



## Overall Summary

The objective of Black History Month was to:

- Promote knowledge of black history, culture and heritage
- Disseminate information about positive black contributions to British society
- Heighten the confidence of black people to their cultural heritage.

An evaluation with a total of **714** responses from students in Years 7 to 13. The total responses by year groups were:

Year 7: **155**

Year 8: **144**

Year 9: **85**

Year 10: **95**

Year 11 : **122**

Year 12: **68**

Year 13: **44**

Of the respondent questions:

**98%** of students stated that they had a better knowledge and understanding of the contribution of black women to British society

**70%** of students surveyed stated that Black History Month had changed their attitudes about the contribution of black people to British society.

**89%** of students stated that they had an increased understanding of the contribution played by black women in specific subject areas.

Survey by Year Groups	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Students stated that they had a better knowledge and understanding of the contribution of black women to British society	100%	99%	100%	98%	96%	96%	95%
Black History Month had changed their attitudes about the contribution of black people to British society.	92%	92%	80%	90%	75%	46%	64%
Students stated that they had an increased understanding of the contribution played by black women in specific subject areas.	89%	95%	95%	85%	84%	87%	89%

## **Feedback by Year Groups.**

### **Year 7**

WWW	EBI
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<ul style="list-style-type: none"> <li>• Students overwhelmingly felt that the way in which they had approached BHM had a very positive impact upon their thinking. One Year 7s comment summarised their thinking: “It has shown me our school represent everyone and no one is left out. “</li> <li>• Students liked the approach which was taken where they looked at key figures in a range of different subjects. They explained that BHM had made them think how in a range of different fields the contribution which black people had made. They had not considered the importance or significance of how people in different activities could still experience racism e.g. sport</li> <li>• Students also enjoyed the opportunity to research key figures and either present or use this as preparation for discussions in lessons</li> </ul>	<ul style="list-style-type: none"> <li>• The Year students had a really positive outlook of their experiences. The suggestions they emphasised included:</li> <li>• Outside speakers which would give them a different perspective. For example, what it is like to be a young black women and the prejudices which they face. Comments stated that they did like listening to the experiences of black students in other year groups</li> <li>• Some of the activities which they had completed could be more interactive. They acknowledged that Covid had restricted their opportunities to do more group work based activities with other classes / students</li> </ul>
<p>The experiences of Year 7 were extremely positive. As one student commented:” I don't think that anything could have been differently, or better, because I learned loads more than I expected to and it was a generally a really important and interesting subject.</p>	

## Year 8

WWW	EBI
<ul style="list-style-type: none"> <li>• Year 8 were could clearly see the wider progress of black women in a range of different subjects. They could begin to recognise the contribution that women had made in a range of different fields of study. As one student stated: “Black History month has impacted me because I have learnt that usually, we only find/see African-American black people and not as many British black people. Of course the people from America have made such a big difference on society and our world, however we also need to recognize and learn more about the black British people.”</li> <li>• Students emphasised the inspirational figures which they had come across in different subjects and recognised the barriers that they had overcome: “ It</li> </ul>	<ul style="list-style-type: none"> <li>• Students felt that there were the opportunities across all subjects where they could have looked at the role of black women. Whilst some emphasised that they had studied scientists and mathematicians, if there was further scope for them to look at fields where black women had been trail blazers</li> <li>• They would also like the opportunity to delve further into some of the key characters that they had looked at. Therefore, the idea that key black figures should be an integral rather than an addition to the existing schemes of learning in subject areas</li> </ul>

<p>has shown me that women are powerful and have many amazing qualities just like men” and “I didn’t know that there was so many powerful women”</p> <ul style="list-style-type: none"> <li>• Students also emphasised that black women have broken into fields which were not just linked to the Arts but Science, engineering, mathematics</li> </ul>	
<p>Year 8 had a really positive outlook on BHM. As part of the revised History curriculum, Autumn Term A had a unit specifically written for all learners about the contribution of black men and women to Britain post 1800s. As one student commented: “It made me see how influential black women made so many impacts [sic] that are more related to me than I thought.”</p>	

