



# Shortlanesend

## Spiritual, Moral, Social & Cultural Development



	Ofsted 2024	What we do	Impact/Next steps
S P I R I T U A L	<p>Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.</p>	<p>Our school ethos and curriculum give the children a sense of security, well-being, worth, purposefulness, connection and belonging.</p> <p>Foster high self-esteem by encouraging children to take risks or face challenges in their learning whilst being within a secure environment</p> <p>Provide opportunities for children to use their own creativity and imagination and demonstrating our appreciation of the outcome</p> <p>Offer opportunities for enjoyment and fascination throughout the curriculum; specifically in art, music, dance and literature.</p> <p>Making time for reflection within all lessons.</p> <p>Posing questions that encourage children to consider meaning and purpose.</p> <p>Developing the children's listening skills – by modelling. Listen to the children; our response to issues which they raise individually or through the School Council / pupil voice</p> <p>Modelling that it is not possible to provide an absolute answer it is acceptable to offer a variety of options.</p> <p>Working to improve cooperation and understanding between individual children and groups of children.</p> <p>Fostering emotional well-being by encouraging children to express their feelings and by controlling their emotional behaviour.</p> <p>Developing the capacity for evaluative reasoning and critical thought.</p>	<p><i>Opportunities for students to express beliefs and feelings. For example, through oracy, RE, writing and drama club.</i></p>

<p>Knowledge of, and respect for, different people's faiths, feelings and values.</p>	<p>Through our curriculum, we actively promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.</p>	<p><i>Picture News floorbooks demonstrate that our children have multiple opportunities to reflect on different faiths, feelings and beliefs. Topics are based on current World news. Every Wednesday, pupils engage in a "book assembly" whereby they engage with literature from different communities.</i></p>
<p>Sense of enjoyment and fascination in learning about themselves, others and the world around them.</p>	<p>The curriculum offers opportunities for celebrating faiths, tradition throughout the school year.</p>	<p><i>Behaviour for learning is good and children actively engage well within lessons. Evidence: Facebook, Newsletter, Floor books.</i></p>
<p>Use of imagination and creativity in their learning.</p>	<p>Giving children a sense of security, well-being, worth, purposefulness, connection and belonging.</p> <p>Fostering high self-esteem by encouraging children to take risks or face challenges in their learning whilst being within a secure environment</p> <p>Providing opportunities for children to use their own creativity and imagination and demonstrating our appreciation of the outcome</p>	<p><i>Opportunities are built into the curriculum to express themselves.</i></p> <p><i>Evidence: explorify, think/know/wonder, curiosity. John Dyer. Drama club. Shakespeare week. Poetry readings. Forest school.</i></p>
<p>Willingness to reflect on their experiences.</p>	<p>Offering opportunities for aesthetic experience throughout the curriculum but specifically in art, music, dance and literature.</p> <p>Making time for stillness, reflection, prayer and worship.</p> <p>Posing questions that encourage children to consider meaning and purpose.</p> <p>Developing the children's listening skills. We will demonstrate that we are listening to the children by our response to issues which they raise individually or through the School Council.</p> <p>Showing that when it is not possible to provide an absolute answer it is acceptable to offer a variety of options.</p>	<p><i>Lesson journeys always provide an opportunity to summarise the learning (in a nutshell). Pupil feedback is always considered and acted upon through pupil voice.</i></p>

M  
O  
R  
A  
L

	<p>Working to improve cooperation and understanding between individual children and groups of children.</p> <p>Fostering emotional well-being by encouraging children to express their feelings and by controlling their emotional behaviour.</p> <p>Developing the capacity for evaluative reasoning and critical thought.</p>	
<p>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>	<p>We ensure that the fundamental British values are introduced, discussed and lived out through the ethos and day-to-day work of the school.</p> <p>Every opportunity is taken to reinforce and embed them. It is especially through our RE and PSHE curriculum, as well as daily reflection time, that provides excellent opportunities to elaborate and develop children's understanding of these values.</p>	<p>Behavior throughout the school is typically good. There are opportunities throughout the curriculum for visits from external people such as police, health visitors, the RLNI and the fire brigade. Through the school council, students have had opportunities to visit the council offices in Truro.</p>
<p>Understanding of the consequences of their behaviour and actions.</p>	<p>ASPIRE and St Stephen vision and ethos</p> <p>School rules and expectations – rewards and sanctions</p>	<p><i>Behaviour is reflected upon by pupils and pupils are aware of the behavior code in school.</i></p> <p><i>SEMH and SEND pupils are supported in line with their individual documentation.</i></p>
<p>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.</p>	<p>PSHE, RE, Topic (Geog and History) curriculum.</p>	<p><i>The school council provide up to date links between the Head of School and pupils.</i></p> <p><i>Events in school include children in need, Red Nose Day and national days such as Mental Health Awareness.</i></p> <p><i>In readiness for 24/25 the school have developed an oracy provision to further support students dialogue in matters of moral and ethical views.</i></p> <p><i>Every Wednesday, pupils engage in a "book assembly" whereby they engage with literature that challenges a moral issue.</i></p>

