KEY STAGE 3

ENGLISH

1. Fiction, drama and poetry are taken from a range of cultural traditions over the centuries, not from Europe only. Connections and comparisons between texts from different cultures are made.

2. Pupils learn how writers from different cultures, countries and traditions have borrowed from and influenced each other.

3. Different forms of English (spoken, written, formal, informal) and their uses are explored including the importance of formal English for academic success.

4. Pupils see languages, oral traditions and literary heritages significant to themselves, their families and communities valued and used, including through visiting writers, poets, story tellers and actors.

5. Pupils meet authors, poets, drama groups etc from a range of cultures and traditions.

6. Texts are used to explore common human concerns in different cultural contexts, reflecting universal human values.

7. Literature, poetry, creative writing and drama are all used to explore issues of contemporary social concern, such as racism and cultural identity.

8. Texts reflect non-stereotypical characters in leading roles including gypsy/travelling families; single parents; step parents; fostered children; unemployed; mums in jobs and dads at home; families with disabled member; dual heritage families; refugees; black, Asian and Chinese families.

9. There is recognition of bias in literature, drama and the media. Pupils develop analytical skills to draw out underlying assumptions and to recognise racial, ethnic and cultural stereotypes.

10. In writing, orally and through drama, pupils explore and express aspects of their own personal and cultural identity.

11. Links are made with another school in a different part of the country and/or world to share and compare literary findings.

INDICATORS OF GOOD PRACTICE	EVIDENCE
MATHEMATICS	
1. Pupils learn of the contributions of many cultures to the development of mathematics and its use in all societies.	
2. Pupils learn how mathematicians from different cultures, countries and traditions have borrowed from and influenced each other.	
3. Maths is seen as a universal language, used in all cultures and traditions e.g. use of different numerical systems.	
4. Tasks, assignments, resources, games, problems and examples reflect aspects of multi-ethnic Britain and global society.	
5. Representations of people engaged in maths reflect a broad range of people from different racial backgrounds.	
6. There is reference to the ways in which maths is required to explore and analyse current social, economic and political issues e.g. statistics of stop and search, prison numbers etc.	
7. Links are made with other curriculum areas to develop pupil's knowledge of themselves and the wider world.	
8. Maths is used as a tool to develop understanding of race relation issues e.g. statistical analysis of the school's racist incidents, surveys of pupil backgrounds etc.	
9. Links are made with another school in a different part of the country and/or world to share and compare findings e.g. on statistics on weather, climate change etc.	
SCIENCE	
1. Examples of scientific achievement are taken from a range of cultural traditions over the centuries, not from European culture only.	
2. Scientific methods of observing, hypothesising, reasoning and testing are seen as universal, used in all societies and traditions, not as distinctively 'western'.	

INDICATORS OF GOOD PRACTICE	EVIDENCE
3. Reference is made to the contribution of scientists from many cultures to the development of science.	
4. Pupils learn ways in which scientists from different cultures, countries and traditions have borrowed from and influenced each other.	
5. Pupils learn ways in which science is required to explore and analyse current social, economic and political issues.	
6. Tasks, assignments, resources, experiments, materials and examples reflect aspects of multi-ethnic Britain and global society and relate to pupils' everyday experiences.	
7. Representations of people engaged in science reflect a broad range of people from diverse ethnic groups.	
8. Scientific method is utilised to explore and challenge racial stereotyping and myths. It is stressed that there is no s cientific basis for supposing that humanity can be divided into discrete racial groups.	
9. Links are made with another school in a different part of the country and/or world to share and compare findings.	

GEOGRAPHY

INDICATORS OF GOOD PRACTICE	EVIDENCE
1. The variety of human relationships with the physical environment is explored by looking at commonalities and differences. Examples of successful relationships with the physical environment are taken from all parts of the world.	
2. The global interdependence of people at different levels is a developing theme. Pupils learn how people from different cultures, countries and habitats have borrowed from and influenced each other.	
3. The way the local environment reflects the cultures of its inhabitants is explored.	
4. The ways different communities use natural resources and the impact of this is explored.	

