

ANGUS COUNCIL

CHILDREN AND LEARNING COMMITTEE – 16 AUGUST 2018

ANTI-RACISM EDUCATION

1. BACKGROUND

- 1.1 Curriculum for Excellence provides many opportunities to explore issues of equality and help prepare pupils for life in a diverse, multicultural society. The curriculum should reflect and extend the experience of all children and young people.
- 1.2 Specialist multicultural, anti-racist units or courses of study are important but they should not be considered in themselves sufficient to eliminate discrimination. Anti-racism should be embedded in the curriculum.

2. ANTI- RACISM EDUCATION IN ANGUS

- 2.1 Angus schools provide a broad range of learning opportunities to address anti-racism and engage children and young people in helping to develop their own informed attitudes and beliefs through Broad General Education and into Senior Phase. Through a variety of contexts they explore anti-bullying, human rights, tolerance, respect and diversity.

Programmes and activities reflect the importance of:

- Exploring discrimination
- Young people having their voices heard
- Partnership working

- 2.2 Angus primary schools take a holistic, whole school approach to delivering this aspect of the curriculum. A number of schools use Show Racism the Red Card resources. ['Racism it stops with me'](#) is also being used. The Experience and Outcomes provide a framework to progress learning around tolerance and respect within the context of health and wellbeing. Arbirlot Primary School has taken a rights based approach to introducing anti-racism education to P3-7 this session. Muirfield Primary School has successfully taken a targeted approach to this work with all primary 7 children. The update and review of whole school Vision, Aims and Values is used as a context for children to discuss and reflect on citizenship and social responsibility within their own learning community. Building resilience in children is a focus for almost all schools and the [Bounce Back programme](#), along with input from Educational Psychologist colleagues, supports this area of work.
- 2.3 Primary schools also use Religious and Moral Education as a context for learning – recognising and celebrating cultural differences. Social Subjects allows them to explore historical events, people from the past and the impact of these both then and now; and more current topics such as Fair Trade.
- 2.4 Secondary schools use the free downloadable resources from [Show Racism the Red Card](#) and [RespectMe](#). A number of Angus secondary schools are considering how they can use the RespectMe training and resources to support a whole school approach to inclusion and equity. Personal and Social Education programmes support learners to explore inclusion in relation to race, gender, disability and sexuality. Tolerance and diversity underpins their work around anti-bullying, extending to developing their understanding of recent and on-going conflict and the plight of refugees.

2.5 In Angus Secondary Schools Social Studies also provide a real and relevant context for learning e.g.:

- History - racism
- Religious and Moral courses consider topics such as Islamophobia
- Forfar Academy works closely with the [Anne Frank Ambassadors programme](#). This session a number of pupils were Anne Frank ambassadors. They were engaged in training days and developing lessons on the life of Anne Frank and anti-discrimination.
- In recent years, Police Scotland Community Liaison Officers delivered inputs around Hate Crime to young people in S4 in all schools.

3 CONCLUSION

3.1 All schools in Angus are committed to establishing a culture that encourages respect, values opinions, celebrates difference and promotes positive relationships that will make it difficult for anti-social and bullying behaviour to flourish or be tolerated.

Contact for further information:

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