



St Michael's CE Primary School

Diversity

2026-2027

Courage to Flourish in the Love of God

Diversity at St Michael's

At St Michael's CE Primary, our commitment to diversity is rooted in our vision, '**Courage to Flourish in the Love of God**'. We believe that every child is uniquely created and valued by God, and that our curriculum should reflect the richness and diversity of the world in which we live.

In line with our whole-school curriculum intent, we aim to provide pupils with opportunities to explore a wide range of people, places, cultures, beliefs and perspectives. Through carefully planned learning across all subjects, pupils develop respect, empathy and an appreciation of diversity, enabling them to understand both their own identity and the experiences of others.

Our curriculum is designed to broaden horizons, challenge stereotypes and promote inclusion. By learning about the contributions, achievements and experiences of people from different backgrounds, pupils develop a deeper understanding of Britain's diverse society and the wider world. They are encouraged to think critically, ask thoughtful questions and value different perspectives, preparing them to become compassionate, responsible and informed citizens.

Through our curriculum, pupils develop the knowledge, skills and confidence to flourish within God's family, celebrating what makes us unique while recognising the values and humanity we all share.



Equality and Protected Characteristics

Our approach to diversity reflects the school's duties under the Equality Act 2010. Through age-appropriate teaching and the wider life of the school, pupils learn that prejudice, discrimination and stereotyping are unacceptable and that every person should be treated with dignity and respect.

Across the curriculum, pupils encounter people with different backgrounds, beliefs, cultures, identities, families, abilities and experiences. Where appropriate to their age and stage of development, pupils learn about the protected characteristics of age, disability, sex, race, religion or belief, sexual orientation, gender reassignment, marriage and civil partnership, and pregnancy and maternity.

This learning is approached sensitively through themes including identity, family, relationships, equality, belonging and respect. Pupils are supported to value their own identity while developing positive attitudes towards people whose lives and experiences may be different from their own.

Early Years Foundation Stage

Diversity is embedded throughout the Nursery and Reception curriculum rather than taught as a single, isolated theme. Through carefully selected stories, play, discussion, songs, celebrations, role play, provision and first-hand experiences, children learn about themselves, their families and the communities to which they belong. They encounter different families, cultures, traditions, appearances, abilities and ways of life, helping them to recognise that everyone is unique, valued and belongs.

The curriculum develops progressively from children recognising their own identity and immediate relationships in Nursery to exploring a wider range of cultures, beliefs, communities and perspectives in Reception. Children are supported to develop belonging, empathy, respect and positive attitudes towards difference.

Teaching and provision are adapted so that children with SEND, disadvantaged children, children with English as an additional language and children with different starting points can participate fully without lowering ambition.

This provides the early foundations for respect, empathy, inclusion and belonging, preparing children to build on this learning throughout Key Stage 1, Key Stage 2 and beyond.

Area of Learning	How diversity is taught in EYFS
Communication and Language	Children are supported to talk about themselves, their families, feelings, experiences and the world around them. Adults model inclusive language and help children listen to others, share ideas, ask questions and use vocabulary linked to family, community, celebrations, people, places and the wider world. In Nursery, vocabulary includes family, friends, people who help us, homes, farms and transport. In Reception, this develops through vocabulary linked to uniqueness, celebrations, cultures, heroes, Bartley Green, Birmingham, journeys, the seaside and caring for the environment.
Personal, Social and Emotional Development	Children learn that they are unique, valued and part of a community. In Nursery, this is taught through warm relationships, routines, supported play, stories, behaviour curriculum and high-quality adult interactions. Children begin to recognise feelings, build relationships, take turns, play alongside others and notice similarities and differences. In Reception, this develops further through taught PSED units focused on feelings, special relationships, family and friends, taking on challenges, listening and following instructions, and wellbeing. Children learn to talk positively about themselves and others, build friendships, show care, cooperate and understand belonging.
Literacy	Carefully chosen texts help children encounter different families, identities, emotions, communities and experiences. In Nursery, texts such as My Mums Love Me, And Tango Makes Three, All About Families and The Large Family support age-appropriate learning about family diversity, belonging and relationships. In Reception, texts such as The Something, Perfectly Norman, Hair Love, A Superpower Like Mine, Martha Maps it Out, Julian is a Mermaid and Somebody

	Swallowed Stanley support learning about individuality, identity, self-expression, community, difference and environmental responsibility.
Understanding the World	Understanding the World provides clear opportunities for children to learn about people, communities, places and ways of life. In Nursery, children learn about themselves, families, birthdays, Diwali, Bonfire Night, Christmas, people who help us, homes, familiar routines, farms, animals and transport. They begin to understand that people live, work, celebrate and travel in different ways. In Reception, children build on this through learning about uniqueness, celebrations, cultures, religion, heroes, charity, Bartley Green, Birmingham, maps, journeys, growing, the seaside, pollution and caring for the environment. This helps children develop early respect for different families, communities, places and ways of life.
Religious Education	RE supports children's early understanding of faith, belonging, special stories, special places and celebration. Nursery children encounter simple Bible stories, including The Lost Sheep, The Nativity Story, The Good Samaritan, The Wise and Foolish Builders, Noah's Ark and Jonah and the Big Fish. Reception children learn about belonging, special places, special stories, Christmas, Easter and why the word God is special. This helps children begin to understand Christianity and religious experience in a respectful, age-appropriate way.
Expressive Arts and Design	Children explore diversity through role play, music, movement, small world, stories, creative materials and imaginative play. Provision and adult interactions allow children to represent families, homes, celebrations, occupations, journeys, animals, places and experiences. Children are encouraged to make choices, share ideas, listen to others and value different forms of creativity.
Physical Development	Children learn that everyone can take part, try new challenges and develop confidence in their own bodies. Through indoor and outdoor provision, movement, PE in Reception and Forest School, children develop cooperation, resilience, independence and respect for others. This supports inclusion by helping children participate successfully, work with others and celebrate what they and others can do.

Writing

Across the primary writing spine, pupils encounter a broad range of authors, illustrators and protagonists from the UK and around the world, including female and male creators and authors from American, Canadian, Australian, South African, Bulgarian, Italian and Asian heritage backgrounds. The collection features strong female and male protagonists, racially diverse characters, positive Black role models, refugee experiences and neurodivergent representation, alongside stories that celebrate different cultures, historical civilisations and global perspectives. Through both fiction and non-fiction, the texts promote empathy, inclusion, resilience, environmental responsibility, emotional wellbeing and curiosity, while encouraging children to challenge stereotypes, appreciate diversity and develop respect for others and the wider world.

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Year 1: The Year 1 writing texts introduce pupils to a range of authors, perspectives and positive role models. The collection includes several strong female protagonists who challenge traditional stereotypes, alongside stories that promote friendship, kindness, empathy, emotional wellbeing and environmental responsibility. Written by British and international authors, the texts encourage children to value individuality, question assumptions and develop respect for others through a balance of classic stories and contemporary retellings. Year 2: The Year 2 writing texts introduce pupils to a range of diverse perspectives through stories that celebrate inclusion, kindness and resilience. The collection includes neurodivergent representation in <i>Leo and the Octopus</i>, a strong female STEM role model in <i>Rosie Revere, Engineer</i>, and texts that encourage empathy, emotional wellbeing and environmental responsibility. Written by British, Canadian and international authors and illustrators, the texts promote curiosity, challenge stereotypes and encourage children to value differences and contribute positively to their communities. For further details, see Appendix 1	Year 3: The Year 3 writing texts provide pupils with a broad range of cultural perspectives, diverse role models and global experiences. The collection features racially diverse protagonists, a positive Black sporting role model in <i>Usain Bolt</i>, and authors from British, Canadian, Australian and South African backgrounds. Through stories and non-fiction, pupils explore family, belonging, environmental responsibility, world history and different cultures, developing empathy, curiosity and respect for others. Year 4: The Year 4 writing texts expose pupils to a rich range of cultures, experiences and perspectives through both classic and contemporary stories. The collection includes refugee experiences in <i>The Journey</i>, Armenian heritage in <i>The Corinthian Girl</i>, and authors from British, German and Italian backgrounds. With strong female and male protagonists, the texts promote empathy, courage, belonging, environmental responsibility and cultural understanding while encouraging children to appreciate different histories, traditions and communities. For further details, see Appendix 1	Year 5: The Year 5 writing texts introduce pupils to a range of diverse perspectives through fiction and non-fiction. The collection includes a racially diverse protagonist in <i>Milo Imagines the World</i>, strong female role models in <i>The Promise</i>, and texts that celebrate scientific discovery, environmental responsibility and literary heritage. Written by British and international authors and illustrators, the texts encourage empathy, resilience, curiosity and an appreciation of different perspectives and cultures. Year 6: The Year 6 writing texts provide pupils with a broad range of perspectives through diverse authors, protagonists and subject matter. The collection includes a diverse cast of children in <i>One Day</i>, an internationally created adaptation of <i>On the Origin of Species</i>, and texts that celebrate scientific discovery, environmental awareness and historical understanding. Through fiction and non-fiction, pupils develop empathy, resilience, curiosity and an appreciation of different people, communities and the natural world. For further details, see Appendix 1