INDICATORS OF GOOD PRACTICE	EVIDENCE
5. The traditions and activities of families and communities from diverse racial backgrounds are explored with a stress on common elements, concerns and strivings in different cultures, reflecting universal human values and questions.	
6. A range of images of developing countries is used to offset the preponderance of negative representations in the media. Pupils see images that counter the portrayal of adults and children from the developing world as people to be pitied.	
7. Migration and settlement are explored as common human experiences.	
8. Pupils' own experience and those of their families and communities are drawn on to illustrate geographical subject matter. Bias and stereotyping are challenged.	
9. The social, moral and political dimensions of the development of resources, land use, planning etc are explored. The relevance of geographical concepts to current social issues and controversies is clearly seen.	
10. Tasks, assignments, resources and examples reflect aspects of multi-ethnic Britain and global society. Pupils explore aspects of their own personal and cultural identity.	
11. Visiting speakers who come into school are from a range of cultures and traditions.	
12. Links are made with another school in a different part of the country and/or world to share and compare findings.	

HISTORY

1. Differences and similarities between the historical experiences of diverse communities and countries are explored.	
2. British history is taught within a world perspective, related to events in other countries and set within a global context.	
3. The social, cultural, religious and ethnic diversity of societies, both in Britain and the wider world, is taught.	

INDICATORS OF GOOD PRACTICE	EVIDENCE
4. Non-European civilisations feature in the study of cultures, beliefs and historical achievements.	
5. Examples of successful social organisation and change are taken from a range of societies in all parts of the world.	
6. Pupils learn how people from different cultures, countries and societies have borrowed from and influenced each other.	
7. There is stress on common elements, concerns and strivings in different societies, reflecting universal human values and questions.	
8. Different cultural/national perspectives on historical events are explored through source material. Pupils study bias in accounts and narratives about the past and recognise stereotypes.	
9. Pupils have the opportunity to develop their understanding of historical struggles for rights, equality and justice in different societies. Pupils learn ways in which events in the past (e.g. slavery and empire) have affected current stereotypes, ideas and controversies.	
10. The movement and settlement of people feature as recurrent themes in British and world history. Pupils learn about the history of black people in Britain and the development of Britain as a multicultural society.	
11. Pupils study concepts and aspects of British identity over the centuries and differences of region, nation, gender, class, religion and ethnicity.	
12. Pupils' own experiences and those of their families and communities are drawn on to illustrate historical subject matter.	
13. Links are made with another school in a different part of the country and/or world to share and compare historical findings.	

INDICATORS OF GOOD PRACTICE	EVIDENCE

ART AND DESIGN

1. Examples of artistic excellence are taken from a range of cultural traditions and diverse racial backgrounds over the centuries, not from European art only.

2. Images and artefacts are related to their cultural contexts so pupils understand the ideas, beliefs and values behind their making.

3. The development of artistic ideas and products are all shown to be influenced by different traditions. There is stress on ways in which artists from different cultures have borrowed from and influenced each other.

4. Pupils are taught to recognise how images and artefacts can influence the way people think and feel.

5. There is reference to the ways in which artists explore current social and political issues through their work.

6. Continuity and change in the purposes and audiences of artists, craftspeople and designers from Western Europe and the wider world are explored.

7. Shared human values are shown to be reflected in different artistic traditions. There is stress on common elements, concerns and strivings in different cultures, reflecting universal human values, questions and concerns.

8. Visiting artists who come into school (painters, potters, sculptors, photographers, printmakers etc.) are from a range of diverse racial and cultural backgrounds representing contemporary as well as traditional influences.

9. Artistic traditions of significance to pupils, their families and communities are valued and used appropriately and sensitively.

10. Through art pupils explore, express and develop aspects of their own personal and cultural identity. They explore contemporary social issues of concern through art.

11. Links are made with another school in a different part of the country and/or world to share and compare creativity and art work.

INDICATORS OF GOOD PRACTICE	EVIDENCE

DESIGN AND TECHNOLOGY

1. Reference is made to the contribution of many cultures to the development of technology and its importance in all societies.

2. Activities, tasks, projects, materials and examples reflect the multicultural nature of society and relate to pupils' every day experiences.

3. Representations of people engaged in technology reflect a broad range of people from diverse racial backgrounds.

4. The response of people from diverse cultures in their design solutions is reflected on and valued.

5. There is reference to the needs met by technology which all human beings, at all times and in all cultures, have in common.

