

Diversity Audit Tool

Subject ART & DESIGN	Subject leader B. HUNTER
Indicators of Good Practice	Evidence
<p>Creative and high quality artistic expression is exemplified with reference to a range of art forms from diverse ethnic backgrounds</p>	<p>Art Mediums: Painting, Sculpture (Clay, Paper and Modroc) Drawing, Mixed-Media, Architecture, Print making, Mosaic, Design, Batik, Collage, Craft,</p> <p>Art Movement: Impressionism (Rec, Y5), Abstract, (Rec, Y1), Modern Art, Pop Art (Y3), Naïve Art (Y6), Dadaism (Y2), Romanticism (Y4)</p> <p>Artists: Zaha Hadid – (Muslim woman born in Baghdad, Iraq) Elizabeth Catlett – (African American feminist) Stephen Wiltshire – (Caribbean heritage, autism savant)</p>
<p>Images and artefacts are related to their cultural contexts so pupils understand the ideas, beliefs and values behind their making.</p>	<p>Standish over time – Photography – Y1 Victorian London compared to current day – Photography / artefacts – Y2 Origins of Batik (Indonesian technique of wax resistant dying) – Y2 Autism, mutism and memory sketches – Stephen Wiltshire – Y2 Stone Age Cave Paintings – Y3 Greek Pottery/ Vases , Greek Temples and Architecture – Y4 Roman Mosaics, Roman Architecture – Y4 ‘The Peak’ – Zaha Hadid – Y5 Industrial Britain – L.S Lowry -Y6 Race and Feminism – Elizabeth Catlett – Y6</p>
<p>Pupils are taught to recognise how images and artefacts can influence the way people think and feel.</p>	<p>Often, sections of artworks are presented in a way that allows children to form hypotheses about their meaning before seeing the whole. At other times, two or more visuals are presented to allow children to compare and contrast the works of art, prompting conversations about a given issue.</p>

<p>The roles and purposes of artists, craftspeople and designers in different times and cultures are explored.</p>	<p>Zaha Hadid (1950-2016) Baghdad, Iraq Elizabeth Catlett (1915-2012) African American Stephen Wiltshire (1974 – present day) African American</p> <p>Time Periods: Stone Age (30,000BCE – 3,000BCE) – Prehistoric Cave paintings and engravings Egyptians – (3100BCE -300BCE) Hieroglyphics, Papyrus drawings, architectural monuments and sculptures. Ancient Greeks (776BCE-146BCE) - Greek Temple Architecture, Vases, Vessels and kraters. Sculptures, statues and paintings. Theatrical performances, masks and costumes. Romans (31BCE – 476CE) Sculptures, paintings and mosaics. Roman architecture, coinage, full statues and portrait busts. Vikings – Woodcarvings and metalwork including weaponry and ship timbers. Anglo-Saxons – Crafting including jewellery (brooches and beads) and instruments. Industrial Revolution – Romantism, Realism, Impressionism. Everyday (working class) people and life.</p>
<p>Differences and similarities in the work of artists, craftspeople and designers in different times and diverse ethnic backgrounds are explored.</p>	<p>Children are encouraged to acknowledge that every art form has its own vastness and depth that defines how it is created and the impact it has on the observer.</p> <p>Rec – (Impressionism) Piet Mondrian – French Y1 – (Abstract) – Wassily Kandinsky – Russian Y2 – (Dadaism) – Kurt Schwitters – German Y3 – (Arts and Crafts) – William Morris - British Y4 - (Arts and Crafts) - Peggy Bjerkhan – American Y5 – (Impressionism) – Claude Monet - French Y6 – (Naïve) – Elizabeth Catlett – African American</p>
<p>Pupils are encouraged to develop their own sense of identity and to explore contemporary social issues of concern through art.</p>	<p>During sketchbook work, children are encouraged to explore their own identity and individualisation through presentation and creativity. Due to their expressive nature and the possibility of multiple interpretations, works of art allow for conversation from a variety of points of view, experiences and different ways of learning. Contemporary artists address social, religious, political and cultural issues, providing a framework for exploring challenging and difficult subjects.</p>

