

*EDI (Equality, Diversity and Inclusion) ensures fair treatment and opportunity for all. It aims to eradicate prejudice and discrimination on the basis of an individual or group of individual's protected characteristics.*

### **Equality**

At its core, equality means fairness: we must ensure that individuals, or groups of individuals, are not treated less favourably because of their protected characteristics.

Equality also means equality of opportunity: we must also ensure that those who may be disadvantaged can get the tools they need to access the same, fair opportunities as their peers.

### **Diversity**

Diversity is recognising, respecting and celebrating each other's differences. A diverse environment is one with a wide range of backgrounds and mindsets, which allows for an empowered culture of creativity and innovation.

### **Inclusion**

Inclusion means creating an environment where everyone feels welcome and valued. An inclusive environment can only be created once we are more aware of our unconscious biases, and have learned how to manage them.

### **Protected characteristics**

The following are the legal protected characteristics, under The Equality Act 2010:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race

- Religion or belief
- Sex
- Sexual orientation

**Manley Park EDI focus strands:**

- Disability
- Sex
- LGBTQ+ (marriage and civil partnership, sexual orientation, gender reassignment)
- Race
- Religion / belief

Throughout our curriculum we aim to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it

**DISABILITY**

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SCIENCE							Steven Hawking (SEND - ALS)
PSHE		To know that different people have different needs	To be able to recognise the similarities and differences between themselves and their peers To know how different people and other living things have different needs		To know about the different groups that make up and contribute to a community To know how to show compassion towards others in need and the shared responsibilities		

					of caring for them		
<b>DT</b>			<b>Jamie Oliver - British Chef</b> Dyslexic. Fought for healthy school meals in the UK.	<b>Thomas Edison - American Inventor.</b> Invented the lightbulb. He set up first lab in his parent's basement at the age of 10. Hearing Impairment.			
<b>ART</b>		<b>Vincent Van Gogh</b> 1853 - 1890 Male , Netherlands, Disability - Autism				<b>Frida Khalo</b> Female, Mexico, Physical Disability, Bisexual	

## SEX

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>SCIENCE</b>			<b>Florence Nightingale</b> (female)	<b>Mary Anning</b> (female) <b>Florence Bascom</b> (female) <b>Marie Curie</b> (female) <b>Kelsey Byers</b> (female)	<b>Wangari Maathai</b> (female/African)	<b>Virginia Apgar</b> (female) <b>Jamie Garcia</b> (female)	<b>Agnes Arber</b> (female) <b>Nettie Stevens</b> (female) <b>Margaret Hamilton</b> (female) <b>Katherine Johnson</b> (female)
<b>RS</b>				Aspirations-Inspiring people like <b>Mother Teresa</b> <u>Significant texts:</u> the story of <b>Rosa Parks</b> and the Montgomery bus boycott			
<b>PSHE</b>				To know about common misconceptions and gender stereotypes related to work	To be able to recognise differences between people such as gender, race, faith	To know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia	To know how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups
<b>HISTORY</b>		<u><b>Our Country:</b></u>			<u><b>Roman Empire</b></u>		<u><b>Women in Society</b></u>

