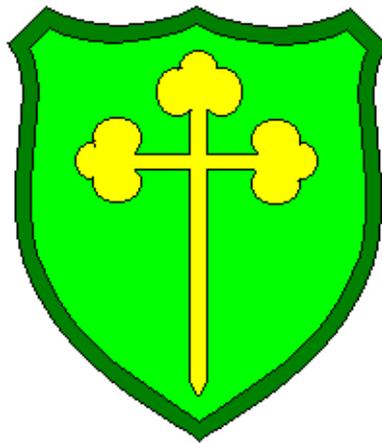


# Gosbecks Primary School



*'Be the best you can be'*

## Race Equality Policy

Owen Ward Close, Colchester, Essex CO2 9DG

Our mission statement for race equality

- *As a school, we are committed to the promotion of equality of opportunity for all, including people from different racial, ethnic, cultural and religious backgrounds. We consider that all manifestations of racism are wholly unacceptable and will act positively to eliminate racial discrimination where it occurs. We will take prompt, effective and systematic action to deal with all racist incidents and to identify and address racial, ethnic, cultural and religious inequalities.*
- *We are also committed to promoting good relations between people of different racial, ethnic, cultural and religious groups. We will enable every pupil to:*
  - *participate in a curriculum that takes full account of the richness and variety of the world's racial, ethnic, cultural and religious groups*
  - *recognise and challenge racism, racial discrimination and stereotyping;*
  - *develop the knowledge and understanding, skills and attitudes necessary for life in Britain's multi-ethnic society and as global citizens in an increasingly interdependent world.*
- *We believe that these commitments are as important in the context of a school with limited ethnic diversity such as ours as in schools with a more ethnically diverse population.*

## 1 Background

### 1.1 Legal requirements

- The Race Relations Act 1976 prohibits schools from discriminating on grounds of race, colour, nationality or ethnic or national origin. It identifies three types of discrimination: direct discrimination, indirect discrimination and victimisation.
- The Race Relations (Amendment) Act 2000 places a **general** duty on schools to:
  - *eliminate unlawful racial discrimination*<sup>1</sup>;
  - *promote equality of opportunity*;
  - *promote good relations between persons of different racial groups*.
- In order to meet the general duty, the Race Relations (Amendment) Act 2000 places additional **specific** duties on schools to:
  - prepare and maintain a Race Equality Policy explaining how the school will meet the general duty;
  - have arrangements in place for meeting their duties in respect of race equality;
  - monitor and evaluate the impact of all their policies (including the Race Equality Policy) on pupils, staff and parents of different racial groups, including the impact on attainment levels.

### 1.2 The National Curriculum

- The section on values, aims and purposes in the National Curriculum handbook attaches great importance to the need for schools to address issues related to race equality:
- The National Curriculum stresses the importance of inclusion and the need to provide effective learning opportunities for all pupils, including those from minority ethnic groups:
- The National Curriculum identifies ways in which all subjects are expected to promote race equality. PSHE and citizenship have a particularly important contribution to make.

## 2. Philosophy

- 2.1** As a school with limited ethnic diversity, we respect and value the linguistic, cultural and religious diversity which exists in the wider community. We are committed to challenging attitudes that promote racial discrimination, ensuring respect for all, preparing all pupils for life in a culturally diverse society and working to develop greater community cohesion.
- 2.2** Our commitment to race equality will be demonstrated through:
- fostering respect for all groups and individuals;
  - promoting positive non-discriminatory behaviour;
  - ensuring appropriate support for isolated individuals of different ethnic groups within the school;
  - ensuring high expectations of all;
  - ensuring representation of a wide range of heritages within our curriculum and school community;
  - encouraging links with the wider community and developing greater community cohesion.
- 2.3** We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will systematically monitor, evaluate and constantly review the impact of our school policies and practice on the life, attitudes and achievement of all groups and individuals amongst our pupils and staff.

