

# **EFFECTIVE SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT IN YOUR SCHOOL**

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- **promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society**
- **prepares pupils at the school for the opportunities, responsibilities and experiences of later life**

(Section 78 2002 Education act and subsequent acts)

This guidance, from Devon and Torbay SACREs, is designed to support schools in creating and developing effective provision for their pupils' spiritual, moral, social and cultural development. The guidance includes the following sections:

- What are SMSC?
- How is SMSC inspected?
- What are the key messages and issues emerging from the inspection of SMSC?
- Developing SMSC policies and audits
- The characteristics of effective SMSC provision in schools
- The characteristics of pupils who are well developed in their SMSC growth
- Guidance on effective policies and practices in Collective Worship

Reflecting on  
**important**  
questions of  
meaning and  
identity

Exploring the  
relationship  
between  
human beings  
and the  
environment

Thinking about  
special events  
in life and how  
they are  
celebrated

Developing  
children's  
self-esteem  
and self-  
knowledge

## Spiritual Development

Exploring how  
beliefs  
contribute to  
personal  
identity

Thinking about  
the value and  
significance of  
relationships

Developing the  
expression of  
"inner" beliefs  
and feelings  
through art,  
music, dance,  
drama and story

Reflecting on emotions  
and feelings

Exploring the influences on moral decision-making: family, friends, the media, personal beliefs

Exploring beliefs about value of human beings and other living things

Exploring issues of justice and fairness

Exploring the consequences of making moral decisions

## **Moral Development**

Developing a set of principles on which personal attitudes and values can be built

Exploring moral "codes" and values within differing societies and recognising that there can be conflicts between differing sets of values e.g. home and school

Focusing on issues of prejudice and discrimination

Exploring rights and responsibilities

Exploring the importance of good relationships between individuals and groups

Respecting the rights and viewpoints of others

Exploring social issues which are sometimes sensitive and controversial

Developing skills of empathy and communication

## **Social Development**

Exploring the relationship between beliefs/ values and actions

Recognising why things go wrong in relationships and how to put them right

Communicating ideas with greater depth, breadth and balance

Listening to the viewpoints and ideas of others

Exploring and celebrating aspects of local, regional, national and global cultures

Explore aspects of agreement and conflict between differing cultures

Developing a sense of belonging in school, family, local, wider, UK, and global communities

# Cultural Development

Encountering people, customs, music, beliefs, stories, resources from differing faiths and cultures and exploring these through literature, art, music, dance and drama

Combating prejudice and discrimination

Exploring the relationship between beliefs and cultures

Encouraging attitudes of open-mindedness, sensitivity and respect

## **In January 2015 Ofsted published revised guidance on inspection and changes were made to definitions of SMSC.**

An important aspect of the overall effectiveness judgement is a consideration of how well the school contributes to the promotion of the pupils' spiritual, moral, social and cultural development.

- 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 in the report of the school's promotion of each of the four components of pupils' SMSC development.
- Inspectors should consider the climate and ethos of the school and what effect this has on enabling pupils to grow and flourish, become confident individuals, and appreciate their own worth and that of others. In considering how well the school promotes pupils' SMSC, inspectors should take into account the impact of the range of opportunities provided for young people to develop their self-esteem and confidence, which might occur both within the classroom, in terms of: teaching that encourages participation, creativity, reflection and independence; assessment and feedback that values pupils' work and/or effort; and activities that develop teamwork, leadership skills and self-reliance.

The inspection framework highlights four key areas, namely achievement, teaching, behaviour and leadership/management and SMSC is no longer a separate judgement about provision. However, comments on SMSC frequently occur in the section on behaviour and safety and leadership/ management. It is important to note that comments on SMSC are usually about provision not pupil outcomes, but at times they are linked to pupil behaviour. The Ofsted guidance provides a helpful reference point to defining how schools might encourage their pupils to progress in their spiritual, moral, social and cultural development. Schools of course also retain their responsibility to promote community cohesion although this is no longer part of the formal inspection framework. Research indicates that preparing pupils for life in multicultural Britain was a key recurring comment, especially in rural schools. Effective SMSC provision does include giving pupils first hand experiences of encountering faiths and cultures different to that of their school community.

