

Saint Peter's Primary School



Racial Literacy in Our Primary School

“Racial literacy is the ability to recognise, understand and discuss race and racism. Developing racial literacy supports children and young people to recognise prejudice and discrimination and to develop the knowledge, skills and confidence to challenge racism and contribute positively to an inclusive society.”

(Guidance informed by Education Scotland and West of Scotland Development Education Centre)

Aims

Achieving equity and excellence for all learners in St Peter's Primary School is a whole school priority. Developing racial literacy is an important part of ensuring that our school community is inclusive, respectful and safe for all learners. Racial literacy is recognised as the responsibility of all staff and underpins our commitment to promoting equality and celebrating diversity.

This policy exists to provide a framework to support and enable staff to develop racial literacy across the school community and ensure that learners are equipped with the knowledge, understanding and confidence to recognise and challenge racism and discrimination.

Learning through racial literacy enables children and young people to:

- develop an understanding of identity, diversity and equality
- recognise and challenge racism and prejudice
- develop empathy, respect and appreciation for different cultures and experiences
- understand Scotland's place within a diverse and interconnected world
- contribute positively to an inclusive and fair society

Through the development of racial literacy, learners are supported to become successful learners, confident individuals, responsible citizens and effective contributors, as described in Curriculum for Excellence.

This policy aims to support all staff:

- to develop racial literacy across the school community
- to promote an inclusive and respectful school ethos
- to provide a framework for embedding racial literacy across learning
- to ensure all staff understand their role in recognising and challenging racism
- to ensure learners develop the knowledge, skills and understanding required to participate in a diverse society
- to ensure progression and continuity across all stages of learning.

Curriculum for Excellence: Racial Literacy within CfE

Within Curriculum for Excellence, racial literacy is developed through learning across the curriculum. It links closely with the values of inclusion, equality and social justice and supports the development of the four capacities.

Racial literacy is particularly supported through learning within:

- Health and Wellbeing

- Social Studies
- Religious and Moral Education
- Literacy across Learning

Guidance from Education Scotland highlights the importance of supporting children and young people to explore issues of identity, equality and diversity, and to understand the impact that prejudice and discrimination can have on individuals and communities.

Through meaningful learning experiences, children should develop the ability to:

- recognise stereotypes and bias
- understand and respect different identities and cultures
- explore diverse histories and perspectives
- develop the confidence to discuss issues of fairness and equality.

An Inclusive Learning Environment

Children should experience a school and classroom environment where diversity is recognised, valued and respected. Staff should promote a positive ethos where all learners feel included and represented.

Learning environments should:

- reflect diversity through books, resources and displays
- promote positive representation of cultures and identities
- encourage open and respectful discussion
- challenge stereotypes and discriminatory attitudes
- provide safe spaces where children feel comfortable discussing identity and difference.

Children should have access to a wide range of literature and learning resources which represent different cultures, backgrounds and perspectives. This helps learners develop a broader understanding of the world and supports the development of empathy and respect for others.

Planning

Racial literacy should be developed progressively across Early, First and Second Level. Staff should incorporate opportunities to explore diversity, identity and equality through a range of curricular contexts.

Class teachers should plan learning experiences which:

- promote understanding of identity and diversity
- encourage discussion and reflection on fairness and equality
- explore different cultures, perspectives and experiences
- challenge stereotypes and misconceptions.

Planning should align with the experiences and outcomes within Curriculum for Excellence and may draw upon guidance and resources from:

- Education Scotland
- West of Scotland Development Education Centre

These resources support schools to develop meaningful, age-appropriate learning experiences which promote racial literacy and global citizenship.

Learning and Teaching Approaches

A range of learning and teaching approaches should be used to support the development of racial literacy.

These may include:

- class discussions and circle time activities
- exploring stories and texts that represent diverse voices
- critical thinking activities exploring stereotypes and bias
- enquiry-based learning within social studies
- collaborative learning experiences
- opportunities for reflection and pupil voice.

Through these experiences, children should be supported to:

- ask questions about fairness and equality
- listen to and respect different viewpoints
- understand the impact of prejudice and discrimination
- develop the confidence to challenge unfairness in an appropriate way.

Learning should be age appropriate and should encourage empathy, understanding and respect.

Staff Professional Learning

Developing racial literacy requires ongoing professional learning for all staff. Staff should feel confident and supported to engage in discussions around race, equality and diversity.

Professional learning opportunities will support staff to:

- develop understanding of racial literacy and anti-racist practice
- recognise unconscious bias and discrimination
- use inclusive and culturally responsive teaching approaches
- ensure learning resources reflect diversity and representation.

Professional learning may draw upon guidance and resources provided by:

- Education Scotland
- West of Scotland Development Education Centre.

Partnership with Families and the Wider Community

Parents, carers and the wider community play an important role in supporting the development of racial literacy.

The school will aim to:

- communicate openly with families about learning related to equality and diversity
- celebrate the diversity within the school community
- encourage participation in events and activities which promote inclusion and respect
- foster partnerships which help children develop an understanding of the wider world.

These partnerships help reinforce the values of respect, equality and inclusion within both the school and the wider community.

Responding to Racism and Prejudice Incidents

St Peter's Primary School is committed to providing a safe, inclusive and respectful environment for all members of the school community. Any form of racism or prejudice-based behaviour is unacceptable and will be taken seriously. In line with guidance from Education Scotland, staff will respond promptly to any incident by addressing the behaviour, supporting those affected and reinforcing that discrimination has no place within our school. All incidents will be recorded in line with school and local authority procedures and, where appropriate, parents or carers will be informed. Incidents will also be used as opportunities for learning and reflection, helping children to understand the impact of their actions and to develop empathy, respect and racial literacy, supported by guidance and resources from West of Scotland Development Education Centre.

Policy Review and Development

This policy will be reviewed no more than 3 years after its implementation date in line with national guidance. It will be reviewed 2028.