



St Michael's Primary, Dumfries.

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

4.2

- Pastoral care
- Personal & Social Development

5.1

Ethos

5.3

- Climate and relationships
- Equality and fairness
- Partnership with parents

5.4

7.4

Management, Leadership and Quality Assurance

- Leadership

St Michael's Primary in Dumfries is a non-denominational urban school of 197 pupils centrally situated in the town. Children attending the school come from private housing and also local authority rented accommodation. Some live with their families in hospital residencies, and these families enrich the school with cultural and religious diversity. Attendance at St Michael's is much sought after, as 42% of pupils come from outwith the catchment area.

Dumfries is an area not normally associated with issues of sectarianism, but the project highlighted football allegiance to either Rangers or Celtic among some pupils, and revealed the fact that some families travel to attend their matches and support each team.

Quality Indicators

1.1 Structure of Curriculum

Anti-sectarianism education is integrated into the school inclusion, anti-bullying and promoting positive behaviour policies and practices. With the inclusion in the school community of children from minority ethnic groups, religious tolerance and acceptance is seen as being of great importance.

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) Religious & Moral Education and English Language.

The programme was undertaken with a P6 class to enable further development to take place in P7.

3.1 Teacher's planning

Planned outcomes from the Anti-sectarianism project included empowering pupils to think independently, and to take their place as responsible citizens in a multi-faith society. Activities from the Anti-sectarianism resource were used to support topic planning, and Race and Religion were selected as the starting point due to the presence of a number of pupils from minority ethnic groups in the class. Activities planned for younger pupils enabled the gradual introduction of unfamiliar language to the pupils.

3.3 Pupils' learning experiences

A child centred approach to learning and teaching empowered pupils to take the lead on which direction the activities would follow. Initially, pupils were asked to write about what football means to them. The outcomes from that activity were surprising, and led to discussions around the issue of football allegiance. Pupils devised leaflets and posters about Anti-sectarianism, and wrote about their personal experiences of exclusion. Central to the learning process was role-play and other activities facilitated by a drama specialist. Pupils from minority ethnic groups shared information about their faith practices, and pupils composed raps and other pieces which they performed at a whole school assembly on the Anti-sectarianism theme.

4.1 Pastoral care

Whole school issues of Promoting Positive Behaviour, tolerance, acceptance and anti-bullying have a high profile in the school, and were integrated into and promoted by the Anti-sectarianism work.

4.2 Personal & Social Development

St Michael's has a strong ethos of teamwork and cooperation; there is a Code of Conduct which is signed by pupils early in each school year. A whole-school programme of activities designed to raise the profile of behaviour was enhanced by the Anti-sectarianism activities.

5.1 Climate and relationships

See also 4.1 and 4.2.

Pupils from minority ethnic groups and different faith/belief backgrounds participate actively in the life of the school, and were enabled to contribute in a particular way to the Anti-sectarianism project by speaking, where applicable, about their faith practices. (See 3.3).

5.3 Equality and fairness

See also 5.1.

Pupils are empowered to observe dress codes and practices particular to their cultural identity, and the diversity this brings is celebrated within the school community.

5.4 Partnership with parents

The School Board was informed at the outset of the aims of the project, and comments invited.

7.4 Leadership

The Head Teacher provided a strong lead by accepting the local authority invitation to take part in the project. She accepted that the work would provide a context to further develop the work of raising the school profile and strengthening the anti-bullying agenda.

She ensured that the Drama Worker had time to carry out the work at all stages from P1 to P7.

The Head Teacher's enthusiasm and commitment to supporting the initiative played a large part in the successful outcomes of the project.

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