

Connor Downs Academy
Spiritual, Moral, Social & Cultural Development

	Ofsted 2018	What we do	Impact/Next steps
S P I R I T U A L	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.	We encourage this throughout the curriculum and through assemblies, circle time, PSHE, visits and visitors. We encourage pupils to express themselves through creative arts.	<i>We have many examples of pupils expressing their beliefs and feelings through art related to RE studies, through writing across the curriculum, through expressive arts, dance and drama.</i>
	Sense of enjoyment and fascination in learning about themselves, others and the world around them.	We promote this through our planning and delivery across the curriculum – see Inspire curriculum and termly curriculum newsletters.	<i>We have numerous examples of pupils showing enjoyment and fascination in their work (photo, film etc).</i>
	Use of imagination and creativity in their learning.	This is expected in all subject planning and delivery.	<i>The school has disseminated high quality work widely – sharing exhibition opportunities with our local secondary school and creating a legacy DT project.</i>
	Willingness to reflect on their experiences.	This is encouraged in all learning situations and opportunities are given for reflection at the end of lessons, during assemblies and circle time. We teach and develop PLT skills and growth mind-set.	<i>Pupils from Reception to Year 6 are able to reflect on their experiences. Regular dialogue through pupil voice to evaluate and articulate opinion and point of view – ensuring that all pupils develop the skills to be reflective learners and citizens.</i>
M O R A L	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.	We provide a safe school environment in which pupils can develop an understanding of right and wrong. We use our PSHE curriculum, classroom behaviour expectations and dignity awareness to enhance this. We have a very active School Council and Student Representative Board.	<i>General behaviour throughout the school is outstanding and older pupils have a growing awareness of civil issues. We have numerous visits from the police, health service, firemen, lifeguards etc who all add to the pupils' understanding of civic responsibility.</i>
	Understanding of the consequences of their behaviour and actions.	School behaviour policies ensure that pupils are able to face up to the consequences of their actions.	<i>There is a very low repetition of poor behaviour showing that our pupils genuinely do learn from their mistakes.</i>
	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.	Within the curriculum there are numerous opportunities for pupils to give reasoned views about moral and ethical issues. Pupils have planned numerous special whole school awareness days to raise awareness of serious ethical issues.	<i>If pupils wish to raise ethical issues then they do so through the school council. Wonderful examples include: Children in Need events & fundraising for animal charities.</i>
	Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.	We have a narrow range of pupils from differing ethnic groups and a varied socio-economic background. The quality of relationships between all pupils is outstanding. We have a well-established series of workshops with an artist who shares experiences relating to Hinduism/Sikhism and Islam.	<i>Our pupils have a good general awareness of children in other contexts. Evidence can be seen in our visits to the synagogue in Plymouth, Exeter mosque and Phillack church. Our visits to London, Bristol, Bath and France develop an understanding of contrasting localities, ensuring pupils are well-prepared for life.</i>

S O C I A L	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 provides great opportunities for pupils to support each other and the community. There is a well-organised team of Prefects with a range of jobs – all are carried out diligently.	<i>There are numerous examples of our pupils playing a full role in the life of the community. Examples include: contributing to numerous charities, the food bank, animal rescue centres, beach cleans and recycling schemes.</i>
	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.	The School Council involves pupils from Years 1 to Year 6. The Council is designed to introduce democracy to the pupils and they can see that if they argue effectively then they can persuade governors and staff to change major aspects of how the school operates. Tolerance of other attitudes forms a major part of learning themes explored across the curriculum.	<i>Pupils in all classes can describe how their understanding of the themes explored through FBV enable them to listen effectively to the views of others and how this is essential to collaborate effectively and work as a team. They have been visited by 3 MPs over the past 6 years from Labour, Lib-Dem and Conservative parties. The most recent visit from a local Lib Dem politician took place in June 2018.</i>
C U L T U R A L	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.	The school offers numerous opportunities for pupils to develop an understanding of their heritage, particularly their Cornish heritage (see curriculum).	<i>High quality pupil outcomes provide evidence of this - pupils have a deep understanding of cultural influences. See Learning Process Books for evidence of Cornish study through St Piran, including pasty making with Y6 and YR working together.</i>
	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.	The school ensures that our resources (text books, toys, dolls etc) reflect multi-cultural Britain. We have a specific cultural Y6 residential to London, France, Bath and Bristol to gain an arts appreciation and that of Britain as a multi-cultural society.	<i>See Residential Visits displays and visit forms.</i>
	Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.	We provide opportunities for our older pupils to develop an understanding of the parliamentary system. Our Y6 pupils have an annual visit to the Houses of Parliament and a tour led by their local MP.	<i>We have visited the Houses of Parliament and had a full tour – see photographic evidence. We met MP Alex Salmond.</i>
	Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.	The school has a rich sporting, drama and dance heritage. We take part in many Cornish festivals and regularly perform at the hall for Cornwall.	<i>County Championship sports achievements are evidence of this. Hall for Cornwall drama performance. African drumming in June 2018. We participate in local shows.</i>
	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.	The RE Agreed Syllabus and school curriculum offer numerous opportunities for the pupils to develop and understanding and respect for different faiths.	<i>See learning Process Books and pupil voice.</i>