



## **Cultural Diversity at Charlton Primary School**

### **Values and Drivers**

Cultural diversity at Charlton involves celebrating those differences and creating a culture of inclusion and acceptance among pupils and the greater school community. Diversity in the classroom, we believe, is understanding that each student brings unique experiences, strengths, and ideas to our classroom. At Charlton, we prepare children for modern Britain, so teaching must effectively address and embrace living and working in a diverse school, community and country.

### **Religion**

We believe it's important to honour and respect each pupil's religious beliefs and practices.

- Extensive whole school map for RE.
- Visits and visitors of different faiths and places of worships.
- Learning about different festivals and celebrations in the year, Chinese New Year and how that is celebrated, Diwali Festival the practices and customs.
- Children are taught to respect the diverse faith backgrounds that are represented in the UK.

### **Ethnicity**

Aside from the differences in appearance, culture and heritage make up a significant part of individual identities. While race is limited to several categories, ethnicities span across countries, towns, villages, and tribes. By understanding our pupils' ethnicities, we can better recognise their unique interests and perspectives that are shaped by their ethnic backgrounds.

As a Rights Respecting School, we have reviewed our curriculum offer to ensure that our curriculum represents and reflects the diversity that is seen in the modern world. Each term, classes have an explicit lesson with a RRS focus. Furthermore, our history curriculum is supplemented with a RRS focus unit, designed to provide our children with an insight into history from different viewpoints.

Year 1	Remembrance: remembering soldier from the Commonwealth
Year 2	The Suffragettes
Year 3	The Windrush Generation
Year 4	Savery and Britain's role
Year 5	Hidden figures in the space race
Year 6	Alan Turing

## **Race**

Race acceptance and sensitivity permeate the classroom across the board—between pupils and with teachers and pupils. We this achieve this through

- equalities policy - through our school ethos, curriculum and community links, we will work towards: a common vision, a sense of belonging for all, similar life opportunities for all, strong and positive relationships between different communities.
- celebrate Black History Month as a stepping stone to on-going celebration and recognition of a wide variety of people from different backgrounds and the contributions they have made.
- curriculum – learning about significant people from the past, including key artists from a range of ethnicities
- ensure our libraries and learning materials are as diverse as the world we live in, and our reading and writing spines enable all children to feel represented through characters and settings in the books which they are exposed to.

## **Economic**

Pupils come from various socio-economic backgrounds that could be determined by the environment in which they are raised, the neighbourhood in which they reside, and their families' income levels. These differences could show up in many ways, including, transportation, uniform, holidays and gifts from families. We keep in mind that a pupil with few possessions might not be from a low-income family, while a student from a low-income family might have purchased a new phone with their own earned income. Not everything is what it seems, and every parent has different ways of providing for their children.

- Pupil Premium Grant – individual funding.
- Individual pupil trackers to support funding choices and show impact.
- Keep up interventions (with a particular focus on early reading)
- Support from local food banks
- Hardship funding available via Educational Welfare Grant and King Alfred's Charity Hardship Fund

## Language

Approximately 8% of our school population have English as an additional language – this percentage has been growing for a number of years – and includes the following range of languages: Chinese, French, Urdu, Arabic, Polish, Hungarian, Tamil, Kashmiri, Hindi, Vietnamese, Ukrainian.

Our reading and writing spines, which are reviewed regularly, provide children with an opportunity to see themselves represented in the characters in the story, or through the settings of the books. Furthermore, our geography curriculum aims to develop children's growing understanding of the world's complexities and learn to appreciate the diversity of cultures that exist across continents and be inspired by this.

Teachers are aware of the languages which children speak outside of school, and use scaffolds and technology to support children in accessing learning across the curriculum.

## LGBTQ

Sexual orientation and gender identity is a crucial aspect of a young person's journey. It is often during their time as a pupil that they come into their own understanding of who they are.

Every year, through our PSHE scheme of work, Jigsaw, children explore two units which form part of their Relationships and Sex Education. In the unit '*Relationships*', pupils will develop an understanding of healthy relationships, including managing peer pressure and control in different relationships. They will gain strategies for recognising and managing their feelings as well as developing relationships with friends and family, including conflict resolution and communication skills.

*Example of progression from this unit:*

Recognise my qualities as person and a friend (5) Express how I feel about them (6)	Accept that everyone's family is different and understand that most people value their family (1) Express my appreciation for the people in my special relationships (6)	Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females (1) Understand how my needs and rights are shared by children around the world and can identify how our	Understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older (5) Understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into	Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities (1)
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		lives may be different. (5)	having a boyfriend/ girlfriend (5)  Can love and be loved (6)	
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## Gender

We challenge gender stereotypes, and aim to implement gender equality and respect in the curriculum, and in all areas of school life.

Our PSHE scheme of work focuses on gender through two units of work: '*Celebrating Difference*' and '*Changing Me*'.

'Changing Me' follows the unit on *relationships*, and teaches children about how their bodies change and develop as they get older, including the differences between boys and girls. They will learn about puberty, conception, pregnancy and birth.

An earlier unit in this scheme of work sets the foundation for understanding of others. Through '*Celebrating Difference*', children develop and understand how our differences make us unique and special. They learn how to be understanding and tolerant of other people's differences, even if they don't understand or agree with them. They also learn how conflict and not showing tolerance can lead to bullying and how to navigate away from these situations. Through this unit, stereotypes for boys and girls are addressed, and children explore how stereotypes can affect people's judgements of individuals.