		<p><b>Significant Queens of England - Sex</b> Children will learn about two significant Queens of England and their achievements in their reign.</p>			Children will learn about Boudica and understand her achievements and success within the revolt against the Roman Empire.		Children will understand the changes that occurred for women from 1066 to modern day.
DT		<p><b>Norman Foster - British Architect.</b> Designed The Gherkin.</p> <p><b>Matthew Reinhart - American Author, Illustrator and paper engineer.</b> Designs pop up books with sliders and levers.</p>	<p><b>Henry Ford - British Designer.</b> Invented the T model car, introduced a moving assembly line and popularised fair working hours.</p>	<p><b>John Utzon - Danish Architect.</b> Designed Sydney Opera House.</p>	<p><b>Vivienne Westwood - British Designer.</b> Started her own business. Partnered with Ethical Fashion Africa in 2011. She used local women to produce bags from recycled materials, paying them a fair wage for their skills and time.</p>	<p><b>Hugh Fearnley-Whittingstall</b> - Chef, author and activist.</p>	<p><b>Caroline Haslett - British Electrical Engineer.</b> English electrical engineer, electricity industry administrator and champion of women's rights. She was the first secretary of the Women's Engineering Society and the founder and editor of its journal, <i>The Woman Engineer</i>.</p>
ART		<p><b>Lesley Martyn</b> Female, Zimbabwe</p> <p><b>Megan Coyle</b> Female, America,</p>	<p><b>Roy Lichtenstein, 1923 - 1997</b> Male, America, Jewish Inspired by popular advertising</p> <p><b>Toshihiko Mitsuya</b> Male, Japan,</p> <p><b>Georgia O'Keeffe,</b> 1886-1987 Female, American</p> <p><b>Jan Tcega</b> Self Taught artist, Botswana,</p> <p><b>George Pierre Seurat</b> 1859-1891 Male, French</p>	<p><b>John Singer</b> Male, American</p> <p><b>Claude Monet</b> Male, Atheist, French</p> <p><b>Stella McCartney</b> Female, England, Beliefs: Sustainable Clothing</p> <p><b>Susan Shrenk</b> Female, New Zealand</p>	<p><b>Mary Cassett</b> Female, American</p> <p><b>Andy Lovell</b> Male, England</p>	<p><b>Jose Vergara</b> Male, Russia</p> <p><b>Frida Khalo</b> Female, Mexico, Physical Disability, Bisexual</p> <p><b>Veronika Richterova</b> Female, Czech Republic</p>	<p><b>Ben Hein</b> Male, America</p> <p><b>Yasmin Kathrada</b> Female, England</p>

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
RS						Through exploring baptism, Bar and Bat Mitzvah or Hindu Samskaras and <b>marriage</b> pupils explore how and why people chose to mark significant moments in life.	
PSHE		To know that there are different types of families		To be able to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents		To know that some people's gender identity does not correspond with their biological sex	To know that people who love each other can be of any gender, ethnicity or faith To know the difference between gender identity and sexual orientation and everyone's right to be loved
DT							<b>Preeti Mistry</b> , a chef and an activist for equality in hospitality. (homosexual/Indian decent)
ART						<b>Frida Khalo</b> Female, Mexico, Physical Disability, Bisexual	

## RACE

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SCIENCE			<b>Prem Singh Gill</b> (British/Asian) <b>Dawood Qureshi</b> (British/South Asian)		<b>Lewis Howard Latimer</b> (African American) <b>Wangari Maathai</b> (female/African)	<b>Ibn al-Haytham</b> (Alhazen) (Middle East)	

<b>RS</b>	Celebration from diverse faith communities		Celebration from diverse faith communities	<u>Significant texts:</u> the story of <b>Rosa Parks</b> and the Montgomery bus boycott			
<b>PSHE</b>		To know what makes them unique	To be able to recognise the similarities and differences between themselves and their peers		To be able to recognise differences between people such as gender, race, faith  To know about the different groups that make up and contribute to a community	To know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia To know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)	To know that people who love each other can be of any gender, ethnicity or faith
<b>HISTORY</b>			<u>Significant Individuals - Walter Tull and Rosa Parks - Race</u> Children will learn about the national and international achievements of Walter Tull and Rosa Parks. Children will understand the challenges they faced due to their race.	<u>Ancient Civilisations - Race, Religion or Beliefs</u> Children will learn about four different ancient civilizations from around the world.			
<b>DT</b>			<b>Sun-Min Kim</b> - South Korean Graphic Designer. Designer of ugly dolls	.			<b>Preeti Mistry</b> , a chef and an activist for equality in hospitality. (homosexual/Indian decent)  <b>Zaha Hadid</b> - Iraqi Architect and Designer. Designed Heydar Aliyev and the Antwerp building, both frame structures.
<b>ART</b>		<b>Lesley Martyn</b> Zimbabwe	<b>Toshihiko Mitsuya</b> Male, Japan,  <b>Jan Tcega</b>	<b>Claude Monet</b> Male, Atheist, French		<b>Jose Vergara</b> Male, Russia  <b>Frida Khalo</b>	<b>Yasmin Kathrada</b> Female, England

