



# Equalities Newsletter

September/October 2020



## Welcome to the September/October Equalities newsletter!

Welcome back! We do hope that you had a good, if unusual, summer. We hope too that, after such hard work and careful preparation for the return, your first few weeks of term have gone well and that you're enjoying being back in school, working directly with children and young people - albeit with restrictions to keep everyone safe. Our last newsletter, back in June, came out just after the shocking killing of George Floyd and in the midst of Black Lives Matter protests around the world. So many of us were asking 'what can we do?' Here's just one suggestion which might help answer that: [Advice for being an ally.](#)

There's been much activity over the summer, behind the scenes, including work on the Communities and Families Equality, Diversity and Inclusion Action Plan 2020-21 which builds on our work last year. You can read more about this on page 4.

Our focus in this newsletter is on Black History Month in October – so not far away... This year, we invite you to take on a challenge in the form of reading Pran Patel's blogpost [Black History Month. Really?](#) He rightly asks whether, after years of Black History Month in UK schools, it has really made any impact on students and educators, either 'white' students and educators, or people of colour. Good question. Another one: do we incorporate a wide array of global experience to ensure a more accurate, a more authentic and fairer curriculum? And another: does our curriculum - on a day-to-day basis - foster inclusivity and create an environment where global citizens thrive? ... So, by all means, let's 'do' Black History Month, but let's go much further than that. And we'll support you by continuing to offer ideas and to signpost resources for a more inclusive curriculum in all our issues of the newsletter this session.

There's lots more too, so happy reading!

As ever, this edition includes a wide range of resources, links, events and good practice. While many live events have been cancelled, organisations have often produced resources which can be used for home / online learning, so we hope you'll find something of interest for you and your learners.

While we have done our very best to check information, resources, events, website links and social media sites, we suggest that you explore these to ensure that they are suitable for your settings and communities. Please do let us know if we have missed anything!

We welcome your feedback and suggestions for items to include. Please send these to:  
[Nikhat.Yusaf@ea.edin.sch.uk](mailto:Nikhat.Yusaf@ea.edin.sch.uk) or [Olga.Hunter@ea.edin.sch.uk](mailto:Olga.Hunter@ea.edin.sch.uk)

## In This Issue...

- **Focus on** Black History Month and Anti-Racist Education
- **Calendar of events** for September and October, with links to resources
- **Equalities Updates** Communities and Families Equality, Diversity and Inclusion  
Action Plan 2020-2021, current training, Equalities policy  
guidance and resources 'One Stop Shop'
- **Updates** on current service provisions and support, resources and further, useful information
- **Sharing practice** from Currie High School, STEP, Preston Street Primary School, James Gillespie's Primary School and Trinity Academy

## Websites and Social Media

**Black History Month (Facebook)** <https://www.facebook.com/blackhistorymonthUK/>

Black History Month Magazine This year will be the central focus for a nationwide celebration of Black history, arts and culture throughout Britain.

**Intercultural Youth Scotland (Twitter @interculturalYS)**

Youth Anti-Racist activism and grass roots performing arts organisation

**Stop Hate UK (Twitter @stophateuk)**

UK charity providing independent support to those affected by Hate Crime

**Food Poverty@UK Sustain (Twitter @foodpoverty\_uk )**

Sustain is working to ensure everyone can eat well

## Calendar of Events



### SEPTEMBER

- 1st-30th Sickle Cell Awareness Month
- 2nd Ullambana, Ancestor day (Buddhism, Taoism)
- 5th National Virtual LGBT Youth Pride
- 8th International Literacy Day
- 11th Enkutatash-Ethiopian/Coptic New Year (Rastafari, Ethiopia)
- 18th– Rosh Hashana (Jewish)

### 1st October

- 21st International Day of Peace
- 22nd Autumn Equinox ; Mabon Ostara ( Wicca Pagan)
- 23rd Bi Visibility Day
- 26th European Day of Languages
- 27th World Deaf Day
- 27th – Yom Kippur (Jewish)
- 28th
- 28th Meskel (Ethiopian and Eritrean Orthodox )

