



GREENWOOD ACADEMIES TRUST

# EQUALITY, DIVERSITY & INCLUSION

A collection of ideas for teaching and  
supporting EDI in Primary Academies.

# WHY AN EQUALITY, DIVERSITY, AND INCLUSION SCHEME OF WORK?

It is important to equip our pupils with an inclusive education, in promoting community cohesion and preparing them as young people and adults for life in modern Britain and as global citizens.

Therefore, a true understanding and knowledge of the following definitions and protections has a place in our curriculum and personal development of the pupils we nurture.



# WHAT DO WE MEAN BY EQUALITY, DIVERSITY, AND INCLUSION?

Both the academies and central team communities of Greenwood Academies Trust, as well as ideas inspired by a variety of other public and private sector organisations have contributed to developing the language and concepts expressed in the following definitions that underpin the teaching and learning around equalities, diversity, and inclusion.

## Equality

Equality is about treating individuals fairly and ensuring that they have the same opportunities to fulfil their potential, even if this means doing things differently for different people sometimes.

The Equality Act 2010 protects individuals and groups of individuals from discrimination so they cannot be treated less favourably, no matter what their age, disability, race, religion or belief, sex, sexual orientation or circumstances in relation to gender reassignment, marriage and civil partnership, pregnancy or maternity.



# WHAT DO WE MEAN BY EQUALITY, DIVERSITY, AND INCLUSION?

## Diversity

A culture which values variety of ideas, experiences, and practice where differences are respected and celebrated for the benefit of ourselves, our academy, Greenwood Academies Trust, and the communities we serve.

## Inclusion

When individuals with diverse needs are included without prejudice or discrimination, societies and employers can access a wider pool of talent, commitment, and experiences, taking the best from all backgrounds.



# NATIONAL CURRICULUM

Whilst this is not a statutory element of the published core National Curriculum (2014) certain strands of equalities, diversity, and inclusion are drawn into the requirements for teaching the Relationships and Sex Education (RSE) as part of the PSHE curriculum and these are outlined and highlighted in the GAT and academy level policies for these:

## 2. Aims

The aims of relationships and sex education (RSE) are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Support the academy ethos of nurturing a caring community



# NATIONAL CURRICULUM

Furthermore, the academy will have in place their own PSHE Policy and Scheme of Work and this work encompasses the RSE requirements (taught within PSHE) that explicitly outline the importance of equalities, diversity, and inclusion as well as the work in SMSC:

The RSE programme is an integral part of whole school PSHE provision and will cover: Health and Well Being, Relationships and Living in the Wider World.

It:

- is inclusive of equality and diversity and academies will demonstrate this by ensuring the curriculum enables all pupils to engage with it providing pupils with knowledge and awareness from a broad spectrum of society as a whole.
- will meet the needs, or be adapted for, those children with protected characteristics through teaching which respects and acknowledges all pupils.
- supports the demographic of the locality with staff and leaders being acutely aware of common issues and needs of our pupils.
- fosters gender equality and LGBT + equality by respecting the views and feelings of all and promoting an understanding of equality through openness and respect.
- will be planned and delivered through both direct teaching time each week and also across the curriculum with the core values being modelled and embedded through daily routines. The curriculum acknowledges the range of ages and takes into account content when considering the age of the pupils it will be shared with.
- will be taught through a range of teaching methods and interactive activities.
- Will ensure that learning about relationships and sex education will link to/complement learning in science and SMSC.



# OFSTED (2019 FRAMEWORK & HANDBOOK)

Ofsted will give due regard to equality, diversity and inclusion during inspection and in its research and evaluation work.

In making judgements, inspectors will consider whether those we inspect comply with their relevant duties set out in the Equality Act 2010 and, where applicable, the extent to which they promote British values and promote equality and diversity.

Where meaningful we will comment on outcomes for children and learners with relevant protected characteristics and we will continue our programme of LA SEND inspections



# OFSTED (2019 FRAMEWORK & HANDBOOK)

From the EIF 2019:

## **The Equality Act 2010**

15. The framework is intended to be a force for improvement for all learners. The framework and remit-specific criteria are clear that the expectation is that all learners will receive a high-quality, ambitious education.
16. Inspectors will assess the extent to which the provider complies with the relevant legal duties as set out in the Equality Act 2010,<sup>10</sup> including, where relevant, the Public Sector Equality Duty and the Human Rights Act 1998.<sup>11</sup>

## **Behaviour and attitudes**

27. Inspectors will make a judgement on behaviour and attitudes by evaluating the extent to which:
  - relationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do



# OFSTED (2019 FRAMEWORK & HANDBOOK)

From the EIF 2019:

## **Personal development**

28. Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:

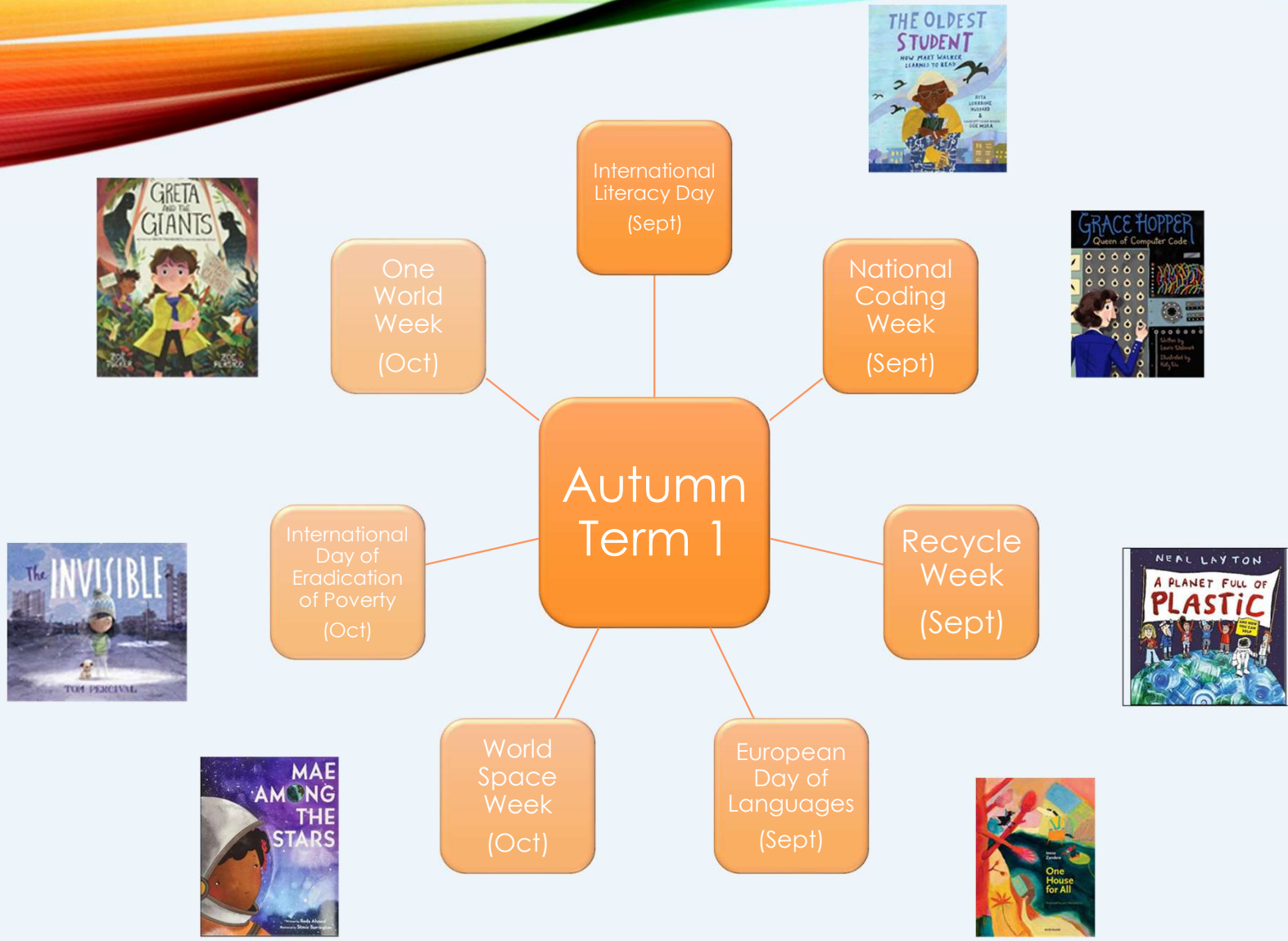
- the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents
- the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
- at each stage of education, the provider prepares learners for future success in their next steps
- the provider prepares learners for life in modern Britain by:
  - equipping them to be responsible, respectful, active citizens who contribute positively to society
  - developing their understanding of fundamental British values
  - developing their understanding and appreciation of diversity
  - celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