Diversity Audit Tool

Subject COMPUTING	Subject leader E PRESCOTT
Indicators of Good Practice	Evidence
<p>The global dimensions and implications of computing, especially in facilitating communication, are explored.</p>	<ul style="list-style-type: none"> • Data Handling (Rec) The children will begin to understand and explain how to sort and categorise objects. They will start to articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking and activities, and explain how things work and why they might happen. • Digital Literacy (Year 1) Typing and word skills, children will learn the layout of a keyboard and how to type. • Digital Literacy (Year 2) Taking and editing photos- Children will use the iPads to take photos in a range of scenarios. They will look at what makes a photo effective and how to edit images. They will then create a small animation/ sequence of images to tell a story • Programming and algorithms (Year 3) Children will create an information-based game using scratch software – they will programme sprites to move and interact with each other • Information Technology (Year 3) Creating and filming a presentation Green Screen. Children will use iPads and VSDC/ I can present software to create a news report/ information presentation with visual effects added to the background • Digital citizenship (Year 4) Pupils will become aware of 'fake news' and learn how to assess what they read. They will learn skills to help them determine if something is real or fake. Copyright, passwords and security, how to interpret information found online • Information Technology (Year 4) Podcast –Romans Microsoft Teams machine Children will use recording software on the iPads and iMovie to create a podcast that has sound effects and jingles. • Digital citizenship (Year 5) Social Media Children will learn about online 'influencers' and vloggers on YouTube. They will look at the commercial aspect of vloggers and what happens when it all goes wrong. • Digital citizenship (Year 6) E-Safety - Pupils will develop their knowledge of social media and how the media can shape our views. • Information Technology (Year 6) Building a Website – information about period of history – Crime and punishment The children will use Publisher to create an offline website. They will learn about hyper-links and presentational features. How a website gains interest and how it features in search engines. They will explore key words and SEO. They will then use this to help their web page be discoverable.

<p>Activities tasks, materials and examples reflect the multicultural nature of society and relate to pupil's everyday experiences.</p>	<ul style="list-style-type: none"> • VR headset experiences linked to Context for Learning in each year group <p>Children use the VR headsets to visit countries such as Africa, experience the Kalahari Desert and visit the tourist attractions in London</p> <ul style="list-style-type: none"> • Digital Citizenship - Media Balance and Well-being <p><u>Pause for People</u> How do you say goodbye to technology when you don't want to? / How Technology Makes You Feel</p> <p><u>My Media Choices</u> What makes a healthy media choice?</p> <ul style="list-style-type: none"> • Digital Citizenship - Relationships & Communication <p><u>Keeping Games Fun and Friendly</u> How can I help myself and others be positive and have fun while playing online games?</p> <p><u>Digital friendships</u> How do you keep online friendships safe?</p> <ul style="list-style-type: none"> • Digital Citizenship - Digital Footprint and Identity <p><u>Beyond Gender Stereotypes</u> How do gender stereotypes shape our experiences online?</p> <ul style="list-style-type: none"> • Digital Citizenship – Cyberbullying, Digital Drama and Hate Speech <p><u>Is It Cyberbullying?</u> What is cyberbullying and what can you do to stop it?</p> <p><u>Be a Super Digital Citizen</u> How can we be upstanders when we see cyberbullying?</p> <p><u>The Power of Words</u> What should you do when someone uses mean or hurtful language on the internet?</p>
<p>Pupils acquire a variety of international websites as sources of information.</p>	<ul style="list-style-type: none"> • International websites are used to support research in various subjects e.g. Geography in Year 2 (Comparison of London and Cape Town - South Africa Determine the human and physical features of Cape Town and compare them with London) / Geography in Year 4 (Ghana cocoa farming schemes – case studies are taken from international websites to support learning)
<p>Celebrate diverse and relevant role models, helping students to 'see' themselves in computing-related careers.</p>	<ul style="list-style-type: none"> • Significant people in computer science to be added to the long term plan e.g. Steve Jobs/Alan Turing/Bill Gates/Charles Babbage and Ada Lovelace/Katherine Johnson, Mary Jackson and Dorothy Vaughan
<p>Intersectional differences are addressed, introducing children to role models in computing of various races, genders and ethnicities .</p>	<p>Role models to be added to the long-term plan and the study of these introduced during computing lessons, focusing on intersectional differences</p> <ul style="list-style-type: none"> • Race: Katherine Johnson, Mary Jackson and Dorothy Vaughan <p>A study of the three African-American women who were essential to the success of early spaceflight</p> <ul style="list-style-type: none"> • Gender: Ada Lovelace <p>Known as the first computer programmer for her work on Charles Babbage's proposed mechanical general-purpose computer</p>
<p>Pupils understand how information arises out of cultural context and explore how websites reflect the culture of their creators.</p>	<p>Case studies from recent historical events could be added to long-term plan for KS2 including:</p> <ul style="list-style-type: none"> • Filtered media coverage/social media blackouts in the Russia-Ukraine war • Case study of the Black Lives Matter movement and how information was shared via social media/petitions on websites • Storming of the White House and how this was triggered and provoked via social media

