

SERVICES FOR SCHOOLS

The Hampshire school self-evaluation tool for the promotion of SMSC development

May 2015

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Introduction

The purpose of this document is to:

- bring schools up to date with the current situation as it affects the issue of the provision for spiritual, moral, social and cultural development (SMSC)
- help schools to self-evaluate where they are with SMSC
- offer some suggestions for ways forward.

Spiritual, moral, social and cultural development

All schools should be promoting pupils' SMSC development and suitably preparing pupils for life.

The whole-school community 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 ensuring the school promotes pupils' SMSC development, headteachers and governors should take into account the impact of the range of opportunities they provide for young people to develop their self-esteem and confidence. These 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 Ofsted *Framework*, January 2015

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.

The new Ofsted *Framework* has important implications for SMSC. These are set out below.

- The inclusion of a more explicit rationale for the school inspection places an emphasis on the promotion of SMSC development. SMSC development is expected to be evidenced in all four elements of the new *Framework*:
 - quality of leadership and management
 - quality of teaching
 - behaviour and safety
 - achievement of pupils
 - effectiveness judgement.

- There is recognition of a broad set of common values and purposes which underpin the school curriculum and the work of schools. These include valuing ourselves, our families and other relationships, the wider groups to which we belong, the diversity in our society and the environment in which we live. There is also a commitment to the virtues of truth, justice, honesty and a sense of duty.
- The school curriculum should be designed to promote children's and young people's spiritual, moral, social and cultural development and prepare all children and young people for the opportunities, responsibilities and experiences of life in modern Britain and beyond. This includes the knowledge, understanding and appreciation of their own beliefs, religious or otherwise.
- Inspectors see a range of curricula across schools. Schools may develop their own curriculum to respond to the particular needs of their pupils and ensure that they all achieve their potential. Inspectors should verify that good teaching within a broad and balanced curriculum, accompanied by effective spiritual, moral, social and cultural development, is helping to prepare children and young people for life in modern Britain.
- The statutory requirement from 1 September 2014 is for maintained schools to teach the relevant National Curriculum programmes of study by the end of the key stage. (Academies and free schools do not have to teach the National Curriculum.) Schools can teach the elements in the programmes of study in any order, even where they are written for separate year groups.
- Inspectors should consider how well leadership and management ensure that the curriculum actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, so that pupils:
 - are reflective about beliefs, values and more profound aspects of human experience, enabling them to develop curiosity in their learning, and as thoughtful, responsible individuals
 - 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, including volunteering
 - 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 .

It is important to note that Ofsted, from September 2015, is changing to have four judgements:

- effectiveness of leadership and management
- quality of teaching, learning and assessment
- personal development, behaviour and welfare

- outcomes for children and learners.

The school will be judged on how well it promotes all the children's and young people's spiritual, moral, social and cultural development

It is important to note that: *“maintained schools have obligations under Section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. This guidance relates specifically to the requirements to actively promote fundamental British values in schools and explains how this can be met through the general requirement in the 2002 Act.”¹*

Ofsted will be expecting all subjects and areas of school life to contribute to SMSC development.

The school's curriculum will contribute by providing highly positive and memorable experiences to promote children's and young people's SMSC development. A significant contribution is also made by school ethos, effective relationships throughout the school, collective worship and other activities, within and beyond the curriculum. To this end, a whole-school approach is advocated and a whole-school approach wheel has been included (see Appendix 1) to support planning in school. Schools may find pulling together a team will benefit the process.

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, enabling them to develop curiosity in their learning, and as thoughtful, responsible individuals
- 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, including volunteering
- 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. Inspectors see a range of curricula across schools. Schools may develop their own curriculum to respond to the particular needs of their

¹ *Promoting fundamental British values as part of SMSC in schools: departmental advice for maintained schools, November 2014*

pupils and ensure that they all achieve their potential. Inspectors should verify that good teaching within a broad and balanced curriculum, accompanied by effective spiritual, moral, social and cultural development, is helping to prepare children and young people for life in modern Britain, includes a balanced approach to the pupils' RE that is broadly Christian but, where required, takes account of the teaching and practices of the other principal religions represented in Britain (see paragraphs 14-18)

Schools should include a rounded programme of assemblies that help to promote pupils' spiritual, moral, social and cultural development, providing clear guidance on what is right and what is wrong.

When considering how well the school promotes pupils' SMSC, inspectors should take into account the impact of the range of opportunities provided for them to develop their self-esteem and confidence.

“Overall effectiveness – to be outstanding – the school’s thoughtful and wide-ranging promotion of pupils’ spiritual, moral, social and cultural development and their physical wellbeing enables them to thrive in a supportive, highly cohesive learning community.”

Ofsted Framework, September 2014

For the quality of leadership and management to be *outstanding* the school's curriculum should promote and sustain a thirst for knowledge and understanding and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical wellbeing, and their spiritual, moral, social and cultural development.

The evidence collected for the judgement around behaviour and safety also contributes to inspectors' evaluation of the school's promotion of spiritual, moral, social and cultural development.

Evidencing SMSC development

When you come to audit the provision of SMSC opportunities within your school you may find that there are both strengths and weaknesses with aspects of the SMSC provision, eg you may find that cultural and spiritual development is less well developed than the social development. An audit of the provision can give a focus for improvement.

Examples of how to evidence your commitment to promoting SMSC development should include:

- your website
- community newsletter
- curriculum maps
- corridor and classroom displays
- plasma screen
- evidence/cuttings folder in the foyer.

Spiritual development

Spiritual development involves the development of insights, principles, beliefs, attitudes and values which guide and motivate us. For some children and young people these will have a significant religious basis and creating opportunities for reflection may support the development of wider understandings. For all children and young people a developing recognition that their insights, principles, beliefs, attitudes and values are regarded and can influence, inspire and guide them in life will be important.

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
- 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.

It is recognised that denominational schools may have their own definitions of spiritual development which will take further the working definition.

Moral

It can be seen that there are some shared moral values across and beyond faiths. In a plural democracy, such as the UK, there will always be debate about moral values and their relativity or universality. Schools, teachers, children and young people and parents/carers will differ as well as agree on some values, but they generally help children and young people understand the reasons for this.

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.

Social

The quality of our relationships defines the kind of people we are and, ultimately, the kind of world we live in. Our capacity to participate effectively in social life is crucial to our wellbeing and that of the communities we belong to. These communities are defined not only by the spaces we live in but also by the prevailing ideals and values, and by the codes and structures for living together.

