



Case-study: RESPECT Festival, Summer 2009

St Leonard's CE Primary School, Exeter EX2 4NQ

Headteacher - Geoff Williams

'For me it wasn't just about teaching respect, it was about exploring difference and connectedness. I loved that the children started to understand that their actions and choices potentially have an impact across the world. This is exciting for them and a bit daunting'

Class Teacher

'I don't just feel sad for African children now. I also feel that they could be my friends and then I found out that some African people live in Devon and that must be a good thing'

Y6 pupil

'Having the work evaluated by GLEAN has been really helpful. It has made me reflect on it as a whole, rather than just the bits that I was responsible for with my class'

Class Teacher

St Leonard's CE Primary is situated in the cathedral city of Exeter. It has its own distinctive ethos and values which has at its heart the care for all children within the context of broadly Christian values. The school tries to work closely with parents and carers to meet the diverse needs of all the children in its care.

In the summer term of 2009, St Leonard's Primary completed a year of expressive arts activities with a RESPECT Festival, which involved the whole school in a series of activities and a range of learning opportunities, the key learning outcomes of which were to:

Achieve greater levels of empathy, respect and understanding of difference

Increase awareness of diversity and different backgrounds, including diversity within the UK

Start to develop a more complex understanding of our globalised world and the part that we each play in it

Curriculum links

Geography, RE, PHSE, Citizenship, Art, Literacy, and, PE

All the activities were built into the timetable. Teachers felt that although pockets of this type of work went on across year groups as a matter of course, the Festival presented an opportunity for a whole school approach and a fore fronted celebration in a way that hadn't existed before. Geoff Williams, Headteacher, had recently returned from a trip to Namibia, and inspiration was taken from his trip and the experiences he had.

Year 1 *Scottish culture and dancing*

Year 2 *African culture and art*

Year 3 & 4 *Haka, Islam and Africa*

Year 5 *African culture and art*

Year 6 *African culture and art , sign singing*

GLEAN Involvement

Sara Bennett and Val Bishop, Network Managers from *Global Learning Network South West*, visited the Festival to support the school to identify some of the key learning from the experience and also to identify future global learning priorities for the school. A full transcript of all staff and pupil comments is attached as appendices to this case study.

GLEAN

DFID Department for
International
Development

leading the British Government's fight against world poverty

Key Headlines

Staff Perceptions

Methodology

The Network Managers met with a representative focus group of staff, covering all year groups. Staff were encouraged to talk about the activities and the outcomes of the RESPECT Festival. Some staff followed up with emails to the Network Managers, as they thought of other issues that they wanted to be taken into account.

It was clear that St Leonard's staff felt very positive about the Festival and about embedding the RESPECT agenda in whole school learning. The full staff team recognised that working in the South West meant that their school is not as diverse as schools in other parts of the UK, and that exploring difference and diversity and understanding global connectedness had to be

'It really helps that Geoff is so supportive of this agenda. That leadership and role modeling is crucial if a school is to tackle this well'
Class Teacher

meaningful and had to go beyond what was described as 'giggling at Africans in loin cloths'.

Staff identified a number of key successes and challenges:

The School and the wider community

Staff spoke of the importance of the school taking its place in the local community, and of what goes on at school having a meaningful impact on local community life. They saw the RESPECT agenda as an important 'hook.' for this, and looked ahead to other

developments, including the Community Cohesion agenda, and how the RESPECT work can evolve to embrace this.

This sort of work helps us to be meaningfully engaged in the wider community, with the school as an important and potentially influential part of that community. As we move forward next year to look at the Community Cohesion agenda, we need to build on this more and ensure that we are seen as an important stakeholder in a thriving and vibrant community - Class Teacher

Communication with parents and carers

Staff had interesting comments to make about their engagement and partnership with the parent body. On the whole, staff felt positive about the opportunities that the school created to foster partnership with parent and carers, while recognising that activities such as the RESPECT Festival could create opportunities for even more meaningful engagement. Some staff saw an opportunity to influence parental thinking and to support parents and carers to be more mindful of global issues. They also spoke of the chance to harness the skills, interests and expertise of parents and carers.

