

### Questions for Reflection and Evaluation

- Does provision for SMSC accurately mirror the ethos and values of the school in a consistent and reliable way? Have staff been given an opportunity to explore this and develop a shared understanding?
- Why teach SMSC? How does provision relate to the values, motivations and ethics of the school? Remember to include staff, children, governors, parents and the wider community.
- When and where is SMSC provision planned? In the curriculum, assemblies, visitors, outside involvement, extra curricula activities, ethos, work with parents and social cohesion....
- How does SMSC provision impact on learning? Find imaginative and manageable ways to evaluate the impact on pupils eg pupil forums, parent questionnaires, outdoor area observations.

'All schools should be promoting pupils' spiritual, moral, social and cultural (SMSC) development and suitably preparing pupils for life. However, there is no need to present a detailed analysis in the report of the school's promotion of each of the four components of pupils' SMSC development.'

*Subsidiary Guidance, Ofsted, 2012.*

### Next steps

- Appoint a SMSC co-ordinator with a clear job description and encourage the wide involvement of all staff as this is too big for one person. Attend CPD (see below).
- Carry out an audit to find out strengths and weaknesses. A free trial of an audit tool can be found at: <http://smsc.opeus.org>
- Develop a SMSC policy, vision and development plan. Link this to school improvement and to provide evidence of progress.

### Thematic links

#### Classroom Activity:

**International Schools Award** - a British Council accreditation for global learning:

[www.britishcouncil.org/learning-international-school-award.htm](http://www.britishcouncil.org/learning-international-school-award.htm)

**Rights Respecting Schools Award**—a UNICEF award that offers a framework for pupil participation based on the Rights of the Child: [www.unicef.org.uk/rrsa](http://www.unicef.org.uk/rrsa)

**Eco Schools**—bring a global dimension to the renowned Green Flag award: [www.green-flag.org.uk](http://www.green-flag.org.uk)

Become a **Fair Trade School** at [www.fairtrade.org.uk/schools](http://www.fairtrade.org.uk/schools)

**Global Citizenship**: Oxfam produces resources and guidance at [www.oxfam.org.uk/education](http://www.oxfam.org.uk/education)

Go Givers is the website of the Citizenship Foundation and helps primary school children become caring, concerned citizens at [www.go-givers.org](http://www.go-givers.org) **Diversity**: [www.7billionothers.org](http://www.7billionothers.org)

**Social Justice**: [www.un.org/millenniumgoals](http://www.un.org/millenniumgoals) **Global Learning resources**: [www.globaldimension.org.uk](http://www.globaldimension.org.uk)

**Social and Emotional Aspects of Learning**: [www.sealgd.org.uk](http://www.sealgd.org.uk)

#### Continuing Professional Development:

**Schools Linking Network** offers guidance for schools on local linking and SMSC. Also excellent CPD courses for School Leaders. [www.schoolslinkingnetwork.org.uk/courses/smsc-development-cpd/](http://www.schoolslinkingnetwork.org.uk/courses/smsc-development-cpd/)

**Equality**: The Spirit Level: Why Equality is better for Everyone, Richard Wilkinson and Kate Pickett [www.equalitytrust.org.uk/resources/slides](http://www.equalitytrust.org.uk/resources/slides)

**Debates**: TED talks [www.ted.com](http://www.ted.com) eg. The Danger of a Single Story by Chimamanda Adiche

**Critical Thinking**: [www.time2think.org.uk](http://www.time2think.org.uk), [www.osdemethodology.org.uk](http://www.osdemethodology.org.uk), [www.throughthereyes.org.uk](http://www.throughthereyes.org.uk)



#### Global Learning Centre

Tower Hamlets PDC  
229 Bethnal Green Road, London E2 6AB  
T. 020 7364 6405 E. [hec@gn.apc.org](mailto:hec@gn.apc.org)  
[@hecglobal](https://twitter.com/hecglobal)

Details of current teacher training, information on global learning and examples of HEC's work [www.globallearninglondon.org.uk](http://www.globallearninglondon.org.uk)

Join the London Global Teacher Network - LGTN offers London teachers the chance to connect around global learning. [www.lgtn.org.uk](http://www.lgtn.org.uk)



# Spiritual, Moral, Social and Cultural aspects of learning

### Introduction

Spiritual, Moral, Social and Cultural (SMSC) aspects of learning contribute to all areas of school life. Values education has taken many forms over the years, and it continues to underpin school life through the school ethos and mission statement. It has many implications for the kind of learners, of all ages, we wish to encourage and the society they will inherit – and shape.

