Equality, Inclusion and Diversity – A Summary

Curriculum area	Year-group	Coverage
Computing	1	To understand how to treat others, both online and in-person
	3	To understand how the internet can be used to share beliefs, opinions and facts
	4	To explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true
	5	To understand how online information can be used to form judgements To discover ways to overcome bullying
	6	To describe issues online that give us negative feelings and know ways to get help
MFL		Children learn French, German and Spanish during their time at the Three Schools. This includes; family, colours, greetings, numbers, cultural traditions and details of where those languages are spoken around the world.
Music	3	To know & appreciate music traditions: Indian classical, Brazilian Samba, Indonesian Gamelan To understand interrelated dimensions of music through Jazz and music used for Chinese New Year – Pentatonic scale.
	4	To know and appreciate music traditions: Punjab/UK - Bhangra, Trinidad – Calypso, To understand interrelated dimensions of music through Rock n Roll
	5	To know and appreciate music traditions: Nigeran drumming & South African Choral To understand interrelated dimensions of music through Blues music
	6	To know and appreciate music traditions: Folk music – UK, Middle East & Poland To understand interrelated dimensions of music through Musical Theatre and Classical composer Mendelssohn
	5&6	Young Voices – Opportunity to take part in a massed choir (every 2 years).
	All years	Singing linked to Harvest. Singing / performance telling the Christmas story. History of Music during assembly
History	1	Kings, Queens and Leaders Parliament & Prime Ministers
	2	Romans Tudors Powerful Voices (Martin Luther King, Rosa Parks, Gandhi, Greta Thunberg, Emmeline Pankhurst, Malala Yusafzai)
	3	Prehistoric Britain Ancient Egyptians – including an Egyptian Day (visitor) Anglo-Saxons & Vikings War of the Roses
	4	Ancient Rome James 1 & the gunpowder plot Charles 1 & English Civil War Charles II, Plague, Fire and Glorious Revolution
	5	Ancient Greece – including a Greek Day (visitor) Industrial Revolution – including Inventions, cotton spinning, steam engines, iron and coal, child labour, Victorians - George IV, Coronation of Queen Victoria, Victoria's reign, life in 1900, public health, education, rich and poor, leisure. the workhouse WW1 WW2
	6	French revolution - Life in France before the revolution, French society, the execution of Louis XVI, the Rise of Napoleon, The Battle of Trafalgar, The Battle of Waterloo Russian Revolution - Romanov Dynasty, Russia before WW1, Russia after WW1, Bolshevism, Lenin, Trotsky, reasons for revolution and impact on future of Russia Suffragettes - Nineteenth century politics and women, John Stewart Mill, National Union of Women's Suffrage Societies, Women's Social and Political