6. There is stress on ways in which designers from different cultures have borrowed from and influenced each other.

7. Pupils appreciate the range of technologies, both simple and complex, in all societies past and present.

8. There is stress on the importance and value of traditional technologies, and of alternative technology, and avoidance of negative images of 'less developed' countries.

9. Pupils appreciate the historical and political factors involved in their development.

10. A global perspective is presented regarding the need for all to use materials in a creative, non-harmful and non-wasteful way.

11. Links are made with another school in a different part of the country and/or world to share and compare Design and Technology experiences and findings.

INDICATORS OF GOOD PRACTICE	EVIDENCE

INFORMATION COMMUNICATION TECHNOLOGY

1. The global dimensions and implications of ICT, especially in facilitating communication, are explored.

2. Activities, tasks, materials and examples reflect the multi-ethnic and multicultural nature of society and relate to pupils' everyday experiences.

3. Representations of people engaged in ICT reflect a broad range of people from diverse racial backgrounds.

4. There is reference to the needs met by ICT which all human beings, from all cultures, have in common.

5. Software for using/teaching community languages is available.

6. Pupils learn to access specific websites which deal with culture, religion and racism e.g. www.theredcard.org and www.britkid.org

7. Pupils understand how information arises out of a cultural context and explore how websites reflect the culture of their creators.

8. Pupils use a variety of international websites as sources of information. The internet is used to display and explore aspects of the 'global village' by making links with other countries.

9. There is stress on the importance and value of traditional technologies, and of alternative technology, and avoidance of negative images of 'less developed' countries.

10. Pupils establish ICT links exist with culturally dissimilar schools locally, nationally and internationally.

INDICATORS OF GOOD PRACTICE	EVIDENCE
MODERN LANGUAGES	
1. The teaching of languages recognises the cultural, social and historical contexts e.g. France is shown as a multicultural society.	
2. Examples of the target language are taken from a wide spectrum, not from Europe alone.	
3. Bilingualism and multilingualism are seen as widespread throughout the world. Reference is made to research showing that pupils who speak at least two languages do better at school than those who are monolingual.	
4. Attitudes and behaviour towards cultural and linguistic traditions are explored and stereotypes challenged. Pupils develop positive attitudes towards the cultures and societies in which the target language is spoken.	
5. Cultural diversity is reflected in resources, tasks and assignments.	
6. Pupils explore and evaluate cultural differences and opportunities are created to relate their understanding to their own experiences.	
7. The commonalities and divergences between languages, dialects and accents are used to develop language awareness. Pupils study differences between, spoken and written, formal and informal language. Nuances of meaning between different words are explored.	
8. Pupils learn ways in which languages have borrowed from and influenced each other.	
9. There is stress on common elements, concerns and strivings in different cultures, reflecting universal human values, questions and concerns.	
10. Links are made with another school in a different part of the country and/or world to share and compare experiences with local community languages and community languages exams.	

INDICATORS OF GOOD PRACTICE	EVIDENCE
MUSIC	
1. A range of live and recorded music from a range of cultural traditions over the centuries is used, not from European music only.	
2. Pupils become familiar with music and instruments from a variety of cultures.	
3. Pupils learn ways in which composers from different cultures have borrowed from and influenced each other	
4. The development of music is shown to be influenced by diverse traditions.	
5. Pupils explore the different roles that music can play in different societies.	
6. Pupils learn ways in which composers and performers explore current social issues through their work.	
7. Different musical traditions are explored to identify how and why some aspects change or stay the same.	
8. Music is used to explore common human concerns in different cultural contexts, reflecting universal human values. Pupils learn how music can transcend cultural and other boundaries.	
9. Musicians visiting school come from diverse ethnic backgrounds representing contemporary as well as traditional influences.	
10. Musical traditions significant to pupils, their families and communities are valued and used appropriately and sensitively.	
11. Through a variety of musical forms pupils are encouraged to develop their own personal and cultural identity and to explore contemporary social issues through music.	
12. Links are made with another school in a different part of the country and/or world to share and compare musical experiences.	

INDICATORS OF GOOD PRACTICE	EVIDENCE

PHYSICAL EDUCATION

1. Physical activities and games are drawn from a range of cultures, not just European, and their commonalities and differences are explored.

2. Pupils experience activities from their own and other cultures and understand the importance of activities and performances in cultural identity.