### OCTOBER

- 1st-31st Black History Month
- ADHD Awareness Month
- Global Diversity Month
- 1st Older People’s Day
- Mid Autumn (Moon) Festival (China)
- 3rd Dyslexia Scotland Virtual Conference
- 8th World Sight Day
- 10th International Day of the Girl Child
- 10th-17th National Hate Crime Awareness Week
- 15th International Day of the Rural Woman
- 16th World Food Day
- 17th International Day for the Eradication of Poverty
- 22nd Stammering Awareness Day
- 24th Dussehra (Hindu)
- 26th Intersex Awareness Day
- 28th Eid Milad ul- Nabi (Muslim, Prophet Muhammed’s birthday)

## Communities and Families Equalities Steering Group

### Communities and Families Equality, Diversity and Inclusion Action Plan 2020-21

The 2020-21 Equality, Diversity and Inclusion Action Plan builds on progress made during 2019-20 to ensure that the City of Edinburgh Council fulfils its obligation of equity and excellence for all learners, with particular reference to the protected characteristics under the Equality Act 2010. The current plan has a particular focus on Race Equality, in the context of Black Lives Matter.

**The actions are grouped under 4 key themes:**

**Increasing Diversity in the teaching, PSA and youth work workforce:** this work will include a consultation with staff from groups of interest, and raising awareness of bias and inequity amongst school leaders.

**Teaching and Learning:** our aim is that BME / black history and culture is included in all phases of secondary school education across all disciplines and across all curricular areas in primary school education. We will achieve this through training on decolonising the curriculum (secondary) and creating an inclusive curriculum (primary). We will also launch an Inclusive Curriculum resource database.

**Health and Wellbeing:** this session, there is a renewed focus on implementation of the revised procedure for 'Preventing and Responding to Bullying and Prejudice', including strengthening the section on responding to bullying, and tackling racist incidents. There will be follow-up training for designated members of staff for Equalities and Anti-bullying (usually the school Equalities Co-ordinator).

**Professional Learning:** all staff will be required to complete core (online) Equalities and Diversity training; we will work to make available bespoke whole-school Equalities training to support different areas of the action plan.

## Equalities training and support

### Training

Planning is underway for a range of training to support the Communities and Families Equality, Diversity and Inclusion Action Plan. Coming up soon, an exciting Creative Conversation for school leaders with speakers from BAMEednetwork and others. Also, training for Equalities Co-ordinators to support implementation of the procedure on Preventing and Responding to Bullying and Prejudice'. Details will be communicated directly to Head Teachers and in future issues of the Equalities Newsletter.

### Equalities policy, guidance and resources – one-stop-shop

Over the next few weeks, we'll be working to move all our Equalities material from the Inclusion Hub onto the new Edinburgh Learns Equalities tile. Keep checking in to see what's there! Until the migration is complete, all material will still be available here: [Inclusion Hub - Equalities](#)

## Focus on Black History Month and Anti-Racist Education

### About Black History Month

*" We owe the concept of Black History Month to the son of former enslaved people, Dr Carter G Woodson, an African American scholar, who noted that American history books largely ignored the Black American Population. The UK has a very different history of migration and diversity, and although there are clear parallels in the need to illuminate hidden histories in the UK and US, there was a need for an approach that fits the UK context. The first UK based Black History Month was organised in London in October 1987...*

***Black History Month** focuses on people whose sacrifices, contributions and achievements against a backdrop of racism, inequality and injustice are often forgotten about... we recognise that one month in a year is not acceptable. Access to education on Scotland's Black History needs to be available to everyone, 365 days per year. It particularly needs to be woven throughout our school curriculum."*

**Adapted from website of Coalition for Racial Equalities and Rights (CRER , June 2020 )**



<https://www.crer.scot/black-history>

<https://www.crer.scot/black-history-month>

This website details some information about Black history in the Scottish context, a programme of events for BHM and information regarding the campaign to change the Scottish curriculum to ensure that Scottish Black history is threaded throughout. An interactive Scottish Black history map is also being developed.

