

## SMSC Provision

### British Values: **Democracy**; **Rule of Law**; **Individual Liberty**; **Respect and Tolerance for Others**

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

We aim to equip all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives, able to make up their own minds and accept responsibility for their choices.

We ensure that the British Values of Democracy, the Rule of Law, Individual Liberty and Mutual Respect for, and Tolerance of, those with Different Faiths and Beliefs are embedded throughout the curriculum and our ethos. We respect diversity, encourage freedom and openness and promote the voice of the learner. Opportunities are taken throughout the school day and in lessons to develop SMSC.

	Spiritual Development	Moral Development	Social Development	Cultural Development
<b>Ofsted</b>	Provision for the spiritual development of pupils includes developing their: <ul style="list-style-type: none"> <li>▪ ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>▪ knowledge of, and respect for, different people’s faiths, feelings and values</li> <li>▪ sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>▪ use of imagination and creativity in their learning</li> </ul>	Provision for the moral development of pupils includes developing their: <ul style="list-style-type: none"> <li>▪ ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England</li> <li>▪ understanding of the consequences of their behaviour and actions</li> <li>▪ interest in investigating and offering reasoned views about moral and</li> </ul>	Provision for the social development of pupils includes developing their: <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ 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</li> <li>▪ acceptance of 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.</li> </ul>	Provision for the cultural development of pupils includes developing their: <ul style="list-style-type: none"> <li>▪ understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>▪ understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</li> <li>▪ ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>▪ knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>▪ willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>▪ interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand,</li> </ul>

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	<ul style="list-style-type: none"> <li>▪ willingness to reflect on their experiences</li> </ul>	<p>ethical issues and ability to understand and appreciate the viewpoints of others on these issues</p>	<p>They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain</p>	<p>accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</p>	
<p><b>School Ethos</b></p>	<ul style="list-style-type: none"> <li>▪ The school has an ethos within which all pupils can be successful.</li> <li>▪ <b>Our supportive ethos allows pupils to be individuals, develop respect and be respected.</b></li> <li>▪ PSHE and assemblies provide opportunities to enable pupils to explore specific strategies to support them with this.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The children have a clearly defined sense of right and wrong presented to them through school behaviour and reward system.</li> <li>▪ The school has a clear behaviour policy which outlines the expectations of pupils within the school and which is linked to choices and rewards.</li> <li>▪ Behaviour choices that are right and those which are wrong are made explicit as necessary.</li> <li>▪ Pupils are shown the results of their choices and how they need to take responsibility for their actions.</li> <li>▪ <b>The school actively promotes its Golden Rule (“Treat others as you want to be treated”). Incidents of bullying are very rare and any minor incidences are dealt with by classroom staff following the school behaviour policy. On the very rare occasions when it is needed, class teachers, teaching assistants, senior staff, pupils and parents work together very effectively.</b></li> <li>▪ <b>All children are aware of what constitutes bullying through our PSHE / healthy relationships programme.</b></li> <li>▪ Our Equality Policy and action plan promote racial, religious and other forms of equality.</li> <li>▪ Pupils are guided towards consideration of wider moral issues through classroom discussion and circle time.</li> <li>▪ Staff lead by example and model through relationships and interactions the principles they wish to promote.</li> <li>▪ Staff help pupils develop a ‘good moral compass’ and reward good behaviour and attitudes.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Positive role models are fostered both in and out of school.</li> <li>▪ The Pastoral Team provides very good support for children with behavioural and emotional needs and helps children to reach the right place emotionally in order to learn effectively.</li> <li>▪ Our Equality Policy and action plan promote racial, religious and other forms of equality.</li> <li>▪ New pupils adjust well to the school and are firmly accepted and welcomed by their classmates.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Our Equality Policy and action plan promote racial, religious and other forms of equality.</b></li> <li>▪ Recognising and nurturing particular gifts and talents.</li> </ul>

