



Equality and Diversity Statement

At **Preston Primary School**, our pupils are taught to be:

- Understanding of others.
- Celebratory of cultural diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school.
- Treat other members of the school unfairly.

The school's employee's will:

- Promote diversity equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.

Why do we teach it?

We believe that children need to understand equality, diversity and human rights as this knowledge helps them to understand how they should be treated and how to treat others.

When we promote equality, we create a safe environment for children to challenge, discuss, explore, and form lasting values, morals, and opinions.

When children are taught to respect diversity, they gain knowledge and understanding that can help them to improve relationships, tackle prejudice, and make positive decisions throughout their lives. In today's challenging and diverse society, we aid them to have open-minded attitudes.

The principles we use to promote Equality and Diversity in our classrooms.

All children are equal regardless of their religious beliefs, sexual orientation, race, gender, and gender identity. Though we accept that some children will require extra help to have the same opportunities and outcomes as others.

Differences are respected, recognised, and valued because diversity is a strength. These differences may relate to ethnicity, gender, faith, disability, or sexual orientation.

Positive relationships and attitudes are fostered throughout the school. Children, staff, and visitors will benefit as we actively promote mutual respect and positive attitudes.

A shared sense of belonging and inclusion is encouraged in the classroom. This feeling of mutual respect makes it easier for students to participate in school life. It is promoted through actively exploring and demonstrating our school values.

We have the highest expectations for all our children and work hard to raise standards for all, especially the most vulnerable. It is part of our school's ethos to improve the quality of education throughout the most vulnerable groups of students. We actively plan and provide for the vulnerable through our Pupil Premium Strategy.

We challenge stereotyping and prejudice. In our school, all incidences of prejudice-based bullying are reported and challenged. This includes racism, homophobia, or the bullying of somebody due to a disability. We actively challenge gender-based and any other stereotypes that are causing concern.

Ways in which we promote Equality and Diversity in our classrooms

This list is not intended to be exhaustive, though it does seek to reflect the value that we place in our children's understanding of Equality and Diversity. Where possible, concrete examples are used to reflect this approach.

Principle	Example
Values-based class assemblies	Regular assemblies on School Values, Love to Learn, Ready to Work and Be a Good Citizen, promote equality and celebrate diversity.
Music curriculum represents a range of cultures.	Cultural music from across the world is listened to, appraised and sometimes played. This includes a unit on song and dance from other cultures and listening to cultural music. The curriculum sequence has a long-term plan to ensure diversity of coverage.
Study and celebration of Global Festivals and Holidays	Planning in RE supports to recognition of some significant cultural occasions such as Chinese New Year and Diwali as well as Christian celebrations such as Christmas and Easter.
RE curriculum represents a range of faiths	Significant studies take place across the life of children at Preston on Christianity, Islam, Judaism and Hinduism as well as the views of Humanists. Older children debate the role of science in religion.
Women and ethnicity studied with History and Science.	Care has been taken to plan recognition of various people or groups have shaped the world we experience today. This includes the study Empires of the past and the benefits/challenges of Commonwealth countries of today. We look at the role of women such as Mary Seacole, Nellie Baker and the Suffragettes in historical change. We look at Black and British issues through the study of David Oluogo or significance of innovators who have made important discoveries such as Percy Fawcett.
A study of Human Geography, including cultural studies	The geography curriculum is planned to ensure that children spend time learning about how the physical and human features of environments on different continents impact and influence the lives of peoples from around the world. This includes studies of capital cities such as London, England and Banjul in The Gambia, people living near significant rivers in Africa, Egypt and South America or who live surrounded by rainforests, deserts or mountainous regions.
DT curriculum experiences cultural foods	Children in every year complete a cooking unit. This includes some chances to taste and make food from other cultures

	including fajitas and a range of bread types as well as to study local produced food.
Varied PHSE curriculum	<p>A strong PHSE and RSE curriculum allows the acceptance of difference across the setting. This includes an exploration of prejudice, stereotypical perceptions, democracy and our rights and responsibilities, with a significant focus on tolerance from within The British Values.</p> <p>We teach our children how to recognise discrimination in many forms and the ways in which they can challenge it, offering support to those who have experienced maltreatment through demonstrations of empathy and kindness. In these lessons we also look at the impact of racism, asylum seekers and social isolation can have on people we know and others within our local or worldwide communities.</p>
A focus on disability	The school completes an accessibility plan annually and invests money in improvement.
Environmental tours	SLT monitor learning environments. One focus has become to ensure materials reflect the cultures of children in the school and that images on the wall are removed that promote stereotypes. This also includes a review of learning materials to ensure that they are non-racist/sexist/discriminatory.
Pupil Inclusion	<p>The school Council aims to have a representative from a less well represented group on it, for instance children with SEN, EHCP, from a different culture or a Child in Care. (LAC) and will ensure that all children have a voice.</p> <p>In addition, our children with extreme needs are planned for as part of the class as well as given individual support, so that these children can take part in all appropriate class activities. Teachers provide Knowledge Organisers that incorporate images and icons to reduce the amount of written language.</p>