

### The social development of pupils is shown by their:

- 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, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values (see DfE: promoting fundamental British values as part of SMSC in Schools. January 2015) 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



## How we promote pupil's social development 2019-20

### Whole School:

- \* School Council
- \* Parents' open afternoon—child lead parents' meetings
- \* Pupil voice—answering questionnaires
- \* Newsletters
- \* Parent questionnaires
- \* Teamwork promoted throughout all of school life
- \* Visits to Hall for Cornwall for music concerts
- \* Breakfast clubs
- \* Christmas Fair
- \* Links with different schools (Sandy Hill / Treverbyn)
- \* News and pictures available on school website
- \* Staff assemblies
- \* Merit and Star of the Week Assemblies
- \* Class Assemblies
- \* Celebrating festivals from a range of different cultures
- \* Visits to places of interest
- \* Peer support - mentoring
- \* Support for charities
- \* Sports teams—local and countywide matches and meets
- \* After school clubs: art, science, cooking
- \* TTRS competitions—within own class, school and Aspire community
- \* Topic homework

### Early Years:

- \* Reception transition
- \* All about me boxes
- \* Home visits
- \* Nursery newsletters
- \* Parent workshops—Reading, Phonics
- \* Reception - Screech owl visit
- \* Bedtime stories in school
- \* Celebrating different festivals - Christmas, Diwali, Chinese New Year.
- \* Exploring role play e.g. dinosaur fossil dig

### Key Stage 1:

- \* Parent workshops supporting the curriculum - focus on reading
- \* Visits to places of interest
- \* After School clubs
- \* Group work
- \* Talk partners
- \* Walks around the local area
- \* Support for range of charities
- \* After school clubs

### Key stage 2:

- \* MFL- Spanish
- \* Parent welcome meetings
- \* Friendship Day / Anti Bullying Week
- \* School Council
- \* Open evening — child led parent meetings
- \* Science fair
- \* TTRS open evening—child led demonstrations
- \* Music concerts
- \* Music workshops and assemblies - violin, guitars, recorders
- \* Rocksteady assemblies and workshops
- \* Year 5—Digital music lessons
- \* Parent workshops to support the curriculum
- \* Trips to places of interest
- \* Residential visits Year 3-5
- \* Sleep over Year 2
- \* Sports clubs  
Football, Cricket, Netball, Cross Country competitions with other schools
- \* Enrichment activities
- \* Multi-media activities

**The moral development of pupils is shown by their:**

- 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
- understanding of the consequences of their behaviour and actions
- 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.



**How we promote pupil's moral development 2019-20**

**Whole School:**

- \* School Council—Pupil Plan it
- \* RE curriculum - children learn about making the right choices
- \* Learning empathy - taught through the curriculum, RE, assembly themes, Friendship Day / Anti-bullying week / Internet Safety
- \* Weekly SEAL / PSHE activities
- \* Staff assemblies
- \* Merit and Star of the Week assemblies
- \* Purple Head Teacher awards
- \* Lunchtime good behaviour awards
- \* Peer Volunteers - during playtime and lunchtime
- \* Behaviour policy - rules and expectations, children having an input and understanding what is fair
- \* Behaviour ladder - classroom behaviour agreements
- \* Class monitors
- \* Developing positive relationships through circle time
- \* Circle of friends / socially speaking
- \* Safety Day
- \* Internet e-safety
- \* Anti bullying / Friendship day
- \* Support for charities, e.g. Children in Need, St Austell foodbank
- \* Pupils Plan it
- \* Harvest festival assembly and food collection
- \* Discipline in sporting activities - fair play
- \* Topic homework

**Early Years:**

- \* PSED—Making relationships group activities—taking turns /sharing
- \* Circle time activities
- \* Listening and responding to stories
- \* Making choices

**Key Stage 1:**

- \* PSED—Making relationships group activities—taking turns /sharing
- \* Circle time activities
- \* Family Groups
- \* Listening and responding to stories
- \* Making choices
- \* Support for range of charities
- \* After school clubs

**Key stage 2:**

- \* School Council meetings
- \* Computing curriculum - focus on Digital Literacy / E-safety
- \* Friendship Day / Anti bullying week
- \* Parent support groups
- \* Staff assemblies
- \* Merit and Star of the Week assemblies
- \* Assembly on e-safety
- \* Life skills
- \* Geography—Local Land use and around the world topics
- \* Year 3/4 - Crime and Punishment through the ages topic
- \* Opportunities for class debates
- \* Links to banking
- \* Sport leaders

### The spiritual development of pupils is shown by their:

- 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
- sense of enjoyment and fascination in learning about themselves, others and the world around them.
- use of imagination and creativity in their learning—awe and wonder
- willingness to reflect on their experiences.