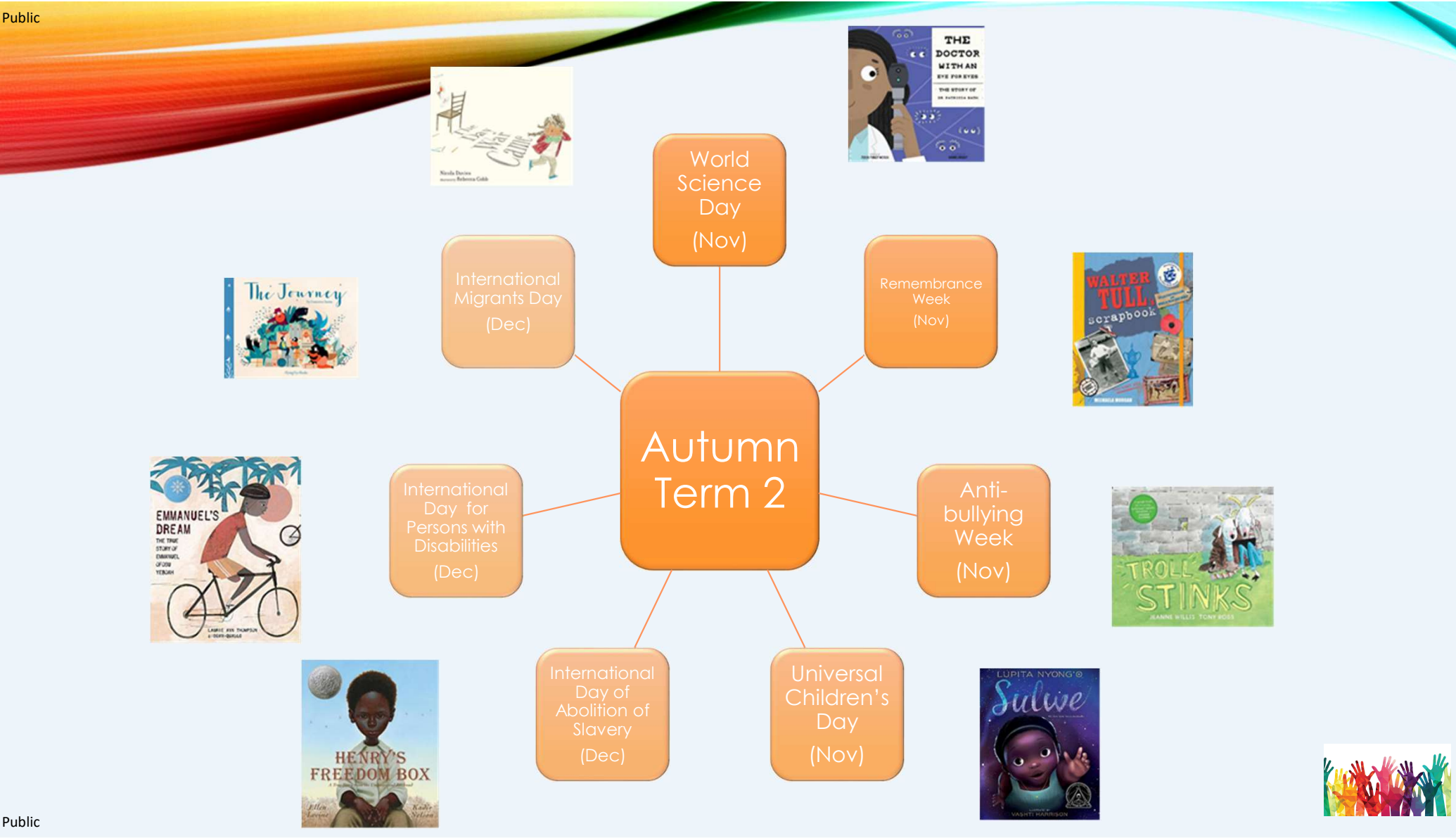
# NATIONAL AWARENESS DAYS

The following slides provide a selection of ideas of pictures books that support the themes of international awareness days throughout the year.

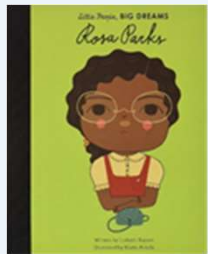
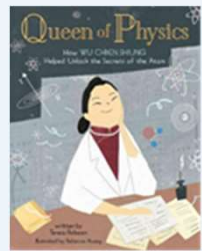
These ideas have been arranged into academic terms and provide a useful resource for whole school/class discussion during collective worship etc.