<https://www.crer.scot/black-history-map>

<https://www.blackhistorymonth.org.uk/article/section/bhm-intros/welcome-to-black-history-month-2019/>



'Celebrating great, Black British Achievers': Current news, articles, national events listings and resources to purchase

<https://www.blackhistorymonth.org.uk/article/section/bhm-intros/welcome-to-black-history-month-2019/>

Articles , biographies and resources on Black History and black Britons in all aspects of UK and European life

<https://blackpresence.co.uk/>

**EIS - Black Lives Matter in Education webinar** 1<sup>st</sup> September 4.30-6.30

A recording of this webinar will be made available to watch on the EIS website.

Please book your place using the following link:

<https://www.eis.org.uk/SeminarsCourses/BLMinEducation>

## Focus Black History Month and Anti-Racist Education

### Ideas For Cross Curricular, Culturally Inclusive, Lessons

**Art, Geography and Citizenship:** Free sample lessons

<https://www.theblackcurriculum.com/ourcurriculum>



**Music:** information gap fill focussing on Samuel Coleridge Taylor, a black , Victorian, classical musician <http://www.collaborativelearning.org/sctinformationgap.pdf>

**Literature , Language and Literacy:** Lesson looking at communication; links with oral language and expressive arts

<https://www.bl.uk/teaching-resources/west-africa-language-systems-words-symbols-objects-and-pictures>

**History Drama and Media:** Focus on discrimination , inequality, injustice ,diversity ,achievements and contributions of Black Britons

<https://www.teachwire.net/news/black-history-month-teaching-resources>

<https://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/SitePages/History.aspx>

<http://www.collaborativelearning.org/historyblack.html>

**PHSE:** Resources focussing on Black History Month and race, gender and sexuality

<https://www.theproudtrust.org/training-and-education/secondary-education-resources/lgbt-black-history-month/>

### Useful BAME resources and reading for educators:

<https://www.bameednetwork.com/resources/>

A wide variety of lesson plans, tools and reading focussing on racism, discrimination, inequalities, anti-bias, identity ,teaching tolerance and racism and Coronavirus. Resources for parents also

<https://www.tolerance.org/classroom-resources/lessons>

### Inclusion Hub resources:

[Race Equality and Antiracist Education Resources](#)

[BHM Resources for Schools](#)

[Selected Race Equality Resources List](#)

### BHM Events:

Due to COVID 19, some events may now be taking place online or have been cancelled

<https://www.blackhistorymonth.org.uk/listings/region/scotland/>

**Black Lives Matter:** Resource to support parents and carers in discussing Black Lives Matters with their children

<https://yoopies.co.uk/c/press-releases/blacklivesmatter>





## Sharing Good Practice

### Responses To The Murder of George Floyd

When the brutal and shocking murder of George Floyd happened on 25th May this year, many schools were acutely aware of the impact of this on their school communities, particularly on children, young people and families of colour. In response to this, many establishments responded proactively in a variety of ways, sending clear messages to their communities that this murder was a shocking, cruel injustice and that the institutionalised racism lying behind it is unacceptable and intolerable.

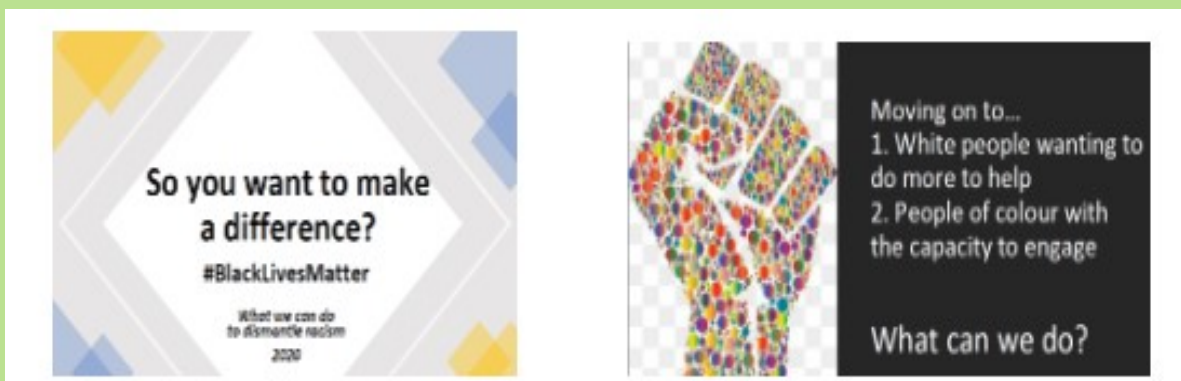
Many establishments will already be aware of the letter to the **Preston Street Primary School** community, that **Headteacher, Danny Hoyle**, wrote in response to these events.

