

St Levan School – Spiritual, Moral, Social & Cultural Development

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Ofsted 2022

What we do

Impact/Next steps

Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.

- RE lessons (e.g. see WALT below)
- Reading lessons
- School value: reflection taught across different subjects (e.g. see WALT below)
- Jigsaw calm me time
- Restorative approaches to conflict from all staff, encouraging pupils to see both sides when e.g. there's a playground dispute

Religious Education (RE)					
RE: Judaism. Who is Jewish and how do they live? 2					
1	2	3	4	5	
.1.23 WALTBAT: analyse the impact of reflecting, thanking, praising and remembering in relation to what Jewish people believe Enquiry: I enquire about different religions Beliefs: I am aware of, and respect the beliefs of others Reflection: I can reflect on my own beliefs WILF:			Me 	My friend 	My teacher
To describe ways in which different people reflect, thank, praise and remember					
To explain how reflecting, thanking, praising and remembering has something to say to us too					
Value: Reflection To reflect upon what is good about reflecting, thanking, praising and remembering					

Knowledge of, and respect for, different people's faiths, feelings and values.

- RE lessons
- Assemblies
- Reading books that are set in diverse settings and with diverse themes
- Visitors to school
- Reading lessons

Sense of enjoyment and fascination in learning about themselves, others and the world around them.

- Modelling by class teacher (and other adults) across all curriculum areas but in particular RE, Jigsaw PSHE and English Reading/Writing
- Explicit teaching of 'awe and wonder' in RE (see WALT below)

Religious Education (RE)					
RE: How should we care for others and why does it matter?					
1	2	3	4		
.1.23 WALTBAT: experience the awe and wonder of human relations Enquiry: I enquire about different religions Beliefs: I am aware of, and respect the beliefs of others Reflection: I can reflect on my own beliefs WILF:			Me 	My friend 	My teacher
To give good reasons why people should care for each other					
To reflect upon how acts of kindness make us feel					
Value: Determination To keep trying when something is difficult					

Use of imagination and creativity in their learning.

- Creativity is one of our six values and, as such, comes into every subject we teach. (see below WALT from Science)

Science				
Science: Seasonal Changes (Summer)				
1	2	3	4	
.6.23 WALT/BAT: understand how seasonal changes affect trees Investigate: I can investigate Observe: I observe the world around me Explain: I explain what has happened WILF:		Me 	My friend 	My teacher
To observe and describe types of tree during Summer				
To compare my observations with trees in Autumn				
Value: Creativity				
To write a poem about trees in Summer				

- Pupils are given choice over how they present their work (e.g. meeting the needs of pupils with SEND in Geography) or what their focus may be e.g. free writing (see below). This pupil chose to write about St Piran following our History lesson:

St Piran fownd tin, and He
 Got Washd away He got
 Washd upon the shor.
 He & roo up in Ielnd
 the ame chucked him in intoe
 sea. He floweid intoe
 wortner He Got ree may
 m. by St kiren.
 With amlay three cows.

- We offer a range of extra-curricular activities and creative pursuits with visiting specialists e.g. Capoeira, Music, Drama, Dance, Art club, Lafrowda workshops etc. and have close links with local centres such as The Minack

Willingness to reflect on their experiences.

- Jigsaw PSHE calm me time
- RE lessons
- Reflection as a school value built into all foundation subjects
- Plan/do/review cycle of learning in EYFS and in e.g. Art/DT lessons (see DT lesson sequence below)

Design and Technology (DT). Sand Sculpture.		
1	2	3

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.

- Explicit teaching of school golden rules and British Values
- Modelling
- Consistently high expectations from all adults at the school during lessons and at break times/ lunch
- Jigsaw PSHE lessons
- Time to reflect after an incident and opportunities for restorative practice
- Reading lessons to explore this idea through story. E.g. The True Story of the Three Little Pigs. One pupil being hot-seated in role as the wolf, commented, "I felt annoyed and disappointed about what happened. All I was literally trying to do was to get a cup of sugar."

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Understanding of the consequences of their behaviour and actions.

- All staff have read and understood the Positive Behaviour Policy and follow it throughout the school day
- Exploring this idea through story e.g. The boy who cried wolf in class story times, reading lessons and whole school assemblies
- ELSA one-to-one interventions to support pupils who find this more difficult

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.

- Hot-seating, conscience alley and other drama based activities e.g. Was Christopher Columbus a hero or villain?
- Opportunities to engage with challenging ethical ideas and engage in discussion about these across the curriculum e.g. History (see WALT and resource below). Lesson sequence as part of a rainforest topic invited pupils to reflect upon the impact of the chocolate industry on deforestation.

History					
History: Chocolate					
1	2	3	4	5	6
.1,2,3 WALTBAI: reflect upon the impact of the chocolate					
industry			Me	My friend	My teacher
Chronology: I understand chronology					
Evidence: I look at evidence to answer important questions					
Impact: I understand the impact events can have					
WILF:					
To understand that chocolate is very popular today					
To understand the impact that chocolate farming has on the environment					
Value: Reflection					
To reflect upon how the choices we make can make a difference					

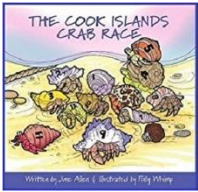
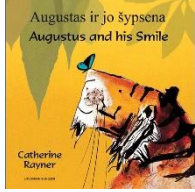
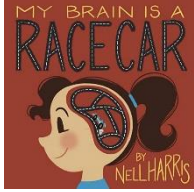


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Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.

