

Subject	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 LGBTQ+ parents	Celebrating diversity and difference	History of diversity equality	Diverse past and present figures and role models
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.
Business Studies	Y10 - Study of the 2010 Equality Act gives students a clear understanding of what 'protected characteristics' are and how they cannot be exploited by employers.	Students explicitly focus on ethics and discrimination in Business to understand how they influence all aspects of business operations.	Y11 - Marketing unit focusses on the gendered branding how in recent years there has been a change in the advertising market to avoid stereotypes.		ethical business practices and external influences (pride month, black history month etc.) can change business operations and marketing.	Y10 - Study of various charities and social enterprises to consider their evolution and changes in ethics.	
Computing		Y7 - Intorduction to computing. Importance of staying safe online			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.

English	<p>Around Me gives students an understanding of representation in print media and how it shapes our moral and political views.</p> <p>Y9 - Social Inequality and Injustice develops gender knowledge from Y7 to enhance knowledge of cultural understanding and unfairness.</p>	<p>Y7 - Gender through the ages unit discusses a number of issues surrounding feminism and gender non-binary writing</p>			<p>Y8 - Diverse Voices unit gives a range of context lessons around black history, Asian history, LGBT history, and Indian history along with the study of poems and lived experiences.</p>		
Food Technology	<p>Y9 - Summer 2 focusses on food from other religions / religious observations for diets - linked to RE and PSHE.</p>				<p>out all year groups when studying food from around the world and different cultural diets.</p> <p>Y8 - Summer 1 has a specific focus on food from other cultures.</p>	<p>Y8 - Studying food history and how it has changed with social equality provides a relevant cultural studies for our students.</p>	<p>Use of diverse role models in video clips and on wall display including sexual orientation, differently abled, different nationalities and different age groups.</p>
Geography	<p>Year 8 focus on child labour within Mumbai, year 9 focus on poverty within SA and Brazil and how that impacts children</p>	<p>Year 9 gender inequality within development topic and corruption within governemtns</p>	<p>Year 9 gender inequality within development topic and corruption within governemtns</p>	<p>Year 10 focus on the cultures of metropolitan cities such as Istanbul and New York</p>	<p>Y7 - Autumn 2 sees students looking at their place in a global perspective. (Similar for Y8 Autumn 1)</p>	<p>Y8 - Summer 2 Disappearing Coastlines unit shows students how their actions have an impact on the wider world to help broaden their cultural appreciation and understanding.</p> <p>Y9 - Autumn 1 Divide and Conquer develops a student's understanding of the UK's history of diversity.</p>	<p>Year 7 look at the history of jobs and migration and how these have changed for women</p>

History

<p>Y7 study of Magna Carta as the start of human rights.</p>	<p>Y7 - Summer 2 unit of 'What Makes Us British?' 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</p>	<p>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</p>		<p>Y7 - celebrating migration to UK and the contributions migrants have made to our society over time. Y8 - Africa before slavery, African-American civil rights. Native Americans and their treatment. Y9 - the empire in WWI - focusing on the contributions of soldiers from the British Empire.</p>	<p>Y8 - Spring 1 'Should Britain be Proud of The Empire' brings up topical discussions which have been paramount in recent news stories - this shows a good example of how the curriculum can be tailored for our students in 2021/22 - this is then followed up by the study of slavery to enhance DEI knowledge further.</p>	<p>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, Olaudah Equiano. In Y9, Emmeline Pankhurst and Emily Davison</p>
--	--	---	--	---	--	---

Maths

	<p>Y10-Y7:- Autumn 2 reading article on Alan Turing and discussing his impact and the bullying he suffered owing to his background.</p>	<p>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.</p>		<p>Y9-Y7: - Ensure questions use names from diverse backgrounds as well as images through the white rose resources.</p>	<p>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.</p>	<p>Y10-Y7:- Autumn 2 reading article on Alan Turing and discussing his impact and the bullying he suffered owing to his background.</p>
--	---	--	--	---	--	---

Media

<p>Students must know and be able to reference the Equality Act when discussing all representations throughout the course.</p>	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>Students are encouraged to consider everything in media from a liberal viewpoint, willing to tolerate, respect and celebrate what makes us different as humans. Thinking about why this is important for a range of audiences is an integral part of the course.</p>	<p>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.</p>	<p>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.</p>
--	--	---	---	---	---	---

MFL

<p>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.</p>	<p>In Year 11 we discuss the idea of relationships and we link to this by showcasing non-traditional family and relationship units</p>	<p>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</p>	<p>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.</p>	<p>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</p>		<p>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</p>
---	--	---	---	---	--	---