**Currie High School** shared a communication to students, parents and carers as their response. The school also adapted a **PowerPoint, originally shared by CEC, entitled 'So You Want to Make a Difference? Black Lives Matter# What We Can Do To Dismantle Racism'** and shared this remotely with students, parents/carers. This explored the events surrounding George Floyd's murder, the BLM movement, racism and the Scottish context.

Thoughts and feelings that came up were acknowledged and validated and practical strategies for self care and resources for young people of colour in Scotland were shared .

Young people and their communities were encouraged to share their feelings, thoughts and ideas for ways that the school could respond.

There has been a clear impact. Seven pupils added heart emojis to the post.



**Naomi Barton (Head of Currie HS's Parents in Partnership)** also said,

*"Thank you for raising and acknowledging this. In a zoom family meeting at the weekend, some young relatives who work in universities were discussing their university's responses with great disappointment. In reading your info I love that you 'invite' our children 'to think about their own reaction and HOW THEY WANT US to respond'. That is a great invitation to our kids. Thank you"*

## Sharing Good Practice

### Responses To The Murder of George Floyd

**Colin McLean, Headteacher at James Gillespie's Primary School**, shared a digital assembly with children on *'Black Lives Matter: Response to George Floyd and BLM Protests'* in response to requests from parents to respond to the murder of George Floyd, The assembly explained the George Floyd events and also the school's and city's connection to the slave trade.

It also explained what racism was and what this may look like. There was also an acknowledgement and validation of feelings that may have been triggered and practical strategies for what to do, if a young person has experienced racism. A key message reinforced was that the school takes this very seriously and will listen. The school's values of connection, can-do attitude, curiosity, kindness and respect were shared and how these could be used to stand against racism. The children were asked for more ideas on how the school community can continue to stand against racism and the message that there is a continuing commitment and focus to this was made explicit

What can we do to show we  
unicorns stand against racism?



## Sharing Good Practice

**Emma Carr and Kirsty Haldane from Trinity Academy** have highlighted that recent news reports have focussed on the fact that LGBT+ children have been experiencing a difficult time with lockdown. Many had to isolate with families or people who don't support them. They share some ideas to support LGBT+ young people on returning to school.

Trinity Academy is an LGBT+ Charter School, gaining their Bronze Award in 2018. The training and staff awareness that is involved for each award can be found in the link below.

[LGBT Youth Scotland Charter](#)



## Sharing Good Practice (continued)

The school continues to work to create an inclusive, safe environment for LGBT+ pupils.

They share some ideas to support LGBT+ young people on returning to school:

- Remember to ask pupils what their name and preferred pronouns are (he/him, she/her, they/them). It's a small thing but it makes such a difference. It's OK if pupils have different preferred names and pronouns with different teachers, or if they want you to know them, but not use them in front of other pupils. Also, pupils may be 'out' at school and with their friends, but not at home.
- Just a wee reminder, pupils using a different name or gender identify in no way is a child protection issue. You don't have to report it to anybody unless the child wants you to.
- Try not to group pupils by gender. Also, try as much as possible to use gender-neutral language i.e. not "guys", "boys and girls", "ladies and gentlemen" and instead use things like everyone, everybody, all, you all, folks, students, class, people etc.

Please be aware of the procedures in your school for responding to, reporting and recording incidents of bullying, prejudice and discrimination, including homophobia, biphobia and transphobia. Report all incidents to the Equality Co-ordinator so that: the incident can be investigated; the child or young person who has experienced discriminatory behaviour can be supported; the child or young person who has displayed discriminatory behaviour can be supported to change their attitudes and behaviour; and work can be done to educate everyone in the school community in creating a safe and inclusive environment for LGBT+ young people. All incidents should be recorded on the SEEMiS Bullying and Equalities module.

