

**Equality and Diversity Audit**

**(Diverse: Sex, Race, Religion, LGBTQ+, Age, Socio-Economic, Disability)**

**Subject:** PSHE/RSE

**Indicators of Good Practice**

**When filling in the audit please reflect on the different groups that are covered by “diverse” and how these different groups are seen within your curriculum.**

<b>Indicators</b>	<b>Evidence</b>	<b>RAG</b>	<b>Action to be taken</b>
Similarities and differences between people from diverse backgrounds are explored			
Materials and approaches reflect, and are sensitive to, the diversity of society			
Pupils learn about the diverse national, regional, religious and ethnic composition of the UK population			

<p>Concepts of prejudices, discrimination, harassment, equality, exclusion and injustice are explored with reference to local, national and international affairs</p>			
<p>Opportunities are taken to consider issues of prejudicial name calling in the school, in the community and nationally. Pupils explore what they should do about prejudicial incidents</p>			
<p>Links are made with another school in a different part of the country to share and compare PSHE/RSE experiences</p>			
<p>Pupils learn about the origins of cultural diversity in the UK</p>			
<p>Pupils consider what prejudice is and how the law protects victims of prejudice and hate crime.</p>			
<p>Pupils reflect on the different situations in which they might see or hear prejudicial behaviour or actions</p>			

Pupils are taught about the school's prejudicial incidents policy and procedures; explore why they are needed and what their role is in developing policy and practice			
Pupils devise strategies to challenge prejudice, discrimination and stereotypes			