Music

				<p>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.</p>	<p>Music brings together people from different cultures and forgets their backgrounds to embrace a new way of life. Many different cultures have used music to teach and the same phenomenon is seen our school today. Music is a positive influence on social diversity. Students study a wide variety of cultures and musician's from all different backgrounds.</p>	<p>Y8 students study a variety of world musicians representative of a range of ethnicities.</p>
--	--	--	--	--	--	---

PE & Sport Science

	<p>Y7 / 8 cultural capital sections mention a focus on mental health, disability / Paralympics, race in sport and gender in sport</p>	<p>100% inclusive curriculum (no gender based activities) , Promotion of events, trips and examples used male england coach alongside female england coach etc</p>	<p>Celebration of sports stars and their journey (social media), Participation (gender and sport debates) barriers and challenges (Examination PE)</p>	<p>with diversity of person and experience. Participation and its barriers (BTEC/GCSE) links to disability, culture, religion, gender, age and socioeconomic status</p>		<p>Sports Stars social media, Reading lists</p>
--	---	--	--	---	--	---

PSHE

<p>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.</p>	<p>Throughout all year groups, students study diversity, tolerance and healthy relationships.</p>	<p>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.</p>	<p>Year 10 and 11 learn about diverse families including LGBT relationships, marriage and the ways families can be created including surrogacy and adoption.</p>	<p>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.</p>	<p>During Autumn in year 8 and summer in year 10 students learn about the changes in laws and the acts surrounding diversity and equality.</p>	<p>A variety of famous figures and role models are used throughout all year groups to celebrate diversity and equality in numerous ways</p>
--	---	---	--	---	--	---

Religious Education

<p>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.</p>	<p>Study of RE in all years helps to build an understanding of diversity around the world and helps to build tolerance and acceptance in our students. Y8's study of young Sikhs and Muslims gives students an understanding of how stereotypes affects people of their own age and students look at ways to help reduce stigmas.</p>	<p>Year 10 ethics we study the roles and responsibilities associated with gender, from the view point of Christianity and Hinduism. We assess traditional and modern views. We also review same sex marriage and the religious views towards them as well as observing the legalities towards same sex marriage.</p>	<p>Within our relationships topic, we look at family types and the perceptions/stereotypes associated towards them. This includes family types such as same sex and adoptive families. We also look at the religious views towards same sex marriage.</p>	<p>Y7 - opening with 'The Big Questions' is a useful springboard to get students thinking about how RE applies to a number of different contexts. Diversity and difference in terms of religion and cultures, is constantly taught throughout all years.</p>	<p>Within 'Human Rights' topic (year11), we look at when human rights were created and the history of those who have stood up for human rights.</p>	<p>We learn about a range of religious individuals who are role models. Jesus, Martin Luther King, Mother Theresa, Oscar Romero, Chico Mendes.</p>
---	--	--	---	--	---	--

Science

<p>Religion v science in a number of different topics- always ensuring this conversation remains balanced</p>		<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>	<p>Y7/9- IVF debate on families suitable for IVF. Includes lone female parents and a lesbian couple</p>	<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>	<p>Scientists such as Alan Turing (LGBTQI+); Marie Curie and Rosalind Franklin (females in a male-dominated science world)</p>
---	--	--	---	---	--

Sociology

<p>The Equality Act (and the 1970 Equal Pay Act) are explicitly taught in the Family unit in Year 10 - whereby students look at the legality of equality and the discrimination genders, ethnicities and sexualities have faced - and also in Y11 in the Social Stratification Unit whereby students learn how life chances of ethnicities, genders and sexualities have been affected</p>	<p>Students in Y10 learn about how Education can discriminate based on gender and ethnicity, Students learn what labelling is, from an interactionist perspective, and how students can achieve a master status and a self fulfilling prophecy. They also learn about the attainment national statistics for different</p>	<p>In the Y10 family unit, students look at different family types and - specifically - with a Feminist lense, they look at the gender stereotypes of gender roles in the family. In the Y10/11 Crime and Deviance unit students learn about discrimination for genders (chivalry thesis, labelling) and discrimination against ethnicities - for</p>	<p>This is explicit through the Family unit. Same sex families are explicitly taught</p>	<p>This is a key tenet of all units of Sociology. This is explicitly taught in Y11 Social Stratification where students discuss and evaluate how power in UK society has diversified and life chances and social mobility have changed for different groups in society.</p>	<p>A range of Marxists, Functionalists and Feminists (including recent ones like Justin Welby), significant movements such as the Occupy movement and Black Lives Matter; recent vigil for Sarah Everard; Stephen Lawrence case and the Macpherson Report; Apartheid and Nelson Mandela; pillars of the LGBTQ+</p>
--	--	---	--	---	--