### Links to materials that can help support LGBT+ young people

[supporting-transgender-young-people.pdf](#)—Please see notes below re this guidance document

*In June 2019, the Scottish Government committed to reviewing the national guidance on supporting transgender young people. In view of the delayed publication of the revised guidance, we continue to refer to the 2017 Scottish Government guidance accessible at the link above.*

*We recognise that concerns have been raised about the application of this guidance in practice. This is a complex children's rights issue and understanding about gender identity in children and young people continues to develop both globally and nationally. We have a responsibility to ensure that transgender children and young people are supported. Equally, we have a responsibility to ensure that the rights of **all** children and young people continue to be upheld and we encourage schools to discuss individual cases with their QIEO and/or the Equalities Lead Officer. We're committed to supporting the health and wellbeing of all children and young people, with a clear focus on wellbeing entitlements and protected characteristics.*

*We will review the Edinburgh guidance to schools on supporting transgender young people when the national replacement guidance is published.*

<https://education.gov.scot/improvement/learning-resources/supporting-transgender-young-people-guidance-for-schools-in-scotland/>

<https://www.gtcs.org.uk/News/teaching-scotland/71-positive-change.aspx>

**Inclusion Hub resources:**

[LGBT+ resources](#)

## Sharing Good Practice

### STEP : Connecting Mobile Cultures and Education

#### Digital Families Programme in Edinburgh

Four schools in Edinburgh are taking part in the STEP Digital Families Programme for Gypsy/ Traveller families. Seven learners from four families will get access to digital technology and be able to use the iPads for family learning in this pilot phase. The schools are supported by the STEP team in terms of training and a National MS Teams group to share practice and drop in surgeries. Schools also have the support of their EAL-GRT teacher.

If you have Gypsy/ Traveller learners in your school and would like to have more information about this support or become part of the STEP digital Families Programme then please get in touch with [Nikhat Yusaf: nikhat.yusaf@ea.edin.sch.uk](mailto:nikhat.yusaf@ea.edin.sch.uk)

#### Further Updates From STEP: Digital Families Programme: Wider Progress

- In many cases, the programme has allowed new relationships to develop between families and local authority staff teams.
- A website [www.step-families.co.uk](http://www.step-families.co.uk) with culturally-relevant resources has been created to encourage families to support young people's learning. Members of the Gypsy/ Traveller community have been involved, for example, in storytelling and creating resources such as 'The Travellers' ABC'. The site should be shared with all families. Although recently launched, simple stories and activities are continually added and are easily accessed via iPads for home learning.
- A new Professional Learning Community on Microsoft Teams has been launched for teachers to support Gypsy/Travellers online. A drop-in surgery is also available for staff.
- An app for iPads has been commissioned to support family learning. Digital teachers and families will participate in its design. It recognises cultural preferences and supports literacy across families. It will complement existing Learning Management Systems such as Microsoft Teams and Seesaw.
- Some challenges have included reluctance to engage from some families, and lack of digital confidence for education purposes for some families, which will require ongoing high level support from school staff. Concerns around risk of infection from COVID 19 has resulted in many children being kept off school
- Social Media channels have recently been developed as a vital way of keeping in touch with family iPads for home learning.

[Facebook](#) — the STEP Facebook account is brand new and is intended as the main communication channel with Gypsy/Traveller families.

[Twitter](#) — the STEP twitter account @mobileandlearn is well established and is used mainly for communication within professional communities including teachers and others with interest in digital and blended learning and inclusion.

[Instagram](#) — The Instagram account was started to showcase the Travellers' ABC, illustrated by artist Jo Waterhouse. STEP will continue to expand it with images from artists and young people from the community

## Resources for events in September

**1st-31st Sickle Cell Awareness Month** school leaders need to understand how the condition can affect pupils at school, and make sure that their policies are offering the right support.

