Pensans Community Primary School

Spiritual. Moral. Social. Cultural Development



At Pensans School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn, achieve and thrive.

We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of a range of cultures.

Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their knowledge of, 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
- willingness to reflect on their experiences.

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries 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 ability to understand and appreciate the viewpoints of others on these issues.

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those 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 of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, developing and demonstrating skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those 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
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- 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 respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Spiritual Development			
Aims	Objectives	Evidence	Impact on Pupils
To develop the ability to self-calm To be able to reflect To develop the ability to sense wonder and mystery in the world To appreciate the unique nature of human relationships	To develop imagination To develop the skill to use all one's senses To encourages times for quiet reflection throughout the school day To develop the skill of being physically still, yet alert To promote an awareness of and enjoyment in using one's imaginative potential To develop curiosity and a questioning approach - discussing issues and themes To develop positive self-esteem, respect for themselves and inner confidence To have the opportunity to develop personal beliefs	• R.E. curriculum and scheme of work (Cornwall Curriculum) • Visits to local church and Mosque • Visits / assemblies from local church representatives. • R.E. and British Values website pages • Achievement assemblies and collective worship • Reflection time • PSHE curriculum and scheme of work • PSHE website page • Picture News Assemblies • Pensans Way - central display, class displays discussion with pupils • Curriculum opportunities to inspire wonder e.g. in English, science, music, art, music, history, geography etc. • Art promoting positive attitudes and understanding of self	Children show empathy and develop the ability to reflect on their own and others' learning and achievements Pupils develop positive attitudes, values and principles Pupils have a first-hand experience of other places of worship and of people of other faiths Pupils develop respect for themselves and others Pupils develop awareness and understanding of their own and others' beliefs Pupils are able to express themselves imaginatively and creatively in a variety of forms
Moral Development			

Aims	Objectives	Evidence	Impact on Pupils
To be able to distinguish between right and wrong and to respect the civil and criminal law in England To understand the principles lying behind decisions and actions To be able to make decisions, accepting and understanding the consequences of their actions To develop a sense of responsibility, consideration for others, self-respect and self-confidence To prepare pupils for the opportunities, responsibilities and experiences of adult life	To conform to rules in order to promote order for the good of all To understand that there are consequences to actions To exercise self-discipline To tell the truth To respect the rights and property of others To take responsibility for their own actions To develop high expectations and a positive attitude To develop individual self confidence To be considerate to others To help others less fortunate than themselves	• School Code of Conduct, Positive Behaviour, Anti-Bullying Policies understood by all • Learning Walks for behaviour and behaviour for learning, Behaviour Log records • Looking after others in school e.g. Playground Leaders • Achievement assemblies and House Point system and rewards • PSHE curriculum and scheme of work • Pensans Way - central display, class displays, • discussion with pupils • Anti-bullying workshops and focus days. • Pupil Voice and leadership - School Council • Pupil and Parent Surveys evidence positive views about pupil behaviour and the ethos of the school • E-safety workshops and lessons. • British values taught implicitly through school culture and assemblies. • Digital Wellbeing sessions / Common Sense Media online safety sessions. Sun Safety / Beach Safety RNLI • Assemblies focussed on celebrating difference/ different cultures and religion	There is a positive and supportive school ethos Pupils look after each other and take responsibility for each other; conflicts are resolved quickly and effectively Pupils have very clear values which impact positively on their behaviour; pupils have a definite sense of what is right and wrong Pupils enjoy celebrating others' achievements and have opportunities to feel proud of themselves and others Pupils are confident, caring and keen to help others Pupils are consulted on many aspects of school life Pupils have a wider understanding of the needs of others

Social Development

Aims	Objectives	Evidence	Impact on Pupils
To relate positively to others To participate fully and take on responsibilities To demonstrate appropriate behaviour across a range of situations To work cooperatively with others To use own initiative responsibly To understand our place in our family, school and society To encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England	To show care and consideration for others To work effectively as part of a group To interact positively across a range of situations e.g. class, break times, clubs, sports events, visits, concerts etc. To be sensitive to the needs and feelings of others To be able to share and express emotions To develop an understanding of citizenship and experience being part of a caring community To realise that every individual can do something well and have something to offer	• Learning Walks for behaviour and behaviour for learning, Behaviour Log records • Looking after others in school e.g. Play Leaders • Pensans Way - central display, discussion with pupils • Pupils have many leadership opportunities: School Council, House Leaders, Play Leaders, Y6/Class responsibilities. • Discussion with pupil leaders, displays and pupil leadership • Pupils have many opportunities to present their learning and achievements - concerts, express events, enterprise events, sports events, displays, school Facebook page and website • Extra-curricular provision, residential visits • Achievement assemblies, House Point system and rewards • R.E., PSHE and RSE curriculum and schemes of work, • British Values impact report • Close involvement with the local community e.g. links with local councillor. • TIS sessions in school to develop social and emotional skills. • Barnardos Sessions - Healthy Relationships	There is a positive and supportive school ethos Pupils build effective friendships and relationships Pupils are given many opportunities to socialise with a wide range of people and other pupils. Pupils look after each other and take responsibility for each other Pupils have very clear values (linked to our Learner Values) which impact positively on their social skills Pupils are consulted on many aspects of school life, experience leadership opportunities and are confident to share their views Pupils have effective relationships with the local community

