

At a glance:

Spiritual, Moral, Social, Cultural Development Guidance for schools

Introduction

'Promoting and evaluating pupils' spiritual moral social and cultural (SMSC) development',

Ofsted Subsidiary Guidance, September 2012 states:

When considering how well the school promotes pupils' SMSC, inspectors should take into account the impact of the range of opportunities provided for them to develop their self-esteem and confidence

What does SMSC look like, feel like and sound like in a school?

The strands of SMSC should not be treated in isolation, but rather seen as inter-connected. This will be evident in a school through:

- Strong values and vision which are apparent in the day to day life of the school, such as pupils demonstrating that they understand the difference between right and wrong
- Pupils and all adults are respectful of each other and their environment
- Pupils are reflective about beliefs, values and more profound aspects of human experience, using their imagination and creativity, and developing curiosity in their learning
- Pupils develop and apply an understanding of right and wrong in their school life and life outside school
- Pupils take part in a range of activities requiring social skills
- Pupils develop awareness of and respect for diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation and disability
- Pupils gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training
- Pupils develop an appreciation of theatre, music, art and literature
- Pupils develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain
- Pupils respond positively to a range of artistic, sporting and other cultural opportunities
- Pupils understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life

The above incorporates guidance from the Handbook for inspecting schools in England under section 5 of the Education Act 2005 (as amended) from September 2012.

Defining spiritual, moral, social and cultural development (Ofsted Subsidiary Guidance September 2012)

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.

The curriculum and pupils' spiritual, moral, social and cultural development

(Ofsted Subsidiary Guidance September 2012)

Inspectors should investigate the impact of the curriculum on the pupils' spiritual, moral, social and cultural (SMSC) development.

This may be seen through:

- lesson observations of different subjects like RE, art and music. Discussion with pupils and staff will provide an important insight into how well SMSC is planned as part of the curriculum in other subjects
- observation of other activities. Inspectors should investigate whether there is a coherent approach to the promotion of SMSC through activities such as tutorials, citizenship programmes and discussions with pupils about their work
- the range 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.

Plan, do, review.

Schools and settings could address SMSC by following a 3 step process. The key questions are designed to prompt your thinking throughout this stage.

STEP 1: Self evaluation

Use the self-evaluation tool to conduct an initial review of SMSC. (Appendix 1)
From this you may need to:

Analyse the data –
school and
community context

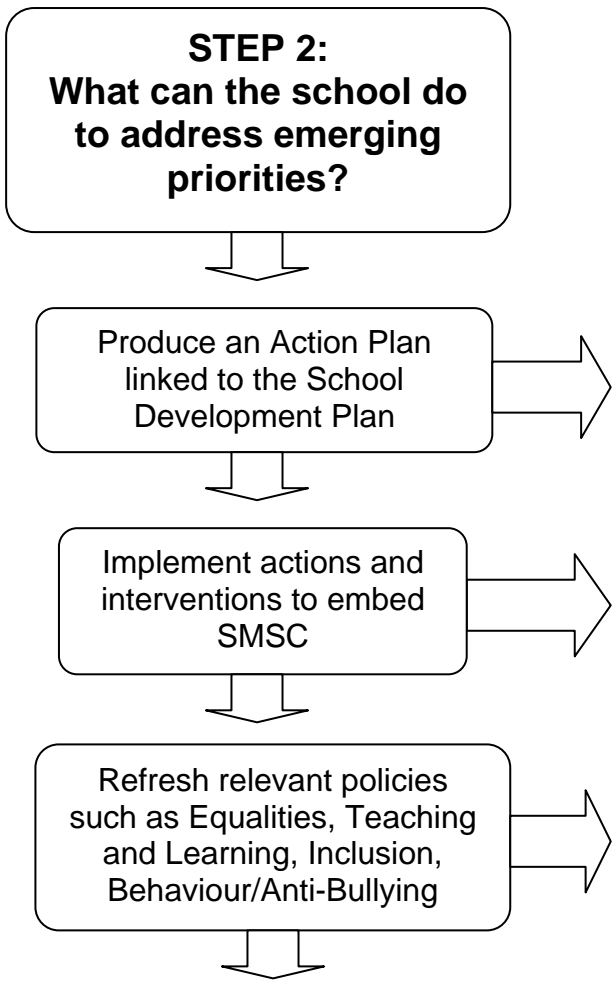
Conduct a learning walk.
(See appendix 2)

Talk to pupils, parents,
teachers and community
representatives about their
needs.
(See Appendix 2: 'What pupils
tell you'.)

