#">here</a> and <a href="#">here</a>)</li> <li>• Make sure that displays, signs, resources and books reflect the different languages spoken in your school</li> </ul>

## Maths

QUESTION	YES/NO/NOTES	NEXT STEPS
Do you discuss the history of mathematics, and its global origins?	Yes, whenever possible. It is helpful for students to know where a particular area of maths was discovered but when and by whom. At the end of the school year several staff including myself have shown “The Story of One”	<p>If no:</p> <ul style="list-style-type: none"> <li>• Don’t present maths as inherently western or European, e.g. implying that the history of maths begins with Ancient Greece</li> <li>• Talk about how modern mathematics is <a href="#">based on an Indian system</a>, e.g. the first recorded use of the number zero was in India during the 3rd or 4th century</li> <li>• Talk about <a href="#">Islamic contributions</a> to mathematics and the fact that the word ‘algebra’ comes from an Arabic word</li> </ul>

QUESTION	YES/NO/NOTES	NEXT STEPS
Are BAME mathematicians discussed and represented, e.g. in displays or text books (outside of Black History Month)?	Yes. We have a display in two of our maths classrooms of famous Mathematicians. The display was predominantly male mathematicians which has been updated by DD to include more female mathematicians.	<p>If no:</p> <ul style="list-style-type: none"> <li>• Aim to represent BAME mathematicians all year round</li> <li>• Have a look at this video about <a href="#">Black heroes of mathematics</a> by Dr Nira Chamberlain (President of the Institute of Mathematics and its Applications) and this list of <a href="#">10 Indian mathematicians and their contributions</a></li> <li>• Make sure representations of people engaged in maths reflect a broad range of people from different ethnic backgrounds</li> </ul>
Are white people and names used as a default in word problems, or in pictorial representations?	No. Most textbooks, e-books and exam database resources such as exampro use a various multicultural names, images and pictorial representations.	<p>If yes:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
When studying patterns and shape, do you draw on a range of cultural traditions?	We have used Islamic geometric patterns, tessellations but tend to be used as end of term activities. Eg, complete or continue the tessellation, solve the problem and use the colour code and so on.	<ul style="list-style-type: none"> <li>• When studying patterns and shape, draw on a range of cultural traditions, e.g. Islamic geometric patterns</li> </ul>

## Science

QUESTION	YES/NO/NOTES	NEXT STEPS
<p>If you teach the history of science, where does this history <b>start</b>? Do you teach about the global origins of science?</p>	<p>Not as well as we could. Y7 introductory HW asks students to find out about a series of scientists that have relevant links to the curriculum they are studying in Y7 e.g. Darwin, Galileo, Mendeleev, however no Ancient science is discussed. More detail about the origins of science could be integrated into schemes. This would be an interesting addition to this project.</p>	<p>If no:</p> <ul style="list-style-type: none"> <li>• Don't present science as inherently western or European, e.g. implying that the study of science began in Europe</li> <li>• Talk about the contributions from Egypt, Babylonia, India, China, e.g. the science of <a href="#">Ancient Egypt</a></li> <li>• When you teach about seasons and moon phases, discuss different calendars of the world, e.g. Babylonian, Somalian, Chinese, Islamic, Jewish, Julian</li> </ul>
<p>Are BAME scientists discussed and represented, e.g. in displays or text books (outside of Black History Month)?</p>	<p>Textbooks use a variety of images and names in questions. While text books follow the specification, examples and further learning opportunities ask students to think deeper often referring to Personal development or ethical consideration. Images of scientists in displays within the department show a range of genders and BAME scientists e.g., WA display wall.</p>	<p>If no:</p> <ul style="list-style-type: none"> <li>• Aim to represent BAME scientists all year round</li> <li>• For ideas of who to include, have a look at these <a href="#">Black History Month science and medicine resources</a></li> <li>• Make sure representations of scientists (e.g. the default image of "a scientist") reflect a broad range of people from different ethnic backgrounds</li> </ul>

