

# 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 must seek strength within ourselves and from God to achieve.

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

**Aims**

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.

**Promises**

Our vision as a school, is to have every child achieving their greatest potential academically, socially and spiritually. We say we wish to empower children to flourish and achieve under God's Love and that we will Live life in all its fullness (John 10:10)

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.

<b>At Jennett's Park we are:</b>	<b>Our promises:</b>
<b>Educating for Wisdom, Knowledge and Skills</b>	To help grow resourceful , resilient and reflective children who are equipped with the skills , knowledge and tenacity empower themselves, their learning throughout their lives.
<b>Educating for Hope and Aspiration</b>	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
<b>Educating for Community and Living Well Together</b>	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.
<b>Educating for Dignity and Respect</b>	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.

**Our Rainbow Values**

We say *'the person you are is an expression of your core values. They determine how you think and what you do. They shape your purpose and determine your vision. They establish your character. In fact, they are extremely important to who you are.'*

Our Rainbow Promise is integral to everything that we and our children do, believe in and strive to be at school. It promotes the SMSC and British Values on a daily basis and teachers actively promote these through a variety of specific activities.

To achieve this, we work with our children in building their confidence as well as developing their ability to challenge themselves and see that they can be more than they think they can be.

We aim to develop enquiring minds, a high self-esteem and a true feeling of self-worth, helping everyone to feel valued for their individual and collaborative contributions.

Everyone is given an equal opportunity to participate in all aspects of school life and we help all the children to prepare for their next steps in their life-long learning journey, by developing their abilities to experiment, investigate, take risks, challenge and make informed choices.

The values which form part of this Rainbow Promise and which we all choose to display in our everyday behaviour are:



## The Rainbow Promise



These are our Values we try to live each day

♥ Love

♦ Honesty

👤 Respect

☮ Peace

🕊 Forgiveness

🕒 Patience

🤝 Support

😊 Kindness &

Joy



### 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 School Council 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. We will do our duty and report to prevent strategy as defined in the Safeguarding Policy.

**Our classes focus on these Fundamental values through the following activities:**

### **Democracy (Pupil voice)**

- Children are encouraged to voice their views in questionnaires.
- Elections for School Council 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:**

- Our code of conduct and Rainbow values both highlight a need to 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.
- Pause days to celebrate commonalities
- Refugee welcoming pledges are written
- Assemblies promote respect for 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.

## SMSC

**SMSC** stands for **Spiritual, Moral, Social, and Cultural** development, which refers to the broader **personal development** of children and young people. It encompasses a wide range of **values, beliefs,** and **experiences** that shape an individual's identity and understanding of the world around them. SMSC is a crucial aspect of education, as it helps children and young people develop a strong sense of self and an awareness of their place in society.

SMSC is a vital part of education, as it helps children and young people to develop into well-rounded, thoughtful, and respectful individuals. By promoting spiritual, moral, social, and cultural development, schools can help students develop a sense of identity and purpose, as well as an awareness of their place in society. This, in turn, can help to promote social cohesion and understanding, as well as contributing to the overall well-being and happiness of students.

### **The Spiritual Development of children is shown by their:**

- ability to be open, aware and 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 beliefs and faiths.
- encompass respect, compassion, integrity, curiosity and courageous advocacy.
- a sense of awe and wonder in learning about themselves, others and the world around them, including the intangible
- to be inspired and use of imagination and creativity in their learning
- opportunities to reflect upon their experiences and spiritual journey
- showcase skills and language to enable them to reflect upon the big questions and mysteries of life.

### **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

## Appendix 1

### Planning How we make provision for children's Spiritual, Moral, Social and Cultural Development across the school

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.

Spiritual Development	
Provision	How it is evidenced
Whole school Vision and Values Acts of Collective Worship and monthly themes Spacemakers Opportunities for quiet reflection and 'take a now moment' Outdoor opportunities and education All Curriculum opportunities Religious Education curriculum	RE and PSHEC curriculum plans, include a multi-faith approach based upon the Oxfordshire SACRE document. Whole school assemblies and celebrations Liturgical calendar special times e.g., Harvest, Christmas and Easter celebrations Visits and experiences from faith groups and worship Opportunities for reflection upon learning, experiences and self-awareness Outdoor learning Residential visits Child led worship

Jennett's Park CE Primary School is a community woven together to flourish and achieve. As a church school we are guided by the Christian faith and values, however, we are an inclusive environment that enables all children and adults to engage in spiritual development for all and to "live life in all its fullness". Spiritual development is interwoven throughout the curriculum, through prayer, stillness, worship and reflection. Spiritual reflection is not dependent on religious affiliation but aims to embrace fundamental questions about the meaning and purpose of life and to nurture ourselves, one another, the world around us and beyond.

Most Christians believe that everyone is a valued creation, individually and uniquely made by God, like pots made by a potter-

*'We are the clay, and you are our potter; we are all the work of your hand' (Isaiah 64:8).*

However, in life things/events/ obstacles happen that impact on the physical 'pot' of life and create cracks that provide a glimpse of something 'beyond' the tangible. Some Christians may view this an opportunity to relate to the Divine Creator God. Cracks may be caused when something amazing and breath-taking happens that the pot expands and cracks – the wows of life. Cracks may happen when something challenging happens– the ows of life and threatens the comfort of everyday life. Cracks can also happen in the stillness and ordinariness of everyday – the nows of life, when a moment of stillness, a pause or prayer creates a crack in the normal, physical everyday life. During these moments there is spiritual opportunity.

Kintsugi, the Japanese arts of mending broken ceramics with golden joinery/ glue, creates something that has been broken into something even more beautiful. Using this metaphor, the wows, ows and nows of life offer

the possibility of cracks that are filled with gold and make the pot even more beautiful. The gold in the cracks reflect a little of the wonder of spirituality.

This language of spirituality begins from a Christian understanding and we use this to form a shared language of spirituality at Jennett's Park.

### **We support children to:**

Children are given opportunities to reflect upon the meaning of spiritual experiences and their unique spiritual journey. Examples of spiritual experiences include:

- Exploring curiosity and questions
- Opportunities for awe and wonder
- A sense of connection, belonging, importance and self-awareness
- Awareness of the world around them and their community
- Prayer and acts of worship
- An understanding of 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.

- Shared language of Spirituality through ow, wow and now

With specific information on Spirituality, please refer to our Spirituality policy.

<b>Moral Development</b>	
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 , Inclusion team, 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

<b>Social Development</b>	
Provision	How it is evidenced
PSHE Curriculum Working together in teams Pupil Voice Extra curricular activities The Arts Curriculum Outdoor Education PE curriculum Cross phase working	Implementation of PSHEC through class circle times Pupil Groups including: School Council, Anti-bullying ambassadors, Playground Buddies Eco Committee Residential visits in year and 6 Educational visits Afterschool clubs including: Spanish, football, Lego, chess, Change4life, choir 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

**We support children to develop an 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

<b>Cultural Development</b>	
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 Children learn about and experience the diversity of other cultures both within modern Britain and throughout the world. Take part in a planned programme of International events and yearly celebration

**We support children to develop 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.