

Gateway Federation
Lea Church of England Primary School, Gateway Lodge Nursery and
Gorsley Goffs Primary School.



Spiritual, Moral, Social and Cultural Policy (SMSC)
at Gorsley Goffs Primary School

Written by:	SMT in consultation with staff and governors.
Reviewed	November 2025
Date for Review	November 2028
Agreed by:	Curriculum & Standards – November 2025

This Policy should be read in conjunction with;

- RE and Collective Worship Policies
- Safeguarding Policy
- Promoting British Values Policy

Our Vision

'FLOURISHING TOGETHER'

Our vision of **'Flourishing Together'** provides our school community with a welcoming and inclusive ethos. We strive to offer a strong sense of self-worth by encouraging and celebrating resilience, curiosity, aspiration and independence whilst promoting opportunities for spiritual and moral development which reflects the schools Christian foundation.

Our Christian foundation originates from 1819 when Gorsley Baptist Church successfully applied to the Goff Trust for funding. The trust was established on the death of Edward Goff who was a successful businessman and devout Christian. In 1821 the school and church moved into permanent premises, what is currently Wye classroom.

Our Values

Friendship Aut 1	Trust and Thankfulness Aut 2	Respect Spring 1	Perseverance Spring 2	Compassion Sum 1	Courage Sum 2
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Our Aims

Visitors to Gorsley Goffs frequently remark on the happy, industrious and well-ordered family atmosphere. The size of the school means that every teacher knows every child. Not only does that ensure continuity of academic progression, but also security and a strong sense of School community and ownership by the children.

At Gorsley Goffs we aim to encourage positive attitudes towards self-discipline and high standards of personal behaviour are expected at all times. A great deal of time, thought and effort are spent on establishing an atmosphere of mutual trust and respect between adults and pupils.

We aim to make the school a place where pupils will feel safe and secure in an environment where they can work and play, sharing and co-operating with others. Pupils are expected to show thoughtfulness and awareness of the needs and rights of others. They are also encouraged to care for things they use and develop a responsible attitude towards their environment.

Pupils

- To provide a challenging, yet supportive environment to stimulate, maintain and develop a lively enquiring mind.
- To encourage all pupils to reach their true potential and eventually become independent learners who value learning with and from others, i.e. have a positive attitude to life-long learning.
- To develop in pupils a sense of moral values which can form a framework for a sense of their own worth, and relationships with others, so that students become responsible members of society.
- To develop in pupils a positive attitude and strong sense of respect towards themselves, others and the environment.
- To develop an understanding, empathy and tolerance of other faiths and cultures.

Curriculum

- To offer an exciting and broad based curriculum, in order to facilitate the acquisition of knowledge, promote enjoyment in learning, and to provide knowledge/skills to equip students for work and leisure as active, confident and responsible members of a rapidly developing society.

Community

- To develop a school community which affords equal value to all its members, is seen to be just and encourages mutual respect, concern for others and truthfulness.
- To foster close relationships between the school, the pupils' homes and the local community.

Rationale

The Spiritual, Moral, Social and Cultural (SMSC) development of the child is recognised as being of fundamental importance for the education of all children by Governors, staff and parents of our school. It is taught through all subjects of the curriculum and in particular RE and PSHCE (Personal, Social, Health and Citizenship Economic education). It supports all areas of learning and can contribute to the child's motivation to learn and their 'Cultural Capital'. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour and attitude for the children. In later years it can enrich the individual's appreciation of life's experiences and their relationships with others. Through effective SMSC teaching, British Values will permeate through the school.

School Ethos

The School's Christian foundation, values and attitudes promoted by the staff, influence the behaviour and attitudes within the school. The quality of relationships and the atmosphere within the school reflect an appreciation of our shared values.

What is Spiritual, Moral, Social and Cultural (SMSC) Development?

