



**Trinity**

PRIMARY PHASE



# RACE EQUALITY PLEDGE

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**Subject**

**Primary Phase**

**English**

Books + Immersion Texts to influence the language of school when approaching global majority history and how it is presented in fiction and non-fiction texts across the school.

EYFS / Y1: Phonics reading books chosen that are representative of the global majority community. This has been commented on by parents from our global majority cohort with reference to how positive it is to see different families from across the world represented in educational texts.

Y2-Y6: Working with Moon Lane Books (an independent bookshop representing authors from the global majority) and our staff we have ensured that we have diverse representation in the authors and protagonists in all whole class reading books across KS1 and KS2. We have also worked with the secondary English team in resourcing and finding new books that will allow all our children to see themselves reflected in the curriculum.

Below is a list of the books that are representative of the global majority:

- Y2: Anna Hibiscus (Atinuke) / Amazing Africa (Atinuke) / Greek Myths (Marica Williams)
- Y3: I am not a Label (Baldo) / Firework Maker's Daughter (Pullman)
- Y4: Coming to England (Floella Benjamin) /
- Y5: Welcome to Nowhere (Laird) / Black and British (David Olusoga) / Thief (Malorie Blackman)
- Y6: Once (Gleitzman) / Boy in the Tower (Ho-Yen) / Silence Is Not An Option (Stuart Lawrence)



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## Maths

White Rose maths resources are representative in the pictures and names of children in word problems. During worships that have a mathematical theme, we always ensure we share mathematicians and individuals who use mathematics such as engineers from the global majority community.

## Science

Every year group has a key scientist from the wide range of sciences who they learn about alongside each scientific topic. These individuals have been chosen to ensure that we have representation from the global majority. During science week, we focus on women in science and ensure that children see themselves reflected in the individuals we discuss and explore. Science fair gives the opportunity for all families to engage in science across the school.

## MFL

Spanish language taught by a Spanish national. Children learn about the different countries that speak Spanish around the globe as well as Spanish speaking communities within the UK.

## Geography

Our geography curriculum has been designed to be representative of our community, with a focus on human geography that focusses on two of our largest cohorts (Black African and Black Caribbean).

### Year 1

**Land Ahoy** – Children learn about the different continents of the world and learn about different explorers who travelled the globe for example Ibn Battuta who explored the seas of the Middle East and northern Africa.

**Coast vs City** – Children compare the human and physical features of Lewisham and Margate.



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## Geography

### Year 2

**Amazing Africa** – Children compare and contrast the physical and human geographical features of villages, towns and cities in Lewisham and across different countries in Africa. This has been designed to challenge the historical view in education that African towns are impoverished compared to their European counterparts. Children see African towns and cities that are as modern as cities in Europe.

**From Field to Fork** – Children learn about trade and the importance of fair trade to support developed and emerging communities around the world. Children learn about equity and equality in the way we approach trade.

### Year 3

**Roaming through the Rainforest** – Children learn about the impact that deforestation is having upon Borneo and the ecosystem that it supports. Children also learn that it is not Borneo who is benefitting from deforestation and how other countries around the world use these resources to support their own development.

### Year 4

**Cruising the Caribbean** – Through the study of human geography children learn about the cultural links between the Caribbean and the UK. Children study the movement of people from the Windrush and how trade has impacted on both. This topic is very much the start of conversations around empire that continue in the Year 5 and Year 6 history curriculum. This is also supported by children reading Floella Benjamin's 'Journey to Britain' book which we use as our whole class reading book.

### Year 5

**We Love Lewisham** – Children study the human geography of Lewisham focussing at points on Lewisham's demographically diverse community and how this has impacted on produce sold at Lewisham market and which shops we can find in Lewisham town centre.



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## Geography

### Year 6

**Manor Park to Manaus** – Children learn about the physical and human geographical features of our local community and the South American city in Brazil.

**Trading Places** – Children learn about the impact of trade on global communities and who historically has benefitted from trade systems. Children look at the distribution of natural resources around the world and then compare this to the distribution of wealth around the globe before drawing their own conclusions on whether the world model for trade is equitable.

## History

Our history curriculum has been designed to be representative of our community. We also set out to challenge the educational bias that the teaching of history has historically always been set from the viewpoint of white British and white European history. We have actively built into our history curriculum Black British history taking on guidance from experts within our school community (staff and parents) and from outside individuals and organisations (particularly the Black Curriculum).

### Year 1

**Heroes to the Rescue** – Children learn about the significance of individuals from British history. This topic includes finding out about Ignatious Sancho one of the first Black Britons to vote in the country in 1774. There is only one history topic in Year 1 curriculum. Children also learn about the significance of the NHS and how many NHS staff are employed from around countries who have historical ties to the Britain through the old links of Empire and Commonwealth. Children learn about how these individuals are having a positive impact on Britain daily.



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## History

### Year 3

**Walk Like an Egyptian** – Children learn the historical skills of interpretation whilst learning about an ancient north African civilisation.

