

EMBRACING DIVERSITY AT EUXTON C OF E PRIMARY SCHOOL 2021-2022

[‘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.

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, 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, etc.

Culture Across the curriculum, children explore different cultures and traditions, including both those within Britain and internationally. For example, when learning about human geography, focus areas include communities and their cultures, economies and interactions with the environment. We have also 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. This has also been incorporated into our geography curriculum, with a focus in Y2 on the locality of the school and its environs.

In history, we teach a balance of worldwide history, alongside British and local history and explore the impact of invasion, settling and migration. In the English curriculum, Black History is taught through key figures such as Martin Luther King Jr, Rosa Parks and Nelson Mandela. 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 – Respect, diversity, settlers and integration, migration and acceptance/tolerant, A multicultural community,

Aim: Further strengthen connections with international schools to widen children's perspectives.

CULTURAL DIVERSITY WITHIN OUR CURRICULUM

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.

Teaching of Other Faiths

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.

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

Aim: Encourage school visits from people of other faiths.

Other Enrichment: Visits to school eg annual visit from Prags at Cultural Educ'Asian – with specific focus eg. Diwali in November 2020; Annual celebration of European Day of Languages; Additional enrichment through themed days and visitors – eg. Chinese New Year celebrations

Aim: Further develop children's understanding of India and its culture through enrichment days this year.

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

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

Aim: Create our own 'book' of influential people who have helped change the world for the better.

The arts:

We ensure that artists worldwide are celebrated eg. Romero Britto in Y3, Anthony Mwangi in Y5 and Hiroshige in Y4 as well as considering worldwide influences on the development of ceramics and textiles.

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

Our musical curriculum includes a focus on different musical traditions and eras. A range of worldwide music and dance is also provided through external visits to school.

Aim: Introduce a new, diverse musical appreciation curriculum across school