



Hampshire
County Council

Improvement and
Advisory Service

Inclusion and Diversity Partnership Staff Meeting

4 June 2025

Catherine Redgrave, Kirstie-Anne
Sangway, Minnie Moore
belonging@hants.gov.uk



Agenda:

- Welcome
- Statutory drivers and considerations for the curriculum in schools
- The Self-Evaluation framework
- The curriculum reflection tool
- A case study: Hamble Primary
- Seeing science through the lens of inclusion and diversity
- How does your curriculum reflect your community
- What will you do next?

International, national, local and school specific drivers for the curriculum offer

- United Nations Convention on the Rights of the Child (UNCRC)
- The Equality Act 2010
- Ofsted
- DFE curriculum review
- County priorities
- School context



UNCRC:

Article 28

All children have the right to an education.

Article 30

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as for their parents, their own and other cultures, and the environment.

Article 42

Governments must actively work to ensure children and adults know about the convention.

The Public Sector Equality Duty



The Public Sector Equality Duty in section 149 of the Equality Act 2010 requires Ofsted, when exercising all our functions, to have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010*
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it*
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.*

Ofsted's Guidance on the teaching of the Protected Characteristics

- *‘All primary and secondary schools, whether state-funded or independent, should be able to demonstrate that no form of discrimination is tolerated and that pupils show respect for those who share the protected characteristics. Schools will not be able to demonstrate this by pointing to a general policy of encouraging respect for all people.’*

[Inspecting teaching of the protected characteristics in schools - GOV.UK](#)

Curriculum and Assessment Review: interim report

Diversity of content

We shall seek to ensure that all young people are able to feel included and engaged in the national curriculum.

The Review will seek to deliver a **curriculum that reflects the issues and diversities** of our society, ensuring **all children and young people are represented**, and also exposed to a **wide range of perspectives that serve to broaden their horizons**.

The curriculum needs to do more in ensuring that all young people feel represented, and that it **successfully delivers the equalities duties to support equality of opportunity and challenge discrimination**.

Pupils told us that not being able to see themselves in the content they learn, or encountering negative portrayals, can be disempowering and demotivating, a point supported by wider evidence.

Curriculum and Assessment Review: interim report

Ensuring that a **diverse range of perspectives, experiences and representation** are contained in set texts has also been seen to support student engagement and positive outcomes, alongside empathy and understanding of others.

As well as making sure that children and young people can see themselves represented in the curriculum, it will be **important that we also make sure they encounter the unfamiliar, and have their horizons stretched and broadened**

Inclusion is also prompted by **shared experiences, the creation of connections, and the ability to see and experience a wide range of perspectives.**

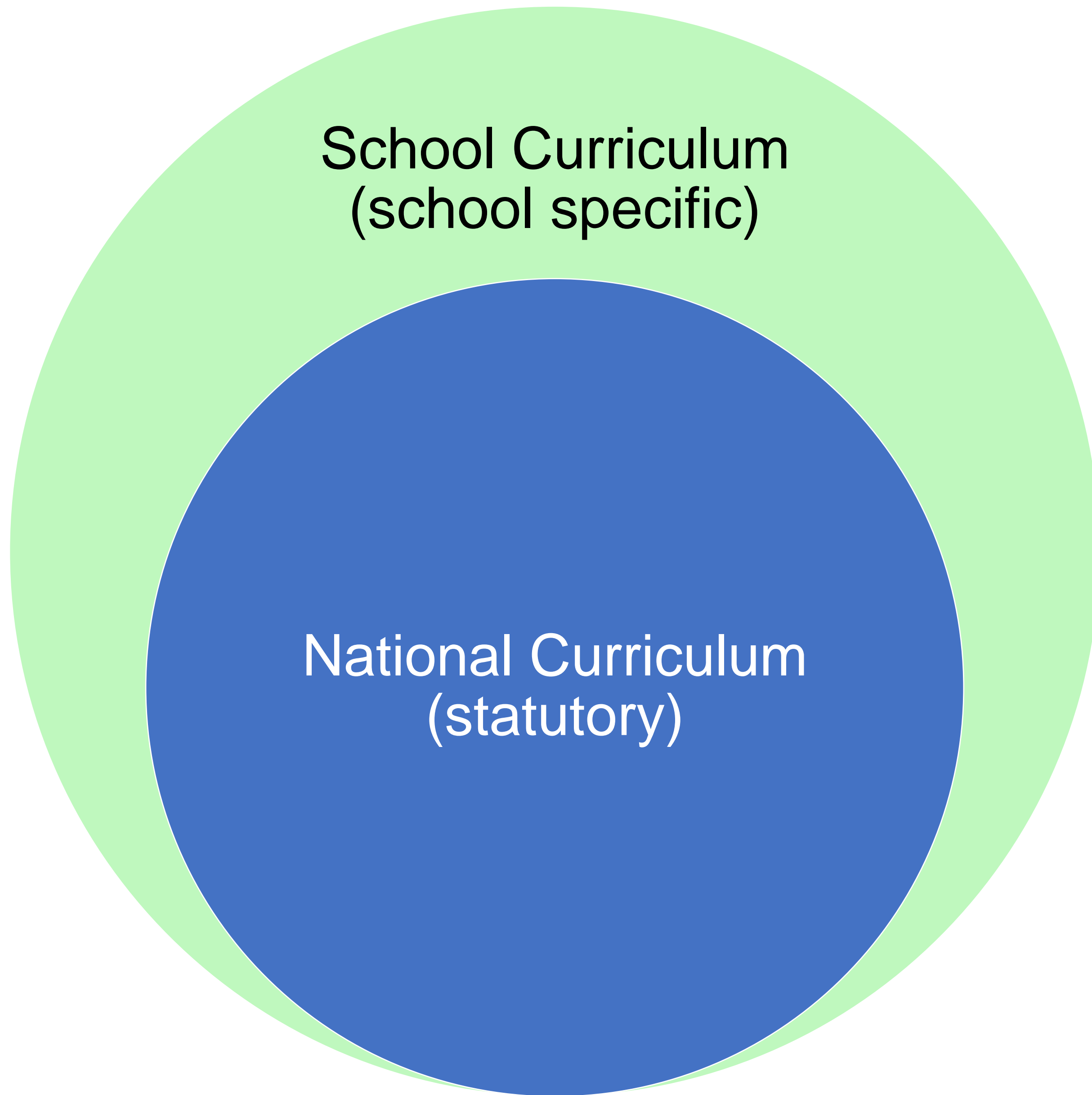
As part of our subject review work, we will look across the curriculum to examine where opportunities exist to increase diversity in representation, and to ensure that the curriculum **facilitates a fostering of inclusivity and challenge to discrimination**

The IDP Aim:

*Through a **focus on equality and diversity**, schools and settings will develop further into places where people genuinely feel that they belong and, as a result, they will develop a **strong and positive sense of self and an appreciation of their own and others' uniqueness and identity**.*

*Ultimately, this will impact on wider society as the children and young people in our schools today will grow into tomorrow's adults. The partnership aims to shape children and **develop critical thinking, skilling children up to challenge and confront prejudice, discrimination, and racism**, in order for our communities to become inclusive in the broadest sense.*





School discussion:

What is your school's vision for equality, diversity and belonging?

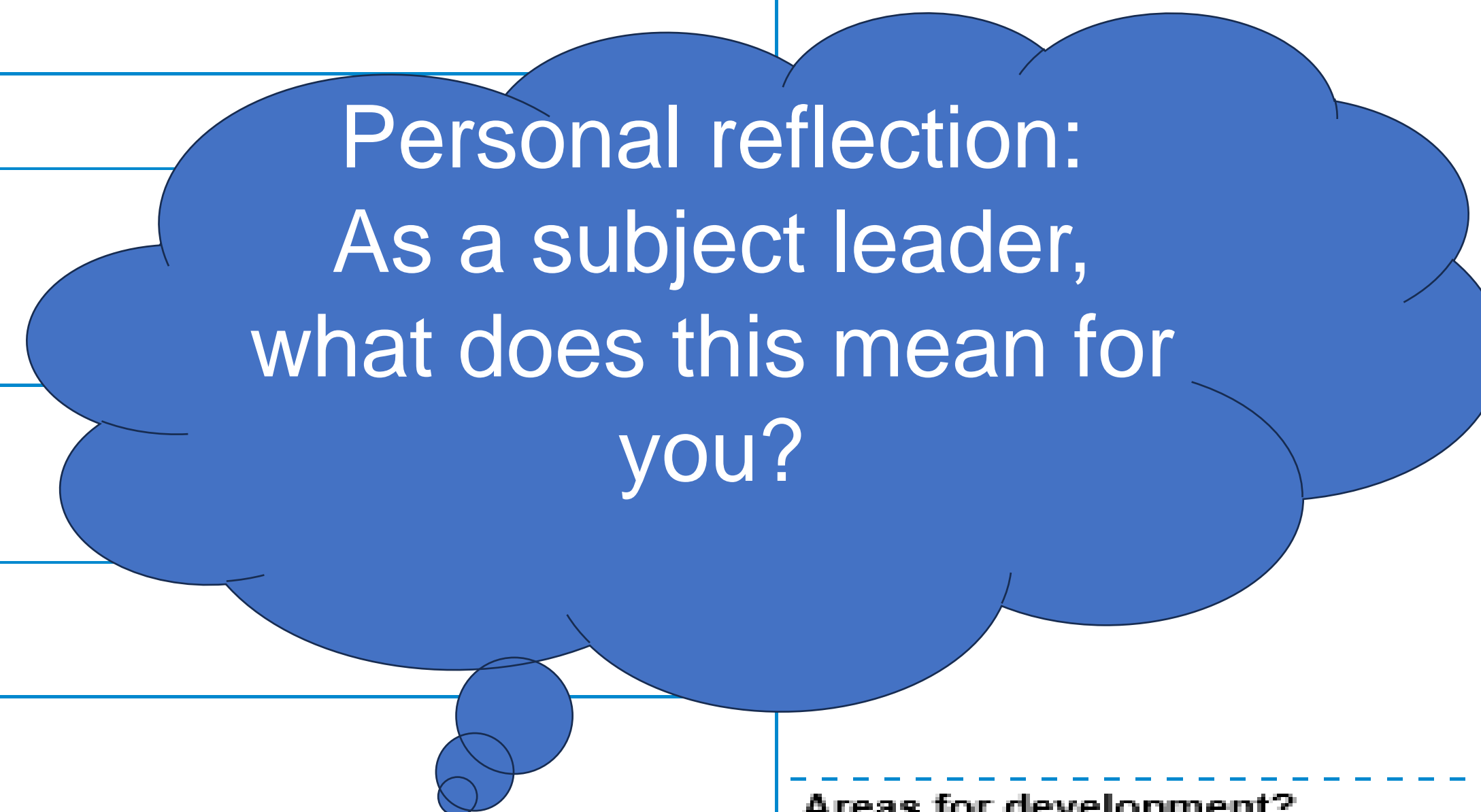
And how is this delivered through your school's curriculum?