### **3 . Promoting racial equality**

#### **3.1 The school environment**

We strive to achieve the spirit of our mission statement for race equality throughout the school. We seek to convey an impression of 'the richness and variety of the world's racial, ethnic, cultural and religious groups' without reinforcing stereotypes by using: resources showing different countries, cultures, religions and people from different nationalities; artwork and artefacts from different countries; displays of pupils' work; and a wide variety of books and texts. The extent to which the appearance of the school reflects the multi-ethnic world in which we live is kept under review by the Race Equality Co-ordinator, a member of our Leadership Team.

#### **3.2 Use of language and terminology**

All members of the school community are expected to exercise sensitivity towards members of minority ethnic groups in their use of language. This may be perceived by some to be a relatively minor and unimportant matter; but we believe that by attending to issues such as language we create a consciousness and an awareness that extends to wider issues around race equality. It is therefore incumbent on all members of the school community to be aware of the terms they are using and to politely draw attention to insensitive and inappropriate use of language and terminology by other members of the school community. Examples of insensitive and inappropriate use of language and terminology are included in Appendix B

#### **3.3 . Policy documents**

We ensure that the commitments embodied in our mission statement for race equality apply to the full range of our policies and practices, especially those concerned with:

- equal opportunities and inclusion;
- pupils' progress, attainment and assessment;
- behaviour, anti-bullying and exclusions;
- teaching and learning;
- admissions and attendance;
- the curriculum;
- all subjects.

One of the specific duties placed upon us by the Race Relations (Amendment) Act 2000, is to monitor and evaluate the impact of all our policies (including the Race Equality Policy) on pupils, staff and parents of different racial groups, including the impact on attainment levels. Monitoring and evaluation are systematically undertaken at our school.

#### **3.4 Pupil progress**

As part of our assessment timetable we collect data on all pupils. We analyse and evaluate this data for pupils of minority ethnic backgrounds to:

- measure our performance and effectiveness against local and national benchmarks;
- identify trends and patterns in progress and development;
- identify successful learning and effective teaching strategies;
- identify under-achievement and barriers to pupil attainment and progress;
- set appropriate individual and group targets and inform future planning.

#### **3.5 Pupil admissions**

Our current school admissions form records data for each pupil on preferred name, names of siblings, previous educational experience and further information including medical needs, special needs and dietary requirements. We do not ask about a child's ethnicity when an application for a school place is made. Consistent with guidance from the DfE, we consider it is only appropriate to ask questions about ethnicity once a child is on roll.

Once the pupil is on roll, ethnicity data is collected in accordance with DfE guidance, together with information on the pupil's religion and language(s) used within the home. This information is appended to the admissions form. We also collect comprehensive Pupil Level Annual School Census (PLASC) data.

### 3.6 Teaching and learning

In accordance with our teaching and learning policy, we ensure that:

- parents/carers are actively involved as partners in pupils' learning;
- the classroom is an inclusive environment where contributions from all pupils are encouraged and valued;
- teaching methods and styles take full account of pupils' needs, background and experiences;
- homework tasks are set appropriately taking into account pupils' linguistic competence in English and prior educational experience;
- access to out of school hours learning activities is fair and equitable across all ethnic groups;
- teaching methods encourage positive attitudes to difference, cultural diversity and race equality;
- the diversity of cultures and backgrounds represented in the school is seen as a positive resource for teaching and learning;
- all pupils are fully aware that all staff have very high expectations of them and are appropriately challenged to achieve higher standards;
- a positive ethos of mutual respect and trust is fostered amongst pupils and staff, in which all members of the school community feel valued and safe;
- learning is a collaborative and co-operative enterprise.

### 3.7 The curriculum

In relation to race equality, the curriculum may be seen as having two dimensions:

- One that is concerned with **the development of intercultural awareness**. This entails developing understanding and appreciation of different cultures and promoting positive perceptions of cultural diversity.
- One that is concerned with **education against racism**. This entails raising awareness of and teaching pupils how to combat racism in its various manifestations.

