



Farnborough Road Infant School

Equality Objectives 2025-26



As part of our ethos of *'Learning, caring and achieving together'*, Farnborough Road Infant School's Equality Objectives are designed to promote a fair and more equal school community in line with our duty under the Equality Act. These objectives will be reviewed on annually.

Objective	Strategies	Success Criteria	Review 2025-26
To help children develop understanding, respect and curiosity about different people, including languages, cultures, and religions that make up our school community. To help children develop a strong sense of their own identity, including their language and culture, and to show understanding and respect for others through experiences such as visitors, school trips, and a range of diverse stories and texts.	Ensure our FRIS curriculum provides lots of opportunities to learn about different cultures, festivals and traditions. Diversity Day continues to be an annual enhancement day that allows us to learn about different religions, languages and cultures present in each class and beyond. Children and their families can share their experiences with the class. The RE curriculum includes religious stories that are present in multiple sacred texts (the Bible, the Tanakh, the Quran). Children also look at world views including those that are non-faith based and are encouraged to think about their own values and what's important to them and their families. The RE curriculum is enhanced through visits to various local churches, synagogues and visitors from different faith communities. PSHE and RE curriculums teach belonging, empathy and self-awareness through carefully planned sequential lessons. Key cultural and religious events (Eg. Diwali, Christmas) are shared with staff and children through our FRIS Equality + Diversity calendar, assemblies and through our curriculum.	FRIS has a strong curriculum where children are taught to explore and value their own identities and the identities of others. It includes regular opportunities to explore different traditions, festivals and beliefs. Diversity Day provides opportunities to celebrate different cultures (including religion, language and family traditions). Children will understand and respect the differences of those in their own class and beyond. Positive role models are enhanced to increase understanding amongst pupils, staff and parents- fostering good relationships between those from different cultures, faiths and beliefs. Children can talk about and recognise similarities and differences between themselves and others. Children show respect for different cultures, languages, religions and beliefs. School displays, books and resources reflect the diversity of our school and the wider community.	Equality and Diversity Calendar updated in Autumn 2 and now include links to Espresso videos, providing more detail on important religious festivals and traditions. Book looks (RE, PSHE, Our Voice) show that children can talk about and describe similarities and differences between their own lives and those of others. Children understand and can discuss why it is important to respect others and this is reinforced through assemblies and RE/PSHE outcomes. Displays, pupil voice, book looks and Show & Tells reveal that children feel comfortable sharing and discussing parts of their life. Children recognise and talk about what makes them unique – this is evident through lesson observations (eg. My Happy Mind, No Outsiders) and book looks.

	Parents and families encouraged via Class Dojo to share and learn greetings in different languages. These will be shared in assemblies, on our newsletters and displayed within the school. Resources are audited and feedback will be gained from year groups. Classroom displays, PowerPoints, books etc. will reflect different cultures and family set ups. Our 'No Outsiders' lessons will further embed their sense of identity and uniqueness, as well as encourage respect for others.	Children can confidently share information about themselves, their families and their interests. A wide range of stories and experiences (trips/ visitors) promote inclusion and develop children's understanding of the world and people around them. Pupil voice will be gathered to show children's attitudes and views towards diversity and belonging.	Voice 21 strategies and talk tactics are explicitly taught and included in all planning. Children are taught to respectfully discuss differences, challenge the views of others and can debate stereotypes and misconceptions appropriately. The protected characteristics are represented throughout the FRIS curriculum. Environment walks show that classroom resources and displays reflect the children in our school community.
In addition to this we have continued to promote our Neurodiverse community with information for parents on the Newsletter and with the Juniors are holding termly coffee mornings for parents of Neurodiverse children to meet and share experiences and support. Invited colleagues from the LEA to join us to support parents as well as a meeting with ADDvanced Solutions and signposting of upcoming parental events in the local area.			