



Promotion of Cultural Diversity and Racial Equality

Reviewed 01/09/22

Diversity enriches us all. Understanding other cultures, traditions and beliefs broadens horizons and eradicates prejudice. We aim to inculcate an ethos of inclusion, openness and tolerance which builds mutual respect and ensures everyone feels welcome in the School community. We strive to create a fair and just School that promotes social inclusion, community cohesion and celebrates diversity. We will challenge and act upon all forms of discrimination. We will continue to review our own practices and curriculum to ensure our School reflects the values of inclusivity and social equality.

King Edward VI School is dedicated to ensuring that our curriculum celebrates richness and diversity by:

- Reflecting a commitment to equality
- Preparing students for life in a diverse society
- Exploring concepts and issues related to identity and equality
- Respecting diversity
- Using images and materials that positively promote a range of cultures, identities and lifestyles.

Lower School

The following are examples of curriculum design that support our stated aims:

Art

- As part of the '*Art and Text*' project students discuss artwork that has been produced as part of the BLM movement: Tes One (shooting of teenager Trayvon Martin), Adam Pendleton (facilitating conversations about the issues that BLM seeks to address). Reference is made to the use of text to protest & raise social consciousness.
- As part of the '*Journeys*' project students focus on the work of Yinka Shonibare CB, British Nigerian. His work explores cultural identity, colonialism and post-colonialism within the contemporary context of globalisation. Students focus on 'Nelson's ship in a bottle'. The work considers the legacy of British colonialism, its expansion in trade and Empire.
- As part of the '*Portraiture*' project students learn about Kehinde Wiley's (African American) presidential portrait of Barack Obama. Students discuss the difference between this portrait and

previous presidential portraits. They also discuss the painted portrait of Ira Aldridge (1826), first black actor in the role of Othello.

- Sunil Pawar (British Asian) delivers a talk on his creative process, this includes pieces of political figures such as Mandela and Obama. His work plays tribute to Andrew Mlangeni, Denis Goldberg and Ahmed Kathrada who were prepared to sacrifice their lives for freedom and racial equality in South Africa.
- Zaha Hadid (British Iraqi) analysis is considered as part of the 'Architecture' project.

Classics

- The Year 7 story read over the course of the first two terms offers a positive role model for immigration and integration using the story of an exile from Troy (modern Turkey) who establishes a new home for his refugee population in Italy; this introduces ancient Rome's multicultural empire, which spanned parts of Europe, Asia and north Africa.

Computer Science

- Prominent Computer Scientists and technologists from a range of backgrounds, cultures and ethnicities are celebrated and recognised for their contributions through departmental displays

Drama

- Students have the opportunity to watch and evaluate the issues explored in different cultural sources in school productions and live theatre. For example, *Noughts and Crosses* by Malorie Blackman and *Arabian Nights*.
- When exploring different genres of Drama students look at source materials from different cultures e.g. *Karawane* by Hugo Ball which explores the nature of universal forms of communication that transcend cultural backgrounds.
- Through the exploration of different texts students are encouraged to develop empathy and understanding for people from different cultural backgrounds e.g. in exploring Theatre Through Time including international theatre styles and influences.

English

- Year 7 students look at extracts from autobiographies by Malala Yousafzai, Linford Christie and Ian Wright. They also study poetry by Benjamin Zephaniah and John Agard.
- The Faces of London scheme includes the writing of Alex Wheatle, who explores the lives of young Black people living in South London, and an extract from *Small Island* by Andrea Levy, which details the experience of Caribbean immigrants arriving in London during the war. Poems by Jackie Kay, Grace Nichols and James Berry are also included in the syllabus.
- Further texts by Grace Nichols and Linton Kwesi Johnson have been added to our London scheme. Year 8 students also read the story *KBW* by Farukh Dhondy, which explores racial tensions in the UK in the 1970s.