At its heart, SMSC is about relationships. In school this begins with the values projected by staff, governors and pupils, the interactions between people and the way they care for one another. The quality of the physical environment, the range of opportunities provided by the school both within the curriculum and beyond it, the relationship developed by the school with the wider community and school communication all have a part to play. SMSC is seen as an essential element of preparation for future life.

The new Ofsted Framework 2012 re-emphasises SMSC, making this the main judgement about pupils' personal development. Evidence to support SMSC is gathered from all aspects of the inspection: quality of teaching, pupils' behaviour and attitudes, achievement, leadership and management and forms part of the judgement on overall effectiveness.

SMSC has been compared to the popular book 'Where's Wally?' Once tuned in to SMSC, you will recognise it in all aspects of teaching and learning in your school. However, to ensure high quality provision SMSC needs to be planned, coherent, seen as a whole and having clear impact on the pupils' attitudes and behaviours.

It is important to know the definitions, be able to articulate what your school is doing well and to take action to fill the gaps or improve where necessary.

### SMSC and global learning

The connections between SMSC and global learning are many and far reaching. Schools can offer a range of opportunities for children and young people to develop their self-esteem and confidence as local and global citizens. Teaching that encourages participation, critical and creative thinking, reflection and independence will have much to contribute to SMSC. As will activities that develop teamwork, leadership skills and collaboration.

Global learning can make an excellent lens through which to view SMSC. The knowledge, skills, values and attitudes needed to secure a just and sustainable world for everyone are easily aligned with the requirements of SMSC aspects of learning—meaning schools can approach these valuable learning opportunities in a holistic and joined-up way.

Accreditation for various elements of SMSC work can be gained by following recognised and respected global learning schemes, such as the International Schools Award, Rights Respecting Schools Award, Eco-Schools or Fair Trade School Status.

### Learning Outcomes for Pupils:

- Explore 'bigger than self' social and global issues
- Develop an awareness of the wider world and the local communities
- Become willing to act to make the world a more equitable and sustainable place
- Develop a sense of awe and wonder in the natural world
- Become increasingly reflective about beliefs, values and other profound aspects of human experience
- Use imagination, creativity and curiosity
- Learn to ask deeper questions and develop critical thinking skills
- Engage with perspectives on life which are very different from their own
- Take part in a range of activities requiring social skills
- Develop and apply an understanding of right and wrong, whilst exploring dilemmas where there are no easy answers
- Develop an awareness of, and respect towards, diversity in gender, race, religion and belief, age, culture, sexual orientation and disability.
- Overcome barriers to their learning and development
- Respond positively to a range of artistic, sporting and cultural opportunities
- Develop the skills and attitudes to enable full participation in democratic and modern Britain and the wider world.

# Getting to grips with SMSC

## Did you know?

That all schools have a public sector duty to eliminate discrimination, advance equality of opportunity and foster good relations?

The Equality Act (2010) brings all the equality agendas together under one umbrella legislation - ethnicity, age, gender, socio-economic, Disability, Religion and Belief and sexual orientation.

Find out more at [www.insted.co.uk/equalities.html](http://www.insted.co.uk/equalities.html)

## What do OFSTED say in their reports?

'The excellent curriculum, based on upholding the eight core values of global learning, leads directly to pupils' outstanding spiritual, moral, social and cultural development.'

(8 core values: global citizenship, conflict resolution, social justice, values and perceptions, sustainable development, interdependence, human rights and diversity.)

'This is an outstanding school. Pupils flourish in all aspects of their academic and spiritual, moral, social and cultural development in the very happy, safe and inclusive environment and are extremely well prepared for their future lives.'

'Pupils spiritual, moral, social and cultural development is good. Pupils clearly understand and adhere to the schools simple code for behaviour which they helped to draw up. They show an excellent understanding of the sound moral and social values the school promotes. There are many opportunities in lessons and assemblies for them to reflect on and discuss important issues and they show mature and thoughtful attitudes in their discussions.'

'The curriculum is outstanding and promotes pupils' spiritual, moral, social and cultural development exceptionally well. It is carefully balanced to ensure maximum interest across creative, physical and academic subjects. Successes in developing pupils' personal and social skills, in drawing in the community and providing a very secure and inspirational environment for learning and are now beginning to have a similar impact on pupils' academic progress.'

