

# Anti-Racist School

Princess Frederica 2023-2024

## Agenda

- Share any work so far(PHSE, diversifying the curriculum)
- Share some of what the Federation has done so far.
- Take parental views



# Who we are

## Rebecca Brierley

*Director of Learning and Curriculum Development*

*Diversity, Equity and Inclusion Lead*

I have led this work since 2020

I worked under the supervision of a mentor who was a member of staff of Afro-Caribbean heritage and had attend anti-racist training.

I set up a working party of schools across RBKC 7 Westminster schools.

I worked with a working party for the bi-borough feeding into their work.

External organisations who have supported the work:

- NEU conferences/meetings led by members from Black and ethnically diverse heritages
- Diverse Educators - year long training on leading anti-racist and inclusion work for school leaders, as well as attending annual conferences since
- Courageous Leadership - coaching
- Integrity coaching - seminars
- Equateach - supported development of anti-racism policy & gave feedback on the anti-racist schools action plan
- The Black Nursery Manager - courses
- Black History Walks
- The World Reimagined (Leadership in Racial Justice) - courses, training materials, part of project
- Amp your Voice - consultant (current)
- Local community members

## Anna Mulry

*Class Teacher, PSHE Lead*

I have been the school's PSHE lead since 2018 and in that time have rewritten the curriculum to include lessons and units on anti-racism throughout the school.

I support teachers in planning and teaching lessons responding to various social and emotional issues that may occur in our children's lives - e.g. racism, homophobia, sexism, etc.

External organisations/stakeholders who have supported this work:

- LDBS training for PSHE and RSE
- Anti-racism training at STFED
- Consultations with ethnically diverse parents to gather their views on how to approach anti-racism work
- NEU trainings and conferences led by members of the Black community



# Curriculum drivers

- Our curriculum is designed to develop children's character, intellect and curiosity. We have high aspirations for our children and aim to offer them a broad, challenging and engaging curriculum.
- Our curriculum is underpinned by our key drivers which are:
  - Our Christian values
  - The arts
  - Caring for the environment
  - Diversity, Equity and Inclusion



# Diversifying the Curriculum

We continually review and make changes to our curriculum to ensure that the curriculum is inclusive of the experiences and histories of a diverse range of people. Through this, we aim to provide positive representation of the many communities and individuals who are part of our schools. Through our diverse curriculum, we aim to erase systemic barriers in our society through fairer and more equitable distribution of curriculum content.

Our diverse curriculum allows our pupils:

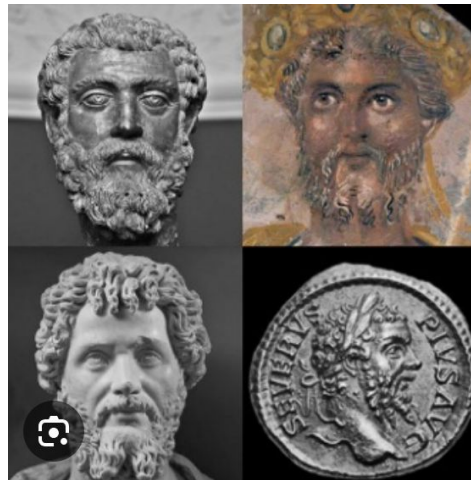
- to see and be seen in the curriculum
- to interrogate how knowledge in the curriculum has come to be valued
- to hear 'multiple co-existing narratives' in all subjects
- to understand how systemic barriers manifest for those with protected characteristics and intersectional identities



# Diversifying the Curriculum - examples

## Within our history curriculum we teach:

- Y1 - Flight Pioneers: Bessie Coleman
- Y1 - Courageous Advocates of History - these include a diverse group of people
- Y2 - Space Pioneers: Katherine Johnson and Mae Jemison
- Y2 - Heroes of Healthcare: Mary Seacole
- Y3 - The Roman Empire - within this unit the diversity of the Roman Empire is covered.
- Y4 - Ancient Egypt, and the Nubian Pyramids of the Napatan Kingdom of Ethiopia.
- Y5 - Early Islamic Civilisation
- Y6 - Kingdom of Benin
- Y6 - Local history study - Investigate stories of struggle and resistance in the local area and their legacy, focussing on Black communities e.g. the killing of Kelso Cochrane, The Mangrove Nine, The Notting Hill Race Riots



# Diversifying the Curriculum - examples

## Within our science curriculum

Each science unit of learning includes a number of key scientists - we have ensured these include a diverse range of people. This includes scientists who did not get credited for the work they achieved because of systematic racism, or are lesser celebrated and known for this reason.

## Within our geography curriculum

- We study places from across the globe
- We explore who is impacted most by climate change and why
- We explore migration of people
- We explore the impact of gold and diamond mining
- We make links to the Carnival in Rio and Notting Hill
- We explore globalisation and its impact



# Diversifying the Curriculum - examples

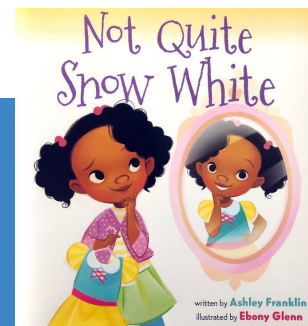
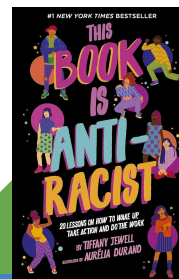
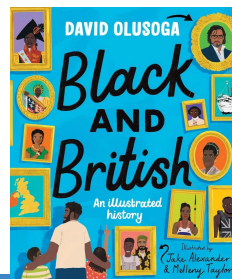
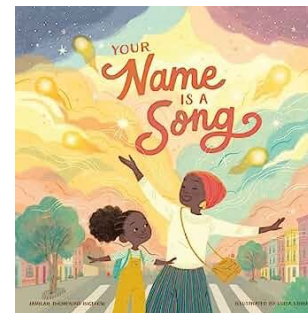
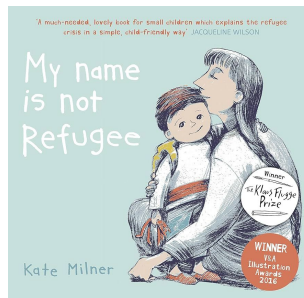
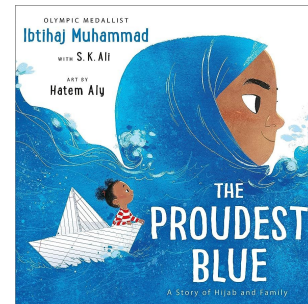
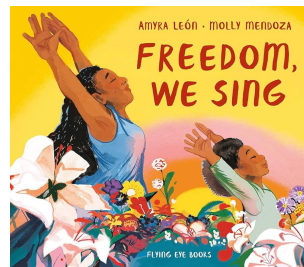
## Within our PSHE curriculum

### EYFS/KS1

- Lessons are based on a carefully-selected book.
- Characters, authors and settings are diverse.
- Units in every year group on valuing difference where we talk about how we are *all* different in many ways and why we should celebrate diversity.

### KS2

- Lessons continue to use books and videos featuring a diverse range of people.
- Units in every year group about diversity, with specific units in Y3 and Y5 on migration and racism.



# Anti-Racist Schools Links

[STFED Anti-racist Schools Statement and webpage](#)

[Anti-racist schools action plan](#)

[Anti-racism policy](#)

