



The John of Gaunt School

A Community Academy

Equality & Diversity in the Curriculum – Race & Ethnicity



Introduction

Embedding equality and diversity within the curriculum means creating learning opportunities, teaching environments and experiences which proactively eliminate discrimination. The curriculum content outlined in this booklet is designed to develop our students' understanding of diversity and promote recognition and respect for differences in an all-inclusive atmosphere.

Promoting equality and diversity in education is essential for both teachers and students. The aim is to create a classroom environment where all students can thrive together.

Year 7

Term	Subject	Name of unit	Content of unit – e.g. topics, texts, themes explored	Any other relevant information
1	Computing	Topic 1 E-safety	<ul style="list-style-type: none"> • SMART Rules for staying safe online. This covers cyber bullying in all forms (Racial, homophobic, stranger danger) • Equality of Digital Divide 	
1	History	Pre-1066 Britain	<ul style="list-style-type: none"> • Mention of the Ivory Bangle Lady in Roman Britain 	
3	Geography	Africa	<ul style="list-style-type: none"> • Misconceptions and stereotypes: dispelling the myths about the continent. • Ensure that students understand that this is a continent of diversity and economic development. • Economic development: Aswan dam • Tribal peoples • Tourism and development • Shanty towns: Kibera slum 	
5	History	The Crusades	<ul style="list-style-type: none"> • Positive impact of Muslim culture on Europe 	
5	English	Oliver Twist	<ul style="list-style-type: none"> • Victorian text so displays outdated attitudes towards gender • Teach about Victorian attitudes including how Dickens presents Fagin as Jewish – conversations around anti-Semitism and context explored. • Character of Nancy is murdered by her partner – Sikes. Sensitive content regarding issues of domestic abuse. 	It has also been viewed as very sensitive and challenging to teach by staff in light of the murder of Sarah Everett.
6	History	Political, Social and Economic Change 1000-1400	<ul style="list-style-type: none"> • The murder of Jews during the Black Death 	Parallels drawn with modern day debates (blaming China for COVID)

Year 8

Term	Subject	Name of unit	Content of unit – e.g. topics, texts, themes explored	Any other relevant information
1	English	The Jungle Book	<ul style="list-style-type: none"> • Introduction to colonialism and post-colonialism as literary concepts • Kipling uses the allegory of 'The Monkey People', which needs to be taught sensitively, as this can be aligned with the Caste system in India. 	Colonialism and post-colonialism mentioned and referenced, but are not the main focus of the unit.
1	Music	Calypso Music	<ul style="list-style-type: none"> • Discussions about how Calypso is rooted in traditions developed by West African slaves brought to the Caribbean • Discussions around the slave trade and the call and response work songs sung in the fields • Development of the steel pan as a revolt against percussion instruments being banned in the Caribbean by the British 	N/A
1	RE	Prejudice	<ul style="list-style-type: none"> • Exploration of stereotypes, racism & the Holocaust • Discussions around 'why are people racist' • Stories of Stephen Lawrence & Anthony Walker in relation to forgiveness 	N/A
2	Geography	Development	<ul style="list-style-type: none"> • A particular focus on India. 	
3	Music	The Blues	<ul style="list-style-type: none"> • Discussion around how the majority of blues musicians had descendants from Africa who were transported to America in the slave trade and were forced to work • Foundations of The Blues come from African percussive rhythms and call and response work songs • Lyrics were reflective on how people were feeling – they were very powerful 	N/A
3	Computing	E-safety	<ul style="list-style-type: none"> • Email etiquette, Different language etiquette between countries • Discussion Fact and fiction, is all the internet equal 	

Year 8 Continued

Term	Subject	Name of unit	Content of unit – e.g. topics, texts, themes explored	Any other relevant information
3	History	Religious Change during the Tudor Era	<ul style="list-style-type: none"> • Exploration and conquest of South America and mistreatment of the Incas by Fracisco Pizarro. 	
5	Computing	History of computing	<ul style="list-style-type: none"> • Exploration of different computing Pioneers. • Discussions on the struggles of equality these pioneers faced. 	
5	English	Powerful Voices Poetry	<ul style="list-style-type: none"> • We study a range of poems about identity • Themes of LGBTQ+, disability and race • Discussions around what makes us who we are and identity – could be challenging for some students 	Unit focuses on celebrating difference and equality, rather than looking at the treatment of groups with protected characteristic
5	Geography	Middle East	<ul style="list-style-type: none"> • The importance of the middle east 	
5	History	The Industrial Revolution 1700-1900; change and Exploitation	<ul style="list-style-type: none"> • Slavery and causes of abolition 	Parallels drawn with modern day debates (Colston etc)
6	Geography	China	<ul style="list-style-type: none"> • Human rights abuses (a trial lesson on the internment of Muslims in the NW of the country was trialled in 2020) Sweat shops 	
6	History	The Industrial Revolution 1700-1900; change and exploitation	<ul style="list-style-type: none"> • Positive and negative aspects of the British Empire / racist elements of colonialism 	

