

## Debate Pack

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# Black history and cultural diversity of the curriculum

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## Summary

On 28 June 2021, there will be a Westminster Hall Debate on [e-petition 324092](#), “Teach Britain's colonial past as part of the UK's compulsory curriculum”. The petition called for the Government to make education on topics such as Britain's role in colonisation, or the transatlantic slave trade, compulsory, ultimately aiming for “a far more inclusive curriculum”. It continued:

Now, more than ever, we must turn to education and history to guide us. But vital information has been withheld from the people by institutions meant to educate them. By educating on the events of the past, we can forge a better future. Colonial powers must own up to their pasts by raising awareness of the forced labour of Black people, past and present mistreatment of BAME people, and most importantly, how this contributes to the unfair systems of power at the foundation of our modern society.

The petition attracted nearly 270,000 signatures; the Government provided an [amended response](#) in July 2020.

This debate pack provides background on what schools currently have to teach, on calls for change, and what the Government has said about these issues.

# 1 Background

## 1.1 What do schools in the UK currently have to teach?

### The national curriculum in England

Maintained schools in England must teach the national curriculum to pupils aged approximately 5 to 16 years old. Academies and free schools don't have to follow the national curriculum. They must, however, offer a broad and balanced curriculum.

The national curriculum underwent substantial (and controversial) revision during the Coalition Government's term (2010-2015). There were also associated changes to examinations and syllabuses for GCSEs, AS, and A Levels.

The national curriculum is divided into four key stages. It includes different subjects at different stages. History must be covered at key stages 1 to 3 – so, up to the age of around 14. After that, there's no national curriculum requirement to teach history to all pupils, but schools are incentivised to offer history or geography at GCSE level via the [Ebacc performance measure](#).

The national curriculum [programmes of study](#) set out what should be covered in each subject. Within this, it is up to schools what materials they decide to use and how they teach, and subject to any requirements of qualification awarding bodies in the later years of schooling.

The Government's response to [e-petition 324092](#) sets out where, in its view, some of the topics and issues mentioned in the petition, could be covered as part of national curriculum history. For example, they say that at key stage 3 (ages around 11 to 14):

- Within the theme 'ideas, political power, industry and empire: Britain 1745-1901', examples given include Britain's transatlantic slave trade, including its effects and its eventual abolition, the development of the British Empire with a depth study (for example, of India), and Ireland and Home Rule;
- Within the theme 'challenges for Britain, Europe and the wider world 1901 to the present day', examples include the two world wars, Indian independence and end of Empire, social, cultural and

technological change in post-war British society, and Britain's place in the world since 1945;<sup>1</sup>

Citizenship is also a compulsory national curriculum subject at key stages 3 (11-14) and 4 (14-16). At key stage 4 students should learn about “diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding”.<sup>2</sup>

From September 2020, schools in England have also been required to introduce revised relationships and health education, and at secondary age, sex education - together known as RSHE. The Department for Education has published [statutory guidance for schools](#), which makes clear that at primary level, pupils should be taught:

The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.<sup>3</sup>

At secondary level, it must cover:

How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).<sup>4</sup>

## Scotland, Wales and Northern Ireland

Education is a devolved policy area, so Scotland, Wales and Northern Ireland have their own school curriculums.

A new **Curriculum for Wales** is due to be introduced in stages from September 2022. One of the areas of learning and experience will be humanities, which will include history teaching.

In July 2020, Minister for Education, Kirsty Williams, appointed Professor Charlotte Williams to chair the Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group. The group published its [final report](#) in March 2021, which made a wide range of recommendations stretching across the whole curriculum and associated resources, and on teacher training, including:

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<sup>1</sup> [Revised Government response to e-petition 324092](#), 30 July 2020.

<sup>2</sup> Department for Education, [National curriculum in England: citizenship programmes of study for key stages 3 and 4](#), September 2013.

<sup>3</sup> Department for Education, [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#), June 2019, p21.

<sup>4</sup> Department for Education, [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#), June 2019, p28.

