



Cultural Diversity at Archbishop Cranmer C of E Primary Academy

Values and Drivers

Cultural diversity at Archbishop Cranmer involves celebrating those differences and creating a culture of inclusion and acceptance among students and the greater school community. Diversity in the classroom, we believe, is understanding that each student brings unique experiences, strengths, and ideas to our classroom. At Archbishop Cranmer, we prepare children for the workforce, so teaching must effectively address and embrace the realities that come with living and working in a diverse school, community and country.

Religion

Despite being a Church of England school, religions can be just as broad as ethnic backgrounds, and we believe it's important to honour each student's religious beliefs and practices. Teachers should further recognise that students may have trouble understanding that the religious beliefs they were raised to believe may not fit in with the beliefs and lifestyle of their peers.

- **Extensive whole school map for RE.**
- **Visits and visitors of different faiths and places of worships.**
- **Children get to experience artefacts from different faiths as part of our RS Resources membership.**
- **Learning about different festivals and celebrations in the year, Chinese New Year and how that is celebrated, Diwali Festival the practices and customs. Children are taught to respect the diverse faith backgrounds that are represented in the UK.**
 - **Our school song (We Being Many)**

Ethnicity

Aside from the differences in appearance, culture and heritage make up a significant part of individual identities. While race is limited to several categories, ethnicities span across countries, towns, villages, and tribes. By understanding our students' ethnicities, we can better recognise their unique interests and perspectives that are shaped by their ethnic backgrounds.

- **Friends of Kianjai – Mituntu Primary Partner school.**
 - **Opportunity to see the Watoto Choir.**
- **Young voices always includes music from a range of cultures.**
- **Using The British Poem by Benjamin Zephaniah, we have shared our school make-up.**

Race

Although the concept of race tends to be learned, children are still able to see skin colour and the differences between them. Race acceptance and sensitivity should permeate the classroom across the board—between students and with teachers and students. It is just as important for teachers to respect and recognise the impact of race on their students as it is for students to recognise it among themselves. We achieve this through:

- **Equalities Policy** - Through our school ethos, curriculum and community links, we will work towards: a common vision, a sense of belonging for all, similar life opportunities for all, strong and positive relationships between different communities.
 - **Celebrate Black History Month**
- **Curriculum – learning about significant people from the past, including key artists from a range of ethnicities**
- **Black Lives Matter – Assemblies, Home Learning, Winner of BLM 500 Words.**
 - **English units on different cultures.**
- **Ensure the libraries are as diverse as the world we live in – black authors.**

Economic

Students come from various socio-economic backgrounds that could be determined by the environment in which they are raised, the neighbourhood in which they reside, and their families' income levels. These differences could show up in many ways, including, transportation, uniform, holidays and gifts from families. We keep in mind that a student with few possessions might not be from a low-income family, while a student from a low-income family might have purchased a new iPhone with their own earned income. Not everything is what it seems, and every parent has different ways of providing for their children.

- **Pupil Premium Grant – individual funding.**
 - **Individual pupil trackers to support funding choices and show impact.**
- **Keep up interventions to ensure there are no academic gaps in learning between DP and their peers.**
 - **Support local food banks and Newark Women's Refuge.**

Language

For students who may not have English proficiency.

- **Language classes with our partner school to encourage children to write in their language.**
- **Silent night in German(older children taught the historical relevance of the Carol too)and Cantonese**
 - **Sign language to songs**
- **School Prayer spoken in languages used across school eg Ukrainian and Cantonese.**

LGBTQ

Sexual orientation and gender identity is a crucial aspect of a young person's journey. It is often during their time as a student that they come into their own understanding of who they are.

- **HeartSmart**
- **Christopher Winters – RSHE SoW**
- **Nurture Resources – picture books to promote discussion and raise awareness**
- **Christian Value of Love: our overarching value**

Gender

We challenge gender stereotypes, and aim to implement gender equality and respect in the curriculum, and in all areas of school life.

- **Diane Abbott – Pupil Parliament**
- **Queen Victoria and Queen Elizabeth II – British History**
- **Jane Goodall – Evolution and Inheritance.**
- **Katherine Johnson and Ellen Ochoa – Space**
 - **Cleopatra – Egyptians**
- **Amelia Earhart – Aviation pioneer**
- **Greta Thunberg – Environmental campaigner**
 - **Ada Lovelace - Computing**
 - **Mary Seacole**
 - **Florence Nightingale**