

Falmouth  
Primary Academy



# Social, Moral, Spiritual and Cultural Policy

Version Number	V1
Date Adopted by Governors	February 2025
Scheduled Review Date	February 2027
Statutory or Best Practice Policy	Best Practice
School or Trust Policy	School

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#AsOne

## Introduction

At Falmouth Primary Academy, we believe that Futures Are Limitless. We Set Sail Together on a journey of perseverance, respect, and teamwork, empowering every child to fulfil their potential. In our vibrant, inclusive community, we nurture aspirations and unlock the boundless potential within each young mind, equipping them with the skills and confidence to become confident, independent individuals who have their own voice.

We are committed to fostering an environment where our children believe they can be anything they aspire to be, and we work tirelessly to ensure their attendance and success. Through an unwavering commitment to excellence, we unlock the limitless possibilities that lie within each and every child, ensuring they are prepared to navigate the world with confidence, compassion, and a thirst for discovery.

At Falmouth Primary Academy, we understand that the personal development of our pupils—spiritually, morally, socially, and culturally—is crucial to their ability to learn and succeed. We believe it is vital to equip our pupils with the tools they need to navigate modern British society. We encourage and challenge our pupils to think independently, strive for excellence, and make meaningful contributions to their world. We aim to instil a strong moral compass in our pupils, enabling them to make well-informed decisions.

We take pride in our high expectations and foster a belief in our pupils to set ambitious goals and pursue their dreams. Our educational approach provides opportunities for pupils to explore and develop their own values and beliefs, as well as their spiritual awareness. We emphasize high standards of personal behaviour and a positive, caring attitude towards others. Additionally, we encourage an understanding of their social and cultural traditions and an appreciation of the diversity and richness of different cultures.

As an academy, we follow the expectations set out in the National Curriculum, but our vision extends beyond academic achievement. We aim to equip our children with the skills, values, and resilience they need to navigate the world and make a positive impact on their community and beyond.

### Aims:

- To ensure that everyone within the school is aware of, understands and consistently implements our vision and values.
- To ensure a consistent approach to SMSC (Spiritual, Moral, Social Cultural) education through the curriculum and the general life of the school.
- To ensure that our students' education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To instil a strong sense of right and wrong, helping students develop integrity, fairness, and respect for others – ensuring they understand what is consistently expected of them and why.
- To give every student a range of opportunities to reflect upon and discuss their beliefs, feelings, and responses to personal experiences.
- To foster a sense of awe, wonder and curiosity in every student, encouraging them to explore and respect the world around them.
- To enable students to develop an understanding of their individual and group identity, including a sense of belonging to our school community.
- To give each student opportunities to explore social and moral issues, in addition to developing a sense of social and moral responsibility.
- To promote positive social interactions, cooperation, and a sense of community, preparing students to be responsible and active members of society.
- To celebrate diversity and cultural heritage, encouraging students to appreciate and respect different traditions, perspectives, and contributions.

## Teaching and Organisation:

At Falmouth Primary Academy, SMSC development is integrated into all curriculum areas, enabling pupils to reflect on the importance of their learning and identify any challenges it may pose to their attitudes and lifestyles. It is embedded within our reading spine which is the core of our curriculum.

### Our curriculum is carefully designed so that pupils:

- Understand and demonstrate our school values (Respect, Perseverance and Teamwork).
- Learn and reflect on British values.
- Learn and reflect on Protected Characteristics
- Recognise right from wrong and show respect for those around them.
- Develop a sense of self-worth and personal responsibility.
- Are engaged, stimulated, ask questions, and are excited by challenges.
- Are aspirational, creative, flexible, and responsive.
- Make healthy choices that benefit both their body and mind.
- Appreciate the importance of a strong connection with our local community and take pride in serving it.
- Develop an awareness of their role as global citizens and their ability to make a difference today and in the future.

