

How we support and promote Spiritual, Moral, Social and Cultural development

School inspection handbook – pages 36 and 37	What is in place (what do we do or plan to do)	Impact and evidence
Spiritual		
1.1 Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their knowledge in and respect for different people's faiths, feelings and values.	Stimulating RE lessons which draw on children's own beliefs and share and reflect the school and local community including, for example, the Jehovah's Witness community. Value reflection time. Open the Book Assembly. Use of school values that permeate all aspects of the school day. Fourlanesend's Voice assembly using Picture News to challenge current affairs using ABC	Children are visibly seen and heard to be applying their school values across all aspects of school life. They use confidence to reflect on their own beliefs while respecting the beliefs of others. This is evidenced in lesson observations, in books, in feedback from staff and children and in our community involvement e.g., May Day, Carol service, Remembrance walk. Visitors to school include Daya who shared Islam and Mrs Cook who shared being a Jehovah's Witness. Children take part in whole school discussions through FLE's voice assembly discussing, reflecting and challenging on big questions
1.2 Sense of enjoyment and fascination in learning about themselves, others and the world around them.	A unique Fourlanesend curriculum that is devised to encourage a fascination for learning in all children beginning from their starting points, being led by their ideas, giving opportunities to learn from each other and the world around them so that they are equipped for lifelong learning in our changing world.	Children enjoy lessons, learning and being in school. This is evidenced by lesson observations, in books, in feedback from staff and children and in the questions children ask. Children make good progress at school see evidence in 2.2
1.3 Use of imagination and creativity in their learning.	Open ended learning outcomes are planned wherever possible to encourage and maximise imagination and creativity.	Children feel they have ownership of their learning and it is something they can control. They feel that their ideas are respected and valued – meaningful learning. This will be most clearly evident in our end of term extravaganza, where our 'Essential Question' will be answered. It is also evidenced on a daily basis in lesson observations, in books, daily outcomes in feedback from staff and children, in whole school and Key Stage planned activities as seen in videos on website focusing on our big questions.
1.4 Willingness to reflect on their experiences	There is an expectation that all children reflect upon their experiences, learning and actions daily, it intrinsically makes up part of our curriculum and school life. At Fourlanesend this is usually done through our values. The focus is praising what has been	Many children automatically apply this to most aspects of life at Fourlanesend. This can be evidenced in the behaviour book, zero tolerance, self and peer assessments and in lesson observations. Children can evaluate their own experiences in

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	done well looking what could be improved and why (next steps).	terms of school values in Open the Book, Pupil Voice, daily value reflection time, FLE voice and Year 6 Assemblies.
Moral		
1.5 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.	School values and school rules which all stakeholders are expected to adhere to. Value reflection time is planned regularly. The school council is elected democratically and represents the views of the children across the whole school. PSHCE teaching (which includes British values and society and SMSC) both in explicit lessons and through all aspects of the curriculum. Moral dilemmas of characters in texts are discussed as appropriate. British Values assemblie	Behaviour in school is good, children are mostly honest and children either deal with minor incidents themselves or report them. We have very few incidents which require further intervention. This can be evidenced in behaviour books, pupil voice assembly, and lesson observations as well as daily pupil conversations and selfassessments. Children highlight links between the school values and the positive and negative behaviour they witness, in and out of school. Children voice and support their opinions and are given support to make them a reality eg., charity choices to support, campaigns to address – the use of single use plastic, recycling in classrooms.
1.6 Understanding of the consequences of their behaviour and actions.	We use our school values system, pupil voice assembly, class behaviour system and behaviour book to highlight behaviour which enriches and harms our school community. We work closely with parents, members of the community, local comprehensive school and the local police. Children are aware that their behaviour, positive and negative, in and out of school, has consequences.	Children value both giving and receiving praise. Any child or class can gain house points for their team which builds collective responsibility and team working. Community service is often pupil-led in proportion to the misdemeanour. Restorative justice has been used to mediate between children. Community groups like Millbrook Parish email us and engage with school to show appreciation of appropriate pupil involvement. Visitors to schools acknowledge positive behaviour via written and verbal feedback.
1.7 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.	This is planned and encouraged through RE and PSHCE lessons and other cross curricular links. Moral and ethical questions are raised in FLE voice assemblies	Children at Fourlanesend are tolerant and supportive of each other. They show respect of different lifestyle choices and appreciate the importance of having their own view point and understanding the viewpoint of others, eg. accepting the Witness children not taking part in religious activities. This is evidenced in the atmosphere in all aspects of school life – the children working and playing together harmoniously. It is also evidenced in books and

