

Education in Cultural Competence is about learning to live positively in our diverse world. It is about deepening our knowledge and understanding of others and developing an increasing ability to empathise with those who are different from us; to recognise our common humanity. It is about celebrating diversity for the ways in which it enriches our lives. We aim to help children develop a positive self-identity that incorporates understanding and respect for people with different characteristics.

We also teach children about lines of inequality and discrimination in our society, help pupils learn about the mechanisms through which inequality and discrimination work and engage them in thinking about how to build a fairer, better world. There is a requirement on us as a school to, "prepare learners for life in modern Britain by equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law." These protected characteristics are defined in the Equalities Act, 2010.

The table below outlines the key themes, concepts and knowledge we teach through Cultural Competence education. It also contains example activities and resources, in italics.

|        | Year 3   | Year 4   | Year 5  | Year 6  |
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| Age    | <p>Value and identify with the life experience of older people.<br/><i>Visit from an ex-pupil to explore what school was like in the past.</i></p> <p><i>ACROSS SCHOOL: Plan a Grandparents day to give Grandparents the opportunity to visit and talk about what school was like for them.</i></p> <p><i>Links to the Infant Schools for activities such as world book day / transition</i></p> | <p>Understand that ageism exists and know some ways in which it manifests.<br/>Explore personal unconscious bias e.g. by matching achievements to pictures of people of various ages and exploring the validity of these choices.</p> <p><i>Discussion ideas:<br/>-What age should people stop doing sports?<br/>Ed Whitlock- 85 years old when he ran the marathon.<br/>Great example that age is no barrier.</i></p> | <p>Engage positively with older people in the community [Stonelow Court]<br/><i>Debate idea: Should older people who need care be put in homes?</i></p>   | <p>Engage positively with older people in the community [Stonelow Court]<br/><i>Debate idea : Should older people who need care be put in homes<br/>Ages and Stages of life covered in Y6 sex ed</i></p>              |
| Gender | <p>Explore the issue of gender bias in literature.<br/><i>Look at a few fairy tales e.g Cinderella, Snow White and Rapunzel. Discuss the roles of the women versus the men.</i></p>  | <p>Explore the issue of gender bias in films/movies.<br/><i>Consider writing a playscript for a short film featuring a strong female lead .</i></p>  | <p>Understand that gender stereotypes exist and explore some examples of this. Understand what gender neutral means<br/>Examine gender stereotypes in relation to jobs.<br/><i>Discussion points:</i></p> | <p>Learn about the history behind the celebration of International Women's Day.<br/>Understand what gender neutral means<br/><i>Discuss the questions within the Idea: Conduct a school survey to investigate</i></p> |

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|                    | <p>Discussion point:<br/>Can women be strong and independent?<br/>Read: <i>The Paperbag Princess</i> by Robert Munsch.<br/>Children to discuss and innovate their own fairytales with women and men in non-traditional roles.</p> <p>ACROSS SCHOOL - <i>International Women's Day</i> in assembly<br/>No gender based groups in school<br/>Gender neutral toilets available</p>   |   | <p>'Men are better drivers than women', 'Men are stronger than women', 'Girls are better students' and 'Boys don't dance.'</p> <p>Discussion points:<br/>Which jobs are considered female and which jobs male?<br/>Invite men and women in 'non-traditional' jobs to talk to the children.<br/>For example: A male hairdresser/nurse; female engineer/firefighter.</p>  | <p>the question: Is there a gender divide in our school? Use findings to suggest solutions or further improvements for our school.</p>   |
| Sexual Orientation | <p>Begin to explicitly explore families where parents are of the same gender and acknowledge the questions it might raise for adults and children from heterosexual families.<br/>Introduce and explore the terms gay and lesbian.<br/>Read and explore the books: <i>Heather has Two Mummies</i> by Leslea Newman and <i>A Tale of Two Daddies</i> by Vanita Oelschlager</p> <p>ACROSS SCHOOL: Posters and signage.<br/>RSHE lessons<br/>Narrative of tolerance and acceptance</p> | <p>Unpick the issue of identity and how society uses this to compartmentalise individuals into groups. Explore the meaning of the terms: heterosexual, gay, lesbian and bisexual.<br/>Recognise the rainbow flag as a symbol of identity used by this community. Explore how transgender people can choose to identify as heterosexual, gay, lesbian, bisexual or none (asexual).<br/>Read the book: <i>I am Jazz</i> by Jessica Herthel as a platform to discuss the complex nature of identity.</p> | <p>Recognise the stereotypes attached to people from the LGBT community. Acknowledge how these stereotypes have been perpetuated by society in various ways and how inaccurate they are.<br/>Explore latent personal bias inherent in many people against the gay community<br/>Discussion points: What does a gay person look like? How does a lesbian act?<br/>Identify the LGBT person from a selection of pictures given and justify why?</p> | <p>Understand that homophobia exists and identify the roles we can play in challenging it.<br/>Learn about celebrities who are positive role models in the gay community.<br/>Discussion points: What does Homophobic behaviour involve?<br/>What is the impact of homophobic abuse on its victims?<br/>How can we as a school community Challenge homophobia?</p> |
| Race               | <p>Understand the meaning of the term 'race'.</p>   | <p>Understand that racial stereotypes exist and explore some examples of this.</p>  | <p>Explore what racism is.<br/>Examine the different movements that tackle racism or prejudice.</p>   | <p>Explore what racism is.<br/>Examine the different movements that tackle racism or prejudice.</p>  |

