

At the heart of a school

**Promoting Spiritual, Moral,
Social and Cultural Development
including Fundamental British Values**

A guide and toolkit

September 2018

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Introduction

SMSC (Spiritual, Moral, Social and Cultural) development lies at the heart and soul of a school, reflecting the ethos and priorities of a learning and caring community. A broad and balanced education includes personal development alongside academic achievement. The importance of SMSC development is also recognised in Ofsted's School Inspection Handbook and this toolkit provides a resource to identify priorities, strengths and areas that need further work.

The promotion of Fundamental British Values is an integral part of SMSC development. These values are not exclusively or uniquely British, but they represent key aspirations and principles for our own communities and country. It is important that pupils recognise these are expectations for an democratic and inclusive country where there is no place for prejudice and intolerance.

This toolkit includes two checklists:

1. An SMSC audit: this enables schools to check and exemplify the ways it supports the SMSC development and the promotion of Fundamental British Values. The Ofsted guidance is broken down and linked this to examples which can evidence your work. Complete the grid to see where provision is strong, and where there is room for development.
2. A Checklist for Fundamental British Values: this is a briefer summary of some of the key areas that schools need to address focussed around four strands: Leadership and Ethos; Curriculum; Safeguarding; Equality, Tolerance and Diversity

SMSC overlaps with many other areas of school life, including equality and diversity, safeguarding and the prevention of extremism. Other materials are available to support these areas of work.

Also included are: extracts from relevant documentation; guidance on evaluating the impact of SCMC development; and pointers to the role of an SMSC coordinator.

SMSC Audit

The provision and impact of SMSC development including Fundamental British Values

1. Because an audit is aimed at illustrating examples of good practice, rather than being a comprehensive encyclopaedia, it is best to start with your own knowledge. With one or two colleagues, think of examples, projects or activities where your school makes a contribution to students' SMSC development, perhaps dividing these into the four components. A walk around school may be helpful, as will a discussion at staff meeting. There will be plenty of examples to celebrate and affirm. Of course, there is overlap between these segments.
2. Plot these examples in the second column of the grid which is based on the Ofsted subsidiary guidance. Bullet points are adequate. This may give you an overall indication of where you have plenty of illustrations. It will also help to show you where they may be room for further development.
3. Use the third column to show evidence of the impact these areas have on your school and the pupils.
4. In the fourth column list some priorities for future development. The key ones will form part of your school or department improvement plans and built into the planning and review cycle.
5. Remember that SMSC development is a whole school and all-lesson activity. It is not the preserve of RE or PSHE education nor limited to SEAL or circle time. You may want to include some staff professional development in this area. All Ofsted written lesson observations include a section on SMSC.
6. British values are included within each section of the audit and linked to guidance produced by Ofsted and the DfE.

Some further points:

7. The audit is exemplary not exhaustive. You are thinking of *examples* of good practice, not the *entire* list. In this way it is quite unlike a health and safety or safeguarding audit where every possibility must be covered.
8. It may be useful to keep a 'scrapbook' or folder of such examples. Ofsted does not require schools to have a portfolio, but it can give a positive indication that you are aware of its importance. It can also be an interesting record and useful support to self-evaluation. It might include photographs and work from pupils as well as documents. Again it is illustrative rather than comprehensive and it does not have to be manicured to perfection.

Spiritual development

Spiritual development is the nurturing of a sense of identity, purpose and value in the world and cosmos.

Pupils' spiritual development 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.*

Ofsted Inspection Handbook, Aug 2018

- a. Reflect about their own beliefs, principles and values;
- b. Show interest and respect for the beliefs and values of others;
- c. Demonstrate enjoyment and fascination for learning about themselves and the world around them;
- d. Use imagination and creativity in their learning;
- e. Reflect on, and learn from, their own personal experience.