### Oracy and SMSC development:

At Falmouth Primary Academy, we implement Voice 21 to ensure that oracy is integrated throughout our school life. This integration significantly supports our students' SMSC development by enabling them to articulate their thoughts and reflections on various matters, helping them explore and express their beliefs and values. Regular engagement in discussions and debates allows our students to consider different perspectives, navigate moral dilemmas, and develop a strong sense of right and wrong. Oracy skills enhance communication and collaboration, allowing students to build relationships, work effectively in groups, and develop empathy and respect for others. By discussing and sharing diverse cultural experiences and viewpoints, our students gain a deeper appreciation and understanding of different cultures, fostering inclusivity and respect. Our approach to oracy equips students with the tools to communicate effectively, reflect on their experiences, and engage meaningfully with the world around them.

### Class discussions and debates give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others' needs and behaviour.
- Show empathy.
- Understand and respect their rights and the rights of others.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc.

### **Assemblies/ Collective Worship:**

Our assemblies, including weekly content from Primary Picture News, are carefully designed around diverse themes to enhance our pupils' SMSC understanding. They cover a wide range of topics, including current local, national, and global issues. These assemblies provide a platform for students to come together, engage with meaningful content, foster a positive school culture, and develop essential life skills.

By using a combination of stories and real-life events, our assemblies engage our students in meaningful discussions. They help students understand and reflect on various issues, promoting critical thinking and awareness. They also encourage the exploration of British Values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

By discussing relevant news articles, students gain a deeper understanding of the world around them, fostering empathy, respect for diversity, and a sense of social responsibility. This approach helps build well-rounded individuals who are informed and thoughtful about societal issues.

### **At Falmouth Primary our assemblies:**

- **Promote Values and Character Development:** By discussing themes like respect, kindness, and integrity, our assemblies help to reinforce important values and build strong character in our students.
- **Enhance Cultural Awareness:** Showcasing different cultures and traditions helps our students appreciate diversity and fosters inclusiveness.
- **Support Social and Emotional Learning:** Activities like group discussions and mindfulness exercises help students reflect on their emotions, develop empathy and enhance their communication skills.
- **Foster community involvement and citizenship:** Highlighting local and global issues inspires our students to get involved in making a positive difference, fostering a sense of responsibility.
- **Provide Creative Expression:** We offer opportunities for music, drama, and other performances to help build our students' confidence and self-esteem.

### **Cultural Capital:**

Ofsted refers to Cultural Capital as the essential knowledge and experience that children need to be educated citizens, having been introduced to the best that has been thought and said in order to engender an appreciation of human creativity and achievement. Providing children with these experiences and opportunities, therefore enables them to grow the Cultural Capital necessary for them to obtain social success.

Cultural Capital is essential for SMSC development as it provides children with the tools needed to understand, respect, and develop empathy towards different cultures. Acquiring these through participation in cultural activities boosts children's confidence and social skills, aiding in their moral and social growth. Their engagement with various cultural expressions (e.g. art, music, literature and language) fosters critical thinking and reflection, while ensuring equal access to these experiences promotes inclusiveness. This is particularly crucial for children who are disadvantaged (including those with Special Educational Needs or Disabilities) to ensure they can effectively succeed in the next stages of their education and development.

At Falmouth Primary Academy, we proudly offer an enriched curriculum that extends beyond the classroom, providing our students with unforgettable experiences. We encourage our students to see themselves as integral members of a strong community, to take pride in their Cornish heritage, and to understand their roles as responsible British citizens and global inhabitants. This holistic approach helps them embrace their responsibilities and contribute positively to both local and global societies.

## Spiritual Development

### What is spiritual development?

Spiritual development is focused on helping children find meaning, purpose, and a sense of connection to something greater than themselves. It involves nurturing values such as empathy, compassion, and respect, while encouraging self-reflection and a deeper understanding of their own beliefs and values. Beliefs that provide perspective on life can be rooted in religion, but they can also originate from other sources, such as through philosophical teachings, personal experiences, or cultural traditions. Spiritual development helps children build a strong ethical foundation, manage their emotions, appreciate diverse cultures and beliefs, and engage in activities that foster a sense of belonging and responsibility.

