

	<b>How we promote Moral Development</b>	<b>How we promote Social Development</b>	<b>How we promote Cultural Development</b>
<b>Whole school</b>	<p>The curriculum and all areas of our school life are explicitly rooted in Christian values such as justice, service, perseverance, courage and truthfulness.</p> <p>There are three core values that we have adopted as a school. They are Hope, Creativity and Perseverance. The St Mary's logo is printed on jumpers and T Shirts alongside "Learning with Hope"</p> <p>The Christian value that is being explored each half term is shared in our newsletters and a leaflet with more ideas to follow up at home is shared on our website.</p> <p>Collective worship and assemblies celebrate practical demonstrations of Christian values lived out in the life of the school, local, and wider community. Certificates for star of the week and Golden Tokens at lunch time in each class given out weekly, Photographs on display, Perseverance badges given out once a term and Service to the community certificates and awards given regularly.</p> <p>Opportunities for moral development are planned through our PSHE scheme of work and</p>	<p>The curriculum and all areas of our school life are explicitly rooted in Christian values such as friendship, service, generosity and compassion.</p> <p>Opportunities for social development are planned into the curriculum and in all areas of school life.</p> <p>Collective Worship and assemblies celebrate and reward practical demonstrations of our Christian values such as, service to the community, and acts of friendship and generosity.</p> <p>Strong mutually supportive links are maintained and developed with Penlee Cluster and local festivals celebrated.</p> <p>Strong, mutually supportive links are maintained and developed with the local and national church and the worldwide Anglican communion through worship in St Mary's church, participation in Penlee Cluster events, and participation in initiatives such as the online Advent Calendar and Lent Daily Shout.</p> <p>PiP meetings are held once a term for all children on the GRiN and for Pupil Premium children.</p> <p>Our SENCO and Inclusion Co-ordinator provides pastoral support to children or family members facing challenges and external services signposted.</p> <p>An appropriately trained teaching</p>	<p>The curriculum and all areas of our school life are explicitly rooted in Christian values, such as friendship, generosity, and creativity.</p> <p>The curriculum is delivered using creative and imaginative teaching strategies which allow individual gifts and talents to flourish. Successes in and out of school are celebrated every Friday in assembly. Every topic begins with an inspiration day. Topic leaflets are given out to parents and homework projects completed.</p> <p>A range of art forms are used to teach children about Christian heritage and tradition, and also the heritages and traditions of other faiths.</p> <p>Children are given opportunities to take part in and respond to cultural and artistic enterprises. There are many examples of this eg Spirited Arts project, participation in Mazey Day, 3D model making, workshops with professional artists at Penlee House Museum, Penzance and Newlyn Art Gallery, local authors are invited into school regularly.</p> <p>Local sports specialists and dancers come in to lead after school clubs. A variety of plays and productions attended e.g. Bournemouth Symphony Orchestra performing in school, Philharmonia Music</p>