Information for settings and practitioners:

<https://www.sicklecellsociety.org/resources/>

<https://www.tes.com/news/how-schools-can-support-pupils-sickle-cell-disease>

**2nd Ullambana, Ancestor day (Buddhism, Taoism)** The Hungry Ghost Festival of Chinese Taoism Is Also The Ullambana Festival of Buddhism. Cultural information and description of festival:

[Ullambana Information](#)

**5th National Virtual LGBT Youth Pride** LGBTYS are having an ONLINE PRIDE EVENT! This will take place on the amazing online LGBT+community: PRIDE & PIXELS! The event will be packed full of fun workshops, games & activities!

<https://twitter.com/lgbtys?lang=en>

**8th International Literacy Day** A day to remind the international community that literacy is a human right and the foundation of all learning

<https://worldliteracyfoundation.org/international-literacy-day>

<https://globaldimension.org.uk/event/international-literacy-day/2020-09-08/>

<https://www.twinkl.co.uk/event/international-literacy-day-2020>

**11th Enkutatash-Ethiopian/Coptic New Year (Rastafari, Ethiopia)** Information about traditions for celebrating the Coptic New Year

[Enkutatash Information](#)

**18th September – 1st October Rosh Hashana (Jewish)** Jewish New Year

[Celebrating Rosh Hashana](#)

[http://www.primaryresources.co.uk/re/re\\_Judaism.htm](http://www.primaryresources.co.uk/re/re_Judaism.htm)

**21st International Day of Peace** A day to call on all nations to observe a day of non-violence. Peace Day provides a powerful and inspiring opportunity to engage children and youth in diverse activities related to peace, unity and making a positive difference in their world.

<https://internationaldayofpeace.org/get-involved/children-and-youth/>

<https://globaldimension.org.uk/event/international-day-of-peace/2020-09-21/>

<https://www.tes.com/teaching-resource/international-day-of-peace-assembly-6112248>

**22nd Autumn Equinox ; Mabon Ostara ( Wicca Pagan)** Mabon is one of the ancient feast days according to the Great Wheel of the Year often attributed to English Paganism. It is an eight-armed wheel that influences yearly celebrations.

<https://kidskonnct.com/holidays-seasons/mabon/>

## Resources for events in September

**23rd Bi Visibility Day** A day marked each year since 1999 to highlight biphobia and to help people find the bisexual community. It is an opportunity for communities to come together and celebrate.

[Bi Visibility Day Information](#)

Resources:

[LGBT Youth Scotland Resources](#)

**26th European Day of Languages** It aims to promote the rich linguistic diversity of Europe and raise awareness of the importance of lifelong language learning for everyone

<https://scilt.org.uk/EuropeanDayofLanguages/tabid/5390/Default.aspx>

<https://www.twinkl.co.uk/event/european-day-of-languages-2020>

**21st-25th International Week of The Deaf ( 27th World Deaf Day )** The International Week of the Deaf theme in 2020 is Sign Language Rights for All!, with the WFD calling for more linguistic rights to be given to deaf people and all sign language users. Each day of the week will have a different sub-theme:

Monday, 23 September: Sign Language Rights for All!

Tuesday, 24 September: Sign Language Rights for All Children

Wednesday, 25 September: Sign Language Rights for Deaf Senior Citizens

Thursday, 26 September: Sign Language Rights for Deafblind people

Friday, 27 September: Sign Language Rights for Deaf Women

Saturday, 28 September: Sign Language Rights for Deaf LGBTIQ+

Sunday, 29 September: Sign Language Rights for Deaf Refugees

<https://www.twinkl.co.uk/event/international-week-of-the-deaf-2020>

**27th –28th Yom Kippur (Jewish)** Yom Kippur means Day of Atonement. It is the most sacred and solemn day in the Jewish calendar. Yom Kippur is a day to reflect on the past year and ask God's forgiveness for any sins. Jews do not work or go to school on this day.

<https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/z4vvjhw>

<https://www.bbc.co.uk/bitesize/guides/zbb42hv/revision/2>

**28th Meskel (Ethiopian and Eritrean Orthodox )** The annual Meskel festival is the first big festival of the Ethiopian religious year. According to Ethiopian Orthodox Christian tradition, the national holiday marks the finding of the cross that Jesus was crucified on.