Spiritual Development is about:

- ❖ An understanding of Christianity and a variety of other religious faiths
- ❖ That which moves people
- ❖ Feelings, experiences, emotions
- ❖ A sense of purpose
- ❖ A sense of awe, wonder and mystery
- ❖ Insights into a personal existence which are of enduring worth
- ❖ Valuing a non-material dimension to life
- ❖ The relationship between belief and behaviour
- ❖ A sense of heightened perception or awareness
- ❖ A sense of being part of a greater whole
- ❖ Through guidance, a search for meaning and purpose
- ❖ The attribution of meaning to experience

Moral development is about:

- ❖ Knowing of the codes and conventions of conduct shared through Christianity.
- ❖ Knowing of the codes and conventions of conduct agreed by society
- ❖ Having the will to behave morally as a point of principle
- ❖ Being able to articulate attitudes and values
- ❖ Recognising the moral dimension to situations

- ❖ Developing a set of socially acceptable values and principles
- ❖ Recognising that values and attitudes change over time
- ❖ Making judgements on issues by applying moral principles, insights and reasoning
- ❖ Taking responsibility for ones' own actions
- ❖ Understanding the consequences of actions for self and others
- ❖ Behaving consistently in accordance with principles
- ❖ Recognising the greater needs which extend beyond self-interest

Social development, including Cultural Capital (See appendix 1) is about:

- ❖ The progressive acquisition of the competencies and qualities needed to play a full part in society
- ❖ Understanding of the institutions, structures and processes of society
- ❖ Understanding of how individuals relate to each other
- ❖ Being able to adjust to a range of social contexts by appropriate and sensitive behaviour
- ❖ Being able to make a personal contribution to the well-being of groups
- ❖ The ability to exercise responsibility and initiative
- ❖ Being able to participate cooperatively and productively in the community
- ❖ Knowing how societies function and are organised
- ❖ Understanding how what is learnt in the curriculum relates to life in society
- ❖ Being able to take on the roles of team leader and team worker

Cultural development, including Cultural Capital (See appendix 1) is about:

- ❖ Understanding of beliefs, customs, values, knowledge and skills which form the basis for identity and cohesion in society
- ❖ Recognition of and respect for the rights of others to exercise a cultural influence
- ❖ Knowledge of the nature and roots of cultural traditions
- ❖ The key features of major cultural groups within society
- ❖ Personal response and accomplishment
- ❖ The capacity to relate what is learnt to an appreciation of wider cultural aspects of society
- ❖ Developing and strengthening the cultural interests of pupils
- ❖ Exposing pupils to a breadth of stimuli in order to allow them to develop new interests
- ❖ Extending horizons beyond the immediate to the highest artistic, musical and literary achievements
- ❖ Understanding the diversity of religious, social, aesthetic, ethnic and political traditions and practices
- ❖ Being able to evaluate the quality and worth of cultural achievements
- ❖ Equal opportunities - Refer to Gorsley Goffs Primary School Equal Opportunities policy.

Putting ideas into practice

To ensure that the things described in these statements can happen, there are three aspects or levels of the school which need to be considered:

1. The ethos of the school, which creates the climate within which Social, Moral, Spiritual and Cultural development can flourish. This is described well in the school vision and aims.
2. The pastoral support for students which should reflect these aims, and creates a deliberate structure through which the care and concern for pupils can be given.

3. The curriculum, which sets out to ensure that there is planning to introduce and explore the elements of SMSC where this is appropriate.

The policy of the school is that all subjects can and should contribute to the Spiritual, Moral, Social and Cultural development of pupils. The curriculum is the framework on which a school is built and so it is through the curriculum that schools can have a major influence. Teachers must:

- ❖ be aware of these responsibilities
- ❖ know how respective curriculum areas might be used
- ❖ consider how SMSC can be incorporated into everyday teaching and learning.
- ❖ be alert to the many everyday, unplanned and incidental opportunities that can provide important starting points.

Opportunities for including SMSC within the curriculum.

English

- ❖ The studying of different texts – classical, contemporary, serious, funny can provide challenging starting points and give an appreciation of the beauty of great language and literature.
- ❖ Exposure to great literature and poetry and its place within a culture – appreciating moral or social aspects e.g. Dickens social commentary or knowing that we can learn a lot about other cultures from its writing.
- ❖ Drama and stories which create opportunities for moral judgements.
- ❖ Shared activities – shared reading, group drama, corporate writing that lead to an understanding of an appreciation of the importance of the group and other people's point of view.
- ❖ Knowledge of our language and its influence on our culture and the importance and value of other languages and cultures.
- ❖ Awareness of traditional tales and their cultural background.