Spiritual Development

Provision <i>Suggestions and ideas for evidencing this aspect</i>	Range of opportunities <i>Examples of present provision and link to any documents or policies</i>	Impact of these opportunities <i>Examples of ways current activities develop pupils' self-esteem and confidence</i>	Priorities for future development in SIP <i>Include, where applicable, timescale and responsibility</i>
<p>a. Reflect about their own beliefs, principles and values</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • <i>rounded programme of assemblies providing clear guidance on what is right and wrong</i> • <i>balanced approach to RE</i> • <i>Opportunities to share and respond to personal beliefs in lessons and on other occasions (eg lesson observations)</i> 			
<p>b. Show interest and respect for the beliefs and values of others</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • <i>Use of visits and visitors to broaden horizons</i> • <i>Twinning and linking</i> • <i>Collective worship – plans and evaluations</i> • <i>Schemes of work for RE, PSHE education</i> • <i>Involvement in specific projects</i> 			

<p>c. Demonstrate enjoyment and fascination for learning about themselves and the world around them</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • <i>Lesson observations that show inspiration and enjoyment from pupils</i> • <i>Active participation in projects, extra-curricular activities</i> • <i>Celebratory events and rewards, displays</i> • <i>Involvement in community and wider activities</i> 			
<p>d. Use imagination and creativity in learning</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • <i>Lessons that include opportunity to use different media or teaching & learning styles;</i> • <i>Encouraging, valuing and responding to pupils' questions;</i> • <i>Developing awe and wonder through experiences of the natural world or of wider engagement e.g. forest school</i> 			

<p>e. Reflect on, and learn from, their own personal experience</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • <i>Collective worship – plans and evaluations</i> • <i>Use of reflective activities and space in lessons</i> • <i>Use of circle time or similar</i> • <i>Physical spaces for reflection – inside or outside the building</i> 			
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Moral development

Moral development is the nurturing awareness of right and wrong, and responsibilities to others. It includes:

Pupils' moral development is shown by their:

- *ability to recognise the difference between right and wrong, 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 being able to understand and appreciate the viewpoints of others on these issues.*

Students may show moral development by demonstrating these characteristics. They are able to:

- a. Recognise the difference between right and wrong;
- b. Apply this moral sense to their lives and to their respect for the Law;
- c. Make informed decisions to choose right from wrong and understanding the consequences of their actions;
- d. Interest in investigating, and offering reasoned views about, moral and ethical issues.
- e. Understanding and appreciating the viewpoints and experiences of others;

Moral Development and British Values

Moral Development promotes British Values through a and b above. The DfE guidance to schools (Nov 2014) says that schools should:

- Enable students to distinguish right from wrong and to respect the civil and criminal law

The *understanding and knowledge* expected of pupils includes:

- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety

Moral Development

<i>Provision</i>	<i>Range of opportunities</i>	<i>Impact of these opportunities</i>	<i>Priorities for future development in SIP</i>
<p>a. Recognise the difference between right and wrong</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • <i>Collective worship/assemblies</i> • <i>Anti-bullying policies</i> • <i>School rules, rationale & implementation</i> 			
<p>b. Apply moral choices to their lives and show respect for the Law</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • <i>Curriculum content including coverage of the rule of law and judicial system</i> • <i>Links with law and justice agencies; examples of cooperation and resolution</i> • <i>Policies on inclusion, restorative justice, home-school contracts etc</i> • <i>Partnership with charities or local community</i> • <i>Instances of personal choices and exemplary behaviour (as appropriate)</i> 			

<p>c. Make informed decisions to choose right from wrong and understanding the consequences of their actions;</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • <i>Initiatives that have encouraged pupils to change behaviour and attitudes</i> • <i>Schemes of work and lesson observations</i> 			
<p>d. Interest in investigating, and offering reasoned views about, moral & ethical issues.</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • <i>Evidence from schemes of work and lesson observations – throughout the curriculum, especially RE ,PSHE</i> • <i>Opportunities to debate and discuss – within and beyond lessons</i> • <i>Use of visitors and activities beyond school</i> 			

e. Understanding and appreciating the viewpoints and experiences of others;

For example:

- *Evidence from schemes of work and lesson observations – throughout the curriculum*
- *Encouragement of inclusion and challenging of inappropriate words, actions and attitudes throughout the school*
- *Involvement in specific projects or focus days such as Black History Month or International Day against homophobia and transphobia (17 May)*
- *Comprehensive inclusion and anti-bullying procedures*

Social development

Social development is the increasing realisation that everyone belongs to various communities and that all need to cooperate and work together with all kinds of different people in the common good.

