



Barningham CEVC Primary School Multicultural Policy

Multi-cultural education is an important part of social and environmental studies. Britain is a multi-cultural society and it is important that our children grow up to understand, appreciate and value this diversity even though their immediate community may not reflect it.

Although our school contains very few children from different cultural backgrounds it is still vital that we educate so that they may grow up to be sensitive, tolerant and educated citizens of a multi-cultural society.

AIMS

Multicultural education should:

1. Permeate the whole curriculum.
2. Enable children to acquire attitudes such as tolerance and respect for self and others.
3. Enable children to learn that all people, whatever their race, sex or cultural backgrounds, are of equal value.
4. Enable children to develop a global perspective.
5. Enable children to become sensitive and successful members of a multi-cultural society.

RESOURCES

The materials used should be carefully selected. Resources should be provided which reflect cultural diversity i.e. books, photographs, jigsaw puzzles, posters, pictures etc. Equally, books and materials used should be monitored to ensure that negative or inaccurate representations of other cultures or races are not presented to the children.

IMPLEMENTATION

Below are some suggestions as to how multi-cultural approaches may be implemented across the curriculum. Our aim should be that a multi-cultural approach will permeate many areas of the curriculum and not be confined to certain subjects or special topics.

The aesthetic and creative

- Use should be made of a variety of techniques and materials, which reflect different artistic traditions and cultures e.g. batik, weaving, tie-dying, pottery.
- Attempts should be made to relate problem solving and technological skills to the problems of the Developing World.
- Drama techniques should explore the lifestyles, attitudes and feelings of others.
- Music (including singing) and literature (including poetry) should encourage children to think about multi-cultural issues. Music Projects in school enhance children's knowledge of other cultural influences (Djembe, Samba drums projects).

The linguistic

- Books and materials should include all peoples in a British context.
- We should use stories set in different countries of the world.
- Books and materials should be checked to make sure they do not portray stereotyped people and places.

The mathematical

- Mathematical links throughout the curriculum should be identified and developed alongside the multi-cultural implications of the curriculum.
- Pictorial illustrations and examples should represent Britain's multi-cultural society, e.g. a shopping list could include vegetables from all cultures.

The physical

- Games from around the world should be used.

- Shared skills and talents can be used as a basis for bringing children together to a respect for other individuals and groups.
- Topics studied give children understanding of other cultures (Australia, Greece, India, '*Where is Barnaby Bear?*')

The scientific

- There should be recognition of the contribution of other races to scientific developments.
- Science should be seen as an activity carried out by all people everywhere.

Personal, social, health, citizenship

- Children should be made aware of how British Society both past and present, has become multi-cultural.
- Topic work should be seen to explain, as well as exemplify, the situation of the world today e.g. there may be sound climatic and ecological reasons for living in dwellings of different kinds.
- The children should be presented with a variety of images about people and places.
- Opportunities should be provided and taken to demonstrate the contribution that different peoples have made to the understanding and knowledge of the human race.
- The home corner should include a variety of clothing, cooking utensils and dolls from a variety of cultures.
- Children should have the opportunity to discuss cultures, faiths, relationships in a variety of contexts.

The spiritual

- The ethos of the school should reflect tolerance and acceptance of diversity.
- Assemblies should be used as an opportunity to recognise and respect a variety of cultures with Christianity, e.g. through a choice of music, songs, stories and visitors.
- Many themes in religious education can be illustrated from a number of religious traditions. (See RE Policy and Agreed Syllabus)

Display in school

- Display within school should represent the multi-cultural nature of British Society as appropriate and represent other cultures through topic work displays.

This policy will be reviewed by the Learning and Achievement Committee every three years.

Date: April 2020

To be revised: April 2023

Signed: Frances Parr