



UNIQUE week Parent/Carer Coffee Morning



Monday 23rd June 2025 9am

Paula Dwan & Gemma Bell

EVERYONE
IS WELCOME HERE



Agenda

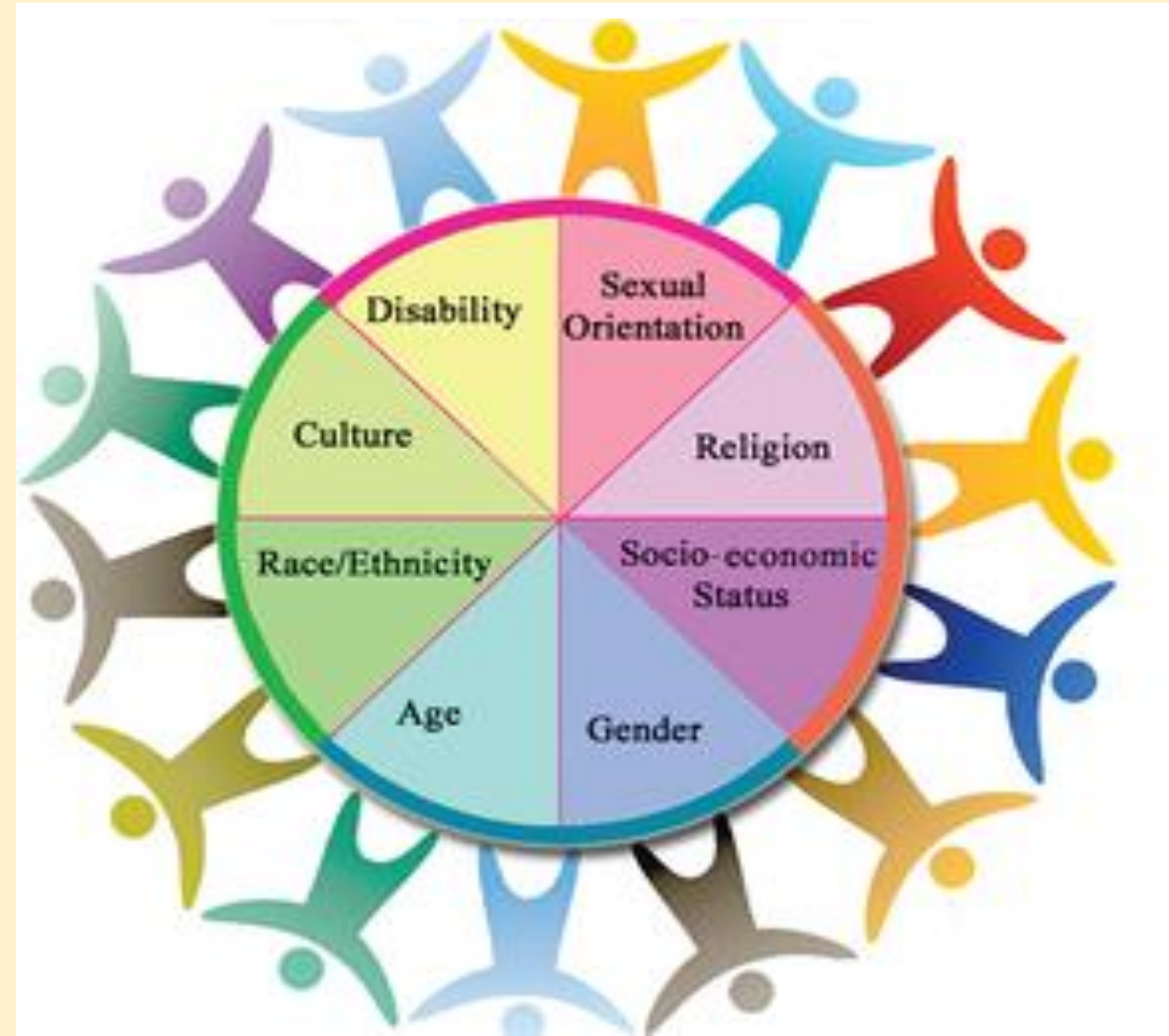
- **Importance of understanding diversity**
- **Inclusive Curriculum**
- **UNIQUE Week**
- **What is The Rainbow Award**
- **Questions**



Diversity is a very powerful word that describes the uniqueness and individuality of every person on this earth. It means understanding that everybody is **unique** and recognising and celebrating, our **individual differences**. Diversity encompasses **respect** and **acceptance** of others and this needs to be translated throughout schools. Children need to be educated on how to accept and recognise diversity. It is imperative that all forms of diversity are accepted and recognised in the classroom environment.

