

# Diversity Week Report - July 2023

Establish and promote our Christian vision to allow ALL pupils to flourish



ST HILDA'S  
CE HIGH SCHOOL

WISDOM  
HOPE  
COMMUNITY  
DIGNITY  
EQUALITY  
DIVERSITY

## St Hilda's Diversity Week July 2023

We are the St Hilda's family, with Jesus Christ as our cornerstone. Building on foundations of **wisdom**, **hope**, **community**, **dignity**, **equality** and **diversity**, we nurture and support each other to be or very best. We rejoice in our diversity and celebrate our many achievements.

**CHRIST JESUS AS OUR  
CORNERSTONE** THE ST HILDA'S FAMILY

# Why do we celebrate Diversity Week?

Establish and promote our Christian vision to allow ALL pupils to flourish.

**The quote from Ephesians 2:20 underpins our mission statement and is expressed through it: We are the St Hilda's family, with Jesus Christ as our cornerstone. Building on foundations of WISDOM, HOPE, COMMUNITY, DIGNITY, EQUALITY and DIVERSITY, we nurture and support one another to be our very best. We rejoice in our diversity and celebrate our many achievements.** Consequently, it is at the heart of our School life and is the reason we celebrate Diversity week each year.

In September 2023, our Diversity week theme was 'What does it mean to be British?' with a focus on faith. We put together a timetable to allow pupils, including our nurture group, and staff further opportunity to:

- Encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today.
- Enable students to learn about other major religions, their impact on culture and politics, art, and history, and on the lives of their adherents.
- Develop understanding of religious faith as the search for and expression of truth.
- Contribute to the development of students' own spiritual/philosophical convictions, exploring and enriching their own faith and beliefs.

**PSHE and the wider curriculum also plays a key part of Diversity week. PSHE at St Hilda's is shaped by our Christian vision and values and our belief that promoting the health and happiness of all pupils allows them to flourish; to fully access the wider curriculum and manage their lives in a positive way.** During Diversity week we also provided opportunities for pupils to:

- Prepare for the world of work (work experience for Year 10)
- Develop their resilience, challenge themselves physically and mentally and work as part of a team (Year 9 Duke of Edinburgh expedition)
- Learn about their bodies and age appropriate sex education so that they can protect their physical health (year 7-9)
- Enable students to take part in activities that can benefit their physical and mental health
- Further support the nurture group to prepare for their transition into year 8

**During the week, each department organized and created activities that fitted with the theme and aims of the week.**



## Wisdom

LORD TEACH ME WHAT I CANNOT SEE  
Job 34:32



## Dignity

YOU ARE GOD'S MASTERPIECE  
Ephesians 2:10



## Hope

I WILL ALWAYS HAVE HOPE  
Psalm 71:14



## Equality

WE ARE ALL ONE IN JESUS CHRIST  
Galatians 3:28



## Community

SERVE ONE ANOTHER IN LOVE  
Galatians 5:14



## Diversity

LET YOUR LIGHT SHINE BEFORE OTHERS  
Matthew 5:16

# British Baking– led by the Technology Department

## What students did

They baked British desserts in an extended 1 hour 15 min session. All year 7 pupils participated. We provided all ingredients pre weighed for pupils. One half of the year made shortbread biscuits and decorated them with icing and sprinkles. The second half made school sponge cake and also decorated them with icing and sprinkles. Pupils also completed a lesson on British culture/foods and traditions - they have various tasks to complete and had to guess if certain dishes originated from Britain.

## How it linked to the Faith or PSHE / impact on students

The pupils learnt about British traditions and culture which linked to different faiths- they could also decorate with a religious theme if they chose to do so.



# Brit Pop– led by Music Department

## What students did

Students looked at British culture from the 60s. With focus on Popular music from Britain (The British Invasion).

Students were tested on naming British pop hits, seeing how television changed the music industry and how British music changed the world! Then performed Twist and shout linked to the Beatles first American televised show on The Ed Sullivan Show.

## How it linked to the Faith or PSHE / impact on students

Working together in an ensemble (team building support each other). Seeing how our culture influenced Americans.

## Photographs / any quotes from students



# British inventions - led by the Science Department

## What students did

Students participated in 3 different lessons. The first looked at the life of Alan Turing, famous WW2 code-breaker who was imprisoned for being homosexual. They worked on creating their own cryptographic codes and tried a maths-based codebreaker challenge.