Reading

The reading curriculum has been carefully designed to expose pupils to a broad range of voices, cultures, identities and experiences through a balance of fiction, non-fiction and poetry. Across the primary phase, pupils encounter authors and protagonists from a wide range of backgrounds, including Black, Asian and minority ethnic communities, refugee and migrant experiences, neurodivergent and disabled representation, and inspirational figures from around the world. The collection celebrates different cultures, histories, faiths and traditions while promoting empathy, inclusion, resilience and respect for others. Alongside classic and contemporary texts, pupils engage with stories and information that broaden their understanding of the wider world and ensure they see both themselves and others positively represented in the curriculum.

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Year 1: In Year 1, pupils access fully decodable texts through the Little Wandle reading scheme. Developed in partnership with Collins Big Cat, the scheme has been created with a diverse range of authors and illustrators to ensure children see themselves and their communities reflected in the books they read. The collection includes fiction and non-fiction featuring a variety of cultures, families, settings and experiences, alongside strong female and male characters. This supports the development of reading while promoting inclusion, representation and a love of reading from the earliest stages. Year 2: The Year 2 reading collection introduces pupils to a range of cultures, perspectives and experiences through both fiction and non-fiction. <i>A World Full of Animal Stories: Africa</i> celebrates African storytelling traditions, while <i>Wild Magic: Legend of the Black Lion</i> by British-Nigerian author Abiola Bello explores identity and belonging through African-inspired mythology. <i>A Bear Called Paddington</i> promotes themes of migration, acceptance and belonging, and <i>Everything Under the Sun</i> broadens children's understanding of people, places and cultures from around the world. For further details, see Appendix 2	Year 3: The Year 3 reading collection reflects a broad range of cultures, identities and experiences through fiction and non-fiction. Pupils encounter diverse authors and protagonists, including British-Bangladeshi author Radiya Hafiza's <i>Rumaysa: A Fairytale</i>, British-Chinese representation in <i>Danny Chung Does Not Do Maths</i>, and the work of Black British author Malorie Blackman in <i>Cloud Busting</i>. The collection is further enriched by Caribbean voices in Valerie Bloom's poetry and the wildlife expertise of Sudanese-Scottish conservationist Hamza Yassin, promoting empathy, resilience and respect for others. Year 4: The Year 4 reading collection offers pupils a broad range of global perspectives through diverse authors, characters and settings. Texts such as <i>The Boy at the Back of the Class</i>, <i>Jummy at the River School</i> and <i>The Girl Who Stole an Elephant</i> introduce refugee experiences, Nigerian culture and South Asian settings, while <i>African Caribbean Folktales, Myths and Legends</i> celebrates African and Caribbean heritage. The collection also includes disability representation in <i>You Can Do Anything</i> and promotes empathy, resilience and cultural understanding through a balance of fiction, poetry and non-fiction. For further details, see Appendix 2	Year 5: The Year 5 reading collection offers pupils a rich range of diverse voices, cultures and lived experiences. Texts such as <i>Coming to England</i> by Floella Benjamin, <i>A Romani Story</i> by Richard O'Neill, <i>Inside Out and Back Again</i> by Thanhha Lai and <i>No Ballet Shoes in Syria</i> explore migration, cultural identity and refugee experiences through authentic perspectives. The collection also includes disability representation in <i>Wonder</i> and <i>The Goldfish Boy</i>, alongside diverse global myths, histories and inspirational role models, promoting empathy, inclusion and respect for different cultures and experiences. Year 6: The Year 6 reading collection provides pupils with a rich range of diverse voices, cultures and lived experiences. Texts such as <i>Safiyyah's War</i>, <i>Asha and the Spirit Bird</i>, <i>The Diary of a Young Girl</i> and <i>The Island at the End of Everything</i> explore faith, cultural identity, migration and historical experiences from authentic perspectives. The collection also includes neurodiversity in <i>Can You See Me?</i>, celebrates inspirational women in <i>Women in Science</i> and <i>Rise</i>, and promotes empathy, inclusion and global understanding through a balance of fiction, poetry and non-fiction. For further details, see Appendix 2

Religious Education

At St Michael's, Religious Education celebrates diversity by enabling pupils to explore Christianity alongside a range of religions and worldviews, including Islam, Judaism, Hinduism, Sikhism, Buddhism and Humanism. Through the disciplines of Theology, Philosophy and Human & Social Sciences, pupils develop an understanding of different beliefs, cultures and ways of living, while reflecting on their own values and spirituality. Our curriculum promotes respect, empathy and community cohesion, preparing pupils to live well in Birmingham's diverse society and the wider world.

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Year 1: What do Christians believe God is like? Who made the world? Beginning to Learn about Sikhism Why does Easter matter to Christians? Holy Places: Where do Sikhs worship? Questions that Puzzle Us: Why might people believe in God or someone/something special? Year 2: Celebrations that Matter in Birmingham Why does Christmas matter to Christians? Beginning to Learn about Islam What is the 'Good News' Christians believe Jesus brings? Holy Places: Where and how do people worship? Who are the Humanists and what is their way of life?	Year 3: What do Christians learn from the Creation Story? What are the deeper meanings of festivals? What is it like to be Jewish? Why do Christians call the day Jesus died 'Good Friday'? What kind of world did Jesus want? Exploring the Five Pillars of Islam Year 4: What is the Trinity and why is it important for Christians? What is it like to be a Hindu? What is it like to be Sikh in Birmingham? What is it like to follow God? Values: What matters most? What was the impact of Pentecost?	Year 5: What does it mean if Christians believe God is holy and loving? Was Jesus the Messiah? An Enquiry into Places of Worship (Buddhism) What do Christians believe Jesus did to save human beings? Can religions help people when times get hard? Atheists and Believers in God: What are the arguments? Year 6: What will make Birmingham a more respectful community? Christians and How to Live: What Would Jesus Do? Why do Hindus want to be good? For Christians, what kind of King was Jesus? What can we learn from religion about temptation? What impact do people's beliefs have in their lives?

PSHE

Kapow Primary's RSE & PSHE scheme has been designed to reflect the diversity of modern society, ensuring all pupils feel respected and represented. Lessons include scenarios featuring a **wide range of characters and perspectives**, allowing pupils to encounter **different cultures, family structures, household situations, neurotypes and economic backgrounds**.

This approach helps pupils recognise that everyone's circumstances are different and encourages them to treat others with understanding and respect.

Across the scheme, care has been taken to avoid stereotypes and ensure that resources **portray people and communities in a respectful and accurate manner**. When distancing techniques are used, pupils follow a **consistent set of diverse characters** who grow older alongside them, helping pupils develop familiarity and empathy as they explore situations together.