We should promote the *rights, respect and responsibility* curriculum to enable children and young people to understand their rights, take responsibility, show respect, and be prepared to take the initiative in order to develop their understanding of living in a community.

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, co-operating 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.

Cultural

It is commonly understood that cultural development seeks to enable young people to:

- recognise, explore and understand their own cultural assumptions and values
- embrace and understand cultural diversity by bringing them into contact with the attitudes, values and traditions of other cultures
- develop a historical consciousness by relating contemporary values to the processes and events that have shaped them
- appreciate the evolutionary nature of culture and the processes and potential for change.

Schools that are embedding the United Nations Convention on the Rights of the Child (UNCRC), Philosophy for Children (P4C), Healthy Schools, pupil voice and participation in the ethos of the school are in a strong position to meet these requirements. All children have a right to learn about their own cultural heritage. This helps them to form a coherent identity and formulate a language with which to receive, reflect and communicate the shared values of the culture. For some young people there will be conflict between the culture of the school and their community. We need to support them in embracing their own and valuing others' customs, icons and images, artefacts, music, painting, sculpture, dance and technology, as well as verbal and literary forms. Schools should be able to show evidence of how they promote the cultural traditions of the school, its local community, the ethnic and cultural diversity of British society and recognise the impact of globalisation.

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.

The self-evaluation tool for SMSC provision

Rationale and the self-evaluation tool matrix have been designed to help headteachers, co-ordinators and SMSC teams identify where they believe their school is in terms of practice with regard to SMSC provision and to develop their capacity to promote SMSC development which is formally a much more significant part of the overall judgement of the school in the new Ofsted *Framework*. This tool supports self-evaluation of SMSC provision in respect of the evidence provided by each of the four areas of:

- quality of leadership and management
- quality of teaching
- behaviour and achievement
- parental and community involvement.

Expressed in terms of four stages outlined in the rationale:

- focusing
- developing
- established
- and advanced practice

a school's progress can be revisited regularly over time.

Action and self-evaluation tool planning/ monitoring

For each of the four areas and four stages of development, actions have been written to help school leaders and co-ordinators take the next steps in prioritising and carrying the SMSC agenda forward in their school. For example, a school may wish to make the quality of teaching a priority, and of course, any school that is only at the focusing stage would necessarily need to make leadership a priority. The tables in this section provide space to plan and monitor your actions.

Headteachers and leadership teams can use the tool to evaluate implementation and progress through individual completion of the matrix and then comparison as a group in order to agree on the stage of development that the school is in and to agree the next steps. It can be used by subject departments or by the whole school staff, not only for raising awareness, but also in reaching agreement over what needs to be done and identifying who will do it. However it is used, it will need revisiting to enable progress to be monitored and further actions to be identified.

The matrix may prove useful to teachers, consultants, advisers and inspectors in evaluating schools' progress in the promotion of SMSC development. It can also be used to identify areas of need for the continuing professional development of subject leaders and co-ordinators of SMSC provision, senior staff and teachers. The self-evaluation matrix tool can be adapted to raise similar issues for each of the key areas in respect of citizenship, personal, social and health education (PSHE) and religious education (RE), although there are individual self-evaluation tools for each of these important areas of the curriculum. It is also recognised that progress in many of the key areas for SMSC education can make a major contribution to the achievement of the Hampshire Healthy School Review by a school.

Rationale

The purpose of the self-evaluation tool is to help schools assess where they are up to in the development of their capacity to promote SMSC development and to identify where they need to go next. You may find the picture of SMSC development in your own school entirely reflects one of these stages. However, key areas may be at different stages in the school. Once you have identified for each key area which of the stages you best fit, use the *Action* section to help focus your SMSC development and plan the next steps.

Stage 1 – focusing

Schools are at an early stage of SMSC development. They may be unclear of Ofsted, local (eg agreed syllabus for RE) and/or National Curriculum requirements, having failed to understand the scale and ambition of National Curriculum SMSC requirements. Curriculum provision for SMSC development is not planned in a way to ensure it is being addressed. They may be complacent, believing that it is sufficient to have an ethos that promotes SMSC education in the broadest sense. Issues might include:

- no identified SMSC co-ordinator
- low status of SMSC provision with the senior management team (SMT) and governors
- no community involvement
- no participation of children and young people
- no parental engagement.

The objective at this stage is to focus on what needs to be done to implement SMSC education, who needs to do it and strategies for doing it. Key targets might include:

- improving leadership at all levels
- developing a strategic plan for SMSC provision
- fostering an ethos of shared development and decision-making
- recognising difficulties and seeking solutions to them
- improving co-ordination and action planning
- raising expectations for pupil achievement
- developing staff expertise.

Stage 2 – developing

Schools at this stage will be moving SMSC provision forward. Issues may still remain, but there is a greater shared vision and understanding of the potential of SMSC provision to raise standards. An audit was taken to identify any existing strengths and to establish what needed to be introduced, and work has begun to provide a core programme. There is interest from some other subject leaders in delivering aspects of SMSC development. A policy is being discussed. Staff expertise is developing through training and support. There is an interest in SMSC development amongst SMT and governors. Issues might include:

- an over-reliance on published resources
- a lack of subject-specific knowledge
- a need to improve teachers' understanding of the initiative and skills to deliver it
- uncertainty about how to enable children's and young people's participation or parental engagement.

At this stage maintaining momentum is an imperative. Key targets might include:

- focusing attention on the gaps in curriculum provision
- targeting specific areas for additional training and support
- bringing subject leaders together to strengthen planning across the school
- agreeing the assessment policy and planning for implementation
- agreeing strategies for children's and young people's participation and parental involvement
- keeping all members of staff, the Senior Management Team (SMT) and governors well briefed on progress.

Stage 3 – established

Schools in this stage will have effective leadership and management structures at all levels. A coherent and planned programme of SMSC provision is developing with some separate teaching time. Some units for SMSC development are provided as part of the school's citizenship, PSHE and RE programmes. A policy for SMSC provision is included in the development plan and a process to record achievement is in place. They will be using monitoring and evaluation techniques to identify areas for development and include all of the staff in these processes.

They will have developed effective strategies for children's and young people's participation, parental engagement and community links. Subject knowledge will be good, with staff training needs identified to further develop confidence in a broad range of active teaching and learning approaches.