- The development of an online preliminary resource guide that lists and evaluates the available resources for Black, Asian and Minority Ethnic contributions and experiences past and present for each Area of Learning and Experience.
- Guidance for teachers in developing appropriate and challenging resources on diversity and minority themes, exemplars and processes, and interdisciplinary resources that will lead to the ongoing extension and development of curriculum materials.
- The development of a new suite of bilingual professional development resources that provide a detailed exploration of diversity in Wales in the past and present. These background papers, supporting and extending the knowledge base of teachers' in all Areas of Learning and Experience, should include: a narrative guide to the history of diversity in Wales; a narrative guide to Wales' role in British colonialism; biographies of Black, Asian and Minority Ethnic individuals from a variety of backgrounds that explore their contributions to Welsh, British and international life; writings by Welsh Black, Asian and Minority Ethnic individuals; a narrative guide to the history of racism and anti-racism in Wales.<sup>5</sup>

*In response*, Kirsty Williams, said she accepted the group's recommendations in full, and that the Government would allocate £500,000 for 2021/22 to support implementation.<sup>6</sup>

**Scotland's** [Curriculum for Excellence](#) sets out the broad framework for Scotland's state-funded schools. Background on the curriculum, Black history, and diversity can be found in [a Scottish Parliament Information Centre \(SPICe\) briefing](#), published in June 2020.

Northern Ireland's national curriculum is organised into several areas of learning. At primary level, history sits within '[The world around us](#)'. At post-primary (key stage 3), it sits within '[Environment and society](#)'. There is also '[Personal development and mutual understanding](#)' strand at primary level, and a '[Learning for life and work](#)' strand at post-primary level.

## Government action in this area (England)

In response to a recent PQ about diversifying the school curriculum in England, Schools Minister, Nick Gibb MP said:

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<sup>5</sup> [Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group, Final report](#), March 2021, p11.

<sup>6</sup> Kirsty Williams, [Written Statement: Final recommendations from the Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group accepted](#), 19 March 2021.

The Department is committed to an inclusive education system which recognises and embraces diversity and supports all pupils to tackle racism and have the knowledge and tools to do so. As part of the statutory curriculum, pupils should be taught about different societies and how different groups have contributed to the development of Britain.

The Government is currently considering the recommendations in the report by the Commission for Race and Ethnic Disparities (CRED), including on curriculum resources, and assessing the next steps for future policy. In recognition of the extensive scope of recommendations, my right hon. Friend, the Prime Minister, has established a new Inter Ministerial Group to review recommendations. The group will be chaired by my right hon. Friend, the Chancellor of the Duchy of Lancaster.

The report recommendation is for curriculum resources and is not a change in the statutory curriculum. In particular, the report calls for resources that complement and enhance the content and quality of lessons taught in all schools, so that all children can be taught about the UK and the evolution of our society.

As the report highlights, there is a wide range of high quality teaching resources on black history or other culturally diverse curriculum content throughout the curriculum, including those produced by education publishers, voluntary organisations and subject associations, and remote education resources from the Oak National Academy.

The Government will publish its response to CRED later this year.<sup>7</sup>

Further background relating to the CRED report, mentioned in the response above (and which made recommendations about education and the curriculum) can be found in another Library briefing paper:

- [Race and ethnic disparities](#), updated Monday 24 May 2021.

## 1.2

## Other commentary and calls for change

### The Black Curriculum report

The [Black Curriculum](#) is a social enterprise whose aim is to address the lack of Black British history in the UK Curriculum. The organisation advocates an “all year round” approach.<sup>8</sup>

Conclusions of the Black Curriculum’s [2021 report](#) included that:

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<sup>7</sup> [PQ 1270](#), answered on 24 May 2021.

<sup>8</sup> The Black Curriculum [website homepage](#), accessed 23 June 2021.

The current History National Curriculum systematically omits the contribution of Black British history in favour of a dominant White, Eurocentric curriculum, one that fails to reflect our multi-ethnic and broadly diverse society.

[...]