### **Defining spiritual, moral, social and cultural development**

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values

- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

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

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives 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.

**The social development of pupils 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.

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

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

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

#### **Outstanding (1)**

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

#### **Good (2)**

Deliberate and effective action is taken to create a cohesive learning community through the promotion of pupils' spiritual, moral, social and cultural development, and their physical well-being. There is a positive climate for learning.

#### **Requires improvement (3)**

The school requires improvement because one or more of the four key judgements requires improvement (grade 3) and/or there are weaknesses in the overall provision for pupils' spiritual, moral, social and cultural development.

#### **Inadequate (4)**

The school is likely to be inadequate if there are serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development or their physical well-being, so that pupils are intolerant of others and/or reject any of the core values fundamental to life in modern Britain.

### **British Values**

One of the most significant features of the 2015 revision of Ofsted guidance is the prominence of 'British Values' broadly defined as "democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs". Taken with the intention to introduce a 'duty' for schools to identify and counter 'radicalisation' of young people this challenges schools to focus SMSC development in a new way.

### **DfE Guidance issued in November 2014 on promoting Fundamental British Values as part of SMSC in schools**

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
- 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
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values

## **EXAMPLE OF A SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY**

Every school day, in every subject area, at every break time, lunch club activity, spiritual, moral, social and cultural experiences will be occurring. How aware are we of these and what use we make of them will form the basis of our SMSC policy?

### **Spiritual Development**

In defining spirituality in the classroom, Richard Lindley, former Winchester diocesan director of education wrote *“Spirituality can be a real part of the curriculum at all sorts of moments, intended and spontaneous. It will be part of a class gladness at what is happy and satisfactory, or at someone’s caring or heroic action. It will be part of their anger or sadness at things that are wicked or hurtful, or at the inhumanity of life itself. It will be part of their delight in their own creativity and in the exquisiteness of the productions of inspiring music and art. It will be part of the silence before an insects wing seen through a microscope; it will be written in the serenity on the fact of a first time mountain climber who sits alone gazing over the vistas; it may be caught in the ‘wow’ uttered by children as they see sunlight streaming through medieval glass”.*

How do we make the most of these spiritual opportunities?

### **Beliefs**

- The development of personal beliefs, including (for some) religious beliefs
- An appreciation that people have individual and shared beliefs on which they base their lives
- A developing understanding of how beliefs contribute to personal identity.

### **A Sense of Awe, Wonder and Mystery**

- Being inspired by the natural world, mystery and human achievement.

### **Experiencing Feelings of Transcendence**

- Feelings that may give rise to belief in the existence of a divine being or the belief that your inner resources provide the ability to rise above everyday experiences.

### **How do we become aware of these spiritual and moral opportunities?**

- Understand the consequences of actions for self and others
- Develop a set of guidelines to govern their own behaviour
- Establish guidelines to govern their own behaviour
- Recognise that their own values and attitudes may change over time
- Behave consistently in accordance with their own principles

The school also has the following core moral values:

- Telling the truth
- Respecting the rights and property of others
- Self-discipline
- Personal responsibility
- Act considerately and sensitively towards others
- Respecting the environment

The following are totally rejected:

- Bullying
- Cheating
- Deceit
- Cruelty
- Dishonesty
- Irresponsibility
- Any form of discrimination

To develop these spiritual, moral, social and cultural aspects, the school intends to focus on:

- Promoting pupils' self-esteem through valuing their achievements and celebrating what is significant to them
- Developing pupils' hearts and minds through the use of the imagination and engagement with thoughts, feelings and experiences
- Helping pupils explore specific questions of meaning such as 'how did life begin? what is of ultimate value to me?'
- Promoting recognition of pupils' place in and dependence on the environment
- Helping pupils reflect on their place in and contribution to their family, school, community and world
- Creating and maintaining regular times of quiet and stillness with opportunities for silence and reflection
- Illustrating how the new National curriculum and RE can promote spiritual, moral, social and cultural opportunities
- Exploring different cultural traditions in our local, wider community the UK and the world
- Investigating and reflecting upon the common needs of human beings such as food, shelter, nutrition, belonging and a sense of meaning and purpose
- Contributing to one's own cultural tradition

- Learning from other cultures in order to empathise with people from different traditions
- Analysing and critiquing features of cultural traditions in order to identify prejudice, intolerance and discrimination
- Engaging in discussion and learning about and from people of different faiths, beliefs and cultural traditions

## The characteristics of effective SMSC provision in schools

### ***SPIRITUAL, MORAL, SOCIAL and CULTURAL DEVELOPMENT IN THE CURRICULUM***

#### **SPIRITUAL DEVELOPMENT**

A key question to address is: **HOW** can schools promote spiritual development (particularly when some spiritual moments are clearly spontaneous). Some important aspects can be approached through the following:

- regular times of quiet and stillness - opportunities for silence and reflection
- promoting pupils' self-esteem through valuing their achievements and celebrating what is of significance to them
- helping pupils reflect on their place in, and contribution to their family, school, community and world
- promoting recognition of our place in, and dependence on the environment
- developing children's hearts and minds through the use of the imagination and engagement with thoughts, feelings and experiences
- helping pupils explore specific questions of meaning (e.g. how did life begin?) and value (what matters to me is ...)

#### **MORAL DEVELOPMENT**

Moral development can be approached through the following

- Ensuring all pupils are clear about the core values the school seeks to promote
- Considering who and what influences pupils in making moral choices
- Providing pupils with moral dilemmas to investigate, respond to and reflect upon
- Consider the consequences of making moral choices
- Consider the value and purpose of human beings and other living creatures

- Consider human rights and responsibilities

## **SOCIAL DEVELOPMENT**

- Exploring social issues thoughtfully, recognizing differing viewpoints
- Reflecting on the importance of good, positive relationships
- Recognising how and why relationships can go wrong and being willing to help put them right
- Listening effectively to the viewpoints of others
- Supporting school activities linked to giving and caring for others

## **CULTURAL DEVELOPMENT**

- Encountering and learning about/from people, stories, artefacts and other resources from a range of cultures
- Helping pupils understand their place in their family, school, local and wider community, the diversity of the UK and the world
- Developing sensitivity to the beliefs and values of others
- Recognising and addressing “tensions” within and between different cultures
- Challenging prejudice, scapegoating and stereotyping

## ***SOME KEY QUESTIONS FOR ALL CURRICULUM AREAS***

- How are pupils’ inner experiences (feelings and responses) shared in ways which give them value?
- Are there regular opportunities for stillness, reflection and quiet thought and are these valued in the same way as activity and busyness?
- How are pupils given the opportunity to explore the value of people and the planet?
- How do pupils consider specific questions about values and moral dilemmas?
- How does the curriculum recognise and celebrate diversity?
- How can pupils be encouraged not simply to find “the answer” but to enjoy the looking?
- Are the values the school seeks to promote clearly identified, known by pupils and successfully borne out in the reality of school life?

## ***CHARACTERISTICS OF SPIRITUAL DEVELOPMENT IN A PRIMARY SCHOOL***

### **What can the school provide?**

- Quality RE teaching and provision for spiritual growth
- High quality Collective Worship, which promotes opportunities for personal reflection

- Inspiring resources and displays that enhance SMSC provision
- Regular opportunities to work in the outside environment: talk, listen, record and respond to each other
- Heightened use of music, drama, art and ICT to enrich learning.
- Confident children who can openly discuss their feelings and emotions. An established ethos where children can respond to spontaneous and unplanned situations (e.g. tragic events in the world)
- Celebrate! Acknowledge talents within children and adults in school. To share successes with whole community
- School's underpinning morals and values (ethos) are seen in action – throughout all aspects of school life
- Key questioning: throughout the curriculum to provoke deep thinking and ability to develop their own 'key questions'
- High quality planned visits and visitors to enrich learning experiences
- Effective use of school council and clubs
- Planning and evaluation of teaching will encourage reflection of spiritual opportunities.

