

# **Spiritual, Moral, Social and Cultural Development** *Guidance for School Self Evaluation*

*A South Gloucestershire Strategy*

The Children and Young Peoples Department &  
The Standing Advisory Council on Religious Education in South Gloucestershire



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## The Significance of SMSC Development in Schools

### OVERVIEW

*“SMSC is about values. A value free school is neither possible nor desirable. The values of a school are of vital importance to its students because they not only inform the daily life of the school as a place of work, but also help to decide what values the students may acquire for their lives.”*

**Marianne Talbot, Philosophy Lecturer  
Brasenose College, Oxford.**

### SPIRITUAL

*“Spiritual development refers to that aspect of inner life through which we acquire insights into our personal existence which are of enduring worth. It is characterised by reflection, attributing meaning to experience, and valuing the non-material and qualitative.”*

**Jonathan Roberts, Educational Consultant, Durham.**

### MORAL

*“Moral ideas permeate people’s dealings with each other at a personal and public level. They are central to the challenge of constructive co-existence and rate as even more fundamental to human society than either literacy or numeracy.”*

**Don Rowe, Director Curriculum Resources  
Citizenship Foundation, London**

### SOCIAL

*“Social change means that the expectations, feedback, modelling and other influences that shape you are no longer primarily family and neighbourhood. Social change is biographic and what we mean by ‘self’ must make coherent sense of increasingly fragmented experience.”*

**Bill Law, Senior Fellow**

**National Institute for Careers Education & Counselling**

### CULTURAL

*“Cultural development is worthy of much more attention than it has been previously afforded. It has the power to promote enrichment, diversity and self-worth. It helps to prevent social fragmentation in a multi-faith, multi-ethnic and multi-cultural society.”*

**Vanessa Ogden, MA Tutor in RE**

**Institute of Education, London**

All Contributors to *Education for SMSC Development*, Editor Ron Best, Publisher Continuum, 2000.

## Introduction

The Spiritual, Moral, Social and Cultural (SMSC) elements of pupils’ development are closely interwoven. Although they are looked at separately in this document it is fully recognised that it is almost impossible to talk about one without the others being involved. Therefore promoting improvements in one area will impact on all the others.

This Toolkit supports schools in the ongoing process of school audit and self-evaluation. It provides the school with a monitoring device for SMSC development as well as a means to collect evidence for the SEF. It is available electronically.

We hope this Toolkit will help schools identify good practice and address areas for development as OFSTED inspections have often highlighted a need to improve the provision for Spiritual, Moral, Social and Cultural education in our schools. Before attempting to identify ways in which SMSC can be systematically promoted across the school it is helpful if staff have been involved in discussions about the nature of Spiritual, Moral, Social and Cultural values. This process may well reveal that staff have different understandings of particular definitions, but it is hoped that nonetheless a growing corporate awareness may encourage teachers to consider how pupils’ emerging values may be developed.

*The overall aim is, of course, to provide and promote opportunities, within and beyond the curriculum, which encourage and enable pupils to develop a sense of meaning and purpose in their own lives and in life as a whole.*

# Strategies

Schools wishing to engage in this process might take the following steps:

- 1 Discuss the principles and characteristics of Spiritual, Moral, Social and Cultural development in turn and how these relate to the school's aims and values.
- 2 Audit current SMSC provision within each subject area using this Toolkit.
- 3 Once areas needing attention have been identified then progressively build action points into the School's Development Plan to improve or increase opportunities for SMSC.

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## How to use the Toolkit

The Toolkit is separated into four main sections: Spiritual, Moral, Social and Cultural Development. There are a number of themes listed within each section (taken from OFSTED guidance).

- It is recommended that the school SLT and/or RE Coordinator, with allocated time where possible, leads the self evaluation, using where helpful, the themes listed within the four sections.
- **The School SEF.** In Column 1 each theme is cross-referenced to relevant sections of the school Self Evaluation Form. In particular these are Section 4 of the SEF: Personal Development and Well Being; Section 5: The Quality of Provision and Section 6: Leadership and Management; although you may identify other links.
- **Aspects of Provision.** Column 2 suggests under each theme examples of possible provision as well as sources of evidence and potential indicators of

***There is no requirement to address all the areas of the Toolkit at once. It is probably better to take one area at a time!***

This Toolkit was designed with the following key documents in mind:

- The National curriculum: Values, aims and purposes (DfES 2000)
- Promoting and Evaluating pupils' spiritual, moral, social and cultural development (OFSTED 2004)
- Every Child Matters (The Children Act 2004)
- Self Evaluation Form (SEF) (DfES 2005)

impact of the provision. The range of evidence is important. The examples in italics are there to act as an aid to assist you in recognising the impact of SMSC developments in your school. Furthermore they may guide other staff, governors, pupils and all stakeholders who will be able to use this document. Highlight and add to this list as appropriate. It is suggested that contributions are initialled to show the breadth of consultation and provision in school. It is often difficult to show the impact of provision and schools will need to consider how to evaluate this.