QUESTION	YES/NO/NOTES	NEXT STEPS
<p>In biology, do you tend to use whiteness as the “default” for humans? Do the illustrations, images or diagrams you use (in resources, on slides, or in textbooks) tend to be white?</p>	<p>Biology is rich in discussion of diversity as much of the specification is based on either no specific representation (e.g. immune system with a body outline) or are direct studies on characteristic diversity. We deal directly with the inheritance question of skin color as an example of ‘codominance’ and that skin color is the expression of melanin. We also show pictures of Vitiligo and calico cats to demonstrate differences in gene expression.</p>	<p>If yes:</p> <ul style="list-style-type: none"> <li>• Show as much diversity as you can in the humans you represent</li> <li>• Avoid textbooks that tend to use whiteness as the “default”</li> </ul>
<p>Do you teach science in a way that enforces “white saviour” narratives, e.g. white/western scientists coming in and saving/helping global majorities using science?</p>	<p>We use a policy of black and white images for scientists so that skin color is not featured. Set examples such as Darwin and Mendeleev require students to study their contributions, however we have worked hard to add details of other scientists that contributed to these discoveries or laid the framework. E.g. British born Maggie Aderin-Pocock who is showcased in the chemical analysis unit with her modern contribution to Spectro analysis.</p>	<p>If yes:</p> <ul style="list-style-type: none"> <li>• Don’t stop teaching about how science has benefited humanity, but think about reframing how you teach this. Include examples of how global majorities have solved their own problems and made contributions to science in their own right. Include examples such as <a href="#">William Kamkwamba</a> or <a href="#">Alfredo Moser</a></li> <li>• For more on this, read this blog post on <a href="#">decolonising the science curriculum</a></li> </ul>

QUESTION	YES/NO/NOTES	NEXT STEPS
Do you explicitly teach that there is no biological basis in race?		<p>If no:</p> <ul style="list-style-type: none"> <li>• Make sure you teach pupils that there is <a href="#">no biological basis in race</a> and that <a href="#">99.9% of human DNA is the same</a></li> <li>• For more on this, read this blog post on <a href="#">decolonising the science curriculum</a></li> </ul>
Do you talk about historical and current examples of racism in science?	The ethics discussed are largely unrelated to racism, centering on 'human ethnicity' such as infertility and disabilities. Race is discussed in the inheritance and evolution modules as a statement of scientific discoveries over time.	<p>If no:</p> <ul style="list-style-type: none"> <li>• Talk to pupils about how science has been used to support racist ideas in the past, e.g. eugenics</li> <li>• For advice on how to do this sensitively, and more on how to talk about the “ugly history” of science, read this blog post on <a href="#">decolonising the science curriculum</a></li> </ul>

## PE

QUESTION	YES/NO/NOTES	NEXT STEPS
<p>Look at the sports, games and activities you teach in PE lessons. Are a disproportionate number of North American and European origin?</p>	<p>Within the year 7 and 8 dance unit various styles of dance are taught which originate from different cultures i.e. Capoeira and Haka. We look at the history of the dance. GCSE and Sport Studies cover units on cultural-socio influences and how to break down the barriers.</p>	<p>If yes:</p> <ul style="list-style-type: none"> <li>Choose to teach activities, dances and games from a range of different cultures (e.g. Indian dance)</li> <li>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)</li> <li>For ideas of activities to include have a look <a href="#">here</a></li> <li>For more on this, read this blog post on <a href="#">decolonising the PE curriculum</a></li> </ul>
<p>Do you talk about racism in sport?</p>	<p>We do cover deviant behaviour in the GCSE course and in the sports studies course we look at sporting initiatives such as kick it out.</p>	<p>If no:</p> <ul style="list-style-type: none"> <li>Create opportunities to discuss the impact of racism in sport and how to challenge it, e.g. football matches having to be stopped due to racist chants</li> </ul>
<p>Do you adapt your lessons on fitness, health and diet to the specific ethnicities within your school?</p>	<p>At KS3 studies study a fitness unit. We talk about staying healthy and active. Within GCSE PE there is a whole unit on Health, Fitness and Well being.</p>	<p>If no:</p> <ul style="list-style-type: none"> <li>Make yourself aware of health issues that are more prevalent among the ethnicities within your school, e.g. Type 2 Diabetes is more likely in people of South Asian, Black African and African-Caribbean descent (according to <a href="#">Diabetes UK</a>)</li> <li>Take steps to educate and advise pupils on how they can stay fit and healthy if they're more at risk, e.g. <a href="#">preventative lifestyle changes for Type 2 Diabetes</a></li> </ul>



