

nasacre



National Association of
Standing Advisory Councils
on Religious Education

- **supporting**
- **strengthening**
- **promoting**



SACREs and spiritual, moral, social and cultural development (SMSC)

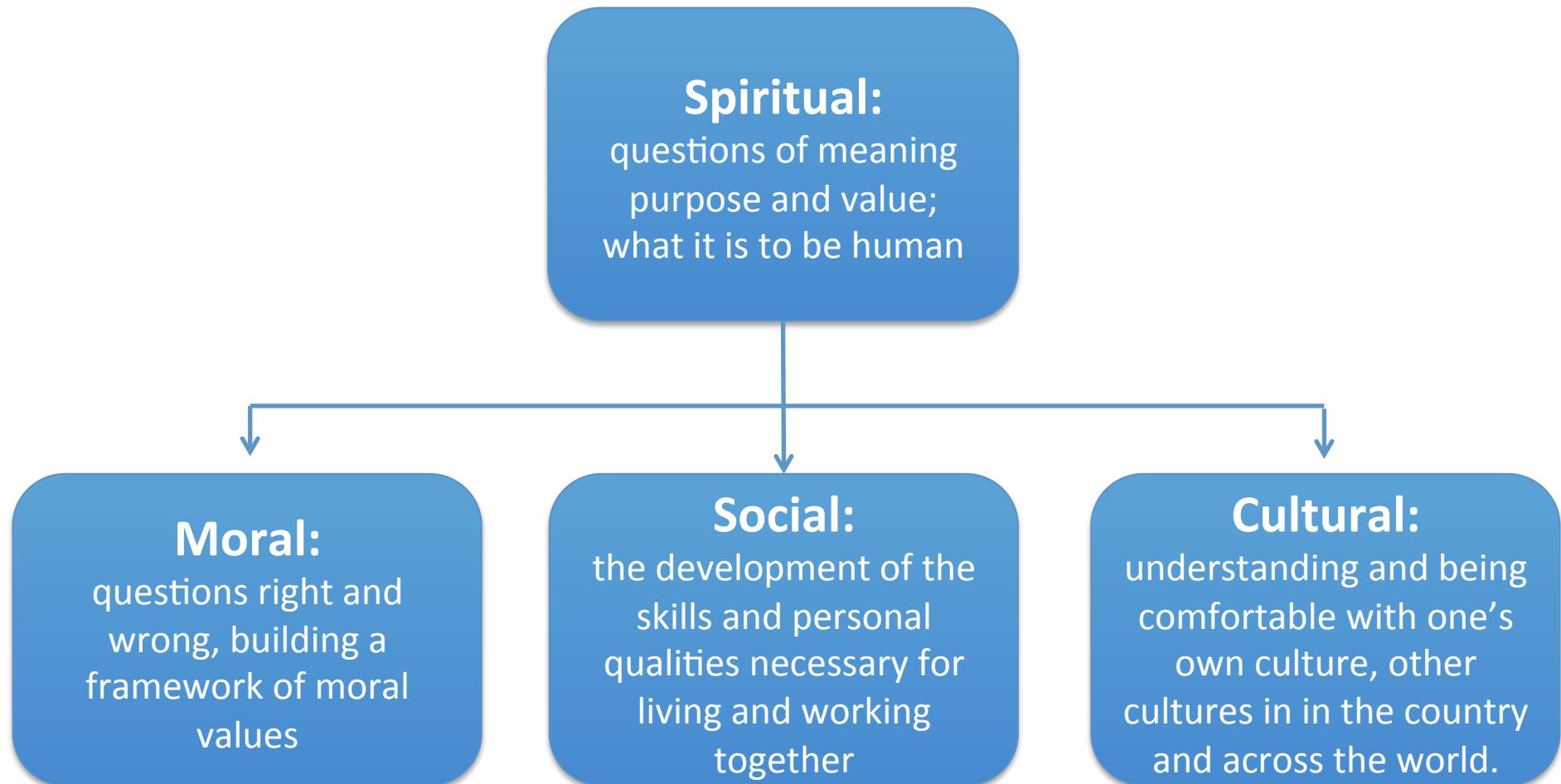
This training presentation examines:

- what it means to promote pupils' spiritual, moral, social and cultural (SMSC) development and what these are
- how these contribute to schools and learning
- why and how SACREs have a role in supporting schools with SMSC development

What is SMSC?

