



# URSULINE HIGH SCHOOL

Curriculum  
May 2021



## Goal

### Equality, inclusion and diversity in the curriculum

- *Our goal is an anti-racist curriculum that challenges all students to better understand the society they live in, how it came to be and how better to use their gifts and talents to positively contribute to that.*
- *We want all of our students to see themselves reflected in the curriculum so that they feel valued and that their contributions matter.*

The aim is to create a curriculum in which:

- ✦ Staff and students are confident in exploring, confronting and challenging racial justice.
- ✦ A broad range of perspectives from those of varying racial identities are celebrated and freely shared.
- ✦ All students begin to explore and understand the cultural, ethnic and religious history of Britain.
- ✦ All students see a range of people of different racial identities in every subject and are able to appreciate the contribution they have made to specific areas of the curriculum.



## Workflow this year

- To ensure all students see themselves reflected in the curriculum
- All students begin to understand how our British Multicultural society came to **be**  
**i.e. to understand the cultural racial and religious history of our country.**



## 1<sup>st</sup> Steps

### Departments reviewed their curriculum.

#### Criteria

Ensure that that BAME children see positive images of themselves in the books, resources and opportunities that are put in front of them in school.

Ensure that children learn about the contributions and achievements and roles of BAME people in your subject. Is this list of BAME people diverse?

Acknowledge the ethnic, cultural and religious diversity that comprises the tapestry of the United Kingdom and the varying identities associated within this.

Teach history in a way that acknowledges Britain's past as a significant factor in its history, particularly its impact on Black and ethnic minorities and hardships many people face today.

Addresses issues that affect BAME lives right here on our doorsteps.

Talk to children about race and being anti-racist in a way that makes them feel safe, supported, enabled and valued.

We are mindful of not overloading students and staff with a sudden focus on issues which can be challenging and traumatising to discuss frequently.



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Decolonising our curriculum: the beginning of a conversation.

Department:

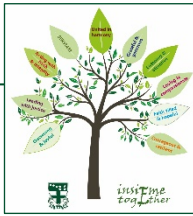
Essential reading

- ✓ <https://www.ssatuk.co.uk/blog/black-lives-matter/>
- ✓ <https://static1.squarespace.com/static/5c4325439d5abb9b27980cd4/t/5e1530a2ecbb473fb909584c/1578447045883/The+Black+Curriculum+Report+2020.pdf>
- ✓ <https://www.runnymedetrust.org/uploads/publications/pdfs/Runnymede%20Secondary%20Schools%20report%20FINAL.pdf>

Criteria	RAG	Is this something my subject can do/ offer? Y/N/M	Where do you currently do this?	What ideas do you have about developments? Consider curriculum mapping/ lessons/ skills taught/ enrichment days etc.	Pledge: Choose 1 specific action you are going to take to make one of these things happen. What? Who? Evaluate? Timeline.
Ensure that that BAME children see positive images of themselves in the books, resources and opportunities that are put in front of them in school.	A	Y	Y7 Black Tudors – John Blanke, Y8 Black History – Pocahontas, Harriet Tubman, Olaudah Equiano, British Empire – Sepoys & Gandhi. Y13 – Civil Rights in the USA – Black & Native American.	Deliberate revision of resources in Summer of 2020 e.g. inclusion of Black Tudors, revision and expansion of Trans-Atlantic Slave trade to Black History, inclusion of celebrated BAME figures within existing topics e.g. Sophia Duleep Singh.	Deliberate integration and inclusion of BAME figures within curriculum. (KS3). Each unit to be looked at to ensure better representation.

