

# #We are LEAP

#We are Gayhurst



#We are Grasmere



#We are Mandeville



#We are Kingsmead



#We are LEAP

# The Journey

## Development of the Empowerment Framework

Our journey began in **2015**, when the LEAP Federation was established. Based in Hackney, we saw the richness and diversity within our communities and saw the **need to develop a framework** that ensured that our three schools had a **rich, relevant and representative curriculum**, children had higher aspirations and we were challenging and changing negative attitudes, some of which have become deeply rooted within our society.

We began by looking at the representation of **black and global majority** contributions within our curriculum and exploring the experiences of our communities, both negative and positive that have shaped their attitudes and aspirations.

The following statements became the foundation with which we developed our ethos:



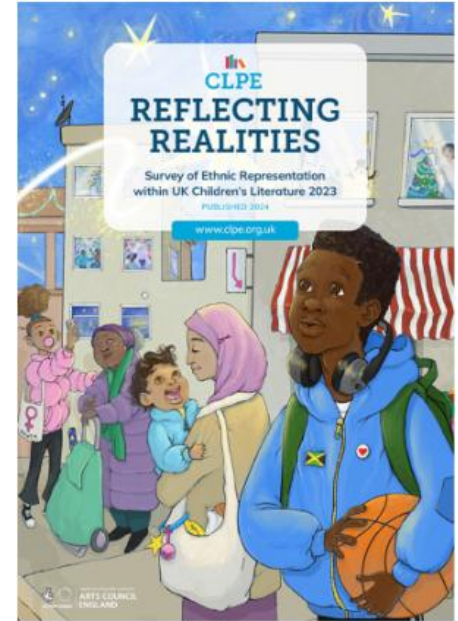
***'If the young are not initiated into the tribe, they will burn down the village just to feel its warmth'* African proverb**

We considered the context of our schools and the need for positive change. Research showed:

- Hackney has the **3<sup>rd</sup> highest child poverty rate** in the UK.
- A study by leading charity Child Poverty Action Group (CPAG) shows **48%** of children in the borough were living **below the poverty line** in 2017/18, up from 41.3 per cent in the previous year.
- 4% books published 2017 featured Black and global majority characters (**391 of the 9,115**). Just 1% had a Black and global majority main character, and a quarter of the books submitted only featured diversity in their background casts. This compares to the 32.1% of schoolchildren of minority ethnic origins in England identified by the Department of Education last year

In order to tackle these statistics we began developing our Empowerment Framework

We began with the curriculum...



**The LEAP Empowerment - Curriculum**

## The LEAP Empowerment - Curriculum

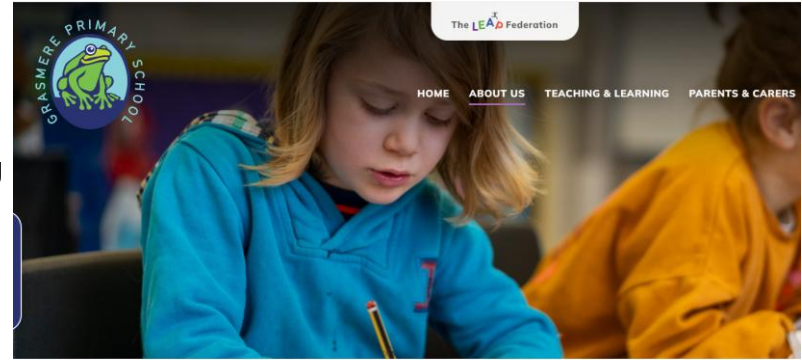
The LEAP curriculum has been meticulously designed to ensure a broad and balanced coverage of the National Curriculum which develops our pupils as motivated learners, who are able to **think critically** and inspire an understanding of their place in the world and how they can impact it. **What began as the Empowerment Curriculum, is now woven throughout the LEAP curriculum to ensure that all areas are rich, relevant, representative and our pupils can recognise and challenge social injustice and be advocates for positive change.**

LEAP began the journey of creating an empowering, 'Rich, Relevant and Representative' curriculum to:

- provide, for all of our pupils, a sense of **belonging and identity** and their place in time and the world around them
- teach an accessible educational curriculum that reflects our **multi-ethnic and broadly diverse cohort**, whilst raising attainment for all pupils
- **celebrate** the achievements and contributions of the African, Asian, and Middle Eastern Diaspora to Britain and the world, explore the structural inequities they face, empowering them to overcome and change through education
- **engage, reflect and inspire our children by asking the big questions** and allowing them to imagine an aspirational future
- **empower** our children to dream bigger, fight harder and reach higher

We spent the first couple of years, analysing each unit of work across the curriculum to evaluate whether it met **our vision for a rich, relevant and representative curriculum**. We researched, discussed, questioned and looked at meaningful ways to develop each unit. From history, geography, art, music to our core reading texts we have changed the content, whilst ensuring we are still covering the National Curriculum expectations. **All our staff, across LEAP, have received extensive training and our journey continues to ensure that all children, staff and families feel represented, valued and safe from prejudice.**