		Union, Emmeline Pankhurst, the Women's Freedom League, Charlotte Despard, Marches, hunger strikes and violence, Abolition of Slavery - Olaudah Equiano, The Atlantic Passage, Life as a Slave, The Abolition Movement, William Wilberforce Civil Rights - Rosa Parks, Martin Luther King, Civil Rights Act of 1964, Local History
Geography	1	The UK – Do only English-speaking people live in the UK? Global issues – protecting the oceans
	2	The British Isles – including land borders and rights to cross, patron saints Northern Europe - physical and human features, climate, languages, capital cities, animals and migration, Roald Amundsen
	3	Ireland – The partition Settlements – Migration and immigration Western Europe Rainforests – Global issue (One planet One community)
	4	Mediterranean Europe – Human geography Rivers – People's use. Global issues (flooding) Settlements – Migration / tourism.
	5	Eastern Europe – Human and physical features Australia – 1st Nation people. Global issues (Bush Fires) Asia – Human and physical features Global issues – Ocean protection.
	6	Africa – Conditions and impact on people Global issues - Poverty
Art	1	Rembrandt, Miro, Klee, Degas,
	2	Klee, Calder, Van Gogh, Rembrandt, Picasso, de Vinci, Hans, Holbein, Henri Matisse
	3	Chris Riddell, Quentin Blake, Korky Paul, Cressida Cowell, David Roberts, Matisse, Henri Rousseau, Kate Morgan,
	4	Hannah HunterKelm, Christa Rijneveld, Jen Aranyi, Laurie Rudling, Carolyn Saxby, Amy van Luijk, Kate Malone, Elizabeth Blackwell, Mary Grierson
	5	Cezanne, Giorgio Morandi, Philippe de Champeigne Venitas, Christine Bass, Van Gogh, Georgia O Keeffe, Monet, William Morris
	6	Bridget Riley, Victor Vasarely, LS Lowry, Andre Derain, Van Gogh, Maja Wronsky, The Martin Brothers, Annie Leibovitz, Steve McCurry, Dorothea Lange, Angus McBean, Diane Arbus, Yousuf Karsh – Armenian, Richard Avedon, Edward S. Curtis, Philippe Halsmann, Antonin Kratochvil
DT	1	Smoothies (fruits from around the world)
	2	Smoothies (fruits from around the world)
	3	To design and make a worry doll with carry pocket
	4	To design and make a piece of textile artwork that will be combined to make class bunting
Forest School	EYFS & KS1	All children take part in forest school activities. Some on-site sessions and some in Swanbourne woodland. Access available to all children.
Science – scientists studied	2	Edward Jenner, Louis Pasteur
	3	Marie Curie, Adelle David, Diane France, Andre Marie Ampere, William Gilbert, Hans Christian Oersted, Justus Von Liebig, James Clerk Maxwell, Thomas Young, Joseph Banks, Jan Ingenhousz, Barbara McClintock, Gregor Mendel, Carl Linnaeus, George Forrest, William Smith, Alfred Wegener, Inge Lehmann, Tuzo Wilson, Professor Ian Stewart, Marie Tharp, Adriana Ocampo, Dorothea Bate, Friedrich Mohs, Mary Anning, Inge Lehmann
	4	Washington & Lucius Sheffield, Joseph Lister, Michael Faraday, Joseph Swan, Thomas Edison, Benjamin Franklin, Charles Augustine Coulomb, Alessandro Volta, Andre-Marie Ampere, Jaques Cousteau, Cindy Looy, Carl Linnaeus, Alexander Graham Bell, Heinrich Hertz, Aristotle, Robert Boyle, Ernst Mach, Lord Kelvin, Alfred Barnhard Nobel, Anders Celsius, Daniel Fahrenheit
	5	Eva Crane, Sir David Attenborough, Alexander Fleming, Louis Pasteur, Professor Robert Winston, Aristarchus, Nicolas Copernicus, Galileo Galilei, Aristotle, Edwin Hubble, William Huggins, Cecilia Payne-Gaposchkin, Arthur Eddington, Professor Brian Cox, Heidi Hammel, Margaret Hamilton, Neil

		Armstrong, Helen Sharman, Tim Peake, Sir Isaac Newton, Christopher Cockerell, Archimedes, Jamie Garcia, Sir Humphrey Davy, Spencer Silver, Ruth Benerito, Antoine Lavoisier, Dmitri Mendeleyev, John Dalton
	6	Claudius Galen, Leonardo Da Vinci, Sir Richard Doll, Patricia Bath, William Harvey, Thomas Edison, Benjamin Franklin, Charles Augustine Coulomb, Alessandro Volta, Andre-Marie Ampere, Nikola Telsa, Charles Darwin, Alfred Russel Wallace, Richard Owen, Mary Anning, Jane Goodall, Thomas Young, Sir David Jean-Bernard-Leon Foucault, Carl Linnaeus, Libby Evelyn Cheesman, Sir Hans Sloane, Gilbert White
PE	All years	Lessons are adapted to ensure that all children can participate. Disability sports are introduced to the children, as a part of the units they are being taught (eg seated volleyball, boccia etc). All children take part in inter-school sports festivals throughout the year. Selected children (talent identified) take part in cross-country, athletics, football, gymnastics, cricket and tennis competitions. All children take part in intra-school athletics and swimming competitions. Balance bike training provided for all EYFS children.
	Key stage 2	All KS2 children take part in intra-school cross-country, multi-skills, orienteering, rounders, athletics and swimming events. Taster sessions built into the curriculum for cricket, tennis and rugby. Bikeability training offered to Yr3 (level 1) and Yr5 (level 2).
Play times	Key Stage 2	Play Leaders implement games that can be accessed by those that wish to participate. Inclusion and equality are included within their training programme. Sports apprentice leads structured games during Monday lunchtimes.
PSHE	1	What makes them special and how everyone has different strengths How their personal features or qualities are unique to them How they are similar or different to others, and what they have in common How families are all different but share common features – what is the same and different about them How people grow and change and how people's needs change as they grow from young to old
	2	Why name-calling, hurtful teasing, bullying and deliberately excluding others in unacceptable How to respond if this happens in different situations How people have strengths and interests that enable them to do different jobs
	3	How to recognise if others are feeling lonely and excluded and strategies to include them How families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) How they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups What is meant by a diverse community; how different groups make up the wider/ local community around the school how the community helps everyone to feel included and values the different contributions that people make How to be respectful towards people who may live differently to them
	4	How to recognise personal qualities and individuality That everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination How to show care and concern for others (people and animals)
	5	How to recognise and respect similarities and differences between people and what they have in common with others That there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes How individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) About stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others How to challenge stereotypes and assumptions about others

