

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

PUFFINS

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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)

Tuesday 31 st January 2023			
WALT: Be able to identify ways in which Christians worship God			RE
In this lesson we are focussing on being kind and considering the importance of belief for Christians			
WILF:	Me	My peer	My teacher
• Consider how hymns are used in worship			
• Talk about how God is represented in hymns			
• Think about how Christians feel when they sing hymns together and consider the importance of 'belonging'			
How important do you think it is to feel like you 'belong'?			
I am respectful of different religions because:			
* I inquire about different religions			
* I am aware of, and respect the beliefs of others			
* I can reflect on my own beliefs			

- Reading lessons (e.g. books focusing on what it means to belong)

Monday 22 nd May 2023		Reading	Today we are focussing on finding the meaning of words using a dictionary. We are also using layout features of atlases to help us locate information.
			

Lands of Belonging: A history of India, Pakistan, Bangladesh and Britain

Here are the notes on the inside of the front page of the dust cover of this book.

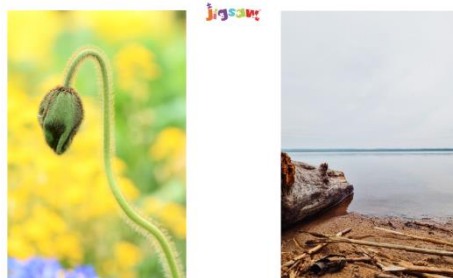
What does it mean to belong? How important is where you were born, where your parents were born, and where your grandparents were born, to who you are today? How did a company end up running a country? And how did a line on a map change the lives of millions of people forever?

Explore the vast empires and amazing inventions of ancient India, reveal the challenges faced by South Asian migrants to Britain, and celebrate the amazing culture, innovations and achievements of British pole of South Asian heritage today. This beautiful book shows how the past, present and future of India, Pakistan, Bangladesh and Britain will always be intertwined.

Highlight these words in the text then use a dictionary to define them:	
Belong	
Culture	
Innovations	
Achievements	
Empires	
Intertwined	

Now use an atlas to help you locate Pakistan, Bangladesh, India and Britain on this world map. Create a legend to help the reader.




- School value: reflection taught across different subjects (e.g. see WALT below)
- Jigsaw calm me time and reflections






- Restorative approaches to conflict from all staff, encouraging pupils to see both sides when e.g. there's a playground dispute

Knowledge of, and respect for, different people's

- RE lessons
- Assemblies (e.g. visiting members from our local church)
- Reading lessons and books that are set in diverse settings and with diverse themes

<p>faiths, feelings and values.</p>	<ul style="list-style-type: none"> • Visitors to school (e.g. Daya visiting and talking with us about her Sikh religion, Josh teaching us about the history of Capoeira and its links to slavery, learning about the traditions surrounding the Coronation and sharing how we felt upon the death of Queen Elizabeth II, trying food from parts of the world we are learning about). • Reading lessons (e.g. time focusing on and sharing in a range of books and literature with diverse themes and settings). 																																																								
<p>Sense of enjoyment and fascination in learning about themselves, others and the world around them.</p>	<ul style="list-style-type: none"> • Modelling by class teacher (and other adults) across all curriculum areas but in particular RE, Jigsaw PSHE, History and English Reading/Writing (E.g. learning about different cultures in history and how ancient civilizations compare) • Explicit teaching of 'awe and wonder' across the curriculum (E.g. text about the life and times and Nicola Tesla) 																																																								
<p>Use of imagination and creativity in their learning.</p>	<ul style="list-style-type: none"> • Creativity is one of our six school values and, as such, comes into every subject we teach. (see below WALT from Science) <table border="1" data-bbox="454 869 1129 1131"> <tr> <td colspan="2">Monday 15th January 2023</td> <td colspan="3">Computing</td> </tr> <tr> <td colspan="5">WALT: Be able to recognise how digit devices can change the way that we work</td> </tr> <tr> <td colspan="5">In this lesson we are focussing on being creative and designing a digital device</td> </tr> <tr> <td>WILF:</td> <td></td> <td>Me</td> <td>My peer</td> <td>My teacher</td> </tr> <tr> <td>• Explain how I use digital devices for different activities</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>• Recognise similarities between using digital devices and non-digital tools</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>• Suggest differences between using digital devices and using non-digital tools</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="5">Challenge: Create a Scratch drawing program</td> </tr> <tr> <td colspan="5">Can you think/create of digital versions of painting and writing?</td> </tr> <tr> <td colspan="5">I am a Computer Scientist because:</td> </tr> <tr> <td colspan="5">  <ul style="list-style-type: none"> *I can code *I know how to use systems efficiently to achieve a goal *I know ways to keep myself safe online </td> </tr> </table> <ul style="list-style-type: none"> • Pupils are often given choice over how they present their work (e.g. meeting the needs of pupil with SEND in writing whether they choose to write or type) or what their focus may be e.g. in writing where pupils decide what their focus is for independent sections writing. What happened next in Theseus and the Minotaur? • We offer a wide range of extra-curricular activities and creative pursuits across the year with visiting specialists e.g. Capoeira, Music, Drama, Dance, Art clubs, Science club, gardening and Forest School clubs Lafrowda workshops etc. and have close links with local centers such as The Minack, • We perform our Christmas play (which is written by the children) at a local professional theatre • Puffins perform with massed choirs as part of Songfest each year and also take part in a cluster project of dance, singing and music making with Minack Theatre. 	Monday 15 th January 2023		Computing			WALT: Be able to recognise how digit devices can change the way that we work					In this lesson we are focussing on being creative and designing a digital device					WILF:		Me	My peer	My teacher	• Explain how I use digital devices for different activities					• Recognise similarities between using digital devices and non-digital tools					• Suggest differences between using digital devices and using non-digital tools					Challenge: Create a Scratch drawing program					Can you think/create of digital versions of painting and writing?					I am a Computer Scientist because:					 <ul style="list-style-type: none"> *I can code *I know how to use systems efficiently to achieve a goal *I know ways to keep myself safe online 					
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<p>Willingness to reflect on their experiences.</p>	<ul style="list-style-type: none"> • Jigsaw PSHE calm me time as well as reflections at the end of JIGSAW lessons • How will I apply what I have learnt to my own life? • RE lessons 																																																								