- **Areas for Development/Grading.** Column 3 allows schools to identify areas of strength and for development. If appropriate consider a final 'grade' for the Spiritual, Moral, Social and Cultural Development elements using the final box in each section and the overall summary page.

# Conclusions

Progress is more likely to be effective and sustained if the contribution of two groups is fully activated:

## A School Leadership Teams and Governors

Their role is:

- To initiate discussions on SMSC across the school community in different groupings and settings.
- To promote the agreed values through opportunities such as collective worship, staff meetings and INSET. They also need to be transmitted through all the policies and practices of the school as well as the curriculum.
- To monitor SMSC development and include it in reporting procedures for all pupils.
- To ensure that for new staff and Governors there is induction into relevant SMSC policies and procedures.

## B Individual Teachers

The role of the individual teacher contributes enormously to students' SMSC development by presenting learning activities in the classroom which encourage pupils:

- To feel the impact on their learning of a particular SMSC issue;
- To reflect on the significance of particular issues;
- To recognise any challenges that there may be to their own attitudes and life;
- To make judgements on the value of any beliefs and attitudes that they are encountering;
- To apply new insights in the way they live their own lives.

As the National Curriculum discussion paper of April 1993 put it: 'SMSC is essentially concerned with ***“the search for meaning and purpose in life and for values by which to live”***'. It is our hope that the strategies suggested above and the toolkit provided on the following pages will be to the benefit of all our young people in this search.

# Principles of Spiritual Development

Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a sense of identify, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's "spirit". Some people may call it the development of a pupil's "soul"; others as the development of "personality" or "character".

The task faced by schools is, then, to find effective ways of developing pupils' drive, sense of identity and self-worth; developing their principles, beliefs and values including those that have a religious basis. For inspectors and other evaluators, the basic issue is to judge how well schools do this and how well pupils develop as a result.

*(Taken from Promoting and evaluating pupils' spiritual, moral, social and cultural development Ofsted: March 2004)*

**Pupils who are developing spiritually are likely to be developing some or all of the following characteristics:**

- A set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour.
- An awareness and understanding of their own and others' beliefs.
- A respect for themselves and for others.
- A sense of empathy with others, concern and compassion.
- An increasing ability to reflect and learn from this reflection.
- An ability to show courage and persistence in seeking to live out their aims, values, principles and beliefs.
- A respect for insight as well as for knowledge and reason.
- A readiness to challenge all that would constrain the human spirit: for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination.
- An appreciation of the intangible - for example, beauty, truth, love, goodness, order - as well as for mystery, paradox and ambiguity.
- An expressive and/or creative impulse.
- An ability to think in terms of the "whole", for example, concepts such as harmony, interdependence, scale, perspective.
- An understanding of feelings and emotions, and their likely impact.
- An awareness of how they can develop and change.

Links to SEF	<b>Aspects of Provision</b> <b>The school is encouraging pupils' spiritual development by:</b> <i>(Examples of provision in Italics; please highlight relevant examples and add your own indicators, evidence of provision and impact as appropriate)</i>	<b>Further Aspects of provision</b> <b>Areas for development</b> <b>Further dialogue</b> <b>Links to School Improvement Plan</b>
	<ul style="list-style-type: none"> <li>●</li> <li>●</li> </ul>	

<p><b>4c</b> <b>5a,b,c</b></p>	<p>Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives.</p> <ul style="list-style-type: none"> <li>● <i>Collective Worship plans and reports</i></li> <li>● <i>Schemes of work for curriculum subjects including PHSE, Citizenship and RE explicitly identifying opportunities for teaching school values and beliefs of others</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Visits and visitors- planning notes, evaluations and pupil comments and reports</i></li> <li>● <i>Consistent teaching of values, clearly displayed around school, purposefully highlighted in teaching and learning</i></li> <li>● <i>Opportunity to discuss feelings, values and beliefs, e.g. peer group support, lesson observation, tutor time, circle time, peer mentoring</i></li> </ul>
<p><b>4c</b> <b>5a,b,c</b></p>	<p>Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them.</p> <ul style="list-style-type: none"> <li>● <i>Opportunity to respond to personal experiences, rites of passage, communal experiences</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Supporting and sustaining the faith values of pupils and respecting their family commitment</i></li> <li>● <i>Encouraging respect for diversity of belief e.g. through circle time, RE lessons, Citizenship, PHSE etc.</i></li> </ul>
<p><b>5</b></p>	<p>Encouraging pupils to explore and develop what animates themselves and others.</p> <ul style="list-style-type: none"> <li>● <i>Lesson plans which have a diversity of style and approach</i></li> <li>● <i>Marking policy and practice</i></li> <li>● <i>Promotion of self esteem</i></li> <li>● <i>Celebratory events, certificates, award ceremonies, clear systems for reward and sanctions</i></li> <li>● <i>A hopeful and optimistic view on life expressed around school.</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Inspirational visitors</i></li> <li>● <i>Encouraging an attitude of thankfulness and appreciation of the "good" things in life.</i></li> <li>● <i>Opportunities to learn about spiritual wisdom from faith and philosophical traditions e.g. from sacred literature, poetry, people of faith traditions, faith stories, Christmas and other festival productions</i></li> <li>● <i>Assessment that allows pupils to reflect on successes and challenges</i></li> </ul>