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Year 1: Connecting with others: exploring how respect is shown through behaviour in different situations and identify simple strategies for managing disagreements in families and friendships Citizenship: Learning how people can care for others and the environment. Pupils investigate how rules help communities stay safe, happy and fair and how they can make a positive contribution to the world around them. Year 2: Connecting with others: Recognising how families and communities can be similar and different, pupils learn about kindness, respect and positive relationships. Citizenship Exploring communities and belonging through learning about the different groups people are part of and how decisions can be made fairly. Pupils reflect on similarities and differences within their community.	Year 3: Connecting with others: Recognising their own strengths, qualities and boundaries, pupils develop self-worth and confidence in expressing themselves respectfully. Citizenship: Learning about rights, responsibilities and citizenship by exploring children's rights, human rights and why they matter. Pupils explore how responsible choices support people and the environment. Citizenship: Exploring careers, aspirations and equality by learning about different jobs including recognising and challenging gender stereotypes in the workplace. Year 4: Connecting with others: Pupils develop strategies for building trust and resolving friendship challenges and learn how stereotypes can negatively affect people and communities My healthy self: Recognising how acts of kindness and helping others can have a positive impact on themselves and those around them	Year 5: Connecting with others: Investigating identity, values and relationships by considering how experiences and beliefs can influence choices and behaviour. Citizenship: Examining how people contribute to their communities through learning about caring roles, community groups and the ways they support local life. Year 6: Connecting with others: Developing self-respect and resilience, practising respectful behaviour in different situations, including online. Pupils build skills in setting boundaries, challenging stereotypes, discrimination and bullying. Citizenship: Exploring human rights, laws and how the legal system helps uphold fairness in society. Pupils consider the consequences of breaking laws, examine prejudice and discrimination, and identify ways to challenge stereotypes to promote equality and inclusion.

Music

Kapow Primary's Music scheme has been designed to represent a range of cultures, backgrounds and races.

- The scheme's visual representation is inclusive and representative of a variety of people and places, challenging stereotypes or historical ideologies.
- Within sensitive units, questions have been included to support pupils lived experiences and backgrounds.
- Where appropriate, colonial choices and their impact on musical issues are explored.

Kapow Primary's Music scheme includes:

- A wide range of music from every continent in the world.
- Discrete units on Indian classical music, samba, and South and West Africa.
- A wide variety of musical genres studied, including folk, pop, jazz, baroque, blues and rock and roll.
- Both contemporary and traditional music.
- Representation of composers and musicians from diverse ethnic backgrounds.
- Representation of both male and female musicians.

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Year 1: Keeping the Pulse: A range of popular music from diverse artists Pharrell Williams, Randy Newman Year 2: Call and Response: Marimba, Percussion, Neil Sidwell. Instruments: Classical Music, Eric Coates Structures: Carthy Waterson, St George, Traditional English folk song	Year 3: Brass lessons cover a range of diverse music and composers Year 4: South Africa: Hugh Masekela, Grazing in the grass, popular music. Miriam Makeba, Pata pata, popular music. Ladysmith Black Mambazo, Inkanyezi nezazi, traditional. Music Education Solutions, Put on your gumboots! In the style of traditional South African gumboot dance music Body Percussion: David Paich, Jeff Porcaro, Perpetuum Jazzile, Africa Popular music. Composer - Steve Reich, performers Santi Carcasona, Clapping Music for Five Performers, Minimalism, modern classical. Sam Tsui, Alex G, Kina Grannis, Kurt Schneider, Cups from Pitch Perfect's 'When I'm Gone', popular music Transposing Motifs: Mary Green and Julie Stanley, The Road Building Song, popular music. Beethoven 5th Symphony in C Minor, classical music	Year 5: Composition: Gift of the Nile, popular music. The Bangles, Walk Like an Egyptian, popular music. Henry Purcell, Queen Mary Funeral March, Baroque. The Blues: The Simpsons, Moanin' Lisa, Blues. Swiss Dutchman, Piano Blues, Improvisation Blues South and West Africa: Miriam Makeba, Click Song (Qongqothwane), popular music. Ndebele folk song, Shosholoz, traditional Nguni. Drakensberg Boys Choir, Shosholoz, traditional Nguni. Bwazan, this is us, percussion. Les Maitres-Tambours du Burundi Arrivée et salut à l'assistance (<i>The Drum Masters of Burundi Arrival and greeting to the audience</i>) Year 6: Songs of World War II: A range of popular music from male and female singers/composers Baroque: A range of baroque, pop, rock and classical music from a range of artists Composing a leavers' song: A range of popular music featuring a range of diverse artists

Geography

A diverse geography curriculum helps pupils to understand and appreciate the richness of the world's people, places and environments while challenging stereotypes and developing respect for different ways of life.

Our bespoke Geography curriculum supports this by:

- Exploring a diverse range of places across the United Kingdom and the wider world, including locations that contrast with pupils' own experiences
- Developing an understanding of different cultures, communities and ways of life, including those within our local area of Bartley Green and the city of Birmingham.
- Investigating global issues, including sustainability, population and environmental change, helping pupils understand the interconnectedness of our world.
- Encouraging pupils to compare places respectfully, recognising both similarities and differences and valuing diverse perspectives

This approach helps pupils develop a strong sense of place and belonging while fostering empathy, curiosity and an appreciation of the diversity of God's world.

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Year 1: Our School, Our Community: Pupils explore the diversity of their local community, recognising that people have different cultures, languages, homes and experiences. They develop an understanding of belonging, respect and inclusion by celebrating the differences that make communities unique. The UK: Pupils develop an understanding that the United Kingdom is made up of four distinct nations, each with its own landscapes, landmarks and cultural identity. They explore how people from many different backgrounds, cultures and languages live across the UK, recognising that communities experience and respond to their local environment and weather in different ways. Year 2: Our Local Area: Pupils explore the diverse communities of Bartley Green, learning about different cultures, languages, religions and local places. By comparing their local area with a coastal town, they develop an appreciation of the similarities and differences between communities across the UK.	Year 3: The UK: Pupils explore the diversity of the United Kingdom, focusing on Birmingham as a multicultural city. They learn how migration has shaped communities and recognise the contributions of different cultures, religions and traditions to life in the UK. Europe: Pupils explore Europe as a diverse continent by learning about different cultures, languages and traditions. By comparing Catalonia with the West Midlands and Birmingham, they develop respect for different identities, challenge stereotypes and appreciate the diversity of their own local community. Year 4: Rainforests: Pupils learn about the lives and traditions of Indigenous communities in the Amazon Rainforest. They explore global connections through trade and environmental issues, developing respect for different ways of life and an understanding of the importance of protecting people and the natural world. Settlements: Pupils explore how different communities develop and change over time by	Year 5: Pupils explore the importance of rivers to people around the world, learning about their cultural, spiritual and environmental significance. They consider issues of water inequality and develop an appreciation of how rivers shape communities, livelihoods and identities across different countries. Earthquakes, Mountains & Volcanoes: Pupils explore how people live in different physical environments around the world. Through case studies, they develop empathy, recognise how communities experience natural disasters differently and appreciate the importance of resilience, preparedness and global responsibility. Year 6: Climate Change & Sustainability: Pupils explore how climate change affects people and communities differently across the world. They develop an understanding of climate justice, consider diverse perspectives and recognise the importance of global cooperation and shared responsibility in caring for God's world.

Hot and Cold Places: Pupils explore life in Mombasa, comparing it with their own local area. They develop an appreciation of different cultures, ways of life and environments, while understanding how climate and location influence people's lives and recognising the connections between communities around the world.	studying Bartley Green, Birmingham and contrasting settlements. They develop an appreciation of diverse communities, consider different perspectives and understand the importance of creating inclusive places where everyone belongs.	Global Trade, Migration & Interconnectedness: Pupils explore how trade, migration and global connections shape communities and identities. They learn about Birmingham's multicultural heritage, appreciate the contributions of diverse communities and develop an understanding of fairness, empathy and their role as responsible global citizens.
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History

A diverse history curriculum helps pupils to understand and appreciate the richness of Britain's past and the wider world while challenging stereotypes and developing respect for different cultures, communities and perspectives.

Our bespoke History curriculum supports this by:

- Exploring the lives and achievements of significant individuals from a range of backgrounds, cultures and historical periods.
- Investigating diverse civilisations, societies and communities, recognising the contributions they have made throughout history.
- Developing an understanding of how migration, invasion and settlement have shaped Britain, Birmingham and our local community over time.
- Encouraging pupils to consider different perspectives, using historical sources to understand how experiences and interpretations of the past can vary.

