

**SMSC beyond Ofsted**

**Spiritual, Moral, Social and Cultural Development (SMSC): a toolkit to releasing outstanding learning.**

[**www.justBmoore.com**](http://www.justbmoore.com/) **Sept 2023**

|  |  |
| --- | --- |
| **Spiritual values:** exploring questions of meaning, purpose and value. What does it mean to be me?...to be a person?**These form the basis of our……**SpiritualHumanCultural MoralValues | **Moral values:** based on our understanding of what it means to be human, we develop basic principles about what is right and wrong and how we decide.**These are lived out through our…..** |
| Social**This then influences and affects our understanding of our…****Cultural values:** how we *experience, respond to and express* our humanity, moral values and social interactions; our ‘**identity-in-difference’** - a commonhumanity lived out diversely. | **Social values:** how we relate to and behave towards ourselves, other individuals and groups, animals and the natural world. Acting in our world and engaging with other people’sworldviews…**As shaped and influenced by our……** |

# How can we monitor SMSC across the school?

1. **Recognise that SMSC is more than just Ofsted.**

SMSC provides the value-base for education and learning as part of developing people and not simply passing on bodies of knowledge. SMSC, when taken seriously is what binds the school together as a community of learning. Ofsted helps to raise the importance of this. It provides a language to talk about it educationally; a framework to monitor and evaluate it. However Ofsted does not give the rationale for SMSC in schools. It is important for each school to take ownership of this and to develop a shared understanding of your school’s values involving staff, pupils and parents.

# Be aware of what Ofsted is looking for.

## Pupils’ spiritual development is shown by their:

* + ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
	+ knowledge of, 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, and to recognise legal boundaries and, in doing so, 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, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
	+ willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
	+ acceptance of 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 will 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 in the school and further afield as an essential element of their preparation for life in modern Britain
	+ ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio- economic communities
	+ 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 and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

# Contributions to Ofsted overall effectiveness judgement

Before making the final judgement on overall effectiveness, inspectors will always consider the spiritual, moral, social and cultural development of pupils at the school, and evaluate the extent to which the school’s education provision meets different pupils’ needs, including pupils with SEND.

# SMSC: a whole-school responsibility – where can this be promoted?

**SMSC is about whole-school improvement.** It is important to note that ALL subjects can and should contribute appropriately to the promotion of pupils’ spiritual, moral, social and cultural development. This will only happen if **as a whole staff** you have a shared awareness and understanding of what SMSC is in the context of your school and **not just for Ofsted**. A coherent approach is vital for consistency and to ensure a high profile. This is what lies at the heart of enabling pupils to thrive in a supportive, highly cohesive learning community. Just as the mortar holds the individual bricks together, so the school’s values hold the school community together for a common purpose – learning and flourishing.

It is in the light of this that:

1. each subject needs to reflect on how and where to promote SMSC consistently. There will be different emphases in different subjects and context is very important, but each subject can contribute to some extent to each of the components of SMSC.
2. SMSC should be mapped across whole-school aspects such as Assembly/Collective Worship, behaviour, visits, leadership and various policies.

The toolkit that follows will help in this.

# Fundamental British values (FBV)

Whilst schools will need to make sure that they are demonstrating a commitment to promoting ‘British Values’ as stated within the Ofsted framework (ie democracy; the rule of law; individual liberty; and mutual respect and tolerance of those with different faiths and beliefs), they will also recognise that they are places of education and that values education is a dialogic process, not a one-way imposition.

The rich faith/belief and cultural diversity in many of our schools and across Britain helps continually shape and re-shape these values, provided we recognise and encourage the contributions from these diverse traditions and backgrounds. This is the central importance of ‘identity-in-difference’ in the flow diagram above. We all share a human identity, but it is experienced, responded to and expressed differently.

Engaging in open dialogue around human values and building on a growing understanding of each other’s different concepts and values will be an educational process in which we all contribute to what it means to be human and thus to be British and the core values that hold our society together.

We must not be indifferent to young people’s sense of identity, and if we are, we make them more vulnerable to extremist groups. Empowering children and young people to wrestle with values from different sources in a safe and educational setting within the context of modern, diverse Britain, will enrich as well as protect our schools and society. Part of being in the modern world is recognising that we all fall short and can learn from each other.