- Explicit teaching of social skills
- RE/Jigsaw PSHE curriculum specifically addresses diversity
- Mixed age classes allows older pupils to model the expected behaviour to younger pupils
- Trips out
- Diverse topics about other cultures in KS1 Geography including Brazil and China
- Adults model what to do and what not to do in role play scenarios and through e.g. puppets, videos
- Planning of resources takes into account allowing pupils to see other children from different religious, ethnic and socio-economic backgrounds as well as those with disabilities (e.g. White Rose Maths, Jigsaw PSHE as well as teacher-made resources e.g. BBC videos about Judaism)



<p style="font-size: 48px; text-align: center;">A L</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>	<ul style="list-style-type: none"> RE curriculum with specific objectives covered about involvement with the local community in Belonging unit (Autumn term 22) e.g. WALTBAT: recognise that people have different beliefs and belong to different communities WILF: <ul style="list-style-type: none"> To identify groups and religions to which people belong To understand how it feels to belong to a community Value: Inquisitiveness. Ask questions about religion and belonging Trips and visits to allow for this e.g. beach clean in the Summer Term Adults model different ways of resolving conflict in lessons, explicitly teaching the 'right way' and the 'wrong way' through e.g. the use of puppets. Consistently high expectations within lessons and across the school day Cooperation is recognised and celebrated through e.g. Star of the Week and Headteacher's awards School value: kindness, which comes into every lesson we teach 	
	<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"> Explicit teaching of the British Values through RE, Jigsaw PSHE and Reading/Writing lessons Role play in EYFS e.g. police officers Visitors to school Reading texts allow pupil to experience role models from different religious, ethnic and socio-economic backgrounds as well as those to whom they can relate e.g. purchasing books for Choughs class to reflect our diverse pupils (e.g. role models with SEND, dual language books etc.) <div style="display: flex; justify-content: space-around; align-items: center;">    </div>	
<p style="font-size: 48px; text-align: center;">C U</p>	<p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</p>	<ul style="list-style-type: none"> Cornish topic in KS1 to foster cultural identity and learn about its origins/history. This includes local history trips as well as learning Cornish language <div style="background-color: #e0f2f1; padding: 5px; margin-bottom: 5px;">Gwrewhg esedha yn kosel mar pleg!</div> <div style="background-color: #e0f2f1; padding: 5px; margin-bottom: 5px;">Gwrewhg sevel yn kosel mar pleg!</div> <div style="background-color: #e0f2f1; padding: 5px; margin-bottom: 5px;">Gwrewhg lostya yn kosel mar pleg!</div> <div style="background-color: #e0f2f1; padding: 5px; margin-bottom: 5px;">Gwrewhg kempenna yn kosel mar pleg!</div> <ul style="list-style-type: none"> Story times (wide range of books with a diversity focus, recently purchased. RWI: Windows and Mirrors list consulted to inform purchase) Pupil presentations linked to flexi-schooling or trips e.g. presentation by pupil and parent linked to Rainforest topic after their trip to Nicaragua 	

L T U R A L

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.

- RE curriculum allows pupils to learn about Christianity, Sikhism and Islam at KS1 following the Cornwall Agreed Syllabus
- We celebrate the diversity within our school community with visiting speakers, linked texts etc.
- In Geography, we learn about other countries through whole topics (e.g. China, Brazil) as well as UK cities and their diversity (e.g. London, Plymouth). See lesson sequence below re. Brazil:

Geography: Brazil					
1	2	3	4	5	6

Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

- Explicit teaching of British Values
- Age-appropriate forms of democracy built into school routines e.g. election of the school council, voting for choice of class story book for story time or for choice of treat when all ten stars are collected

Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.

- A range of extra-curricular activities available fostering artistic and sporting skills
- Attendance at clubs is monitored for e.g. pupils with SEND/PP children to ensure engagement
- Diverse curriculum with a range of visiting specialist teachers for e.g. Capoeira, PE, Music, Drama etc.
- Occasional one-off visitors or trips e.g. working with a parent artist on Turner 'skylscapes' following a trip to Marazion Marsh (Autumn Term, Sky Topic); visiting Lafrowda artist (Summer Term); visits to local libraries, churches etc.

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.

- School value of Inquisitiveness recognises and nurtures children's natural curiosity (see WALT below)

Geography					
Geography: Brazil					
1	2	3	4	5	6
1.23 WALTBA1: compare what life is like in different cities (Rio de Janeiro)			Me	My friend	My teacher
Location: I can locate					
Physical Properties: I know about the Earth's physical properties					
Impact: I know how humans impact upon the world					
WILF:					
To identify similarities between life in Rio and UK cities					
To identify differences between life in Rio and UK cities					
Value: Inquisitiveness					
To ask questions to find out more.					

- Story times are timetabled and prioritised to ensure there is adequate time to not only read the story but also to discuss any themes which emerge. New books purchased May 23 have a diversity focus to encourage such discussions and promote tolerance and positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