Diversity Audit Tool

Subject DT	Subject leader S.Dickinson
Indicators of Good Practice	Evidence
Reference is made to the contribution of many cultures to the development of technology and its importance in all societies.	Y2 – structures and mechanisms unit – design and make a toy that can be pushed or pulled [summer 2] Y5 – Structures and mechanisms – Cams system – children design and make a moving toy for a younger child (Viking long ship) [spring 1] Y6 – structures and mechanism unit – design and make a vehicle to carry a fragile object [autumn 1]
Activities, tasks, projects, materials and examples reflect the multicultural nature of society and relate to pupils' every day experiences.	All DT units have a design problem to solve and a design brief (make a product for a purpose for a someone/ something e.g. Make a bag for Paddington to carry his sandwiches Rec – Textiles unit – Design and create a stocking for Christmas to store things in [Autumn 2] Rec – Assemble food products from different cultures (sandwiches / crackers/ poppadum/ pancakes / dips [spring 2] Y1 – Textiles unit– children Design & make a clothing item (hand muffs) to keep your hands warm at playtimes. Y2- Textiles unit – children design a bag to carry sandwiches in [autumn 1] Y2 – Food unit – children make a decorated cake desert to take to the sports day picnic [Summer 1] Y4 – Textiles unit – design and make a cushion [autumn 1] Y5 – Textiles unit – design and make a hat to keep your head warm [autumn 2]
Pupils appreciate the range of technologies, both simple and complex, in all societies past and present.	Rec – study toys from the past and present in the DT unit – explore wooden toys from the past. Replicate a toy from the past (peg dolls) [spring 1] Y3 – structures and mechanisms unit – children design a box to keep their treasures in (Ancient Egyptian link) [summer 2] Y4 Food Unit – look at where pizza originated from and how it looks today [spring 2]
Pupils acknowledge the historical and political factors involved in the development of technology.	Y3 – Explorers – textile unit[spring 1] Y4- Spotlights for a Greek theatre production [spring 1], Roman food (pizza) [spring 2] Y6 – Coco Chanel inspired aprons– textiles unit [summer 2]
The response of people from diverse cultures in their design solutions is reflected on and valued.	Y1 – Structures and Mechanisms – Moving Pictures – aeroplane flight. Design and make an aeroplane that can be moved in all directions for Emma Jane (character) to help her fly over the places she visits around the world. [summer 2]
A global perspective is promoted regarding the need for all to use materials in a creative, non-harmful and non-wasteful way.	FPTs use scraps and left over materials from previous units Rec – Food Unit – create healthy fruit using a range of fruit [summer 2] Y1 – Food unit – create a fruit salad using a range of fruit [spring 1] Y6 – Food unit – work within a budget to create a healthy dish (pasta bake) [spring 2]

Diversity Audit Tool

Subject ENGLISH	Subject leader N HARMER
Indicators of Good Practice	Evidence
<p>Learners are exposed to multiple texts from diverse authors and backgrounds.</p>	<p>See separate text list.</p> <p>We also have a wide range of authors in our class libraries and school libraries that are accessible to all without being in single sections such as 'black/LGBTQ+ authors' as this can implicit segregation.</p> <p>Our recommended reading lists for each year group include a wide range of authors including those within the LGBTQ+ community, different ethnic origins and backgrounds and age/gender.</p>
<p>Literature and drama in a range of genres from a variety of cultures, including English writing from across the world, are used.</p>	<p>Genres: Fiction, Non-fiction, Poetry.</p> <p>See separate text list.</p>
<p>Pupils see languages, oral traditions and literary heritages significant to themselves, their families and communities valued and used.</p>	<p>Year 2 – London contexts (Paddington at the Palace <i>Royal</i>, Queen Victoria's Bathing Machine <i>Victorians</i>, Vlad and the Great Fire of London <i>Tragedy in London</i>, The Baker's Boy and the Great fire of London <i>Tragedy in London</i>)</p> <p>Trips – Local library visits Year 1</p> <p>Representation - Encouraging children to use their family traditions/names when writing fiction stories</p> <p>Author Visit – Year 2 visit Standish Library (Feb 2023).</p> <p>Character Representation – Brazillian characters The Explorer Year 5, African characters in Handa's Hen Reception, Japanese characters Kensuke's Kingdom Year 6,</p>
<p>Literature and creative writing are used to explore issues of contemporary social concern, such as racism and cultural identity.</p>	<p>Rec – The Smeds and the Smoos, Lila and the Secrets of the Rain – Different Cultures</p> <p>Year 6 – Pig Heart Boy – Animal Rights</p> <p>Year 5 - The Last Bear – Climate Change</p> <p>Year 4 – Amari and the night brothers – Racial prejudice</p> <p>Year 1 – One Day on our Blue Planet – Climate Change</p> <p>Year 5 – The Tyger – Religious Views</p> <p>Year 4 – My Story: Roman Invasion – Immigration</p> <p>Year 2 – The proudest Blue – Racial Prejudice</p> <p>Year 2 - Not like the others – Gender Stereotypes</p> <p>Year 2 - Coming to England – Windrush</p> <p>Year 2 - The Magic Paintbrush Poverty</p> <p>Our recommended reading lists include a vast range of diverse themes such as racial prejudice, poverty, gender stereotypes and facial disfigurements.</p>

