



LOCATION : CURRICULUM HANDBOOK, DOCUMENT 20

## **MULTI CULTURAL EDUCATION POLICY**

*This policy forms part of a group of policies which outline how Abbey Court School promotes equal opportunity and deals with discrimination. It should be read in conjunction with:-*

*The Community Cohesion policy;*

*The Race and Gender policy;*

*The Equal Opportunities policy;*

*The Disability Access policy;*

*The Multi-cultural policy.*

### 1. Introduction

Multi-cultural Education helps to develop and deliver a curriculum that meets the needs of all pupils.

### 2. Definition

Multi-cultural Education is an all-embracing concept including the celebration of cultural diversity, anti-racist teaching and a concern about ensuring equal opportunities for pupils of all groups in a multi-cultural society. It is about recognising and accepting similarities and differences between cultures and religions.

The Swann Report "Education for All" argues that curriculum which is *not* multi-cultural in its outlook would prepare pupils for an unreal society.

Abbey Court School firmly believes in this and welcomes pupils from a variety of cultures and values them equally. It rejects any form of discrimination on the grounds of colour, ethnic origin, religion, gender or disability and believes in delivering a curriculum that will encourage understanding and respect for different viewpoints in society. (See also Equal Opportunities Policy and Racial Discrimination Policy.)

### 3. Aims

- To appreciate cultural pluralism in society and hence value all cultures and their ways of living, including their religions, traditions and languages
- Experiencing aspects of different cultures and broadening personal horizons
- Offering the opportunity to learn from different cultures e.g. food, music, art, games, writing, morals
- To help pupils to communicate
- To encourage confidence and independence
- To develop links with the community

#### 4. Objectives

- To develop self-esteem of pupils and develop respect for the lifestyle of others and their viewpoints
- To make pupils aware of other people who have different cultures, religions and languages
- To exclude material whenever possible which shows bias towards any particular group of people, above any other group of people
- To enrich our teaching using diversity around us and to appreciate positively all contributions
- To present the pupils with experience of other people creating interest and excitement

#### 5. Curriculum Planning

Multi-cultural Education has implications for the tone of the whole curriculum rather than being treated as a separate subject. It is taught in a cross curricular manner e.g. in Geography talking about other countries, food, clothes, weather, imports and exports. An events timetable is in place that gives a rolling programme of coverage of a wide range of multi-cultural events to be celebrated at Abbey Court School. Background information about these events and ideas of activities to celebrate these is accessible to all staff.

People from other cultures are invited to lessons and assemblies to talk about themselves and thus enhance cultural values.

Places in the community are visited e.g. places of worship, festivals, museums/ exhibitions, art galleries, musical events to learn about others.

Displays are undertaken at school to encourage interest in other languages, costumes, food, artefacts, etc. There is a rota that gives individual classes responsibility on a termly basis for a multi-cultural display board.

The school employs an EAL (English as an Additional Language) Assistant who supports students for whom English is not their first language, communicates with non-English speaking families, and supports teaching staff in the delivery of a multicultural education for students throughout the school.

#### 6. Styles of Teaching

The majority of activities are teacher directed focusing on aspects that will be within pupils' understanding.

Teachers use a variety of practical strategies including practical workshops.

Teachers invite visitors and mount displays in relation to pupils' educational needs so that they can see and feel the experiences.

Hands-on experiential learning is core to the understanding of multicultural studies for students at Abbey Court.

#### 7. Styles of Learning

Pupils explore other cultures in practical ways, e.g. festivals, dance, music workshops, art workshops.

Pupils' own interests and activities are used as a starting point related to real life, e.g. languages, clothes.

Pupils are encouraged to work in small groups or independently depending upon their needs.

#### 8. Assessment

Assessment is carried out by staff via observation, working alongside pupils and finding out about their awareness and interest in others. Pupils' involvement in multi-cultural aspects of the curriculum will be reflected in their Red Files, this is in the form of work produced and of photographic evidence.

#### 9. Cross Curricular Links

Multi-cultural Education is used across the curriculum in contexts that have relevance and interest to the pupils.

Opportunities are taken to develop cross-curricular links so that pupils learn about other cultures. E.g. Class teachers focus on various topics such as looking at continental foods on their visits to supermarkets.

#### 10. Special Educational Needs and Differentiation

The curriculum is based on the diversity of pupils and they are fully integrated in the school.

Approaches to pupils whose communication and access to the curriculum is hindered because of language or cultural factors are provided with 1:1 support from an EAL support assistant to ensure that they relate their cultural experiences to the curriculum.

The specific individual needs of pupils from ethnic minorities, requires a flexible approach to meet subject and language aims.

#### 11. Staffing (including support staff and resources)

Class teachers are responsible for making use of time, resources and support staff to enhance learning.

Class teachers are responsible for developing close links with TA (Teaching Assistant) to improve the confidence of the pupils concerned and to improve the whole class perspective.

Resource packs are distributed to staff prior to a multi-cultural event to assist with planning. Additional resources may be found in multi-cultural Resource Boxes, including Bilingual story books. There are additional resources in other curriculum areas e.g. Geography, Art.

The expertise of the resident EAL Assistant is available to staff in planning and delivery of multicultural lessons and events.

#### 12. Equal Opportunities

All pupils at Abbey Court School are provided with equality of access to the whole curriculum. (See also Equal Opportunities Policy.)

### 13. Health and Safety

All necessary precautions are taken when arranging talks, festivals, workshops, etc., to minimise the risk of accidents and are subject to Abbey Court School's Health and Safety Policy.

### 14. Integration and Community Links

Close links with parents are developed.

Visits to a wide range of venues, e.g. Temple, exhibitions within the locality, are made to increase understanding of other cultures.

Visits from people of other cultures within the community are encouraged.

Events with other schools and visiting musicians enrich pupils' multi-cultural experience.

### 15. Evaluation and Review

This policy will be reviewed in accordance with the School Development Plan and in the light of changes in the National Curriculum, OFSTED requirements, its effectiveness upon raising achievement and changes in Abbey Court School's organisation.

Updated	Helen Embley Autumn 2003
Updated	Vicki Huckstep Summer 2005
Updated	Vicki Huckstep Summer 2007
Updated	Paul Horsman Summer 2009
Reviewed	Paul Horsman Spring 2011
Updated	Lindsay Harle Spring 2012
Reviewed/updated	Lindsay Harle Autumn 2013