Theme 5: Community and culture

Work with NEU members in your school/college to establish which are the priorities for your school/college.

		On Track	Focus Here	Medium Term
1	How can you draw on community resources, Black parents or local campaigns to plan action to respond to racism in the community?			
2	Which local museums and cultural or religious centres are close? How can you incorporate teaching from the history of Black struggle in your area? Which Black activists or Black Trade Unionists who fought against racism can you teach about?			
3	How does your school/college demonstrate understanding of the cultures and religions in your community? Do you celebrate festivals and special days?			
4	Are there clear guidelines in your school/college for parents to report instances of racism, racial harassment or victimisation? Are parents confident to report concerns?			
5	How are parents enabled to feel this is a safe environment in which to share their concerns and that the setting is inclusive and welcoming for their child/ren?			
6	How does the school/college keep up to date with patterns of racism in the community and act to work on contemporary issues which will be affecting pupils?			
7	Does the school/college take a measured and intentionally proportionate approach to the Prevent duty? Are Muslim pupils, or those perceived to be Muslim, feeling alienated, profiled or "under surveillance"? If so, what steps can you take to change this?			
8	How can the school/college support refugees and challenge the increasingly negative stigmatisation and stereotyping of refugee children and families?			

		On Track	Focus Here	Medium Term
9	How could you celebrate the positive history of migration in your local area?			
10	How are children and parents given clear, affirmative and consistent messages about the benefits of bilingualism, which aim to eliminate misconceptions about bilingualism as a 'problem?'			

Migration and 'the hostile environment'

Many pupils will hear the misconception that Britain was once exclusively white. Some adults believe that racial and cultural homogeneity in their part of Britain has been disrupted by migration. In fact, there has always been racial and cultural diversity throughout Britain's history. The UK does not have a 'white' or monocultural history. This is not a country unsettled by migration, it is a country made by migration. Without giving every student a knowledge of this history, the UK's understanding of itself will always be mythical and inaccurate – and it will allow migrants to be scapegoated by various politicians. The UK's migration history- and how we all think about migration today (as teachers and pupils) – can't be understood without looking at how migration and immigration legislation relates to race and the colonial project.

Our Migration Story: The Making of Britain

You will find an excellent resource from The Runnymede Trust and the University of Cambridge at **ourmigrationstory.org.uk**. This website presents the often untold stories of the generations of migrants who shaped the British Isles. It is designed to support teachers and pupils studying migration to Britain.

The site is organised through stories of individuals and groups. These stories are told through a diverse range of historical source material and are arranged into four time-period categories: AD43-1500; 1500-1750; 1750-1900; 1900-2000s. Across each period, you will find images, quotations, newspaper clippings, Parliamentary reports, videos, poems, extracts from novels, and many other materials that present the successes, challenges, obstacles and surprises faced by Britain's migrants over more than a thousand years.

Most case studies end with potential questions and classroom activities, and there are excellent lesson plans and classroom activities.

What could you do differently to teach about the fullness and the richness of the contributions made, and lives lived, by Britain's many migrant groups?