Geography

- International Development explores the different levels of development between continents and countries using indicators of development and influencing factors, including colonial, which is relevant today.
- Within Ecosystems, indigenous tribes, including the Chakuna are studied within a rainforests context. The IST Assessment addresses why deforestation, often driven by overseas demand for resources, can be a problem for indigenous peoples today.

German

- In presentations on German states, there is discussion of the concentration camp memorials, looking at racial intolerance and prejudice

History

- The British Empire is assessed in the 'The Wrong Empire' unit. This involves case-studies of different groups and how slavery and the slave trade contributes to the rise of Empire. Students also focus on the Transatlantic slave trade. They also study India and the USA to look at interpretations and how each was treated. The key question studied is about the motivations for empire - 'whiteness' is a part of this and this should be understood in terms of significance with religious, socio-economic and political factors.

Mandarin

- Students make comparisons of racism in China and in the UK by talking about racism and their anti-racist responses

Mathematics

- Poster project researching mathematicians from a variety of different backgrounds, including black mathematicians. An accompanying display is installed in the maths corridor.

Music

- Students consider music of the Banda Linda Horns from Central African Republic as part of a project on polyrhythm
- Students focus on improvising and composing topic on Chinese Music which includes some cross-curricular work with Mandarin

PE

- Regular reference is made to successful athletes from all races & cultural backgrounds. There are displays of weekly sports articles from around the world involving a rich diversity of athletes of different genders, race, religion and socio-economic background.

Physics

- Opportunities are taken to highlight the work of non-Western European scientists wherever possible. In space Physics, students learn about the contribution to cosmology of Islamic, Greek, Egyptian, Aztec astronomers.

PSHE

- Students study 'Respectful Relationships' a topic encompassing diversity, prejudice and bullying.

Religion, Philosophy and Ethics

- Care is taken to include diverse imagery in lesson resources. The 'Island' topic asks questions about diversity explicitly. The 'Wealth' topic explores the injustice involved in some people having less opportunities
- A black actor depicts Joseph of Arimathea in gospel adaption used in lesson.
- In the Sikhism project, students are asked to consider what true equality (equity) looks like

Spanish

- Study of indigenous Mexican culture through El Dia de los Muertos

Middle School

The following are examples of curriculum design that support our stated aims:

Art

- In their 'Power of Movement' project students research the movements used in traditional African dances such as the Eskista (Ethiopia), Atilogwu (Nigeria), Aduma (Kenya), Indlamu (South African). From this research they create dynamic monoprints.
- Students select their own project themes but one of the main suggestions is 'Political and/or Social' which includes plenty of scope for them to explore Racism or White Privilege. All students select their own artists, the department has plenty of reference material that features artists from diverse backgrounds.
- Students are shown how to colour mix with reference made to different skin tones.

Classics

- In Year 9 students look at the Trojan War, heroism and the consequences of war, introducing some literature in translation. This helps build students' empathetic skills, exploring conflict between East and West with empathy for both sides.
- In Years 10 and 11 students read stories from Greek and Roman history and interact with timeless themes like political idealism and corruption, war and the rise and fall of a dictator. The RSC's 2012 adaptation of Julius Caesar, with an all-black cast, provides inspiring support material for this.

Design and Technology

- Students study Fair Trade and the impact of product development on different countries. They also learn about the textiles industry and ethical sourcing and manufacture of textile goods. Students also study the implications associated with the use of low cost labour in developing countries.
- Students study the sources and origins of materials (polymers and timbers). This involves the discussion of socio-economic factors.

English

- *To Kill a Mockingbird* is a set novel in Year 9. Students also look at a range of speeches from the 20th Century as part of the 'Persuasive Speaking' unit, including speeches by Martin Luther King, Barack Obama and Malcolm X.

- Poet and activist, Akala discusses '*Boat Stealing*' by William Wordsworth in a BBC video used with Year 10 students when they study the poem.
- Some Year 10 groups study '*Pigeon English*' by Stephen Kelman as their Modern Text for GCSE. This novel explores the life of an 11 year-old boy from Ghana moving to a housing estate in London.
- John Agard's poem '*Checking Out Me History*' is on the AQA syllabus and directly engages with the way the curriculum has ignored black history.
- Imtiaz Dharker's '*Tissue*' is also part of the syllabus.

