

# Promoting Diversity and Equality: Developing Responsible Citizens for 21<sup>st</sup> Century Scotland

A report to support schools and centres in promoting diversity and equality through all aspects of planned learning



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# 1 Introduction

Diversity is about recognising and valuing difference, where everyone is respected for who they are.

Equality is about creating a fairer society, where everyone can take part and where everyone has the opportunity to be all they can be.

The promotion of diversity and equality is an important aspiration of Curriculum for Excellence. This publication aims to support schools and centres in promoting diversity and equality through all aspects of planned learning.

Curriculum for Excellence challenges schools and communities to develop children and young people as responsible citizens who show respect for others; who understand different beliefs and cultures; and who are developing informed, ethical views of complex issues. Children and young people need to know why discrimination is unacceptable and how to challenge it. They need to understand the importance of celebrating diversity and promoting equality.

Now, in 21<sup>st</sup> century Scotland, we live in a society with people of different ages, races, abilities and disabilities, different religions and beliefs, different genders and sexual orientations.

All involved in successful learning need to understand themselves what it means to live in this diverse society, and to help children and young people understand what it means for them.

When we meet someone of a different gender or sexual orientation, or who has a disability, or who speaks a different language, or who has a different colour of skin, or who has a different religion – do we make assumptions about that person? Do we hold prejudices about that person? Would we automatically think that person would behave in a certain way, or hold certain opinions, or not be able to do something? Or would we respect and value that person as an individual? Are we using words that might be offensive to that person, even though we don't mean them to be? When do words meant as jokes and banter start becoming something offensive?

All of us need to take account of everyone's different needs and different points of view. In 21<sup>st</sup> century Scotland we celebrate our different cultures and backgrounds. We are confident about our diversity.

*Building the Curriculum 3* defines the curriculum as “the totality of all that is planned for children and young people throughout their education”, including:

- ethos and life of the school as a community;
- curriculum areas and subjects;
- interdisciplinary learning; and
- opportunities for personal achievement.

Over time, these aspects have come to be known as the “four contexts for learning”.

Diversity and equality features in all four of these contexts. This document sets out some examples of good practice found under the four headings during visits to schools over the period 2010-2012. The quotes in the document are from the children and young people and staff of the centres and schools we visited. Education Scotland thanks the children, young people and staff for their collaboration on our visits.



## 2 The Equality Act 2010

The Equality Act 2010 came into force in on 1 October 2010. It provides a UK-wide cross-cutting legislative framework to protect the rights of individuals and advance equality of opportunity for all; and provides a simple, modern and accessible framework of discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

The Act introduced the terminology of 'protected characteristics'. The protected characteristics are: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation. The legislation applies to all the protected characteristics in a consistent way.

The Act places a general duty on public bodies to have due regard to the need to: eliminate discrimination, harassment and victimisation that is prohibited under the Act; advance equality of opportunity between people who share a protected characteristic and those who do not; and foster good relations between those who share a protected characteristic and those who do not. In Scotland, the general duty is supported by a set of specific duties on public bodies to help them secure positive outcomes in line with the equalities legislation.

This document has been written as part of Education Scotland's on-going commitment to modelling good practice as a public body in promoting diversity and equality. Education Scotland is taking forward this work to go beyond compliance with the general and specific duties within the Equality Act.





### 3 Tackling sectarianism

Sectarianism can be defined as inter-denominational prejudice. Tackling sectarianism is a key element of the diversity and equality agenda in 21<sup>st</sup> century Scotland.

Scottish Government has made clear its commitment to challenging those with sectarian attitudes and addressing the reasons these prejudices arise. *Renewing Scotland: the Government's programme for Scotland 2011-2012* outlined a vision of "a society built on dignity, respect and understanding which embraces and celebrates diversity". The Scottish Government's *Draft Budget Statement 2012-13* stated: "We are working to embed anti-sectarian policies, practices and principles across society, including cradle to grave education, throughout the public, private and voluntary sectors and into the hearts of our communities." Scottish Government will in future report on progress in tackling sectarianism.

Education Scotland has been supporting the anti-sectarianism agenda through identifying and sharing good practice; reviewing and improving educational resources; and engaging in professional dialogue across education in Scotland. This document includes examples of the good practice we have found, advice relating to Curriculum for Excellence and details of teaching and learning resources to promote diversity and equality and our understanding of sectarianism.



#### Challenging sectarianism across four contexts

One secondary school provides a very good example of how anti-sectarian education can be delivered across all "four contexts for learning" within Curriculum for Excellence.

### **Ethos and life of the school as a community**

- Young people at senior stages working in the Higher philosophy class to create an anti-sectarian charter to inform the ethos of the school.

### **Curriculum areas and subjects**

- Anti-sectarian education features in religious education, social subjects and English.
- Young people in S2 are developing very good understanding of sectarianism through a well-planned unit of work including input from an anti-sectarian group.

### **Interdisciplinary learning**

- Young people in S1 and S2 increase their understanding of sectarianism and other issues relating to diversity and equality across a range of subjects during *Tolerance Week*.

### **Opportunities for personal achievement**

- Young people at S2 work with their younger peers in associated primary schools on anti-sectarian education. They give a presentation; lead group work on the causes of sectarianism; and help primary children decide whether statements were sectarian or not. Young people in S2 are developing their leadership skills.



