

	Understanding the Equality Act (2010) and the The UN Convention on the Rights of the Child (UNCRC)	Identifying and challenging discrimination and bullying	Recognising and challenging gender stereotypes	Diverse families including LGBT+ parents	Celebrating diversity and difference	History of diversity equality	Diverse past and present figures and role models
Subject							
Art			Y7 & 9 - Students will be exposed to how art can expose issues surrounding slavery, violence and gender.	Y9 - Students will be exposed to how art can promote and expose issues surrounding race, gender and sexuality (LGBTQ+).	Y7 - Autumn Term focusses on art from other cultures - particularly Oceanic and Egyptian arts. Y9 - Introduction to Aboriginal tribes and artwork. Y10/11 Students are actively encouraged to create art influenced by their social, political and cultural knowledge built in previous years.	Y7 - Students will reference the Hindu Festival Holi and the use of colour. Y9 - Focus on contemporary art from the AIDS crisis through the Keith Haring lessons.	Y8 - It is explicitly clear that students will learn how Frida Kahlo's art makes her an LGBTQ+ icon and how her life story influenced a pride movement. Y9 - Students will study the work of British artist David Hockney and how his Pop art pieces involving his relationship with men cause controversy surrounding issues of homosexuality.
Computing		Y7 - Intorduction to computing. Importance of staying safe online			Y8 - Focus on e-safety and ethical hacking can help develop understanding. Study of e-waste and the communities abroad affected build cultural knowledge.		Alan Turing, who we look at in Y8 cyber security and Y9 encryption.
Drama	Through Theatre in Education and texts like Chicken! and Refugee Boy, students explore rights, fairness and protection. Links to themes of inequality, safeguarding, and social responsibility (e.g. An Inspector Calls) develop understanding of protected characteristics and children's rights in real-world and dramatic contexts.	Students examine peer pressure, social media harms, and class inequality (Chicken!, devising units, Blood Brothers). Drama strategies (forum theatre, role play) enable students to challenge discriminatory behaviour, explore consequences, and rehearse positive interventions, promoting empathy and active allyship.	Through character analysis and devising, students interrogate gender roles in texts such as Blood Brothers and An Inspector Calls. Practical exploration of characterisation and status allows students to challenge stereotypes and consider how societal expectations shape identity and opportunity.	Themes of family, upbringing, and identity (e.g. Blood Brothers, devising work) allow exploration of diverse family structures. Students create and perform narratives reflecting a range of lived experiences, promoting inclusivity and respect for different family dynamics.	Across KS3–4, students engage with global theatre traditions (Greek, Commedia, Brecht, Boal) and diverse stories. Collaborative performance fosters respect for different perspectives, while devising encourages students to share and celebrate their own identities and experiences.	Curriculum content explores social and historical contexts (e.g. class inequality in Blood Brothers, post-war responsibility in An Inspector Calls, political theatre via Brecht/Boal). Students understand how theatre reflects and challenges injustice across time, supporting awareness of equality movements.	Students study influential practitioners (Stanislavski, Brecht, Boal, Frantic Assembly) and texts addressing social issues. Contemporary and historical figures are explored through performance and research, highlighting theatre-makers who challenge norms and promote social change.
Engineering & STEM	Students design products for target groups, considering accessibility and inclusivity (e.g. adapted tools, visible materials, supportive environments). This reinforces fairness, equal access and the responsibility of engineers to meet diverse needs, linking to principles of equality and rights in real-world contexts.	Collaborative practical work promotes respect, teamwork and inclusive behaviour. Students evaluate designs for different users, challenging bias in assumptions about who products are for. This develops awareness of fairness and encourages students to question exclusion or inequality in design and engineering contexts.	Students engage with engineering as a subject open to all, challenging traditional stereotypes about gender in STEM. Exposure to diverse engineers and inclusive classroom practices supports the message that engineering careers are accessible regardless of gender or background.	While not explicitly content-driven, inclusive design tasks encourage students to consider a wide range of users and lifestyles. By designing for different households and needs, students develop respect for diverse family structures and lived experiences within everyday product use.	Students explore how culture, identity and context influence design (e.g. colour symbolism, user needs). Engineering tasks promote valuing different perspectives and encourage creative solutions that reflect a diverse society, reinforcing respect for difference in global and local contexts.	Students examine how engineering and technology have evolved, including the societal impact of innovation (e.g. automation, materials, sustainability). This supports understanding of how access to technology and opportunity has changed over time and continues to develop.	Students study influential engineers and innovators, such as Leonardo da Vinci and James Dyson, alongside modern developments in STEM. This highlights diverse contributions to engineering and promotes aspiration while challenging stereotypes about who can succeed in the field.