		<ul style="list-style-type: none"> Reflection as a school value built into our progression of lessons (e.g. DT lesson below) <div data-bbox="451 237 1114 506"> <p>Thursday 30th March 2023</p> <p>WALT: Be able to evaluate my final product and consider the views of others</p> <p>DT Design and Technology</p> <p>in this lesson we are focussing on being reflective and thinking about an outcome</p> <table border="1"> <tr> <td>WILF:</td> <td>Self</td> <td>My peer</td> <td>My teacher</td> </tr> <tr> <td> <ul style="list-style-type: none"> Test our product against the design criteria Give and receive feedback from peers Review your product and decide what went well and what you would like to improve next time </td> <td></td> <td></td> <td></td> </tr> </table> <p>What can I make even better?</p> <p>I am a Designer because:</p> <ul style="list-style-type: none"> I can design products from concept to evaluation I can solve problems I develop my skills and expertise with different tools and materials </div> <ul style="list-style-type: none"> Sharing a JIGSAW weekly celebration in assembly <div data-bbox="464 555 772 1032">  <p>Puzzle 9</p> <p>Weekly Celebration 1</p> <div style="border: 1px solid green; padding: 5px; width: fit-content; margin: 10px auto;"> <p>This week we are celebrating people who: Know how to make friends</p> </div>  </div> <ul style="list-style-type: none"> Plan/do/review cycle of learning in EYFS and in e.g. Art/DT lessons (see DT lesson sequence below) 	WILF:	Self	My peer	My teacher	<ul style="list-style-type: none"> Test our product against the design criteria Give and receive feedback from peers Review your product and decide what went well and what you would like to improve next time 				
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<p style="font-size: 2em; letter-spacing: 0.5em;">M O R A L</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>	<ul style="list-style-type: none"> Explicit teaching of school golden rules and British Values Modelling and discussion on what is right and wrong 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. A newspaper article about the crimes of Goldilocks. Hot seating a pupil in the role of a concerned member of the community, <i>“It has made me so worried. I don’t even want to leave the house now – I worry so much about people breaking in to my property.”</i> 									
	<p>Understanding of the consequences of their behaviour and actions.</p>	<ul style="list-style-type: none"> All staff have read and understood the Positive Behaviour Policy and follow it throughout the school day Exploring this idea through story e.g. Exploring character motives in reading lessons and stories from the bible and beyond in whole school assemblies ELSA one-to-one interventions to support pupils who find this more difficult <div data-bbox="464 1778 847 1984">  </div>									

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. If the Maya were so civilized, why did they carry out human sacrifice?
- Opportunities to engage with challenging ethical ideas and engage in discussion about these across the curriculum.

Monday 5th December 2022

WALT: Be able to explain why human sacrifice was practised by the Ancient Maya

In this lesson we are focussing on being inquisitive and asking questions

History

WILF:	Me	My peer	My teacher
• Understand what human sacrifice is	✓	✓	✓
• Recall the reasons why the ancient Maya did this	✓	✓	✓
• Consider how morals were different for the Ancient Maya and also Anglo Saxons	✓	✓	✓

If the Maya were so civilized why then did they carry out human sacrifice?