The DfE guidance for [maintained](https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc) and [independent](https://www.gov.uk/government/publications/improving-the-smsc-development-of-pupils-in-independent-schools) schools (including Academies and Free Schools) places ‘British values’ clearly within and under SMSC. Ofsted uses the phrase ‘preparation for life in modern Britain’ more than it does ‘British values’, which helps emphasise the educational context in which we work.

Your website should make clear your school ethos and values and how they promote FBV, not necessarily referring directly to each FBV. This can be helpful to ensure both clear ownership of your school values and also inclusivity of the whole school community. For example you might say “The school’s values have been developed in consultation with and involving the whole school community and reflect our commitment to promote and support the spiritual, moral, social and cultural development of our pupils, including the promotion of fundamental British values.

# Use this material creatively to suit the context of your school

The tables in the following pages are merely suggestions and ideas to illustrate what SMSC might look like and should by no means be seen as exhaustive. These can be used to insert into whole-school and subject policies, as well as to inform medium-term planning. It is NOT expected that each lesson or each chunk of learning should have all aspects of SMSC. This is designed to help teachers understand what SMSC can look like, be able to plan for SMSC and also to see spontaneous opportunities across the school as they arise.

The hope and intention are that this will stimulate discussion, thinking and practice within your school community and will help your staff, pupils and parents to make sense of SMSC to the benefit of all. SMSC is inextricably linked to our understandings of the nature and purposes of education itself, and so taking time to focus on this will also help to refresh your school’s understanding of its purpose in the light of the statutory requirements of educational law in England (and Wales).

There has always been much debate about the purpose of education and the best ways of going about it. One thing that (nearly) all people seem able to agree upon, however, is that it is a hugely important social activity. I believe the two quotations below sum this up neatly. However, what this toolkit is designed to do is to enable leaders and teachers, involving the whole school community, to develop as a distinctive, purposeful learning community.

*An educational system isn't worth a great deal if it teaches young people how to make a living but doesn't teach them how to make a life.*

* *Author Unknown*

*Education is the most powerful weapon which you can use to change the world.*

* *Nelson Mandela*

***For more information, support and training Contact Bill Moore***

bjvmoore@justbmoore.com [www.justBmoore.com](http://www.justbmoore.com/) 07749211997

1. **SMSC ACROSS THE CURRICULUM opportunities in different subjects**

|  |
| --- |
| **PROVISION for the development of spiritual values.** Pupils are reflective about their own beliefs, values and more profound aspects of human experience, using their imagination and creativity, and developing curiosity in their learning |
| **Teaching includes** | **Subj** | **Possible opportunities** |
| ability to be reflective about their own beliefs (religious or otherwise) and perspective on life | En and Drama | Use language, literature and drama to explore values, experience and identity; pupils develop vocabulary and linguistic structures to express thoughts, emotions and arguments; drama techniques deepen reflection on experience. Language appreciatedas part of our humanness, expressing who and what we are. |
|  | Encourage pupils to be inspired by pattern and the universal language of maths as a way of understanding and describing the world (for example number patterns, concept of infinity, zero). Encouraging a sense of mystery, questioning and enquiry. Reflecting on why Maths is so important |
| knowledge of, and respect for, different people’s faiths, feelings and valuessense of enjoyment and fascination in learning about themselves, others and the world around themuse of imagination and creativity in their learningwillingness to reflect on their experiences. | Ma |
| Sc | Explore the relationship between scientific method and personal belief and between science and religion; consider what animates humans and how humans fit in with other animals and the natural world. Raise questions of wonder at the beauty and mystery oflife and the universe. |
| Mu, Art, Des | Explore creativity as part of what animates and defines us; develop an awareness of the power of art and music and use both to express and reflect on their own thoughts and feelings; explore ideas, feelings and meaning in works of art and music and express themselves through their own work; explore the creative process as part of our expression of identity and recognise their own creativity in finding solutions toproblems in design and technology |
| Hi | Appreciate the achievements of past societies and the motivation of individuals in history; reflect on the values of different societies in different times and how they compare with modern values; identify what makes certain historical people and events significant, to whom and why. |
|  | Develop a sense of awareness of the importance of the environment in shaping our humanity and how our physical surroundings influence how we develop as people and communities; encourage a sense of curiosity in their surroundings through engaging activities and contexts (eg trips and visits; local studies; use of technologies) |
| Promoting teaching styles which:1. value pupils’ questions and give them space for their own thoughts, ideas and concerns;
2. enable pupils to make connections between aspects of their learning;
3. encourage pupils to relate their learning to a wider frame of reference – for example, asking