Hampshire Inspection and Advisory Service Moodles



3. The Curriculum

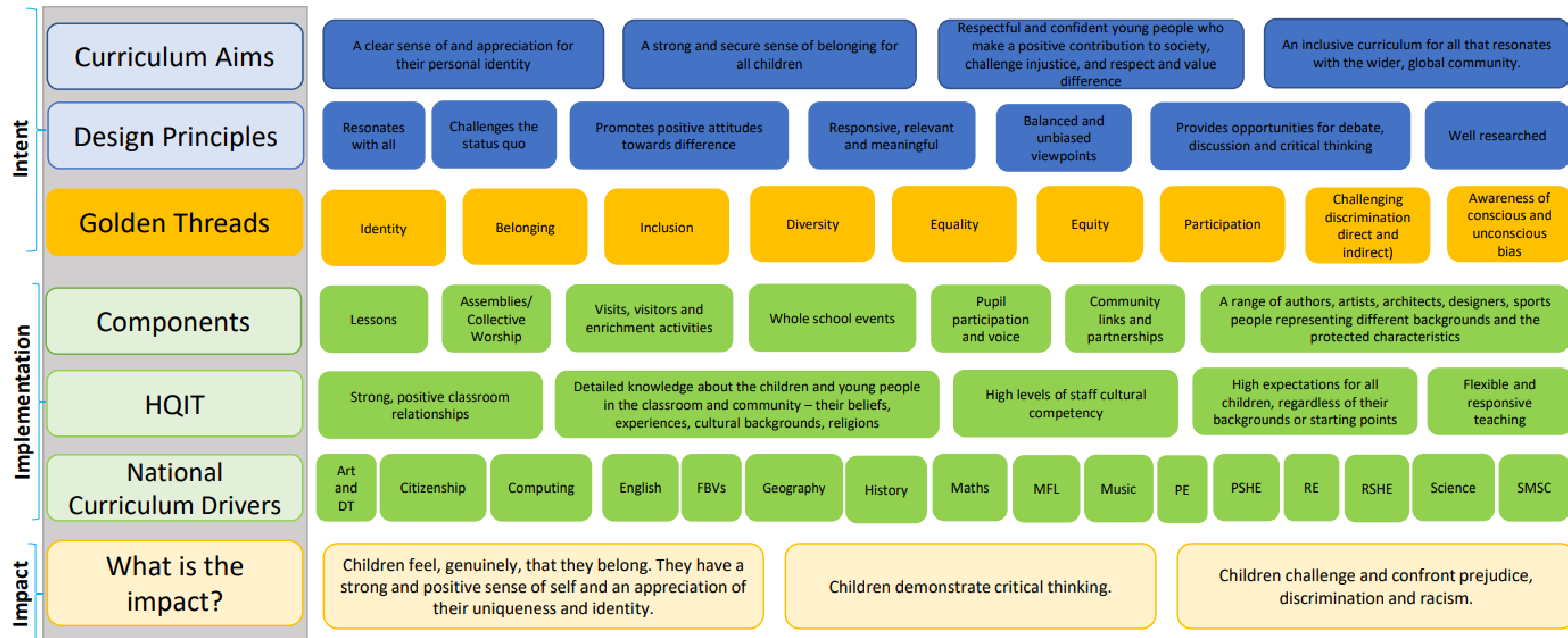
What are we aiming for?	What have we identified as strengths?	How do we know? (Evidence?)
The whole school curriculum is designed to promote identity, belonging, equality, diversity, the Rights of the Child and the Fundamental British Values.		
The curriculum includes the context and cultural capital of the pupils and their families.		
Teaching and learning and enrichment opportunities are used to foster an understanding of the diverse society in which we all live, maximising community links and reflecting and exploring the range of diverse communities within school and further afield.		
All subjects at all key stages contain opportunities for teaching about equality and diversity, and tokenism is avoided. Contemporary British experiences are emphasised.		
There are opportunities in the curriculum to teach about racism and prejudice (past and present) and develop pupils' understanding of the impact on communities.		
The curriculum provides opportunities to empower children to challenge discrimination, prejudice, and injustice.		
The curriculum provides an opportunity for young people to reflect on their roles and responsibilities regarding issues of equality and justice – individually, locally, and globally.		
The school demonstrates an awareness of the local history of the area and incorporates teaching about significant historical events and people into the wider curriculum.		
Curriculum content and resources do not inadvertently perpetuate stereotypes and assumptions.		



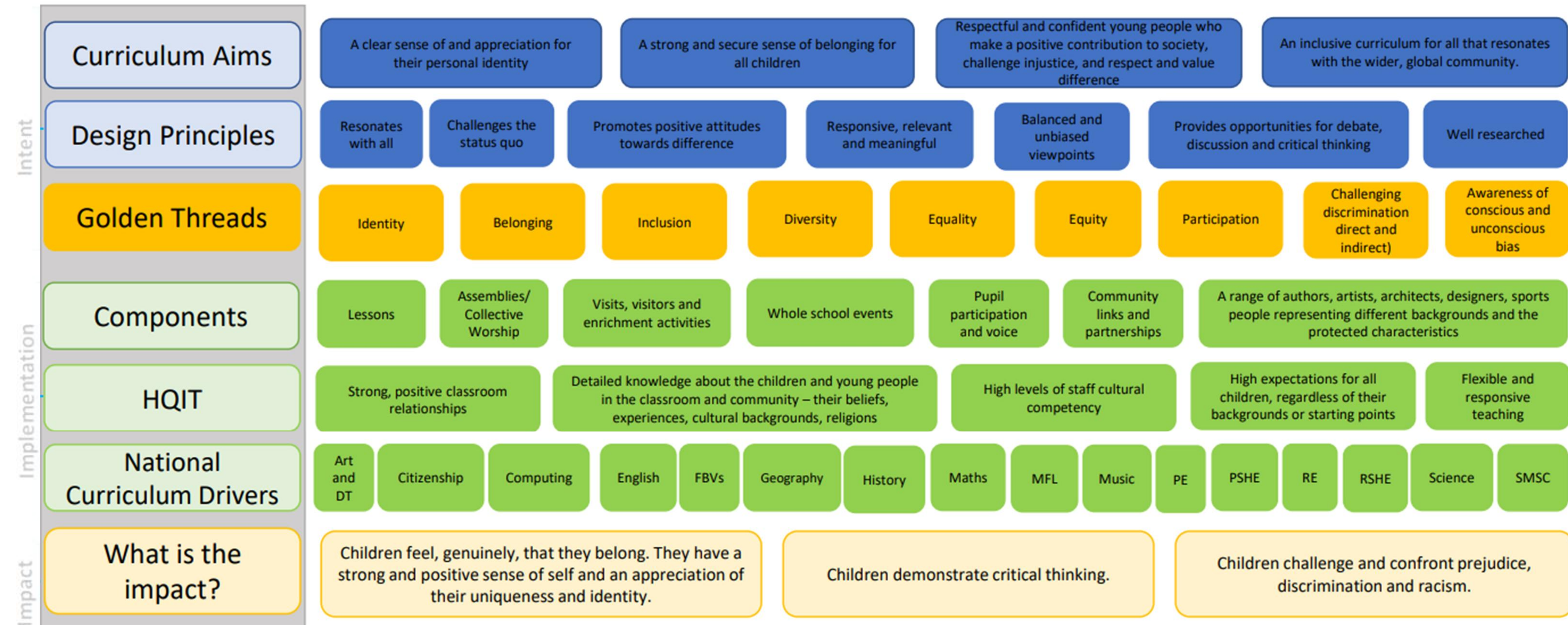
Areas for development?

Self-evaluation tool drop-in session: 25th June 12:30 – 13:30
[**Join the meeting now**](#)

Curriculum Reflection tool



[Curriculum Reflection tool - IDP Moodle](#)



Personal reflection:
How are the golden
threads woven through
your own subject
area(s)?

Diversity

Inclusion

Belonging

Awareness of
conscious and
unconscious
bias

Identity

Challenging
discrimination

Participation

Equity

Equality

School discussion:

Local and National relevance:
Does the curriculum reflect the community and its makeup? Are diverse and local communities' histories acknowledged?

Embedded and 'Usual':
Is diverse representation part of the daily diet of what your pupils receive or is it 'wedged in' or bolted on'?

Our Primary Curriculum

Hamble Primary School, Hampshire



School Context (briefly!)



Hamble, on the Eastleigh/Southampton border. Located on Hamble River.

360 pupils (45 PAN)

