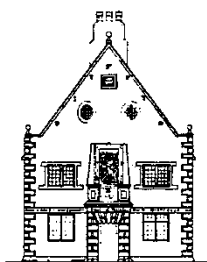


Bunny C of E Primary School

SMSC and British Values statement 2025-2026



Spiritual, Moral, Social and Cultural development (SMSC) is fully integrated into the culture and ethos of Bunny C of E Primary School and helps children build their own personal values, have positive relationships with others and become responsible young citizens in society. SMSC development supports children to be kind, thoughtful and caring and to be able to live and learn alongside people with different beliefs, cultures and lifestyles.

Our provision for pupils' Spiritual, Moral, Social, Cultural and Emotional development (SMSC), builds on the key Values which we promote in our school.

An important part of SMSC is to support children to engage with **British values** of **democracy, the rule of law, individual liberty and respect for different faiths and beliefs.**

Spiritual Development

We want children to be reflective about their own beliefs, but also show interest and respect for the beliefs and faiths of others. We encourage children to reflect, not just on their own behaviour and the choices they make, but also on the skills needed to remain calm and focused on their learning.

Spiritual development is also about supporting children to be creative, imaginative and reflect on their learning experiences.

Opportunities for Spiritual development include:

- Learning together to value the ideas and contributions of all children.
- Providing a varied and exciting curriculum that inspires children and makes learning enjoyable.
- Coming together in collective worship and special events to share learning with each other and with parents and the community to reflect on our learning experiences.

Moral Development

Opportunities for Moral development include:

- Children working together to discuss and agree on what they need to do to create a safe, friendly and inclusive environment for learning.
- Opportunities in the curriculum for children to offer their own points of view and to be able to listen to and value those of others.

- In every classroom and throughout the school environment, children are encouraged to make positive behaviour choices and develop strategies to manage conflicts effectively.

Social Development

Opportunities for Social development include:

- Making a positive contribution to the community through fund raising, volunteering and engagement in community projects.
- Supporting children to develop the skills needed for living in a democracy through activities such as elections for School Council and participation in the RLAPP. (Rushcliffe Learning Alliance Pupil Parliament).

Cultural Development

Opportunities for Cultural development include:

- Providing opportunities in the curriculum for children to visit places of worship and share their beliefs with others.
- Enabling children to enjoy and appreciate a variety of artistic, musical and cultural experiences, including drama, music, singing, choir and sports.
- Encouraging a sense of our world, our place and the place of others within it.

How we promote British Values at Bunny C of Primary School 2025-2026

Value	How British Values are promoted through the curriculum, other school activities and school ethos	Future plans for development / Proposed impact
<p>Democracy</p> <p>How citizens can influence decision making through the democratic process.</p> <p>Link to values: Respect Tolerance</p> <p>Link to Global goals: 16 - Peace, Justice and strong institutions</p>	<ul style="list-style-type: none"> • Children help plan what we are covering in our topics (Personalised curriculum) • Children vote for members of the school council, and various Pupil leader roles around school e.g. eco-warriors, mental health champions • Decisions on class sanctions and rewards • Voting used to make decisions on a number of issues including end of term parties and school “fun “events. • Pupil questionnaires on a variety of issues/areas. • Active student council and Rushcliffe Pupil Parliament representatives. 	<ul style="list-style-type: none"> • Look for more opportunities to ‘have a say’ within the classroom setting e.g. stickers at end of the day • ‘Pupil feedback box’ in every classroom. • Increase use of the word “democracy” so it is a familiar word to the children <p>Proposed impact – children able to exercise democracy and influence decision making throughout the whole school and the extended community.</p>
Value	How British Values are promoted through the curriculum, other school activities and school ethos	Future plans for development
<p>The rule of law</p> <p>An appreciation that living under the rule of law protects individual citizens.</p> <p>An understanding that bodies such as the police and the army</p>	<ul style="list-style-type: none"> • High standards are an expectation and modelled by all. • Weekly celebration assembly - STAR Awards given out each week • Weekly “Top table” for children showing excellent behaviour at playtimes and lunchtimes • Reminders in assemblies or at any point should there be any issues which need addressing • Individual ‘sticker’ chart as required • Time out where necessary 	<ul style="list-style-type: none"> • Update school website • E-safety/ online safety parent workshop • Visitors invited as part of “WOW” days/ “hooks into learning”. <p>Proposed impact – Children have a greater awareness of e-safety and how to stay safe online.</p>