### Year 9

WWW	EBI
<ul style="list-style-type: none"> <li>• Students clearly liked the variety of subjects where BHM was promoted. For many learners, where they have a natural interest in a subject, it gave greater resonance and meaning to be able to study inspirational black women who had an impact upon that field</li> <li>• Students felt that there was a real stress on the school recognising the importance of black women and celebrating their overall achievements in a range of different fields. Students felt that areas where women have been marginalised have been promoted and recognised, such as in STEM subjects. As one student commented:” “...as a black young female it has shown me that there are great things that people who represent me have done and that a lot of things black females have done have taken impact on the world</li> </ul>	<ul style="list-style-type: none"> <li>• Whilst there is a clear reduction in the number of students who state it has not changed their attitudes, some 5% of learners commented that they already knew about the contribution of black people to society</li> <li>• Students spoke about the idea of experiencing more black cultural experiences. For example, the idea of black art, music et al. They would like the experience of a whole school day devoted to this.</li> <li>• Like other groups, it was the idea of listening to students and what their experiences have been</li> </ul>
<p>One student quoted “It has showed me that the school is in solidarity with the minorities in the school.” This summarised the feeling of Year 9 who felt that BHM had been a positive overall experience</p>	

### Year 10

WWW	EBI
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<ul style="list-style-type: none"> <li>• Some subject areas had a clear impact upon the opinion of the students. For example, a theme which emerged is the way in which the English department promoted black female authors. There was also recognition of the work which was done by the Art department in promoting BHM. There was also praise for the work completed in the RE department.</li> <li>• Many students were clear that BHM had opened their eyes regarding the impact of black women to the development of specific fields. One student commented: “I now know that black women have had an impact in most of the lessons that i have.”</li> <li>• Students spoken about how BHM had changed their attitudes. Some students spoke how it had made them reflect about their own history. For example, on student stated: “It makes feel more proud of my history and widens my knowledge of what black people have contributed to society.” Another student spoke about raising the issues in assemblies had a clear impact upon her thinking:” .... So by me listening to the talk they had to say it was hard and I know when to stop and just reflect.”</li> </ul>	<ul style="list-style-type: none"> <li>• The picture can be slightly mixed. A very small minority of students (3) claimed that they had not had any experience of the contribution of black women in their lessons</li> <li>• Another small minority of students (2) felt that BHM would not have been acknowledged had it not been very BLM and the school was reactive rather than proactive. One of the students did emphasise how we can look at the curriculum and suggested:” 'Real Black History and how we were kings and Queen and where very powerful in the old society until the struggles Black people went through...'” The other student emphasised that key figures could be embedded within the curriculum through the year and that there should be more organised events where things like micro aggression are spoken about so that BHM does not feel like a tick box event</li> </ul>
<p>It is important to stress that the experience of Year 10 was overwhelmingly positive. As one student stated: “ It brought back all the history of black people I learnt in primary school in Mauritius. Since some of my ancestors were slaves or mistreated because of their skin color, I was touched by the Black History month.” The key is how we look at great depth and breadth of promoting BHM in subject areas within the constraints of an examination year.</p>	

Year 11

WWW	EBI
<ul style="list-style-type: none"> <li>• Year 11 students explained that BHM did have an impact upon them. It had made them think and reflect about the experiences of black people. As one student stated: “It opened my eyes” whilst another student explained that: “It's made me think about what I can do to empower other black people around me.”</li> </ul>	<ul style="list-style-type: none"> <li>• Similar to Year 10, it is too ensure that BHM is delivered in lessons and how it can be woven into the fabric of the curriculum. Students wanted to see it as not a “one off” event but it is celebrated throughout the year.</li> <li>• It was evident that students like listening to outside speakers who have had real life experiences in the outside</li> </ul>