Links to SEF	<b>Aspects of Provision</b> <b>The school is encouraging pupils' spiritual development by:</b>	<b>Further Aspects of provision</b> <b>Areas for development</b> <b>Further dialogue</b> <b>Links to School Improvement Plan</b>
<b>5</b>	<p>Encouraging pupils to reflect and to learn from reflection.</p> <ul style="list-style-type: none"> <li>● <i>Moments of stillness, reflection, guided visualisation</i></li> <li>● <i>Reflection corners/spaces/chairs/quiet areas/opportunities to pause for reflection</i></li> </ul> <ul style="list-style-type: none"> <li>● <i>Reflection of significance of what they are learning and to be prepared to alter their views in the light of this</i></li> <li>● <i>Collective Worship</i></li> <li>● <i>Reviews and plenaries that give opportunity to reflect</i></li> </ul>	
<b>5</b>	<p>Giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful.</p> <ul style="list-style-type: none"> <li>● <i>Peer mentoring, coaching, buddy systems, etc. to help children develop secure relationships</i></li> </ul> <ul style="list-style-type: none"> <li>● <i>Opportunities to talk about and explore their own and others' feelings and emotions</i></li> <li>● <i>Activities that help children recognise how others are feeling, and how this makes them behave, and make suitable response</i></li> </ul>	
<b>6</b>	<p>Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.</p> <ul style="list-style-type: none"> <li>● <i>Clear documentation and direction and pursuit of those aims</i></li> <li>● <i>Policies implemented through the work of all staff</i></li> <li>● <i>Ensuring school has capacity to take initiatives forward</i></li> </ul> <ul style="list-style-type: none"> <li>● <i>Shared vision statement – known by all adults and children and clearly displayed around school</i></li> <li>● <i>Attractive entrance area, classrooms and communal spaces with displays that reflect spirituality</i></li> <li>● <i>Vision statement supports development of children who are allowed to flourish and thrive as individuals</i></li> <li>● <i>Governors report to parents</i></li> </ul>	

<p><b>4</b> <b>5b,c</b> <b>6</b></p>	<p>Accommodating difference and respecting the integrity of individuals.</p> <ul style="list-style-type: none"> <li>● <i>Policy and practice that acknowledges and accommodates individual needs of children within community e.g. Faith Weeks, withdrawal from Collective Worship, rewarding children for kindness, courage etc. as well as academic achievement, recognising cultural achievement, a widely stocked library and resources bank reflecting diversity and faith</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Opportunity to learn about other cultures and faiths that are not necessarily experienced first hand through RE</i></li> <li>● <i>Accommodating and valuing children and adults in the school community with a diverse range of special / additional needs e.g. disablement, English as an additional language, travellers, refugees, gifted and talented</i></li> </ul>	
<p><b>4</b> <b>5a,b,c</b></p>	<p>Promoting teaching styles which</p> <ul style="list-style-type: none"> <li>• value pupils' questions and give them space for their own thoughts, ideas and concerns</li> <li>• enable pupils to make connections between aspects of their learning</li> <li>• encourage pupils to relate their learning to a wider frame of reference, for example, asking 'why?', 'how?' and 'where?' as well as 'what?'</li> <li>● <i>Teaching styles that help children to develop critical, independent thought and different ways of thinking e.g. through questioning, Circle Time, Comments box</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Teaching styles that value the child, questions that promote honesty and discussion between children and adults; allowing time for exploration, evaluation and reflection</i></li> <li>● <i>Honest interactions reflecting "teachers don't always have the answers"; sensitivity to children's questions and comments e.g. classroom practice that does not allow ridicule; being aware of children's stage of development by observing and assessing and listening to the child making their own responses</i></li> </ul>	
<p><b>6</b></p>	<p>Monitoring, in simple, pragmatic ways, the success of what is provided.</p> <ul style="list-style-type: none"> <li>● <i>Evidence that policies are being implemented and having an impact</i> <ul style="list-style-type: none"> <li>• Sampling of pupils' work</li> <li>• Discussion with pupils</li> <li>• Lesson observations</li> <li>• Monitoring to ensure subjects provide and exploit for spiritual development</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• An ongoing portfolio of photos, reports, events and campaigns, including a website that records activities in school</li> <li>● <i>Audit and self-evaluation tool in place</i></li> <li>● <i>Action plan for SMSC development and recording of further spontaneous opportunities</i></li> <li>● <i>Regular feedback to stakeholders e.g. parents, governors, community, e.g. in minutes/ newsletters</i></li> </ul>	
		<p>Overall Grading of Spiritual Development using OFSTED criteria: 1: Outstanding 2: Good 3: Satisfactory 4: Inadequate</p> <p><b>Grade:</b></p>	

