



Hasmonean Primary School

COMMUNITY COHESION POLICY

Updated October 2014

Introduction

In the Book of Genesis we read that the world has a Creator, that all human-beings are His creatures and are created in His image.

This represents the most fundamental reason for our children to show tolerance and respect for others since the message is a universalistic one, relating not just to Jews but to all peoples and to all nations.

Principles

- In order to further cross-cultural understanding and social cohesion in our multi-ethnic society, the school will seek to create in our pupils an awareness of the above values.
- Our children will have the opportunity to learn about other cultures through all aspects of the curriculum.
- Through an understanding of the Torah and Jewish History, we will highlight examples of mutual respect, good neighbourliness, tolerance and inclusivity.
- Extra-curricular opportunities such as the International Week and the many educational visits, further enhance the programme being taught in the school.
- At the same time, we will reinforce the pupils' own self-awareness and commitment to Torah and Jewish values.

Outcomes

- An increased cultural awareness by learning about different countries and communities.
- A positive attitude towards others, showing tolerance and respect.
- The ability for pupils to use their knowledge with growing confidence and competence so that they can understand what they read and hear in the media.
- An ability for pupils to express their feelings in speech and writing.
- Pupils will enjoy reading about people in other countries and their cultures.
- Pupils will develop a sound basis for further study and life skills.
- Pupils will develop a pride and confidence in their own Jewish Identity.

Multi-Cultural Links

Outlined below are some of the multi-cultural links under each curriculum area:

LIMMUDEI KODESH

In our Ethics programme we highlight the importance of treating other people with respect and consideration, and of speaking well of others.

In our Bible studies we learn about the earliest beginnings of the monotheistic religions in the families of our forefathers.

Through the Year 6 Jewish History Programme we examine Christianity and its attitude to the Jews.

In our assemblies we celebrate the different customs and ethnic backgrounds of our pupils.

LITERACY

We use a range of multicultural books in each year group – ie books in class library (and school library) represent a cross-section of communities, cultures and faiths.

Each class studies literature from other cultures as part of the National Literacy Strategy eg Traditional Tales (Year 2), Stories from other Cultures (Year 4) and Greek Mythology (Year 5).

As part of 'International Week' classes study letter formation from other cultures (Japanese, Chinese) and read stories and poems from countries around the world.

There are many literacy links with humanities ie children often write letters, diaries, recipes etc about the countries/cultures they are studying eg A Day in the Life of a Mexican Child, 'Mexican Day' (Year 2) and a Day in the Life of an Indian Child (Year 4). (Children will first look at examples from a specific country or culture before creating their own pieces of writing.)

NUMERACY

To use links where possible, eg patterns in Art – Rangoli patterns – symmetrical tessellations etc and Islamic art patterns.

Different numeric systems

Different calendars eg lunar/solar, names of months

Chinese numbers – abacus

Compare counting systems eg Egyptian and Greek, Chinese and Hindu, Masai, Yoruba

Origami

SCIENCE

To investigate how different cultures protect their environments.

Use of Primary UPD8 + Espresso to link Science to current affairs.

We believe in Creation as set out in Genesis. We do, however, make the children aware that others have different beliefs regarding Creation.

ICT

The following ICT resources can be used to access multicultural information by teachers and pupils:

1. Internet
2. Espresso
3. Digital photography
4. MLE

HUMANITIES

Whole school annual International Week.

Espresso 'News Bites' used weekly + for regular cross-curricular work.

- Year 1: Mary Seacole (intolerance in past)
Toys (rich/poor contrast – UK and other parts of the world)
Local area – different places of worship
different shops
Barnaby Bear – different places and cultures
- Year 2: Gunpowder plot – different cultures
A contrasting locality – different culture, rich/poor and religion
- Year 3: What's in the News? Different cultures, rich/poor contrasts
- Year 4: A village in India – poor/rich – different culture and religion
Rich and poor Tudor times – citizenship
- Year 5: Overseas location – Israel – religion/culture
Rich and poor in Victorian times – citizenship
Waters/rivers – where does water come from? – geography, citizenship.
- Year 6: Anne Frank study – religion/culture
Britain 1930 onwards – religion/culture
European awareness of different peoples and cultures
Life in Mountain Environments.

MUSIC

We learn traditional songs from our own and other cultures eg Africa, Inuit, Egypt etc. The Barnet Primary Music Festivals, separate events for KS1 and KS2, always include songs from Africa and other countries. Year 2 and Year 4 take part.

Also annual whole school music event eg Caribbean Steel Pans, African drumming etc.

ART

- Art Japan/India patterns
Art France/Spain Life styles + study of artists.
Art China: patterns – willow – story-telling
Art Egyptian: patterns – lotus flowers
Art Greek: Life stories on vases
Art Aboriginal: cave drawings and map journeys
DT South America: Brazilian costumes
DT Structural buildings around the world ie pyramids, bridges.

PSHCE

- Year 1: Relationships with others – welcoming visitors from all backgrounds.
Safety – people we trust etc
- Year 2: Citizenship – being part of the wider community
- Year 3: People we trust – understanding others, who can you go to for help etc
- Year 4: Keeping our bodies healthy
Money Matters
- Year 5: Racism – to develop a positive attitude and tolerance towards others.
Feelings – ability to express their feelings through writing and role play
- Year 6: Britain today – citizenship

PE & SPORTING ACTIVITIES

We expect children to behave in a tolerant and respectful manner towards others whilst playing or competing in a sporting or PE environment.