This approach helps pupils develop a strong sense of identity and belonging while fostering empathy, curiosity and an appreciation of the diverse stories that have shaped God's world.

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Year 1: My Family, My History: The unit explores different family structures and cultural traditions, including stories of families who moved to Birmingham from around the UK and the world. It celebrate the diversity of names, languages, and heritage in the class, and pupils compare childhood experiences across cultures and generations. Pupils are encouraged to share their own family histories and identities. Toys: This unit explores toys from different cultures (e.g., African dolls, Indian spinning toys, Caribbean handmade toys). It includes stories of children's play from around the world and compares how different communities in Birmingham played in the past. The unit celebrates diverse family traditions around play and celebrations and encourages pupils to share toys or games from their cultural background. Year 2: The Great Fire of London: The unit Introduces the diversity of 1666 London and encourages pupils to consider missing voices in history and explores how	Year 3: Stone age: The unit explores human migration from Africa, showing how movement has shaped societies throughout history and linking this to modern Birmingham. It also compares different cultures, settlements and belief systems around the world, helping pupils understand that people have lived in diverse ways across time and place Ancient Egypt: The unit presents Ancient Egypt as an African civilisation, explores links with Nubia/Kush and wider cultural exchange, examines the experiences of different social groups, includes female leadership through Hatshepsut, compares Egyptian beliefs with other cultures, and makes connections to modern diverse Birmingham. Year 4: Romans: The unit explores the Roman Empire as a multicultural society, highlighting people from Africa, the Middle East and Europe, diverse soldiers and communities in Britain, contrasting Roman and Briton	Year 5: The Maya Civilisation: The unit presents the Maya as a thriving Indigenous civilisation, emphasises that Maya communities still exist today, celebrates their achievements in mathematics, astronomy and writing, and encourages pupils to compare Maya culture with modern Birmingham's diverse community Anglo Saxons and Vikings: The unit explores how migration shaped early Britain, highlights the contributions of multiple groups (Angles, Saxons, Jutes, Vikings and Danes), examines different historical perspectives, includes female leadership through Æthelflæd, explores Viking global trade networks, and makes links to modern Birmingham as a diverse, migration-shaped city. Year 6: World War II: The unit explores World War II as a global conflict, highlighting the contributions of Caribbean, Indian, Polish and African servicemen and women, the changing roles of women, and how post-war migration helped shape modern Birmingham's multicultural

migration has shaped both London and modern Birmingham. Significant People: This unit celebrates diverse historical figures from different genders, cultures and backgrounds and explores fairness and representation in history. It encourages pupils to value inspirational people from their own communities. • Florence Nightingale – Improved hospital hygiene and nursing during the Crimean War. • Mary Seacole – A Jamaican nurse who cared for soldiers during the Crimean War and overcame prejudice. • Ada Lovelace – Recognised as the world's first computer programmer. • Noor Inayat Khan – A British Indian WWII secret agent remembered for her bravery. • Joseph Chamberlain – A local historical figure who transformed Birmingham through civic improvements.	viewpoints, and drawing links between migration in Roman times and modern Birmingham Ancient Greeks: The unit explores Ancient Greece as part of a wider connected world, examines who was included and excluded in society, compares the experiences of different social groups, makes links to modern Birmingham, and explores shared storytelling traditions across cultures.	identity. It also encourages pupils to reflect on identity, community and belonging during and after the war. Industrial Revolution: The unit explores how the Industrial Revolution was shaped by global trade, migration and diverse experiences, including the lives of working-class adults and children, the growth of Birmingham through migration, and Cadbury/Bournville as an example of improving workers' welfare.
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MFL

Kapow Primary's French scheme has been designed to represent a wide range of cultures, communities and perspectives from across the French-speaking world.

- Where appropriate, the historical and cultural influences on the French language and its global presence are explored.
- The scheme's visual and textual content is inclusive and representative of diverse people and places, challenging stereotypes and outdated views of French-speaking cultures.
- Within sensitive units, questions have been included to support children's lived experiences and backgrounds.

The Kapow Primary French scheme supports children in appreciating the richness of the French language, the diversity of cultures where it is spoken, and the connections between different communities around the world.

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Pupils are introduced to simple French words and phrases, developing an awareness that people communicate in different languages. Through learning basic vocabulary, songs and greetings, they begin to appreciate different cultures, develop respect for linguistic diversity and recognise that languages connect people around the world.	Year 3: French Greetings: Understanding formal and informal greetings in French French adjectives: Showing awareness of the capital city and identifying cultural landmarks and works of art such as l'escargot by Matisse. Playground Games: Discussing similarities and differences between customs and traditions in France and UK Year 4: In a French Classroom: Discussing similarities and differences between customs and traditions in France and UK French numbers, Calendars and Birthdays: Discovering French festivals and Traditions	Year 5: French Food: ordering typical French food and drink. To know formal and informal versions of you. To know the currency used in France is the Euro and to recognise some notes and coins. Year 6: French Sport: Playing traditional French Games, researching information about the French cycle race. Comparing sporting activities in France and the UK. To know the rules for playing French boules.

Art

A diverse art curriculum helps to challenge stereotypes, build respect for different perspectives and celebrate the richness of human creativity.

Kapow Primary's Art and design scheme supports this by:

- Including artists from a wide range of backgrounds, cultures and time periods throughout the units
- Exploring different forms of art beyond the Western canon, including textiles, craft, sculpture, body art and architecture from around the world.
- Ensuring that the voices, stories and techniques of both contemporary and historical artists are represented.
- Encouraging pupils to respond personally and respectfully to art from cultures that may be different from their own.

This approach helps pupils build a more complete understanding of art as a global, evolving and inclusive subject.

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Year 1: Drawing: Bridget Riley and Paul Klee Painting: Clarice Cliff and Jasper Johns Sculpture: Marco Balich, Louise Bourgeois, Samantha Stephenson. Children explore the tree of life as a symbol across different cultures Year 2: Drawing: Kathe Kollwitz, Max Ernst, Sari Dienes Saeed Akhtar Painting: Romare Bearden Sculpture: Ranti Bam, Rachel Whiteread	Year 3: Drawing: Edgar Degas Barbara Hepworth Katie Daisy Magdelene Odundo Dianne Sutherland Ruth Daniels Yellena James Senanayake Dale Chihuly Megan Carter Sara Boccoccini Meadows Sculpture: Ruth Asawa, Anthony Caro Craft: Investigating the way colour, scale and pattern influenced ancient Egyptian art. Year 4: Drawing: Sarah Graham, Nicola McBride Beatriz Milhazes, Henry Maryam Arslan Painting: Audrey Flack, Clara Peeters. Using the flora and fauna of tropical rainforests as a starting point,	Year 5: Drawing: Charlie Mackesey, Elizabeth Catlett, John Muafangejo, How Nguyen Sculpture: Cai Guo-Qiang Painting: Chila Kumari Singh Burman, Njideka Akunyili Crosby, Vincent van Gogh, Frida Kahlo, Maggie Scott Year 6: Drawing: Edgar Müller, Diego Rivera, Ian Storey Craft: Derek O Boateng, Chuck Close, Albrecht Durer, Hannah Hoch, Graham Holland, Edvard Munch Chris Plowman, Edward Weston Sculpture: Judith Scott, Yinka Shinobare, Nicola Anthony, Louise Nevelson, Joseph Cornell

Science

A diverse Science curriculum helps to challenge stereotypes, build respect for different perspectives and highlight the contributions of a wide range of scientists to our understanding of the world.

Our Science curriculum supports this by:

- Including scientists from a range of backgrounds, cultures and time periods within units of work.
- Highlighting the achievements and contributions of both historical and contemporary scientists, ensuring representation across gender, ethnicity and nationality.

Our science curriculum reflects the diversity of the scientific community by introducing pupils to scientists from a wide range of genders, ethnicities, cultures and historical periods. Scientists are carefully chosen to link directly to each unit of learning, ensuring pupils encounter diverse role models while recognising the contributions of both pioneering historical figures and contemporary scientists to the development of scientific knowledge.

