# UK education report urges mandatory diversity and anti-racism curriculum backed by Lewis Hamilton



A recent report from the Centre for Young Lives calls for a significant reformation in the UK educational curriculum, advocating for the formal integration of diversity and anti-racism as fundamental components of children’s schooling. This initiative, supported by the charitable foundation of prominent athlete Lewis Hamilton, aims to establish a “new era” of racial inclusion that accurately reflects and serves the diverse demographics of the student body.

The report highlights a pressing need for educational policies that address the "disproportionately negative experiences and outcomes" encountered by ethnic minority students. It identifies zero-tolerance behaviour policies as particularly problematic, as they often lead to disproportionate punitive measures against Black and mixed-race students, particularly boys. This disciplinary approach reinforces damaging stereotypes and fails to account for the varied contexts in which these behaviours arise.

Central to the report's recommendations is the call for embedding "diversity of representation and perspective" into the national curriculum. Such a move, it contends, is essential for fostering an environment where all students can see themselves reflected in their education. This emphasis on inclusivity is echoed across various sectors of the UK education system, including recent efforts in Wales, where the government’s annual report on the Curriculum for Wales stresses the importance of equitable educational opportunities and flexibility to meet diverse learning needs.

Former children’s commissioner for England, Baroness Anne Longfield, who now serves as executive chair of the Centre for Young Lives, critiqued current school admissions practices, arguing that they often favour specific demographics while sidelining others. "Schools shouldn’t get to pick and choose which children can enter their gates," she stated, underscoring the importance of fair and equitable access for all pupils.

The disparities in educational outcomes, as identified in the report, demonstrate how geography influences educational equality. In London, for instance, schools with low exclusion rates tend to provide a more supportive atmosphere for vulnerable children compared to their rural counterparts, where poorer resources and higher exclusion rates prevail. This "postcode lottery," as described by Longfield, not only impacts academic outcomes but also reinforces inequalities that can affect children for years.

In conjunction with these findings, an independent review of the UK curriculum and assessment, led by education expert Professor Becky Francis, is underway. The interim report acknowledged the necessity of an inclusive curriculum that resonates with all students. Engaging education leaders suggest that while there is room for schools to diversify their teaching, formal integration of these elements into the curriculum is paramount for meaningful change.

In addition to curricular changes, the report notes the significant underrepresentation of Black educators, particularly in STEM fields. According to a partnered report by Teach First and Mission 44, the absence of Black teachers can create barriers for young Black pupils, limiting their engagement in subjects crucial for future careers. Improving the diversity of the teaching workforce is essential to fostering a more relatable and inspiring educational environment.

Calls for increased representation have also emerged from Wales, where advocacy groups have urged for the inclusion of Black, Asian, and ethnic minority figures in the educational materials to reflect the nation’s diversity. The Welsh government's openness to these suggestions aligns with broader efforts nationwide to create a curriculum that respects and represents the multicultural fabric of society.

In Scotland, significant strides have also been made towards inclusive education, particularly concerning the integration of LGBT content in school curricula. Schools like Castleton Primary in Glasgow have successfully implemented strategies that promote inclusivity, with positive feedback from both students and staff. This reflects a growing consensus that diverse educational practices are not only beneficial but necessary.

The overarching message from these initiatives is clear: an inclusive education system not only benefits pupils from diverse backgrounds but enriches the learning experience for all. By embedding diversity into curricula, educational systems can cultivate a generation of students who are more empathetic, informed, and engaged with the world around them.

### Reference Map

1. Paragraph 1, 2, 3, 4, 5, 6
2. Paragraph 6
3. Paragraph 1, 6
4. Paragraph 4
5. Paragraph 5
6. Paragraph 6
7. Paragraph 6

Source: [Noah Wire Services](https://www.noahwire.com)

## Bibliography

1. <https://ca.news.yahoo.com/children-taught-diversity-school-era-230100777.html> - Please view link - unable to able to access data
2. <https://www.gov.wales/curriculum-wales-annual-report-2023-html> - The Welsh Government's annual report on the Curriculum for Wales emphasizes the importance of inclusivity and equity in education. It highlights how the curriculum allows schools to design their own programs, promoting individual needs and supporting learners with Additional Learning Needs (ALN). The report also discusses the flexibility of the curriculum, enabling schools to tailor support and interventions, and addresses the need to break down barriers to ensure excellent education opportunities for all learners.
3. <https://www.theguardian.com/education/2024/sep/12/uk-english-curricula-should-focus-on-inclusive-and-diverse-stories-author-says> - An article in The Guardian discusses the call for UK English literature curricula to include more inclusive and diverse contemporary stories. The campaign, initiated by Penguin Books and the Runnymede Trust, aims to help schools make English literature teaching more inclusive of writers of color. The piece highlights the importance of representation in literature to engage students and enrich their learning experiences.
4. <https://www.teachfirst.org.uk/reports/mission-44-report> - Teach First's report, in partnership with Mission 44, addresses the underrepresentation of Black teachers in STEM subjects. It highlights that some pupils have no experience of a Black teacher throughout their time in school, which can make it harder for young Black pupils to engage with these subjects and pursue related careers. The report emphasizes the need to improve the diversity of the teaching workforce and break down barriers preventing the progression of Black teachers to leadership positions.
5. <https://www.bbc.co.uk/news/uk-wales-politics-44953312> - A BBC News article reports on concerns about the lack of ethnic diversity in Wales' educational curriculum. Black, Asian, and ethnic minority groups have called for more non-white role models in school materials to reflect the diversity of Wales' population. The piece discusses the Ethnic Youth Support Team's (EYST) call for change and the Welsh government's response to these concerns.
6. <https://www.gov.scot/news/diversity-and-inclusion-in-schools/> - The Scottish Government's news release highlights the progress in embedding LGBT inclusive education across Scotland's school curriculum. It discusses the approach taken by Castleton Primary School in Glasgow, which has fully integrated LGBT inclusive education. The release also mentions the positive impact of this approach on pupils and staff, including LGBT young people, and the government's commitment to supporting inclusive education.
7. <https://www.gov.uk/government/publications/inclusive-britain-update-report/inclusive-britain-update-report> - The UK government's Inclusive Britain update report outlines progress in promoting inclusivity within the education system. It details practices adopted by trust and school leaders to close attainment gaps, including initiatives focused on building an inclusive ethos and fostering a sense of belonging among pupils. The report emphasizes the importance of adapting approaches to reflect the local context and community served by each school.