Predominantly White British

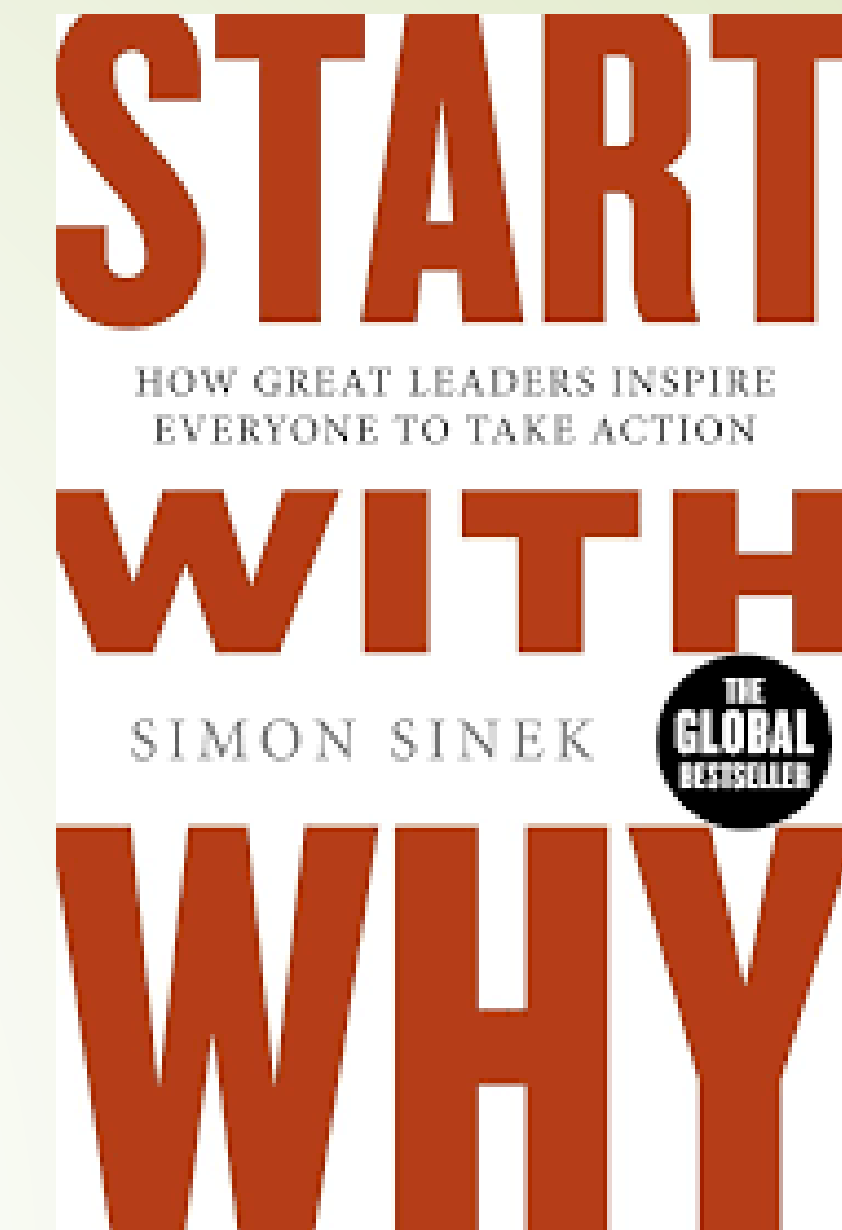
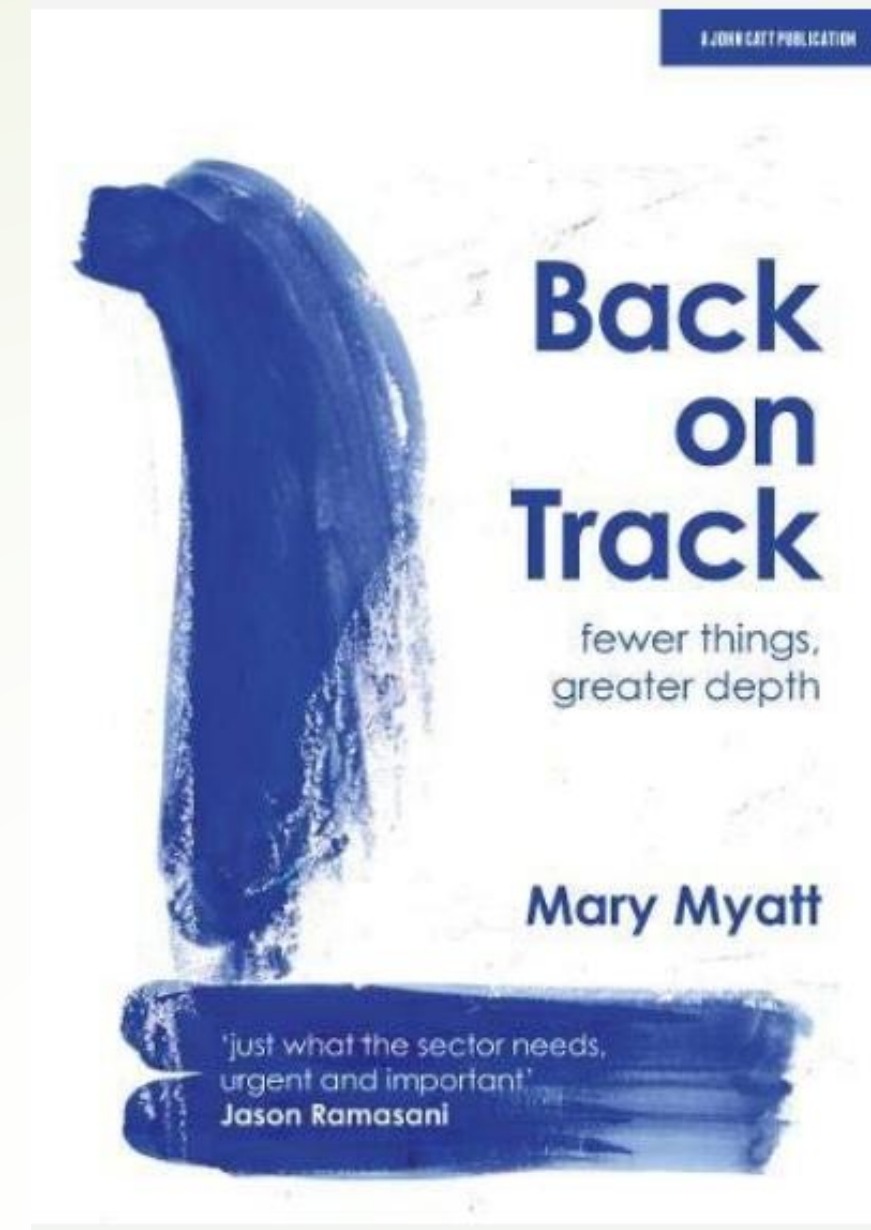
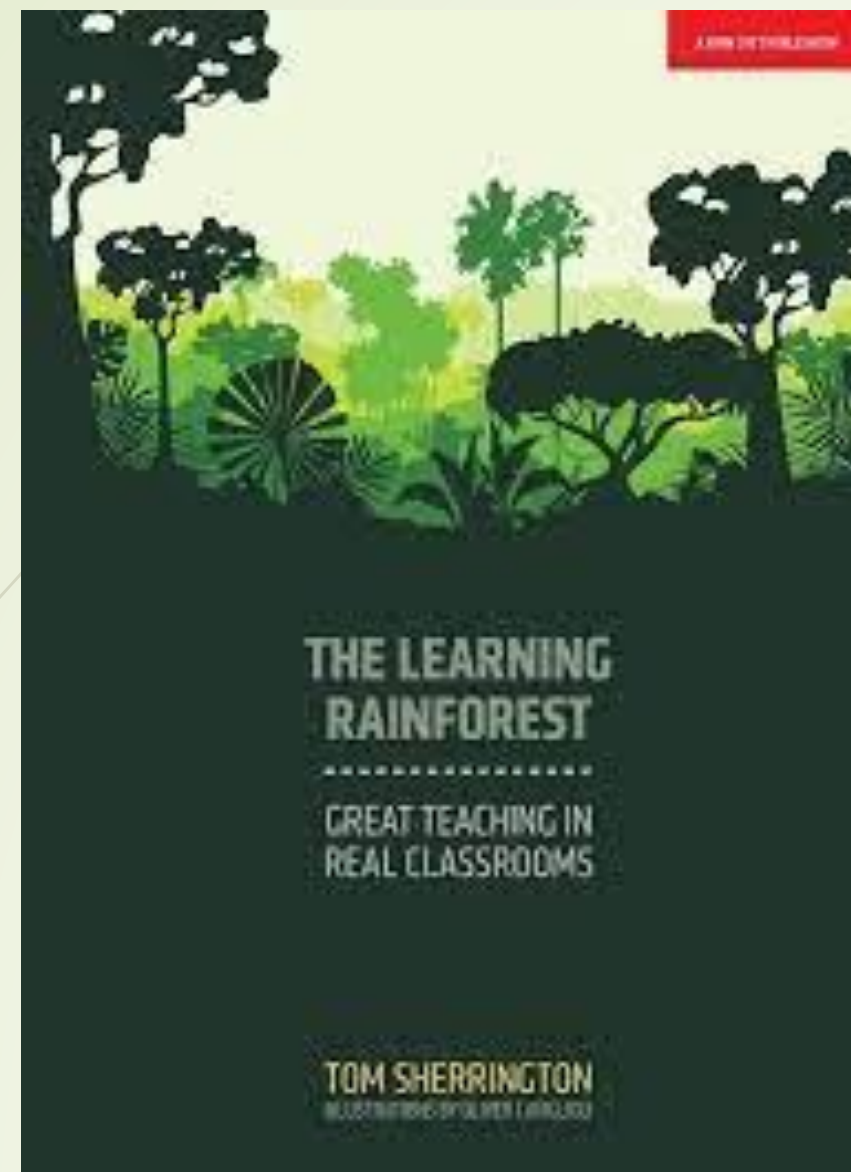
7% EAL (most born in England and bilingual)

18% SEND

26% PPG



Hamble Primary School
Learning for Life



Why are we teaching what we teach?
Stories and real life are shown to help learners retain and recall information
Substantive vs Disciplinary knowledge (we call this knowledge v skills)



Our School Aims and Values

Our aims are based upon the United Nations Convention on the Rights of the Child and Oxfam's definition of Global Citizenship. They serve as statements of intent that support our values.

Communication

We aim to develop children as confident communicators, able to express their thoughts and opinions in the knowledge that they will be listened to.

Learning

We aim to provide an educational experience that encourages high aspirations, develops talents and abilities and promotes respect for the environment, with an understanding of how the world works and how they can act sustainably.

Informed Health

We aim to develop children who are well informed and able to make safe and healthy choices in all aspects of their life, both physically and emotionally, taking responsibility for their own actions.

Community

We aim to respect and value the diversity of culture, language and beliefs within both the school community and the wider world, supporting children to participate in and have a sense of their own role as a world citizen, developing an understanding of social injustice.

'Our Welcome Values'



Welcome
belonging
courage
aspiration
trust
respect



Curriculum threads

Democracy

Equality

Environment and Sustainability

Life on a River!



Curriculum map showing threads

HAMBLE PRIMARY SCHOOL CURRICULUM

THEME OVERVIEW SHOWING KEY THREADS

There are some key threads woven through our curriculum which have been deliberately selected based on our school aims and values and the geographical location of the school. Our key threads are: **democracy**, **equality**, and **the environment and sustainability**. We have also chosen to study places that are located near to **a river**, to link with our own location on the River Hamble. In addition to this, Key Stage Assemblies have a focus on the United Nations' Sustainable Development Goals (Global Goals) which add to the offer already within our planned curriculum.



