

## SMSC AT CORSHAM REGIS KS2 - 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>Learn4life Assemblies Circle times RE days RE theme days and weeks Visit places of worship Daily thank you Different cultural displays in the classroom Learning French and Spanish Cross curricular topic links Learning about current affairs Talk partners and learning groups Saints days Bonfire night- UK traditions France Topic Mindful movements Children's questions at the beginning of each topic Wow days Creative topic based homework tasks Chatter topics for homework</p>	<p>Children are aware of the diverse society that we live in Circle times gives them the oracy skills to express their own feelings, opinions and experiences (literacy also supports this) Children are understanding of each other and have greater empathy There is an expectation of mutual respect</p>	<p>Further visits to places of worship</p> <p>Visits to school from people from different cultures</p> <p>Continue to build on the foundation of empathy and understanding</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,</li> </ul>	<p>Golden rules Playground rules Children decided the sanctions for negative behaviour Posters are displayed around the school Golden time Assemblies about behaviour with TAs and MDSAs Adults are consistent</p>	<p>Children are clear about school boundaries, rules and consequences Understand the process of sanction and reward Aware that all adults can give consequences Are aware of British values from assemblies</p>	<p>Keep revisiting the British Values</p> <p>Continue reinforcing rules and consequences- assemblies and classrooms</p> <p>Explore how as a society we value collaboration and teamwork (working with other countries)</p>



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<p>recognise legal boundaries and, in so doing, respect the civil and criminal law of England.</p> <ul style="list-style-type: none"><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>Learn4life- Our happy school Happy school policy Assemblies- the rule of law Academy council decide on rules Debates about moral and ethical issues Circle times Role plays- listening to others Sticker charts Jewels Class rewards Celebration assembly Restorative Justice Pupil of the week Respect assembly Black history week</p>		
<p>The social development of pupils is shown by their:</p> <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,</li></ul>	<p>Partner talk Working in groups Working with other classes Working in clubs Working in house teams Working with other schools in the cluster Cluster competitions Playground buddies Year 5 and 6 jobs Links with TCS Social stories Resolution wheel Role play Circles Behaviour training for MDSAs Ethos of resolving problems</p>	<p>Children can be independent Are aware of their actions and the consequences these may have Not many bullying or racist incidents Children enter competitions and work well as part of a team  Children aware of British values</p>	<p>Re-launch playground buddies  Pupils hosting &amp; organising community events</p>

<p>cooperating well with others and being able to resolve conflicts effectively.</p> <ul style="list-style-type: none"> <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>between the children- encouraged to talk through problems Assemblies about British values Writing letters to Year 7 pupils at The Corsham School Buddy stops</p>		
<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</li> </ul>	<p>Discovery RE RE theme days Topic planning Class treats are decided by voting Trips to places of worship Visitors in school Home learning Learning French and Spanish Individual Liberty assembly (KS2) British values assembly Voting for academy council members Academy council meetings and</p>	<p>Children have an enjoyment of learning about other cultures</p> <p>Children are aware of what a democracy means and the school academy is voted in to make decisions for the school</p> <p>Children are involved in sporting events and learn to work competitively and as part of a team</p>	<p>Mixed race children need to know more about their heritage</p> <p>Disability awareness</p>

<p>of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.</p> <ul style="list-style-type: none"> <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 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</li> </ul>	<p>decisions Eco warriors Cluster sports British law Voting UK culture week Visits from PC Redmund Minute silence for current events Sports Day Links with 'The Pound' arts centre Blue Sky choir. Links with schools in UK and abroad Careers week Cricket assembly Take one Note whole school topic Families week (different family same love)</p>		
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