

JENNETT'S PARK CofE PRIMARY SCHOOL



Policy on Spiritual, Moral, Social and Cultural Education and promoting fundamental British values.

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Our Rainbow Promise underpins everything we do at school. Just as the Rainbow was a sign of God's promise to Noah that from that moment God would enable Noah and the people of the earth to flourish and experience life in all its fullness. So as a school community we promise to do our best to enable all the pupils and adults of our school to flourish academically and professionally so that they might reach their potential.

The Rainbow is also a symbol of the diversity of our school community, but as a church school we recognise that we are all created and valued by God, and so as a school community we commit to care for and value each other.

The dove symbolises our need to persevere in some aspects of life as it is not always the first time we find success. It was not the first time that Noah had tried to find dry land and so we much seek strength within ourselves and from God to achieve.



The Rainbow Promise



These are our Values we try to live each day

♥ Love

♦ Honesty

👥 Respect

☮ Peace

🕊 Forgiveness

⌚ Patience

🤝 Support

😊 Kindness &

Joy



***Empowering our children to flourish and achieve under God's love
To live life in all its fullness (John 10:10)***

Jennett's Park CE Primary School (VA) has a detailed long term plan covering all aspects of SMSC. This plan is under constant review so that we can take into account our rapidly changing world and learning opportunities which arise under this heading.

Our whole school community lives out our core Christian Values within the Rainbow Promise through everything we say and do in school. These are our promises to keep to our children to be able to serve the common good with our work as part of the Church of England.

At Jennett's Park we are:	Our promises:
Educating for Wisdom, Knowledge and Skills	To help grow resourceful , resilient and reflective children who are equipped with the skills , knowledge and tenacity empower themselves, their learning throughout their lives.
Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

Fundamental British Values at Jennett's Park CE Primary School The Government set out its definition of British Values in the 2011 Prevent Strategy and these values were reiterated in 2014.

At Jennett's Park CE Primary School these values are reinforced and promoted in so much of what we do every day. The values are integral to our Rainbow Promise which promotes respect and tolerance for all. We actively develop children's self-esteem and confidence so that they can share their opinions and ideas in an environment where they know they are listened to, in preparation for being a global citizen. Children are able to influence the way the school runs, through the use of Pupil Governors and understand that they have the ability to make changes, help others and actively listen to the ideas of others.

Our Rainbow promise promotes acceptance of different faiths, beliefs and cultures and the realisation that everyone should be accepted and feel safe, which allows our children to identify and combat discrimination. We actively encourage children to make their own choices based on their understanding of right and wrong, and take responsibility for their actions and their learning.

Extremist views As a school we are quick to challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views. Our classes focus on these values through the following activities:

Democracy (Pupil voice)

- Children are encouraged to voice their views in questionnaires.
- Elections for Pupil Governor Representatives are undertaken in every class.
- Pupil voice is heard through voting activities that take place within Pupil Governor meetings.
- The Pupil Governors choose our annual charities.

The Rules of Law (Understanding why)

- The children have visits from the Police, Firefighters to reinforce the importance of Laws.
- Positive Behaviour is consistently promoted throughout the school every day.

Individual Liberty:

- Our children thrive in a safe and supportive environment in which they can make choices safely and confidently.
- E-Safety discussions with children and parents across the school.
- Our PSHE Curriculum promotes these values
- The school offers a variety of extra-curricular activities and opportunities for children.

Mutual Respect:

- Older children present younger children with celebration awards and certificates.
- Children celebrate each other's work and achievements through lessons.
- Children actively participate in collective worship based on a variety of assembly themes
- Religious leaders visit the school to lead talks and assemblies.
- Interactions between the whole school community promote mutual respect between

- all adults and children and sharing of the rainbow promise.
- Tolerance of those of different Faiths and Beliefs:
- Assemblies promote respect of different cultures and faiths allowing spiritual reflection and the promotion of strong moral values.
- RE Curriculum
- Children and families share their beliefs with classes in school.
- Candle time reflection sessions focus on promoting respect and tolerance for all in a quiet reflection time.

