

Diversity, Equity, Inclusion and Belonging (DEIB) and SMSC within the Curriculum (Y1 – Y6)

The curriculum has been intentionally designed to introduce pupils to the concepts of diversity, equity, inclusion and belonging through age-appropriate enquiry-based learning. Pupils explore Christian Values, British Values and the Protected Characteristics through carefully chosen historical figures, geographical studies, local history and stories from a range of cultures. This provides secure foundations for pupils' personal development whilst developing curiosity, empathy and respect for others.

SMSC development is embedded throughout the curriculum, enabling pupils to develop both academically and personally through meaningful, real-life learning experiences.

Year 1/ Year 2

Diversity, Equity, Inclusion and Belonging (DEIB)

Geography enquiries explore life in the Arctic, Peru, Madagascar, Ravenshead and the wider world, enabling pupils to compare different cultures, environments and ways of life. They learn that people live differently across the globe whilst recognising that everyone deserves equal respect regardless of race, religion, disability, gender or background.

History units introduce pupils to significant individuals who have improved the lives of others, including Dr Thomas Barnardo, Mary Seacole, Elizabeth Blackwell, Mother Teresa, Malala Yousafzai, Michael Jordan and Thomas Edison. Through these studies, pupils develop an understanding of equality, perseverance, fairness and the positive difference individuals can make within society.

The curriculum also develops pupils' understanding of belonging through learning about their own local area, the history of Ravenshead and the role they can play in caring for their community. Opportunities to perform in Nativity productions encourage every child to participate, collaborate and develop confidence whilst recognising that everyone has a valuable contribution to make.

PSHE, RE and Computing further promote inclusion by teaching respectful relationships, anti-bullying, online safety, healthy lifestyles, feelings and emotions, and appreciation of different faiths, cultures and family backgrounds. Pupils are encouraged to celebrate difference, challenge unkind behaviour and develop positive relationships built on kindness and respect.

Spiritual, Moral, Social and Cultural Development (SMSC)

Spiritual Development

- Developing awe and wonder through learning about the natural world, including the Arctic, Peru, local environments and wildlife.
- Exploring Christianity and Judaism through the RE curriculum, including Creation, Incarnation, Gospel, Salvation, Jewish stories, Shabbat and visits to places of worship.
- Reflecting on the school's Christian Values of Kindness, Courage, Hope and Respect within every enquiry.
- Encouraging pupils to appreciate the uniqueness of different people, places and cultures.

Moral Development

- Learning about fairness, kindness and responsibility through the lives of inspirational individuals such as Dr Barnardo, Mary Seacole, Elizabeth Blackwell, Mother Teresa and Malala Yousafzai.
- Developing an understanding of right and wrong through PSHE topics including friendships, bullying, road safety, fire safety, healthy choices, caring for others and protecting the environment.
- Exploring how rules help keep people safe within school, the local community and wider society.
- Encouraging pupils to care for their local environment and recognise how their actions affect others.

Social Development

- Developing teamwork, confidence and resilience through Nativity performances, practical enquiry activities, Outdoor Learning and PE.
- Learning how communities work together through studies of Ravenshead and the wider world.
- Building positive relationships through collaborative learning, shared performances and PSHE.
- Developing communication, cooperation and respect through classroom discussion and practical learning experiences.

Cultural Development

- Exploring a broad range of cultures and communities through studies of the Arctic, Peru, Madagascar, the United Kingdom and the local area.
- Reading high-quality literature representing diverse cultures, traditions and experiences, including stories from around the world.
- Learning about significant individuals from a range of cultural, religious and ethnic backgrounds who have shaped society.
- Developing appreciation of different beliefs, traditions and celebrations through RE, Music, Art and performance opportunities.

Year 3/ Year 4

Diversity, Equity, Inclusion and Belonging (DEIB)

Through studies of the Vikings, Ancient Greece, the Anglo-Saxons, Prehistoric Britain and the Mayan civilisation, pupils compare historical societies with modern Britain, considering how ideas about equality, freedom, rights and inclusion have developed over time. They explore differences in age, gender, religion, social roles and citizenship, helping them understand the importance of fairness, inclusion and equal opportunities in today's society.