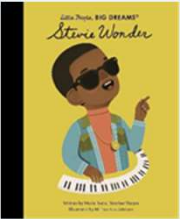
International  
Day of Women  
and Girls in  
Science  
(Feb)

Rosa  
Parks Day  
(Feb)

Spring  
Term 1

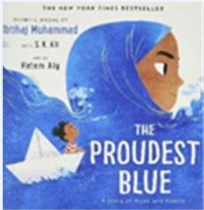
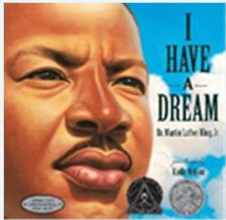
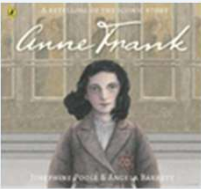
World  
Braille Day  
(Jan)

Holocaust  
Memorial  
Day  
(Jan)



Martin  
Luther King  
Jr Day  
(Jan)

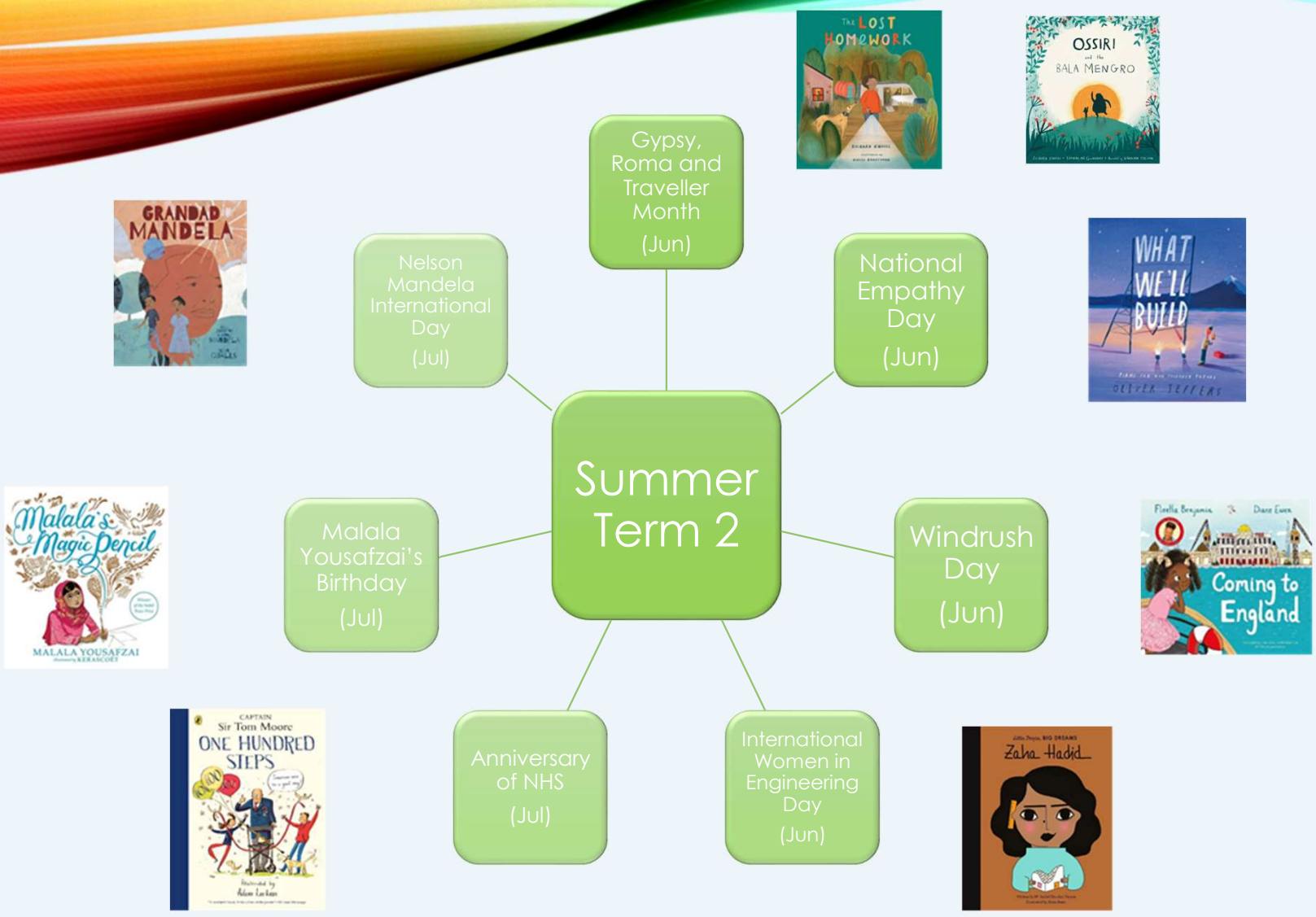
International  
Day of  
Education  
(Jan)











## TEACHING IDEAS

The following pages include teaching ideas for each year group from Reception through to Year 6.

The list is by no means exhaustive but gives a flavour of how equality, diversity and inclusion can be a part of everyday teaching.



# RECEPTION

Celebrating diversity within the class.

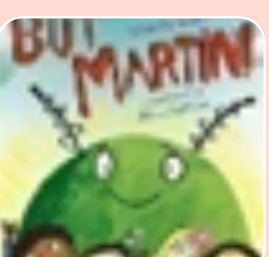
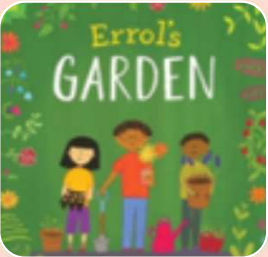
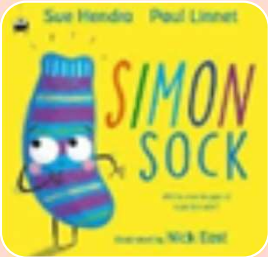
Positive culture of sharing own beliefs and understanding of equality within the class.

Celebrations of self. All different, all welcome regardless of race, religion, abilities.

Nurture and care for our school community. To give positive and negative ways in which humans change the environment locally and in the world.

To celebrate and understand diversity.  
  
What makes us different?

To promote an understanding that everyone has the equal opportunity to make the most of their lives and talents



Using stories as starting point to explore family units, photographs of families interacting.  
  
Supported by children bringing in photos from home of their immediate and wider family units.  
  
Celebrating the different things that families enjoy doing together.

Sharing celebrations across the year e.g. birthdays, Diwali, Christmas, CNY, Easter, Eid.  
  
Exploring what other children in this country/other countries believe or celebrate.  
  
Celebrations within the class  
  
Sharing photos from home.

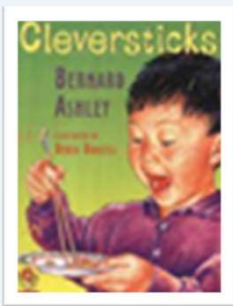
Exploring self identity, what do I look like? What am I good at? What do I believe? What are my aspirations?  
  
How am I the same and different to my friends?  
  
Odd Egg activity- Sharing a range of different egg size, shell colour all cracked open to reveal the same inside.

