



Working together to promote & celebrate achievement

Public Sector Equality Duty (PSED)

2023-2024

The Public Sector Equality Duty requires the school to publish information about Equalities on an annual basis.

Specific Duties which relate to the above general duties are to:

1. Set equality objectives at least every 4 years which are specific and measurable.
2. Publish data on those affected by policies and procedures
3. Publish information to demonstrate compliance with the three aims of the public sector equality duty.

1. Equality Objectives 2023-2027 (4 academic years)

1. Continue to work towards improving outcomes for all students including those with protected characteristics so they progress at least in line with expectations with their prior attainment and ability.
2. With a focus on race, LGBTQ+, differently abled communities, religion and belief and under-represented minority ethnic groups, over a four year period systematically audit, review and diversify the school curriculum as required to ensure learning resources and opportunities are diverse in their representation of modern British society.
3. Consolidate work done to promote mental fitness creating a distinct Mental Health Policy and associated curriculum so all members of the school community are confident and physically & mentally healthy.
4. Foster a sense of belonging for all students including those with protected characteristics so they may make a positive contribution to school life, feel respected, valued and included in the school community.
5. Increase equality of opportunity for all staff and develop awareness of equalities, diversity and inclusion legislation and practices through training.

2. Data on those affected by policies and procedures

Names and data are anonymised and we observe the convention that people may choose not to disclose the information.

Information about the student Population 2022-23

Ethnic Group	Number of Students	% of School Population
Asian / Asian British - Bangladeshi	507	33.9
Asian / Asian British - Indian	266	17.8
Asian / Asian British - Pakistani	417	27.9
Other Asian	128	8.6
Black / Black British	54	3.6
Mixed / Multiple Ethnic Group	49	3.3
White / White British	51	3.4
Other ethnic background	20	1.3
Refused/No information	5	0.3

Religion	Number of Students	% of School Population
Christian	60	4
Hindu	125	8.4
Muslim	1197	80
Other Religion	19	1.3
No Religion	19	1.3
Refused/No information	77	5.1

FSM	Number of Students	% of School Population
FSM	511	34.1
Non-FSM	986	65.9

Ever 6	Number of Students	% of School Population
FSM Ever 6	531	35.5
Non-FSM Ever 6	966	64.5

EAL	Number of Students	% of School Population
EAL	1139	76.1
Non-EAL	358	23.9
EAL On Monitoring	184	12.3

SEND	Number of Students	% of School Population
Code E	21	1.4
Code K	129	8.6

Sexual Orientation and Gender Reassignment

We do not collect data on the sexual orientation of our students, nor do we collect data on students who are planning to undergo gender reassignment. However, as a school we are aware that there may be equality issues in relation to sexual orientation and gender reassignment. The school will proactively work to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people.

Information about the Staff Population 2022-23

As we have more than 150 employees, the Public Sector Equality Duty requires us to publish information about staff with reference to the protected characteristics identified in the Public Sector Equality Duty. As the employer, the London Borough of Newham (LBN) provides the school with some information that supports us to meet this duty. LBN, observe the convention that people may choose not to disclose this information.

Gender	Number of Staff	% of Employees
Male	42	19
Female	182	81
Other	0	0
Declined to specify	0	0

Age	Number of Staff	% of Employees
21 - 30	34	15
31 - 40	58	26
41 - 50	59	26
51- 60	55	25
61 - 70	17	7
Declined to specify	1	1

Ethnic Group	Number of Staff	% of Employees
Asian / Asian British - Bangladeshi	29	12.8
Asian / Asian British - Indian	47	20.8
Asian / Asian British - Pakistani	50	22.1
Other Asian	6	2.7
Black / Black British	11	4.9
Mixed / Multiple Ethnic Group	9	4.0
White / White British	63	27.9
Other ethnic background	8	3.5
Refused/No information	3	1.3

Pregnancy or Maternity	Number of Staff	% of Employees
Adoption	0	0
Maternity / Paternity	7	4
Shared Parental Leave	0	0

Employment Contract	Number of Staff	% of Employees
Full Time	142	63
Part Time	82	37

Flexible Working Arrangements	Number of Staff	% of Employees
Yes	84	37
No	140	63

3. Information to demonstrate compliance with the three aims of the Public Sector Equality Duty.

This information must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty April 2012 which require schools to:

- A. Eliminate unlawful discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- B. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- C. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

A. Eliminate unlawful discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Equality Act 2010.

Admissions

As a Local Authority school, Plashet School adopts the admissions Policy of the Local Authority. This policy takes full account of the duties required under the Equalities Act 2010. Admission arrangements are formulated to ensure they comply with the Equality Act 2010 (specific duties) Regulations 2011 and therefore do not unlawfully discriminate against students, parents or carers because of their sex, race, religion or beliefs, disability, sexual orientation or students who are pregnant, undergoing gender reassignment or school age parents. The School is in agreement with Local Authority fair access protocols to ensure that outside the normal admissions round, unplaced children, especially the most vulnerable, are offered a place at a suitable school as quickly as possible.

Ethnic Group	Number of Students
Asian / Asian British - Bangladeshi	14
Asian / Asian British - Indian	9
Asian / Asian British - Pakistani	4
Other Asian	2
Black / Black British	4
Mixed / Multiple Ethnic Group	0
White / White British	11
Other ethnic background	1
Refused/No information	0

FSM	Number of Students
FSM	9
Non-FSM	36

SEND	Number of Students
Code E	0
Code K	0

Attendance

We closely monitor data on attendance and absence from school. We have employed an Attendance Assistant to support the Attendance Officer to ensure there is even greater rigor around this. The Attendance Assistant telephones the parents/carers of all students who are absent without reason on the first day of the absence. Parents/carers receive termly updates on their childrens' attendance through school reports. Absence data and information is reviewed and analysed on a termly basis for evidence of over representation from different groups. A range of different interventions are in place to support families in improving attendance at school including the use of Newham's Silver Attendance Management Service. This information is shared with the Governing Board on a termly basis.

Attendance by Student Group

2022-23 (5th September - 9th June 2023) Total with IN year leavers not included								
Year group	Cohort	Average Attendance	Authorised Absence	Unauthorised Absence	Total Absences	Persistent Absence (Under 90%)		Persistent absences from Total absentees
						No. of students	% of cohort	
Disadvantaged	612	93.0%	4.5%	2.5%	7.0%	111	18.1%	3.5%
Non Disadvantaged	881	93.8%	4.1%	2.1%	6.2%	139	15.8%	2.9%
SEND/EHC	21	90.8%	6.4%	2.8%	9.2%	7	33.3%	6.2%
SEND School Support	131	91.1%	6.3%	2.6%	8.9%	39	29.8%	5.7%
Non-SEND	1341	93.8%	4.0%	2.2%	6.2%	204	15.2%	2.8%
EAL	1141	93.4%	4.2%	2.3%	6.6%	194	17.0%	3.2%
Non-EAL	352	93.7%	4.4%	1.9%	6.3%	56	15.9%	2.9%
Whole School	1493	93.5%	4.3%	2.2%	6.5%	250	16.7%	3.1%

