



## Shared Journeys, Unique Memories - Diversity - Our Curriculum

B E A U L I E U	Our Context:
	A small village school on the Beaulieu Estate. Most children live out of catchment and arrive by car. Many live on the Waterside (an area of national deprivation). The vast majority are white British. Relationship building in Autumn term for year R is crucial due to a lack of preformed relationships on entry. Our curriculum needs to: reflect ethnic diversity; build independence; provide wider experiences; support building resilience and coping with challenge and change; teach about safe use of social media; provide experience of leadership and responsibility
I N T E N T I O N	Our Vision:
	Our vision is of a school family within which each child is inspired to have self-belief, to love learning and to strive for their personal best. We seek to prepare our children to thrive in an uncertain future by teaching them to embrace their own individuality, to form strong relationships with others, to think creatively and to work hard.
I M P L E M E N T A T I O N	Diversity
	We are committed to creating a curriculum that recognises and celebrates difference within a culture of respect and cooperation. Through our curriculum children <b>learn about the British values</b> and <b>experience diversity</b> . Diversity relates to the protected characteristics: age, disability, gender reassignment, race, sex, maternity and pregnancy, religion or belief, sexual orientation and marriage and civil partnership.
I M P L E M E N T A T I O N	Journeys to Excellence
	Using rich language/ high quality texts, regular retrieval and a spiral curriculum
	Whole School

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**EYFS:** Communication & Language; Personal, Social & Emotional Development; Physical Development; Literacy; Mathematics; Understanding the World; Expressive Arts & Design. All underpinned by secure characteristics of effective learning.

Reading	Writing	Maths	Science
<ul style="list-style-type: none"> <li>● Select books that represent a wide range of cultures, backgrounds and experiences</li> <li>● Texts that offer diverse perspectives, time periods and social contexts to broaden understanding of the world</li> <li>● Characters that defy stereotypes</li> <li>● Books illustrated and written by authors from diverse backgrounds</li> <li>● Reading scheme -Big Cat Collins books are inclusive and give different representation to all readers. Books from a range of ethnic backgrounds.</li> <li>● Books that offer different viewpoints on the same topic, helping the children to see there isn't one way to see the world.</li> <li>● Books written by authors of different cultural backgrounds to broaden children's exposure to varied writing styles.</li> <li>● Encourage children to step into the shoes of a</li> </ul>	<ul style="list-style-type: none"> <li>● Text drivers that touch upon our differences in behaviours and appearances.</li> <li>● Authors of colour and ethnic minority background - poetry</li> <li>● Character Development: creating diverse characters, exploring motivations, and understanding perspectives.</li> <li>● Collaborative writing opportunities - a chance to share ideas and respect different contributions.</li> </ul>	<ul style="list-style-type: none"> <li>● Range of diverse characters modelled through the White Rose resources</li> <li>● Books used for problem solving and linked to the curriculum show a range of cultures and characters.</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Range of human images used (ethnicity / disabled) :</u> <i>Humans / Growing Up / The Human Body / The Digestive System / Animals including Humans / Reproduction</i></li> <li>● <u>Foods from a variety of cultures:</u> <i>Humans / The Human Body / The Digestive System / Nutrition and Diet</i></li> <li>● EYFS: Books used and linked to the curriculum show a range of cultures and characters.</li> </ul>

<p>characters and consider how they might feel in a similar situation.</p>			
<p><b>DT</b></p>	<p><b>History</b></p>	<p><b>Geography</b></p>	<p><b>RE</b></p>
<ul style="list-style-type: none"> <li>• Culture and seasonality - Mayan Lunch - look at farming, history in different countries Y5/6</li> <li>• Culture and seasonality - Quiche from France Y5/6</li> <li>• Culture and seasonality bread from around the world Y3/4 - looking at different cultures/religions</li> <li>• Discussions - food around the world (global perspectives) food origins</li> </ul>	<ul style="list-style-type: none"> <li>• Key figures from the past- (ethnicity) Mae Jennison, Mary Seacole</li> <li>• Range of monarchs studied (gender) - King John, James I and VI, Queen Anne, Queen Victoria, Queen Elizabeth</li> <li>• Titanic- discrimination of classes, inequality between classes.</li> <li>• World War 2- gender inequality- women spies.</li> </ul>	<ul style="list-style-type: none"> <li>• Comparative studies: Pupils compare life in the UK with life in countries around the world helping them appreciate different ways of living.</li> <li>• Cultural practices: Lessons include learning about traditions, clothing, food and festivals in various parts of the world, promoting respect and curiosity.</li> <li>• Local to global: Students learn how communities around the world are both similar to and different from their own.</li> <li>• Urban vs rural diversity: Pupils explore how people live in different settings, helping them see the range of lifestyles and community structures.</li> <li>• Global voices: Stories, videos, or case studies from children around the world give students a direct window into others' experiences. (Australia, Chocolate)</li> <li>• Avoiding bias: Teachers challenge misconceptions through accurate, balanced content (Madagascar).</li> <li>• Fair trade and global inequality: Pupils explore how geography affects people's lives and how they can make a difference. (Chocolate)</li> </ul>	<ul style="list-style-type: none"> <li>• In depth study of religion over time. Aims to foster understanding and respect for different religions.</li> <li>• <b>EYFS:</b> Christianity, Judaism and Hinduism</li> <li>• <b>Y1/2:</b> Christianity, Judaism and Hinduism</li> <li>• <b>Y3/4:</b> Christianity, Hinduism and Buddhism</li> <li>• <b>Y5/6:</b> Christianity and Islam</li> <li>• Encourage children to see how similar and different from others, emphasizing everyone is welcomed and valued.</li> <li>• Help children understand that people's beliefs and practices can be diverse and not all individuals views in a religion or worldview hold the same view.</li> <li>• Respect the beliefs and values of others, even if they differ from their own.</li> <li>• Incorporate a range of resources including stories, images, videos, and artefacts</li> <li>•</li> </ul>

