



The Weatheralls Primary School

Equality Objectives

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Staploe Education Trust
Excellence through partnership



These equality objectives should be read in conjunction with the Trust's Public Sector Equality Duty Statement and Equality Policy.

At The Weatheralls Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

To enable us to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

- To promote cultural development and understanding through a rich range of experiences ensuring pupils' opportunities are not limited in any area of the curriculum and wider school life.
- To commit to closing gaps in attainment and achievement especially for:
 - Pupils eligible for Pupil Premium
 - Pupils with Special Educational Needs and Disabilities
 - Looked After Children

By overcoming barriers to learning, ensuring that pupils within these groups achieve in line with their peers and thrive within school.

- To review and improve our levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

Our Curriculum

The humanities curriculum (history, geography, RE) provides a framework for teaching content that aligns with the needs of our community, ensuring that pupils are ready for the next step in their learning and are prepared to become global citizens of the 21st century.

We are proud of our curriculum threads, which represent five fundamental concepts that we want our pupils to learn, understand and demonstrate so that they can meaningfully engage with the diverse world around us and develop empathy for others. These threads enrich our curriculum with the cultural capital needed to thrive in the wider world.



CURRICULUM THREAD

Diversity

WHAT IS THIS CONCEPT?



Diversity represents, celebrates and values difference. It tackles discrimination, promotes equality and fosters good relationships between people and their environment.

Definition

- a) The state of being diverse; variety.
- b) The practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.

In context

Our oceans are home to a rich **diversity** of species. **Diversity** promotes new understandings of our common humanity.



Origins

Middle English from Old French diversite, from Latin diversitas, from diversus 'diverse', past participle of divertere 'turn aside'.

Related vocab



language gender **race** nature **science**
landscape **environment** The universe
migration **representation** tolerance **empathy**
inclusion **identity** difference **equality**

What it is not...

- A curriculum 'bolt-on' e.g. Black History Month, International Women's Day.
- An avoidance of difficult questions around race, gender, sexuality, religion or disability.
- Seeing diversity as 'other'.
- Forgetting the diverse make-up and history of Britain.
- Ignoring the importance of science and geography in helping children understand difference.



What it is...

- Increasing creativity, encouraging open-mindedness and providing a wealth of opportunities.
- Laying down foundations for an inclusive society that embraces difference.
- Improving social skills, increases confidence and teaches us to be more accepting of people who are different to ourselves.
- Developing a multitude of valuable attitudes and transferrable skills such as acceptance, inclusion and equality.
- Recognising difference in our society and environment and understanding how those differences shape our history and our universe.
- Studying significant figures and events in history that represent diversity.
- Helping children realise their place in the world and how we are all connected to each other.
- Identifying bias and considering other perspectives.



AGENCY

WHAT IS THIS CONCEPT?

Agency is the capacity and propensity to take purposeful initiative – the opposite of helplessness. Young people with high levels of agency do not respond passively to their circumstance; they tend to seek meaning and act with purpose to achieve the conditions they desire in their own and others lives.



IN CONTEXT

When pupils are **agents** in their learning they are more likely to have learned how to learn.

A well-developed sense of **agency** can help individuals overcome adversity.



DEFINITION

- a) Action or intervention producing a particular effect.
- b) A thing or person that acts to produce a particular result.



ORIGINS

Mid-17th century from medieval Latin agentia, from agent- 'doing'.



RELATED VOCABULARY

ownership **privilege**
responsibility
empowerment **resilience**
freewill thoughts into
actions **self-regulation**
sociology metacognition
strength **mindset**
self-determination



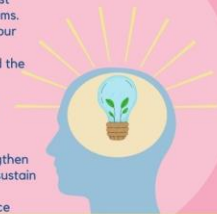
WHAT IT IS NOT

- Participating in learning because you have been told to rather than because you understand the positive impact it will have. Always adult-led.
- Thinking that hard work and effort will earn you external praise as opposed to internal motivation.
- Using positive words and phrases in place of taking real action



WHAT IT IS

- Having enough self-regulation and control to exist comfortably within societies structures and systems.
- Feeling safe to speak up whilst recognising that our words can exert influence in our environment.
- Identifying what we believe about ourselves and the way we wish to be perceived by others.
- Taking ownership of our learning by recognising thoughts and feelings, overcoming barriers and developing resilience.
- Taking action that will affect future outcomes.
- Using our own power to build, restore and strengthen a positive state of mind, needed to engage and sustain effort in learning.
- Developing strength of emotion in order to bounce back when things get difficult.



Curriculum Thread: CULTURE

What is this concept?

Culture is a collection of information (or meanings) that is transmitted between individuals, shared within a population and maintained across generations over a period of time. A person may belong to many different cultures.



Definition

- a) The arts and other manifestation of human intellectual achievement regarded collectively
- b) The ideas, customs and social behaviour of a particular people or society

In context

20th century popular **culture**
People from many different **cultures**

Origins

In late middle English the sense was 'cultivation of soil' and from this arose cultivation of the mind, faculties or manners.

Related Vocabulary

fashion music art architecture language cuisine
symbols religion history heritage spirituality academia
The Arts creativity literature traditions and rituals
intellectual achievement civilisation and customs

What it is not...

