

**Springhill Primary and St. Mark's RC Primary
Barrhead**



Quality Indicators Demonstrated

1.2

Curriculum

- Courses and Programmes

3.3

Learning and Teaching

- Pupils' Learning Experiences
- Meeting Pupils' Needs

3.4

4.2

Support for Pupils

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

4.8

5.1

Ethos

- Climate and Relationships
- Expectations and Promoting Achievement
- Equality and Fairness

5.2

5.3

7.3

Management, Leadership and Quality Assurance

- Planning for Improvement
- Leadership

7.4

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Background

Springhill Primary has a mixed catchment in terms of faiths and beliefs. There are Christians (Roman Catholic and Protestant) as well as those of other faiths – Muslims and Buddhists - and those of no beliefs. Previously the school roll contained Salvationists and Jehovah's Witnesses. There is a small visible minority ethnic population. The schools are within walking distance of each other, and share the same catchment area and nursery. The paragraph numbering below relates to equivalent Quality Indicators.

1.2: Courses and programmes

The work on anti-sectarianism was built on work Springhill Primary had already engaged with, particularly in the area of children's rights with a focus on the Holocaust. Sectarianism as a theme was then inserted into the work on rights. It was then obvious to Springhill Primary that such work was best taken forward with the involvement of St Marks RC Primary.

3.3: Pupil's learning experiences

Both schools took the project forward as a community enterprise project, which was driven and shaped by the pupils. The pupils identified some of the issues involved in sectarianism, for example, the differences between schools and churches attended, football clubs supported, and identified ways of using these differences to challenge rather than perpetuate sectarianism.

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3.4: Meeting pupils' needs

A range of learning experiences was offered to the pupils including:

- **[‘Nil-by-mouth’ Workshops](#)**. The children began the project with a presentation by the organisation Nil-by-mouth and workshops involving both schools and local clergy. These workshops enabled the children to meet each other, learn more about bigotry and understand how we can prevent it in our own community.
- **PACE Theatre Group**. Working in partnership with PACE theatre group, they worked on a production of ‘Tomorrow’s Children’, a musical drama based on the theme of discrimination. The pupils then performed this at both schools (and for all stages) in order to pass on their message about anti-discrimination.
- **[St Mungo’s Museum of Religion](#)** The children took part in pilot ‘anti-sectarian’ workshops with St Mungo’s Museum of Religion to learn more about different religions and the history of religion in Glasgow.
- **[The Holocaust](#)**. The children visited the East Renfrewshire Holocaust Memorial Exhibition together to find out about anti-semitism during World War II: a shared experience, which helped the children to consider the importance of creating a just and tolerant society.
- **[McLellan Galleries](#)** In order to help the children produce artwork, leaflets, invitations and bookmarks as part of the project, pupils visited the McLellan Galleries to consider style and content of material by looking at the work of different artists and learning from them.
- **Art workshops** Children from both schools worked together at after-school art classes to produce artwork on the theme of anti-sectarianism to be displayed at the Festival of Unity.
- **Designing information leaflets and bookmarks**. The children distributed their leaflets and bookmarks on the theme of ‘anti-sectarianism’, following the Festival of Unity to all P6–S2 pupils of participating schools as well as to those that attended the Festival.

Coaches for each visit had a mixed group from each school on them.

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4.2: Personal and social development

Planned activities using different learning experiences have enabled pupils taking part in this project to develop confidence, esteem and interest in the issues. There has been a wide range of extracurricular activities offered to develop pupil awareness and critical thinking on sensitive and often controversial issue.

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

As part of the project both schools approached their neighbouring secondary schools, St. Luke's High School and Barrhead High School, to provide mentors for the P7 pupils who took part in this initiative. The High School pupil mentors were volunteers in S6 (one from each school). The S6 pupils have since become friends as a consequence of their involvement in the project.

The schools' successful bid for funding from Sense Over Sectarianism Millennium Awards Scheme enabled this community enterprise project to develop. They were the first project to receive funding for pupils under 16 years of age – it took perseverance but they did it. The project was also supported by the Sense over Sectarianism initiative.