Attendance by Ethnic Group

2022-23 (5th September - 9th June 2023) Total with IN year leavers not included								
Year group	Cohort	Average Attendance	Authorised Absence	Unauthorised Absence	Total Absences	Persistent Absence (Under 90%)		Persistent absences from Total absentees
						No. of students	% of cohort	
Asian/Asian British - Bangladeshi	507	94.6%	3.6%	1.8%	5.4%	59	11.6%	1.9%
Asian/Asian British - Indian	263	95.3%	3.3%	1.3%	4.7%	26	9.9%	1.5%
Asian/Asian British - Pakistani	417	92.2%	5.2%	2.5%	7.8%	98	23.5%	4.4%
Other Asian	123	93.9%	4.2%	1.9%	6.1%	14	11.4%	2.8%
Black/Black British	55	92.4%	5.5%	2.1%	7.6%	9	16.4%	4.4%
Mixed/Multiple Ethnic Group	49	91.7%	4.8%	3.6%	8.3%	9	18.4%	4.7%
White/White British	50	87.1%	6.8%	6.1%	12.9%	27	54.0%	10.3%
Other ethnic background	24	93.0%	3.9%	3.1%	7.0%	6	25.0%	3.8%
Refused/No information	5	77.0%	3.9%	19.1%	23.0%	2	40.0%	20.5%
All Students	1493	93.5%	4.3%	2.2%	6.5%	250	16.7%	3.1%

Student Behaviour including Isolation, Suspension and Exclusion Information

Plashet was rated as Outstanding for 'Behaviour and Attitudes' by Ofsted in November 2022 and we have clear and consistent behaviour expectations. We have updated our Behaviour Policy to take full account of the Equality Act 2010 in its commitment to developing and delivering a culture of respect for all. The decision to suspend a student for a fixed period or exclude permanently is always taken in line with the Behaviour Policy. The Behaviour Policy makes reasonable, appropriate and flexible adjustments for students with a disability. Isolation and suspension information is monitored and analysed on a termly basis for evidence of trends and patterns including of 'prejudiced and discriminatory behaviours' and over representation from different groups with different characteristics including ethnicity, disadvantage and SEND. This information is shared with governors on a termly basis, with the School Improvement Partner and an annual return is made to the Local Authority.

The Pastoral Curriculum

Plashet was rated as Outstanding for 'Personal Development' by Ofsted in November 2022. Each week at Plashet we have a collective theme to help focus our thinking about the wider world. Some themes are designed to offer a focus on unlawful, discrimination and harassment. Students are encouraged to understand, reflect and challenge their understanding of unlawful, discrimination and harassment. Often our themes align with national and international awareness events such as Holocaust Memorial Day and Black History Month. This year themes included activities on use of language, holocaust memorial, world religion day, equity, disability, reparation, islamophobia and 'Fundamental British Values'. All 'themes of the week' include a resource designed for delivery by the form tutor, a word consciousness activity also delivered by the form tutor and a pastoral assembly. These activities are designed to support thinking and reflection and promote equality and kindness towards others.

Academic Curriculum

The principles of equality and diversity are embedded across a range of academic subject curriculums. To eliminate unlawful, discrimination and harassment, we teach about difference and diversity and the impact of stereotyping across a wide range of curriculum subjects. Full details of the academic curriculum in each subject and of our enrichment/extra curricular programme are published on the school website.

Appendix A: Examples from Curriculum Subjects: Eliminate unlawful discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Equality Act 2010.

The EAL Curriculum

The EAL team liaise with the leadership team and curriculum leaders regarding curriculum design across the school to ensure the language demands are explicit, and the cultural and linguistic experiences of pupils are observable.

The SEND Curriculum

The SEND curriculum offer is an inclusive curriculum across subject areas. Each subject offers a supported learning pathway, the students gain from learning a wide range of skills and knowledge. In the best examples, they reflect the learning experiences and connectedness of the national curriculum. To ensure the curriculum is accessible to all students, teaching is adapted so SEND students master learning, before moving on to learning new content. Annual targets are set for students and students receive prompt feedback through quantitative assessments, verbal feedback, peer assessment, self-assessment and written feedback. This serves to track students' progress through a combination of learning resources, photographs, teacher observations and coursework. To ensure equity in provision, individual small steps of progress and next steps are monitored through effective target setting and are linked to individual's outcomes. We are rigorous in ensuring that the curriculum offer provides a stepping-stone to employment, further education, and independent living.

Access arrangements are in place for SEND students. If students have access arrangements, it is important that these reflect the 'normal way of working'. All teaching staff are aware of access arrangements and integrate this into their teaching, learning and ARR as appropriate. Students are made aware of arrangements and reminded during review meetings and parents are kept informed.

In KS4 some SEND students participate in a bespoke SEND curriculum. This curriculum is tailored to students needs to ensure that all students achieve. This may include the opportunity to study Personal, Social, Development. Within this subject, students complete a unit of work on 'Individual Rights and Responsibilities'. As part of this, students learn about legislation that can impact them as young people. This includes learning about equality, prejudice and discrimination.

To ensure a fully inclusive curriculum, we also offer the AQA Unit Award Scheme. The Unit Award Scheme is designed for subject teachers to set appropriate short-term targets for their students and to ensure that such targets are specific and clear. Assessment techniques are explicit, and the evidence shows that a student has been successful is made clear.

Assessment, Recording and Reporting

We adopted blind marking techniques in summative assessments to ensure that all assessments are fair and free of bias. Students use candidate numbers and not names and papers are allocated to teachers for marking randomly.

B. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.

Progress and Attainment

We collect and analyse data to ensure all groups of students are progressing well and no group is subject to disadvantage through inequality. We publish an analysis of standards reached by different groups including disadvantaged students and by ethnicity at the end of Key Stage 4 on our website and this information is reviewed by the Governing Board. We will take positive and proportional action to address the disadvantages faced by particular groups with protected characteristics or or any other group with any other or additional disadvantage or vulnerability where known. This includes targeted support where required.

GCSE Attainment 2023		
Group	Full Cohort	Average Attainment 8
Disadvantaged	132	52.4
Advantaged	157	59.7
Total	289	56.4
SEND		
K	19	26.2
E	2	45.5
Total SEND	21	28.0
Non-SEND	268	58.6
Total	289	56.4
Free School Meals (FSM)		
FSM	102	50.2
Non FSM	187	59.7
Total	289	56.4
FSM Ever 6		
FSM Ever 6	105	50.1
Non-FSM Ever 6	184	59.9
Total	289	56.4

Ethnicity		
Asian / Asian British - Bangladeshi	96	57.5
Asian / Asian British - Indian	46	66.7
Asian / Asian British - Pakistani	77	51.7
Other Asian	34	59.2
Black / Black British	13	52.2
Mixed / Multiple Ethnic Group	7	51.3
White / White British	6	33.4
Other ethnic background	8	51.1
Refused/No information	2	56.4

Pupil Premium Grant

The School's annual plan for the use of Pupil Premium funding enables us to counter the effects of disadvantage on wellbeing, progress and participation and in particular, creates opportunities for students without the privileges of others to broaden their experiences. The 'Pupil Premium Strategy Statement' is available on the School's website. This statement details Plaset School's use of pupil premium funding for an academic year. It outlines our pupil premium strategy, how we intend to spend the funding and the impact that last year's spending of pupil premium had within our school.

