

## Spiritual, Moral, Social and Cultural Development and British Values at Combs Ford Primary School

Updated October 2024

Spiritual Development	Moral Development	Social Development	Cultural Development
<ul style="list-style-type: none"> <li>Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.</li> <li>Knowledge of, and respect for, different people's faiths, feelings and values.</li> <li>Sense of enjoyment and fascination in learning about themselves, others and the world around them.</li> <li>Use of imagination and creativity in their learning.</li> <li>Willingness to reflect on their experiences.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Understanding of the consequences of their behaviour and actions.</li> <li>Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</li> <li>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.</li> <li>Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.</li> <li>Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.</li> <li>Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.</li> <li>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.</li> </ul>
<b>Combs Ford Rainbow Values and Rules</b>			
<p style="color: red; text-align: center;"><b>Respect: I speak and act kindly towards others.</b></p> <p style="color: orange; text-align: center;">Self-Awareness: I understand how I feel and how I make others feel.</p> <p style="color: purple; text-align: center;">Resilience: I don't give up when things get difficult.</p>	<p style="color: red; text-align: center;"><b>Respect: I speak and act kindly towards others.</b></p> <p style="color: orange; text-align: center;">Compassion: I understand how others feel.</p> <p style="color: orange; text-align: center;">Self-Awareness: I understand how I feel and how I make others feel.</p> <p style="color: purple; text-align: center;">Resilience: I don't give up when things get difficult.</p>	<p style="color: red; text-align: center;"><b>Respect: I speak and act kindly towards others.</b></p> <p style="color: orange; text-align: center;">Compassion: I understand how others feel.</p> <p style="color: orange; text-align: center;">Self-Awareness: I understand how I feel and how I make others feel.</p> <p style="color: green; text-align: center;">Self-Belief: I believe that I can be the best I can be.</p> <p style="color: blue; text-align: center;">Critical Thinking: I solve problems and make good choices.</p> <p style="color: blue; text-align: center;">Team Work: I work well with other people.</p> <p style="color: purple; text-align: center;">Resilience: I don't give up when things get difficult.</p>	<p style="color: red; text-align: center;"><b>Respect: I speak and act kindly towards others.</b></p> <p style="color: orange; text-align: center;">Compassion: I understand how others feel.</p> <p style="color: orange; text-align: center;">Self-Awareness: I understand how I feel and how I make others feel.</p> <p style="color: green; text-align: center;">Self-Belief: I believe that I can be the best I can be.</p> <p style="color: blue; text-align: center;">Critical Thinking: I solve problems and make good choices.</p> <p style="color: blue; text-align: center;">Team Work: I work well with other people.</p> <p style="color: purple; text-align: center;">Resilience: I don't give up when things get difficult.</p>
<b>UN Convention of the Rights of the Child</b>			