The second lesson looked at some British inventions from the Victorian era, and led to a discussion about diversity in STEM and how it has changed for the better over the years, but that there is still much more work to do to break down stereotypes of people in STEM and increase diversity. This then led to into an opportunity for students to invent something of their own, using resources from the little inventors website.

The third lesson was a practical one based on one particular British invention – John Boyd Dunlop and the pneumatic tyre. Students created bouncy rubber balls made from PVA glue and borax, and held competitions to see which bounced the highest.

## How it linked to the Faith or PSHE / impact on students

Session 1: Alan Turing - courageous advocate, discussions about LGBT rights, changing British values. Inspiring Christian values.

Session 2 – links in to the ethos of school and diversity as one of St Hilda's values.

When discussing inventions we made sure that pupils appreciated that we need a diverse group of scientists coming up with those concepts that will shape our lives in the future. We talked about the need to ensure that all voices would get to contribute in order that the inventions wouldn't just favour a section of society without consideration of others.



# Capoeira – led by our new Diversity Coordinators

## What students did

Students participated in a 50 minute workshop led by 2 instructors from the not-for-profit Community Interest Company Capoeira for All, learning about the Afro-Brazilian art-form that combines elements of movement, dance, martial arts, music, and play.

After an introductory activity that the leaders used to establish the ground rules, students learned a variety of Capoeira moves and sequences which were done individually, in pairs and in the “roda”, a circle formed by the group.

They learned how to do martial-arts related moves and kicks and how to respond to them, working as a team with each participant taking responsibility for it to remain non-contact and a flow of movement.

A lot of the communication was done through the 2 instruments, the drum (atabaque) and tambourine (pandeiro), and the workshop ended with a song in Portuguese which included call and response, and all students were exceptionally attentive and joined in really well.

## How it linked to the Faith or PSHE / impact on students

Capoeira was created by enslaved people who came from different cultures as a way of connecting and communicating with each other, also benefitting physical and mental health, and having hope and community at the centre of its ethos. The workshop leaders were therefore able to emphasise our school values naturally throughout the workshop, e.g. how Capoeira has through out history always been played in a community in which everyone is different but equal, that the moves will look different on each person who does it, and that that is an integral part and the beauty of it.

Quotes from students

*“I feel energised” / “I feel relaxed now” / “I feel good” / “Loved it”*

*“One word – this was beautiful” (teacher)*



# Community Spirit – led by the RE Department

## What students did

Year 7 students took part in an encounter with people of faith from the Christian, Jewish and Muslim community. They found out about artefacts, pilgrimages and places of worship from all three religions and asked very thought provoking questions and shared their own personal faith experiences with the guests.

## How it linked to the Faith or PSHE / impact on students

This experience give students an opportunity to explore some of the religions worshiped in Britain and locally in Liverpool. It impacted on students understanding of social cohesion and diversity along with allowing them to nurture develop and express their own faith.

## Quotes from students

‘It was really interesting seeing all the different artefacts and learning about the places of worship and pilgrimages.’



# Duke of Edinburgh and Wellbeing Walks – led by the PE Department

## **What students did**

Students walked a total of 27km over two days in various weather conditions, some kind and some not so kind. After walking on the first day students were required to assemble a tent for them to sleep in and cook themselves an evening meal. Students were required to work as a team throughout the whole expedition in order to be successful.

## **How it linked to the Faith or PSHE / impact on students**

Students developed skills in map reading, cooking and in a way personal survival. Students developed resilience to continue to carry on even when things were difficult and also managed friendships and relationships well as when they were down, they supported each other incredibly well.

- Students were in mixed classes and year groups and participated in games of rounders. Due to poor weather on two of the three days, some students were required to watch Wimbledon Tennis.
- Students developed skills in communication and teamwork to effectively win the game of rounders. The students who watched Wimbledon, may have been the first time students will have watched tennis.



# Faith around the World – led by the Geography Department

## **What students did**

The students challenged some of the misconceptions around the dominant faiths in countries and regions of the world. They did this by describing the global pattern of the major world faiths to find out which of the major religions/faiths are the most popular in different areas of the world.

