



Juniper Hill School

Curriculum and Teaching – Additional Content Areas Diversity

At Juniper Hill School we teach the EYFS (Early Years Foundation Stage) curriculum in Reception and the National Curriculum in Key Stage 1 and 2. Our additional curriculum content areas taught through the curriculum ensure our children leave Juniper confident, resilient, respectful individuals ready for secondary school. Our additional content areas are:

- Safeguarding
- Wellbeing
- Online Safety
- Diversity

This document shows where **DIVERSITY** is explicitly covered in each year group.

EYFS- diversity

Communication and language	<ul style="list-style-type: none">• Talking about differences and similarities in lifestyle, appearance and identity through stories and in the moment opportunities• Helping to develop the importance of listening skills e.g., Kagan social structure• Teaching children differences in languages and using these as greetings e.g. morning register and language of the week during morning slides
Physical development	<ul style="list-style-type: none">• Understanding safety precautions for particular children requiring additional support• Teaching co-operation, respect and encouragement when engaged in physical activities e.g., PE and outdoor provision• Learning to value effort over performance
Personal, social, emotional development	<ul style="list-style-type: none">• Teaching fairness, kindness and respect• Understanding what makes each person unique and special• Understanding that we all belong within the Juniper family• Exploring ways to challenge if they feel unfairness or something isn't right
Literacy	<ul style="list-style-type: none">• Sharing books and telling stories with diverse characters and experiences e.g. Tales Toolkits• Comparing characters' lives with children's own experiences• Sharing stories that challenge stereotypes e.g., Pink Is for Boys• Looking at different ways of writing letters in other cultures e.g. Chinese characters
Mathematics	<ul style="list-style-type: none">• Mathematical resources that include diverse characters e.g., different skin tones, names• Providing opportunities for the children to experience fairness when sharing and grouping

	<ul style="list-style-type: none"> • Appreciating that problems can be solved in different ways • Looking at different ways of writing numbers in other cultures e.g., Chinese numerals
Understanding the world	<ul style="list-style-type: none"> • Exploring different cultures and religions including clothing and languages • Exploring different family structures • Teaching children how to ask questions to find out more information about the wider world • Use of internet and Google Earth to explore different countries and compare to our own • Include people from diverse backgrounds when learning about historical figures e.g., Neil Armstrong and Mae Jemison for representation
Expressive arts and design	<ul style="list-style-type: none"> • Exploring art and music within different festivals e.g., Diwali and Chinese New Year • Exploring and creating self-portraits to celebrate individuality

Year 1 – diversity

English	<ul style="list-style-type: none"> • Mr Big: challenges stereotypes based upon size. • Zog: The Princess didn't fit the stereotypical mould, and she followed her own interests. • Snow White and Goldilocks: Discussing character feelings and perspectives and challenge stereotypes
Maths	<ul style="list-style-type: none"> • Word problems using diverse names and settings. • Equal participation valuing different problem-solving approaches. Eg using different methods to answer the same question.
Science	<ul style="list-style-type: none"> • Discussing disability and adaptations in the human body eg. Humans' topic. • Exploring how environments support different living things eg. Humans, including animals topic.
Computing	<ul style="list-style-type: none"> • Discussing respectful online behaviour.

	<ul style="list-style-type: none"> • Exploring how technology can support others to learn.
History	<ul style="list-style-type: none"> • Exploring how inequality has changed over time e.g., Guy Fawkes and Remembrance Day. • Fairness, justice and rights e.g., Guy Fawkes and The Queen
Geography	<ul style="list-style-type: none"> • Developing curiosity about the wider world. Eg weather, human and physical features. • Learn about children's lives in different countries e.g., Zambia and Cario. • Our local area compared to London and Cario.
Art	<ul style="list-style-type: none"> • Exploring a range of artists and their styles e.g., Kandinsky and William Morris. • Respecting and valuing different creative styles.
Music	<ul style="list-style-type: none"> • Listening to different genres and having a cultural appreciation of music from around the world. • Listening to and performing different styles of music. Eg African drumming.
PE	<ul style="list-style-type: none"> • Adapting activities so everyone can participate. • Teaching cooperation, respect and encouragement.
DT	<ul style="list-style-type: none"> • Discussion around different styles of homes e.g., Houses and homes project. • Discussion of fruits from around the world e.g., Fruit salad project. • Exploring different kite designs from around the world e.g., Kites topic
PSHE	<ul style="list-style-type: none"> • The Ugly Five- text about not judging people based on looks and being respectful to all.
RE	<ul style="list-style-type: none"> • Respecting other people's views. • Learning about different religions. • Exploring places of worship e.g., Church • Encouraging reflectiveness, respectfulness and promoting opportunities for questioning eg through enquiry question.