*There are many types of diversity in the classroom. Every child is unique, coming from different **cultural, racial, and ethnic** backgrounds

*Other types of diversity in the classroom might include **race, gender, sexual orientation, age, religion, socio-economic status, and disabilities**.



It is very important that we raise children to celebrate and value diversity and to be proud of themselves and their families and to help to make the world a better place

Why is important to teach our children about inclusion and diversity?

We live in a very diverse world where there are many different cultures, faiths, disabilities, families etc.

The UK is becoming more and more diverse.

Liverpool is in the top 10 most diverse places in the UK

Crimes, hatred and misunderstanding linked to racism, homophobia etc, are extremely high in the UK and across the world and we want to create a world where differences are respected and people can live together peacefully



Better understanding and tolerance

When people from different backgrounds, cultures, and experiences interact, they learn from each other. This helps create a more understanding and tolerant society. **Nelson Mandela**, a famous leader who fought for **equality**, once said, “Education is the most powerful weapon which you can use to change the world.” Learning about **different cultures** and perspectives helps change our world for the better.



A Diverse Curriculum

What does a diverse curriculum look like?

Inclusive Content: A diverse curriculum includes content that reflects the experiences and histories of individuals with **protected characteristics**. By incorporating diverse perspectives, we can erase systemic barriers and promote equitable distribution of knowledge.

Inclusive Curriculum – Our **UNIQUE** Curriculum

Our UNIQUE curriculum is designed to recognise and have a solid understanding of children's prior learning, **providing knowledge and learning experiences which build resilience** and critical thinking.

Central to this is excellent skills in **Reading – the essential key to the whole curriculum.**

We provide opportunities to engage learning in a fun and **nurturing way and every child is recognised as a unique individual.**

We plan and provide a clearly mapped out curriculum which results in good quality outcomes.

We **model and promote positive attitudes** to learning which reflect the **values of our Christian school, enabling children to take responsibility for their lives.** Children leave St Andrew's with **a sense of belonging to an outward looking community** where opportunities and aspirations are unlimited.

At St Andrew's we ensure that equality is embedded in all that we do.

