



St Joseph's College, Dumfries.

Quality Indicators Demonstrated

1.2

Curriculum

- Courses and Programmes

3.1

Learning and Teaching

3.2

- Teacher's planning

3.3

- The teaching process
- Pupils' learning experiences

4.2

Support for Pupils

- Personal & Social Development

5.1

Ethos

5.3

- Climate and relationships
- Equality and fairness

7.4

Management, Leadership and Quality Assurance

- Leadership

St. Joseph's College Dumfries

St. Joseph's College is a six year co-educational comprehensive school. It is the only denominational secondary in the region and therefore has a wide and mixed catchment area encompassing Dumfries, Annan, Castle Douglas, Dalbeattie and surrounding areas within a 25 mile radius. It has 4 associated denominational primary schools but attracts its intake from up to 27 primaries. The school has a roll of 690, approximately 30% of whom are Catholic. The substantial number of other denominations and faiths opt to come to the school because they welcome and feel comfortable with the Catholic ethos. There is also a percentage of children from no faith background.

Sectarianism is not seen as a big issue and supporters of the different football clubs appear to get on well side-by-side.

Quality Indicators: 1.2 3.1 3.2 3.3 4.2 5.1 5.3 7.4

1.2 Courses and Programmes

Anti-sectarianism was learned and taught mainly through the Religious & Moral Education curriculum with additional input from the drama specialist supplied by the anti-sectarianism project.

Secondary 2 was chosen for the pilot work, as that was believed to be the ideal year group for such an undertaking.

3 classes were divided into mixed control groups for 4 drama lessons conducted by the specialist, whilst the remaining pupils undertook other anti-sectarianism project activities in class with staff from the Religious and Moral Education department.

3.1 Teachers' planning

Two Religious and Moral Education teachers and one teacher of Religious and Moral Education and History came together to plan the format for using the anti-sectarianism project and agreed to divide the three Secondary 2 classes in two and to use the Drama worker with half of each class. They accessed the anti-sectarianism website for activities, and worked co-operatively, sharing expertise, ideas and extra resources.

3.2 The teaching process

Pupils were asked what they knew or understood about sectarianism. Their replies demonstrated that they associated it primarily with football allegiance but the young people did not appear to import the sectarian features of the football clubs into their own relationships, and learning and teaching could therefore focus on wider issues than the Catholic-Protestant divide in Scotland.

3.3 Pupils' learning experiences

Learning and teaching was undertaken by using the lesson plans for activities and games as follows:

- Invisible String: concentration
- Fruit Salad: communication
- Blink Murder: concentration; focus; confidence building
- Change Names: focus
- Odd Days/Even Days
- The Sectarian Person
- Cat & Mouse

Pupils gave positive feedback about what had been learned from the activities and how the learning process had raised their awareness about the issues of inclusion, tolerance and acceptance. They also reported that their understanding of the historical context for sectarianism had been deepened

As part of the Secondary 2 annual assembly to mark St Andrew's Day, 2 pupils gave a presentation to the others to share their knowledge, understanding and experience gained from this study. The anti-racist theme of "*One Scotland, Many Cultures*" was given an added dimension with the incorporation into it of the anti-sectarian message.

4.2 Personal & Social Development

Refer to 3.3

With a high number of pupils in this denominational school coming from other faiths and none, there is a strong inclusion agenda within the Personal & Social Education of St Joseph's College. During discussions about sectarianism and other forms of intolerance, pupils are encouraged to express their views and opinions openly in a safe environment. Negative views are constructively addressed.

5.1 Climate and Relationships

Assemblies reflect and promote anti-sectarianism and faith/belief diversity.

5.3 Equality and Fairness

Posters produced by pupils in the course of their learning on the topic of anti-sectarianism are on display throughout the College. The school ethos very much promotes the dignity of the individual and encourages respect for all. The wearing of football team colours is not permitted in school at any time.

7.4 Leadership

The Senior Management Team actively supports and encourages tolerance, inclusion, the celebration of diversity and the development of anti-sectarian attitudes throughout the school.

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