

# Truro Learning 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 our curriculum (Cornerstones – Love to celebrate) and through assemblies, circle time, visits and visitors. We encourage pupils to express themselves through a range of creative means.	<i>We have fantastic examples of pupils expressing their beliefs and feelings through art related to RE studies, through writing across the curriculum, and expressive dance and drama performance both within and outside our school community.</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 our Imaginative Learning Project (ILP) overviews on each Class page.	<i>We have numerous examples of pupils showing enjoyment and fascination in their work (photo evidence in Process Books, Website and Newsletter articles).</i>
	Use of imagination and creativity in their learning.	This is expected in all subject planning and delivery.	<i>The school has planned a range of creative, experiential opportunities to excite, engage and foster curiosity about the world. We have, most recently worked with RIO Arts in Cornwall. All our pupils work towards an Arts Award.</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. There is an embedded 'Learning Dialogue' opportunity in every classroom, every week and pupils express their feelings about their learning. Opportunities for reflection are also planned into assemblies and class circle times.	<i>Pupils from Reception to Year 6 are able to reflect on their learning and life experiences. Every classroom has a Learning wall with up to date examples of work from the children and challenges. !</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 (Jigsaw), classroom behavior expectations and dignity awareness to enhance this. We have a well-established School Council.	<i>General behavior throughout the school is exemplary 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 behavior policies ensure that pupils can take responsibility for their consequences of their actions.	<i>There is a very low repetition of poor behavior for the majority of pupils which demonstrates that our pupils genuinely learn from their mistakes. When pupils have SEMH/ SEND then they are supported by the SE learning Mentor and/or our PP Team members and supported to be successful and develop coping strategies.</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 and hold whole school events, then they must persuade the H of S and School Council. Wonderful examples include: Children in Need Day, TLA's got talent, electing school parliament and celebrating British Heroes day.</i>

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	<p>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.</p>	<p>Our school has a rich ethnicity and many pupils are of a different faith or culture – EAL is 20%. RE and PSHE curriculums offer numerous opportunities for the pupils to develop and understanding of different faiths.</p>	<p><i>The quality of relationships across all faiths and cultures within our school evidences understanding, acceptance and respect for all. See pupils Learning Process Books and work relating to the development of understanding with regard to all faiths.</i></p>
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