We need to think about our communication with



parents with regard to the RESPECT agenda. We could maybe make better use of the skills and energies of the parent body, and in turn support less confident parents to become global citizens themselves! - Class Teacher

The whole school ethos

All staff spoke with passion about the need to keep the RESPECT agenda forefronted within the school, and to keep it clearly flagged as a crucial part of the whole school ethos. Staff spoke with sincerity about the importance of leadership, and the fact that

My hope is that each child in my care ends up with the potential to do what they want to do in the world, and to be a citizen that cares for others and for the world's resources. This is a big aspiration, and I am really supported to realise this aspiration by projects like the RESPECT project, that give teachers the means to deliver a global curriculum

Class Teacher

the Headteacher was such as an aspirational champion for global teaching and for the RESPECT agenda. Some staff felt that more could be done to communicate the importance of global teaching and learning to key stakeholders, through the medium of the school website and through school documentation etc.

As a school I think we should be proud of our achievements with the RESPECT agenda this year and in particular during the Festival in the summer. We need to consider as a staff team how we can keep this alive, and make sure that everything about our school speaks of respect and global awareness -
Class Teacher

Cross curricular

Staff were convinced that the success of the Festival was partly due to the cross curricular nature of the activities.

To think globally is to make lots of connections. To do this work across all subjects helped pupils to quite literally experience connectedness - Class Teacher

We managed to make it cross curricular – to make the links and to sustain those links, so that we were celebrating all learning and using all subjects as hooks for this agenda. This is the way forward for 21st century schools - Class Teacher

Staff spoke about the opportunities for working together as a team, and for

sharing experiences and issues within that team, which in turn they felt made them stronger and more inclusive in their approach.

Encouraging global learners

Above all else, staff talked about the importance of supporting the children in their care to become confident global citizens – ‘We will have failed them if we can’t support them to take their place in the world’. There are many different demands on teacher’s time and expertise, but staff were in no doubt that as well as teaching content, they are also supporting their pupils to develop life skills. ‘We don’t just want them to learn, we want pupils to investigate, to analyse and to act’. They saw the

RESPECT activities as providing excellent opportunities to maintain a focus on these life skills.

Looking back, I can see that there was movement in the views of the children in my class, and for me this is really exciting. That is what education is all about – exploring ideas, looking at things differently and building new understanding. I could see my pupils starting to question Western consumerism and to better understand the links between over consumption and poverty -
Class Teacher

Key Headlines Pupil Perceptions

Methodology

The GLEAN Network Managers ran focus groups with small groups of children (4–8 pupils) from each year group. In each focus group, pupils were encouraged to talk about the RESPECT activities that they had participated in, but also to consider what RESPECT meant to them, and both what they had learned and what they had found frustrating.

Positive responses

Children were overwhelmingly positive about the Festival, and indeed about the whole year of arts activities. It was clear that staff had been successful in engaging pupils in a meaningful way. Activities were inclusive and interesting, and there was enough variety to keep all pupils on board and on task. It became apparent, particularly with the older children, that time had

‘I think that grown ups and my parents are too old fashioned about the world and I think that it is small and our only planet and we mustn’t think that we are more important in our country and maybe I will live in another country but I don’t think my mum and dad would visit me unless it was Spain’

Year 6 Pupil

successfully been given to encouraging a thoughtful and analytical approach to the issues underpinning the RESPECT agenda, as well as an engagement in and enjoyment of the activities themselves.

Connections as well as differences

The Network Managers noticed that younger children took away valuable insights from the work and the activities, insights that

global friendships, and of helping those less well off than themselves.

The older children had a more complex response to the stimulus, and started to analyse their

world as sophisticated and the lifestyle that we all aspire to/ the developing world as poor, uneducated and needing western intervention – was no longer such a comfortable concept.

appreciation and respect for our global diversity, directly related to the wide range of topics studied. Older children in particular felt more connected to the world through the content delivered in the RESPECT project than through the curriculum.