‘why’, ‘how’ and ‘where’ as well as ‘what’; | Gg |
| RE | Explore questions of meaning, purpose and value and respond to different faith and belief responses; allow pupils the opportunity to reflect on their own responses and how this might affect how they live; explore differing understandings of what it means to be a person; ask their own questions that help to make sense of their lives |
| PE | Inspiring pupils to participate and stretch themselves – develop the spirit of sport; reflect on what inspires great sports people; gain a sense of achievement and develop positive attitudes towards themselves; the pursuit of excellence and team spirit |
| MFL | Providing opportunities through language development, to explore self-understanding and self-expression (eg personal qualities, likes and dislikes, emotions); reflect on experience of and in the country of origin and how this animates and inspires learners; |
| Comp | Explore what influence computers, the internet and technologies have on values and people; use the internet to explore big questions about beliefs, values and emotions; consider the positive use and limitations of logical reasoning in computing and life (eg can computers be like humans? Can logic answer all problems?) |
|  | PSHEand Cit | Explore core values and beliefs about how we should live together; reflect on experience and the emotions that arise from experience; develop the ability to reflect on personal and group identity and self – concept/worth; consider significance of choices, consequences and responsibilities in their own lives |

|  |
| --- |
| **PROVISION for the development of moral values.** Pupils develop and apply an understanding of right and wrong in their school life and life outside school |
| **Teaching includes** | **Subj** | **Possible opportunities** |
| ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of Englandunderstanding of the consequences of their behaviour and actionsinterest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. | En and Drama | Using literature to explore moral principles and issues and to raise questions about the ‘good life’, relating these to examples in pupils’ lives and in the news and media; consider linguistic styles and structures for moral argument and persuasion; opportunities for discussion and debate, both formal and informal. Drama techniqueshelp explore moral dilemmas and situations |
| Ma | Understand the concept of ‘fair’ particularly through eg fractions; use data to explore moral issues such as gaps between rich and poor, some of the moral issues behindborrowing and saving, gambling (probability); using maths to explore real-life local, national and global issues |
| Sc | Explore the question of moral responsibility in science, right and wrong uses of science; provide accurate scientific evidence and methodology for exploring moral issues; reflect on the interrelatedness of all life and the power humans have over and responsibility for the environment |
| Mu, Art, Des | Explore how art can express choices, consequences and responsibility; represent or consider moral issues in their art, music and design work; consider the affect of designs on the environment and quality of life. |
| Hi | Consider issues of moral significance in history from different perspectives; recognise that actions have consequences and consider the results of events and decisions in history; project into the future the potential consequences of our actions now |
| Gg | Consider the impact (positive and negative) of human activity on the environment and the moral issues that arise out of this; raise questions about the extent of human responsibility for the environment; explore issues such as Fair Trade, deforestation.. |
| RE | Explore different codes of behaviour/living in religions and belief-systems and respond sensitively and critically to these; apply these to classroom and school situations and to moral issues; consider why people do not keep to moral codes or the ‘good life’ |
| PE | Explore and develop a sense of fair play and the importance of rules; is it ever right to cheat? Should sports stars be role models? How can developing a sense of team spirit affect our behaviour? |
| MFL | Use moral issues/dilemmas/scenarios as a means of developing linguistic skills (eg through asking questions, describing situations, expressing opinions) |
| Comp | Using technologies to explore and gather evidence for moral issues and arguments; what do pupils consider to be good and bad uses of computers and communications technologies? Design programmes that help to explore people’s views and collation of data. |
| PSHEand Cit | Explore and reflect on codes of behaviour in and beyond school; reflect on experience, choices and consequences; consider a range of moral issues and different views about them. Explore the relationship between morality, the law, school rules and social convention |

