**Culturally Competent Curriculum Audit Tool**

Use the questions below to audit your current curriculum and identify aspects which could be improved.

**To what extent do students see themselves, their lives and communities in the curriculum?**

Do the texts you use in class feature BME characters as main or positive characters? Eg. class readers or books available for group or independent reading.

Do BME role models feature regularly in pupils’ experience of school? eg. assemblies, curriculum topics.

Do you actively seek feedback from pupils and parents about their experience of particular topics? Do you make adjustments in response to these comments?

Can parents easily view a long term curriculum plan for their child? Eg. on the website or through a newsletter.

**To what extent is racism and cultural identity explicitly addressed in the curriculum?**

When and how does each year group have an opportunity to explore racism, stereotypes and stereotype threat in an age appropriate way?

Are there opportunities for pupils to explore their racial/cultural identity? eg. through activities such as The Tree of Life.

Are there opportunities for pupils to share and draw on their home culture?

Are there ways for pupils to work through difficulties they might be experiencing in relation to their racial identity?

**To what extent are staff culturally competent?**

Have you had any staff training on cultural competency in order to raise awareness of unconscious bias, stereotype threat, post-traumatic slave syndrome?

Have staff had any training to help them better understand the local community and the cultures it includes?

Do induction procedures for new staff include cultural competency training and understanding of the local community?

What mechanisms are in place to encourage an on-going dialogue about race and how to improve the experience of school for BME pupils and parents?