The History National Curriculum, in its current guise, continues to disassociate Britain from a legacy that has oppressed Black people historically in favour of a more romanticised, filtered legacy that positions Britannia as all conquering and eternally embracive of ethnic and cultural difference.<sup>9</sup>

It makes a number of recommendations, including:

- Developing a multi-cultural diverse history national curriculum.
- Diversifying the history teaching workforces.
- “[Infusing] Black History into the curriculum all year-round: Students should learn throughout the year and throughout all disciplines about the accomplishments, experiences, and perspectives of Black people.”<sup>10</sup>

## Evidence sessions in parliament relating to e-petition

Between November 2020 and February 2021s, the Petitions Committee and the Women and Equalities Committee jointly held 3 evidence sessions relating to [e-petition 324092](#) and other similar petitions. The transcripts are available on the Committee’s [web pages, here](#).

Giving evidence in February 2021, Minister, Nick Gibb MP was asked for his response to petitioners’ comments that they did not see themselves reflected in what they learned at school, and became disengaged as a result. In response he said:

I don’t disagree with that, and that’s why we do have the discretion, the flexibility in the curriculum. I don’t want to go over territory we have already been through, but as I said, there is scope and requirements in the curriculum to teach quite a diverse and broad curriculum.

I think it’s also important that all young people in Britain are taught a common curriculum, so that we all understand our history and we are all introduced to the key literature that unites us all as a nation. That can be literature from all backgrounds.<sup>11</sup>

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<sup>9</sup> The Black Curriculum, [2021 report](#), November 2020, p4.

<sup>10</sup> The Black Curriculum, [2021 report](#), November 2020, p21.

<sup>11</sup> Petitions Committee, Women and Equalities Committee, [Oral evidence: Black history and cultural diversity in the curriculum. HC 893](#), Thursday 25 February 2021, Q15.





## 2 Parliamentary Material

### 2.1 Debates

[History Curriculum: Black History](#)

8 Sep 2020 | House of Commons Chamber | 679 cc584-595

### 2.2 Parliamentary Questions

[Curriculum](#)

24 May 2021 | 1270

**Asked by: Ms Diane Abbott**

To ask the Secretary of State for Education, what policies his Department is considering in relation to diversifying the curricula.

**Answering member: Nick Gibb | Department: Department for Education (DfE)**

The Department is committed to an inclusive education system which recognises and embraces diversity and supports all pupils to tackle racism and have the knowledge and tools to do so. As part of the statutory curriculum, pupils should be taught about different societies and how different groups have contributed to the development of Britain.

The Government is currently considering the recommendations in the report by the Commission for Race and Ethnic Disparities (CRED), including on curriculum resources, and assessing the next steps for future policy. In recognition of the extensive scope of recommendations, my right hon. Friend, the Prime Minister, has established a new Inter Ministerial Group to review recommendations. The group will be chaired by my right hon. Friend, the Chancellor of the Duchy of Lancaster.

The report recommendation is for curriculum resources and is not a change in the statutory curriculum. In particular, the report calls for resources that complement and enhance the content and quality of lessons taught in all schools, so that all children can be taught about the UK and the evolution of our society.

As the report highlights, there is a wide range of high quality teaching resources on black history or other culturally diverse curriculum content throughout the curriculum, including those produced by education

publishers, voluntary organisations and subject associations, and remote education resources from the Oak National Academy.

The Government will publish its response to CRED later this year.

### **History: Curriculum**

**01 Mar 2021 | 154779**

**Asked by: Sir Mark Hendrick**

To ask the Secretary of State for Education, what steps his Department is taking to ensure that Black British history is incorporated into the national curriculum of schools in England.

**Answering member: Nick Gibb | Department: DfE**

The National Curriculum is a framework setting out the content of what the Department expects schools to cover in each subject. The curriculum does not set out how curriculum subjects, or topics within the subjects, should be taught. The Department believes teachers should be able to use their own knowledge and expertise to determine how they teach their pupils, and to make choices about what they teach.

As part of the National Curriculum for history, pupils should be taught about different societies, and how different groups have contributed to the development of Britain, and this can include the voices and experience of Black people. The flexibility within the history curriculum means that there is the opportunity for teachers to teach about Black history across the spectrum of themes and eras set out in the curriculum.

The Department has discussed Black history with a number of organisations and we welcome the profile given to the importance of teaching Black history by bodies such as the Runnymede Trust, The Black Curriculum, Fill in the Blanks, and many other groups and individuals over the years. The Department will continue to explore what more we can do to support the teaching of Black history.

