

Probus Primary School – Spiritual, Moral, Social & Cultural Development

	Ofsted 2018	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, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.	We encourage this throughout our curriculum (Cornerstones – Love to celebrate) and through assemblies, circle time, visits and visitors. We encourage pupils to express themselves through a range of creative means.	<i>We have fantastic examples of pupils expressing their beliefs and feelings through art related to RE studies, through writing across the curriculum, and expressive dance and drama performance both within and outside our school community.</i>
	Sense of enjoyment and fascination in learning about themselves, others and the world around them.	We promote this through our planning and delivery across the curriculum – see our Imaginative Learning Project (ILP) overviews on each Class page.	<i>We have numerous examples of pupils showing enjoyment and fascination in their work (photo evidence in Process Books, Website and Newsletter articles).</i>
	Use of imagination and creativity in their learning.	This is expected in all subject planning and delivery.	<i>The school has planned a range of creative, experiential opportunities to excite, engage and foster curiosity about the world. We have, most recently worked with CBeebies and RIO Arts in Cornwall. All our pupils work towards an Arts Award.</i>
	Willingness to reflect on their experiences.	This is encouraged in all learning situations and opportunities are given for reflection at the end of lessons. There is an embedded 'Learning Dialogue' opportunity in every classroom, every week and pupils express their feelings about their learning. Opportunities for reflection are also planned into assemblies and circle time.	<i>Pupils from Reception to Year 6 are able to reflect on their learning and life experiences. Every classroom has a Learning Dialogue/Conversation wall.</i>
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.	We provide a safe school environment in which pupils can develop an understanding of right and wrong. We use our PSHE curriculum(Jigsaw), classroom behaviour expectations and dignity awareness to enhance this. We have a well-established School Council.	<i>General behaviour throughout the school is exemplary and older pupils have a growing awareness of civil issues. We have numerous visits from the police, health service, firemen, lifeguards etc who all add to the pupils' understanding of civic responsibility.</i>
	Understanding of the consequences of their behaviour and actions.	School behaviour policies ensure that pupils are able to take responsibility for their consequences of their actions.	<i>There is a very low repetition of poor behavior for the majority of pupils which demonstrates that our pupils genuinely learn from their mistakes. When pupils have SEMH SEND then our school is able to support these pupils to be successful and develop coping strategies.</i>
	Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.	Within the curriculum there are numerous opportunities for pupils to give reasoned views about moral and ethical issues. Pupils have planned numerous special whole school awareness days to raise awareness of serious ethical issues.	<i>If pupils wish to raise ethical issues and hold whole school events then they have to persuade the H of S and School Council. Wonderful examples include: Children in Need Day and Jeans for Genes Day.</i>

SOCIAL	Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.	We have a range of pupils from other religious, ethnic and socio-economic backgrounds within school. Our residential visit programme includes a visit to London in order to experience a visit to a contrasting place of worship.	<i>Our pupils have a good general awareness of children in other contexts. Studies through Love to Celebrate, in every phase, cover learning across a range of faiths every year.</i>
	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.	The school provides great opportunities for community service. We use our local Church to celebrate Christian Festivals, display pupils work and our pupils participate in the Village ceremony for remembrance Sunday. Our pupils work to maintain our school community grounds and make them attractive.	<i>There are numerous examples of our pupils playing a full role in the life of the community. Examples include: laying a wreath on the Village War memorial, participation in Village carol Service, singing at Village Care Homes, contributing to Harvest donations for local refuge etc</i>
	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.	The School Council involves pupils from Years 1 to Year 6. The Council is designed to introduce democracy to the pupils and they can see that if they argue effectively then they can persuade governors and staff to change major aspects of how the school operates. Tolerance of other attitudes forms a major part of our Jigsaw PSHE scheme of work.	<i>Pupils in all classes can describe how learning in PSHE and Circle Time sessions enables them to listen effectively to the views of others and how this is essential in good team work.</i>
CULTURAL	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.	The school offers numerous opportunities for pupils to develop an understanding of their heritage, particularly their Cornish heritage.	<i>High quality pupil outcomes provide evidence of this.</i>
	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.	The school ensures that our resources (text books, toys, dolls etc) reflect multi-cultural Britain. We have multi-cultural workshop opportunities across all phases of the school.	<i>We have a well-established partnership with Daya who delivers multi-cultural story, dance and food technology workshops relating both to the Muslim and Sikh faiths and cultures.</i>
	Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.	We provide opportunities for our older pupils to develop an understanding of the parliamentary system. Out Y6 pupils visit the Houses of Parliament during their London Residential and have a tour with our local MP.	<i>We have visited the Houses of Parliament on 3 occasions now. (see photograph evidence)</i>
	Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.	The school has a rich sporting and dance heritage. We take part in many Cornish festivals.	<i>Our pupils achieve highly across a range of sporting competitions and games (see Sport Grant Strategy document). We have participated in a range of dance/performance opportunities; most recently at the RCM as part of the Hub-wide Lost Words project (instigated and led by Probus).</i>
	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	The RE and PSHE curriculums offer numerous opportunities for the pupils to develop and understanding and respect for different faiths.	<i>See pupils Learning Process Books and work relating to the development of understanding with regard to all faiths.</i>

	attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.	
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