## Evidence of Spiritual, Moral, Social and Cultural Education

## How we make provision for children’s Spiritual, Moral, Social and Cultural Development across the school

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| **Spiritual Development** | |
| **Provision** | **How it is evidenced** |
| Religious Education curriculum Extended Circle-Time Assemblies  Opportunities for quiet reflection Outdoor education  Whole school Virtues based weekly/monthly themes | RE curriculum plans, include a multi-faith approach based upon the Cornwall SACRE document.  Visiting places of worship  Whole school assemblies and celebrations of our SHINING STARS  Outdoor learning – developing the ‘secret garden’  Forest School activities  Residential visits –  Workshops - Daya, Iranian story-tellers, African drummers  LaFrowda- Dancing/singing  Harvest, Christmas and Easter celebrations  THRIVE/ Nurture groups  Visits from faith groups  Time to reflect upon learning and experiences |

**The Spiritual Development of children is shown by their:**

* ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people’s feelings, values and faiths.
* awe and wonder
* sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
* use of imagination and creativity in their learning – weekly drama sessions
* curiosity and questions
* willingness to reflect on their experiences
* sense of security, well-being, worth and purposefulness

St Levan has developed a climate within which all children can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

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| **Moral Development** | |
| **Provision** | **How it is evidenced** |
| School Positive Behaviour Policy  Religious Education curriculum Pupil Voice  Philosophy for Children  THRIVE  Taking part in Charitable projects | Regular reviews of Behaviour /THRIVE groups and individuals  Celebration of children achieving – class and whole school  E-Safety teaching – UNICEF  Whole school Assemblies and the explicit discussion of school virtues - communicated to parents and carers through newsletter  Weekly school certificates to children in assembly and published in school newsletter  Circle times  Extended assembly circle times – pupil voice  Child participation in School Council  Charity appeals  Preparing and delivering harvest baskets to people in need in the local community  Supporting and visiting foodbanks |

**We support our children in moral development by enabling them to:**

* develop in an open and safe learning environment in which they can express their views and practice moral decision making
* to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives.
* to accept, respect and appreciate that others may have a different viewpoint
* explore opportunities across the curriculum to develop moral concepts and values –for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
* follow a clear moral code for behavior which is promoted consistently through the school – Golden Rules and virtues
* develop an ability to think through the consequences of their own and others’ actions
* have respect for others’ needs, interests and feelings, as well as their own and to promote racial, religious and other forms of equality
* develop a desire to explore their own and others’ views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience
* providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school’s values through classroom displays

**Our school enriches social development by supporting our children to**:

* adjust to a range of social contexts, including working and socialising with people from different religious, ethnic and socio-economic backgrounds, through modelled behavior and fostering a sense of community, with common, inclusive values
* develop personal qualities, which are valued in a civilised society, for example, thoughtfulness, honesty, respect, co-operation, independence, interdependence, self-respect…
* experience a range of events to reinforce our values as a school community –for example, through residential experiences, school productions, local collaborations
* work successfully, as a member of a group or team
* share views and opinions with others respectfully and honestly
* resolve conflicts maturely and appropriately
* reflect on their own contribution to school, home and wider society – willingness to volunteer
* understand the notion of interdependence in an increasingly complex society
* acceptance and engagement with the fundamental British Values (see the school teaching British Values Policy statement) of democracy, the rule of law, respect and tolerance of those with differing faiths and beliefs. Their attitudes towards these British values allows the children to participate fully in and contribute positively to life in modern Britain.

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| **Social Development** | |
| **Provision** | **How it is evidenced** |
| PSHE Curriculum  Working together in groups  Pupil Voice  Extra curricular activities The Arts Curriculum Outdoor Education  PE curriculum - Sports  Cross-phase working  Transition opportunities  Extra-curricular clubs  Whole school and community events | * Parent support groups * Welcome Supper * School Council * Residential visits in year 4,5,6 * Half-termly Educational trips * LaFrowda * Afterschool clubs including: ukulele, football, Lego, chess, Change4life, art, computers, choir, gardening, multi-skills, sewing * African Drumming * Participation in Music events: Songfest * Collaboration with local small schools * Transition visits * Participation in Charity support: Charity enterprise project, Children in Need, Red Nose Day * Participation in Sporting events * Pegasus Award |

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| **Cultural Development** | |
| **Provision** | **How it is evidenced** |
| School Visits out  Whole School multi-cultural workshops  Participation in the Arts Arts Curriculum  MFL | School visits to museums, galleries, concerts, theatre visits, places of worship  Week residential at St Levan – London Central School of Drama students– daily workshops  Meeting authors  Truro Cathedral – multicultural day through art  The Minack Theatre -Partnership Dance workshops  Whole school productions /Performances – Christmas production at The Acorn Theatre  African Drumming  Iranian story-tellers  Daya – dance and food of India, Islam, Sikhism and Hinduism  Singing teaching for SONGFEST  Opportunities for individual instrumental lessons – trumpets  Visits from people of different cultures  MFL teaching – French, Japanese  Capoeira – Brazilian dance and martial arts |

**Our school encourages cultural development by enabling our children to:**

* understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others through a varied curriculum
* participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
* understand and appreciate the wide range of different cultures further afield as an essential element of their preparation for life in modern Britain
* reflect about special events in life and how they are celebrated
* reinforcing the school’s cultural links through displays, posters, exhibitions, and developing partnerships with outside agencies/individuals to extend pupils’ cultural awareness, for example, theatre, museum and gallery visits