

Covingham Park Primary School

SMSC Audit 2021-2022

(Autumn Term 1)

The cultural development of pupils is shown by their:	FS	1	2	3	4	5	6
Understanding and appreciation of the wide range of cultural influences that have shaped their <u>own heritage</u> and that of others	<ul style="list-style-type: none"> European day of languages – France. We looked at how they have a different language, food and places. Baby photos of themselves talked about similarities and differences between what they can do then and now. How did we see things as a baby- and how do we 	<p>European day of languages – France.</p> <p>We have been learning about castles. We've learnt about the location of castles, how they have changed over time, the roles people held in a castle and how life has changed over time. We have compared the</p>	<p>European Languages Day - France Greek – Ancient and Modern Olympics Timeline in classroom which outline key periods and events which shape English heritage. We have also studied Guy Fawkes and the tradition of celebrating Bonfire Night. GFOL – history of firefighting and fire safety</p>	<p>History topic – Looking at Stonehenge in Wiltshire.</p> <p>European Languages Day – Learning about France and focusing the similarities and differences between the UK.</p>	<p>European day of languages- French Day!</p> <p>History topic – Ancient Egypt</p>	<p>Remembrance webinar discussion of how different countries were affected by WWI and WW2.</p> <p>R.E Looking at the range of religions locally, nationally and globally – percentage – 'If the world was a village...'</p>	<p>European day of languages</p> <p>Tudors – how they shaped modern Britain (research, non chron)</p> <p>Looking at portraits past and present.</p> <p>Ancient Greeks – Olympics</p>

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	<p>see it now? Is it the same is it different?</p> <ul style="list-style-type: none"> Similarities and differences between us and others in the class- looks and culture. We looked at families and who we have in ours, we talked about whether that is the same of different to our peers. 	<p>similarities and differences of buildings we have now and how our lives would be different if we still lived in castles.</p>				<p>History – looking at the changing religions in the UK from pagan to Christianity through Anglo-Saxon and Viking conversions</p>	
<p>Understanding and appreciation of the range of different</p>	<ul style="list-style-type: none"> Similarities and differences between us and others in the class- looks and 	<p>We have looked at similarities and differences between ourselves.</p>	<p>Introduction and discussion of British Values display.</p> <p>Friendships –</p>	<p>RE lesson discussion – Looking at the different religions and</p>	<p>European day of languages- French Day!</p> <p>Assemblies and</p>	<p>R.E Looking at the range of religions locally, nationally and globally –</p>	<p>How different cultures deal with death as part of RE</p>

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cultures within school and further afield as an essential element of their preparation for life in modern Britain.	<p>culture.</p> <ul style="list-style-type: none"> European day of languages-France. We looked at how they have a different language, food and places. Sharing home learning through Tapestry on the board and therefore their home culture and celebrations. We always talk about similarities and differences celebrating these and promoting respect for all. 	<p>European Day of Languages we learnt about France.</p> <p>We talked about our experiences if we had been on holiday there. We learnt about French customs and we counted in French and ate French food.</p> <p>At the beginning of term we discussed our summer holiday experiences and wrote about them in English.</p>	similarities and differences	<p>cultures within the school.</p> <p>PSHE – differences between each and every one of us but also focusing on what we have in common with each other.</p>	daily reflection	<p>percentage – 'If the world was a village...' led to brief discussion of religions and beliefs within the classes.</p> <p>Reflection journal</p> <p>Class do jo and discussion of choices.</p> <p>Looking at how WW2 shaped life in modern Britain.</p> <p>In PHSE looking</p>	
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						at money management and talk with TSB.	
Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values and in continuing to develop Britain	<ul style="list-style-type: none"> We vote for role plays. Children vote for their story of the day. Children abide by the Dojo expectations and understand what will happen if they don't Children vote for their chosen treat and work towards them. They understand the consequences if they don't reach 	We voted for our School Council representative and each week share who we think should receive a brick in assembly for their hard work.	<p>Voted for class school council representative</p> <p>Children abide by the Dojo expectations and understand what will happen if they don't</p> <p>Voting for choices e.g class novel</p>	Voted for class school council representative	<p>Voting for class representative-school council.</p> <p>Class rules</p> <p>Discussion about the government and Covid</p>	<p>Voting for school council reps.</p> <p>Understanding the importance of voting and why each person's vote is important.</p> <p>'Newsround' – discussion of topics such as a new prime minister, Brexit, ect.</p> <p>When using the</p>	<p>BV display for classroom-what is democracy?</p> <p>Voted on school council members.</p> <p>Chn all have Y6 jobs (morning helpers, lunchtime helpers, prefects etc) and discussion to make this fair for all.</p>

