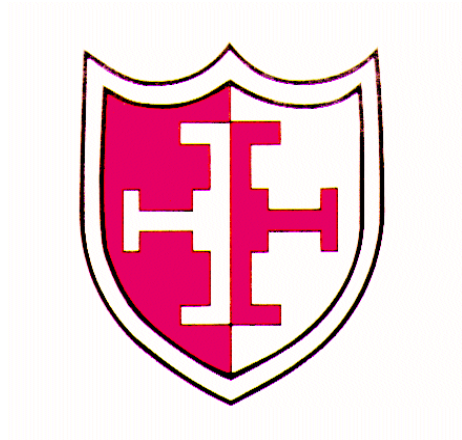


ST. CHAD'S ROMAN CATHOLIC PRIMARY SCHOOL
MULTICULTURAL EDUCATION



'Christ in our heads, our hearts, our hands.'

January 2019

MULTI-CULTURAL EDUCATION

The world in the 21st century is indeed a multicultural one and the West Midlands is an area which embraces many cultures and creeds. The Academy Committee and staff of St. Chad's recognise this fact and commit themselves to ensuring that all the pupils receive such an education that allows them to take their place and play their part in our current society.

The school will ensure that it actively promotes equal opportunities and discourages prejudice. We teach the children the Catholic Virtues which together with British Values help prepare our children to living harmoniously in a multicultural society.

A. The curriculum:

- Teaches about different communities and cultures – focus upon similarities and differences.
- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school, and of society;
- prepares such pupils for the opportunities, responsibilities and experiences of adult life in the society of the 21st century;
- will serve to develop the pupil as an individual, as a member of society and as a future adult member of the community with a wide range of personal and social opportunities and responsibilities;
- teach tolerance and respect for the diversity of races and beliefs of the Britain
- will provide, both within and outside the national curriculum, gender and multicultural issues;
- when preparing and planning work for education will provide activities and opportunities to incorporate multi-cultural education into the curriculum. e.g., folk tales, stories, drama, music, SEAL.

B. The ethos and atmosphere:

- ensure its pupils develop a good self-image and a strong and positive sense of their own identity;
- know what is distinctive and special about the history and achievements of their own culture;
- ensure its pupils accept that every human being is unique; that we share a common harmony; that equal rights and justice are the right of all people

- ensure its pupils appreciate that Britain is composed of people of many races and that the achievements of other cultures and nations are of equal value to our own;
- will ensure that its pupils appreciate that no culture is ever static and that all groups within a growing multicultural society will have to evolve and adapt to each other;
- that prejudice and discrimination are common in our society for specific reasons, both historic and social, but that they both have a damaging effect on our society.

C. The school environment:

- will seek to demonstrate the school's commitment to a positive policy of multicultural education through its use of display;
- displays of work, objects and artefacts which reflect multi-cultural education. Awareness forms an integral part of our environment.
- it's positive use of children's work, photographs, artefacts, posters and signs;
- it's support, inside the Catholic faith, for using assemblies to support aspects of multicultural education.

D. The resources:

- reflect the needs of children learning in today's multi-ethnic society;
- reflect the full range of cultures within our society;
- allow the pupils themselves to be positively critical of available resources, especially books in classrooms and library.
- parents and visitors from a wider community will be encouraged to contribute to the multi-cultural work of the school through their knowledge and expertise

E. Academy Committee and staff:

- fully appreciate and actively support a positive policy towards multicultural education;
- maintain an up-to-date awareness of multicultural perspectives within the national curriculum and that these are reflected in discussions about aspects of school life;
- fully support the development of an anti-racist statement and maintain a positive approach to this;
- work with members of the wider community, as felt appropriate, to ensure a positive approach towards a multicultural policy in the school.

F. Monitoring and evaluation:

- a positive statement of monitoring, review and evaluation of this policy is adopted to maintain the importance of fully equipping the pupils to take their place in the multi-ethnic society that is Britain in the 21st century.

ST. CHAD'S ROMAN CATHOLIC PRIMARY SCHOOL ANTI-RACIST STATEMENT

St. Chad's is a Catholic school that is institutionally rooted in the Catholic faith. Through its corporate life, it attempts to glorify God in the development of the full human potential in each person whether Governor, parent, pupil or member of staff.

Its ethos of and care and its commitment to justice are the foundations of its aims in educating the whole school community to make its proper contribution to society.