Maths

- ❖ Group work on a shared topic or investigation promoting an appreciation of the input of all members of the group.
- ❖ An appreciation of the inherent pattern and beauty of mathematics.
- ❖ The promotion of positive attitudes towards mathematics through appropriate groupings.
- ❖ An understanding that mathematics has an historical and cultural base – Greek, Arabic, Egyptian. An understanding of the role and importance of these cultures.

Computing

- ❖ Working together to create different curriculum work.
- ❖ Working together to research different areas.
- ❖ Following and exploring our internet access and safety policy.
- ❖ Considering our moral compass when using Social Media.
- ❖ Considering cause and effect.

Science

- ❖ The development of an understanding of our place in the great scheme of things by studying space or life processes.
- ❖ Maintaining a sense of curiosity and questioning.
- ❖ An appreciation of moral questions as scientific knowledge increases e.g. the use of animals for research.

- ❖ An awareness of the cultural background of science, considering famous scientists in history and in more recent times.
- ❖ An awareness of the cultural background of science e.g. the Wise Men from the East who charted the birth of Jesus or the ancient Greek scientists.

History

- ❖ The study of artefacts, buildings, churches etc. gives children a sense of their place in the historical scheme of things. It also helps to develop an awareness of beauty and aesthetics.
- ❖ Moral issues can be considered. For example, was it right that war was fought or that children were forced to work in factories and mines in Victorian Britain, or that Anne Frank was forced into hiding?
- ❖ Studying the cultures of other times – Egyptians, Romans etc. builds an awareness of the value and importance of other societies and cultures and the relative value and importance of our own. It also stresses the interdependence of cultures.

Geography

- ❖ The study of different localities helps children to understand the background, way of life and values etc. of different people and cultures.
- ❖ Tolerance of other people's differences, overcoming stereotyping, racism and prejudice can all be highlighted through the study of different peoples and their way of life.
- ❖ Local studies will encourage an awareness of the child's place, family, home, dependency upon other individuals, people and cultures and needs in the great scheme of things.
- ❖ Environmental issues and concerns can be discussed – what are the effects and the issues involved in urbanising an area.

PSHE

- ❖ Links in with many areas of Jigsaw, which is the scheme we use to deliver the majority of our PSHE Consideration of moral, environmental and curriculum.
- ❖ citizenship issues when considering our role in caring for the environment e.g. efficient ways of feeding the world, intensive farming, the pollution of the planet.
- ❖ Health, drugs, smoking – an understanding of the social and scientific issues involved and an awareness of everyone's point of view.
- ❖ Listening to others and discussing issues & ideas.
- ❖ Holding debates and discussions leading to written work.
- ❖ Drama and role play linked to choices.
- ❖ Drawing pictures of feelings and emotions.
- ❖ Consideration of 'Rights Respecting' issues.
- ❖ Involvement in local personal safety awareness scheme, 'Crucial Crew'.

Design Technology

- ❖ The aesthetic aspect of good design is an important area, as is the question 'How will this affect the environment?'
- ❖ Appreciating design in nature.
- ❖ The study of technologies from different cultures – historical and geographical – and how these have evolved provides important lessons in cultural awareness.
- ❖ Group working – sharing of equipment and designing together.
- ❖ Promoting equality of opportunity and providing an awareness of areas that have gender issues e.g. activities that are historically female such as textile studies, encouraging girls to use equipment that has been traditionally male dominated.

Art and Design

- ❖ Studying great works of art can give an insight into the culture of other people and provide a strong link with the past.
- ❖ Art can provide a valuable tool to study the past and make social or moral comment on it for example, what do the people in works by Lowry tell us about the social conditions of the time?
- ❖ Multicultural art, the art of different religions, the art of ancient societies all reinforce the value of societies other than our own and help us to appreciate their value and the value of our own.
- ❖ The appreciation of great works of art and the appreciation of our own attempts helps to build up an awareness of aesthetics and gives an uplifting experience.