Year 2 – diversity

English	<ul style="list-style-type: none">• Writing from different viewpoints e.g., Samuel Pepys• Writing about different ways of living (Kenya biography)• Reading class books for pleasure that have diverse characters, cultures and experiences.
Maths	<ul style="list-style-type: none">• Discussing fairness when sharing and grouping• Ensuring inclusive participation and valuing different problem-solving approaches
Science	<ul style="list-style-type: none">• Discussing adaptations to the human body- life cycles
Computing	<ul style="list-style-type: none">• Discussing how technology can support accessibility• Respectful and appropriate online behaviour and language
History	<ul style="list-style-type: none">• Studying historical events with people from diverse backgrounds, e.g., Florence Nightingale, Mary Seacole• Learning about ordinary people, not just famous leaders, e.g. Titanic, life in the 1900s
Geography	<ul style="list-style-type: none">• Learning about lives in different countries, e.g., Kenya• Learning about food and clothing in different countries, e.g., Kenya
Art	<ul style="list-style-type: none">• Exploring art from different cultures• Creating self-portraits celebrating individuality
Music	<ul style="list-style-type: none">• Listening to and performing music from around the world, e.g., African drumming• Respecting different pieces of music
PE	<ul style="list-style-type: none">• Teaches a respect for different strengths and skills – that showing success can take many forms.• Teaches that perfection is not always a realistic aim and the importance of showing improvement• Pupils learn from working alongside peers with different needs and abilities – tolerance and acceptance• Pupils experience games and activities from different cultures.

DT	<ul style="list-style-type: none"> • Discussing how people have different likes and preferences and they should be respected • Discussing how people have different needs and how we can accommodate these • Celebrating creations
PSHE	<ul style="list-style-type: none"> • Challenging stereotypes • Exploring what makes each person unique • Learning about different family structures • Teaching children how to stand up for themselves and others safely
RE	<ul style="list-style-type: none"> • Learning about different religions, e.g., Christianity, Judaism, Hinduism • Understanding how beliefs shape people's lives • Exploring stories from a variety of religions

Year 3 – diversity

English	<ul style="list-style-type: none"> • Range of different texts during English lessons which show the children a range of different lifestyles and different ethnic backgrounds. • The children are encouraged to write in different viewpoints even when they are so different to their own. • During Guided reading the children read around a range of different characters from all walks of life. Eg: Omar is a Muslim and is facing racial bias, Leo has selective mutism.
Maths	<ul style="list-style-type: none"> • Using a variety of different names and cultural backgrounds within word problems. • Discussing fairness when sharing and dividing • The use of Kagan activities to support and give children equal opportunity for success • Provide real life scenarios
Science	<ul style="list-style-type: none"> • Collaborative work to give children equal opportunities through Kagan. • Making sure that during any lesson on human bodies, disability and adaptations are spoken about.

Computing	<ul style="list-style-type: none"> • Discuss respectful online behaviours and language. • Learning how technology can support accessibility for others • Understand how images and content can influence perceptions
History	<ul style="list-style-type: none"> • The children investigate a diverse range of historical periods and look at a range of different figures and communities within Stone Age, Ancient Egypt and Ancient Mayans. • The children can link between the different topics
Geography	<ul style="list-style-type: none"> • Exploring different areas of the world within the classroom and during whole school assemblies (Zambian school). • Exploring traditions, food, clothes and languages during lesson on Italy. • Develops curiosity of the wider world.
Art	<ul style="list-style-type: none"> • Range of different artists from different cultures and genders. • Barbra Hepworth is a female sculpture, and Coco Chanel was a designer who had to fight to be heard in a male dominant era • Gaudi
Music	<ul style="list-style-type: none"> • Range of different song choices, ie: Zambian folk song for harvest. • African Drumming
PE	<ul style="list-style-type: none"> • Celebrating every win • Adapted participation • Explore paralympic sports through the curriculum • Valued emphasis on effort over performance
DT	<ul style="list-style-type: none"> • To teach the children to value and respect different creative styles. • To teach children to value every idea share, regardless of who suggests it or how different it may be.
PSHE	<ul style="list-style-type: none"> • Learning what makes each person unique. • Learning about different family structures. • Challenging stereotypes and unkind language.

