



A culturally inclusive curriculum

AIMS

- Reflect the diversity of cultures and experiences, that all people share common aspirations needs and concerns.
- Provide a structure that allows pupils to investigate their own cultural and ethnic identities and to examine the origins and consequences of their attitudes and behaviours towards other groups.
- Lead pupils to a critical understanding and appreciation of their own cultural, religious and ethnic identities, including both their strengths and weaknesses.
- Represent the broad range of experiences and peoples that compose the British population.
- Acknowledge the ways multicultural experiences have contributed to the knowledge base, value systems, and ways of thinking within the curriculum.
- Provide an integrated understanding of human experience in its many varieties and complexities by attending to the exceptional as well as ordinary.
- Promote understanding of the interdependence of groups and the reciprocal ways, both historic and contemporary, in which our collective experiences shape the lives of the diverse peoples in Britain.

Evaluating a culturally inclusive curriculum

- ... Reflect a variety of perceptions, interpretations and perspectives
- ... Reflect a diversity of viewpoints, lifestyles and beliefs
- Teach that every culture and religion interprets its history and learning through certain narratives and that these contribute to the identities of individuals
- Acknowledge that identity is based on multiple factors, including the diverse and sometimes contradictory realities of membership in multiple groups. And that all of us
- ... Give status to the experiences and achievement of people from all backgrounds and cultures and that
- Pupils value.
- ... Teach about issues of racism and ways of preventing and addressing racism, xenophobia, extremism, radicalisation and Islamophobia.
- ... Teach that learning and human achievement are dependent upon the prior learning achievement of others and often build upon and borrow from other cultural and religious traditions
- ... Depict people from a range of cultural and religious backgrounds achieving eminence as investors, entrepreneurs, leaders and artists – demonstrating creativity, initiative and moral courage.
- ... Show that diversity is an aspect of contemporary experience and ordinary, daily life not only the ‘exotic’
- ... Teach that excellence is not restricted to the achievement of people within dominant cultures, but that people in all cultures, today and in the past achieve excellence.
- ... Teach those societies and the religions and cultures within them are constantly changing and developing.

Planning a culturally inclusive curriculum.

- Does your unit of work.
- Reflect the ethnic, religious, cultural and linguistic compositions of your class and/ or the community.
- Reflect positive images of various groups.
- Encourage pupils to use, build on and share their experiences, knowledge, skills and understanding.
- Ensure relevance and that pupils understand that relevance to them and their lives.
- Put what we teach in a global perspective – tell the whole story.
- Reinforce learning and widen understanding through a cross curriculum approach.
- Extend knowledge and awareness of diversity.
- Allow examination and discussion of the dominant culture in society rather than considering it the norm against which all other cultures are judged.
- Ensure the skills, experiences and expertise of pupils, parents and communities are included.
- Highlight and share values across cultures, religions and celebrated differences.
- Treat all cultures as dynamic.
- Challenge pupils thinking and perceptions through well planned questioning.

Outcomes of a culturally inclusive curriculum

- Pupils understand that excellence is not restricted to the achievement of people from dominant cultures, but that people from all cultures and religions, today and past, achieve excellence.
- Pupils know that most people have a range of affiliations, loyalties and sense of belonging.
- Pupils understand that with every event there are a variety of perceptions, interpretations and perspectives.
- Pupils have a strong sense of identity, feeling that they belong in Britain and that Britain belongs to them.
- Pupils see diversity and differences as interesting and exciting.
- Pupils understand that there are shared values across cultures, religions and that all people share common aspirations, needs and concerns.
- Pupil's viewpoints are explored and developed.
- Pupils develop their critical thinking and analysis skill in order for them to make informed choices.
- Pupils are skilled in challenging prejudices and stereotypes, racism, xenophobia, Islamaphobia, injustice and unfairness. They understand and can identify extremism and extremist views.
- Pupils understand and respect others.
- Pupils self-esteem is enhanced.
- Pupils understanding that the dominant culture in society is not 'norm' against which all other cultures are judged.

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Signed:

X _____
Chair of Trustees

X _____
Principal