## **4 Curriculum for Excellence: the “four contexts for learning”**

### **Ethos and life of the school as a community**

*Building the Curriculum 3* states that the starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community, including parents, whether for young people in school or those not in school. All members of staff should contribute through open, positive, supportive relationships where children and young people will feel that they are listened to; promoting a climate in which children and young people feel safe and secure; modelling behaviour which promotes effective learning and wellbeing within the school community; and by being sensitive and responsive to each young person’s wellbeing. Children and young people should be encouraged to contribute to the life and work of the school and, from the earliest stages, to exercise their responsibilities as members of a community. This includes opportunities to participate responsibly in decision-making, to contribute as leaders and role models, offer support and service to others and play an active part in putting the values of the school community into practice.

In this section, we include case studies of where an ethos of diversity and equality informs the life and work of the schools concerned.

#### **Respecting rights**

In one nursery school, respect and listening to the views of children underpins the centre’s philosophy and practice. Staff and parents are of the view that gaining UNICEF accreditation is a natural next step. They have undertaken wide consultation with parents and children. Their work develops children’s understanding of rights and gives them confidence to understand how their actions impact on other people.

*“I have the right to play but I have to look after my toys and help to tidy them”  
“I have the right to food. When my mummy gives me a meal I eat it”*

Staff feel more confident to challenge children’s perceptions. They encourage useful discussion around children’s opinions of whether dance and music are suitable for girls or boys and reach an understanding that individuals have thoughts and preferences regardless of gender. Children are confident in questioning situations they see as unfair. Children have produced and published a series of books, including their own version of the rights of the child, copies of which are included in the local library.

#### **Vision, values and aims**

The children at one denominational primary school work together successfully with staff and parents to review their existing aims. They want to be sure that the aims are still relevant to what the school is trying to achieve. Together, staff, parents and



children have formulated a revised set of aims and objectives for the school based on their faith and learning. The new aims demonstrate a shared commitment to inclusion and to promoting equality and fairness by including statements such as ‘to meet the needs of every child’ and ‘to celebrate the differences and sameness of everyone in the school.’ The children have illustrated each of the school’s aims and display these around the school. Staff and children refer to these regularly during the course of their everyday work. Staff feel the aims give a strong framework in which they can continue to develop their curriculum.

*“I like the fact that our school includes everyone. No one is left out.”*

### **Learning about their own and other cultures**

The roll of one primary school includes children of twenty different nationalities. Staff are knowledgeable about teaching English as an additional language (EAL) and work closely with specialist staff. Staff working to support EAL learners use the Gaelic experiences and outcomes from Curriculum for Excellence as a template for developing the English language skills of children who are new to English. Staff use initiatives such as World Book Day to promote and celebrate different authors, languages and cultures. Many children participate successfully in a variety of committees, all of which reflect the multi-cultural nature of the school. Children learn about other countries, but crucially, they learn about their own cultures and those of their peers and issues which affect those who come to live in Scotland. St Andrew’s Day celebrations have an international dimension with other cultures celebrated to reflect the diversity of Scotland’s population. As well as celebrating festivals and religious beliefs at multi-faith assemblies and through the religious education programme the school launched a project called ‘Bringing Communities Together through Sport and Education’ which aims to break down barriers and promote diversity.

### **Building relationships**

In one secondary school, the headteacher and staff demonstrate a strong commitment to working with Gypsies/Travellers in the area. They have built strong and trusting relationships based on respecting the culture and beliefs of the Gypsies/Travellers. They have equipped a “portacabin” within the Gypsies/Travellers’ site to provide an alternative classroom for children who find it difficult to attend a large secondary school. Key staff help to deliver a good range of subjects to young people in S1 and S2. The curriculum is agreed with parents and has a strong focus on developing literacy, numeracy and health and wellbeing. Skills-based work is also a feature and successful links with a local college has resulted in evening classes in hairdressing and cookery being offered. A small committee meets regularly with the headteacher to monitor developments and a pupil council is being established.

### **Representative of all groups**

One primary school recognises the benefits of involving parents at the earliest opportunity. The school welcomes all parents and is particularly sensitive to the needs of minority groups and makes sure, wherever possible, that all groups are

represented at Parent Council meetings. The school works well with community learning and development staff to identify and meet the needs of individuals and families in the area. Together they provide clubs and classes across a range of relevant subjects and skills. 'Men and Children Matter' is a group which is led by a grandfather and has successfully promoted fathers' and grandfathers' involvement in the life of the school in general and in children's learning in particular. Staff have participated in online training in equalities and successfully develop responsible views about gender and race equality in their children.

*"Everyone, girls and boys can achieve equally well and do any job when they leave school."*



### **Leadership for diversity**

Through the leadership of the headteacher and depute headteachers, one secondary school has successfully established a diversity committee. Its role is to promote understanding of diversity and discrimination issues amongst staff and young people. This group of staff and young people develop a programme of assemblies to cover a range of relevant themes such as disabilities or racial equality. They run a competition to design a diversity poster for the school. Committee members help to develop a programme of personal and social education for different year groups across the school. They have successfully introduced peer tutoring and buddying programmes. For young people in S6, equality and diversity is used as a theme to help develop their leadership skills. Having decided that a focus of their

work is tackling homophobia, the year group successfully sought the support of The Terence Higgins Trust and went on to organise a series of conferences for their peers.

### **Auditing the promotion of equalities**

One primary school has developed a system of 'climate mapping' which allows them to audit and evaluate the promotion of equalities across different aspects of the school's work, including corridor and classroom displays. This plays a strong part in developing a fair and inclusive ethos in the school. The school tracks the attainment, attendance, behaviour and progress of vulnerable groups and monitors children's participation in out-of-school activities. The school has introduced equality impact assessments to ensure all policies take account of equalities issues.