|  |
| --- |
| **PROVISION for the development of social values. Pupils** take part in a range of activities requiring social skills anddevelop awareness of and respect for diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation and disability |
| **Teaching includes** | **Subj** | **Possible opportunities** |
| use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio- economic backgroundswillingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectivelyacceptance of 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 will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. | En and Drama | Explore how literature and non-fiction raise and discuss social issues and relationships; group work and discussion, peer and self-assessment; provide opportunities for developing and exploring personal values and qualities and respecting others; exploring and challenging, through writing, oral work and drama, relationships and injustices;examples drawn from a range of backgrounds and cultures. |
| Ma | Apply data to social issues (eg diversity in UK); work co-operatively in groups on mathematical tasks and appreciate the contributions of others; develop problem solving skills and team work through creative thinking, discussion, giving explanation and presenting ideas |
| Sc | Explore diversity and bio diversity in science; reflect on and evaluate the process of scientific enquiry; recognise the need to consider the views of others when discussing ideas; discuss and debate different view of science; provide opportunities for collaborative enquiry; explore the impact of science on society and communities |
| Mu, Art, Des | Develop respect for the ideas and opinions of others and work collaboratively on art projects; recognise the need to consider the views of others when discussing design ideas; share music-making to develop a sense of social cohesion; consider the social impact of art and design on quality of life through, for example, graffiti and architecture |
| Hi | Consider different historical social structures and codes and the impact they had on the lives of different communities; consider what we can learn from this about building a‘better’ world; raise questions about what we can/should learn from history and howthis might affect communities. Explore British institutions and cultural development. |
| Gg | Investigate how changes in the local area affect different groups of people such as the elderly and children; consider the social aspects of population movement and how different groups relate to each other; explore the impact that the geography of an area can have on social structures and relationships. How Britain has developed. |
| RE | Opportunities to reflect on visions for society, how they affect personal and social relationships; working collaboratively to explore and discuss sensitive social and moral issues; opportunities for interfaith dialogue and visits to different communities; celebration of the rich diversity in families and communities within Britain and aroundthe world; exploration of faiths in different cultural contexts (diversity within religions) |
| PE | Develop cooperation and collaboration, responsibility, personal commitment, loyalty and teamwork; emphasise the importance of and provide opportunities for,participation in physical activity in the community; the role sport can play in providing people with social contact, positive activity and group identity (eg school teams) |
| MFL | Explore the social relationships through language acquisition; opportunities for varied group work, research and peer learning; providing opportunities for social developmentthrough visits abroad, exchanges and social networking |
| Comp | Using technologies to research social issues such as relationships, diversity, inequalities; consider the impact of technologies, the internet and social media on relationships within families and between friends. |
| PSHEand Cit | Explore and reflect on social values (eg respect, equality, collaboration) and relationships and how they shape our identity; consider the importance of personal and communal relationships and how we can make these positive in school and society; develop group working skills, attitudes and values. Develop values and attitudes thatprepare them for life in modern Britain. |