Objectives at this stage are concerned with establishing effective strategies and mechanisms to sustain and further develop the strategy. Key targets might include:

- making links with parents, governors and other members of the community
- using information and communication technology (ICT) to improve teaching and learning
- identifying specific elements for development rather than general themes
- reviewing practice in light of data to find out what works best
- ensuring that core and other subject provision is sufficiently well planned to underpin children's and young people's understanding in SMSC education
- developing the depth of children's and young people's knowledge and understanding, enquiry, reflection and communication, and participation and responsible action.

Stage 4 – advanced

Schools at this stage will have very effective SMSC provision. Staff will have a shared vision and understanding, but will be flexible in how to alter it to meet the needs of children and young people. The reflected views of children and young people in the school will be systematically taken into account.

The SMSC curriculum and activities beyond the classroom are discussed regularly at subject leaders' meetings and provision has been adjusted to ensure it fully complies with Ofsted, local and National Curriculum expectations.

A pupil/student-led process for recording achievement has been developed where children and young people are involved in recording/reflecting on their experiences.

Knowledge of aspects of SMSC provision will be good, but there are also good support systems for new staff. There is a strong focus on quality SMSC experiences. New technologies will be a key factor in further developments. Staff will be confident to let children and young people have some say in setting the agenda and try out new ideas and strategies. Enquiry pedagogy will be well embedded into teaching.

Objectives at this stage are concerned with innovation and new strategies to sustain the momentum and achievements from the previous stage, and keep staff involved in developing themselves and standards across the school. Key targets might include:

- increasing the strength of the linkage between all subjects and SMSC development
- using research, the internet and other external sources to maintain momentum
- developing the use of ICT to support teaching
- sharing best practice with other schools
- using detailed analysis of various types of data, including pupil/student and parental voice to identify specific weaknesses.

SMSC self-evaluation tool matrix

1A Leadership and management

Key area no	Key area	Focusing	Developing
1A i	The school vision for SMSC.	There is no collective or written agreement or understanding about SMSC.	There is a draft statement which identifies the potential for a whole-school approach to SMSC. Subject leaders for citizenship, PSHE and RE collaborate to support this.
1A ii	Leadership by headteacher.	The headteacher has only a limited understanding of SMSC. Support from SMT and governors is limited.	The headteacher understands the importance and value of SMSC and its potential impact on the school. Headteacher has the support of the governors and is engaging with pupils/students and parents/carers and key subject leaders.
1A iii	SMSC development planning and training.	There is no detailed plan or training for SMSC.	There is an up-to-date plan for SMSC with achievable targets. Funding has been allocated. Citizenship, PSHE and RE subject leaders have particularly been involved in training.
1A iv	SMSC policy statement.	There is no policy statement.	There is an up-to-date policy statement which reflects the school's work on SMSC.
1A v	Co-ordination of SMSC.	Interested teachers in citizenship education, RE and PSHE plan occasional activities in their subjects There is no SMSC team in place.	The SMSC co-ordinator or team has received some training, has developed a core of provision, and is supporting the individual teachers in citizenship education, RE and PSHE. Other departments which have shown an interest.
1A vi	Key decision-making.	The head or SMSC team responds to initiatives.	The SMSC team discusses SMSC with school leaders.
1A vii	SMSC within and beyond the curriculum.	SMSC is rarely identified.	There is a tangible core programme, especially within citizenship education, RE and PSHE. This is supplemented by activities in the broader curriculum.

Established	Advanced
<p>There is a well written vision statement which articulates clearly a whole-school approach to SMSC shared by all stakeholders. It is included in the school prospectus. Subject leaders for citizenship, PSHE and RE work together with the leadership team to envision how SMSC can be seen in subject contexts. SMSC is included in the school prospectus.</p>	<p>There is an innovative vision statement for SMSC reflected in the school's aims. It recognises the potential impact of SMSC on children and young people, parents/carers, staff and the community. All subject leaders know how their subject can contribute to SMSC.</p>
<p>The headteacher has a thorough understanding of SMSC and the need to involve all stakeholders in the community. Governors are actively involved in SMSC events. Pupils/students' and parental views are being taken into account. Subject leaders for citizenship, PSHE and RE work with the headteacher on developing SMSC exemplification.</p>	<p>The headteacher is pro-active in supporting the leadership group, involving all stakeholders, and having high expectations for the impact of SMSC.</p>
<p>A whole-school strategic plan for SMSC is being developed. Key subject staff from citizenship, PSHE and RE have been involved in developing the school strategic plan for SMSC and planning training for other staff.</p>	<p>There is a detailed SMSC plan which shows short and long-term targets, costings and commitment to develop SMSC across the whole school and curriculum involving all school staff.</p>
<p>There is a detailed policy statement which reflects the school's work, matched to the strategic plan.</p>	<p>There is a coherent policy statement reflected in current work, matched to the development plan and the school's aims. It is reviewed and updated regularly.</p>
<p>There is an experienced and skilled SMSC team/co-ordinator with a high level of knowledge and understanding which leads a whole-school approach. Subject leaders in citizenship education, RE and PSHE work with the SMSC team/co-ordinator.</p>	<p>The SMSC team is highly skilled and trained, able to motivate staff, involve the community and champion SMSC across the school. Specific activities in subjects like citizenship education are planned and are a central part of the school curriculum.</p>
<p>An SMSC development group includes a member of the senior management team, subject leaders from key subjects and interested teachers, other staff and governors.</p>	<p>There is a pro-active and inclusive leadership group for SMSC which includes pupil representatives meeting regularly and driving SMSC forward.</p>
<p>There is comprehensive identification of SMSC across the curriculum and a progressive plan. Key subjects like citizenship education, RE and PSHE provide core activities.</p>	<p>There are well-developed opportunities for SMSC across the curriculum which are complemented by activities beyond the classroom. This is reviewed annually by subject leaders and the SMSC co-ordinator/team. New targets and thinking is taken forward.</p>

1B Leadership and management: Staff development

Key area no	Key area	Focusing	Developing
1B i	Audit of staff skills and expertise.	No structured audit has taken place. No one knows how aspects of SMSC could be promoted.	An audit has taken place which has identified gaps in provision and areas for whole-school development.
1B ii	Knowledge and understanding of SMSC.	In many lessons the quality of teaching is affected by the teachers' insecure understanding of what constitutes SMSC development. Leadership in citizenship education, RE and PSHE is poor or negated by other factors. Some unco-ordinated training has taken place.	Many teachers have some subject knowledge, especially citizenship education, RE and PSHE teachers. Training is available for teachers to improve their subject knowledge. An SMSC co-ordinator has been appointed.
1B iii	Continuing professional development (CPD).	Individuals identify their own learning needs and CPD opportunities. CPD for SMSC is unco-ordinated.	The school makes use of local authority and other providers, including subject associations for citizenship education, RE and PSHE. External courses for staff are identified.