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	<p>actively encouraged in all areas of school life.</p> <p>Our Behaviour for Learning policy makes clear that every child is treated fairly and is always offered the opportunity for a fresh start.</p> <p>Parents and carers are made aware, through our website, prospectus and newsletters of our school's expectations regarding behaviour, as well as the rewards and sanctions that we operate.</p> <p>Children are made aware of moral and ethical issues in the national and international context. Members of charities are often invited into school to talk about their work e.g. Guide Dogs for the blind, Penzance Food Bank.</p> <p>Non Uniform Days are held once a term to raise money for local and international charities.</p> <p>At Harvest the food brought in is donated to three local charities: Penzance Food Bank, Pengarth Centre and the Breakfast Project.</p> <p>Children are encouraged to plan and organise their own charitable events linking with the curriculum and also in their own free time.</p> <p>The School Council is fully involved, alongside teachers, senior leaders and governors in reviewing the</p>	<p>assistant will provide pastoral support to children or family members facing challenges;</p> <p>THRIVE training attended by members of staff and cascaded to all staff in 2015-2016</p> <p>Our school community strives to be fully inclusive. Much of the building is fully accessible. The school is accredited as an Inclusive Dyslexic Friendly School</p> <p>The School Council is developing to have an active part with staff and governors in monitoring and evaluating the social cohesiveness of the school community;</p> <p>The Senior Leadership Team prioritises support and engagement with networks (eg PEN network, school partnerships, Penwith Heads and attending Headteacher conferences run by the Diocese);</p> <p>There is active engagement with parents and carers through the 'open door policy' and active support of FOSM's our PTA.</p> <p>The school is proactive in engaging families in learning through Family Learning course and school run workshops e.g. Dyslexia, Reading, Maths, Positive Behaviour workshops.</p> <p>The School choir are active in Penzance community performing with other schools eg Bernard Williams concert and independently at local cafes, craft fairs, care homes and in the cathedral.</p>	<p>Lab and concerts Summer 2014 and 2015, The Minack Theatre children's performances etc.</p> <p>Children are actively encouraged to learn a musical instrument. A third of Year 2-6 (43/128) currently are learning an instrument in school. Year 5 will be learning Samba in Summer 2016.</p> <p>Children explore current affairs and interpretations of events by the media.</p> <p>Through PSHE and RE, children explore the ways in which cultural, racial, and religious prejudice can take root and learn how to recognise this and other forms of discrimination as well as ways to counter it.</p> <p>Projects which celebrate diversity within the local and wider community feature in our curriculum. Our local Celtic heritage is studied through "curriculum kerwenek" part of the RE Agreed Syllabus, A Sense of Place teaching units and by celebrating St Piran's Day with our local community.</p> <p>All children from Year 4 took part in a local production of Noyes Fludde in 2013 which the school jointly led. A group of children took part in a production of the Lion, the Witch and the Wardrobe in 2015 and each year children are involved in "A Play in a Week" events via our Holiday Club. "A Chance to Shine" concerts held in the church annually celebrate children's musical</p>
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	<p>impact of our Christian values on the behaviour, culture and ethos of our school. Parents and carers are surveyed about the impact of our values every two years.</p>	<p>The school has strong links with the local church and projects to develop and respond to the needs of children in the immediate area of the school e.g. Holiday club and the Playzone@Penzance</p>	<p>achievements. Instrumentalists also have opportunities to participate in Music Medals, Grade exams and local music festivals. Links with our Diocese and dioceses overseas teach children that as a church school, we are a part of the World Wide Anglican Communion which comprises a rich cultural diversity of Christian traditions and practices. There are active links with schools abroad. Particularly in France and Bendigo, Australia. Children write to individual penpals and often share their cultural heritage with each other.</p>
<p><b>Foundation Stage:</b> If you go down to the woods today</p>	<p>Caring and Providing for others in a Tea Party  Generosity and Serving others  Sharing food together</p>	<p>Purposeful play</p> <ul style="list-style-type: none"> <li>• Think up a plan for what they want to do.</li> <li>• Try out new things confidently.</li> <li>• Perseverance when things are tricky.</li> <li>• Complete activities to the best of their ability.</li> </ul>	<p>British Tea Party. Teddy Bears Picnic. Tea party with Parents.</p>
<p><b>Foundation Stage:</b> Light and Dark</p>	<p>Considering the feelings of others  Listening to others and respecting their feelings</p>	<p>Find the right words to describe their feelings. Express their feelings carefully</p>	<p>Celebration of Bonfire Night. Key Stage Nativity. Carol Services.</p>

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	Turn taking		
<b>Foundation Stage:</b> Down at the Bottom of the Garden	Interest in and appreciation of others. Learning how to look after animals.	Improved speaking and listening skills Meet the Head Gardener of Morrab Gardens Holding conversations Engaging with the community	Comparing what lives and grows in different countries. Visit Morrab Gardens.
<b>Foundation Stage:</b> Land of the Giants	Exploring friendship	Demonstrate that they can be a good friend to others. Show friendliness towards other children.	St Pirans Day. Finding out about our Cornish History. St Michaels Mount.
<b>Foundation Stage:</b> Big Wheels	Working together to overcome a problem.	Generate ideas and share with a friend. Importance of Cooperation	Roles in Society.
<b>Foundation Stage:</b> Fishy Tales	Co-operative play and sharing of ideas.	Learning to accept other views Coming to an agreement when views differ.	Mazey Day Newlyn
<b>Year One:</b> Amazing Animals	Learning how to look after and care for animals. Growing and looking after living creatures.	Health and Well being Relationships Working together and sharing Ideas. Class Rules School Council Elections.	Marks Ark looking at animals from other countries. Fish Merchant Visit. Visit to the Bird Sanctuary.
<b>Year One:</b> Bright Sparks	Looking at the decisions of Guy Fawkes. Were they good decisions?	Health and Well being Relationships Teamwork to create a Bonfire and toast marshmallows.	Looking at a cultural festival of Bonfire Night.
<b>Year One:</b> Heroes & Heroines	Caring for others (Florence Nightingale).	Health and Well being Living in the Wider World Florence Nightingale – who gives us medicine?	Looking at Significant individuals which have contributed to national achievements. Visits to Fire Station, Life Boat Station.