Children felt able to draw links between their own knowledge and this 'new' world.

'Now I feel a bit more embarrassed when children in the playground are rude and dis people that are different and before I just said 'yeah' but now I talk to my mum and she agrees that it is rude'

Year 6 Pupil

begun to recognise and acknowledge the importance of a multicultural society to life the UK, and to see the differences in their communities as something to celebrate. Younger children had benefited from a visit to a Mosque where as older children spoke enthusiastically about sign singing and working with other local schools. There

is now a desire to explore more.

I have learned that other countries are the same as us as well as really different and even in just one country there are lots of different things - Year 6 Pupil

Active Citizenship

The RESPECT project, while challenging their

'We usually learn about African, so to learn about Japan is very interesting'

Year 6 Pupil

connectedness with other countries and cultures, as

Not just about giving aid

The Network Managers also noted a move away from 'feeling the need to help those poorer than ourselves', towards thinking that actually 'we might be the ones that have something to learn'.

It surprised me that people speak French outside of France and in some African countries - Year 6 Pupil

Other people do things so interestingly! - Year 4 Pupil

Bringing the World to the South West

As well as feeling closer to the wider world it was evident that children had

'I thought Africa was just a poor country with huts and children having to work and then you see towns and cities and they are watching TV and not just poor'

Year 6 Pupil

focused on finding difference interesting as opposed to threatening. The younger children tended to think in terms of

well as the differences. They acknowledged that the 'us and them' that they had felt comfortable with before – the developed



perceptions of the world, also challenged their behaviour. When asked to define 'respect' all children phrased their responses as 'actions', '...putting on someone else's shoes' - Year 6 Pupil; '... not making fun and being considerate and not disrespecting people's ways of life' - Year 5 Pupil; 'not to laugh when they do things different to me' - Year 4 Pupil.

It is clear that not only had their view of the world altered but also their responses to it.

Visual interdependence

It was clear that the programme had been enriched through visits from guest speakers and workshop providers and particularly the link with Namibia through the Head Teacher. While younger

children spoke enthusiastically about a new cultural awareness .

A man talked to us about African religions and stuff. They believe in spirits but not many people in African believe that anymore - Year 2 Pupil

[In Scotland] they speak quite the same language but with an accent – so instead of saying 'town' they say 'toon' - Year 1 Pupil

Older children saw the potential for shared learning and understanding,

People can be different but we can still link with them and learn from them - Year 5 Pupil

Above all Year 5 pupils felt they learnt the most



through their 'pen pal' links with Namibian children, 'It's cooler when you hear from people who live there all their lives and they have more experience. And it's better coming from children than from Mr Williams'. This feeling of belonging to a cross-cultural global generation is bred out of 'real life.' personal connections.

We are similar as well as we are all children and we share a similar point of view - Year 5 Pupil

The Bigger Picture

What the RESPECT programme seems to have brought to children throughout the school is knowledge that inspires them to know more.

For the younger years a recognition of global and

cultural similarities makes them want to find new ones, looking at the fruits which are grown in Africa, what people do for a living, world cultures and traditions and how many people there are in Africa.

Older children now wish to place this knowledge in a bigger context.

I'd like to understand what they use masks for. We've just seen them and made them but I'd like to understand how they use them - Year 6 Pupil

I'd like to know the history as well as the present as well as the future - Year 6 Pupil



With all due RESPECT...

Next steps for St Leonard's

'I'd love to do this on an annual basis'
Class Teacher

There is no doubt that there is a commitment to maintaining the RESPECT agenda at St Leonard's, and to developing aspects of that agenda on a rolling programme.

In the short term the school might aim to:

Build the development and sustainability of this years work into the School Plan for next year

Hold a RESPECT Festival on an annual basis

Review the school website to ensure that the RESPECT agenda and community cohesion are fore fronted as a clear priority for the school

Plan some staff/ governors training and CPD opportunities which cover the RESPECT agenda and the Global Dimension and build intercultural confidence in the staff team

Ensure that the SEF highlights the Global Dimension to ensure alignment with the National Framework for Sustainable Schools

In the medium term the school might aim to:

Appoint a Global Dimension ambassador within the school to maintain interest and input and to build links with other agendas, e.g. sustainable schools, community cohesion etc.