S  
O  
C  
I  
A  
L

<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.</p>	<p>Identifying key values and principles on which school and community life is based</p> <p>Fostering a sense of community with common inclusive values.</p> <p>Providing opportunities for pupils to work in a variety of social groupings</p>	<p><i>Children are incredibly supportive and understanding of each other's needs and differences.</i></p>
<p>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.</p>	<p>Encouraging pupils to recognise and respect social differences and similarities through their global learning experiences and collective worship. This is achieved through our whole curriculum, but specially PSHE, RE and Geography</p> <p>Providing residential opportunities</p> <p>Providing opportunities for the mixing of year-groups at after school clubs and through playground leaders, reading buddies</p> <p>Helping pupils develop personal qualities which are valued in a civilised society, for example, kindness, responsibility, respect for difference, moral principles, self-respect and an awareness of others' needs.</p>	<p><i>Children to engage in voluntary activities that better the local community, e.g choir, drama club to visit local residential care homes.</i></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>Helping pupils to resolve their own tensions and conflicts.</p> <p>The School Council</p> <p>Reading ambassadors</p> <p>Further opportunities for pupils to exercise leadership and responsibility; roles such as librarians, digital leaders, playground leaders, prefects</p> <p>Encouraging children to support nominated charities through school events.</p> <p>Providing positive and effective links with the world of work and the wider community.</p>	<p><i>Students engage weekly in Fundamental British Values through the Picture News provision: democracy, rule of law, individual liberty and mutual respect. Picture News books are a celebration of this work.</i></p> <p><i>Every Wednesday, pupils engage in a "book assembly" whereby they engage with literature that makes links to Fundamental British Values.</i></p>

C  
U  
L  
T  
U  
R  
A  
L

Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.	<p>Providing children with information about their own culture and that of others, links within whole curriculum, specifically Art - Cornish Artists, Geography and History – where local links are made</p> <p>English use of local authors within topics</p> <p>Encouraging children to think about special events in life and how they are celebrated</p>	<p><i>The RE, history and geography curriculum celebrates the children's heritage and that of others. Students speak very highly of their experiences in these lessons.</i></p> <p><i>Every Wednesday, pupils engage in a "book assembly" whereby they engage with literature from different communities.</i></p>
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>Encouraging tolerance and appreciation of the beliefs, customs and values of different cultures.</p> <p>Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance</p> <p>Being seen to comply with our Equal Opportunities Policy.</p>	<p><i>Every Wednesday, pupils engage in a "book assembly" whereby they engage with literature from different communities.</i></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>Working with outside agencies to support the needs of minority groups as appropriate.</p> <p>Being seen to have a zero tolerance on racism and prejudice and to report any incidents.</p> <p>Being sensitive to the customs of different cultures in our Collective Worship</p>	<p>Students will engage in their democratic voice through activities in PSHE and Picture News. Further to this, school council have made visits to the Cornwall Council Offices in Truro and the whole school will participate in election activities on July 4<sup>th</sup>.</p>
Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.		<p><i>See sports premium strategy document.</i></p> <p><i>A large proportion of the school participate in choir opportunities, such as Sing Up, and the school's drama club. Drama club performed during Shakespeare week to great reception.</i></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.

*The RE, history and geography curriculum celebrates the children's heritage and that of others. Picture News provides opportunities for pupils to engage with current events in a range of cultural settings. Every Wednesday, pupils engage in a "book assembly" whereby they engage with literature from different communities.*