### Pupils' spiritual development can be shown by their:

- Willingness to reflect on views, values and beliefs (both their own and others)
- Demonstration of empathy and compassion towards others.
- Demonstration of moral and ethical behaviour – showing integrity, honesty and fairness in their actions.
- Respect for diversity – engaging positively with peers from diverse backgrounds and participating in a variety of cultural and religious celebrations.
- Sense of belonging – actively participating in school events, assemblies and group activities.
- Emotional regulation – using strategies taught to manage emotions and challenges.
- Curiosity and wonder – showing a keen interest asking questions to learn more about themselves, others and the world around them.

### How is spiritual development supported at Falmouth Primary?

Children's spiritual development is demonstrated in our school through various activities and practices that nurture their sense of meaning, purpose, and connection:

- **Assemblies and Collective Worship:** Regular assemblies and collective worship sessions provide opportunities for reflection, community building, and exploring different values and beliefs. They also act as a time of celebration, which in turn supports student's sense of belonging to the school family.
- **Curriculum Integration:** Our Religion & Worldviews curriculum enables students to reflect on their own beliefs alongside learning to respect those of others and includes regular opportunities for discussion. Personal, Social, Health and Emotional (PSHE) education, and a range of literature within topics, enable students to engage in discussions based on a variety of moral and ethical issues, cultural diversity, and personal beliefs.
- **Reflection Time:** Time for students to reflect on their learning, experiences, and personal growth is available both during lessons and in collective worship, enabling them to develop their own personal values and beliefs.
- **Community Events:** Engaging students in community projects and events helps us to foster a sense of responsibility, empathy and pride within our students, enabling them to develop a strong connection to the wider community of Falmouth.
- **Religious and Cultural Celebrations:** Celebrating various cultural and religious festivals, such as Christmas, Easter, Diwali, and Eid, helps students appreciate and respect different traditions and beliefs. These events are often enhanced by visitors to the school or visits to places of worship.
- **Outdoor Learning:** Activities, trips and residential are planned to inspire a sense of awe and wonder, encouraging our students to reflect on their place in the world and their connection to the environment.
- **Mindfulness Practices:** By incorporating mindfulness exercises alongside other strategies such as sensory circuits, it enables our students to develop a sense of self-awareness and emotional regulation.
- **School Environment:** Our school environment is built around our three core values (Respect, Perseverance and Teamwork) and a shared language relating to these provides a framework that guides student's behaviour, decision-making, and interactions with others.

## Moral Development

### What is moral development?

Moral development in children refers to the process through which they learn to distinguish right from wrong, develop values, and form a sense of ethics. This development is influenced by various factors, including family, culture, education, and social interactions. In early childhood, children begin to understand rules and the consequences of their actions, often following rules to avoid consequence or gain rewards. As they move into middle childhood, they start to internalise societal norms and values, understanding the importance of fairness and justice, and begin to develop empathy. During adolescence, teenagers develop a more abstract understanding of morality, start to question societal norms, and form their own ethical principles based on personal values and beliefs.

### Pupils' moral development can be shown by their:

- Ability to recognise the difference between right and wrong, and their readiness to apply this understanding to their own lives.
- Ability to be truthful and honest.
- Ability to show empathy towards others and understand the importance of fairness.
- Understanding of the consequences of their actions; being able to learn how to apologise for their mistakes and try to correct them.
- Understanding of individual rights and responsibilities.
- Interest in investigating and offering reasoned views about moral and ethical issues.
- Ability to demonstrate respect for others' feelings, rights and property. This includes listening to others, being considerate and avoiding harm.

### How is moral development supported at Falmouth Primary?

Children's moral development is shown through their behaviour, interactions, and decision-making processes. This is supported in our school through:

- **A positive school culture:** Our three school values (Respect, Perseverance and Teamwork) are embedded throughout our school, alongside clear behavioural expectations. All adults model positive behaviour in line with these, ensuring that clear examples are set for students to follow.
- **Promoting Respect:** As part of our positive school culture, students are explicitly taught the importance of showing respect for the skills, beliefs and viewpoints of others, and this is supported daily through our in-class Oracy Guidelines.
- **Curriculum integration:** Our curriculum includes a variety of opportunities for discussion around moral and ethical issues. The concepts of equality and diversity are taught ensuring that students show respect for views and values belonging to others. Literature within topics is carefully chosen and discussed using an oracy-based approach to ensure students can explore moral issues.
- **Student participation:** Students are involved within decision making through our School Council, STEM (Science, Technology, Engineering & Mathematics) Ambassadors and Pupil Voice. Students are encouraged to engage in a range of clubs, sports teams and groups which provide opportunities to actively demonstrate their moral development.
- **Opportunities for Moral Action:** Students participate in various community-based activities that encourage them to care for their local environment. Additionally, they take part in events supporting National charities like Children in Need, NSPCC, and Comic Relief.
- **Celebrating Achievements:** Students are recognised and rewarded for positive behaviours and achievements in line with our school behaviour policy and values. This happens daily within individual classrooms and weekly as part of a whole school celebration assembly.
- **A reflective mindset:** A reflective mindset is promoted across school to help our students become more self-aware and empathetic, enhancing their understanding of the impact of their actions on others. They are encouraged to engage in discussions that promote critical thinking and problem-solving, enabling them to make thoughtful and ethical decisions. They are supported through our behaviour policy to learn from their mistakes and develop a strong moral compass.
- **A safe environment:** We promote a safe and supportive environment to enable our students to feel emotionally secure following our three school rules: Be ready, Be Respectful & Be Safe. In addition to this, explicit teaching and monitoring of online safety measures protect our students against cyberbullying and harmful content, ensuring they learn how to navigate moral dilemmas and make ethical decisions.

## Social Development

### What is social development?

Children's social development refers to the process by which they learn to interact with others, build relationships, and navigate social environments. This development includes acquiring skills such as communication, cooperation, empathy, and understanding social norms and behaviours. It is crucial for forming friendships, working in groups, and developing a sense of belonging and community.

### Pupils' social development can be shown by their:

- Effective verbal and non-verbal communication with peers and adults, including active listening and appropriate responses.
- Ability to work collaboratively in group settings, sharing resources and taking turns.
- Ability to show understanding and consideration for others' feelings and perspectives; treating them with kindness and respect.
- Ability to handle disagreements and conflicts constructively, using problem solving skills to find mutually acceptable solutions.
- Engagement in social activities, forming friendships and participating in group discussions and projects.
- Ability to manage emotions and behaviours within social situations, demonstrating patience and following social norms and rules.

### How is social development supported at Falmouth Primary?

It is essential to create an environment that supports and nurtures children's social development. This is achieved at our school by:

- **A positive school climate:** We foster a positive and inclusive school environment centred on our three core values: Respect, Perseverance, and Teamwork. This approach includes promoting diversity and actively preventing bullying, as outlined in our behaviour policy. By doing so, we ensure that our students feel safe, respected, and valued.
- **Role modelling:** All teachers and staff across the school model positive social behaviours and interactions, demonstrating empathy, cooperation and effective communication.
- **Oracy (Voice 21):** Oracy is embedded throughout our curriculum, teaching, and daily life. We teach our students how to be respectful listeners during discussions by tracking the speaker and ensuring that all views are valued. Students learn ways to politely disagree with each other during debates, and how to express their emotions in an appropriate way.
- **Collaborative activities:** We provide a range of exciting opportunities for students to engage in group work and collaborative projects (including performances). This enables them to practice teamwork, conflict resolution and leadership skills.
- **Parental and community involvement:** We engage parents and the community in school activities and programs to support social development at home and in the wider community. This includes offering workshops, encouraging visitors, and maintaining regular communication. By building effective partnerships with our parents and hosting family engagement events, we create a supportive network that enhances students' social development.
- **Extra-curricular activities:** We offer a diverse array of extra-curricular activities, including various clubs, external sports programs, and musical opportunities. These activities provide students with the chance to build friendships and develop their social skills in different contexts outside of the classroom.
- **Online Safety Education:** As part of our Computing curriculum, we educate students about online safety and responsible digital behaviour. This instruction helps protect them from cyberbullying and harmful content, while also teaching them how to engage in positive online interactions with others.
- **Nurturing provision & Emotion Coaching:** Our staff use Emotion Coaching to help students recognise, label, and regulate their emotions, fostering emotional intelligence, resilience, and interpersonal skills. We also offer a nurture provision for children needing extra support with social and emotional development, featuring activities from an Emotional Literacy program that teach self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

## Cultural Development

### **What is cultural development?**

Children's cultural development involves understanding and appreciating their own cultural heritage and the diverse cultures of others. This process fosters a sense of identity, belonging, and respect for diversity. It includes learning about different traditions, valuing arts and literature from various cultures, and recognising the importance of diversity and inclusion. Engaging in cultural activities and thinking critically about cultural issues help children become respectful and culturally aware individuals.