Established	Advanced
<p>An audit of skills has taken place and teachers with particular strengths are able to share their expertise in relation to the particular areas of SMSC.</p>	<p>Audits are used on a regular basis to identify individual and whole-school development needs and to ensure that pupils' entitlement is met and staff needing extra support are given assistance.</p>
<p>Most teachers have good SMSC knowledge and use it effectively in their teaching. Training is provided to meet teacher needs. Specialist teachers in citizenship education, RE and PSHE lead teaching of SMSC.</p>	<p>All teachers are committed to teaching aspects of SMSC. There is training for staff in all subjects to show how they can constructively support SMSC. Subject leaders for citizenship education, RE and PSHE are strong role models for SMSC teaching in the school and in neighbouring schools across all phases.</p>
<p>Training for SMSC is an integral feature of the school improvement plan and strategic plan for SMSC. All teachers who lead aspects of SMSC identify their needs and plan training appropriately. There is induction for all new staff. The school has joined the subject associations for citizenship education, RE and PSHE to ensure that it can access professional and up-to-date support for SMSC.</p>	<p>All staff have access to SMSC training through a school supported continuing professional development plan linked to performance management. There is induction for all new staff and the school provides professional development in SMSC for neighbouring schools.</p>

2A Teaching and learning

Key area no	Key area	Focusing	Developing
2A i	Teaching – pedagogy and activities.	Teachers are uncertain of the purpose of SMSC in lesson planning and teaching and learning. They employ a narrow range of styles.	Lessons have good SMSC features, but teachers have insufficiently high expectations of the range and depth of work expected.
2A ii	Lesson/beyond the classroom opportunity planning.	Lesson/session plans do not identify opportunities or objectives for promoting SMSC development.	Some lesson plans identify opportunities for promoting SMSC development with support from relevant subject associations.
2A iii	Topical, sensitive and controversial issues (TSCI).	SMSC teachers lack confidence and competence at handling TSCI.	Some SMSC teachers are aware of the topical, sensitive and controversial nature of some issues and are able to respond appropriately.
2A iv	Recognising, recording and reflecting on opportunities for SMSC development.	Teachers provide some opportunities for children and young people to recognise aspects of SMSC opportunities.	There are some opportunities to reflect on SMSC opportunities.
2A v	Assessment and reporting.	Teachers assess children's and young people's work and progress in an arbitrary way. There is no overall policy.	Assessment is mainly through comprehension exercises and tests. Citizenship education, RE and PSHE provide opportunities for assessing student performance and achievement but there is no mechanism for drawing on these assessments to assess progress over time.

Established	Advanced
<p>Teachers have good understanding of how to promote SMSC development and so use a wide range of teaching approaches. Key subjects like citizenship and RE model new teaching approaches.</p>	<p>Innovative teaching and learning approaches are matched to the promotion of SMSC development, acknowledge preferred learning styles and encourage participation by all children and young people.</p>
<p>Most lesson plans identify a small number of key SMSC learning objectives or opportunities for promoting SMSC development. Teachers have been developing new resources which support the learning objectives. Opportunities for children and young people to reflect are built in.</p>	<p>All lesson plans are clear with tightly focused SMSC objectives for learning outcomes or identify opportunities for promoting SMSC development. Teachers have developed new and exciting resources to meet objectives. Subject leaders for citizenship education, RE and PSHE develop new approaches to lesson planning that is shared with neighbouring schools. Opportunities for children and young people to reflect on their SMSC experiences are built in.</p>
<p>All SMSC teachers have received training in handling TSCI. Such issues are planned for in the curriculum, especially in citizenship education, RE and PSHE.</p>	<p>TSCI are at the core of SMSC development, and staff encourage children and young people to explore and enquire into the issues and reflect on a balance of responses.</p>
<p>There is a whole-school approach to recording SMSC opportunities and time given to reflection.</p>	<p>Children and young people are given many opportunities to identify and celebrate activities in connection with SMSC experiences. They are encouraged to reflect on these.</p>
<p>There is a whole-school approach to assessing and recording progress in SMSC used by all teachers. Assessing SMSC is planned for by subject leaders. Pupils in citizenship education, RE and PSHE are assessed for progress in specific SMSC work.</p>	<p>Students and staff are involved in the SMSC assessment process. The school identifies and celebrates achievement. Parents are aware of the importance attached to SMSC in annual reports.</p>

2B Teaching and learning: Resources and their management

Key area no	Key area	Focusing	Developing
2B i	Resources which promote and support SMSC development.	There are a few SMSC resources and what is available is out of date.	Funding is available and there are sufficient resources to support minimum standards and entitlement but these are often dated and reflect national rather than local aspects.
2B ii	Selection of resources.	There are no criteria for the selection of SMSC resources.	Resources are randomly selected to enable individual subjects to promote SMSC development.
2B iii	Deployment and equality of access of resources across the curriculum.	There is no clear deployment. For example, resources might be dependent upon limited knowledge of teachers.	There is a nucleus of appropriate resources augmented by material in a range of subjects and the school library. Key subjects ensure that they develop a library of resources for SMSC.
2B iv	Use of SMSC resources.	There is an over-reliance on a limited range of photocopied resources.	Resources are used to support the teaching of SMSC in key subjects but the SMSC element is not made explicit.