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 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.*

Ofsted Inspection Handbook, Aug 2018

Students may show social development by demonstrating these characteristics. They are able to:

- a. Develop and use a wide range of social skills in and beyond lessons
- b. Work and socialise with pupils from different religious, ethnic and socio-economic backgrounds
- c. Participating, cooperating, volunteering and resolving conflicts fairly
- d. Demonstrate appreciation of 'British values': democracy, the rule of law, individual liberty and tolerance and respect

Social Development and British Values

Social Development promotes British Values through d above. The DfE guidance to schools (Nov 2014) says that schools should:

- Enable students to develop their self-knowledge, self-esteem and self-confidence;
- Encourage students to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Encourage respect for other people;
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied.

The *understanding and knowledge* expected of pupils includes:

- An understanding of the importance of identifying and combatting discrimination;
- An understanding of how citizens can influence decision making through the democratic process;
- An appreciation that living under the rule of law protects individuals and is essential for their wellbeing and safety.

Social Development

<i>Provision</i>	<i>Range of opportunities</i>	<i>Impact of these opportunities</i>	<i>Priorities for future development in SIP</i>
<p><i>Suggestions and ideas for evidencing this aspect</i></p> <p>a. Develop and use a wide range of social skills in and beyond lessons</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • <i>Discussion and teamwork activities in lessons as evidenced in observations and planning</i> • <i>PSHE and SEAL lessons – planning and observations</i> 			
<p>b. Work and socialise with pupils from different religious, ethnic and socio-economic backgrounds</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • <i>Twinning and other links with different schools</i> • <i>Involvement in specific projects</i> • <i>Challenging of inappropriate prejudices by staff and pupils</i> 			

<p>c. Participating, cooperating, volunteering & resolving conflicts</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • <i>Role and activity of school council</i> • <i>Discussion and teamwork activities in lessons</i> • <i>Role of prefects and monitors</i> • <i>Use of conflict resolution procedures</i> 			
<p>d. Demonstrate appreciation of British values: democracy, rule of law, individual liberty, tolerance & respect</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • <i>Active school council</i> • <i>Schemes of work include coverage of equality and combatting discrimination</i> • <i>School policies and practices clearly affirm equality and combat discrimination in all areas</i> • <i>Partnerships with local agencies such as health and police services, local council</i> • <i>Partnership in community campaigns or projects</i> 			

Cultural development

Cultural development involves the experience and appreciation of the wide range of human experience in history, tradition and creative arts. It is also appreciation of the cultural and human diversity in communities.

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that 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.

Students may show cultural development by demonstrating these characteristics. They are able to:

- a. Understand and value the wide diversity of cultural influences in our school, local and national communities
- b. Show knowledge of the role of Parliament
- c. Participate positively in artistic, sporting and cultural opportunities
- d. Explore and respect different faiths, races, classes and cultures

Cultural Development and British Values

Cultural Development promotes British Values through b and d above. The DfE guidance to schools (Nov 2014) says that schools should:

- Enable students to acquire a broad general knowledge of and respect for public institutions and services;
- Further tolerance and harmony between cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.

The *understanding and knowledge* expected of pupils includes:

- An understanding that there is a separation of power between the executive and judiciary, and that while some public bodies such as the Police and the Army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to choose other faiths and beliefs is protected in law;
- An acceptance that other people having different faiths and beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.