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## English

RAG	Pledge	Discussion on progress and impact to date.
A	<p>Make changes to the KS3 curriculum so each year group studies a diverse range of writers and characters. Y7 = The Bone Sparrow, Y8 = Inua Ellams, Y9 = Renee Watson.</p> <p>Actively seek out inviting guest speakers into school</p>	<p>All KS3 SOL have been created and delivered. Students have positively received 'The Bone Sparrow' and 'Piecing Me Together'. Students engaged very well with set texts, but also with wider reading. Year 7s engaged well with class discussions and empathised with main characters. Positive response to first-person narration for both texts as students given the opportunity to see life from another perspective.</p> <p>Patrice Lawrence visited via video link to discuss her new novel with KS3 students. This was very well-received and students got a copy of her new book 'Eight Pieces of Silva'.</p> <p>As we could not have more physical guest speakers, we incorporated video links which explore canonical texts from contemporary and diverse perspectives for Y10 and Y11 SOL.</p>
R	<p>Celebrate the writers we study in KS3. Create visual displays in Brescia that showcase the wide variety of writers studied in KS3. The board will celebrate their contribution to literature (past and present).</p> <p>#blackstoriesmatter reading club</p>	<p>GK has compiled folder of work for display. She will add Year 9 collage samples to this for display in the summer term. She will speak to Gemma Toop about BHM display in library and using a similar design.</p> <p>AH delivered two sessions on this. KM to deliver next session on Spoken Word Poetry to <u>students</u> w/c 8<sup>th</sup> Feb. Feedback on chat has been very positive. Students will be surveyed at end of year.</p>
A	<p>Year 8 oracy task that requires students to discuss cultural and/or religious diversity. Students will be studying a new language and diversity module in Year 8.</p>	<p>This will happen in spring B term.</p>
R	<p>Reevaluate NEA options at KS5 Literature. Include an option that contains a range of diverse writers that explore the issues in this statement.</p>	<p>This will be discussed in summer term with KS5 staff for the following year.</p>



## Next steps....

- ☞ Meetings with HODs to go through curriculum – RE, History.
- ☞ Survey on 15<sup>th</sup> November to assess student view. Also reviewed Black History Month.
- ☞ Showed that we have much to do...
  - ☞ Students were also very clear in what they wanted to see moving forward – better representation in subject classrooms and resources and opportunities to share and celebrate each other's cultures. They wanted to see this consistently in all lessons and subjects throughout the year, which is what subjects have identified as their pledges.





## Next steps

- a. We need to celebrate cultures more visibly. Students want to share and by doing so feel valued. They want opportunities to do this in registration where they can share with students about their culture and have everyone celebrate this.

A huge number of students wanted maps in their rooms where they could show people where they are from and paintings & artwork from those cultures. Students want visibility – not just of their own culture, but to experience other cultures and broaden their own horizons.

*To consider; What are the cultures of students? How can we bring different cultural heritages into the classroom? How can we support staff in this? What are all the languages our students speak? Where do they and their parents come from? What is the culture associated with languages.*

## **Students need space to share their culture and values and have it reflected to them in the school through the curriculum.**

- a. Subject teachers need to continue to build a more diverse and representative curriculum for students of all backgrounds to see themselves reflected more often.
- b. Inclusivity should be built into the Teaching and Learning programme to better equip staff to empower students using their own lived in experiences and cultures.

# INSET Day – sharing cultures

## Background info about me!



- ▶ I am a mix of Indian and British
- ▶ I have an Indian palette so I enjoy many different types of food.
- ▶ Multigenerational living- children, parents and grandparents all in the same home
- ▶ We believe in many different gods and goddesses
- ▶ Finally, we don't mind invasion of privacy and there is more of community feeling than oth



### Video 1 - BHM Video Edit.

This was created by students in the Sixth Form and has been edited down for the purposes of this session. It was made to celebrate Black History month but has much to say on what it means to be black.

### To consider:

When you watch the clips from students you teach or have come across in your area, are they telling you something new about themselves? If so, reflect on why that may be. How well do we know our students?

As a teacher, you are responsible for the climate in your classroom: have you created an environment where our students can share their culture and celebrate it? What instances can you share with your team?

### Video 2 – BIPOC and educational trauma

(2020) describes trauma as -time, multiple or long-lasting o the individual.