<https://www.bbc.co.uk/news/world-africa-45665901>



## Resources for events in October

**1st-31st Black History Month** See information in Focus on Black History Month and Anti-Racist Education.

**International ADHD Awareness Month** Aims to draw attention to and remove misconceptions about ADHD in order to improve the lives of people with ADHD

<https://www.adhdfoundation.org.uk/information/schools>

**1st International Older People's Day ( 4th, Silver Sunday)** Older people make major contributions to society, through volunteer work, transmitting experience and knowledge, helping their families with caring responsibilities and participating in the paid labour force.

**Global Dimension Resources**

<https://silversunday.org.uk/resources/>

**Mid Autumn (Moon) Festival (China )** Most important festival in China after Chinese New Year. The Mid-Autumn Festival is celebrated in many East Asian communities. In China, it's a reunion time for families, just like Thanksgiving, while in Vietnam, it's more like a children's day.

<https://www.chinahighlights.com/festivals/mid-autumn-festival.htm>

**8th World Sight Day** Second Thursday of October; a day to raise awareness of visual impairment

**World Sight Day Resources**

**10th International Day of the Girl Child** Celebrating girls' right to education and highlighting the need to eliminate all forms of discrimination against girls.

<https://www.girlguides.org.au/international-day-girl-child/>

**10th-17th National Hate Crime Awareness Week** Link below for young people to learn about issues surrounding online Hate Crime, its impact and how to challenge and report it.

<https://www.stophateuk.org/onlinehate/>



## Resources for events in October

**11th National Coming Out Day** National coming out day is a time for those in the LGBT community to finally be open about who they are to their friends, family and the world! This day was actually founded way back in 1988 and since then it has hit the world by storm. Being out and proud as a lesbian person, a bisexual person, a gay person or a trans person is such a liberation and is sure to completely transform your life for the better.

[LGBT Youth Scotland Resources](#)

**15th International Day of the Rural Woman** A day to recognise the role of rural Women in rural development and food security

<https://globaldimension.org.uk/event/international-day-of-rural-women/2020-10-15/>

**16th World Food Day** This day promotes global awareness and action for those who suffer from hunger and for the need to ensure healthy diets for all.

<https://www.actionaid.org.uk/school-resources/resource/world-food-day-teaching-resources>

**17th International Day for the Eradication of Poverty** Its aim is to raise awareness of the issues driving global inequality and to lend a voice to those living in poverty. It's hoped that, by doing so, political leaders will be motivated to alleviate the suffering of those living in poverty.

<https://www.twinkl.co.uk/event/un-international-day-for-the-eradication-of-poverty-2020>

**22nd Stammering Awareness Day** Stammering associations, individuals and groups around the world organise events to mark the day and to raise awareness of stuttering.

<https://stamma.org/news-features/international-stammering-awareness-day-2019> <https://http://www.twinkl.com/event/international-stammering-awareness-day-2020>

**25th Dussehra (Hindu)** Tenth and final day of the Hindu festival of Navaratri, usually in October. In southern India it especially commemorates the victory of the god Rama over the demon king Ravana.

[http://www.mythicmaps.net/Festival\\_calendar/Oct/Navaratri.htm](http://www.mythicmaps.net/Festival_calendar/Oct/Navaratri.htm)

**26th Intersex Awareness Day** Intersex is an umbrella term used to describe a wide range of natural variations that affect genitals, gonads, hormones, chromosomes or reproductive organs.

[Intersex Awareness Information](#)

**28th Eid Milad ul-Nabi (Muslim, Prophet Muhammed's birthday)** This date is important to Muslims because the birth of the Prophet Muhammad is regarded as a great blessing for the whole of humanity. It is a public holiday in many countries with a large Muslim population.

<https://www.twinkl.co.uk/event/mawlid-al-nabi-2020>



## Updates: Service Provision, Resources, Further Useful Information

### Visual Impairment Resources

Lego launches Braille Bricks - LEGO Foundation and LEGO Group have announced a new project to help blind and visually impaired children learn braille through custom LEGO Braille Bricks. The LEGO Braille Bricks are fully compatible with the LEGO System in Play and use the same number of studs for individual letters and numbers in the braille alphabet. A great way to reinforce braille but also to raise awareness amongst sighted children.

