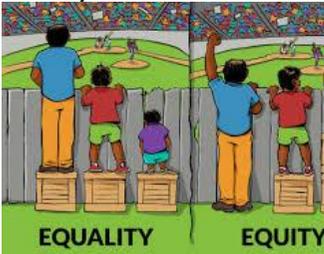
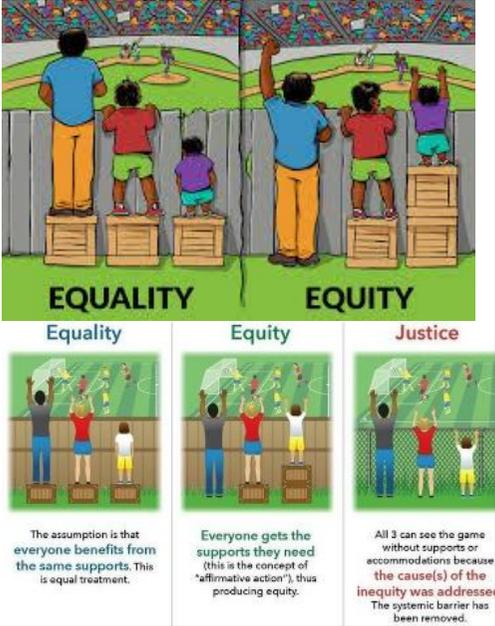
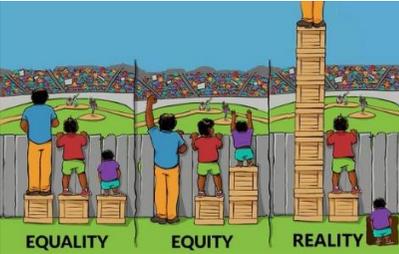
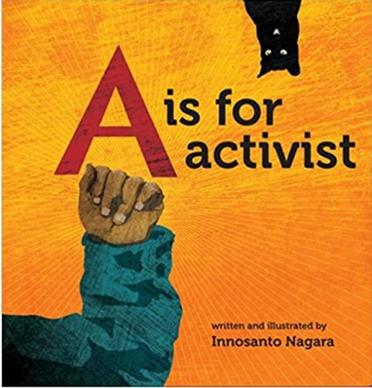
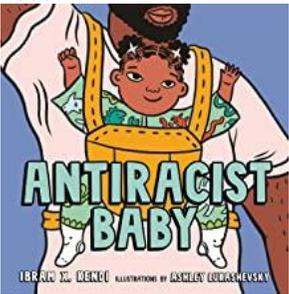
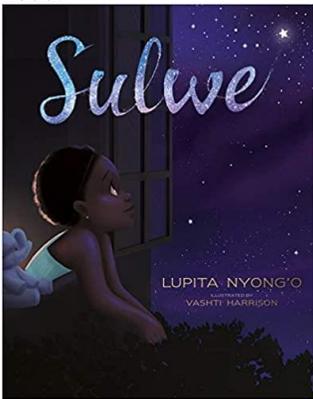
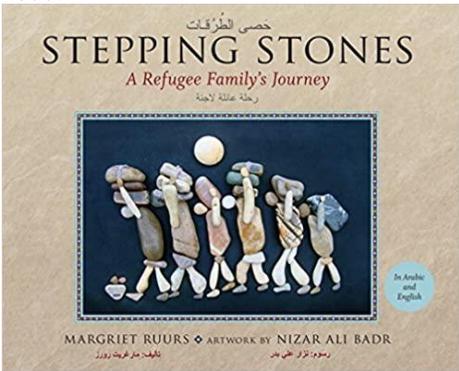
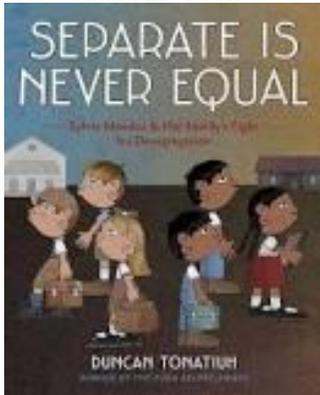
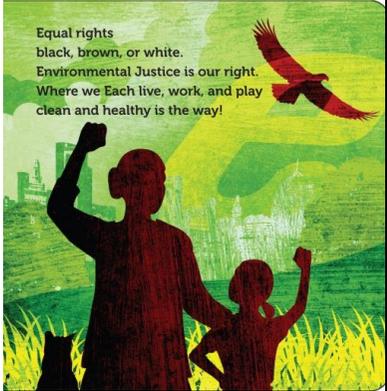