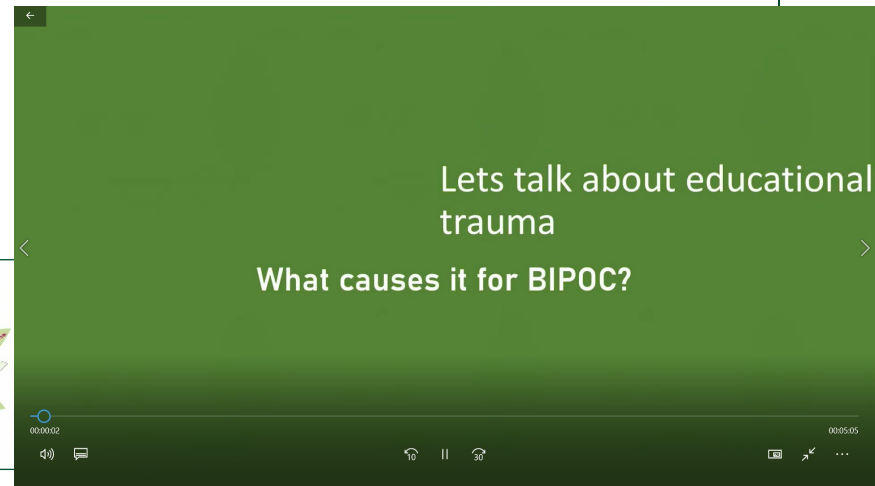
ical outcomes: racial trauma

- Encourage cultural appreciation
- Let students be encouraged to present their cultures in school
- Educate yourselves and others on cultures

## Me and Pakistan

I love going back to visit Pakistan simply due to the attachment I have there and the authentic experience of culture I get there. As I can only experience certain aspects of Pakistani culture in London, those too only to certain extent.

My grandparents and parents have roots with rural villages in Pakistan which in the pictures seen there I've visited countless times, along with Pakistan's architectural roots (seen in the photo on the top) Minare Pakistan which is a national monument located in Lahore.



# May 7<sup>th</sup> Questionnaire

☞ Overall, this year, have you noticed a change in your subject lessons where you see a wider ethnic diversity of representation in resources such as worksheets and images?

	Year 7 / %	Year 8 / %	Year 9 / %	Year 10 / %	Year 11 / %
Yes, very noticeable.	27	31	16	10	11
Yes, noticeable.	54	51	55	40	54
Some changes seen, but not much	17	14	27	43	29
Not at all	2	7	3	7	5

There's no correlation between ethnic groups when giving answers C and D. The % for students with A and B answers shows that there is still work to do here, though it is a long term strategy. **The previous survey showed that 61% of students had not seen noticeable or significant changes. Overall, that number has reduced to 31%**



∞ Are you able to bring the perspective from your own cultural background into the classroom?



	Year 7 / %	Year 8 / %	Year 9 / %	Year 10 / %	Year 11 / %
Yes	84	86	88	78	83
No	16	14	12	22	17



There is a wide range of ethnicities for students who say no, with the majority being white-British. **Previous survey had 71% able to bring their perspective into the classroom. The current percentage stands at 84%.**





## Summary

- ∞ SOLs and resources have been edited through the year. More still to do, especially at Ks4, where survey highlights less changes seen. 1<sup>st</sup> survey 61% didn't notice significant change. Now, 31% didn't notice significant change, mostly from Ks4.
- ∞ Ethnic diversity acknowledged and valued in classroom. 10% said no in first survey, now 3%. 81% said they can bring own perspective into the classroom.
- ∞ Changes seen, but much more to go. T&L needs work so that celebration of different cultures and inclusion is part of everyday teaching, resources and dialogue. CPD, work with HODs/HOFs, on learning walk & deep dive documents and Big Picture sheets.



**Ideal outcome measure** – all students notice significant change in resources. All can bring their own perspective into the classroom and feel valued. Part of culture of T&L and pedagogy is one of inclusivity.

Trust – students have trust in staff and their ability to create and lead an inclusive environment.

**What need to do** – more work with HODs, more time, buy in and understanding from teaching staff so that they understand why and want to be part of the change. I can change the systems and process to facilitate it, but need staff to be on the same journey we have been on. Fundamental change in T&L so that the learning environment is inclusive, challenging and celebratory – CPD, learning walks, curriculum reviews, Deep Dives.