Further develop dialogue with the parent/ carer body to clarify the 'global citizenship' message and to develop effective use of the skills, knowledge and expertise of parents and carers

In the long term the school might aim to:

Review all school policies and procedures to ensure that they are 'fit for purpose' with regard to the Global Dimension and the Community Cohesion agenda

Appendix 1

Staff Views and Feedback

1. Coherence – how does the RESPECT Project fit in to the 'values'/ ways of working/ overall ethos of St Leonard's Primary?

We've fitted it around the year of the arts. This term we've expanded it out into performing arts

Not a tag on – as a school we are committed to this and see this festival as part of a bigger commitment

Presented more to the community and more engaged with the wider community

There are pockets of this work that are ongoing but it's never been celebrated like this before

With Geoff's link with Namibia – we've taken inspiration from that it links to the Kenya project that we are doing at the moment – its not until we started talking about it as a whole that the students made the link for themselves

The Respect Project has made all of the strands within the school and across the curriculum much more explicit

Some of the older children are looking backwards and saying 'yes, we remember in Year x when we did such and such – and that was about respect too.' – and that's when you think it's about building it sustainably and it can really make a difference

2. Planning – who was involved in the planning for this Project? Did the children get involved?

We all had complete ownership in our own year groups of what we wanted to do

It all comes back to coherence – although we had individual ownership, whole school engagement meant that we were always being brought back to the bigger picture

Kids were involved to a certain extent in the planning of the activities – more so as you go up the school

To start with the children were slightly less engaged – they didn't know what Respect would be like or what it might mean for them

Lots of parents have had opportunities to see the work and get involved – but fair to say not all parents always comfortable with this

Important that we planned with outside agencies like DAISI

3. Activities - what activities made up the RESPECT Project?

Foundation – songs from different countries – dancing singing (Mexican/ Australian/ Chinese)

Yr 1 – islands unit of work

Yr 3 – African artefacts, sketching, maths links with multicultural art (origami, tangrams, Islamic art)

Yr 4 – Islamic work – children were very attentive when we visited the mosque

4. Most and least successful – what worked really well? What was less successful from your perspective? Why?

Logistics of working with DAISI artists across two schools were tricky because of the size of groups

We are so used to working in our own schools and it can be hard to come out and work in collaboration with another school that does things differently

Some of the real richness of the work lay in the fact that we worked across schools – it took us out of our comfort zone and that can be a good thing

Difficult to find activities for Foundation pupils – keeping it meaningful but also understandable and age appropriate

We have all gone out of our way to be inclusive and to engage all of the children. This has been a striking feature of this project

Inclusion has to be at the heart of this work

I couldn't find a really useful one-stop-shop for resources

I would like more support with resources and with planning for global learning

I lacked confidence myself sometimes to create opportunities for discussion and awareness raising – my own lack of knowledge and lack of intercultural confidence held me back at times

5. Pupils engagement – which activities were most enjoyed by the children? Which activities were less successful in inspiring and motivating them?

Children are naturally respectful and inquisitive – you can build on this with a project like this

Some of the younger children took time to warm to the theme and the links we thought we could make took longer to make – we realized that a lot of participation had to take place in order to create understanding, and maybe we had underestimated this

Some of the children need support to phrase things sensitively – they are naturally inquisitive but not always confident to explore and ask questions

Children think things are weird rather than different – in a sense we had to challenge this

I thought it helped for us to get children to look at themselves differently – to see that maybe to an outsider some of our customs, what we do and say, can seem strange and a bit weird. So it's not about right and wrong – it's about being respectful to difference It's purely about exposure to these different things and getting them used to it

How much it translates into what happens in the playground and into everyday life I don't know

My class did a story workshop. The first thing he said was 'what colour am I?' and it showed that it wasn't wrong to ask. It showed them it was OK to discuss these things and the differences. Sometimes we lack the confidence to have honest and open discussions about things, for fear of giving offence or getting it wrong

