

## **BREAKING THE MOULD**

### **Our Curriculum must be an Anti-Racist Curriculum**

Emerging from the [Anti-Racism in Education Programme](#), these Anti-Racist Curriculum Principles have been designed to support , educators, leaders and learners understand what an anti-racist curriculum can mean in practice.

The Principles can be used to support professional learning, dialogue and reflection for staff and self-evaluation. They promote the co-design of an anti-racist curriculum with learners. Examples of practice and support can be accessed on this website: <https://blogs.glowscotland.org.uk/glowblogs/promotingraceequalityandantiracisteducation/home/scotlands-curriculum/>

#### **Our children and young people:**

1. Will experience a curriculum that meaningfully recognises and fairly represents the rich and diverse communities in Scotland and beyond.
2. Will understand and enquire into Scotland's role in historical world events, including trans-Atlantic enslavement and colonial histories, and their continuing impact today.
3. Will learn about and investigate past and present events in a way that amplifies under-represented perspectives and stories.
4. Will feel safe and confident to co-design their curriculum from their personal perspectives and those of the wider world.
5. Will be critical thinking global citizens that challenge discrimination and prejudice through an understanding and awareness of the behaviours, practices and processes that create injustice in the world.
6. Will learn the difference between individual and systemic racism, their impacts, and how they intersect or connect with other types of injustice.
7. Will be supported to reflect on positionality, privilege and power, and to unlearn bias, prejudice and divisiveness.
8. Will learn that everyone has a right to be safeguarded from racism and discrimination, and will be empowered to challenge any infringement of this right.
9. Be empowered to bring about new ways of being together in the world by valuing and promoting empathy, solidarity and shared humanity that is often disrupted by systemic racism.

### **Our educators and leaders:**

10. Will commit to continual personal and professional learning to develop a high level of racial literacy.
11. Will investigate and actively challenge all manifestations of racism in everyday behaviours, resources, attitudes, practices and processes.
12. Will reflect upon their assumptions and biases, their racial and social identities and those of others, and consider the impact these have on their professional practice.
13. Will feel confident in teaching an anti-racist curriculum and in supporting learners to be anti-racist.
14. Will co-design and enact a curriculum that takes learners' lives and experiences as a starting point, and actively source and introduce a diversity of perspectives, texts, identities and voices.
15. Will foster an anti-racist culture where racism can be discussed openly, honestly and with humility, and with a willingness to take risks and make mistakes while remaining accountable for their actions.
16. Will demonstrate personal and collective leadership across the education system, both in actively promoting an anti-racist culture and in supporting people who experience racism.
17. Will safeguard against racism and discrimination, understanding those as a source of serious harm for learners, colleagues, families, carers and wider community members. Racism will be understood in the context of GIRFEC<sup>1</sup> wellbeing indicators, children's rights and human rights.

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<sup>1</sup> Getting It Right For Every Child - [Wellbeing indicators - Getting it right for every child \(GIRFEC\) - Statutory Guidance - Assessment of Wellbeing 2022 – Part 18 \(section 96\) of the Children and Young People \(Scotland\) Act 2014 - Easy Read - gov.scot \(www.gov.scot\)](#)