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Year 1: Materials: Ruth Benerito. Female Scientist who invented wrinkle free cotton. Animals Including Humans: David Attenborough and his contribution to Science Year 2: Animals Including Humans: Jane Goodall and her conservation works Living Things and their Habitats: Dwayne Meadows Black British ecologist researching biodiversity and ecosystems Materials: Tu Youyou, Asian female Nobel Prize winner.	Year 3: Forces and Magnets: Shirley Ann Jackson. Black female physicist. Plants: Bethan Staggs, the ecologist and her work with plants Year 4: Animals Including Humans: Alexa Canady. First Black female neurosurgeon. Electricity: Lewis Latimer and Thomas Edison and their research and work on electricity Sound: Alexander Graham Bell and his contribution to science. States of Matter: Eunice Newton Foote. Female Scientist who worked with gases	Year 5: Aristotle, Ptolemy, Copernicus, Galileo Newton. Classical Scientists and their work on our understanding of the solar system. Katherine Johnson an African American female science who contributed to the Apollo Space Missions Forces: Isaac Newton and his discovery of Gravity Materials: Stephanie Kwolek. A female Scientist who worked with materials Year 6: Animals Including Humans: Daniel Hale Williams Electricity: Michael Faraday Light: Euclid of Alexandria, Ibn-al-Haytham, Isaac Newton, Robert Hooke, Thomas Edison Lewis Latimer Evolution and Inheritance: Mary Anning and Charles Darwin Living Things and their Habitats: Carl Linnaeus

Design Technology

A diverse Design and Technology curriculum helps to challenge stereotypes, broaden perspectives and celebrate design as a practical, creative and culturally-rich human endeavour.

Kapow Primary's Design and Technology scheme supports this by:

- Showcasing diverse designers from different backgrounds, genders and cultures.
- Exploring different forms of design products from various cultures, allowing pupils to learn about global design heritage.
- Highlights influential figures offering pupils a broader perspective on who can be a designer.

Computing

Kapow Primary's Computing scheme has been designed to represent a range of cultures, races and backgrounds:

- The scheme's visual representation is inclusive and representative of a variety of people and places, challenging stereotypes or historical ideologies.
- Within sensitive units, questions have been included to support children's lived experiences and backgrounds.
- Where appropriate, colonial choices and their impact on digital issues are explored.

The Kapow Primary Computing scheme supports children in appreciating the complexity of people's lives, the diversity of societies and the relationships between different groups

Physical Education

Our PE curriculum promotes inclusion, respect and equality by providing all pupils with opportunities to participate in a broad range of sports and physical activities. Pupils develop an appreciation of teamwork, fairness and respect for others while challenging stereotypes and celebrating individual strengths, helping every child to flourish through physical activity.

Diversity in the Wider Life of the School

Diversity is reinforced through the wider life of St Michael's as well as through the taught curriculum. Collective worship, assemblies, enrichment opportunities, visitors, educational visits, pupil leadership, charitable work and community partnerships help pupils apply their learning in meaningful contexts.

Pupils are encouraged to:

- develop confidence in their own identity;
- listen respectfully to different perspectives;
- recognise and challenge stereotypes and prejudice;
- show compassion and advocate for others;
- understand their rights and responsibilities;
- contribute positively to their school and wider community.

The school's Christian vision, "Courage to Flourish in the Love of God," provides a strong foundation for this work. Pupils learn that every person is unique, equally valued and deserving of dignity and respect.

This is supported through opportunities including the school's work with Birmingham Hospice, courageous advocacy, charitable fundraising, Rights Respecting Schools, community links and inclusive participation in clubs, sport, visits and pupil leadership.

How Diversity Is Implemented and Evaluated

Diversity is embedded within planned curriculum content, daily teaching, carefully selected texts and resources, collective worship, enrichment and the wider life of the school. It is not limited to individual lessons, themed weeks or celebrations.

Subject and phase leaders review curriculum plans, teaching materials and pupils' work to ensure that:

- pupils encounter a broad and meaningful range of people, cultures, beliefs, families, abilities and experiences;
- representation is respectful, accurate and avoids stereotypes or tokenism;
- knowledge and understanding develop progressively as pupils move through the school;
- pupils with SEND, disadvantaged pupils and those with different starting points can participate fully;
- sensitive content is taught accurately and in an age-appropriate way.



The impact of this work is evaluated through curriculum reviews, lesson visits, work scrutiny, pupil voice and discussions with staff. Leaders use this information to identify strengths, address any gaps in representation and refine curriculum content and resources.

Intended Impact

As a result of the school's approach to diversity, pupils will:

- feel recognised, represented and valued within school life;
- develop secure knowledge of different cultures, religions, communities and experiences;
- speak respectfully and confidently about similarities and differences;
- recognise stereotypes, prejudice and discrimination;
- understand that families, identities and communities can be different;
- demonstrate empathy, curiosity and respect towards others;
- understand their responsibility to contribute to an inclusive school and society.

Pupil voice should show that pupils can recall meaningful examples from across the curriculum, explain why equality and diversity matter and apply this understanding to their relationships, behaviour and choices.

Responding to Prejudice and Discrimination

Any discriminatory language, prejudice-related behaviour or bullying is challenged promptly and addressed in line with the school's behaviour and safeguarding procedures.

Incidents are recorded and monitored so that leaders can identify patterns, provide appropriate support and adapt curriculum teaching where necessary. Pupils are helped to understand why particular language or behaviour may be harmful and are supported to repair relationships and make respectful choices.

Leaders use information from behaviour records, safeguarding systems and pupil voice to evaluate whether pupils feel safe, respected and included.

Appendix 1- An overview of the vehicle texts taught in **Ready, Steady, Write**

Year 1					
Old Bear (<i>Jane Hissey</i>) – Written by a British female author and illustrator, this story celebrates friendship, kindness, imagination and belonging through relatable toy characters, encouraging empathy and inclusive play.	Rapunzel (<i>Bethan Woollvin</i>) – Created by a contemporary British female author and illustrator, this modern retelling features a strong, independent female protagonist who challenges traditional fairy tale stereotypes through courage and self-reliance.	Hermelin (<i>Mini Grey</i>) – Written by award-winning British author and illustrator Mini Grey, the story promotes literacy, kindness and community, celebrating individuality and the positive contribution everyone can make.	Where the Wild Things Are (<i>Maurice Sendak</i>) – This classic by an influential American author and illustrator supports emotional literacy through its exploration of feelings, self-expression and family relationships.	The Secrets of Black Rock (<i>Joe Todd-Stanton</i>) – Written by a British male author and illustrator, this story features a brave and curious female protagonist, promoting compassion, perseverance and environmental awareness.	Last Wolf (<i>Mini Grey</i>) – By British author and illustrator Mini Grey, this inventive retelling encourages children to question stereotypes, develop empathy and appreciate the importance of caring for the natural world.
Year 2					
Leo and the Octopus (<i>Isabelle Marinov</i>) – Written by a female author, this story promotes understanding, acceptance and inclusion through its positive portrayal of an autistic child, encouraging empathy and celebrating neurodiversity. The Search for Carmella (<i>Chloe Savage</i>) – Created by a British female author and illustrator, this adventure celebrates curiosity, perseverance and environmental appreciation while encouraging children to challenge assumptions	The Night Gardener (<i>The Fan Brothers</i>) – Written and illustrated by Canadian brothers Terry and Eric Fan, this beautifully illustrated story celebrates kindness, creativity and the positive impact individuals can have on their communities.	Bog Baby (<i>Jeanne Willis</i>) – By a British female author, this story encourages children to care for the natural world, promoting responsibility, curiosity and respect for living things.	Grandad's Island (<i>Benji Davies</i>) – Written by a British male author and illustrator, this sensitive story explores family relationships, love and loss, supporting emotional literacy and empathy.	The King Who Banned the Dark (<i>Emily Haworth-Booth</i>) – Created by a British female author and illustrator, this story encourages children to embrace differences, overcome fears and appreciate diverse perspectives.	Rosie Revere, Engineer (<i>Andrea Beaty, illustrated by David Roberts</i>) – Featuring a determined female protagonist, this story challenges gender stereotypes by celebrating creativity, perseverance, engineering and the value of learning from mistakes

