**Diversity and Inclusion – Curriculum Audit Tool**

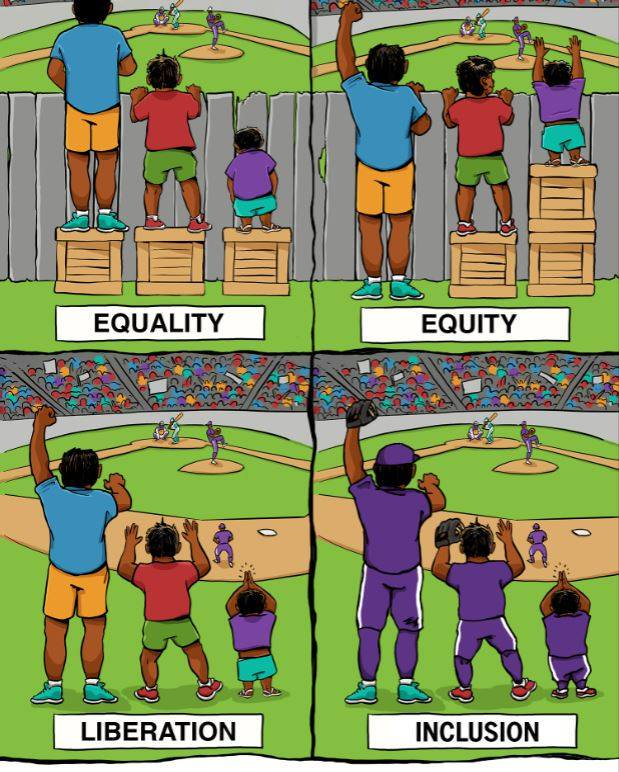
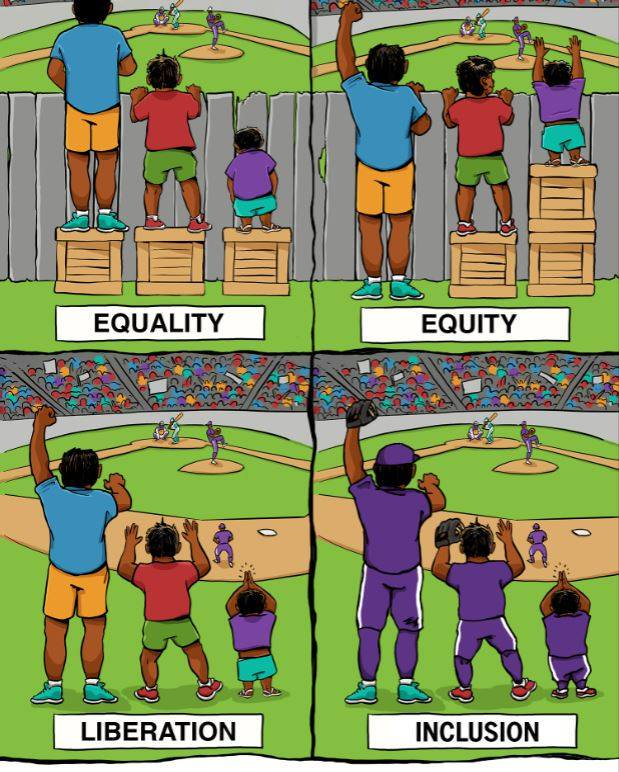
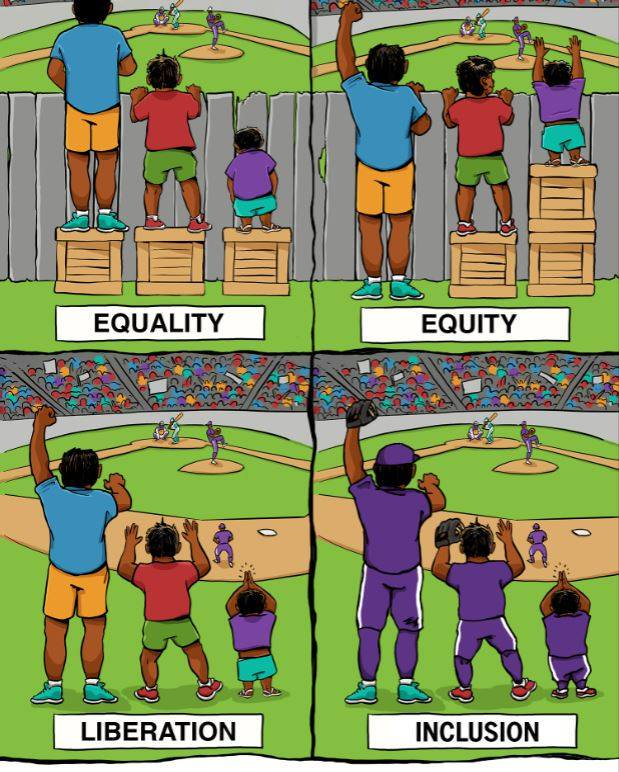
**What do we mean by Diversity and Inclusion?**

*Diversity* refers to the range of human differences, including but not limited to various ‘strands’ such as sex, race, ethnicity, gender identity, sexual orientation, age, belief and many more.