## Spiritual development

The development of a non-materialistic, spiritual side to life including a sense of identity, self-worth, personal insight, development of a pupil's soul or personality or character.

### Looks like:

Schools that are encouraging pupils' spiritual development are likely to be:

- Encouraging pupils to reflect and learn from reflection;
- Promoting teaching styles which value pupil's questions and give them space for their own thoughts, ideas and concerns.

### Global Connections:

- Philosophical and reflective exploration of the values and beliefs pupils wish to live their lives by;
- Development of self-esteem, self-awareness and ethical relationships to others;
- Appreciation of the non-materialistic aspects of life such as the natural environment, relationships, community and cultures;
- Encourage an understanding of and engagement with perspectives on life that are different to their own, eg. indigenous perspectives, other faiths, humanist beliefs;
- Express concern for present and future generations;
- Space and time to explore thoughts, feelings and values.

## Moral development

The development of an understanding of moral values that regulate personal behaviour and understanding of society.

### Looks like:

Schools that are encouraging pupils' moral development are likely to be:

- 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;
- Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.

### Global Connections:

- Develop an understanding that people have different values, attitudes and perceptions;
- Understanding that the values people hold shape their actions;
- Awareness of social injustice and willingness to act to make the world a more equitable and sustainable place;
- knowledge of and respect for universal human rights;
- Exploration of moral dilemmas around 'bigger than self' global issues with no easy answers;
- Critical thinking to explore assumptions, limitations, consequences and new perspectives on key world issues.

## Social development

Inculcating the skills, knowledge and attitudes necessary to participate fully and positively in democratic, modern Britain.

### Looks like:

Schools that are encouraging pupils' social development are likely to be:

- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive and effective links with the local and global community, the world of work and widening horizons.

### Global Connections:

- Awareness of the wider world and global 'bigger than self' issues;
- Understanding of how the world works economically, politically, socially, technologically and environmentally;
- Participation in and contribution to the community, at a range of levels from local to global;
- Be able to form and sustain relationships with those both near by and far away;
- Thinking independently and making responsible and conscious choices about their own lives and how they affect the lives of others.
- Develop self-reliance, resilience and ability to cope with change, complexity and uncertainty.

## Cultural development

Developing pupils' understanding of their own culture and other cultures, including being able to operate in the emerging world culture and cope with uncertainty, complexity and change, valuing cultural diversity and ultimately preventing racism.

### Looks like:

Schools that are encouraging pupils' cultural development are likely to be:

- Providing opportunities to explore their own culture and that of others, including multiple identities
- Providing opportunities for pupils to explore their own cultural assumptions and values
- Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness

### Global Connections:

- Respect, understanding and celebrate cultural diversity;
- Develop a sound sense of own identity and respect for other identities;
- Develop a positive attitude and ethical relationship to difference;
- Openness to new cultural ideas;
- Address discrimination, challenge racism, sexism and other prejudices and value equality.

## SMSC and global learning can help learners aspire to:

- Explore and make sense of big issues in the world
- Reflect critically on spiritual and non-materialistic aspects of life
- Link learning to taking responsible action
- Think critically and creatively about topical and controversial issues
- Participate in society as active local and global citizens
- Engage with moral dilemmas, develop a sense of right and wrong and be willing to stand up for their beliefs
- Communicate with people from a diverse range of countries and cultures
- Hold a strong sense of identity and belonging
- Have access to role models and mentors

## Quotes for Reflection

'Like slavery and apartheid, poverty is not natural. It is man-made and it can be overcome and eradicated by the actions of human beings.'  
*Nelson Mandela*

'I buy, therefore I am.' - this is the mantra of our times.  
*Occupy London*

'if you help everyone else in your world to learn and understand about themselves and each other and the way everything works, and by showing them how to be kind instead of cruel, and patient instead of hasty, and cheerful instead of surly, and above all how to keep their minds open and free and curious....'  
*The Amber Spyglass, Philip Pullman 2000*

'I am suspicious of education. The atrocities of the Holocaust, and many others in our history, have been committed by 'learned' and 'well-educated' people.'  
*Anon*

'Contentment comes from neither doing nor having, but from being.'  
*Christian saying*

'In all things in nature there is something of the marvellous.'  
*Aristotle*

'When spiders unite they can tie up a lion.'  
*Ethiopian proverb*