

Spiritual, Moral, Social and Cultural Development of Pupils

School's Audit and Planning Toolkit

The Spiritual, Moral, Social and Cultural (SMSC) development of pupils needs to be embedded throughout all lessons and every aspect of school life. It is whole school development, and not something that is simply covered in RE, PSHE lessons or SEAL. The importance of the SMSC aspects to learning and pupil's wellbeing were outlined in the 2012 Ofsted Framework for Inspection. All Ofsted lesson observation forms include a section to comment on evidence of SMSC. Where there is little, ineffective or no evidence, inspectors are required to state how they think the lesson should be developed.

This Audit and Planning Toolkit allows you to monitor and record your current provision for the SMSC development of your pupils, it also provides examples of evidence and good practice that will enable you to evaluate impact of provision and highlight areas for development.

The suggestions for evidence that are provided are examples of good practice but by no means an exhausted list! It may be of interest for you to keep a record or portfolio of such examples that take place in school. Ofsted does not require schools to keep a portfolio of this type but it will be confirmation that you are aware of its importance, and will also provide a creative record of your hard work at the same time as providing opportunity to evaluate impact of this work. You may wish to include photographic, audio and video content as well as documents. It doesn't have to be assembled to perfection but more a real account and reflection of what happens in and around school life.

It would be good practice to link the 'Areas for future developments' column to your school improvement plan and build these into your planning / evaluation cycle.

It is important to note that SMSC development can be demonstrated in a lesson through:

- The actual subject matter of the curriculum – the areas covered and through schemes of work;
- The nature of the learning that takes place – which might involve student-led discussion, debate and effective Q&A.
- The atmosphere / ethos of the lesson – often the hardest to evidence – climate of mutual respect, willingness to have open discussion whilst respecting others, student participation.

Extracts from Ofsted’s Subsidiary Guidance:

The quality of leadership and management of the school

The curriculum and pupils’ spiritual, moral, social and cultural development:

Inspectors should gather evidence of the impact of the curriculum on developing aspects of the pupils’ spiritual, moral, social and cultural (SMSC) development. This may be through:

- lesson observations where subjects promote aspects of SMSC provision; RE, art and music are obvious examples but discussion with pupils and staff will provide an important insight as to how SMSC is planned as part of the curriculum in other subjects
- observation of other activities that indicate the extent to which there is a coherent approach to promoting SMSC set out by the school and implemented through activities such as tutorials, citizenship programmes and discussions with pupils about their work
- evaluation of opportunities created by the school for pupils to take part in a range of artistic, cultural, sporting, dramatic, musical, mathematical, scientific, technological and, where appropriate, international events and activities that promote aspects of pupils’ SMSC development.

Overall effectiveness

An important aspect of the overall effectiveness judgement is a consideration of how well the school contributes to the promotion of the pupils' spiritual, moral, social and cultural development.

Spiritual, moral, social and cultural development

- All schools should be promoting pupils' spiritual, moral, social and cultural (SMSC) development and suitably preparing pupils for life. **However, there is no need to present a detailed analysis in the report of the school's promotion of each of the four components of pupils' SMSC development.**
- Inspectors should consider the climate and ethos of the school and what effect this has on enabling pupils to grow and flourish, become confident individuals, and appreciate their own worth and that of others. In considering how well the school promotes pupils' SMSC, inspectors should take into account the impact of the range of opportunities provided for young people to develop their self esteem and confidence, which might occur both within the classroom, in terms of: teaching that encourages participation, creativity, reflection and independence; assessment and feedback that values pupils' work and/or effort; and activities that develop teamwork, leadership skills and self-reliance.

Defining spiritual, moral, social and cultural development

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- 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 their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues.

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels.

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Good practice case studies:

Transforming religious education in a secondary school: The Bankfield School

<http://www.ofsted.gov.uk/resources/good-practice-resource-transforming-religious-education-secondary-school-bankfield-school>

Tackling homophobic bullying to ensure lesbian, gay and bisexual (LGB) students feel safe: Prince Henry's Grammar School Specialist Language College

<http://www.ofsted.gov.uk/resources/good-practice-resource-tackling-homophobic-bullying-ensure-lesbian-gay-and-bisexual-lgb-students-fee>

A whole-school approach to tackling homophobic bullying and ingrained attitudes: Stoke Newington School and Sixth Form

<http://www.ofsted.gov.uk/resources/good-practice-resource-whole-school-approach-tackling-homophobic-bullying-and-ingrained-attitudes-st>

Janet Palmer, HMI and National Advisor for PSHE education at Ofsted:

“Once the bullying has occurred, it’s too late. To prevent it in the first place, we have to measure and seek improvements in all areas of school: the ethos, curriculum, management and leadership styles, even the displays among others.”

Schools will be graded unsatisfactory overall if a significant minority of pupils show lack of respect and intolerance or if pupils have little confidence in their school’s ability to deal with bullying successfully – [importance of reporting bullying incidents](#).

A school is also judged by whether its pupils understand the impact of bullying on others and whether they actively challenge all forms of bullying. Outstanding grades go to schools where all children do so. A key indicator is the pupils’ attitudes towards prejudiced language. For instance, a school might clamp down on the term ‘gay’ as an insult, but if pupils cannot say why it’s wrong to utter the word, school has failed to promote understanding. It is not sustainable just having one or two teachers fighting for equality while others remain ambivalent.

