



Goring Church of England (Aided) Primary School

Faith, Love and Learning

SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY (SMSC)

Adopted by Governing Body: April 2026

Review Date: April 2029

Mission – what is our reason for being?

- To educate
- To nurture
- To serve the community
- To develop children's faith and spirituality
- To be inclusive
- To improve life outcomes
- To develop children's life and learning skills
- To develop morals and principles

Our Values

- ✓ Respect
- ✓ Aspiration
- ✓ Faith
- ✓ Fun
- ✓ Love
- ✓ Equality
- ✓ Self-Worth

OUR 2025 VISION

To be a Church of England Primary School that: -

- nurtures each individual as a whole person to enable them to achieve their God given potential and to make outstanding progress (Faith).
- as a community demonstrates love and respect for all of God's creation (Love).
- provides an exciting, broad and ambitious curriculum that equips learners for the future (Learning).

POLICY FOR SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Introduction

Goring, as a Church of England Primary School, recognises that the personal development of pupils spiritually, morally, socially and culturally (SMSC) is paramount to their wellbeing and ability to be engaged, to learn and to achieve. This includes fulfilling our duty to promote British Values.

At Goring, we promote SMSC within the context of the Christian vision and ethos of the school.

We recognise that SMSC embraces other religious beliefs and attitudes. As a Church of England school, we have a distinctive identity and ethos, popular with parents and families, where the development of social, spiritual and emotional intelligence is as important as academic achievement.

Our school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. Through the experiences we offer to all our pupils, we aim to provide our pupils with opportunities to explore and develop:

- an understanding of the meaning and significance of faith**
- Christian values and their own values and beliefs**
- spiritual awareness**
- high standards of personal behaviour**
- an awareness and understanding of their own personal skills and strengths**
- a kind, caring and positive attitude towards others and the world around them**
- an understanding of their social and cultural traditions**
- an appreciation of the diversity and richness of the cultures**
- opportunities to live their learning in being advocates for their beliefs**

Our school vision and values underpin all the work that we do. Our Christian Vision shapes relationships, behaviour and the expectations of how pupils and adults treat one another. This is at the heart of the policies, curriculum, worship and community life together at Goring CE Primary School. Promoting children's SMSC is a statutory responsibility of everyone at the school.

We aim to provide a balanced and broad curriculum that ensures the four dimensions of SMSC underpin all the experiences that individuals have within the school.

Principles

Spiritual, Moral, Social and Cultural Development is crucial for individual pupils and important for society as a whole. It is the heart of what education is all about - helping pupils grow and develop as people and effective participants in modern Britain. Spiritual, Moral, Social and Cultural Development is cross curricular and promotes the aims and principles of the policies for, Religious Education, Collective Worship, PSHE, Sex and Relationships Education, and Equal Opportunities. These policies all underpin the Curriculum model, putting the child at the centre of all we do.

- **All adults will model and promote positive and expected behaviour and will treat all people as unique and valuable individuals, showing respect for pupils and their families, in line with our Christian ethos.**
- **Our school community will be a place where pupils feel safe and comfortable as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.**
- **Pupils will have opportunities to learn to distinguish between right and wrong and how their actions affect other people. They will be encouraged to value themselves and others.**
- **As pupils move through the school they will be encouraged to empathise with the feelings of others and to understand the vulnerability of pupils experiencing feelings of difference.**
- **Pupils will understand the need for high expectations and rules and their responsibility to follow our school rules for the good of everyone: *'Be respectful, be Safe, be your best'*. These rules reflect, promote and reward positive and acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.**
- **All curriculum areas will seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and resourcing.**

The importance of relationships between all school staff, parents and governors is vital. These relationships will be characterised by mutual respect, positive attitudes, the willingness to listen and be listened to and by the valuing of every individual.

DEFINITIONS

Spiritual Development

At Goring, we recognise the strength and potential for spiritual development we gain from our status as a church school. Our aim is to widen our Christian faith to include all pupils, staff and families of different faiths or no faith in their journey of spiritual development.

Spirituality is about helping children to know who they are, to develop a sense of identity and self-worth, to recognise their own inner selves and to reflect upon their beliefs, values and feelings.