Part of the reason the project worked so well was having people come in to school. These outside guests were able to bring fresh perspectives and ideas, and encouraged the children to have a go at all sorts of things in ways that their regular classroom teachers can't always do

I think our pupils started to realise that they had a culture too! By that I mean that when we talk about culture, it's easy for children to see their own culture as the normal state of being, and everything else as being an exotic culture – but of course we have a culture here in Britain, influenced positively in so many ways by other cultures. This isn't the norm for the world, just for our part of the world, and in a multi cultural society like the UK, it gets complex for young people to hold on to an identity that they feel positive about

I felt that I was able to have some quite sensitive discussions with the older children, because of the nature of this topic. For example, many of them connected Islam with terrorism. We were able, at a basic level, to discuss fundamentalism in all its shapes and sizes, and children started to see that it's not Islam that breeds terrorism, but fundamentalism. I felt this was a huge shift in thinking and perception

6. Whole school lessons – what has the school as a whole gained from the RESPECT Project?

Not impossible to link the respect agenda to all subjects across the curriculum

Having outside speakers in elevates the work and gives it a focus and a meaning

As you move through the age groups respect means different things. The younger children were less analytical and accepted discrimination but thought it was a bad thing. The older children were more questioning – and showed more insight into the constructs of discrimination – and seemed to work towards the notion that they could be agents for change – as one boy said: 'It doesn't always have to be like this, African children don't always have to starve.'

The school has gained a lot from the Respect project in the sense that children are encouraged to discuss ideas, feelings and experiences whilst learning about other cultures and broadening their understanding and experiences

The Respect Project helps to support a cross curricular style of teaching whereby learning can be effectively achieved within various contexts

Having the opportunity to have first hand experiences – to learn through doing – has been vital to the success of this project

As a staff group I think that we developed and grew with the children whilst doing this work

7. Next Steps – where will the school go with the RESPECT agenda next?

I'd love to do this on an annual basis

We need to consider how this can be sustained

Hopefully the school will be able to continue this work on a yearly basis as I think it's very important that children are made aware of other cultures

Learning about other cultures enables children to have a greater understanding and be more respectful of difference

Our next action plan as a school will complement this terms project as we will be researching community cohesion

We need to weave this years learning into next years action – make sure that we build on what we've done and learn from the successes as well as the challenges

8. Anything else? – anything else you'd like to tell me?

It really helps that Geoff is so supportive of this agenda. That leadership and role modeling is crucial if a school is to tackle this well

Appendix 2

Student Voice - Pupils' Views and Feedback

Year 1

What activities have you been doing?

'Scottish dancing – we're practicing to be in front of mums and dads.'

'Bagpipes.'

'Dancing in the woodlands.'

'Making it up – I liked that there weren't any rules.'

'Didn't know much about Scotland – I learnt to dance.'

'We learnt about the islands in Scotland and other countries/islands.'

'We got to do fun things so that made it easy, it's fun to have a go at something new.'

What 3 things have you learnt?

'I recognised some of the music.'

'Scottish dancing is quite hard and it's to different music.'

'I thought Scotland was somewhere else but now I know it's attached to England and close to France.'

'They speak quite the same language but with an accent – so instead of saying 'town.', they say 'toon.''

What would you like to know more about?

'About Africa – the weather.'

'If people live close to the sea in Scotland.'

What activities would you like to do in the future?

'I'd like to visit Scotland and do Scottish dancing there.'

'I'd like to see someone play the bagpipes.'

'Drawings of fish that come from different islands.'

Year 2

What activities have you been doing?

'African art, weaving, drumming, sketching African artefacts, country dancing, visitor who showed us and talked about artefacts, drew African animals using African patterns.'

'I liked African art.'

'The weaving was a bit difficult.'

What was good about the art?

'I like drawing anyway.'

'I'm not very good at drawing people.'

'I had to do the African animals really big.'

'You could do whatever you like and you could do patterns but they weren't usual patterns, they were African patterns.'

'I liked drumming with the drum between your knees.'