Year 9

Term	Subject	Name of unit	Content of unit – e.g. topics, texts, themes explored	Any other relevant information
1	History	WW1	<ul style="list-style-type: none"> • Role of Empire troops / Racist treatment of Empire troops 	
2	Geography	Population	<ul style="list-style-type: none"> • Ageing population in Japan • Stage 2 on the DTM : Nigeria 	
3	History	Rise of Extremism	<ul style="list-style-type: none"> • Discrimination & Prejudice against minorities (Scinti Roma / Homosexuals / Anti-socials etc) 	
4	History	WW2	<ul style="list-style-type: none"> • The Holocaust (Causes and Consequences) 	
4	Music	Popular Music Part II	<ul style="list-style-type: none"> • The roots of Rap and Hip Hop – discussions around how originally rap was someone speaking or having a conversation in the black community slang. • Discussions around how Rapping is the main aspect of hip hop and its roots are said to have been in Africa “griots” where hand-made instruments used by story tellers were used during social events to increase the flow of their stories • Discussions around the powerful lyrics how modern day Rap and Hip Hop is used for expressing feelings and situations – links to how slavery music, poetry and narrative helped the slaves in freely expressing their opinion 	N/A
4	PSHE	Prejudice	<ul style="list-style-type: none"> • What is prejudice? • Discussion around ‘why are people racist?’ • British values 	n/a
TBC	English	A View from the Bridge	<ul style="list-style-type: none"> • Students study the Arthur Miller text and read in class. Themes in the text include: masculinity, family relationships, immigration • The play features a kiss between two men, which is seen to be related to power over one another, rather than presenting a consenting, equal relationship. Needs to be explored sensitively. 	Unit not yet planned; will update with more specific examples when unit planned.

Year 9 Continued

Term	Subject	Name of unit	Content of unit – e.g. topics, texts, themes explored	Any other relevant information
4	Computing	E-safety	<ul style="list-style-type: none"> • Cyber bullying in all forms (Racial, homophobic, stranger danger) • Equality of Digital Divide 	
5-6	History	Civil Rights Unit (GCSE)	<ul style="list-style-type: none"> • Racism in USA & Civil War / Background to Segregation / Fight for Black Civil Rights from 1950-1968 • (Brown vs Topeka / Little Rock / Montgomery Bus Boycott Sit-Ins) 	
6	Computing	Topic 6 Digital impact	<ul style="list-style-type: none"> • Exploration of Ethical, cultural and environmental issues that computers have brought into the 21st century 	
TBC	English	Society and Justice	<ul style="list-style-type: none"> • This unit explores a 'single story' narrative presented in the media particularly. • It focus on the representation of teenagers – particularly through newspapers. • It also focuses on how masculinity and femininity are viewed, presented, constructed etc through advertising. 	This unit is designed to be empowering and challenge the single narratives that are often told. It has focus points, but encourages a broad range of discussion topics, which could raise sensitive content.
TBC	English	Shakespeare and the Modern World	<ul style="list-style-type: none"> • Extracts from Shakespeare plays that are still relevant to today's society • Gangs • Racism • Family relationships and gender stereotypes 	Unit not yet planned; will update with more specific examples when unit planned.
	English <i>Not taught in 2021-22 due to restructuring curriculum</i>	The Tempest	<ul style="list-style-type: none"> • Students study Shakespeare's The Tempest • Explore colonial attitudes and links to slavery - discussions could be challenging in this regard. • Conversations and tasks centre around who holds power in the play. 	This unit did raise issues when taught to year 9 this year.