Spirituality is not something we can see, it is something we feel. It is a lifelong journey of discovery where we learn to ask big questions, develop an understanding of ourselves and our deeper connection with others, the world and something that is bigger than ourselves. 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**

In order to foster spiritual development, the school aims to provide learning opportunities that will enable staff and pupils to:

- **Explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives**
- **Develop a sense of enjoyment and fascination in learning about themselves, others and the world around them**
- **Use their imagination and creativity in their learning**
- **Understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful**
- **Form and maintain worthwhile and satisfying relationships**
- **Develop into self-assured, confident, happy, positive young people**
- **Develop a climate or ethos within which all children can grow and flourish, enjoying individual liberty and mutual respect**
- **Accommodate difference and respect the integrity of individuals, including tolerance of those with different faiths and beliefs**
- **Experience moments of peace, stillness and reflection during Collective Worship and at other times during the day**
- **Promote learning opportunities which value children's questions, encourage deeper questions and give them space for reflection of their own thoughts, ideas and concerns.**
- **Reflect on, consider and celebrate the wonders and mysteries of life**

Beyond the Curriculum

The Christian ethos of our school will support children's development in all of the above, through the example of adults, close involvement with the Church and with the clergy.

We will recognise and celebrate achievements made out of school by sharing them with others in class or in collective worship times.

We will listen to and recognise what is important to children and their families out of school hours, and encourage them to share their excitement and enthusiasm.

Moral Development

At Goring, moral development is about helping pupils to understand the difference between right and wrong and knowing that there are consequences of their behaviour and actions. This will help pupils to readily apply this understanding to their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.

It is about the balance between knowing their rights and responsibilities. It is also about the importance of valuing one another and their property and the benefits of working for the common good, as well as understanding moral dilemmas and the reality of moral conflict.

In order to foster moral development, the school aims to provide learning opportunities that will enable staff and pupils to:

- **Develop a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school**
- **Gain the confidence to cope with setbacks and learn from their mistakes**
- **Recognise the unique value of each individual**
- **Listen and respond appropriately to the views of others**
- **Take initiative and act responsibly with consideration for others**
- **Promote racial, religious and other forms of equality**
- **Explore opportunities across the curriculum to develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong**
- **Develop an open and safe learning environment in which pupils can express their views and practise moral decision making**
- **Be praised for positive behaviour and moral insights**
- **Recognise and respect the codes and morals of the different cultures represented in the school and wider community**
- **Encourage pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour**

Beyond the Curriculum

We will model high expectations of moral standards and encourage pupils to apply these to their lives outside school. We will encourage pupils to recognise need by discussing and responding to local, national and worldwide issues, e.g.:

- **Children's fund raising initiatives**

- Shoe Box Appeal
- Children's Society Boxes
- Participation in national fund raising events
- National and international appeals e.g. Dambala Road Primary School, Sierra Leone and the Maoni Orphanage in Malawi

We will lead by example and value each pupil for his/her individuality, treating everyone equally and challenging discrimination.

Social Development

Social development concerns pupil's growing ability to relate to their peers, other people and adults and to see themselves making an active and positive contribution to the communities in which they belong.

It is about the capacity to support and co-operate with one another, showing a willingness to, and satisfaction in, participating in a variety of communities and social settings and feeling the satisfying elements of belonging. This will include volunteering, working with others and being able to resolve conflicts sensitively and effectively.

In order to foster moral development, the school aims to provide learning opportunities that will enable staff and pupils to:

- Identify the key values and principles on which school and community life is based
- Provide positive experiences to reinforce our values as a school community –for example, through collective worship and assemblies where learning and achievements are celebrated, team building activities, residential experiences, school productions
- 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
- Accept and engage 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
- Develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain
- Promote racial, religious and other forms of equality
- Learn about the act of service in the school and the wider community and develop an understanding of the roles within our community – emergency services, healthcare, Parliament etc.
- Know the value and importance of making a positive impact on the lives of other people
- Develop personal qualities, which are valued in a civilised society, for example, kindness, thoughtfulness, honesty, respect for difference,

moral principles, independence, interdependence, self-respect and awareness of others' needs

- **Maintain and develop mutually supportive links with St Mary's Church, including regular worship at the Church, participation in parish events and church members supporting the school through prayer, and participation in the Chichester Cathedral Leavers' Service**
- **Actively engage with parents and carers through our 'open door' policy and active support of PSA activities**
- **Share and speak about their feelings and justify them in both informal and formal settings, being given responsibility and trust to develop their confidence**
- **Have the confidence to undertake difficult tasks**
- **Encounter different and wide-ranging experiences**
- **Question things which prevent them developing into confident adults – particularly discrimination**
- **Develop an understanding of their individual and group identity.**