## STRAND PLANNING: Curriculum Drivers Diversity & Equity #2



	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Week 1</b> What is fairness and equity?</p>	<p><b>Year 2</b></p> <p>What does being fair mean?</p> <p>Do an activity where you let all the dark haired children or blue eyed or some other difference play and the others have to work.</p> <p>Wait until someone mentions that this is not fair then discuss why.</p> <p>Now change over and do the same.</p> <p>Can they explain how they felt when it wasn't fair?</p> <p>Ask them to write down a word to describe their feelings or draw a face.</p>	<p><b>Year 3</b></p> <p>What is the difference between equality and equity?</p> <p>Discuss the picture below – can they think of examples where people need help to be able to access the same as everyone else?</p>  <p style="text-align: center;"><b>EQUALITY      EQUITY</b></p>	<p><b>Year 4</b></p> <p>Discuss the pictures below- do they understand the difference between the first and second pictures. Can they think of examples?</p>  <p style="text-align: center;"><b>EQUALITY      EQUITY      JUSTICE</b></p> <p>The assumption is that everyone benefits from the same supports. This is equal treatment.</p> <p>Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.</p> <p>All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.</p>	<p><b>Year 5</b></p> <p>Why is equity important?</p> <p>Discuss the picture below- What do they think it is saying?</p> <p>Do they think this is a fair representation?</p>  <p style="text-align: center;"><b>EQUALITY      EQUITY      REALITY</b></p>	<p><b>Year 6</b></p> <p>Use this book throughout this unit to discuss different pages and topics- Look at a page What is it trying to say? What are their thoughts? How can we change things?</p> 
<p><b>Week 2</b> Equity texts</p>	<p><b>Read:</b></p>  <p>With bold art and thoughtful yet playful text, <i>Antiracist Baby</i> introduces the youngest readers to the</p>	<p><b>Read:</b></p> 	<p><b>Read:</b></p> 	<p><b>Read this book:</b></p> 	<p><b>Read and discuss this page:</b></p> 

