

Probus School – Spiritual, Moral, Social & Cultural Development

	Ofsted 2024	What we do
S P I R I T U A L	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.	We provide pupils with opportunities to reflect on beliefs through our RE curriculum using Understanding Christianity and other quality resources. Guest visitors present beliefs in practice and pupils are able to set their own perspectives into relief. The assembly programme is key to offering topics for reflection and understanding of perspectives in life.
	Knowledge of, and respect for, different people's faiths, feelings and values.	Respect is a key message that all pupils are exposed to daily and is part of our main values modelled and clarified at school. In the recent pupil survey (2024) all pupils recognized the school value of respect and its importance to our culture.
	Sense of enjoyment and fascination in learning about themselves, others and the world around them.	Pupils express enjoyment in learning about the world around them and beyond. There are many examples of this in our curriculum and subject conferencing,
	Use of imagination and creativity in their learning.	We have a vibrant arts curriculum and are a "Hall for Cornwall school" linking to the theatre programme, Art week is a special time each summer and we have thriving Art and performance clubs. Year six musical performance is always excellent and gives pupils a vehicle to use their creativity and work collaboratively. Music opportunities include choir and a spring concert. Outdoor learning programme, Science investigations and design technology all offer creative exploration.
	Willingness to reflect on their experiences.	Pupils are encouraged to reflect on experience and have a voice in school. Opportunities for reflection are planned into assemblies and circle time and learning activities.
	Ability to recognise the difference between right and wrong, readily apply this understanding in their own	British values in assembly and school ethos and positive behaviour policy Model of moral behavior. Showing respect for all through out the school at all times.

M O R A L	lives and, in so doing, respect the civil and criminal law of England.	
	Understanding of the consequences of their behaviour and actions.	The school provides a safe school environment in which pupils can develop an understanding of right and wrong. We use our PSHE curriculum(Jigsaw), classroom behaviour expectations and dignity awareness to enhance this. We have a well-established School Council.
	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
S O C I A L	Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.	Our school promotes an all welcome ethos in which pupils all share social experiences and value difference. There are opportunities to share backgrounds and to celebrate diversity. Visits and residential expose pupils further of diversity and ethnicity.
	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 community service. We use our local Church to celebrate Christian Festivals, display pupils work and our pupils participate in the Village ceremony for remembrance Sunday. Our pupils work to maintain our school community grounds and make them attractive.
	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.	Pupils take social responsibilities around the school. The school has a successful buddy system linking year six and reception, year five and nursery. We have prefect roles for playground and canteen. There are school social events – Halloween disco, school fayre, leavers events, Easter Bingo are highlights for the pupils which are well attended, and behaviour is respectful and social.
	Understanding and appreciation of the wide range of cultural influences	Curriculum for humanities offers a range of experiences and understanding - Local culture – year two Cornish places and stories

CULTURAL

<p>that have shaped their own heritage and that of others.</p>	<p>Expands to classical culture and Islamic culture. Victorian heritage in year six. RE curriculum – Christian faith in depth and other faiths, Buddhism, Judaism and Islam.</p>
<p>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.</p>	<p>A key part of the key stage two curriculum is understanding the development of mathematics and science in the Islamic cultures and the influence on the west. In year six pupils explore the legacy of the British empire and how it has culturally influenced modern Britain.</p>
<p>Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.</p>	<p>Participation in School Parliament at County Hall is a thrilling experience for our pupils and we have well established school council and eco council in school</p>
<p>Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.</p>	<p>Sporting programs are well attended in school. Dance and other specialist provision are arranged with the Hall for Cornwall. Our school offers opportunities to attend performances, participate and produce in the arts. A specific cultural programme has been in place for disadvantaged students. In 2024 we attended Windrush workshops and performance. We also celebrate pupils at the Truro and Roseland cathedral awards and the TRLC games.</p>
<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>The school ensures that our resources (text books, toys, dolls etc) reflect multi-cultural Britain. Diversity is a key driver for a curriculum and opportunities are carefully planned to support pupils exploration and celebration of difference.</p>