Year 10

Term	Subject	Name of unit	Content of unit – e.g. topics, texts, themes explored
1	History	Civil Rights Unit	<ul style="list-style-type: none"> • Fight for Black Civil Rights from 1950-1968/ Freedom Rides / March on Washington / Birmingham & Selma Marches / Mississippi Murders and Freedom Summer / Black Power / Malcolm X / Black Panthers / Riots 1965-1968 • Parallels drawn with modern day – taking the knee, Colin Kapernick etc
1	Music	AoS 4 Popular Music	<ul style="list-style-type: none"> • The Blues and Jazz - Discussion around how the majority of blues musicians had descendants from Africa who were transported to America in the slave trade and were forced to work • Foundations of The Blues come from African percussive rhythms and call and response work songs • Lyrics were reflective on how people were feeling – they were very powerful
2	English	Jekyll and Hyde	<ul style="list-style-type: none"> • Conversations around Christianity and suicide, due to the context of the novel • Attitudes towards evolution discussed, sometimes in relation to Christianity.
1/2	Media Studies	Print industry	<ul style="list-style-type: none"> • Media representations – exploring representations of gender, ethnicity and social groups and class.
1/2	Media Studies	Advertising and marketing industry – NHS blood campaign	<ul style="list-style-type: none"> • The ad `Represent` offers the opportunity to analyse a range of representations: • – ethnicity, masculinity, femininity, age, class, ability/disability and place amongst others.
3	Media Studies	Online, social and participatory media Marcus Rashford	<ul style="list-style-type: none"> • Marcus Rashford's online presence. Study of social media and social campaigns. • Study of social media use by influencers to engage in political activism/philanthropism.

Year 10 Continued

Term	Subject	Name of unit	Content of unit – e.g. topics, texts, themes explored
5	Geography	Urban Issues & Challenges	<ul style="list-style-type: none"> • Rio of Mumbai: opportunities and challenges. Impact of migration on the lived experience in cities
5/6	English	Power and Conflict Poetry	<ul style="list-style-type: none"> • Checking Out Me History is a poem in the exam anthology • It describes educational bias and how white historical figures are privileged over black historical figures • Emigrée focuses on leaving your homeland for a new country and feeling out of place • Kamikaze focuses on Japanese suicide bombers
6	History	Crime & Punishment through time c1000-present	<ul style="list-style-type: none"> • The Ripper Murders / Context of Whitechapel – explores racism in the East End and tensions between Eastern European or Irish immigrants and Jewish population. • Racism of the public / media in during the Ripper murders.
All	Media Studies	Stuart Hall's representation theory.	<ul style="list-style-type: none"> • Stereotyping/representation in all areas of media including an analysis of the way the media does not mirror real world events but produces an edited version of the events depicted. • A study of reps of gender, ethnicity, social groups etc.

Year 11

Term	Subject	Name of unit	Content of unit – e.g. topics, texts, themes explored
1	Geography	Economic World	<ul style="list-style-type: none"> • Nigeria : opportunities and challenges • Exploitation by TNCs • International migration
2	English	Jekyll and Hyde (Revision)	<ul style="list-style-type: none"> • Conversations around Christianity and suicide, due to the context of the novel • Attitudes towards evolution discussed, sometimes in relation to Christianity.
3/4	RE	Peace & Conflict	<ul style="list-style-type: none"> • Studying examples of war and terrorism, discussion around misconceptions that link religion and acts of violence
4	Media studies	Newspaper industry – The Times and the Daily Mirror	<ul style="list-style-type: none"> • Representation theory including the study of reasons for using stereotypes and the under-representation or misrepresentation of social groups or individuals. • Study may include representations of age, ethnicity, gender and social class
5/6	English	Power and Conflict Poetry (Revision)	<ul style="list-style-type: none"> • Checking Out Me History is a poem in the exam anthology • It describes educational bias and how white historical figures are privileged over black historical figures • Emigrée focuses on leaving your homeland for a new country and feeling out of place • Kamikaze focuses on Japanese suicide bombers

Year 12

Term	Subject	Name of unit	Content of unit – e.g. topics, texts, themes explored
1	Media	Music video CSP 'Letter to the Free' and 'Ghost Town.' 13 th	Media Representations <ul style="list-style-type: none"> • Analysis of Ghost Town can help develop an understanding of the processes of selection and combination which construct versions of reality • The effect of social and cultural and historical contexts on representations of ethnicity (British multiculturalism) • How representations invoke discourses and ideologies and position audiences <p>13th is a 2016 American documentary film by director Ava DuVernay. The film explores the "intersection of race, justice, and mass incarceration in the United States;"</p>
TBC	Media Studies	Music Vid – Letter to the Free Common	Media Representations Letter to the Free explicitly focuses on the history and contemporary experience of African Americans and allows for an exploration of the effect of social, cultural and political context on representations of ethnicity. <ul style="list-style-type: none"> • Representation of ethnicity, with focus on how Common is a black man exploring black culture-specific issues. • Use of specific historical and contemporary experience to construct a political narrative and argument • How representations invoke discourses and ideologies and position audiences • Theories of representation including Hall • Drawing on theories of Postcolonialism (Gilroy) Study of the Windrush generation and its impact on social and cultural contexts
1	History	Democracy and Dictatorships in Germany 1919–1963	<ul style="list-style-type: none"> • Establishment of Weimar Republic: Ideology of Nazism and prejudice against minorities (Jews / Scinti Roma / homosexuals / Anti-socials)