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<p><b>Pupil Voice</b></p>		<ul style="list-style-type: none"> <li>▪ Pupils participate in class council discussions and contribute to school improvement</li> </ul>	<ul style="list-style-type: none"> <li>▪ There is a well-established, nurturing culture between the older and younger pupils in the school. Roles such as Sports Leaders and Infant Duty at lunchtimes enhance this.</li> <li>▪ Pupils make a significant contribution to the life of the school through a wide range of roles and there are many opportunities provided for pupils to exercise leadership and responsibility.</li> <li>▪ These include the School Council and Parliament which enable all children to have a “voice” and an input into school decisions and whose opinions are sought and respected.</li> <li>▪ They also allow the children to engage with democracy and to develop a sense of responsibility.</li> <li>▪ Our School Council, for example, attended the Penzance Expo and were asked to attend a Cornwall Council planning meeting to share their ideas for the development of Penzance.</li> <li>▪ Our Ministers are involved in interviewing new teachers as part of our interview process.</li> <li>▪ We respond to national and global issues; for example, resources were circulated to support the children’s understanding about war and refugees during the crisis in the Ukraine. Following this, the children wanted to fundraise to support.</li> <li>▪ Pupils care, and take responsibility, for their own environment, for example through beach cleans, creating a wildlife meadow and developing the grounds.</li> </ul>	
<p><b>How we promote SMSC</b></p>	<ul style="list-style-type: none"> <li>▪ Giving pupils the opportunity to explore values and beliefs, including religious beliefs and the way in which they impact on people’s lives.</li> <li>▪ Giving pupils the opportunity to understand human emotions and feelings, the way they impact on people</li> </ul>	<ul style="list-style-type: none"> <li>▪ Providing a clear moral code for behaviour which is promoted consistently through all aspects of the school.</li> <li>▪ Rewarding positive behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fostering a sense of community with common, inclusive values.</li> <li>▪ Encouraging children to work co-operatively.</li> <li>▪ Encouraging children to recognise and respect social differences and similarities such as where they</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding difference and respecting the integrity of individuals.</li> <li>▪ Celebrating the attitudes, values and traditions of diverse cultures across the curriculum.</li> </ul>

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	<p>and how an understanding of them can be helpful for example, through PSHE, English and Drama.</p> <ul style="list-style-type: none"> <li>▪ Developing a climate, or ethos, within which all pupils can grow and flourish, respect others and be respected for example through Parliament and the School Council and sharing work.</li> <li>▪ Offering pupils the opportunity to appreciate the beauty and wonder of the natural environment, for example through woodland learning or visits to the local beach.</li> <li>▪ Promoting teaching styles that value pupil questions and give them space for their own thoughts, ideas and concerns and enable pupils to make connections between aspects of their learning.</li> <li>▪ Encourage pupils to relate their learning to a wider frame of reference; for example, asking 'why', 'how', and 'where' as well as 'what'.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Promoting equality relating to gender, religion, ethnic origin, race, sexual orientation, age, disability and SEN especially through the Equality Policy and SEN provision.</li> <li>▪ Giving pupils opportunities to explore and develop moral concepts and values throughout the curriculum.</li> <li>▪ Developing an open and safe learning environment in which pupils can express their views and practise moral decision making.</li> <li>▪ Modelling through the quality of relationships and interactions the principles we wish to promote such as fairness, integrity, respect, pupil welfare, respect for minority interests or the resolution of conflict.</li> <li>▪ Recognising and respecting different cultural groups.</li> <li>▪ Encouraging children to take responsibility for their actions.</li> </ul>	<p>live, different kinds of family models, age issues.</p> <ul style="list-style-type: none"> <li>▪ Providing positive experiences such as special curriculum events and musical productions.</li> <li>▪ Helping pupils develop personal qualities which are valued in society.</li> <li>▪ Providing opportunities to participate in the democratic process and participate in making community decisions.</li> <li>▪ Providing children with opportunities to exercise leadership and responsibility.</li> <li>▪ Welcoming members of the wider community into our school.</li> <li>▪ Ensuring an awareness of events in the world around them (eg the Platinum Jubilee) and providing children with opportunities to learn about and explore aspects of this.</li> </ul>	<ul style="list-style-type: none"> <li>▪ We try to reinforce the school's cultural values through displays and photographs.</li> <li>▪ Recognising and nurturing particular gifts and talents (sport, musical etc) in local competitions and events.</li> </ul>
<p><b>English</b></p>	<ul style="list-style-type: none"> <li>▪ Responding to a poem, story or text; pupils can be asked, 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?'</li> </ul>	<ul style="list-style-type: none"> <li>▪ Exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. When they do this, they</li> </ul>	<ul style="list-style-type: none"> <li>▪ Supporting conceptual and language development through an understanding of, and debates about, social issues e.g. the use of social media.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Providing opportunities for pupils to engage with texts from different cultures e.g. creation stories from around the world, myths and</li> </ul>

