

## EMBRACING DIVERSITY AT EUXTON C OF E PRIMARY SCHOOL

‘Love one another as I have loved you.’ John 15:12

At Euxton C of E we aim to ensure that we deliver a diverse curriculum that supports and celebrates inclusivity and diversity, in line with our school vision and the European Youth Charter on Inclusivity and Diversity in Education. Our teaching is underpinned by our Christian values: for example those of Friendship and Fellowship, Wisdom, and Compassion and also through our British values of mutual respect, tolerance and personal freedom.

There are several strands to ensuring full cultural inclusion in school:

- Content Integration – Ensuring that children are given examples and content from a variety of cultures and that this is integrated in teacher’s teaching and in the environment around them
- Knowledge Construction – Teachers helping children to have a factual understanding of different cultures and traditions, free from prejudice
- Equity pedagogy – Teaching is tailored to meet the needs of the children, ensuring the inclusion of all children and enabling all children to flourish.
- Prejudice reduction – Embracing diversity, challenging viewpoints, creating a culture where children, whatever their background, disability, ethnicity, gender, identity, nationality or religion, are supported and feel comfortable as the person God meant them to be.
- Empowering school structure and societal structure – Children have a concern for others, challenging injustice and inequality and engaging in social action projects to address issues of disadvantage and deprivation.

‘In our Christian family, we all SHINE in the light of Jesus.’



### European Youth Charter on Inclusion and Diversity in Education

1. In the school environment, both pupils and staff should learn to appreciate the differences between religions, cultures and sexual orientation in the school community, even if one’s views clash with others’ beliefs.
2. Young people should have their voices and opinions heard when decisions are being made concerning them, for example by giving student councils an effective and powerful voice; student councils should have an advisory role in schools.
3. Within the school curriculum, students should be given opportunities to learn about cultural diversity.
4. Schools should offer the possibility for pupils to share their experiences and views with the community, promoting better communication and integration.
5. Schools should educate the whole person; to develop them academically, emotionally, physically and morally to achieve their full potential.
6. Schools should provide new ways of teaching and learning to help every young person learn well, for example by having courses taught by specialist practitioners in intercultural learning to enable the students to benefit from their expertise and passion.
7. Schools should give possibilities to a wider range of cultures and religions, including more diverse language learning.
8. Schools should provide mentors to help new students, foreign students or students with special needs to integrate into the community, for example by having extra sessions to help foreign students learn the majority language and preserve their mother tongue, and by ensuring that additional needs of students are catered for through the school environment and within the school curriculum.
9. Schools should provide training to ensure that teachers and support staff are able to deal with student problems and issues in a culturally sensitive way and increase the number of staff from ethnic minority backgrounds.

'Love one another as I have loved you.'  
John 15:12

### Literature

Children study texts across a range of cultures and religions. The range of texts studied includes:

Its Ok to be Different, Handa's Surprise, Tortoise's Dream, Anna Hibiscus, My Two Grannies, Jameela's Dress, My Two Grandads, Mewnye Hadithi's African Tales, The Firework Maker's Daughter, Journey To Jo'burg, The Day Gog Went to Vote, The Arrival, Wonder, The Boy at the Back of the Class, One Half From The East, Hidden Figures etc.

Class libraries have also been updated to ensure a wider representation of diverse faiths, races, families, abilities etc. Guided reading books have also been purchased to increase children's knowledge of historical events such as Windrush migration and of cultures across the world, for example China.

**Culture** Across the curriculum, children explore different cultures and traditions, including both those within Britain and internationally. French lessons also raise children's awareness and understanding of other cultures and traditions and PSHE furthers children's understanding of their individual identity and diversity in families, relationships etc.

Teaching of PREVENT and British values is interwoven throughout our curriculum – through topics such as Respect, A Diverse World, Journeys, A Multicultural Community. All staff have regular training on this.

## DIVERSITY WITHIN OUR CURRICULUM

### Teaching of Other Faiths

Interwoven throughout RE units as indicated on curriculum maps. Interwoven throughout RE units as indicated on curriculum maps. Children consider holy books from other faiths, places of worship, celebrations worldwide, as well as prayer, key figures, holy days. We have ensured displays around school celebrate key festivals from other faiths throughout the year.