This was then followed by a task which allowed the students to investigate the ways in which Geography influenced the global spread of the worlds most popular religion – Christianity. They discovered that factors such as migration, transport and trade routes and colonialism have influenced the spread of Christianity.

## **How it linked to the Faith or PSHE / impact on students**

The tasks involved students investigating and challenging misconceptions of the global distribution of world faiths, and how Geography has influenced the spread of Christianity.

# Good Samaritan – led by First Aiders

## **What students did**

Students were trained in the delivery of CPR using a resuscitation dummy. They were given 15 minutes of instruction and demonstration, followed by guided practice on their dummies in small groups. Many students found it difficult at first to get the correct technique, but once up and running the vast majority of students were able to give CPR competently.

## **How it linked to the Faith or PSHE / impact on students**

Pupils were reminded of the parable of the Good Samaritan in order to link to the idea that we would always help a fellow person who is struggling.

# Holocaust Survivor– led by the History and RE Department

## What students did

Year 9 students took part in a History lesson on the Holocaust along with links to RE allowing the students to discuss where was God during the Holocaust and why faith was important to many Jews during times of suffering.

Following this the students listened to a 45 minute second generation testimony from the daughter of two holocaust survivors. The testimony was very moving and thought provoking. All students were engaged and asked some very meaningful questions. There was a clear message taken away from the testimony to learn from and challenge acts of genocide and the importance of kindness which students will take forward with them into their future.

## How it linked to the Faith or PSHE / impact on students

Strong links to overcoming and challenging acts of genocide and discrimination in society. Students explored how faith can comfort and guide people through times of suffering and they took onboard the important message of Kindness which is something the survivor aims to live by and I believe will have a big impact on our student's future.

## Photographs / any quotes from students

*'Really interesting unbelievable experience.'*

*'I will remember the importance of kindness from now on.'*



# Is there a relationship between Wellbeing and Faith? – led by the Social Science Department

## What students did

[S:\Psychology\ADMIN\Staff Resources\Sof\Diversity lesson](#)

- Students learnt the correct definitions of Faith and Well-being.
- Students collaboratively explored and answered the following questions: Why might people be religious? What function does it serve?
- They considered that - **Religion still attracts millions of people to show their devotion** – by making notes on videos of Kumbh Mela, Hajj & the Walsingham pilgrimage.
- They considered that – **Is religion still important today?**—by making notes on the video of religion in the world today
- Individually completed a '**Religiosity and spirituality scale for youth**' questionnaire to find their '**Religiosity score**'.
- Instruction on '**According to Sociologists these are the Functions of religion**' focusing on 'Reducing Psychological tension' & 'Give meaning' as an introduction to the concept of 'well-being'
- Discuss religion giving people some joy – watching a gospel choir/sermon
- Individually completed a '**Stirling Children's well-being scale**' questionnaire to find their '**Well-being score**'.
- Discuss the concept of correlation
- Plot the class correlation of our Religiosity and Well-being scores and conclude in relation to the sessions question - **Is there a relationship between Wellbeing and Faith?**

## How it linked to the Faith or PSHE / impact on students

Students question the concept of faith, how faith/spirituality/religion can influence our wellbeing and reflect on it's role personally, in the Anglican sense and globally.

## Quotes from students

*"I really appreciated learning about different cultures and perspectives. It helped me to understand and appreciate the diversity that exists in our school and around the world."*

*"I really liked the discussions and activities. It was great to connect with others who have different backgrounds and experiences and learn from one another."*

*"I would love to see more sessions like this in the future. It's so important to understand and respect diversity, and I think these sessions are a great way to do that."*

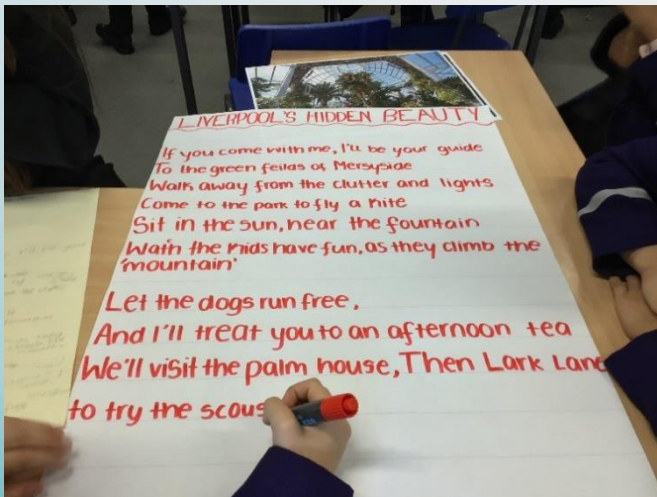
# Levi Tafari and Daughter of Merseyside – led by the English Department