- Cultural stereotypes
- A list of holidays, shared recipes, religious traditions or languages
- One off visits to a museum or at gallery

What it is...

- Understanding lived experiences that are unique to each individual
- Valuing culturally different individuals and heritages
- Building cultural knowledge of ethnically diverse group, families and communities
- Seizing opportunities to create, design, devise, compose and choreograph
- Exploring individual creativity and that of others
- Using arts specific vocabulary to respond, evaluate, explain analyse, question and critique artistic work
- Recognising, valuing and critiquing culturally significant artists, artworks, architecture, music, literature and their importance throughout history
- Sharing cultural knowledge and understanding through intellectual conversations, debate and enquiry.



Curriculum Thread POSSIBILITIES

WHAT IS THIS CONCEPT?

Possibility offers the chance to wonder, speculate and to allow yourself to move away from the given to a new place of 'it could be...'

DEFINITION

- a) Something that gives you the chance to achieve
- b) If something has possibilities it can be improved or made successful

IN CONTEXT

Considering all of the **possibilities**, I believe that...
See the **possibilities** in everything.

ORIGINS

From Old French describing a state, fact, or condition of being possible. A possible thing or substance; that which may take place or come into being.

RELATED VOCABULARY

aspiration ideas initiative
enquiry curiosity critical thinking
growth spirituality technology sport
design role models STEM

WHAT IT IS NOT...

- One off thinking that is disconnected from the bigger picture.
- Given to children instead of created by them through their environment.
- Simply identifying the problems without the fortitude to action solutions.

WHAT IT IS...

- Knowing the world is full of opportunities and that we can achieve all we set our minds to.
- Inspiring children to improve their own lives and fulfil hopes and dreams.
- Exposing children to the potential they are capable of.
- Providing stimulus to encourage wonder and enquiry.
- Considering all the possible outcomes of any situation.
- Learning about role models in history and how they made their mark.

CURRICULUM THREAD DEMOCRACY

WHAT IS THIS CONCEPT?

One fundamental principle of democracy is that it allows people to participate in decisions that affect their lives. It follows that in a healthy democratic society every voice matters.

IN CONTEXT

Democracy is based on the idea that everyone should have equal rights and be allowed to participate in making important decisions.

DEFINITION

- a) A political system that allows the citizens to participate in political decision-making
- b) To elect representatives to government bodies.

WORD ORIGIN

Democracy, literally, rule by the people. The term is derived from the Greek *dēmokratia*, which was coined from *dēmos* ("people") and *kratos* ("rule") in the middle of the 5th century BCE to denote the political systems then existing in some Greek city-states.

RELATED VOCABULARY

tolerance debate
discussion fairness
influence leadership
decision-making law
human dignity politics
government respect
justice freedom
community opinion
rules & rights equality
protest truth
values voting

WHAT IT IS NOT

- Learning about political systems and structures without opportunities to live it and experience this in action.
- Protecting children from controversy.
- Simply voting in a school council representative.
- High-achieving, confident voices dominating.

WHAT IT IS

- Modelling the way democracy works in the school community.
- Learning that democratic communities are strong enough to contain their deepest differences by allowing children to confront diverse opinions with tools to help overcome conflict.
- Planned opportunities to listen to children and the issues that affect them.
- Engaging all children in discussion and debate about issues that affect society.

The study of history, geography and religion directly foster moral values and positive attitudes that will help us improve our world. Our humanities focused curriculum exposes pupils to the study of humans in society through time and their interactions with the planet.

These subjects, when led by the curriculum drivers and underpinned by curriculum threads, will provide knowledge, skills and understanding for pupils to:

- Be curious
- View human challenges, quests and achievement through the traditions that have shaped them
- Gain language and ideas to challenge how power works in society and how that results in equality and suffering
- Value the diverse experiences and contributions of others
- Look across time, space and culture and build a sense of identity
- Understand the power of people working collaboratively to seek truth
- Gain concepts as tools for thinking critically, precise thought and rigorous argument, to describe, explain and change the world for common good
- Appreciate and participate in the arts through richly diverse and varied sources

Our curriculum opportunities allow our pupils to develop their skills and attitudes, recognising the differences in our rich society.

Opportunities For All

We encourage all of our pupils to take part in the wealth of opportunities and activities available within our wider school community, promoting inclusion, creativity and the development of skills and positive attitudes.

Here are some of the opportunities available to our pupils this academic year;

- Working with the Fitzwilliam Museum on a wide variety of projects including the “museum roadshow style event” in May 2023 for pupils in Years 5 and 6. This event will focus on the wide range of jobs which are available when working in a museum and the opportunities this can bring.
- We have our own girls football club which has started to take part in tournaments.
- We have a school choir, open to all our pupils, that have performed at the O2 arena.
- Year 4 pupils will be taking part in a residential event.
- Pupils are encouraged to participate in the Brass Roots project, which is designed to enable pupils to take up a brass instrument.

During the summer term we will be running a diversity week; linked to a range of diverse books using the principles of philosophy for children.

Objectives Review

These objectives will be reviewed as part of the Trust’s Equality Duty Statement.