Ultimately, diversity is the collection of similarities and differences that we each carry with us at all times, based upon:

* Characteristics we are born with
* Experiences we have had
* Choices we have made
* Opportunities we have been given

*Inclusion* refers more to the involvement and empowerment of a diverse range of individuals, where the inherent worth and dignity of all people are recognised. An inclusive environment promotes and sustains a sense of belonging. It values and practises respect for the talents, beliefs, backgrounds and ways of living of its members.

*Equality doesn’t mean treating everyone the same way, it means giving everyone equal access to an opportunity.*

*Inclusion means valuing difference and removing barriers to participation.*

**How can we make our curricula more reflective of diversity and more inclusive?**

The educational landscape is changing; we have access to more resources than ever and a real opportunity now to think differently and be more creative. Diversity by its very nature needs to be broad – this is not just about decolonising the curriculum. We need to ensure we are reflecting the intersectionality of humans. We also need to ensure we are not replicating the exercise for each strand of D&I; it is better to look at inclusion across the piece. You will not get it perfect or right. It is not a ‘one and done’ exercise, it is a constant review. It is about being on a journey and constantly challenging our thinking, as well as maximising opportunities when they arise.

Common types of diversity that you might want to start thinking about, in order to start you on the journey, are:

* Gender
* Race and culture
* LGBTQ+
* Belief
* Disability (body and neuro-diversity)
* Social mobility

There will be some topics you teach that may have a direct correlation to a diversity theme, e.g. LGBTQ+ poetry as part of LGBT History Month, a scheme of work on a world Faith discussing beliefs or teaching sitting volleyball as part of the PE curriculum. However, it may be that schemes of work contain indirect diversity themes, for example in languages ensuring students are taught different pronouns to consider if they did not identify as male/female or using an article by a BAME writer in biology.

**Ideas to think about:**

* Are your reading lists representative of the school and community, do they include female, BAME, LGBT writers, etc. Do they look at subjects from these different perspectives?
* Can you include themes in line with the diversity calendar? e.g. In October, how are you recognising Black History Month? In June can you make reference to LGBTQI+ Pride Month – can you use an article, book, academic etc. from the LGBT community to highlight the topic?
* In your schemes of work do you showcase any of the diversity principles? It does not need to be every lesson but should be across the scheme of work, not a ‘one and done’ approach.
* How do you ensure that your speakers and those you profile aren’t homogenous?
* Can you offer a broader range of co-curricular options – De-colonised reading group, more diverse speakers, topics/voluntary courses that push boundaries?
* Are you providing diverse materials? (e.g. different types of music, more diverse plays, references to non-white art in History of Art, diversity in your examples and questions)
* Are you celebrating events relevant to your subject in a positive and unbiased way?
* What do we have on our walls, our pictures and our presentations that reinforce or break down stereotypes and provide visible celebration of the diversity of our community?
* Trips – What language do we use around trips that reinforce stereotypes (e.g. does a trip to India have to be a “service” trip) or can we use these opportunities to the benefit of being inclusive?
* Are you providing pupils with the opportunities to see different perspectives in topics rather than presenting things only as fact?
* What positive role/message can your subject play in promoting diversity and inclusion (and, recognising that space is at a premium in every curriculum, what are the essentials in your curriculum in this regard?)?
* How can your department ‘spread the load’ across the curriculum/key stages?
* Where are the gaps in representation in your curriculum?
* Do you challenge lazy or one-dimensional stereotypes?
* Do you present a range of global lives or experiences ‘in the round’?
* Do you use up-to-date, inclusive and appropriate resources?
* Is there space in your budget to pay for subject-specific D&I training?

Practical Approaches

To begin a D&I curriculum review you may find the WORD acronym useful:

* Writing with the audience in mind
* Opportunities for exchange by drawing on different student experiences
* Representation through different lenses
* Diversity as subject matter

When completing the review, please identify good practice and issues to be addressed (see template below):

* **Opportunity:** use the headings and questions in this section to guide your thinking
* **Good practice identified**: use this section to record details of where diversity will be or has been successfully embedded in the content
* **Issues for consideration:** use this section to record issues of concern and opportunities that still remain to be addressed.

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| **Opportunity** | **Good Practice Identified** | **Issues to be Addressed** |
| **Writing with the audience in mind**   * Any exclusive idioms, cultural references or colloquialisms? * Any assumptions about a shared lived experience of students? * Any case studies, activities or material that reinforce stereotypes? |  |  |
| **Opportunities for exchange by drawing on different student experiences**   * Activities that allow pupils to use their own experiences and share ideas and experiences to enrich the understanding of other students? * Activities and material that create respect and an appreciation of the value of difference? * Activities or material that make students aware of how their experience and viewpoints are shaped by cultural, historical, geographical, economic and other contexts |  |  |
| **Representation through different lenses**   * Do case studies reflect diversity? * Is there material from different UK contexts where appropriate? * Is there material from other countries, including outside of Europe? * Is there a diversity of views expressed in material or if an author expresses a viewpoint from a particular background or experience is that acknowledged and any limitations that creates discussed? |  |  |
| **Diversity as the subject matter**   * Are there opportunities created for direct discussion of age, culture, disability, gender, language, race, religion, sexual orientation or other aspects of identity? * Are there opportunities created for direct discussion of racism, sexism, ageism, heterosexism, religious intolerance, etc? |  |  |
| Person completing: | Scheme of Work:  Year/Key Stage: | Date of review: |
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