Cultural Development

Aims	Objectives	Evidence	Impact on Pupils
To provide pupils with the knowledge and cultural capital they need to succeed in life To support pupils to develop an appreciation of the diversity of human creativity and achievement To develop a sense of belonging to pupils' own culture and being proud of their cultural background To challenge opinions or behaviours that are contrary to British Values To share different cultural experiences To respect different cultural traditions To understand codes of behaviour, fitting to cultural tradition	To develop a love for learning To enable pupils to acquire a broad general knowledge and respect for public institutions and services in England To develop an awareness, recognition and appreciation of the arts, i.e. music, art, drama, literature etc. To develop an understanding of different cultures and beliefs. To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond	• Wide range of educational and aspirational residentials and visits (such as to London) including and visitors to school • Clore Duffield Programme providing 6 fully funded trips for each pupil in mainstream school Rec - Y6 2trips and 025-26. Followed up with Legacy grant 2026-27 with subsidised trips and cultural visits • All pupils learn to speak French • Annual performances, visiting theatre groups, peripatetic music lessons, drama workshops, visits to local galleries and museums. • Musical instrument lessons (peripatetic and Music Hub) • Links with local Art Galleries/Museums (e.g Kurt Jackson/Penlee/Tate galleries) • Opportunity for choirs to perform in concerts • Wide range of extra-curricular provision and high levels of participation • World Book Day • R.E., PSHE and RSE curriculum and schemes of work, • British Values impact report • Clubs tailored to children's interests and needs.	Pupils have a well-rounded education and appreciate human creativity and achievement Pupils have opportunities to learn about different cultures, which contributes to the inclusive school ethos Pupils have an understanding of the world outside their own locality Pupils participate in a wide variety of extra-curricular activities, creative and sporting opportunities Pupils have opportunities to perform to larger audiences with pupils from other schools; they have opportunities to showcase their diverse talents and feel valued for this Pupils have opportunities to experience awe and wonder

SMSC Across the Curriculum			
ENGLISH contributes to children's SMSC development through: • Developing confidence and expertise in language, which is an important aspect of individual and social identity; • Enabling pupils to understand and engage with feelings and values embodied in high quality poetry, fiction, drama and film. • Developing pupils' awareness of moral and social issues in fiction, journalism, and film; • Helping pupils to understand how language changes over time, the influences on spoken, and written language and social attitudes to the use of language; • Learning about different cultures by studying traditional stories from around the world.	**MATHEMATICS contributes to children's SMSC development through:** • Enabling pupils to acknowledge the important contribution made to mathematics by non-western cultures. **SCIENCE contributes to children's SMSC development through:** • Encouraging pupils to reflect on the wonder of the natural world; • Awareness of the ways that science and technology can affect society and the environment; • Consideration of the moral dilemmas that can result in scientific developments; • Showing respect for differing opinions, on creation for example; • Co-operation in practical enquiry and investigative work; • Raising awareness that scientific developments are the product of many different cultures.	**HISTORY contributes to children's SMSC development through:** • Learning about the development of British society; • Enabling pupils to reflect on issues such as slavery, the holocaust and Imperialism; • Showing an awareness of the moral implications of the actions of historical figures. **GEOGRAPHY contributes to children's SMSC development through:** • Opportunities for reflection on the creation, Earth's origins, its future and diversity; • Reflection on the fair distribution of the Earth's resources and issues surrounding climate change; • Studies of people and physical geography provides children with the chance to reflect on the social and cultural characteristics of society.	**COMPUTING contributes to children's SMSC development through:** • Preparing children for the challenges of living and learning in a technologically-enriched, increasingly inter-connected world; • Making clear the guidelines about the ethical use of the internet; • Acknowledging advances in technology and appreciation for human achievement; • Informing children about safe use of the internet. **P.E. contributes to children's SMSC development through:** • Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play; • Exploring the sports and traditions of a variety of cultures; • Activities that provide opportunities for self-reflection, awareness and challenge.

ART contributes to children's SMSC development through: • Art lessons which develop children's aesthetic appreciation; • Consideration of art which evokes feelings of awe and wonder; • Giving pupils the chance to reflect on nature, their environment and surroundings; • Studying art with spiritual or religious themes, issues raised by art which concerns ethical issues, such as war paintings.	MUSIC contributes to children's SMSC development through: • Music lessons which develop children's aesthetic appreciation; • Consideration of music which evokes feelings of awe and wonder; • Learning about different cultures by listening to traditional music from around the world. R.E. contributes to children's SMSC development through: • Opportunities to reflect, to develop curiosity and a questioning approach - discussing issues and themes; • Learning about key beliefs of different world faiths including Christianity, • Judaism, Sikhism, Islam, Buddhism, • Hinduism and Humanism; • Consideration of a range of moral issues - right and wrong, justice, war and suffering, care for the environment etc.	DESIGN TECHNOLOGY contributes to children's SMSC development through: • Reflection on products and inventions, the diversity of materials and the ways in which design can improve the quality of our lives; • Awareness of the moral dilemmas created by technological advances; • Consideration of how different cultures have contributed to technological advances; • Opportunities to work as a team, recognising others' strengths and working co-operatively.	FRENCH contributes to children's SMSC development through: • Learning about French culture and customs; • Developing social skills through communicating with a French penfriend, group work and communication activities; • Listening skills are improved through oral/aural work. PSHE contributes to children's SMSC development through: • Opportunities to reflect, to develop curiosity and a questioning approach - discussing issues and themes; • Units of study that support the development of social skills and emotional wellbeing e.g. 'Feelings and • Relationships', 'Mental Health and • Emotional Well-Being'; • Units of study that develop understanding of British Values; • Consideration of a range of moral issues through units of R.E. study.