

Curriculum Equality Audit Foundation Stage – September 2018

Curriculum Equality Audit for Schools

Schools have a duty under equality legislation to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between different groups within the local community within the teaching and learning curriculum. Each teacher should carry out an equality and cohesion assessment of their curriculum, to ensure:

- There is equality of opportunity to access the curriculum through teaching and learning
- That they are inclusive in the language and representation used
- Promote inclusion and physical activity for disabled pupils
- Challenge stereotypes, such as gender segregation of subjects (design and technology, home economics, sciences etc)
- Promote British values, community cohesion and a positive image of a diverse community

Enabling the learner to:	How is (or could) this taken into account	Actions	By Whom and Date
1. Appreciate of the needs of others, insight into the lives of people from different backgrounds.	<p>A stimulating environment is provided with resources that reflect cultural diversity. Practitioners and other adults provide a range of positive role models from a variety of communities.</p> <p>There are opportunities in play and learning that take account of children's particular religious and cultural beliefs.</p> <p>Children are encouraged to develop an awareness of and sensitivity to the needs, views and feelings of others.</p> <p>A wide range of strategies based on children's language and learning needs are used.</p>	All staff to promote equality for all.	FS staff - ongoing
2. Respect different points of view, recognising and respecting different viewpoints.	<p>Children are encouraged to feel they have a right for others to treat their needs, views, cultures and beliefs with respect.</p> <p>Children are encouraged to value their own cultures and those of other people.</p> <p>Experiences at home, for example, visits and celebrations, are used to develop learning in the school setting.</p> <p>There are opportunities in play and learning that take account of children's particular religious and cultural beliefs. Parents are invited in to talk about their cultures and broaden the children's knowledge.</p> <p>There are opportunities to build on, extend and value children's own diverse knowledge, experiences, interests and competencies.</p>	All staff to be respectful of different points of view and encourage the children to do the same.	FS staff - ongoing
3. Experience and celebrate cultural diversity	<p>Equipment and other materials reflect diverse racial backgrounds.</p> <p>There is a wide range of activities which reflect cultural diversity.</p> <p>There are resources from different cultures used to stimulate different ways of thinking.</p>	<p>Provide as many opportunities to experience and celebrate cultural diversity in the setting:</p> <ul style="list-style-type: none"> * audit resources (toys, games, books, display areas) * develop resources * monitor provision 	LMc/FS staff - ongoing

Enabling the learner to:	How is (or could) this taken into account	Actions	By Whom and Date
	<p>Experiences at home, for example, visits and celebrations, are used to develop learning in the school setting.</p> <p>The home corner is culturally diverse.</p> <p>Dressing up clothes, dolls, puppets, 'duplo' and toys generally are culturally diverse.</p> <p>Opportunities are taken to explore issues to do with cultural diversity, including racism.</p> <p>Opportunities exist to share and enjoy a wide range of rhymes, poetry, stories and books, which reflect diverse racial backgrounds.</p> <p>Musical and artistic activities reflect diverse racial backgrounds.</p> <p>Opportunities exist for pupils to begin to know about their own cultures and beliefs and those of other people they know.</p> <p>Opportunities exist for pupils to share their knowledge of their own family heritage and that of other people they know.</p>		
4. Recognise commonalities shared by people from diverse and different backgrounds	<p>Children's own experiences are considered through different school activities to develop an appreciation of diverse racial backgrounds, e.g. trips, visitors to schools, celebrations, food, clothing, materials etc.</p> <p>Activities exist to encourage exploration, observation and discussion about issues to do with racial equality and harmony.</p> <p>Opportunities exist to explore similarities, differences and patterns between people from diverse racial backgrounds.</p> <p>The contribution from people from diverse racial backgrounds to the world that we live in is demonstrated in text, pictures, discussion etc.</p>		FS staff - ongoing
5. Appreciate culture in St Helens.	<p>Children are encouraged to feel they have a right for others to treat their needs, views, cultures and beliefs with respect.</p> <p>Children are encouraged to value their own cultures and those of other people.</p> <p>Experiences at home, for example, visits and celebrations, are used to develop learning in the school setting.</p> <p>There are opportunities to build on, extend and value children's own diverse knowledge, experiences, interests and competencies</p>	<p>Staff explore the culture in St Helens: e.g. local authors/artists/features of the local area</p>	FS staff - ongoing
6. Recognise and challenge abuses, discrimination and injustice.	<p>Children are encouraged to voice their opinions, discuss with others and work together in solving problems to do with cultural diversity, including racism.</p> <p>Children understand that racist name-calling and racist behaviour is not acceptable and why.</p> <p>Children are encouraged to explore differences within the context of similarities.</p>	All staff to challenge any discrimination of injustice	FS staff - ongoing

Enabling the learner to:	How is (or could) this taken into account	Actions	By Whom and Date
	A safe and supportive learning environment is provided free from racial harassment.		

Using the teaching programme to promote	How is (or could) this taken into account	Actions	
1. Accessible lessons: information, signage, class times, school trips, course work examples, etc.	A wide range of strategies based on children's language and learning needs are used. Use of Makaton Visuals Visual timetable	Monitor this	LMc - ongoing
2. The reporting of Hate Incidents; racism, disablism, homophobia, transphobia, religious bigotry			
3. The appropriate use of translation and interpretation.			
4. Positive images of a diverse community: locally, regionally, nationally and internationally.	Positive images are used, for example, in books and displays that challenge children's thinking.	Monitor this	LMc - ongoing
5. Can you promote opportunities for the interaction between groups that do not usually get to mix? For example, can you promote activity between pupils and their equivalents with one of our twin towns?			
6. The challenging of gender, racial, religious, disablist, ageist and homophobic stereotypes i.e. improving attitudes and values by challenging myths and prejudices about what people from particular groups should or shouldn't or can and can't do.	A safe and supportive learning environment is provided free from racial harassment. Children are encouraged to voice their opinions, discuss with others and work together in solving problems to do with cultural diversity, including racism. Children understand that racist name-calling and racist behaviour is not acceptable and why.	Provide as many opportunities to experience and celebrate cultural diversity in the setting: * audit resources (toys, games, books, display areas) * develop resources * monitor provision	LMc/FS staff - ongoing
7. An awareness of the support needs for children that are carers	There are opportunities to build on, extend and value children's own diverse knowledge, experiences, interests and competencies.	Provide as many opportunities to experience and celebrate cultural diversity in the setting: * audit resources (toys, games, books, display areas) * develop resources * monitor provision	LMc/FS staff - ongoing

Using the teaching programme to promote	How is (or could) this taken into account	Actions	
8. A positive image of Civil Partners – having the same rules, benefits or requirements as married couples	There are opportunities to build on, extend and value children's own diverse knowledge, experiences, interests and competencies.	Provide as many opportunities to experience and celebrate cultural diversity in the setting: * audit resources (toys, games, books, display areas) * develop resources * monitor provision	LMc/FS staff - ongoing
9. A recognition that people can suffer discrimination by association – e.g. children who have same sex parents, carers or relatives	There are opportunities to build on, extend and value children's own diverse knowledge, experiences, interests and competencies.	Provide as many opportunities to experience and celebrate cultural diversity in the setting: * audit resources (toys, games, books, display areas) * develop resources * monitor provision	LMc/FS staff - ongoing
10. Positive images and a positive attitudes towards disabled people	A stimulating environment is provided with resources that reflect cultural diversity. Practitioners and other adults provide a range of positive role models from a variety of communities. There are opportunities in play and learning that take account of children's particular religious and cultural beliefs There are opportunities to build on, extend and value children's own diverse knowledge, experiences, interests and competencies.		