AT THE HEART OF A SCHOOL

Promoting Spiritual, Moral, Social and Cultural Education

including Fundamental British Values

A Guide and Toolkit

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Introduction

SMSC (Spiritual, Moral, Social and Cultural) education 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 education 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 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 a 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 education 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 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 education; and pointers to the role of an SMSC coordinator.

SMSC Audit
The provision and impact of SMSC education
including Fundamental British Values

1. This audit should be a team effort. It may be a good idea to start with a discussion in a staff meeting and perhaps a smaller group responsible for whole school SMSC. Think of examples, projects or activities where your school contributes to pupils' SMSC education. There will be probably be plenty of examples to celebrate and affirm, though you may also be aware of gaps or weaknesses.

2. The audit itself is divided into the four component areas of SMSC, though of course there is much overlap between these. Each section has four columns. The first outlines the key descriptors from the Ofsted Inspection Framework (intent). The second invites you to annotate examples of the range of opportunities offered (implementation), The third asks you to assess the impact of this provision. The final column allows you to suggest priorities for future development emerging from the audit. The key ones will form part of your school or department improvement plans and built into the planning and review cycle.

3. Remember that SMSC education is a whole school and all-lesson activity. It is not the preserve of RE and PSHE education nor is it limited to tutorial or circle time. You may want to include some staff professional development in this area.

4. Fundamental British Values are included within each section of the audit and linked to guidance produced by Ofsted and the DfE.

Some further points:

5. 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.

6. It may be useful to keep a 'scrapbook' or folder of such examples. It can give a positive indication that you are aware of its importance as well as being 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 personal sense of identity, purpose, beliefs (religious or otherwise) and values.

Provision for the spiritual development of pupils includes developing 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.*

Ofsted Inspection Handbook 2019

Spiritual Development

Intent: key descriptors from the Ofsted Inspection Handbook Suggestions and ideas for evidencing this aspect	Implementation: Range of opportunities offered Examples of present provision and link to any documents or policies	Impact: how this provision makes a difference Examples of ways current activities develop pupils' SMSC education	Priorities: future development for SIP Include, where applicable, timescale and responsibility
a. **Ability to reflect about their own beliefs and perspectives on life** *For example:* • *Comprehensive programme of assemblies providing clear guidance on what is right and wrong* • *Broad and balanced RE curriculum* • *Opportunities to share and respond to personal beliefs in lessons and on other occasions (eg lesson observations)*			
b. **Knowledge of, and respect for, other peoples' feelings, faiths and values** *For example:* • *Use of visits and visitors to broaden horizons* • *Twinning and linking* • *Collective worship – plans and evaluations* • *Schemes of work for RE, PSHE education* • *Development of empathy*			

c. Sense of enjoyment and fascination for learning about themselves, others and the world around them *For example:* • *Lesson observations that show inspiration and enjoyment from pupils* • *Active participation in projects, extra-curricular activities* • *Celebratory events and rewards, displays* • *Involvement in community and wider activities*			
d. Use of imagination and creativity in learning *For example:* • *Lessons that include opportunity to use different media or teaching & learning styles;* • *Encouraging, valuing and responding to pupils' questions;* • *Developing awe and wonder through experiences of the natural world or of wider engagement e.g. forest school*			

e. Willingness to reflect on their own experience *For example:* • *Collective worship – plans and evaluations* • *Use of reflective activities and space in lessons* • *Use of circle time or similar* • *Physical spaces for reflection – inside or outside the building*			

Moral development

Moral development is a growing awareness of right and wrong, and of mutual responsibility for one another.

Provision for the moral development of pupils includes developing 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.*

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Moral Development and Fundamental British Values

Moral Development promotes Fundamental Values. 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

