

NORTHWICK PARK PRIMARY AND NURSERY ACADEMY

SCHEME OF WORK FOR TACKLING RACISM AND PROMOTING MULTICULTURAL AWARENESS

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 basis 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.

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.

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