		<ul style="list-style-type: none"> <li>Use of diverse maps and images: Teaching avoids stereotypes by showing modern, realistic images of different countries and communities.</li> </ul>	
<b>Art</b>	<b>Music</b>	<b>PSHE</b>	<b>PE</b>
<ul style="list-style-type: none"> <li>KS1 - Aboriginal Art</li> <li>KS2 - Egyptian</li> <li>KS2 - African Art</li> </ul> <p>Focus Artists from different cultures:</p> <ul style="list-style-type: none"> <li>Matisse: French</li> <li>Vann Gough: Dutch</li> <li>Maria Merion: German</li> <li>Eric Cole - USA</li> <li>Eddie Martinez: USA</li> <li>Leonardo Da Vinci: Italian</li> <li>Joseph Cornell: USA</li> <li>Anni Albas: German - Jewish</li> <li>Shaun Tan - Australian</li> <li>Salvador Sali - Spanish</li> <li>John Muafangejo - Namibian / Southern Africa</li> </ul>	<ul style="list-style-type: none"> <li>Fostering respect for music associated with different cultures and the diversity of this music. <ul style="list-style-type: none"> <li>South and West Africa</li> <li>South America</li> <li>India</li> </ul> </li> <li>Helping them to see that music plays an important role in many cultures around the world. <ul style="list-style-type: none"> <li>Holi Festival</li> <li>Chinese New Year</li> <li>Hamami Festival</li> </ul> </li> <li>Providing opportunities to further explore moral issues surrounding different music styles and to understand how viewpoints have changed over time (WW2, rock and roll).</li> <li>Broadening their awareness of cultural diversity by introducing them to music from around the world.</li> <li>Allowing them to understand more about the importance of music in their own and others' heritage.</li> </ul>	<ul style="list-style-type: none"> <li>Jigsaw emphasises diversity and inclusivity by teaching children to celebrate differences and understand that they don't need to be feared.</li> <li>Celebrating difference puzzle - celebrating similarities and differences.</li> <li>Jigsaw lessons explore the concept of equality, emphasizing fairness and equal treatment for all</li> <li>Jigsaw includes lessons on bullying. It is vital we create a safe and inclusive environment.</li> <li>Jigsaw includes lessons on diverse family structures and relationships, ensuring children feel represented and accepted.</li> <li>Children are taught to treat differences with respect and that no form of discrimination is tolerated.</li> </ul>	<ul style="list-style-type: none"> <li>Cultural activities - exploring traditional dances or games from different cultures link to current topics.</li> <li>Differentiated Instruction: Recognize that children have varying abilities, fitness levels, and learning styles.</li> <li>Task differentiation: Provide different levels of challenge within the same activity. For example, offer different size balls, varying distances for throwing, or modified rules for games.</li> <li>Pupil voice - choice over warm up activities and how to adapt learning to suit their needs.</li> <li>Visitors to inspire children to be from different disabilities.</li> <li>Equal opportunities - providing extra- curricular activities for all</li> </ul>
<b>MFL</b>	<b>Computing</b>		
<ul style="list-style-type: none"> <li>Focus on Spanish and French cultures.</li> <li>Children appreciate different cultures</li> </ul>	<ul style="list-style-type: none"> <li>Words like "programmers," "coders," and "engineers" are used for gender-neutral names in problem-solving scenarios.</li> </ul>		

	<p>including different languages, foods from different countries and different family units. Units: Las Verduras (Y3/4 Spanish), Ma Familie (Y5/6 Spanish), Yo en el Mundo (Y5/6 Spanish), Mi Familia (Y5/6 French).</p> <ul style="list-style-type: none"> <li>Focus on cultural celebrations - Eid and Christmas in the unit: Yo en el Mundo (Y5/6 Spanish).</li> </ul>	<ul style="list-style-type: none"> <li>Range of diverse characters modelled through the Purple Mash resources/platform.</li> </ul>		
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<b>I M P A C T</b>	High outcomes and strong progress for all children regardless of individual characteristics, background, needs and starting points	Children with positive attitudes to learning, behaviour, attendance and with experience of leadership	Well-rounded learners who have the knowledge, skills and understanding for the next phase of their education	Confident, creative and hard-working children	Kind children with the skills to form good relationships with others	Courageous children who have aspirations for their future lives
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