

Technology

- Reference to needs met by technology which all humans at all times and in all cultures have in common
- Resources, materials and activities reflect multi ethnic nature of society
- Stress importance and value of traditional technology but avoiding negative images of “less developed” countries
- The internet is used to display and explore aspects of “the global village”

PE

- Games and sport seen as universal human activities
- Stress on cooperation and sensitivity, fair play and respect, acceptance of rules and decisions, handling of success and failure
- Name calling and racial abuse are seen as unacceptable
- Dance can be used as a means of exploring personal identity, and social and political issues.



Ideas taken from Richardson & Wood
“Inclusive schools, Inclusive society”, 2000.
Trentahm books.

Useful web sites:

www.100greatblackbritons.org.uk
<https://www.blackhistorymonth.org.uk>
www.blackinventor.com
<https://clpe.org.uk/>
www.globaldimension.org.uk
www.kickitout.org (racism in football)
www.naldic.org.uk
www.oxfam.org.uk/education
www.redcross.org.uk/education
www.refugeeweek.org.uk
www.realhistories.org.uk (no longer updated)
www.thelinkingnetwork.org.uk
<https://www.theredcard.org/>
www.tearfund.org.uk
<https://uk.mantralingua.com/>
www.unicef.org
www.youngcitizens.org.uk

School of Education
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Ethnic and Cultural Diversity

throughout the curriculum



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Subject specific:

Art:

- Visiting artists from a range of cultures and traditions
- reference to excellence in a range of different cultural traditions
- Stress on cultural borrowings and influences
- Pupils express own sense of personal and cultural identity

English:

- Fiction, drama and poetry drawn from range of genres, times and places
- Stress on values and concerns, which all human beings have in common
- Recognition of bias in literature and media and questioning of stereotypes, including racial, ethnic and cultural
- Use literature to explore social and political issues



Geography

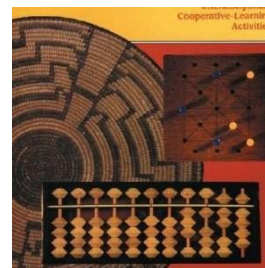
- Stress on global connections and interdependency
- Negative images of developing countries are avoided/criticised
- Migration, population movement and settlement are seen as recurring features of human experience
- Study differences and commonalities in humans relationship with the physical environment

History

- Teach British history within a world perspective
- Political concepts including resistance, pressure, democracy, justice, equality
- Examine the history of black people in Britain
- Anglo-Saxon, Roman, Viking settlement stress continual changing face of British population and culture.

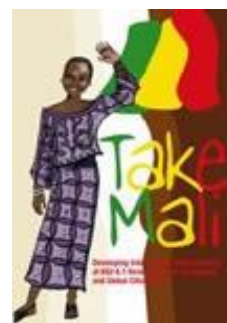
Maths

- Universal language
- Hindi-Arabic origin of number
- Tasks, problems, games reflect multicultural nature of world.



MFL

- Showcase schools from around the world, such as "Take Mali"
- Investigate connections within and between places with shared languages
- Explore different ways of seeing the world



Music

- Examples of excellence taken from a range of different cultural traditions
- Reference to intercultural borrowing
- Stress on common elements, concerns and strivings in different traditions
- Visiting musicians from range of backgrounds

RE

- Stress common elements, concerns and values in different religious traditions
- Highlight cultural, national and ethnic diversity within each religion
- Critical reference to media stereotyping and misrepresentation
- Stress on stories teaching about tolerance and reconciliation

Science

- Process of observing, hypothesising, reasoning and testing are seen as universal not distinctively "western"
- Use of multi-ethnic and multi-cultural resources, materials and activities
- Use scientific methods in analysing social, economic and political affairs.