### **Sharing space, shared activities**

Since moving into a new shared campus four years ago, the headteachers of two primary schools, one denominational and one non-denominational, have a firm commitment to sharing. They planned jointly before the schools opened with a strong focus on one school community. Children mix together in the dining hall, share the same intervals, play in mixed football teams at break times, have joint assemblies and joint parties at Christmas and Halloween. Support staff from both schools work together on a joint monthly theme and teachers are now coming together for professional development activities. Staff deal jointly with any behaviour issues and constantly show a united front. Parents attend one another's fund-raising activities and both headteachers feel that there has been a positive impact on the wider local community. Children are encouraged to share one another's faith and recognise that it is acceptable to celebrate differences. Children work together on school committees, they have a joint travel plan, share Eco issues, health week and have the same business partner for their enterprise activities. The schools have also composed a campus song.



## Curriculum areas and subjects

Curriculum for Excellence defines the learning which children and young people should experience and the outcomes which they should achieve as part of a broad general education. These experiences and outcomes are organised into eight curriculum areas.

Curriculum areas are not structures for timetabling: establishments and partnerships have the freedom to think imaginatively about how the experiences and outcomes might be organised and planned for in creative ways which encourage deep, sustained learning and which meet the needs of their children and young people.

Subjects are an essential feature of the curriculum, particularly in secondary school. They provide an important and familiar structure for knowledge, offering a context for specialist teachers to inspire, stretch and motivate learners.

In this section, we include case studies of where diversity and equality are promoted effectively through curriculum areas and subjects.

### Challenging gender stereotyping

One primary school works closely with parents, the educational psychologist and other agencies to incorporate personal safety and sexual health and relationships into the health and wellbeing programme across the school. They work with staff from other schools in the area to review their health programmes and to ensure that promoting diversity and equality permeates the curriculum. They emphasise the links between relationships and individuals' mental, emotional, social and physical wellbeing. For some children, staff develop individual learning targets. Staff do not use gender specific language. Staff are sensitive to practices which may exclude children because of their gender. At P7, children take part in a topic called 'Being A Girl, Being A Boy', which challenges gender stereotyping. Children work together in teams to discuss jobs which may be perceived to be gender specific. They examine how marketing and packaging affects the choice of children's toys. The P7 teacher works very effectively alongside a development officer from the education authority and with the *'Zero Tolerance Charitable Trust'* to identify relevant and useful resources to use with the class. The class works in groups to design and make non gender specific toys and market these to the class as in the 'Dragons' Den'.

*'We have tried to develop a robust thread which runs through the whole health and wellbeing programme'*



## **Tackling homophobic bullying**

One education authority, as members of Stonewall Scotland's Education Champions programme, works with the charity to help deliver staff training across the authority on the content and use of the 'FIT' DVD which helps to tackle homophobic bullying. Supported by Stonewall, the authority held a meeting to share the resource with parents from across the authority's schools. One secondary school, recognised as developing good practice in this area of equalities, has incorporated the new resource into their health and Personal and Social Education programme. This school already addresses issues of gender stereotyping and equality in S1 and S2 and uses resources well to ensure young people's voice at S4. This work equips young people with the skills and confidence to recognise and tackle homophobic bullying. The school has held very successful workshops for parents based on the DVD as part of a Curriculum for Excellence festival. Students speak positively about the FIT resource and this has encouraged some to access further information from Stonewall Scotland's website.

*"Staff feel the school makes the equalities agenda such a high priority, that we all need to be highly skilled and feel comfortable in delivering these aspects of the curriculum or young people won't get maximum benefit from it"*

## **Embedding equalities education**

One secondary school built on the success of its anti-racist week and diversity day by embarking on a programme to embed equalities education across the school as they develop Curriculum for Excellence. Seven teachers from different departments form a focus group to share their work on equalities education, to learn from each other and to find effective ways to mainstream diversity and equality in the curriculum. At the same time, young people lead a programme of assemblies dealing with anti-racism issues and staff undertake training on how to tackle and challenge offensive comments and behaviour. S6 young people organise and lead mental health workshops for S4 young people and a group of senior students take responsibility for a Rights Respecting School project, hold awareness-raising sessions and deliver workshops across the school.

*"It links well with the values of our school and reinforces mutual respect"*

## **Collaborative work learning about the Holocaust in history**

In one Glasgow primary school, children work in partnership with their peers in a neighbouring denominational primary school. They visit each other's schools, participate in joint drama lessons, and attend the study centres at both Celtic Park and Ibrox Stadium to work on joint projects. Children in P7 benefit from cooperative teaching experiences organised with Sense Over Sectarianism. They have developed their anti-sectarian work into the understanding of the Holocaust and link this to their topic on the Second World War. Children presented at the City Chambers and their poems about the Holocaust have been published. The school is now planning a joint project with pre-5 partners to share learning through the book 'Rainbow Fish to the Rescue'.



## **Interdisciplinary learning**

Effective interdisciplinary learning can take the form of individual one-off projects or longer courses of study; is planned around clear purposes; is based upon experiences and outcomes drawn from different curriculum areas or subjects within them; ensures progression in skills and in knowledge and understanding; and can provide opportunities for mixed stage learning which is interest-based.