Section 3 of the purple ring binder entitled 'Tackling Racism and Promoting Multicultural Awareness' (Essex CC 2001) provides a helpful summary of the distinctive features of each of these dimensions (see Appendix E).

#### Addressing these two dimensions through the curriculum

- For each key stage, we will identify appropriate knowledge and understanding, skills and attitudes for the development of intercultural awareness and education against racism. These will be taken from the lists provided in section 5. of the purple ring binder entitled 'Tackling Racism and Promoting Multicultural Awareness', Essex CC 2001 (see Appendix F).
- Schemes of work for every subject will identify opportunities for the development of appropriate knowledge and understanding, skills and attitudes.
- Selected units of work in every subject will be modified to ensure that some of the identified learning objectives relate specifically to the development of anti-racist and intercultural knowledge and understanding, skills and attitudes (section 6. of the purple ring binder entitled 'Tackling Racism and Promoting Multicultural Awareness', Essex CC 2001, provides examples of such units).
- As part of the process of monitoring and evaluation, selected units of work are evaluated in order to establish how successful they have been in developing anti-racist and intercultural knowledge and understanding, skills and attitudes.

### 3.8 Resources

We ensure that teaching and learning resources:

- reflect a multi-cultural, multi-racial and multi-ethnic world;
- present people of different cultures, races or ethnic groups as they themselves would wish to be presented;
- show positive and realistic images of minority ethnic groups and their contribution to British and global development;

- show some of the harsh realities of life in economically developing countries;
- depict characters with whom pupils from minority ethnic groups can identify;
- have realistic illustrations, not caricatures;
- provide factual information which is accurate and up-to-date.

We ensure that resources do not (unless they are being deliberately shared with pupils in order to make them more aware of issues such as stereotyping, tokenism, bias and prejudice):

- show evidence of stereotyping, tokenism and bias in their language or illustrations;
- convey prejudice by the use of words like primitive, backward and native;
- lead pupils to make negative judgements about other cultures, races and ethnic groups against British or western European cultural norms.

As part of the process of monitoring and evaluation, our resources are kept under constant review. The above criteria are used as a guide when purchasing new resources for every area of the curriculum.

### **3.9 Displays**

We ensure that our classroom and other displays:

- reflect the cultural diversity of contemporary British society and the global dimension of the curriculum;
- reflect the ethnic diversity within the school, the local community, the wider British community, the European community and the global community;
- avoid stereotyping and tokenism;
- convey the message that the school is an inclusive community welcoming people from all cultures and ethnic groups;
- are kept under constant review, as part of the monitoring and evaluation process.

### **3.10 Assemblies and collective worship**

We ensure that the annual cycle of assemblies includes:

- opportunities to address specific anti-racist and intercultural issues;
- flexibility to respond to particular local and national topical issues.

### **3.11 Attendance, behaviour, discipline and exclusions**

We recognise that attendance and exclusion rates for particular minority ethnic groups can be unequal. Attendance, exclusions, behaviour and numbers of pupils with individual support plans will be monitored for disparities across different ethnic groups. Strategies are employed in the school to encourage attendance and avoid exclusion. Parents/carers are seen as essential partners in this process.

Where the pattern of a pupil's undesirable behaviour is being monitored, the background to that behaviour is thoroughly investigated in order to address any possible racial harassment and institutional racism. We recognise that understanding pupils' behaviour involves taking account of cultural and linguistic differences in self and emotional expression or dealing with conflict.

The process for excluding a pupil is fair and equitable to pupils from all ethnic groups. The school recognises the right of the parents/carers to have an advocate when dealing with matters relating to the proposed exclusion of their child. We monitor the exclusion of ethnic groups and we will address any discrepancies.