	<ul style="list-style-type: none"> • Discussing fairness, justice and rights
RE	<ul style="list-style-type: none"> • Children learn a range of different religions. • Children celebrate other religions and celebrate the differences

Year 4 – diversity

English	<ul style="list-style-type: none"> • Coming to England: looking at the struggles experienced by the Windrush generation • The Butterfly Lion: Cultural differences between the UK and South Africa and life in an English boarding school. • Cloud Tea Monkeys: Differences between life in India and UK • Writing from different viewpoints and perspectives • Encouraging respectful discussion and listening
Maths	<ul style="list-style-type: none"> • Word problems using diverse names and settings. • Discussing fairness when sharing and grouping. • Provide meaningful, real-life contexts. • Encouraging different ways to think and problem solve.
Science	<ul style="list-style-type: none"> • Pupils study a variety of habitats and species promoting respect for biodiversity • Collaboration in group work ensures all pupils contribute observations and ideas • Lessons promote curiosity and thinking for all pupils regardless of background or ability
Computing	<ul style="list-style-type: none"> • Discuss respectful online behaviours and language. • Learning how technology can support accessibility for others • Understand how images and content can influence perceptions
History	<ul style="list-style-type: none"> • Studying a range of historical eras • Views from different historical figures about the same event and the importance of hearing and evaluating all sides

Geography	<ul style="list-style-type: none"> • Exploring different countries reflects a wide range of cultures, places and perspectives studying countries in Asia and North America gives a balanced global representation. • Challenges stereotypes this helps children to develop, respect empathy and open-mindedness.
Art	<ul style="list-style-type: none"> • Look at artists from a wide range of cultures that celebrates that creativity belongs to everyone. • Encourages self-expression through personal identity.
Music	<ul style="list-style-type: none"> • Listening and performing music from around the world. • Respecting different musical styles and artists.
PE	<ul style="list-style-type: none"> • Teaches a respect for different strengths and skills – that showing success can take many forms. • Teaches that perfection is not always a realistic aim and the importance of showing improvement over winning • Pupils learn from working alongside peers with different needs and abilities – tolerance and acceptance • Pupils experience games and activities from different cultures.
DT	<ul style="list-style-type: none"> • To teach the children to value and respect different creative styles. • To teach children to value every idea share, regardless of who suggests it or how different it may be.
PSHE	<ul style="list-style-type: none"> • Learning what makes each person unique. • Learning about different family structures. • Challenging stereotypes and unkind language. • Discussing fairness, justice and rights
RE	<ul style="list-style-type: none"> • Pupils learn about a diverse range of world religions and how they guide behaviour. • Lessons encourage an awareness that people have diverse views of life and the world. • Pupils celebrate and learn to respect cultural diversity.

Year 5 – diversity

English	<ul style="list-style-type: none">• Texts based on people from a variety of ethnic backgrounds (Phillips Idowa is a Nigerian immigrant, Tom Daley is a LGBTQ+ athlete, Oranges in No Man’s Land is set in the 1970s Lebanese Civil War)
Maths	<ul style="list-style-type: none">• The characters represented in White Rose are culturally diverse.• Worded Problems and Problem Solving occurs using a vast variety of relevant problems, which can provide opportunities to explore different problems that pupils may have. Children celebrate the diversity of these problems within their Kagan teams and as a part of their Kagan structures.
Science	<ul style="list-style-type: none">• Scientists from a variety of genders, ethnic backgrounds and cultural standings are explored across the Scientific topics.
Computing	<ul style="list-style-type: none">• We discuss a variety of countries / societies that are not as fortunate as we are regarding internet access and IT developments. (Zambia – our connecting school has a less fortunate financial standing)
History	<ul style="list-style-type: none">• The children investigate a diverse range of historical periods and look at a range of different figures and communities within the Ancient Greeks, Victorian Era and Civil War.• Children explore the class system in the Ancient Greeks and Victorian Era and consider the diversity between each class.
Geography	<ul style="list-style-type: none">• Year 5 explore the Biomes of our planet, considering the diversity between each one and the impact this has on the flora, fauna and communities that live there.• Year 5 look at the diversity within the population of Brazil and the differences in communities that live in different areas
Art	<ul style="list-style-type: none">• A variety of artists from different cultural backgrounds, different genders and different cultural standings are explored.

	<ul style="list-style-type: none"> • Van Gogh was a poor man with mental health problems, • Picasso was an Italian man • Jill Townsley is a British female sculptor
Music	<ul style="list-style-type: none"> • A range of musicians and musical eras are explored within Music lessons. • For their Christmas carol service, religious carols and secular songs are sung to the parents/adults.
PE	<ul style="list-style-type: none"> • Paralympic sports to improve inclusivity and promote the “in your shoes” feelings • As we are an inclusive school, we provide support to able bodied as well as disabled children. Using Kagan structures in all lessons, incl PE, all children are provided with the opportunity to work with children of different physical abilities.
DT	<ul style="list-style-type: none"> • Children consider bridges, chairs and biscuits made by different individuals and from different places and cultures. They consider why certain materials or ingredients might be more accessible in one place than another and how this influences the buildings and recipes in different countries or areas.
PSHE	<ul style="list-style-type: none"> • Children celebrate differences between each other and consider the skills one person may have may not be the same as someone else and how, within a group, this is useful. • On a weekly basis, children play class-based games (Class/Team builder) to encourage them to interact with everyone in the class, playing games that everyone can take part in, no matter their ability.
RE	<ul style="list-style-type: none"> • A variety of religions are explored within the RE lessons in Year 5. • Pupils consider their own starting points and share differences respectfully. • The pupils compare the differences between pilgrims and tourists and consider what makes their journeys dissimilar.