Year 12 Continued

Term	Subject	Name of unit	Content of unit – e.g. topics, texts, themes explored
1/2	Spanish	Traditional and Modern Values	<ul style="list-style-type: none"> Trends in family models, marriage, divorce, the influence on families of the Catholic Church in Spain.
1/2	Spanish	Cyberspace	<ul style="list-style-type: none"> Cyberbullying and online abuse
1/2	Sociology	Health	<ul style="list-style-type: none"> The unequal distribution of health chances by ethnicity Reasons why some ethnic groups have higher/lower rates of illness (physical/mental) Analysing sociological explanations for these differences e.g. cultural, behavioural and material factors
2	History	Democracy and Dictatorships in Germany 1919–1963	<ul style="list-style-type: none"> Establishment of Nazi regime: Persecution of minorities and mistreatment in concentration and labour camps. Use of terror / propaganda and coercion by Nazi regime. Role of women and ideology of eugenics.
3	History	Democracy and Dictatorships in Germany 1919–1963	<ul style="list-style-type: none"> Impact of War on Germany: Final Solution / Concentration and labour camps / treatment of minorities
4	History	Democracy and Dictatorships in Germany 1919–1963	<ul style="list-style-type: none"> Establishment of West Germany and DDR: Social change and cultural policies including changes regarding minorities.
3/4	Sociology	Education	<ul style="list-style-type: none"> Examining educational achievement statistics for different ethnic groups Competing sociological explanations examined, competing ideas regarding the reason for the statistics (over and underachievement) Explanations include cultural deprivation theory, material deprivation theory, institutional racism, labelling etc (some studies are dated and make racist assumptions about family types)

Year 13

Term	Subject	Name of unit	Content of unit – e.g. topics, texts, themes explored
1/2	Sociology	Media	<ul style="list-style-type: none"> Media stereotypes of ethnic groups examined Focus on representations of Black communities, Muslims, Immigrants etc Examining nature, causes#, trends and significance of representations
1/2	Spanish	Multiculturalism in Hispanic Society	<ul style="list-style-type: none"> Immigration, including illegal immigration; Racism ; Integration
1/2	Spanish	Aspects of Political Life in the Hispanic World	<ul style="list-style-type: none"> Young people and their political attitudes; unemployment; Monarchy and Dictatorship in Spain; Unions, strikes and protests
2	Media Studies	Online publication 'The voice.'	<p>Media Representations</p> <p>The choice of online product provides a wide range of representational issues. These include the representation of the target audience – black Britons – but also the selection and construction of news stories and their subjects.</p> <ul style="list-style-type: none"> Representation of particular groups (race, gender), construction of a Black British identity in The Voice. Who is constructing the representation and to what purpose? (Stuart Hall) Analysis of the construction and function of stereotypes <p>Social, political, cultural and economic contexts</p> <ul style="list-style-type: none"> The Voice as an institution has historical and cultural significance in its origins (1982) as the UK's first (and only) newspaper aimed specifically at a black British audience, dealing with relevant political and social issues. The website continues this function but is perhaps considered more mainstream and less political than in the past.
3/4	Sociology	Crime & Deviance	<ul style="list-style-type: none"> Examining the social distribution of crime and deviance by ethnicity, including recent patterns and trends Analysing different sociological explanations for these e.g. ethnicity/criminality, racism and the criminal justice system, and victimisation

Support

Off The Record (Bristol Based Charity) - Project Zazi is the name for our work with young black people and young people of colour and supports them in exploring culture and identity and tackling issues of inequality and oppression.

Website: <https://www.otrbristol.org.uk/what-we-do/zazi/>

Nilaari (Bristol Based Charity) - Nilaari is a Black, Asian and Minority Ethnic (BAME) led community-based charity. Our diverse staff team deliver culturally appropriate and responsive social care support and talking therapies. All our services are designed to support our client's emotional wellbeing and mental health.

Website: <https://www.nilaari.co.uk/>

YoungMinds – UK's leading children and young people's mental health charity

Website: <https://youngminds.org.uk/>

Wiltshire Racial Equality Council – local community advice service

Details: <https://adults.wiltshire.gov.uk/Services/1235/Wiltshire-Racial-Equ>