## **4. Roles and responsibilities**

The governing body is responsible for ensuring:

- that the school complies with all relevant race equality legislation, including the Race Relations Act 1976 and the Race Relations (Amendment) Act 2000, so as meet its general duty to:
  - eliminate unlawful racial discrimination;
  - promote equality of opportunity;
  - promote good relations between people of different racial groups.
- the school's Race Equality Policy is maintained and regularly updated;
- that procedures and strategies related to the policy are implemented;

- that the general duty is met in relation to all school functions that impact on race equality. This includes functions carried out by private contractors. The governing body therefore ensures that private contractors used for functions such as catering comply with the general duty as described above. This is made clear in service specifications, in contracts and agreements; and in the process by which private contractors are chosen;
- that appropriate actions identified through the monitoring and evaluation process are incorporated into the school development plan;
- that the Race Equality Policy is discussed regularly at governor meetings in relation to:
  - its impact on all members of the school community
  - staff training needs;
  - racist incidents and the effectiveness of actions taken;
  - the school improvement plan;
  - revisions and amendments of the policy that might be required in the light of the monitoring and evaluation process.

**The Race Equality Co-ordinator** is a senior leader responsible for the:

- provision of leadership and vision in respect of race equality;
- practical implementation of the Race Equality Policy;
- co-ordination of all activities related to race equality, including action planning, monitoring and evaluation.

**The headteacher** is responsible for:

- supporting the Race Equality Co-ordinator in all aspects of the role;
- ensuring that all members of the school community and relevant private contractors are aware of and comply with our Race Equality Policy;
- ensuring that all staff understand their responsibilities and are given appropriate training and support;
- taking appropriate action in response to racist incidents and cases of unlawful discrimination.

**All staff** are expected to:

- understand and comply with the school's Race Equality Policy;
- deal with racist incidents that may occur;
- know how to identify and challenge racial and cultural bias and stereotyping;
- support pupils in their class for whom English is an additional language;
- incorporate principles of equality and diversity into all aspects of their work.

**Pupils, parents/carers, supply staff, visitors and contractors** are expected to:

- be aware of and comply with the school's Race Equality Policy.

We take our Race Equality Policy extremely seriously and we will investigate and deal promptly with any alleged breaches of policy by any member of the school community. If a breach constitutes a racist incident, we will follow LA guidance on dealing with and reporting racist incidents (see Anti-bullying Policy which incorporates reporting racist incidents).

## 5 Staff and governor development and support

We ensure that all staff have access to professional development opportunities. Awareness of issues related to cultural diversity and staff effectiveness in dealing with issues of race equality will be directly addressed with individual members of staff through our performance management process.

These issues are addressed with all members of staff and governors through:

- staff induction;
- staff training sessions;
- staff meetings;
- governor training.

We recognise the potential isolation and vulnerability of members of staff from minority ethnic groups and we provide appropriate support and networking opportunities.

## 6 Parents/carers and the wider community

We actively encourage all parents/carers to be involved as partners in their children's learning and to participate in the life of the school. We ensure that all parents/carers have the opportunity to attend parent consultation meetings.

We ensure that information and materials for parents/carers and members of the local community are accessible in user-friendly language and we will endeavour to meet all reasonable requests for information and materials to be made available in different languages and formats.

We actively promote good personal and community relations. We work in partnership with parents/carers to develop positive attitudes to diversity and to address specific issues.

We make use of the expertise, skills, and knowledge of people from the local community. Minority ethnic parents/carers and members of local community groups are involved in curriculum delivery by, for example, giving talks, contributing to projects, story-telling, contributing to assemblies.

The school's premises and facilities are available and accessible for use by all groups within the community, in accordance with our letting policy.

## **7. Recruitment, retention and employment**

Schools are not directly bound by the employment duties contained in the Race Relations (Amendment) Act 2000. However, according to the statutory Code of Practice issued by the Commission for Racial Equality, schools need to take account of employment matters to meet their general duty under the Act.