### **History: Education**

**13 Oct 2020 | HL8602**

**Asked by: Baroness Ritchie of Downpatrick**

To ask Her Majesty's Government what discussions they have had, and with whom, about the potential merits of including black British history in the national curriculum.

**Answering member: Baroness Berridge | Department: DfE**

Department officials have discussed the flexible scope of the history curriculum, and the opportunities there are to teach black history within it, with a number of organisations such as the Runnymede Trust, The Black Curriculum and the Historical Association. We welcome the profile given to the importance of teaching black history by bodies such as the Runnymede Trust, The Black Curriculum, Fill in the Blanks and many other groups and individuals over the years, and the support and resources on teaching they provide to teachers.

### [History: Education](#)

**28 Sep 2020 | HL8049**

**Asked by: Lord Boateng**

To ask Her Majesty's Government what assessment they have made of the role of examination boards in promoting a better understanding of British history; and which such boards examine modules that cover (1) the history of migration, (2) the Trans-Atlantic slave trade, (3) the contribution of Black people to British history from the Roman invasion to the end of the 20th century, and (4) race relations in the UK.

**Answering member: Baroness Berridge | Department: DfE**

The department sets the content requirements for GCSE and A level history. Within this subject content, there is significant scope for modules that cover the history of migration, the transatlantic slave trade, and the contribution of black people to British history and race relations in the UK.

It is for awarding organisations themselves to develop specifications for GCSE and A level history that meet those requirements and for Ofqual, the independent qualifications regulator, to ensure those requirements are correctly met. As such, the department does not make assessments of the modules or module content offered by awarding organisations.

Two of the three main awarding bodies in England, OCR and AQA, provide an option to undertake a thematic study on migration in Britain, and how this country's history has been shaped by the black and minority ethnic communities in the past. The 3rd main awarding body, Pearson, is currently developing a thematic study option on migration in Britain. Subject to Ofqual approval, this will provide more choice for schools.

### [History: Curriculum](#)

**16 Jul 2020 | HL6423**

**Asked by: Lord Storey**

To ask Her Majesty's Government whether the national curriculum framework includes (1) black history, and (2) content on the UK's colonial and imperial past.

**Answering member: Baroness Berridge | Department: DfE**

The department is committed to an inclusive education system which recognises and embraces diversity and supports all pupils and students to tackle racism and have the knowledge and tools to do so.

The national curriculum is a framework setting out the content of what the department expects schools to cover in each subject. The curriculum does not set out how curriculum subjects, or topics within the subjects, should be taught. The department believes teachers should be able to use their own knowledge and expertise to determine how they teach their pupils, and to make choices about what they teach.

As part of a broad and balanced curriculum, pupils should be taught about different societies, and how different groups have contributed to the development of Britain, and this can include the voices and experience of Black people. The flexibility within the history curriculum means that there is the opportunity for teachers to teach about Black history across the spectrum of themes and eras set out in the curriculum. For example, at key stage 1, schools can teach about the lives of key Black historical figures such as Mary Seacole and Rosa Parks or others; and at key stage 3, cover the development and end of the British Empire and Britain's transatlantic slave trade, its effects and its eventual abolition. The teaching of Black history need not be limited to these examples

It is important that pupils are taught how Britain has influenced and been influenced by the wider world. A balanced history curriculum equips pupils to ask perceptive questions, to think critically, to weigh evidence, sift arguments, and develop perspective and judgement. Fundamentally, it supports pupils to understand how Britain became the country it is today.

There is also scope to include Black and minority ethnic history and experience in other curriculums, such as in:

**Citizenship:** At key stage 4, students should be taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

**PSHE:** Schools have flexibility to teach topics such as Black history as part of their Personal, Social, Health and Economic education (PSHE) programme and through the introduction of Relationships Education, Relationships and Sex Education and Health Education students will be taught the importance of respectful relationships in particular how stereotypes, based on sex, gender, race, religion, sexual orientation or disability, can cause damage.

### **History: Education**

16 Jul 2020 | 73120

**Asked by: Fleur Anderson**

To ask the Secretary of State for Education, what discussions he has had with external organisations on the inclusion of Black British history in the national curriculum.

