



## St John Bosco Catholic Primary School

### MULTICULTURAL EDUCATION

“Pupils from all backgrounds will one day be voting, decision-making citizens whose views will influence public policies which affect people from all cultural backgrounds. All will contribute to the values of society. It is therefore important that all are made aware of the multicultural nature of British society today and are encouraged in the attitudes of mutual knowledge, understanding and tolerance which alone can make such a multicultural society a fair and successful one.”

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 Governors and staff of St. John Bosco Catholic Primary School 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.

#### **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.

- its positive use of children's work, photographs, artefacts, posters and signs;
- its 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. Governors 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;
- have the opportunity to participate in INSET courses and training opportunities;
- are kept aware of developments, dates etc., by positive use of staffroom boards;
- 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. JOHN BOSCO CATHOLIC PRIMARY SCHOOL ANTI-RACIST STATEMENT**

St. John Bosco 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 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 any 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 Full Governing Body and the Local Authority.
- This school, in the light of the above, is aware of the need to publicise its antiracist policy and code of conduct. It will keep them under review and maintain a system of monitoring their effectiveness. This critical openness should in fact arise from the place of the Church school within the living Christian community which itself should be critically open in response to the message of the Gospel.
- 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.

## **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.

2021-2022 Multicultural Focus:

- Year 6 – Hinduism
- Year 5 – Islam
- Year 4 – Buddhism
- Year 3 – Catholicism
- Year 2 – Sikhism
- Year 1 – Judaism
- Year R – Church of England

Where possible this linked to their Learning Journey work, however when this is not possible this is taught discretely. Every other year children visit the place of worship of another faith. 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/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,
- Encouraging pupils to become involved in decision making processes and ensuring they are listened to in school eg. school council, open door policy for, consultation groups, liaison between staff and pupils.
  - 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 lessons , 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

**Reviewed: February 2021**

**Review Date: February 2023**