

Spiritual, Moral, Social and Cultural mapping

	Spiritual	Moral	Social	Cultural
Ofsted:	<p>245. Provision for the spiritual development of pupils includes developing their:</p> <ul style="list-style-type: none"> • ability to be reflective about their own beliefs (religious or otherwise) and perspective on life • knowledge of, and respect for, different people's faiths, feelings and values • sense of enjoyment and fascination in learning about themselves, others and the world around them • use of imagination and creativity in their learning • willingness to reflect on their experiences 	<p>246. Provision for the moral development of pupils includes developing their:</p> <ul style="list-style-type: none"> • ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England • understanding of the consequences of their behaviour and actions • 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 	<p>247. Provision for the social development of pupils includes developing their:</p> <ul style="list-style-type: none"> • 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 • 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 • 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 will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	<p>248. Provision for the cultural development of pupils includes developing their:</p> <ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain • ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities • knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • 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. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities
Whole School:	<ul style="list-style-type: none"> • RSE • PSHE lessons • Assemblies • Knowledge Organisers • Pupil Voice • collaborative learning; Lesson cycle includes feedback and reflection ,wider curriculum; Art, DT, Music, PE • Clubs - Green Team, dance, music, Taiko, Rock Steady • Sharing books that have a Protective characteristic in WCN sessions and Class reads • RE curriculum • Performances through the year • School Parliament 	<p>Behaviour policy; 3 rules / emotion coaching</p> <ul style="list-style-type: none"> • Restorative justice • Assemblies - rule of law British Value • PSHE - debates • Debates in curriculum • Tolerance and Respect • collaborative learning; wider curriculum • School Parliament • Newsletter and website • TIS 	<ul style="list-style-type: none"> • Behaviour policy; 3 rules/ emotion coaching, restorative justice • Play leaders • Assemblies - British Values - see attached assembly map. • PSHE curriculum • PE curriculum • School clubs • School Parliament • School values- acts of kindness; specifically, community acts • Celebration days -Black October, World book day (focus protective characteristics) - • collaborative learning; wider curriculum • Citizenship passport • Transition activities • Trips 	<ul style="list-style-type: none"> • Trips; new opportunities that enrich Children's cultural capital e.g. theatre visits, gallery visits • Cornish heritage embedded in curriculum- St Piran's Day, Remembrance Day • School Values • Citizenship passport • PSHE • RSE • Assemblies and British Values • Protected Characteristics • Curriculum • collaborative learning; wider curriculum • Newsletter and website • School clubs

			<ul style="list-style-type: none"> • Competition meets with other schools • Newsletter and website • TIS 	
YR			Role play Chinese New Year	
Y1/2				Sir Humphry Davy Richard Lander Brunel History on my doorstep Local Beach study Local Theatre
Y3/4			Digital Leaders Residential camp	Mining in Cornwall Wheal Martyn Residential Eden Coastal walk Tate Gallery St.Ives
Y5/6			Play leaders Digital Leaders Enrichment week Residential camp Digital Leaders Transition programme to secondary placements	Minnack Theatre Newquay Spaceport