Linguistic based discussion is encouraged when referring to authors and characters.	Diverse Range of Authors – Malorie Blackman, Katherine Rundell, Nizrana Farook, Nick Toczek, B. B Alston, Rudyard Kipling, Verna Aardema, Ibtihaj Muhammad Reading questions - Representation - using a range of names when including them in anecdotes etc.
Different forms of English, spoken and written, and their uses are explored.	Just Read - Treasure Island Y6 Poem/Poetry Units Colloquial vs formal – diaries, newspaper reports, biographies, recounts, narratives, instructions, write and presents, debates, information texts, persuasive writing.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec				Handa's Hen and Handa's Surprise Cultural Diversity		
Year 1		Elmer David McKee Being different	Giraffes Can't Dance Giles Andreae Being different			
Year 2	Not Like the Others Jana Broecker Gender Stereotypes The Proudest Blue Ibtihaj Muhammad Identity Coming to England Floella Benjamin Windrush		Bringing the Rain Kapiti Plain Verna Aardema Drought/Famine/Poverty			Counting on Katherine Johnson Racial Prejudice Gender Prejudice
Year 3	The Way to Impossible Island Sophie Kirtley Identity			The Girl who lost a Leopard Nizrana Farook Animal Rights Cultural Diversity	The Way to Impossible Island Sophie Kirtley Identity	
Year 4	Amari and the Night Brothers B. B Alston Racial Prejudice	Who Let the Gods out? Maz Evans Dementia/ Young Carer Poverty	Who Let the Gods out? Maz Evans Dementia/ Young Carer Poverty	Queen of Darkness Boudicca's Army will rise Tony Bradman Feminism	My Story: Roman Invasion Jim Eldridge Slavery and immigration	Who Let the Gods out? Maz Evans Dementia/ Young Carer Poverty
Year 5	Journey to the River Sea Social Class	The Lady of Shalott Mental Health		The Golden Horsemen of Baghdad Saviour Pirotta Poverty Cultural Diversity		
Year 6		Pig Heart Boy Malorie Blackman Animal Rights Prejudice	Holes Louis Sachar Racial inequality Cultural Diversity			

Diversity Audit Tool

Subject: Geography	Subject leader: S GRADY
Indicators of Good Practice	Evidence
<p>The variety of human relationships with the physical environment are explored by looking at similarities and differences.</p>	<p>Reception – People, Culture and Communities. To explain some similarities and differences between life in this country and life in other countries.</p> <p>Year 1 – Seaside.</p> <p>Year 2 – Settlement and Cities. Comparison of London and Cape Town. To compare the human and physical features of London and Cape Town.</p> <p>Year 3 - Ancient Egyptians – The River Nile Today, the river continues to serve as a source of irrigation, as well as an important transportation and trade route</p> <p>Year 4 – Ghana – Cocoa Production – Ghana is prioritising environmental issues to secure the assurance of food and human development.</p> <p>Year 5 – Polar Regions and Oceans. Know the climate of the polar regions and different biomes (including deserts) within Polar Regions.</p> <p>Year 6 – Coastal Processes and Landforms. To compare contrasting coastal habitats. Comparing 3 contrasting regions.</p>
<p>Migration and settlement are explored as common human experiences.</p>	<p>Reception – People, Culture and Communities – How is it different from here to Africa?</p> <p>Year 1- Transition from rural settlement to mining village during the 19th Century. The UK. Seaside.</p> <p>Year 2 – Settlement and Cities. Understand settlement types – hamlet, village, town, city.</p> <p>Comparison of London and Cape Town.</p> <p>Year 3 – Focus study – Snowdonia. To identify land-use patterns. Focus study – River Nile – The land-use and impact on people.</p> <p>Year 4 – Focus study – Mount Vesuvius. Land-use, link to settlements – why people still live by volcanoes.</p> <p>Year 5 – Polar Regions & Oceans. Know why the polar regions differ in habitability. Amazon Basin and its rainforest – To know how people have adapted to living in the rainforest and how human settlement and land-use has developed.</p>
<p>Pupils' own experiences and those of their families and communities are drawn on to illustrate geographical subject matter.</p>	<p>Children of different cultures and religions attend the school.</p> <p>Focus studies allow children to contextualise new learning as well as develop locational geography – drawing on own evidence as well.</p> <p>Pupils given the opportunity to share experiences about places they or their families have visited. Staff members also draw on this.</p> <p>Regular fieldwork is carried out across the Geography curriculum and has been carefully planned out. Fieldwork utilises the school grounds, local area and wider environment as an essential part of quality geographical learning that children can draw upon their own experiences.</p> <p>Trips are planned e.g. fieldtrips – Year 1 (Standish, Blackpool), Year 3 (Visit a local farm – food to fork, rivers trip – River Bollin), Year 4 (Research project on Fairtrade products in our local shops), Year 6 (Visit Wigan town centre and area of Pier/canal).</p>

