Pupils want to see themselves reflected by those that lead and educate them.

When it comes to pupils, schools play a huge part in shaping attitudes, ensuring that pupils have respect for equality, diversity and difference. Having exposure on equal terms to people from diverse backgrounds, such as different ethnicities, religions and learning needs to oneself, means attitudes towards these differences can improve. This prepares pupils for the diverse world of work as well as enriching their knowledge and understanding across culture, religion, etc.

“Tackling injustice, understanding that young people from disadvantaged backgrounds don’t start with the same chances as their peers is just the beginning.”

Written by, Laura Swiszczowski
Head of Programme Diversity & Inclusion, Teach First
This inequality in education is further exacerbated by disadvantages relating to diversity characteristics, such as ethnicity, gender identity, disability and sexual orientation. Our work on equity, diversity and inclusion tackles this by looking at the intersections of socio-economic background with other characteristics and tries to address the barriers faced by these intersections, so all teachers know how to develop all of their pupils and take action to advance equality of opportunity.

"Pupils want to see themselves reflected by those that lead and educate them."

By making sure our pupils have diverse role models, not only will this benefit children from underrepresented groups, but all children. Furthermore, we need to ensure as educators, we are enabling all of our pupils to enter the workforce with the same education, work experience and confidence they need to thrive. We are building a fair education for all, regardless of skin colour, gender or background. To do this, we need to value equity, diversity and inclusion to the same high level as we expect of our students.

Almost 6 in 10 teachers want a future national curriculum to develop tolerance of diverse opinions among pupils*

*Pearson School Report - April 2022.

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