IT Infrastructure

All students have equality of access to google suite and resources uploaded online by teachers. Every student is issued with a school chromebook which is monitored using the school safeguarding software system. This eliminates the disparity between students based on affordability and access to devices.

Careers Education, Information and Guidance

Every student at Plaset School is entitled to a thorough, personalised and aspirational programme of careers events throughout their time at the school. The school's arrangements for the delivery of Careers Education Information Advice and Guidance (CEIAG) complies with the statutory duty that all registered pupils at the school are provided with independent impartial careers guidance from Year 8 to Year 11 and that we track the destination data of our students through to Year 13 while meeting the Gatsby Benchmarks. Information regarding annual CEIAG activities and an audit of provision for CEIAG at Plaset school can be found on the school website as part of the CEIAG Policy (including Plaset School policy statement on provider access).

Curriculum

We keep under review our curriculum resources and content to ensure they reflect fundamental British values, represent the diversity of the UK and challenge outdated or stereotypical representations. We ensure the curriculum is effectively designed to build on the starting points of each student and/or group of students and is scaffolded appropriately advancing equality of opportunity for all students including those with protected characteristics.

Appendix B: Examples from Curriculum Subjects: Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.

The Pastoral Curriculum

Our pastoral curriculum is carefully thought through and features a range of Tutor led resources and whole cohort assemblies with a focus on a range of topics including aspects of fundamental British values, national commemoration and awareness events, mental fitness, diversity and inclusion. A range of topics designed to support the advancement of equal opportunities between persons who share a relevant protected characteristic and persons who do not share it include a range of themes connected to personal target setting, high aspirations for ourselves, growth mindset, girl power, the effective study skills, habits and automation.

The EAL Curriculum

At the start of each academic year, the EAL team leads a portion of whole-school training to ensure all teachers are prepared to support students, including those who are at the early stage of learning English, to access the curriculum. The EAL team, annually gather information from a range of sources including assessment and student observation to provide personalised intervention for students, including bespoke timetables and one-to-one support. The team regularly review, monitor, and revise provisions and ensure options are suitable for students at the earlier stages of learning English.

The SEND Curriculum

Our aim is to know individuals well to help them reach their full potential. We do this through careful personalisation of the curriculum opportunities offered and personalised, evidence based support/intervention programmes that may be required for example the use of the Lexia literacy programme. In line with the SEND Policy, all staff have a responsibility to understand the learning needs of all students with any identified SEND need. Staff develop their understanding through the use of the SEND Information and Guidance booklet, annual SEND staff training and through additional liaison with the SEND team.

In KS4 some SEND students participate in a bespoke SEND curriculum. This curriculum is tailored to students needs to ensure that all students achieve in their education and have improved life chances and opportunities. Specific Scheme of learning include:

- The Prince's Trust and ASDAN 'Achieve' course is a highly regarded programme which aims to help our students to create a better future for themselves. The programme of study embraces personal, social, health, citizenship and disability in the workplace which enables students to learn about and develop skills that prepare them for independence and working life.
- Personal, Social Development (PSD): The unit titled 'Preparation for Work' in PSD enables students to determine their interests and talents through the exploration of a variety of skills and qualities beyond academia. The students also learn a variety of skills that are essential when applying for posts such as writing a CV and a cover letter. As an extension beyond the requirements of the specification, students are given an opportunity to prepare for an interview and participate in a mock interview.
- AQA Unit Award unit entitled 'Employability Skills': Within this unit of work students learn about a range of work related skills. There is a focus on application forms, the completion of these and the common errors that are made when completing applications.
- AQA Unit Award for ICT: This unit is designed to empower students to build the skills they need for success with tools and applications that improve creativity, communication, and organisation. Students are prepared for the future by learning how to use MS Excel, MS Access and MS Word. This enables students to build the skills they need for success in college and/or in the workplace.

The Most Able Curriculum

The Most Able provision at Plashet School is split into two distinct parts. The first part supports the learning of students in the classroom and the second is to ensure the most able students are provided with a broad and varied enrichment provision full of opportunity to advance equality. The aims of this approach are twofold. Firstly, to ensure that the most able students at Plashet are challenged in their learning and supported in achieving their potential. Secondly, to raise aspirations so that the most able students have a better understanding of where their learning can take them, what pathways open to them, are motivated to explore those pathways and advance equality of opportunity. Training is provided to all staff at the start of the year around Most Able provision. This training is designed to build a strong understanding of how the Most Able students are identified, and what best practice around stretch and challenge in the classroom looks like. Teachers are encouraged to discuss and share subject-specific good practice in department time. Provision for the Most Able in the classroom is monitored via our self review policy with the feedback being fed back into departments for discussion.

Plashet School aims to provide broad and varied enrichment opportunities for the Most Able students. Examples include:

- Work with a number of post-16 and post-18 providers such as Gonville and Caius College Cambridge. As well as providing workshops on accessing Oxbridge and Russell Group Universities, workshops on STEM and Humanities are also provided by university faculty members.
- Other examples include our work with the Platform+ programme run by Westminster Schools where students are exposed to a broad range of sessions on the STEM area, such as when two Plashet Students were given the opportunity to visit the McLaren UK headquarters earlier this year.
- Work with outside agencies such as Debate Mate and Model UN, where More Able students receive training and participate in privately organised competitions against other schools.

Curriculum Enrichment

The curriculum is enriched through a substantial programme of visits and extra-curricular events. We aim to ensure all students develop their cultural capital through a wide range of departmental trips and visits.

Appendix B1: Curriculum Enrichment - Examples from Curriculum Subjects

C. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Curriculum

We teach about prejudice and discrimination so students may recognise this in all its forms and be prepared for life in modern society. While remaining relevant to the National Curriculum and Key Stage 4 specifications, we endeavor to ensure the content of the curriculum reflects and values the diversity of students. We use materials and resources that reflect the diversity of the school and the local community population while avoiding stereotyping. We teach about difference and diversity and the impact of stereotyping in a range of curriculum subjects. We have a wide range of diverse books in our libraries for students to choose from. The school offers a faith and student sensitive approach to the RSHE curriculum that takes into account the backgrounds of our students.

Appendix C: Examples from Curriculum Subjects: Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Pastoral Curriculum

Within our thematic approach to the pastoral curriculum, some themes were designed to meet this objective; foster good relations between persons who share a relevant protected characteristic and persons who do not share it. This included a focus on the following themes; reparation, anti bullying, alliance (Islamophobia month), disability (specifically world braille day and UK disability history month), Contribution (a celebration of the 75th anniversary of windrush), Courage (reflection on values and in recognition of pride month, figures from LGBT history who campaigned for gender and racial equality), Memory (a reflection on the 'paintings of our past; the African diaspora in England), Harmony (focus on the 'Golden Rule' across various faiths), liberation (Focus on Universal declaration of human rights) and Prosperity (Chinese New Year).