Therefore:

- This school upholds the Christian view that all people of every creed or colour are made in the image of God and are of unique worth in His sight.
- This school is opposed to all forms of racism which seek to disadvantage persons on the grounds of colour, culture or ethnic origin.
- This school will continue to re-appraise and develop its organisation and curriculum in order to create an ethos that meets the needs of all its pupils and so provide the best possible environment in which they may achieve their full potential, spiritually, morally, socially, intellectually, emotionally and physically.
- This school will not tolerate racist behaviour such as name calling, stereotyping of all ethnic groups, insulting remarks, offensive graffiti, undue pressure on individuals and bullying. It will not use literature which is racially biased and dependent upon stereotypes, nor will it allow the distribution of racist literature or pamphlets or permit the wearing of racially offensive symbols
- This school will take immediate and positive action against any racist offences whoever may be the perpetrator. Those responsible will be made aware of the school's opposition to racism and reasons will be given. Sanctions will be applied as judged appropriate according to the circumstances and having in mind a positive outcome.
- Any racist incident is recorded and reported as necessary to the Academy Committee. Whilst the school provides a primary education on a firm Christian

foundation and is committed to Christian values and principles, pupils of every race, belief and background are welcomed and valued. (See: admissions criteria)

G. Curriculum coverage

Children of all ages are taught about the diversity of race and beliefs that exist in our society. Curriculum content is planned to ensure coverage of the main religions within our community. Where possible this linked to their Learning Journey / Topic work, however when this is not possible this is taught discretely.

Any Visitors from other faiths who are invited to speak to the children always do so in the presence of the class teacher. All staff are made aware that they must stop the visitor if they feel what is being said is inappropriate. (This is the same for any visitors to school.)

When children are taught about others faiths, the common elements are stressed ie. Belief in a God / creator, a Holy Book, prayer, values etc.

H. British Values

Through the school the children are taught British Values which are central to our school values, ethos and mission:

Democracy: We actively promote and model democracy by:

- Providing our children with a broad knowledge of and promoting respect for public institutions and services eg. visits to Dudley Council House, visits to/from Police, Hospitals, Fire Service, Local Councillors, visits to town hall, debates.
- Teaching children how they can influence decision making through the democratic process eg. School council, suggestion boxes, Youth Parliament.
- Encouraging pupils to become involved in decision making processes and ensuring they are listened to in school eg. school council, open door policy for Principal and Vice Principal, consultation groups, liaison between staff and pupils.
- Organising visits to Dudley Council House.
- Teaching children how public services operate and how they are held to account eg. in Vocations week.
- Modelling how perceived injustice can be peacefully challenged eg. by teaching about inspirational figures such as Ghandi, Mandela, Mother Teresa, Martin Luther King.

Rule of Law: We actively promote and model the rule of law by:

- Ensuring school rules are clear and fair eg. through our consistent behaviour policy.
- Helping children to distinguish right from wrong eg. by using the example of Christ when dealing with behaviour that is not acceptable.
- Promoting respect for the law and the basis on which it is made eg. through visitors such as PCSOs, Police coming into school.
- Helping children to understand that living under the rule of law protects individuals eg through our RE curriculum, through focus weeks, visitors.
- Having a behaviour policy that is linked to restorative justice eg. that is based in the Christian value of forgiveness.

Individual Liberty: We actively promote and model individual liberty by:

- Supporting pupils to develop their self-knowledge, self-esteem and self-confidence eg. through our Catholic ethos, our way of treating people, by investing heavily in meeting the needs of all of the children, by providing equality of opportunity, by knowing and understanding the needs of all of the children.
- Encouraging pupils to take responsibility for their behaviour as well as knowing their rights eg. through linking rights with responsibilities, by having a fair and consistent behaviour management policy.
- Challenging stereotypes eg. visitors into school, disability awareness, anti bullying and anti racism learning, vocations week.
- Implementing a strong anti bullying culture.

Respect and Tolerance: We actively promote and model respect and tolerance by:

- Promoting respect for individual differences eg. through assemblies and masses, the RE curriculum, multicultural, multi-faith weeks, through our Catholic ethos.
- Helping children to acquire an understanding of and respect for their own and other cultures and ways of life eg through Geography, International Links, Religious Education, Multicultural and multi-faith weeks.
- Organising visits to places of worship eg. Local Anglican Church, Gurdwara, Jewish synagogue, Hindu temple.
- Openly discuss and celebrate the similarities and differences between people such as differences of faith, ethnicity, disability, gender and different family situations such as looked after children, young carers

Curriculum Coverage.

Year group	Faith	When covered
Reception	Christianity and being aware that not everybody is a Christian Festivals of other religions: Chinese New Year, Diwali	Throughout the year
Y1	Own Christian faith / Hinduism	Mumbi Magic - Year A Alternate years
Y2	Own Christian faith / Hinduism	Mumbi Magic - Year A Alternate years
Y3	Judaism	Multicultural week in summer term
Y4	Islam	Multicultural week in summer term
Y5	Sikhism	Multicultural week in summer term
Y6	World Faiths	Multicultural week in summer term. Own research focusing on common elements of various world religions. List generated by children - aim to cover: Hinduism, Sikhism. Judaism, Islam, Buddhist, Other Christians.