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		discussions in class. Children show confidence when challenging moral and ethical questions in FLE Vpice assemblies.
Social		
1.8 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.	Staff in school ensure that children mix and have opportunities to work and play together across all age ranges, thus giving opportunities to teach and hone these important social skills. Respect is one of our school values and this is taught both implicitly and explicitly in all aspects of our curriculum and school life	Children support each other, informally and with designated roles, across classes at playtime and lunchtime. Whole school activities, like the end of term videos, are vertically structured to promote social inclusion. New children are welcomed and settle quickly as they are supported to understand and use the school values.
1.9 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.	The school supports many annual community events such as singing at the Mount Edgcumbe Christmas Fair with our neighbouring Primary School, Maypole Dancing at The Black Prince, Remembrance Walk. We are also invited to participate in community events such as the christmas tree display at All Saints Church. Some of our children also participate in other events out of school. This is celebrated at our weekly Celebration Assembly to which all parents and carers are invited. Our unique curriculum which is centred around our children and our local area ensures that the school can and does take on board local issues and interests of our children, parents and local community. Again our school values which are embedded in everything we do and are also celebrated in our Friday Celebration Assemblies support and ensure that children learn to work together effectively.	Children, parents, members of the community and organisations within the community approach us with ideas knowing that if we can we will work with them to draw awareness to something, to change something or to develop something. The result being that everyone involved has a positive experience which raises aspirations of what can be achieved, especially when working together. Evidence - In that last few years we have helped clean the beaches, made artwork and wrote poetry for the reopening of the Kingsand Institute after the storms, taken part in local Craft and nature art exhibitions and competitions, designed promotional posters for the Lions Fayre, invited the local community to the Enterprise Fayre, created posters for the Rame Peninsular climate change and environmental protection open day.
1.10 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	This is planned and encouraged through RE and PSHE lessons and across other subjects. Children will learn about what it is to be British living in a multi-cultural society and to be tolerant of different faiths and beliefs. Learn right from wrong. Year 6 British Values assemblies encourage debates of these. FLE Voice assemblies encourage children to discuss British Values via current affairs which they debate and vote on.	Children show understanding of a variety of local and national charities and raise money for them by having mufti days and cake sales etc. Democratic election held for school council and all KS2 voted. Pupil votes during Fourlanesend Voice's on topical question. Year 6 share and discuss topics during British Values assemblies.

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Cultural		
1.11 Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others	This is planned and encouraged through RE and PSHE lessons and across other subjects. In particular, our own curriculum allows us to tailor it to the needs of our children. Again the school values which are embedded ensure that our children are respectful and appreciate the importance of learning about a wide range of cultural influences.	Our children are inquisitive, receptive and demonstrate an interest in learning about a wide range of cultures including their own heritage. This is evidenced in lesson observations, books and the behaviour book. Curriculum Kernewek is used to give children an understanding of their Cornish heritage. British heritage is taught chronologically cross KS2 for children to understand the impacts stages in history had on Britain today.
1.12 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.	Our school values underpin how our children understand and appreciate our range of different cultures within school, our community and further afield. Teachers and school leaders facilitate this by ensuring that the curriculum is diverse and prepares children for life in modern Britain. Some recent examples are Daya's visit and our topic question 'How are we connected?'	Children at Fourlanesend are very supportive of each other regardless of any cultural differences. They are knowledgeable about other cultures based on what they have learnt. This can be evidenced in lesson observations, displays and talking to our children. Through PSHE lessons children celebrate differences and via humanities they understand cultural changes and the impact on them and their future.
1.13 Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.	Explicit age appropriate lessons are taught on Britain's democratic parliamentary system during our topic: Do we need rules? Mock elections and lessons are explicitly taught around general elections.	Children are aware of how our parliamentary system works. We have evidence of this in writing books. Democracy is taught and discussed in Year 6 British Values assemblies and children make comparisons with how other countries operate around the world.
1.14 Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.	Children at Fourlanesend participated in an internal art competition for tickets for our 'Cinderella Rockerfella' production, a peripatetic music teacher attends school each week and children have the opportunity to take part in these and in a school choir. An afterschool club is supported by an art enthusiast. Children also perform Maypole dancing at the Black Prince. The school had a theatre group visit. Our children take part in football and rugby competitions, inter-school sports festivals, forest school and wild tribe.	We believe these opportunities develop children's aspirations and confidence in what they can achieve – this can be evidenced in their enthusiasm for learning and participation. We have a weekly singing assembly, a school choir and peripatetic music lessons in addition to the music curriculum. Fourlanesend contributed to an art competition, took part in Our World choir, Songfest, offer football teams for local competitions as well as after school clubs in other sport including yoga.
1.15 Interest in exploring,	Stimulating RE lessons (using the	Children who can talk

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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	Cornwall Agreed Syllabus and REsearchers) which give opportunities for the children to question, explore and develop understanding of the multi-faith society in which we live. Humanity lessons planned to show historic and geographic cultural changes.	knowledgeably, with respect and understanding, about the faiths taught. This can be evidenced in the books and through conversations with the children. It is also evident in the way the children mix at school and the way the children treat each other – applying their school values inclusively. Children understand how British culture has developed/changed through history and the impact it has on them today. This is evidenced in books and through pupil discussions.
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