

Strategic Equality Plan 2022 – 2025
REVIEW FOR 2024 – 2025

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Nursery

- All children took part in Jeans for Genes discussion
- All children joined in with Show racism the red card activities and have demonstrated a simple understanding of the need to be accepting of everyone.
- All pupils have participated in circle time activities to encourage children to include other pupils with disabilities in our Nursery setting.
- All pupils have participated in discussion/story on children with asd and have shown acceptance by initiating play with a highly complex pupils in the class.
- All pupils have participated in discussions and activities on different types of families. Children brought in photos of their families, and we discussed similarities and difference. Pupil's showed acceptance of the range of different families in the Nursery.
- All pupils discussed what they would like to be as part of jigsaw session and are beginning to understand individuals can aspire for any career choice regardless of gender or any other difference.
- Pupils sorted toys by gender and are beginning to accept that they can play with any toys they like.
- A range of costumes/dressing is always made available in the classroom. Discussions with children on not commenting negatively when a boy chooses to wear a princess dress or a girl choose to wear spiderman.
- Role play set up as non-gender-specific area, with opportunities to take on a variety of roles in the home.
- Anti bullying week – use of Jigsaw activities to look at how we can be kind to each other and celebrating differences. Read Barry the Fish with Fingers.
- Visited local Baptist church, discussion on Easter and what Christian's believe – fosters acceptance of all faiths/religions.

Reception

- Teachers from older generations came to speak to the pupils about toys from their childhood and how they differ to now. Impact - This taught the pupils that even though some people are older than them, when they were children they had some similar interests and how toys have evolved. This is evidence in Topic books and on Seesaw
- Pupils took part in Spectrum workshop which taught the pupils about emotions, safe adults and allowed them the opportunity to dress as adults who help us and learnt about what to do in an emergency. Impact – pupils are aware of key professions that help us and how to contact them in an emergency.
- Inclusive toys, such as a Barbie in a wheelchair, have been added to the classroom provision to help children recognise that people may experience different physical challenges. Impact - This supports their understanding that everyone should be treated with equal respect and kindness, regardless of ability, and encourages empathy through meaningful play and discussion.
- As part of our learning around challenging stereotypes, the children took part in an activity where they sorted items for a child's party based on preference rather than gender. Through exploring a variety of toys and discussing what they personally liked about each one, the children began to recognise that their interests were often shared by friends of the opposite gender. This helped to reinforce the message that toys—and preferences—are for everyone
- As part of Anti-Bullying Week, the children took part in a range of activities focused on kindness and the importance of treating others with respect. Impact - These sessions made a noticeable difference, positively influencing the behaviour and interactions of many pupils
- Nearly all pupils in Reception took part in performing a simple song in BSL and use BSL every morning as part of our morning routine. Impact - This allowed pupils to understand how people are different and how we can communicate with others.

- Nearly pupils listened to the story *We Are All Different*, which led to thoughtful discussions about individuality and inclusion, including differences in race and disability. Impact - The children explored what makes each of them unique—looking at eye colour, hair colour, hobbies, skin tone, and the languages they speak. It was a joyful celebration of diversity,

Y1

- A Grandparent gave us a tour of the grounds of Panteg House
- 1 child in Year 1 uses a wheelchair. He always has a buddy who goes to lunch with him. Children will push him, supervised, in the wheelchair. Older children will help him up the stairs.
- 2 children in Year 1 have ASD and receive 1:1 support. Peers are inclusive and support and play with them on the yard
- Role plays have been gender-neutral including dressing up clothes. Jobs within the role play are promoted as being gender neutral
- During the topic 'Cynefin' we talked about different family make ups and the reasons why families are that way
- During our topic 'Diversity' we learned about diverse communities around the world. Children compared themselves to other children and talked about what is important to them, their culture and their beliefs.

Y2

- We have looked at other cultures and beliefs during MFL days. Annabella's mum came in when we celebrated Hungary and taught us a Hungarian nursery rhyme and Ian's sister came in when we celebrated India and talked to us about living in India. We also read Indian folk tales and worked out the moral.
- We had a visit from a female professional golfer who asked and answered questions related to diversity and challenges about being a girl in a predominantly male sport.
- We discussed diversity and equality as a class and ensured all learners' have an understanding of what that means. Circle time about what makes them unique, special.
- All children joined in with Show racism the red card activities and have demonstrated an understanding of the need to be accepting of everyone.
- Anti bullying week – use of Jigsaw activities to look at how we can be kind to each other and celebrating differences.
- Discussion and activities linked to the book: *Those people next door* – In the book Bob says 'They're not like us.' What does he mean? What differences can you see straight away? What other differences might there be that you cannot see? How are they the same?
- We have celebrated festivals such as Diwali and made diya lamps.
- During 'Jigsaw' sessions learners have discussed what they would like to be when they grow up and they show an understanding that individuals can aspire for any career choice regardless of gender or any other difference.
- Choir (a range of learners from years 2 – 6) have supported many community events, such as; relay for life, remembrance sunday

Y3

- We have looked at other cultures and beliefs during MFL days. Jane dressed up in her Kurdish dress wear and taught us Kurdish songs and phrases. Faraz helped us compare and contrast the Kurdish language and Arabic. Omodesire and Akwakwu shared their languages and cultures from Nigeria. We compared learnt about Yoruba and Hausa cultures. Faraz shared his heritage and culture from Lebanon.
- We had a visit from a female professional golfer who asked and answered questions related to diversity and challenges about being a girl in a predominantly male sport.
- We discussed diversity and equality as a class and ensured all learners understand what that means. Circle time about what makes them unique, special. We have learnt about Betty Campbell and how she has changed the education to be more inclusive and diverse in Wales through her gender and race.
- All children joined in with Show racism the red card activities and have demonstrated an understanding of the need to be accepting of everyone.

