

SMSC At a Glance Jan 2017

At a glance guidance for schools: Spiritual, Moral, Social, Cultural (SMSC) Development

(updated January 2017)

Introduction

1. **Ofsted:** The School Inspection Handbook for inspecting schools in England under section 5 of the Education Act 2005 (as amended from August 2016) states:

Para 135: Before making the final judgement on the overall effectiveness, inspectors must evaluate:

- the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development
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Defining spiritual, moral, social and cultural development (Ofsted definition of SMSC Para 136-139)

The **spiritual development** of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in 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.

The **moral development** of pupils 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.

The **social development** of pupils 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The **cultural development** of pupils 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
- 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 tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Grade descriptors – overall effectiveness: the quality of education provided in the school

Outstanding (1)

- The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.

Good (2)

- Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development, and their physical well-being.

Requires improvement (3)

- There are weaknesses in the overall provision for pupils' spiritual, moral, social and cultural development.

Inadequate (4)

- The judgement on the overall effectiveness is likely to be inadequate where any one of the key judgements is inadequate and/or safeguarding is ineffective and/or there are serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development.

Effectiveness of leadership and management

Para 141: In making this judgement in schools, inspectors will consider:

- the leaders' and governors' vision and ambition for the school and how these are communicated to staff, parents and pupils
- whether leaders have the highest expectations for social behaviour among pupils and staff, so that respect and courtesy are the norm
- the design, implementation and evaluation of the curriculum, ensuring breadth and balance and its impact on pupils' outcomes and their personal, development, behaviour and welfare
- how well the school supports the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities

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- how well the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
 - how well leaders and governors promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), through their words, actions and influence within the school and more widely in the community
 - the effectiveness of leaders' and governors' work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism and what the staff do when they suspect that pupils are vulnerable to these issues.

Personal development, behaviour and welfare (Para 171)

Grade descriptors

Outstanding (1)

- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

Good (2)

- Pupils show respect for others' ideas and views.
- Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.
- Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.
- Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.

Requires improvement (3)

- Pupils' personal development and welfare are not yet good and/or behaviour in the school is not yet good.

Inadequate (4)

- A significant minority of pupils show a lack of respect for each other or staff and a lack of self-discipline. Pupils ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school.
- Pupils show negative attitudes about the value of good manners and behaviour as key factors in school life, adult life and work.
- Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent.
- Pupils have little confidence in the school's ability to tackle bullying successfully.

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

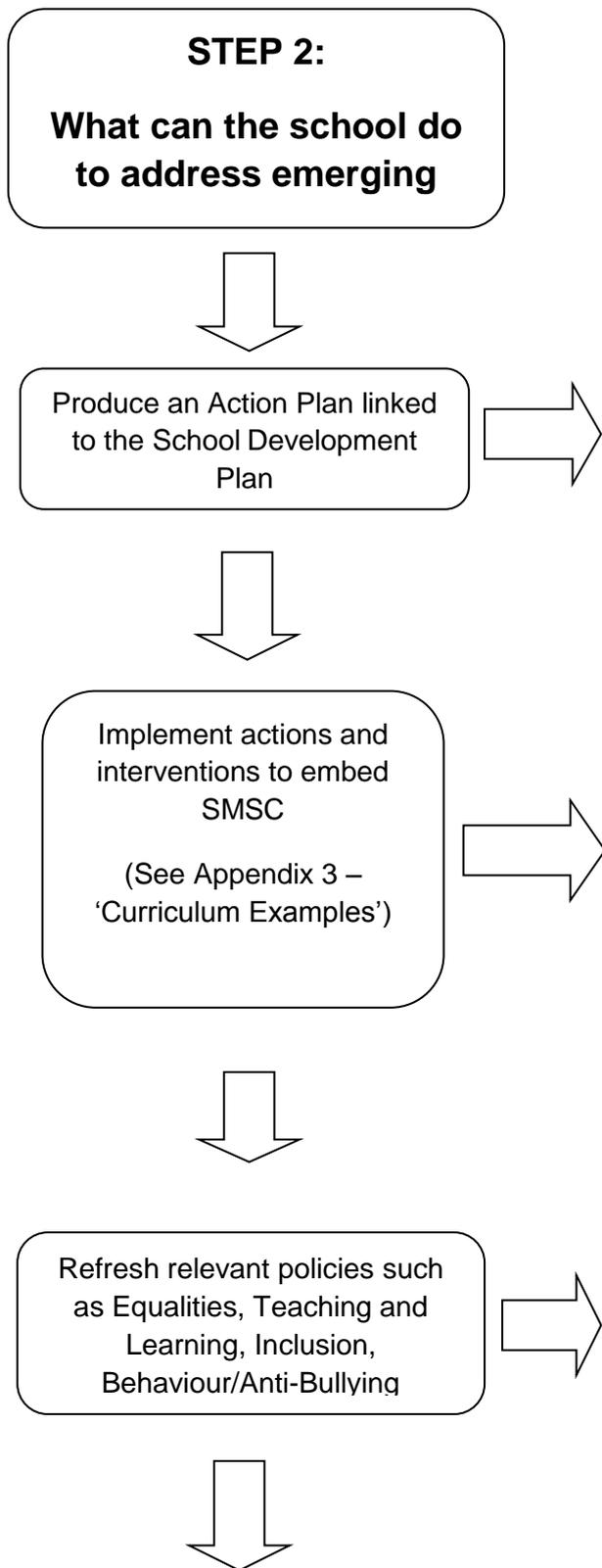
Conduct a learning walk.
(See appendix 2)

