

Practical tips to diversify curriculum for race equality.

The following is from a series of webinars I delivered in 2020. They are based on the fact that racism can centre around:

*skin colour

*religion

*culture

*nationality

Each screen shot below shows examples of how to better embed diversity and race equality across the curriculum:

HOW DO WE DECOLONISE?

I don't see colour!

Of course you do, and you should, it's not a negative thing to be of colour.

How can we value skin colour?

Images shown: A Black woman, a woman in a red hijab, the book cover for 'THE PROUDEST BLUE' by Ibtisaj Muhammad, and a box of Crayola Large Crayons.

- If you pretend to 'not see colour' you don't appreciate the different background, experience and perspective your pupils bring, so how can you teach them appropriately?
- Our differences in skin colour should be normalised through everyday resources and examples in our classrooms:
 - Texts written by and about people of colour doing everyday things that all children can identify with, not just in a cultural context
 - Toys that are representative of different ethnicities in societies, also superheroes who are not white
 - Influential people making a difference to bring about justice and fairness in the world, historically and today
 - Crayola took over 140 years to develop skin tone crayons, make sure your pupils can accurately represent themselves and their families, without having to feel they need to fit in.

HOW DO WE DECOLONISE?

**This is a
Christian
country!**

**Almost 40% of UK residents
are not Christian – there
belief systems should also be
valued.
(Census 2011 – an increase
of 10% since 2001)**

**How can we value religious
differences?**



- Religious artefacts do not only have to be for RME, we can utilise them in many ways
- Think about including examples of religious architecture during stem projects or in art and design.
- Influential religious leaders can be included when discussing morals around the world, this could be to do within the context of the SDGs or social justice.
- Islamic art is a great example of tessellation when teaching this area in maths.
- Remember, society is changing as is the make up of religious demographics, as stated above, so think about who you are benefitting when planning majority Christian celebrations and cultural events.

HOW DO WE DECOLONISE?

“Culture is the widening of the mind and of the spirit.”

Jawaharlal Nehru
First Prime Minister of India

官官
話話



How can we value cultural differences?



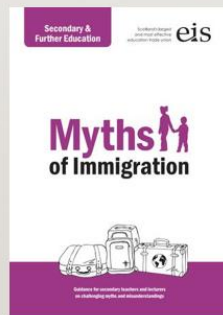
- Consider instruments around the world when exploring music and display these if space around the room, to increase representation and normalisation.
- Explore languages that use different scripts to the Eurocentric Latin alphabet.
- Use examples from different cultural dress when exploring repeated patterns or painting and printing, including conversations about where different fabrics come from or where certain patterns originate from. Eg, the Paisley pattern traditionally originates in Persia which made its way to India, from where the British empire imported it to Paisley and took ownership of it.
- When exploring healthy eating, consider the variety of foods that children in 21st century at home, including those learners who belong to different cultures and appreciate the richness of variety in terms of ingredients, flavours and taste.

HOW DO WE DECOLONISE?

"We're all from somewhere."

Refuweegee, Glasgow

How can we value different nationalities?



- We must consider how to break down the myths and misconceptions around immigration.
- Start by exploring terminology such as displaced person, economic migrant, asylum seeker to help raise awareness of the struggles and challenges many people around the world face
- Include facts and figures to highlight that many other nations around the world take in far more refugees than the UK so it is a myth to think we are being invaded or disadvantaged in some way.
- Show value to the different nations of the world your learners are connected to and highlight how we all come together in Scotland as one tolerant and respectful group.
- Encourage learners to question why powerful countries are so powerful and what can be done to help those that are in need.

Check out the following page for IDL lesson exemplars throughout the Curriculum for Excellence to help embed equality and diversity in your teaching:

<https://blogs.glowscotland.org.uk/gc/globalcitizenshiped/primary-resources/idl-topic-planners/>

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