#### [Lego Braille Bricks](#)

### STRIDE Newsletter

This newsletter for City of Edinburgh Council's LGBT+ Network, is produced monthly. The August edition's focus is on recognising that Pride is something that should be celebrated and focussed on all year round. Local and international 'good news' stories are featured, highlighting how activists are fighting to make the world a better place for the LGBT + community



**Link to copies of STRIDE newsletter on Inclusion hub: [STRIDE Newsletter](#)**

### Advancing equality in the Council with colleagues campaign

A new campaign building on the City of Edinburgh Council's work to create an inclusive and diverse workplace launched in August. Designed to foster a culture where all people feel their differences are valued, respected and accepted, Inclusionedinburgh will highlight the many benefits that a diverse workforce brings.

#### **Council colleague Bobby Nwanze said:**

"As the chair of the Council's \***BAME colleague Network**, it's refreshing to receive such amazing support. Working closely to promote cultural awareness and tackle discrimination in the workplace will help us to become a truly diverse Council. "

\*Watch this space as we will be bringing you more information in next newsletter about the BAME network and other colleague networks.

### Free Phone Top Ups and Relaxation Apps For Young Carers

The First Minister is encouraging all young carers to sign up for a 'Young Carers Package' to access **free** relaxation apps, mobile top-ups & more! If you know of a young carer who would benefit from these free resources then please let them know and encourage them to sign up.

**YSCarers** <https://twitter.com/YoungScot/status/1285897547182223360>

### LGBT Youth Scotland

Discord, a digital youth workspace for young people, has now been launched. This space provides an opportunity for young people to connect with each other and their youth workers. An upcoming learning hub in Moodle is due to be launched soon, where educational content for young people will be provided.

Find out more about these services and other provision

<https://www.lgbtyouth.org.uk/groups-and-support/find-local-youth-groups/>.

**Dyslexia Scotland Virtual Conference** 3rd September 9am-2.15 pm

<https://www.dyslexiascotland.org.uk/virtual-education-conference>

## Updates: Service Provision, Resources, Further Useful Information

### **RSHP ( Relationships, Sexual, Health and Parenthood): Resources for the Recovery Curriculum**

Resources to support work on the mental health and peer relationship aspects of the recovery curriculum. Other useful resources include Parent/Carer information leaflets about learning at home and learning at school are now available in a number of community languages. These are available at each Level: in Arabic, Mandarin, Polish, Romanian and Urdu.

<https://mailchi.mp/c3e82f65107c/rshp-resource-network-7?e=953c56ce7b>

There are also 'Speakeasy E-Learning' units on supporting relationships, growing up and the sexual health of young people. These are designed for parents, carers and anyone who works with young people

<https://www.sexualhealthtayside.org/course-list/>

### **GTC Scotland Launches Equality and Diversity Hub**

A hub for Equality and Diversity good practice guides, modules and resources to support teachers to reflect on their actions and consider whether they may need further advice or professional learning.

[gtcs.org.uk/equality-diversity-hub](https://gtcs.org.uk/equality-diversity-hub)

### **CEMVO Scotland's ELC (Early Learning and Childcare) Project**

CEMVO ELC Project has now folded. However they have worked with several partner organisations. If any S5/S6 BAME students still require employability support you can visit their websites directly. You can find a full list of partner organisations on the ELC page on the CEMVO Scotland Website:

[https://www.cemvoscotland.org.uk/pro\\_grammes/early-learning-](https://www.cemvoscotland.org.uk/pro_grammes/early-learning-)

### **TEST and Protect information in community languages:**

MECOPP have been working with Scottish Government to produce updated advice on Test and Protect information in community languages. They have produced voice-overs in community languages for the infographic which can be accessed here:

Cantonese version <https://vimeo.com/446506886>

Arabic version <https://vimeo.com/446505126>

Urdu version: <https://vimeo.com/448831498>