Established	Advanced
<p>There is a wide range of resources available to teachers and children and young people. Use is made of ICT effectively to access resources. Citizenship education, RE and PSHE subject leaders ensure the school has joined relevant subject associations to enable access to quality resources.</p>	<p>There is a wide range of quality resources including web-based materials. These resources reflect local and national and international aspects. Resources are matched to needs and challenge/support inclusion, race and diversity. The school sees the local community as a major resource for SMSC teaching.</p>
<p>There are clear criteria for the selection of resources to support teaching which promotes SMSC development throughout the school based on advice from subject associations and local authority advisory staff. Resources are regularly revised and updated.</p>	<p>Resources are selected to support a wide range of teaching which promotes SMSC development and reflects diversity and inclusion. There is a planned programme for the replacement and purchase of resources. Community partners and non-governmental organisations are consulted on the selection of new and innovative resources.</p>
<p>All teachers have access to a wide range of resources, including good use of ICT. All children and young people have access to resources to support their SMSC development.</p>	<p>All children and young people have opportunities to use their community as a resource, including off-site activities, local and national visitors and access to a wide range of web-based resources, appropriate to their curriculum and their needs.</p>
<p>Resources are matched to the contents of the lesson and the preferred teaching and learning approach used. Subject leaders for citizenship education, RE and PSHE deploy resources wisely and to strengthen the quality of SMSC teaching and learning.</p>	<p>Children and young people regularly review and assess the value of the resources that they and their teachers use. Key subject leaders rotate and share the use of resources and collaborate to develop new uses within and beyond the school.</p>

3 Behaviour and achievement: Monitoring and evaluation

Key area no	Key area	Focusing	Developing
3 i	Monitoring and evaluating the impact of the promotion of SMSC.	There is no formal monitoring process.	The team is monitoring the planning of SMSC provision across the school.
3 ii	The impact of SMSC on achievement.	Most children and young people achieve below the level expected by the end of each key stage. Few students comprehend SMSC.	Most children and young people know what SMSC is and achieve around the level expected, but no account is taken of activities children and young people may be involved in beyond school.
3 iii	The impact of SMSC on behaviour.	Most children and young people's behaviour is unaffected by SMSC provision. They are often unengaged.	Some children and young people's behaviour is around the level expected. They remain unengaged.
3 iv	Collective review as a consequence of 3 i.	There is no collective discussion or review of SMSC provision. Governors and senior leadership do not value SMSC beyond token acknowledgement.	Individuals/subject leaders monitor SMSC within the curriculum and beyond but this is rarely discussed in a wider forum. SMSC team reports to leadership team.

Established	Advanced
<p>There is regular and planned monitoring of SMSC provision across all subjects, including lesson observation, scrutiny of work, planning and the wider school experience. Subject leaders of citizenship education, RE and PSHE contribute significantly to this.</p>	<p>Within the school, SMSC is valued and promoted. Staff regularly observe each other. Children and young people are involved in the monitoring and evaluation process, identifying issues for development. Reports are made to governors and parents.</p>
<p>Children and young people have good achievement in SMSC in and beyond school. This is recognised and celebrated by the school. Credit is given for active participation in school and community life. GCSE courses in citizenship studies and RE allow SMSC provision to impact on achievement at Key Stage 4.</p>	<p>Children and young people recognise SMSC and relate it to their achievement and progress and the well-being of the school as a community. As a consequence of advanced provision for SMSC development, children and young people recognise very good achievement. All children and young people have their varied achievements recognised and certified. Children regularly self-identify themselves for innovative activities.</p>
<p>Most children and young people respond positively to SMSC provision and behave well.</p>	<p>All children and young people respond positively and behave well.</p>
<p>SMSC provision is regularly discussed at staff meetings and issues are identified for future development. SMSC provision is reviewed annually by all key staff action plans are produced and inform school self-evaluation.</p>	<p>SMSC provision is discussed by children and young people and staff at school council meetings and governing body meetings with pupil representation. The review involves parents/carers and members of the community and action plans are shared with all stakeholders.</p>

4 Engaging with parents/carers and the community

Key area no	Key area	Focusing	Developing
4 i	Parental involvement in the promotion of SMSC.	Parents/carers and others used as visitors on an ad hoc, individual basis. No policy or guidance in place.	School plans for the involvement of parents/carers and community members are in line with school policy, however, the parents/carers involved are not representative of the whole school community.
4 ii	Non-governmental organisations (NGOs) and agencies.	No use is made of other providers.	The school makes some use of local and national agencies as a resource. For example, citizenship education, RE and PSHE teachers use NGO resources.
4 iii	Website.	The school has not considered referencing SMSC on the school website.	The school has a website which includes references to SMSC page. Other digital opportunities are being considered.
4 iv	Keeping parents/carers and local community informed.	Parents/carers and community are generally unaware of the school's approach to SMSC.	SMSC is addressed at the annual governors' and parents'/carers' AGM and in school newsletters to the community.

Established	Advanced
<p>Parents/carers and community members are representative of the whole school community are used to support the SMSC provision and receive clear guidance on their role and purpose.</p>	<p>An inclusive group of parents/carers and members of the community are involved in planning activities in collaboration/partnership with the SMSC team. Evidence that all parents/carers feel they can be involved is in place.</p>
<p>Mapping of community and wider area NGOs has taken place. The school sees them as a resource and their use is planned for in supporting SMSC.</p>	<p>Members of the community organise support and initiate activities in the school. The school regularly works with national NGOs on SMSC related work. For example, in organising activities for Holocaust Memorial Day.</p>
<p>The website is effectively managed and SMSC information for teachers, parents/carers and children and young people is published. The school is making use of other digital media to promote SMSC. For example, in ICT and in linking to local media outlets and creating films and blog pages about the school.</p>	<p>Children and young people manage the SMSC pages in the website. It is dynamic and provides information, resources, and links for children and young people and parents/carers. The school also has a Twitter and Facebook page that it uses to promote interest in SMSC issues.</p>
<p>SMSC provision is addressed at the annual governors' and parents'/carers' AGM and in school newsletters to the community. Parents/carers and community are kept informed through regular newsletters, the school website and through participation in SMSC activities.</p>	<p>Workshops on SMSC-related issues take place for parents and community members.</p>

Action

Below is an exemplification of working at four different stages of development. You may find the picture of SMSC development in your own school reflects some or all of the aspects in any one stage of the tool. However, key areas may be at different stages in the school. Once you have identified for each key area which of the stages you best fit, use these actions to help focus your SMSC development and plan the next steps.

1A Leadership and management

Focusing

The headteacher should constitute a working party of key staff and those with subject responsibilities most likely to have an impact upon SMSC in the school. A school governor(s) should be invited to participate and a plan should be written, supported by a policy statement.

The school should appoint a co-ordinator with sufficiently high status and provide sufficient funding for co-ordinator training and raising whole-school staff awareness.

Developing

Discuss draft statement with staff, governors and parents/carers and agree a whole-school approach.

Ensure that funding is targeted towards staffing, in-service training (INSET) and resources appropriately. Review policy and practice annually and ensure that all the staff receive appropriate training and support.

Look to develop a longer term whole-school strategic plan for SMSC.

