



show racism the red card

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Equality Audit

Subjects across the curriculum contain opportunities for anti racism education and promoting a culture of inclusion.

	Indicator	Yes/ No	Evidence example
1	Visiting speakers to school are from a range of cultures and traditions (Various)		
2	Links made with another school in another country (Various)		
3	Pupils learn about diverse nationalities, ethnic composition of Ireland (Various)		
4	Pupils learn about structures, governance and politics of other countries (CSPE & Politics)		
5	Pupils learn about different faiths (Religion)		
6	Pupils visit a range of places of worship (Religion)		
7	Moral stories from different faiths used to teach about struggle for justice (Religion)		
8	Pupils critically explore media representations and stereotyping of different faith communities (Religion)		
9	Physical activities and games are drawn from a range of cultures, not just Irish or European (PE)		
10	Pupils learn about sport and games from around the world and how sport can transcend cultural and other boundaries (PE)		
11	Pupils learn ways in which sports have borrowed from and influenced each other (PE)		
12	Pupils become familiar with music and instruments from a variety of cultures (Music)		
13	Different music traditions explored and identify how some aspects change or stay the same (Music)		
14	Attitudes and behaviour towards linguistic traditions are explored and stereotypes challenged. Pupils develop positive attitudes towards the cultures		

	and societies where there language is spoken (Language)		
15	Pupils learn ways in which languages have borrowed from and influenced each other (Language)		
16	Explore contemporary social issues through art (Art)		
17	Shared human values are shown to be reflected in different artistic traditions, stress on common elements and concerns reflecting universal human values (Art)		
18	Irish history is taught in a world perspective, related to events in other countries (History)		
19	Non- European civilisations feature in the study of cultures, beliefs and historic achievements (History)		
20	Pupils learn from different cultures, countries and societies and explore how they have borrowed from and influenced each other (History).		
21	Pupils study bias in accounts and narratives about the past. Pupils learn ways in which events in the past have affected current stereotypes, ideas and controversies (History)		
22	The variety of human relationships with the physical environment is explored by looking at commonalities and differences (Geography)		
23	Global interdependence is a theme. Pupils learn how people from different cultures, countries and habitats have borrowed from and learned from each other (Geography)		
24	Migration and settlement are explored as common human experience (Geography)		
25	A range of images of developing countries are used to offset preponderance of negative representations. Pupils see images that counter the portrayal of adults and children from the developing world as people to be pitied (Geography)		
26	Visiting speakers who come into the school are from a range of cultures and traditions (Geography)		
27	Reference is made to the contribution of scientists from many cultures to the development of science (Science)		

28	Scientific methods of observing, hypothesising, reasoning and testing are seen as universal, used in all societies and not as distinctively 'western' (Science)		
29	Pupils learn how mathematicians from different cultures have borrowed from and influenced each other (Maths)		
30	Maths is used as tool to develop understanding of 'race' relations eg statistical analysis of schools, number of racist incidences, survey of pupil backgrounds (Maths)		
31	Literature, storytelling and drama from a range of cultures, traditions are used in the study of language (English)		
32	Literature and creative writing are used to explore issues of contemporary social concern (English)		