**Answering member: Nick Gibb | Department: DfE**

On behalf of the Department, my officials have discussed the flexible scope of the history curriculum with a range of organisations such as the Historical Association, Runnymede Trust and The Black Curriculum.

The national curriculum is a framework setting out the content of what the Department expects schools to cover in each subject. The curriculum does not set out how curriculum subjects, or topics within the subjects, should be taught. The Department believes teachers should be able to use their own knowledge and expertise to determine how they teach their pupils, and to make choices about what they teach.

As part of a broad and balanced curriculum, pupils should be taught about different societies, and how different groups have contributed to the development of Britain, and this can include the voices and experience of Black people. The flexibility within the history curriculum means that there is the opportunity for teachers to teach about Black history across the spectrum of themes and eras set out in the curriculum.

We will continue to explore what more we can do to support the teaching of Black history and welcome the perspectives of committed individuals and groups, building on previous discussions.

### **[Black Curriculum](#)**

13 Jul 2020 | 70951

**Asked by: Ms Harriet Harman**

To ask the Secretary of State for Education, if he will implement the recommendations of the Black Curriculum.

**Answering member: Nick Gibb | Department: DfE**

The Department has responded directly to The Black Curriculum's campaign. The reply sets out in detail how the history curriculum already enables the teaching of Black history, as do other curriculums across other subject areas.

The substance of our reply to The Black Curriculum is based on the national curriculum's history programmes of study, available at the link below:

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>.

The national curriculum is a framework setting out the content of what the Department expects schools to cover in each subject. The curriculum does not set out how curriculum subjects, or topics within the subjects, should be taught. The Department believes teachers should be able to use their own knowledge and expertise to determine how they teach their pupils, and to make choices about what they teach.

As part of a broad and balanced curriculum, pupils should be taught about different societies, and how different groups have contributed to the development of Britain, and this can include the voices and experience of Black people. The flexibility within the history curriculum means that Black British history can already be included.

### **History: Curriculum**

**07 Jul 2020 | 66228**

**Asked by: Darren Henry**

To ask the Secretary of State for Education, what steps his Department has taken to include Black British history in the national curriculum for primary and secondary school pupils.

**Answering member: Nick Gibb | Department: DfE**

The Department is committed to an inclusive education system which recognises and embraces diversity and supports all pupils and students to tackle racism and have the knowledge and tools to do so.

The national curriculum is a framework setting out the content of what the Department expects schools to cover in each subject. The curriculum does not set out how curriculum subjects, or topics within the subjects, should be taught. The Department believes teachers should be able to use their own knowledge and expertise to determine how they teach their pupils, and to make choices about what they teach.

As part of a broad and balanced curriculum, pupils should be taught about different societies, and how different groups have contributed to the development of Britain, and this can include the voices and experience of Black people. The flexibility within the history curriculum means that Black British history can already be included in the teaching of the curriculum. For example, at key stage 1, schools can teach about the lives of key Black historical figures such as Mary Seacole or others; at key stage 2, pupils can be taught about Black Romans, as part of teaching that era in history or Black history within the requirement for a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; and at key stage 3, we give an example for a more in-depth study on the topic of the

impact through time of the migration of people to, from and within the British Isles, and this key stage can include the development and end of the British Empire and Britain's transatlantic slave trade, its effects and its eventual abolition. Additionally, local history is an element across key stages. The teaching of Black history need not be limited to these examples.

### **Ethnic Groups: Education**

**29 Jun 2020 | 61789**

**Asked by: Afzal Khan**

To ask the Secretary of State for Education, what assessment his Department has made of the extent and value of teaching of Black and minority ethnic experience in the national curriculum.

**Answering member: Nick Gibb | Department: DfE**

Racism in all its forms is abhorrent and has no place in our society. Schools play a significant role in teaching children about the importance of having respect and tolerance for all cultures. The Department is committed to an inclusive education system which recognises and embraces diversity and supports all students to tackle racism and have the knowledge and tools to do so.

The national curriculum is a framework setting out the content of what the Department expects schools to cover in each subject. The curriculum does not set out how curriculum subjects, or topics within the subjects, should be taught. The Department believes teachers should be able to use their own knowledge and expertise to determine how they teach their students, and to make choices about what they teach and the resources they use, this also includes textbooks. The development and content of textbooks is a matter for individual publishers rather than the Department. The Department has not made an assessment of the impact of the National Curriculum on any specific group.