### **Pupils' cultural development can be shown by their:**

- Understanding and appreciation of the wide range of cultural influences and traditions that have shaped their own heritage.
- Interest in exploring and respecting cultural diversity, and showing acceptance and celebration of different religious, ethnic, and socio-economic groups locally and globally.
- Ability to show respect and inclusiveness towards peers, or visitors to the school, from different backgrounds.
- Willingness to participate in a range of activities and community events that promote cultural understanding, including local and global festivals / celebrations.
- Engagement with creative projects; exploring art, music and literature inspired by various cultures.
- Active participation in class discussions, critically thinking about and discussing different cultures, respectfully sharing their opinions and experiences.

### **How is cultural development supported at Falmouth Primary?**

In our school, cultural development is actively supported through a variety of ways that promote understanding, respect, and appreciation of diverse cultural backgrounds. These include:

- **An inclusive environment:** Our school environment celebrates diversity and is founded on core values including respect. We encourage empathy, understanding, and open discussions about cultural differences, helping our students become more culturally aware and sensitive.
- **Curriculum integration:** Our curriculum is designed to include diverse cultural perspectives in subjects like history and art, helping students to learn about different traditions and viewpoints. Students will explore a range of music from other cultures as part of our Music Curriculum, learning about different rhythms and how to sing songs in other languages. A range of books are provided throughout our reading spine, and in our classroom libraries, to enable the children to develop an understanding of different cultures and respect for their beliefs and practices.
- **Curriculum Kernewek:** Our students have the chance to learn about and understand the religious, spiritual, and cultural character of Cornwall through specially designed units in our Religion & Worldviews curriculum. These units allow students to explore Cornwall's rich spiritual and religious heritage and its significance for many people living in Cornwall and beyond today.
- **Cultural events & community engagement:** We provide our students with the opportunity to engage in a variety of cultural-based community events. These include, but are not limited to, the Falmouth Lantern Parade, the Oyster Festival, the Sea Shanty Festival and the St Piran's Day parade.
- **Guest speakers and workshops:** We welcome a range of visitors to our school from various cultural and religious backgrounds, organising workshops which help to broaden students' understanding and appreciation of each.
- **Extracurricular activities:** We offer our students the chance to engage in a variety of different clubs and activities which include elements of other cultures, such as dance clubs, cooking groups and our choir – whose repertoire includes music from a range of different cultures.
- **Collaborative projects:** Our curriculum is crafted to ensure children participate in diverse group activities, allowing them to learn from one another, including peers from different cultural backgrounds, and to develop teamwork skills. Teamwork is one of our three core values and is integrated throughout our school.
- **Trips and residential:** These are thoughtfully integrated into our curriculum to boost students' cultural development by introducing them to new environments and lifestyles. They provide memorable, hands-on learning experiences and opportunities for social interaction. These activities build independence, confidence, teamwork, and broaden perspectives, fostering open-mindedness and empathy.



## British Values

The DfE has emphasizes the importance for all schools to establish and uphold a clear and rigorous expectation to promote the fundamental British values of:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of Different Faiths and Beliefs

At Falmouth Primary Academy, we are committed to serving our community and recognising the multicultural, multi-faith, and ever-evolving nature of our world. We understand our crucial role in ensuring that no group or individual within the school is subjected to intimidation or radicalisation by those seeking to unduly or illegally influence them.

We strictly adhere to equal opportunities guidance, ensuring no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Our dedicated staff team work together to prepare students for life beyond the formal curriculum, instilling and reinforcing British values in all our students. Our commitment extends beyond merely promoting British values; we actively celebrate and embrace them, fostering an inclusive and respectful school environment.

