



Goldsmith Primary Academy: Approach To SMSC (Spiritual, Moral, Social and Cultural)

Intent

At Goldsmith Primary Academy we implement a comprehensive SMSC (Spiritual, Moral, Social, and Cultural) approach through a holistic framework that includes its core ethos, character virtues, social rules, and curriculum design, such as Religious Education (RE).

Core Ethos and Values (The ASPIRE Framework)

The foundation of the Academy's approach is its mission: "Dream. Rise. ASPIRE.". This framework is designed to help pupils unlock their personal and academic potential.

- **ASPIRE Character Virtues:** These are explicitly 'taught', 'caught', and 'sought' across learning and life to develop students' character. The six core character virtues are:
 - Respect
 - Responsibility
 - Resilience
 - Compassion
 - Collaboration
 - Creativity
- **The GPA Way:** This is the Academy's code of conduct and social rules, which are founded in mutual respect and tolerance. It aims to provide clear boundaries to help pupils succeed and express their individual liberty while becoming responsible citizens.
- **S.T.A.R.S:** These are learning behaviours that help pupils focus and are founded on giving respect to the speaker and actively participating.

Moral and Social Development

The school's behaviour policy is integral to its moral and social development provision.

- **Self-Regulation:** The Reset Pathway is used to promote emotional literacy, self-awareness, growth mindset, and responsibility.
- **Empathy and Respect:** The behaviour ethos emphasizes embedding empathy and respect and is underpinned by the practice of "PIP and RIP" (Praise in Public, Reprimand in Private) to ensure dignity and fairness.
- **British Values:** The Academy actively upholds British Values in its assemblies, rules, and curriculum. These values include:
 - Democracy (central to the appointment of junior leadership roles)
 - The Rule of Law
 - Individual Liberty
 - Mutual Respect
 - Tolerance of those with different faiths and beliefs

Spiritual and Cultural Development (Through RE)

The Religious Education curriculum directly supports the Spiritual and Cultural aspects of the SMSC framework, particularly by promoting respect and understanding of diverse worldviews.

- **Inclusion in RE:** Religious Education at Goldsmith Primary Academy is inclusive by design, ensuring every pupil explores beliefs, values, and worldviews in ways that foster respect and understanding across differences.
- **Learning Environment:** Teachers create an inclusive climate of mutual respect by ensuring all children feel safe and valued when sharing their ideas.
- **Lesson Delivery:** Lessons are discussion-rich and include visual supports and scaffolded reflection tasks to accommodate a wide range of learners.



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Inclusion

Goldsmith Primary Academy's comprehensive SMSC (Spiritual, Moral, Social, and Cultural) approach is designed to be inclusive, fostering respect and understanding across differences throughout the school.

- **Promoting Understanding:** The approach ensures every pupil explores beliefs, values, and worldviews in ways that foster respect and understanding across differences, directly fulfilling the Spiritual and Cultural aspects of SMSC.
- **Accommodating Learners:** Learning activities that support SMSC—such as discussion-rich lessons and scaffolded reflection tasks (like those found in RE)—are utilized to accommodate a wide range of learners. Visual supports are also used to aid understanding.
- **Inclusive Climate:** Teachers ensure all children feel safe and valued when sharing ideas and opinions, supporting an inclusive climate of mutual respect which is central to the Social and Moral aspects of the SMSC framework.