		About the different types of relationships people have in their lives About the skills, attributes, qualifications and training needed for different jobs
	6	How positive friendships and being involved in activities such as clubs and community groups support wellbeing That anyone can experience mental ill-health and to discuss concerns with a trusted adult That people have different kinds of relationships in their lives, including romantic or intimate relationships That people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another
RE	1	Christianity
	2	Christianity Judaism
	3	Christianity Festivals from different faiths (Jewish, Hindu, Christian) Hinduism
	4	Christianity Hinduism Places and pilgrimages (Christianity, Judaism, Hinduism)
	5	Christianity Islam
	6	Christianity Judaism Islam Hinduism Creation stories (Islam, Hindu, Christian, Humanism)
Collective Worship	All years	Roots & Fruits 1&2 schemes implemented throughout the year, supplemented by Big Assemblies
	All years	Bridgebuilder Trust lead worship half-termly
	All years	Rev Yvonne (or her colleagues) leads worship every week
	Year 5	Open the Book weekly club
Educational Visits	EYFS	Christmas Cinema, College Lakes, local library/market/post office/farm, strawberry picking, gymnastics centre
	1	Windsor Castle, Christmas Cinema, Claydon House,
	2	Local walk, Verulamium Museum, Hampton Court Palace, MK Museum, Christmas Cinema, Waddesdon Manor
	3	Christmas Cinema, Caldecotte lakes, Chiltern Open Air Museum, Egyptian Day (visitor)
	4	Christmas Cinema, Woodrow residential, River study
	5	Holdenby House, Christmas Cinema, Bletchley Park, Solar Farm, Greek Day (visitor)
	6	Skerne Lodge residential, MK Museum, Christmas Cinema, Ashmolean Museum (Pilgrim), Solar Farm, Natural History Museum, 'End of Year visit'
Other	Yr5&6	Newsround – Watched regularly, with topical issues discussed
	All years	Dare to be Different Day each Spring Term
	All years	Shine Day – Completed across all ages, with year-groups focusing on different values. Work is collated into displays within each school and shared in a collective worship at the end of the day. (Sept24 – How Christianity is expressed throughout the world.)
	All years	'Hello Yellow Day' each September.
	All years	Children in Need – Junior Leadership Team promote fundraising on the theme for the year. Children in Need – All year groups had access to materials celebrating diversity and needs of different charity groups within the UK.
	All years	Comic Relief / Sports Relief – Junior Leadership Team promote fundraising on the theme for the year.
	All years	Harvest – Donations for those in greater need. Understanding the role played by different people in the production, preparation and delivery of food. Food Bank. Children partake in a harvest service.
	KS1	School Council / Courageous Advocates – Children are elected by their peers.

	KS1	Individual reading and guided reading – a wide range of fiction and non-fiction texts reflecting on various backgrounds, family life, historical events, scientific discoveries etc.
	KS2	Guided Reading – Programme includes texts about famous scientists, artists and musicians (linked to each curriculum area)
	KS2	Houses – Named after Queen Elizabeth II, Mary Seacole, Emily Pankhurst and David Attenborough. Children are elected by their peers for House & Vice Captains, Sports and Vice Captains.
	KS2	Courageous Advocates – All children able to apply. Shortlisting and selection completed by multiple staff members, to ensure fairness.
	6	Junior Leadership Team – All children able to apply. Shortlisting and interviews completed to ensure fair process.
	EYFS & KS1	Christmas performances – All children involved in the performances, unless withdrawn by parents/carers for religious reasons.
	All years	Remembrance Day – All children take part in an armistice commemoration at the local memorial.
	All years	Sept 24 – Collection of books purchased, following sponsored reading event. All books linked to faith and/or race. Books divided across the three schools.
	5	Schools Linking Project. Yr5 will work on a project with a Yr5 group from another school in a different catchment/demographic.
	All years	17/10/25 - Wear Red Day: Show racism the red card activities and non-uniform.
	All years	Speech Cup
	EYFS & FS	Services held such as Christingle, Mother's Day, Leaver's Service, Celebration Assemblies, inviting parents and carers in to celebrate their children, families, religious events and the community.
	All years	Partnership with charity 'Friends of the Three Schools' where all parents, carers and family members are invited to team together to raise money to spend on education and enjoyment of children whilst at the Three Schools. Events include 'Colour Run', discos, film nights, Bags2Schools,