Cultural Development

Provision	Range of opportunities	Impact of these opportunities	Priorities for future development in SIP
<p><i>Suggestions and ideas for evidencing this aspect</i></p> <p>a. Understand and value the wide diversity of cultural influences in our school, local and national communities</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • <i>Special weeks or days to celebrate culture or heritage</i> • <i>Schemes of work represent a wide range of cultural influences</i> • <i>Participation in community, area or national events</i> • <i>Representation of community on governing body</i> 			
<p>b. Show knowledge of the role of British democracy, including Parliament</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • <i>Curriculum coverage including separation of powers</i> • <i>Links with local democratic representatives</i> • <i>Projects connected with local democracy</i> 			

<p>c. Participate positively in artistic, musical, sporting and cultural opportunities</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • <i>Visits related to cultural opportunities</i> • <i>School projects in the arts – drama, art, music etc</i> • <i>Sporting events, including opportunities beyond running and chasing balls.</i> • <i>Evidence of policy to maximise access to opportunities for all students</i> 			
<p>d. Explore and respect different faiths, races, classes and cultures</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • <i>Positive attitude from students to diversity</i> • <i>Staff training in diversity and inclusion and evidence of whole school commitment</i> • <i>School linking and twinning</i> • <i>Examples of contrasting experiences of different cultures – special days and weeks</i> 			

Fundamental British Values Checklist

This checklist is based around four key areas for promoting and embedding fundamental values in school.

1. Leadership and Ethos
2. Curriculum
3. Safeguarding
4. Equality, Tolerance and Diversity

In the checklist, each area is broken down into related key questions. The right-hand columns give the opportunity to analyse the present position and to highlight areas that need addressing as part of the school improvement programme.

When analysing questions about the present situation, school leaders need to bear in mind these questions:

- Where does responsibility lie for this area?
- How is it monitored?
- What evidence do we have?
- What impact do our actions have?
- What resources or further developments do we need?

The content and questions are informed by guidance from the DfE and Ofsted in England and the requirements of the UK Counter Terrorism and Security Act 2015 and Equality Act 2010. The document is intended as a self-evaluation tool for schools and/or to be used with supporting consultancy.

This is not just about compliance. The promotion of equality, tolerance, respect and understanding of diversity is critical to the well-being of the whole school community and wider society. It also impacts on educational achievement. These qualities are integral to the whole life of the school. Often the word 'staff' also includes non-teaching staff and all in support roles.

Strand 1: Leadership and Ethos

What are your school's values and ethos? How deep is your commitment to SMSC and the promotion of democratic values?

	<i>Strengths</i>	<i>Action needed</i>
<p>Policies</p> <ul style="list-style-type: none"> • Do you have a policy, mission statement promoting SMSC and fundamental values? Is this communicated to all stakeholders and on your website? • Do all your school policies reflect these core values? • How do school leaders exemplify and prioritise these values in their work? 		
<p>Pupils' confidence and leadership</p> <ul style="list-style-type: none"> • Do pupils know what 'British' values are and what your mission statement says? Can they tell you how it makes a difference? • How does your school nurture pupils' self-knowledge, esteem & confidence? • Is there an effective school council and what difference does it make? • In what ways are pupils enabled to take responsibility and exercise leadership? • Do pupils challenge prejudice and hatred autonomously 		
<p>Staff and Governors</p> <ul style="list-style-type: none"> • Do all staff and governors know what fundamental values are and what your mission statement says? Can they tell you how these make a difference? • Have staff and governors received training in SMSC and fundamental values? • Are governors fully aware of and committed to the promotion of SMSC and British Values? Do they hold leadership to account? • Do governors promote tolerance and respect for people of all faiths and preparing children for life in modern Britain? 		

Strand 2: Curriculum

Is your curriculum broad and balanced? Does it include teaching on democracy?

	<i>Strengths</i>	<i>Action needed</i>
<p>Curriculum provision</p> <ul style="list-style-type: none"> • Is there a robust Citizenship curriculum, including teaching about democracy, the rule of law, equality and tolerance? • Do you provide comprehensive PSHE education, including Sex and Relationships Education at an age appropriate level? Where do pupils learn about wellbeing, including equality, tolerance and respect? • Where do you specifically teach about democracy and how it works in the UK? • Where do you teach about the rule of law? • Are you confident about the knowledge, skills and confidence of classroom staff? 		
<p>Embedding curriculum and practice</p> <ul style="list-style-type: none"> • How do teachers include and embed fundamental values with pupils? • Do you give pupils opportunities to engage with democracy directly? • When are they able to meet or learn from different groups, people or cultures? 		
<p>Equality of access</p> <ul style="list-style-type: none"> • Are all pupils, offered equal opportunities and encouragement, without any unnecessary segregation, for example on the basis of gender or religion? 		