Year 3

The Ocean Meets the Sky (<i>The Fan Brothers</i>) – Created by Canadian author-illustrator brothers of Asian heritage, this story features a young East Asian protagonist and celebrates imagination, family and belonging. Dear Earth (<i>Isabel Otter</i>) – Written by a British female author, this story features a racially diverse young female protagonist and promotes gratitude and environmental responsibility.	Fox (<i>Margaret Wild, illustrated by Ron Brooks</i>) – Created by Australian author and illustrator, this story uses animal characters to explore resilience, friendship and trust.	The Rhythm of the Rain (<i>Grahame Baker-Smith</i>) – Written by a British author and illustrator, this book celebrates the natural world while encouraging curiosity and environmental awareness.	Pip and Egg (<i>Alex Latimer</i>) – Created by a South African author and illustrator, this story uses animal characters to celebrate friendship, individuality and acceptance. It Fell From the Sky (<i>The Fan Brothers</i>) – Written by Canadian author-illustrator brothers of Asian heritage, this story uses insect characters to promote curiosity, creativity and sharing knowledge.	Egyptology (<i>Dugald Steer</i>) – Written by a British author, this text introduces children to the history and culture of Ancient Egypt, broadening their understanding of world civilisations.	Usain Bolt (<i>biography</i>) – Celebrates the achievements of Jamaican sprinter Usain Bolt, providing children with a positive Black role model and promoting perseverance. Into the Forest (<i>Anthony Browne</i>) – Written by a British author and illustrator, this story explores courage, family relationships and emotional resilience.
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Year 4

Leon and the Place Between (Angela McAllister, illustrated by Grahame Baker-Smith) – Written by a British female author and illustrated by a British illustrator, this story celebrates imagination, courage and believing in yourself through its adventurous young male protagonist.	Leaf (Sandra Dieckmann) – Created by a German-born British author and illustrator, this story uses animal characters to promote empathy, kindness, inclusion and welcoming those who are different.	Arthur and the Golden Rope (Joe Todd-Stanton) – Written by a British author and illustrator, this story features a brave young male protagonist and introduces children to Norse mythology, celebrating courage, resilience and adventure.	The Lost Happy Endings (Carol Ann Duffy, illustrated by Jane Ray) – Written by the former UK Poet Laureate and illustrated by a British female illustrator, this story features a resourceful female protagonist, celebrating bravery, perseverance and the power of storytelling.	The Journey (Francesca Sanna) – Created by an Italian author and illustrator, this powerful story follows a refugee family as they flee conflict, promoting empathy, compassion and understanding of the experiences of displaced people while celebrating hope and resilience.	The Secret Sky Garden (Linda Sarah, illustrated by Fiona Lumbers) – Written and illustrated by British female creators, this story features a determined young girl and celebrates friendship, community and caring for the environment. The Corinthian Girl (Christina Balit) – Written and illustrated by a British author of Armenian heritage, this story introduces children to Ancient Greek culture through a creative female protagonist, celebrating art, history and cultural heritage.
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Year 5

Curiosity (<i>Markus Motum</i>) – Written and illustrated by a British author, this story celebrates curiosity, exploration and perseverance through the inspiring true story of space rover <i>Curiosity</i>, encouraging an interest in science and discovery.	Farther (<i>Grahame Baker-Smith</i>) – Created by a British author and illustrator, this story explores family relationships, resilience and following your dreams through a determined young male protagonist.	King Kong (<i>Anthony Browne</i>) – Retold and illustrated by an award-winning British author and illustrator, this classic story encourages empathy by presenting King Kong as a misunderstood character while exploring friendship and compassion.	Macbeth (<i>adapted from William Shakespeare</i>) – Introduces children to one of Shakespeare's classic plays, broadening their understanding of literary heritage while exploring ambition, choices and consequences. Milo Imagines the World (<i>Matt de la Peña, illustrated by Christian Robinson</i>) – Created by an award-winning American author and illustrator, this story features a young boy of colour and encourages empathy, challenging stereotypes and celebrating imagination	The Promise (<i>Nicola Davies, illustrated by Laura Carlin</i>) – Written by a British female author and illustrated by a British female illustrator, this story celebrates hope, community and environmental responsibility through a determined female protagonist.	The Lost Book of Adventure (<i>Teddy Keen</i>) – Written by a British author, this richly illustrated text inspires curiosity, resilience and a love of exploration, encouraging children to engage with the natural world and develop adventurous thinking.
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Year 6

One Day (<i>Michael Rosen, illustrated by Benjamin Phillips</i>) – Written by a celebrated British author, this story features a diverse cast of children and celebrates hope, kindness and the shared experiences that connect people across communities.	Story of the Wind (<i>Gill Lewis, illustrated by Jo Weaver</i>) – Written by a British female author, this beautifully illustrated story celebrates the natural world, encouraging curiosity, environmental awareness and appreciation of wildlife. Rescuing the Titanic (<i>Flora Delargy</i>) – Created by a British female author and illustrator, this non-fiction text explores the story of the Titanic through the lives of its passengers and crew, developing historical understanding and empathy.	On the Origin of Species (<i>Sabina Radeva, based on the work of Charles Darwin</i>) – Created by a Bulgarian author and illustrator, this accessible adaptation introduces children to evolutionary science, inspiring curiosity and a deeper understanding of the natural world.	The Ways of the Wolf (<i>Smriti Halls, illustrated by Jonathan Woodward</i>) – Written by a British female author, this story uses animal characters to celebrate teamwork, resilience, family and the importance of every individual's contribution.	Shackleton (<i>William Grill</i>) – Created by a British author and illustrator, this inspiring non-fiction text celebrates resilience, leadership and perseverance through the remarkable Antarctic expedition of Ernest Shackleton.	Paradise Sands (<i>Levi Pinfold</i>) – Written and illustrated by a British author, this imaginative story celebrates creativity, family relationships and collaboration through its richly illustrated narrative
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Appendix 2- An overview of the reading spine taught in **Ready, Steady, Read Together**

Year 2					
A World Full of Animal Stories: Africa (Angela McAllister) – Written by a British female author, this collection introduces children to traditional African stories, celebrating the continent's rich cultures, storytelling traditions and diverse heritage. Everything Under the Sun (Molly Oldfield) – Written by a British female author, this engaging non-fiction book explores cultures, history, science and geography from around the world, broadening children's global understanding.	Einstein the Penguin (Iona Rangeley) – Written by a British female author, this heartwarming story celebrates kindness, friendship and belonging through an endearing animal protagonist. Poems for Every Season (Enid Blyton) – Written by a classic British female author, this poetry collection encourages children to appreciate nature, the changing seasons and the richness of language.	Wild Magic: Legend of the Black Lion (Abiola Bello) – Written by a British-Nigerian female author, this fantasy features diverse characters and draws on African-inspired mythology, celebrating courage, identity and belonging. Never Get Bored: Draw and Paint (James MacLaine et al.) – Created by a diverse team of contributors, this activity book encourages creativity, self-expression and confidence through accessible artistic activities.	Grimwood (Nadia Shireen) – Written by a British author and illustrator of mixed heritage, this humorous story uses animal characters to celebrate friendship, resilience and embracing individuality. Midnight Feasts (chosen by A. F. Harrold) – This poetry anthology brings together a wide range of poetic voices, styles and perspectives, encouraging a love of language and diverse literary experiences.	National Trust: Out and About Bird Spotter (Robyn Swift) – Written by a British female author, this non-fiction guide encourages curiosity about wildlife and promotes appreciation of the natural environment. The Best Ever Book of Funny Poems (chosen by Brian Moses) – Curated by a British poet, this anthology showcases a variety of poets and humorous styles, exposing children to diverse voices and encouraging enjoyment of poetry.	A Bear Called Paddington (Michael Bond) – Written by a British author, this classic story follows a refugee bear from Peru, promoting kindness, acceptance, belonging and celebrating cultural differences. 50 Ways to Score a Goal (Brian Bilston) – Written by a contemporary British poet, this collection uses sport and humour to engage children with poetry while celebrating creativity, imagination and different perspectives.