			Self Taught artist, Botswana,  <b>George Pierre Seurat</b> 1859-1891 Male, French			Female, Mexico, Physical Disability, Bisexual  <b>Veronika Richterova</b> Female, Czech Republic	
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## RELIGION / BELIEF

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>SCIENCE</b>						<b>Brahmagupta</b> (Hindu)	
<b>RS</b>	Celebration from diverse faith communities		Celebration from diverse faith communities	Learning in depth from different religious and spiritual ways of life regarding diverse beliefs about God.		Learning in depth from different religious and learn in depth from different religious and non-religious groups about believing in God. Diverse beliefs ideas	
<b>PSHE</b>		To know what makes them unique			To be able to recognise differences between people such as gender, race, faith	To know the impact of discrimination on individuals, groups and wider society To know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes	To know that people who love each other can be of any gender, ethnicity or faith To know how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups
<b>HISTORY</b>				<u>Ancient Civilisations - Race, Religion or Beliefs</u> Children will learn about four different ancient civilizations from around the world.			
<b>DT</b>							<b>Zaha Hadid</b> - Iraqi Architect and Designer.

							Designed Heydar Aliyev and the Antwerp building, both frame structures.
<b>ART</b>			<b>Roy Lichtenstein</b> , 1923 - 1997 Male, America, Jewish Inspired by popular advertising	<b>Claude Monet</b> Male, Atheist, French			<b>Yasmin Kathrada</b> Female, Muslim, England

Equality is expressed in our **Geography** curriculum through the study of place. High quality resources are used throughout the curriculum delivery to avoid stereotyping.

<b>Year Group</b>	<b>Equality links</b>
Nursery	Learners show an interest in different occupations and build an appreciation of who helps them at home and within their community. They learn that there are different countries in the world and talk about the different experiences people in these countries have.
Reception	Learners recognise similarities and differences between life in this country and in other countries through a case study of a book set in Indonesia. Link to RE and the question- what is special about our world?
Year 1	Learners build up an understanding of how the UK is made of different countries with different traditions.
Year 2	Learners study life in Mexico City and how Blackpool was regenerated to make life higher quality for both visitors and residents.
Year 3	Learners study the different countries in the UK and life in the Mediterranean.
Year 4	Learners explore life in the Eastern European country of Greece as well as how equality is strived for in the Amazon rainforest to cater for the indigenous people there.
Year 5	Learners study South America, the Awa tribe and their traditions. They study the difference between renewable and non-renewable energy and the influence this has over sustainable energy for all.
Year 6	Learners explore how equality is an ethos that underpins the Fairtrade company.



	<b>In PE we promote the Protected Characteristic Groups:</b>
<b>Disability</b>	<p>Make appropriate adaptations to include all children to participate in PE lessons.</p> <p>Use a variety of images of athletes, dancers and gymnasts.</p> <p>Explore paralympic sports- link to Athletics unit</p> <p>Enrich pupil's knowledge and understanding of disability within sport.</p> <p>We look at and explore barriers to sports participation</p>
<b>Sex</b>	<p>Use a variety of images of different genders.</p> <p>Avoid gender stereotypes linked to PE.</p> <p>Encourage children to work in mixed gender groups.</p> <p>Promote campaigns such as 'This Girl Can'</p> <p>We explore gender inequality and perceptions in sport</p>
<b>Religion or Belief</b>	<p>Make links between values as a sportsperson and religion.</p> <p>Use a variety of images of athletes from different religions.</p> <p>Avoid religious stereotypes linked to PE.</p>
<b>Race</b>	<p>Provide examples of positive role models such Carlos Acosta-ballet dancer, Marcus Rashford-football</p> <p>Use a variety of images of athletes from different races.</p> <p>Avoid racial stereotypes linked to PE.</p>
<b>Sexual Orientation</b>	<p>Provide examples of positive role models such as Megan Rapinoe (Football), Nicola Adams (boxing) and John Amaechi (Basketball)</p>