Strand 3: Safeguarding

How well do you safeguard pupils from extremism and radicalisation?

	<i>Strengths</i>	<i>Action needed</i>
<p>Policies and oversight</p> <ul style="list-style-type: none"> • Are your safeguarding policies comprehensive, including vulnerable groups and protecting pupils from extremism and radicalisation? • Have you embedded the promotion of fundamental values and the prevention of extremism across all policies and priorities? 		
<p>Awareness and training</p> <ul style="list-style-type: none"> • Do you have a trained and supported Prevent lead in place, with knowledge of referral and reporting procedures? • Are senior leaders and governors trained about preventing extremism and alert to issues, risks and procedures? • Have all staff received such training and is this updated and renewed at appropriate intervals? • Are all staff aware of and how to spot and refer concerns? 		
<p>Embedding and practice</p> <ul style="list-style-type: none"> • Where do you teach about the nature and dangers of extremism and the importance of resisting hatred? • Have you identified local issues, susceptibilities and dangers and ensured these inform curriculum, assemblies and staff practice? 		

Strand 4: Equality, Tolerance and Diversity

How do you challenge prejudice and hatred? How do you promote liberty, tolerance equality and respect?

	<i>Strengths</i>	<i>Action needed</i>
<p>Policies and Training</p> <ul style="list-style-type: none"> Do your policies and practices include active awareness of all protected characteristics, including specific reference to sexual orientation, gender identity? Are some equalities given less emphasis than others? Have all staff and governors received training in equality and anti-discrimination? Are policies and procedures in place? 		
<p>Staff Practice</p> <ul style="list-style-type: none"> Do all staff consistently challenge instances of prejudice and is there an effective reporting system in place? Are teachers confident in tackling sensitive issues, handling open questions and facilitating debate? Are teachers sensitive to diversity of faiths and beliefs and comfortable with handling this in the classroom? 		
<p>Different faiths and cultures</p> <ul style="list-style-type: none"> Where do you offer opportunities for pupils to understand different cultures? Do you teach RE according to the syllabus? Does your RE programme help pupils understand diverse beliefs? Do you have an effective programme of assemblies that develops understanding, tolerance and respect? 		

Summary of strengths and areas for action

Main strengths	How these can be shared and developed
Areas for action	How and when these will be tackled? What help and resources will be needed?

Evaluating the impact

It is quite clear that Ofsted expects SMSC development to impact on the achievement of pupils. *Inspecting equalities*, published in 2013, explained how well-being and achievement are linked to equality. Promoting equality... 'contributes greatly to achieving outstanding progress and attainment because **achievement of these aims means that pupils work** – whether it is in class or in the school – in an ethos of **dignity and fairness**, where they are free to develop themselves, knowing that difference are respected and they are encouraged to become independent learners and take responsibility for their actions and become good citizens. (Paragraph 25, September 2013).

It might fairly be concluded that, more generally, good SMSC development impacts on work and achievement. But how can this be measured?

There is a place for both qualitative and quantitative data. Different kinds of data are fit for different kinds of purpose. With SMSC the key is to have a basket that includes a range of qualitative and quantitative data that provides rich information that has integrity both for inspectors and for the school community.