English	Across KS3–KS4, students explore identity, inequality, discrimination and human rights through a range of literary texts. In Year 7, Poetry of Diversity, Gender Through the Ages and Merchant of Venice introduce key ideas around prejudice, stereotypes and fairness. In Year 8, units such as Social Inequality and Injustice, Victorian literature and Journey's End deepen understanding of historical injustice, power and rights. In Year 9, students examine media representation and bias, while KS4 texts like An Inspector Calls, A Christmas Carol and Power and Conflict poetry consolidate understanding of social responsibility, oppression and the importance of equality laws in modern society.	Across KS3–KS4, students develop the ability to recognise and challenge discrimination through a diverse range of texts and themes. In Year 7, Poetry of Diversity and Merchant of Venice introduce racism, prejudice and injustice, encouraging students to question biased attitudes. In Year 9, The World Around Me and Social Inequality and Injustice deepen understanding of media influence, representation and cultural inequality.	Across KS3–KS4, students explore and challenge gender stereotypes through a range of texts. In Year 7, Gender Through the Ages and Sherlock Holmes introduce ideas of feminism, non-binary identity and Victorian gender expectations. In Year 8, Journey's End examines masculinity, emotional repression and heroism.	Across KS3–KS4, students develop an understanding of diverse families and identities through a broad range of texts and contexts. In Year 7, Poetry of Diversity introduces varied cultural backgrounds, languages and family structures, helping students recognise that families differ in heritage and lived experience. In Year 8, Social Inequality and Injustice explores societies where identity and relationships may be controlled or suppressed, prompting discussion about the importance of acceptance and inclusion.	Across KS3–KS4, students actively celebrate diversity and difference through sustained exposure to a wide range of literary voices, experiences and perspectives. In Year 7, Poetry of Diversity introduces cultural, linguistic and social variety, encouraging students to value different identities, while A Monster Calls develops empathy through themes of illness, grief and the experiences of young carers, highlighting diverse lived realities.	Across KS3–KS4, students develop a chronological understanding of equality and how attitudes to gender, class and power have evolved. In Year 7, Gender Through the Ages introduces changing gender roles and highlights both progress and ongoing inequality. In Year 8, Victorian literature allows students to compare past and present attitudes to class, gender and social mobility, deepening awareness of historical injustice.	Across KS3–KS4, students encounter diverse role models through a wide range of texts. In Year 7, Poetry of Diversity introduces influential writers from varied cultural and linguistic backgrounds who challenge inequality. In Year 8, Journey's End presents alternative role models through depictions of courage, vulnerability and leadership that move beyond traditional stereotypes.