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|                            | <p>Explore what it means to belong to a racial group.<br/>Use appropriate language in relation to race</p> <p>ACROSS SCHOOL: <b>Black History month</b> celebrated through texts and visitors</p>   | <p><i>Discussion points:</i><br/><i>What common racial stereotypes do children see on the television and other media?</i><br/><i>What messages do racial stereotypes send concerning race?</i></p>   | <p><i>Debate: Should an individual be discriminated against based on their race?</i></p>   | <p><i>Debate: Should an individual be discriminated against based on their race?</i></p>   |
| <b>Religion and Belief</b> | <p>Learn about religions that are not considered main religions including Sikhism and Buddhism.<br/>Identify similarities between less known religions.<br/><i>Research less known religions practised around the world.</i></p> <p>ACROSS SCHOOL: Assemblies planned around other religions / celebrations. Visits and visitors into school<br/>Weekly R.E. lessons</p>  | <p><i>Conduct a survey among the school population to find out the percentage of children following particular religions or who are not religious.</i></p>   | <p>Understand that Islamophobia exists and identify some ways in which it is manifested.</p>   | <p>Explore atheism.<br/><i>Discussion points: What does it mean to be atheist?</i><br/><i>Why do you think some people choose to be atheist?</i></p>   |
| <b>Disability</b>          | <p>Understand what blindness and deafness are and how they affect people's lives.<br/><i>Learn about Braille: Local walk to identify resources for the blind, e.g. at traffic lights / in stations.</i><br/><i>Audit of school environment re: accessibility for the blind.</i><br/><i>Learn about British Sign Language</i><br/><i>Visit from blind / deaf members of the community.</i></p> <p>ACROSS SCHOOL: Assemblies / visitors</p> | <p>Understand what blindness and deafness are and how they affect people's lives.<br/><i>Learn about Braille: Local walk to identify resources for the blind, e.g. at traffic lights / in stations.</i><br/><i>Audit of school environment re: accessibility for the blind.</i><br/><i>Learn about British Sign</i><br/><i>Visit from blind / deaf members of the community.</i></p> | <p>Develop inclusive attitudes to disabled people and deepen understanding of the challenges they face in society.<br/>Understand what disablism is and ways in which it manifests.<br/>Learn about the achievements of disabled individuals.<br/><i>Engage in paralympic school day programme .</i><br/><i>Learn about the challenges faced by a successful paralympian and their achievements.</i><br/><i>Visit from a disabled member of the community.</i></p> | <p>Develop inclusive attitudes to disabled people and deepen understanding of the challenges they face in society.<br/>Understand what disablism is and ways in which it manifests.<br/>Learn about the achievements of disabled individuals.<br/><i>Engage in paralympic school day programme .</i><br/><i>Learn about the challenges faced by a successful paralympian and their achievements.</i><br/><i>Visit from a disabled member of the community.</i></p> |