## Principles of Moral Development

Moral development is about the building, by pupils, of a framework of moral values which regulates their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

(Taken from *Promoting and evaluating pupils' spiritual, moral, social and cultural development* Ofsted: March 2004)

**Pupils who are developing morally are likely to be developing some or all of the following characteristics:**

- An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures.
- A confidence to act consistently in accordance with their own principles.
- An ability to think through the consequences of their own and others' actions.
- A willingness to express their views on ethical issues and personal values.
- An ability to make responsible and reasoned judgements on moral dilemmas.
- A commitment to personal values in areas which are considered right by some and wrong by others.
- A considerate style of life.
- A respect for others' needs, interests and feelings, as well as their own.
- A desire to explore their own and others' views.
- An understanding of the need to review and re-assess their values, codes and principles in the light of experience.
- An awareness of the different sources for moral guidance and ethical decision making.

Links to SEF	Aspects of Provision The school is encouraging pupils' moral development by:	Further Aspects of provision Areas for development Further dialogue Links to School Improvement Plan
4c 5c 6	<p>Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school.</p> <ul style="list-style-type: none"> <li>● <i>Pupils know school rules and reasons for them</i></li> <li>● <i>Pupils, parents and other adults are involved in drawing up school rules and reviewing them annually</i></li> <li>● <i>All adults are aware of school rules, rewards and sanctions and model appropriate behaviour consistently</i></li> <li>● <i>Parents are aware of the principles and values on which the school is based</i></li> <li>● <i>Adults are prepared to review and re-assess rules in the light of experience</i></li> <li>● <i>Rules are displayed clearly and positively around school</i></li> </ul>	
4a,b,c 5c 6	<p>Promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria.</p> <ul style="list-style-type: none"> <li>● <i>Coherent policies to prevent discrimination on race, religion, gender, sexual orientation etc.</i></li> <li>● <i>Coherent and planned teaching programmes for PHSE, Sex and Relationships Education, Drug and Alcohol Education etc.</i></li> </ul>	

<b>4b,c,d</b> <b>5a,b,c</b> <b>6a,b,c</b>	<p>Giving pupils opportunities across the curriculum to explore and develop moral concepts and values - for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.</p> <ul style="list-style-type: none"> <li>● <i>Pupils have opportunities to consider the consequences of their own and others actions and to consider issues of rights and responsibilities</i></li> <li>● <i>The teaching and learning environment allows pupils to express their own views of ethical and moral issues and personal values</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Pupils are developing a willingness to be committed to personal values and to act upon these e.g. with regard to choices of lifestyle, being critically reflective on the values of others</i></li> <li>● <i>Children are aware of contemporary issues of justice and values and have opportunities to explore these</i></li> <li>● <i>Values e.g. justice are taught from different perspectives, e.g. classroom practice, local community issues, international projects and global concerns</i></li> <li>● <i>School display and themes from Assemblies show how the school community is raising awareness of local and global concerns</i></li> </ul>	
<b>4b,c</b> <b>5b,c</b>	<p>Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.</p>	<ul style="list-style-type: none"> <li>● <i>Opportunities to practise moral decision making, with some exploration of the underlying values and beliefs upon which we base our decisions, e.g. through anti-bullying workshops, role play, choice and dilemma games, hot seating etc.</i></li> </ul>	
<b>4c</b> <b>5a,b,c</b>	<p>Rewarding expressions of moral insights and good behaviour.</p> <ul style="list-style-type: none"> <li>● <i>Opportunities for all members of the school community to be celebrated</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Praise given for respect shown to others and for reasoning given during discussions</i></li> <li>● <i>Praise for children who demonstrate the school's vision in practical ways such as helping another child, academic endeavour, e.g. "Golden" books, certificates and photos in the Entrance Hall</i></li> </ul>	
<b>4c</b> <b>5a,b,c</b>	<p>Making an issue of breaches of agreed moral codes where they arise – for example, in the press, on television and the internet as well as in school.</p>	<ul style="list-style-type: none"> <li>● <i>Discussion in class and Assembly</i></li> <li>● <i>Press cuttings / news reports used in Citizenship lessons</i></li> </ul>	
<b>4b,c</b> <b>6a</b>	<p>Modelling, through the quality of relationships and interactions, the principles which they wish to promote, for example, fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts.</p>	<ul style="list-style-type: none"> <li>● <i>Pupil involvement in whole school decision making bodies, e.g. School councils, change teams</i></li> </ul>	