Spiritual Development	Moral Development	Social Development	Cultural Development
<b>Curriculum</b>			
<ul style="list-style-type: none"> <li>RE: Emmanuel Project teaching units including visits to local church</li> <li>PSHE/RSE: Jigsaw 3-11</li> <li>Opportunities across the curriculum to encourage wonder &amp; imagination (e.g., writing, art, music, dance, science)</li> <li>The use of different learning styles along with resources.</li> <li>AFL development throughout the school</li> <li>Forest schools</li> <li>Use of reading shed at Play and lunch time</li> <li>All year groups participate in units of geography work that promote enjoyment and fascination in others around the world.</li> </ul>	<ul style="list-style-type: none"> <li>RE: Emmanuel Project teaching units</li> <li>*PSHE/RSE: Jigsaw 3-11</li> <li>*Online safety lessons</li> <li>Forest schools</li> <li>Use of reading shed at Play and lunch time</li> </ul>	<ul style="list-style-type: none"> <li>*PSHE/RSE: Jigsaw 3-11</li> <li>*Team games and outdoor adventurous activities in PE lessons</li> <li>*Sports days</li> <li>*Use of talk partners throughout the curriculum</li> <li>Forest schools</li> <li>Use of reading shed at Play and lunch time</li> <li>In Geography all year groups using talk time and group work within lessons. A variety of partner work and group work is used regularly in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>*Diversity of reading books</li> <li>*Use of local area for geography fieldwork</li> <li>*Teaching of French across KS2</li> <li>Forest schools</li> <li>Use of reading shed at Play and lunch time</li> <li>In Geography all year groups look at their local area and study an area in the wider world looking at difference and similarities etc...</li> </ul>
<b>Whole School Events</b>			
<ul style="list-style-type: none"> <li>Whole school assemblies</li> <li>Celebration Assembly</li> <li>School Council</li> <li>Christmas Nativity (EYFS)</li> <li>Christmas Play (Key Stage 1)</li> <li>Harvest Festival- visit to the church for Y1-Y6</li> <li>Christmas service at the church for Y1-Y6</li> <li>Extra-curricular clubs</li> <li>Art Day</li> <li>Rainbow Rights Rangers</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour policy- This reinforces British Values</li> <li>Rainbow rules- This reinforces British Values</li> <li>Whole school assemblies</li> <li>Celebration Assembly</li> <li>School Council</li> <li>Safer internet day</li> <li>PC visits e.g. focus on road safety</li> <li>Displays in schools promote interest in issues (School council)</li> <li>Harvest- Donations go the local food bank.</li> <li>British Values display</li> <li>Earth Day</li> <li>Anti Bullying Week</li> <li>Art Day</li> </ul>	<ul style="list-style-type: none"> <li>Whole school assemblies</li> <li>Rainbow rules- consistent throughout the school</li> <li>Charity fundraising – half-termly non-uniform days, donations to local food bank, Red Nose Day, Children in Need, Christmas Jumper Day</li> <li>School Council</li> <li>Anti-Bullying Week (Nov)</li> <li>Remembrance Day</li> <li>Art Day</li> <li>Article 30 Minority Languages Assembly</li> </ul>	<ul style="list-style-type: none"> <li>Whole school assemblies</li> <li>Celebration of key dates e.g. Bonfire Night, St George's Day, Diwali</li> <li>Elections for School Council representatives</li> <li>Classroom voting e.g. for books to read in EYFS</li> <li>National Sports Week events</li> <li>World Book Day</li> <li>Performances – Christmas, musicals, leavers' assembly, Rock Steady concerts</li> <li>Theatre visit- Pantomime (KS2)</li> <li>Visit from Theatre group (KS1 and EYFS)</li> <li>Art Day</li> <li>International Art Day</li> <li>Article 30 Minority Languages Assembly</li> </ul>
<b>Specific Year Group Opportunities</b>			
<b>EYFS</b>			
<ul style="list-style-type: none"> <li>'In Early Years we are ...' – EYFS</li> <li>Role play</li> <li>Music area</li> <li>Drawing Club</li> <li>Sparkly Start</li> <li>Access to the outdoor area</li> <li>EYFS farm trip</li> <li>Visitors- Ice cream van, hedgehog/owl and Mini Monsters</li> <li>Understanding where our school is and what it is like</li> </ul>	<ul style="list-style-type: none"> <li>'In Early Years we are ...' - EYFS</li> <li>A focus on litter and looking after our immediate environment</li> <li>EYFS weekly celebration (Rainbow Readers/ Gold and Silver cards and The Everywhere Bear)</li> </ul>	<ul style="list-style-type: none"> <li>'In Early Years we are ...' EYFS</li> <li>Focus on PSED</li> <li>Independent learning time 'Busy Time' where they learn to negotiate and take turns</li> <li>Games</li> <li>Wow Writer</li> <li>Classroom responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>EYFS 'In Early Years we are ...'</li> <li>Days to celebrate other celebrations such as Chinese New Year and Diwali</li> <li>Celebrating significant unique events e.g. Jubilee, Coronation</li> <li>Developing an understanding of same and different</li> </ul>
<b>Year 1</b>			
<ul style="list-style-type: none"> <li>Visits from Rev Sarah Jenkins for RE</li> <li>Rock Steady (Y1-6)</li> <li>Story time- Books chosen to raise awareness of cultures, illnesses, disabilities etc and link to particular days e.g. National Deaf Awareness Week</li> </ul>	<ul style="list-style-type: none"> <li>In Geography they look at the rainforest and touch on how it is being destroyed and the impact of this.</li> </ul>	<ul style="list-style-type: none"> <li>Trip to Felixstowe Beach (paddling, sandcastle building)</li> <li>Teaching children how to behave in school and socialise with others.</li> <li>PCSO – Road traffic awareness</li> <li>Music lessons- children to work together</li> </ul>	<ul style="list-style-type: none"> <li>Trip to Felixstowe Beach (paddling, sandcastle building)</li> <li>Look at traditional tales from Africa</li> <li>Compare Combs Wood and the Rainforest</li> <li>Reading books from different cultures</li> <li>Music lessons- Music from around the world</li> </ul>
<b>Year 2</b>			
<ul style="list-style-type: none"> <li>Singing assemblies</li> <li>Rock Steady (Y1-6)</li> </ul>	<ul style="list-style-type: none"> <li>Story time</li> </ul>	<ul style="list-style-type: none"> <li>'Helping Hands' for classroom jobs</li> <li>Story time</li> <li>Show and Tell</li> </ul>	<ul style="list-style-type: none"> <li>Viking Day (TBC)</li> <li>Music Lessons (External teacher)</li> <li>Year 2 local area walk</li> <li>Singing assemblies</li> <li>Visit to St Edmundsbury Cathedral – Year 2</li> </ul>

