



# Stonegate C of E Primary School

## **Examples of equality, diversity and British Values at Stonegate – September 2018 update.**

### **Visitors from different backgrounds to inspire pupils**



We have a number of visitors from a variety of backgrounds to inspire the children. We have had WW2 pilots, authors and the High Sheriff (an old school alumni) visiting the school. They have spoken to the children about what they do and the difficulties they faced – war time / dyslexia / growing up in a poor family. Previously the school has used its link with Battle Abbey to use Chinese students to talk about their culture.

### **Play leaders and peer mediators**



The work of our playground friend and peer mediators were described as best practice with the ESCC publication of 'Your County' magazine. Children supporting every child within the school to overcome difficulties and develop strategies for friendships. Also playing games to support physical wellbeing. Excellent examples of SMSC.

### **Forest School**



Every child in the school, regardless of academic ability, has access to forest school each week. Within these sessions they are taught teamwork, risk taking and given opportunities to develop new skills. These sessions are completely inclusive and give every child the opportunity to explore and self learn within a safe environment. Supports children of all learning types. The John Muir Award, completed by the year 6 children, gave the children an opportunity to conserve an area of our local community (the village pond) for all to enjoy

### **Community Church Services**



We supported the local community by delivering a Sunday church service to the community. This meant that the elderly members of the village could interact with the children, whilst at the same time finding out about the learning of the children. These opportunities, as well as those provide through singing at Christmas, give our children an insight into the diversity of member within our community.

Many members of the Parish have approached me since the service to pass on their thanks, as well as to compliment the children on the clarity of their reading and enthusiasm towards the subject of protecting our planet.

### **Assemblies**



As part of assemblies children learn about composers from other times. They think about their inspirations and the factors behind their music. In addition to assemblies based on the key values of the school which include Courage, trust, respect and friendship, children learn about famous people such as Roald Dahl, Ghandi, Martin Luther King, Florence Nightingale and how they have made changes within society.

Assemblies are enjoyed by the children and they regularly recount the key messages to their teachers and families.

### **Evidence of diversity around the school**

**Adults in the school** - There is a diversity of staff around age / gender which is a reflection of our commitment to representing our local community and having good role models. This diversity is also represented by our school volunteers who support children in clubs, learning and with reading. TAs are seen around the school and in class for targeted interventions with both pupil premium children and others, this supports all children in reaching their potential.

**Photographs** – there are inspirational photographs around the school which represent the whole of our school community and celebrates talents and achievements in all subjects.

**Classrooms** – are made spacious and have been recently cleared and labelled to support learning and learning styles. Items are labelled so they are accessible for all children.

**Resources used in school** – overlays, left handed landed pencil and scissors, pen grips special cushions, darkened lines, enlarged font books are some of the items used to support the learning of children. There are many intervention programmes used in school, this is organised by the SENCO.

**Curriculum** – all staff work with a consultant, this supports the diversity within the curriculum and ensures a mixture of experiences for both boys and girls and develops school visits and learnings opportunities outside the classroom to support all learning styles.



**Training for staff** – The school is very open facing for support of its students – last year there was a sensory input session for a boy with ASD attended by all staff. These recognised stimuli and how the school can manage situations. Staff meetings provide all members of staff to share concerns and allows every child who requires additional support to be a focus. One member of staff is accessing speech and language training to support the communication and development of 2 boys in Year 1. The school is leading support in the EIP for ASD and supporting the difficult behaviours associated with this.

**Medical support** - A defibrillator is in the school for one pupil with a specific medical need and children who require additional medical support have their records clearly displayed and shared with staff. This includes food allergies with kitchen staff. One child last year completed an assembly based on their ongoing medical difficulties related to JIA.

## **British Values**



We promote British values through our assemblies, our RE Curriculum and our work developing PSHE. We have a display in the hall with examples to show how this area is taught at Stonegate.

**Being British** – Our curriculum reflects, celebrates and teaches children about diversity. In Re we focus on Christianity, but spend time over a 2 year cycle thinking about Judaism, Islam and Sikhism. Within these Re lessons children explore these faiths and we look at similarities and differences. Throughout the year we celebrate being part of Britain by celebrating events such as harvest, Remembrance Day and Mothering Sunday. For large events in Britain such as the Olympics, Royal weddings and other significant national events we look to celebrate these events with non-uniform days, tea parties or visits to exhibitions.

We are developing our curriculum to learn about our events which occurred in our local environment – we learn about the high weald and how to conserve our area and this is supported by the High Weald Education department (Welly Walks, John Muir



Award). We help, where we can, local businesses to highlight the history of this area (King John's Nursery).

**Democracy** – The children vote in their school house captains, who support the school by providing tours, meeting visitors and collecting weekly house points. The children in year 5/6 also every 2 years visit the Houses of parliament as part of a learning journey on the Greeks, suffragettes and democracy. We have been visited by Huw Merriman our local MP. The children also organise charity work each year, last year they arrange a sponsored walk for children in need and 2 children had their hair cut off for a child cancer charity.



**Rules and Laws** – Children are taught the importance of rules and laws and how they are designed to keep us safe. Visitors from authority such as the fire brigade, police officers, doctors, dentists and governors demonstrate to children how rules and laws are an integral part of a safe and happy Britain.

**Individual liberty** – Children are able to choose from a wide range of after school clubs. Their lunchtime and playtime activities are very wide and this summer a new adventure playground was constructed to support this (this was linked to the school's rewards systems. They are involved in their own learning, through self-review and feedback and lessons relating to e safety and prevent.



**Mutual respect and tolerance** – our children are taught to show respect to everyone they meet. Children learn about different cultures and festivals and celebrate these. In 2018 we are going to celebrate our European partners during the European day of languages.

**We are very proud of our reputation in the local community and would activity challenge any behaviours which would harm this.**

### **Targets for 2018 – 2019**

Further develop the PSHE curriculum

Training for staff on ASD to support newer children to the school

Embed the new RE curriculum and enrich the learning of other faiths – look to include a school visit associated with other faiths.