**Curriculum Equality audit for Schools**

Schools have a duty under equality legislation to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between different groups within the local community within the teaching and learning curriculum. Each teacher should carry out an equality and cohesion assessment of their curriculum to ensure

* There is equality of opportunity to access the curriculum through teaching and learning
* That they are inclusive in the language and representation used
* Promote inclusion and physical activity for disabled pupils
* Challenge stereotypes, such as sex segregation of subjects (design and technology, home economics, sciences etc)
* Promote community cohesion and a positive image of a diverse community

This checklist prompts questions that can help teachers identify how they could build equalities into the curriculum. Teachers can simply consider the questions below before developing or reviewing their curriculum and lesson planning process. They can use the questions to think about ways quality and cohesion can be built into the teaching and learning programme.

*This is not an exhaustive list*

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| Enabling the learner to: | How is (or could) this be taken into account | Actions | By Whom and Date |
| 1. Appreciate of the needs of others, insight into the lives of people from different backgrounds. |  |  |  |
| 2. Respect different points of view, recognising and respecting different viewpoints. |  |  |  |
| 3. Experience and celebrate cultural diversity. |  |  |  |
| 4. Recognise commonalities shared by people from diverse and different backgrounds. |  |  |  |
| 5. Appreciate culture in St Helens. |  |  |  |
| 6. Recognise and challenge abuses, discrimination and injustice. |  |  |  |
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| Using the teaching programme to promote | How is (or could) this taken into account | Actions | By Whom and Date |
| 1.Accessible lessons:  Information, signage, class times, school trips,  course work examples, etc. |  |  |  |
| 2. The reporting of hate Incidents: racism, disablism, homophobia, transphobia, and religious bigotry. |  |  |  |
| 3.The appropriate use of translation and interpretation. |  |  |  |
| 4. Positive images of a diverse community: locally, regionally, nationally and internationally. |  |  |  |
| 5. Can you promote opportunities for the interaction between groups that do not usually get to mix? For example, can you promote activity between pupils and their equivalents with one of our twin towns? (Chalon, France and Stuttgart, Germany) |  |  |  |
| 6. The challenging of sex, racial, religious, disablist, ageist and homophobic stereotypes i.e. improving attitudes and values by challenging myths and prejudices about what people from particular groups should or shouldn’t or can and can’t do. |  |  |  |
| 7. An awareness of the support needs for children that are carers. |  |  |  |
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| Using the teaching programme to promote | How is (or could) this taken into account | Actions | By Whom and Date |
| 8. A positive image of Civil Partners – having the same rules, benefits or requirements as married couples. |  |  |  |
| Using the teaching programme to promote | How is (or could) this taken into account | Actions | By Whom and Date |
| 9. A recognition that people can suffer discrimination by association- e.g. children who have same sex parents, carers or relatives. |  |  |  |
| 10. Positive images and a positive attitude towards disabled people. |  |  |  |