### Whole School:

- \* Behaviour policy - rules and expectations, children having an input (Class rules) and understanding what is fair
- \* School Council
- \* Class council / Pupil voice
- \* Policies in place to protect children
- \* RE curriculum
- \* PSHE curriculum
- \* Music curriculum
- \* Art curriculum
- \* Science curriculum—Science Fair
- \* Inspirational visitors - World Book Day, Ed Rowe (Cornish History)
- \* PE curriculum - understanding winning and losing.
- \* Developing trust with adults and other children
- \* Learning empathy - taught through the curriculum, RE, assembly themes, Friendship Day / Anti-bullying week
- \* Curriculum allowing children to be independent learners/creative/exciting
- \* Use of self and peer assessment
- \* Music to enter assembly
- \* Composer / Artist of the Week
- \* Christmas assembly / Christingle making
- \* Merit and Star of the Week assemblies
- \* Assemblies with St Stephen Church (Rev. Emma Childs)
- \* Harvest assembly and food collection
- \* Class / Phase group performances for parents
- \* Christmas party
- \* After school clubs
- \* Breakfast clubs
- \* Links with external agencies parental support agencies
- \* Developing positive relationships circle time/ PSHE lessons / circle of friends / Socially Speaking
- \* School website - links to helpful agencies
- \* Competitions- Pengelly garden centre
- \* Termly topic homework



## How we promote pupil's spiritual development 2019-20

### Early Years:

- \* PSED—Making relationships, group activities—taking turns / sharing
- \* Understanding the World
- \* Christmas nativity - parents invited and performed to whole school
- \* Learning journeys - celebrating their work
- \* Walk around the local area
- \* Baby animals in school new life (Chicks and Tadpoles)

### Key Stage 1:

- \* Behaviour chart / lunchtime prize box
- \* Fantasy stories—English
- \* Trips to places of interest
- \* Design and technology - designing and making
- \* Studying contrasting localities
- \* Star of the Week assembly
- \* History curriculum
- \* Church visits

### Key stage 2:

- \* RE curriculum
- \* Rev. Emma Childs (St Stephens Church)
- \* Computing curriculum - algorithms / game making, coding, html and website creation
- \* Computing
- \* Art curriculum
- \* Peer assessment
- \* Self assessment
- \* Whole class learning musical instruments
- \* Music performance from children Learning instruments
- \* Year 6 leavers awards
- \* After school clubs
- \* Representing school in sporting activities
- \* History curriculum
- \* Songfest—Hall for Cornwall
- \* Art curriculum - work inspired by a range of artists and their lives
- \* Church visits, Carol Service
- \* Year 3 Eden Project Christmas decorations

### The cultural development of pupils is shown by their:

- 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
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- appreciation and understanding of their Cornish cultural heritage.



## How we promote pupil's cultural development 2019-20

### Whole School:

- \* RE lessons allow children to learn about different religions, cultures and beliefs. Links to Christianity and religion in Cornwall.
- \* SEAL / PSHE curriculum - developing positive relationships circle time activities
- \* History curriculum
- \* Geography curriculum
- \* Special assemblies—St Austell food bank, Rev. Emma Childs
- \* Assemblies - Black History Month, Diwali. Remembrance Day, Christmas, Spring.
- \* Celebrations - Christmas party
- \* Friendship Day / Anti-bullying week / Internet safety
- \* Sports Relief / Red Nose Day / Children in Need
- \* Roald Dahl Day
- \* Celebrating birthdays
- \* Celebrating major cultural events
- \* Diversity—awareness of differences between communities
- \* English curriculum, texts and stories from different countries and cultures
- \* Topic homework
- \* Picture News weekly assemblies

### Early Years:

- \* Different resources available to children in nursery and reception, e.g. toys and musical instruments
- \* Early years Christmas assembly
- \* Exploring New Year celebrations—around the world
- \* St Piran's Day
- \* Diwali celebrations

### Key Stage 1:

- \* RE Curriculum
- \* History curriculum - local visits
- \* Year 1 History
- \* Year 2 History
- \* Geography - place knowledge - contrasting localities - understanding how a city differs to the countryside
- \* Music curriculum
- \* Art curriculum
- \* Black History day
- \* Support for range of charities
- \* After school clubs—football
- \* Christmas around the world

### Key stage 2:

- \* RE curriculum
- \* MFL Spanish curriculum
- \* History - Vikings, Anglo-Saxons and Romans and Tudors and their impact in the making of Britain
- \* Art curriculum
- \* Music curriculum
- \* Whole class instrument teaching
- \* Music Day
- \* Ed Rowe, Cornish Inventors workshop and assembly

### Topic work

Cornish stories within topics

- \* Year 3 - Cornish mining
- \* Year 4—Cornish mining, Anglo Saxons
- \* Year 4/5 Cornish wrecks and rescues, African Drums