

## SMSC AT CORSHAM REGIS FS2 & KS1 - AUDIT 2019

Area of SMSC	Provision	Impact	Areas for development
<p>The spiritual development of pupils is shown by their:</p> <ul style="list-style-type: none"> <li>Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.</li> <li>Sense of enjoyment and fascination in learning about themselves, others and the world around them.</li> <li>Use of imagination and creativity in their learning.</li> <li>Willingness to reflect on their own experiences.</li> </ul>	<p>RE – Christianity - understanding their religion and why the teachings are important to Christians; having the right to believe in Jesus, the Easter bunny, Father Christmas, God;</p> <p>RE weeks/days – learning about other religions and their customs and respecting other people's religious choices.</p> <p>Golden Rules</p> <p>FS2 – Knowledge and Understanding of the World curriculum</p> <p>Cross curricular religious activities ie. Prayer mats, rangoli patterns, storytelling Rama and Sita.</p> <p>L4L – Focused on the chn learning about feelings, similarities and differences, reflecting.</p> <p>Art and music- enjoyment when creating, reflecting on their creations and showing pride in their work (Take One Note)</p> <p>Religious visits to the church at Easter and Christmas.</p> <p>Mindful movements/yoga</p>	<p>Chn are taught that everyone is the same and everyone is different, giving them <b>mutual respect</b> for one other and <b>understanding</b>.</p> <p>People look different from each other, behave differently, believe in different things and take part in different things. AND THIS IS OK!</p> <p>During religious visits children feel a sense of belonging within the community.</p> <p>Promoting self-awareness and emotional well-being of the children.</p> <p>Children learn empathy and to treat people the way they want to be treated.</p>	<p>Profound learning visit to religious places of worship/visitors to the school.</p>



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	<p>2 stars and a wish about eachothers work</p> <p>Pupil of the week</p> <p>Assembly by Mrs Burke- about Islam</p>		
<p>The moral development of pupils is shown by their:</p> <ul style="list-style-type: none"> <li>• Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.</li> <li>• Understanding of the consequences of their behaviour and actions.</li> <li>• Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</li> </ul>	<p>Golden rules - discussed and referred to when rules are broken; rules for trips and visitors; using visual reminds of core values and school rules; play time rules to keep safe.</p> <p>Children discuss the appropriate sanction.</p> <p>L4L</p> <p>RE</p> <p>Assemblies/class assemblies- Looking after the environment, British Values</p> <p>Class debates/discussions.</p> <p>Voting within the class.</p>	<p>Chn understand they have to follow the Golden Rules. These are set with the class at the beginning of the year. Class discussions as to why they are needed and what the consequences are if they are broken. These are revisited at various points throughout the year.</p> <p>Children understand their rights and responsibilities of belonging to a community.</p> <p>Keeping children up to date with current affairs.</p>	<p>Keep revisiting the British Values</p> <p>Continue reinforcing rules and consequences- assemblies and classrooms</p>
<p>The social development of pupils is shown by their:</p>	<p>RE;</p> <p>L4L;</p>	<p>Giving chn chance to talk, explore, explain and vote helps them prepare for their adult lives and create respect</p>	<p>Volunteering within the community.</p>

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<ul style="list-style-type: none"> <li>• Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.</li> <li>• Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.</li> <li>• Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</li> </ul>	<p>RE Days</p> <p>Democracy - Voting in class for class rewards; voting for school council/eco council electives; conducting pupil interviews around their learning so they have a say.</p> <p>Assemblies - democracy</p> <p>Working with another class – (reading buddies)</p> <p>Black History Week</p> <p>Anti-Bullying Week</p> <p>Golden Rules</p> <p>Golden time/Child initiated play</p> <p>Someone special days</p> <p>Clever Never Goes week</p> <p>Corsham Regis 10/2k run involving members of the community</p>	<p>and understanding for others.</p> <p>Assemblies teach the children about understanding different backgrounds, democracy and accepting these.</p> <p>Restorative justice practises demonstrated by all staff</p> <p>Building stamina and resilience.</p> <p>Knowing how to keep each other safe</p>	
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<p>The cultural development of pupils is shown by their:</p> <ul style="list-style-type: none"><li>• Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.</li><li>• Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.</li><li>• Knowledge of Britain's democratic Parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.</li><li>• Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.</li><li>• Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to</li></ul>	<p>RE days L4L; Christmas nativity Democracy - Voting in class for class rewards; voting for school council/eco council electives; conducting pupil interviews around their learning so they have a say.</p> <p>Ada Lovelace Day</p> <p>Queen Victoria</p> <p>Take one Note term</p>	<p>Our children respect the thoughts, opinions and beliefs of children in the school community and beyond. Children feel comfortable to express their opinions on the above. Foster an interest in finding out more about other belief systems.</p> <p>Preparing children for key stage 2 and beyond and giving them aspirations.</p> <p>Respecting that other families are different but we are all special.</p>	<p>Continue to build on positive ethos Disability awareness</p> <p>Continue to develop childrens understanding of how to treat others, respect them and show empathy when children are different to themselves.</p>
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which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.			
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