Music

- ❖ Listening to music, performing, joining in with it as part of the choir, in music lessons or community events, gives pleasure, lifts spirits and has an emotional dimension that children need to experience. Music experienced in our Collective Worship and assemblies helps the pupils in their spirituality.
- ❖ Listening to and appreciating the great music of our culture and its folk music builds an important awareness of our culture and that of other lands. Music of other cultures is important for the same reasons.
- ❖ A range of music and songs from other parts of the world and through history, such as sea shanties, etc. can be used to build an awareness of the importance of music and its place in social history and the accompanying moral and social questions that arise out of it.
- ❖ Group music making is an important social activity – working together and experiencing the same feelings together.
- ❖ Rehearsing and performing on mass at the national ‘Young Voices’ concert in Birmingham.

Physical Education

- ❖ Caring for our bodies and respecting the health of ourselves and others.
- ❖ Obeying the rules of the game, being a 'good sport', learning to be a good winner and a good loser, learning to take part and doing one's best is important.
- ❖ Appreciating the aesthetic beauty of the movements of gymnastics or dance.
- ❖ Building team spirit, being a good team member, valuing the contributions of others to the team.
- ❖ Learning that sport is an important element of many cultures – Ancient Greeks, Romans, the history of great sporting events such as the Olympics or the Ashes.

Modern Foreign Languages.

- ❖ Children are taught to accept and embrace other languages and cultures through the teaching of MFL.
- ❖ Children are encouraged to show empathy and understanding to others and learn about right from wrong.
- ❖ Children often work in groups of varied abilities to encourage social interaction.
- ❖ Exploration of language and culture is key to language learning and children are encouraged to embrace ‘difference’ at all stages of their linguistic development.

Forest School

- ❖ Listening to others.
- ❖ Discussing issues & ideas.
- ❖ Appreciating art and design in nature.
- ❖ Group work – sharing of equipment and designing together.
- ❖ Promoting equality of opportunity.
- ❖ Risk taking and managing risk

Circle time.

Class discussions and circle time will give pupils opportunities to:

- ❖ Talk about personal experiences and feelings.
- ❖ Express and clarify their own ideas and beliefs.
- ❖ Speak about difficult events, eg bullying, death etc.
- ❖ Share thoughts and feelings with other people.
- ❖ Explore relationships with friends/family/others.
- ❖ Consider others' needs and behaviour.
- ❖ Show empathy.
- ❖ 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 — eg empathy, respect, open mindedness, sensitivity and critical awareness.
- ❖ Develop the skills and attitudes linked to 'Power Learning' including learning to learn and work hard, building resilience and concentration, learning to try new things and showing understanding towards others.

Religious Education

- ❖ The exploration of moral and spiritual questions by discussing, for example, Bible stories or stories from other religions.
- ❖ Appreciating and valuing other faiths and beliefs of different groups and individuals.
- ❖ Learning about being a member of a pluralist society, with diversity of views and respecting and tolerating others and their beliefs and needs. The pluralistic approach suggests that those with different beliefs, backgrounds and lifestyles can coexist in the same society. Religious pluralism promotes the freedom of religion.
- ❖ Knowing about the historical, social and religious aspects of our own culture and that of others – Harvest, Christmas, Easter, May Day, Chinese New Year, Divali etc. - appreciating and respecting the values of the cultures concerned.

Collective Worship

- ❖ For Reception to Year 6 children, Collective Worship is important in the promotion of spiritual, moral, social and cultural understanding in school. Gorsley Goffs Primary School holds a collective gathering every day.
- ❖ Visitors, including ministers from our local places of worship, are invited to attend and lead our assemblies as appropriate.
- ❖ We use awe and wonder during Collective Worship through a range of stimuli.

Appendix 1

What is Cultural Capital?

Cultural capital is the accumulation of knowledge, behaviours, and skills that a pupil can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society, their career and the world of work.

Cultural capital promotes social mobility and success in our stratified society.

Cultural capital gives a pupil power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital.

Cultural capital is having assets that give pupils the desire to aspire and achieve social mobility whatever their starting point.