

SMSC at Perranporth School

Development Opportunities

Below are some examples of how we ensure children have this opportunity in school but it's very much part of our ethos and vision within a school community.

Spiritual

- ❖ We encourage spiritual development during R.E. lessons, assemblies and by welcoming spiritual beliefs of others in our school community.
- ❖ We create opportunities for the children to spiritual thinking during our assemblies as well as reflecting on, considering and celebrating the wonders and mysteries of life.
- ❖ We have regular opportunities to share personal experiences – Show and Tell, Circle time, PSHE lessons.
- ❖ We have a positive behaviour relationships policy which supports and develops self worth.
- ❖ Mindfulness and mental health awareness is part of our PSHE curriculum and is mapped out through sequencing of learning.
- ❖ Recognising and celebrating different religious festivals – Christmas, Eid, Remembrance, Harvest, Diwali.
- ❖ Our R.E. curriculum follows the Cornwall RE Agreed Syllabus, which is rich in opportunities to explore and reflect on other religions.

Moral

- ❖ We develop moral understanding and problem solving through behaviour expectations (our Diamond Rules help us all to be happy at school and safe).
- ❖ Through PSHE lessons, we link to moral actions and consequences.
- ❖ In assemblies we often explore moral dilemmas and discuss with children appropriate actions to develop their understanding and moral compass.
- ❖ Picture News assemblies touch on moral dilemmas and issues that are always a discussion and learning point in the assemblies. Talking partners are used throughout the assembly.
- ❖ School Parliament meet regularly and discuss moral situations to be able to move the school forward collaboratively.
- ❖ We use Diamond Tickets (in conjunction with our Diamond Rules), which celebrate and reward good behaviour for learning and moral choices.
- ❖ Developing teamwork and fair play through PE lessons.
- ❖ We make sure the children understand the importance of listening to others.
- ❖ Children are part of the decision making for the school e.g. part of the interview process for new staff.
- ❖ The children support and understand the importance of charity days and fundraising e.g. Children in Need, Red Nose Day, World Kindness Day.

Social

- ❖ We have a wide variety of opportunities for social development in school including: PSHE lessons, social skills intervention groups, consistent relationships policy with clear consequences and rewards.
- ❖ We have a clear restorative approach to supporting children to make good decisions. We have opportunities for children to speak to an adult in the Phoenix Room, when an incident has taken place, ensuring that the child can talk it through with someone in a restorative way.
- ❖ We ensure that all children have a voice through an elected school parliament who have the power to make changes in the school and clubs.
- ❖ We develop an understanding of their individual and group identity, learning about service in the school and the wider community and beginning to understand the need for social justice and a concern for the disadvantaged.
- ❖ We support in our community – choir singing dementia group, art group supporting at old people's home, beach cleans and litter picks. These help u to develop that strong sense of place and identity in who we are and where we live.
- ❖ We encourage collaborative learning at all times, with group and peer work across the curriculum.

Cultural

- ❖ The cultural development of our children is encouraged and supported through worships; RE lessons, understanding different cultures, themed weeks and in welcoming and accepting the cultural beliefs in others.
- ❖ All of our curriculum areas aim to seek illustrations and examples drawn from a wide range of cultural contexts as possible.
- ❖ We recognise, respect and celebrate the value and richness of cultural diversity in Britain, and how these influence individuals and society as well as recognising Christianity as a worldwide faith.
- ❖ Our RE curriculum is rich and has first-hand experiences and artefacts to support the learning.
- ❖ Harvest celebrations, Nativity and Christmas carol concerts, Easter celebrations and other opportunities are given to the children to celebrate these special ties.