The curriculum should include space for learning beyond subject boundaries, so that children and young people can make connections between different areas of learning. Interdisciplinary studies, based upon groupings of “experiences and outcomes” from within and across curriculum areas, can provide relevant, challenging and enjoyable learning experiences and stimulating contexts to meet the varied needs of children and young people. Revisiting a concept or skill from different perspectives deepens understanding and can also make the curriculum more coherent and meaningful from the learner’s point of view. Interdisciplinary studies can also take advantage of opportunities to work with partners who are able to offer and support enriched learning experiences and opportunities for young people’s wider involvement in society.

This section contains examples of good practice in promoting diversity and equality through interdisciplinary learning.

### **Developing global citizenship**

One primary school finds that their successful work in diversity and equality complements very well the work they are undertaking on international education and Fairtrade. Their long-standing links with a school in Malawi and reciprocal visits by staff allow a sharing of learning and an understanding of cultural similarities and differences. Through their wide range of committees and a focus on learning together, they support their partner school through exchange visits, staff development, providing resources and building an additional classroom. Both schools have gardening projects and the primary school has held an exhibition and sale of Malawian children’s artwork. All policies include a statement about equality of provision for all children. The school has a very strong focus on environment sustainability, financial education and global partnership. They are also successful in a number of areas such as an International Schools’ Award as well as recognition for Millennium Goals, equalities agenda and Rights Respecting Schools Award.

### **Exploring sectarianism through the eyes of others**

The Parasite Project (named after the First Minister's reference to sectarianism as a "parasite" in Scottish society) is led by a primary principal teacher seconded to support literacy work across one education authority. It focuses on Gaelic as a medium, and sectarianism as a stimulus. The project looks at sectarianism through reading and writing in Irish and Scots Gaelic, as well as listening and talking in English. It involves a Gaelic medium school and primary and secondary Gaelic medium units in two education authorities in Scotland; two Irish Gaelic medium schools in Northern Ireland; and a school in Kenya. In the school in Kenya, young

people share their views about tribalism. The young people from Scotland and Northern Ireland write about religious sectarianism. Young people in each of the establishments have created a classroom project looking at the history of sectarianism in their own country. They then made copies of the projects and sent them to their partner schools in each of the other countries. Receiving the projects from their partner schools allows the young people to explore sectarianism through the eyes of their peers in other schools and other countries. Projects are written in the partners' working languages, with a translation CD in English included with each package. The projects have been collated into a book with a final chapter made up of comments and suggestions the schools had given each other on their respective projects. Looking forward this project offers an approach for schools to link together across Commonwealth countries and share views on equalities education.



## Opportunities for personal achievement

Personal achievement provides children and young people with a sense of satisfaction and helps to build motivation, resilience and confidence. Curriculum for Excellence “experiences and outcomes” include opportunities for a range of achievements in the classroom and beyond. All establishments need to plan to offer opportunities for achievement and to provide the support and encouragement which will enable young people to step forward to undertake activities which they find challenging.

This section contains examples of where opportunities for personal achievement also include opportunities for children and young people to develop their understanding of diversity and equality.

### Action on behalf of others

One primary school which has a long and successful history of developing equalities education has formed a number of action groups who take a solution-focused approach to their work on diversity and equality. Children take part in debates around a number of themes such as the place of charities in society. They have successfully lobbied local councillors to improve disabled parking facilities at their school.



### Reflecting children’s rights and responsibilities

Over half of the children in one primary school serve on committees alongside councillors, the local minister, community police officers and parents playing a part in decision making in their school. Having successfully gained an advanced award as a Rights Respecting School, the school is committed to raising awareness of children’s rights within their community by compiling and releasing a video. They have presented their work to other schools, the education committee and to a group of MSPs at the Scottish Parliament. Children from P3 have gone on to become assessors and to help their partner school in Malawi to become a UNICEF child

friendly school. Children have developed their own skills in offering and receiving peer evaluations for this work. Each class has its own class charter to reflect children's rights and responsibilities.

### **Cooperative learning in equalities**

Senior students at one city secondary school are trained to deliver cooperative learning in equalities to younger classes. Working in small groups or pairs, young people discuss case studies, play a game about equality issues and take part in drama work which is based on the novel *Bill's New Frock*. Young people at S5 and S6 help younger learners to question and develop their own values. They help to build the confidence of younger learners and encourage them to challenge inappropriate comments and behaviour by their peers. By doing this they tackle prejudice and discrimination. Younger learners welcome the chance to talk to their older peers as well as staff and many are inspired to become tutors themselves. These senior students are involved in helping to deliver equalities training to staff.

*"It is challenging work but really enjoyable as we know we are helping our peers become more informed about rights and responsibilities"*



### **Strengthening equalities education**

By taking part in the Youth Philanthropy Initiative with young people in S2, the religious, moral and philosophical education (RMPS) department in one secondary school is strengthening equalities education in the school. At the same time it is helping to raise awareness of local charities and minority groups. Building on a 'My Community' module in S1, young people in S2 work with a range of charities and local groups to present a case for funding their chosen charity to a panel of peers, parents and community representatives. This genuine application for funding from The Wood Group provides a real-life context in which young people learn skills and further develop their attitudes and values. Their work highlights marginalised groups in society, including drug users and those suffering from physical or mental health issues. The initiative also provides a forum for young people to debate and discuss issues around vulnerable or isolated groups in society. Importantly, the winning



team successfully raises awareness of issues and stigmas associated with mental health disorders. They have now become panel judges for entries the following year. Many of the young people built on their involvement with these groups to become volunteers.