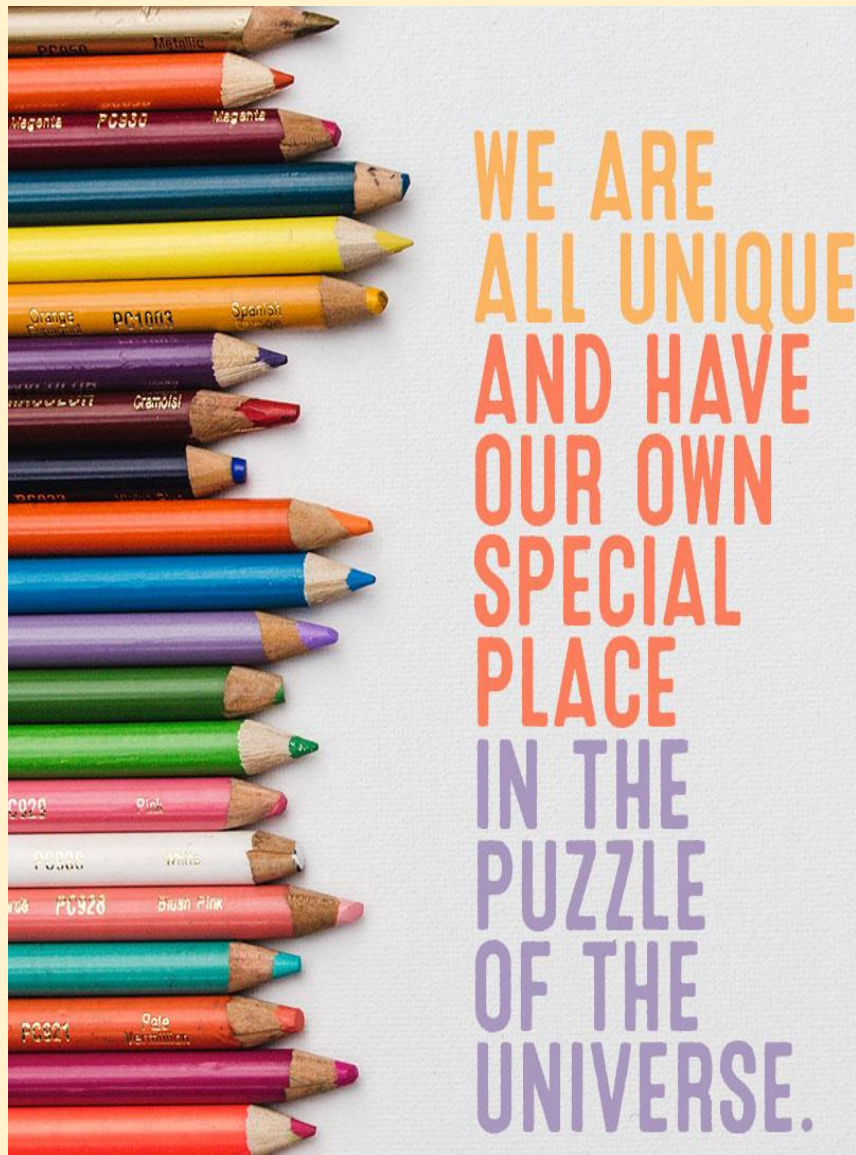
Key Figures –



Science Key Figures Overview

	Female	LGBT+	BME	Disability/Neurodivergent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception					Poppy Okotcha (Horticulturalist interested in the connection between healthy environments, healthy food, and healthier people) Food	Leonardo Da Vinci (Anatomical drawing, 'Vitruvian Man') Our Body	Eric Laithwaite (Electrical Engineer who developed the technology behind the Maglev train) Forces	Animals Mary Anning (English fossil collector, dealer, and palaeontologist)	John McAdam (Inventor of the modern road surface) Health and Safety	Dawood Qureshi (Marine Biologist who studies wildlife in the ocean) Materials
Year 1					Chester Greenwood (Inventor of earmuffs) Materials	Jim Cantore (Meteorologist and storm tracker) Seasonal Changes	Becky Schroeder (Inventor of Glo-sheets which she patented as a 12-year-old) Materials	Maria Sibylla Merian (German artist, scientific illustrator, and naturalist) Plants	Miller Hutchinson (Engineer who invented the first electric hearing aid) Animals Including Humans	Joan Beauchamp Procter (Herpetologist and Curator of Reptiles, London Zoo)
Year 2					Elizabeth Garrett Anderson (First English woman to qualify as a doctor) Animals Including Humans	Angie Burnett (Plant Biologist who grows plants and sees how they react to different conditions that make it more difficult for them to grow) Plants	Prem Singh Gill (Polar Scientist who studies where Antarctic seals live, breed and feed, so we can know more about where they prefer to live) Living Things	Dawood Qureshi (Marine Biologist who studies wildlife in the ocean) Living Things and Their Habitats	Florence Nightingale (Nurse and founder of modern nursing) Animals Including Humans	Charles Macintosh (Chemist and inventor of waterproof clothing)
Year 3					William Gilbert (Doctor who developed the theory of magnetism) Forces and Magnets	Adelle Davis (Biochemist & Nutritionist who linked health and diet) Animals Including Humans	Percy Shaw (Inventor of the cat's eye) Light	Anjana Khatwa (Geologist who collects Rocks/fossils to learn about the creatures that lived in the sea and on Earth over 150 million years ago) Rocks	Dr Kelsey Byers (Biologist who studies flower smells and how they attract insects) Plants – life cycle	Carl Linnaeus (Botanist who studied the conditions for successfully growing bananas and developed a method to reproduce them in Europe) Plants
Year 4					Kelsey Archer Barnhill (Deep Sea Ecologist who sends robots to the seafloor to collect samples of different animals to study) Living Things - Classifying	Rachel Carson (Aquatic Biologist who wrote about environmental pollution) Living Things - Environment	Daniel Fahrenheit (Physicist who invented the Fahrenheit temperature scale and the thermometer) States of Matter	Thomas Edison (Inventor of the lightbulb and power grid) Electricity	Aristotle (Philosopher who developed the concept that sound travels through air due to the movement of air particles) Sound	Jacques Cousteau (Oceanographer and co-inventor of the aqualung) Animals Including Humans
Year 5					Helen Sharman (Astronaut who was the first British citizen to go into space) Earth and Space	Isaac Newton (Mathematician & Physicist who developed theories about gravity) Forces	Spencer Silver & Arthur Fry (Chemical Engineer & Chemist respectively who invented the post-it note) Properties of Materials	Ruth Benedito (Chemist who developed wrinkle-free cotton fabric) Changes in Materials	Virginia Apgar (Doctor & Medical Researcher who developed a method of evaluating the well-being of new-born babies) Animals Including Humans – Life Cycle	Jane Goodall (Wildlife Researcher & Conservationist who studied chimpanzees) Studying Living Things
Year 6					Ibn al-Haytham (Alhazen) (Physicist & Mathematician who developed a theory that light travels in a straight line, and proved it by carrying out the first scientific experiment) Light	Nikola Tesla (Electrical & Mechanical Engineer who developed the AC electrical system & made advances in technologies such as x-rays, neon lights and robotics) Electricity	Charles Darwin (Natural Historian who developed the theory of evolution by natural selection) Evolution and Inheritance	Beatrix Potter (Mycologist, study of fungi, and Scientific Illustrator) Living Things and their Habitats	Ruth Ella Moore (Bacteriologist who researched immunology, blood groups and tuberculosis) Animals Including Humans – Blood and Transportation	William Harvey (Doctor who discovered the nature of blood circulation and the function of the heart as a pump) Animals Including Humans – Heart and Health

