



**Our Holy Redeemer Primary, Clydebank.**

**Quality Indicators Demonstrated**

**1.1**

**Curriculum**

**1.2**

- Structure of Curriculum
- Courses and Programmes

**3.1**

**Learning and Teaching**

**3.3**

- Teacher's planning
- Pupils' learning experiences

**4.1**

**Support for Pupils**

- Pastoral care

**5.1**

**Ethos**

**5.3**

- Climate and relationships

**5.4**

- Equality and fairness
- Partnership with parents

**7.4**

**Management, Leadership and Quality Assurance**

- Leadership

Our Holy Redeemer Primary in Clydebank is a denominational school of 307 pupils, approximately 6-10% of whom are not Roman Catholic. The catchment area is socio-economically very mixed, with above average free meal entitlement. Once boasting a thriving ship-building industry on the River Clyde, there is some unemployment among the population.

Clydebank is an area associated with Celtic/Rangers football allegiance and there are regular sectarian-related incidents in the aftermath of matches between the two teams.

### **Quality Indicators**

#### **1.1 Structure of Curriculum**

Anti-sectarianism lessons will be rolled out in future sessions with the use of a teaching pack developed by the P7 teacher who piloted the Resource. This pack is integrated into the P5-P7 Personal & Social Development programme. It also features in the Environmental Studies Understanding People in the Past study of the Holocaust, to highlight that sectarianism extends beyond the football team-based model experienced by pupils in this area. Lessons in the pack link effectively with the school Art & Design curriculum.

#### **1.2 Courses and Programmes**

Anti-sectarianism was learned and taught through activities which were integrated through the 5-14 curriculum areas of Personal and Social Development, Expressive Arts (Drama and Art & Design), Environmental Studies, Health Education and English Language. The programme was undertaken with a P7 class.

#### **3.1 Teacher's planning**

Teaching objectives identified from the Anti-sectarianism project included empowering pupils to learn about Sectarianism and about the damaging emotional effects on those who encounter it. Personal research using the Anti-sectarianism Resource allowed the class teacher to acquire background information from the historical, religious and social perspectives before embarking on the work with pupils.

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

A key focus for the learning experiences of pupils was a series of Drama lessons contained in the Anti-sectarianism Resource, and pupils designed life-sized mannequins which they elected to display as tableau figures demonstrating some aspects of the role-play situations from those activities. All aspects of English Language were utilised, but

Writing played a key role in pupils' learning activities. Study of the Holocaust for Understanding People in the Past within Environmental Studies was also integrated into the learning.

### **4.1 Pastoral care**

An important feature of the pastoral life and ethos of the school is the zero tolerance approach to the wearing of clothing which demonstrates an affiliation to any football team. Most parents are supportive of this.

### **5.1 Climate and relationships**

See also 4.1

Pupils from different faith/belief backgrounds participate actively in the life of the school. A child from a minority ethnic group participated fully in the Ramadan Fast during the pilot period, leading to discussion around diversity and acceptance.

### **5.3 Equality and fairness**

See also 5.1.

### **5.4 Partnership with parents**

The School Board was informed at the outset of the aims of the project, and comments invited. The Head Teacher included information about the planned Anti-sectarianism work on the agenda of a curriculum meeting of P7 parents. The proposition was accepted by all parents, and positive feedback has been received about the outcomes.

### **7.4 Leadership**

The Head Teacher provided a strong lead by accepting the local authority invitation to take part in the project and nominating a member of staff to take part in the pilot work. She made the Resource available to all staff. She provided development time to the P7 teacher to facilitate the development work identified in 1.1. Under her leadership, the school has a strong commitment to further developing and delivering Anti-sectarianism education.

The Head Teacher's enthusiasm for the initiative was a key factor in the success of the project.

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