|  |
| --- |
| **PROVISION for the development of cultural values.** Pupils develop an appreciation of theatre, music, art and literature; respond positively to a range of artistic, sporting and other cultural opportunities; and understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life. |
| **Teaching includes** | **Subj** | **Possible opportunities** |
| understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of othersunderstanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britainability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communitiesknowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britainwillingness to participate in and respond positively to artistic, musical, sporting and cultural opportunitiesinterest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. | En and Drama | Explore the impact of cultural diversity on language, literature and other media; the power of language in narrative, poetry, theatre and media around the world to express meaning and values; the use of drama formally and informally to explore social and cultural issues and diversity |
| Ma | Develop awareness of different cultural inputs to maths throughout the ages (egconcept of ‘zero); explore different number systems, currencies, measurement systems and methods of calculation; explore mathematics applied in different cultures for example Rangoli patterns, Islamic geometric patterns, tessellations and symmetry. |
| Sc | Provide opportunities to explore scientific issues through visits; to have the chance to experience scientific enquiry and discovery; to engage creatively with scientific ideas and concepts; to consider different cultural in-puts to scientific developments |
| Mu, Art, Des | Understand the ideas behind art and design in differing cultural contexts; consider how different cultural values both influence and are expressed by the arts and design; reflect on the contribution of differing cultures to design solutions; recognise how music influences and reflects the way people think and feel. Encourage participation in andappreciation of the Arts. |
| Hi | Recognise differences and similarities between and within cultures over time; recognise the contributions that different cultures have made towards creating modern Britain. |
| Gg | Explore their own cultural values in relation to both human and physical geography; Find out about a range of diverse cultures, and reflect accurately upon the culture and beliefs of people in the geographical area being studied; Be presented with a range of images reflecting culture and diversity both in the UK and abroad. |
| RE | Use visits and visitors to experience diverse cultures, faiths and diversity within religions; explore similarities and differences within and between faiths and cultures; understand the importance of art, music, drama and language to express beliefs, feelings and experiences within different cultural backgrounds. |
| PE | Experience the significance of dance and games from other cultures; consider how sport can transcend cultural boundaries; provide opportunities for pupils to experience a range of sports as participants or observers. Encourage participation in and appreciation of physical activity and sport. |
| MFL | Explore similarities and differences between the cultures of the languages being studiedand the pupils’ own cultural background. |
| Comp | Discuss how information about communities and cultures are presented on the internet; using technologies to explore cultural activities and diversity; asking questions about the impact of technologies (eg gaming, social media) on people’s choices of and participation in cultural activities |
| PSHEand Cit | Explore issues of diversity and shared human values and the ways these are shaped by cultural diversity; promote positive images of different groups and combating stereotyping and prejudice. Developing understanding of key British institutions such as democracy, law, freedom and social cohesion, and explore how cultural diversity both contributes to and raises issues for these. |

# MONITORING AND EVALUATING SMSC IN LESSONS

What can we observe in lessons? (supportive, shared, developmental)

**PROVISION for the development of spiritual values.** Pupils are reflective about beliefs, values and more profound aspects of human experience, using their imagination and creativity, and developing curiosity in their learning

|  |  |
| --- | --- |
| **Pupils** | **Evidence** |
| ability to be reflective about their own beliefs (religious or otherwise) and perspective on life |  |
| knowledge of, 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. |  |
| Teachers promote teaching styles which:* value pupils’ questions and give them space for their own thoughts, ideas and concerns;
* enable pupils to make connections between aspects of their learning;
* encourage pupils to relate their learning to a wider frame of reference – for

example, asking ‘why’, ‘how’ and ‘where’ as well as ‘what’; |  |

**PROVISION for the development of moral values.** Pupils develop and apply an understanding of right and wrong in their school life and life outside school

|  |  |
| --- | --- |
| **Pupils** | **Evidence** |
| ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, 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. |  |

**PROVISION for the development of social values. Pupils…**

* take part in a range of activities requiring social skills
* develop awareness of and respect for diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation and disability
* gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training.
* develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain

|  |  |
| --- | --- |
| **Pupils** | **Evidence** |
| use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds |  |
| willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively |  |
| acceptance of 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 will develop and demonstrate skills and attitudes that will allow them to participate fully in and ***contribute positively to life in modern Britain.*** |  |

**PROVISION for the development of cultural values.** Pupils…

* develop an appreciation of theatre, music, art and literature
* respond positively to a range of artistic, sporting and other cultural opportunities
* understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life.

|  |  |
| --- | --- |
| **Pupils** | **Evidence** |
| 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 in the school and further afield as an essential element of their *preparation for life in modern Britain* |  |
| ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities |  |
| 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 and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio- economic groups in the local, national and global communities. |  |