As part of Black History Month, a series of tutor time resources were produced with a focus on a journey through Black British history via music. This series explored how Black culture has developed over time and influenced British society along the way. This was supported by the library through the promotion of books documenting Black British history including 'Black tutors' and 'Black Poppies' to name but a small selection. A very well attended Charity screening of 'Black Panther' was also held after school with monies raised being donated to the Windrush Foundation.

Community Cohesion

Through the curriculum, we provide opportunities for students to learn about their own identity, but to also learn about others. Our Learning for Life programme is discrete and taught by a dedicated team. All students study Philosophy, Religion and Ethics for five years. We promote positive messages about Equality, Diversity and inclusion through the

pastoral curriculum, assemblies, whole school events and relevant displays. We have strong links with local primary schools and work with them closely to support effective transition from Primary to Secondary school.

Examples of community cohesion include:

- Students in Y8 and 9 participate in RE Matters with students from across the borough. They collaborate on a range of projects together, such as the 2023 primary assembly project on 'challenging stereotypes'.
- The Art Matters workshops and exhibition offer students the opportunity to work creatively and see their efforts on display at the UEL Dockside campus. Through our partnership with the London College of Fashion, Year 8 students are able to explore what working in fashion entails and develop their understanding of the industry. Links with the Whitechapel Gallery are being strengthened and students benefit from other cross curricular links with Fashion and Textiles, Drama, Music and English.
- Students benefit from a wide range of partnerships that have been fostered through the Drama department and Year 10 students have participated in the Old Vic Project for the last four academic years, giving them access to free live performances and workshops to support their GCSE studies. There are also links with Stratford Theatre Royal, New Vic College, Little Ilford School and St Angela School, which have all supported community cohesion and developed our Drama students and staff.
- Our School Council has worked with Newham Borough Council, other local Secondary School students and the Newham Mayor at events celebrating International Women's Day, exploring the diversity of the borough and the different experiences women have encountered whilst living in Newham.

Community Partnership

We have fostered a wide range of working relationships with organisations such as the Women of the World (WOW) Foundation, that have enabled our Year Councils to interact and trial resources that have been eventually made available to girls across Britain. We have also celebrated International Women's Day and International Day of the Girl through participation in a range of activities WOW have offered.

Subject departments frequently work with colleagues from other local Secondary Schools on any emerging themes and to support Newham students to achieve their best outcomes in safe environments. We are members of the Newham RE partnership and of the Newham PSHE partnership. We are also members of the Newham Schools Council Network. We regularly participate in a range of activities and research projects including the AWARE project led by the Anna Freud Center.

Parents/carers are encouraged to participate in the full life of the school. Parents are invited to attend parents' meetings on an annual basis and are kept up to date with school matters via regular communications and the Head Teacher's update to parents/carers. We offer translation upon request to ensure information about the School and meetings for parents/carers are made accessible for all.

Appendix A: Examples from Curriculum Subjects

Eliminate unlawful discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Equality Act 2010.	
Art	<ul style="list-style-type: none"> • Students learn about respecting other people's opinions and are taught to respect each other when speaking, and the work of others. • Throughout the curriculum students are taught about the 'other' in art including a range of diverse artists with different or several protected characteristics. • In Key Stage 4, students studied the theme of 'reflection' and 'lock'. As part of this they considered how art can be used as a form of protest, to stand up for what is right particularly where there is discrimination and injustice. • Art makes us aware of differences and shows it in a positive light. For example in Years 7 and 8 students are supported to answer the question 'What is Art?'. Students reflect on their own identity and personal experiences and are encouraged to bring this to their own making or a critical analysis and understanding of artistic pieces. This often will include students' own understanding of their protected characteristics and their personal experiences of discrimination.
Business and Computing	<ul style="list-style-type: none"> • In Years 10 and 11 students engage in a study of Equality Law and legislation to safeguard protected characteristics in employment and the prohibition of discrimination.
Drama	<ul style="list-style-type: none"> • In drama, a wide variety of texts are used as a stimulus to discuss and encourage the elimination of unlawful discrimination, harassment and victimisation across all ages through units. • In Year 7 students study 'Granny and The Wolf' to tackle racism and ageism • In Year 8, themes from an adaptation of 'Noughts and Crosses' are used to explore racism with Year 8, alongside 'The Curious Incident of The Dog In The Nighttime' to explore the realities of disability and autism. • With Year 9, throughout Black History Month we used 'Voices' which involve stories of discrimination from around the world, 'Find Me' to develop further understanding of disability/autism and the play 'DNA' to investigate the impact of bullying and crime on individuals. • Year 10 focuses on how Brecht explores political injustice and Year 11 includes a variety of texts such as, 'Cutting it', 'The Wasp' and 'Arabian Nights'.
English	<ul style="list-style-type: none"> • In Year 8, the Novel unit helps students to explore and interrogate systems of power, with a dystopian world as a comparison to our own. Within the dystopian society that the characters live in there are regimes of power and coercion and students are encouraged to reflect on the impact of conflict on the individual on the grounds of race and cultural identity. • In Year 9, the study of Shakespeare explores the impact of racial prejudice on characters and to reflect on forms of prejudice within society today. This unit also encourages students to explore Fundamental British Values including that of tolerance and respect.
Food Preparation and Nutrition	<ul style="list-style-type: none"> • In the study of Food Preparation and Nutrition, students learn about a range of allergies and intolerances. This is taught as procedural knowledge starting in Year 7. In all aspects of learning about food preparation and nutrition, students should be conscious of dietary needs. This includes developing an understanding of the inclusion of the range of dietary needs including vegan diets, halal diets and kosher diets for example. Students are encouraged to think carefully about how food unites people, why different people have dietary needs, the nature of these as medical, ethical or faith based and how food contributes to our sense of identity.
Graphics	<ul style="list-style-type: none"> • Year 10 designing principles : the ethical responsibilities to design inclusively. To not exclude marginalised groups of people , such as the disabled, ethnic minorities, the elderly etc in their designs