## Links with the wider community

We warmly welcome visitors into our school, fostering an open and inclusive environment. We place great importance on building a strong home-school connection, enabling parents and teachers to collaborate effectively in supporting our students.

Throughout the year, our staff meticulously plan educational visits to enrich our students' learning experiences. These visits occur locally within Falmouth, more widely across Cornwall, and include residential trips within the UK, such as to London, to develop our children's cultural capital. Additionally, we teach our students to appreciate and take responsibility for their local environment, instilling a sense of stewardship and community pride.

### **By the time our pupils leave Falmouth Primary they will have:**

- Visited a place of worship.
- Visited a museum.
- Visited another school.
- Visited an art gallery.
- Visited a library.
- Watched a show in a theatre.
- Performed in a musical concert.
- Represented the school at sport.
- Engaged in extra-curricular school clubs.
- Been on a residential.
- Have had a programme of swimming lessons, including self-rescue.
- Engaged in a water sport activity and learned about beach and water safety.
- Taken part in subject enrichment such as Science Week, DT Days, Sports Days etc.
- Experienced Forest School/Outdoor learning.
- Gained leadership skills e.g. prefects, science ambassadorial roles, music leadership, wellbeing champions etc.

## Roles and Responsibilities:

For clarity and accountability, it is crucial that everyone understands their roles and responsibilities in students' SMSC development and can be held accountable. This ensures effective implementation through a coordinated and consistent approach. Enhanced communication among all stakeholders improves engagement and support for the policy. Additionally, clearly defined roles help in monitoring and evaluating the policy's impact, allowing for continuous improvement. Ultimately, this fosters a positive school culture with shared responsibility and an inclusive environment where all students can thrive.

### Headteacher:

- Oversee the development and implementation of the SMSC policy.
- Ensure the policy aligns with the school's overall vision and values.
- Monitor and evaluate the effectiveness of the SMSC provision.

### Senior Leadership Team (SLT):

- Support the Headteacher in promoting SMSC across the school.
- Ensure SMSC is integrated into the curriculum and school activities.
- Provide training and resources for staff to effectively deliver SMSC education.

### SMSC Lead:

- Take the lead in policy development – reviewing and updating this in collaboration with the SLT and Headteacher.
- Coordinate SMSC activities and events within the school in line with the school's vision and values.
- Monitor the delivery of SMSC across different subjects and year groups.
- Provide guidance and support to teachers on SMSC-related matters.
- Be familiar with the current thinking concerning the provision of SMSC development and distribute information to colleagues.

### Teachers and Support Staff:

- Integrate SMSC into their teaching and classroom activities.
- Create a positive and inclusive environment that promotes SMSC.
- Encourage students to reflect on their own beliefs and values.
- Participate in SMSC training and professional development.

### Students:

- Engage actively in SMSC activities and discussions.
- Respect and appreciate diverse beliefs, values, and cultures.
- Contribute to the school community through positive behaviour and participation in events.

### Parents and Guardians:

- Support the school's SMSC policy and initiatives.
- Encourage their children to engage with SMSC activities.
- Communicate with the school about their child's development in SMSC areas.

### Governors/Trustees:

- Ensure the SMSC policy is effectively implemented and reviewed.
- Monitor the impact of SMSC on students' development.
- Provide support and resources for SMSC initiatives.

### External Partners:

- Collaborate with the school to provide additional SMSC opportunities.
- Offer expertise and resources to enhance SMSC education.

## Monitoring and Evaluation

The headteacher will have overall responsibility for the provision of SMSC within the school and will work closely with the SMSC lead and the SLT to ensure the policy is implemented effectively.

Provision for SMSC will be monitored and reviewed on a regular basis.

This will be achieved by:

- Monitoring of the curriculum and teaching and learning, by the Senior Leadership Team (SLT).
- Regular discussion of SMSC at staff and governors' meetings.
- Audit of policies and units of work to ensure key opportunities are planned to support SMSC development.
- Sharing effective classroom work and practice amongst all staff.

This policy will be reviewed inline with our Kernow Learning Trust cycle.