3. Pupils learn about sport and games from around the world and how sport can transcend cultural and other boundaries.

4. Pupils learn ways in which sports have borrowed from and influenced each other.

5. Tasks, assignments and resources reflect aspects of multi-ethnic Britain and global society.

6. Reference is made to a range of cultures in teaching about fitness, health and diet.

7. Activities are organised that are sensitive to cultural and religious requirements.

8. Stereotyping and its effects in sport are explored.

9. Pupils understand that name calling and racist abuse run counter to the principles that underlie sport. Pupils explore what they should do if there are racist incidents at fixtures with other schools, as well as in other aspects of life.

INDICATORS OF GOOD PRACTICE	EVIDENCE

10. Links are made with another school in a different part of the country and/or world to share and compare sporting experiences.

INDICATORS OF GOOD PRACTICE	EVIDENCE
RELIGIOUS EDUCATION	
1. Common elements, concerns and values in different faiths are explored, reflecting universal human values and questions.	
2. Diversity within particular faith traditions is explored. Examples of insights in Christianity and all other religions are taken from a range of societies and cultures.	
3. Pupils learn ways in which different faiths, denominations and traditions have borrowed from and influenced each other.	
4. Visitors who come into school to speak about their faith are from a range of cultures and traditions.	
5. Pupils visit a range of places of worship.	
6. Pupils learn the ways in which religions explore current social and moral issues including racism and prejudice.	
7. Moral stories from different faiths are used to teach about struggles for justice and reconciliation.	
8. Pupils are encouraged to reflect on their own community beliefs and experiences and to learn from members of other faiths.	
9. Pupils critically explore media representations and stereotyping of differen faith communities and negative stereotypes in wider society.	
10. It is acknowledged that religion is sometimes used to justify injustice and conflict.	
11. Links are made with another school in a different part of the country and/or world to share and compare RE experiences.	

INDICATORS OF GOOD PRACTICE	EVIDENCE

PERSONAL, SOCIAL AND HEALTH EDUCATION

1. Similarities and differences between people from diverse ethnic backgrounds are explored. There is support for a range of personal and cultural identities amongst pupils and parents.

2. Materials and approaches reflect, and are sensitive to, the multicultural nature of society and relate to pupils' everyday experiences.

3. Pupils are given opportunities to interact with people from diverse ethnic backgrounds. There is stress on the common concerns of different cultures, reflecting universal human values and questions.

4. Pupils learn about the diverse national, regional, religious and ethnic composition of the UK population.

5. Issues around ethnic and national identity are explored. In writing, orally and through drama pupils explore and express aspects of their own personal and cultural identity.

6. Concepts of prejudice, discrimination, racism, harassment, race equality, exclusion, and injustice are explored with reference to local, national and international affairs.

7. Opportunities are taken to consider issues of racist name calling and racism in the school, in the neighbourhood, and nationally. Pupils explore what they should do about racist incidents.

8. Pupils are given opportunities to learn the techniques and skills of conflict resolution and peer mediation which they then use themselves.

9. Visiting speakers who come into school are from a range of cultures and traditions, and have a wide range of experience.

10. Links are made with another school in a different part of the country and/or world to share and compare PSHE experiences.

INDICATORS OF GOOD PRACTICE	EVIDENCE
CITIZENSHIP	
1. Pupils learn about the origins of ethnic and cultural diversity in the UK.	
2. Pupils discuss their own links with Commonwealth and other countries.	
3. Pupils explore the different causes of migration and find out about different groups of immigrants to the UK and to their local area at different points in history.	
4. Links are made with another school in a different part of the country and/or world to share and compare findings.	
5. Pupils consider what racism is and how the law protects victims of racism and hate crime. Pupils understand the difference between racist harassment/ incidents and institutional racism.	
6. Pupils reflect on the different situations in which they might see or hear about racist behaviour or actions.	
7. Pupils are taught about the school's racist incidents policy and procedures, explore why they are needed and what their role is in developing policy and practice.	
8. Pupils devise strategies to challenge racism, discrimination and stereotypes.	
9. Examples of successful change and social organisation are taken from a range of societies, not from Britain or Europe only.	
10. There is stress on ways in which different societies and communities borrow from each other and influence each other.	
11. Visiting speakers who come into school are from a range of cultures and traditions, and have a wide range of experience.	