The Spiritual Development of children is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings, values and faiths.
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

The Moral Development of children is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives. To have a respect for the civil and criminal law of England
- understanding of the consequences of their behaviour
- interest in investigating, and offering reasoned views about, moral and ethical issues. Able to accept, respect and appreciate that others may have a different viewpoint.

The Social Development of children is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- willingness to volunteer
- interest in, and understanding of, the way communities and societies function at a variety of levels
- acceptance and engagement with the fundamental British Values (see the school teaching British Values Policy statement) of democracy, the rule of law, respect and tolerance of those with differing faiths and beliefs. Their attitudes towards these British values allows the children to participate fully in and contribute positively to life in modern Britain.

The Cultural Development of children is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- understanding and appreciation of the wide range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Planning

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross-curricular activities as well as specific PSHE, RE and Circle Time activities.

How we make provision for children's Spiritual, Moral, Social and Cultural Development across the school Spiritual Development	
Provision	How it is evidenced
Religious Education curriculum Assemblies Opportunities for quiet reflection Outdoor education Whole school Values based monthly themes	RE and PSHEC curriculum plans, include a multi-faith approach based upon the Oxfordshire SACRe document. Visiting places of worship Whole school assemblies and celebrations of values person of the week. Outdoor learning Residential visits Harvest, Christmas and Easter celebrations Visits from faith groups Time to reflect upon learning and experiences

Planned opportunities for spiritual development in all subjects can be seen across the school.

Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- Curiosity and questions
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

The school has developed a climate within which all children can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

Moral Development	
Provision	How it is evidenced
School behaviour Policy and Code of Conduct Religious Education curriculum Pupil Voice Taking part in Charitable projects	Regular reviews of Behaviour Celebration of children achieving the Rainbow Values and Owl learning Behaviours or STAR Ambassadors Anti-bullying activities and Anti-bullying Ambassadors E-Safety teaching Whole school Assemblies and the explicit discussion of school values, value of the month communicated to parents and carers through newsletter Weekly school Values certificates to children in assembly and published in school newsletter Circle times Child participation in a range of pupil groups: School Council, Playground Buddies , Eco Committee and anti-bullying ambassadors Charity appeals

We support children to:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our school develops pupil moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values –for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour
- Providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

Social Development	
Provision	How it is evidenced
PSHE Curriculum	Implementation of PSHEC through class circle times
Working together in teams	Pupil Groups including: School Council, Anti-bullying ambassadors,
Pupil Voice	Playground Buddies Eco Committee
Extra curricular activities	Residential visits in year and 6
The Arts Curriculum	Educational visits
Outdoor Education	Afterschool clubs including: Spanish, football, Lego, chess, Change4life,
PE curriculum	choir
Cross phase working	Transition visits
	Play leaders
	Participation in Charity support: Charity enterprise project, Children in
	Need, Red Nose Day
	Participation in Sporting events
	School house sports competitions

At Jennett's Park CE Primary School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
 - Relate well to other people's social skills and personal qualities
 - Work successfully, as a member of a group or team
 - Share views and opinions with others
 - Resolve conflicts maturely and appropriately
 - Reflect on their own contribution to society
 - Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school
 - Understand the notion of interdependence in an increasingly complex society

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community –for example, through assemblies, team building activities, residential experiences, school productions
- Helping pupils develop personal qualities, which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility

- Providing positive and effective links with the world of work and the wider Community

Cultural Development	
Provision	How it is evidenced
School Visits Participation in the Arts Arts Curriculum MFL	School visits to museums, galleries, concerts, theatre visits Meeting authors Opportunities to take part in school productions /Performances Singing assemblies for whole school and phases Opportunities for individual instrumental lessons Visits from people of different cultures MFL teaching Sports Day

Cultural Development

Children learn about and experience the diversity of other cultures both within modern Britain and throughout the world.

Children who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school develops cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits.