

Carmyle Primary School



Quality Indicators Demonstrated

1.1

Curriculum

- Structure of the Curriculum

3.3

Learning and Teaching

- Pupils' Learning Experiences

4.8

Support for Pupils

- Links with local authority or other managing body, other schools, agencies and employers

5.1

Ethos

- Climate and Relationships

5.3

- Equality and Fairness

7.4

Management, Leadership and Quality Assurance

- Leadership

Carmyle Primary School, Glasgow

Carmyle Primary is a unique school in that it is completely open plan. The teaching area of the school is horseshoe-shaped and classes mould around the horseshoe. It is situated in the east end of Glasgow.

1.1: Structure of the curriculum

In Carmyle Primary, anti-sectarian work is located within Personal and Social Development and English Language (through P6/7 reading of 'Drums of Hampden-see Useful Links section on this site) and following the Literacy Support Package Level D / E produced by Glasgow City Council. The topic is also addressed in assembly for P3–7. The schools views their anti-sectarian work and the associated activities related to that work as contributions to the school's other work, e.g. Anti-bullying programme, Education for Citizenship and Enterprise Education.

3.3: Pupil's learning experiences

Opportunities were offered to P6/7 pupils to think of ways of combating sectarianism. A problem-solving approach was adopted to enable pupils to actively consider the issues of sectarianism and religious intolerance rather than ignore them. Carmyle Primary already does work on challenging other issues like racism and has the grounding from which to build their anti-sectarian work.

Pupils felt that it was adults that caused sectarianism, particularly adult attitudes, often passed on from generation to generation. Pupils were keen for all schools, denominational and non-denominational to work together, e.g. to have joint sports days, East End Olympics.

Pupils also wrote to different famous people such as councillors, politicians and media personalities about their views regarding tackling sectarianism and bigotry and received responses.

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4.8: Links with local authority or other managing body, other schools, agencies and employers

The school engages enthusiastically with initiatives that emanate from the local authority and provides opportunities for pupils to take part in these. The anti-sectarian work was one such example that linked to authority-wide initiatives.

The school also engages with other authority- and Scotland-wide initiatives such as the 'Show Racism the Red Card' initiative. These involvements enable the school to build upon this type of anti-prejudice work.

5.1: Climate and relationships

Pupils of different backgrounds, faiths and beliefs attend Carmyle Primary. The school engages with anti-sectarian work as it sees this as a contribution to developing an ethos that values all pupils. This is done through presentation of diversity, learning about differences and discrimination and topic work on the various issues.

5.3: Equality and fairness

The work with P6/7 pupils was further embedded by addressing the issue within Assembly. This was an extended assembly (one hour) which took forward the theme of 'personal responsibility'. The staff were keen to present to pupils the need to take responsibility for eradicating sectarianism and religious intolerance and for pupils to see it was not just a matter of adult attitudes.

Assembly plan (for P3–7) ‘Raising the issue of sectarianism’

Resources required:

Flipchart paper or giant A1 size card, pens

Building block bricks (a pile)

Tape recorder with music from Fischy Music album ‘Build Up’. To view Fischy Music, go to <http://www.fischy.com/>

The school used two songs in this album, ‘Sticks and Stones’ and ‘Build Up’.

Also the song ‘Sometimes I Wonder’ from Out of the Ark Music. This song can be found in the book *Songs for Every Assembly 5–11years* published by Out of the Ark Music (1998) tel: 01932 232 250. There is a book and tape pack or a book and CD pack.

1. Make up some statements that fall into these two categories:
 - (a) Things said (for example, in the playground) that make me go ‘Hmmm’, e.g. ‘I like your shoes’, ‘You’re good at football’.
 - (b) Things said (for example, in the playground) which make me go ‘Ouch’, e.g. ‘You smell’, ‘You’re stupid’.
2. Scrunch up these statements and place them on the stage or floor near the front.
3. Ask for a pupil volunteer and allow the pupil to wear the janitor’s jacket.
4. Ask the pupil to pick up some of these scrunched papers and read them out.

5. Ask where these comments might come from and who might say them?
6. After this, ask the pupils to add comments they have heard and select a senior pupil to write the comments on the big card or flipchart paper.
7. In the meantime, point to the pile of bricks that you have placed on the stage or at the front and ask some pupils to come forward and build a tower or towers from those bricks.
8. Play the song 'Sticks and Stones' and let pupils join in. Pupils may not know this song, so you will need time to allow children to become familiar with the words and actions.
9. Learning point: *words we say have an effect and can hurt or make us happy.*
10. Nonchalantly knock down the bricks and ask pupils to build them up again. Knock them down again. Build them up again.
11. Play the tune 'Build Up' by Fischy Music. The point here is that even though we are down, we can pick ourselves up
12. Now move on to talk about sectarianism.
Within this section of the assembly, pupils are provided an opportunity to consider:
 - what sectarianism and religious intolerance is
 - why they think it happens
 - what the effects of sectarianism and bigotry are
 - who does it

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[Go to the section on [‘What is sectarianism’](#) in this site to assist you with the above section.]

Pupils are also asked to consider the assumptions we often make about each other.

If a child moves into an area and supports Celtic, is there an assumption about their faith or which school they might go to?

What other assumptions do we make because of people’s faith, skin colour, accent, where they come from and so on.

13. Within Carmyle, it is then stressed that while Carmyle is not a Catholic school, it is not a Protestant school (some children are quite taken aback by this.)

14. The assembly concludes with a reminder to pupils that they have a choice. They can choose to act against sectarianism and religious bigotry and they can continue with adult attitudes and prejudices.

15. The assembly concludes with the song ‘Sometimes I Wonder (The Suffering Song’.

There have been very positive reactions from parents on the work Carmyle Primary has done within their anti-sectarian work.

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7.4: Leadership

The Headteacher took up the offer to schools in Glasgow to take part in the '[Stop the Hate](#)' debate. This debate, designed for Glasgow school pupils, urged MSPs, churches, courts and football clubs to confront bigotry through education. The debate project was funded by Sense Over Sectarianism Millennium Awards Scheme which all Glasgow schools were invited to participate in.

The P6/7 classes took part in the Forum.

GOOD PRACTICE INDICATORS

- non-avoidance of discussing issues of sectarianism or religious bigotry within learning and teaching with pupils
- combines multifaith / multicultural activities with explicit discussions around prejudice, equality and fairness
- headteacher leading on this issue and providing opportunities for pupils and staff to take this work forward within and outwith classrooms
- anti-sectarian work located within a range of mediums, e.g. PSD, English Language, assemblies
- makes links to other forms of inequality and discrimination such as race, gender, class
- breaks down 'them' and 'us' barriers

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