

Inclusive Curriculum Statement for KS3 English

Overarching Intent

We recognise the inherent potential of English, as a subject, to be inclusive. We take this to mean a curriculum that is reflective of the global community in which we live and the local community in which we teach. As such, we also recognise that it is a subject continually change along with the world (in much the same way as literature itself evolves). Adapting to these changes should develop a balanced and contemporary view of the world and empower them to be critical of their own and others' worldviews.

What does 'inclusion' mean to us?

We believe in the importance of inclusion all year round, not just during an isolated period during each year. Therefore, we are striving to make each unit of KS3 inclusive in its own way. We aim to take an approach that views texts through a global lens and makes them relevant and empowering to the students we teach. This requires, at times, a counterhegemonic approach in that we explicitly resist and challenge definitions and understandings of reality and truth proffered by the dominant social group in order to serve their own interests.

This involves explicitly acknowledging the existence, importance, and validity of an individual's ethnicity, religious beliefs, sexuality, cultural background, sex, ability, as well as any intersections of these identities.

What is our approach to designated times of year to celebrate identity?

Designated times for celebrating identity are necessary and are acknowledged in our curriculum, but there is a shift taking place to move towards a system that values students all year round. These moments in the year are recognised and explicitly noted as an occasion for celebration and meaningful acknowledgement.

Does this disrupt the learning?

Where possible, inclusive content is incorporated and interwoven into the learning. This is a process that is under regular review and reflection by the department to ensure our responses are measured and research informed.

We take a subject specific approach that deals with relevant issues that exist within our subject making issues of inclusion, for both teachers and students, an academic pursuit. Indeed, taking a global approach often demands academic rigour and critical thinking. Details of what this looks like and how we're working towards developing this are explained in the following sections.

Our approach

Based on recent discourse from academic in educational institutes and publications such as The Chartered College of Teaching and Learning and NATE, we are implementing a three-pronged approach to tackle these issues:

Staff Awareness and Consultation

Accountability for any lack of inclusion in the curriculum must first be addressed by those who teach the curriculum. In order to do this, we shall:

- a. Educate staff on contemporary issues through CPD and collaborative discussion and planning, as well as providing a space for consultation with those who may be affected by these issues to be heard should they wish

- b. An acknowledgement of ‘whiteness’ as:

‘A dominant cultural space with enormous political significance, which often keeps others on the margin. White people are not required to explain to others how ‘white’ culture works, because ‘white’ culture is the dominant culture that sets the norms. Everybody else is then compared to that norm. In times of perceived threat, the normative group may well attempt to reassert its normatively by asserting elements of its cultural practice more explicitly and exclusively.’

Frankenberg, 1993, *Teach Me to Thunder: A manual for Anti-Racism Trainers*

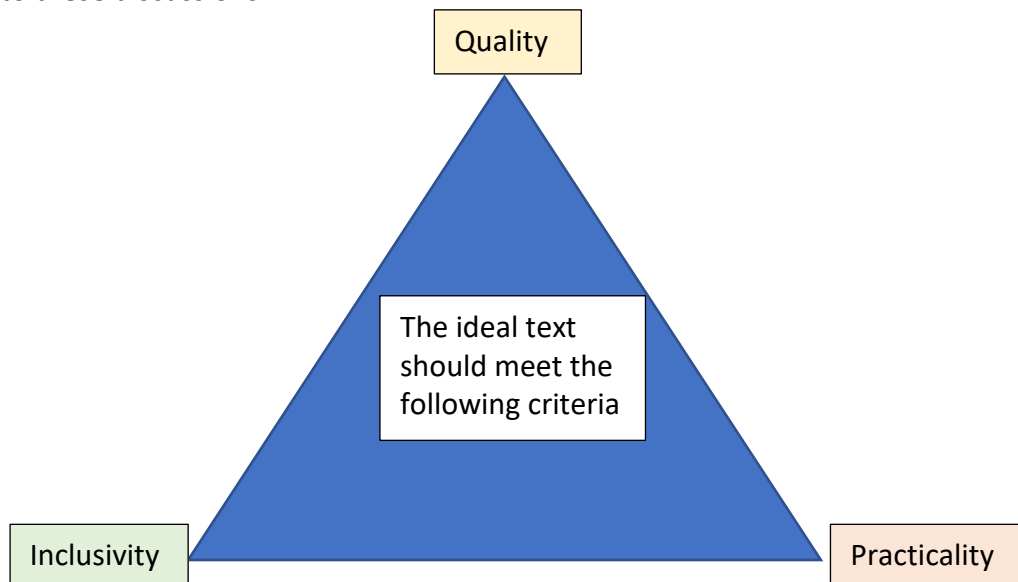
- c. Continually reflect on issues of equality and how they impact students’ education and lives

Subject Content

What we teach is subject to criteria and is discussed within its wider context. Its value is assessed not by its canonical significance alone but by its potential to engender our students to feel or be empowered in some capacity.

What we teach

Each text and topic goes through a text selection process. If it does not meet the criteria, then the text is under review. Part of this review process should allow for students to contribute to these discussions.



Aspect of Text/content	Questions to Consider
Quality	Is the text sufficiently challenging for students?
	Is the text considered to be of literary quality?

	Does the text explore concepts and ideas that expand students' worldview?
Inclusivity	Is the text reflective of global history?
	Is the text reflective of students local identity?
	Does the text expose students to different realities?
Practicality	Can the text be completely covered?
	Is the text age appropriate in its content?
	Does the text provide opportunities for cross curricular links?

Cultural capital

We ask, whose culture has capital?

'All cultures have capital/ school curriculum must affirm the identity of school students - allow them to explore their own identity and own history'

Nahida Maharasingham (Primary Head) speaking at The Chartered College of Teaching and Learning, Diversifying and Decolonising a Curriculum

A global lens is being developed with curricula being redesigned with this in mind.

As teachers we must say, for ourselves and our students, both explicitly and implicitly through our curriculum, as advised by Professor of Educational Leadership and Social Justice Paul Miller (2020):

We see you. We hear you. You belong here.