<p>The ways in which different communities use or used natural resources and the impact of this is explored.</p>	<p>Year 1 – Seaside. To understand key human and physical features of seaside towns.</p> <p>Year 2 – Settlement and Cities. To know some of the physical and human features of London. Comparison of London and Cape Town. To know some of the physical features of Cape Town in South Africa.</p> <p>Year 3 – Agriculture. Know how farming changes the landscape. Understand the link between food consumption patterns and farming; issues arising e.g. local sourcing. Rivers. Ancient Egyptians - The River Nile - focus study.</p> <p>Year 4 – Production of chocolate and impact on Ghana. To understand how land-use and settlement has changed/natural resources. To explain the threats towards growing and selling cocoa.</p> <p>Year 5 – Agriculture in the Amazon Basin. To understand how agriculture and farming in the amazon Basin is a key part of the global supply chain. Amazon Basin and its rainforest. To understand the significance of deforestation in the Amazon Basin and its impact on the world.</p>
<p>The way the local environment reflects the cultures of its inhabitants is explored.</p>	<p>Reception – People, culture and communities. Where do you live?</p> <p>Year 1 – Local area study – Standish – What is there to do and enjoy in Standish?</p> <p>Year 6 – Wigan – What would you find if you came to Wigan? How has Wigan developed?</p>
<p>A range of images of developing countries is used to balance the focus of negative representations in the media.</p>	<p>Reception – People, culture and communities. Which cultures are in our society and how are we different? To consider and discuss similarities and differences between different religious and cultural communities in this country. People, culture and communities. How is it different from here and Africa?</p> <p>Year 2 – Comparison of London and Cape Town. Where is South Africa in the world and how does it compare to London?</p> <p>Year 4 – Production of chocolate and impact on Ghana. What is the impact upon Ghana in the production of cocoa?</p>

Diversity Audit Tool

Subject HISTORY	Subject leader : M. Wilcock
Indicators of Good Practice	Evidence
British history is related to events in other countries and set within a global context.	Romans (Year 4- Roman Empire- British Resistance) Vikings (Year 5- Origins of the Vikings) Islamic Civilisation (Year 5- Impact on Golden Age). Events happening in other parts of the world linking back to British History is on my school development plan.
The social, cultural, religious and ethnic diversity of the societies studied, both in Britain and the wider world, is taught.	Stone Age (Year 3- Obtaining food and tools used, settlements and lifestyle), Egyptians (Year 3- Beliefs of the Egyptian Gods) Romans (Year 4- Roman beliefs) Greeks (Year 4- Beliefs) Anglo Saxons (Year 5 Beliefs, Lifestyle) Vikings (Year 5 Beliefs of the Vikings). Civilisation (Year 5 Medical care)
Differences and similarities between historical experiences of diverse communities and countries are explored.	Egyptians (Year 3 Achievements of first civilisations) Greeks (Year 4 Similarities and Differences for people living in Sparta) Islamic Civilisation- Year 5 (Compare the Golden Age of Islam with the Dark Ages of Europe)
The movement and settlement of people feature as recurrent themes in British and world history.	Stone Age (Year 3- Settlements and lifestyle changed from the Stone Age to the Iron Age, Cheddar Gorge Man) Egyptians (Year 3 Importance of the River Nile for Settlement) Romans (- Year 4 Expansion of the Roman Empire Ivory Bangle Lady, Beachy Head Lady,) Anglo Saxons (Year 5- England was divided into different kingdoms) Vikings (Year 5- Viking invasions) Industrial Revolution (Year 6 Movement of people from the village to the city for work impact of Victorians on anti slavery movement, Successfulness of slavery on the Industrial Revolution.)
Pupils have the opportunity to develop their understanding of historical struggles for rights, equality and justice in different societies.	Bessie Coleman- (Year 1 African American women not accepted to flight school) Mae Jemison (Year 2 First African American female to travel to space) Matthew Henson (Year 2 African American Explorer not recognised for his achievement of reaching the North Pole first. Egyptian (Year 3- Pharaohs) Greeks (Year 4- Democracy in Ancient Greece, Ancient Greek Olympics). Romans (Year 4- Expansion of the Roman Empire). Anglo Saxon (Year 5 Fall of the Roman Empire) Vikings (Year 5 Viking invasions) Crime and Punishment (Year 6 Anglo Saxons- Modern Day, Norwell Roberts – First Black Police Officer to join the London Met Police)
Pupils' own experiences and those of their families and communities are drawn on to illustrate historical subject matter.	Family (Reception- Talking about who is in their family) Toys (Reception Comparing toys from in the past to now – speaking to parents and grandparents). History of Standish (Year 1- Asking parents/ grandparents what it was like) Queen Elizabeth Year 2- (Platinum Jubilee and Queen's funeral). Neil Armstrong (Year 2- Speaking to Grandparents about the Moon landing). Trips: Year 2- Staircase House Great Fire of London, Year 3- Liverpool World Museum- Egyptians, Year 4- Dewa Romans Chester, Year Anglo Saxon Workshop, Year 6- Quarry Bank Mill Industrial Revolution.