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	the total required.					reflection journal looking at current news.	
Willingness to participate in and respond positively to artistic, sporting and cultural opportunities	<ul style="list-style-type: none"> Participate in singing for harvest. Harvest – crafts. Understanding what Harvest is and why we are donating food. PE sessions involving dance and working as a team on the apparatus. Sharing Tapestry and celebrating individuals' culture and events. 	Participate in singing assemblies for harvest. Paul Klee artwork Creating art work in the style of an artist. Medieval dance – dragon hunting, battles ect.	Sharing homework celebrating individuals' culture and events. Harvest festival – learning about other cultures harvest celebrations Participation in art work and listening to music from a range of composers/	Participate in singing song filmed for harvest. History homework – Range of activities linked to the Stone Age and Bronze Age. PE – learning how to play basketball and other ball games considering what skills are	Participate in singing for harvest. Ukulele playing with DJ Egyptian Dance- Clare Jones	Participate in singing assemblies for harvest and Christmas. All children have been participating in P.E this term creating a WW2 dance with Miss Clare WWI & 2 homework project.	Participate in singing for harvest. Start of the football season for Y5/6 boys and girls. EDL- research on The France Harvest festival and learning song.

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	<ul style="list-style-type: none"> Art – printing with different textured materials, natural materials, bark rubbing, collage. Simple drawing using lines, circles and shapes. 			needed.		<p>Creating WWI and WW2 artwork.</p> <p>football season for Y5/6 boys and girls.</p>	
Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they	<ul style="list-style-type: none"> We celebrate different festivals across religions which happen throughout the year, we promote tolerance and celebration of all festivals. Throughout everyday practise 	We celebrate different festivals across religions which happen throughout the year, we promote tolerance and celebration of all festivals. Throughout everyday practice	<p>Class discussion of British Values at beginning of term while talking about display.</p> <p>PSHE We are all unique, we are all important.</p> <p>Harvest- Collecting food for Swindon Food Bank.</p>	<p>European Day of Languages - France</p> <p>Harvest- Collecting food for Swindon Food Bank.</p> <p>Looking at and discussing what the British</p>	<p>Diversity- Reflection</p> <p>European Day of Languages</p> <p>Harvest</p>	<p>Preparation for and performance in the Harvest festival.</p> <p>Collecting food for the Swindon Food Cooperative as part of Harvest celebrations.</p>	<p>Tudors – how the Church of England was started.</p> <p>Exploration around the world during Tudor times.</p> <p>France – research for</p>

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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.	<p>we promote understanding and respect towards festivals, beliefs.</p> <ul style="list-style-type: none"> • We challenge stereotypes e.g. sharing stories that challenge gender, cultural and racial stereotyping. • R.E – beginning to learn about Christians and their special book and place 	we promote understanding and respect towards others' opinions and beliefs.	We challenge stereotypes e.g. sharing stories that challenge gender, cultural and racial stereotyping.	values are and where we see and use them around school.		<p>World Food Day assembly</p> <p>Learning about stereotypes in P.E looking at challenging stereotypes e.g. sharing stories that challenge gender, cultural and racial stereotyping.</p>	EDL.
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The social development of pupils is shown by their:							
Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.	<ul style="list-style-type: none"> Whole cohort do things together promoting socialising with all children from different backgrounds and who have different interests. Child initiated play- children forge relationships based on their interests and through topics in the environments. 	<p>Problem solving day each unit in Maths – reasoning dripped into each lesson.</p> <p>P.E. – working in groups/team work.</p> <p>PSHE – supporting others, understanding differences.</p> <p>Focusing on what makes us different and ensuring these</p>	<p>Religious and ethnic pupils fully integrated into classroom activity in a range of social activity.</p> <p>Working together by playing games in all areas across the curriculum and encouraging turn taking.</p> <p>Focusing on what makes us different and ensuring these differences are</p>	<p>Working in PSHE – Focusing on what makes us different and ensuring these differences are celebrated.</p> <p>Reasoning activities in every maths lesson.</p> <p>PSHE – How to make friends and play nicely</p>	<p>Group work in class</p> <p>PSHE on celebrating what the pupils are good at and their strengths.</p>	<p>Whole cohort have PE lessons (dance on Tuesdays).</p> <p>Group work, paired work and peer editing are a regular feature of the children's day.</p> <p>Focusing on what makes us different and ensuring these</p>	<p>EAL children well respected within the school environment.</p> <p>Completing group written tasks (non-chronological reports)</p> <p>Secondary school open days.</p> <p>New table seats regularly.</p>