### Year 4

**Invaders** – Children learn that the history of the British Isles has always been that of settlers and invaders coming to England and bringing their culture and traditions with them. The children learn that by its very nature Anglo –Saxon is a society that is representative of different areas from Europe. Children explore the history of what it is to be British and how historical and modern-day immigration to Britain has enriched the UK and made it the culturally diverse group of countries it is today.

### Year 6

**Ancient Civilisations** – Children learn about the Ancient Greek civilisation and how the Roman's learnt from the Greeks and took the best learning and integrated this thinking into their own civilisation and culture. We compare this to how the British interacted with the Ancient Kingdom of Benin. Children also learn about the Ancient Kingdom of Benin in terms of chronological narrative and how advanced technology, trade and the structure of society was with guilds for trade people compared to other civilisations in the same period.

Next Step: make links with the Black Curriculum and embed resources into History curriculum.





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## Social Justice

### Year 1

Embedded within our History curriculum is Trinity's curriculum for Social Justice. These topics not only provide pupils with a set of knowledge and skills that are mapped from the Nation Curriculum but also guide them in Christ-like behaviour to enrich their cultural capital. Learning about social justice – and their role in bringing about a more equitable society – will enable them to lead a choice-filled life guided by a moral compass.

### Year 2

**Famous Faces** – Children learn about the significance and chronological narrative of individuals such as Mary Seacole (entrepreneur and health care) and Guy Bluford (Astronaut).

### Year 3

**Time's Trendsetters** – Children learn about significant historical individuals from the global majority community: Mary Jackson (NASA's first black female engineer) and Ella Fitzgerald. Whilst studying these historically significant individuals, children learn about the challenges of prejudice (in particularly racism) that these women had to overcome on their journey to changing the world.

### Year 4

**It Takes Guts** – Children learn about globally significant figures: Nelson Mandela and Malala Yousafzai. Children learn about chronological narrative and cause and consequence through the study of these two individuals and the context that their countries stories offer.

### Year 5

**You've Got To Fight For Your Rights** – Children learn about cause and consequence by studying British history from the Magna Carter to the effects of Empire and the transatlantic



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## Social Justice

enslaved peoples trade. Much work has been done to re-orientate the viewpoints when teaching about the impact of Empire and the transatlantic enslaved peoples trade. For example, children learn about the Haiti and Jamaican enslaved people's revolts which had huge significance in Britain creating laws abolishing slavery. Children are presented with the questions that challenge the myth that the abolition of slavery was won by white men in parliament. Children also make links with their Whole Class Reading by reading *Black and British* by David Olusoga which highlights the impact that Black British history has had from the pre-Tudor period to the current day.

### Year 6

**Life In All Its Fullness (Challenging Social Inequality)** - Children learn about local history and challenging bias and institutional racism through a study of the Windrush Inquiry, Stephen Lawrence and the role of the media leading to the Macpherson report and Grenfell fire.

## Art

The art curriculum has been designed to allow children to study key artists from different art movements throughout history. These individuals have been chosen to ensure that we have representation from the global majority. This ensures all our children see themselves reflected in the art curriculum. For example, throughout their time at Trinity children study Yinka Shonibare, Steven Wiltshire, Frida Kahlo, Yayoi Kusama and Basquiat to name a few. This has been the result of the art lead consciously moving away from an art curriculum that was dominated by white European men.

'We are Lewisham' whole school art project linking to Lewisham Borough of Culture.





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## Citizenship

Our new Primary RSE curriculum is diverse and representative in the individuals and families that it uses as examples and conversation points. Discovery RSE the resource we have used as our base resource was chosen because it shows different families from around the world alongside the different family types, we learn about during the RSE sessions.

## RE

We have ensured that in RE books we have a diverse range of images representing Jesus for example. We also regularly discuss/refer to a variety of different races and ethnicities when studying our curriculum content to widen the views of our pupils and to assist with studying world views. When studying other world religions, we make links with our geography and history curriculum to ensure children make links between RE and the world history we teach within our curriculum.

Each year group will visit a place of worship linking to the world religion that the year group is studying.

Each term there is time dedicated in Worship to the celebration of other religious celebrations and festivals, for example Diwali and Lunar New Year.

## DT

Every year group has a key professional who uses DT in their profession. These individuals link to each of the six week DT topics we have planned and deliver at the primary. These individuals have been chosen to ensure that we have representation from the global majority. For example, in Year 5 learn about Benjamin Banneker the inventor of America's first clock.



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## PE

Alongside the different sports from round the world that children learn about, children also learn about prominent sports people from the global majority community. For example, during gymnastics sessions children learn about American gymnast Simone Biles, during rugby sessions children learn about Maro Itoje and during football sessions there is a focus on moving the spotlight away from European football and celebrating the African Cup of Nations (during these sessions we discuss the differing portraits that the ACoN and the Euros receive through these conversations we are able to talk about bias and institutional bias.

Through the PE dance curriculum children learn about different dance traditions from around the world.

This year, Trinity was one of the school's involved in Lewisham Borough of Culture opening dance.

## Music

Through the music curriculum children explore global music and watch performances by musicians from the global majority.

Children also take part in performances both internally and externally for example, singing Swahili Christmas carol at Blackheath Halls as part of Lewisham Christmas Carol Concert.