Food Technology	Students consider dietary needs, allergies, intolerances and religious requirements when planning and preparing food, particularly at KS4. This promotes inclusion, fairness and respect for individual needs, linking to rights around health, safety and equal access to suitable food provision.	Through discussion of food choices, culture and ethical diets, students learn to respect differing beliefs and avoid judgement. Collaborative practical work reinforces respectful behaviour, while topics such as food inequality and distribution encourage students to challenge unfairness and consider global responsibility.	Food and nutrition is presented as a life skill for all students, challenging stereotypes around cooking and domestic roles. Students develop independence and confidence in practical skills, reinforcing that food preparation and nutrition are universal responsibilities rather than gendered activities.	Students explore a wide range of diets, lifestyles and household needs through meal planning and practical work. By considering different family routines, cultures and preferences, the curriculum promotes understanding that food practices vary across households and should be respected.	Students prepare and study foods from a range of cultures (e.g. Caribbean, Indian, European and street food traditions), developing appreciation of global cuisines and traditions. This fosters curiosity, respect and enjoyment of cultural diversity through practical, hands-on experiences.	Students examine how food has evolved over time, including rationing, the Columbian Exchange and the influence of the British Empire. These topics highlight how culture, migration and historical change shape modern diets and access to food.	Students engage with influences such as chefs, campaigners and organisations (e.g. Fairtrade) that promote ethical consumption and sustainability. Through this, they recognise how individuals and groups can drive change in food production, nutrition and global equality.

Geography	Students also engage with non-fiction and unseen texts, exposing them to contemporary debates around identity, equality and rights. This progression supports critical thinking, empathy and the ability to challenge discrimination, helping students apply these principles to real-world contexts and their own attitudes and behaviours.	At KS4, Power and Conflict poetry and An Inspector Calls explore oppression, class prejudice and social responsibility, while Macbeth highlights power, coercion and manipulation. This progression builds students' confidence in identifying unfair treatment, understanding its impact, and actively challenging discriminatory behaviour in both historical and contemporary contexts.	At KS4, A Christmas Carol, An Inspector Calls and Macbeth analyse how characters conform to or resist gender roles. This progression encourages students to question how stereotypes are constructed and to critically reflect on how gender expectations shape behaviour, identity and relationships in both historical and modern contexts.	By Year 11, non-fiction reading exposes students to contemporary viewpoints on identity and family life, including a range of cultural and social experiences. This progression encourages students to challenge assumptions, develop empathy and respect, and recognise the value of diverse family structures within modern British society.	At KS4, Power and Conflict and unseen poetry further broaden this understanding by presenting writers from varied cultural, historical and linguistic backgrounds, allowing students to engage critically with multiple perspectives on identity, heritage and experience. Macbeth complements this by exploring how ideas about gender, power and morality have evolved over time, encouraging students to compare differing values and viewpoints.	In Year 9, this understanding is reinforced through continued exploration of social inequality and how cultural attitudes are shaped over time. At KS4, A Christmas Carol examines poverty, class division and social reform, while An Inspector Calls presents a clear critique of inequality and responsibility, linking past injustices to modern debates. Macbeth further contextualises this by exploring rigid hierarchies and gender expectations in Jacobean society.	In Year 9, this is reinforced through continued exploration of representation and identity. At KS4, Power and Conflict poetry exposes students to poets who challenge oppression, colonialism and war, modelling resilience and activism. In Year 11, non-fiction texts further broaden this by exploring speeches and writings from significant historical and contemporary figures. This progression provides students with a wide range of role models, encouraging aspiration, critical thinking and an appreciation of those who have driven social change.
History	Y7 study of Magna Carta as the start of human rights.	Y7 - Autumn 1 unit of 'Who are the English?' has a good focus on our diverse history and how immigration has been a positive in our history. Y9 - study of the Holocaust, examines how the Holocaust was able to occur, beginning with discrimination and 'othering' and considers the role of bystanders as well as perpetrators	Y7 - why couldn't Matilda be queen? understanding medieval attitudes towards women then later study of Elizabeth I - a successful Tudor queen. Study of Florence Nightingale, Marie Curie and Mary Seacole in GCSE Health and the People				Study of Imperial China (Emperor Qin) in Y7 to compare with English kings. Female monarchs (Matilda, Mary I, Elizabeth I), In Y8, Martin Luther King, Rosa Parks, Oludah Equiano. In Y9, Emmeline Pankhurst and Emily Davison
Maths		Y10-Y7:- Autumn 2 reading article on Alan Turing and discussing his impact and the bullying he suffered owing to his background.	Y10-Y7: - Autumn 1 reading article on Katherine Johnson and discussing her impact and the difficulties she faced owing to her gender and ethnic background.		Together, this progression promotes respect, open-mindedness and curiosity, enabling students to appreciate diversity both within literature and in the wider world, and to engage thoughtfully with perspectives different from their own.	Together, this progression enables students to understand how equality movements have developed over time, recognise the impact of historical inequality, and critically reflect on how these issues continue to shape contemporary society.	Y10-Y7:- Autumn 2 reading article on Alan Turing and discussing his impact and the bullying he suffered owing to his background.
