

St Anne's and Guardian Angels Primary School, Tower Hamlets



Racial Justice, Equality and Diversity: Practice in Schools

School Context:

At St Anne's and Guardian Angels, RJED is not a standalone concept but built into the culture and ethos of the school. We are working with staff, pupils and their families to enhance the good practise that we already have in place to ensure that our school is an inclusive and equitable place to learn and work. As such, the RJED work that we are undertaking is one element in our broader work around the nine protected characteristics of the Equality Act. We would like to share some of the things that we're doing in school in relation to RJED and this work more broadly.

RJED is included in the school development plan and shapes the curriculum. We have appointed a member of our middle leadership team to lead on this area of school development - throughout the year they will contribute to SLT meetings and present to the Governing Body on the work that the school is doing and more importantly, its impact. Curriculum topics are diverse and we include topics such as the Windrush, The Brixton Uprisings, Immigration to East London throughout history (including the Huguenots, Jewish settlers, the Bangladeshi community) Fairtrade, the Commonwealth, Benin Civilisation as well as the geographical study of countries such as Ghana and Bangladesh. In our knowledge organisers, we also include RJED links, which guides teachers on how to teach about other racial groups living in eras such as the Stone Age, Tudor period and in WW1/2. Whilst we have designed a curriculum that celebrates diversity, reflects our school community and addresses themes around equality all year round, we acknowledge the importance of celebrating Black History Month and Refugee week in their own right. This year we are adding these to our curriculum overview to ensure that the knowledge the pupils gain is robust and that we show progression across year groups in the content and themes covered.

Each of our classes are named after saints and we have changed some of our class saints to reflect more racial and gender diversity. This gives pupils the opportunity to learn about a greater range of Catholic Christians which we hope will enrich their religious knowledge and literacy. We have also reviewed the iconography and religious images that we use around the school and made changes to ensure that they reflect the diversity of our school community. This in particular has been well-received by our parents/carers.

At SAGA, we have held many whole school RJED related celebration events which have involved parents. Celebrations include World religion day, Black History Month, Cultural Day, Human Rights Day and National Afro Day. Our parental turnout in these events are good and we receive positive feedback from them. Last term we also held a parents' workshop where we met with parents explaining our plans regarding RJED and asking for their opinions and suggestions. We also have a good relationship with nearby schools (which have a high number of Muslim pupils) who often join us in our events. We encourage year groups across the school to visit other places of worship as part of our study of other faiths.

The RJED lead and our resident librarian also work together to organise regular whole school library events based on RJED/inclusion/equality related topics (e.g. Deaf Awareness Week, Mental Health Week, Disability Awareness Day, Refugee Week, BHM, World Religion Day). Here, classes have enjoyed Windrush picture exhibitions, learning BSL, writing messages on our 'be good to yourself' mental health wall and creating music videos celebrating black artists.

This year, our staff had a CPD explaining what RJED is and what it will look like in our school. This helped staff understand the importance of our RJED practice. Staff members have also had unconscious bias training.

We are also part of the Equally Safe Programme by EqualTeach who work with schools to help them become more inclusive.

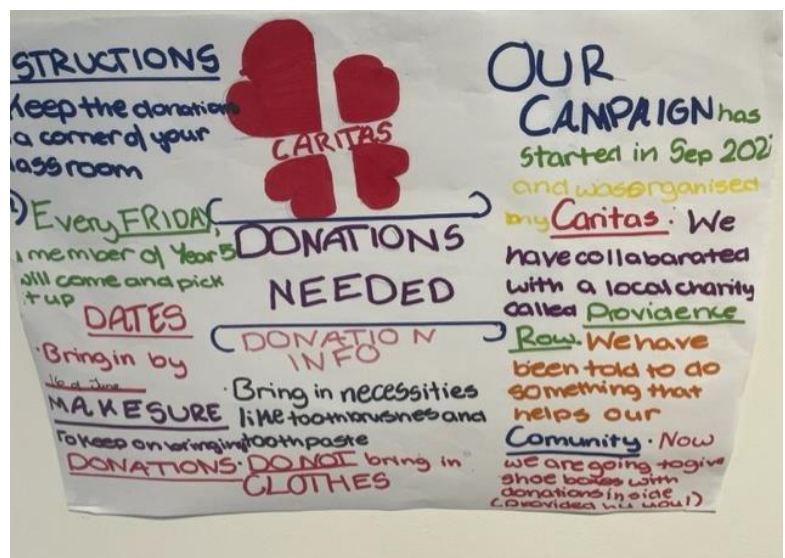
Pupils at St Anne's have a good understanding of RJED and have led many RJED specific liturgies and assemblies. Our Monday morning worship assemblies, led by our head, also include reference to RJED related topics.