We have ensured that every child is accepted, valued and celebrated and pupil voice is an integral part of our curriculum. All our children have access to quality first teaching that enables access to all areas of the curriculum and breaks down barriers to learning. Individualised provision ensures that all children can make progress in their knowledge and skills. Physical and mental well-being is a core focus within the LEAP curriculum and we aim for pupils to **develop growth mindsets**, healthy lifestyles and **demonstrate compassion and tolerance to those that are different to them.**



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## The LEAP Empowerment Framework



# Why we teach **Black History 365** at LEAP

## The LEAP Empowerment Curriculum

At LEAP we believe that Black history and culture should be taught beyond Black History Month. We advocate for the continuous celebration and learning of Black and Global Majority history and culture beyond the confines of Black History Month. As Hackney based schools, we see the richness and diversity within our communities and saw the need to develop a framework that ensured that our schools had a rich, relevant and representative curriculum. We created the LEAP Empowerment Curriculum, weaving Black and Global Majority history and culture across the subjects and throughout the year.

Our rich, relevant and representative curriculum:

- Draws on the work of our society's contemporary Black and Global Majority writers, scientists, mathematicians, politicians, activists, artists, musicians, historians, philosophers, linguists, dancers, actors, chefs, designers, economists, athletes as well as those of other times and places.
- Includes the languages, culture and history of the community in which the school is based and the families of Black and Global Majority pupils.
- Is rich with opportunities for children to raise their aspirations and see themselves as global citizens

## A move away from the "edited" version of the past:

By embedding black and global majority history into the curriculum, we ensure that difficult but essential chapters of British are not only acknowledged but become a core part of the national story.



## IMPACT

**Ongoing Recognition:** To move beyond a single month of celebration and acknowledge the continuous presence and impact of Black and Global Majority people and cultures.

**Broader Education:** To provide a platform for learning about Black and Global Majority history, culture, and narratives that are often overlooked or excluded from mainstream education.

**Community Engagement:** To connect residents, students, and staff with their local cultural heritage and with the diverse histories of their communities.

**Challenging Narratives:** To address historical inaccuracies and to "reclaim" and highlight untold stories and achievements of Black and Global Majority communities.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6	Wonder	Judaism	Islam	Long Walk to Freedom (Nelson Mandela)	What Happens When we Die?	Pig Heart Boy
	The Windrush	The Americas (migration)	Take Two Pictures Creativity Week	Journey to Jo'Burg	Gospel Soul* Hip Hop	Jean Michel Basquiat
	Arte Del Mar (Ancient Caribbean Art)	Hip Hop Soul	Zimbabwean Pop R&B* Disco*	Protests		
5	Sikhism	Under the Moon and Over the Sea	Christianity	Alma Thomas	Tales from the Caribbean	Coming to England
	Gospel	World Geography	Take Two Pictures Creativity Week South African Mpumi Dhlamini D Williams et al	Belief in our community  Reggae	Benin  Hip Hop 2020 Funk	Bisa Butler
4	Hot Like Fire	Black People in Renaissance Art	Active Planet (migration e.g. Montserrat)	Wangari Maathai	Islam	One Plastic Bag – Recycling in the Gambia
	Identity and belonging		Take Two Pictures Creativity Week	Buddhism	Gospel*	Lubaina Himid
	Reggae R&B 2020/21* Djembe drumming		Disco*	R&B*	The Romans The Ivory Bangle Lady Empires	Gospel* Funk*
3	Gregory Cool	Jazz in New Orleans (early 1900s) Earth, Wind and Fire	Tales Told in Tents	African Tales	Tales of Wisdom and Wonder	The Sun is Laughing
	Diwali	Rainforest – The Yanomami Tribe	Signs and symbols	Mama Miti	Christianity	Kehinde Wiley
	Benin		Take Two Pictures Creativity Week	Native American Gospel*	Gospel* Hip Hop	Gospel* Hip Hop
2	Gloria Gaynor	Cendrillon	Pattan's pumpkin	Ossiri and the Bala Mengro	The Kindest Red	Sonia Boyce
	Sikhism	Hackney in the past Water Tull Edith Cavell	Take Two Pictures Creativity Week	Buddhism	Special books	Calypso Funk Reggae
		Sikhism	Kwela music	Gospel	Calypso	
1	The Spinners Bob Marley Marvin Gaye and Tammi Terrell	Look Up!	Take Two Pictures Creativity Week	The Magical Yet	Splash Anna Hibiscus	Sulwe
				Women of the past (Rosa Parks)	Islam	Etel Adnan
		Christianity	Ike and Tina Turner James Brown Pharrell Williams	Jazz/Swing Jamaica Ska Hinduism	Jazz/Swing Frida Kahlo	Reggae Gospel Jazz

We began embedding our curriculum in 2019 and it was fully embedded across all the LEAP schools by 2023.