Representation across our UNIQUE Curriculum



UNIQUE week!

During the week commencing 23rd June 2025, we will be celebrating our uniqueness with a week of activities, bright colours and fun, where we will learn more about how we are all different, yet amazing!



What will happen during UNIQUE week!

- Start the week with a whole school worship about what makes people UNIQUE. Highlighting differences in regards to: gender, neurodiversity, faith, culture and LGBTQ+
 - Each day there will be a focus on a different part of our UNIQUE week.
 - On the Friday we will have a whole school celebration day – all staff and children to wear a colour from the rainbow
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- Monday – we will focus on disability awareness
 - Tuesday – culture and faith
 - Wednesday – gender (stereotypes – through toys and advertising)
 - Thursday – LGBTQ+ (focus on different families, same love)
 - Friday – ‘We are UNIQUE’ celebration!

We will be using the artist, Keith Haring, throughout the week to create artwork, celebrating our UNIQUENESS!





Keith Haring – 1958 - 1990



Who was Keith Haring?

- Keith Allen Haring was an **American artist** whose pop art emerged from the New York City graffiti subculture of the 1980s.
- **His influences included:** [Pablo Picasso](#), [Walt Disney](#), [Dr. Seuss](#)
- In his work, Haring unapologetically denounced racism, capitalism, homophobia, dictatorship, war, environmental degradation, and the excesses of technology and mass media.
- He also cared greatly about children's well being, the fight against drug addiction, and bringing an end to the AIDS epidemic.
- Haring was a gay man who sadly died age 32 from Aids.
- Keith Haring's career was short but spectacular, and he leaves behind a lasting legacy. From his chalk drawings in city-wide subway stations, to his collaborations with the superstars of his day, Haring's life was founded on a belief in the power of people to change the world.

Our planned journey
at St. Andrew's to achieve the
Rainbow Award



To gain the Rainbow Flag award there are 6 different sections we are required to achieve:

Skilled Teacher; **Supportive Governors and Parents**; **Effective Policies**; **Pastoral Support**; **Inclusive curriculum and Student Voice.**



THE CHURCH
OF ENGLAND
EDUCATION OFFICE

Valuing All God's Children

Guidance for Church of England schools
on challenging homophobic, biphobic and
transphobic bullying

The Rainbow Flag Award supports the ethos of our school and it will run alongside our PSHE and wider curriculum. Many LDST schools have achieved the award and others are currently working towards achieving it. It runs alongside **the National curriculum which states that all schools must offer a curriculum which is balanced and promotes spiritual, moral, cultural, mental and physical development of pupils at school.**

Working towards the award will be beneficial to all of the staff, children and families in our school.

The work involved with the Rainbow Flag Award, and supporting reading materials etc, is **age appropriate.**

It is **not** focused on sex education, but rather promotes **acceptance and understanding** of those who are members of the LGBTQ+ community.

Why is it important that children are made aware of the LGBTQ+ community?



Numerous studies have shown that lesbian, gay, and bisexual youth have a higher rate of suicide attempts than do heterosexual youth. According to a Trevor Project 2023 survey, 18% of LGBTQ youth have attempted suicide, a rate 2 times higher than teenaged general population.