## PSHE and citizenship

QUESTION	YES/NO/NOTES	NEXT STEPS
<p>Are respect, equality and diversity key features of your PSHE curriculum? Do you explore issues such as prejudice, discrimination, injustice, racism and anti-racism? Do pupils revisit these themes regularly (rather than just at certain times of the year, e.g. Black History Month)?</p>	<p>Yes – Year 7 – Liberties and Freedom, Year 8 Laws &amp; Justice, Year 10 – Different Political Systems, Year 11 – Crime &amp; Criminality. All of these themes are addressed and revisited during the learning phase.</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Have a look at <a href="#">this article</a> from the PSHE Association to see examples of how you can provide anti-racist education through PSHE at every key stage</li> <li>• To support you to teach this, use books that address racism and anti-racism explicitly. For example, <a href="#">This book is anti-racist by Tiffany Jewell</a></li> <li>• Make cross-curricular connections with your humanities curriculums, where some of these issues will also be explored</li> </ul>
<p>Do teachers take a “colour blind” approach when teaching issues such as equality in PSHE, e.g. saying “we’re all the same and race doesn’t matter”?</p>	<p>No – lessons are designed to have open and honest discussion around race. Students encouraged to share their own thoughts and personal experiences.</p>	<p>If yes:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>

QUESTION	YES/NO/NOTES	NEXT STEPS
<p>Does your curriculum give pupils the opportunity to reflect on how individuals' behaviour, attitudes and biases affect others? Do you teach pupils how to recognise and challenge prejudice, stereotypes, discrimination and racism (at a structural, institutional and individual level)?</p>	<p>Yes – Many forms of prejudice and discrimination are discussed and challenged. From race to religion, to gender and sexuality. Students are taught how to recognize and challenge in an appropriate way. Lessons are designed to empower students and equip them with the confidence to challenge others in everyday life.</p>	<p>If no:</p> <ul style="list-style-type: none"> <li>• Give pupils opportunities to reflect on how behaviour, attitudes and biases affect others and how to recognise and challenge prejudice, stereotypes, discrimination and racism</li> <li>• Have a look at <a href="#">this article</a> from the PSHE Association to see examples of how you can provide anti-racist education through PSHE at every key stage</li> <li>• See <a href="#">this blog post</a> for an explainer of the differences between structural, institutional and individual racism</li> <li>• For more ideas, see the channel 4 documentary <a href="#">The School that Tried to End Racism</a></li> </ul>
<p>Is your PSHE curriculum's approach to racism predominantly preventative (providing teaching year on year through a planned, spiral curriculum), rather than reactive (responding to specific events as they arise)?</p>	<p>Yes – Staff have the opportunity to develop and create their own learning phases as and when they feel it would benefit their class. The curriculum is structured however and race is discussed throughout the key stages in different forms.</p>	<p>If no:</p> <ul style="list-style-type: none"> <li>• Give teachers the freedom to include and discuss current events in their PSHE lesson, 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</li> <li>• Provide teaching year on year through a planned, spiral curriculum in which respect, equality and anti-racism are recurring themes</li> <li>• For more on this, see <a href="#">this article</a> from the PSHE Association</li> </ul>
<p>Does your citizenship curriculum provide a space to explore topics such as social justice, meritocracy and how systematic biases and stereotypes can reinforce institutional racism and white privilege?</p>	<p>Yes – Stephen Lawrence is used as a case study and discussions around the actions of the police, the investigation afterwards, the outcome of the investigation. More could be done on this.</p>	<p>If no:</p> <ul style="list-style-type: none"> <li>• Consider including these topics in your citizenship curriculum, and activities that explore them, for example this <a href="#">white privilege test</a> which invites pupils to challenge their own perceptions of meritocracy</li> <li>• For more ideas, see the channel 4 documentary <a href="#">The School that Tried to End Racism</a></li> </ul>

QUESTION	YES/NO/NOTES	NEXT STEPS
<p>Is your PSHE curriculum part of a whole-school approach, including a pastoral system that can deal with specific issues that arise (such as racist bullying or other incidents)?</p>	<p>Yes – the school has a clear policy around bullying. The pastoral system supports the PSHE curriculum.</p>	<p>If no:</p> <ul style="list-style-type: none"> <li>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</li> <li>See our <a href="#">whole school anti-racism audit</a> to support you with this</li> </ul>
<p>Do pupils know what they should do about racist incidents inside and outside of school, and understand the processes in place to deal with these incidents inside and outside of school?</p>	<p>Yes – this is discussed within lessons. Clear signposting to members of staff, safeguarding leads, outside organisations are made. Students are made aware of safeguarding issues and the procedures that are in place to support and protect them.</p>	<p>If no:</p> <ul style="list-style-type: none"> <li>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</li> <li>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 reporting it to the police</li> </ul>
<p>Do you use resources and examples within your lessons that reflect modern British society and pupils' own experiences?</p>	<p>Yes – images of families and relationships have a mixture of ethnicities within powerpoints / on worksheets. Same for video clips. British Values is taught throughout the curriculum with reference to diverse ethnicities.</p>	<p>If no:</p> <ul style="list-style-type: none"> <li>Make sure your resources (e.g. videos, slides, resources, textbooks) include diverse representations of people of all ethnicities</li> <li>Don't use white people as the "the default" e.g. when showing a family group or group of friends</li> </ul>