## What students did

Year 8 students read Levi Tafari's poem The Daughter of Merseyside. Students engaged in class discussion about some of the themes in the poem and how Tafari used language to engage his reader. Students then worked in groups to illustrate their poem with some of the famous Liverpool Landmarks that Tafari described. Students were then put into groups and given images of well-known places in Liverpool. Each group was tasked with creating their own poem about their chosen place, using Tafari's poem as an example. Year 8 produced some excellent work and many volunteered to perform theirs at the end of the session. Students also got to meet Levi Tafari who gave an inspirational talk and performed some of his poems.

## How it linked to the Faith or PSHE / impact on students

Students were able to express themselves creatively through writing and illustrating poetry. Students felt empowered by creating some amazing poems and really enjoyed performing them to other groups. Throughout the day students were able to explore themes of identity and spirituality.



# Our Values – led by the MFL Department

## What students did

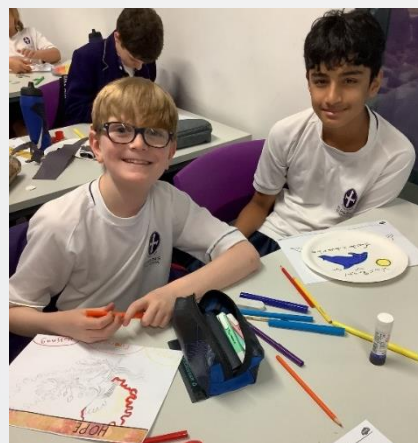
Students designed paper plates with the values in German, Spanish and French, in the respective house colours as well as using the house symbols. They added quotes to go with the house values, some researched German/Spanish/French quotes, and personalities from the countries these languages are spoken in that represent(ed) these values in their lives.

In one lesson they watched a film “Crow”, inspired by a Native American tale, and did activities to discuss how the film represented the value ‘community’.

## How it linked to the Faith

Students really enjoyed this activity that had them engage with the school values in a different way. They found the crafting very mindful, and it gave them an opportunity to really reflect on quotes and what our values really mean.

The film was very well received too, and students had a deep discussion.



# Nurture Group – supported by the SEND Department

## **What students did**

The Students from our Nurture class took part in Wonderwall, People of Faith, MFL Values, Brit Pop, Faith around the world, Spirited Maths, British Baking, Well-being Walk and Capoeira. They fully participated in every session and enjoyed the diverse activities they encountered. They talked with great enthusiasm about each session and produced high quality work or products. As all the children have Special educational needs, they adapted very well to the sessions on offer and the staff who ran them complimented our team on their participation and enthusiasm. It was a wonderful experience at the end of the school year, which allowed our vulnerable nurture students a chance to thrive.

## **How it linked to the Faith or PSHE / impact on students**

The opportunities offered to the children allowed them to consolidate their social skills over the two weeks. They had to adapt to different teachers and classes which allowed them to grow in confidence.

## People of Faith 1 – led by the Worship Team

It was a privilege to be asked to speak on how people of faith may face persecution. This is something that is dear to my heart and so I tried to make the session personal and self reflective. The pupils were told what persecution is and were asked for examples of persecution they may have seen. We looked at the Universal Declaration of Human Rights and learnt that holding and expressing our faith are protected characteristics under articles 18 and 19. We then found out that it is believed that a third of humans experience persecution because of their faith, Christians experience the most persecution, the most dangerous place in the world to be a Christian is North Korea and found out some of the extreme lengths that Christians go to in North Korea to keep their Bibles. We used resources from Open Doors and showed the top 10 places where it is most dangerous to be a Christian in 2023. The pupils were shocked by the statistics and one commented, "We just don't hear about this on the news". In the second half of the lesson, we looked at contributors to persecution in the west and I showed the pupils a number of pop culture images from music, sport and television. These images were familiar to the pupils but they hadn't, previously, noticed how they degrade Christians. To finish the lesson we asked the question, 'why would Christians be willing to endure this?' and we thought about how Christians believe Jesus was persecuted because He said He was the Son of God. Our final reflection was to put something into action. We finished with the question, 'What can we do about persecution?' The pupils talked about being careful of their words and jokes, contacting their local MP about global issues and calling out persecution when they see it.