To understand how to look after and be proactive in school, composting fruit snacks, learning about recycling, growing in Nursery garden.

Compare how each one of us is different, and what makes each one of us special

What can you do that your friend can't do?  
  
We can all have a go at something new.  
  
Show me your hidden talents.

# SELECTION OF BOOKS THAT SUPPORT EDI THEMES IN EYFS





# YEAR 1

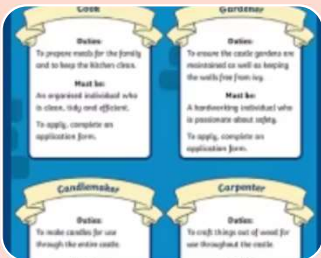
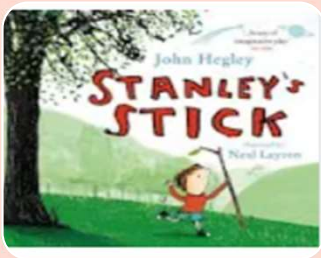
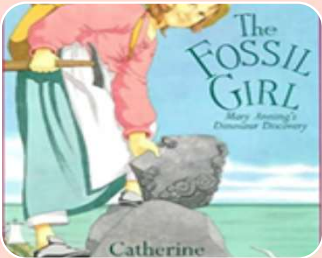
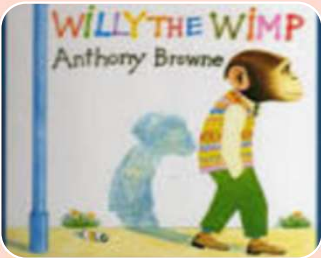
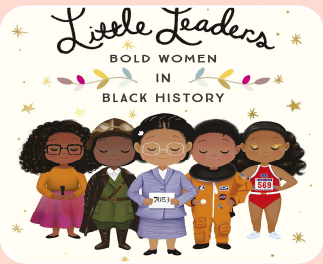
To know about significant individuals in history

Discuss feelings/ body language, self confidence and belief.

To know about significant individuals in history.

To discuss our similarities and differences.

To understand different jobs within a castle.



Read and discuss. How do we feel about the way Rosa Parks was treated?  
Why was she brave?  
How did she feel before and afterwards?  
Timeline of her life.

Story recount sequencing..

Discuss how Mary Anning was not able to fully participate in the Scientific Community of 19<sup>th</sup> century Britain or join the Geological Society.  
Discuss gender differences and roles at the time.

Do we all like the same things?  
Are we all good at writing/math/art etc?

Discuss how the classes of rich and poor were very defined back then.  
Discuss some of the jobs that the poor had to do for the rich.

# YEAR 2

To understand that we are all unique and we celebrate this, and we include everyone regardless of appearance.

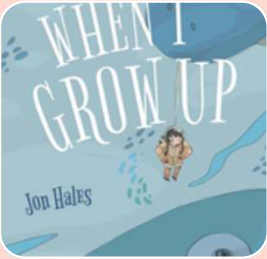
To understand the importance of teamwork in school and within the local community.

To celebrate differences in our world.

To recognize the importance of working together to look after our world to protect it for the future.

To understand that we are all unique and we celebrate this, and we include everyone regardless of appearance.

To understand What skills I have to offer, and therefore those I can help.



Guided reading/comprehension lessons: explore the feelings the Rainbow Fish experienced when excluded from the group.

Discuss how we include everyone in school and on the playground. Explore: uniqueness is positive.

Guided reading/comprehension lessons, exploring the importance of working together, co-operation, teamwork.

PSHE: anti-bullying week. Share 'odd socks' PowerPoint story. Discuss the reasons why people laugh at the girl's brother. Compare why some people can be kind and some people can be unkind. Discuss how we should respond to people, regardless of how they look / what they like doing / who they love.

English non-chronological reports unit, Science and topic on mini beasts. Share book Bee: Nature's Tiny Miracle. Investigate the importance of bees (plant pollination, honey production). Explain why we need to protect bees in the world.

Colour activities – mixing colours to form new ones.

Exploring self identity.  
What am I good at?  
What do I believe?  
What are my aspirations?  
What do I want to achieve?

# YEAR 2

To understand that we are all unique and we celebrate this, and we include everyone regardless of appearance.	To understand that everyone has the right to be treated fairly and we must treat others with respect.	To recognize the importance of different relationships.		
				
What makes us unique – and how are we different to everyone else?	PSHE: understanding equality PowerPoint. Discuss things that make us different. Discuss how we are the same. "A person is a person no matter how small," Dr Seuss – discuss the quote. What does it mean in school? Discuss fair treatment in school.	Discuss the support friends and family members can give in a range of circumstance.  Family Artwork/Portraits.  Letters to a family member.		



# OTHER BOOKS THAT SUPPORT EDI THEMES IN KS1



# YEAR 3

To understand that anyone can do anything regardless of their gender or race.

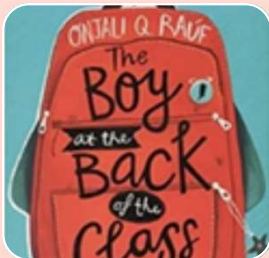
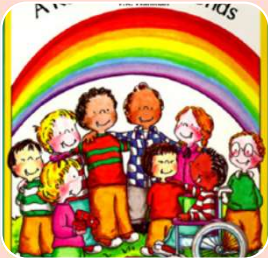
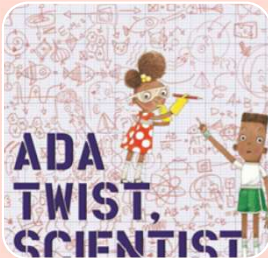
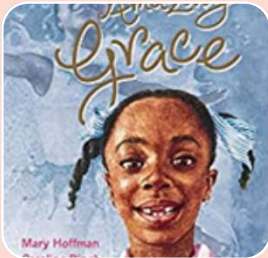
To understand why and how different cultures celebrate festivities.

To learn to accept others for who they are and to be an 'includer'.

To understand that everyone should be treated equally, and discrimination should not be tolerated.

To understand that we are all unique and we celebrate this, and we include everyone regardless of nationality, appearance, culture and religion.

To understand the concepts of love and loss, and who supports us through good times and bad times.



The children in Grace's class say that she can't be Peter Pan but her Ma and Nana tell her that she can be anything she wants if she puts her mind to it. What does this mean?

Artwork – self portrait or portrait of a friend labelled with positive traits.

Bollywood Dancing to celebrate Diwali with a professional Bollywood Dancer.

Celebrating European Day of Languages – spending the day understanding and experiencing activities, food and music from cultures across Europe.

This book shows what wonderful things can happen when parents are accepting of an exceptional (though not perfect) child.

Friendship rainbows

Create a 'recipe' of a true/ good friend

Whole class rainbow poem including everyone and celebrating what they bring to the class.



