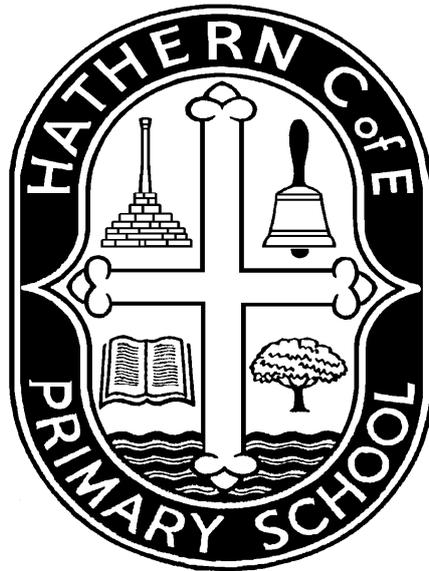


Hathern Church of England
Primary School



**Multicultural
Policy**

At Hathern Church of England Primary School, we believe in
'Learning and Caring Together'

Rationale:

Our code of conduct, our CARE Code (***Co operation Awareness Respect and Enjoyment***) encourages all pupils to celebrate *the diversity of our school community* yet at the same time acknowledges that *we are all part of that same community*.

We must ensure that within that community all individuals have the entitlement to learn, teach or work in a non-threatening and supportive environment; an environment that acknowledges celebrates and respects the multi-cultural aspects of the world in which we live. In order to achieve this, *every effort possible must be made* to ensure that all individuals within our school are valued within a context of mutual respect, justice and fairness and have the opportunity to develop to their full potential

x-ref. the following school policies:

- *Behaviour and Discipline*
- *Anti-Bullying*
- *Anti-Racism*
- *Inclusion*
- *Equal Opportunities*
- *Religious Education*
- *Collective Worship*
- *Spiritual, Moral, Social, Cultural Understanding*
- *PSHE and SEAL guidance*

Aims:

Our aims are simple:

1. To prepare all pupils to live and work harmoniously in a multi-cultural, multi-faith world
2. To recognise and promote equality of opportunity for all pupils irrespective of their ethnic, cultural, linguistic or historical background.
3. To provide a curriculum that recognises, acknowledges and celebrates cultural diversity, finding and developing opportunities to enhance multicultural awareness and understanding
4. To not 'bolt on' a multicultural curriculum but to make our school curriculum naturally multi-cultural

Learning Objectives:

For children to know and understand that:

- there are different skin colours
- people speak in different accents, dialects and languages
- there is a variety of family groupings
- certain words are ethnically derogatory and offensive
- some groups of people are fighting to survive
- some people are fighting persecution
- some people are discriminated against
- some people have unequal chances in life
- some powerful groups oppress less powerful ones
- all countries are made up of different ethnic groups
- people move from place to place for different reasons
- there are basic human needs and rights and that these should exist for *all* people

- racism and prejudice exist and what these terms mean
- it is important to have some knowledge of faith and cultures other than one's own
- cultures are dynamic and never static
- all societies are culturally diverse

All of these need to be followed by the question 'why?' and the supporting explanation.

Our children should also know and understand that:

- cultural diversity contributes to the richness of a society.
- nations depend on each other.
- there are common values of society that should be adhered to by all

In order for our children to acquire the above skills they will need to be able to:

- distinguish between fact and fiction.
- express and justify a personal opinion relevant to an issue.
- contribute to paired and class discussion, learning to take turns, respond to the views of others and use acceptable forms of disagreement or challenge.
- work with others.
- use imagination when considering the experiences of others.
- listen to others.
- reflect on issues presented in a variety of ways, e.g. story, drama, pictures, poetry, role play.
- take part in debate and vote on an issue.
- be able to negotiate with others.
- discuss a range of moral dilemmas or problems.
- be able to collect information about a topic from a range of sources.
- interpret data
- be aware of inaccurate or distorted use of statistics.

Through our curricular provision our children should develop the following attitudes and values:

- the ability to challenge stereotypes
- the ability to challenge injustice
- to value oneself and nurture friendships.
- to respect others, their belongings and their feelings.
- to understand one's likes and dislikes and to be aware of how it may affect behaviour and actions.
- to appreciate the uniqueness of each individual.
- to develop a commitment to equal rights.
- to support / subscribe to justice for all.
- to value the achievements of other cultures.
- to appreciate differences without feeling threatened.
- to have a feeling of comfort with cultural diversity.
- to recognise one's own cultural traditions, values and heritage
- to have a willingness and ability to learn from others.
- to appreciate the damaging effects of prejudice and discrimination on all groups of society.

All of these important aspects will need to be planned into our curriculum; explicitly through the 'taught curriculum', but more importantly will need to be part of the ethos of the school and so delivered to the children through the 'caught curriculum'.

The role of the Multi-cultural Coordinator is:

- i) to review the policy in line with the school's Policy Review Schedule and review practices
- ii) to develop multi-cultural links within the community/wider community
- iii) to order, organise and replace necessary resources within the constraints of the school budget
- iv) to co-ordinate the development, organisation and implementation throughout the school
- v) to provide support and guidance to colleagues and to lead appropriate INSET activities
- vi) to undertake monitoring and evaluation in line with Subject Manager M&E protocols

A few final thoughts:

'Tell me and I forget. Show me and I remember. Involve me and I understand.' ~*Chinese Proverb*

'Men are born equal but they are also born different.' ~*Erich Fromm*

'A story is only half told if there is only one side presented.' ~*Iceland Proverb*

'We see things not as they are, but as we are.' ~*Anais Nin*

'We must learn to live together as brothers or perish together as fools.'