French

- Students discover different French celebrations and festivals from French speaking countries. It's the opportunity for them to discover the food and culture for special occasions.
- Students compare schools in French speaking countries such as Mali and Reunion for example and are given the opportunity to realise the school facilities when watching 'Sur le chemin de l'Ecole'.

Geography

- Within the Resource Management nexus of food, water and energy, a study is made of unequal access and use of resources on the planet today.
- In the Hot Deserts unit, a specific case study of the Thar Desert is made, including the lives of the people living in Eastern Pakistan/Western India.
- The changing economic world unit contains a specific case study of Nigeria. Reasons for a relative lack of development, including historic, colonial and exploitation by MNCs are studied within this Block
- Within the Urban issues and challenges unit, a specific case study of Rio de Janeiro as a global city within Brazil is made. Favelas such as Rochinha are studied within a context of wealth disparities and issues faced by the urban poor today.

German

- A substantial piece of work requires students to focus on details of two German-Turkish families.
- A visit to Dachau Concentration Camp for some students demonstrates how intolerance and prejudice towards people of all colours and faith is wrong. Focus on sign "Nie Wieder" - never again - learning from history.

History

- Major topic unit is Making of America. Students spend two terms looking at diversity - specifically slavery and black rights
- Nazis - how ethnic minorities were treated as part of the Holocaust - how they were singled out as part of the population under Nazi rule - specifically the idea of untermenschen, similarities to Sinti and Roma, question of how the Nazis orchestrated the racial state and eugenics. Law of Blood and Honour - concerns about racial purity - links to Swing Youth and specific opposition modelled on 'black music'.

Music

- Calypso music from Trinidad

- Fusion music including music from South Africa, including set work - Paul Simon: *Graceland*
- Blues music 1920-1950, Contemporary Latin music

Physics

- The work of Patricia Bath in developing a cataract treatment is outlined in the work on optics

PSHE

- Cultural differences, sexuality, faith, values, stereotyping.
- Celebrating Diversity workshop.
- Bullying – different forms, stereotypes (race, religion, gender, sexual orientation).

Religion, Philosophy and Ethics

- Prejudice, discrimination, implicit bias, and racisms are explicit topic areas here. Case of Amadou Diallo is used as a case study
- 'Heroes of Prejudice' project looks at the narratives of Desmond Tutu, Martin Luther King, Malcolm X, and others.
- Awareness of the bystander effect are also explored as a phenomenon that sustains discrimination.

Spanish

- Study of Ansu Fati as a role model of a black footballer (Guinea-Bissau) playing for Barcelona
- Description of black role model or sports personality from Hispanic world
- Study of Global and Social Issues as part of AQA Specification, including the topic of Racism

Sixth Form

The following are examples of curriculum design that support our stated aims:

Art

- Students select their own project themes and there is scope for covering a wide range of artists and themes.
- Race or Social Injustice is often a popular starting point for students' projects

Classics

- Ancient History gives the opportunity to discuss culturally complex issues like slavery, citizenship, political representation and attitudes to race in a different, and more neutral, context. There is no cultural baggage associating questions of freedom and slavery directly with race - Greek and Roman slaves came from diverse backgrounds.
- The texts studied in Latin and Greek from the ancient world also give a platform for exploring difference in language and cultural assumptions in a relatively neutral context. For example, analysing Cicero's appropriation of the language of race or gender to attack an opponent.

Design and Technology

- Students learn about cultural requirements and the impact they can have on the development and implementation of technology.

- Students visit the Design Museum and see a broad range of work by designers from different backgrounds.

Drama

- Students have the opportunity to watch and evaluate the issues explored in different cultural sources. For example, in live theatre such as *The Brothers Size* by Tarell Alvin McCraney, *The Convert* by Danai Gurira, *Nine Night* by Natasha Gordon.
- Students study Drama practitioners from around the world and explore the social, cultural, historical context of the work.