	<ul style="list-style-type: none"> • Year 10 Graphic design : Designing branding and logos project : To avoid offending different protected characteristics and cultures and be sensitive to their needs when designing. • Students develop an understanding of 'Registration'; intellectual property of design and safeguarding plagiarism • We encourage an understanding of Fair trade and ethical product design so that students have an awareness of the duty of the consumer to ensure their purchase contributes to the ethical development of source industries specifically in more economically disadvantaged communities.
History	<ul style="list-style-type: none"> • Students study a broad scope of history which allows the history curriculum to give coverage to a diverse group of people and voices. For example, in the Islamic Civilisations unit, students look at the reign of Mansa Musa in Africa, the Mughal Empire in India, the Umayyad Caliphate in Medieval Cordoba and the Abbasid Caliphate in Medieval Baghdad. • In Year 9, students look at perceptions of the British Empire through case studies of a wide range of places, and by analysing a wide range of interpretations. KS3 ended in Year 9 with a thematic study of equality in the twentieth century allowing for coverage of 'change in Britain since the 1950s'. • British Values such as respect and tolerance are embedded into the History Curriculum and approached in a sensitive way. For example, in looking at the British Empire, we look at the historical origins and negative effects of some stereotypes in our Ireland lessons. We consider the negative impacts of past attitudes and ideas in our lessons on the Slave Trade and interpretations of African History.
Learning for Life	<ul style="list-style-type: none"> • In the design and teaching of Learning for Life, the needs of all students are appropriately met, and all students are taught to understand the importance of equality and respect. We comply with the relevant provisions of the Equality Act 2010, ensuring the curriculum is designed to meet the needs of protected characteristics and other vulnerable students. For example students are taught in Years 9,10 and 11 about 'healthy relationships' and the right of everyone to equal treatment within those relationships. • In Year 7, Students learn about the Equality Act 2010, the characteristics it protects and what the different types of discrimination look like and how they might occur. This substantive knowledge is weaved across the curriculum and is used in a disciplinary fashion when considering subject matter of relevance. • In Year 7, students also learn about all Fundamental British Values including that of tolerance and respect. Students are supported to apply these concepts to their learning across the curriculum in all year groups and recognise them within the context of future learning. Students are taught to consider how UK society reflects 'Fundamental British Values' and are supported to apply this to their learning across other units of work and in their development of 'sense of self'. • The curriculum is designed to develop a procedural understanding of UK law pertaining to discrimination and harassment. While this is implicit as a disciplinary skill across most lessons within the curriculum, explicit teaching is a focus of lessons on protected characteristics, democracy, bullying, radicalisation, relationships, consent, girls and gangs and relationship abuse. • The school offers a student sensitive approach to the RSHE curriculum that takes into account the whole child. A comprehensive consultation was carried out to support the development of our RSHE policy. Information regarding this can be found on the school website.
Maths	<ul style="list-style-type: none"> • The Maths Active Citizen programme promotes female Mathematicians from minority ethnic backgrounds throughout history and the contributions they have made to Mathematics countering the traditional discrimination women have faced within the discipline.
Music	<ul style="list-style-type: none"> • During Black History Month, our Year 8 students research their chosen artists, historic and modern, to explore the important trailblazing impact of the rich history of music and how race and identity can be reflected through music. • Our deliberate focus on group singing / performing offers all students an opportunity to express themselves in a safe and supportive

	<p>environment: Year 7 (Autumn 1 - Finding My Voice), Year 7 (spring 2 - Band Skills 1), Year 7 (Summer 2 Rap It Up - lyric writing tackling discrimination, harassment and victimisation), Year 8 (Autumn 1 - Band Skills 2), Year 8 Summer 2 (Got The Blues - historic contextualization)</p>
Philosophy, Religion and Ethics	<ul style="list-style-type: none"> • In Year 7, the first unit of study on 'Faith in Newham' looks at historical migration patterns in Newham and the experience of different communities, such as Eastern European Jewish immigrants arriving late 19th century and the Windrush generation. The unit encourages discussion of the positive and negative impacts of migration and the different experiences that groups have had. • The unit 'Radical Jesus' looks at Jesus' treatment of sinners, women and the poor through key passages such as the 'Good Samaritan' and the 'Sermon on the Mount' with a focus on the treatment of others. • In Year 8, the 'Religious and non-Religious worldviews' unit explores the huge range of belief and non-belief within the UK, and how each person's worldview is unique. It encourages students to consider the reasons why people may hold different views to their own and be considerate and respectful of them. • In Year 8, students also study a unit of work on 'Islam and gender equality', looking at the position of women in Islam supported by Qur'anic and Hadith teachings on gender equality. Students also look at examples of protest such as Muhammad Ali's refusal to fight in Vietnam as an anti-racism protest. • The Year 9 'Judaism' unit looks at the history of anti-Semitism and how this has impacted on different Jewish communities. 'Islam and the West' looks at the early impact of Islam on Europe and attempts to erase/rewrite this period of history and the impact this has. • During Year 10 GCSE study, students learn about the different beliefs and practices within different Christian communities as well as specific teachings which address equality (e.g. 'the Golden Rule'). Sunni/Shi'a split is examined as is the diversity of belief and practice in Islam. The themes of justice and fairness are explored, as well as specific examples of equality in practices, such as the state of ihram on the Hajj. • In Year 11 GCSE lessons, key beliefs which encourage equal treatment, such as the sanctity of life, are used across the 4 thematic studies. Examples of how to treat others fairly are found in crime and punishment, war and peace (e.g. prison sentencing v community service) units of work.
PE	<ul style="list-style-type: none"> • The Year 8 dance scheme of learning has been developed to focus on 'Black Pride and Power', distancing the focus from historical enslavement. • The curriculum is structured to ensure both the physical wellbeing of students during Ramadan, where fasting could pose a risk to pupil hydration and energy levels. A focus on theoretical and scientific approaches during these periods ensures that no learning is compromised and pupil safety is maintained.
Sociology	<ul style="list-style-type: none"> • Equality laws are a regular feature of procedural knowledge in the study of sociology. Students learn about the Equality Act 201 and any other historical associated Acts including the race relations act. This provides a good foundation for the study of inequality in society so that students can explain the development of equality in 21st century Britain. • In Year 11 students study 'Crime and Deviance'. As part of this they learn about hate crime and develop an understanding of UK law and as well as considering why people may commit crimes, students also learn about the legal consequences of committing a hate crime. • In the scheme of learning 'Social Stratification', students learn about a range of political parties, they consider party alignment and what influences this. As part of this they will also consider some fringe groups and the impact they can have on society.

<p>Textiles</p>	<ul style="list-style-type: none"> • In textiles, we have assessed our schemes of learning (SOL) against the anti-racist checklist produced by the Art and Design union (NSEAD). This was particularly valuable when we designed our Year 7 SOL and resources based on an 'Africa' theme. In this work we also explore, through discussion, more challenging concepts such as cultural appropriation. • There is a focus on artists and designers of ethnically diverse communities and we have tried to avoid using artists from a Eurocentric background. For example in Year 7 our main focus is on Yinka Shonibare who is of English and Nigerian (dual) heritage and is wheelchair bound. Yinka's work explores cultural identity, colonialism and post-colonialism within the contemporary context of globalisation. There is a focus in his work on being 'citizens of the world'. • We also make sure to include inspirational female artists and designers across the curriculum such as Bisa Butler and Felicity Brown.
<p>Science</p>	<ul style="list-style-type: none"> • As part of our curriculum, during Black History month the science department incorporated a range of activities into lessons. This included learning about the production of aspirin (Percy Julian was an American research chemist who was a pioneer in the chemical synthesis of medicinal drugs from plants). • We use a range of STEM videos on ethnically diverse scientists within our curriculum. We also regularly use resources from 'New Scientist Live'. This includes a number of handpicked ethnically diverse speakers who show everything Science has to offer. • Within our vast curriculum wherever the opportunity arises we emphasise the diversity of present and past Scientists that contributed to groundbreaking laws and theories in Science. Some examples include: Ibn al Haytham - astrophysicist Radiation/DNA - Female Nobel Prize winners - Roslind Franklin B6-Covid vaccine development - professor Sarah Gilbert Space - Katherine Johnson, Michio Kaku, Stephen Hawkins B5 - Ebola and how the doctors and scientists in the region (West Africa) controlled it. • We believe 'read alouds' is an effective way for students to learn about diverse perspectives e.g when learning about the water cycle, we share Carole Lindstorms' work; 'We are water protectors', which highlights the experience and perspectives of a young Ojibwe girl.