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	<ul style="list-style-type: none"> <li>▪ Appreciating the beauty of language.</li> <li>▪ The school is developing a reading spine which provides opportunities for all children to meet and discuss aspects of protected characteristics (and Moral, Social and Cultural).</li> </ul>	<p>are developing their speaking, listening and higher order thinking skills.</p> <ul style="list-style-type: none"> <li>▪ Considering different perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Providing opportunities for talk in a range of settings.</li> </ul>	<p>legends, poems from other cultures.</p> <ul style="list-style-type: none"> <li>▪ The school welcomes visiting authors.</li> <li>▪ Opportunities are taken to broaden the children's experiences through, for example, learning about Shakespeare and his language, writings and history.</li> <li>▪ The library contains a range of books from other countries and cultures.</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>▪ Making connections between pupils' mathematical skills and real life.</li> <li>▪ Considering pattern, order, symmetry and scale in both the man made and natural world.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Sharing resources within the classroom, the negotiating of responses and group problem solving.</li> </ul>	
<b>Science</b>	<ul style="list-style-type: none"> <li>▪ Demonstrating openness to the fact that some answers cannot be provided by Science.</li> <li>▪ Creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place.</li> <li>▪ Considering that not all developments have been good because they have caused harm to the environment and to people.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using opportunities during Science lessons to explain how to keep other people safe.</li> <li>▪ Exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Asking questions about the ways in which scientific discoveries from around the world have affected our lives.</li> <li>▪ Links through Black History Month about scientists and inventors.</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>▪ Considering how things would be different if the course of events had been different; for example what difference</li> </ul>	<ul style="list-style-type: none"> <li>▪ Exploring the results of right and wrong behaviour in the past.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discussions about how groups and communities organised themselves in the past.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Exploring local history.</li> <li>▪ Learning about other cultures in the past and their impact.</li> </ul>

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	<p>would it have made if the Romans had not invaded Britain?</p> <ul style="list-style-type: none"> <li>▪ Looking at local history.</li> <li>▪ Speculating about how we mark important events from history and the people who shaped them e.g. Guy Fawkes on the 5<sup>th</sup> November, Remembrance Day.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Considering some of the characteristics of people who have had a negative influence and caused suffering to others. What have others done to stop injustice?</li> <li>▪ Going beyond the facts and asking pupils to make hypotheses and pose questions such as ‘what if...?’</li> </ul>	<ul style="list-style-type: none"> <li>▪ Considering questions about social structure in the past and considering whether there are people in the world who still don’t get a fair deal?</li> <li>▪ Encouraging pupils to talk to their parents and grandparents; for example, when learning about Remembrance or about WWII.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Investigating how culture is shaped by history, exploring the ‘cultural heritage’.</li> <li>▪ Taking pupils on visits to historic sites.</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>▪ Using Google maps and asking pupils to imagine what it might be like to live in different parts of the world.</li> <li>▪ Making links with history when exploring the environment and speculating on why the landscape is as it is.</li> <li>▪ Comparing their lives with pupils living in other countries or other part of the UK.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Considering how people treat the environment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Providing positive and effective local links with the community.</li> <li>▪ Considering social responsibility such as care for the environment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Providing many opportunities to learn about other countries and cultures.</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>▪ Experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and world views – Christians, Jews and Muslims in KS1 extending to include Hindus in KS2.</li> <li>▪ Asking and responding to questions of meaning and purpose.</li> <li>▪ Considering “big questions” about God and the world.</li> <li>▪ Exploring spiritual practices such as worship and prayer, and considering</li> </ul>	<ul style="list-style-type: none"> <li>▪ Exploring morality including rules, teachings and commands such as the school behaviour system, The Ten Commandments or the teachings of Muhammad.</li> <li>▪ Investigating the importance of service to others.</li> <li>▪ Exploring religious perspectives and responses to evil and suffering in the world</li> </ul>	<ul style="list-style-type: none"> <li>▪ Exploring the qualities which are valued by our school as well as a civilised society and as British Values (ALL strands).</li> <li>▪ Asking questions about the social impact of religion at an age-appropriate level.</li> <li>▪ Welcoming local ministers to the school, for example to lead our Harvest Festival or to talk about their role.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Exploring similarities and differences between faiths and cultures.</li> <li>▪ Learning about Cornish Saints and local spiritualism</li> <li>▪ The Cornwall elements of the RE curriculum celebrate local diversity both historical and current.</li> <li>▪ Engaging with texts, artefacts and other sources</li> </ul>