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	<ul style="list-style-type: none"> We try to give the children as many experiences as possible e.g. Welly walks, exposure to new foods, stories, play opportunities P.E. – partner and teamwork 	differences are celebrated.	celebrated.	in the playground. Children have the opportunity to work with different children throughout the week.		differences are celebrated. Large % of year group this year are EAL – well respected within year group.	
Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to	<ul style="list-style-type: none"> Class and cohort activities during term 1 to settle and make friends Do jo – new class system which encourages discussion of resolving conflicts through restorative justice Work on 	We have a celebration assembly each week where a child will be chosen for either independence, aspiration, community or enquiry.	<p>Class rules reflect the importance of resolving various conflicts effectively.</p> <p>PSHE lessons on bullying and friendship</p> <p>We have a celebration assembly</p>	<p>PSHE lessons</p> <p>Class roles and jobs and discussing the importance of them.</p>	<p>PSHE on bullying and friendship</p> <p>Class jobs to help class community</p> <p>Table groups working as a team</p>	<p>Envirocrime workshops.</p> <p>Dogs trust-safety with dogs</p> <p>NSPCC-childline discussion with children.</p> <p>Talk from TSB Remembrance day webinar.</p>	<p>EAL children well respected within the school environment.</p> <p>Completing group written tasks (non-chronological)</p> <p>Secondary school open</p>

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resolve conflicts effectively.	<p>modelling appropriate and careful play</p> <ul style="list-style-type: none"> Promote independence and problem solving. We encourage the children to be as independent as possible and try and resolve problems before asking for help. Understanding of people in the community based around our role play and UTW areas. 		each week where a child will be chosen for either independence, aspiration, community or enquiry			<p>Jigsaw PSHE lessons</p> <p>Dojo – new class system which encourages discussion of resolving conflicts through restorative justice.</p>	<p>days.</p> <p>Volunteering for prefect/school council roles.</p> <p>Variety of PSHE style discussions to resolve variety of conflicts.</p>
Acceptance and engagement	<ul style="list-style-type: none"> British values display Class helpers 	Ethos within classes show British Values.	Class discussions of British Values and display.	British Values on display	British Values on display	British Values on display	FBV display in classroom– recap of all,

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with the <u>fundamental British values</u> of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and	<p>model and promote good behaviour based around these themes</p> <ul style="list-style-type: none"> • School drivers are referred to. • The children are challenged to be as independent as possible • Understanding of people in the community around our role play, stories, discussions and UTW areas. 	<p>Promoting independence, solving their own problems by negotiating.</p> <ul style="list-style-type: none"> • School drivers are referred to. 	<p>Vote for school council.</p> <p>Celebrating and encouraging 'aspiration' – celebration assembly.</p> <p>Participation in Harvest service.</p> <p>School drivers are referred to.</p>	<p>Harvest Service through teams</p> <p>Voting for school council representatives.</p> <p>Celebration assembly bricks given for the 4 school drivers.</p>	<p>Class rules</p> <p>Consequences and respecting school laws</p> <p>European Day of languages</p> <p>School drivers are referred to.</p>	<p>Discussed the British values at the beginning of the year.</p> <p>Children had a good discussion about different faiths and beliefs within the school and wider world.</p> <p>School drivers are referred to.</p>	<p>what do they mean and what do we do in school to support them?</p> <p>Law- e-safety discussion about what is illegal to do online and unsafe.</p> <p>For tolerance of those with other faiths, see above.</p> <p>School drivers are referred to.</p>
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contribute positively to life in modern Britain.							
The moral development of pupils is shown by their:							
Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law	<ul style="list-style-type: none"> Helpers/ star learners are chosen based on those children who adhere to the class rules and promote our Characteristics of Effective Learning. Circle times where we talk about what it means to 	<p>Class Dojos used to reinforce positive behaviours and working attitudes.</p> <p>Assemblies PSHE</p> <p>E-safety discussions.</p>	<p>Class Dojos used to reinforce positive behaviours and working attitudes.</p> <p>PSHE – learning about consequences, including good behaviours and how they are rewarded.</p> <p>E-safety discussions.</p>	<p>PSHE lessons</p> <p>Class rules</p> <p>Class Dojos used to reinforce positive behaviours and working attitudes.</p> <p>Children watch Newsround daily to keep up to</p>	<p>Class and school rules</p> <p>Class Dojos used to reinforce positive behaviours and working attitudes.</p> <p>Consequences and rewards</p> <p>PSHE – respecting rules and people enforcing them; in school – adults,</p>	<p>Class rules and consequences.</p> <p>Jigsaw PSHE lessons</p> <p>Class Dojos used to reinforce positive behaviours and working attitudes.</p>	<p>Class Dojos used to reinforce positive behaviours and working attitudes</p> <p>PSHE discussions: how something to one person may be funny but</p>