Appendix B: Examples from Curriculum Subjects:

Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.	
Art	<ul style="list-style-type: none"> • In Key Stage 4 students consider the work of a range of artists that look at body representation, disability and gender. Students are challenged to critically analyse the work, recognise this within their own personal experiences and create an interpretation of their own. • Throughout, the art curriculum is designed to showcase a range of careers within art and design that ranges from architecture to set design and fashion, all careers beyond that of the traditional artist or craftsperson. • All students have equal access to the curriculum and learning is scaffolded for those that require extra support and stretch and challenge is included for those who are working at the highest levels. • All students have access to materials in Art spaces and Google Classroom online. • There is a fair offer of extracurricular clubs that encourages all students to work to their potential, whilst enjoying Art.
Drama	<ul style="list-style-type: none"> • In Years 9-11 as part of the curriculum, students attend theatre visits to experience 'live theatre making' and assist with review writing. We also explore the wide range of opportunities to work within the industry that exist beyond that of performance. • Our focus on women in theatre female playwrights' and ethnically diverse playwrights also contribute to the advancement of equality of opportunity. • Students in Years 7 and 8 were also provided with the opportunity to access digital theatre. Using 'Age is Revolting' as National Theatre Connections to focus on the negativity of ageism and how important it is to value and support our aging population.
English	<ul style="list-style-type: none"> • In Year 7, the first unit of study is a focus on Literary Short Stories written by a diverse range of authors who expose students to a variety of experiences and viewpoints. Students are encouraged to consider how characters and writers are impacted by their backgrounds. • In Year 9 students study a unit of Global Childhood Voices, which encourages students to be sensitive to the implications of single story narratives through the work of Chimamanda Ngozi Adichie and have access to broad range of experiences through the short story Chinese Cinderella by Adeline Yen Mah and lyrics by Stevie Wonder. • During Year 10 GCSE study, The play 'An Inspector Calls' by JB Priestley demonstrates the concept of social responsibility alongside examples of treating others fairly. Charles Dickens' 'A Christmas Carol' highlights the importance of charity and the need for support structures to ensure a just society.
Food Preparation and Nutrition	<ul style="list-style-type: none"> • In KS3 students learn about 'Women's contribution to the Food Industry'. This involves an examination of women from a range of backgrounds who have developed their own food businesses across a variety of different food industries. This encourages students to understand the breadth of career opportunities available within the food industry; an industry that is traditionally dominated by men.
Geography	<ul style="list-style-type: none"> • As part of students' learning around urban areas, students investigate multiculturalism, and look at the challenges and opportunities faced by immigrant families. • The curriculum is designed to challenge eurocentric perspectives of Geography. For example, challenging stereotypes of low income countries and covering impacts of colonialism.
Graphics	<ul style="list-style-type: none"> • Year 7 and 8 investigations into a chosen designer: students are asked to produce a poster themed around a chosen designer from a

	<p>shortlist. This shortlist is made up of female, ethnically diverse designers so students can see role models which have huge impacts on society.</p>
History	<ul style="list-style-type: none"> • The curriculum has been structured in a way that aims to ensure that visibility is given to a broad range of groups reflecting the diversity of the school and wider UK population. For example, our focus on women's history & ethnically diverse history. • The curriculum is reviewed regularly to look for ways it could be made more diverse and representative. For example, a focus on equality in the twentieth century has been an appraisal topic for our subject leader, and the unit created is now part of our curriculum journey. • History schemas of learning get students to consider and analyse a range of interpretations from different places, periods and perspectives. This ensures that eurocentric narratives can be deconstructed and challenged. For example, our unit on perceptions of the British Empire. • Careers sheets in students' history folders allow for students to see where the subject can take them and broaden horizons post-college.
Learning for Life	<ul style="list-style-type: none"> • Learning for life is planned to take into the account the needs of all protected characteristics within the school. We respect that all students are different and will come with different or a range of protected characteristics. When planning teaching we ensure that all students have the knowledge they need to make informed decisions about their wellbeing, health, relationships and self efficacy. • Teaching and Learning is adapted to support the needs of students for example when teaching SEND students learning is designed to be practical so that students can practise their learning through role play of real life situations. • Careers Education, Information & Guidance (CEIAG) is tailored to advance equality of opportunity for all students, however for some students including those with SEND reasonable adaptations are made to alleviate any disadvantage. For example, 1:1 careers interviews, additional support with post 16 applications and additional transition support including visits to post 16 provision. • In Year 11, we offer the main feeder post 16 interviews on site. This ensures that all students have the opportunity to attend a post 16 interview regardless of their circumstances.
Maths	<ul style="list-style-type: none"> • The Simon Singh TTSP project showcases a Mathematician and published author who is from a minority ethnic background. • Attainment and progress in Maths at GCSE for girls at Plashet School is above the national average for boys and the national average for girls. This challenges stereotypes about girls in Mathematics. • The Maths Active Citizen programme promotes financial literacy with termly projects to ensure communities that disproportionately suffering from deprivation have a better understanding of managing their finances. • A focus on developing Numerical fluency and problem solving skills from Year 7 ensures students have increased resilience and a 'can do' attitude to Mathematics. This helps alleviate potential anxiety around Mathematics developing by Year 11.
Music	<ul style="list-style-type: none"> • We try to raise the profile of the wide range of jobs that are rooted in Music, recognising that students might find their niche in something related to music, but not performance. • We offer our Year 9 students the chance to focus on successful women within the local UK Music industry (performers, composers, producers). • Guests presenters, such as KOGG to present information on using found sounds and DAWs, specifically for students without previous conventional instrumental training (Spring 2 - Fusion). The intention is to expand the students' perception of how music can be made or produced, leading to more creative compositional approaches, such as found and manipulated sound sources. This can be used as an extended homework and classroom project. • Investigate RAP and HIP HOP conventions and styles Year 8 (Summer 1 Style Journey)