Established

Ensure that the policy is reviewed regularly involving all stakeholders, including children and young people, parents/carers and members of the community, and that staff are complying with it.

Ensure that the strategic plan, curriculum plan and associated targets and budgets are monitored. Ensure that the group which is co-ordinating the promotion of SMSC continues to meet regularly with challenging agendas and drawing upon staff expertise.

Build in increasing opportunities for the involvement of children and young people in the planning, monitoring and review of SMSC.

Advanced

Ensure that the SMSC vision and high expectations of the school are effectively communicated to all stakeholders.

Ensure that SMSC is an integral part of the school improvement plan and constantly updated.

Ensure that parental/carer, as well as pupil and student representation, is effective and not superficial or tokenistic.

1B Staff development

Focusing

The SMSC co-ordinating team should prepare an audit that will enable those with subject responsibility to identify what their own subject may contribute to SMSC. It is especially important that this identifies what skills teachers may have, such as expertise in group work, role-play, drama, simulations, multimedia, ICT.

Developing

The SMSC co-ordinating team will identify gaps in provision and then commission continuing professional development (CPD) appropriately. This may be organised on a subject-specific basis or as a whole-school activity. Seek guidance from the local authority.

Established

Having identified members of staff with SMSC expertise and skills, the SMSC co-ordinating team will draw upon this expertise in supporting lesson planning for less experienced and less confident teachers. This may be done through classroom observation, paired teaching and help with lesson planning.

Advanced

The SMSC co-ordinating team will ensure that action follows audits and that new teaching staff to the school, including newly qualified teachers (NQTs), are inducted into the programme for SMSC provision in the school.

2A Teaching and learning

Focusing

The SMSC co-ordinating team will ensure that all teachers are familiar with SMSC and will develop opportunities for promoting SMSC through schemes of work, as well as opportunities beyond the taught curriculum that encourages progression across the school.

The SMSC co-ordinating team will ensure that SMSC opportunities are identified and may have clearly stated aims, learning outcomes, appropriate activities and plenary time supported by appropriate resources.

Developing

The SMSC co-ordinating team will provide opportunities for teachers to observe each others' teaching and encourage a broad range of teaching and learning strategies in the classroom. For example, by encouraging more enquiry-led activities, as well as encouraging more interaction with and between children and young people.

Established

The SMSC co-ordinating team will continue to provide support for subject leaders, ensuring that they understand the schools' vision for SMSC as well as recognising it in their own subjects and possibilities for working together in inter-disciplinary ways.

Advanced

The SMSC co-ordinating team will ensure that review activities are followed up by taking appropriate action.

The SMSC co-ordinating team will provide opportunities for teachers to share lessons in order to ensure a consistency of approach and taking into account well evidenced, sound educational practice in relation to SMSC.

2B Resources and their management

Focusing

Undertake an audit of resources across the whole school, including ICT-related resources, texts for teachers, photocopiable resources for children and young people, fiction and non-fiction, video and CD-ROM. Identify any gaps in resources associated with the programme of study for each key stage, and involve subject leaders in the selection of SMSC resources to support teaching SMSC through their own subject.

Developing

Continue to identify resources. Ensure sufficient funding exists to update resources regularly and that subject resources for SMSC are being used. Ensure that the criteria for the selection of SMSC resources are applied to those selected to support the teaching of SMSC through subjects.

Established

Continue to monitor the selection of resources across the school and purchase to fill gaps in provision. Apply the criteria for selection rigorously and ensure that resources are fit for purpose.

Ensure that ICT resources are being used effectively to support the teaching of SMSC and not the teaching of ICT!

Advanced

Ensure that selected resources promote equality, inclusion and diversity and where possible involve children and young people in their selection. Ensure that the use of visits and visitors adheres to the school's policy on such activity.

3 Pupil behaviour – monitoring and evaluation

Focusing

The nominated co-ordinator/member of SMT should review monitoring arrangements for SMSC in line with the school's policy for monitoring standards, achievement and progression.

Developing

The co-ordinator should monitor the quality of planning, teaching and learning, and assessment activities for all those engaged in the teaching of SMSC. Where substantial aspects of the SMSC programme are taught in other subjects, subject leaders should monitor provision through their own subject ensuring that the SMSC element is planned for, made explicit to the children and young people, and that the teaching has high standards and expectations.

Teachers should encourage children and young people to recognise their own achievements in SMSC beyond school and celebrate these.

Established

Look for ways of involving children and young people in the monitoring process and provide opportunities for them to give constructive feedback on content and teaching and learning activities. Ensure that SMSC is a regular item on staff meeting agendas, as well as subject and pastoral team meetings.

Advanced

Continue to provide regular news about SMSC for parents/carers and governors. It is a good idea for the governing body to have a governor dedicated to SMSC, who has oversight of the subject and the whole-school approach.

4 Parental and community involvement

Focusing

The school should develop a policy for using visitors. See the health, personal development and wellbeing (HPDW) website:

www.hants.gov.uk/hpdw.

Construct a school website with an SMSC page.

Ensure that the school prospectus includes information about the school's approach to SMSC and consider sending a leaflet home.

Developing

Invite local and national organisations to make presentations to staff responsible for SMSC about their resources, training programmes and school-based support, and possible collaboration. Conduct a review of the effectiveness of the SMSC page on the school website and ensure that it is updated, and examine ways of informing parents/carers about developments.

Established

Ensure that the involvement of parents/carers and community members is carefully monitored and that they are involved in the evaluation of those activities to which they contribute. Look to involve children and young people in the management of the SMSC pages on the school website.

Advanced

Ensure that the relationship with parents/carers and the community is an active one. It is very easy to allow the relationship to slip to one of parents/carers as passive receivers or helpers rather than one of contributors and partners.

