



Spiritual, Moral, Social and Cultural Education (SMSC)

Spiritual Development

Aims - What We Want to Achieve	Outcomes - What This Will Look Like
<p>Children/pupils/students:</p> <ul style="list-style-type: none"> • are able to reflect on their own personal beliefs about religion and other concepts, which help them develop their own thoughts and ideas about life; • show an interest in (and respect towards) the varying thoughts, beliefs, faiths and values of different people; • know about, can talk about and respect different peoples' faiths, feelings and values; • experience a sense of enjoyment and fascination in learning about themselves, others and the world around them; • use imagination and creativity in their learning; • are willing to reflect on their experiences, both in school and at home. 	<p>Children/pupils/students:</p> <ul style="list-style-type: none"> • are supported through lessons, to develop the skills needed to express their own thoughts feelings, beliefs and opinions; • ask and answer questions about their own beliefs, such as: <ul style="list-style-type: none"> ○ What makes me special/unique? ○ What do I enjoy doing? ○ What am I good at? ○ What am I thankful for? ○ How can I make a difference? • investigate and find out about the similarities and differences between major religions, beliefs, practices and festivals; • understand and appreciate that we live in a culturally diverse country; • are supported in learning the importance of demonstrating empathy and can do so; • are inspired by engaging and exciting lessons and assemblies that encourage them to use imagination and creativity; • are able to talk about things they have done and what they have learnt, enjoyed or disliked.

Area/Subject	Strengths and Evidence	Areas for Further Development
General/School Culture	Pupils are articulate in sharing their own beliefs and engage positively with consideration and understanding in discussions with others	
Extracurricular Clubs and Activities	<p>School council – pupil voice Subject ambassadors Eco Club Playground leaders House captains</p> <p>Range of mixed clubs offered allowing pupils to work with each-other 360 curriculum – pupils working with the community and beyond eg. Remembrance and Raising money for the Rainforest Surfing</p>	
Residential Trips	Plymouth trip – year 6	



Educational Visits and Workshops	Visits to the local Chapel and church Remembrance day memorial visit	
Theme Days and Events	Christmas – nativity and Carol Concert Easter Harvest St Pirans Day World Oceans Day Clean Beaches week	
Collective Worship/Assembly	Monday assembly – Global, National and Local events linked to British Values, Protected Characteristics and Childrens Rights Tuesday assembly – visitors Wednesday assembly – Singing Assembly – linking to local celebrations (St Pirans, Christmas Concert etc...) Thursday assembly – Reading Assemblies- themed books Friday assembly – Celebration assembly with parents. Star of the week, maths and English awards, attendance and house points Visitors assembly – careers Reverend Karsten – half termly assembly	
Form/Class/Tutor Group Time	Year 6 mentors Nurture plan to support pupil mental health	
English	Responses to literature – questions such as ‘How would you feel if you were the person in the story?’ ‘Where have you met these ideas before?’ Appreciation of the beauty of Language Recognition of how others’ beliefs and experiences have shaped the course of literature Class Reading across Primary linked to SMSC themes such as: Secrets of a sun King (Y6), The journey of a raindrop (Y3), Seasons (Y1).	
Maths	Having fun with numbers and data. Appreciating the beauty and perfection of mathematics. Recognising ‘eureka’ moments. Wondering at the beauty of order and patterns; symmetry in the natural world eg flowers, crystals. Noticing naturally occurring mathematical forms eg hexagons in snowflakes and in honeycombs. Engage in increasingly challenging problem solving activities, persevere to overcome difficulties and experience the pleasure and satisfaction in reaching a solution	
Science	Demonstrating openness to the fact that some answers cannot be provided by Science. Creating opportunities for students to ask questions about how living things rely on and contribute to their environment. Activities such as plotting the scale of the solar system and open	