Diversity Audit Tool

Subject MUSIC	Subject leader S GRADY
Indicators of Good Practice	Evidence
A range of live and recorded music from different cultures is used.	<ul style="list-style-type: none"> In KS1, children listen and appraise and learn to sing and play a range of musical genres that cover a wide range of cultures. In KS2, children will listen with concentration to a variety of live and recorded music from different cultures, traditions, and historical periods music, recognising how changes in the interrelated dimensions of music create different moods and effects. In Year 3, children are taught traditional African songs, using their voice as their instrument. In Year 4, children learn to play a 5 note samba, giving them the opportunity to appreciate Brazilian culture. They also learn to sing gospel music which allows them to explore Black American Protestant Music. In Year 5, the children have begun learning about Opera which is traditionally rooted in 17th Century Italian Lifestyle. In Year 6, children learn to play Mambo music from BBC 10 pieces which allows them to explore the Latin American culture and a variety of Musical Theatre songs which will range across cultures,; e.g. Zimbabwean in Lion King.
Pupils become familiar with music and instruments from a variety of cultures.	Across both year groups, children are given the opportunity to listen and appraise music from varying cultures (as stated above.) Within this, they are challenged to identify different instruments being played and learn about their sound. They will consider the effect that using such an instrument can have on the piece by the end of KS2.
Pupils explore the different roles that music can play in different societies.	<ul style="list-style-type: none"> In KS1, the children take part of their Music lessons focussing on Christmas songs and performance songs. Within this, they can appreciate why we sing such songs at that time of year, what similarities there are in lyrics and musical features that can be noticed (eg. use of sleigh bells). Through the focus on learning to play or sing songs that cover the above stated cultures, children will converse with teachers about when people would sing these songs and why by analysing lyrics and rhythm.
Pupils are encouraged to develop their own sense of identity and to explore contemporary social issues through music.	<ul style="list-style-type: none"> Children are given the opportunity to compose and improve their own pieces of music. Children are exposed to the social and contemporary issues that are linked to their focus genre and pieces from different time periods. Through the Music curriculum, children explore the different decades of Music and Musicians and how social issues can be reflected in the Music of the time.
Musical traditions significant to pupils, their families and communities are values and used appropriately and sensitively.	<ul style="list-style-type: none"> Musical traditions drawn religious and cultural festivals are explored through collective worship, reflection and PSHE (Celebrating Differences). Children are invited to discuss their experiences and cultural beliefs and celebrations at different times during the year. E.G, Eid, Diwali, Hanukah and Ramadan. In December, Christmas is celebrated as a Christmas festival through learning and performing songs and plays that are associated with the Christian festival.
Musicians used in school come from diverse racial backgrounds representing contemporary as well as traditional influences.	<ul style="list-style-type: none"> We aim to invite musicians of diverse racial backgrounds to perform and workshop a variety of different instruments from different cultures. In Year 5, the children have begun learning about Opera which is traditionally rooted in 17th Century Italian Lifestyle. Through collective worship, children are exposed to musicians from diverse racial backgrounds that have impacted the Musical industry. E.G, Stevie Wonder, Bob Marley, Michael Jackson, Aretha Franklin and Jimmy Hendrix.

Diversity Audit Tool

Subject PSHE	Subject leader B HUNTER
Indicators of Good Practice	Evidence
<p>Similarities and differences between people from diverse racial backgrounds are explored.</p>	<p>EYFS: To explore physical similarities and differences.</p> <p>Year 1: To recognise and celebrate the similarities and differences between one another. To understand what diversity is and why it matters. To explain how differences create diversity in our community.</p> <p>Year 2: To explore differences and similarities I have from others in my class, school, community and country. To recognise that differences make the world a vibrant and exciting place to live.</p> <p>Year 3: To learn about and explore visible differences. To understand that differences create diversity. To appreciate the value of being part of a diverse community.</p> <p>Year 4: To explore what influences our assumptions of others. To recognise differences between people such as gender, race, faith. To recognise what they have in common with others. To understand the importance of respecting the differences and similarities between people.</p> <p>Year 5: To recognise that everyone should be treated equally. To understand the importance of listening to and respecting a wide range of people. To explore different types of discrimination.</p> <p>Year 6: To learn about the effect that stereotypes in the media can have on people who look different. To know how attitudes and opinions can sometimes be influenced by being exposed to prejudiced or extremist views. To explain ways in which difference can be both a source of conflict and means for celebration.</p>
<p>Materials and approaches reflect and are sensitive to the multicultural nature of society and relate to pupils' everyday experiences.</p>	<p>In order to reflect the diverse nature of our school community, collective worship may contain common elements drawn from a number of different faiths but will maintain the broad and balance of Christianity – although these will not be distinctive of any denomination of Christianity. All acts of worship are planned to contribute to the spiritual, moral and cultural life of our school and to the development of our children.</p>