- Suicide is the second leading cause of death among young people aged 10 to 14, and the third leading cause of death among 15-24 year olds (Centers for Disease Control and Prevention, 2022). Lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) young people are at significantly increased risk.

LGBTQ+-based physical harm, discrimination, housing instability, and change attempts by parents – were **12 times at greater odds of attempting suicide** compared to youth who experienced none.

- LGBTQ+ young people who felt high social support from their family reported attempting suicide at less than half the rate of those who felt low or moderate social support.
- LGBTQ+ young people who live in a community that is accepting of LGBTQ+ people reported much lower rates of attempting suicide than those who do not.

LGBTQ+ young people are not inherently prone to suicide risk because of their sexual orientation or gender identity but rather placed at higher risk because of how they are mistreated and stigmatized in society.

- Research suggests that among LGBTQ+ young people, only one-third experience parental acceptance, with an additional one-third experiencing parental rejection, and the final one-third not disclosing their LGBTQ+ identity until they are adults (Katz-Wise et al., 2015). Another study found that LGB young adults who report high levels of parental rejection are eight times more likely to report attempting suicide and six times more likely to report high levels of depression (Ryan et al., 2009).

The Trevor Project's research has found that LGBTQ+ young people who found their school and home to be LGBTQ+-affirming reported lower rates of attempting suicide.

LGBTQ+ young people who report the presence of trusted adults in their school have higher levels of self-esteem (Dessel et al., 2017) and access to supportive peers is protective against anxiety and depression, including among those who lack support from their family (Parra et al., 2018).



Homophobic/Transphobic Bullying

Always recorded on
CPOMS

Almost half of primary school teachers (45 per cent) say that pupils at their school have experienced homophobic bullying or name-calling.

Seven in ten primary school teachers (70 per cent) hear pupils use expressions like 'that's so gay' or 'you're so gay' in school.

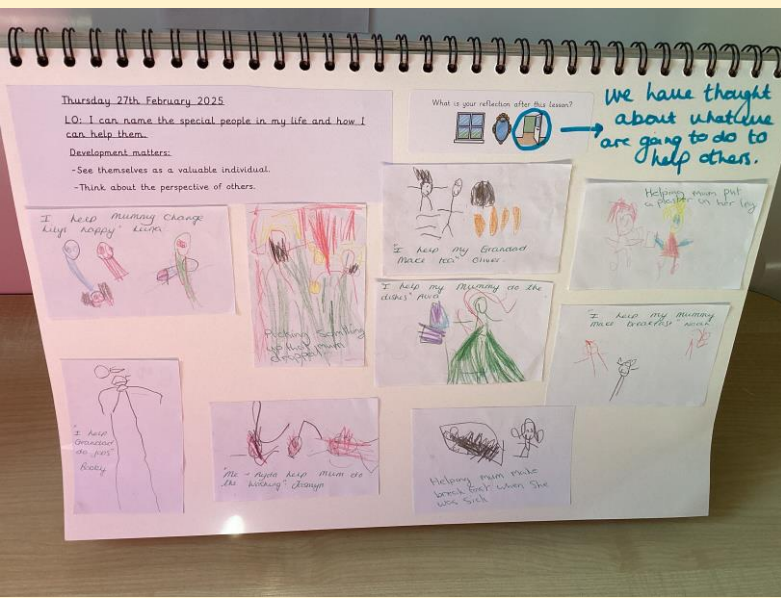
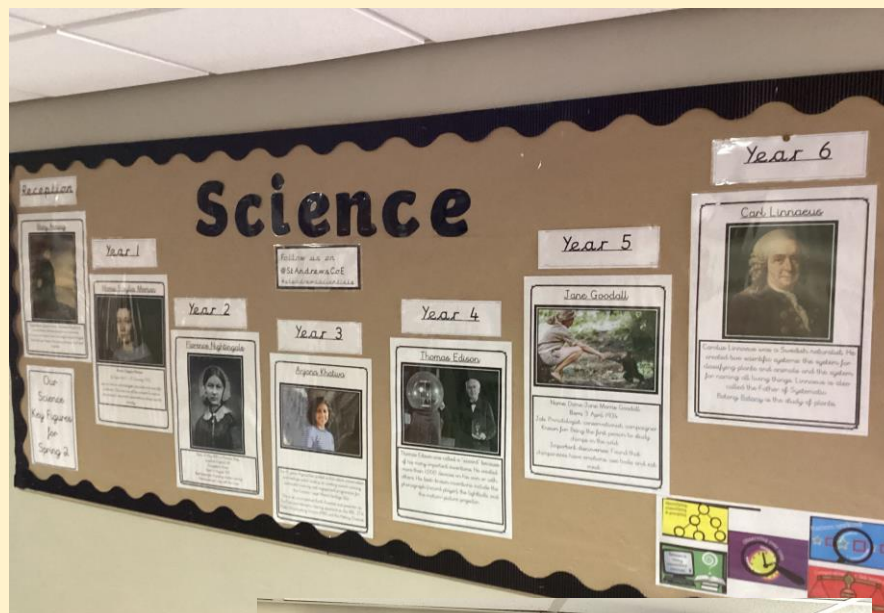