Report: The Schools OUT conference 2012 (part two)

<http://www.pinknews.co.uk/2012/02/09/report-the-schools-out-conference-2012-part-two/>

Planning Toolkit

Spiritual development

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Ofsted Subsidiary Guidance 2012

Spiritual Development	School Provision		
Suggestions for evidence	Examples of present provision	Evidence of impact	Areas for future development
<p>1. Developing beliefs and principles - It might include religious values, but might not also. E.g.</p> <ul style="list-style-type: none"> ● Collective worship ● Opportunities to ask 'big questions' / share and respond to personal beliefs ● Links with local community / faith groups ● Celebration of different religious festivals 			
<p>2. Understand and respect the beliefs of others and nurturing our own sense of identity, place and value in the world. E.g.</p> <ul style="list-style-type: none"> ● Visits to places of worship ● Visitors in school ● Collective worship ● SOW for RE, PHSE, Citizenship ● Quiet spaces / reflection time 			

<p>3. Demonstrate enjoyment and fascination for learning about themselves and the world around them. E.g.</p> <ul style="list-style-type: none"> ● Learning outside the classroom ● Cross-curricular projects ● Opportunities to ask 'big questions' 			
<p>4. Willingness to reflect on their experiences and those of others. E.g.</p> <ul style="list-style-type: none"> ● Collective worship ● Quiet spaces / reflection time/reflection activities ● Circle time ● Visitors into school ● Links with local community 			

Moral development

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues.

Ofsted Subsidiary Guidance 2012

Moral Development	School Provision		
Suggestions for evidence	Examples of present provision	Evidence of impact	Areas for future development
<p>1. Gaining awareness of moral codes and choices - Includes awareness of moral codes of different religions/traditions. E.g.</p> <ul style="list-style-type: none"> • SOW for RE, Citizenship, PSHE, SEAL • Policies – behaviour, inclusion, bullying • Behaviour around school/school rules • Visual Literacy/P for C • Discussion of real life dilemmas 			
<p>2. Distinguishing right from wrong and understand that actions have consequences. E.g.</p> <ul style="list-style-type: none"> • SOW/lesson observations • Discussion of real life dilemmas • Visual Literacy/P for C • Behaviour policies/initiatives • Development of pupil voice/peer education activities 			

<p>3. Engage in moral and ethical dilemmas, showing awareness of different perspectives. E.g</p> <ul style="list-style-type: none"> • SOW evidence • Lesson observations • Learning outside the classroom • Visitors into school • Development of pupil voice/peer education activities • Opportunities to ask 'big questions' 			
<p>4. Respect diversity of viewpoints and different people's experiences. E.g.</p> <ul style="list-style-type: none"> • Challenge of inappropriate words/attitudes • Development of pupil voice/peer education activities • Equalities/inclusion policies • SOW evidence • Lesson observations 			

Social development

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels.

Ofsted Subsidiary Guidance 2012

Social Development	School Provision		
Suggestions for evidence	Examples of present provision	Evidence of impact	Areas for future development
<p>1. Use of a range of social skills inside and outside of school. E.g.</p> <ul style="list-style-type: none"> • Engagement in school council and its effectiveness. • Evidence of team work and discussion in lesson activities • SOW for PSHE, SEAL and Citizenship • Lesson observations • Roles and responsibilities of students in school • End of term productions • Enterprise projects (cross curricular) • Involvement in community events • Buddy/mentor systems 			
<p>2. Work and socialise with people from different religious, ethnic and socio-economic backgrounds. E.g.</p> <ul style="list-style-type: none"> • Twinning/Schools Linking • Collaborative/project work • Prejudices challenged by staff 			

<p>and pupils</p> <ul style="list-style-type: none"> • Peer education activities • Transition projects • School fairs 			
<p>3. Cooperating well with others and resolving conflicts effectively. E.g.</p> <ul style="list-style-type: none"> • Engagement in schools council • Evidence of team work and discussion in lesson activities • Enterprise projects (cross curricular) • Buddy/mentor systems • Restorative practice 			
<p>4. Understanding of how society, different communities and families function. E.g.</p> <ul style="list-style-type: none"> • Links with other schools and communities • Charity/community events • Parental links • Partnership work – other agencies 			

Cultural development

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Ofsted Subsidiary Guidance 2012

Cultural Development	School Provision		
Suggestions for evidence	Examples of present provision	Evidence of impact	Areas for future development
<p>1. Appreciation of the range of cultural influences that have shaped their own heritage. E.g.</p> <ul style="list-style-type: none"> • Enrichment days/themed weeks to celebrate culture or heritage • PSHE/Citizenship SOW • Extra curricular activities • Learning outside the classroom • Schools linking • Celebration of current events – Black History Month, Refugee week, Fair Trade Week, LGBT History Month, GRT Month, International Women’s Day, Festivals. 			
<p>2. Participate in a range of cultural experiences, such as artistic, musical, sporting mathematical and scientific opportunities. E.g.</p> <ul style="list-style-type: none"> • Cultural visits • Visitors into school – 			

<p>artists, poets, musicians</p> <ul style="list-style-type: none"> • SOW and project work • School’s Equality Policy • Extra curricular activities • Themed creative curriculum 			
<p>3. Interest in exploring cultural diversity and engaging in others from a variety of backgrounds. E.g.</p> <ul style="list-style-type: none"> • Lesson observations – pupil’s engagement and dialogue • Visits to places of worship • Experience of different cultures – themed days/weeks • Schools linking activities 			
<p>4. Display positive attitudes and respect for people from different local and global communities. E.g.</p> <ul style="list-style-type: none"> • Lesson observations – dialogue between pupils • Staff training/whole school approach to equality, diversity and community cohesion 			

<ul style="list-style-type: none">• Schools linking activities• Peer education activities			
--	--	--	--

Developed by Alina Khan
School Advisor, Diversity and Cohesion, Dept of Children's Services, Bradford
alina.khan@bradford.gov.uk

September 2012

References:

Ofsted Subsidiary Guidance 2012
Ofsted Framework for School Inspection September 2012
Adapted with permission from Pennine Learning www.penninelearning.com
Opus Education <http://smc.opus.org>