Intent: key descriptors from the Ofsted Inspection Handbook	Implementation: Range of opportunities offered	Impact: how this provision makes a difference	Priorities: future development for SIP
a. **Ability to recognise the difference between right and wrong** *For example:* • *Collective worship/assemblies* • *Anti-bullying policies* • *School rules, rationale & implementation*			
b. **Ability to apply this understanding in their own lives and to recognise legal boundaries** *For example:* • *Curriculum content including coverage of the rule of law and judicial system* • *Links with law and justice agencies; examples of cooperation and resolution* • *Policies on inclusion, restorative justice, home-school contracts etc* • *Partnership with charities/community* • *Instances of personal choices and exemplary behaviour (as appropriate)*			

c. Understand consequences of their own behaviour and actions; *For example:* • *Initiatives that have encouraged pupils to change behaviour and attitudes* • *Schemes of work and lesson observations* • *Behaviour policy and protocols, including restorative practice*			
d. Interest in investigating, and offering reasoned views, about moral & ethical issues. *For example:* • *Evidence from schemes of work and lesson observations – throughout the curriculum, especially RE, PSHE* • *Opportunities to debate and discuss – within and beyond lessons* • *Use of visitors and activities beyond school*			

e. **Understand and appreciate the viewpoints and experiences of others;** *For example:* • *Evidence from schemes of work and lesson observations* • *Encouragement of inclusion and challenging of inappropriate words, actions and attitudes* • *Involvement in specific projects or focus days such as Black History Month or International Day against homophobia and transphobia* • *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 in the common good.

Provision for the social development of pupils includes developing 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 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.*

Ofsted Inspection Handbook, 2019

Social Development and Fundamental British Values

Social Development promotes Fundamental Values. 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

Intent: key descriptors from the Ofsted Inspection Handbook	Implementation: Range of opportunities offered	Impact: how this provision makes a difference	Priorities: future development for SIP
a. **Use a range of social skills in different contexts** *For example:* • *Discussion and teamwork activities in lessons as evidenced in observations and planning* • *PSHE and SEAL lessons – planning and observations*			
b. **Work and socialise with pupils from different religious, ethnic and socio-economic backgrounds** *For example:* • *Twinning and other links with different schools* • *Involvement in specific projects* • *Challenging of inappropriate prejudices by staff and pupils*			

c. Participating in a variety of communities and social settings, through volunteering, cooperating & resolving conflicts *For example:* • *Role and activity of school council* • *Discussion and teamwork activities* • *Role of prefects and monitors* • *Use of conflict resolution procedures*			
d. Demonstrate appreciation of British values: democracy, rule of law, individual liberty, tolerance & respect *For example:* • *Active school council* • *Schemes of work and school policies and practices clearly affirm equality and combat discrimination* • *Partnerships with local agencies such as health and police services, local council* • *Partnership in community campaigns or projects*			

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.

Provision for the cultural development of pupils includes developing 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, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Ofsted Inspection Handbook, 2019

Cultural Development and Fundamental British Values

Cultural Development promotes Fundamental Values. 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

Intent: key descriptors from the Ofsted Inspection Handbook	Implementation: Range of opportunities offered	Impact: how this provision makes a difference	Priorities: future development for SIP
a. Understand and appreciate the wide range of different culture and heritage in modern Britain, valuing what is shared in common *For example:* - *Special weeks or days to celebrate culture or heritage* - *Schemes of work represent a wide range of cultural influences* - *Participation in community, area or national events* - *Representation of community on governing body*			
b. Knowledge of Britain's democratic and parliamentary system *For example:* - *Curriculum coverage* - *Links with local democratic representatives* - *Projects connected with local democracy*			

c. Participate positively in artistic, musical, sporting and cultural opportunities *For example:* • *Visits related to cultural opportunities* • *School projects in the arts – drama, art, music etc* • *Sporting events, including opportunities beyond running and chasing balls.* • *Evidence of policy to maximise access to opportunities for all students*			
d. Explore, understand and respect different faiths, races, classes and cultures *For example:* • *Positive attitude from students to diversity* • *Staff training in diversity and inclusion and evidence of whole school commitment* • *School linking and twinning* • *Examples of contrasting experiences of different cultures – special days and weeks* • *Visits and visitors from faith communities*			

Fundamental British Values Checklist

This checklist is based around four key areas for promoting and embedding Fundamental Values in school. This may be used as a focused exploration of your school's provision but bear in mind that Fundamental Values are an integral part of SMSC education.

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 UK government and Ofsted. 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?

	Strengths	*Action needed*
Policies • 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?		
Pupils' confidence and leadership • 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		

Staff and Governors • 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?

	Strengths	*Action needed*
Curriculum provision • 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?		