I am an historian because:

- * I understand chronology
- * I look at different evidence to answer important questions
- * I understand the impact events can have

We looked at different sources of evidence (as not to be bias) to attempt to decide if the Mayans were bloodthirsty or not.

Can you work out what is happening here?
I suspect that an animal sacrifice is being carried out because that is someone holding a knife, a leopard lying still and a red liquid steaming over the altar (blood).

Does this picture show those who view it that the Maya were 'bloodthirsty'? Why? Why not?

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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
- Class reads with characters from a wide range of backgrounds



- Trips out (including school camp to Plymouth every 3 years)
- Diverse topics about other cultures in KS2 Geography and History including the Americas, Europe as well as comparing rural and city locations.
- Adults model what to do and what not to do in role play scenarios and through e.g. social stories for pupils with SEND
- 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)

The White Rose class:



Willingness to participate in a variety of communities and social settings,

- RE curriculum with specific objectives covered on involvement with the local community E.g.
- Trips and visits to allow for this e.g. beach clean in the Summer Term and visit to Porthcurno Telegraph Museum for Earth Day,

	<p>including by volunteering, cooperating well with others and being able to resolve conflicts effectively.</p>	<ul style="list-style-type: none"> • Adults model different ways of resolving conflict in lessons, explicitly teaching suitable ways and ways which could lead to further conflict through e.g. the use of social stories for children with SEND or model examples to discuss in JIGSAW • 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 as well • Visitors to school • Learning about key historical figures across the curriculum (E.g. Darwin in Science, Nikola Tesla in writing, many different authors in Reading) • 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 Puffins class to reflect our diverse pupils <div data-bbox="464 824 906 1099"> </div>	
	<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"> • Mining topic in KS2 to foster cultural identity and learn about its origins/history. This includes local history trips as well as learning some key Cornish phrases and key moments in Cornish history. • Geography topics focusing on our coastline and rural/urban comparisons. • Story times (wide range of books with a diversity focus, recently purchased.) • Pupil presentations linked to flexi-schooling or trips 	
	<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>	<ul style="list-style-type: none"> • Global celebrations week focusing on amazing things from around the world • Books which share stories of our past and present on a global scale <div data-bbox="469 1715 1126 1883"> </div> <ul style="list-style-type: none"> • JIGSAW lessons focusing on 'Global Citizenship' • RE following the Cornwall Agreed Syllabus and PHSE lessons 	

- Comparisons in Geography between urban and rural locations in the UK and beyond.
- Celebrations of key events in the British calendar (St Piran's Day, Remembrance etc.)
- We celebrate the diversity within our school community with visiting speakers, linked texts etc.
- In Geography, we learn about other countries through out topics (e.g. north and south America when learning about the Ancient Maya)



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

- School council democratic elections
- Children's ideas feeding into decisions made about the school
- Regular pupil conferencing helping to shape the direction our schools moves
- Mock elections when national elections are taking place

St Levan Student Council Action Plan Autumn Term 2022 Members: -redacted-			
Action	WWLF	Who?	Completed?
1. Survey the student body in two ways. A) Find out about what clubs people wish they could have. (playtime) B) Find out things people think would make St Levan even better. (assembly)	A) Create survey Ask at playtimes Feedback to Mr Francis B) Work in groups in assembly and speak with your peers to determine what people would like. Act on any suggestions you think will work Find out costings of any resources	Everyone	✓

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

- Many artistic opportunities each academic year:
- Christmas Play
 - Songfest
 - Shakespeare Festival
 - Competitions in art and writing and reading
 - Minack singing production
 - Lafowda festival and preparations
 - Preparing for Summer Fete

Wednesday 30th December 2022
Visit to the Hall for Cornwall to watch a Christmas production of Treasure Island.

Aims:

1. To watch and enjoy a professional production at a working theatre
2. To identify what made the performance successful and positive
3. To consider what you can use from this production in our performance of 'A Christmas Carol'

What will you make sure you do for our performance?

① Loud, clear voices
② Face the audience when you speak
③ Stay in character all of the time
④ Smile all of the time

- 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.

Interest in exploring, improving

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

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.

Monday 22nd May 2023

TWO PART LESSON - TODAY IS PART 2

History

WALT: Be able to explore different kinds of historical evidence to help us answer a question

In this lesson we are focussing on being *inquisitive* and looking carefully at different Greek pots

WILF:	Me	My peer	My teacher
<ul style="list-style-type: none"> Analyse images on Greek pots and make deductions about Greek life 			
<ul style="list-style-type: none"> Describe the most important features of Ancient Athenian Society 			
<ul style="list-style-type: none"> Use tentative language (e.g. perhaps) when we are not sure about something 			

What can we work out about everyday life in Ancient Athens?

I am an historian because:
 * understand chronology
 * look at different evidence to answer important questions
 * understand the impact events can have

- 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