### **Josh Keiley**

St Hilda's School Chaplain





# People of Faith 2 – led by the Religious Studies Department

## What students did

In the 'People of faith 2' session, pupils looked at the example of Stormzy, a Christian who has been inspired by Jesus in his life and work.

## Pupils were asked to consider:

- Why Stormzy wore a stab vest to the biggest concert of his life and whether it was a Christian thing to do?
- The meaning behind Stormzy's album cover (he re-created the Last Supper).
- Sing and consider the meaning of Stormzy's 'Blinded by your Grace'.
- What it means to be Christian? What impact, if any, it should have on our lives?



# Spirited Arts – led by the Art Department

## What students did

Students began the session by working in groups to discuss diversity, what it means and how it can be represented in Art. This then led into a class discussion.

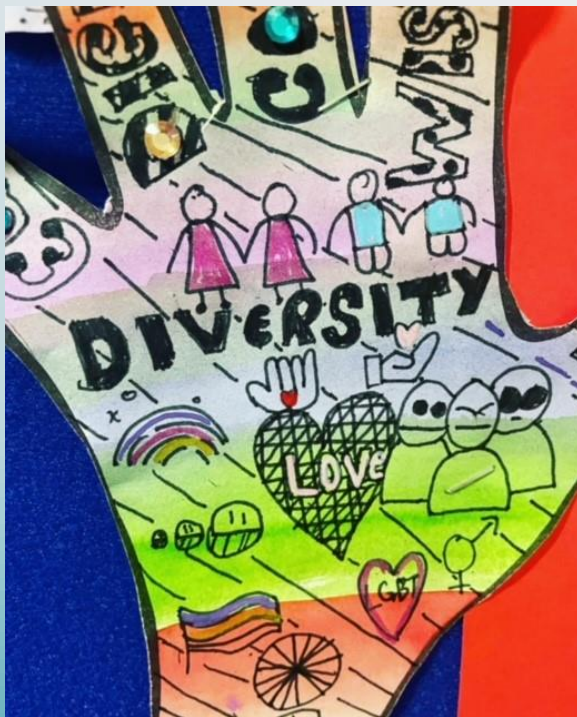
The class were shown examples of different art work that represented diversity including the photographer Jenny Sampson, Frida Kahlo and Judge Anthony David Gipe. All of the contextual sources linked to our school values. For example, we analysed a painting by Frida Kahlo called 'Tree of Hope Remain Strong, 1946.'

The practical element of the session was to create a unique hand design that incorporated the LGBTQ+ colour scheme, our school values and logos/symbols relating to diversity.

## How it linked to the Faith or PSHE / impact on students

We looked at our school vision prayer and discussed how we could incorporate it into our art work. Students were encouraged to demonstrate their Christian character into the design.