SMSC self-evaluation tool monitoring

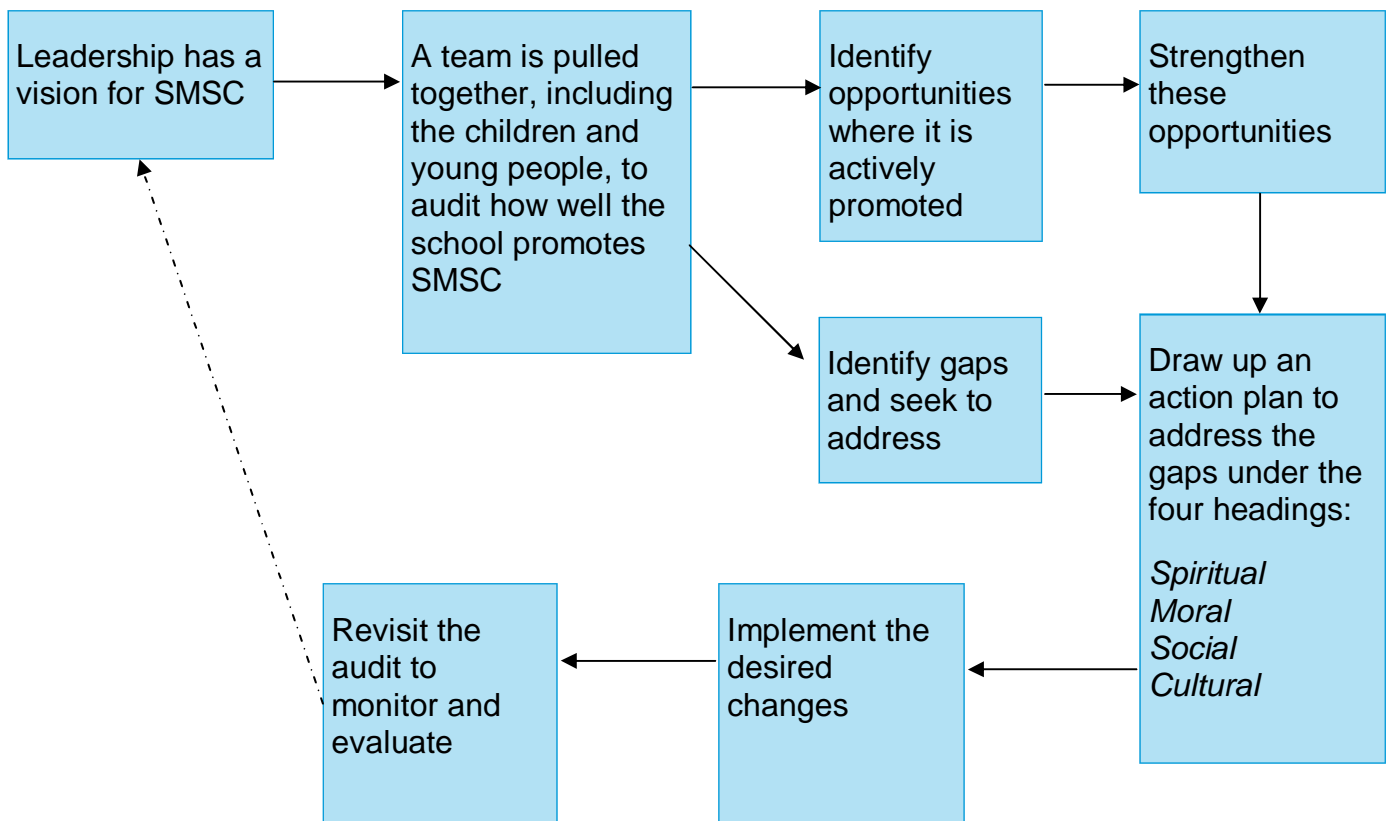
School		Focusing	Developing	Established	Advanced
1A Leadership	1A i				
	1A ii				
	1A iii				
	1A iv				
	1A v				
	1A vi				
	1A vii				
1B Leadership: Staff development	1B i				
	1B ii				
	1B iii				
2A Teaching and learning	2A i				
	2A ii				
	2A iii				
	2A iv				
	2A v				
2B Teaching and learning: Resources and their management	2B i				
	2B ii				
	2B iii				
	2B iv				

School		Focusing	Developing	Established	Advanced
3 Pupil behaviour: Monitoring and evaluation	3 i				
	3 ii				
	3 iii				
	3 iv				
4 Parental/community involvement	4 i				
	4 ii				
	4 iii				
	4 iv				

Overall judgement:

- Focusing
- Developing
- Established
- Advanced

The process

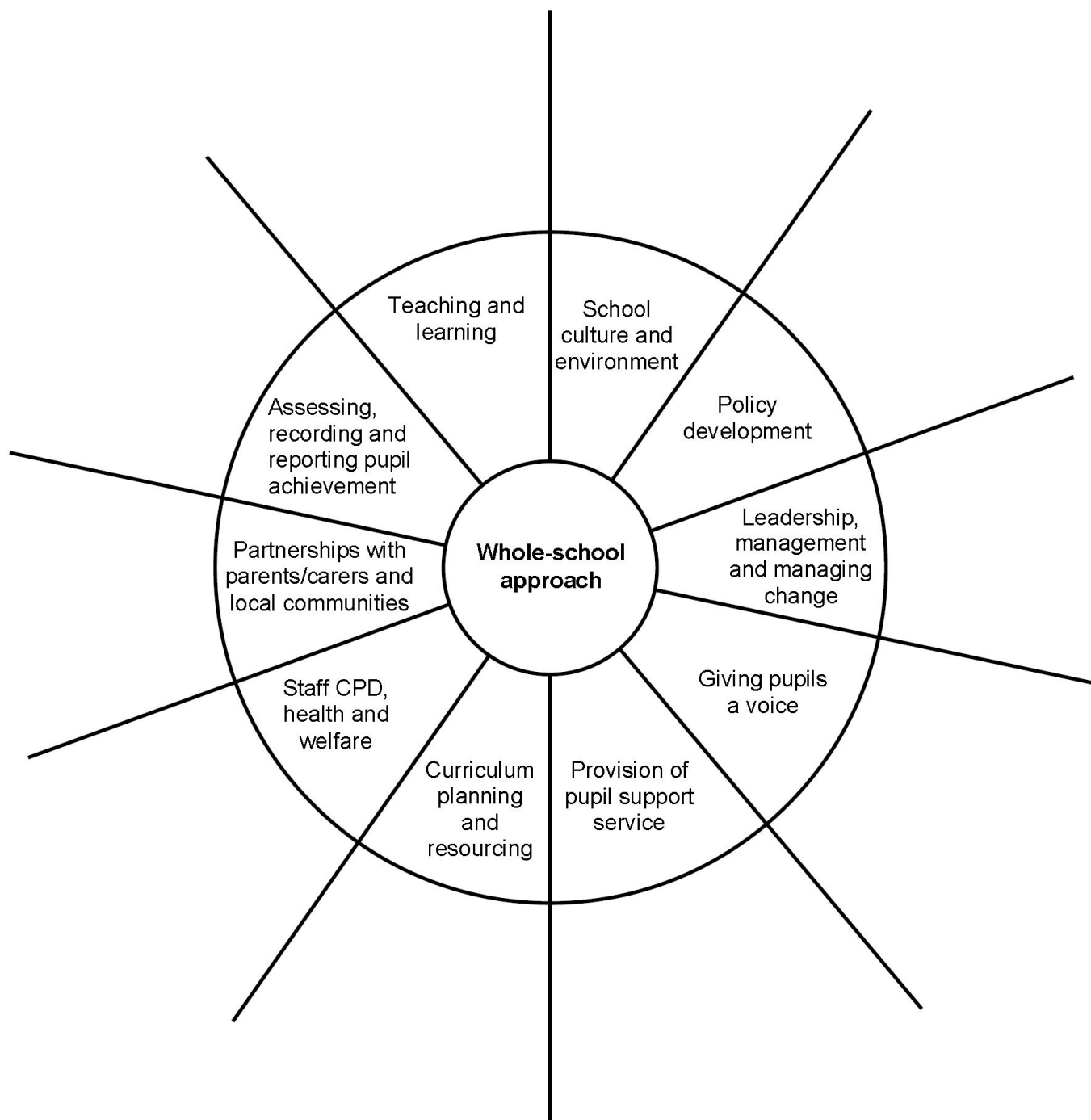


SMSC self-evaluation action planning

Evidence				
When by				
Who				
Actions				
School				

Appendix 1

A whole-school approach to developing SMSC



Appendix 2

So what does good spiritual, moral, social and cultural development look like?

Spiritual development

Pupils demonstrate exceptional independence; they think critically, articulate their beliefs, religious and otherwise, and their interest in and respect for people's feelings and values. They consistently evaluate, discern and challenge their own and others' views using appropriate evidence from a range of sources. Pupils show outstanding understanding of, and commitment to, their own and others' health and wellbeing. Pupils have a very strong sense of enjoyment and fascination in learning and this is shown through independent research and commitment to work and being able to discuss effectively. They show excellent critical skills, can evaluate information well and make informed judgments. These can be seen through:

- engagement with *Philosophy for Children* (P4C)
- RE lessons
- circle time opportunities
- PSHE and citizenship lessons
- development of personal, learning and thinking skills
- social and emotional aspects of learning
- debates.

The school and wider community provides high-quality and wide-ranging enrichment activities for pupils to apply and extend their sense of enjoyment, their use of imagination and creativity and their social and personal skills. There are highly effective strategies to allow pupils to explore, share and reflect on their beliefs, experiences and interests. These include:

- visitors
- visits
- engagement in Rock Challenge and other diversionary activities
- out-of-school activities
- classroom and corridor displays
- assemblies.

Moral development

Pupils can articulate that they understand the difference between right and wrong and they consistently evaluate their own and others' views. Pupils have a very strong understanding of how to recognise that their actions will have consequences, eg all understand very well the impact of bullying on others and actively challenge all forms of bullying, including racist, disablist, homophobic and transphobic language.

Opportunities arise through:

- debating
- PSHE activities requiring decisions
- development of class charters based on rights, respect and responsibilities (RRR)
- development of school vision and rules.

Clear learning objectives are complemented by explicit and appropriate learning outcomes, which include being able to offer reasoned views about moral and ethical issues. To this end, teachers use a very wide range of imaginative resources and strategies to stimulate pupils' interest and active participation and, as a result, secure rapid and sustained progress. Teachers are confident and skilled in discussing sensitive and/or controversial issues which will include moral and ethical issues. Effective discussion is a very strong feature; pupils are encouraged to investigate, express opinions and listen to others.

The subjects like PSHE, citizenship and RE make an outstanding and sustained contribution to pupils' spiritual, moral, social and cultural development and reinforce well a range of personal and thinking skills. Highly-effective strategies to promote inclusion ensure that all pupils engage fully in activities to promote their personal and social development. Discrimination, including prejudiced-based bullying is tackled with vigour. There are opportunities through:

- class, year and school councils
- assemblies
- circle time.

Social development

Pupils demonstrate exceptional independence; they think critically, articulate their learning and their views with great confidence, and work constructively with others regardless of religion or socio-economic background. Pupils show outstanding understanding of, and commitment to, their own and others' personal and social development. Pupils have a very strong understanding of how to recognise and deal with problems, how to develop resilience and resist peer pressure, and where to go to seek further help and advice. Pupils make outstanding progress in developing understanding and employability skills. These can be celebrated and recorded in:

- Hampshire's *e-Profile*
- individual learning plans

- records of achievement
- work experience records.

Teachers use a very wide range of imaginative resources and strategies to stimulate pupils' interest and active participation and, as a result, secure rapid and sustained progress. Highly effective and responsive teaching ensures the needs of all pupils, including the most able, are met. Teachers are confident and skilled in discussing sensitive and/or controversial issues. Effective discussion is a very strong feature; pupils are encouraged to investigate, express opinions and listen to others. Consequently they develop excellent critical skills, can evaluate information well and make informed judgments. The school and wider community provide high-quality and wide-ranging enrichment activities for pupils to apply and extend their social and personal skills. These can include:

- suspended timetable days
- extra-curricular activities, such as Rock Challenge
- residential trips
- visits
- visitors
- work experience
- school productions.

PSHE, citizenship and RE are very well resourced in terms of curriculum time, staff training, management time and the use of external services and materials. There is an excellent track record of innovation. They also have a very high profile in the life of the school and are at the forefront of whole-school initiatives.

Cultural development

Pupils demonstrate exceptional understanding of the wide range of cultural influences that have shaped their own heritage through the work they are doing in geography, history, RE and citizenship. They take part in musical events and sporting opportunities, and understand those things that have made them who they are. They explore cultural diversity by:

- engaging with members of local, national and international communities through visits, visitors, pen pals and tele-conferencing
- understanding how others live.

Clear learning objectives are complemented by explicit and appropriate learning outcomes. Teachers use a very wide range of imaginative resources and strategies to stimulate pupils' interest and active participation. They know how well their pupils are achieving, build on their previous knowledge and provide effective feedback to help them to improve further. They ensure that pupils have their attainment and progress recognised across all aspects of knowledge and skills development in these subjects, and local data and information is fully taken into account

when planning these areas of the curriculum. The school and wider community provide high-quality and wide-ranging enrichment activities for pupils to apply their learning through:

- visits
- visitors
- Rock Challenge.

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