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of England.	be a good friend / based around the issues we are having in class. <ul style="list-style-type: none"> We try and promote a home and school life behaviour overlap- whereby we speak to parents at the beginning and end of the days to show consistency between behaviour and expectations. 			date with important news and are also given the opportunity to discuss what they have seen and share any worries. E-safety discussions.	prefects etc E-safety discussions in Computing.	E-safety discussions.	to others could be harmful and upsetting. Relating rule of law to things we do in school. E-safety discussions. Police assembly and workshops- keeping yourself safe.
Understanding of the consequences of their behaviour and	<ul style="list-style-type: none"> Dojo class rules Children choose their treat and understand what to do to get this 	<ul style="list-style-type: none"> Whole school Dojo approach Dojo class rules Children 	Dojo approach Dojo class rules Restorative conversations and consequences discussed	Class Dojos used to reinforce positive behaviours and	Use of Dojo system.	Class Dojos used to reinforce positive behaviours and	PSHE discussions: how something to one person may be funny but

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actions	<ul style="list-style-type: none"> Children know the consequences if they don't reach this 	<p>choose their treat and understand what to do to get this</p> <ul style="list-style-type: none"> Children know the consequences if they don't reach this 	<p>as per behaviour policy.</p> <p>PSHE What makes a good friend – resolving conflict.</p>	<p>working attitudes.</p> <p>Children achieving dojos linked to the 4 drivers.</p> <p>Encouraging the children to talk to each other when there is an issue</p>		<p>working attitudes.</p> <p>Class rules and consequence, discussion of impact on victims of name calling etc, how would you feel if...?</p>	<p>to others could be harmful and upsetting.</p> <p>Behaviour policy (new) Class Dojos used to reinforce positive behaviours and working attitudes.</p>
Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understanding	<ul style="list-style-type: none"> Circle times where we talk about what it means to be a good friend / based around the issues we are having in class. Encourage and reward good 	<p>We encourage listening skills and promote this through circle times in PSHE.</p> <p>It is also embedded in daily practice.</p> <p>Promoting turn-</p>	<p>Encouraging listening skills, specifically during PSHE and circle times.</p> <p>R.E discussion of different beliefs/viewpoints.</p>	<p>Encouraging listening skills, specifically during PSHE</p>	<p>PSHE – Celebrating differences, friendships</p> <p>History topics – Ancient Egyptians</p>	<p>Focus this term is Enquiry:</p> <p>Investigative lessons in Humanities</p> <p>Investigating sources and asking questions</p>	<p>Encouraging listening skills, specifically during PSHE and circle times.</p>

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and appreciate the viewpoints of others of these issues	listening <ul style="list-style-type: none"> • Tapestry where we listen and ask questions about others' experiences. • We promote children to be able to understand alternative viewpoints and accept them. 	taking and solving their own problems by negotiating.				to find out more. Science – Planning and predicting for experiments Reading Norse	
The spiritual development of pupils is shown by their:							
Ability to be reflective about their own beliefs, religious or otherwise, that inform their	<ul style="list-style-type: none"> • Assemblies and reflection time. • Tapestry • Jigsaw • RE • We promote respect in 	Assemblies and reflection time. RE – Christianity and how this is similar/different to other religions.	Assemblies and reflection time. R.E – different beliefs and religions. PSHE – friendships, differences	Assemblies and reflection time. RE lessons Assemblies Giving children	Assemblies and reflection time .PSHE – celebrating differences and strengths	Assemblies and reflection time in reflection journal. Learning about Norse Myths	Assemblies and reflection time. PSHE discussions: how something to one person may be funny but