	<p>concept and power of antiracism. It provides the language necessary to begin critical conversations at the earliest age.</p>	<p>Sulwe's skin is the colour of midnight. She's darker than everyone in her family, and everyone at school.</p> <p>All she wants is to be beautiful and bright, like her mother and sister.</p> <p>Then a magical journey through the night sky opens her eyes and changes everything.</p>	<p><i>Stepping Stones</i> tells the story of Rama and her family, who are forced to flee their once-peaceful village to escape the ravages of the civil war raging ever closer to their home. With only what they can carry on their backs,</p>	<p>Talk about segregation: How do we make sure school and education is equitable? Is everything fair?</p>	<p>Is it right to protest for what you believe in- what about when violence is involved?</p>
<p><b>Week 3</b> Historical in equalities</p>	<p>Left handed people and right handed people- bias.</p> <p>Ask children which hand they write with- then ask them to change hands and have a go at writing their name.</p> <p>Talk about how hard it was. Tell them that years ago EVERYBODY was made to write with their right hand- was that fair?</p> <p>Now ask them to use left handed scissors if they are right handed and vice versa- how difficult is it?</p> <p>Talk about how lots of utensils are made for right handed people- is that fair?</p>	<p>Children's rights Use the poster at: <a href="https://plan-international.org/child-friendly-poster-convention-rights-child">https://plan-international.org/child-friendly-poster-convention-rights-child</a> to discuss</p> 	<p>Women's rights</p> <p>Split the class into boys and girls and give the girls a sweet but not the boys.</p> <p>Discuss if this is fair?</p> <p>Through much of history, women have not been treated as equals with men. Women were thought to be naturally weaker and less smart than men. Some myths and religions even presented women as a source of evil. For all these reasons, women were not given the same rights as men.</p> <p><a href="https://kids.britannica.com/kids/article/women-rights/353931">https://kids.britannica.com/kids/article/women-rights/353931</a></p> <p>Discuss: should boys and girls be treated differently? Why?</p>	<p>Women and sport Only 14% of 8-10 year old girls and 8% 11-12 year old girls met the recommended guidelines for physical activity in 2016.</p> <p>Why do you think this is?</p> <p>Who won the last world cup? Who won the last women's world cup? Why didn't the same number of people know the answer? Discuss.</p> <p>Complete sport questionnaire- in appendix</p> <p>Analyse the results and see how many female sports champions they have thought of versus male stars. What does this tell us about how women in sport are portrayed in the media?</p>	<p>Racial discrimination- Discuss the recent Black lives matters protests and issues.</p> 
<p><b>Week 4</b> People who fought for / supported equity</p>	<p>Queen Victoria- 1833 Factory Act, Children banned from working in textile factories under the age of nine. All children under eleven to have two hours education a day. Her reign brought many improvements to the education of children especially poor children.</p>	<p>In 2014, Malala Yousafzai received the Nobel Peace Prize, and the World's Children's Prize.</p> <p>She got the prize for her courageous and dangerous fight for girls' right to education.</p>	<p>Emmeline Pankhurst (born Emiline Goulden; 15 July 1858 – 14 June 1928) was a British political activist.</p> <p>She is best remembered for organizing the UK suffragette movement and helping women win the right to vote.</p> <p><a href="https://learnenglishkids.britishcouncil.org/short-stories/emmeline-pankhurst">https://learnenglishkids.britishcouncil.org/short-stories/emmeline-pankhurst</a></p>	<p>John Peters Humphrey, was a Canadian legal scholar, jurist, and human rights advocate.</p> <p>He is most famous as the principal author of the first draft of the Universal Declaration of Human Rights.</p> <p><a href="http://encyclopedia.kids.net.au/page/John_Peters_Humphrey">http://encyclopedia.kids.net.au/page/John_Peters_Humphrey</a></p>	<p>Miriam Makeba, nicknamed Mama Africa, was a South African singer, songwriter, actress, United Nations goodwill ambassador, and civil rights activist.</p> <p>Associated with musical genres including Afropop, jazz, and world music, she was an advocate against apartheid and white-minority government in South Africa.</p>

**Week 5**

Give the children a selection of white and brown eggs and talk about how they are different colours. Ask whether they will be different on the inside.

Get the children to crack the eggs open- messy but fun! Then discuss linking to the colour of skin.



Show children different colour apples and talk about which they like the best- ask for reasons. Cut them open and show that the core is the same.

Link this to how different colour of skin doesn't mean that core values are different.



All the apples no matter what colour have a star inside!

Using smarties share them out unequally and wait for their reaction. Is it fair? How are they feeling? Ask them to write down a word on a post-it. Ask the class how you should share them out.

Now tell them that some of the children are allergic to the red ones. How should you share them out now?

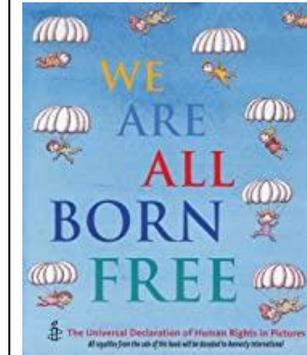
Then tell them that they all have to buy the smarties. Give some of them 10p and others 5p. tell them that the price of a smartie is 10p. Discuss whether this is fair?

Explain how all of this mimics real life and the inequalities that exist- how do they feel about that?



