HOLY TRINITY
A BATH AND WELLS ACADEMY

Learning, Achieving and Flourishing Together in God's Promises, Goodness and Love.

Diversity Guide

Learning, Achieving and Flourishing Together in God's Promises, Goodness and Love.

Approved by:	Trust Level Committee	**Date: September 2025**
Last reviewed on:	September 2024	
Next review due by:	September 2026	

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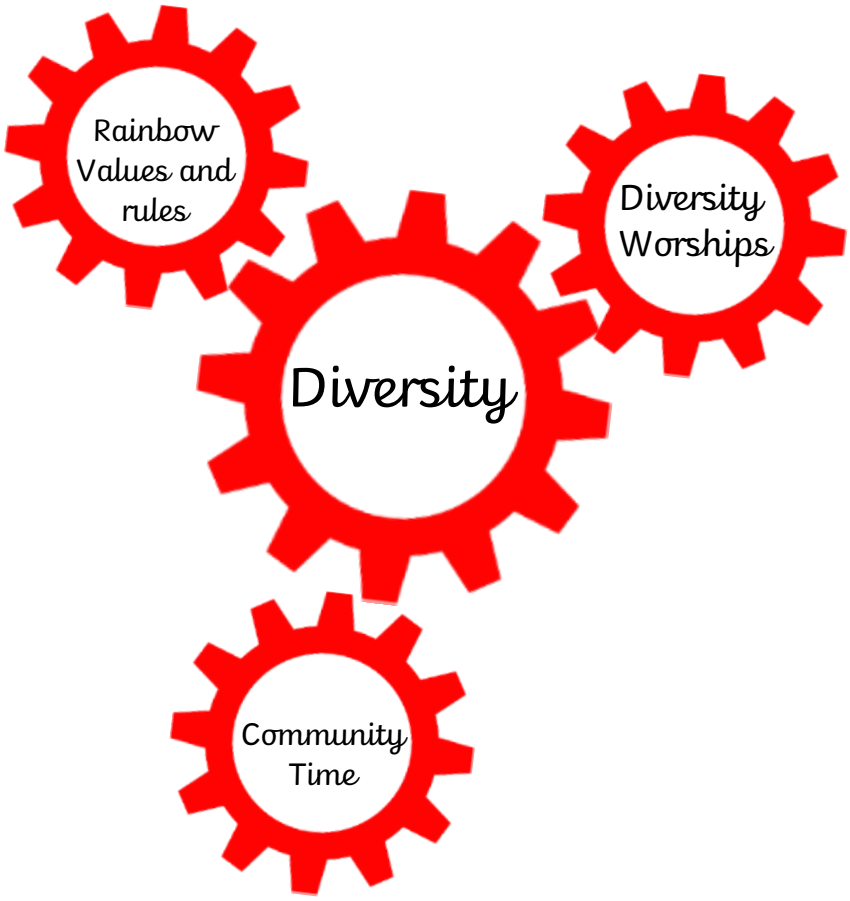

Diversity Vision

Holy Trinity Church School is committed to serving its community and surrounding areas. We recognise the multicultural and multifaith nature of the United Kingdom and understand the crucial role our School plays in promoting these values.

We are an inclusive school for **all**.

At Holy Trinity Church School, we believe that our explicit teaching of Diversity (alongside our PSHE Curriculum and teaching of British Values) will enable all children in our school to accept and respect themselves and others around them. Our Diversity Curriculum tightly links in with our teaching of PSHE and British Values.

What we teach and how we teach it:

We ensure children are exposed and are taught about Diversity in every year group. This is taught through PSHE lessons, whole school worships, stand-alone Diversity days or through Community time.

Diversity is explored through Community time and whole school worships. There is a different theme to focus on each half term:

- Autumn term 1 - Families,
- Autumn term 2 - Our Brain,
- Spring term 1 - Appearances,
- Spring term 2 - Cultures,
- Summer term 1 - Religions,
- Summer term 2 - Sharing Ideas and Opinions.