QUESTION	YES/NO/NOTES	NEXT STEPS
<p>Are issues around ethnic and national identity explored? Do pupils have opportunities to explore, express and celebrate aspects of their own personal and cultural identity?</p>	<p>Yes – cross curricular links with RE. SOL around Islam – can you be British and Muslim? Student have opportunities to share their own experiences, discuss their own families and friends. E.g. RE – Rites of Passage – students share their own experiences of weddings they have attended, was there a religious belief, how did they know, what was the venue?</p>	<p>If no:</p> <ul style="list-style-type: none"> <li>• 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 their identity and present it to the class</li> <li>• Celebrate diversity and difference, while drawing attention to similarities and shared identities, e.g. what it means to feel both British and Turkish</li> </ul>
<p>Do pupils learn about the ethnicities and religions that make up the UK population?</p>	<p>Yes – Particularly when discussing British Values within Year 7, 8 and 10. Also within RE.</p>	<p>If no:</p> <ul style="list-style-type: none"> <li>• Share and discuss facts and figures on <a href="#">ethnicity</a> and <a href="#">religion</a> from the most recent UK census in 2011</li> </ul>
<p>Do you discuss <a href="#">police racial profiling</a> in the UK and stop and search? Do pupils understand their legal rights if they are stopped and what they can do as a bystander?</p>	<p>Yes – Year 8 – Law and Justice. Year 11 – Crime and Criminality. Legal rights explored. More could be done around racial profiling.</p>	<p>If no:</p> <ul style="list-style-type: none"> <li>• It’s important that all pupils understand how racial profiling can unfairly impact their interactions with police and what their legal rights are regarding stop and search</li> <li>• Many BAME pupils (especially black boys) will have had “the talk” at home – a conversation many parents have with their children to prepare them for the realities of living in a racist society</li> <li>• It’s just as important for white pupils to have an understanding of the realities of racial profiling, and what they can do as a bystander in stop and search situations, e.g. filming on their phone without obstructing or escalating the situation</li> <li>• For support with this, see these <a href="#">resources and lesson plans from Y-Stop</a></li> </ul>

QUESTION	YES/NO/NOTES	NEXT STEPS
Do you teach about health inequalities in Britain today?	No – This is something we need to implement. Maybe within year 7 – Liberties and Freedom? Cross curricular links with Geography and History. Need to liaise to see if this is addressed within their curriculum. E.g. Geography when looking at population.	<p>If no:</p> <ul style="list-style-type: none"> <li>• Create opportunities to discuss health inequalities in the UK, such as: <ul style="list-style-type: none"> <li>○ Black women in the UK are 5 times more likely to die during childbirth than their white counterparts</li> <li>○ Black people, especially men, are significantly overrepresented in the numbers suffering from mental health conditions</li> </ul> </li> <li>• Make sure pupils understand that many of these health inequalities are not replicated in BAME people's countries of origin or heritage, so there are likely to be links to structural racism</li> <li>• Use coronavirus as a starting point to unpick why a disproportionate number of people from BAME backgrounds have died from the virus. Use this to reflect the health inequalities amongst BAME people and the complex reasons for this</li> <li>• For more on this, read this article on <a href="#">what schools need to change about health education</a></li> </ul>
Do you explicitly teach about how certain ethnic groups are more prone to certain health problems?	No – again cross-curricular links could be made – possibly with Science? Need to explore further. Could be included with year 7 – puberty and hygiene SOL.	<p>If no:</p> <ul style="list-style-type: none"> <li>• Make yourself aware of health issues that are more prevalent among the ethnicities within your school, e.g. Type 2 Diabetes is more likely in people of South Asian, Black African and African-Caribbean descent (according to <a href="#">Diabetes UK</a>)</li> <li>• Take steps to educate and advise pupils on how they can stay fit and healthy if they're more at risk, e.g. <a href="#">preventative lifestyle changes for Type 2 Diabetes</a></li> <li>• For more on this, read this article on <a href="#">what schools need to change about health education</a></li> </ul>