

## KEY STAGE 1 & 2

### INDICATORS OF GOOD PRACTICE

### EVIDENCE

#### ART & DESIGN

1. Creative and high quality artistic expression is exemplified with reference to a range of art forms from diverse ethnic backgrounds.
2. Images and artefacts are related to their cultural contexts so pupils understand the ideas, beliefs and values behind their making.
3. The development of artistic ideas and products are all shown to be influenced by different traditions.
4. Pupils are taught to recognise how images and artefacts can influence the way people think and feel.
5. Differences and similarities in the work of artists, crafts people and designers in different times and diverse ethnic backgrounds are explored. (NC KS1)
6. The roles and purposes of artists, craftspeople and designers in different times and cultures are explored. (NC KS2).
7. Shared human values are shown to be reflected in different artistic traditions.
8. Visiting artists from diverse ethnic backgrounds representing contemporary as well as traditional influences, are used.
9. Artistic traditions of significance to pupils, their families and communities are valued and used appropriately and sensitively.
10. Pupils are encouraged to develop their own sense of identity and to explore contemporary social issues of concern through art.

**DESIGN AND TECHNOLOGY**

1. Reference is made to the contribution of many cultures to the development of technology and its importance in all societies.
2. Activities, tasks, projects, materials and examples reflect the multicultural nature of society and relate to pupils' every day experiences.
3. Representations of people engaged in technology reflect a broad range of people from diverse ethnic backgrounds.
4. The response of people from diverse cultures in their design solutions is reflected on and valued.
5. Pupils appreciate the range of technologies, both simple and complex, in all societies past and present.
6. Pupils appreciate the historical and political factors involved in their development.
7. A global perspective is presented regarding the need for all to use materials in a creative, non-harmful and non-wasteful way.

**ENGLISH**

1. Literature and drama in a range of genres from a variety of cultures, including English writing from across the world, are used.
2. Different forms of English, spoken and written, and their uses are explored.
3. Pupils see languages, oral traditions and literary heritages significant to themselves, their families and communities valued and used, including through visiting writers, poets, story tellers and actors.
4. Literature, creative writing and drama are used to explore issues of contemporary social concern, such as racism and cultural identity.

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### GEOGRAPHY

1. The variety of human relationships with the physical environment are explored by looking at commonalities and differences.
2. The global interdependence of people at different levels is a developing theme.
3. The way the local environment reflects the cultures of its inhabitants is explored.
4. The ways in which different communities use natural resources and the impact of this is explored.
5. The traditions and activities of families and communities from diverse racial backgrounds are explored.
6. A range of images of developing countries is used to offset the preponderance of negative representations in the media.
7. Migration and settlement are explored as common human experiences.
8. Pupils' own experiences and those of their families and communities are drawn on to illustrate geographical subject matter.
9. The social, moral and political dimensions of the development of resources, land use, planning, etc are explored.

### HISTORY

1. Differences and similarities between the historical experiences of diverse communities and countries are explored.
2. British history is related to events in other countries and set within a global context.
3. The social, cultural, religious and ethnic diversity of the societies studied, both in Britain and the wider world, is taught.
4. Non-European civilisations feature in the study of cultures, beliefs and historical achievements.

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5. Pupils have the opportunity to develop their understanding of historical struggles for rights, equality and justice in different societies.

6. The movement and settlement of people feature as recurrent themes in British and world history.

7. Pupils' own experiences and those of their families and communities are drawn on to illustrate historical subject matter.

### ICT

1. The global dimensions and implications of ICT, especially in facilitating communication, are explored.

2. Activities, tasks, materials and examples reflect the multicultural nature of society and relate to pupils' everyday experiences.

3. Representations of people engaged at ICT reflect a broad range of people from diverse racial backgrounds.

4. Software for using/teaching community languages is available.

5. Pupils learn to access specific websites which deal with culture, religion and racism.

6. Pupils understand how information arises out of a cultural context and explore how websites reflect the culture of their creators.

7. Pupils use a variety of international websites as sources of information.

8. Pupils establish ICT links with culturally dissimilar schools locally, nationally or internationally.

**MATHEMATICS**

1. The contributions of many cultures to the development of maths and its use in all societies are explored e.g. making use of different numerical systems.
2. Activities, tasks, games, problems and examples reflect the multicultural nature of society and relate to pupils' everyday experiences.
3. Representations of people engaged in maths reflect a broad range of people from different ethnic backgrounds.
4. Maths is used as a tool to develop understanding of race relation issues e.g. statistical analysis of your school's racist incidents, surveys of pupil backgrounds, etc.

**MUSIC**

1. A range of live and recorded music from different cultures is used.
2. Pupils become familiar with music and instruments from a variety of cultures.
3. Pupils explore the different roles that music can play in different societies.
4. Musicians used in school come from diverse racial backgrounds representing contemporary as well as traditional influences.
5. Musical traditions significant to pupils, their families and communities are valued and used appropriately and sensitively.
6. Pupils are encouraged to develop their own sense of identity and to explore contemporary social issues through music.

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### PSHE AND CITIZENSHIP

1. Similarities and differences between people from diverse racial backgrounds are explored.
2. Materials and approaches reflect and are sensitive to the multicultural nature of society and relate to pupils' everyday experiences.
3. Pupils are given opportunities to interact with people from diverse ethnic backgrounds outside the school.
4. Pupils learn about the diverse national, regional, religious and ethnic composition of the UK population.
5. Issues around racial, ethnic and national identity are explored.
6. Concepts of prejudice, discrimination, racism, exclusion, and injustice are explored with reference to local, national and international affairs.
7. Pupils learn about the school's racist incidents' policy and procedures, explore why they are needed and what they should do about racist incidents.

### PHYSICAL EDUCATION

1. Physical activities and games are drawn from a range of cultures and their commonalities and differences are explored.
2. Pupils are taught to create and perform dances from different cultures.
3. Pupils learn about sport and games from around the world and how sport can transcend cultural and other boundaries.
4. Reference is made to a range of cultures in teaching about fitness, health and diet.
5. Activities are organised that are sensitive to cultural and religious requirements.
6. Stereotyping and its effects in sport are explored. Pupils understand that racist name calling and abuse run counter to the principles that underlie sport.

**RELIGIOUS EDUCATION**

1. Common elements, concerns and values in different religious traditions are explored.

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2. Diversity within particular religious and faith traditions is explored.

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3. Representatives from a range of faith communities make curricular impacts and the school visits a range of places of worship.

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4. Moral stories from different faiths are used to teach about struggles for justice.

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5. Pupils are encouraged to reflect on their own community beliefs and experiences and to learn from members of other faiths.

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6. Pupils explore media representations and stereotyping of different faith communities.

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**SCIENCE**

1. Reference is made to the contribution of scientists from many cultures to the development of science and the use of scientific processes in all societies.

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2. Activities, tasks, experiments, materials and examples reflect the multicultural nature of society and relate to pupils' everyday experiences.

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3. Representations of people engaged in science reflect a broad range of people from diverse ethnic groups.

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4. Scientific method is utilised to explore and challenge racial stereotyping and myths e.g. to demonstrate that humanity cannot be divided into discrete racial groups.

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