The schools liased closely with the local authority, particularly through the Quality Development Officers. The authority has been very supportive of the work of the schools, encouraging them to apply for quality assurance awards as these become available. The school has received two Gold Awards as a result of the success of the project – one from the local authority for Values & Citizenship; the other from Schools Enterprise Projects (SEP) for its work on Enterprise Education, of which the work on anti-sectarianism was one of a group of Enterprise projects.

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The schools invited other organisations to take part and support their initiative.

Springhill School also piloted some materials for St Mungo's on anti-sectarianism, looking at symbolism and symbols of different religions, exploring their meaning, significance and differences.

5.1: Climate and relationships

This project involved the cooperation and support of various groups who have worked alongside staff and pupils in both schools to highlight the issues, promote good citizenship and improve community relations through a variety of projects. In so doing, pupils from both schools, as well as the senior pupils from the secondary schools, parents, staff and community members, have developed a living sense of community and spirit.

For example:

- There were positive evaluations from pupils of the visits.
- The ethos of both schools has been positively affected.
- There has been good feedback from parents, who feel that it will have a positive impact on the community. There has also been good feedback from others outwith the school communities who have witnessed the project.
- Pupils have learnt to value each other more and to appreciate that it is all right to be different but also to appreciate similarity.
- Pupils have had some media coverage on [BBC online Friday 5 December](#) 2003, and in the local newspaper etc.

All staff involved in the project are highly enthusiastic about the project and it has created great camaraderie between those involved in both schools.

5.2: Expectations and promoting achievement

The project fits with various aspects of the curriculum including:

- National Priorities 3, 4 & 5
 - Inclusion & Equality
 - Values & Citizenship
 - Learning for Life
- Expressive Arts – Music, Drama, and Art & Design
- English Language – writing, reading, listening and talking
- Religious and Moral Education
- Personal & Social Development

In addition, it is an example of Enterprise Education and Education for Citizenship. In terms of Enterprise Education, pupils have developed skills to manage initiatives, to interact with a range of interested individuals and agencies and to work to targets and deadlines. There was a display board of the community enterprise Board of Management (4 pupils from each school) with their pictures on it as well as write-ups of the project, news clippings about it etc. (quite a large number of children applied to be on the enterprise board). This is on display in a prominent place in the school and is well visited by pupils and visitors. There is also a sizeable area in the school entrance foyer given over to displaying art work and written work produced by the pupils for the project.

5.3: Equality and fairness

Springhill Primary has many posters on display throughout its corridors examining a variety of social issues from drugs awareness to difference (let's play together), to Holocaust Memorial Day to sectarianism. This particular Community Enterprise initiative on sectarianism is built upon a whole -school ethos of promoting equality and challenging discrimination.

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7.3: Planning for improvement

As part of mainstreaming the anti-sectarian work, Springhill Primary record as part of the school plan for 2004 their intention to review all of their policies. When doing this they will ensure that anti-sectarianism is embedded within their equal opportunities policy and their learning and teaching policy. They also plan to deliver aspects of practice within Islam and Judaism in their religious observance calendar for 2004–5.

7.4: Leadership

The initial idea for a project addressing the issues of sectarianism came from the DHT to the Headteacher of Springhill Primary. An approach was made to the Head of St Mark's RC Primary to explore partnership. The enthusiastic response of the Headteacher at St Mark's ensured that the senior management team of the school was involved from the outset and the project grew from there.

Though the incentive was the availability of funding from the Sense over Sectarianism project, the processes of putting together a funding bid had still to be worked on.

GOOD PRACTICE INDICATORS FROM THIS PROJECT

- built on work already done in the school on equality, discrimination and children's rights. This was therefore not a 'one-off' or 'bolt-on' issue
- open acknowledgment of the existence of sectarianism and bigotry
- using a range of activities and methodologies, pupils were provided opportunities to educate themselves about the issues, as well as exploring ways of countering sectarianism
- provided opportunities for pupils to critically reflect on historical and contemporary Scotland in the area of multifaith and multiculturalism
- made links to other forms of racial and religious intolerance, e.g. Holocaust, racism
- was not just educational for pupils in the school but developed learning for the wider school communities
- built bridges between schools (at primary and secondary levels), home-school and school-community partnerships
- developed a sustainable approach by seeking to mainstream anti-sectarianism into current school equality and diversity, anti-bullying and other policies

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