

Gobowen Primary School
Spiritual, Moral, Social and Cultural (SMSC) Audit 2023-2024

At Gobowen Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn, achieve and thrive.

We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of a range of cultures.

Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- 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.

Pupils' social development is shown by their:

- 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
- 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
- acceptance 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, developing and demonstrating skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

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Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- 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, as shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

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Spiritual Development			
Aims	Objectives	Evidence	Impact on Pupils
<ul style="list-style-type: none"> • To develop the ability to listen and be still • To be able to reflect • To develop the ability to sense wonder and mystery in the world • To appreciate the unique nature of human relationships 	<ul style="list-style-type: none"> • To develop imagination • To develop the skill to use all one's senses • To encourage times for quiet reflection throughout the school day • To develop the skill of being physically still, yet alert • To promote an awareness of and enjoyment in using one's imaginative potential • To develop curiosity and a questioning approach – discussing issues and themes • To develop positive self-esteem, respect for themselves and inner confidence • To have the opportunity to develop personal beliefs 	<ul style="list-style-type: none"> • R.E. curriculum and scheme of work • Visits to All Saints Church for worship • Visits to All Saints Church to link with curriculum learning • Planned visits to Synagogue and Mosque • Fortnightly Christian assemblies led by Reverend Steve Nicholson • R.E. and British Values website pages • Celebration assemblies and collective worship • 'Open the Book' assemblies led by Preshenlle Church • Weekly class reading assemblies • PSHE curriculum and scheme of work • PSHE website page • Mindfulness and self-calming techniques explored in PSHE lessons • School values linked to during celebration assemblies • Curriculum opportunities to inspire wonder e.g. in English, science, music, art, music, history, geography etc. • Daily opportunities to view Newsround and discuss themes raised 	<ul style="list-style-type: none"> • Children show empathy and develop the ability to reflect on their own and others' learning and achievements • Pupils develop positive attitudes, values and principles • Pupils have a first-hand experience of other places of worship and of people of other faiths • Pupils develop respect for themselves and others • Pupils develop awareness and understanding of their own and others' beliefs • Pupils are able to express themselves imaginatively and creatively in a variety of forms
Moral Development			
Aims	Objectives	Evidence	Impact on Pupils
<ul style="list-style-type: none"> • To be able to distinguish between right and wrong and to 	<ul style="list-style-type: none"> • To conform to rules in order to promote order for the good of all 	<ul style="list-style-type: none"> • School Code of Conduct, Behaviour, Anti-Bullying policies understood by all • My Learning Reviews undertaken 1:1 with each child from Year 1 upwards four times a year and shared with parents 	<ul style="list-style-type: none"> • There is a positive and supportive school ethos • Pupils look after each other

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<p>respect the civil and criminal law in England</p> <ul style="list-style-type: none"> • To understand the principles lying behind decisions and actions • To be able to make decisions, accepting and understanding the consequences of their actions • To develop a sense of responsibility, consideration for others, self-respect and self confidence • To prepare pupils for the opportunities, responsibilities and experiences of adult life 	<ul style="list-style-type: none"> • To understand that there are consequences to actions • To exercise self-discipline • To tell the truth • To respect the rights and property of others • To take responsibility for their own actions • To develop high expectations and a positive attitude • To develop individual self confidence • To be considerate to others • To help others less fortunate than themselves 	<ul style="list-style-type: none"> • All classes using Class Dojo to promote positive behaviour and target any negative behaviours, as well as attendance and punctuality • R.E. curriculum and scheme of work • Celebration assemblies, collective worship and Dojo rewards • PSHE curriculum and scheme of work - Kapow • Y6 Crucial Crew visit • UNICEF RRSA Gold Award • Pupil Voice and leadership – School Council and Eco Council • Pupil and Parent Surveys evidence positive views about pupil behaviour and the ethos of the school • Outside visits from local police officers and other agencies 	<p>and take responsibility for each other; conflicts are resolved quickly and effectively</p> <ul style="list-style-type: none"> • Pupils have very clear values (linked to our Learner Values) which impact positively on their behaviour; pupils have a definite sense of what is right and wrong • Pupils enjoy celebrating others' achievements and have opportunities to feel proud of themselves and others • Pupils are confident, caring and keen to help others • Pupils are consulted on many aspects of school life • Pupils have a wider understanding of the needs of others
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Social Development