	EYFS	Year 1/2 Cycle A	Year 1/2 Cycle B	Year 3/4 Cycle A	Year 3/4 Cycle B	Year 5/6 Cycle A	Year 5/6 Cycle B
Autumn 1	Enhanced Curriculum Opportunities across the school year:	Explorers –Dinosaurs (Significant people: Mary Anning) Explorers – Our local area	The UK – countries, capitals and weather around the UK.	Stone Age to Iron Age Visit to Butser Farm	Invaders and Settlers: The Anglo-Saxons and Scots	Your Country Needs You: The role of women in WW2	America del Sur: The Amazon Basin
Autumn 2	All About Me Light and Dark Christmas Diwali	Explorers – Space (Significant people: Neil Armstrong)	The Great Fire of London	History of Music: instruments and artists through the ages	Counties and Cities of the UK: focus on Newcastle, Nottingham and Winchester (with links to the Anglo-Saxon Kingdoms)	Great Adventures: extreme climates	The Mayans
Spring 1	Space Harvest Amazing Animals Firework	Toys and Games (Changes in living memory) The Hampshire Picture Book Award	Making a Change: Royal Victoria Country Park (Florence Nightingale and Mary Seacole) Visit to Fort Nelson	Water, Water, Everywhere	Biomes: focus on Amazon Rainforest	Ancient Civilisations: The Sumer Visit to Ashmolean Museum	The Ancient Greeks
Spring 2	Night Chinese New Year Healthy Me Traditional Tales	The Lighthouse Keeper and features of the coast	Making a Change: Significant people - Rosa Parks, Malala, Wangari Maathai	Rivers (focus: Hamble and Amazon) Visit to River Meon	Voice of the People: Human impact on the physical environment	Fair Trade and Migration	Voice of the People: Democracy through the Ages, with a focus on the Suffragettes Visit to Tower of London
Summer 1	World Book Day Easter Environment Day People who Help Us Water	My local area – now and then. (simple differences looking at maps and photos) Jack and the Beanstalk and traditional tales	Hamble v Cairo: Hamble , our local area including environmental importance (litter)	Volcanoes and Earthquakes	The Vikings: the struggle for the Anglo-Saxon kingdom (Aethelflaud – Lady of the Mercians) Visit to Winchester	Explorers: Christopher Columbus and Shackleton (link to invasion/settlers and democracy)	Voice of the People: I can make a change. Climate change and global warming – what can we do?
Summer 2		My local area – Fieldwork within the school grounds	Hamble v Cairo: Cairo	The Romans, including Boudicca and the Iceni	My local area: Fieldwork in Hamble including environmental importance (travel and transport)	Local History Study: On and around the River Hamble	My local area: Coasts Old and New Portsmouth



Curriculum threads – NC references

KS1 Example: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. – *Florence Nightingale and Mary Seacole*

The lives of significant individuals in the past who have contributed to national and international achievements. – *Mary Anning, Moon Landings, Malala, Rosa Parks*

Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small areas in a contrasting, non-European county. – *Hamble v Cairo*

Lower KS2 Example: *Romans – The Roman Empire and Impact on Britain – Invasion, Boudicca*

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Music through the Ages (periods, genres, musicians)