Economics

- Students consider colonial legacy in terms of the impact of the Development of Economies like Zambia and its copper industry, with MNCs maintaining a global division of labour in their interests and a direct legacy of colonial influence on the world economy. This entrenches issues such a primary product dependency for such nations, making it harder for them to diversify and increase living standards for their citizens.
- The work of Sir William Arthur Lewis features on the syllabus. Specifically, his 'dual-sector/structural change' model when students look at development theory. A joint holder of St Lucian and British Citizenship, he was the first Black person to win a Nobel Prize for something other than Peace.
- When discussing income distribution and inequality, both causes of and solutions to this problem involve discussions of the social context of the UK in 2020, including racial dimensions of inequality of access/opportunity.

English

- Richard Wright's *Native Son* – extract studied as part of the wider reading list.
- Zora Neale Hurston's *Their Eyes Were Watching God* in on the wider reading list, extract studied.
- Students explicitly engage with depiction of race in '*The Great Gatsby*'.
- Students are encouraged to read widely in poetry from the period 1880 - 1940 - recommended poets include Claude McKay and Langston Hughes, both part of the Harlem Renaissance.
- *The Tempest* by Shakespeare – students explore post-colonial criticism of the play at A Level and look at Aime Cesaire's postcolonial re-writing of the play

French

- Students discover African musicians and Festivals such as the Sahel Festival and are given the opportunity to research about an African artist from a French speaking country and to present him/her orally.
- Through the history of French colonies, students have a closer look at the French multicultural society and the life of Omar Sy, a successful model of integration. They also focus on the positive and negative impacts of multiculturalism.
- They are given the opportunity to discuss about discrimination and racism through the film *La Haine*.

Geography

- In the Changing Places unit the causes and consequences of gentrification is studied. This often involves a racial element, with ethnic minorities being driven out of areas that experience rapid increases in property prices.
- The Development in an African context unit addresses multiple factors that have led to a relative lack of development in the Sub-Saharan region today. Historic, political and economic factors all have a direct relevance towards the BLM agenda

German

- Two big topics at A-level are Racism and Integration. Students look at the achievements of Turkish migrants post World War 2 and in-depth look at problems, causes and solutions to racism and intolerance.

History

- Vietnam - GI experience
- US intervention in Angola and Ethiopia
- Angolan civil war and apartheid
- Arab-Israeli conflict and Yom Kippur war - 1973

Music

- Contemporary Traditional Music (Area of Study 6). This module includes the study of artists who have used their traditional music and how they have made it accessible for a 21st century audience: Anoushka Shankar (N. India), Diabaté (Mali)

Philosophy

- Students read an article on 'Speciesism' and apply the [assumed] claim that denying preferences of people of different races is barbaric to the question of animal preferences.

Psychology

- In topics, such as Psychopathology students discuss how DSM criteria has been used as a tool to discriminate and control. The curriculum covers cultural bias and addresses the issue of ethnocentric research. Students are encouraged to challenge research that is ethnocentric and can be used to discriminate. Students also consider the development indigenous psychologies, and how this can help change psychology.
- Students continue to look at ethnocentrism in all topics and encourage students to challenge research that is scientifically racist.
- In topics such as Schizophrenia students look at cultural differences in the experiences and symptoms of schizophrenia and evaluate whether these are acknowledged in the DSM.
- In other topics such as Aggression, students look at a variety of explanations that have been used to explain how racism and discrimination can occur in a society. They also use this information to consider how future discrimination of certain groups can be prevented.

Spanish

- Study of the topics of Social Equality of Minority Groups, Immigration, Racism and Integration in the Hispanic World, including the rights of indigenous groups in Central and South America.

- Study of the topic of young people in Hispanic society, including Los Ninis in Mexico. Study of Political Protest against social and racial injustice in Central and South America.