Whilst it can be helpful to separate the four components of spiritual, moral, social and cultural, we must bear in mind that there is a flow between them all that helps give educational coherence to the whole provision.

What is SMSC?



What is SMSC? The Law

- The notion of ‘spiritual’ development has its roots in the development and provision of education in England.
- First put into statute and made law in the 1944 Education Act:

“It shall be the duty of the Local Education Authority ... to contribute towards the spiritual, moral, mental and physical development of the community”

What is SMSC? The Law

SMSC itself, as an aim of education, first appeared in the Education Reform Act 1988 (ERA)

“The curriculum for a maintained school ...(must be)... a balanced and broadly based curriculum, which:

- a) Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.*
- b) Prepares such pupils for the opportunities, responsibilities and experiences of adult life.”*

This has carried through into the new **National Curriculum 2014**

What is SMSC? Ofsted

“Inspection is primarily about evaluating how well individual pupils benefit from the education provided by their school.” (par 129)

This includes *“the effectiveness and impact of the provision for pupils’ spiritual, moral, social and cultural development.”*

The potential impact of SMSC is written into the descriptors below, which do not define the component parts, but rather describe what you might expect pupils to be like or be able to do.

SMSC development

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

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

SMSC development

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.

SMSC development

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

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

SMSC development

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.

“British Values”

These are defined as:

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of those with different faiths and beliefs

“British Values”: Ofsted

The preferred phrase in the Ofsted handbook is 'life in modern Britain', which occurs ten times. 'British values' occurs only twice.

Ofsted expects teachers and schools to promote Fundamental British Values, as defined by the DfE.

Where schools promote Fundamental British Values they will prepare pupil for ‘life in modern Britain’.

‘Life in modern Britain’ is a more inclusive phrase, inviting pupils to explore and contribute to a shared understanding.

It is important to be clear about this and consider in your SACRE the differences between the two.

“British Values”: Ofsted

Fundamental British Values is an important part of a schools provision for SMSC. Ofsted recognises this and will consider the following evidence:

- the school’s website, especially for the curriculum and the school’s ethos and values
- the breadth and balance of the curriculum and how this prepares pupils for life in modern Britain
- the extent to which leadership shares its values and creates a positive ethos
- collective worship and assemblies and how they promote SMSC and prepare pupils for life in modern Britain
- how teaching (including RE) promotes SMSC and preparation for life in modern Britain

“British Values”: Ofsted

- Evidence of promoting British values or preparing pupils for life in modern Britain will be used when inspectors make a judgement about SMSC as a whole
- If SMSC is not good enough, or has serious weaknesses, it can push the school into a Requires Improvement or Inadequate category

SMSC and learning

All subjects can and should contribute to SMSC

- RE is particularly well-suited to and adept at promoting SMSC and can also support other curriculum areas
- Collective worship must be educational and contributes to SMSC (See collective worship resource)

SACRE can provide valuable support and guidance to schools and the local authority through its agreed syllabus and support it provides for RE and collective worship

SACRE's role in supporting schools with SMSC

SMSC is **not** the responsibility of SACRE. However:

- through the agreed syllabus, SACREs can ensure that RE contributes significantly to SMSC;
- collective worship contributes significantly to SMSC and SACREs can provide support and guidance to schools on how this is best done;
- schools often shy away from the spiritual dimension. SACREs, especially through Group C, can give good educational advice about spiritual values in schools;
- members of groups A and B can support with specific faith/belief contacts, visitors, information and advice for understanding different faiths as part of their preparation for life in modern Britain

SACREs can:

- provide training to schools and teachers on how to develop SMSC
- produce guidance on developing SMSC
- link with the local Prevent team to influence how Prevent is presented to schools
- provide training on collective worship and its contribution to SMSC
- provide links to visitors from a range of faith and belief backgrounds to support collective worship and areas of the curriculum, such as English, the creative arts, PSHE and RE

Activity

Slides 9-12 may be used/printed off to support this activity.

In groups, look at the Ofsted descriptors for SMSC and discuss the following questions.

- How can RE contribute to a school's promotion of SMSC? How does/can your agreed syllabus support this?
- How can collective worship contribute to a school's promotion of SMSC? How can SACRE support them in doing this effectively?
- In what other ways does/might your SACRE support schools with their promotion of SMSC?