To compliment this, we have also focused on CST and implemented this throughout the curriculum using resources from Caritas and CAFOD. The Year 5s are currently following the Caritas programme and we are training the Year 4s to be Mini Vinnies. We are applying for the Oscar Romero award next term which we hope will acknowledge our good work in this area.

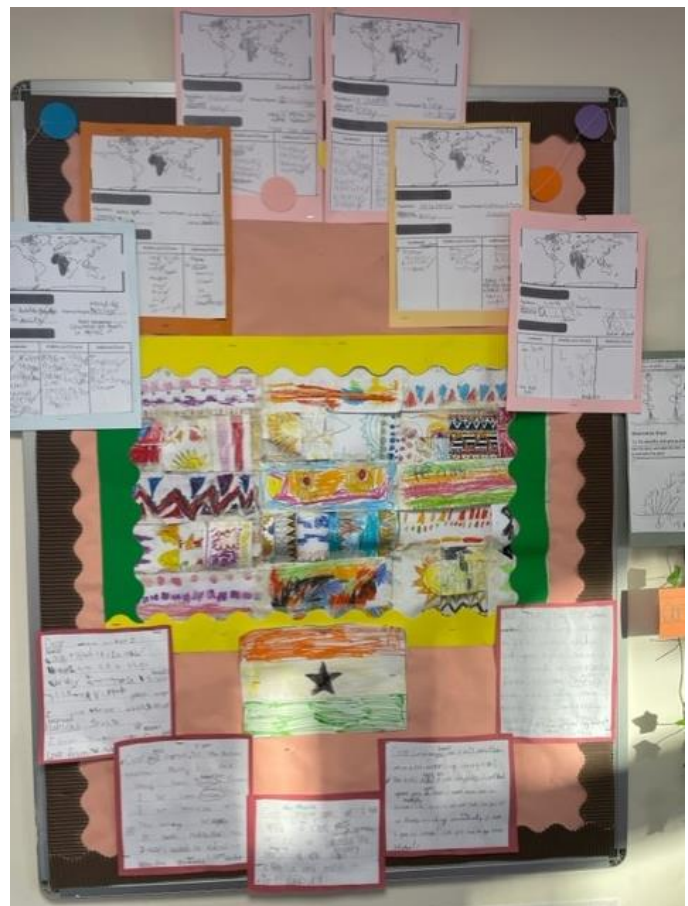


Whole school RJED display with contributions from all year groups.

Year 5's Caritas campaign



World Afro Day display



Year 1's Ghana topic display



Extracts from Y6 Knowledge Organiser:

Local Study - A Right to Protest: Year 6 Autumn 2

Focus: Protest and freedom of speech. The Brixton Uprisings of 1981.

On 10 April 1981 rumours of police brutality against a black man resulted in an angry crowd confronting police for a few hours before the protests were contained. But an arrest the following night saw the streets of Brixton, south London, erupt into violence. Fighting took place between protestors and the Metropolitan police. For three days, rioters - mostly young black men - fought with police, attacked buildings and set fire to cars. More than 300 people were injured and the damage caused came to an estimated cost of £7.5 million. This historic event became known as the Brixton riots. Many people in the black community felt the country was divided. There was high unemployment, racial tensions and, in many places, the country's black population had poor relationships with the police. Many young black people believed that police officers treated them badly, unfairly and used the 'stop and search' law as one of the ways to do it. Under this law, the police could stop anyone to search them if they thought they might be planning to commit a crime. Many black people involved in the riots felt that they were being targeted for these searches just because of the colour of their skin. After the riots, there was a public investigation into why the riots happened, which was carried out by Lord Scarman. He produced a report in November 1981 which said there was "no doubt racial disadvantage was a fact of current British life". But that "institutional racism" did not exist in the London's Metropolitan police force.