*“We helped others to understand some of the issues around mental health and, by becoming ambassadors for the programme, we are developing skills as leaders and helping S1 at the same time. We get to judge next year’s presentations and this builds our confidence.”*





## 5 Career-long professional learning for teachers

*Teaching Scotland's Future* outlines the importance of career-long professional learning for teachers. It states that: "The most powerful professional development is often undertaken locally, in teams, and is designed to lead to a tangible outcome in a school or cluster of schools. Similarly, individual teachers comparing and learning from each other's practice, through approaches such as peer observation, are likely to have immediate impact. An external stimulus is often needed to challenge assumptions, stimulate ideas and illustrate new teaching approaches. Such a stimulus needs to be high quality and relevant."

This section contains examples of how effective professional learning for teachers leads to improvements in learning to promote diversity and equality.

### **Building emotional literacy**

The ethos in one primary school is attributed to a culture of mutual respect and support, whatever children's needs are. Good communication, particularly at points of transition, continuing professional development for teachers, and strong, shared values help the school to develop a common voice in terms of diversity. Support staff are highly skilled and have taken part in a range of relevant training alongside teaching staff, including training in disability awareness, homophobic bullying and racial discrimination. They are valued as part of the whole staff team and play a crucial role in helping the school embed equalities across all aspects of everyday work.

*"We teach respect, at every stage, right from Primary 1. We don't leave it to chance. We build children's emotional literacy so that children feel confident about expressing their feelings."*

*"It doesn't matter who or what you are, everybody co-operates and helps each other."*



## Improving confidence

At one secondary school, staff are equipping young people with the skills, knowledge and confidence to recognise and challenge issues of diversity and equality. Staff engage positively with a range of providers who deliver professional learning and training which improves staff confidence in delivering sensitive aspects of the equalities agenda. Equalities education is identified within the school and departmental improvement plans. All staff have undergone training in the Equality Act 2010. They work successfully with charities such as The Lighthouse Trust to support their work in drugs education; Stonewall Scotland to support young people's understanding of the impact of homophobic bullying through the school's approaches to health and well being; and The Teenage Cancer Trust to help develop young people's understanding of what it is like to be a young person with cancer. The charities also help provide a good range of resources to support young people's learning. In this school, the staff dialogue, their engagement in training and development and the ethos of communication and support for each other is particularly effective. It ensures that a range of aspects of education for diversity and equality are addressed effectively.



## 6 Summary and moving forward

This report shows that many Scottish schools and their communities are successful in taking innovative and effective steps to promote and ensure a strong sense of equality and diversity through the curriculum and across all aspects of their work. It highlights the success of staff in working with partner agencies to ensure all learners are included in the life of the school and community. In the examples of good practice within this report, staff, children and young people are showing that diversity in the school community and beyond is recognised, respected and valued. They are achieving successful equality outcomes.

Scotland in the 21<sup>st</sup> century continues to embrace and celebrate its difference. The vast majority of Scots think that we all can do more to reduce prejudice and tackle sectarianism. Curriculum for Excellence challenges schools to develop children and young people as responsible citizens who show respect for others; who understand different beliefs and cultures; and who are developing informed ethical views of complex issues.

We will improve our achievement of positive equality outcomes by recognising the challenges in aspiring to be a confident diverse Scotland. Through engaging in greater reflection, dialogue and debate about valuing and celebrating diversity we can further understand its importance. Through all our work in schools and communities, staff, children and young people will engage well in fostering good relations, take action to promote and advance equality of opportunity and successfully work towards eliminating discrimination.



## Appendix A: Reflective questions

This Appendix provides examples of reflective questions for practitioners and partners to consider how well they are improving their promotion of diversity and equality. They are intended to be used as a starting point to stimulate and inform discussion and debate with a view to raising confidence in understanding diversity and equality and promoting improved outcomes. Some of the questions can help to inform discussions with learners, their parents and other members of the community as well as help staff develop their understanding of diversity and equality issues.





## Examples of reflective questions for headteachers, managers and staff

- How successful is our centre or school in welcoming all learners and parents?
- To what extent are staff working successfully to identify and reduce barriers to learning?
- How well does the school or centre ensure that the curriculum is designed to develop and promote equality and diversity, eliminate discrimination taking account of Curriculum for Excellence principles?
- How well do leaders at all levels promote an equal and fair learning environment and take appropriate action to remedy any difficulties based on prejudiced attitudes and behaviour?
- How do staff ensure there is an ethos and culture of inclusion, participation and positive behaviour
  - across the school?
  - amongst children and young people?
  - amongst staff?
  - within the community ?
- To what extent do all learners have the chance to represent their class, school and/or wider community to encourage their self-worth and confidence and to contribute to and participate in society?





## **Examples of reflective questions for staff on how well they promote diversity and equality**

- In what ways are learning activities and teaching approaches helping to promote a better understanding of how to promote diversity and equality and challenge racism?
- Do staff discuss equality openly and constructively, including issues such as racism, sexism, sectarianism?
- Are our learners confident in recognising and challenging prejudice, bigotry, homophobia and discrimination?
- In what ways do learners have opportunities to explore aspects of anti-racism and anti-sectarian education in a motivating and challenging way across the curriculum e.g. personal and social development (PSD), health and wellbeing, enterprise, citizenship, partnership working and cross-curricular activities.
- Does the curriculum provide opportunities for children to explore diversity and multi-faith issues and challenge racism and religious intolerance? How is this reflected in the classroom environment, planning, learning activities and materials?
- Does every learner have opportunities to make friends and be part of a group in a range of situations?
- To what extent are our learners developing an understanding of how to maintain positive relationships with a variety of people?
- Are our learners aware of how thoughts, feelings, attitudes, values and beliefs can influence decisions about relationships?
- What is working well in promoting diversity and equality challenging racism, sexism, homophobia and tackling sectarianism and what do you think needs to be further improved?