Philosophy, Religion and Ethics	<ul style="list-style-type: none"> • In the Year 8 scheme of learning; 'Religious and non-Religious worldviews' students explore the huge range of belief and non-belief within the UK, and how each person's worldview is unique. This encourages students to challenge pre-existing ideas of religions or non-religions and recognise that beliefs are very varied. Examples include an interview with a secular Jew and looking at data showing what spiritual beliefs different atheists might also hold. Students discuss how multicultural they believe the UK really is, based on census data and the impact this can have on our lives.
PE	<ul style="list-style-type: none"> • Adaptations to PE kit are made to ensure that students are able to maintain religious observance without compromising on movement or health and safety in a range of sports such as trampolining or dance. • The curriculum has been designed to ensure that students are familiar with theoretical approaches to sport in order to broaden the understanding of careers that can be accessed from a PE perspective that are not limited to sportswomen alone. • PE displays within the school are designed to break stereotypes and offer a range of inspirational women in sports particularly from an ethnically diverse background, dispelling traditional notions of femininity and offering powerful paralympian role models to broaden the understanding of what a woman in sport "looks like". • During Ramadan, reasonable adjustments are made to the PE curriculum to ensure all students may continue to participate in PE without compromising their fast.
Sociology	<ul style="list-style-type: none"> • The study of Life chances and what impacts this is a regular feature of the sociology curriculum. For example in the following units of work; 'What is society' in Year 9 and 'Social Stratification' which is studied in Years 10 and 11. Students are taught about employment, health, education and the north/south divide as examples of a range of factors that influence an understanding of life chances and how opportunity may be advanced.
Textiles	<ul style="list-style-type: none"> • We think carefully about the themes we choose for our work making sure that they are broad and therefore equally accessible to our students. We give all of our students opportunities and build cultural capital by conducting primary and contextual research linked to these themes which takes us to galleries, museums and other places that tie in to the work we are studying. For example, we are currently looking at an aquatic theme in Year 9-10 and have taken our students to the Sealife aquarium on the South bank. • We ensure that our students have equal access to artistic and Textiles specific materials and mediums by supplying these in class at KS3 and producing take home resource packs in Year 9 (transition year) and at KS4.
Science	<ul style="list-style-type: none"> • There is a huge underrepresentation of both women and ethnic diversity in Science and Stem related jobs. The Science department offer a range of extra curricular activities that aim to eliminate stereotypes and aid in bridging the gap so that more of our students are inspired to pursue Science and particularly STEM related courses that would lead to jobs in this field particulate at the leadership level where the underrepresentation is the greatest. • Science aims to inspire our students for all aspects of Science careers beyond being a doctor. We have a bank of videos and resources that show the diversity of people that do and can work in the Science and Stem workforce. • PIXL resources are incorporated throughout our curriculum, so students can see the relevance of what they are learning and relate this to possible jobs or careers that they may be interested to pursue. • Debating topics and phenomena in Science allows our young scientists to gain a greater understanding of and between different cultures through the shared experiences of people. Some examples include considering the impact of genetically modified food production, cloning, animal testing and transplants.

Appendix B1: Examples from Curriculum Subjects - Curriculum Enrichment

Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.	
Art	<ul style="list-style-type: none"> All students have access to and are expected to go on visits, support is put in place for those with physical or learning difficulties. Examples of visits included Kew Gardens (Years 9 and 10), University of East London (selected Year 8 students), The Wellcome Collection and the Grant Museum of Zoology (Year 11). The Art room is a safe and welcoming environment for students and all are welcome to join clubs. The annual 'Art Matters Exhibition' allows students of all characteristics to get involved in the creativity of our subject.
Drama	<ul style="list-style-type: none"> Visits and the hosting of workshops involving the following companies and theaters benefit our students; Old Vic, National Connections and the Theatre Royal Stratford East.
English	<ul style="list-style-type: none"> Year 9 Whole Cohort Trip to the Globe Theatre to see The Tempest. Year 10 whole cohort participation in Jack Petchey Speak Out Workshops <p>English activities in collaboration with eth library department:</p> <ul style="list-style-type: none"> International Poetry Day World book Day <p>Library Activities:</p> <ul style="list-style-type: none"> Regular library events, including those marking Black History Month, Diversity Week and Empathy Day, have encouraged students to develop an understanding of others through literature.
Food Preparation and Nutrition	<ul style="list-style-type: none"> As part of the Year 10 curriculum students attended a visit to borough market. Students were able to examine a range of foods from different countries. The aim of the visit was to develop student knowledge of ingredients, where they come from and how they can use them in the dishes they create.
Geography	<ul style="list-style-type: none"> As part of the KS3 club running this year, students will be investigating a broad range of topical geographical issues, and considering how they can influence them at the local level. Most able students participate in the Model UN, exploring issues that affect them as global citizens, and developing political literacy.
Graphics	<ul style="list-style-type: none"> Year 8 Professional female Guest speakers: Professional engineers and architects hosted a drop down day for year 8 students to explain their journey from education to their established career path and demonstrate how they overcame obstacles along the way such as their gender, family expectations, economic background etc. Students learnt the impacts their designs and project teams make to society. Year 8 Family and students workshop: After school workshop where the professionals mentioned above were invited back to school to host a workshop to mimic a professional design to make a project and also run a questions and answers session to boost family engagement and foster aspirations.
History	<ul style="list-style-type: none"> The History club allows for students to engage with a wider range of people and their stories, building cultural capital and a broader worldview.

	<ul style="list-style-type: none"> Each year, students in year 9 go on a trip to the Jewish Museum, where they are able to hear personal testimony from a holocaust survivor.
Maths	<ul style="list-style-type: none"> Islamic Geometry and fourfold pattern club (KS3) helps students explore the Mathematics and Arts heritage in Islamic history. National competitions in Maths are promoted across all year group to challenge stereotypes about girls in Mathematics: <ul style="list-style-type: none"> Junior Maths Challenge (Years 7, 8 and 9) Senior Maths Challenge (Years 10 and 11) Mayor of London Count on Us Maths Challenge (Year 9) Moneywise Challenge (Year 9, 10 and 11)
Music	<ul style="list-style-type: none"> Joint venture with Drama to offer Theatre visits and reviews to Year 9 students to enable them to connect wider elements of Expressive Arts together. The Newham Music Grant enables the department to offer instrumental lessons to as wide a group as possible, particularly at Year 7, where all students are given the opportunity to participate in learning at least one instrument during the year. The Music Department's main focus is establishing Steel Pans ensemble (yrs 7-11), and a vocal group(s) within the school. Newham voice workshops allow students from various schools to collaborate and contribute to community based music activities. We are growing our vocal students and choir membership to try and utilise this opportunity and reach more students. Morning and Lunchtime clubs (Rock Bands, Vocal Group, Thursday morning Orchestra) are available to all year groups.
PE	<ul style="list-style-type: none"> All students were encouraged to attend clubs and visits. We play a range of competitive sports against other local schools The Visits to watch professional and elite sports gives the opportunity to see women of different cultures, race and ethnicities achieving in the world of sports.
Philosophy, Religion and Ethics	<ul style="list-style-type: none"> Art and culture club - Year 7 and 8 students explored a variety of festivals and special events from different traditions through different mediums of art. Examples include Chinese New Year and Diwali. Philosophy Club - Year 9 and 10 students read articles, discussed and dedicated a range of issues, both teacher and student-led. They looked at philosophical reasoning such as identifying fallacies as a way of structuring their discussions.
Sociology	<ul style="list-style-type: none"> Visits in Year 10 to the Museum of the Home and the Ragged museum support students learning in the sociology of the family and education respectively.
Textiles	<ul style="list-style-type: none"> The New Designers is an annual visit in Year 10 which allows Plashet students to see and engage with current Graduate work. Here they have the opportunity to meet and talk to graduates about career routes and they get a chance to see how working in the Textiles industry is a viable life choice. We engage with bodies and organisations who will inspire our students e.g. Guildhall School of Music & Drama and London College of Fashion. This allows our students to see that these highly aspirational institutions are accessible to them. As more of our students are studying Textiles we are exploring ways of bringing them back into school as role models from the local community.
Science	<ul style="list-style-type: none"> STEM Club Science museum visits for all Year 8 students During British Science Week, the science department run a range of activities including introducing scientists from different cultural and