Beyond the Curriculum

We will:

- **Maintain high standards of pastoral care and recognise the needs of the individual**
- **Enter into discussions with children about social issues or concerns**
- **Liaise with parents and outside agencies to support development**
- **Lead by example and show respect for children, for parents, governors and colleagues**
- **Treat all children equally and without discrimination of any kind**
- **Maintain a quality learning environment which meets children's needs**
- **Provide opportunities for children to be involved in community events e.g. Dance Time, Christmas Nativities, Christmas Parties, sponsored events, competitions, Open Evenings, Summer and Christmas Fayres**
- **Encourage children to take an interest in all aspects of school life, including the classroom, after-school clubs and after school events.**

Cultural Development

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring an appreciation and awareness, understanding and tolerance regarding the cultural traditions and beliefs of others.

Cultural development is about pupils' understanding of the wide range of cultures with which they are familiar but also about understanding and appreciating the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.

At the heart of cultural development is the capacity to understand and appreciate the elements that have shaped our own lives and those of others,

but also to open up to people from very different backgrounds and learn how to celebrate their journey.

In order to foster cultural development, the school aims to provide learning opportunities that will enable staff and pupils to:

- Participate in and respond positively to artistic, musical, sporting and cultural opportunities
- Interact easily with people of different cultures and faiths
- Show an 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 tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- Extend their knowledge and use of cultural imagery and language
- Think about special events in life and how they are celebrated
- Recognise and nurture 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
- Reinforce the school's cultural links through displays, posters, exhibitions, etc.
- Develop partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits.

As a Church school, we aim to uphold the traditions of our Christian society. At the same time, we will ensure that children learn about the rich and culturally diverse society in which we live, and we will teach respect for the values, customs and cultural heritage of those who belong to other faiths.

Beyond the Curriculum

We will:

- Lead by example, treating all children equally, providing equal opportunity and preventing discrimination
- Provide opportunities for the school to learn together and celebrate as a community (e.g. World Week), actively seeking to involve members of the school and local community.

Teaching and Organisation

At Goring CE Primary School, development in SMSC development will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance

of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

Teachers will inspire pupils through their enthusiasm for and modelling of learning. Staff will use creative strategies and challenging questions to engage pupils in their learning and relate this to their own experiences.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Collective Worship

The purpose of Collective Worship is educational and it must offer something to the development of the children in order for it to be worthwhile. Collective Worship is planned around the school's Values and includes celebration time every Friday to consider who has demonstrated these and the impact this has had on others around them. Through a wide range of materials and contexts, children are challenged to think and reflect at an individual, school, wider community and world level.

Worship opportunities will give pupils opportunities to:

- talk about personal experiences and feelings
- listen and talk to each other
- show empathy, agree and disagree
- develop a sense of belonging
- express and clarify their own ideas and beliefs.

Curriculum

All National Curriculum subjects and RE allow for consideration of attitudes and values, as well as development of skills and knowledge in a rich variety of contexts. Our curriculum aims to allow pupil opportunity to develop an appreciation and respect for environments, make decisions, take responsibility, raise self-esteem and make and keep rewarding relationships in different situations.

Links with the wider community

- Visitors and volunteers are welcomed into school
- Maintaining a strong home-school link is regarded highly important, enabling parents/ carers, teachers and the wider community to work in an effective partnership to make sure that we give our pupils the best possible environment in which to flourish
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it
- We continue to work closely with St. Mary's Parish Church and West Park CE Primary School in our Growing Partnerships work

- The wider community are invited to school events including Harvest, Christingle services, fairs and school nativities.

Monitoring and Review

SMSC provision at Goring CE Primary School is the responsibility of ALL staff and governors, as it will have a fundamental impact on the quality and nature of the education offered by our school.

This will be reviewed regularly, kept up to date and will truly reflect the current practice within our school, through:

- **Regular monitoring of teaching and learning and work scrutiny by subject leaders, headteacher and governors as part of the school's general monitoring procedures**
- **Regular discussions at staff and governor meetings**
- **The development of RE, PSHE and Collective Worship to reflect the diversity of both the school and society**
- **Sharing of strong classroom work and practice.**

This policy should be read in conjunction with the following documents:

- **Religious Education Policy**
- **Collective Worship Policy**
- **Positive Behaviour Policy**
- **PSHCE Policy**
- **Anti-Bullying Policy**