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perspective on life and their interests in and respect for different people's faiths, feelings and values.	everyday practice.	Behaviour and choices.		the opportunity to reflect on their own beliefs and ask questions to further their understanding of other religions and cultures.	European Day of Languages Harvest	and drawing similarities and differences between these and the later Christian beliefs of Vikings and Anglo-Saxons. Learning about Viking values and apparent priorities and comparing them to our modern day British values.	to others could be harmful and upsetting. PSHE- what do I need to be a good learner? Very reflective lesson.
Sense of enjoyment and fascination in learning about themselves,	<ul style="list-style-type: none"> • Tapestry • Jigsaw • Understanding the World/ Small world areas 	Castles has engaged both the boys and girls – we've jousting, made castles out	Show and Tell gives children the opportunity to share their interests and for their classmates	Topic – History, use of artefacts and photos to engage	History topic- Ancient Egyptians Science – Animals including humans	WWI and WW2 homework projects have been excellent	Refraction and shadows investigations- Science

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others and the world around them	in provision <ul style="list-style-type: none"> Welly Walks 	of materials and created junk model castles!	to ask questions. Term homework encourages children to experiment/develop their own skills and learn about the world around them.	History homework – children have an opportunity to take their learning further. EDL – learning about France and a different culture.	Applying maths to real life situations/problems PSHE – Celebrating differences and strengths	and show self-motivation and enjoyment of the topic.	Tudor Britain and its influences on modern life. Exploration through the ages and in particular tudor times. Music – listening to music from different eras and parts of the world.
Use of imagination and creativity in their learning	<ul style="list-style-type: none"> Children choose own topics and avenues of interests Role plays are 	Artist focus - Paul Klee. We dressed up and acted out	. Imagination and creativity is sought to be practised by	History homework – A range of different homework ideas.	History topic – Ancient Egyptians and art work related to this. English – writing	Art – WWI and WW2 art looking at Clarice Cliff and Paul Nash	What do I need to be a good learner? Group non

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	<p>changes and topics decided by the children for the children.</p> <ul style="list-style-type: none"> Explore classroom environment based on what children want and stimulus by adults. 	<p>roles in the castle role play area.</p>	<p>children across all areas of the curriculum.</p> <p>Creating own descriptions in literacy lessons, using imagination to describe using senses.</p> <p>Great fire of London art, making different shades of red.</p> <p>Printmaking</p> <p>Clay tile firemarks</p> <p>Children practise creativity while creating models/projects for termly homework.</p>	<p>Creating their own stories in English</p> <p>Using imagination when writing their own version of 'How to wash a woolly mammoth'</p>	<p>own Egyptian traditional tale</p>	<p>Expressive Arts week with a focus on the Artist Paul Klee.</p> <p>WWI descriptions and poetry.</p>	<p>chron project-</p> <p>Artwork- portraits</p> <p>Music – developing own rhythms patterns.</p>
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Willingness to reflect on their experiences	<ul style="list-style-type: none"> • Celebration of work daily and reading weekly • Jigsaw • Tapestry 	<p>PSHE/ RE – how to look after each other, our things and our world.</p> <p>E-safety reflection- am I being safe?</p> <p>Evaluation of P.E performances.</p>	<p>E-safety reflection- am I being safe?</p> <p>Reflection at end of day</p> <p>Feedback in marking – Reflecting on their learning and how to improve.</p> <p>Recount writing in English.</p> <p>Evaluation of P.E performances.</p> <p>Editing and improving own work.</p>	<p>Feedback in marking – Reflecting on their learning and how to improve.</p> <p>Show and tell – sharing experiences.</p> <p>E-safety reflection- am I being safe?</p>	<p>World Mental Health day and other discussions in Reflection time</p> <p>PSHE – Celebrating differences and strengths</p> <p>Assemblies on British Values</p> <p>E-safety reflection- am I being safe?</p> <p>Evaluation of P.E performances</p>	<p>Responding to marking</p> <p>Sharing news</p> <p>E-safety reflection- am I being safe?</p> <p>Evaluation of P.E performances.</p> <p>Reflection journal at the end of the day.</p> <p>Editing and improving their own work.</p>	<p>What do I need to be a good learner? PSHE.</p> <p>Evaluation of P.E performances.</p> <p>E-safety reflection- am I being safe?</p> <p>Looking back at progress in Writing and Maths.</p>

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