

## ED&I Curriculum Principles – Maths

### 1) Our curriculum is designed with an EDI lens (Equity, Diversity and Inclusion)

In maths...

- **Equity-** Use of scaffolds (representations, sentence stems, guided practice) rather than simplification
- **Diversity-** We focus on what pupils see and how maths connects to the world. Our contexts reflect a range of life experiences (local and global).

### 2) Our curriculum reflects our society

In maths...

- **We use problems that reflect diverse families, cultures, and experiences (names, settings, jobs).**
- **Avoid reinforcing stereotypes (e.g. only men as engineers, only certain groups in poverty contexts).**
- **We enable children to think critically with data - teach pupils to question graphs, scales, and statistics**
- **All pupils can access and see themselves succeeding in maths. We scaffold language for EAL learners and promote inclusion.**

### 3) Our curriculum broadens horizons and incorporates multiple perspectives

In maths...

- **We see maths as something that exists beyond the classroom, we use links to real-life decision making**
- **Exposure to powerful knowledge. We seek opportunities for reasoning and problem solving for all children.**

### 4) Our curriculum prioritises emotional safety and is intentional in preventing emotional harm

In maths...

- **We focus on safe, disciplined, and supportive learning environments.**
- **We create a safe culture around mistakes - teachers model “thinking aloud” and correcting themselves.**

### 5) Our curriculum actively challenges stereotypes and discrimination

In maths...

- **We have high expectations for all - All pupils access the full, ambitious curriculum**
- **We value multiple voices. All pupils are expected to contribute. Different methods are explored and respected.**