... With the young children I teach, talking about someone's 'two mummies' is really no different to someone having no dad or a step mum. They accept it quite happily and we don't make a big issue about it. 'All families are different' is our approach.

Dana, teacher, maintained school (South East)



Displays around school promoting inclusivity including LGBTQ+





PSHE Key Themes Mapping - LGBTQ



Year Group	Me & My Relationships	Valuing Difference	Keeping Myself Safe	Rights & Responsibilities	Being my Best	Growing & Changing
Rec	All about me What makes me special Me & special people Who can help me? My feelings	I'm special, you're special Same & different Same & different families Same & different homes I am caring Kind & caring	What's safe? Keeping myself safe Safe indoors/outdoors Listen to my feelings Keeping safe online People who keep me safe	My special people My friends Being helpful Caring for our world Looking after money Saving	Bouncing back Yes I can! Healthy eating Move Your body A good night's sleep	Seasons Life stages - plants, animals Life stages - humans Where do babies come from? Getting bigger Me and my body
1	Why we have rules Thinking about feelings Our feelings Feelings & bodies Special people balloons Good friends How are you listening?	Same or different? Unkind, tease or bully? Harold's school rules Who are our special people? It's not fair!	Healthy me Super sleep Who can help? Harold <u>looses</u> Geoffrey What could Harold do? Good or bad touches Sharing pictures	Harold's wash & brush Around & about school Taking care of something Harold's money Look after our money Basic first aid	I can eat a rainbow Eat well Catch it, bin it, kill it! Harold rides a bike Pass on the praise! Harold has a bad day	Inside my wonderful body Taking care of a baby Then and now Who can help? Surprises & secrets Keeping privates private
2	Our ideal classroom How are you feeling today? Bullying or teasing? Don't do that! Types of bullying Being a good friend Let's all be happy!	What makes us who we are? How do we make others feel? My special people When someone feels left out An act of kindness Solve the problem	Harold's picnic How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell? Some secrets	Getting on with others When I feel like erupting Feeling safe Look after the environment Save for something special Harold goes camping Playing games	You can do it! My day Harold's postcard Harold's bathroom My body needs ... What does my body do?	A helping hand Sam moves away Haven't you grown! My body, your body Respecting privacy Basic first aid
3	As a <u>rule</u> My special pet Tangram team challenge Looking after people Solve this problem Dan's Dare <u>Thunks</u> Friends are special	Family and friends My community Respect and challenge Our friends & neighbours Celebrate our differences Zeb	Safe or unsafe? Danger or risk? The Risk Robot Alcohol & cigarettes Super Searcher None of your business Raisin challenge Help or harm?	Helpful volunteers Help each other stay safe Recount task Harold's environment Can Harold afford it? Earning money	Derek cooks dinner Poorly Harold For or against? I am fantastic! Getting on nerves Body <u>team work</u> Top talents	Relationship tree Body space Secret or surprise? My changing body Basic first aid
4	An email from Harold! Ok or not ok?	Can you sort it? Islands	Danger, <u>risk</u> or hazard Picture wise	Who helps us stay healthy? It's your right	What makes me <u>ME!</u> Making choices	<u>Moving house</u> Feelings all over the place

