



UNITED SCHOOLS BIG HUB KINGSTEIGNTON SCHOOL

CULTURAL AWARENESS POLICY

We are Rights Respecting Schools. Under the UNCRC, all children should have access to and awareness of their rights.

Article 29: Education must develop every child's personality, talents and abilities to the full.

There are three main purposes to this policy:

- to raise awareness of the diversity of cultures
- to establish expectations for all members of staff
- to state the schools approaches in order to promote continuity and coherence.

Introduction

This policy aims to ensure that our school provides opportunities for each person to celebrate and reflect upon their own and other cultures within the local, national and global community. Kingsteignton School is committed to creating and maintaining an ethos that ensures equal opportunities for all and encourages a positive attitude of respect and understanding towards other cultures.

Children gain an understanding of cultural diversity through subtle and unintentional ways; they receive messages about themselves and the way they are seen within the school and society.

This policy is a strand of the schools Race Equality policy. It is linked to the PSHE and Citizenship policies.

The school and US Big Hub aims to:

- promote, respect and enrich the children's knowledge and understanding of cultural diversity locally, nationally and globally.
- develop a community where everyone is valued and has a sense of belonging.
- ensure equal opportunities for all and enable pupils to challenge discrimination and stereotyping.
- develop knowledge of a world where similarities and differences between cultures are celebrated and British values are shared.

Strategy for implementation

We recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom and world around us. Our data shows us that the children across the US Big Hub are predominantly from a White British background. We will therefore work to provide opportunities for our children to work with a range of people from different religious, ethnic and cultural groups.

By the age of seven, all young people will have had opportunities to:

-interact with members of the local and global community, including people from a different cultural background from their own, both within school and through supervised visits outside school.

-The Devon Promise, from Changing our Futures (Learning for Sustainability in Devon) DCC 2007

By the age of fourteen all young people will have had opportunities to:

-explore views of economic and social development and social justice with members of the local and global community from different cultural backgrounds. -

The Devon Promise, from Changing our Futures (Learning for Sustainability in Devon) DCC 2007

The Curriculum

It is our role to educate pupils into the wider world and prepare them for a multi-ethnic society. This will be delivered and incorporated into the curriculum providing positive images of race, gender and disability in the following ways:

- children are given opportunities to be engaged in cross-curricular learning with international links incorporated where possible. In EYFS this is planned using the EYFS Framework and Years 1 to 6 follow the Learning Challenge Curriculum (L.C.C.) displays
- around the school
- key stage, whole school and class assemblies
- where possible, outside speakers from different cultures and representatives from all religions will be invited into school
- the use of resources that reflect social and cultural diversity
- whole school events in order to raise awareness fund raising events to support our ongoing and new projects

British Values and Radicalisation

The Government set out its definitions of British Values in the 2011 Prevent Strategy. It is our duty to promote, reinforce and educate children about the British Values.

We encourage them to develop and demonstrate skills and attitudes which will enable them to contribute positively to life in modern Britain.

Across the US Big Hub schools have selected specific texts which link to each value and songs have been created for each key stage as ways to further support children with their understanding of them. Some of the many ways we instil British Values across the US Big Hub are given below.

Democracy

Elections are held for school council representatives Informal voting opportunities within class

Rule of law

- The importance of laws are reinforced throughout the school day (in school/at home/the country)
- Visits from authorities (Police/Fire Service/Lifeguards)

Individual Liberty

- In and out of lessons, children are encouraged to make choices
- (Article 13: The right to get and to share information, as long as the information is safe)
- Children are encouraged to know, understand and exercise their rights
- (Article 43: The right to know your rights)

Mutual Respect and tolerance of those with different faiths

- Learning takes place in RE and PSHE
 - Class discussions
 - Visits from members of the community
- (Article 14: The right to choose your own religion and beliefs)
- (Article 30: The right to practise your own culture, language and religion) In order to promote these further, values are displayed in every classroom.

Children's understanding is monitored through pupil conferencing which takes place twice a year and any issues that arise are fed back to staff.

All staff have had Prevent training and are aware of how to identify children who may be vulnerable to radicalisation and they know what to do when a concern is identified. This is part of the schools safeguarding duty and aims to protect children from harm.

Wider links and Projects

Across the school, national, international and British Value themed days take place.

Leadership and Management

The subject leader is responsible to the Principal for the teaching and learning of cultural awareness. The subject leader is responsible for monitoring and evaluating the quality of cultural awareness within the curriculum and to reporting to the Principal and the trustees on a regular basis. The subject leader is responsible for supporting staff as the need arises. Year groups will be provided with a 'Cultural Awareness Book' or 'Cross Curricular Work Book' by the subject leader, in which they will share examples of the pupils' learning in a variety of formats, including photographs, class work and examples of the opinions of pupils. These books will be available in class for the children to access for reflection. Similar items are also posted on year group and British values school blogs.

Review

This policy will be reviewed in line with the US Big Hub policy review programme. The subject leader is responsible for reporting to the governors' curriculum committee about the quality of its implementation and its impact. In the light of this, policy amendments may be made.

This policy was reviewed January 2022 Next review January 2023