### **The Spiritually developed secondary school might look like this ...**

A school which celebrates and encourages awe, wonder and mystery through offering opportunities to reflect and engage with the world in which we live and to consider their place within the world – this would manifest itself through:

- High quality collective worship which involves all pupils and gives them an opportunity for reflection
- A PSHE programme which supports the development of pupil's spiritual development and allows them to ask questions and reflect about what it means to be human and supports the development of relationships
- Pupils who are out of lessons at break/lunch-time transition are aware of the needs of others and interact with each other

- Opportunities to show spiritual development by engaging with other cultures/races for example, links with the British Council. Also through giving of their time and talents for example to charitable organisations
- Outside speakers that offer a chance to engage with pupils and reflect
- A spiritually developed school would show spirituality through displays in corridors and classrooms
- Creative/expressive arts engage pupils in the development of spirituality through curriculum opportunities but also extra-curricular opportunities, for example music groups, drama, art and PE
- Philosophy for children (P4C) encourages the development of spirituality through reflection of the stimulus for enquiry and the enquiry itself which helps pupils to think better and to reflect on their own views/needs and the views and needs of others
- There should be an effective use of community action and the sense of community
- The staff-room would also show spirituality through its environment
- Rewards and celebrations
- The role of peer mentors and for example anti-bullying workshops
- The role of student councils and student voice within the school offers a great opportunity for a spiritually dynamic school

### ***THE DEVELOPING PUPIL IN SMSC***

**A pupil developing in their SMSC would be displaying the following characteristics:**

- A developing ability to talk about events, experiences etc, and link them to their own views and beliefs, but recognise that not everyone would share these. E.g. use of 'I believe ....' statements

- Be increasingly respectful and interested in the views and feelings of others and show some understanding / awareness of what others might value
- Actively engage in learning about themselves, others and the world around them showing enjoyment, interest, imagination and creativity and demonstrate a willingness to reflect on their experiences
- An awareness of the difference between right and wrong and apply this understanding to their own lives
- A growing understanding of the consequences of their own actions
- A growing ability to use a developing range of social skills in different contexts to participate and cooperate with others from an increasing variety of backgrounds and use these skills to resolve simple conflicts
- A keenness to participate in and respond to artistic, sporting and cultural activities
- To begin to show understanding and respect for people from different religious, ethnic and socio-economic groups in the local, national and global communities

### **What would it look like?**

- Children would be caring for their peers and recognise examples of unkindness
- Children would talk about some common things with awe and wonder
- Children would begin to demonstrate a sense of empathy and have the ability to act on it
- Children would be actively involved in decisions that may affect themselves, their class or their school – e.g. school council

### **Spiritually developed student at secondary will be in the process of developing...**

- Respect and appreciation of others' views
- Growing awareness of one's own views
- A sense of empathy in responses to those different from me
- Ability to be still and reflect
- Ability to question and challenge, positively
- Compassion and concern for others
- Understanding of the complexity of one's own and others' sense of identity and belonging
- Respect for oneself and one's safety
- Ability to address the Big questions; what matters most and what is ultimately worth doing?
- A relationship to the wider world and our place in it
- Appreciation for the everyday wonders and miracles
- Ability to understand the importance of things beyond one's own interest
- Knack of spotting hypocrisy, one's own and others
- An appreciation of the values common to all faiths and humanistic traditions
- The skills of making and sustaining good relationships
- Being at home with the fullness of being human; the good, bad and sometimes ugly

- Insight into the significant stories, found in all traditions, that contain wisdom for living

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