Quantitative data may include:

- Impact of pupil premium on removing barriers and advancing learning;
- The relative progress of specific groups of pupils
- Measures of bullying or behaviour incidents
- Measures of reported prejudice incidents, such as racism or homophobia
- Attendance at school, and the change in this, related to specific groups of pupils
- Attendance at parents' events, other school activities
- Participation on school trips, in clubs or other activities

Qualitative data may include:

- Pupil Voice feedback in various areas of school life and the impact this has had on policy and practice
- Observations of lessons and the comments relating to SMSC provision and fundamental British values
- Focused learning walks on SMSC, including looking at pupil engagement, displays and corridors
- Feedback from trips and projects, or from visitors
- Programmes and reviews of collective worship

Of course, qualitative data may be, to an extent, quantifiable. For example, an increase in the number of positive comments on Parent View or in the number of questionnaire returns. It is critical that data should demonstrate an awareness of the impact on different groups of pupils. These may include categorising by:

- Gender
- Socio-economic background (including free school meals)
- Pupil Premium
- Ethnicity (or 'Race')
- English as an Additional Language
- Disability
- Looked After Children
- Special Educational Needs
- Summer born pupils
- Gifted and Talented pupils
- Gay, lesbian or bisexual pupils (and by extension the children of LGBT parents)

Although not included specifically in Ofsted documentation a link may also be made between the SMSC development of staff and their performance and achievement! Data must reveal genuine information and not simply be a miasma of eye glazing statistics. Even more important than its relevance is its use. What does it show and what are we doing about it?

Writing a policy for SMSC development

Schools are not required to have a policy for SMSC but in view of its importance it may support the understanding and promotion of SMSC across the school community. Involving that community in drawing up the policy will contribute to its success. Any policy should:

- Explain what SMSC development means;
- Outline the ethos of the school and its commitment to SMSC development;
- Summarise key elements of SMSC provision, its impact and how it is monitored;
- Explain how it is led, managed and resources.

Headings might include:

An outline of the school's situation

- Its local area and context;
- A brief statement about the socio-economic, religious, cultural or ethnic context in the school or its community;

A statement school's ethos and the place of SMSC development

- This might include the school's mission statement or particular priorities and aims, including a statement on how the school promotes British values.

An explanation of SMSC

- A definition of each of the terms;
- It's place in Ofsted inspections and other guidance.

SMSC provision

- A summary of how the school promotes SMSC and British values;
- Key priorities in the school improvement plan;
- A brief explanation of its impact and how this is measured;
- A brief statement on how it is evaluated and monitored.

Leadership of SMSC

- Who is responsible for leading SMSC and how this leadership is related to SLT and the governing body;
- The place of SMSC in school improvement priorities;
- Resources;
- Links and partners;
- Professional development for staff and governors

Responsibility for the policy, arrangements and date for review

Leading on SMSC

Schools will approach the leadership of SMSC development in different ways but there are some key essential aspects to the task:

- An identified member of staff should have responsibility for leading on SMSC development, including its overview, promotion and evaluation;
- As a crucial whole-school priority, the lead should be a member of the senior leadership team or have a direct link and access to a member of SLT who will champion SMSC at leadership team level.

The specific areas of responsibility of the SMSC lead are likely to include:

Knowledge and understanding

- Awareness of the importance of SMSC (including the promotion of British values) in school life and in particular its place in the Ofsted framework;
- Understanding of how promoting SMSC is linked to the four areas of Ofsted inspection, and, in particular, how it may impact on the achievement of pupils;
- Knowledge of relevant documentation including: the Ofsted inspection handbook and other requirements such as the Equality Act (2010) and the DfE's guidance on British values (2014);
- Awareness of the latest developments in SMSC, relevant projects and resources, through contacts, links, briefing and professional development;
- Understanding of the implications for all members of the school community, including teachers, other staff and governors;
- Appreciation of the ways different curriculum areas can contribute to SMSC development.

Whole school perspective

- Building awareness and celebration of SMSC across the school community;
- Ensuring a policy for SMSC is in place, understood, embedded and reviewed;
- Ensuring legal and moral responsibilities are fulfilled;
- Having an up-to-date grasp of the strengths and weaknesses of SMSC development in school;
- Enabling the school to identify key areas for development, building these into the school improvement plan;
- Putting in place a manageable and realistic way of evaluating and reviewing SMSC;

- Being able to explain clearly how SMSC development impacts on pupils' wellbeing and achievement, in particular how it supports different groups of pupils, using appropriate evidence;
- Ensuring SMSC development is reflected in whole-school policies and approaches in key areas including: anti-bullying, curriculum provision, widening cultural awareness;
- Promoting SMSC in collective worship, reflective time in lessons and places in school.