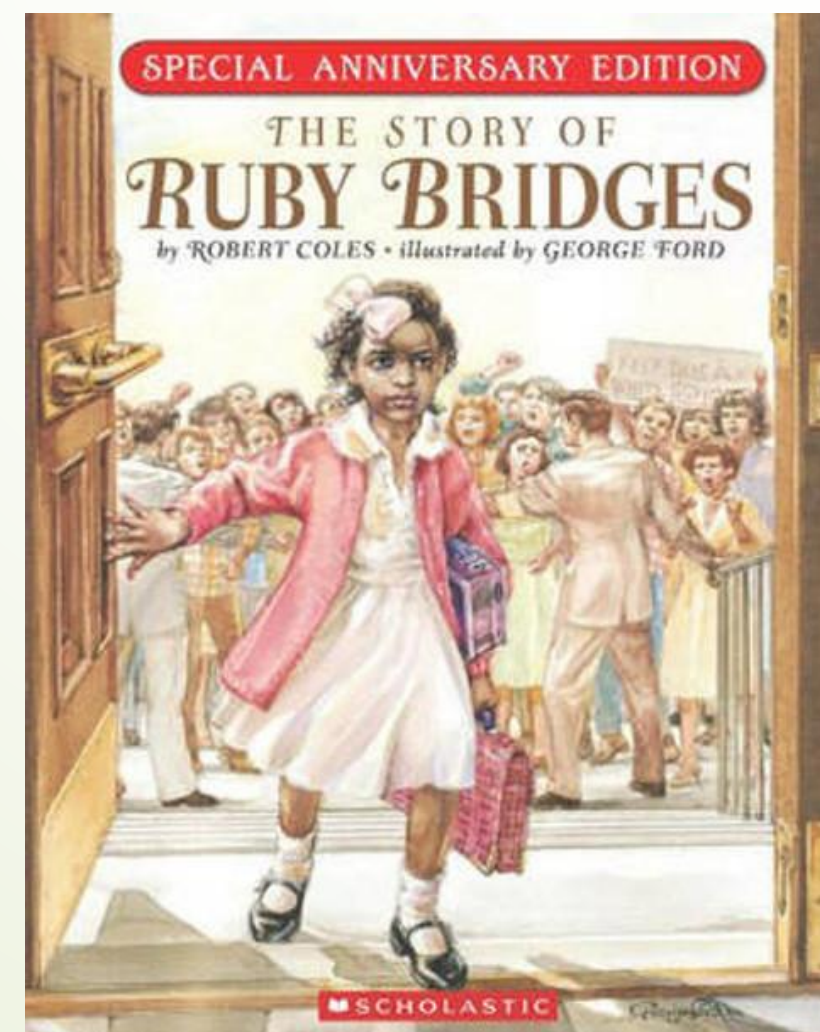
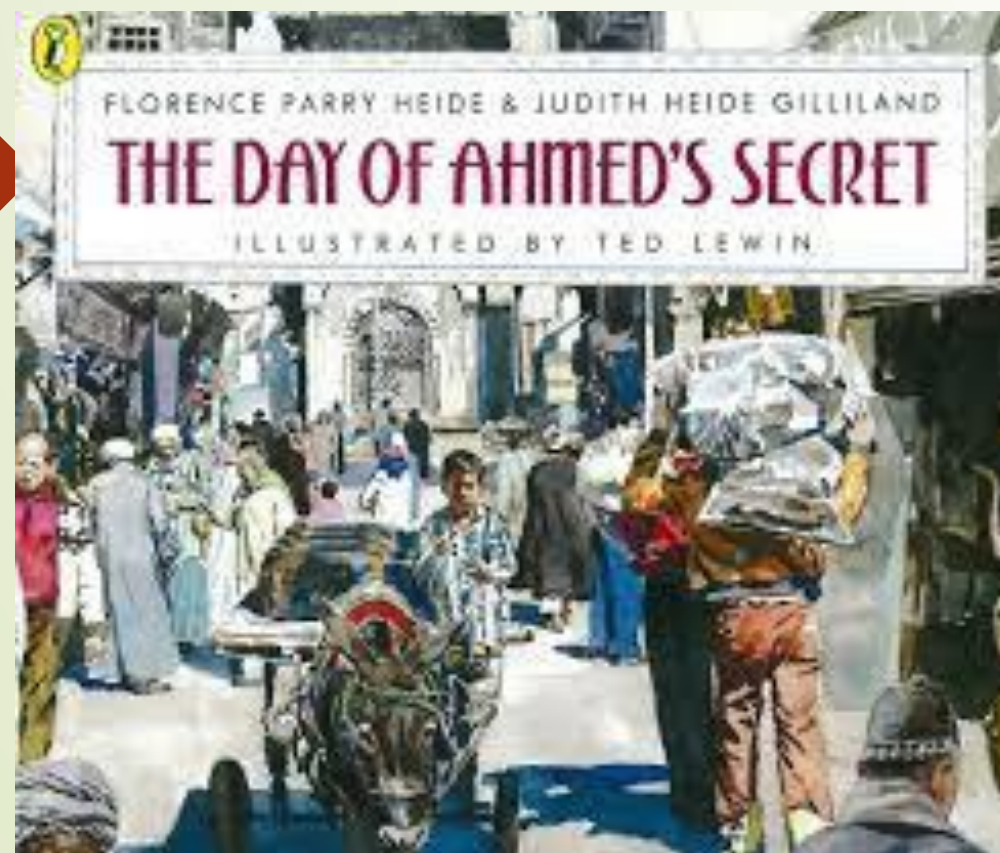
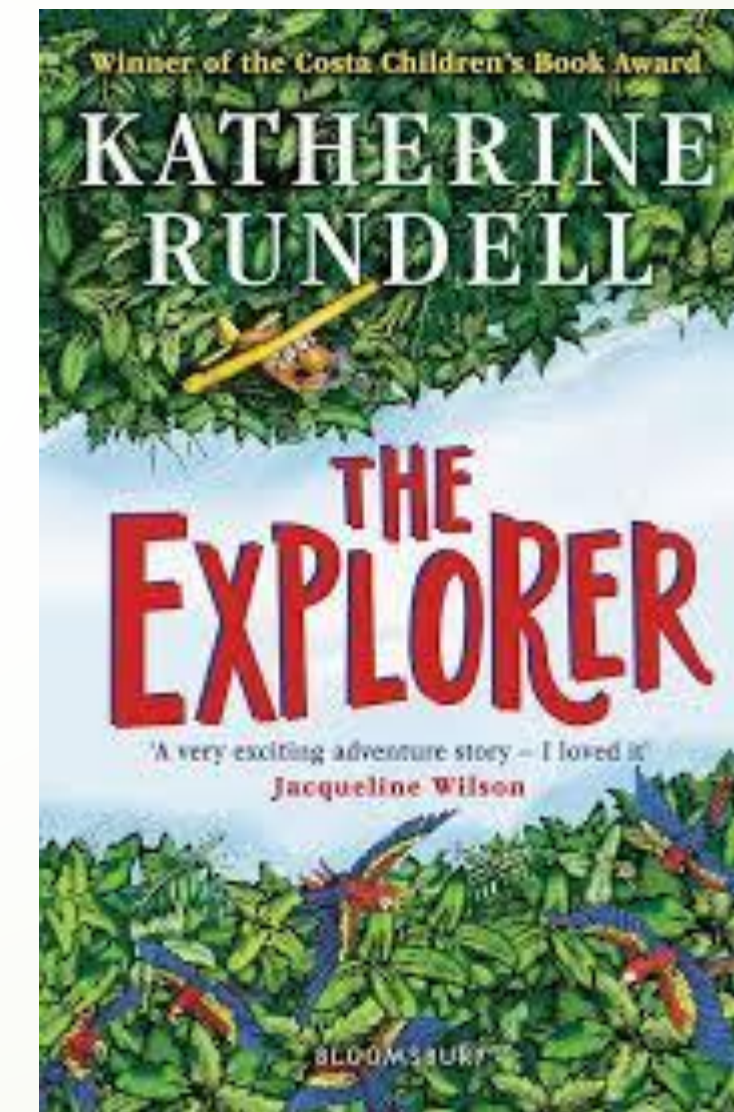
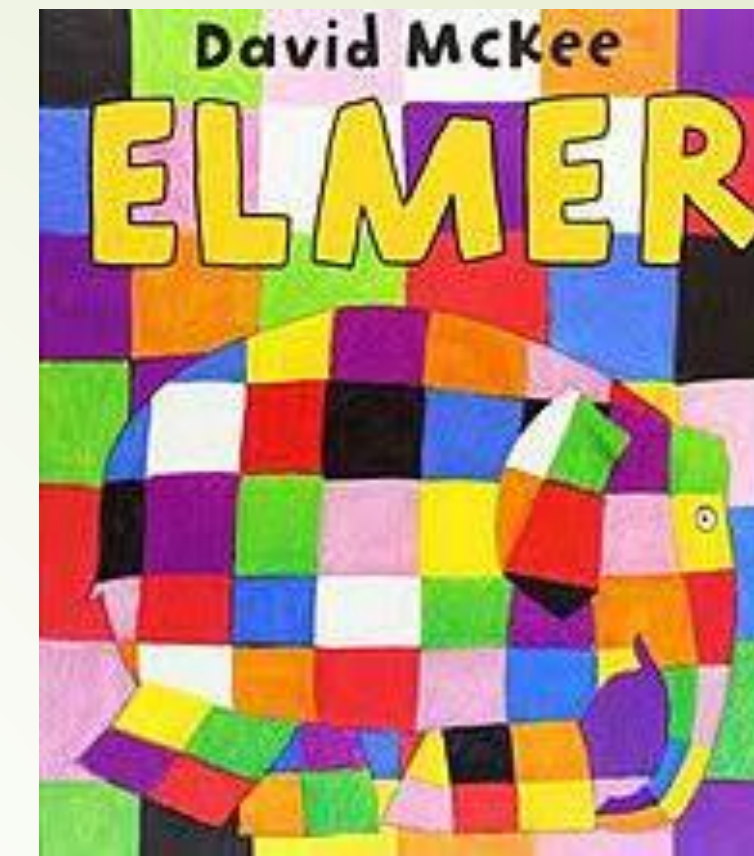
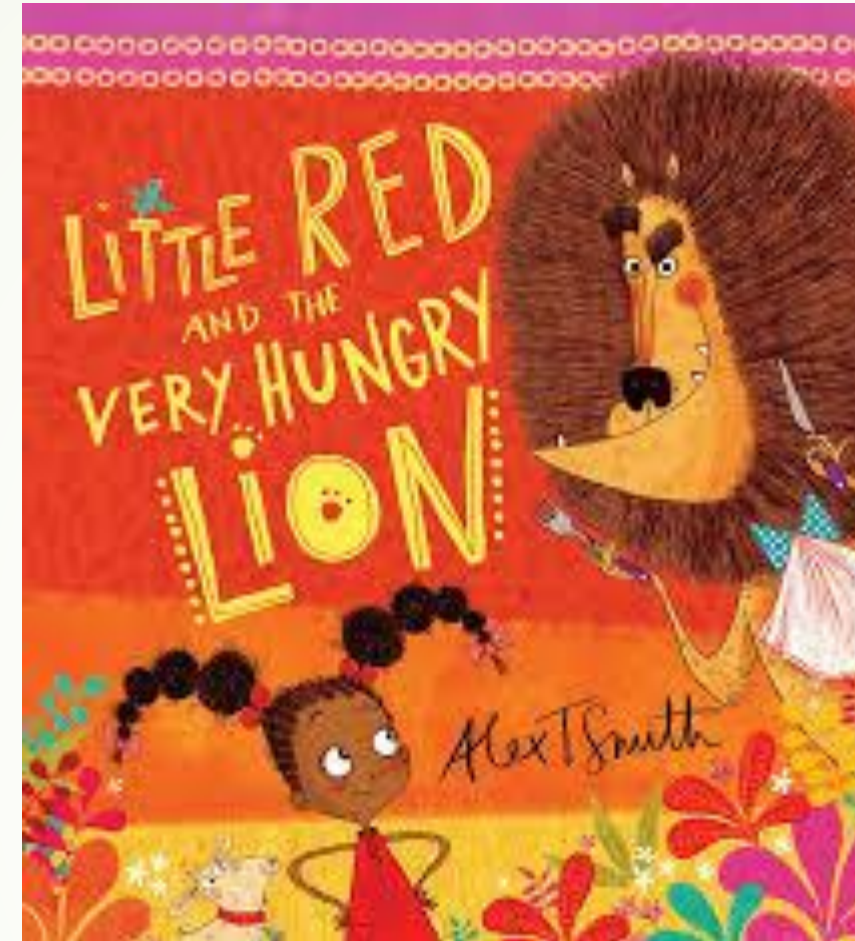
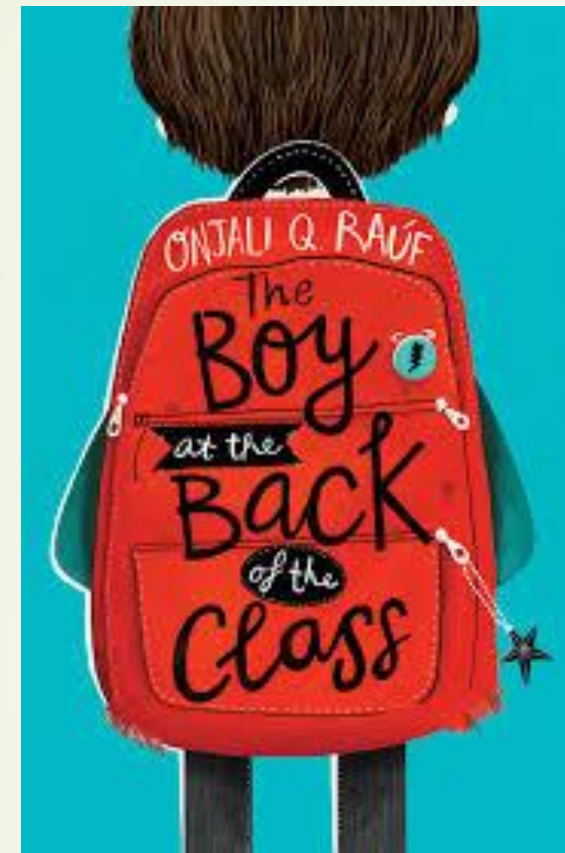
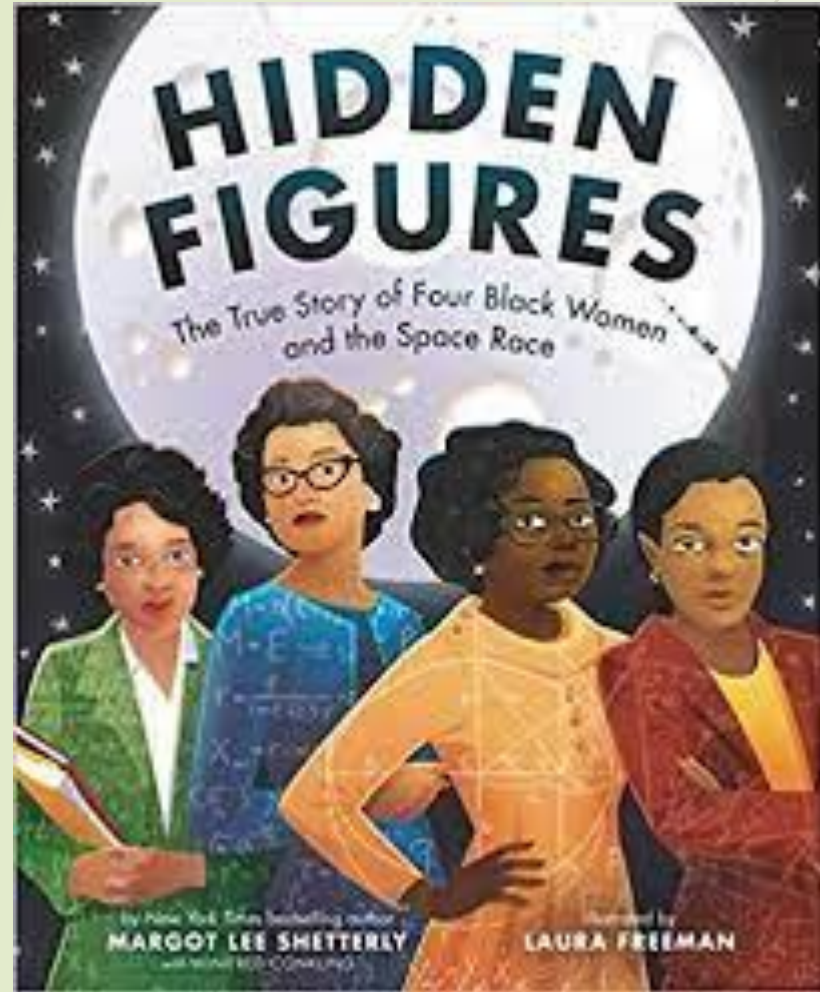
Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - the rainforest and how it is used for economic gain, Greta Thunberg

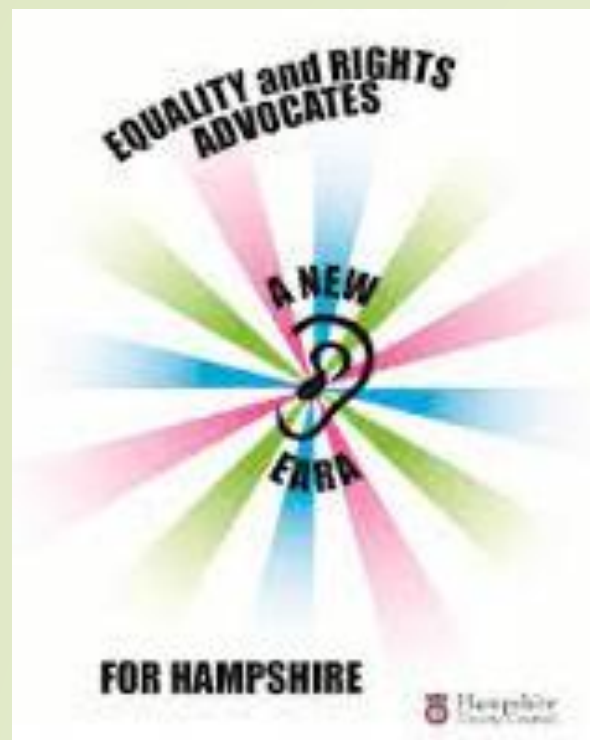
Upper KS2 Example: human geography, including: types of settlement and land use, economic activity including trade links – *Migration and Trade*

A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 – Democracy through the Ages (focus on Suffragettes but pulls together units from previous years)

Study of a significant turning point in British history – WW2 (the role of women in the war)

