[Address of sender]

[Date]

[Address of recipient]

Dear [insert Teacher/ Head Teacher or other name here]

I am writing to ask for some information about inclusive practise and planning for PSHE in your school.

There is clear guidance for schools about inclusivity, equality and diversity and with reference to the nine Protected Characteristics (Equality Act, 2010) including sexual orientation, sex and marriage and civil partnership. The Education inspection framework Equality, diversity and inclusion statement (2019) states that schools have a duty to:

* *“eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010*
* *advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it*
* *foster good relations between persons who share a relevant protected characteristic and persons who do not share it.”*

 *Equality and Diversity Statement for the Education Inspection Framework, Ofsted (2019)*

This guidance is relevant for pupils who have association with another person who has a protected characteristic such as a sibling, parent or carer. I identify as [insert characteristic here] and am interested to find out more about your school’s approach to inclusivity and to reassure myself that your school values our family makeup and the diversity of all families in a way that is not only recognised but also celebrated.

I would like to ask for some more information about the taught curriculum for PSHE but also how inclusivity is planned and taught throughout the wider curriculum. I am interested in the choices of texts, discussions, audio and visual content which are planned for across your school curriculum and how these are carefully chosen to be widely representative of the protected characteristics defined in the 2010 Education Act.

The Statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education states:

*“Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.” (*Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2020)

Ofsted states:

*“to be graded as good or better for personal development, the provision is expected to develop learners’ appreciation of diversity and promote respect for all the protected characteristics.”* (OFSTED Education Inspection Framework, 2021)

I would also like some information about the ways in which staff are trained to support inclusive practise in unplanned moments. As a family we work hard to ensure conversations and responses to questions from our child/ children, and others, are carefully thought about in order to foster and develop an appreciation for diversity. We recognise that this is our role alongside schools and other organisations. This quote clarifies the expectation in one of Ofsted’s four judgement headings called Personal Development:

*“The personal development judgement makes clear the importance of a provider’s curriculum extending beyond the academic to include its work in preparing learners for life in modern Britain. It specifically highlights the important role that education providers play in equipping learners to be respectful citizens, developing their* ***understanding of and appreciation for diversity, celebrating what we have in common and promoting respect for the different protected characteristics as defined in law****.” (Equality and Diversity Statement for the Education Inspection Framework, OFSTED, 2019)*

I would like to reassure myself that your school talks openly, honestly and inclusively about all families, genders, parenthood, marriage and family units. It is important to me that my child is educated in a setting which understands each families’ individual makeup including the many ways in which children have joined their families for example looked after and previously looked after children. Please could you share information about your school’s practise for developing inclusivity in your setting separately to the planned curriculum for example in your values, intent statements, equality objectives and how subconscious bias is tackled.

My family …[insert personal circumstances here if you wish to include these in the letter]

Should you feel your staff and pupils require additional support and training in order to uphold the legal requirements and to develop inclusivity in your school, this website has some valuable resources and training available: <https://www.proud2bparents.co.uk/>

I would appreciate it if you could send me the specific information requested in this letter or signpost me to an area of your website/ policies etc. where I will be able to find out more. I look forward to hearing from you. [if you would like to enter into further discussion with the school and would value being part of a conversation to develop inclusive practise you could add here: and I would be happy to engage in further conversation with yourself or members of your staff team about the inclusive practise in your school.]

Kind regards,

[name]