## Examples of reflective questions for staff to use with parents and partners to promote diversity and equality

- Do learners, parents and carers and staff feel that they are treated with respect and in a fair and just manner?
- Which features of effective partnership working are currently evident in the establishment, including twinning arrangements with other local schools?
- As part of twinning arrangements, do you plan opportunities for common shared tasks, activities and experiences that promote empathy and tolerance?
- How well does the school involve parents in decisions about education for diversity and equality?
- What opportunities do our learners have to explore the rights to which they and others are entitled? How successful are they in exercising these rights appropriately and accepting the responsibilities that go with them? How well do they show respect for the rights of others?
- How well do we draw upon learners' views, time and talents, to ensure that they play a part in bringing about positive change in their school and wider community?



## Examples of reflective questions for staff on ways to improved outcomes in ensuring diversity and equality

- How well do staff use the experiences and outcomes to recognise, value and promote diversity? In particular how well do they use the health and wellbeing experiences and outcomes, including social, emotional and mental wellbeing.
- How does the current improvement plan ensure progressive development of the school's work on education about differences among people?
- To what extent is the school successful in ensuring that culture and language, disability, gender, race, religion, sexual orientation and additional support needs do not become barriers to participation and achievement?
- How are learners developing a deeper understanding of tackling sectarianism and what opportunities are there to promote, develop and challenge their views and those of others?
- How well do we plan opportunities for children and young people to express their feelings and develop their ability to talk about them?
- In what ways, formally and informally, do we assess our learners' progress in developing and valuing relationships, as well as caring and showing respect for themselves and others?
- How effectively do we track and monitor the contribution learners make to their school community to ensure it is one which values individuals equally and is a welcoming place for all?
- How effectively do we work towards eliminating discrimination, advancing equality of opportunity and fostering good relations among different individuals and groups?
- Do we compare levels of engagement and achievement for different groups of children and young people?



## Appendix B: Curriculum for Excellence: experiences and outcomes

This collation from the Curriculum for Excellence Principles and Practice Papers and Experiences and Outcomes for different areas of the curriculum, including those which are the responsibility of all teachers, highlights advice relevant to diversity and equality education.

The main purposes of this collation are to:

- illustrate how diversity and equality education can feature across many areas of learning;
- stimulate reflection and discussion amongst practitioners;
- encourage practitioners to use the Principles and Practice Papers and Experiences and Outcomes to develop and improve diversity and equality education in their establishments and services.

The [Curriculum for Excellence Principles and Practice Papers and Experiences and Outcomes](#) is a useful starting point.

This collation does not aim to be a comprehensive list of all Curriculum for Excellence advice relevant to diversity and equality and not all curricular areas are included. Such approaches will contribute to raising a awareness of ways to promote diversity and equality within Curriculum for Excellence.

Expressive arts: selected experiences and outcomes	
<p><b>Participation in performances and presentations</b></p> <p><b>EXA 0-01a / EXA 1-01a / EXA 2-01a</b> I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations and performances.</p> <p><b>Art and design</b></p> <p><b>EXA 4-03a</b> I can use the visual elements and concepts with sensitivity to express qualities and relationships and convey information, thoughts and feelings. I can use my skills and creativity to generate original ideas in my expressive and design work.</p>	<p><b>Dance</b></p> <p><b>EXA 0-09a / EXA 1-09a / EXA 2-09a</b> Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance.</p> <p><b>Music</b></p> <p><b>EXA 0-18a / EXA 1-18a / EXA 2-18a</b> Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.</p> <p><b>Drama</b></p> <p><b>EXA 4-12a</b> I can demonstrate sensitivity, precision and depth in the portrayal of a character, conveying relationships and situations in a variety of settings and to different audiences.</p>

## **Gaelic (learners) Principles and practice**

The study of Gaelic supports learners to gain a deeper understanding of Gaelic language, culture and heritage. Teachers will use the framework of experiences and outcomes to heighten the awareness children and young people have of what is special, vibrant and valuable about Gaelic culture and heritage.

Teachers will use the framework of experiences and outcomes to create relevant, enjoyable, coherent and successful learning experiences which will encourage children and young people to develop:

- awareness of social and cultural aspects of Gaelic culture, heritage and tradition

As teachers use the statements of experiences and outcomes to plan learning, their teaching approaches will:

- promote enjoyment through games, stories, poems, songs and stimulating tasks, and an awareness of the life and culture of countries where Gaelic is spoken

*(opportunities to make links between Irish and Scottish connections)*

## **Health and wellbeing across learning: responsibilities of all Experiences and outcomes**

I can expect my learning environment to support me to:

- develop my self-awareness, self-worth and respect for others
- meet challenges, manage change and build relationships
- experience personal achievement and build my resilience and confidence
- understand and develop my physical, mental and spiritual wellbeing and social skills
- assess and manage risk and understand the impact of risk-taking behaviour
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

### **Mental and emotional wellbeing**

**HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a**

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

### **Social wellbeing**

**HWB 0-09a / HWB 1-09a / HWB 2-09a / HWB 3-09a / HWB 4-09a**

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.



## **Relationships**

### **HWB 0-44a / HWB 1-44a**

I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships.

### **HWB 0-45b / HWB 1-45b / HWB 2-45b / HWB 3-45b / HWB 4-45**

I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.

