



**St Patrick's High School, Coatbridge.**

**Quality Indicators Demonstrated**

**1.1**

**Curriculum**

**1.2**

- Structure of Curriculum
- Courses and Programmes

**3.1**

**Learning and Teaching**

**3.2**

- Teacher's planning
- The teaching process
- Pupils' learning experiences

**3.3**

**4.2**

**Support for Pupils**

- Personal & Social Development

**5.1**

**Ethos**

**5.4**

- Climate and relationships
- Partnership with parents

**7.4**

**Management, Leadership and Quality Assurance**

- Leadership

**St Patrick's High School, Coatbridge**

St Patrick's High School is a 6 year comprehensive, denominational, co-educational school with a roll of 600 pupils. There are a few pupils from other Christian denominations and non Christian faith backgrounds whose families wish them to experience the ethos of St Patrick's High school.

**Quality Indicators 1.1 1.2 3.1 3.3 4.2 5.1 5.4 7.4**

**1.1 Structure of the Curriculum**

The school adopts a mainstreamed approach to anti-sectarianism. Use is made of a variety of resources to support its aims of promoting of tolerance and acceptance: Motherwell Football Club anti-racism materials; "Heritage", a play by Nicola McCartney set in Canada; Travers Theatre Group productions; input from external speakers, two of whom who have undertaken research into anti-sectarianism issues, and one US -community service volunteer worker who experienced the attacks on Washington DC on September 11<sup>th</sup>; the home-school partnership coordinator was also involved. Some pupils formed part of a mixed-denominational group who attended an anti-sectarianism conference in Belfast and became very immersed in the topic. (See also 3.3).

**1.2 Courses and Programmes**

The lessons developed for the school's current anti-sectarianism project were used as part of the Religious and Moral Education curriculum. It is planned to integrate the issue into the Primary 7/Secondary 1 transition project or other "exit points" for pupils in future years. Drama is believed to be the ideal context for dealing with the issues of tolerance and acceptance.

**3.1 Teachers' planning**

A group of 5 newly qualified teachers became engaged in the work, using their own and development time to navigate the website for ideas to use with their pupils. One teacher adopted the lead role in this as part of his personal professional development. The main focus for discussion with pupils was the Church of Scotland report to the General assembly in 2002 "*The Demon in our Society: sectarianism in Scotland*".

### **3.2 The teaching process**

Lessons were undertaken with a class of 18 pupils in Secondary 5, some with challenging behaviour. Lesson plans from the website were adapted to accommodate the specific needs of this group, to good effect.

### **3.3 Pupils' learning experiences**

Pupils who participated in the Belfast conference produced a video to showcase the outcomes. They also presented a production of "Heritage" for their peers, planning to roll it out to a wider group of fellow pupils in the future.

Pupils who, in the early stages of the work on anti-sectarianism could not give a broad, acceptable definition of sectarianism, expressed a new awareness of the meaning of the term. Some became very passionate about the issue, and resolved to challenge the traditional views of their family members.

### **4.2 Personal & Social Development**

The school has adopted anti-sectarianism materials into its citizenship curriculum.

### **5.1 Climate and relationships**

Pupils from other faith backgrounds are welcomed into the community of this denominational school, and actively encouraged to participate in the life of the school. Assemblies reflect and promote anti-sectarianism and make appropriate use of external agencies.

### **5.4 Partnership with parents**

Members of the School Board were informed of the plans to implement the learning and teaching about anti-sectarianism, with a positive response from all, including the church representatives.

### **7.4 Leadership**

The Senior Management Team in this school has taken a close interest in the anti-sectarianism lessons and ideas from the website, and perceives a need to integrate the issue into its values curriculum.

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