Curriculum threads – supporting texts





EARA Group

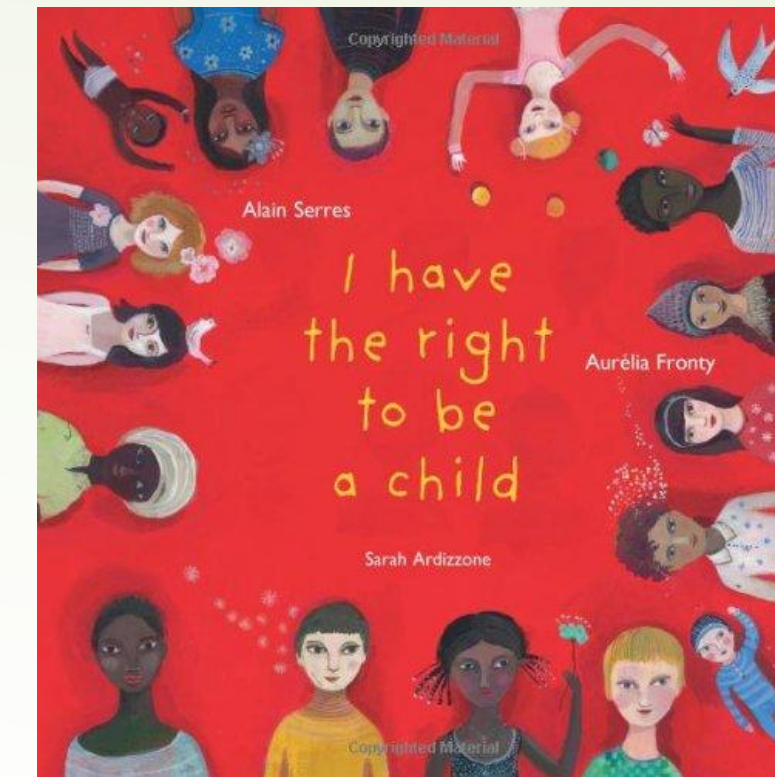
Are you passionate about children's rights?

Are you keen to promote fairness and equality throughout our school community?

Do you want to make sure that your views and the views of your peers are listened?

Do you believe that everyone should be treated equally no matter who they are?

Would you like to ensure that we promote the values of The Equality Act?



EARA Group Mission Statement

We are here to ensure the protection children's rights.

We are here to make sure children's voices are heard.

We are here to promote equality in and around our school.

We are here to inform others of the importance of children's rights.

We are the EARA Group!



- look at our curriculum overview and identifying where we teach equality
- look at theme books to see what learning has been done linked to equality and rights – does it match the curriculum overview
- assembly about the protected characteristics
- continue to look through the Rainbow Books and identify what rights and protected characteristics can be taught from them



Hamble Primary School
Learning for Life

Thank you!

School Website: <https://www.hamble-pri.hants.sch.uk/topic/curriculum>



Hamble Primary School
Learning for Life



Hampshire
County Council

Improvement and
Advisory Service

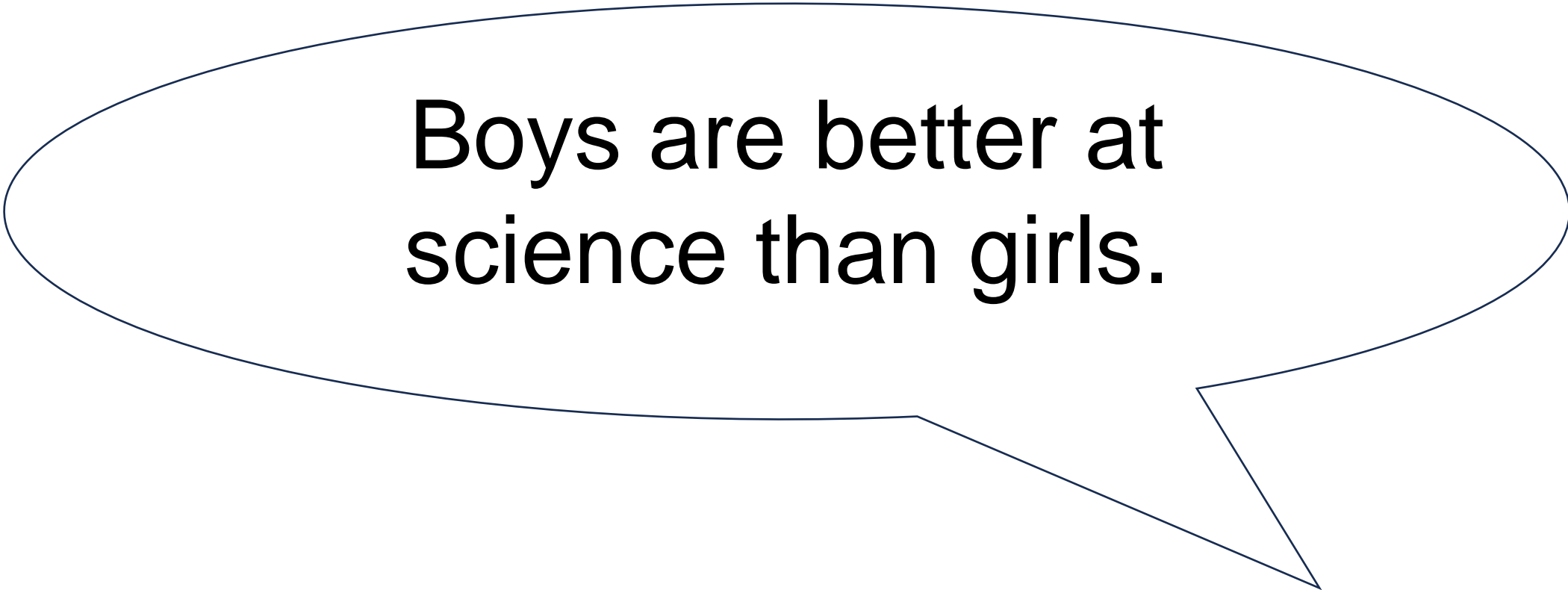
Promoting Inclusion and Diversity in Primary Science

Understanding and Overcoming Stereotypes

Emma Cooper
General Inspector/Adviser for Science

Understanding Stereotypes in Science

Definition: Stereotypes are oversimplified ideas about groups of people.



Boys are better at science than girls.



Scientists are white men in lab coats.

These stereotypes can discourage diverse groups from pursuing science.

The Problem: Persistent Stereotypes

In 1957, students were asked to draw a scientist.

Most drew:

- A white man
- Wearing glasses and a lab coat
- Surrounded by lab equipment



[Lesson Plan | Draw a Scientist](#)

In 2025, the same test was repeated with 200 educators:

- Only 5 drew women
- Most still drew the “Einstein” stereotype



[Draw a Scientist – Talk Science to Me](#)

What Children See

- Young children often draw scientists that match their own gender.
- But by age 16, most draw male scientists.
- This shift suggests school and societal influences shape perceptions over time.

Why Do Stereotypes Persist?

Cultural Reinforcement

Lack of Representation



[A Scientist Just Like Me - Primary Science Teaching Trust](#)

Implicit Bias



Why It Matters

If we take the Cambridge dictionary's definition of a scientist as:

‘an expert who studies or works in one of the sciences’

then a veterinarian is one.

What Teachers Can Do

Use the “Draw a Scientist” test as a conversation starter.

Showcase diverse scientists:

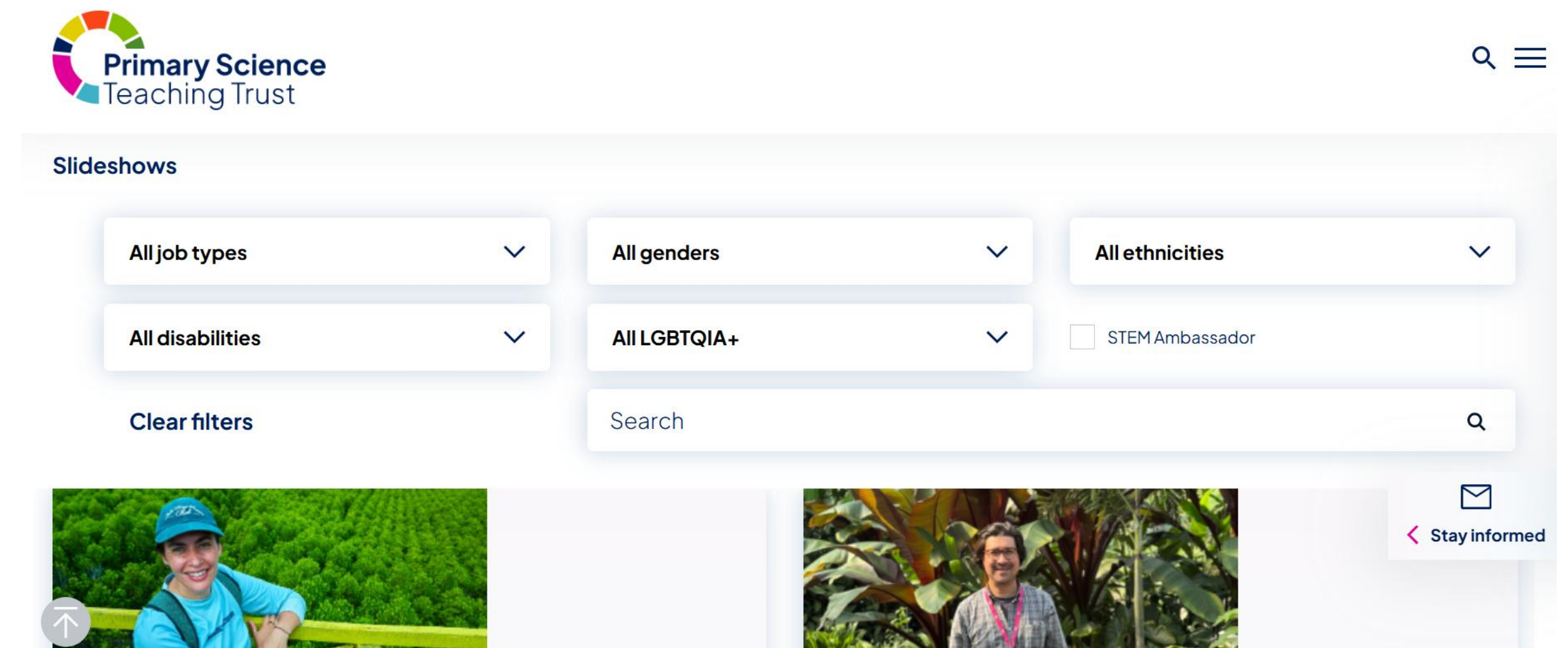
- Use posters, videos, and books featuring a wide range of scientists.

Highlight real-life connections:

- Invite guest speakers or talk about scientists in your community.

Broaden the definition:

- Veterinarians, engineers, and even teachers can be scientists.