	<p>ethnic backgrounds</p> <ul style="list-style-type: none">● Barbican visit - Black female scientists● National History Museum - History of women scientist● Solutions for the planet: All of our Yr 8 students have a whole day event. This event connects our students with local businesses and gets them starting conversations around a sustainable future whilst educating them about the many opportunities within the STEM sector.
--	---

Appendix C: Examples from Curriculum Subjects

Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.	
Art	<ul style="list-style-type: none"> • In art students study a range of pieces from a variety of different cultures. In Year 7, students learnt about Islamic art, in Year 9 students completed a project on 'cultures'. As part of this students investigated their own culture and created either a 2D or 3D piece to reflect their own culture. • In Art, fostering relationships are important, especially in KS4, as students are reflective and bring so much of themselves to the subject, they need to be in an environment where they are free to express themselves and their opinions.
Drama	<ul style="list-style-type: none"> • Texts are deliberately studied for their focus on their exploration of protected characteristics, raising the profile of the importance of inclusion and tolerance and assisting students to understand and be well informed about topical issues that could have an impact on them.
English	<ul style="list-style-type: none"> • Students in Year 7 study a unit of poetry which is focussed on the theme of 'Identity' which encourages them to consider aspects of their own identities and understand what contributes to the identities of those within a wide cross section of communities, with experiences different to their own. Poetry such as 'Phenomenal Woman' by Maya Angelou and 'The Emigree' by Carol Rumens are framed by discussions surrounding prejudice and acceptance. • In Year 11 GCSE lessons, Students learn to articulate personal responses to a range of scenarios and in order to prepare for the non-fiction element of their examinations are exposed to a range of societal themes in the print media such as education, healthcare, welfare, immigration. They are taught how to form and develop nuanced and thoughtful extended writing.
Food Preparation and Nutrition	<ul style="list-style-type: none"> • The GCSE curriculum is designed so that students have a good understanding of British cuisine. This builds a sense of shared identity amongst the students and is used as a platform to allow students to contrast the range of cultural cuisines available in the UK. This encourages students to learn about the history of the range of British foods, map the cultural influences across British cuisine including migration to the UK.
Geography	<ul style="list-style-type: none"> • As part of students' learning around urban areas, students investigate multiculturalism, and look at the challenges and opportunities faced by immigrant families. • The curriculum is designed to challenge eurocentric perspectives of Geography. For example, challenging stereotypes of low income countries and covering impacts of colonialism.
Graphics	<ul style="list-style-type: none"> • Year 7 Structures project: Students are given specific professional roles within a team challenge and asked to demonstrate collaboration and teamwork by recognising each other's strengths and weaknesses with a common goal.
History	<ul style="list-style-type: none"> • The curriculum has been structured in a way that aims to ensure that visibility is given to a broad range of groups reflecting the diversity of the school and wider UK population. For example, our focus is on women's history & ethnically diverse history. • The curriculum is reviewed regularly to look for ways it could be made more diverse and representative. For example, a focus on equality in the twentieth century. • History schemas of learning get students to consider and analyse a range of interpretations from different places, periods and perspectives. This ensures that eurocentric narratives can be deconstructed and challenged. For example, our unit on perceptions of the British Empire.

Learning for Life	<ul style="list-style-type: none"> • The Learning for Life curriculum meets the Statutory guidance on relationships and sex education (RSE) and health education. This has been designed in consultation with the wider community as part of the Newham RSHE partnership. As such community cohesion is at the core of any scheme of learning designed to meet the statutory requirements of the Equality Act 2010. For example British Values including those of tolerance and respect feature in all units of work.
Music	<ul style="list-style-type: none"> • We are constantly exploring and incorporating music that represents the multicultural nature of both East London and of Plashet School. • Through Black History Month our Year 9 students explore the impact that music from black and brown cultures have had on British society and the British music scene.
Philosophy, Religion and Ethics	<ul style="list-style-type: none"> • As a focus of the Year 7 Faith in Newham' scheme of learning, students look at current census data on who lives in Newham and how this compares to the rest of the UK. Students reflect on the diversity of the borough they live in against the national picture. • Y9 - 'Judaism' unit challenges stereotypes of Jewish people by looking at case studies of Jewish people from across the UK ranging from orthodox to reform and secular Judaism • As part of the Year 8 'Religious and non-Religious worldviews' students conduct in-class surveys using questions from the British Sociological Society about faith and practice and compare their results to national findings. Students look at the idea of intersecting lenses to consider what affects peoples' worldviews. They consider the impact age, gender, location etc may have on worldviews in the UK and beyond. • Within GCSE the optional religion studied is Islam, to reflect the faith of the majority of learners and the RS A level provision in nearby schools and colleges. However, where there is a sufficient level of subject knowledge, students of other faiths have been allowed to complete exam options with another religious option (Hinduism).
PE	<ul style="list-style-type: none"> • Students participate in multiple team sports where students are grouped into teams that represent a range of abilities and needs which promotes good and supportive relations between students, whether working within a team or performing encouraging spectator roles. • Yearly 'Interform Competitions' ensure healthy relationships within tutor group teams, whilst Sports Day encompasses a range of sporting events whereby students compete vertically across year groups to develop whole school relationships and allow older students to act as positive role models for those in younger years. • A timetable of competitive events are scheduled each year. This includes participation in competitive sports at other local secondary schools and the hosting of competitive sports at Plashet School.
Sociology	<ul style="list-style-type: none"> • In Sociology students study a wide scope of sociological concepts. The nature of the subject means students develop a procedural understanding of the various forms of stratification within society. The subject therefore lends itself well to supporting the fostering of good relations in society. • In Year 9 students learn the fundamentals for the study of sociology. This includes learning about the Equality Act 2010 and societal inequalities including age, disability, gender, race, religion, sexuality and social class. Students develop an understanding of how societal inequality impacts life chances including a study of for example institutional racism. • In Year 10, students study a unit on 'The family'. This includes developing an understanding of the range of family formats in the UK. The family is also understood with a lens on age and the role more elderly people play in society and the contribution they bring.
Textiles	<ul style="list-style-type: none"> • We continue to liaise with other schools through the contacts established by Eduqas and through Art Matters, showing our student work to the community at the Art Matters exhibition.

	<ul style="list-style-type: none">• To promote good relations between students we regularly undertake small group work and this year have planned a larger group project in Year 8 around soft sculpture.
Science	<ul style="list-style-type: none">• Students learn about diseases and genetic predisposition according to ethnicity. This understanding supports students to reflect on their own ethnic background and those of others and be conscious of how they might contribute to the reduction of disease.• Throughout the curriculum, science teachers support the discussion of various ethical topics including stem cell research, animal testing, transplants, contraception, cloning and vaccinations. Science teachers are skilled in ensuring that students recognise there is diversity across opinion. Science teachers are careful to ensure that students keep a keen focus on scientific fact while supportively balancing a range of opinions.