# WHOLE-SCHOOL SMSC

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Spiritual** | **Moral** | **Social** | **Cultural** |
|  | Probing questioning | Teachers use ‘live’ | Use group work, active | Provide opportunities |
|  | and reflection by | moral issues that are | learning and | to explore what they |
|  | teacher and pupils | meaningful to pupils so | opportunities for | are learning through a |
|  | empower pupils to | that they engage | learning outside the | range of cultural |
|  | think and deepen their | actively in their | classroom to develop | contexts and activities; |
| **The quality of education** | learning; opportunities for exploration throughopen-ended tasks; the | learning; They provide opportunities todevelop linguistic skills | skills, attitudes and dispositions that willhelp them in school and | consider different perspectives fromdifferent groups and |
|  | ‘big picture’ of how | that enable pupils to | beyond; consider the | why they may be |
|  | topics link to each | build coherent | application of what | different or what they |
|  | other and also to other | arguments. Age- | they learn to their | also hold in common; |
|  | areas of their learning; | appropriate values- | current and future lives | promote respect for |
|  | reflecting on the | education reflects |  | themselves and others. |
|  | learning process | modern Britain. |  |  |
|  | Pupils show pride in | Pupils treat each other | Pupils engage in extra - | Pupils are aware of and |
| **Behaviour and Attitudes** | their work, in the school and in themselves. They sharea sense of purpose with | and the environment with respect. Pupils support each other andshow concern for the | curricular activities. There is a real sense of community and pupilsfrom all backgrounds | respond positively to the range of cultural backgrounds in theschool and the local |
|  | each other and with | needs of others in and | work and play well | and national |
|  | the adults in the | beyond the school. | together. There is very | community. Diversity is |
|  |
|  | school. They respect | They recognise that | little bullying and | promoted as |
| **Personal Development** | others and value theirwell-being, feelings and opinions. | whilst people can livelife very differently, the shared humanity | where it does occur,pupils help to resolve the issues. Conflict | something to becelebrated and children and adults are willing |
|  |  | demands mutual | resolution forms part of | to learn from each |
|  |  | respect. | behaviour expectations | other |
|  | Collective worship | Collective worship | Collective worship | Collective worship is |
|  | encourages and | provides opportunities | provides opportunities | inclusive of pupils from |
|  | challenges pupils to | to reflect on religious, | to reflect on | all religious |
|  | reflect on questions of | secular and school | relationships. The wide | backgrounds and none. |
|  | meaning, purpose and | values which influence | range of activities | It reflects the diversity |
|  | identity. There is a | how we live our lives. | provided by the school | in the school, the local |
| **Effectiveness** | clear shared vision | Displays promote | and beyond is clearly | community and |
| **of leadership** | which has involved the | responsible and | visible for all pupils. | includes wider, global |
| **and** | whole school | respectful behaviour. | The physical and | diversity. The cultural |
| **management** | community. Displaysreflect and celebrate | They are used to raiseawareness of | emotionalenvironments are | diversity of the schooland Britain is reflected |
|  | school values and | appropriate moral and | positive and support | in displays. All pupils |
|  | promote learning and | global issues. Rewards | well-being and | feel that the ethos of |
|  | enquiry. Adults model | celebrate pupils who | learning. There is | the school is inclusive |
|  | the values and | exemplify school values | appropriate sign- | and that their |
|  | behaviours expected of | of work and behaviour | posting for support. | background is valued |
|  | pupils and provide | around the school. | Pupil views are used for | by the adults in the |
|  | positive role models. |  | school improvement | school. |

1. **AUDIT AND DEVELOPMENT TOOL a medium-term tool for continuing development of practice used by stakeholders and leaders**

|  |  |
| --- | --- |
| **Spiritual Development** | Opportunities in our whole-school aspect / curriculum subject |
| Now | Planned |
| ability to be reflective about their own beliefs (religious or otherwise) and perspective on life |  |  |
| knowledge of, and respect for,different people’s faiths, feelings andvalues |  |  |
| 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. |  |  |



|  |  |
| --- | --- |
| **Moral Development** | Opportunities in our school/curriculum area |
| Now | Planned |
| ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, 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. |  |  |

|  |  |
| --- | --- |
| **Social Development** | Opportunities in our school/curriculum area |
| Now | Planned |
| use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds |  |  |
| willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively |  |  |
| acceptance of 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 will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. |  |  |

|  |  |
| --- | --- |
| **Cultural Development** | Opportunities in our school/curriculum area |
| Now | Planned |
| 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 in the school and further afield as an essential element of their preparation for life in modern Britain |  |  |
| ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities |  |  |
| 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 and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio- economic groups in the local, national and global communities. |  |  |

**Notes:**