Year 3

Harry and the Poisonous Centipede (<i>Lynne Reid Banks</i>) – Written by a celebrated British female author, this adventure story uses animal characters to explore courage, curiosity and resilience. The LEGO Ideas Book (<i>Simon Hugo et al.</i>) – Created by a team of contributors, this non-fiction book encourages creativity, problem-solving and imaginative thinking through collaborative design. Welcome to My Crazy Life (<i>Michael Rosen</i>) – Written by a renowned British author and poet, this poetry collection celebrates humour, everyday experiences and the enjoyment of language. The One and Only Ivan (<i>Katherine Applegate</i>) – Written by an award-winning American author, this story promotes empathy, compassion and animal welfare through the experiences of a captive gorilla.	Rumaysa: A Fairytale (<i>Radiya Hafiza</i>) – Written by a British-Bangladeshi author, this story features a diverse Muslim heroine and celebrates identity, courage and belonging through a fresh fairy-tale adventure. The Usborne Beginner's Cookbook (<i>Fiona Watt</i>) – Written by a British female author, this practical guide promotes independence, healthy living and confidence through accessible cooking activities. Cloud Busting (<i>Malorie Blackman</i>) – Written by a pioneering Black British author, this verse novel explores friendship, bullying and empathy while offering important ethnic diversity in children's literature. The Wild Robot (<i>Peter Brown</i>) – Written by an American author and illustrator, this story celebrates kindness, acceptance, resilience and the importance of community.	The Last Firefox (<i>Lee Newbery</i>) – Written by a British author, this fantasy adventure celebrates courage, friendship and self-belief through a diverse cast of characters. The Wonders of Nature (<i>Ben Hoare</i>) – Written by a British author, this non-fiction text inspires curiosity about biodiversity and encourages appreciation of the natural world. Hot Like Fire and Other Poems (<i>Valerie Bloom</i>) – Written by a Jamaican-British poet, this collection celebrates Caribbean culture, identity and the richness of language through a diverse range of poems. Charlotte's Web (<i>E. B. White</i>) – Written by a classic American author, this story celebrates friendship, kindness and compassion through memorable animal characters.	How to Train Your Dragon (<i>Cressida Cowell</i>) – Written by a British female author, this adventure celebrates courage, perseverance and challenging stereotypes through an unlikely hero. My Very Important Human Body Encyclopaedia (<i>Dr Bipasha Choudhury and Andrea Mills</i>) – Created by diverse contributors, this non-fiction text promotes scientific understanding and includes inclusive illustrations reflecting a range of people and bodies. A Whale of a Time (<i>Lou Peacock</i>) – Written by a British female poet, this poetry collection celebrates nature, imagination and the enjoyment of language. My Encyclopaedia of Very Important Science (<i>DK</i>) – Produced by an international publishing team, this non-fiction book develops scientific curiosity and broadens children's understanding of the world.	The Day I Fell into a Fairytale (<i>Ben Miller</i>) – Written by a British author, this story features a confident female protagonist and celebrates imagination, resilience and challenging traditional fairy-tale expectations. Hamza's Wild World (<i>Hamza Yassin</i>) – Written by a Sudanese-Scottish conservationist, this non-fiction book celebrates wildlife, environmental stewardship and inspires children through a diverse role model. Pick and Mix Poetry (<i>chosen by Julia Donaldson</i>) – Curated by a celebrated British author, this anthology introduces children to a wide range of poets, voices and styles. Varjak Paw (<i>S. F. Said</i>) – Written by a British author of Iraqi heritage, this story celebrates courage, identity and belonging through an adventurous feline protagonist.	Danny Chung Does Not Do Maths (<i>Maisie Chan</i>) – Written by a British-Chinese author, this story features a British-Chinese protagonist and celebrates family, identity, resilience and embracing individual strengths. The Funny Life of Football (<i>James Campbell</i>) – Written by a British author, this humorous non-fiction text celebrates sport, teamwork and engaging reluctant readers. There's No Such Thing as a Silly Question (<i>Mike Rampton</i>) – Written by a British author, this engaging non-fiction book encourages curiosity, critical thinking and a love of learning. The Wonder Brothers (<i>Frank Cottrell-Boyce</i>) – Written by an award-winning British author, this story celebrates friendship, family, resilience and recognising the strengths in others.
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Year 4

Beowulf (<i>Michael Morpurgo</i>) – Retold by a celebrated British author, this classic epic introduces children to literary heritage while exploring courage, leadership and perseverance. The Travel Book (<i>Malcolm Croft</i>) – This non-fiction text introduces children to countries, cultures and landmarks from around the world, broadening global awareness and appreciation of diversity. Werewolf Club Rules (<i>Joseph Coelho</i>) – Written by the former Children's Laureate, this poetry collection celebrates imagination, humour and the diversity of children's experiences through engaging verse. How to Spaghetlify Your Dog (<i>Hiba Noor Khan</i>) – Written by a British author of South Asian heritage, this engaging non-fiction book celebrates curiosity, creativity and scientific thinking.	When Life Gives You Mangos (<i>Kereen Getten</i>) – Written by a Jamaican-born British author, this story features Caribbean characters and celebrates identity, family and belonging. Atlas of Ocean Adventures (<i>Emily Hawkins</i>) – Written by a British female author, this non-fiction book explores oceans, wildlife and cultures around the world, encouraging environmental awareness and global understanding. Gargling with Jelly (<i>Brian Patten</i>) – Written by a celebrated British poet, this collection inspires a love of language through a wide range of imaginative and accessible poems. Jummy at the River School (<i>Sabine Adayinka</i>) – Written by a Nigerian-British author, this story features a Nigerian protagonist and celebrates friendship, resilience, education and cultural identity.	The Legend of Podkin One-Ear (<i>Kieran Larwood</i>) – Written by a British author, this fantasy adventure uses animal characters to celebrate courage, resilience and leadership. Make Your Own Magic (<i>Joel M</i>) – Written by a magician and performer, this activity book promotes creativity, confidence and self-expression. Where Zebras Go (<i>Sue Hardy-Dawson</i>) – Written by a British poet, this verse novel explores family, identity and belonging while celebrating resilience and hope. F2 Ultimate Footballer (<i>The F2</i>) – Created by diverse sporting role models, this non-fiction guide celebrates teamwork, determination and healthy lifestyles.	Viking Boy (<i>Tony Bradman</i>) – Written by a British author, this historical adventure introduces children to Viking culture while exploring courage and resilience. You Can Do Anything (<i>Jonnie Peacock</i>) – Written by a Paralympic champion, this inspirational non-fiction text celebrates disability representation, perseverance and achieving ambitions. And Everything Will Be Glad to See You (<i>selected by Ella Risbridger</i>) – This poetry anthology brings together a diverse range of poets, voices and perspectives, encouraging empathy and enjoyment of poetry. The Land of Roar (<i>Jenny McLachlan</i>) – Written by a British female author, this imaginative adventure celebrates creativity, resilience and friendship.	The Boy at the Back of the Class (<i>Onjali Q. Raúf</i>) – Written by a British author of Bangladeshi heritage, this award-winning story follows a refugee child, promoting empathy, kindness and understanding of displacement. 42 Artists Everyone Should Know (<i>Various authors</i>) – This non-fiction text introduces children to influential artists from different cultures, time periods and artistic traditions. Odder (<i>Katherine Applegate</i>) – Written by an award-winning American author, this verse novel celebrates resilience, friendship and the natural world through the story of a sea otter. A Day in the Life of a Caveman, a Queen and Everything In Between (<i>Mike Barfield</i>) – Written by a British author, this non-fiction book introduces children to people and cultures from different periods of history, broadening historical understanding.	The Lost Words (<i>Robert Macfarlane, illustrated by Jackie Morris</i>) – Created by British author and illustrator, this acclaimed book celebrates the natural world through rich language and artwork, encouraging environmental appreciation. The Girl Who Stole an Elephant (<i>Nizrana Farook</i>) – Written by a Sri Lankan author, this story features South Asian protagonists and celebrates courage, friendship and justice while introducing children to Sri Lankan culture. African Caribbean Folktales, Myths and Legends (<i>Wendy Shearer</i>) – Written by a British-Jamaican author, this collection celebrates African and Caribbean storytelling traditions, cultures and heritage. Kids vs Adults Quiz Book (<i>Joe Fullman</i>) – Written by a British author, this engaging non-fiction text encourages curiosity, general knowledge and collaborative learning.
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Year 5