<p>Pupils learn about the diverse national regional, religious and ethnic composition of the UK population.</p>	<p>The British values underpin what it is to be a British citizen in a modern and diverse Britain, and promote moral and cultural understanding that celebrates the diversity of the UK. The five British values are interwoven within our curriculum, however they are taught explicitly as part of our PSHE Education in school.</p> <p>Year 5 To recall what the British Values are and know their impact on British society today.</p> <p>Year 6 To recall what the British Values are and to know how the British values reflect life in modern Britain.</p>
<p>Concepts of prejudice, discrimination, racism, exclusion and injustice are explored with reference to local, national and international affairs.</p>	<p>Through collective worship and in class discussions, children are encouraged to partake in positive discussions about the harm that bullying and prejudice can cause.</p> <p>Year 3 To understand what discrimination and prejudice means and how to challenge these behaviours.</p> <p>Year 4 To explore what influences our assumptions of others.</p> <p>Year 5 To explore different types of discrimination. To explore both historical and current patterns of migration and immigration within, to and from the United Kingdom, and to think about how the movement of people affects a country.</p> <p>Year 6 To know how attitudes and opinions can sometimes be influenced by being exposed to prejudiced or extremist views. To explain ways in which difference can be both a source of conflict and means for celebration. To explain some of the ways in which one person or a group can have power over another. (PREVENT)</p>
<p>Issues around racial, ethnic and gender identity are explored.</p>	<p>Our school provides an inclusive environment that allows every pupil to fulfil their potential, whatever their identity or background. We address prejudice and discriminative behaviour of any sort including gender reassignment or sexual orientation. We have inclusive policies and procedures in place and staff are trained to raise awareness and confidence in supporting children to tackle harmful stereotypes. Children are encouraged to build their confidence and competence to respond to issues of transphobia and gender identity.</p> <p>Year 2 To understand that sometimes people make assumptions about boys and girls.</p>
<p>Pupils' learn about racism and understand the schools policy and procedures, explore why they are needed.</p>	<p>Through collective worship, in class discussions and our inclusive PSHE curriculum, children learn about race, racism and privilege and are taught how to combat discrimination. We acknowledge that having age-appropriate , open conversations with our children helps them to understand that racism still exists and to recognise how it affects them or people they know. Our school libraries are diversified and we make a conscious effort to celebrate Black History month and to share the legacy of influential people from different cultures and backgrounds.</p>

Diversity Audit Tool

Subject PHYSICAL EDUCATION	Subject leader L. Carr
Indicators of Good Practice	Evidence
Physical activities and games are drawn from a range of cultures and their similarities and differences are explored.	<p>Ancient Olympics/Mayan Football The children learn in Year 4 about the origins of the Olympic games and can explain how the sports have progressed and changed over time. Students in Year 5 can make links between the Mayan pastime game of Pok-A-Tok and football today.</p>
Pupils are taught to create and perform dances from different cultures	<p>PE Curriculum Y3-The children work individually to create short dances inspired by the Ancient Egyptians and in small groups to create short dances that express the Egyptian culture including the Egyptian Gods. Y2-African Dance: The children are to create short sequences from different African cultures. They are to explore different ways to move, either on their own or in small groups, applying simple gestures and expression.</p>
Pupils learn about sport and games from around the world and how sport can transcend cultural and other boundaries.	<p>Class Assemblies In class assemblies, we will be talking about resilience and perseverance in life, using different examples from different cultures around the world. For instance, we will be focussing on the Jamaican bobsleigh team and how they overcame discriminatory and prejudice.</p>
Activities are organised that are sensitive to cultural and religious requirements,	<p>PE Curriculum/After School Clubs All activities, whether they are linked to the curriculum or after-school clubs, meet the cultural and religious requirements for all children at Wood Fold. Sportsmanship and respect can be seen throughout small-sided games, with the children shaking hands, as a sign of respect, at the end.</p>
Games, activities and curriculum materials reflect students' different cultures.	<p>Materials BAME Athletes are shown and demonstrated to the children during PE lessons. E.g. Video clips or handouts of Usain Bolt's sprinting technique for an Athletics lesson or Simone Biles Balance posture during a gymnastic lesson.</p>
Stereotyping and its effects in sport are explored. Pupils understand that discriminatory and prejudice behaviour is not tolerated in sport.	<p>PE Curriculum/After School Clubs Boys do not see sports such as netball as a female sport. Boys in UPKS2 take part in an afterschool netball club. More girls are playing football during lunchtimes and after-school clubs. There have been more girl competitions in football that we have attended.</p>

