

# Penponds School – Spiritual, Moral, Social & Cultural Development

	Ofsted	What we do	Impact/Next steps
S P I R I T U A L	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.	<ul style="list-style-type: none"> <li>• reflection time in class, learning forums and assemblies as acts of collective worship</li> <li>• Integrated approach to promoting school values</li> <li>• Value tickets reward scheme linked to whole school values</li> </ul>	<p>All children can articulate the school values and what to do to earn a 'value' ticket.</p> <p>Children are confident to discuss their own beliefs while respecting the beliefs of others</p>
	Knowledge of, and respect for, different people's faiths, feelings and values.	<ul style="list-style-type: none"> <li>• Follow the Cornwall agreed syllabus – updated April 2020</li> <li>• Timetabled RE lessons</li> <li>• Links with the local church, including Easter and Christmas assemblies</li> <li>• Visiting speakers from other faiths</li> </ul>	<p>Children have a good knowledge of key faiths studied. They can compare and contrast different religions respectfully. Cornwall Agreed syllabus (2020) is followed - staff have received training – July 20</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>	<ul style="list-style-type: none"> <li>• Sequenced curriculum building on prior learning has been introduced</li> <li>• Topic based learning approach is used where appropriate</li> <li>• Specialists are used to teach music in the school</li> <li>• Challenge implicit in all lessons</li> <li>• Children have access to a wide range of educational visits and trips</li> <li>• Strong links with STEM centre</li> <li>• A range of themed days and events: MAT and CSIA sports, World Book Day, STEM week, Space dome, Bikeability etc</li> </ul>	<p>Children show real enjoyment of learning and attendance shows a 'happy and healthy' school. Attendance is consistently above National Average and PA is consistently below NA</p> <p>Large majority of children want to further their own learning and participate in a wide range of extra curricular clubs provided by school and external providers.</p> <p>Two of our school values are Curiosity and Creativity – children aspire to these values – this can be seen in the work produced and their contributions in lessons.</p>
	Willingness to reflect on their experiences.	<ul style="list-style-type: none"> <li>• Class forums discuss learning and whole school issues</li> <li>• Learning ambassadors meet regularly.</li> <li>• Talk partners</li> <li>• Power Maths – Reflection time at the end of every lesson</li> </ul>	<p>Pupil voice in the school is strong. Children are confident to discuss their experiences in school and reflect on what they have achieved and next steps.</p> <p>Learning council has achieved the Bronze award.</p>
M O R A L	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.	<ul style="list-style-type: none"> <li>• Positive behaviour policy reviewed annually by all stakeholders; pupils via learning council</li> <li>• Clear consequences and rewards consistently applied throughout school</li> <li>• Prefects and playleaders work with younger children at lunchtimes</li> <li>• Reflection time and assemblies as acts of collective worship</li> </ul>	<p>Children behave very well in school and take responsibility for their actions which ensures learning is not interrupted.</p> <p>Behaviour incidents are logged on SIMs and unacceptable behavior is dealt with effectively.</p> <p>Reception children have good role modelling by their Y5/6 buddies and aspire to do well.</p>
	Understanding of the consequences of their behaviour and actions.	<ul style="list-style-type: none"> <li>• Consistent rewards and consequences system in place</li> <li>• Peer buddy system</li> <li>• Whole school focus on values</li> </ul>	<p>Consistent approach to behaviour across the school</p> <p>All stakeholders are invested in the school values</p>
	Interest in investigating/ offering reasoned views about moral and ethical issues, being able to understand and appreciate viewpoints of others on these issues.	<ul style="list-style-type: none"> <li>• Timetabled weekly RE lessons</li> <li>• Topics cover ethical issues and encourage children to debate e.g "There is no Planet B)</li> <li>• Assemblies</li> <li>• English lessons</li> <li>• Youth Speaks</li> </ul>	<p>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.</p>

SOCIAL	<p>Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, 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"> <li>• Peer and self-assessment</li> <li>• Playground leaders/ Buddy system</li> <li>• Strong links with secondary school</li> <li>• SRE curriculum explicitly teaches different family structures/ types</li> <li>• Residential visit to London for Year 5/6 across Rainbow MAT with partner schools</li> <li>• Close working partnership with other MAT schools</li> <li>• Learning council fundraising, values tickets, learning ambassadors,</li> <li>• MAT sport events and annual Regal theatre production</li> </ul>	<p>Chn can give each other feedback on learning</p> <p>Year 5/6 playleaders organise clubs/ activities at lunchtimes for younger children</p> <p>Chn have a smooth transition due to numerous visits to CSIA</p> <p>Chn understand and articulate different family units</p> <p>Our chn 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>	<ul style="list-style-type: none"> <li>• Learning council meet regularly.</li> <li>• London residential visit every 2 years – includes visit to Parliament.</li> <li>• Anti bullying week and Zero tolerance from all stakeholders of racism, homophobia or bullying on any other grounds</li> <li>• Reflection time and assemblies</li> <li>• Visits made by people of different faiths/ cultures/ ethnic backgrounds</li> <li>• PSHE lessons</li> </ul>	<p>Chn hold an election to appoint the learning ambassadors.</p> <p>In 2019, 80 chn from the Rainbow MAT visited London on a residential</p> <p>Incidents of bullying are rare. Conflicts are resolved quickly.</p> <p>Attendance at extra-curricular clubs is high. <b>Action: Increase provision of sports clubs for KS1 children to attend</b></p> <p>Children are well prepared for the next step of education and to 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>	<ul style="list-style-type: none"> <li>• Visiting speakers such as Daya Sarcrees from the Sikh community</li> <li>• Links with Hall for Cornwall, King Edward Mine, Trevithick Day and Royal Cornwall Museum,</li> <li>• Special assemblies</li> <li>• Cornwall RE syllabus followed</li> <li>• Topic based curriculum – different cultures are explored and celebrated</li> <li>• Special Assemblies</li> <li>• Educational visits and visiting speakers</li> </ul>	<p>Topic based curriculum, events and visits explicitly teaches local heritage as well as focusing on wider cultural influences – children receive a broad and balanced view.</p> <p>Children have a good understanding of their own place in the world and how people have different experiences which shape them. Children are respectful of different cultures and customs</p>
	<p>Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.</p>	<ul style="list-style-type: none"> <li>• Learning council elections and meetings</li> <li>• Visit to Houses of Parliament every 2 years</li> <li>• Opportunities within the curriculum – debate, balanced arguments, Youth Speaks, Ancient Greeks</li> </ul>	<p>Children understand that Britain is a democracy and how important it is to uphold those values and ensure there is equality of opportunity</p> <p>Chn vote in learning ambassadors</p> <p>84 chn visited the Houses of Parliament</p>
	<p>Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.</p>	<ul style="list-style-type: none"> <li>• Numerous sporting opportunities linked to CSIA and MAT</li> <li>• 2 annual school performances</li> <li>• Choir and Uke performances</li> <li>• Youth Speaks, Play in a Day, Trevithick Day, Lantern Parade</li> </ul>	<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.</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>	<ul style="list-style-type: none"> <li>• Different religions celebrated in assemblies</li> <li>• Cornwall Agreed RE Syllabus followed – RE lessons celebrate different religions</li> <li>• Class learning forums</li> <li>• SRE curriculum explicitly teaches children about different family units</li> <li>• Learning council</li> </ul>	<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>
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