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	<p>the impact of these on believers and any relevance to their own life.</p> <ul style="list-style-type: none"> <li>Having links with our local churches where we go to study Christian faiths and celebrate Christian festivals.</li> </ul>	<ul style="list-style-type: none"> <li>Asking questions about the purpose and meaning of reconciliation and salvation e.g. exploring Yom Kippur.</li> </ul>		<p>from different cultures and religious backgrounds.</p> <ul style="list-style-type: none"> <li>Through our study of other faiths, we aim to raise our children's awareness and appreciation of Britain as a multicultural society.</li> <li>We welcome guests from other faiths to attend assemblies and lead lessons. For example, Daya held workshops to celebrate the Hindu culture with all our Key Stage 2 classes.</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>Providing many rich opportunities for pupils both to explore spiritual dimension and natural phenomena.</li> <li>Exploring different artists' interpretations and asking what the artist was trying to convey (eg portraits of Henry VIII in UKS2).</li> </ul>	<ul style="list-style-type: none"> <li>Exploring how emotions and inner feelings are expressed through painting, sculpture and architecture.</li> <li>Responses to, and use of, visual images to evoke a range of emotions.</li> </ul>	<ul style="list-style-type: none"> <li>Sharing resources.</li> <li>Exploring art as a powerful social tool.</li> <li>Evaluating and critiquing our own work and the work of others.</li> <li>Making a contribution to the local society eg through Mazey.</li> </ul>	<ul style="list-style-type: none"> <li>Experiencing a wide range of creative media from around the world.</li> <li>Developing aesthetic and critical awareness at an age-appropriate level.</li> <li>Realising that not everybody likes the same thing and that's ok.</li> <li>Realising that Art can impact on different people in different ways because of their own history and what they bring to it.</li> </ul>
<b>Design Technology</b>	<ul style="list-style-type: none"> <li>Enjoying and celebrating personal creativity.</li> <li>Reviewing and evaluating created things.</li> </ul>	<ul style="list-style-type: none"> <li>Raising questions about the effect of technological change on human life and the world around them.</li> <li>Impact of design solutions.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring dilemmas that individuals may face and developing practical solutions to these problems</li> </ul>	<ul style="list-style-type: none"> <li>Considering cultural influences on design.</li> </ul>