	up questions about the size of the universe and how it might have been formed – Year 5	
RE	Experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews. Asking and responding to questions of meaning and purpose. Considering questions about God and evaluating truth claims. Exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life	More visitors to the school
Computing	Wondering at the power of the digital age e.g. use of the internet Understanding the advantages and limitations of ICT Using the internet as a gateway to big life issues	
History	Considering how things would be different if the course of events had been different; for example: what difference would it have made if the Normans had not been successful in 1066? Looking at local history and investigating the reasons why there is a landmark, building or museum. Speculating about how we mark important events from history and the people who shaped them. Ancient Civilisation (Mayans) and how they have impacted on our lives Year 6 Chapels and the role of religion – Cornish Mining Year 4 Romans and the role of religion – Year 3	
Geography	Using maps, photographs, digital media and other resources and asking pupils to imagine what it might be like to live in different parts of the world. Making links with history when exploring the environment and speculating on why the landscape is as it is. Comparing their lives with people living in other countries or other parts of the UK. Climate change in Polar Regions – Yr 4 and Year 6	
Art	Exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey. Allowing students to show what they know through their own expression of big ideas about life e.g. ethical issues. Promoting the process of reviewing and evaluating	
Design and Technology	Enjoying and celebrating personal creativity. Reviewing and evaluating created things	
Music	Allowing students to show their delight and curiosity in creating their own sounds. Weekly assembly, pupils playing for the rest of the school. Making links between their learning in literacy (or other curriculum area) with music being played as background. Considering how music makes one feel and can 'move us' deeply. Looking at the role of sacred and secular music and the use of music for occasion.	More spiritual music shared at the beginning of assemblies.



RSE	My growing body	
PE	Delighting in movement, particularly when pupils are able to show spontaneity. Taking part in activities such as dance, games and gymnastics which help students to become more focused, connected and creative. Being aware of one's own strengths and limitation	
PSHE	Developing awareness of and responding to others' needs and wants. Exploring meaning and purpose for individuals and society. Developing resilience and inner strength.	
MFL	Exploring the beauty of another language by exploring the way language is constructed, has evolved and its links with English	
Outdoor Learning	Develop awe and wonder for the world around them. Learn how to care for the environment.	
Other	Colouring offered at playtime Yoga weekly in EYFS and Y1	



Moral Development

Aims - What We Want to Achieve	Outcomes - What This Will Look Like
<p>Children/pupils/students:</p> <ul style="list-style-type: none"> • are able to recognise the difference between right and wrong and can use this in their own lives; • understand and recognise the need for rules and laws as boundaries; • understand and respect the civil and criminal law of England; • understand that their behaviour and actions have consequences; • are interested in investigation and offering reasoned views about moral and ethical issues; • are able to understand and appreciate others' viewpoints and opinions on moral and ethical issues. 	<p>Children/pupils/students:</p> <ul style="list-style-type: none"> • talk about and discuss moral issues, making links with previous experiences; • talk about decisions they have made and how they were good or bad choices; • know and respect school rules; • are involved in the creation of rules and boundaries in school, their classroom, lessons and wider areas of school life; • know about the criminal and civil laws of England; • are able to express reasonable views and opinions on moral and ethical issues discussed in the classroom; • are able to explain how others' viewpoints and opinions on moral and ethical issues may differ from their own and understand why this might be the case.

Area/Subject	Strengths and Evidence	Areas for Further Development
General/School Culture	Promote the school's Golden Rules and Values Celebrate when pupils demonstrate the values Relationships policy in place and consistently adhered to by all adults Signed code of conduct, user agreements etc Respectful environment Computing – safer use policy	
Extracurricular Clubs and Activities	School council – pupil voice Subject ambassadors Eco Club Playground leaders House captains Raising money for others 360 curriculum including: Starting a community project Caring for an animal From seed to food	
Educational Visits and Workshops	Visit to the memorial in St Just to lay a wreath Police visits / talks Reverend Karsten visit – monthly assemblies One World project – climate change – year 6 Visitor assembly – solar energy	
Theme Days and Events	Remembrance Day Harvest	



	<p>Black History Month Anti-bullying week Dyslexia awareness Week Childrens Mental Health Week Breast cancer – wear pink and coffee morning Comic relief Children in Need Save the Children RNLI Safer Internet day Sun Awareness Week Walk to school week Child Safety week Clean Beaches Week – yr 3</p>	
Collective Worship/Assembly	Friday – celebration assembly, celebrating the values being shown by individual children	
Form/Class/Tutor Group Time	Year 6 mentors Anti-bullying champion	
English	Exploring stimuli for thinking about the consequences of right and wrong behaviour; students speculating and applying their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills. Considering different perspectives. Class reading across Primary: Y4 – The Great Kapok Tree focusses on the issues of cutting down the rainforest; y3 – Fantastic Mr Fox – morals of stealing for his family;	Debating across the school.
Maths	Engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people? Reflecting on data that has moral and ethical implications; for example: students might consider the difference in amounts of money spent on non-essentials compared with food aid/water aid	
Science	Offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place. Considering that not all developments have been good because they have caused harm to the environment and to people. Encouraging students to speculate about how science can be used both for good and bad.	
RE	Exploring morality including rules, teachings and commands such as The Golden Rule, the ten commandments, the sayings (hadith) of Muhammad, Investigating the importance of service to others in Sikhism, Hinduism and Buddhism Exploring religious perspectives and responses to evil and suffering in the world. Asking questions about the purpose and meaning of reconciliation and salvation e.g exploring Yom Kippur, Christian salvation story.	