We recognise the value of diversity in the school staff and governing body and we therefore ensure that our school's recruitment policy reflects this. We do not discriminate against minority ethnic groups.

## **8 Monitoring**

As required by the Race Relations (Amendment) Act 2000, as part of our regular review process, In particular, we monitor the impact of our policies on the attainment levels of pupils from different ethnic groups. In order to do this, we:

- collect information about pupils' performance and progress by ethnicity;
- use it to examine patterns and trends and to inform future planning.

In addition, we will monitor other areas that could have an impact on attainment including:

- admission and induction procedures;
- attendance;
- exclusions;
- racist incidents, including bullying;
- the content of the curriculum;
- the range and use of resources.

## **9. Evaluation**

As required by the Race Relations (Amendment) Act 2000, as part of our regular review process, we evaluate the impact of our policies by analysing data to inform future planning, training needs and actions, including possible revision of current policies and practice. In particular, we evaluate the impact of our policies on the attainment levels of pupils from different ethnic groups.

Through the evaluation process, we seek to answer the following questions:

- What is our school doing to prepare pupils for living in a multi-ethnic society?
- What is our school doing to promote race equality and harmonious relationships?
- What is our school doing to prevent or deal with racism?
- Are there differences in the attainment of pupils of different ethnic groups?
- If so, why do these differences exist?
- What actions will be necessary to meet particular needs and improve performance?
- Are clear targets set for underachieving groups in order to reduce attainment gaps?
- Is support appropriately targeted to raise achievement?
- Do we have clear information about the cultural, linguistic and ethnic backgrounds of our school community?

- Do we use our knowledge of our school community to inform our practice in all relevant areas?
- Are parents/carers involved as partners in the education of their children?

By evaluating the impact of all our policies on race equality, we are able to identify areas for further development. An Equality action plan is then produced indicating how and when these issues will be addressed.

This review:	Spring 2017
Next review:	Spring 2020
Signed:	

## **Appendix A**

### **Extracts from National Curriculum guidance/ requirements for PSHE and citizenship**

#### **From non-statutory guidance for PSHE and citizenship at Key Stage 1**

Pupils should be taught:

- to realise that people ... have needs, and that they have responsibilities to meet them (2e);
- to identify and respect the differences and similarities between people (4c);
- to consider social and moral dilemmas that they come across in everyday life [for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues ...] (5g).

#### **From non-statutory guidance for PSHE and citizenship at Key Stage 2**

Pupils should be taught:

- to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities (2c);
- to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom (2i);
- to think about the lives of people ... with different values and customs (4b);
- to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help (4d);
- to recognise and challenge stereotypes (4e).

## Appendix B

### Appropriate terminology

The following guidance is taken from Appendix C of 'Tackling Racism and Promoting Multicultural Awareness', Essex CC 2001. The suggestions are not definitive, but are offered as general guidance. Individual members of minority ethnic groups may not be comfortable with these suggestions. It is important to be sensitive to this issue, and to try to use their own preferred terms.

Preferred terms	Less preferred/unacceptable terms
British plus origin: British African Caribbean, British Asian, British African, British Chinese, etc	immigrant, foreigner Paki, nigger, Chink, etc
Black, people of color (used in USA)	coloured, ethnic
dual heritage mixed heritage	half-caste mixed race
minority ethnic group	ethnic minority group
economically developing countries	third world countries, developing countries
Congolese, Kenyan, Zimbabwean, Nigerian, Senegalese, Sudanese, etc	African
indigenous peoples	natives
First Nation Americans Native Americans	(Red) Indians
Inuit	eskimos
Ba'aka	pygmies
Gypsy (Traveller)	gyppo, didikoi, tinker
forename, first name	Christian name

**Appendix C**

**Some of the distinctive features associated with developing multicultural awareness and education against racism**

The following is taken from section 3. of 'Tackling Racism and Promoting Multicultural Awareness', Essex CC 2001.