As part of a broad and balanced curriculum, students should be taught about different societies, and how different groups have contributed to the development of Britain, and this can include the voices and experiences of Black and minority ethnic people. The flexibility within the history curriculum means that there is the opportunity for teachers to teach about Black and minority ethnic history across the spectrum of themes and eras set out in the curriculum.

There is scope to include Black and minority ethnic history and experience in other curriculums, such as in:

- **Citizenship:** At Key Stage 4, students should be taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

- PSHE: Schools have flexibility to teach topics such as Black history as part of their Personal, Social, Health and Economic education (PSHE) programme and through the introduction of Relationships Education, Relationships and Sex Education and Health Education students will be taught the importance of respectful relationships in particular how stereotypes, based on sex, gender, race, religion, sexual orientation or disability, can cause damage.



### 3

## Press Articles

The following is a selection of news and media articles relevant to this debate.

Please note: the Library is not responsible for either the views or the accuracy of external content.

[Black students often have to 'work harder' to connect with curriculum, report finds](#)

The Independent

4 June 2021

[If children don't learn about the achievements of Black people, what hope is there for future racial equality?](#)

The Independent

2 June 2021

[Maro Itoje: We're pushing back against black history being taught only at surface level](#)

The Times [subscription required]

30 May 2021

[Tory MPs demand inquiry into equality thinktank over race report criticism](#)

The Guardian

20 April 2021

[Black history 'should be taught across all subjects in UK schools'](#)

The Guardian

5 April 2021

[Teaching 'should focus on UK influence during empire'](#)

Tes

31 March 2021

[Joseph Bologne, the 'black Mozart', is first-string composer in new music curriculum](#)

The Sunday Times [subscription required]

28 March 2021

[Hundreds of schools in England sign up for anti-racist curriculum](#)

The Guardian

26 March 2021

[Black history lessons to be made mandatory in Welsh schools](#)

BBC

19 March 2021

[Schools minister rejects lessons about colonialism and slave trade in case they 'lower standards'](#)

The Independent

25 February 2021

[Ofsted chief resists calls to make England school curriculum more diverse](#)

The Guardian

1 December 2020

[National curriculum 'systematically omits' black British history](#)

The Guardian

25 November 2020

[Covering black history is good teaching, says Gibb](#)

Schools Week

20 September 2020

['Tone-deaf' ministers reject BAME review of English curriculum](#)

The Guardian

30 July 2020

[Black British history: the row over the school curriculum in England](#)

The Guardian

13 July 2020

[Black British history should be taught in all UK schools, campaigners say](#)

ITV News

11 June 2020

[5 ways to tackle English Literature's lack of diversity](#)

TES

4 June 2020

[Black history in schools](#)

The Education Hub

9 June 2020

[Black British history 'missing from school curricula in England'](#)

The Guardian

8 January 2020

## 4 Further Reading

### 4.1 Reports

- [The report of the Commission on Race and Ethnic Disparities](#), published 31 March 2021; There have been some amendments to the report since it was published – these are shown in the HTML sections but not the PDFs.
- [Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group final report](#) [for the Welsh Government], 18 March 2021.
- The Black Curriculum, [Black British History in the National Curriculum](#), Report 2021, November 2020.
- Equalities and Human Rights Commission, [Respect, equality, participation: exploring human rights education in Great Britain](#), November 2020.
- Scottish Parliament Information Centre (SPICe), [Briefing for the Petitions Committee on two petitions relating to diversity and representation in Scotland’s school curriculum](#), July 2020.
- TIDE-Runnymede Trust, [Teaching Migration, Belonging, and Empire in Secondary Schools](#), July 2019.
- Royal Historical Society, Race, [Ethnicity & Equality in UK History: A Report and Resource for Change](#), October 2018.
- Runnymede Trust, [Race and Racism in English Secondary Schools](#), June 2020.
- Runnymede Trust, [History Lessons: Teaching Diversity In and Through the History National Curriculum](#), February 2015

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