Classroom perspective

- Facilitating the inclusion of SMSC development in lessons through an appropriate curriculum approach for the school;
- Arranging for all lesson observations to include evaluation and feedback on SMSC;
- Sharing and promoting resources and sources of support and good practice;
- Providing or arranging professional development in school, including governor training.

Appendix: Summary of Documentation

Ofsted School Inspection Handbook August 2018

The following extracts are taken from the School Inspection Handbook (August 2018) for inspecting schools under Section 5 of the Education Act 2005.

How is a school judged?

In judging the overall effectiveness, inspectors will take account of the four key judgements

Inspectors should first make the key judgements on:

- the quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for pupils.

They then judge the effectiveness of any early years' provision or the 16 to 19 study programmes.

They then make the key judgement on the effectiveness of leadership and management. This includes the effectiveness of the arrangements for safeguarding pupils.

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
- the extent to which the education provided by the school meets the needs of the range of pupils at the school including those who have disabilities and those with special educational needs.

Defining spiritual, moral, social and cultural development

Pupils' **spiritual** development 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.

Pupils' **moral** development 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.

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 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.

Pupils' **cultural** development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that 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.

Ofsted Inspection Handbook Aug 2018

SMSC inspection descriptors

The SMSC elements of the descriptors for judgments are extracted from the August 2018 Handbook.

Overall effectiveness

Outstanding

- 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

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

Requires improvement

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

Inadequate

- The school is likely to be inadequate if any one of the key judgments 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.

Leadership and Management

When looking at Leadership and Management inspectors will consider the following elements related to SMSC, as well as a wide range of other criteria, in reaching an overall 'best-fit' judgment:

- 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 supplements 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
- how 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 leaders 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.

Outstanding descriptors relevant to SMSC include:

- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

Good descriptors relevant to SMSC include:

- The curriculum contributes well to ... spiritual, moral, social and cultural development.
- Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.
- Leaders promote equality of opportunity and diversity, resulting in a positive school culture.
- Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.

Inadequate descriptors relevant to SMSC include:

- The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.

- Leaders and governors, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity. They do not prevent discriminatory behaviour and prejudiced actions and views.
- Leaders and governors are not protecting pupils from radicalisation and extremist views when pupils are vulnerable to these. Policy and practice are poor, which means pupils are at risk.

Quality of teaching, learning and assessment

When looking at this area, inspectors will consider the following elements related to SMSC, as well as a wide range of other criteria, in reaching an overall ‘best-fit’ judgment:

- The extent to which equality of opportunity and recognition of diversity are promoted through teaching and learning.

Outstanding descriptors relevant to SMSC include:

- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils’ experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

Good descriptors relevant to SMSC include:

- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

Inadequate descriptors include:

- Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.

Personal development, behaviour and welfare

Inspectors must make separate clear written judgements about behaviour and about personal development and welfare in the report.

Outstanding descriptors relevant to SMSC include:

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- 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 descriptors relevant to SMSC include:

- Pupils are confident and self-assured. They take pride in their work, their school and their appearance.
- Pupils show respect for others' ideas and views.
- Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.
- 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.
- The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.
- Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.

Promoting Fundamental British Values

Included here is most of the text from Guidance for maintained schools issued by the DfE, November 2014.

Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development. Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance. It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law. Pupils should be made aware of the difference between the law of the land and religious law.

Fundamental British Values

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through their provision of SMSC, schools should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;

- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- an understanding of the importance of identifying and combatting discrimination.

It is not necessary for schools or individuals to ‘promote’ teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

Examples of actions that a school can take

The following is not designed to be exhaustive, but provides a list of different actions that schools can take, such as:

- include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;

- ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
- use teaching resources from a wide variety of sources to help pupils understand a range of faiths, and
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

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