<p>can be held to account by the people, through the democratic organs of government.</p> <p>Link to values: Respect Courage</p> <p>Link to Global goals: 16 - Peace, Justice and strong institutions</p>	<ul style="list-style-type: none"> • Re-visit behaviour and relationships policy with all staff to ensure consistency • Appropriate consequences to develop responsibility for own behaviour choices • Developing respect through PSHE Circle time and SRE. • Visits from fire/police etc • E-safety/ online safety within curriculum 	<p>Increased understanding of living lawfully.</p>
<p>Value</p>	<p>How British Values are promoted through the curriculum, other school activities and school ethos</p>	<p>Future plans for development</p>
<p>Individual liberty</p> <p>The freedom to make your own choices and express yourself, while respecting the law and the rights of others.</p> <p>Links to values: Respect Courage</p> <p>Link to Global goals: 17 – Partnership for the goals</p>	<ul style="list-style-type: none"> • Ensuring that all children regardless of colour, creed, religion, disability are treated with equal dignity and respect, behaviour. • Anti-Bullying policy addresses prejudicial and discriminatory behaviour. • Curriculum – celebrating all cultures. • Fairness encouraged through team sports / House Teams • Safeguarding procedures • E safety procedures • Equal opportunity policy • Sharing certificates in assemblies / star awards / tea with the Headteacher • Parent workshops held to support parents helping their children at home, phonics, parent reading. 	<ul style="list-style-type: none"> • Staff to consider other workshops to support parents. • Anti-bullying week in November 2025 • Racism awareness training for staff from NCC <p>Proposed impact – Children understand what bullying is, why it's not OK and what to do about it. Children understand how they fit in to this world and what rights they have and how to respect the rights of others. Staff have a better awareness of how to address racism.</p>

	<ul style="list-style-type: none"> All members of staff resolve issues through discussion and comprise 	
Value	How British Values are promoted through the curriculum, other school activities and school ethos	Future plans for development
<p>Mutual respect</p> <p>Accepting and valuing differences in people, even when you disagree with them. Shows proper regard for the dignity of others and is central to creating a harmonious, inclusive and civilised society where everyone feels valued and is treated with kindness, tolerance and consideration.</p> <p>Links to values: Respect</p> <p>Link to Global goals: 10 – Reduced inequalities</p>	<ul style="list-style-type: none"> The Christian value of respect underpins everything that we do. Threaded through our curriculum, ethos and school values Celebration assembly Recognition award each week in STAR assembly Whole school performances to the community and parents Charity fund raising, special events, school council, coffee mornings, red nose day, children in need, Macmillan coffee morning, Food Bank Celebrate children’s out of school achievements in assemblies/ newsletter Parent questionnaires given out annually to listen to and act upon the voice of the whole school community Pupil question raising and decision making used to feedback on whole school issues, e.g. library + marking and feedback policy etc. Pupil voice (see democracy) Respect and teamwork promoted through Year 5 / 6 residential and year 3 / 4 residential Promote mutual respect and teamwork through sports day events and partnership competitions (both intra-sports and inter sports). Circle time discussions Enrichments activities, school trips and visits Visitors throughout the school year eg Firemen, Police 	<ul style="list-style-type: none"> Home Visits for new intakes. Governors encouraged to attend community events. Promote better well-being for all via Wellbeing Award for schools. Work towards Silver Mental Health Champions award. <p>Proposed impact – children nurtured and taught in a mutually respectful environment. Children are tolerant of one another and all relationships are built on integrity and respect. Children are able to live as moral and respectful citizens in school and in the wider world.</p>

	<ul style="list-style-type: none"> • Involvement of parents throughout the school year in terms of Curriculum events but also special events such as 'Friendship week' • New parents welcome meeting in July for the following intake. • Parents' involvement in school life via FOBS 	
Value	How British Values are promoted through the curriculum, other school activities and school ethos	Future plans for development
<p>Tolerance of those of different faiths and beliefs</p> <p>People of different faiths or no faith at all should be accepted and respected without prejudice or discrimination. Understanding and appreciating diverse cultures and beliefs and not imposing ones views on others.</p> <p>Link to values: Respect</p> <p>Link to Global goals: 16 - Peace, Justice and strong institutions</p>	<ul style="list-style-type: none"> • We teach tolerance through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. • As a voluntary aided Church of England school, we welcome children of all faiths. • RE- visits to places of worship • Story books and resources including range of different faiths and cultures • Other faith and local leaders' visits • Celebrations of faiths, parents of other faiths come and share traditions, culture and religions • Celebrations in other religions • Investigate comparisons of other religions • Assemblies collective workshop • Celebration of the religious festivals of world religions throughout the year • Celebrate different religious events in assembly. • Global neighbour's accreditation has led to school supporting a number of different charities including local, national and international. • Any incident of prejudice – which could be based on faith or belief – would be treated with utmost urgency in 	<ul style="list-style-type: none"> • Working alongside and sharing our learning with a school community in a different country • Maximising opportunities to visit different places of worship • Anti-bullying week in November 2025 (Power for good). <p>Proposed impact – Through anti-bullying week children explore differences and learn key skills of tolerance, acceptance and respect. Children have an increased awareness and respect of other cultures and religions.</p>

	accordance with the school's Behaviour and Anti-Bullying policies.	
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