Links to SEF	<b>Aspects of Provision</b> <b>The school is encouraging pupils' moral development by:</b> <i>(Examples of provision in Italics; please highlight relevant examples and add your own indicators, evidence of provision and impact as appropriate)</i>	<b>Further Aspects of provision</b> <b>Areas for development</b> <b>Further dialogue</b> <b>Links to School Improvement Plan</b>
<b>4c,d</b> <b>5a,b,c</b>	<p>Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.</p> <ul style="list-style-type: none"> <li>● <i>An awareness of the school policy and expectations regarding racism and respect for others</i></li> <li>● <i>Teaching about different cultures, values, principles and beliefs and how they are interpreted in e.g. dress, language, food, symbol, tradition and worship, attitudes to education</i></li> <li>● <i>An attitude of respect that allows a conversation about differing views</i></li> </ul>	
<b>4c,d</b> <b>5a,b,c</b>	<p>Encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour.</p> <ul style="list-style-type: none"> <li>● <i>Codes displayed around school</i></li> </ul>	
<b>4</b> <b>5a,b,c</b>	<p>Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.</p> <ul style="list-style-type: none"> <li>● <i>Opportunities to consider ethical and moral issues raised in different curriculum areas e.g. Stem Cell research, gene therapy, Health and</i></li> <li>● <i>Safety issues, SRE, moral viewpoints in stories, media propaganda</i></li> <li>● <i>The opportunity to consider the wisdom of different religions and cultures on moral and ethical issues</i></li> </ul>	
<b>4c</b> <b>5a,b,c</b> <b>6</b>	<p>Reinforcing the school's values through images, posters, classroom displays, screensavers, and exhibitions.</p> <ul style="list-style-type: none"> <li>● <i>Discussion and reinforcement of school values in teaching</i></li> </ul>	
		<p>Overall Grading of Spiritual Development using OFSTED criteria:  1: Outstanding 2: Good  3: Satisfactory 4: Inadequate  <b>Grade:</b></p>

# Principles of Social Development

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economical and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the inter-personal skills necessary for successful relationships.

(Taken from *Promoting and evaluating pupils' spiritual, moral, social and cultural development* Ofsted: March 2004)

## Pupils who are developing socially are likely to be developing some or all of the following characteristics:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work, successfully, as a member of a group or team
- Challenge, when necessary and in appropriate ways, the values of a group or wider community
- Share views and opinions with others, and work towards consensus
- Resolve conflicts and counter forces which militate against inclusion and unity
- Reflect on their own contribution to society and to the world of work
- Show respect for people, living things, property and the environment
- Benefit from advice offered by those in authority or counselling roles
- Exercise responsibility in a number of different contexts
- Appreciate the rights and responsibilities of individuals within the wider social setting
- Understand how societies function and are organised in structures such as a family, the school and local wider communities
- Participate in activities relevant to the community
- Understand the notion of interdependence in an increasingly complex society and world

### Links to SEF

### Aspects of Provision

#### The school is encouraging pupils' social development by:

*(Examples of provision in Italics; please highlight relevant examples and add your own indicators, evidence of provision and impact as appropriate)*

6

Identify the key values and principles on which school and community life is based

- *PHSE policy and programme for the year*
- *Behavioural expectations, Inclusion policies*
- *Parents policy, agreements, Home-school agreements*
- *School aims, vision / mission statements, displayed prominently for all to see*
- *Collective worship policy understood by all*