'We used different types of drums with different notes and different patterns.'

Things which you have learned

'Songs on the drums.'

'A man talked to us about African religions and stuff. They believe in spirits but not many people in Africa believe that any more.'

'Africa is a very big continent with loads of different places and some poisonous animals.'

'We learned more about the religion and the art.'

'They have very detailed patterns with spots and things because they look like animals and they have loads of animals and they are proud of their animals.'

'Africa is mostly Christian or Muslim.'

'They wear masks at parties to look like spirits.'

'They wanted the spirits to be with them and they care about the spirits.'

What was hard?

'Drumming – half the class did one rhythm and the other half did the other rhythm, it was hard.'

'It surprised me how big Africa is.'

'There's not that much food in Africa.'

'I knew it was about the fourth biggest continent.'

'Africa is a poor Country.'

'England had a battle and stole lots of stuff from Africa.'

'We get a lot of food from Africa because bananas and stuff don't grow here.'

'There's a baby born every day and somebody dies every day.'

Is there anything else you'd like to know?

'How many people live in Africa?'

'How many countries there are in Africa.'

'I'd like to know more about some of their spirits. I know some ancient Egyptian spirits.'

What activities would you like to do in the future?

'See some African people and see what they look like and ask them questions about their country.'

'Our head teacher went to Namibia and took some pictures of animals and poor children and lots of farms.'

What questions would you like to ask people from Africa?

'How many fruits grow there.'

'How much food do they have?'

Years 3 and 4

What have you been doing?

'We're doing Haka!'

'We're doing tessellation – repeat a pattern- in maths.'

'I didn't know that was for RESPECT.'

'We did Islamic tiles.'

'T Shirt tie dye.'

'Origami.'

'Made creatures like frogs.'

'Mehmet – we went to visit his church which is called a mosque.'

'They support their religion and don't let anyone get in their way – they don't care what anybody thinks about them.'

'I liked origami because I liked the making.'

'Fun to do the Islamic tiles.'

'I enjoyed doing our tie dye t-shirts.'

What was difficult?

'Haka was quite difficult to begin with.'

'Get a bit bored and exhausted.'

'Hard in origami but you get it when you had done it a lot.'

What have you learned?

'Origami was so fun.'

'We learned about Tudors but I don't think that was RESPECT was it?'

'We went to this man and he had loads of African statues and we learned where different things come from.'

'A guy came from Zimbabwe and was talking about his culture.'

'We learnt a song but I can't remember it very well.'

'We learned about festivals.'

'I feel now that other languages aren't just rubbish. They are speaking real words and maybe even I could learn to speak other words.'

What would you like to know more about?

'I'd like to know more about New Zealand because we did the Haka.'

'I'd like to do more about the Celts and their weapons.'

'I'd like to know more about Christians.'

'I don't know much about Christians as I am a Muslim.'

'I'd like to learn harder origami.'

'Origami came from Japan.'

'My next door neighbour is Chinese and she can do amazing origami things but the dog is a bit weird.'

'I like doing art and learning about things and it being fun.'

'I'd like to do more D&T and more building.'

'It's hard to understand other religions like the Jews and the Hindus and the Christians.'

'Would like to learn more about world cultures, like do they celebrate Easter and Christmas and do they baptise people.'

'I would like to understand more about what people in other cultures do for a living.'

'I wonder how very poor Africans make their living?'

What is RESPECT – what have you learned?

'Respect is where you look up to people.'

'Respect is where you trust people.'

'Some of the stuff they do is quite strange to us and makes us laugh but it's quite common to them and we shouldn't dis them.'

'I've learned not to laugh at people when they do things different to me.'

'Other people do things so interestingly.'

'Some people... I think it was Muslims.... They don't usually draw people because God's creation is so perfect and you can't draw it perfectly enough.'

'That's true but there are a lot more important rules for Muslim. The Taliban are really extreme Muslims.'

Year 5

What activities have you been doing?

'Bongo drumming.'

'Singing African songs.'

'African art – painted African scenes.'

-. 'Batique.'

