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|  | OFSTED 2022 | TREWIRIGE INFANTS’ SCHOOL |
| S  P  I  R  T  U  A  L | Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life  Knowledge of, and respect for, different people’s faiths, feelings and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | The RE curriculum enables the children to learn about a range of faiths, feelings and values. This is supported through story times and learning about festivals at different times throughout the year. In Reception this focuses on the lives of children around the world and how their lives are different or similar to them.  The Reception Curriculum centres around the interests of the children. They are central to the learning. Themes focus on who the children are, how this compares to others and what their immediate environment is like. Families are involved via Dojo and are asked to contribute regularly.  The children are keen to reflect on their learning when looking through the Learning Journey floor books.  Creativity and imagination is built into hooks, tasks and sessions like Drawing Club which takes place daily.  The school follows Jigsaw which explores areas such as ‘Celebrating difference’ and ‘Being Me in the World’. |
| M  O  R  A  L | 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  Understanding of the consequences of their behaviour and actions  Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issue | Moral development is reviewed daily but is also part of our Jigsaw curriculum. The children discuss right and wrong at story time as well as when opportunities arise.  Behaviour and actions are discussed regularly. Children understand the behaviour expectations linked to our whole school policy. They respond well to the strategy used and encourage their peers to act in a responsible way. They also understand what to do if their peers are not following our school rules.  The school has TIS practitioners working within the school and a pastoral lead who is also our autism champion. |
| S  O  C  I  A  L | 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.  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  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.  They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain | Early Years children enjoy talking to others and sharing their learning with visitors.  In Reception the value of democracy is identified by making decisions as a ‘team’ and voting daily for our stories to read. We also decide on our class focus on our board of recognition linked to what we notice is happening as a class. Our Early Years curriculum enables the children to develop life skills which they can use and apply to a range of situations – these include the essential characteristics of effective learning where children are encouraged to develop independence, resilience, determination and a hardworking attitude, understanding that hard work and trying their best enables them to achieve more.  In the autumn term the children brought in food for our Harvest festival that was donated to the local Foodbank  The school follows Jigsaw which explores areas such as ‘Rights and Responsibilities’, Being part of a class’, and ‘Seeing things from others’ perspectives’.  Year 2 pupils take part in a Remembrance service at Victoria Park and scatter poppy seeds. They revisit the park in spring to see the poppies growing. |
| C  U  L  T  U  R  A  L | Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others  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  Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities  knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain  Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities  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. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities | History and Geography planning within the school is heavily based on locality. Pupils have visited the engine houses that their classes are named after, walked to Carn Brea and Redruth town and completed workshops at Kresen Kernow. The children understand the rich heritage that mining brought to Cornwall and to Redruth in particular. The also understand the mining legacy that exists through a visit from a exploration geologist (Sally) discussing Cornish Lithium mining.  The children have enjoyed visits from various local authors including Will Coleman, Sally Crabtree, Scott Jones and Ben Rowswell.  The school is working towards the Go Cornish award  A variety of after school clubs are offered including drama, football, board games and Spanish  Year 2 pupils participated in a Sports festival at TMS school on 1/4/22. TIS has its own Sing and Sign Choir with ?? members. Year 1 pupils have been on trips to Crenver Grove and the Owl Sanctuary and the Year 2s have visited the Eden Project.  The history curriculum incorporated Black History month within the planning. Pupils were able to learn about key figures such as Rosa Parkes and issues regarding racial inequality.  During Women’s History month reception children have been learning about Helen Glover (Olympic rower), Elizabeth Carne (first woman to be accepted into the Royal Geologists Association); and Rowena Cade (the woman who created the Minack Theatre)  The school follows Jigsaw which explores areas such as ‘Awareness of how other children have different lives’, ‘Being a global citizen’ and ‘Respect for myself and others’.  Children in Early Years regularly participate in artistic activities linked to skills as well as artists from around the world, linked to themes or festivals. Reception children enjoy performing on their stage to demonstrate learning from their Charanga music lessons. Classes perform to each other regularly. |