We then turned our attention to the rest of the Empowerment Framework - our culture and policies.

# The Leap Framework

Our commitment to equality, diversity, equity and actively promoting belonging.

## The LEAP Principle - Policy and Practice

Policy - Anti Racism, Equality and Equity

Language

Leadership, Development and Evaluation

## The LEAP Value - Culture

Relationship, Belonging  
and Behaviour

Story

Experiences and  
Community

Equalities  
Literacy

Identity and  
Self

Heritage

## The LEAP Empowerment - Curriculum

Rich

Relevant

Critically Thoughtful

Representative

Responsive

## Policy - Anti Racism, Equality and Equity

At LEAP we identify and eradicate **racial inequality and xenophobia** by taking protective, preventative and positive action. At LEAP we are committed to ensuring **equality** of education and opportunity for all pupils, staff, parents and carers, **irrespective of race, gender, disability, belief, religion or socio-economic background.**

## Language

At LEAP we believe **language is power. It shapes people and culture.** We are intentional about the language we use and have a shared vocabulary.

## Leadership, Development and Evaluation

At LEAP our **framework** is central to all we do. We have a Governor and senior leader responsible for the leadership, development and evaluation of our Equalities practice.

## Relationship, Belonging and Behaviour

**Relationships** are at the heart of our practice at LEAP and our schools are places of **belonging** for everyone.

## Story

At LEAP we believe in **storytelling** as a powerful tool for **building connections**, fostering empathy, and **sharing experiences** within our community.

## Experiences and Community

Our LEAP **lived experiences**; the events we share, the foods we eat, the customs and practices we observe

## Equalities Literacy

At LEAP we want our children, staff, parents and community to understand the ways in which **race and racism, prejudice, disableism, xenophobia, religion bias, homophobia and sexism** work in society, and to have the skills, knowledge and confidence to implement that understanding in teaching practice and everyday lives. This means we are constantly learning about **diversity, race, prejudice, protected characteristics and inclusion.**

## Identity and Self

At LEAP we want our children to develop a **positive view** of themselves as we believe it's fundamental to every child's ability to **learn and engage** effectively with their world. A critical part of developing our identity comes from having an understanding of both ourselves and the people around us.

## Heritage

We are proud of the **diversity** of the staff and pupils in our schools. Our heritage curriculum gives us all an opportunity to **research and celebrate** our own and others heritages.

## Rich

Our curriculum is rich with opportunities for children to raise their aspirations and see themselves as global citizens. It ensures our children see themselves as active learners e.g. scientists, artists, mathematicians etc.

## Relevant

Our curriculum explores the **structural inequities** our children face, empowering them to overcome and **challenge** through education

## Critically Thoughtful

Our curriculum engages our children to reflect and inspires them to ask big questions. It teaches them to be critical thinkers effectively analysing information and forming judgments. It teaches them to be aware of their own biases and assumptions when encountering information and apply consistent standards when evaluating sources.

## Representative

Our curriculum celebrates the achievements and contributions of the global majority, those with disabilities, neurodivergence, LGBTQ and of different faiths

## Responsive

The curriculum is fluid in its design and senior leaders respond meaningfully and purposefully to feedback, the school community, contemporary thinking and changing contexts

# Policy and Practice

## The LEAP Principle - Policy and Practice



**Relationship, Belonging and Behaviour @ LEAP**  
Relationships underpin everything



**Language @ LEAP**  
The language we use with our children, in our classrooms and playgrounds shapes the way they see the world and how they think and act.  
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**Leadership, Development and Evaluation @ LEAP**  
Leadership is an action, not a position.



**Equality and Equity @ LEAP**

It is not our differences that divide us. It is our inability to recognize, accept and celebrate those differences - Audre Lorde, ACT UP!



**Anti Racism @ LEAP**

"It is not racism if a minority has no voice; we must be antisocial" - Angela Davis

# Induction and Training

## The LEAP Value - Culture



**We Are LEAP @ LEAP**

#We are LEAP



**Identity and Self @ LEAP**

#We are LEAP

# Curriculum

## The LEAP Empowerment - Curriculum



**Empowerment Curriculum @ LEAP**

"Rich, Relevant and Representative"

#We are LEAP

# Experiences

## The LEAP Value - Culture



**Heritage @ LEAP**

#We are LEAP



**The Justin Thompson Project @ LEAP**

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"Who di goat duh, di kid fah?" Jamaican Patois  
Children learn how to dance and sing through the words used in the poem about them.



**Equalities Literacy @ LEAP**

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**Experiences and Community @ LEAP**

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"It is never enough. It is not enough to be non-racist; we must be antiracist." - Angela Davis