Computing	Exploring the moral issues surrounding the use of data Considering the benefits and potential dangers of the internet – eg campaigns for charities and injustice as a force for good. Cyber bullying as a danger. Considering the vision and moral purpose of those involved in developing the web.	
History	Exploring the results of moral decisions in the past. Considering some of the characteristics of people who have had an influence (positive or negative) on others. What have others done to stop injustice. Going beyond the facts and asking students to make hypotheses and pose questions such as 'what if...?' 'what would have turned a tragedy into a triumph?' Year 5 Journey to Joburg linked to Nelson Mandela. Year 2 King Charles. Year 5 Philosophers. Year 6 World War 2.	
Geography	Considering how people treat the environment; posing questions such as, 'How are we changing our surroundings – are some things for the better and others for the worse?' Who benefits and who suffers? What should be our personal response to these? Who should look after our environment? Polar Regions – Year 5	
Art	Exploring how emotions and inner feelings are expressed through painting, sculpture and architecture. Responses to and use of visual images to evoke a range of emotions.	
Design and Technology	Raising questions about the effect of technological change on human life and the world around them.	
Music	Exploring how music can convey human emotions such as sadness, joy, anger... Appreciating the self-discipline required to learn a musical instrument. Exploring the moral messages in liberation songs. Each music lesson begins with listening and appraising songs – what do you like/dislike? Why? Etc...	
RSE	My private body – yr 2 Different kinds of friendships – yr3 Gender and identity – yr4 Homophobic language – yr 5 Consent, identity and gender – yr6	
PE	Developing the Olympic Values of: • Self- respect • Perseverance • Honesty • Teamwork • Passion School Games Values: passion, self-belief, respect, honesty, determination and teamwork, Developing positive sporting behaviour Developing sense of fair play	



PSHE	Exploring what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives.	
MFL	Helping pupils to have an accurate and truthful understanding of another culture, including linking with schools from other countries	
Outdoor Learning	Raising questions about how to protect the environment. Our own response to climate change and our personal responsibility	



Social Development

Aims - What We Want to Achieve	Outcomes - What This Will Look Like
<p>When working with others, children/pupils/students:</p> <ul style="list-style-type: none"> • listen carefully and take turns to speak; • share resources, equipment and toys; • demonstrate patience and remain calm; • empathise and take into account different views and opinions; • respect personal space and boundaries; • relate well to all peers from all different backgrounds; • cooperate well; • work together to resolve conflicts. <p>Children/pupils/students:</p> <ul style="list-style-type: none"> • understand the concept of belonging to a family, religion or another group; • join in with group activities both in school and the wider community; • understand how to resolve conflict; • engage with the British values of democracy and the democratic process; • show mutual respect and tolerance of those with different faiths and beliefs; • are developing skills and attitudes to help them participate in, and contribute positively to, life in modern Britain. 	<p>Children/pupils/students:</p> <ul style="list-style-type: none"> • work well in pairs, small groups and as a whole class; • have excellent social skills in a variety of situations, in school and wider activities; • have numerous opportunities to practise empathy; • are exposed to, and discuss, a variety of views and opinions and are supported to understand why they may differ; • are given the opportunity to join different groups and activities at school; • have a strong sense of belonging to their school community; • regularly discuss the concept of belonging and what they feel they belong to; • regularly identify and discuss the notion of what it means to be British and how they can encompass British values; • take part in democratic votes as part of school life; • are exposed to a variety of cultures and beliefs through a multicultural curriculum running through all lessons and subjects; • are given opportunities to apply the skills and develop attitudes to help them become positive and responsible citizens of modern Britain.

