

Evaluation of International Activity 2022

Activity title: Equality and Protected Characteristics

Activity Lead: Rachel Pender

SDG links: 10

Activity Summary

We have ensured that our whole school community works together to foster an environment of inclusivity. We have consistently encouraged children to show respect and to develop their understanding of diversity on both a local and global scale.

On a whole school level we have mapped out a Favourite Five and Class Novel Cycle which have included “No outsiders’ texts: teaching the Equality Act in Primary Schools” by Andrew Moffat to develop work linked to SDG5 Gender Equality and SDG10 Reduced Inequalities. We have committed to choosing appropriate texts to compliment the No Outsiders texts which address a multitude of themes linked to the protected characteristics, such as gender, identity, religion, race, sexual orientation, disability and age. Time is dedicated to discuss the texts and for children to ask any questions they may have.

Our whole school have and continue to enforce a key message of “Everyone is welcome. No one is the same but everyone is equal” through a “Celebrating Difference” theme. KS2 have worked together on a whole school hanging art project linked to the ‘All Welcome, Everybody Equal’ message. This now hangs in our junior building alongside our ‘No Outsiders’ plaque and an ever-changing celebration of writing children complete based on a No Outsiders text.

Our English curriculum is taught through the Literacy Tree which is taught through a high quality text. The texts chosen have followed themes linking to equality and the protected characteristics. We ensure that our children cover a wide range of themes dependent upon age. This begins for e.g. with *Halibut Jackson* and *The Magic Paintbrush* in Reception, *Julian is a Mermaid* and *If all the World Were* in KS1, *Pride and Cinderella of the Nile* for LKS2 and *Some Places More than Others* and *Hidden Figures* in UKS2.

These texts have given our children a comfortable platform to discuss these themes.

This year, we have followed Collective Worship, Thought of the Day – this has promoted spiritual, moral and cultural development. It has addressed the protected characteristics and the Fundamental British Values.

Within our wider curriculum, we have made decisions to constantly promote Equality and Diversity, this could include the artists we have chosen to study, the scientists we choose, the eras we choose to study, the places we have chosen to study in geography, PSHE, the musicians or era of music we study etc.

Examples:

Year 5/6 studied artist Faith Ringgold – a black female activist

Year 3/4 gender inequality during Viking times

Year 3/4 designed a garden for a child with a disability

Year 1/2 Study South African music

Year 5/6 Civil Rights study in history

Pupil evaluation comments (please include year group):

- what did you enjoy about this activity?
- what new ideas and information have you learned?
- what would you like to learn/do next?

Year 3 Cora C – ‘ I loved the book The Day the Crayon’s Quit as it talks about people being themselves and not being afraid to be different’.

Year 4 Harrison J- ‘ I love R.E because I love learning about different cultures and religions’.

Year 6 James S- ‘We learned about segregation and how black people used to be treated. I am so glad it’s not like that anymore’.

Teacher evaluation comments (please include Key Stage):

- what was effective about this activity? How could it be improved next time?
- what impact did this have on you and any other staff involved?
- what impact did this activity have on the pupils? on the school generally or on the wider community?

Year 3/4 Mr Phillips – ‘The books are great and allow us to address issues that are usually sensitive’.

Year 5/6 Mr Wong – ‘A child in my class felt comfortable enough to share their brother’s gender transition’

Year 5/6 Miss Caldwell – ‘It’s great exposing the children to lots of different cultures’.

Parent/Visitor/Governor/Wider community evaluation comments:

- what impact has this activity had on your child?
- what impact has this activity had on you?
- how could we improve this activity next time?