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

Ensure SMSC is reflected in the
SEF. 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

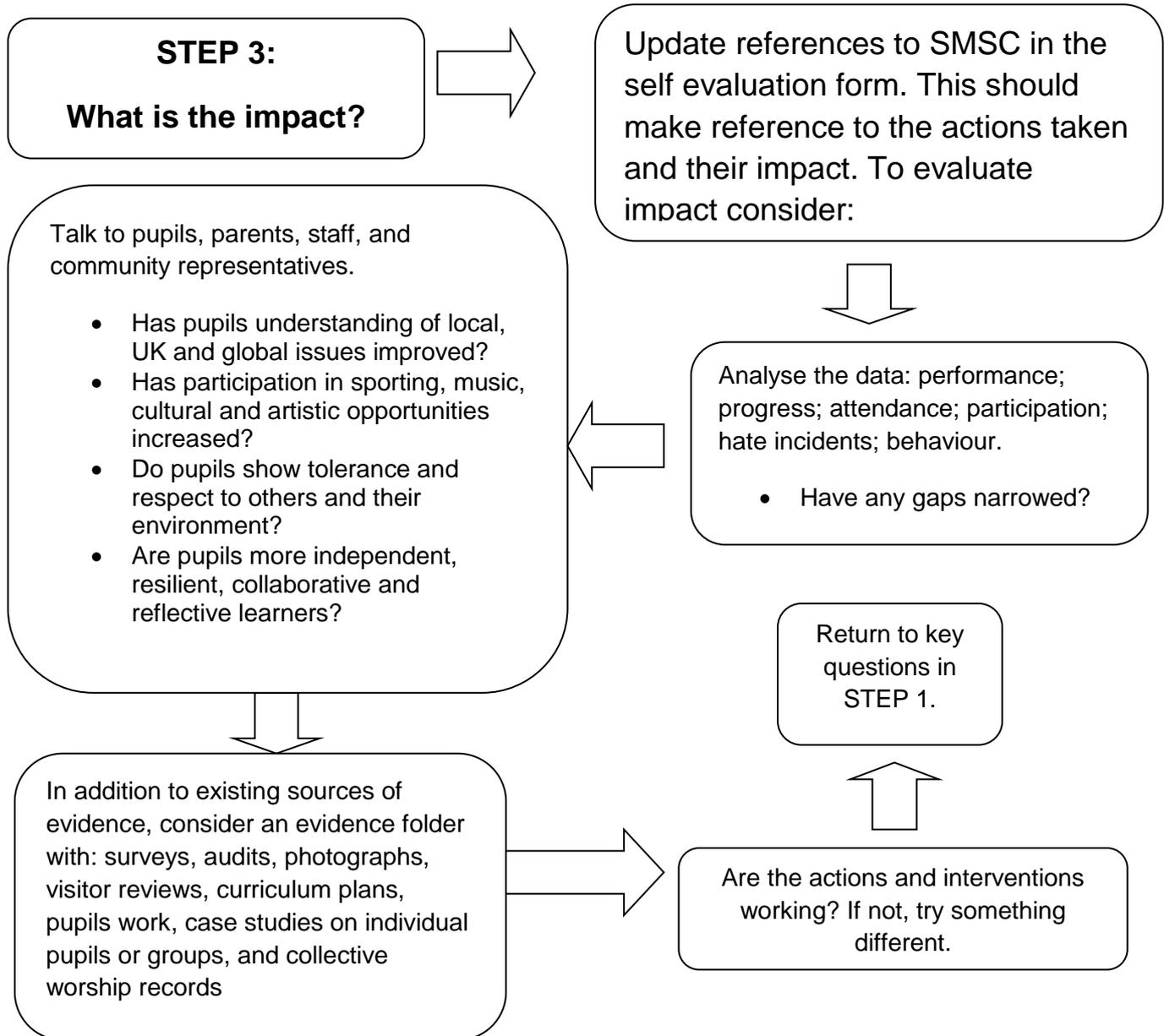
Key questions:

- 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, culture 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?
- How do assemblies and collective worship support SMSC?
- Does the school prepare pupils to be comfortable with difference and be active global citizens?
- What does the school do to prevent pupils from being drawn into terrorism and safeguard them from grooming and exploitation?
- Are a wide range of sporting, cultural, music 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?
- What does the GUINY survey data tell you?



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 occupations 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 for ALL including: peer support/buddy schemes, learning leaders, school councils 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 Prevent, SMSC, RE and promoting British values for teachers, governors, etc.
- Planned programme of artistic, musical, 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: resources all available in the SMSC Fronter Room

Appendix 1: NYCC SMSC Self-evaluation tool,

Appendix 2: NYCC SMSC Learning Walk

Appendix 3: Curriculum examples,

Appendix 4: SMSC Big Picture

Ofsted - Handbook for inspecting schools in England under section 5 of the Education Act 2005 (as amended from Aug 2016)

NYCC Student Voice Toolkit. Available on Fronter in the Student Voice Room

NYCC Prevent toolkit and 'At a Glance' resource on Fronter in 'Prevent' Room

(www.fronter.com/northyorks)

For Prevent resources: <http://www.preventforschools.org/>

<http://educateagainsthate.com/>

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