Diversity Audit Tool

Subject RELIGIOUS EDUCATION	Subject leader R REAY
Indicators of Good Practice	Evidence
Common elements, concerns and values in different religious traditions are explored.	There are a variety of themes which run throughout the RE curriculum from Reception to Year 6, these include: Celebrations and ceremonies, family, special people who inspire us, special foods, sacred texts, qualities of leaders and recognition of our own qualities, roles and responsibilities towards each others, rites of passage through different religions, religious clothing and symbols associated with the world's major religions.
Diversity within particular religious and faith traditions is explored.	Comparisons are made frequently between religious buildings, texts and methods of prayer. The idea of charity is considered through the eyes of a Christian (Y6) and a Muslim (Y5) but also from a non secular approach. Birth ceremonies (Y1) and rites of passage (Y5 /6) are also compared, focusing on Christian, Muslim and Jewish beliefs. The acts of prayer for Christians (Y4), Hindus (Y6) and Muslim(Y5) worshippers are explored and compared for similarities and differences.
Representatives from a range of faith communities make curricular impacts.	We closely follow the Wigan RE syllabus which was contributed too by many local leaders of faith communities, alongside professionals who have an specialist knowledge in Primary RE. However, since March 2020 we have not had any representatives from local faith communities within school.
The school explores a range of places of worship.	Using technologies such as the internet, laptops, tablets and virtual reality headsets, the RE curriculum allows opportunities to view the exterior and interior of churches (Y2/ 3), mosques (Y3/ 5) and temples (Y6). We specifically focus on similar areas within the whole RE curriculum for example, places to meet, places to worship, places to celebrate, places to cleanse. We research and appreciate the beauty in the architecture of such buildings(Y5).
Pupils are encouraged to reflect on their own community beliefs and experiences and to learn from members of other faiths.	We do have a number of pupils in school who are from Christian, Muslim and Hindu families. The RE teachers are aware of these pupils and actively involve those pupils in lessons specific to their faith, should they wish. Their ideas, knowledge and experiences are actively sought after to add another dimension to learning from their personal viewpoint. Where pupils do not have a religion or faith, they are eager to find out what others do to practise their religion with high levels of respect.
Pupils explore media representations and stereotyping of different faith communities.	The year 6 units of study; 'Can religions help to build a fair world?' And 'How are faith communities represented in the UK?' focus on the idea of judgements and injustice, prejudice, fairness and equality, whilst recognising and acknowledging the diverse community that we live in and the nature of religions across the UK.

Diversity Audit Tool

Subject SCIENCE	Subject leader Katie Morris
Indicators of Good Practice	Evidence
Reference is made to the contribution of scientists from many cultures to the development of science .	Scientists- Y2- Materials- Charles Macintosh (Scottish) Y2- Materials- Ole Kirck Christiansen (Danish) Y3- Forces and magnets-William Gilbert (English) Y3- Forces and magnets- Guillaume Amontons (French) Y4- Sound- Robert Boyle (Irish) Y5- Forces- Galileo Galilei (Italian) Y5- Forces- Isaac Newton (English) Y6- Living things and their habitats- Carl Linnaeus (Swedish) Y6- Evolution and inheritance- Alfred Wallace (British) Y6- Evolution and inheritance-Charles Darwin (English)
Women or Black, Asian and minority ethnic who have made contributions to science are highlighted.	Scientists- Y1-Animals including humans- Linda Brown Buck (American) Y3- Rocks, soils and fossils- Mary Anning (English) Y3- Animals including humans- Marie Curie (Polish/French) Y3- Plants- Jeanne Baret (French) Y4- Electricity- Lewis Latimer (African/American) Y4- Living things and their habitats- Rachel Carson (American) Y5- Earth and space- Katherine Johnson (American) Y5- Living things and their habitats- Jane Goodall (English) Y6- Living things and their habitats- Libbie Hyman (American) Y6- Animals including humans- Marie Maynard Daly (African-American) Use of the text 'Black women in Science: A black history book for kids' by Kimberly Brown Pellum across school.
Representations of people engaged in science reflect a broad range of people from diverse ethnic groups.	
Challenge stereotypes and seek to raise aspiration to encourage more children to pursue a career in science.	Science ambassadors- Children are provided with the opportunity to identify their own personal interests within Science and we plan to allow children to share their own Scientific talents with others across school. The Science ambassadors scheme has provided the children with the opportunity to share their own interests with others who are also engaged in Science, Through the Science ambassadors scheme we are hoping to raise aspirations and engage more children in Science,
Activities, tasks, experiments, materials and examples reflect the multicultural nature of society and relate to pupils' everyday experiences.	Scientific Investigations- Investigations that take place across school allow children to examine their ideas and can be related back to their everyday experiences for example what do plants need to grow and survive? Scientific Questions- Scientific questions which children are to answer at the end of the unit reflect everyday experiences.