Aims	Objectives	Evidence	Impact on Pupils
<ul style="list-style-type: none"> • To relate positively to others • To participate fully and take on responsibilities • To demonstrate appropriate behaviour across a range of 	<ul style="list-style-type: none"> • To show care and consideration for others • To work effectively as part of a group • To interact positively across a range of situations e.g. class, break times, clubs, 	<ul style="list-style-type: none"> • My Learning Reviews • School values displayed and linked to regularly • Pupils have many leadership opportunities: School 	<ul style="list-style-type: none"> • There is a positive and supportive school ethos • Pupils build effective friendships and relationships • Pupils are given many opportunities to socialise with a wide range of people and

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<p>situations</p> <ul style="list-style-type: none"> • To work cooperatively with others • To use own initiative responsibly • To understand our place in our family, school and society • To encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England 	<p>sports events, visits, church services, concerts etc.</p> <ul style="list-style-type: none"> • To be sensitive to the needs and feelings of others • To be able to share and express emotions • To develop an understanding of citizenship and experience being part of a caring community • To realise that every individual can do something well and have something to offer 	<p>Council, Eco Council, Sports Leaders, House Captains</p> <ul style="list-style-type: none"> • Pupils have many opportunities to present their learning and achievements – concerts, sports events, art exhibitions, Dojo posting • Sports competitions against other schools • Extra-curricular provision, residential visits • Achievement and Learner Value assemblies, Dojo rewards • R.E., PSHE and RSE curriculum and schemes of work, • Close involvement with the local community e.g. choir performance at local events and care homes, collecting food for Food Banks during Harvest, Nursery link with care homes to • Creating links with Gobowen Historical Society • Visits to local library 	<p>other pupils</p> <ul style="list-style-type: none"> • Pupils look after each other and take responsibility for each other • Pupils have very clear values (linked to our Learner Values) which impact positively on their social skills • Pupils are consulted on many aspects of school life, experience leadership opportunities and are confident to share their views • Pupils have effective relationships with the local community
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Cultural Development

Aims	Objectives	Evidence	Impact on Pupils
<ul style="list-style-type: none"> • To provide pupils with the knowledge and cultural capital they need to succeed in life • To support pupils to develop an appreciation of the diversity of human creativity and achievement • To develop a sense of belonging to pupils' 	<ul style="list-style-type: none"> • To develop a love for learning • To enable pupils to acquire a broad general knowledge and respect for public institutions and services in England • To develop an awareness, recognition and appreciation of the arts, i.e. music, art, drama, literature etc. 	<ul style="list-style-type: none"> • Wide range of educational and residential visits and visitors to school • All year groups identify links to international study in their long term planning • KS2 French lessons with Mrs Hughes • Whole school French day • Newsround shown and themes discussed • Regular performing opportunities – Gobowen Rocks, Shropshire Sings, Christmas productions, leavers assembly videos • Weekly UNICEF RRSA assemblies 	<ul style="list-style-type: none"> • Pupils have a well-rounded education and appreciate human creativity and achievement • Pupils have opportunities to learn about different cultures, which contributes to the inclusive school ethos • Pupils have an understanding of the world outside their own locality • Pupils participate in a wide

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<p>own culture and being proud of their cultural background</p> <ul style="list-style-type: none"> • To challenge opinions or behaviours that are contrary to British Values • To share different cultural experiences • To respect different cultural traditions • To understand codes of behaviour, fitting to cultural tradition 	<ul style="list-style-type: none"> • To develop an understanding of different cultures and beliefs, including Christianity • To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond 	<ul style="list-style-type: none"> • Wide range of extra-curricular provision and high levels of participation • Regular sports events, competitions and fixtures held and competed in • Study of traditional stories from around the world in English, World Book Day • R.E., PSHE and RSE curriculum and schemes of work • Visits to All Saints Church and other places of worship • Visits to Eisteddfods • Planned School Eisteddfod • Dance in P.E linked to different cultures • Christmas theatre trip 	<p>variety of extra-curricular activities, creative and sporting opportunities</p> <ul style="list-style-type: none"> • Pupils have opportunities to perform to larger audiences with pupils from other schools; they have opportunities to showcase their diverse talents and feel valued for this • Pupils have opportunities to experience awe and wonder
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SMSC Across The Curriculum

ENGLISH contributes to children’s SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity;
- Enabling pupils to understand and engage with feelings and values embodied in high quality poetry, fiction, drama, film and television;
- Developing pupils’ awareness of moral and social issues in fiction, journalism, television and film;
- Helping pupils to understand how language changes over time, the influences on spoken, and written language and social attitudes to the use of language;
- Learning about different cultures by studying traditional stories from around the world.

