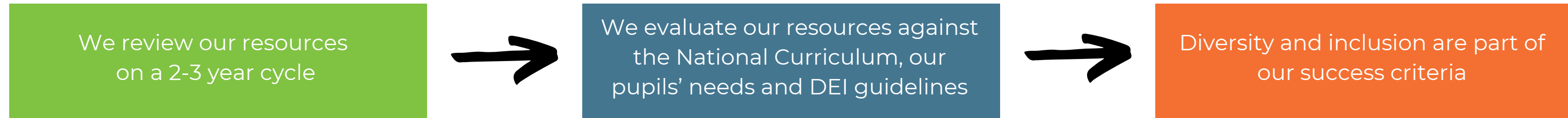


Diversity, equity and inclusion (DEI) in the curriculum

Diversity, equity and inclusion are key to making our tutoring resources impactful and engaging.

We want pupils to feel represented in our resources, and encourage their curiosity and awareness of people, stories and topics they might not encounter otherwise.



English	Maths
<p>Authors</p> <p>We've diversified the range of authors in our Year 5 and Year 10-11 English workbooks, and have plans to do this for our Year 6-7 English workbooks from 2024:</p> <ul style="list-style-type: none"> • An equal gender balance of male and female authors • A minimum of 25% authors from ethnic minorities, better reflecting populations of schools we work with. 	<p>People and places</p> <p>We've reviewed the names of people and places in our maths topics and word problems, to apply a more geographically and linguistically diverse range of names.</p> <ul style="list-style-type: none"> • An equal balance of names typically considered 'male' 'female' or 'neutral' • A more linguistically diverse range of names better reflecting populations of schools we work with.
<p>We've also developed guidelines on the content of our resources:</p>	
<ul style="list-style-type: none"> • We've used research from the education and publishing sectors to help us consider any stereotypes and prejudice arising in texts, including historical texts. • We think critically about which texts to include. We support our tutors and pupils when engaging with texts through embedded tutor guidance. 	<ul style="list-style-type: none"> • Questions about percentages, ratio and proportion often involve categories. We've developed guidelines and reviewed our maths resources to ensure they don't imply binary category assumptions about gender.
<p>We provide our tutors with DEI-related guidance, training and support:</p>	
<ul style="list-style-type: none"> • We share our DEI tutor code of conduct with tutors as a safeguarding document. We require that tutors follow it and direct them to our safeguarding team if they have questions. • When designing tutor guidance in our workbooks, we consider questions that pupils may ask about prejudice, stereotypes and inequality and provide contextual information. • We factor in guidance on visual accessibility for dyslexia and visual stress when laying out our workbooks and online resources. • We offer tutors further training modules for tutors including: <ul style="list-style-type: none"> ◦ 'Managing conversations about prejudice, bias and inequality', created based on good practice from schools-focused DEI charities. ◦ 'Different learning needs' and 'Dyslexia', based on guidance from schools-focused neurodiversity organisations. 	