Each half term, a number of Whole School Worships will be held to introduce the new focus for that half term. Following the first worship, each Year Group will choose an activity to complete that is appropriate for the classes. It is important that the Class Teachers use their professional judgement to ensure teaching is targeted to the individuals within their class. To support this ,there is a Diversity Progression Grid that allows for a progression of knowledge and skills progressively over the Year Groups (See Appendix A).

Rainbow Values

This is complemented by our work around our Rainbow Values and Rainbow Rules. Each half term, we focus on a different value and explore this through our worships which helps to reinforce how we treat one another and live our lives. This is further supported by our Identity profiles which ask the children what they want to be when they are older and think about the values that will be important to them.

Love
Kindness
Cooperation
Trust
Responsibility
Respect
Honesty

Love: We will not judge people based on what we think or what we see but keep an open mind so we can learn who people really are.

Kindness: We will always use kind actions and kind words towards one another.

Cooperation: We will listen to each other and use positive comments so we can work together well.

Trust: We will treat private spaces with respect and complete our special roles responsibly, to earn trust.

Responsibility: We will take responsibility for our actions, our learning, our environment, and our well-being.

Respect: We will show respect by being thoughtful of other people by listening, waiting for our turn, speaking politely and not disturbing people who are working.

Honesty: If something goes wrong, we will tell the truth when asked.

Impact

At Holy Trinity Church School, we are dedicated to nurturing our children's self-awareness and character development.

Through explicit instruction on diversity, our children will progressively recognise their unique identities and positive qualities, contributing to both our School Community and society at large.

Our pupils will gain an understanding of various family structures and learn to identify their caregivers.

They will also explore neurodiversity and discover how to access support when needed.

We emphasize that physical appearances vary among individuals, and that no one should be judged based on these differences.

Additionally, we celebrate diverse cultures, lifestyles, and religious beliefs.

Lastly, we encourage children to express their opinions while respecting others' perspectives in a considerate and thoughtful manner

Appendix A

	Families	Brains	Appearances	Cultures	Religions	Ideas/opinions
EYFS	To discuss their own family and who they live with.	What are our talents? Share similarities and differences of the class in discussion.	What do we look like? To share what we look like to each other. Explore the book: CM Harris - What if we were all the same?	To explore the culture of our school. (Rainbow values, school rules, class rules etc.)	To explore/introduce Christianity/Holy Trinity Church school and the rainbow values.	On-going all year using Community time – supervised by adult. Children to share their ideas/opinions and discuss events that have happened in the class appropriately with an adult. **A focus on waiting/turn-taking whilst sharing ideas.**
Year 1	To discuss similarities and differences of families in our own classroom.	Share the book (Margot Sunderland) Willy and his wobbly house and explore how two people's brains can work very differently and we can like/dislike different things.	To self-reflect about themselves and to identify things that they love about themselves. Explore the book 'I love me' Sally Morgan & Ambelin Kwaymullina – from this book, children to create their own poem about everything they love about themselves.	To explore the culture of Somerset (historically and present day).	To explore the religions that are in Yeovil and the religious buildings that we have.	To share with a group of people what they dislike/likes. (Stand up/sit down debates - who likes/dislikes). Discuss how we can share similar opinions with others but also disagree on other matters and that is OK too. **A focus on waiting/turn-taking whilst sharing ideas.**

