

Ofsted advice on SMSC

Date of Audit:

Carried out by

	Schools are likely to be	In place?	Pupils are likely to be developing some or all of the following characteristics:	In place?
Spiritual	<p>giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives</p> <p>where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them</p> <p>encouraging pupils to explore and develop what animates themselves and others</p> <p>encouraging pupils to reflect and learn from reflection</p> <p>giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful</p> <p>developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected</p> <p>accommodating difference and respecting the integrity of individuals</p> <p>promoting teaching styles which:</p>		<p>a set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour</p> <p>an awareness and understanding of their own and others' beliefs</p> <p>a respect for themselves and for others</p> <p>a sense of empathy with others, concern and compassion</p> <p>an increasing ability to reflect and learn from this reflection</p> <p>an ability to show courage and persistence in defence of their aims, values, principles and beliefs</p> <p>a readiness to challenge all that would constrain the human spirit: for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination</p> <p>an appreciation of the intangible – for example, beauty, truth, love, goodness, order – as well as for mystery,</p>	

	<p><i>value pupils' questions and give them space for their own thoughts, ideas and concerns</i></p> <p><i>enable pupils to make connections between aspects of their learning</i></p> <p><i>encourage pupils to relate their learning to a wider frame of reference – for example, asking 'why?', 'how?' and 'where?' as well as 'what?'</i></p> <p>monitoring, in simple, pragmatic ways, the success of what is provided.</p>		<p>paradox and ambiguity</p> <p>a respect for insight as well as for knowledge and reason</p> <p>an expressive and/or creative impulse</p> <p>an ability to think in terms of the 'whole' – for example, concepts such as harmony, interdependence, scale, perspective</p> <p>an understanding of feelings and emotions, and their likely impact.</p>	
Moral	<p>providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school</p> <p>promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria</p> <p>giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong</p> <p>developing an open and safe learning environment in which pupils can express their views and practise moral decision-making</p> <p>rewarding expressions of moral insights and good behaviour</p> <p>making an issue of breaches of agreed moral codes where they arise – for example, in the press, on television and the internet as well as in</p>		<p>an ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures</p> <p>a confidence to act consistently in accordance with their own principles</p> <p>an ability to think through the consequences of their own and others' actions</p> <p>a willingness to express their views on ethical issues and personal values</p> <p>an ability to make responsible and reasoned judgements on moral dilemmas</p> <p>a commitment to personal values in areas which are considered right by some and wrong by others</p> <p>a considerate style of life</p> <p>a respect for others' needs, interests and feelings, as well as their own</p> <p>a desire to explore their own and others' views</p> <p>an understanding of the need to review and reassess their values, codes and principles in the light of</p>	

	<p>school</p> <p>modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for people, pupils’ welfare, respect for minority interests, resolution of conflict, keeping promises and contracts</p> <p>recognising and respecting the codes and morals of the different cultures represented in the school and wider community</p> <p>encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour</p> <p>providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship</p> <p>reinforcing the school’s values through images, posters, classroom displays, screensavers, exhibitions</p> <p>monitoring, in simple, pragmatic ways, the success of what is provided.</p>		<p>experience.</p>	
<p>Social</p>	<p>identifying key values and principles on which school and community life is based</p> <p>fostering a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish</p>		<p>adjust to a range of social contexts by appropriate and sensitive behaviour</p> <p>relate well to other people’s social skills and personal qualities</p> <p>work, successfully, as a member of a group or team</p> <p>challenge, when necessary and in appropriate ways, the</p>	

<p>encouraging pupils to work co-operatively</p> <p>encouraging pupils to recognise and respect social differences and similarities</p> <p>providing positive corporate experiences – for example, through assemblies, team activities, residential experiences, school productions</p> <p>helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self-respect</p> <p>helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community</p> <p>helping pupils resolve tensions between their own aspirations and those of the group or wider society</p> <p>providing a conceptual and linguistic framework within which to understand and debate social issues</p> <p>providing opportunities for engaging in the democratic process and participating in community life</p> <p>providing opportunities for pupils to exercise leadership and responsibility</p> <p>providing positive and effective links with the world of work and the wider community</p> <p>monitoring, in simple, pragmatic ways, the success of what is provided.</p>	<p>values of a group or wider community</p> <p>share views and opinions with others, and work towards consensus</p> <p>resolve conflicts and counter forces which militate against inclusion and unity</p> <p>reflect on their own contribution to society and to the world of work</p> <p>show respect for people, living things, property and the environment</p> <p>benefit from advice offered by those in authority or counselling roles</p> <p>exercise responsibility</p> <p>appreciate the rights and responsibilities of individuals within the wider social setting</p> <p>understand how societies function and are organised in structures such as the family, the school and local and wider communities</p> <p>participate in activities relevant to the community</p> <p>understand the notion of interdependence in an increasingly complex society.</p>	
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<p>Cultural</p>	<p>providing opportunities for pupils to explore their own cultural assumptions and values</p> <p>presenting authentic accounts of the attitudes, values and traditions of diverse cultures</p> <p>addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality</p> <p>extending pupils' knowledge and use of cultural imagery and language</p> <p>recognising and nurturing particular gifts and talents</p> <p>providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance</p> <p>developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges</p> <p>reinforcing the school's cultural values through displays, posters, exhibitions, etc</p> <p>auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum</p> <p>monitoring, in simple, pragmatic ways, the</p>		<p>an ability to recognise and understand their own cultural assumptions and values</p> <p>an understanding of the influences which have shaped their own cultural heritage</p> <p>an understanding of the dynamic, evolutionary nature of cultures</p> <p>an ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality</p> <p>an openness to new ideas and a willingness to modify cultural values in the light of experience</p> <p>an ability to use language and understand images/icons – for example, in music, art, literature – which have significance and meaning in a culture</p> <p>a willingness to participate in, and respond to, artistic and cultural enterprises</p> <p>a sense of personal enrichment through encounter with cultural media and traditions from a range of cultures</p> <p>a regard for the heights of human achievement in all cultures and societies</p> <p>an appreciation of the diversity and interdependence of cultures.</p>	
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