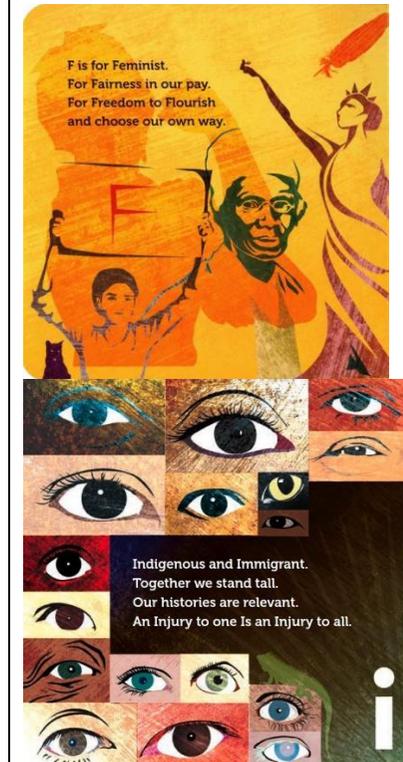
**Declaration of Human rights:**

Use this book to discuss



The Universal Declaration of Human Rights was signed on 10th December 1948. It was compiled after World War Two to declare and protect the rights of all people from all countries. The book celebrates each declaration with an illustration.

**Discuss these pages:**



**Week 6  
Our school & community**

There are people in our communities who may be physically impaired. Does anyone in class have an impairment or know anyone who does? Play games to raise awareness of different physical disabilities. Can your students put on a jumper with just one hand? Can they guide a friend around the classroom with a blindfold on? Can they lip-read what the characters on TV are saying with the sound off? Talk about how people overcome these difficulties.

Are there things that parents should be able to tell children not to do even though they have rights?

What if parents couldn't tell children what to do- what might happen?

Is it fair that older people can do more?

Are there things in our local community that you do not think are fair?

Prompt them to think about clubs that are only for boys such as local football groups or clubs for girls.

What about places where children cannot go unless they are with an adult- is this fair?

Can they think of anything they could do to make their community a fairer place for everyone.

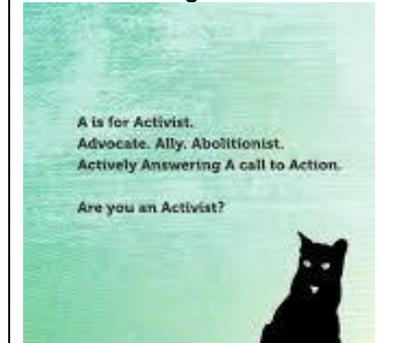
Discuss our equity promise-do they feel that we follow this?

Can they find examples of books that are about diversity?

Can they think of examples where they are taught about aspects of diversity/ equity in lessons?

Can they produce their own charter?

**What is an activist?**  
When have you done something about something that wasn't fair?



SPORTS QUESTIONNAIRE Y5

Look at the statements and then choose whether you agree with the statement or not- there are four options.

Statement	Agree a lot	Agree a bit	Do not agree at all
I am really good at sport.			
I am confident in PE lessons.			
I feel I am as good if not better than anyone else in PE.			
I look forward to PE lessons.			
PE is one of my favourite lessons.			
I am better at sport than other lessons.			
I play sport outside of school.			
I go to a sport after school club			

Can you name 3 famous sport champions?

1. ....
2. ....
3. ....

OUR COMMITMENT TO EQUITY & TO BEING ANTI DISCRIMINATORY



At Boothroyd we promote an ethos of acceptance and understanding supported by our environment, policies and our curriculum.

Most importantly we do not tolerate discrimination of ANY kind.

We know it is important to our staff and pupils that we are not just accepting but that we are ANTI discriminatory which means we actively seek to challenge these behaviours rather than staying neutral or passive.

Our key focus in tackling equality is to educate about gender, race, disability, faith and different family types.

This our promise:

- We will include diversity and inclusion teaching in our curriculum for all year groups - it will be integrated into all subjects
- We will represent different faiths, ethnicities, disabilities and family types in our literature across all year groups with a specific booklist
- We will do an in-depth study of a book relating to these issues in every year group as a minimum
- We will teach children about important historical figures who have fought for equality in every Key Stage 2 Year group
- We will consistently challenge ANY form of discrimination
- We will champion difference and the richness of our community in everything we do
- We will actively discuss current topics and ensure we allow pupils and staff to be curious and support them in finding out answers to questions they do not know the answers to
- We will educate both staff and children around the specific terminology and vocabulary associated with all areas of diversity and equality