

Equality and Diversity Education at The Castle School

Understanding and acting on equality and diversity issues is central to the Personal Development strategy at The Castle School. Alongside #notatourschool, the tutor programme, PSHE, assemblies and the universal enrichment offer, we have explicitly planned to teach equality and diversity issues within the curriculum.

| Subject | SoL | Substantive Knowledge |
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| English | Yr Oracy Unit | Politics, debate, local community |
| | Yr 8 voices against oppression | Issues of identity, representation and oppression (race, religion, ethnicity, gender, sex, disability etc.); the language of oppression (exploitation, cultural imperialism, violence, powerlessness, marginalisation); |
| | Yr 8 Coram Boy | Childhood in the 18 th Century, mental health in the 18 th century, issues of race and discrimination, issues of class |
| | Yr 9 Purple Hibiscus by Adichie | Nigerian politics since independence in 1960; the impact of colonialism as well as themes closely linked to adolescent issues like growing up, identity and family relationships; more challenging themes: domestic violence and religious oppression. Issues of identity, representation and oppression (race, religion, ethnicity, gender, sex); the language of oppression (exploitation, cultural imperialism, violence, powerlessness) |
| | GCSE – An Inspector Calls / Lord of the Flies | Politics and world views eg socialism, capitalism, philosophy |
| | GCSE - Speaking and listening | Students choose an issue that impassions them and present for around 2 minutes to the whole class. Colleagues promote rhetorical devices and knowledge to make discourse more successful. |
| History | Across KS3 | The History ICON project – History Prefects are looking to add Iconic Historical figures from different backgrounds to Diversify the curriculum |
| | Universal to all Years | Black History Month – Every October History lead on Black History month through assemblies and Morning PSHE sessions. |
| | Yr 7 Black Death | Consider the social impact as well as the physical to see how the Black Death changed society. Students gain more of an understanding of the social history of the peasants. |
| | Yr 8 British Empire | Students to understand the role of Empire in Britain’s expansion and impact on society that took place. Students to understand whether the Empire was a force for good or not on its people and to reach a judgement based on evidence. |

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| | | Students to then look at another world empire to look at the differences and impact of the British on the ending of the Mughal Empire. |
| | Yr 8 Slavery- Why did so many people in Bristol want to bring down Colston's Statue? | Students to understand the role of Britain's role in the Transatlantic Slave Trade and why slavery was abolished. Students to understand the significance that Slavery has played in Local history (Bristol.) |
| | Yr 9 Holocaust | Students to know about the impact Nazis had on those who were non - German. To understand the steps towards Holocaust and the nature of Genocide. Students to be able to understand resistance during this time and the weakening of dictatorship and re-emergence of democracy. |
| | Yr 9 Swinging Sixties | Students to understand how values, life and attitudes were changing, including growing freedoms, rights and social change |
| | GCSE- Nazi Germany | Nazi Germany- explore issues such as politics and world views (fascism, communism, socialism, liberalism), the impact of socio-economic process on political views eg 1929 Great Depression. Look at what life was like under the Nazi regime- young people, women, religion, race. Explore the holocaust within the content of WWII. |
| | GCSE History | The Role of Poverty and how Elizabethan society dealt with that – students consider how we deal with poverty today. |
| | GCSE- People's Health | Explores issues around socio-economic difference and the impact of disease and healthcare through time. Comparisons made between time periods, improvements, pandemics etc |
| Geography | Yr 7 - Africa | A prime opportunity to broaden students' horizons and challenge misconceptions students may have about Africa. |
| | GCSE – Urban Issues: Bristol and Rio de Janeiro | Dereliction, Economic opportunities, Inequalities, Pollution, Sanitation, Social deprivation, Social opportunities, Squatter settlements, Urbanisation, Urban regeneration, |
| RE | All the way through the curriculum- based around three themes of belief, belong and behave. Focused depth studies of all world religions. In Year 7, students consider their identity and how this can differ through different culture – through hair. In Yr 8 there is a specific unit addressing prejudice and discrimination, linking with #notatourschool – unit 1, start of Year 8 – seems most appropriate to teach here, given the incidents and ages where we have to FTE for discrimination. Islam is taught in Yr 8 in order to address any Islamophobic belief. The full course is offered (as Philosophy of Religion and Ethics) where students get to explore philosophical and theological issues around war and peace, family, nature of God and develop their own viewpoint. | |
| Food | Yr 7 Foods around the world Yr 8 Multicultural foods | The factors that affect what foods we eat and how this varies around the world. What are multicultural foods? Religion and educating themselves with different cultures and traditions. Adapting recipes to suit families with variety of different diets and nutritional needs. |