ART contributes to children’s SMSC development through:

- Art lessons which develop children’s aesthetic appreciation;
- Consideration of art which evokes feelings of awe and wonder;
- Giving pupils the chance to reflect on nature, their environment and surroundings;
- Studying art with spiritual or religious

MATHEMATICS contributes to children’s SMSC development through:

- Enabling pupils to acknowledge the important contribution made to mathematics by non-western cultures.

SCIENCE contributes to children’s SMSC development through:

- Encouraging pupils to reflect on the wonder of the natural world;
- Awareness of the ways that science and technology can affect society and the environment;
- Consideration of the moral dilemmas that can result in scientific developments;
- Showing respect for differing opinions, on creation for example;
- Co-operation in practical enquiry and investigative work;
- Raising awareness that scientific developments are the product of many different cultures.

MUSIC contributes to children’s SMSC development through:

- Music lessons which develop children’s aesthetic appreciation;
- Consideration of music which evokes feelings of awe and wonder;
- Learning about different cultures by

HISTORY contributes to children’s SMSC development through:

- Learning about the development of British society;
- Enabling pupils to reflect on issues such as slavery, the holocaust and Imperialism;
- Showing an awareness of the moral implications of the actions of historical figures.

GEOGRAPHY contributes to children’s SMSC development through:

- Opportunities for reflection on the creation, Earth’s origins, its future and diversity;
- Reflection on the fair distribution of the Earth’s resources and issues surrounding climate change;
- Studies of people and physical geography provides children with the chance to reflect on the social and cultural characteristics of society.

DESIGN TECHNOLOGY contributes to children’s SMSC development through:

- Reflection on products and inventions, the diversity of materials and the ways in which design can improve the quality of our lives;
- Awareness of the moral dilemmas

COMPUTING contributes to children’s SMSC development through:

- Preparing children for the challenges of living and learning in a technologically-enriched, increasingly inter-connected world;
- Making clear the guidelines about the ethical use of the internet;
- Acknowledging advances in technology and appreciation for human achievement;
- Informing children about safe use of the internet.

P.E. contributes to children’s SMSC development through:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play;
- Exploring the sports and traditions of a variety of cultures;
- Activities that provide opportunities for self-reflection, awareness and challenge.

FRENCH contributes to children’s SMSC development through:

- Learning about French culture and customs;
- Developing social skills through

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<p>themes, issues raised by art which concerns ethical issues, such as war paintings.</p>	<p>listening to traditional music from around the world.</p> <p>R.E. contributes to children’s SMSC development through:</p> <ul style="list-style-type: none"> • Opportunities to reflect, to develop curiosity and a questioning approach – discussing issues and themes; • Learning about key beliefs of different world faiths including Christianity, Judaism, Sikhism, Islam, Buddhism, Hinduism and Humanism; • Consideration of a range of moral issues – right and wrong, justice, war and suffering, care for the environment etc. 	<p>created by technological advances;</p> <ul style="list-style-type: none"> • Consideration of how different cultures have contributed to technological advances; • Opportunities to work as a team, recognising others’ strengths and working co-operatively. 	<p>communicating with a French penfriend, group work and communication activities;</p> <ul style="list-style-type: none"> • Listening skills are improved through oral/aural work. <p>PSHCE contributes to children’s SMSC development through:</p> <ul style="list-style-type: none"> • Opportunities to reflect, to develop curiosity and a questioning approach – discussing issues and themes • Units of study that support the development of social skills and emotional wellbeing e.g. ‘Feelings and Relationships’, ‘Mental Health and Emotional Well-Being’ • Units of study that develop understanding of British Values • Consideration of a range of moral issues through units of R.E. study.
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