

## Ofsted criteria - Sep 2012

### Outstanding

The school's thoughtful and wide ranging promotion of the pupils' spiritual, moral, social and cultural development enables them to thrive in a supportive, highly cohesive learning community.

### Good

Deliberate and effective action is taken to create a cohesive learning community by promoting the pupils' spiritual, moral, social and cultural development.

## Spiritual development

### DfE

Pupils' spiritual development involves:

- the growth of their sense of self
- their unique potential
- their understanding of their strengths and weaknesses
- their will to achieve

As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions.

They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing.

### Ofsted

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

### Ideas

- Wonder at human achievements (All)
- Express their feelings through different media (Art, Dance, Drama)
- Appreciation of ingenuity/innovation/beauty (D&T, Maths and Science)
- Reflect on experiences of exhilaration, determination and enjoyment (All)

Good spiritual moral and social and cultural education is ..

taught in every subject

## Cultural development

### DfE

Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences.

They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences.

They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

## Moral development

### DfE

Pupils' moral development involves pupils acquiring an understanding:

- of the difference between right and wrong
- of moral conflict
- a concern for others
- the will to do what is right

They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others.

They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

## Social development

### DfE

Pupils' social development involves pupils acquiring an understanding:

- of the responsibilities and rights of being members of families and communities (local, national and global)
- and an ability to relate to others and to work with others for the common good

They display a sense of belonging and an increasing willingness to participate.

They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

### Ofsted

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels

### Ideas

- Learn how to solve problems which can improve people's living conditions (All)
- Write formal letters to 'important' people (English, History, Geography, PE, Science)
- Learn to work successfully with others in harmony (All)

### Ofsted

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

### Ideas

- Consider how the cultural principles and practice affect outcomes (All)
- Discuss how different cultures influence your local culture (All)
- Recognise similarities and difference between one's self and other pupils (All)
- Research how Britain has affected other countries (All)

### Ofsted

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues

### Ideas

- Consider moral dilemmas from our own and other societies (All)
- Reflect on the need for rules in competitions (PE, Drama, Music, English)
- Develop a respect for truth and also understanding the misuse of data (Maths, Science, English, Geography, History, PE)

## Ofsted - Jan 2012

All schools should be promoting pupils' spiritual, moral, social and cultural (SMSC) development and suitably preparing pupils for life. However, there is no need to present a detailed analysis of the school's promotion of each of the four components of pupils' SMSC development. (edited)

Evidence of pupils' spiritual, moral, social and cultural development can be found, for example, where pupils:

- are reflective about beliefs, values and more profound aspects of human experience, using their imagination and creativity, and developing curiosity in their learning
- develop and apply an understanding of right and wrong in their school life and life outside school
- 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 an appreciation of theatre, music, art and literature
- develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain
- 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

**D&T**  
Produce something to a standard which gives a real sense of achievement

**PSHE**  
Know how to say and to respect 'No' in relationships

**Geography**  
Reflect upon the power of nature

**PE**  
Discuss issues such as racism, logos, sporting heroes

**Drama**  
Perform mystical and fanciful stories

**Art**  
Learn to use art to challenge people's understanding of society

**Science**  
Explore the impact of science on the environment and people's livelihoods

**English**  
Explore the way different genders are portrayed in literature

**Pupil Council**  
Discuss the advantages and disadvantages of different voting systems

**RE**  
Explore the difference between intuition, analysis, revelation and belief

**MfL**  
Develop your own confidence to communicate in another country

**Music**  
Explore how music expresses and generates feelings such as joy and fear

**Maths**  
Investigate moral issues relating to money and wealth

**History**  
Explore issues of human suffering caused by war and man's inhumanity to man

**Award Systems**  
Learn to value and enjoy the achievements of others and themselves

**Social Responsibility (All subjects)** Pupils experience the benefits and nature of altruistic actions  
**Spiritual (All)** Explore and celebrate the unity and diversity of the human response to magnificence and difficulties

# Spiritual, Moral, Social, Cultural Development

Whilst whole school assemblies and acts of collective worship are important in developing understanding of SMSC, SMSC development is a key part of every child's education and as such is the responsibility of every adult in the school. This document is particularly designed to support you as classroom teachers regardless of which subjects you teach. It is the remit of the document to give only a brief overview to help you.

It is worth remembering that the most important factors in teaching good SMSC are:

- Modelling good practice in your relationships, activities and experiences with pupils and other adults
- Politely but firmly challenging unacceptable behaviour in both pupils and adults

Overleaf is a chart showing how the DfE and Ofsted descriptions of SMSC are linked together. On the final page of this document is the evidence that Ofsted may look for, together with some suggestions as to how SMSC can be developed in the classroom.

Whilst recognising the value and complexity of teaching moral, social and cultural aspects of the curriculum, spiritual development is often the hardest aspect to teach and therefore further information is given on this page. Although people often confuse spirituality and religion, they are not one and the same, particularly within the Ofsted/DfE framework which is shown overleaf. As Richard Dawkins says in his book *Unweaving the Rainbow*, we all have an "appetite for wonder". Spirituality fits well into all subjects as well as into RE.

## Spiritual Development

Whilst it is easy to say that the school's strategy is to develop pupils' spirituality, what does this look like in reality? The principle characteristics or qualities of the concept of spirituality are a 'search for meaning or truth', 'experience which affects the core of one's being' and 'developing positive relationships'. Every subject within the curriculum can and should offer spiritually meaningful experiences.

Part of spiritual development is critical reflection of 'inner' feelings and experiences – both one's own and those of other people. Those of 'other people' include the insights of famous people about their spiritual experiences.

One of the many challenges for teachers is how to address sensitive and difficult issues and topics such as illness and death. Also challenging are the big questions of life which involve the 'why' rather than the 'what' and the 'how' e.g. Who am I? Why do I exist? etc. Discussing issues like these are an important aspect of a child's education.

As teachers you should focus on:

- Creating the circumstances in which 'spiritual development' may take place e.g. creating a safe, encouraging and respectful environment where thoughts feelings and insights can be expressed without ridicule
- Understanding and knowing how to reduce the factors that limit a pupil's ability to experience spirituality e.g. fear, narrow mindedness, resistance to change etc.
- Ensuring respect for those who do and do not have religious beliefs
- Knowing what experiences within their subject area are likely to create deep positive emotional responses
- Knowing how to orchestrate those experiences to obtain maximum spiritual benefit; think about what works for you. Frequent triggers are natural beauty, rich descriptions, art, music, dance, sport, yoga, moments of utter peace, conflict, kindness and human togetherness
- Sharing your own understanding of your own experiences e.g. what inspires you; what motivates you; what you find awesome; when emotions like beauty or sorrow touch the core of your being
- Remembering that both children and adults have a right to privacy. People should only share what they are comfortable sharing

It is worthwhile working as a group to examine your schemes of work for rich opportunities to do this. Your pupils deserve the experience.