# Spirited Maths – led by the Maths Department

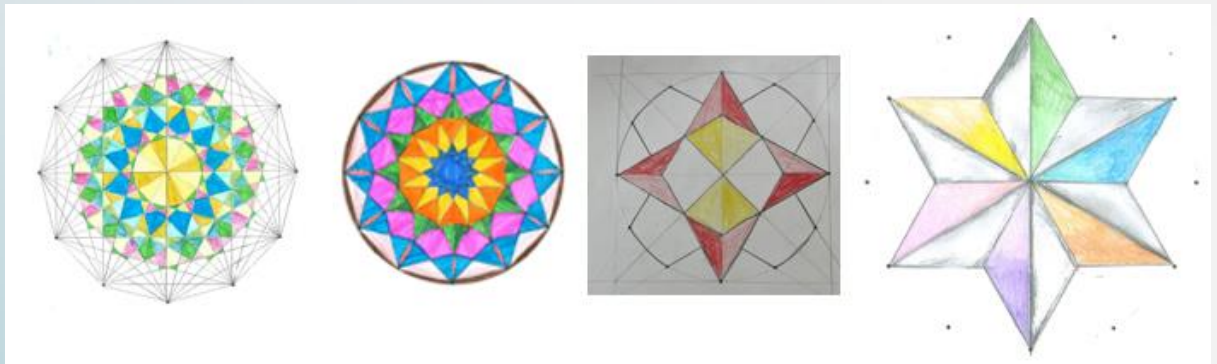
## What students did

The students were introduced to some of the simple geometric designs that can be built upon using just a ruler and pencil to create some complex, detailed, beautiful patterns! Each student had some time to practise and perfect a design for their own Islamic tile using a 6 point or twelve point circle as a starting point. We were so impressed with their individual designs and their enthusiasm during the sessions. We will be using the tiles to decorate the maths department!

## How it linked to the Faith or PSHE / impact on students

This was a calming activity which allowed students to be creative. The activity enabled students to see how these religious designs link to maths and geometry. The students were proud of their achievements.

Islamic design is based on Greek geometry, which teaches us that starting with very basic assumptions, we can build up a remarkable number of proofs about shapes. Islamic patterns provide a visual confirmation of the complexity that can be achieved with simple tools.



# St Hilda's Reads – led by the SLT

## What students did

Students enjoyed listening to a member of SLT read aloud a chapter of *Stolen History* to them. This generated a discussion and debate around items that were looted by the British Empire.

## How it linked to the Faith or PSHE / impact on students

Students now have a broader understanding of the British Empire as part of our ambition to decolonise the curriculum. In history next year, they will build on this understanding to engage in the debates surrounding these ongoing issues. This ethical and moral debate is likely to be prevalent in our students' lifetimes and we're proud to expose them to a range of viewpoints.



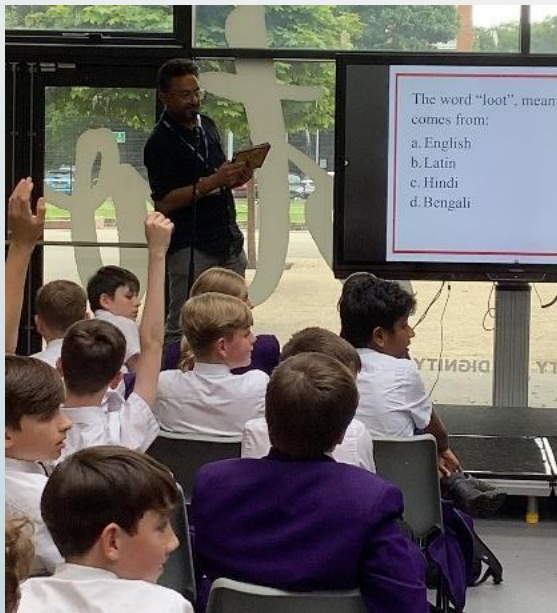
# Stolen History – led by the School Librarian

Students had a fascinating talk from Sathnam Sanghera, author of *Stolen History*. He says in his book, “How can we make the world a kinder, better place for the future if we don’t know the truth about the past?”

He talked to year 7 pupils about the British Empire, what it is, and how our lives today have been shaped by it – from our language, food and sports, to every grown-up’s fixation on a good cup of tea!

Every pupil received a free, signed copy of the book and they were all given the opportunity to meet Sathnam and have their book dedicated.

Pupils really enjoyed the event and asked some really interesting questions. The book will support them in their year 8 history studies.