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<b>Computing</b>	<ul style="list-style-type: none"> <li>▪ Wondering at the power of the digital age e.g. use of the internet</li> <li>▪ Understanding the advantages and limitations of IT.</li> <li>▪ Using the internet as a gateway to big life issues.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Exploring the moral issues surrounding the use of data.</li> <li>▪ Considering the benefits and potential dangers of the internet – e.g. campaigns for charities and injustice as a force for good; Cyber bullying as a danger.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Highlighting ways to stay safe when using on line services and social media (Natterhub).</li> <li>▪ Being prepared to work with technology to forge new relationships.</li> <li>▪ Discussing the impact of IT on the ways people communicate e.g. Facetime</li> <li>▪ Digital leaders help and support other pupils to stay safe online.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Access to the world wide web – exploring different cultures and environments etc through IT.</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>▪ Delighting in movement, particularly when pupils are able to show spontaneity.</li> <li>▪ Taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative</li> <li>▪ Being aware of one’s own strengths and limitations eg swimming lessons, participation in Sports Day.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discussing fair play and the value of team work.</li> <li>▪ Developing qualities of self-discipline, commitment and perseverance.</li> <li>▪ Developing sportsmanship eg through three cheers at the end of a match, regardless of the result.</li> <li>▪ Participating in events such as the Cornwall School Games.</li> <li>▪ Pupils show good sportsmanship and are always encouraged to do so.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Developing a sense of belonging and self-esteem through teamwork to create a dance, participate in a match etc.</li> <li>▪ Developing a sense of community identity through taking part in many inter-school events, including leagues and competitions.</li> <li>▪ Offering a variety of extra-curricular sporting activities that are cross phase/year group, enabling pupils to work together in a variety of different groupings and contexts.</li> <li>▪ As well as competitions, we take part in events which are designed to celebrate all pupils’ participation, whatever their level of sporting ability.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learning about the history of sport, and where they originate from eg the Olympics when studying the Greeks.</li> <li>▪ Making links with national and global sporting events such as the World Cup and the Olympics.</li> <li>▪ We very actively promote girls sport including sporting role models.</li> </ul>



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<p><b>Drama</b> (across several subjects)</p>	<ul style="list-style-type: none"> <li>▪ Allowing for insight, self-expression and the chance to walk in someone else's shoes e.g. different characters from fairytales in KS1; Rosa Parks roleplay in UKS2.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Exploring similarities and differences and how respect for others can be expressed.</li> <li>▪ Building self-esteem and encouraging self-worth.</li> <li>▪ Working co-operatively together.</li> <li>▪ Encouraging pupils to take part who find it difficult.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Taking different roles from other backgrounds.</li> <li>▪ Using different dramatic conventions to encourage empathy.</li> </ul>
<p><b>Music</b></p>	<ul style="list-style-type: none"> <li>▪ Allowing pupils to show their delight and curiosity in creating their own sounds.</li> <li>▪ Making links between their learning in RE, Geography etc. with music being played as background eg Christmas carols, Chinese music</li> <li>▪ Considering how music makes one feel and can 'move us'.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Exploring how music can convey human emotions such as sadness, joy, anger etc.</li> <li>▪ Appreciating the self-discipline required to learn a musical instrument</li> </ul>	<ul style="list-style-type: none"> <li>▪ Exploring how an ensemble or orchestra works together.</li> <li>▪ Appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Giving all pupils an opportunity to learn a musical instrument and to take part regularly in singing</li> <li>▪ Encouraging pupils to listen and respond to traditions from around the world.</li> <li>▪ Appreciating musical expression from different times and places</li> </ul>
<p><b>PSHE</b></p>	<ul style="list-style-type: none"> <li>▪ Developing an awareness of, and responding to, others' needs and wants.</li> <li>▪ Exploring meaning and purpose for individuals and society.</li> <li>▪ Developing resilience and inner strength.</li> <li>▪ The PSHE curriculum ensures that pupils are given the opportunity to consider their own, and other people's, emotions and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Exploring what is right and wrong.</li> <li>▪ Making links to British Values (ALL colours).</li> <li>▪ The teaching of PSHE within the school curriculum acknowledges and celebrates different personal identities, positive relationships and promotes healthy lifestyles.</li> <li>▪ PSHE also includes SRE through the Christopher Winters materials.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Helping pupils to engage in a democratic process for agreeing the rules for community life eg creating class expectations.</li> <li>▪ Creating opportunities for pupils to exercise leadership and responsibility through Parliament and the School Council and the annual pupil survey.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respecting, understanding and celebrating diversity.</li> </ul>

