



EDI and PD Parental Workshop

Thursday 6th March 2025



EDI

What does the abbreviation mean?

- Equality
- Diversity
- Inclusion



Personal reflection..... (author's note)

Patrice Lawrence – Diver's Daughter

(Y5 text)



Equal opportunities for all

Differences and similarities celebrated

Involved, valued, welcomed and safe

Equality broadly means fairness

Diversity is about the way in which people are different

Inclusion means all people regardless of their race, health, gender, sexual orientation have the right to be respected and valued as equal members of the community





What is Equality,
Diversity and Inclusion?



Equality – everyone is treated the same, is treated fairly and has the same opportunities.

Equity - recognises that each person has different circumstances. This means that varying types or levels of support might be required, depending on individual need, to take full advantage of equal opportunities.

Diversity – recognising, respecting and welcoming everyone's different backgrounds, identities and experiences. Promoting diversity celebrates people's differences and uniqueness.

Inclusion – everyone is encouraged to retain their uniqueness; they aren't singled out for being different and have a sense of belonging and being valued.

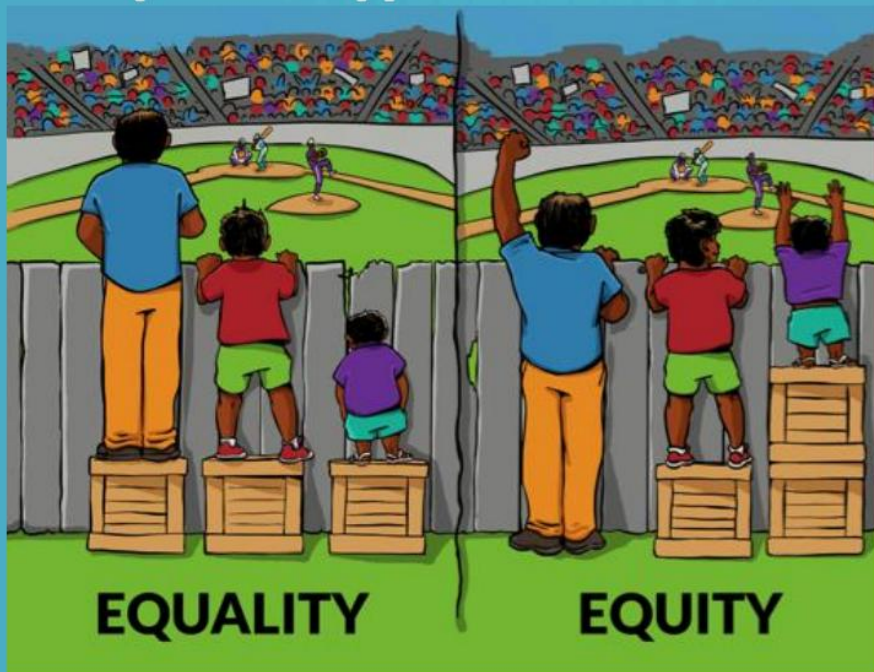
Diversity is being invited to the party. Inclusion is being asked to dance.
– Verna Myers





What is recognised in an equalities approach?

Support may look different for different people, to provide everyone with the same opportunities.



DIVERSITY



INCLUSION





At Wickham Common, we provide a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

We believe that:

- All children should be valued regardless of their abilities or difficulties
- All children are entitled to a broad and balanced curriculum which is differentiated to meet individual needs
- All teachers are teachers of children with SEN
- All children can be enabled to fulfil their potential through effective teaching and learning, support and encouragement



INCLUSION – SEND

- Adults more adept at talking about difference, rather than avoidance due to fear of causing offence. Children are curious and open-minded and we as adults support every child to explore the similarities and differences that make us all individual, and ultimately feel included.
- We are all unique and our differences may well be strengths.
- SEND does not define who children are as people or what they can achieve.



The Equality Act 2010 requires schools to publish information to show how we are working to:

Eliminate discrimination (direct and indirect)

Advance equality of opportunity between people who share a **protected characteristic** and people who do not share it

Foster good relations between different groups of people

- The **protected characteristics** – which may relate to a primary school (staff and children) – are:

- Disability
- Gender
- Race
- Religion and belief
- Sexual orientation





Personal Development at Wickham Common





British values were first introduced in schools and early years settings in 2014 when the Department for Education (DfE) published its original British values guidance.

The British values underpin what it is to be a British citizen in what is a modern and diverse Britain, and promote moral and cultural understanding that celebrates the diversity of the UK.



Our Shared British Values

I Really Do Matter

What do I do if I don't think something is right or fair?

How can I make a difference?

Can I be friends with someone who doesn't believe the same things that I do?

How can my voice be heard?

What matters to me?

Individual Liberty

- I make the right choices
- I take responsibility for my actions
- I understand the consequences of my actions
- I manage risks
- I know how to exercise my rights and freedoms in an appropriate way

Rule of Law

- I value and understand the importance of rules and laws
- I follow school rules and understand why there is a consequence if I do not
- I understand that everybody is responsible for rules and laws
- I know rules are there to protect me

Democracy

- I know I have a voice and my opinions will be heard
- I can listen carefully to others
- I know how to discuss an issue in a calm way and can show respect for others even if I disagree
- My vote counts

Mutual Respect and Tolerance

- I know my behaviour, actions and words can affect others
- I understand and respect that not everyone is the same as me and everyone needs to be treated as an individual
- I know that life is not the same for everyone
- I understand that people's faiths and beliefs are different and I respect that.



Why teach British Values?

- Develops thinkers
- Prepares children for life in the outside world
- Promotes social skills and tolerance
- Makes a positive contribution to a fair and just society
- Impact on behaviour and attitude of pupils
- Improves SMSC development of pupils

General examples of how EDI and PD is covered in our curriculum at Wickham Common

- Storytelling in the classroom is a fantastic way to explore diversity and equality; there are so many books available that explore so many aspects of the protected characteristics
- Our school library and classrooms are equipped with a range of reading materials that cover a range of diverse themes, and find ways to make these materials accessible
- We are trialling a news resource called 'Picture News', to encourage the children to be aware of and think about what goes on outside of their own community
- Through assemblies, we celebrate aspects of the protected characteristics, particularly with reference to those individuals or groups who have achieved amazing things and are inspirational leaders and influencers
- Explore a range of historic and current individuals/groups who have faced exclusion and adversity at the hands of diversity



Specific examples of how EDI and PD is covered in our curriculum at Wickham Common

- In EYFS, traditional tales are chosen from countries other than the UK.
- Our R.E. curriculum starts in EYFS (Christianity) and the religions Christianity, Judaism, Sikhism, Islam and Hinduism are then taught throughout the school.
- Year 1 English: Around the world narrative and non-fiction. *Core Texts:* Handa's Surprise, Bringing the Rain to Kapiti Plain, Anansi
- Year 3 Rocks and Fossils: Study of Mary Anning
- Year 4 Art: Shaheen Ahmed explores patterns, signs and motifs that hold significance to her identity
- Year 5 Art: Sculpture based on the work of Yinka Llori and monotype printing (Kervork Mourad)
- Year 5 Science: Study of Maggie Aderin-Pocock, a British Space Scientist





What has been achieved so far?

- Completed an audit
- Written an EDI school policy
- Attended training and after school forums
- Personal reading undertaken
- Staff meetings held
- Taken/organised assemblies (EDI and British Values)
- Pupil voice

What are thoughts? What would you like to change?