<ul style="list-style-type: none"> <li>• Some of the black students stated that it had made them more proud and aware of their own heritage and culture. One student explained: “Helping me see role models and people like me be successful and come up with big, life changing ideas, makes me feel like I can do the same if I work hard”.</li> <li>• Other students felt that listening to the assembly on micro aggression had made recognise why it was important to talk about such issues.</li> </ul>	<p>world. This can be a positive rather than a negative outlook and how they have overcome or challenged prejudice. Students spoke about how they liked listening to other students</p>
<p>Year 11 spoke positively about their experiences. The challenge is to ensure that the curriculum is focussed upon BHM and that it is not just filtered into one school month but promotes positive role models through the curriculum throughout the school year. One student did summarise: “They've taught me the knowledge of seeing things from a different perspective but not only just for me but for everyone it has shone a light on women in general as having a voice when given a chance to share it.”</p>	

Year 12

WWW	EBI
<ul style="list-style-type: none"> <li>• Year 12 students really liked completing profiles about individual black women in Sociology and Psychology. They stated that it had allowed them to really investigate and explore the contribution of black women in a meaningful way.</li> <li>• Students also liked the focus on the more positive aspects of celebrating BHM. As one student stated: “Black history month is very important to me as I believe it is a month to celebrate black culture and excellence especially the curriculum only teaches us about the negative aspects.”</li> <li>• Students explained that BHM had a positive impact upon their thinking as it raised awareness of the studying it in a range of different subjects. The fact that there was a focus on women raised their ideas and aspirations of what can be achieved.</li> </ul>	<ul style="list-style-type: none"> <li>• Similar to Year 10 and 11, to ensure that there are substantive opportunities across the curriculum where students can learn about black people in a majority of subjects. The key is to ensure that is interwoven into the fabric of the Year 12 curriculum.</li> <li>• Students would also like young black students and external speakers to talk about their experiences. The emphasis is not just been focused in October but across the year.</li> </ul>
<p>It is clear that whilst there was a discrepancy with the number of students explaining how BHM had impacted upon them, the comments did indicated that the students were much more aware of the contribution of black women to their studies. As one student commented on how BHM</p>	

could be improved: "Nothing. BHM was detailed and arranged well." The key is too ensure that this is more universally reflected across the year group

Year 13

WWW	EBI
<ul style="list-style-type: none"> <li>• The Year 13 students wrote about how BHM has helped in their own thinking and reflecting. Students commented in a range of different subjects, the importance and influence that black women had played in key fields. They also explained that by studying these women it had acted as an inspiration. As one student wrote: "I view this month as a time to celebrate over the successes of the black people in history to now. It makes me happy and hopeful that the black community are more open to share their experiences as it connects us. The inspiring black role models in history has empowered the younger generation to take great action and believe in themselves."</li> <li>• Students also spoke about the opportunity to be able to share their experiences and to be given a voice which has not always been heard. As one student stated: "It impacted me positively because I got a chance to speak about what BHM means to me in the BHM video."</li> <li>• Again special mention was given to the Social Sciences. Students were given the opportunity to research about the powerful but often ignored women who have shaped the subject areas. If these figures can become part of, rather than an addition to the curriculum area, it would strengthen the positive outlook.</li> <li>• Students also spoke about the BHM assembly that had outside speakers. They felt that this was a really powerful</li> </ul>	<ul style="list-style-type: none"> <li>• The overwhelming feeling from Year 13 students is that BHM should not be just for a month. Whilst it is important to celebrate and recognise the achievements of black people, students would like to see signposts and milestones at different points of the year.</li> </ul>

way of explaining the current situation and was highly informative.	
The Year 13 students overall did give positive feedback about the events organised. Like Year 12, it is important to recognise that these experiences are evenly distributed for all learners. It was recognised, however, that the school had promoted BHM I've really enjoyed it this year as it's been celebrated much better than previous years and people were able to see there's more to black history than struggle	

## Recommendations

1. That black history is interwoven into the curriculum throughout the academic year. Where opportunities arise for the recognition of black people, that this is naturally promoted in subject areas. Therefore, BHM is not reduced to an annual October event
2. Planning for next year starts in the Summer Term. There is a committee which is made up of teaching staff and students to look at the organisation and coordination of the event.
3. Students also emphasised that they felt that they would also benefit from other experiences by listening to other students or outside speakers. They really enjoyed listening to outside speakers who could give them real life experiences.