Ensure SMSC is reflected in the
self evaluation form. This should
state the schools current
strengths and weaknesses in
relation to SMSC, with supporting
evidence and make reference to
the intended actions to improve
provision and practice

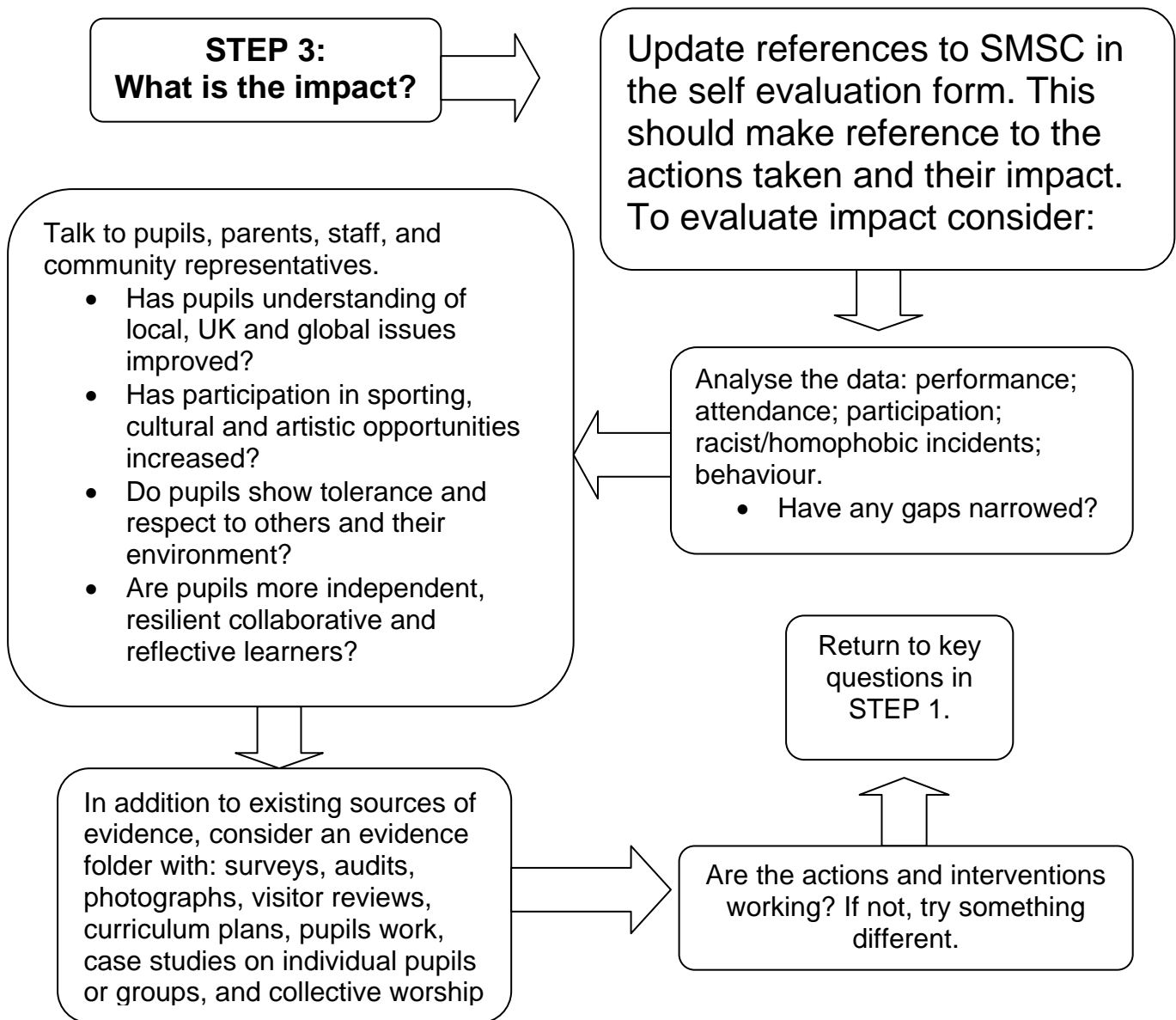
Key questions:

- Is there a clear view of coherent provision to promote pupils' SMSC within and beyond the curriculum?
- What are the distinctive characteristics of the school and community, particularly with regard to ethnicity, faith and socio-economic factors?
- Is there equal opportunity for all in school, including gender, race, religion and belief, culture, sexual orientation and disability?
- What are the barriers to learning for individuals/groups of pupils and to what extent are pupils successful in overcoming barriers to learning?
- To what extent are pupils developing as independent, collaborative, resilient and reflective learners?
- Are there gaps in performance /attendance/ involvement between different groups (pupils and parents)?
- How does the school positively influence pupils' attitudes, values and behaviours?
- Does the school enable pupils to develop and apply an understanding of right and wrong in their school life and life beyond school?
- Does the culture and ethos of the school enable all pupils to be safe and feel respected?
- Does the school prepare pupils to be comfortable with difference and be active global citizens?
- Are a wide range of sporting, cultural and artistic opportunities offered to ALL students?
- How well does the school prepare pupils for the next stage in their education/training?
- What does a learning walk and focussed discussion with pupils focused on SMSC tell you about provision, practice and impact?
- Do what extent does the school's specialist status impact on promotion of SMSC? (secondary schools only)



Strategies to consider:

- Jointly develop a whole school vision statement and shared ethos
- Ensure that the school’s range of self evaluation processes include scrutiny of SMSC and its impact
- Review teaching and learning strategies to promote opportunities throughout the curriculum for all pupils to be independent, collaborative, resilient and reflective learners
- Ensure resources and teaching challenges stereotypes and promotes respect and equality for ALL
- Pupils have the opportunity to work with a range of people from different faiths, ethnicities, ages, disabilities and jobs in school or through visits.
- Peer linking – UK school link and international school link – working on medium/ long term joint curriculum projects either virtual or face to face
- A range of opportunities for active pupil voice including: peer support/buddy schemes, learning leaders and opportunities to assume positions of responsibility
- Use the Inclusion Quality Mark, Inclusion Passports, Provision mapping, and personalised learning to overcome barriers for individuals and groups of pupils
- Access training on SMSC for teachers, governors, etc
- Planned programme of artistic, sporting and other cultural activities available to ALL pupils
- Celebrating the diversity of the school community through teaching opportunities, display, collective worship, and resources
- Teachers regularly provide opportunities for pupils to explore sensitive and controversial issues and develop the skills to listen, evaluate and make informed judgements.
- Through opportunities for reflection pupils are encouraged to formulate and express their own views and opinions, drawing on their personal beliefs and experiences



Resources and further support

Appendix 1: NYCC SMSC Self evaluation tool

Appendix: 2: NYCC SMSC Learning Walk

Ofsted - Handbook for inspecting schools in England under section 5 of the Education Act 2005 (as amended) from September 2012

Ofsted – Subsidiary Guidance – supporting the inspection of maintained schools and academies from September 2012

Summary of 'Promoting and evaluating pupils', spiritual, moral, social and cultural development.' Ofsted March 2004

Ofsted guidance on SMSC (full document): Promoting and evaluating pupils', spiritual, moral, social and cultural development. March 2004

Ofsted briefing papers:

'Exploring the schools' actions to prevent homophobic bullying.' Jan 2012

'Inspecting sustainable development', Jan 2012

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