Knowledge Encyclopaedia: Space! (DK) – Produced by an international publishing team, this non-fiction text inspires curiosity about space, science and technological discovery through an accessible and inclusive approach. Between Worlds (Kevin Crossley-Holland) – Written by a British author, this historical fantasy explores identity, courage and belonging through the retelling of Arthurian legend. Wicked World! (Benjamin Zephaniah) – Written by the late Black British poet and author, this poetry collection celebrates diverse perspectives while encouraging children to reflect on social, environmental and global issues. Secrets of the Sun King (Emma Carroll) – Written by a British female author, this historical adventure features a determined female protagonist and introduces children to Ancient Egyptian history and culture.	Wonder (R. J. Palacio) – Written by an American author, this acclaimed novel features a child with a facial difference, promoting empathy, kindness, inclusion and celebrating individual differences. Coming to England (Floella Benjamin) – This autobiography by Baroness Floella Benjamin celebrates the Windrush generation, exploring migration, identity, resilience and belonging through her own experiences. A Poem for Every Night of the Year (chosen by Allie Esiri) – This anthology brings together a diverse range of poets, cultures and literary voices, encouraging enjoyment of poetry throughout the year. The Goldfish Boy (Lisa Thompson) – Written by a British author, this story features a protagonist with obsessive compulsive disorder (OCD), promoting understanding of mental health and celebrating resilience.	The Explorer (Katherine Rundell) – Written by a British female author, this adventure features a diverse group of children whose teamwork and resilience are central to the story. Three Lionesses (Ella Toone et al.) – Created by England footballers, this non-fiction book provides positive female sporting role models while celebrating teamwork, perseverance and achievement. The Highwayman (Alfred Noyes) – This classic narrative poem introduces pupils to literary heritage while exploring themes of loyalty, courage and sacrifice. Tiger, Tiger, Burning Bright! (Fiona Waters) – Compiled by a British editor, this poetry anthology celebrates nature through a wide range of poetic voices and styles.	Storm Keeper's Island (Catherine Doyle) – Written by an Irish author, this story celebrates family, courage and resilience while introducing readers to Irish folklore and mythology. A Romani Story (Richard O'Neill) – Written by a British Romani author, this text provides authentic representation of Romani heritage, celebrating identity, family and culture. Inside Out and Back Again (Thanhà Lai) – Written by a Vietnamese-American author, this verse novel follows a refugee child fleeing Vietnam, promoting empathy, resilience and understanding of migration. Magic Your Mind Happy (Richard Wiseman) – Written by a British psychologist, this non-fiction book promotes positive wellbeing, resilience and emotional health.	The Nowhere Emporium (Ross Mackenzie) – Written by a Scottish author, this fantasy adventure celebrates friendship, belonging and self-belief. Mythologica (Stephen P. Kershaw) – Written by a British classicist, this beautifully illustrated text introduces children to myths and legends from cultures around the world. Alice's Adventures in Wonderland (Lewis Carroll) – This literary classic features a curious and independent female protagonist while celebrating imagination and creativity. Kick (Mitch Johnson) – Written by a British author, this story explores child labour and global inequality through the experiences of a young football-loving protagonist, promoting empathy and social awareness.	No Ballet Shoes in Syria (Catherine Bruton) – Written by a British author, this story follows a young Syrian refugee, celebrating resilience, hope and belonging while developing understanding of displacement. The Encyclopaedia of Ugly Animals (Sami Bayly) – Created by an Australian author and illustrator, this non-fiction book celebrates biodiversity and encourages appreciation of the natural world. Bright Bursts of Colour (Matt Goodfellow) – Written by a British poet, this collection celebrates everyday experiences, emotions and the power of poetry to connect people. Sport Legends (David Stabler) – Written by an American author, this non-fiction text introduces children to inspirational sporting figures from diverse backgrounds, celebrating determination, achievement and perseverance.
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Year 6

The Wolves of Willoughby Chase (<i>Joan Aiken</i>) – Written by a celebrated British female author, this classic adventure features strong female protagonists and celebrates courage, resilience and determination. Women in Science (<i>Rachel Ignotofsky</i>) – Created by an American author and illustrator, this inspiring non-fiction text celebrates the achievements of pioneering women in STEM, providing diverse female role models from across the world. The Final Year (<i>Matt Goodfellow</i>) – Written by a British poet, this verse novel explores friendship, family and emotional wellbeing, encouraging empathy and resilience. Overheard in a Tower Block (<i>Joseph Coelho</i>) – Written by the former Children's Laureate, this poetry collection celebrates diverse communities, family life and the richness of everyday experiences. authors, characters and experiences from around the world	The House with Chicken Legs (<i>Sophie Anderson</i>) – Written by a British author, this story draws on Eastern European folklore and explores identity, family and belonging through a strong female protagonist. The Diary of a Young Girl (<i>Anne Frank</i>) – Anne Frank's diary provides an authentic account of the Holocaust, promoting empathy, resilience and understanding of Jewish history and identity. Poems from the Second World War (<i>chosen by Gaby Morgan</i>) – This anthology presents a range of poetic voices and perspectives, helping pupils explore the human experiences of war. The Island at the End of Everything (<i>Kiran Millwood Hargrave</i>) – Written by a British author, this novel explores friendship, resilience and belonging while introducing the historical experiences of people affected by leprosy in the Philippines.	Safiyyah's War (<i>Hiba Noor Khan</i>) – Written by a British author of South Asian heritage, this story features a Muslim protagonist and celebrates courage, faith and resistance during the Second World War. Can You See Me? (<i>Libby Scott and Rebecca Westcott</i>) – Co-written by an autistic author, this novel provides an authentic portrayal of autism, promoting understanding, inclusion and celebrating neurodiversity. New and Collected Poems for Children (<i>Carol Ann Duffy</i>) – Written by the former Poet Laureate, this collection celebrates imagination, emotion and the enjoyment of poetry. When the Sky Falls (<i>Phil Earle</i>) – Written by a British author, this story explores friendship, compassion and resilience during the Second World War.	Darwin's Dragons (<i>Lindsay Galvin</i>) – Written by a British female author, this adventure celebrates curiosity, scientific discovery and perseverance. Follow Your Dreams (<i>Katherine Mengardon</i>) – This inspirational non-fiction text celebrates the achievements of diverse individuals from around the world, encouraging ambition and resilience. My Heart Was a Tree (<i>Michael Morpurgo</i>) – Written by a celebrated British author, this poetry collection encourages empathy, reflection and appreciation of the natural world. Rise (<i>Maliha Abidi</i>) – Written by a Pakistani-American author, this inspiring non-fiction book celebrates the achievements of Muslim women from around the world, providing diverse and empowering role models.	The Boy in the Tower (<i>Polly Ho-Yen</i>) – Written by a British author, this story features a diverse cast of characters and explores community, resilience and belonging. Can You Get Rainbows from Space? (<i>Sheila Kanani</i>) – Written by a British astronomer of Indian heritage, this engaging non-fiction text inspires curiosity about science while providing a positive female STEM role model. Grimm's Fairy Tales (<i>Jacob Grimm and Wilhelm Grimm</i>) – This classic collection introduces pupils to European folklore and literary heritage through enduring traditional tales.	Orphans of the Tide (<i>Struan Murray</i>) – Written by a British author, this imaginative fantasy celebrates courage, resilience and challenging prejudice. Asha and the Spirit Bird (<i>Jasbinder Bilan</i>) – Written by a British-Indian author, this story features an Indian protagonist and celebrates family, resilience, hope and Indian culture. 100 Books to Read Before You're 12 (<i>We Need Diverse Books</i>) – Produced by an organisation dedicated to increasing representation in children's literature, this guide promotes reading books featuring diverse
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