Spiritual Development	Moral Development	Social Development	Cultural Development
<b>Year 3</b>			
<ul style="list-style-type: none"> <li>Rock Steady (Y1-6)</li> </ul>	<ul style="list-style-type: none"> <li>Deforestation writing unit in Aut 1</li> <li>Reading Greta and the Giants</li> <li>Reading Midnight Fox</li> </ul>	<ul style="list-style-type: none"> <li>Library visits</li> <li>Classroom helpers</li> <li>Resolving play time issues</li> <li>Playground zones</li> <li>Micro bit coding club</li> </ul>	<ul style="list-style-type: none"> <li>Trip to Food Museum (Sculpture trail)</li> <li>Egyptian Museum at Fitzwilliam, Cambridge</li> <li>Reading Little Leaders: Bold Women in Black History</li> <li>Year 3/4 performance</li> <li>Music lessons</li> </ul>
<b>Year 4</b>			
<ul style="list-style-type: none"> <li>Salvation Army visit (RE)</li> <li>Visit from Rev Sarah</li> <li>Wild life Trust</li> <li>Mindful times</li> <li>Rock Steady (Y1-6)</li> </ul>	<ul style="list-style-type: none"> <li>Deforestation</li> <li>Energy use- Science</li> </ul>	<ul style="list-style-type: none"> <li>Whitwell residential</li> <li>Local area study (History)</li> <li>Geography local area field trip</li> <li>Suffolk Wildlife Trust Wilder Schools project</li> </ul>	<ul style="list-style-type: none"> <li>Books- Boy at the back of the class, Firework Makers Daughter, Shakespeare</li> <li>Musicians- Eurovision</li> <li>Local area study (History)</li> <li>Geography local area field trip</li> <li>Sports festival</li> <li>Library visits</li> </ul>
<b>Year 5</b>			
<ul style="list-style-type: none"> <li>Forest Schools</li> <li>Book- Skellig</li> <li>Rock Steady (Y1-6)</li> </ul>	<ul style="list-style-type: none"> <li>Sports Leaders</li> <li>Book- The Boy in the Tower</li> <li>Book- Holes</li> <li>Children from Y5/6 – Junior Lunchtime assistants, IT Inspectors, Wet Lunch Buddies, Early Years Assistants and Reading Ambassadors</li> </ul>	<ul style="list-style-type: none"> <li>Sports Leaders</li> <li>Pupil responsibilities (e.g. librarians, reading buddies) - Years 5 &amp; 6</li> <li>Children from Y5/6 – Junior Lunchtime assistants, IT Inspectors, Wet Lunch Buddies, Early Years Assistants and Reading Ambassadors</li> <li>Bike ability (Year 5)</li> </ul>	<ul style="list-style-type: none"> <li>Local area walk</li> <li>Black History month</li> <li>Book- Hidden Figures</li> <li>Poetry- Reaching Stars</li> </ul>
<b>Year 6</b>			
<ul style="list-style-type: none"> <li>Rock Steady (Y1-6)</li> </ul>	<ul style="list-style-type: none"> <li>Studying equality through reading texts- Martin Luther King Jr, Malcolm X etc</li> <li>Crucial Crew – Year 6</li> <li>Children from Y5/6 – Junior Lunchtime assistants, IT Inspectors, Wet Lunch Buddies, Early Years Assistants and Reading Ambassadors</li> <li>Geography – Climate change and Brazil v Suffolk are all units where they are encouraged to give reasoned viewpoints on issues.</li> <li>Look at climate change and their responsibility/impact within this topic.</li> </ul>	<ul style="list-style-type: none"> <li>SATS treat day at the cinema</li> <li>Residential</li> <li>Pupil responsibilities (e.g. librarians, reading buddies) - Years 5 &amp; 6</li> <li>Crucial Crew - Year 6</li> <li>Children from Y5/6 – Junior Lunchtime assistants, IT Inspectors, Wet Lunch Buddies, Early Years Assistants and Reading Ambassadors</li> </ul>	<ul style="list-style-type: none"> <li>Jubilant festiva7l</li> <li>World War II and its impact on Britain</li> <li>French</li> <li>Studying Artists from different cultures</li> <li>Visit to the church</li> </ul>
<b>Extra-Curricular Opportunities</b>			
<ul style="list-style-type: none"> <li>Choir participation at Christmas Tree festival</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Before school football</li> <li>Sporting events</li> </ul>	<ul style="list-style-type: none"> <li>Sports clubs &amp; inter-school competitions</li> <li>Choir– opportunities to perform in different settings</li> <li>RockSteady band lessons</li> </ul>
<b>Other – Usually for Targeted Children</b>			
	<ul style="list-style-type: none"> <li>Nurture club (First thing in the morning)</li> <li>Nurture &amp; ELSA support</li> <li>Junior Road Safety Officers</li> </ul>	<ul style="list-style-type: none"> <li>Nurture &amp; ELSA support</li> <li>Young Carers group</li> <li>Greenlights mentoring (named Y6 pupils only)</li> <li>Inclusive lunchtime club</li> <li>Junior Road Safety Officers</li> <li>Gwel Therapy Dog (Identified children only)</li> </ul>	