Read as "The Boy at the back of the class" by Onjali Rauf as a class novel over term. Look at the term "Refugee". Locate on the map, the country of Syria.

Read the story heart in a bottle.

Children to create their own heart about who they love, or who is special to them and place it in a class bottle.

When Teacher is by the sea, send class bottle into the ocean.

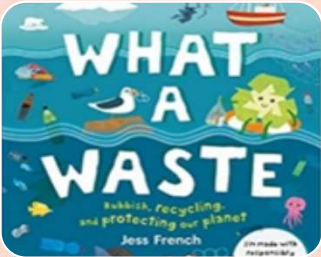
# YEAR 3

To understand the importance of differing life experience within developing relationships.



Use friendship between Stig and Barney to discuss how to make a great friend and celebrate differences.

To understand how to protect and care for our planet on a daily basis.



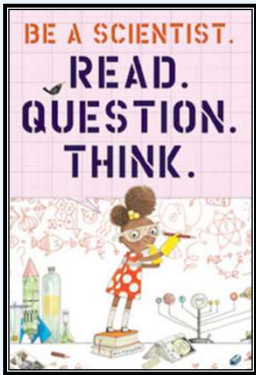
Watch Newsround 3 x per week to keep up to date with global news on environment.

Picture News

Think about supporting community with special days - Comic Relief, Children in Need, Ocean Day.



# MORE BOOKS THAT SUPPORT EDI THEMES IN Y3



# YEAR 4

Analyse viewpoints and identify whether they are fair or biased.

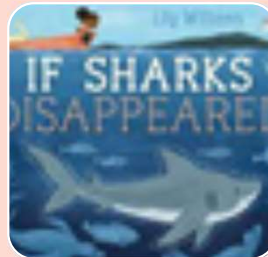
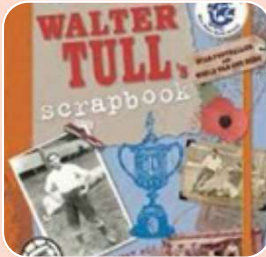
To understand that we are all unique and we celebrate this and we include everyone regardless of appearance.

Consider feelings of those discriminated against.

To give positive and negative ways in which humans change the environment.

Understand the relationship between human impact, climate and living organisms in a biome/habitat.

Understand the theme of transformation



Read the description of Boudicca written by the Roman, Dio Cassius. Consider why the writer uses words like 'terrifying', 'harsh', 'fear' and 'huge'. What do you think about this description?  
Would the Romans make anything up about her appearance and why?  
Read the descriptions of Boudicca by Tacitus and compare similarities and differences between the description by Dio Cassius.  
Does Boudicca come across as a strong person or someone quite weak?  
Do you think the Romans liked a woman standing up to them?

Celebrating difference.

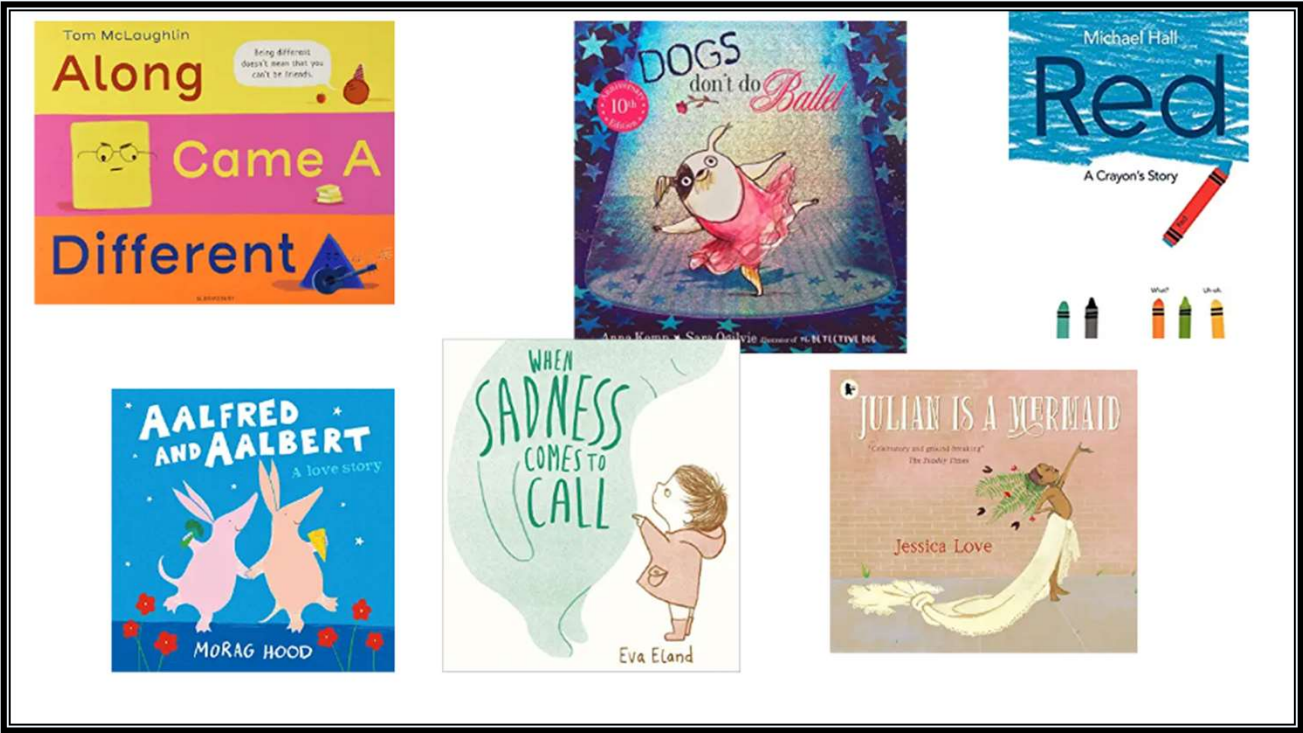
Look at the different views of those who saw Walter Tull play e.g. the hooligans at the Bristol Match vs the journalist from The Star newspaper.  
Consider his feelings after the match.  
Children provide advice for Walter Tull.

Explore the images of urban sites and compare the impact humans have had on them.  
Children use images to list positive and negative human behaviours.  
Read 'The Promise' by Nicola Davies.  
What impact did the environment have on the population of the narrator's city?

Independently prepare a report, using maps and photographs, about an animal living in the marine biome. This should contain details of the animal, where it lives in relation to climate/biome, and how it is suited to the environment.  
How do changes impact on the animal?

Compare Bradley Chalker's character at the beginning to by the end of the novel.  
How have positive and negative human interactions impacted on him?

# MORE BOOKS THAT SUPPORT EDI THEMES IN Y4





# YEAR 5

To learn the importance of those close to others and appreciate the feelings we may have if they are no longer there.

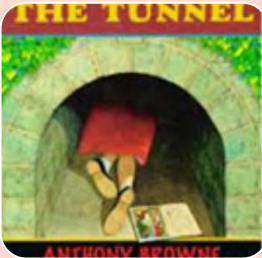
To understand how different people can view the same situation from different perspectives.

To understand how people with different qualities need to work together for the good of the many.

To understand the impact that changes in vegetation can have on citizens and their local area.

To understand the importance of life experience within developing relationships.

I understand that cultural differences sometimes cause conflict



Discuss how tension can often build within families and how siblings can easily fall out.  
  
Discuss how people might feel though if close family members and friends are no longer in our lives. How would we feel then? What times would we remember – good or bad?

Look at The Tunnel story and discuss how the children might have been feeling at different points and how their relationship had changed by the end of the story.

Read Voices in the Park one chapter at a time discussing the experiences of the voice. One the whole book has been read discuss how the experiences of the characters differed in the same situation and how external factors in our lives can change our view on events.

Discuss how the impact people can have on one another can sometimes be bigger than what one person thinks. Actions speak louder than words.

Discuss jobs where different people work on different smaller jobs to then create a better team. Children create mind maps of skills they think are needed for different jobs. Discuss the need for different levels of leadership and responsibility within the workplace.

Read The Day the Crayons Quit. Discuss how the different crayons felt towards the boy and why due to their experiences, but then in the final page of the book how all the different crayons need to work together for the same end goal.

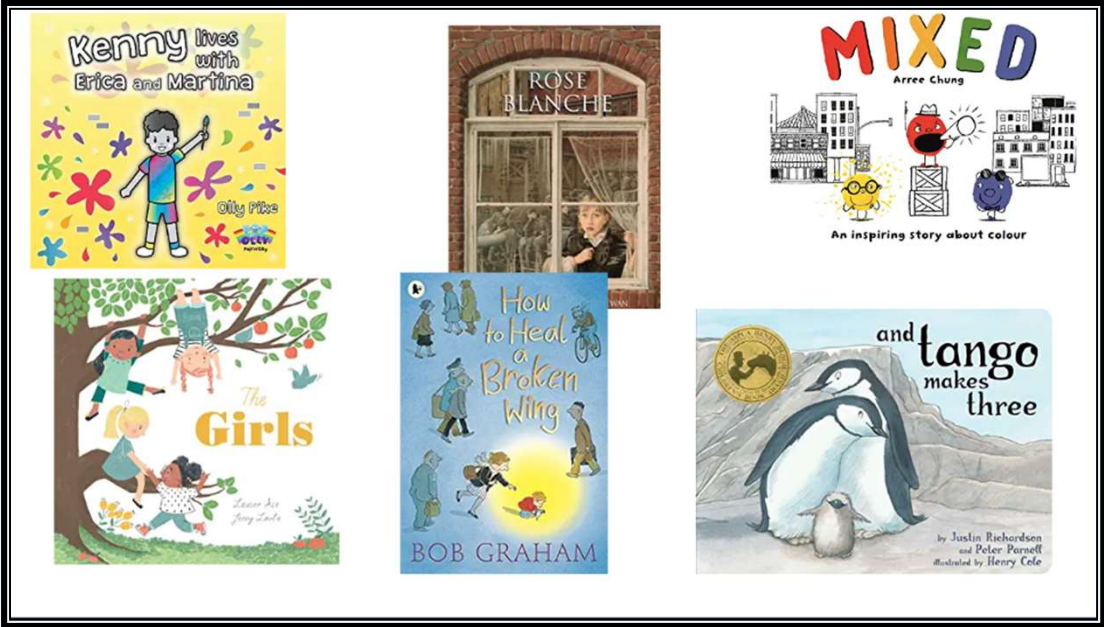
Look at different communities in the world and how they work together. Look at less developed countries and tribal communities and how they support one another. In particular look at the tribal countries of the Amazon rainforest who have only recently been discovered and how they still use their environment in their everyday lives.

Explore the ideas in the book based around how Liam behaves when people think he is an adult and not a teenager. Explore how he is forced to learn through reading these expectations and how some things can only be taught through life experience. Write diaries from the perspective of various characters.

Discuss differences in cultures that have led/ could lead to conflict.



# MORE BOOKS THAT SUPPORT EDI THEMES IN Y5



# YEAR 6

To understand that everyone should be treated equally, and discrimination should not be tolerated.

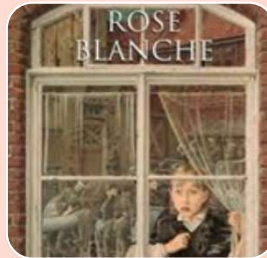
To consider that society has many classes, but this should not reflect upon human's lives.

To analyse how characters are portrayed in a book and consider the feelings of those involved.

To understand that people should be treated equally without discrimination.

To understand why people may have to leave their home countries

To understand how groups of people have been treated differently throughout history due to prejudice



Artwork – self-portraits with writing around the portrait to explain why each child is unique.  
Write the opening chapter of a story, where a child has a physical disability.  
PHSE – celebrating difference- discussions about how everyone is different but should be treated equally.

Diary entry from the point of view from a passenger on board the Titanic – children have to write in the POV based on the ticket they are given.  
Research to find out how lives were different between classes – discussion about this in present time.  
PSHE – Being Me – What makes me unique?

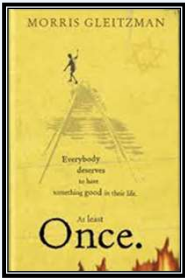
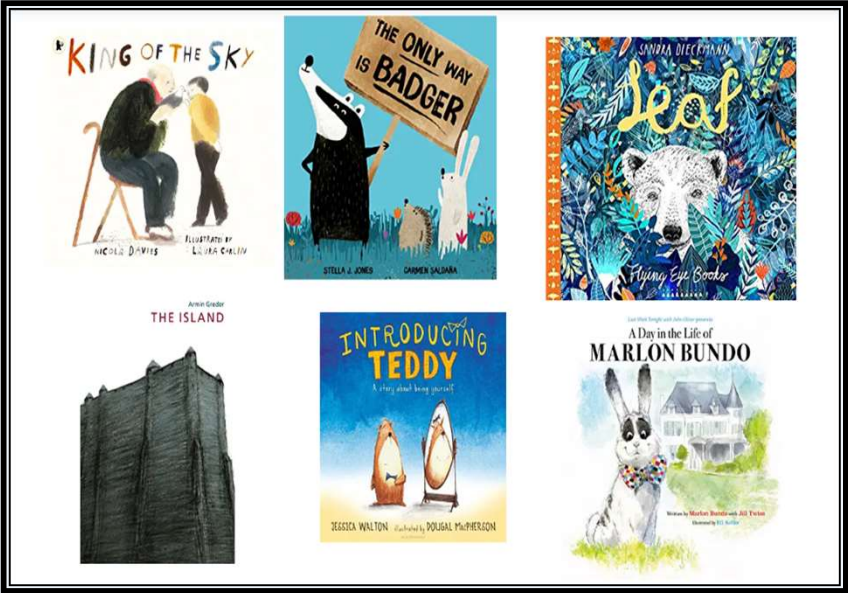
Discussion about a main character 'the Warden', whom children often believe is a man, but it is a woman. Discuss how and why the author use a female portrayal of the Warden and how this enables girls and boys to achieve their dreams.  
Write an alternative chapter in the POV of Stanley, who is a poor teenager sent to the camp for a petty crime. Discuss how different this would be if Stanley's family had money.

Drama activities acting out the roles of the islanders – why should the man stay/go?  
Letters of persuasion from islanders  
Diary entry from the POV of the man – how does it feel to be isolated and discriminated for being different??

Diary entries and writing from the POV of the man who must move countries alone, to raise money to bring his wife and daughter to bring him. Diary entries from POV of daughter  
Flashback narratives to show reasons other characters may have to move.

Research and discussion around Nazi treatment of minority groups during WW2.

# MORE BOOKS THAT SUPPORT EDI THEMES IN Y6



# PSHE SCHEMES

<https://www.jigsawpshe.com/primary-pshe-scheme-of-work-including-statutory-relationships-and-health->

<https://www.1decision.co.uk/>

<https://www.coramlifeeducation.org.uk/scarf>





## OTHER RESOURCES

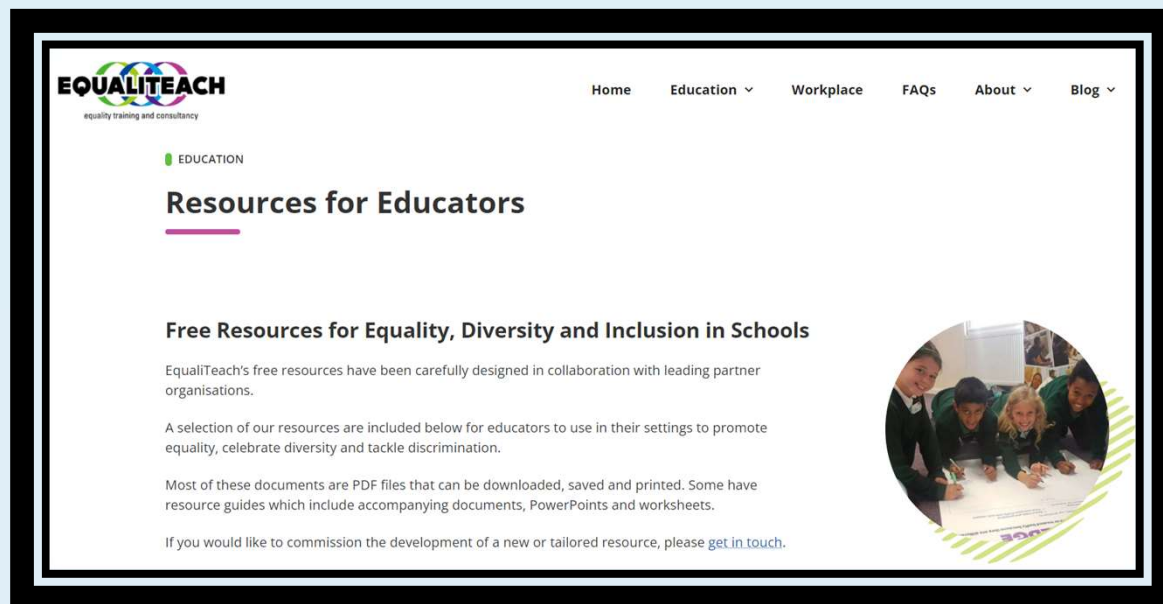
The following pages include links to various EDI websites

The list is by no means exhaustive but gives a flavour of how equality, diversity and inclusion can be a part of everyday teaching.



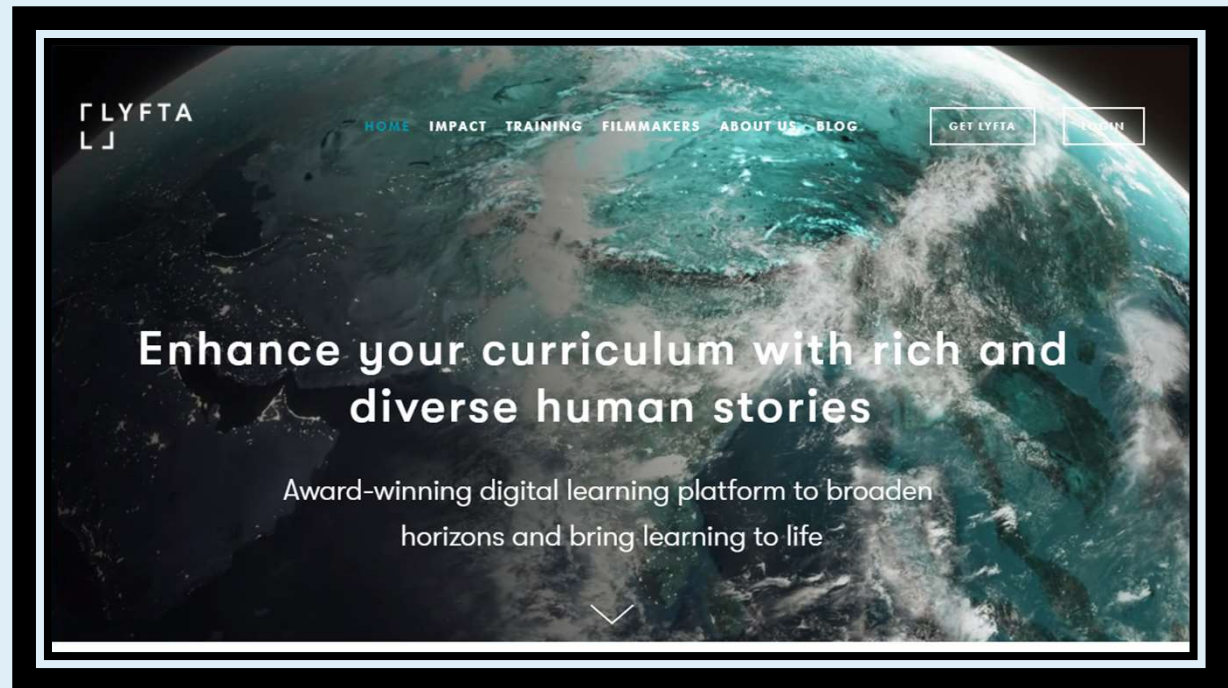
# EQUALITEACH

<https://equaliteach.co.uk/education/classroom-resources/>



# LYFTA

<https://www.lyfta.com/>





# PETERS BOOKS

<https://peters.co.uk/diverse-reads-for-primary>

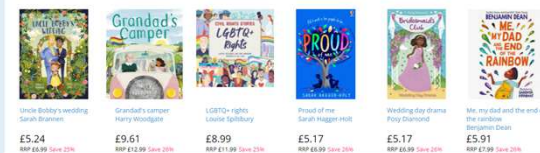
## Diverse characters



## Neurodiversity



## LGBTQ+



## Disability representation



## Black History





**Grandma's Saturday soup (English/Gujarati)**  
Sally Fraser and Derek Brazell (illustrator)  
Paperback (published November 2006)