Geography enquiries broaden pupils' understanding of diversity by exploring Scotland, Ravenshead, weather and climate around the world, and the Amazon Rainforest. Pupils develop empathy for people living in different environments, cultures and communities, recognising how geography, climate and environmental change affect people's lives differently. They also explore indigenous communities, cultural traditions and environmental stewardship, encouraging respect for both people and the natural world.

The curriculum develops a strong sense of belonging through studies of Ravenshead and the local community, enabling pupils to appreciate local history, celebrate diversity within their own community and understand how everyone contributes positively to society.

PSHE, RE and Computing further promote inclusion by teaching respectful relationships, online safety, emotional wellbeing, challenging prejudice, recognising stereotypes and valuing different faiths, cultures and identities. Collaborative learning, performances and Outdoor Learning ensure every pupil has opportunities to contribute, succeed and develop a strong sense of belonging within the school community.

Spiritual, Moral, Social and Cultural Development (SMSC)

Spiritual Development

- Reflecting on faith, belief and identity through Christianity and Islam within the RE curriculum.
- Developing awe and curiosity through studies of Scotland, weather and climate, rainforests, the local environment, rocks, fossils and ancient civilisations.
- Appreciating the diversity of cultures, traditions, beliefs and communities across Britain and the wider world.
- Exploring the school's Christian Values of Kindness, Courage, Hope and Respect through every enquiry.

Moral Development

- Considering fairness, responsibility and respect through comparisons between historical societies and modern Britain.
- Exploring ethical issues surrounding environmental responsibility, sustainability and conservation.
- Developing an understanding of right and wrong through PSHE topics including online safety, bullying, breaking down barriers, stealing, fire safety, healthy relationships and caring for the world.
- Encouraging pupils to consider how their actions affect others and how they can demonstrate kindness, courage, hope and respect in everyday life.

Social Development

- Working collaboratively through practical investigations, historical enquiries, performances, outdoor learning and creative projects.
- Developing teamwork, communication, resilience and leadership through PE, Forest School and enquiry-based learning.
- Learning how local and wider communities function through studies of Ravenshead, democracy, shared responsibility and citizenship.
- Building confidence, friendships, emotional literacy and positive relationships through PSHE and collaborative classroom experiences.

Cultural Development

- Exploring a wide range of cultures and civilisations including the Vikings, Scots and Picts, Ancient Greece, Anglo-Saxons, Prehistoric Britain, the Mayan civilisation and communities living within the Amazon Rainforest.
- Reading high-quality literature representing diverse voices, cultures and experiences, including *Nen and the Lonely Fisherman*, *The Crown*, *Our Tower*, *The Lion and the Unicorn*, *Granny Came Here on the Empire Windrush*, *Africa*, *Amazing Africa*, *The Undefeated* and *Tamarind and the Star of Ishta*.

- Developing appreciation of different artistic, musical and linguistic traditions through Art, Music, Spanish and Outdoor Learning.
- Learning about Christianity, Islam and Hinduism, helping pupils understand and respect different faiths, beliefs and cultural traditions.

Year 5

Diversity, Equity, Inclusion and Belonging (DEIB)

Pupils investigate the diversity of the Roman Empire, considering social class, gender roles, disability, race, religion and changing attitudes towards equality. They compare historical societies with modern Britain, developing an understanding of how rights and freedoms have evolved.

Within Geography, pupils examine how landscape change, environmental decisions and pollution affect different communities. They consider issues of accessibility, environmental justice and the differing impact of climate change and pollution on people of different ages, disabilities, ethnicities and backgrounds.

The Local Area enquiry develops pupils' understanding of belonging by exploring the history, diversity and identity of their own community. Pupils learn how local services, planning and public spaces should meet the needs of all members of society, recognising that communities are strengthened through inclusion and mutual respect.

