

Evidence of Spiritual, Moral, Social and Cultural Development



| | Ofsted Criteria | What we do to address this/evidence | Impact |
|------------------|---|--|---|
| Spiritual | <p>Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.</p> <p>Knowledge of, and respect for, different people's faiths, feelings and values.</p> <p>Sense of enjoyment and fascination in learning about themselves, others and the world around them.</p> | <p>This is encouraged throughout the school's rich curriculum and through assemblies, circle time, visits and visitors.</p> <p>We teach the Cornwall Agreed Syllabus</p> <p>Covered each year in Jigsaw unit 'Celebrating Difference'</p> <p>Children are actively encouraged to express themselves. Good examples of this include:</p> <p>Reflection time in lessons Whole school and class assemblies which explore a range of cultural and religious beliefs</p> <p>Links with the local church, including Easter and Christmas assemblies.</p> <p>Visiting speakers from other faiths.</p> | <p>Children are confident to discuss their own beliefs whilst respecting the beliefs of others. This is evident in pupil conferencing.</p> <p>Throughout their time at St Meriadoc pupils develop a good understanding of different faiths and religions.</p> <p>Children demonstrate a fascination in learning about themselves and others and ask questions to find out more. They can compare and contrast different religions respectfully.</p> <p>Children are highly engaged in a range of subjects that promote an enjoyment in learning about yourself and the world around the</p> |

| | | | |
|--|---|--|--|
| | | <p>Our core school values underpin and support children in their spiritual development.</p> <p>Forest school provides pupils with an amazing space to explore the natural world</p> | |
| | <p>Sense of enjoyment and fascination in learning about themselves, others and the world around them.</p> <p>Use of imagination and creativity in their learning.</p> | <p>Our curriculum is coherent and sequential. Children build carefully upon prior knowledge. Each of our curriculum topics begin with an over-arching question which allows children the opportunity to explore and discuss.</p> <p>Children have access to a wide range of educational visits and trips.</p> <p>A wide and varied selection of extra-curricular activities are available for children to enjoy.</p> <p>A range of themed days and events: MAT and CSIA sports, World Book Day, STEM week, Space dome, Bikeability etc</p> | <p>Our curriculum builds on pupils prior knowledge to ensure that ‘powerful’ knowledge and skills are built upon. Children can see their learning as part of a journey and understand how it is built upon. Children and parents find out Knowledge Organisers helpful in remembering key facts, vocabulary and information and allow learning to be shared at home and enjoyed.</p> |
| | <p>Willingness to reflect on their experiences.</p> | <p>At St Meriadoc we have developed a culture where children feel safe to share their thought, views and experiences. Children are respectful of one other and show care and compassion.</p> <p>Opportunities for reflection are planned throughout the day e.g. during collective worship, Jigsaw reflection time.</p> <p>RSHE lessons are a great example of where children are actively encouraged to think about, reflect and share their own life experiences.</p> | <p>By having opportunities to reflect on their own experiences, our children are able to interpret and understand the world around them. They may ask further questions to find out more or think about how things could be done differently in the future. Children reflect on their own behaviour, values and attitudes.</p> |

| | | | |
|---------------|--|--|--|
| Moral | 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 of England. | <p>Children have a clear understanding of what is right and wrong and this starts as soon as our pupils join in the 2-year old nursery.</p> <p>Focus on 'Rule of the Law' within the British Values.</p> <p>Our staff model and promote the importance of our school values consistently and children enjoy collecting our values stickers and badges.</p> | The behaviour of our pupils both around the school and in the classroom is very good. Children follow the school values and 'Ready, Respectful, Safe Rules' and can recognise when themselves and others demonstrate these values and attitudes. |
| | Understanding of the consequences of their behaviour and actions. | <p>Our school behaviour policy sets out our aims and expectations of behaviour. We have a clear set of rules 'Ready, Respectful, Safe' which are embedded throughout our school life. All staff are clear and consistent with the behaviour we expect and the rewards and consequences in place.</p> <p>After an incident we ask our children to work with a trusted adult to complete a 'Reflect' form. This encourages children to recognise how they were feeling at the time, what went wrong and how they can make things better.</p> | The clarity of our behaviour policy ensures that all children and staff have a good understanding of expectations. We explicitly teach children to recognise their emotions and build strategies to help manage 'big feelings'. As a result behaviour is good across both schools. |
| | Interest in investigating/ offering reasoned views about moral and ethical issues, being able to understand and appreciate viewpoints of others on these issues. | Our curriculum encourages children to ask big questions about the world around them. | Children can articulate their own opinions and listen to others respectfully. They are confident to debate and discuss a wide range of subjects and they understand that not everyone shares the same point of view |
| Social | Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, | <p>Peer and self-assessment</p> <ul style="list-style-type: none"> • Playground leaders/ Buddy system • Strong links with secondary school | Children can give each other feedback on learning Year 5/6 playleaders organise clubs/ |