Area/Subject	Strengths and Evidence	Areas for Further Development
General/School Culture	All pupils attend whole school assembly 3 times a week Pupils share the two play grounds and field Pupils all eat together in the school hall Pupils are part of a school house and celebrate achievements together	
Extracurricular Activities	Playground leaders Shared reading times PE competitions SPACE club Debate Club	
Residential Trips	Year 2 – in school overnight trip Years 3 – 5 – scout camp residential Year 6 – Plymouth residential	
Educational Visits and Workshops	Termly rewards day Science dome Music performances from external providers Visitor assemblies Ukraine external visitor	Linking with Jackson Foundation to do workshops – new school link – Rachel Lochhead



	<p>One world project – year 6 Minack workshop Whole school trip to Jackson Foundation EYFS – delivering care packages to the local community</p>	
Theme Days and Events	<p>Art Exhibitions x3 St Piran's Day Enterprise day Christmas Fayre Summer Fayre Summer Reading challenge Sports Day Leavers Assembly Bingo Lafrowda Day</p>	
Collective Worship/Assembly	<p>Celebration assembly Music assembly Reading assembly</p>	
Form/Class/Tutor Group Time	<p>Year 6 mentors Collective responsibility for golden beads</p>	
English	<p>Hearing/reading stories about a wide range of relationships eg. friendships, families, school. Writing letters to 'important' people locally and nationally e.g. David Attenborough Learning to work co-operatively in groups for discussion and completing a task. Developing communication skills Producing work for different audiences Exploring gender issues in literature such as: There's a boy in the girls bathroom – Y5; in Y6 – Secrets of a Sun King – racism, gender etc... Supporting conceptual and language development through an understanding and debates about social issues. Debate club – Year 5 – speaking and listening</p>	<p>Class readers – which are linked to social</p> <p>Drama club</p> <p>More opportunities for pupils to perform eg. Lead assembly</p>
Maths	<p>Pupils will acquiring skills to help them take financial responsibility and plan small budgets such as through the Enterprise Day Collecting data in groups Maths games for social interaction, taking turns and sharing. Recognising maths skills as a tool for society</p>	
Science	<p>Using opportunities during Science lessons to explain how to keep other people safe. Exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes</p>	<p>Science Week – links with Cape</p>
RE	<p>Exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence acceptance and engagement with fundamental British values of democracy, the rule of law, individual liberty and mutual</p>	



	<p>respect and tolerance of those with different faiths and beliefs Asking questions about the social impact of religion</p>	
Computing	<p>Links through digital media services with other schools and communities Highlighting ways to stay safe when using online services and social media. Being prepared to work with technology to forge new relationships Discussing the impact of ICT on the ways people communicate</p>	
History	<p>Giving the trigger for discussions about how groups and communities organised themselves in the past. Considering questions about social structure in the past.; for example, What might pupils say about the rights of children in earlier times? Is it important that society looks after young children? Are there people who still don't get a fair deal? Encouraging students to talk to their parents and grandparents; for example, when learning about World War Two in Year 6. Family trees in EYFS. School comparison to parents and grandparents in Year 1. Cornish Mining and the role of children in Year 4. Greek children in Year 5</p>	
Geography	<p>Providing positive and effective links with the wider community, both locally and through linking with other schools with different demographics both in the UK and globally Considering social responsibility e.g care for the environment, impact of traffic on the local area, tourism.</p>	
Art	<p>Sharing of resources. Exploring social conflict and resolution. Exploring art as a powerful social tool e.g. conflict re: climate change linked to Kurt Jackson</p>	<p>Links to Black History Month - October</p>
Design and Technology	<p>Exploring dilemmas that individuals may face and developing practical solutions to these problems.</p>	
Music	<p>Exploring how an orchestra works together Discussing What would happen if musicians in a band/group didn't cooperate Appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax engaging with our local community through music projects</p>	
RSE	<p>Family relationships – year 4 Transitions – year 6</p>	
PE	<p>Developing a sense of belonging and self- esteem through team work Developing a sense of community identity through taking part in inter-house and interschool event</p>	
PSHE	<p>Helping students to engage in a democratic process for electing Student Council members / House Captains and taking part in the process of contributing to school decision making. Creating opportunities for students to</p>	



	exercise leadership and responsibility – School Council members, House Captains, Subject Ambassadors, Playground Leaders, Librarians, Eco group.	
MFL	Learning the skill of communicating in different ways Exploring different social conventions e.g. forms of address	
Outdoor Learning		The Big Dig – linking with the Climate action Group
Other	Penpal links with schools local, national and international	