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| | Yr 8 The Food Quest Year 9 Food Choice GCSE Food Choice various | Where does food come from and what choices do we have. Adapting recipes and looking at budgeting, allergens, diet related health conditions Exploring various reasons why we chose different foods. Explore various cuisines and diets (veganism) |
| Music | Yr 7 Voice and musical features | Diversity of musical features including: African Folk songs, Inuit throat singing, Yodeling, Monk Gregorian Chanting |
| | Yr 8 West African Djembe Drumming | Traditional West African Spirituals West African Djembe Drumming Gumboot dancing (South Africa) Black History Month – focus at start of all lessons across October |
| | Year 9 Musicals | Sing Seasons of love from Rent. Discussion around the synopsis, AIDS and HIV |
| | Year 9 Blues | Appraising blues music throughout its history. Its origins, how it was developed and understand how blues and jazz has influenced popular music including fusion. Discussions about the Slave Trade and Work Song. |
| Design and Technology | Yr 7 Squashed tomato challenge | Research into the farmers of Nepal |
| | Yr 8 Literacy activities | Why is Lewis Howard Latimer so important to the design of the light bulb and telephone? |
| | Yr 9 Literacy activities | Zaha Hadid: A look back at her work |
| Performing Arts | Year 7 African People's Dance | The journey of traditional African People's dance through its roots in Eastern Africa to Brazilian Capoeira, over to America as the Lindy Hop and Charleston grew in popularity. We then track it to more contemporary dance styles and see its influence in jazz and street dance and break dance. Students will gain knowledge of the key stylistic qualities that appear in all these styles and the lifestyle and culture that made it so popular. |
| | Yr 7 Theatre Through Time | An exploration into the history of theatre as we track back to its roots in Ancient Greek Theatre and Commedia dell'arte. Students will gain knowledge about important movements in theatre history and the different styles of theatre that were popular in the past. |

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| | Year 8 Noughts and Crosses | Students build skills of empathy as they explore characters from a parallel world wear the Crosses have the power and the Noughts are treated as second class citizens. This will help prompt lots of rich conversations about our own history and how the world is developing. |
| | GCSE Drama course | The whole course is about students understanding the craft of drama and combining it with their growing confidence. Frequent opportunities to perform and develop own opinions. Blood Brothers is studied which further explores issue of class and socio-economic discrimination. |
| Art | KS3 & KS4 art/textiles/photography lessons | We aim to use a wide range of artists from around the world, from different ethnicities, cultures, sexual orientations etc... They are built into the projects that we teach students from KS3 through to KS4. |
| | Year 7 Painting | Looking at the work of Van Gogh and discussing his mental health in connection with his art |
| | Year 7 African Art & textiles | Studying the work of artists from African countries, learning how their work is impacted by their religion, history, use of symbols and materials available to them. |
| | Year 8 Portraits | Showing students how to draw faces and understanding that everyone's face is different, using a wide range of exemplar images of people from around the world for students to refer to and draw from. |
| | Year 9 Urban Decay | Studying the work of artists connected to Stonewall and the AIDs crisis (Haring) as well as looking at current issues faced in our world today such as politics, crime, faith, and how artists use their work as a platform for voicing opinions peacefully (Banksy, Basquiat) |
| | Year 10 Fine Art/Photography - Identity | Exploring the idea of 'Identity; and what it means to individuals, look at culture, religion, emotions, opinions etc... students are encouraged to express themselves in their work. |
| PSHE | See PSHE curriculum map especially, the diversity strand | |
| PE | <p>Within PE we have broken down gender stereotypes within sport so that there is equal access to all sports in terms of curriculum and enrichment. If some sports/activities are not accessible in the curriculum, provision in the enrichment programme will allow opportunities to enhance this.</p> <p>In house sports, unless advised by NGB's there is equality in terms of set events. We made the change on Cross Country for the event to be mixed and all students regardless of agenda to run the same distance.</p> <p>In terms of diversity, we have set up clubs that are different to our curriculum that other students can participate in, archery, long sword are very popular.</p> | |
| Modern Languages | KS3 – all languages - Promoting a range of relationships in set texts. | |

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| | Spanish – poverty and war in El Salvador |
| | KS4 – topic ‘role models’ - talking about key figures who have campaigned on key issues to promote equality and diversity in society. |