Resources and Support

Organisations that provide resources for promoting diversity in science:



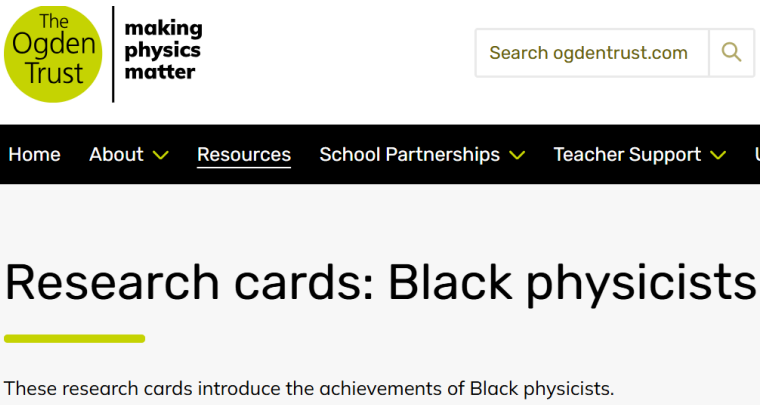
About us Our work News & blog Our partners Equality, D

Equality, Diversity and Inclusion

The BSA believes that, for too long, science has been the preserve of professional scientists. We believe science should be open to everyone, regardless of background or experience.

We know there are persistent structural barriers to equality in many areas of UK society, culture and work, and we believe that transforming the diversity and inclusivity of science can play a part in tackling them.

[Equality, Diversity and Inclusion | British Science Association](#)



[Research cards: Black physicists - The Ogden Trust](#)



Posters

Diverse Representation in Science: Book Corner Recommendations

Inspiring Stories

Hidden Figures
Margot Lee Shetterly

The incredible story of four black women who made vital contributions to space exploration.

The Extraordinary life of Katherine Johnson
Devika Jina

A book about Katherine Johnson, a mathematician who worked on the first moon landing in 1969.

Race to the Frozen North
Catherine Johnson

The story of African-American Matthew Henson and his multi-blended Arctic

Matthew Henson, Arctic Explorer
Blake A Hoena

Graphic novel biography of



[Equality, diversity and inclusion | Royal Society](#)



[Home - 1001 Inventions](#)

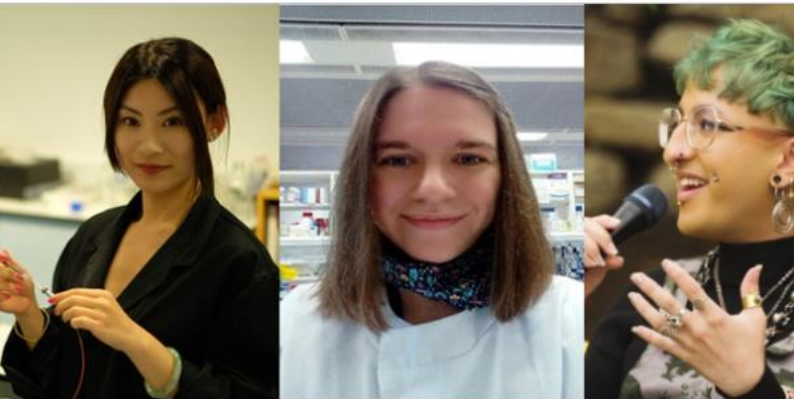
Year 1			
Plants	Animals, including humans	Everyday materials	Seasonal changes
Scientists			
<p>Beatrix Potter (Author and Botanist)</p>	<p>Chris Packham (Animal Conservationist, Wildlife photographer, ASD)</p>	<p>William Addis (inventor of the toothbrush)</p>	<p>Liam Dutton (Weatherperson/Meteorologist)</p>
<p>Neil Armstrong (Astronaut and presenter of Gardeners World)</p>	<p>Mikala Yorke (Wildlife videographer and National Geographic Explorer)</p>	<p>Dr Pearl Aguilera (Materials scientist)</p>	<p>John Dalton (British Weather pioneer)</p>



[In2scienceUK - Promoting Social Mobility and Diversity in STEM](#)



Home > A Scientist Just Like Me



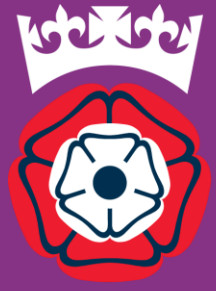
A Scientist Just Like Me

[A Scientist Just Like Me - Primary Science Teaching Trust](#)

School discussion:

Local and National relevance:
Does your curriculum reflect
your community and its makeup?
Are diverse and local communities'
histories acknowledged?

Embedded and 'Usual':
Is diverse representation part of the
daily diet of what your pupils receive or
is it 'wedged in' or bolted on'?




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Service

SLS Diversity Audits


SLS Portal – hampshiresls.oliverasp.co.uk


**Hampshire**
County Council


School Library Service


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NEWS > LEARNPATH HOME > ADVICE > SLS BOOKMARK ENCOURAGING READING ▼ INCLUSION AND DIVERSITY ▼ LATEST NEWS AND RESEARCH ▼ ORGANISING ▼



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INCLUSION & DIVERSITY AUDITS


SEND INFORMATION


TACKLING DISADVANTAGE


EMOTIONAL LITERACY


☆☆☆☆

Embedding Diversity and Inclusion in your Library Stock
School Library Service (2022)

WHERE IS IT? File available - click the title to view the item details and then click the button under the cover image

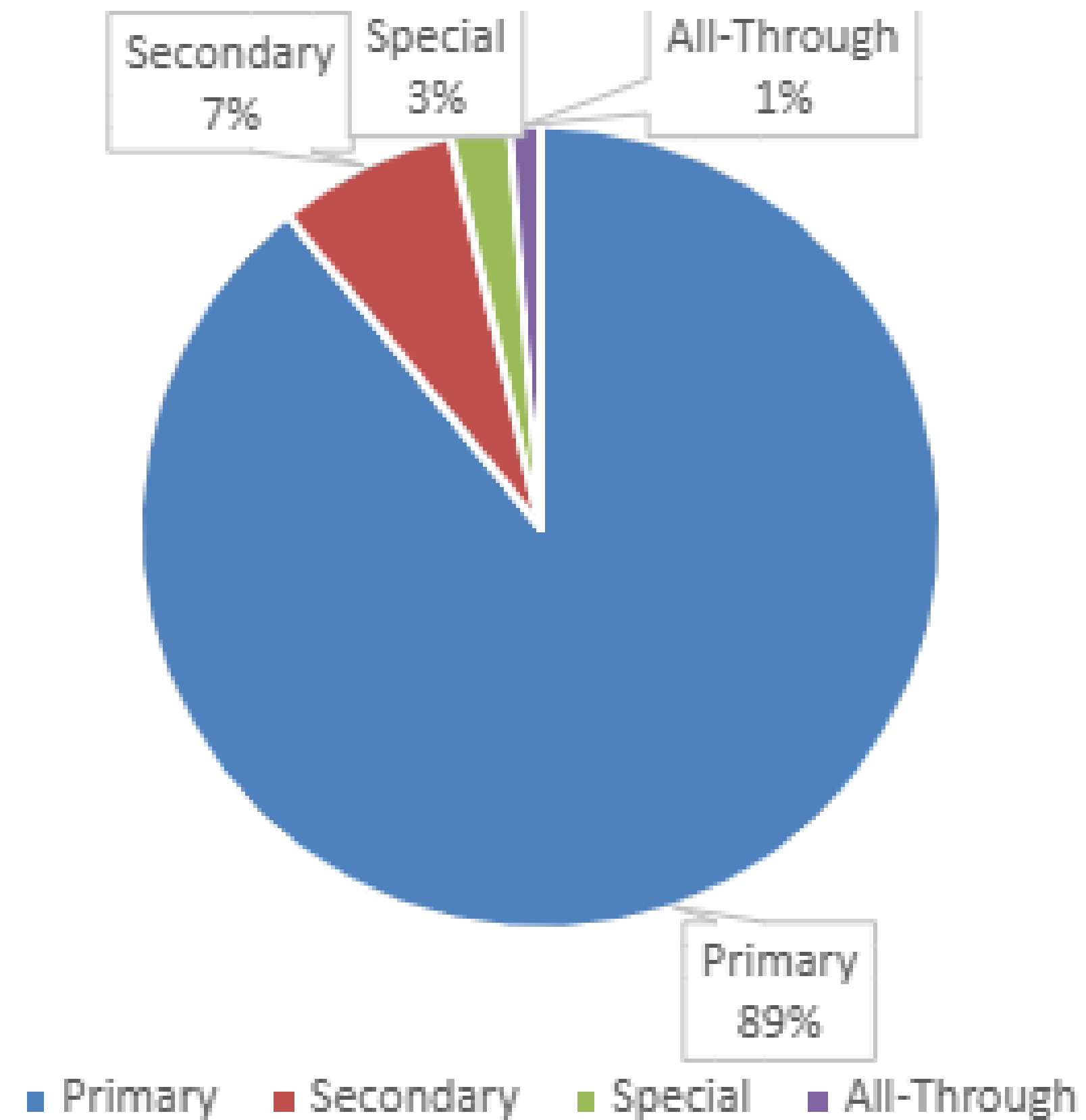
Abstract Once a Diversity and Inclusion Audit for your school library has been completed, what are the next steps? This article looks at how you can bring about positive changes in your school from this audit.

Search for Diverse Titles

Search for ...

To help search for books reflecting diverse characters in your school, try searching the catalogue with the following keywords.

Findings so far...



National Picture

[Home - Libraries of Sanctuary](#) – Hampshire public libraries

[No-outsiders](#) – several schools in SE Hampshire are taking part

[EmpathyLabUK – Raise an empathy-educated generation](#) Empathy Day 12 June 2025

[Theme of Refugee Week 2025: Community as a Superpower – Refugee Week](#)

[CLPE Reflecting Realities 2024 v5 WEB.pdf](#)

[Lit in Colour reading lists - Penguin Books UK | Official Site](#)

National Book Awards





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County Council

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Service

hq.sls@hants.gov.uk

What will you do, following this staff meeting, to develop your curriculum further and ensure you are meeting the statutory requirements?



Diversity, Inclusion and Belonging

Partnership Offer 2025-26

HIAS is pleased to offer a series of Diversity and Equality networks and EARA primary groups for schools.

The focus for the network meetings will be **diversifying the curriculum and environment** which will include an opportunity to review new resources, consider planning exemplars and good practice, and will provide an opportunity to share existing practice with colleagues.

The Equality and Rights Advocates (**EARA**) meetings will provide an opportunity for the children to take a lead in promoting a more inclusive culture in their schools.

Dates: [Online Training - Course: RADE](#)

Price: 3.5 hours HIAS time (for *all* meetings) charged at your school's relevant rate (as per your current HIAS SLA subscription). This will be charged up front at the start of the autumn term.

www.hants.gov.uk/educationandlearning/hias/subscribe-hias/fees-charges.