Religions covered: main focus on Judaism and Islam with coverage also of Sikhism, Hinduism and Buddhism.  
Festivals covered: Shabbat, Eid, Diwali, Hanukkah, Sukkot, Pilgrimages such as Hajj and Lourdes are studied in KS2  
How Christmas is celebrated around the world  
KS2 visits each year to places of worship of other faiths  
Y3: Hindu Temple, Y4: Synagogue, Y5: Mosque, Y6: Salvation Army

### History and Geography

In history, we teach a balance of worldwide history, alongside British and local history and explore the historical themes of invasion, settlers and migration as well as considering Britain's involvement in the transatlantic slave trade during the Industrial Revolution. In the English curriculum, Black History is taught through key figures such as Martin Luther King Jr, Rosa Parks and Nelson Mandela.

Focus areas of our human geography element of the curriculum include communities and their cultures, economies and interactions with the environment. Y2 compare and contrast our locality with that of Mikoroshoni primary school in Kenya, Y5 consider types of migration and the impact at a personal and cultural/economic level.

### Key Figures

Across the school, children learn about a range of figures who were instrumental in promoting change and acceptance. These include:

Mother Teresa, Martin Luther King, Nelson Mandela, Anne Frank, Mae Jemison, Katherine Johnson, Mary Seacole, Rosa Parks, Harriet Tubman, Malala Yousafzai,

### The arts:

We ensure that a diverse range of artists are celebrated eg. Georgia O'Keefe in Y3, Anthony Mwangi in Y5 and Hiroshige in Y4 as well as considering worldwide influences on the development of ceramics and textiles. We also study architects such as Zaha Hadid (Y5)

We challenge stereotypes – eg. focus artist in textiles is Kaffe Fassett

Our musical curriculum includes a focus on different musical traditions and eras such as Kenyan music, Eastern European composers, worldwide folk, South American music, Jazz, etc. A range of worldwide music and dance is also provided through external visits to school.

### **Worship:**

We have a range of visitors in Worship from different faiths and backgrounds. We learn about and celebrate other faith festivals through worship, eg. Diwali and Chinese New Year. We also listen to a range of music from different cultures, for example the Chinese drums. We have played the Ukrainian National Anthem and play the last post each Remembrance Day. Class Worships incorporate feedback from our visits to places of Worship: Ks2 feedback to KS1. Recently Y5 listened to Nelson Mandela's bodyguard taking about apartheid.

Through our Christingle service: December 2020 theme of *Christmas Around The World*, December 2021 theme of *Refugees*, December 2022 theme of *Papa Panov*.

Our celebration worships celebrate all talents and abilities. We have had visits from Paralympian athletes.

### **WOW Days and enrichment:**

Visits to school eg annual visit from Prags at Cultural Educ'Asian – with specific focus eg. India in 2022; Annual celebration of European Day of Languages which we widen to include global languages: in September 2022, we had a focus on the use of languages in the world of work and within international companies; Additional enrichment through themed days and visitors – eg. Chinese New Year celebrations.

Individual class WOW days: for example, Year 5's theme of Around The World in A Day incorporates the stories of Katherine Johnson, Dorothy Vaughan, Mary Jackson and Christine Darden and their role in the space race and Japanese artist Yoyoi Kusama.

Y2 and Y4 African Drum Workshops

Wonderful Wednesdays incorporate diverse representations in art: we have ensured every classroom has their own range of skin colour crayons.

### **Mikoroshoni Partnership:**

We have connected with Mikoroshoni Primary School in Kenya, working closely with the trustees of the charity to learn about the situation of the school and share videos and news with the school. Trustees have visited school to speak to the children about Mikoroshoni and are in regular contact. As well as incorporating Mikoroshoni into Y2 geography curriculum, we are planning a Zoom session between pupils of both schools.

Annually, the school council arrange for children to share hot chocolate/juice and marshmallows/biscuits with each other virtually

Courageous Advocacy: our Ethos Group decided to raise money in Advent to send to Mikoroshoni rather than handing out Christmas cards.

A football kit has also been donated.

### **Environment:**

Ensuring a range of examples and content from a variety of cultures is consistently integrated within teaching, powerpoint/SMART notebook slides/worksheets and display environments. Displays around school celebrate diversity and the core British values. Our school libraries have a range of books that reflect our diverse world and we have recently updated our guided reading books to ensure that a wide range of cultures are represented. Stereotypes are challenged through careful presentation of a range of resources and through discussion. Recent corridor displays have included inspirational figures such as the Dalai Lama, Anne Frank, Paralympian sportsmen and women, Rosa Parks, Marcus Rashford and the Queen.

### **Next Steps:**

- Develop Worship so that inspirational figures worldwide are studied and celebrated.
- Embed annual multi-faith week to give children opportunities to study other religions in depth
- Embed study of wider range of international people in different subject specialisms who have influenced or inspired us.
- Embed children's understanding of the importance of communication and international cooperation in our interconnected world.