



Black Inclusion Curriculum Audit Questionnaire.

This resource helps schools to:

- Support SLT and subject leads to critically evaluate how Black voices and knowledge are positioned within the curriculum.
- Identify gaps and opportunities before creating a strategy.

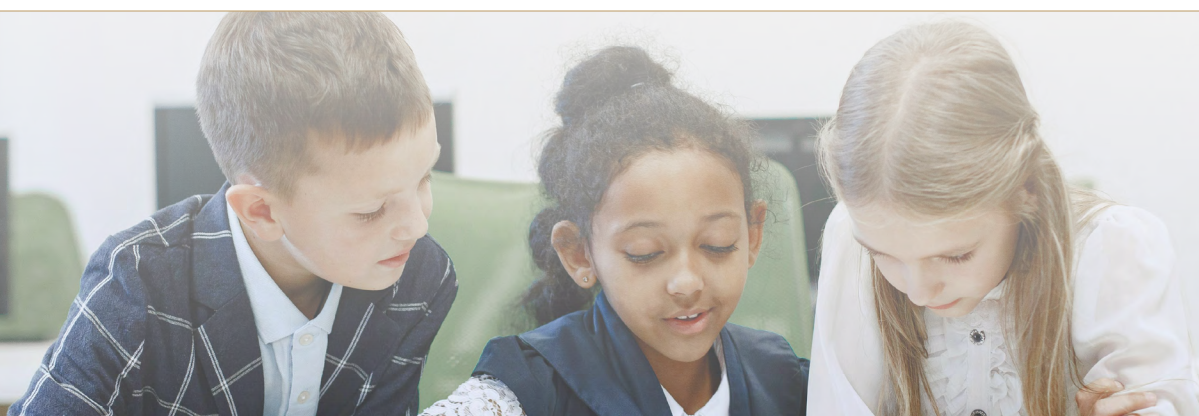
Introduction to the Black Inclusion Curriculum Audit Questionnaire

This Curriculum Audit Questionnaire has been designed to support schools in reflecting honestly and constructively on where Black inclusion, representation, and knowledge currently sit within their curriculum. Its purpose is to help senior leaders, subject leads, and classroom practitioners move beyond good intentions and into planned, measurable action that leads to meaningful, longterm change.

The audit sits alongside **Black Inclusion Week** and calls on schools, organisations, and communities to take practical steps that embed Black inclusion into everyday practice rather than one-off events. Black Inclusion Week provides the national moment; this audit helps you translate that moment into sustainable work across the academic year.

By completing this audit, your school can:

- ✔ **Identify gaps and strengths** across subjects, key stages and curriculum materials.
- ✔ **Reflect on representation, consistency, and depth of engagement**, using evidence from lessons, schemes of work, and assessment.
- ✔ **Understand whether Black perspectives are meaningfully embedded**, or present only in isolated topics, themed months, or tokenistic ways.
- ✔ **Develop a clear, informed foundation** for future strategy, staff development, and curriculum design.



How to use this audit

1.

Complete the questionnaire section by section, drawing on real examples from your curriculum, lesson plans, textbooks, and assessments. Where possible, reference specific units, resources, or teaching approaches.

2.

Use the 1–5 rating scales to give an honest indication of where Black perspectives sit within your curriculum - from tokenistic to fully embedded.

3.

Discuss your responses as a team (SLT, subject leads, or a curriculum group). This ensures the audit reflects wholeschool practice, not individual viewpoints.

4.

Identify patterns and priorities in the final Reflection & Evidence section. This will help you pinpoint the areas where development will have the strongest impact.

5.

Use your findings to shape measurable actions - for example, revising schemes of work, strengthening staff confidence, integrating Black voices into “core” knowledge, and planning year-round touchpoints rather than isolated units.

This audit is not a compliance exercise. It is a developmental tool that supports schools in creating safe, inclusive, and representative learning environments where Black students feel seen, valued, and empowered, and where all students gain a richer, more accurate understanding of the world.

Instructions:



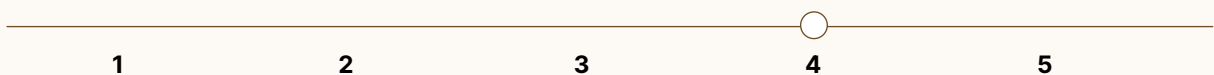
Answer the questions honestly, using examples from your curriculum, lesson plans, textbooks, schemes of work, and assessment materials. Where possible, provide evidence or references.