### Further Aspects of provision

#### Areas for development

#### Further dialogue

#### Links to School Improvement Plan

Links to SEF	Aspects of Provision The school is encouraging pupils' social development by:	Further Aspects of provision Areas for development Further dialogue Links to School Improvement Plan	12
4b,c,d 6	<p>Fostering a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish</p> <ul style="list-style-type: none"> <li>● <i>Inclusive practices e.g. newsletters accessible to parents in a suitable format e.g. on the web, in big print and different languages</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Pupils are aware and value those who make up the social community, for example, visits from parents, governors</i></li> <li>● <i>Formal and informal structures to allow all stakeholders to communicate with the school</i></li> <li>● <i>Celebration of diversity in the school community through Collective Worship, Art, Drama etc.</i></li> </ul>	
4c 5a,b,c	<p>Encouraging pupils to work cooperatively</p> <ul style="list-style-type: none"> <li>● <i>Teaching styles that encourage co-operative learning</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Teaching about respect and how this affects our relationships</i></li> </ul>	
4c 5b,c	<p>Encouraging pupils to recognise and respect social differences and similarities</p> <ul style="list-style-type: none"> <li>● <i>Opportunities for valuing the home and social background of children e.g. certificates celebrated in assemblies, Fathers to school days, work experience opportunities, open days in schools, after school clubs, parents sharing skills with children, 'extended schools' activities, hobbies days</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Respect given to parents and helpers with opportunities to show thanks</i></li> <li>● <i>Citizenship is used to explore ways in which respect can be given to other people with their similarities and differences</i></li> </ul>	

<b>4c</b> <b>5b,c</b>	Providing positive corporate experiences – for example, through assemblies, team activities, residential experiences, school productions	<ul style="list-style-type: none"> <li>● <i>Music and sports events, specialist subject days and weeks, schools fetes, charitable events, class projects, class worship, activities that serve the community</i></li> <li>● <i>Co-operative groupwork</i></li> </ul>
<b>4b,c</b> <b>5a,b,c</b>	Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self respect	<ul style="list-style-type: none"> <li>● <i>Explicit teaching of social skills and strategies for civilised communication e.g. turn taking games in Circle Time, playground games, a values education programme to promote personal qualities and attitudes that the school values</i></li> </ul>
<b>4c</b> <b>5a,b,c</b>	Providing a conceptual and linguistic framework within which to understand and debate social issues	<ul style="list-style-type: none"> <li>● <i>Teaching using structured discussion, e.g. debating society, class discussion, socio-drama, pupil conferencing</i></li> <li>● <i>Inviting visitors in for discussion, e.g. MPs, councillors, health visitors, charity groups</i></li> </ul>
<b>4b,c,d</b> <b>5a,b,c</b> <b>6</b>	Providing opportunities for engaging in the democratic process and participating in community life	<ul style="list-style-type: none"> <li>● <i>School council</i></li> <li>● <i>Extended schools activities</i></li> <li>● <i>School change team</i></li> <li>● <i>PTA/child events</i></li> </ul>

Links to SEF	<b>Aspects of Provision</b> <b>The school is encouraging pupils' cultural development by:</b> <i>(Examples of provision in Italics; please highlight relevant examples and add your own indicators, evidence of provision and impact as appropriate)</i>	<b>Further Aspects of provision</b> <b>Areas for development</b> <b>Further dialogue</b> <b>Links to School Improvement Plan</b>
<b>4b,c</b> <b>5b,c</b> <b>6</b>	Providing opportunities for pupils to exercise leadership and responsibility <ul style="list-style-type: none"> <li>● <i>School council, prefects, peer mediation, buddying, team/house sports, captains, target setting, class monitors, class representatives</i></li> </ul> <ul style="list-style-type: none"> <li>● <i>Self assessment e.g. on school report</i></li> <li>● <i>Child led initiatives e.g. to raise money</i></li> <li>● <i>Encouraging children to take responsibility</i></li> <li>● <i>Friendship benches</i></li> </ul>	
<b>4c,d</b> <b>5a,b,c</b>	Providing positive and effective links with the world of work and the wider community <ul style="list-style-type: none"> <li>● <i>Visits and visitors</i></li> </ul> <ul style="list-style-type: none"> <li>● <i>Work related learning, work experience</i></li> <li>● <i>Transition projects</i></li> <li>● <i>Children to work' days</i></li> </ul>	
<b>6</b>	Monitoring, in simple, pragmatic terms, the success of what is provided <ul style="list-style-type: none"> <li>● <i>Evidence that policies are being implemented and having an impact</i> <ul style="list-style-type: none"> <li>• Sampling of pupils' work</li> <li>• Discussion with pupils</li> <li>• Lesson observations</li> </ul> </li> <li>• Monitoring to ensure subjects provide and exploit for social development.</li> </ul> <ul style="list-style-type: none"> <li>• An ongoing portfolio of photos, reports, events and campaigns, including a website that records activities in school.</li> <li>• South Glos 'Every Child Matters' questionnaire and summary report</li> <li>● <i>Audit and self-evaluation tool in place</i></li> <li>● <i>Action plan for SMSC development and recording of further spontaneous opportunities</i></li> <li>● <i>Regular feedback to stakeholders e.g. parents, governors, community, e.g. in minutes/ newsletters</i></li> </ul>	
		Overall Grading of Spiritual Development using OFSTED criteria: 1: Outstanding 2: Good 3: Satisfactory 4: Inadequate <b>Grade:</b>