Cultural Development

Aims - What We Want to Achieve	Outcomes - What This Will Look Like
<p>Children/pupils/students:</p> <ul style="list-style-type: none"> • are able to understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others; • are able to understand and appreciate the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain; • are able to recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities; • demonstrate knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and how it continues to develop Britain; • are willing to participate in, and respond positively to, artistic, musical, sporting and cultural opportunities; • show interest in exploring different faiths and cultural diversity, showing respect for and demonstrating interest in improving their understanding of these; • are able to understand, accept, respect and celebrate diversity, shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. 	<p>Children/pupils/students:</p> <ul style="list-style-type: none"> • are given opportunities to learn about a variety of different cultures which have had an impact on their own and others' lives; • are given opportunities to learn about the range of cultures in their own school; • are given opportunities to learn about the cultures of the wider community and the country in which they live; • spend time investigating, exploring and understanding the similarities that we share across different communities; • learn about the operation of Britain's democratic parliamentary system; • learn about how Britain's parliamentary system has been central in shaping our history and values and how it helps to continue the development of Britain; • have opportunities to engage with a variety of artistic, musical, sporting and cultural activities; • learn about different faiths and cultural diversity in RE and other curriculum lessons; • demonstrate positive attitudes to all people from all backgrounds, locally, nationally and globally; • understand what it means to treat everyone equally, what equality looks like and why it is important; • are not involved in racist, homophobic, sexist or other abuse towards individuals in the school and wider school community.

Area/Subject	Strengths and Evidence	Areas for Further Development
General/School Culture	One World project – all classes linked to schools across the world Environment celebrates places around the world and is linked to weekly assembly Pupils are tolerant of each other Anti-bullying ambassador – set up and led by pupils	
Extracurricular Activities	Music groups – woodwind, strings, drums – pupils play in assembly ASONE – string quartet concert and Brass instrumental tuition (FIRST ACCESS funded – y3/4/5)	
Residential Trips	Plymouth trip – yr 6	



Educational Visits and Workshops	One World project Visits to the local Chapel and Church	
Theme Days and Events	Black History Month World Oceans Day World Book Day Children in Need Save the Children	More visitors to the school
Collective Worship/Assembly	Whole school assemblies 3 x week to ensure pupils have an opportunity to be all together	
Form/Class/Tutor Group Time	All differences are celebrated in classrooms	
English	Hearing/reading novels stories and poems from a variety of cultures and traditions. Using information books which reflect the multi-cultural nature of Britain. Talking and writing about the cultures they come from and their influence. Using stimulus from the arts (music, poetry, dance, drama, painting etc) to produce discussion, various forms of writing and drama. Exploring a variety of creation stories. Awareness of issues such as stereotyping and equal opportunities in literature. Language and meanings in different cultures. Books such as Malala's Magic Pencil in Y2, The Magic Paintbrush in Reception.	
Maths	Asking questions about the history of maths: for example, 'What do the Egyptians, Greeks and Indians discover that we still use in maths today?'	
Science	Asking questions about the ways in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions	Links with Cape
RE	Exploring similarities and differences between faiths and cultures Engaging with text, artefacts and other sources from different cultures and religious backgrounds developing understanding and respect for different faiths and cultural diversity	Providing more opportunities to visit multi-cultural places of worship Inviting multi-cultural visitors into school
Computing	Exploring human achievements and creativity in relation to worldwide communications Developing a sense of awe and wonder at human ingenuity	
History	Exploring local history and under researched history and history around us Investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian influence on British culture. Year 4 – Cornish Mining. Celebration of significant national events e.g. Remembrance Day in Year 6	



Geography	Exploring cultures that have had, and still have an impact on the local area. Romans and settlements in Year 3. Cornish Mining in Year 4.	
Art	Experiencing a wide range of creative media from around the world.	Make links with Cape
Design and Technology	Considering cultural influences on design. Asking questions about functionality v aesthetics	Make links with Cape
Music	Giving all students an opportunity to learn a musical instrument through First Access and to take part regularly in singing. Encouraging students to listen and respond to traditions from around the world. Appreciating musical expression from different times and places, including our local traditions of Brass Band music. Learning to recognise music from other cultures and learning songs in other dialects. Looking at the future of music with music technology eg. Garage Band.	
RSE	Different friendships – Yr3	
PE	Learning about the history of sport, and where sports originate from. Making links with national and global sporting events such as the World Cup and the Olympics. Exploring rituals surrounding sporting activities.	
PSHE	Exploring how different cultures can offer great insights into how we lead our lives	
MFL	Appreciating the language and customs of others through the One World project. Exploring the literature and culture of other countries. Taking part in visits or other cultural occasions	
Outdoor Learning		
Other	Penpal links with schools local, national and international	