# 'Talk the Talk and 'Walk the Walk' – led by our PSHE and PE Department

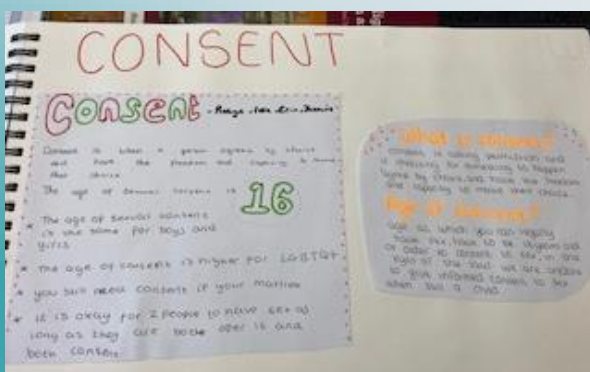
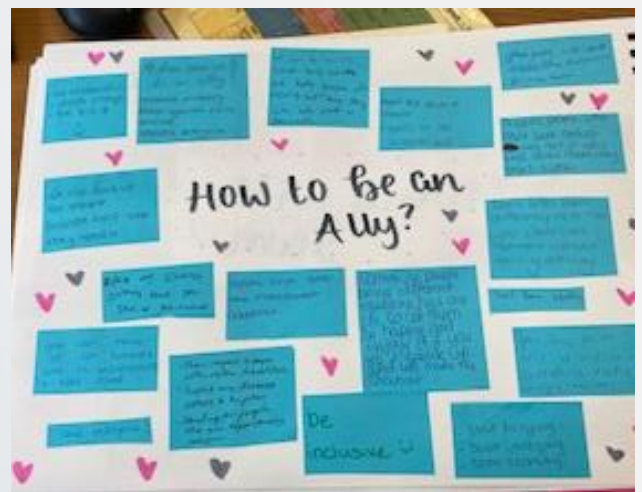
## What students did

Year 7, 8 and 9 pupils all took part in RSHE age appropriate sessions led by experts in the field. Year 7 and 8 focused on puberty and changes to their body. Year 9 learnt about the risks of unprotected sex and how to keep their body healthy.

All year groups took part in a guided walk around our local area, including Sefton Park and it's beautiful Palm House.

## How it linked to the Faith or PSHE / impact on students

PSHE at St Hilda's is shaped by our Christian vision and values and our belief that promoting the health and happiness of all pupils allows them to flourish; to fully access the wider curriculum and manage their lives in a positive way.



# Where is Anne Frank? – led by the English Department

## What students did

Students discussed and shared what they knew about Anne Frank's story before watching a short summary of her story.

They then watch the acclaimed animated film *Where is Anne Frank?*

Following the film students reflected on what we can learn from Anne Frank's story and how her story related to modern day issues around asylum seekers.

## How it linked to the Faith or PSHE / impact on students

The story of Anne Frank allows teenagers to explore issues around personal responsibility, human rights and prejudice. Her story also promotes resilience in the face of adversity, the power of the imagination and the importance of writing.





# Work Experience – led by the Head of Careers

## What students did

Year 10 and 12 carried out a week of work experience. Hitting the ever sought after Gatsby benchmark – Encounters with employees and employers, and Gatsby benchmark 6 Experience of the workplace.

Year 10 and 12 ventured far and wide – some to NHS Women's hospital and a whole week in Claire House Children's hospice to primary schools and nurseries in the local area.

All the teachers and support staff contacted the students and reported back that they were all having a great time and came across as excellent, pleasant and polite students who are a credit to the school.

## How it linked to the Faith or PSHE / impact on students

The impact on students was that this real life experience gave students a snapshot into the responsibilities associated with work and gave them a chance to work with a wide range of business, charities and public sector bodies.

## Quotes from work placement employers

*“Just wanted to send you a quick message to say what a great first impression Aidan ... has made on his work experience. His class teacher spoke to me last night and was so pleased with his attitude, manner with the children and willingness to get involved. She said he'd make a great future teacher!”*

*Just wanted to let you know how impressed I was with Ben .. Yr 12 when he came on his work experience placement. He was very chatty, asked really relevant questions and had a great rapport with the patients, he definitely met a few characters! He was also very polite and opened the door for an elderly lady who was struggling to walk. I hope he does go on to pursue a career in physiotherapy and would be happy to help him with this in the future if needed.*



# Wonderwall– led by the Technology Department

## What students did

The students each designed their own unique cross to be painted onto wooden crosses and put up across the school in each classroom. These crosses are meant to represent our students and our school values and so each student reflected on this and what our school meant to them. The students then voted for the best to be taken forward for painting. The crosses were painted collaboratively with a number of students working on one cross at a time and each student brought their own unique ideas to represent themselves on the cross.

Then the students split into teams and hand decorated the school prayer and the Lord's prayer ready to be displayed around their own form bases. They also decorated the school house values and the bible quotes that represent each house.

## How it linked to the Faith or PSHE / impact on students

Students had time to reflect on the meaning of Faith and how it represents us as a school and impacts them as individuals. They also had the opportunity to express themselves creatively to design a cross that reflects elements of them individually, which is why you will see a diverse representation of things within the crosses.

## Photographs / any quotes from students





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