# Principles of Cultural Development

Cultural development is about pupils' understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

(Taken from *Promoting and evaluating pupils' spiritual, moral, social and cultural development* Ofsted: March 2004)

## Pupils who are developing culturally are likely to be developing some or all of the following characteristics:

- An ability to recognise and understand their own cultural assumptions and values
- An understanding of the influences which have shaped their own cultural heritage
- An understanding of the dynamic and evolutionary nature of cultures
- An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality
- An openness to new ideas and a willingness to modify cultural values in the light of experience
- An ability to understand and use language, images and icons – for example, in music, art and literature – which have significance and meaning in a culture
- A willingness to participate in, and respond to, artistic and cultural enterprises
- A sense of personal enrichment through encounter with media and traditions from a range of cultures
- A regard for the heights of human achievement in all cultures and societies
- An appreciation of the diversity and interdependence of cultures

Links to SEF	<b>Aspects of Provision</b> <b>The school is encouraging pupils' cultural development by:</b> <i>(Examples of provision in Italics; please highlight relevant examples and add your own indicators, evidence of provision and impact as appropriate)</i>	<b>Further Aspects of provision</b> <b>Areas for development</b> <b>Further dialogue</b> <b>Links to School Improvement Plan</b>
<b>4c</b> <b>5a,b,c</b> <b>6</b>	Providing opportunity for pupils to explore their own cultural assumptions and values <ul style="list-style-type: none"> <li>● <i>e.g. personal projects/ investigations</i></li> <li>● <i>Equal Opportunity policy and plans</i></li> <li>● <i>School aims</i></li> <li>● <i>Directory of, and access to services and agencies</i></li> <li>● <i>Staff development and training</i></li> </ul>	

Links to SEF	<b>Aspects of Provision</b> <b>The school is encouraging pupils' cultural development by:</b> <i>(Examples of provision in Italics; please highlight relevant examples and add your own indicators, evidence of provision and impact as appropriate)</i>	<b>Further Aspects of provision</b> <b>Areas for development</b> <b>Further dialogue</b> <b>Links to School Improvement Plan</b>
<b>4c</b> <b>5a,b,c</b>	Presenting authentic accounts of the attitudes, values and tradition of diverse cultures <ul style="list-style-type: none"> <li>● <i>Visits and visitors</i></li> <li>● <i>Resources that support provision</i></li> <li>● <i>RE scheme of work and provision</i></li> </ul> <ul style="list-style-type: none"> <li>● <i>Non-stereotypical, current and relevant resources</i></li> <li>● <i>Critical use of a range of challenging sources</i></li> <li>● <i>Developing understanding of stereotypes and bias</i></li> </ul>	
<b>4b,c,d</b> <b>5a,b,c</b> <b>6</b>	Addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality <ul style="list-style-type: none"> <li>● <i>Diverse literature</i></li> <li>● <i>Links to schemes of work in, e.g. History and RE</i></li> </ul> <ul style="list-style-type: none"> <li>● <i>Recording incidents, following anti-discriminatory procedures</i></li> <li>● <i>Planned and additional opportunities to proactively explore issues, e.g. in creative play areas (KS1), Youth Forum (KS3/4), visitors, anti-racism projects</i></li> </ul>	
<b>4c</b>	Extending pupils' knowledge and use of cultural imagery and language <ul style="list-style-type: none"> <li>● <i>School links, e-mail pen pals</i></li> <li>● <i>International visits</i></li> <li>● <i>Cultural days/weeks</i></li> </ul> <ul style="list-style-type: none"> <li>● <i>Visitors</i></li> <li>● <i>Critical use of media</i></li> <li>● <i>Understanding and use of correct terminology</i></li> <li>● <i>Geography units of work</i></li> <li>● <i>Visits to places of worship</i></li> </ul>	