A girl finds that her daily life reminds her of her Grandma's soup, and the tales she has heard about Jamaica. Text in Gujarati and English.  
Available to order

**£9.50**  
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# NO OUTSIDERS

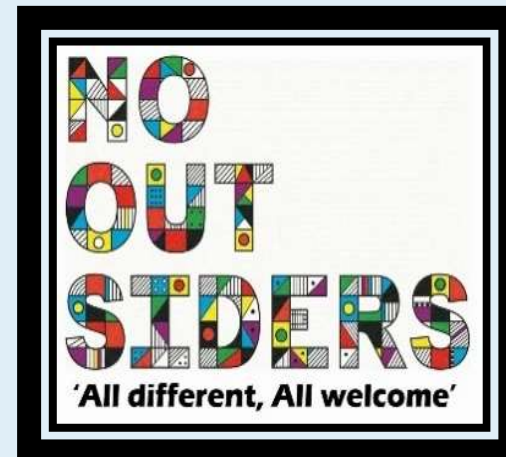
## The 'No Outsiders' Programme

For information on the programme, its background and the school centred approach and development by this charity, and to learn more about the far-reaching resource bank and book ideas they have to support the scheme of work.

<https://no-outside.com/about-us>

## What is No Outsiders?

Our Vision: Inclusive education, promoting community cohesion to prepare young people and adults for life as global citizens.



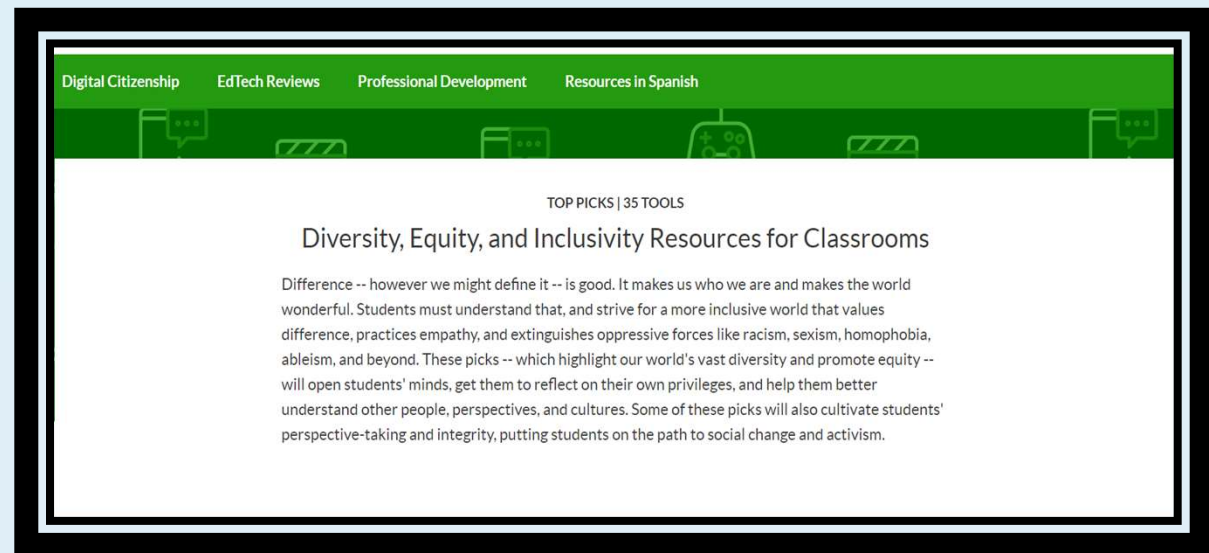
# BAMEed

<https://www.bameednetwork.com/equality-diversity-and-inclusion-directory/>



# COMMON SENSE

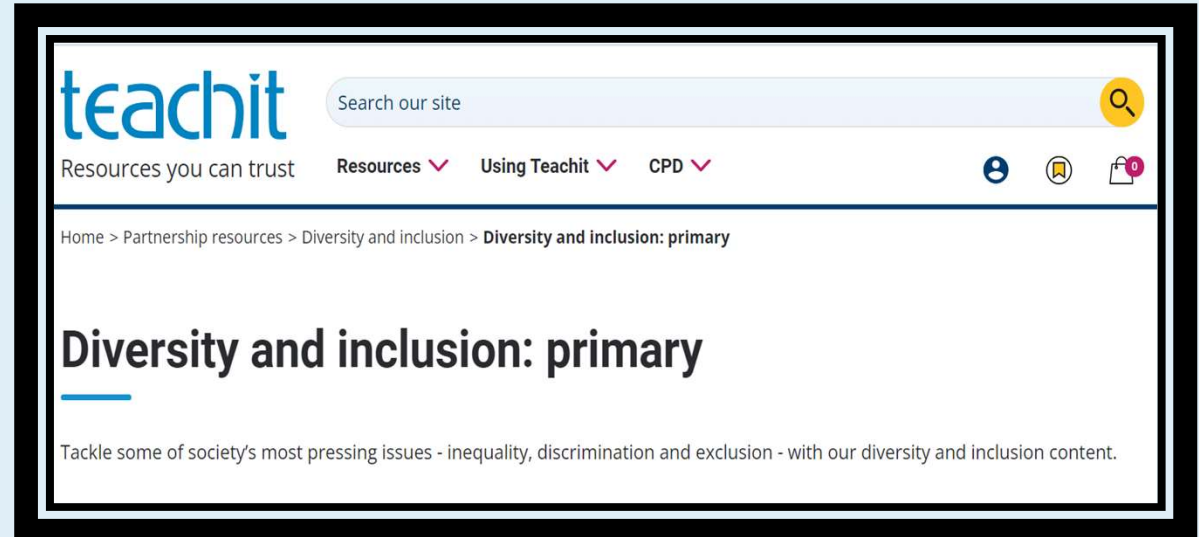
<https://www.commonsense.org/education/top-picks/diversity-equity-and-inclusivity-resources-for-classrooms>





# TEACHIT

<https://www.teachit.co.uk/partnership-resources/diversity-and-inclusion/primary>



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- Hazel Leys Academy
- Rushden Primary Academy



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