| | | | |
|-----------------|--|--|---|
| | <p>ethnic and socio-economic backgrounds. Willingness to participate in a variety of communities and social settings, volunteering, cooperating well with others and being able to resolve conflicts effectively.</p> | <ul style="list-style-type: none"> • RSHE curriculum explicitly teaches different family structures/ types • Residential visit to London for Year 5/6 across Rainbow MAT with partner schools • Close working partnership with other MAT schools • Learning council fundraising, values Stickers and badges, learning ambassadors, • MAT sport events and annual Regal theatre production | <p>activities at lunchtimes for younger children Chn have a smooth transition due to numerous visits to CSIA Children understand and articulate different family units Our children participate confidently in a wide range of social situations incl. choir festivals, Youth Speaks, maths master classes, Regal Theatre production, sporting competitions</p> |
| | <p>Acceptance 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p> | <p>Learning council meet regularly.</p> <p>London & Bristol residential visit every years</p> <p>Anti bullying week/Black History week and Zero tolerance from all stakeholders of racism, homophobia or bullying on any other grounds.</p> <p>Reflection time and daily collective worship.</p> <p>Visits made by people of different faiths/ cultures/ ethnic backgrounds.</p> | <p>Children hold an election every September to appoint the learning ambassadors.</p> <p>Incidents of bullying/racial incidences are rare. Conflicts are resolved quickly.</p> <p>Attendance at extra-curricular clubs is high.</p> <p>Children are well prepared for the next step of education and make a positive contribution to society.</p> |
| Cultural | <p>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 within school and further afield as an essential element of their preparation for life in modern Britain.</p> | <p>Visiting speakers such as Daya Sarcrees from the Sikh community.</p> <p>Links with Hall for Cornwall, King Edward Mine, Trevithick Day and Royal Cornwall Museum.</p> <p>Cornwall RE syllabus followed- Curriculum Kernewek.</p> <p>Topic based curriculum – different cultures are explored and celebrated Special Assemblies.</p> <p>Educational visits and visiting speakers.</p> | <p>Children understand that Britain is a democracy and how important it is to uphold those values and ensure there is equality of opportunity children vote in learning ambassadors.</p> |
| | <p>Knowledge of Britain's democratic parliamentary system and its central role in</p> | <p>Learning council elections and meetings.</p> | <p>Children understand that Britain is a democracy and how important it is to uphold those values and</p> |

| | | | |
|--|--|--|---|
| | <p>shaping our history and values, and in continuing to develop Britain.</p> | <p>Opportunities within the curriculum – debate, balanced arguments,</p> <p>Democracy is covered in Jigsaw Units.</p> | <p>ensure there is equality of opportunity.</p> |
| | <p>Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.</p> | <p>Numerous sporting opportunities linked to CSIA and MAT.</p> <p>Christmas performances at the infant school and Year 6 end of year performance at the juniors.</p> <p>Choir and Uke performances.</p> <p>Youth Speaks, Play in a Day, Trevithick Day, Lantern Parade</p> | <p>Children are given a wide range of opportunities which they are highly motivated to access. Children are proud of their achievements and are keen to share their successes with others. Children who have ‘Let their Light Shine’ both in and out of school are celebrated on the school newsletter.</p> |
| | <p>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, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</p> | <p>Jigsaw unit ‘Celebrating Difference’ supports children’s understanding and respect for diversity.</p> <p>Cornwall Agreed RE Syllabus followed – RE lessons celebrate different religions</p> | <p>Children are respectful of different faiths and cultures – they acknowledge that we all have similarities and differences and that uniqueness is something to be celebrated. Children are keen to explore and understand diversity in the local and wider community.</p> |