During the 'Staying Safe in the Modern World' enquiry, pupils explore respectful relationships, online safety, discrimination, hate incidents and the importance of accepting different identities, family structures, cultures and beliefs. Throughout the year, PSHE, RE and class discussions encourage pupils to challenge stereotypes, value diversity and recognise their responsibilities as respectful members of society.

Spiritual, Moral, Social and Cultural Development (SMSC)

Spiritual Development

- Reflecting on our responsibility to care for creation through studies of pollution, sustainability and environmental stewardship.
- Exploring faith, belief and worldviews through Christianity and Islam within the RE curriculum.
- Developing curiosity about the history, geography and identity of both local communities and the wider world.
- Reflecting on personal values, aspirations and individual responsibility.

Moral Development

- Considering ethical issues including environmental responsibility, conservation and the impact of human actions on future generations.
- Exploring justice, equality and fairness through the study of Roman society, the Suffragette movement, the Windrush generation and migration.
- Evaluating responsible decision-making through Bikeability, online safety, relationships education and personal safety.
- Applying the school's Christian values of Kindness, Courage, Hope and Respect to both historical and contemporary issues.

Social Development

- Developing teamwork and communication through collaborative enquiry, practical investigations, presentations and performances.
- Building resilience, leadership and cooperation through outdoor learning, PE and Bikeability.
- Learning how communities function through studies of local government, democracy and civic responsibility.
- Developing emotional literacy, healthy relationships and positive decision-making through PSHE.

Cultural Development

- Studying a diverse range of cultures, historical periods and communities, including Roman civilisation, the Windrush generation, local history and global environmental issues.
- Reading high-quality literature exploring migration, equality, identity, social justice and belonging.
- Appreciating different beliefs, traditions and cultural practices through RE, Music, Spanish and the wider curriculum.
- Developing respect for people from different backgrounds, cultures and faiths whilst recognising the contribution diversity makes to modern Britain.

Year 6

Diversity, Equity, Inclusion and Belonging (DEIB)

Across the year, pupils examine issues including social class, gender roles and cultural diversity in Ancient Egypt; environmental justice and the unequal impact of climate change on different communities; equality legislation and responsible online behaviour; the Holocaust, antisemitism, racism, disability and discrimination during World War II; and the dangers of stereotyping, prejudice and radicalisation in modern society. These themes encourage pupils to appreciate different perspectives, challenge discrimination and understand the importance of creating inclusive communities.

Belonging is further strengthened through collaborative enquiry, discussion, transition activities, residential experiences and PSHE, enabling pupils to develop empathy, confidence and respect for others whilst recognising their own place within the school community and wider society.

Spiritual, Moral, Social and Cultural Development (SMSC)

Spiritual Development

- Reflecting on humanity's relationship with the natural world and our responsibility for future generations.
- Exploring faith, belief and worldviews through the RE curriculum.
- Considering identity, aspirations and personal growth during transition to secondary education.
- Developing awe, curiosity and appreciation through the study of different cultures, environments and human achievement.

Moral Development

- Evaluating moral and ethical issues including sustainability, environmental responsibility, discrimination, conflict and justice.

- Learning from significant historical events such as the Holocaust and World War II to understand the consequences of prejudice and intolerance.
- Applying the school's Christian values of Kindness, Courage, Hope and Respect to contemporary and historical contexts.
- Developing the confidence to justify opinions, debate respectfully and make informed ethical decisions.

Social Development

- Working collaboratively through enquiry projects, investigations, presentations and practical learning.
- Developing resilience, teamwork and leadership through PE, outdoor learning and residential experiences.
- Building positive relationships, understanding online safety and preparing successfully for the transition to secondary school.
- Understanding the responsibilities associated with democracy, individual liberty, mutual respect and the rule of law.

Cultural Development

- Studying a broad range of cultures, civilisations and societies across the curriculum.
- Reading high-quality texts that explore migration, identity, conflict and social justice.
- Appreciating diverse artistic, musical and linguistic traditions through Music, Spanish, Art and Design Technology.
- Developing respect for people of different faiths, cultures and backgrounds through RE and wider curriculum learning.