	Human machines Different feelings When feelings change Under pressure	Friend or acquaintance? What would I do? People we share our world with Such a stereotype	How dare you! Medicines: check the label Know the norms Keeping ourselves safe Raisin challenge	Make a difference <u>In</u> the news! Safety in numbers Logo quiz Harold's expenses Why <u>pay</u> taxes?	SCARF hotel Harold's Seven Rs My school community Basic first aid	All change! Preparing for periods Secret or surprise <u>Together</u>
5	Collaboration Challenge! Give and take How good a friend <u>are</u> you? Relationship cake recipe Being assertive Our emotional needs Communication	Qualities of friendship <u>Kind conversations</u> Happy being me <u>The land of red people</u> Is it true? <u>It could happen to anyone</u>	' <u>Thinking</u> ' about habits Jay's dilemma Spot bullying Ella's diary dilemma Decision Dilemmas Play, like, share Drugs: true or false? Smoking: what's normal? Would you risk it?	What's the <u>story</u> Fact or opinion Rights, responsibilities Mo makes a difference Spending wisely Lend us a fiver! Local councils	Getting fit It all adds up! Different skills School community Independence Star qualities Basic first aid - sepsis	How are they feeling? Taking notice of our feelings Dear Hetty <u>Changing bodies & feelings</u> Growing up & changing bodies It could happen to anyone Help I'm a teenager! Dear Ash Stop, start, stereotypes
6	Working together Let's negotiate Solve the friendship problem Assertiveness skills Behave yourself Dan's day Don't force me Acting appropriately It's a puzzle	<u>Ok to be different</u> <u>We have more in common</u> <u>Respecting differences</u> <u>Tolerance and respect</u> <u>Advertising friendships</u> <u>Boys will be boys - stereotypes</u>	Think before you click Traffic lights To share or not to share Rat Park What sort of drug is...? Drugs: it's the law! Alcohol: what is normal? Joe's story	Two sides to every story Fakebook <u>friends</u> What's it worth? Jobs and taxes Action stations Project pitch Happy shoppers Democracy in Britain	5 ways to wellbeing This will be your life! Our recommendations What's the risk? Basic first aid	Helpful or unhelpful? <u>I look great</u> <u>Media manipulation</u> Pressure online Is this normal? Dear Ash <u>Making babies</u> <u>What is HIV?</u>

GLOSSARY

Child friendly, primary age appropriate, terminology to use when teaching or talking about LGBTQ+

(Stonewall)

BI

Bi is a word to describe someone who falls in love with, or wants to have a relationship or partnership with someone of the same gender as them or with someone of a different gender to them. A bisexual person might say that the gender of the person they fall in love with doesn't matter to them.

GAY

The word gay refers to someone who falls in love with, or wants to have a relationship or partnership with, people who are the same gender as them. For example, a man who loves another man or a woman who loves another woman; this includes two dads or two mums.

GENDER

Babies are given a gender when they are born, for example 'male' or 'female', 'boy' or 'girl'

GENDER IDENTITY

Everyone has a gender identity. This is the gender that someone feels they are. This might be the same as the gender they were given as a baby, but it might not. They might feel like they are a different gender, or they might not feel like a boy or a girl.

LESBIAN

Lesbian is word to describe a woman who falls in love with, or wants to have a relationship or partnership with, other women. For example, a girl who is in love with another girl, or two mums who are in love with each other.

NON-BINARY

A word for someone who doesn't feel like they're a boy, girl, man or woman.

STRAIGHT OR HETEROSEXUAL

A straight or heterosexual person is someone who falls in love with, or wants to have a relationship with, people who are a different gender to them but not people who are the same gender as them. For example, a man who is in a relationship with a woman and who does not fall in love with men, or a girl who is in love with a boy and who does not fall in love with women.

TRANS

Trans is a word that describes people who feel the gender they were given as a baby doesn't match the gender they feel themselves to be. For example, someone who is given the gender 'boy' as a baby but feels like a girl.

Great resources for LGBTQ+ inclusivity for schools & parents/carers

- The Rainbow Award
- <https://www.rainbowflagaward.co.uk/>

- The Proud Trust –
- <https://www.theproudtrust.org/>

- Stonewall
- <https://www.stonewall.org.uk/resources/schools-colleges>

- FFLAG
- <https://www.fflag.org.uk/parents-and-teachers/>

- YPAS
- <https://www.ypas.org.uk/>

Informing parents about the Rainbow award

An initial letter was issued to explain what the award is and how it will be achieved

Regular updates will be shared on the school newsletter

Information and links to signpost, are shared on the website

A coffee morning to invite parents to pop in to chat about the award, ask questions and address any misconceptions around inclusion