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			Talk from the local police force about caring for our community Hinduism - RE
<b>Year One:</b> Plant Hunters	Looking after living creatures.	R-Time Interaction with visitors and public in local Gardens.	Looking at the cultures George Forrest visited. RE – Hinduism Visits to local gardens and Parks
<b>Year One:</b> Castles and Dragons	Authority in History. Knights – Honour and respect. Bullying.	R Time	Kings and Queens of Great Britain. Banquet – etiquette of Medieval Times.
<b>Year One:</b> Come to Cornwall	Pride of Cornwall. Feelings and Emotions towards people and places.	R Time How does it feel to live in Cornwall? How could we persuade people to visit Cornwall?	Look at the History of Religion in Cornwall and local attractions. Visits to local area.
<b>Year Two:</b> Explorers	Celebrating strengths and achievements.	School Council elections Class Rules Knowing who I am and What I can do What are we good at? Celebrating personal strengths and talents.	Investigate Ibn Battuta. Discover cultures from Antarctica and America. Opportunity to explore their local environment.
<b>Year Two:</b> Wrecks & Rescues	Plan next steps to future achievements. Henry Trengrouse – produced lifesaving equipment.	Team work to produce a final outcome. Plan next steps to future achievements	Link to Cornish Culture Visit to Helston Museum
<b>Year Two:</b> Our Country: Great Britain	Thinking about the feelings of others	Houses of Parliament and British Values. Knowing and Managing feelings Appreciate body language and facial expressions as conveying feelings.	Look at different area of Great Britain and their cultures. Why is Cornwall Special and Why it is special to them. Compare Brazilia and Great Britain. Parental Involvement in creating British Scenes on bunting.
<b>Year Two:</b> Rainforests	Caring for the environment.	Appreciate the links between behaviour and feelings.	Trip to Eden Project – living in a rainforest.

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<b>Year Two:</b> The Great Fire of London	Exploring the value of Friendship	Recognise qualities of a true friend Recognising the differences between true and false friendships.	RE – Hinduism The impact of The Great Fire of London on people’s lives. Cultures in London then and now.
<b>Year Two:</b> The Voyage of the Mystery	Appreciating Differences and Similarities	Recognising sensitivity and concern for others as crucial ingredients for friendship Teamwork to make Luggers.	RE – Hinduism Emigration to Australia.
<b>Year Three and Year Four</b> Egypt	Was it right to have slaves? Was it fair how slaves were treated? Was it a fair society?	Valuing others for their similarities and differences knowing how I am doing and where to go next. Y3  Showing you are a unique individual, label and accept feelings- Y4	Different languages and writing. Cultural beliefs- Egyptian gods Inspiration day Truro museum look at mummy and ancient artefacts Art- year 4 landscapes
<b>Year Three and Year Four</b> Volcanoes and Earthquakes	Is it fair that the people living around the ring of fire living social deprivation? Is it respectful that people visit Pompeii?	Talking- sharing and making decisions- Y3  Setting challenges and achievable goals- y4	Creating volcanoes using resistant materials  Comparing cultures around the world, map skills Physical and human features.
<b>Year Three and Year Four</b> Ancient Cornwall	Is conflict the answer?  Is it right to trade goods?	Social interaction with other tribes. Y3- Knowing my priorities and staying on track. Creating new ideas and solutions. Y4- Showing sensitivity towards others, noticing expressions and feelings.	Cornish language Cornish food Art work- local artists Cornish trade from St Michaels Mount Trips- local areas- round house Sports, jobs and hobbies
<b>Year Five and Year Six</b> Tudor Exploration	Was it right for Henry to marry 6 times? Was it Ok that Henry set up his own church? How do we feel about Sir Francis	Y5: Reflecting on actions and taking next steps Identify and controlling feelings  Y6: Managing conflicting thoughts and	Richard Collington to play the lute and Tudor Music Carrick Recorder Group to perform Tudor Music Rich and Poor inspiration Day

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	Drake's actions?	emotions Finding ways to express ideas and emotions	Looking at portraits of Holbein Art work in the style of Andy Warhol
	Year 6 London Trip: Explore the importance of laws and how they are made in Parliament. Visit to Parliament and attend workshop.	Year 6 London Trip: Understanding of the place of our school within the wider Christian Community by visiting St Paul's Cathedral and attending a workshop there.	Year 6 London Trip: Understanding their Christian heritage by visiting St Paul's Cathedral Visit a multi-faith place of worship if possible Enjoy a West End Show Visit to Science Museum, National History Museum
<b>Year Five and Year Six</b> Cornish Mining	Do you think the Government were aware of the impact of Cornish mines closure? Was it Ok that children as young as 5 were sent to work down the mines?	Y5: Generating new ideas Listening carefully to what another person has to say Y6: Decision making and negotiating Appreciating people from different backgrounds	Cornish legends and traditions connected to mining Learning Cornish language Cornish food Trip to Penlee Gallery
<b>Year Five and Year Six</b> Greeks/Olympics	Are the Olympics always fair? What are the values behind the Olympic Games? Why were females not allowed in the Greek Olympic games?	The Olympics and the use of performance enhancing drugs Y5: Self evaluating and monitoring progress Comparing rights and responsibilities Y6: Managing competing pressures Showing resilience and bouncing back	Greek food Greek pottery and culture Greek democracy The impact and lasting legacy of the Greeks St Piran and the impact of the Celtic Saints