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|   | P,E, - Disability sports<br>[wheelchair basketball etc]  |  |  |  |
| <b>Global and Local Economic inequality</b> | <p>Learn about how the choices we make as consumers impact on producers around the world.</p> <p><i>Video on fair trade</i></p> <p><i>Visit to a local shop to identify which goods are / are not fair trade.</i></p> <p><i>Investigate how a product we regularly use is produced and gets to our shops. Find out about the lives of the people who make the product.</i></p> <p>ACROSS SCHOOL; Fundraising for charities / food bank</p>   | <p>Learn about how the choices we make as consumers impact on producers around the world.</p> <p><i>Video on fair trade</i></p> <p><i>Visit to a local shop to identify which goods are / are not fair trade.</i></p> <p><i>Investigate how a product we regularly use is produced and gets to our shops. Find out about the lives of the people who make the product.</i></p> | <p>Learn about the lives of homeless people in the UK and what we can do to help.</p> <p><i>Discuss our experience of seeing homeless people on the streets, what we think their lives might be like and why they might be homeless.</i></p> <p><i>Organise a fundraising activity for a homeless charity, e.g. a sleep out.</i></p>   | <p>Learn how taxation works and what the UK Gov budget is spent on.</p> <p><i>Discuss &amp; debate how UK budget should be spent and compare to the reality e.g play a game in which pupils have 100 coins and need to divide these between key government spending priorities.</i></p> <p><i>Debate how much should go in each pot. Then compare to the reality.</i></p>  |
| <b>Migration</b>                            | <p>Learn who a refugee is and the difference between a refugee and a migrant.</p> <p><i>Read the book: <a href="#">Refugees and Migrants by Ceri Roberts</a>.</i></p> <p><i>Discuss the effects on children of having to move forcibly to a different country.</i></p> <p><i>Identify well-known personalities whose families were refugees such as Rita Ora. Learn about her story of coming to the UK and the success she forged as an adult.</i></p> <p>ACROSS SCHOOL: Work with parents / families to ensure their</p> | <p>Understand that there are laws surrounding immigration in the UK and explore some of these.</p> <p>Learn the difference between the terms: 'immigration' and 'emigration'.</p>  | <p>Learn about the Windrush generation and make links to the celebration of Black History Month.</p> <p><i>Read the book: <a href="#">The Story of the Windrush by K.N. Chimbi</a>.</i></p> <p><i>Identify and research about notable people who migrated from the Caribbean to England such as Floella Benjamin.</i></p> <p><i>Discuss and collate opinions about the Windrush scandal of 2018.</i></p> | <p>Recognise that immigration is a controversial topic. Understand that immigration brings both benefits and challenges to any country.</p> <p><i>Investigate the UK statistics of emigration vs immigration over the past 5 years. Which is higher? Why? Trends?</i></p> <p><i>Discuss the Brexit referendum and identify the role played by immigration in this.</i></p> <p><i>Read 'The boy at the back of the class'</i></p> |

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|               | understanding of English<br>[translate letters etc]   |   |   |   |
| Body<br>Image | <p>Recognise that media images of ideal bodies are often not reflective of the diverse ways people look. Explore why this is and what affects it can have on people.</p> <p><i>Study a range of magazines - how many models look normal; are from ethnic minorities; are old; are disabled etc? Discuss why this is and what the impact of this can be on the way people feel about themselves.</i></p> <p>ACROSS SCHOOL: PHSE / RSHE<br/>Lessons ICT - fake news</p> | <p>Recognise that media images of ideal bodies are often not reflective of the diverse ways people look. Explore why this is and what affects it can have on people.</p> <p><i>Study a range of magazines - how many models look normal; are from ethnic minorities; are old; are disabled etc? Discuss why this is and what the impact of this can be on the way people feel about themselves.</i></p> | <p>Develop a positive body image, in the context of bodily change.</p> <p>Explore the emotional impact we have on others through our responses to how they look.</p> <p>Investigate what is real and fake / manipulated in images etc</p> <p>Read, <a href="#">The Ugly One (link to history &amp; the Incas)</a>, <a href="#">Smile</a> , <a href="#">Karma Khullar's Mustache</a></p> | <p>Develop a positive body image, in the context of bodily change.</p> <p>Explore the emotional impact we have on others through our responses to how they look.</p> <p>Investigate what is real and fake / manipulated in images etc</p> <p>Read, <a href="#">The Ugly One (link to history &amp; the Incas)</a>, <a href="#">Smile</a> , <a href="#">Karma Khullar's Mustache</a></p> |