Useful Websites

Child-accessible video explaining Brixton Uprising of 1981: <https://www.youtube.com/watch?v=94wJFZPrci0>

CBBC Newsround information on Brixton Uprising including first hand witness account: <https://www.bbc.co.uk/newsround/50035769>

Museum of London - information about Brixton Uprising and comparisons to Black Lives Matter Movement: <https://www.museumoflondon.org.uk/discover/brixton-1981-blm-2020-black-uprisings-londons-history>

Comprehensive image library of Brixton Uprisings: <https://allthatsinteresting.com/brixton-riots#2>

Timeline of uprisings across the country in 1981 in relation to inter-racial tensions: <https://pasttenseblog.wordpress.com/2021/07/03/this-week-in-uk-history-1981-uprisings-and-riots-all-over-the-country/>

BBC documentary on 1981 Uprisings—Teacher viewing only!: <https://www.bbc.co.uk/iplayer/episodes/m000y317/uprising>

Hate Speech and Free Speech UK Laws explained: <https://www.theweek.co.uk/97552/hate-speech-vs-free-speech-the-uk-laws>

Amnesty International case studies on the protection of freedom of expression: <https://www.amnesty.org/en/what-we-do/freedom-of-expression/>



What Should Pupils Learn this Half Term?

- What we can do if we disagree with something that's happening in our local community (the role of petitions, complaints, the role of MPs, protests, strikes etc.)
- What freedom of speech is – when it can be restricted and when it can't
- Instances where freedom of speech is not upheld across the world
- What civil rights are and people who have worked to promote and uphold civil rights and racial equality throughout history
- Events that lead to the 1981 Brixton uprisings including the social and economic issues faced by the residents of Brixton
- The aftermath of the Brixton uprisings including injuries, arrests, damage to property etc.
- The impact of the Brixton uprising: the Scarman report, a new code for police behaviour (the Police and Criminal Evidence Act 1984) and the creation of an independent Police Complaints Authority.

Equality, Inclusion & Diversity Links

- Equality (gender, race and socio-economic) in politics/political parties
- Equality (gender, race and socio-economic) in the metropolitan police and the work that they do to address this
- Demographic of Tower Hamlets and how different ethnic groups are represented in public life
- Rates of arrest by ethnicity, gender and area (<https://www.ethnicity-facts-figures.service.gov.uk/crime-justice-and-the-law/policing/number-of-arrests/latest>)

Links to Other Subjects

Music: How has music been used in protest and resistance throughout history? How did musicians respond to the 1981 uprisings? (<https://brixtonblog.com/2021/04/sounds-of-the-brixton-uprising/>)

Art: How has art been used to protest or make one's voice heard throughout history?

English: Debates, discursive arguments, news reports on events

History: Links to Battle of Cable Street/Brixton Uprising, Grenfell/New Cross Fires, Black Lives Matter and the murder of George Floyd/Brixton Uprisings

Maths: Statistics relating to Met Police Arrests (Crime, Stop and Search, and Taser Data Dashboard <https://www.met.police.uk/sd/stats-and-data/>)

The Big Question

How do you make your voice heard?

Is there a limit to what you would do to stand up for your rights?

What have we done:

- Included RJED in SDP
- RJED staff meeting
- Parents' forum meeting about RJED
- RJED related topics throughout the curriculum
- BHM whole month celebration and event which parents attended
- Fairtrade fortnight fairs and events
- Windrush picture library exhibition
- RJED library events
- Working with Equaliteach
- RJED liturgies
- More racially diverse books in the library
- More racially diverse visitors and speakers
- Unconscious bias training
- School dinners more ethnically diverse
- Y5's caritas campaign.

Valuable learning from this process:

Involve the parents when generating ideas. They have good ideas.

Promoting RJED can be hugely successful if SLT are supportive and involved.

RJED is not a standalone concept. Having one RJED related observation during BLM or Afro day is not enough. It is something that should inform the school's practise.

Teachers are mostly supportive of the concept but need support in obtaining RJED related curriculum links. If it is provided it is more likely to be used.

Our next steps:

- Continue with what we're doing so it something that is embedded and fully evident in pupils' learning and in the life of the school.
- Use the Caritas Ambassadors and Mini Vinnies to be advocates and a driving force for improvement
- Encourage children to be more independent in raising issues that they would like to discuss around inclusion and diversity
- Encourage children to be more independent in leading acts of worship relating to RJED
- Empower staff and pupils to challenge any inequalities that they see by giving them a common language/framework to use

Useful links/resources:

Our school' twitter pages
St Anne's and Guardian Angels CPS