Developing multicultural awareness	Educating against racism
<p style="text-align: center;"><u>Celebrates the positive</u></p> <p>Develops positive perceptions of cultural diversity.</p> <p>Develops understanding and appreciation of the richness and diversity of different cultures.</p> <p>Develops understanding of ways in which the pupil's own culture has been influenced by interaction with other cultures (and vice versa).</p> <p>Develops understanding of ways in which the pupil's own culture has been enriched by the contributions of other cultures through the arts and sciences (and vice versa).</p> <p>Enables us to appreciate the extent to which we are all culturally determined.</p> <p>Develops understanding and appreciation of the lifestyles, customs, traditions, beliefs, culture and values of different cultures.</p> <p>Prepares pupils for life in the 'global village'.</p>	<p style="text-align: center;"><u>Counters the negative</u></p> <p>Develops awareness of and enables pupils to combat racism in its various manifestations.</p> <p>Develops awareness of and enables pupils to combat racist language.</p> <p>Develops awareness of and counters negative media images.</p> <p>Develops awareness of and combats racial stereotyping.</p> <p>Develops awareness of and combats racial prejudice.</p> <p>Develops awareness of and counters racist myths.</p> <p>Develops awareness of the consequences of racism.</p> <p>Develops understanding that every person in the world belongs to one closely related human race with the same basic needs and rights.</p> <p>Develops understanding of laws against racism and of the work of bodies such as the Commission for Racial Equality.</p>

## **Appendix D Knowledge and understanding, skills and attitudes**

The following is taken from section 5. of 'Tackling Racism and Promoting Multicultural Awareness', Essex CC 2001.

### **Foundation Stage**

#### **Knowledge and understanding**

1. To understand that there are similarities and differences in:
  - a) physical appearances;
  - b) speech, languages, accents and dialects;
  - c) lifestyles, circumstances and homes;
  - d) faiths, cultures and traditions;
  - e) the way special events are celebrated.
2. To understand that certain words are racially/ethnically hurtful.

#### **Skills**

1. To recognise and discuss similarities and differences in:
  - a) physical appearances;
  - b) speech, languages, accents and dialects;
  - c) lifestyles, circumstances and homes;
  - d) faiths, cultures and traditions;
  - e) the way special events are celebrated.
2. To respond positively and creatively to:
  - a) multicultural literacy and art forms;
  - b) new and different multicultural experiences.
3. To recognise, discuss and challenge appropriately:
  - a) racist remarks, comments or jokes;
  - b) stereotyping and/or racist attitudes;
  - c) what is fair and unfair.

#### **Attitudes**

1. To value and respect oneself as a unique individual.
2. To value and respect others as unique individuals.
3. To be willing to learn from each other and the wider community.

### **Key Stage 1**

Pupils should build on the knowledge, understanding, skills and attitudes identified for the Foundation Stage by developing the following:

#### **Knowledge and understanding**

1. To understand ways in which all human beings are fundamentally the same: we are all members of a single human race with the same basic needs.
2. To understand that there are similarities and differences between people in physical appearance, including skin colour and type of hair.
3. To understand people speak in different languages, accents and dialects.
4. To understand people have different types of homes.
5. To understand that people's circumstances differ.
6. To understand certain words are racially/ethnically derogatory and offensive.
7. To understand that people's names are important to them.
8. To understand that the United Kingdom is made up of many ethnic and cultural groups.

9. To identify some of the groups and communities to which they belong, and to identify some of the groups and communities to which others belong.
10. To understand people do similar things but often in different ways.
11. To have some understanding of faiths and cultures other than their own.
12. To understand the food we eat, the clothes we wear and the products we use come from all over the world.

### **Skills**

1. To recognise, discuss and appropriately challenge racist statements, comments or jokes.
2. To recognise when stereotyping occurs, and to discuss and challenge stereotyping.
3. To recognise when people can be offended or hurt by misrepresentation, stereotyping or racist attitudes.
4. To pronounce people's names accurately.
5. To recognise what is fair and unfair.