Year 2	To explore family trees and the term 'generation'.	Work on Year 1 work of how our brains are different. To better understand how our brains work. To discuss that our brains all work differently and reflects in our talents. To explore 'Flip the lid' teaching and how our emotions can be 'flipped' and in our reactions.	To explore similarities and differences between what they look like and what other people look like. To make a portrait of what we look like exploring similarities and differences in skin, hair, eye colour, glasses, hearing aids, moles and freckles and other things that we notice by looking at an individual.	To explore the culture of England and what we are known for culturally (historically and present).	To explore the different religions that are in Somerset and how this has changed over time.	To hold a class debate whilst treating people with respect that they can a different opinion to ours. *To discuss the* ***British Value*** *– Individual liberty.* *We are allowed to be who we want to be with our own opinions/ideas on topics.* *Discuss how this links with mutual respect – how we articulate these ideas is important.*
Year 3	To discuss and explore what the word 'family' means to other people.	To explore how our brains work differently. To study different individuals whose brains work slightly differently? Explore how this benefits/disadvantages (e.g. Autism, OCD, ADHD. Dyslexia etc.) These are ways our brains can work differently.	To explore other ways we can look different from each other. Use Paralympics as an example. Lots of people have things to help them – e.g. hearing aids, crutches, wheelchairs etc. We can see this visibly when we look at somebody. Use Paralympics to view this in a positive and inspiring light.	Explore the term 'stereotype' and what this means. To learn about the culture of China.	To explore the different religions that are in urban area and explore the differences between Somerset (rural area) and London (Urban area).	To explore freedom of speech – what this means to us in the UK. Discuss the **British Value – Individual liberty.** We are allowed to be who we want to be with our own opinions/ideas on topics. Discuss how this links with mutual respect – how we articulate these ideas is important.

Year 4	To explore different types of families (same-sex, step-families etc.)	**Case Study** Rose Ayling-Ellis To explore the case study of Rose. An individual who is deaf but hasn't let this impact her life and things that she can achieve. She has adapted to learn sign language to communicate. She also achieved Strictly Come Dancing and her brain adapted to ways to keep in count and dance to music without hearing it.	**Case Study** Katie Piper To explore the case study of Katie. A woman who had an accident in which left her appearance scarred for life. Explore how people can be born with defects or it can happen as a result of an injury or accident. Explore how the individual feels and how we can show respect and kindness no matter what we look like. Discuss the term 'discrimination' and how this is legally not allowed in the UK.	To compare similarities and differences between the English culture and the Chinese culture.	To explore the religions that are in England and how this has changed over time.	Explore historical events where people's opinions have had a significant impact on other people. **Case Study** Segregation (racism) – Rosa Parks To explore the case study of Rosa Parks and what happened and why. People had the opinion that black and white people should be separated

Year 5	To recap different types of families; Same-sex, step-families etc. To discuss care homes, foster caring and adoption.	To explore the 'The brain house' (Gym Paradox). This will focus on the impact between mind-set and well-being.	Explore the Equality Act 2010 – age, disability, gender, marriage, race, religion/beliefs. **Case Study** Nick Vugici – no arms, no worries. To explore the case study of Nick. A man who was born without limbs. Explore his achievements and mind-set of a marvellous life.	Discuss/recap the Equality Act 2010 – age, disability, gender, marriage, race, religion/beliefs. To explore how the English culture has changed over time and the influences that have led to this change.	**Case Study** To explore how religion has caused conflict historically. To explore the conflict that happened in Northern Ireland (Protestant and Catholics).	**Case Study** Explore historical events where people's opinions have had a significant impact on other people. To explore how religion caused conflict during World War 2 – Hitler and the Jews. Hitler had an opinion/idea and acted upon this which had a worldwide effect.
Year 6	To explore different types of families; Same-sex, step-families. To discuss how on occasions, families may not legally be allowed to see each other.	To explore the scientific model of the brain and the different parts of the brain and what each part is responsible for.	Explore the Equality Act 2010 – age, disability, gender, marriage, race, religion/beliefs. **Case Study** To explore historical discrimination that has happened due to appearance. Racism and slave trade origin. Explore who Nelson Mandela was and why he was significant.	Discuss/recap the Equality Act 2010 – age, disability, gender, marriage, race, religion/beliefs. To explore how the UK culture is viewed from across the world.	Discuss/recap the Equality Act 2010 – age, disability, gender, marriage, race, religion/beliefs. **Case Study** To explore when religions have caused conflict. To explore how religion caused conflict during World War 2 (Hitler and the Jews).	Explore an event where people's opinions have had a significant impact on other people. Explore what a dictatorship is and countries that do not follow Democracy (Russia). Is this fair for one person to lead a country following their idea only?