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<b>MFL</b>	<ul style="list-style-type: none"> <li>▪ Pupils learn French in KS2 and may be introduced to other languages in the EYFS / KS1.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Helping pupils to have an understanding of the French culture.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learning the skill of communicating in different ways.</li> <li>▪ Exploring different social conventions eg forms of address in French.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appreciating the language and customs of others.</li> <li>▪ Exploring the literature and culture of other countries.</li> <li>▪ Taking part in cultural occasions eg Divali and Chinese New Year.</li> </ul>
<b>Extra-Curricular Activities and Opportunities</b>	<ul style="list-style-type: none"> <li>▪ Taking an active part in local celebrations such as the St Piran's Parade.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The children support a range of charities across the year through different fundraising events, which are sometimes chosen by them and in the organisation of which they may be involved.</li> <li>▪ This enables them to understand what is happening to other people and in other parts of the world.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The school runs a breakfast club.</li> <li>▪ There are a wide range of after-school clubs on offer.</li> <li>▪ <b>We listen to the children and aim to provide the clubs they would like where possible.</b></li> <li>▪ Strong links exist with local secondary schools which pupils visit for workshops, taster sessions and sporting events.</li> <li>▪ The school is very successful as part of many sporting leagues and competitions – for example, one year 49 pupils qualified for, and took part in, the Cornwall School Games finals.</li> <li>▪ There are many positive experiences such as camps, visits and school and class productions.</li> <li>▪ Visiting local care homes at Christmas to sing carols.</li> <li>▪ Links with the community such as the Alverton Parade.</li> <li>▪ Inviting residents to “have their say” on issues relating to the school (eg parking).</li> </ul>	<ul style="list-style-type: none"> <li>▪ The school takes an active part in the Mazey day celebrations (even holding our own Parade). All children are involved in the preparation for these events.</li> <li>▪ Year 6 dancers take part in the annual St Piran's Parade and the singing group perform in the concert.</li> <li>▪ We celebrate events of national or global significance such as the Platinum Jubilee and the Olympics.</li> <li>▪ Pupils' knowledge of their culture and heritage is extended through the Year 6 visit to London including St Paul's Cathedral and a West End theatre show.</li> <li>▪ The children enjoy visits such as to St Michael's Mount, local art galleries or the Minack theatre.</li> <li>▪ Key Stage 2 children can take part in the school's annual</li> </ul>

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				musical production which is performed for the whole school community.
<b>Assemblies</b>	<ul style="list-style-type: none"> <li>▪ Some assemblies may focus specifically on a religious story, whether Christian or from another religion.</li> <li>▪ Pupils are encouraged to be reflective during collective worship and in RE, PSHE lessons</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assemblies may be themed, eg anti-bullying, e-safety, aspiration.</li> <li>▪ Some assemblies focus on topical or other relevant issues.</li> <li>▪ Some assemblies celebrate things that are going on in school and being together.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Some assemblies focus on celebrating diversity and understanding equality or celebrating events in other faiths.</li> </ul>
<b>Cross-Curricular</b>	<ul style="list-style-type: none"> <li>▪ Opportunities are taken to explore values and beliefs and how they impact on people's lives. These can include religious beliefs (eg Martin Luther King) and will often be taught through RE or PSHE.</li> <li>▪ "Very good cross-curricular links eg linking Literacy, History and RE enable reflection, empathy and personal development covering aspects of SMSC most effective".</li> <li>▪ We aim to provide children with experiences which provide awe and wonder.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All classes ensure that Black Lives Matter runs through the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Collaborative work, for example through challenge tasks, mean that children are happy to collaborate and work with others.</li> <li>▪ House teams mean that children work with and support children from across different year groups and classes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Very many opportunities are taken to enable the children to explore their understanding of their own culture through, for example, local area study (eg as part of our World War II topic), local art and literature (eg The Mermaid of Zennor or The Mousehole Cat).</li> <li>▪ Outside visitors are welcomed to the school such as a local WWII veteran, the fire brigade or a singing coach.</li> </ul>
<b>School Community</b>			<ul style="list-style-type: none"> <li>▪ The school holds events for all age groups at which parents are welcomed to celebrate their children's successes.</li> <li>▪ The school has strong parent partnerships and works alongside parents through, for example, workshops, consultation meeting and strong communication systems.</li> </ul>	

## SMSC Across the Curriculum

British Values: **Democracy**; **Rule of Law**; **Individual Liberty**; **Respect and Tolerance for Others**

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|  |  |  | <ul style="list-style-type: none"><li>▪ The active FOAS organise community events such as the very successful Summer and Christmas Fairs.</li><li>▪ The school has an active Twitter account through which it shares and celebrates children's achievements and experiences.</li></ul> |  |
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