## **Literacy**

### **Experiences and outcomes**

#### **Listening and talking**

##### **Enjoyment and choice**

###### **LIT 0-01c**

I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.

#### **Finding and using information**

###### **LIT 3-06a / LIT 4-06a**

I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.

#### **Understanding, analysing and evaluating**

###### **LIT 4-08a**

To help me develop an informed view, I can identify some of the techniques used to influence or persuade and can assess the value of my sources.

#### **Reading**

##### **Understanding, analysing and evaluating**

###### **LIT 1-18a**

To help me develop an informed view, I can recognise the difference between fact and opinion.

#### **Writing**

##### **Organising and using information**

###### **LIT 3-26a / LIT 4-26a**

By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.

## Religious education in Roman Catholic schools

### Principles and practice

Dynamic experiences of learning and teaching will be achieved where teachers in their planning seek to:

- build in time for personal reflection and encourage in depth discussion of ideas, experiences and moral challenges
- help learners to recognise the significance of their experience and nurture their capacity to reflect on and evaluate it
- highlight the relevance of faith and learning in religious education to the lives of young people in modern society
- encourage children and young people to probe the basis of different beliefs within an ethos of inclusion and respect
- take account of the developmental stage of children and young people and their capacity to engage with complex ideas
- help children and young people to develop critical thinking skills

### Signs of God

#### RERC 0-08a

I am aware of being part of a community and I have begun to explore aspects of the local Catholic community.

#### RERC 1-08a

I know that through the Community of the Church, people can experience God's love and care and I have reflected on how this community celebrates together.

#### RERC 2-08a

I have explored Christian heritage and my role in the Catholic community and I have reflected on how this role can affect my life.

#### RERC 2-09a

Through my study of the Seven Sacraments I have developed a deeper understanding of them and I have reflected on how they strengthen my relationships with God and others.

#### RERC 3-09a / RERC 4-09a

I can describe how my understanding of the Sacraments affects my own and others' understanding of the ways that the Sacraments (especially Eucharist, as the source and summit of Christian life) make Christ present to nourish and support our relationships with God and each other.

### Reign of God

#### RERC 2-21b

I recognise the contribution of other Christian Churches to Jesus' Kingdom. I have explored ecumenical action and reflected upon its impact in the world.

#### RERC 3-21a / RERC 4-21a

I have experienced what it means to be wise and compassionate. I can describe how these experiences have affected my understanding of my value as a person, my awareness of the needs of others and my willingness to contribute to the service of the common good.

#### RERC 4-22a

I have considered the need for reconciliation in situations in society.

#### RERC 3-23a / RERC 4-23a

I have developed awareness of the elements essential for making informed decisions and I have examined situations which pose a moral challenge in life. I can describe and explain my response and the responses of others to these situations.

#### RERC 3-24a / RERC 4-24a

I have experienced opportunities to engage with issues of social injustice. I can describe how Church teaching in this area has affected my response and the responses of others to these issues.

## Religious and moral education

### Principles and practice

Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people. This awareness and appreciation will assist in counteracting prejudice and intolerance as children and young people consider issues such as sectarianism and discrimination more broadly.

For the major religions, the lines of development are Beliefs, Values and issues, and Practices and traditions.

When planning for religious and moral education, schools will take account of the communities and the context in which the children and young people live and learn.

It is also a fundamental principle that all children and young people throughout Scotland will consider a range of faiths and views, whatever their own situation and local context.

All teachers have an important role in modelling and promoting an ethos of inclusion and respect for individuals.

### Christianity Beliefs

#### RME 3-01c

I can explain a range of beliefs which Christians hold about 'ultimate questions' and participate in debates about these.

#### RME 4-01a

Having considered key Christian beliefs, I can express reasoned views on these and discuss how putting them into practice might affect individuals and society. I can confidently support my own responses to these issues of belief.

#### RME 4-01b

I can explain the contribution of Christian beliefs to the development of Scotland, now and in the past.

### Values and issues

#### RME 0-02a

As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others.

### Practices and traditions

#### RME 2-03c

I can describe the practices and traditions of Christianity and have considered the way these have influenced Scottish society.

#### RME 4-03b

I am able to reflect upon my own responses to the challenges and opportunities presented by religions and cultural diversity and extend this reflection from the Scottish to the global context.

### Development of beliefs and values

#### RME 2-09a

I am increasing my understanding of how people come to have their beliefs, and further developing my awareness that there is a diversity of belief in modern Scotland.

#### RME 4-09b

I am able to apply my understanding of a range of moral viewpoints, including those which are independent of religion, to specific moral issues and am aware of the diversity of moral viewpoints held in modern Scotland and the wider world.

## **Social studies**

### **Experiences and outcomes**

#### **People, past events and societies**

##### **SOC 2-03a**

I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society.

##### **SOC 4-02a**

I have developed a sense of my heritage and identity as a British, European or global citizen and can present arguments about the importance of respecting the heritage and identity of others.

##### **SOC 4-04a**

By studying groups in past societies who experienced inequality, I can explain the reasons for the inequality and evaluate how groups or individuals addressed it.

##### **SOC 3-05a**

I can describe the factors contributing to a major social, political or economic change in the past and can assess the impact on people's lives.

##### **SOC 2-06a**

I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.

## **Sciences**

### **Experiences and outcomes**

Learning in the sciences will enable me to:

- develop curiosity and understanding of the environment and my place in the living,
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding

#### **Biological systems**

##### **Inheritance**

Learners develop their understanding of how organisms develop and pass on genetic information to the next generation. They begin to develop their knowledge of genetics and of the role of DNA and examine moral and ethical questions which arise from technological developments.