Section 1: Representation versus tokenism

- ★ Can you identify specific lessons, topics, or units where Black voices, experiences, or contributions are meaningfully integrated? Please give examples:

- ★ Are there areas where Black voices are included only briefly, or in a way that feels tokenistic rather than integral? List examples:

- ★ On a scale of 1–5, how embedded would you say Black perspectives are in the overall curriculum? (1 = tokenistic, 5 = fully embedded)



- ★ Are there any subjects or departments where Black representation is absent or minimal? Specify:

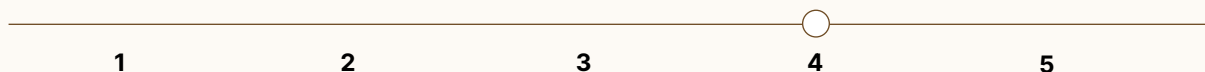
Section 2: Consistency of representation

- ★ Is Black representation present throughout the academic year or concentrated in certain months (e.g., Black History Month/ Black Inclusion Week)?

Yes No

- ★ Can you find multiple examples where you have integrated Black voices into year-round learning rather than isolated units? Specify:

- ★ How often are teachers encouraged to reference Black perspectives outside specific lessons or projects? (1= not encouraged, 5= constantly encouraged)



Section 3: Core versus supplementary knowledge

- ★ Are Black voices and experiences positioned as central and integral to understanding topics & concepts, rather than presented as optional, supplementary, or enrichment content?

Yes No

- ★ Is the value that Black perspectives add to deepening subject knowledge intentionally embedded in your curriculum delivery?

Yes No, Specify:

- ★ How do your curriculum documents explicitly include Black knowledge in “core” learning outcomes?

Section 4: Depth of engagement

- ★ Are students encouraged to actively engage with Black experiences and contributions, or are examples mainly descriptive and glossed over? Yes/No

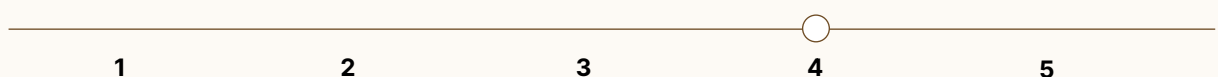
Yes No

- ★ Do lesson plans offer opportunities for discussion and reflection about the significance and contributions of Black voices? Yes/No

Yes No

- ★ Are assessment tasks designed to measure understanding of Black perspectives and their broader societal, cultural, or historical impact? If yes provide examples:

- ★ How often are teachers encouraged to reference Black perspectives outside specific lessons or projects? (1= not encouraged, 5= constantly encouraged)



Section 5: Reflection & evidence

★ Based on your answers above, what patterns or gaps do you notice in your curriculum's inclusion of Black voices?

★ What are the three highest-priority areas for improvement identified through this audit?

★ How might these changes create measurable outcomes for all students' understanding, engagement, and sense of belonging?

Supporting relevant legal frameworks, guidance, industry standards & frameworks and educational research.

Legal Frameworks & Statutory Guidance:

- **Equality Act 2010:** This foundational legislation protects individuals from discrimination based on protected characteristics, including race, sex and gender reassignment. It mandates equal treatment in employment and access to services.
- **Education Act 2002:** This document places a duty on schools to safeguard and promote the welfare of children. It highlights that racist bullying is a safeguarding issue & states racialised harm impacts wellbeing and safety. It demands that schools must actively prevent discriminatory behaviour.
- **Keeping Children Safe in Education (KCSIE):** This statutory safeguarding guidance recognises racism as harmful, requiring schools to respond, record incidents, and create safe, inclusive environments, making anti-racism a key safeguarding priority.

Industry Standards & Accreditation Frameworks:

- **Ofsted, Equality & Diversity Standards:** Inspectors assess how schools promote personal development, positive behaviour, effective leadership, and equality, ensuring pupils are prepared for life in modern Britain with an understanding of diversity and active anti-discrimination.
- **Black, Asian & Minority Ethnic (BAME) Achievement Charter / Race Equality Charter:** Originally developed for higher education by the Advance HE Race Equality Charter (REC), this framework can be adapted for schools to guide attainment gap plans, leadership diversity, and staff development for measurable race equality.
- **United Nations Convention on the Rights of the Child (UNCRC):** Many UK schools align with the UNCRC, particularly Articles 2 and 29 on freedom from discrimination and respect for diversity, providing a globally recognised framework to support anti-racism and inclusive curricula.

Charters & Frameworks:

- **Race Equality Charter for Schools (Bath & North East Somerset):** This locally developed charter guides schools in committing to race equality and anti-racism, embedding inclusive curricula, promoting cultural diversity, addressing harassment, supporting staff training, and engaging the wider community.