'Sign singing.'

'Writing different culture stories, I chose Namibia.'

'Wrote letters to pen pals in Namibia.'

'Learning facts about Namibia – cultures, .how people live like in compounds – lots of different huts and it is all communal.'

'Got letters back from Namibian pen pals.'

What was best?

'Drumming because I like music and they started talking about the heart beat rhythm and life has a rhythm.'

'We did the drumming with another school and it's good to work with people you haven't worked with before.'

'Learning about Namibia, I learned more from talking to our pen pals.'

'It's cooler when you hear from people who live there all their lives and they have more experience and it's better coming from children than from Mr Williams.'

'They are the developing world and we are the developed world and we think we have to do loads of hard jobs and chores but they have to carry water straight after school.'

'It's nice to meet new people and see what type of stuff they did.'

'We are similar as well as we are all children and we share the same point of view.'

Things we've learned

'Africa's really cool.'

'How to do bongo drumming.'

'How the African children cope with their way of life and they cope because they haven't got much.'

'Seeing them they are happy and they don't miss watching TV because they have never had it.'

'We need to respect people more because we aren't better.'

'Respect is not making fun and being considerate and not disrespecting people's ways of life.'

'People can be different but we still link with them and can learn from them.'

'I don't just feel sad for African children now. I also feel that they could be my friends and then I found out that some African people live in Devon and that must be a good thing.'

'I went on the internet and found that I can fly all the way to Namibia and I didn't know that I thought I'd have to get the train.'

What would you like to learn more of?

'I'd like to learn more about the food they eat.'

'I'd like to learn more about the countries around Namibia and how they link to and work with Namibia.'

What would you like to do in the future?

'Meeting people face to face that we've been pen pals with but it would cost too much to do exchange visits.'

'To personalise what we ask our pen pals.'

'I want to know what they sleep on.'

'To understand about football in Africa.'

Year 6

What have you enjoyed?

'Everyone is entitled to some respect.'

'Each and every person deserves respect.'

'Care for people and they will care for you.'

'The International day at St Peter's High School - we learnt some Japanese.'

'Kenyan project, it's an individual project and you can present it in any way you'd like to.'

'Senegal project – they speak French!'

'African masks – fun making them, they are all really different.'

African drumming – Taiko Drumming.

'We've done it in lots of different subjects and we didn't even realise we were doing RESPECT!'

'Liked the Taiko drumming as you get to learn Japanese music and I'd never heard about it before and we usually learn about Africa, so to learn about Japan is very interesting.'

'I want to learn lots of languages like Arabic and stuff.'

'You get to know what different people are like and it joins in with respect and you just don't judge other people.'

'I thought Africa was just a poor country with huts and children having to work and then you see towns and cities and they are watching TV and not just poor.'

'I have learned that other countries are the same as us as well as really different and even in just one country there are lots of different things.'

'Children are more free and can do more and we have tiny gardens and they have lots of space.'

What's surprised you?

'So many different types of drumming!'

'It surprised me that people speak French outside of France and in

some African countries.'

'Their national language might be Swahili but they speak other languages as well.'

What have you learned?

'Respect people even if they are different – you should treat them differently – you should treat them how they want to be treated.'

What is respect?

'Trust.'

'Let them do what they do.'

'Caring, empathy.'

'Putting on someone else's shoes.'

What would you like to know more about?

'Use mini laptops to research more things.'

'I'd like to join a Taiko drumming club.'

'I would like to know more about Senegal and Kenya and Africa in general.'

'I'd like to understand what they use masks for – we've just seen them and made them, but I'd like to understand how they use them.'

'School trip to Africa!'

'Is there a museum about Africa?.'

'I'd like to see something that's more real.'

'I'd like to know the history as well as the present as well as the future.'

Are there any other activities you'd like to do?

'Seeing real things.'

'Visitors coming in and doing something hands on so that we get to have a go and really understand it.'

'Would like to have an Africa day.'

'If you have a pen pal it keeps you connected with other cultures, then you know how to treat them, and have tasters of different countries, not just about Britain.'