Year 6 – diversity

English	<ul style="list-style-type: none"> • Using texts such as Once, Wonder and Goodnight Mr. Tom, to explore diverse characters, cultures and experiences. • Children are given opportunities to write from different viewpoints and to express their own ideas, such as writing from their own perspective and then a character's perspective from our whole class text.
Maths	<ul style="list-style-type: none"> • We discuss how whilst numbers and symbols are universal and used worldwide, children are allowed to use their own methods when solving problems that work for them. • Children are given opportunities to work with team mates to find multiple ways to solve the same problem.
Science	<ul style="list-style-type: none"> • In our classification unit, we discuss the origins of symbols and why it's important to have a universal language to connect with new learning and different scientific concepts.
Computing	<ul style="list-style-type: none"> • When collecting data within our spreadsheet unit, children explore locations unique to them and are given time to discuss.
History	<ul style="list-style-type: none"> • In our Crime and Punishment unit, when encouraging use of our British values such as tolerance, children discuss their own unique beliefs about what is fair to them. • During our WW2 unit, we highlight how inequality has changed over time.
Geography	<ul style="list-style-type: none"> • Children compare their local environment to the Galapagos islands and explore the unique animals found in the different habitats which helps to develop their curiosity about the wider world.
Art	<ul style="list-style-type: none"> • During our Frank Bowling unit, children are given opportunities to explore their own backgrounds and cultures to represent in their final pieces. • Children learn about different artists from around the world and their unique backgrounds, to help learn to respect and value the different creative styles. Children are given opportunities to learn what they like and don't like about different pieces of art and to articulate this respectfully. •

Music	<ul style="list-style-type: none"> • Children listen to and perform music from around the world such as African drumming.
PE	<ul style="list-style-type: none"> • We celebrate their effort over their performance. • We provide opportunities for children to work in mixed-ability groups to foster inclusion, celebrating strengths and abilities and teaching cooperation and respect.
DT	<ul style="list-style-type: none"> • During our gingerbread unit, creativity was encouraged to express individuality. Children explored the heritage and origins of Gingerbread houses.
PSHE	<ul style="list-style-type: none"> • We challenge gender stereotypes in sports and other areas of life, such as our exploration of the Paralympics. • Children develop their understanding of their 'self' through Kagan class and team builders.
RE	<ul style="list-style-type: none"> • Children are given opportunities to reflect on their own beliefs and share stories from their own cultures through learning of different religions. • Children are given opportunities to develop British values of mutual respect and tolerance for diverse faiths and beliefs.

The Nest (SEMH Unit) – Diversity

English	<ul style="list-style-type: none"> • Using text with diverse characters, cultures and experiences. • Discuss characters feelings and perspectives. • Encourage respectful discussions and listening.
Maths	<ul style="list-style-type: none"> • Making sure word problems used have diverse names and settings. • Discussing fairness when sharing and grouping. • Respecting each other's contributions and views when sharing in class / small groups.
Science	<ul style="list-style-type: none"> • Exploring how environments support different living things. • Lessons promote curiosity and thinking for all pupils regardless of background or ability.
Computing	<ul style="list-style-type: none"> • Teaching respectful online behaviour and language.

	<ul style="list-style-type: none"> • To teach how technology can support accessibility.
History	<ul style="list-style-type: none"> • Learning how inequality has changed overtime e.g., Titanic unit • Learning about the past, how different people from different places and backgrounds have contributed to our world, e.g., Remembrance Day
Geography	<ul style="list-style-type: none"> • Learning children have different lives in parts of the world e.g., link school in Zambia, Africa • Developing curiosity about the wider world.
Art	<ul style="list-style-type: none"> • Creating self-portraits celebrating individuality, in Arts lessons include Forest School. • To teach the children to value and respect different creative styles.
Music	<ul style="list-style-type: none"> • Listening and performing music from around the world. • Respecting different musical styles and artists.
PE	<ul style="list-style-type: none"> • To teach the children to value effort over performance • Teaching cooperation, respect and encouragement for their peers.
DT	<ul style="list-style-type: none"> • Learning about traditional patterns, textiles, and architecture. • To teach the children to value and respect different creative styles.
PSHE	<ul style="list-style-type: none"> • Learning what makes each person unique. • Learning about different family structures. • Challenging stereotypes and unkind language. • Discussing fairness, justice and rights
RE	<ul style="list-style-type: none"> • Learning about different religions and world views. • Visiting places of worship, e.g., the church.