##### **SCN 1-14a**

By comparing generations of families of humans, plants and animals, I can begin to understand how characteristics are inherited.

##### **SCN 2-14b**

By exploring the characteristics offspring inherit when living things reproduce, I can distinguish between inherited and non-inherited characteristics.

## **Appendix C: Acknowledgements**

This publication draws on inspections and a series of visits to gather examples of good practice carried out during the period 2010-12. Education Scotland would like to thank all children, young people, parents, carers and staff from the following establishments and services where the good practice highlighted in this document was observed.

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Craighead Primary School, East Dunbartonshire Council  
Doune Nursery, Stirling Council  
Duncanrig Secondary School, East Kilbride, South Lanarkshire Council  
Garscadden Primary School, Glasgow City Council  
Goodlyburn Primary School, Perth & Kinross Council  
Leith Academy, Edinburgh City Council  
Meldrum Academy, Aberdeenshire Council  
Perth Grammar School, Perth & Kinross Council  
Portlethen Academy, Aberdeenshire Council  
Prestwick Academy, South Ayrshire Council  
St Bride's Primary School, Glasgow City Council  
St Columba's High School, Inverclyde Council  
St Martin's Primary School, East Lothian Council  
St Ignatius Primary, North Lanarkshire Council  
South Lanarkshire Council Education Department  
Towerbank Primary School, Edinburgh City Council  
Trinity Primary School, Edinburgh City Council  
Wishaw Academy Primary School, South Lanarkshire Council



## Appendix D: Key bodies, links and resources

Children in Scotland <http://www.childreninscotland.org.uk/>

Centre for Research in Education Inclusion and Diversity  
<http://www.creid.ed.ac.uk/index.html>

Centre for Studies on Inclusive Education <http://www.csie.org.uk/>

Equality and Human Rights Commission in Scotland:  
<http://www.equalityhumanrights.com/scotland/>

Citizens Advice [www.citizensadvice.org.uk](http://www.citizensadvice.org.uk)

Church of Scotland Education  
[http://www.churchofscotland.org.uk/speak\\_out/education](http://www.churchofscotland.org.uk/speak_out/education)

Coalition for Racial Equality and Rights <http://crer.org.uk/>

For Scotland's Disabled Children (FSDC) <http://www.fsd.org.uk/>

General Teaching Council for Scotland (GTCS) <http://www.gtcs.org.uk>

GIRFEC implementation guide: A Guide to Implementing Getting it Right for Every Child <http://www.scotland.gov.uk/Publications/2010/07/19145422/0>

Interfaith Scotland <http://www.interfaithscotland.org/>

LGBT Youth Scotland <https://www.lgbtyouth.org.uk/>

Multiverse: a website to support teachers who work with learners from a diverse range of backgrounds <http://www.multiverse.ac.uk/>

The Muslim Council of Britain (MCB) [www.mcb.org.uk](http://www.mcb.org.uk)

National Aids Trust (NAT) [www.nat.org.uk](http://www.nat.org.uk)

National Deaf Children's Society Scotland  
[http://www.ndcs.org.uk/family\\_support/support\\_in\\_your\\_area/scotland/](http://www.ndcs.org.uk/family_support/support_in_your_area/scotland/)

Nil by Mouth <http://www.srtrc.org/news/news-and-events?country=scotland>

Parentzone Scotland: <http://www.educationscotland.gov.uk/parentzone/index.asp>

Outward Bound Trust

<http://www.outwardbound.org.uk/component/content/article/54-press-releases/613-young-scots-receive-leadership-award.html>

Pupil Inclusion Network Scotland <http://www.pinscotland.org/>

Royal National Institute of Blind People - Scotland (RNIB)

<http://www.rnib.org.uk/aboutus/contactdetails/scotland/Pages/scotland.aspx>

Scope [www.scope.org.uk](http://www.scope.org.uk)

Scottish Catholic Education Service (SCES) <http://www.sces.uk.com/>

Scottish Government: mainstreaming equality and equality evidence finder

<http://www.scotland.gov.uk/Topics/People/Equality/18507>

<http://www.scotland.gov.uk/Topics/People/Equality/Equalities/DataGrid>

Scottish Travellers Education Programme <http://www.education.ed.ac.uk/step/>

Sense Over Sectarianism <http://www.glasgow.gov.uk/index.aspx?articleid=8780>

Show Racism the Red Card

<http://www.srrc.org/news/news-and-events?country=scotland>

Stonewall [http://www.stonewall.org.uk/about\\_us/2532.asp](http://www.stonewall.org.uk/about_us/2532.asp)

Scottish Community Development Centre <http://www.scdc.org.uk/news/article/new-scdc-programme-supporting-communities-tackle-s/>

Scottish Teacher Education Committee's National Framework for Inclusion

<http://www.frameworkforinclusion.org/>

Supporters Direct <http://www.supporters-direct.org/homepage/aboutsupportersdirect/>

Voluntary Action Fund

[http://www.voluntaryactionfund.org.uk/1196/involved\\_in\\_tackling\\_sectarian\\_behavior](http://www.voluntaryactionfund.org.uk/1196/involved_in_tackling_sectarian_behavior)  
[ur](#)

YouthLink Scotland <http://www.actiononsectarianism.info>

Youth Scotland <http://www.youthworkessentials.org/stand-up-to-sectarianism.aspx>