### **Attitudes**

1. To value and respect oneself for one's uniqueness and special qualities.
2. To value and respect others for their uniqueness and special qualities.
3. To respect other people's feelings, their belongings and things that are important to them.
4. To value and respect differences in lifestyle practised by people from different communities and environments around the world.
5. To be willing to learn from people different from oneself.

### **Key Stage 2**

**Pupils should build on the knowledge, understanding, skills and attitudes identified for the Foundation Stage and Key Stage 1 by developing the following:**

#### **Knowledge and understanding**

##### **Years 3 and 4**

1. To understand that everyone has the same basic human rights.
2. To understand that some people are discriminated against by others for a variety of reasons, including physical appearance and the way that they dress; lifestyle and personal circumstances; religion and culture; mannerisms and accent.
3. To understand that some people suffer from oppression and persecution.
4. To understand that language is dynamic and developmental, and influenced by other cultures.
5. To understand why people have different types of homes, environment, culture, history and economic circumstances.
6. To understand why people's circumstances differ and are subject to change.
7. To understand that people move from place to place for different reasons.
8. To understand that certain words are racially/ethnically derogatory and to appreciate why it is insensitive/offensive to use them.
9. To understand the origins of the names of people and places.
10. To understand what constitutes racist behaviour.
11. To understand that different cultures influence and take things from each other.

##### **Years 5 and 6**

1. To have some understanding of the United Nations Convention on the Rights of the Child and its implications for themselves and other children.
2. To have some understanding of the term 'racism'.
3. To understand some of the causes of racism, prejudice and stereotyping.
4. To understand that some groups oppress others, often on grounds of race/ethnicity, and know of specific instances of racial/ethnic oppression, both historical and contemporary.
5. To understand something of the historical and present-day persecution of certain groups in the United Kingdom and elsewhere on racial/ethnic grounds.
6. To understand that attitudes may change over time as people gain greater awareness of other cultures.
7. To understand that continents such as Africa are made up of many different countries.
8. To understand that countries are made up of different ethnic and cultural groups.

9. To understand that some groups of people are struggling to retain their cultural identity, heritage and environment.

### **All years**

1. To understand how the local community and British society have acquired their present ethnic composition.
2. To have some understanding of the faiths, history, values and achievements of a number of groups and cultures, one's own and others.
3. To understand the role of voluntary organisations, such as Save the Children, Comic Relief, Oxfam, Christian Aid, the Red Cross and the Green Crescent.
4. To understand the interdependence of nations.

### **Skills**

#### **Years 3 and 4**

1. To recognise, discuss and appropriately challenge racism, stereotyping and other forms of prejudice and discrimination.
2. To empathise with victims of racism, prejudice and discrimination.
3. To be able to resist peer pressure to engage in racist behaviour.
4. To make others aware of what one finds insensitive, hurtful or offensive ("I don't like it when you call me ...").

#### **Years 5 and 6**

1. To recognise oversimplification and generalisation.
2. To recognise media stereotypes and be able to explain their negative repercussions.
3. To recognise inaccurate and misleading information, including racist myths.
4. To present rational arguments to refute prejudice or misinformation.
5. To be sensitive to how others (particularly those belonging to minority groups) wish to be described, showing awareness of terms which may be insensitive or offensive, and using the preferred and more acceptable alternatives (see Appendix B).

### **Attitudes**

#### **All years**

1. To recognise that people hold a range of viewpoints and beliefs, and to respect their right to adhere to these.
2. To be sensitive to the effects of prejudice, discrimination and stereotyping.
3. To value the achievements and contributions of people from other cultures, both individually and collectively.
4. To value cultural diversity and to appreciate how it enriches society.
5. To display openness to things that are outside one's own culture and experience.
6. To appreciate that different dialects and accents are culturally enriching.
7. To react against racism.