Embedding curriculum and practice • 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?		
Equality of access • 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?

	Strengths	*Action needed*
Policies and oversight • 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?		
Awareness and training • 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?		

Embedding and practice

- 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?

	Strengths	*Action needed*
Policies and Training • 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 that others? • Have all staff and governors received training in equality and anti-discrimination? Are policies and procedures in place?		
Staff Practice • 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?		

Different faiths and cultures • 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 education 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, bisexual or transgender 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 education

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 education means;
- Outline the ethos of the school and its commitment to SMSC education;
- 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 education 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 education, 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 intent of SMSC (including the promotion of British values) and its implementation in school;
- Understanding of how promoting SMSC is linked to the four areas of Ofsted inspection, and, in particular, how it may impact on the quality of education;
- 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 education.

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 education 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 education impacts on pupils' wellbeing and achievement, in particular how it supports different groups of pupils, using appropriate evidence;
- Ensuring SMSC education 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 education 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 2019

The following extracts are taken from the School Inspection Handbook. SMSC is seen as part of the overall effectiveness of a school but most specific aspects fall under the heading of Personal Development.

SMSC is considered before making a judgement on overall effectiveness

(166) 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.

All schools are expected to deliver the basic curriculum

(172) All pupils in maintained schools are expected to study the basic curriculum, which includes national curriculum, religious education and age-appropriate relationship and sex education. Academies are expected to offer all pupils a broad curriculum that should be similar in breadth and ambition.

SMSC permeates the whole of school life, but the specific dimensions are largely included within Personal Development

(214) [The Personal Development judgement] focuses on the dimensions of the personal development of pupils that our education system has agreed, either by consensus or statute, are the most significant. These are:

- **developing responsible, respectful and active citizens** who are able to play their part and become actively involved in public life as adults
- developing and deepening pupils' **understanding of the fundamental British values** of democracy, individual liberty, the rule of law and mutual respect and tolerance
- **promoting equality of opportunity** so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- **promoting an inclusive environment** that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation

- **developing pupils' character**, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society

- **developing pupils' confidence, resilience and knowledge** so that they can keep themselves mentally healthy

- **enabling pupils to recognise online and offline risks** to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them

- enabling pupils to **recognise the dangers of inappropriate use of mobile technology** and social media

- developing pupils' understanding of **how to keep physically healthy**, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities

- developing pupils' age-appropriate understanding of healthy relationships through **appropriate relationship and sex education**

- providing an **effective careers programme** in line with the government's statutory guidance on careers advice that offers pupils: unbiased careers advice; experience of work, and contact with employers to encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire.

- **supporting readiness for the next phase of education**, training or employment so that pupils are equipped to make the transition successfully.

Spiritual, moral, social and cultural education is defined in the Personal development section
(these descriptors are included in the audit above).

(215 ff) Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school's activities, but draws together many of the areas covered by the personal development judgement.

Provision for the spiritual development of pupils includes developing 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.

Provision for the moral development of pupils includes developing 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.

Provision for the social development of pupils includes developing 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.

Provision for the cultural development of pupils includes developing 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, respect and

celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Relationships and Sex Education is required by law from 2020

(220 ff) From September 2019, schools are able to follow a new relationships and sex education and health education curriculum. From September 2020, they will be required by law to follow it. Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being. In addition, sex education will become mandatory at secondary level.

If a school is failing to meet its obligations, inspectors will consider this when reaching the personal development judgement.

Sources of evidence specific to personal development

(222) Inspectors will use a range of evidence to evaluate personal development, including:

- the range, quality and take-up of **extra-curricular activities** offered by the school
- how **curriculum subjects** such as citizenship, RE, and other areas such as personal, social, health and economic education, and relationship and sex education, contribute to pupils' personal development
- how well leaders **promote British values** through the curriculum, assemblies, wider opportunities, visits, discussions and literature
- how well leaders **develop pupils' character** through the education that they provide
- where appropriate, the **quality of debate and discussions** that pupils have
- pupils' understanding of the protected characteristics and how **equality and diversity** are promoted
- the quality of **careers information**, education, advice and guidance, and how well it benefits pupils in choosing and deciding on their next steps.

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 education. 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.

Acknowledgements and use of this document

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