Media	Students must know and be able to reference the Equality Act when discussing all representations throughout the course.	Students explore 1960s vs 2020s context, thinking about changing attitudes towards racism, feminism, homophobia and more. Students analyse a scene from Cuffs which shows an unprovoked racist attack and must be able to articulate why racism is still an issue in our society.	Discussion of stereotypes is woven throughout the course. From studying film posters to new stories, students consider stereotypes, counter-stereotypes and anti-stereotypes, and why they are used purposefully in the media.	In relation to the Equality Act and The Marriage (Same Sex Couples) Bill in 2014, students discuss how the media has responded to this, including how TV in the 2020s attempts to normalise homosexuality and bisexuality, whereas these representations remain on the periphery in mainstream films.	Students are encouraged to consider every	Students consider the Equality Act 2010; Same Sex Marriage Act 2013; divorce act 1969; abortion act 1967 when learning about contexts, applying these to media products.	Students are exposed to a range of key figures from diverse backgrounds in the media from theorists to actors. Just some include: Morgan Freeman, Tzvetan Todorov, Ashley Walters, Diana Rigg, Chadwick Boseman.
MFL	Y8 - students spend time in autumn looking at the difference between UK and Spanish school systems and follow up with Hispanic customs and traditions in Summer.	In Year 11 we discuss the idea of relationships and we link to this by showcasing non-traditional family and relationship units	When looking at the topic of jobs (in KS3 and 4) we ensure that we are challenging gender stereotypes by ensuring the men and women can have interchangeable job roles e.g. a male receptionist/a female brick layer	Do now photo description tasks will include a variety of diverse families including LGBT+ parents - students are exposed to these tasks in KS4 every lesson.	Inherent understanding of different cultures through the study of language. Y7 students have a specific focus on 'Where language can take me' to help widen their cultural capital. Y9 - In autumn students look at different francophone countries.		Throughout the MFL curriculum in both KS3 and 4, we study a variety of French-speaking and Spanish-speaking artists, musicians, actors and authors which also represent a range of ethnicities
Music					Reading lists are provided with diversity and peoples differences from a wide range of musicians. We look at carnival and other festivals which celebrate this.	Music brings together people from differ	Y8 students study a variety of world musicians representative of a range of ethnicities.