- Anti-bullying week – use of Jigsaw activities to look at how we can be kind to each other and celebrating differences.
- All children took part in Jeans for Genes discussions.
- Discussion and activities linked to the book: *Those people next door* – In the book Bob says 'They're not like us.' What does he mean? What differences can you see straight away? What other differences might there be that you cannot see? How are they the same?
- We have celebrated festivals such as Diwali and made diya lamps.
- During 'Jigsaw' sessions learners have discussed what they would like to be when they grow up and they show an understanding that individuals can aspire for any career choice regardless of gender or any other difference. Year 3 discussed the physical and 'inside' effects of aging and how families change through time.
- Choir (a range of learners from years 2 – 6) have supported many community events, such as; relay for life, remembrance Sunday
- Year 3 wrote email to Caleb McDuff, Wales' first deaf formula one race car driver. We asked him about the challenges that he had to face and overcome with his disability and how he overcome them.

Y4 and Year 5

- All children took part in Jeans for Genes discussion
- All children joined in with Show racism the red card activities and have demonstrated understanding of the need to be accepting of everyone.
- All pupils have participated in discussions and activities on different types of families.
- All pupils discussed what they would like to be as part of jigsaw session and are beginning to understand individuals can aspire for any career choice regardless of gender or any other difference.
- Anti bullying week – use of Jigsaw activities to look at how we can be kind to each other and celebrating differences.
- Visited local Baptist church, discussion on Easter and what Christians believe – fosters acceptance of all faiths/religions.
- Children visited Widdershins and spent time/shared activities with the older generations. They showed mutual compassion and warmth for one another.
- Pupils developed their understanding of citizenship, pupil voice, and sustainability through engaging, cross-curricular activities. They began by exploring what it means to be a good citizen by being fully inclusive of others.
- Using 'The Barnabus Project', in which the children studied the themes of acceptance, teamwork, and following your dreams. The children also touched upon the ideas of celebrating differences.
- Children explored the idea of living forever through the story 'How to Live Forever'; they investigated pros and cons of this idea from various viewpoints, including those living in poverty and those with a disability or illness.
- The topic of diversity meant children explored a culturally diverse menu and wrote recipes with clear instructions, focusing on layout, time connectives, and precise verbs.
- In humanities, we used Digimaps to identify how far countries linked to cultural menus were. Children researched various cultural dishes and created infographics to showcase their findings.
- We linked the topic to 'Festivals' and using Chinese New Year, we explored the symbolic nature of dragons across cultures. Inspired by Hanan Issa's poem 'And I hear dragons,' children wrote their own using repetition. Finally, using multimedia tools, we created webpages about celebrations worldwide, bringing together all this term's work. This project helped deepen their understanding of cultural diversity and scientific inquiry.
- All pupils took part in language days termly to explore a variety of cultures and languages, including Egyptian.

- Through the curriculum 'Amrwyiaeth' we researched people who have overcome adversity with their disability to achieve success in different fields eg sport, science etc. Children learnt to appreciate the challenges others face and developed a deeper sense of compassion and respect for people with disabilities. Seeing real-life examples of individuals who have succeeded despite adversity can inspire children to persevere through their own challenges and adopt a "can-do" attitude, promoting resilience and growth mindset. By researching and discussing these stories, children engage in reflective thinking about societal barriers, accessibility, and fairness.
- We took in ASD Awareness day where pupils learned about neurodiversity. Learning about ASD encouraged children to be more compassionate and patient with peers who may behave or communicate differently. By normalising neurodiversity, children are more likely to include and support neurodivergent classmates, reducing bullying and social isolation.
- We analysed census data that looked at diversity and cultural differences. We focused on gender roles through employment, age of employment through the ages. Children learned how to interpret real-world data, spot trends, and ask meaningful questions. This built analytical skills and encouraged evidence-based thinking. Looking at gender roles and employment patterns helps children understand historical inequalities and ongoing challenges, fostering a sense of justice and fairness.
- We researched the Windrush Generation and how this movement impacted society. Children gained a deeper understanding of post-war British history, migration, and the contributions of Caribbean communities to British society. Learning about the challenges and discrimination faced by the Windrush Generation helped children develop empathy and a greater appreciation for the resilience of others. The children identified the different roles that men and women had during this period and how it is different to today
- During the origins and beliefs lens were researched the beliefs of different religions Children learnt to appreciate and respect different belief systems, helping to reduce prejudice and promote harmony in diverse communities. Exploring a range of religious beliefs broadened children's perspectives and helped them understand that people may see the world in different, equally valid ways. Children from different faith backgrounds felt seen and valued when their beliefs were explored and respected in the classroom.