Please note: District groups will require a minimum of 8 schools to be viable.

Booking form: [Diversity, Inclusion and Belonging District Partnership Offer 2025-26](#)

Further training and support

Inclusion and Diversity Partnership
Staff training offers



Save the dates...

Staff Meetings 2025/26:

28 January 2026, 15:45 – 17:00

10 June 2026, 15:45 – 17:00



Compassion as a Superpower in Education



REFUGEE EDUCATION CONFERENCE 2025
For Schools, Colleges and Universities



WEDNESDAY 18TH JUNE 2025

09.45AM – 4PM

UNIVERSITY OF WINCHESTER

Register Here:



<https://forms.office.com/e/eHR71SSBQk>

*For more information, email
Sanctuary@winchester.ac.uk*

Register now and save the date!

More information coming soon about expert-led sessions to help you develop your professional skills and knowledge:

- Improve the support you provide to learners from a refugee/asylum seeking background
- Raise awareness in your institution about the issues faced
- Learn about becoming a School, College or University of Sanctuary

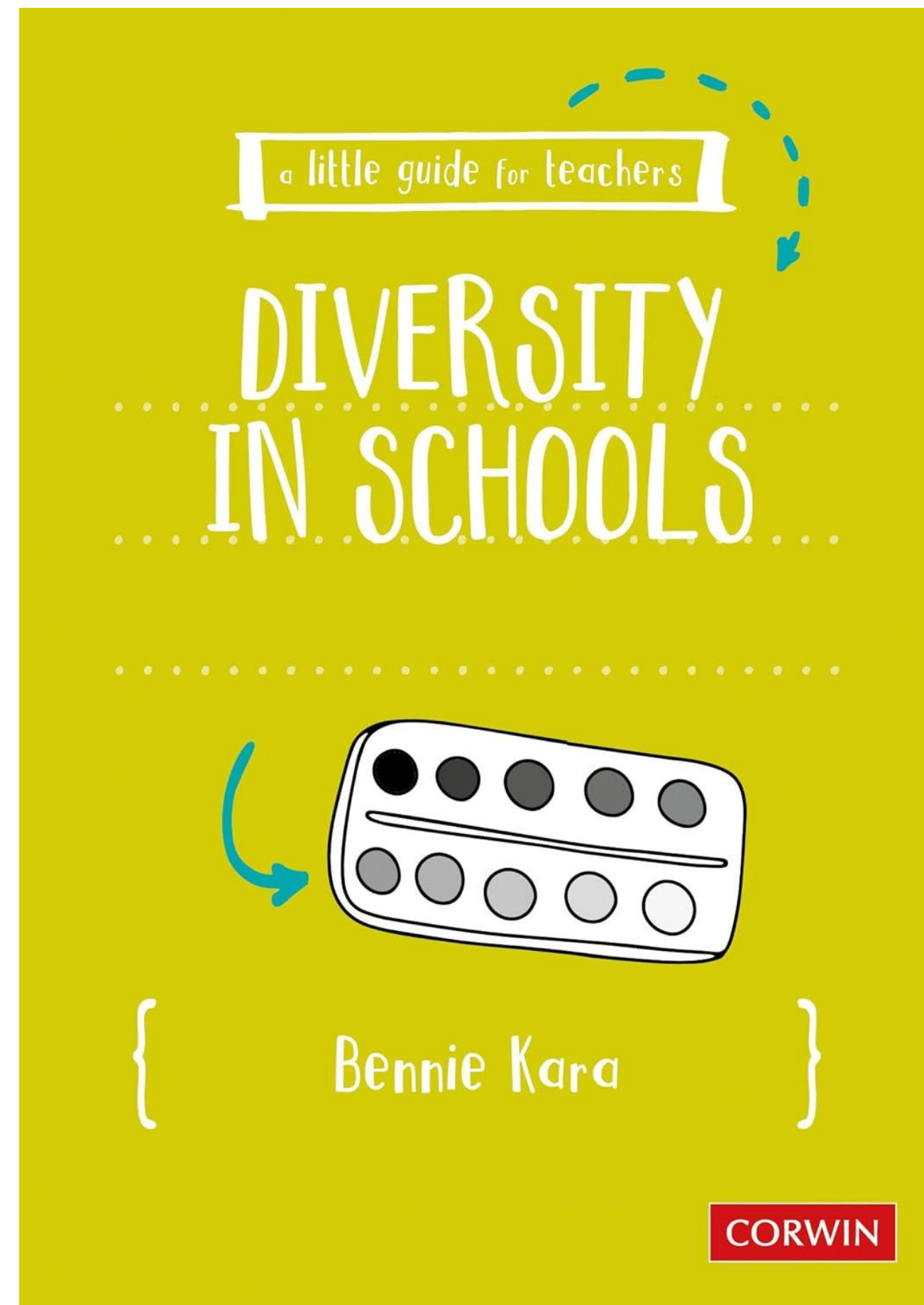
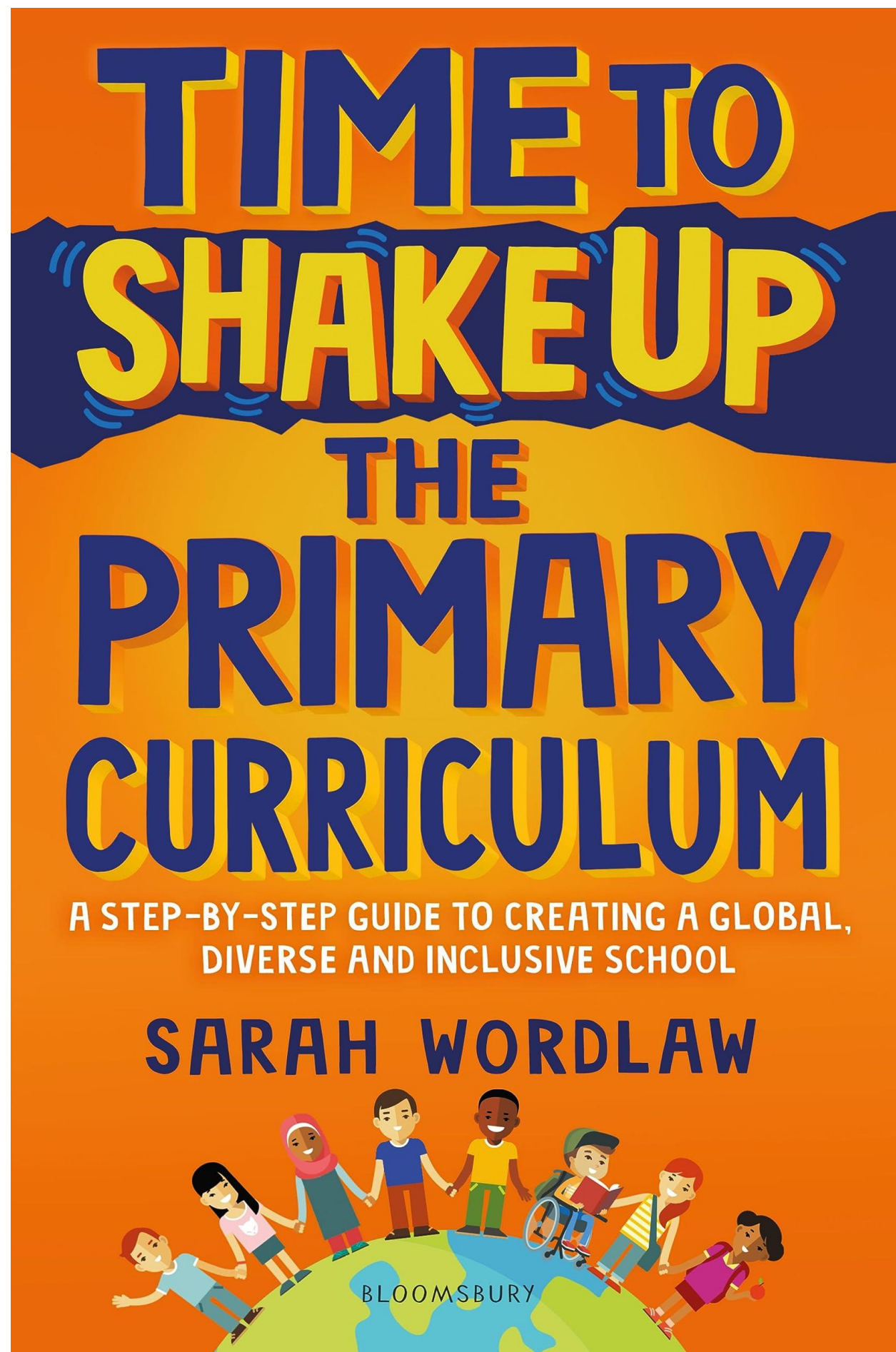
Please note: the conference is FREE to attend with lunch and refreshments provided.

Some sessions will be available online for those unable to attend in person

LAIDP Curriculum design principles

Resonates with all	Challenges the status quo	Responsive, relevant, and meaningful	Promotes positive attitudes towards difference	Well researched	Provides opportunities for debate, discussion, and critical thinking	Balanced and unbiased viewpoints
<ul style="list-style-type: none">• What does your school Census information tell you about your school population?• How does your school census information inform school policies and practice?• How does the local Census information inform your curriculum? (Ofsted: A school's curriculum should prepare them for life in a diverse world beyond the school gates?)• How do the significant people who children learn about (artists, historians, scientists, architects, authors, designers, musicians...) resonate with both the school and local communities?• What training and CPD do staff need to teach a curriculum that resonates with the school and local community?• To what extent does your school sensitively recognise and utilise the cultural capital of your children, parents, governors and community to inform and enrich your curriculum and pedagogies?						
<p><u>To what extent:</u></p> <p>Is the whole school curriculum designed to promote: identity, belonging, equality, diversity, the Rights of the Child, and the Fundamental British Values? Are teaching and learning and enrichment opportunities used to foster an understanding of the diverse society in which we all live, maximising community links and reflecting and exploring the range of diverse communities within school and further afield? Do subjects include opportunities to reflect on global influences? Does the curriculum support pupils and students to develop an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others? Do all subjects at all key stages contain opportunities for teaching about equality and diversity? Does global citizenship education provide a chance for young people to reflect on their roles and responsibilities regarding issues of equality and justice in human development – individually, locally and globally? Does the school demonstrate an awareness of the local history of the area and incorporate teaching about significant historical events and people into the wider curriculum?</p>						

A couple of recommended reads...



Thank you!

Please take a few minutes to complete the evaluation form. Your feedback is important to us and will help to shape the next staff meeting.

[Evaluation form: Big Staff meeting 4 June 2025](#)