PE & Sport Science		Y7 / 8 cultural capital sections mention a focus on mental health, disability / Paralympics, race in sport and gender in sport	100% inclusive curriculum (no gender based activities) , Promotion of events, trips and examples used male england coach alongside female england coach etc	Celebration of sports stars and their journey (social media), Participation (gender and sport debates) barriers and challenges (Examination PE)	Reading lists created with diversity of person and experience. Participation and its barriers (BTEC/GCSE) links to disability, culture, religion, gender, age and socio-economic status		Sports Stars social media, Reading lists
PSHE	In the Autumn 2 term year 8 students learn about the Equality Act during their lessons on celebrating diversity. This is visited again in the summer term of year 11.	Throughout all year groups, students study diversity, tolerance and healthy relationships.	Throughout the entire PSHE curriculum we recognise an challenge gender stereotypes. It is ingrained in every topic we study and students are actively encouraged to challenge gender stereotyping.	Year 10 and 11 learn about diverse families including LGBT relationships, marriage and the ways families can be created including surrogacy and adoption.	Y8 units on advocacy provides a good learning platform for students to learn about the importance of DEI in today's society. Y10's study on advocacy for different LGBTQ+ identities give a good insight into key terminology and definitions.	During Autumn in year 8 and summer in year 10 students learn about the changes in laws and the acts surrounding diversity and equality.	A variety of famous figures and role models are used throughout all year groups to celebrate diversity and equality in numerous ways
Religious Education	Year 11 we have our final ethics topic which is entitled 'Human Rights'. Within this we look at what human rights are and examples of when rights are abused. We look at key religious figures that have fought for human rights. We also look at the work of the UN in creating and upholding human rights.	Through the study of topics such as racism, Islamophobia and apartheid, students explore how discrimination occurs and its impact on individuals and communities. Ethical teachings from religious and non-religious worldviews (e.g. Human Rights, liberation theology) are used to challenge prejudice and promote respect and inclusion.	Students examine how gender roles and expectations can differ across religious traditions and cultures, including debates around family, leadership and equality. By analysing differing interpretations of sacred texts, students are encouraged to question stereotypes and develop critical thinking about gender equality.	Students explore how family structures are understood within different worldviews, including Christian, Muslim and Humanist perspectives. They consider a range of beliefs about relationships and identity, fostering respect for diverse family structures and encouraging inclusive attitudes.	The curriculum promotes an understanding that religious and non-religious worldviews are expressed in diverse ways, even within the same tradition. Visits (e.g. church and mosque) and the study of global religions help students appreciate and respect cultural, religious and personal differences.	Students study historical movements and figures linked to equality and justice, such as responses to Nazism (e.g. Bonhoeffer) and the impact of colonialism and racial injustice. They explore how religious beliefs have both challenged and contributed to inequality over time.	Students learn about influential figures from a range of worldviews, such as Dietrich Bonhoeffer, the Buddha, and Guru Nanak, examining how their beliefs shaped their actions. These examples provide role models who promote justice, compassion, and moral courage in society.

Science	Religion v science in a number of different topics- always ensuring this conversation remains balanced		<p>Y8- Role of Rosalind Franklin in discovering DNA, and her not receiving a Nobel prize</p> <p>Year 10- Marie Curie and the role she played in radiation (despite not being on the spec- 30 named scientists and not one is female)</p>	Y7/9- IVF debate on families suitable for IVF. Includes lone female parents and a lesbian couple		<p>Chemistry - Y8 - A focus on human impact on the atmosphere and how it affects other countries is a good opportunity to develop pupils' understanding of their place in a global society.</p> <p>Female scientist wall to show the range of women who have contributed to the subject</p> <p>Biodiversity in years 8 and 11 looking at how our choices affect the lives of others</p>	Scientists such as Alan Turing (LGBTQI+); Marie Curie and Rosalind Franklin (females in a male-dominated science world)
Whole Academy (Character Educations	Kindness is about acting with respect, fairness, and genuine care for others, and teaching it means helping students understand both its meaning and its real-world application. When pupils show kindness, they protect one another's rights, treat people with dignity, and make choices that support the wellbeing of others. By modelling empathy, offering help without being asked, and standing up for fairness, students learn that kindness isn't just a feeling—it's a positive action that strengthens relationships and builds a safe, inclusive school community.	<p>Kindness: Central. Encourages empathy and standing against unkind behaviour.</p> <p>Resilience: Important for those experiencing bullying and those speaking up against it.</p> <p>Endeavour: Applies when pupils actively try to challenge unfairness and improve situations.</p>		<p>Kindness: Essential for acceptance and inclusion of all family types.</p> <p>Pride: Supports valuing and celebrating one's own family.</p> <p>Resilience: Relevant for children who may experience misunderstanding or prejudice</p>	<p>Pride: Central—celebrating identity, culture, and uniqueness.</p> <p>Kindness: Encourages appreciation and respect for others.</p> <p>Endeavour: Can link to actively learning about different cultures and perspectives.</p>		Use of diverse role models in video clips and on wall display including sexual orientation, differently abled, different nationalities and different age groups.