<b>4c</b> <b>5b,c</b> <b>6</b>	<p>Recognising and nurturing particular gifts and talents</p> <ul style="list-style-type: none"> <li>● <i>Induction for new pupils and their families</i></li> <li>● <i>Induction for new staff</i></li> <li>● <i>Utilising strengths and interests of parents</i></li> <li>● <i>Celebratory events of all kinds</i></li> <li>● <i>School commitment to links with parents and carers</i></li> <li>● <i>Planned Transition</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Newsletters, website celebration, parents pages</i></li> <li>● <i>Cluster events</i></li> <li>● <i>Register of gifted and talented and appropriate provision</i></li> <li>● <i>Sharing hobbies and interests in class and assembly</i></li> <li>● <i>Extended schools provision</i></li> <li>● <i>Links with Community Education</i></li> </ul>
<b>4c</b> <b>5a,b,c</b>	<p>Providing opportunities for pupils to participate in literature, drama, music, art, crafts, and other cultural events and encouraging pupils to reflect on their significance</p> <ul style="list-style-type: none"> <li>● <i>Schemes of work showing planned opportunities for cultural development and progression</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Spontaneous responses to events, e.g. responses to natural and man made disaster, poverty and relief campaigns, rites of passage</i></li> <li>● <i>Participation in local cultural events</i></li> </ul>
<b>4d</b> <b>5b</b>	<p>Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness,</p> <ul style="list-style-type: none"> <li>● <i>theatre, museum, concert and gallery visits, resident artist, foreign exchanges, visitors e.g. from EMAS, EOTAS, Bristol Old Vic, Myrtle Theatre Company, Drumming / Gamelan workshops</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Links with other schools with different ethnic profiles</i></li> <li>● <i>International Baccalaureate awards (primary and secondary)</i></li> <li>● <i>Use of the Internet to research and develop awareness of cultural diversity</i></li> <li>● <i>International professional development opportunities and links e.g. Comenius</i></li> </ul>
<b>4c,d</b> <b>5b,c</b>	<p>Reinforcing the school's cultural values through displays, posters, exhibitions etc.</p> <ul style="list-style-type: none"> <li>● <i>e.g. playground structures and art, murals,</i></li> <li>● <i>special projects e.g. video diaries, Tate Britain projects, investigation of local folk traditions, archaeology, school history, links with other schools and 'CUBA' initiatives</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>EMAS displays/ resources</i></li> <li>● <i>Avon Consortium Traveller Education Service resources</i></li> <li>● <i>Evidence around school of multi-cultural display, resources, special projects</i></li> </ul>

Links to SEF	<b>Aspects of Provision</b> <b>The school is encouraging pupils' cultural development by:</b> <i>(Examples of provision in Italics; please highlight relevant examples and add your own indicators, evidence of provision and impact as appropriate)</i>	<b>Further Aspects of provision</b> <b>Areas for development</b> <b>Further dialogue</b> <b>Links to School Improvement Plan</b>	
6	Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum <ul style="list-style-type: none"> <li>● <i>Completion of this document</i></li> <li>● <i>Annual review to identify needs, points for development</i></li> <li>● <i>Keeping governors and parents updated</i></li> </ul>		
6	Monitoring, in simple, pragmatic ways, the success of what is provided <ul style="list-style-type: none"> <li>● <i>Evidence that policies are being implemented and having an impact</i> <ul style="list-style-type: none"> <li>• Sampling of pupils' work</li> <li>• Discussion with pupils</li> <li>• Lesson observations</li> <li>• Monitoring to ensure subjects provide and exploit for cultural development.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• An ongoing portfolio of photos, reports, events and campaigns, including a website that records activities in school</li> <li>• Parent view boxes</li> <li>● <i>Audit and self-evaluation tool in place</i></li> <li>● <i>Action plan for SMSC development and recording of further spontaneous opportunities</i></li> <li>● <i>Regular feedback to stakeholders e.g. parents, governors, community, e.g. in minutes/ newsletters</i></li> </ul>	
6	School aims and ethos indicate an appreciation of the diversity and interdependence of cultures <ul style="list-style-type: none"> <li>● <i>Inclusion policy</i></li> <li>● <i>RE/ Collective Worship themes overview</i></li> </ul>		
		Overall Grading of Spiritual Development using OFSTED criteria: 1: Outstanding 2: Good 3: Satisfactory 4: Inadequate <b>Grade:</b>	

## Overall Effectiveness

Main strengths (link to SEF)

- 
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- 
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Key points for development (Improvement Plan)

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Capacity for improvement (factors that will contribute or act as barriers to it)

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Date \_\_\_\_\_

## Acknowledgements

This guidance document was produced in 2005 as part of the work of the Children and Young Peoples department SMSC Working Party and the Standing Advisory Council on Religious Education in South Gloucestershire in consultation with teachers in South Gloucestershire Primary, Secondary and Special Schools.

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Liz Townend	Advisory Teacher RE, Gifted and Talented
Tom Whittingham	Advisor, Leadership, Management & Governance

With members of the Standing Advisory Council on Religious Education (SACRE) who would like to thank Lewisham Education and Community Service for their helpful publication *Providing for the SMSC Development of all Pupils 1999*.