Diving not Paddling: SMSC Guidance and Practical Support for Schools

TRANSFORMING LEADERSHIP

TRANSFORMING *LIVES*

"School is not just where I learn to read, or to add but where I learn to be me"

Year 5 Child

Introduction

Social, moral, spiritual and cultural (SMSC) provision which has depth and impact is fundamental to the development of children and young people who are able to transform their own lives and those of others. The shifts in the educational and national landscapes now mean that it is also the DfE and Ofsted's expectation that opportunities for SMSC are threaded through the curriculum and across wider school life with evidence of depth and impact. Attending to the SMSC development of children is a statutory responsibility of school leadership, but for many in the world of education it is at the heart of why they came into work with children because it is about the development of a whole human being. SMSC development is so significant in children's lives that we cannot expect the review and development of it in a school to be a simple, routine task, this document aims to offer guidance and practical support to schools and academies so that they can ensure that SMSC development is fundamental to their ethos and culture.

Ofsted and the DfE

'The curriculum for a maintained school or maintained nursery school satisfies the requirements of this section if it is 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, and (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.'

Education Act 20020

The Ofsted inspection framework (September 2015) places SMSC and the embedding of British values as a central part of the judgement of a school's overall effectiveness. It is also present in all four key areas of judgment, as exemplified under leadership and management:-

Outstanding: 'Pupils' spiritual, moral, social and cultural development and within this, promotion of British values are at the heart of the school's work'

Good: 'The curriculum contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.'

It appears again, for example, in personal development, behaviour and welfare:

Outstanding: Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.'

Good: Pupils' spiritual, moral, social and cultural development ensures they are prepared to be reflective about and responsible for their actions as good citizens.'

SMSC is now considered so significant that a school can be judged as requiring improvement if SMSC is having no impact and is ineffective.
In judging the school's overall effectiveness, inspectors consider whether:

> *'the school requires improvement as it is not a good school because one or more of the four key judgments requires improvement (grade 3) and/or there are weaknesses in the overall provision for pupils' spiritual, moral, social and cultural development'*

During an inspection, evidence forms completed by inspector for activities have a separate heading to record SMSC evidence, i.e. it is expected that elements will be threaded through all the school does.

The Department for Education has also distributed additional guidance on 'Promoting Fundamental British Values as Part of SMSC in Schools'. *The additional guidance emphasises the duty on schools to make sure that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it.*

Schools and academies are already doing a vast amount of work in this area, the aim of this guidance is to enable school leaders, including governors and school staff to have clarity in what they already achieve, alongside the confidence to articulate it and to identify the next steps for action to ensure that SMSC has continuity, progression, depth and impact.

Creating Shared Definitions

If you are going to work together as a school community to ensure something has depth and impact you need to have a shared understanding of exactly what you are working on. It is critical that you create a shared set of definitions. Your definitions of spiritual, moral, social and cultural development must be born of the needs of the children, young people and families you serve.

It is often useful to work together as a whole staff, in groups, identify the key words and phrases you associate with the concept, eg 'social development', for example by mind mapping on large paper. Use some key questions to help you:

What do you understand by the term 'social development'?

The child who left your school in July:

- How would you equip them?

- What would you want to be able to say about their cultural development?

Many schools then find it useful to put their text into 'wordle' software or use a ranking ladder to identify the key statements. These can then be drafted into narrative definitions. It is helpful to place your draft alongside the current Ofsted definition. What key word or phrases would you add to your definition? Are there words or phrases that are similar to yours, our there others that you would definitely not include? This process will help you engage in dialogue with the Ofsted expectations, particularly around British Values.

Values/Ethos, Pedagogy and Curriculum

When considering the review and development of SMSC in your school or academies you will need to consider the three layers of school life: ethos, pedagogy and curriculum. Focus first on ethos, it is clear that this will entail reviewing your school's Christian values. If this process is undertaken first then the Christian distinctiveness of SMSC and SMSC itself falls more easily into place.

The whole school community, staff, governors, children, parents, parish need to contribute to a process of developing knowledge and understanding of a range of Christian values and then

identifying which ones are most relevant for their school community at this time. If your school already has a set of Christian values you will want to review them every two to three years to ensure everyone's ownership and understanding and the same type of process can be used for this. There are many creative ways of undertaking this which many schools now merge into a 'values' week to give real emphasis to the importance of the review process.

It is important to consider each group within the school community (staff, governors, parents, children, and parish) and how they will be enabled to explore and understand the values as well as contribute to the decision about which values will be selected. The key question that has to be asked at the centre of the process is **'Which Christian values are most relevant for our children/students in our school community at this time?'**

Developing this work as part of a review of school vision and aims by creating a 'vision image' has proved particularly effective across a range of schools.

This leadership tool is used with the whole staff and governors, sometimes with children simultaneously, sometimes separately to enable them in groups to create a picture of their school in three years' time through the metaphor of a vehicle. It has been proven that this practical approach enables all to contribute and build a picture in response to the scaffolding provide by the leader. Questions which prompt thinking include:

- Where are the children in your vehicle? What is their role?
- Who is navigating?
- Where have you placed your Christian values? What would happen if you placed them somewhere else?

In response to the questions not only do the groups build an image they also build the narrative which explains it. This replaces the need for a traditional vision, mission, aims document which historically staff and children may have struggled to recall.

Many schools include their aims or principles as part of their vehicle, for example, the spokes on the wheels of the bus, the planks on the deck of the ships. These schools completed a similar process of consultation as they undertook for their values. Usually a key question, such as what sort of place do we want our school to be? Or what do we want the child/young person leaving here to be like? Are chosen and then opportunities are created to survey the different groups in the school community to find the most popular aims.

Using a visual model it becomes much easier to explore how ethos (values) leads to choices of pedagogy, which in turn lead to choices of curriculum approach. It is these choices which enables SMSC to be threaded through each layer. In having a coherent 'image' of their vision, which places values/ethos, pedagogy and curriculum in relation to each other schools are able to place other values based models, accurately and effectively within it. For example they are able to place British values, an integral part of the Ofsted definition of SMSC, in the most effective position.

Schools make choices about pedagogical approaches and how the curriculum is delivered. These choices should be based in what you think is important, your values, if they are they will enable you to provide the SMSC development opportunities to meet the outcomes you created in your definitions. For example, if your values include respect, perseverance it is likely the school could select Building Learning Power as a pedagogical approach and that the curriculum activities in all subjects will allow time for independent learning.

How to get there - Model of Learning

Schools will already have a broad range of smsc provision built up over time. What you need to evaluate and extend is the continuity, progression, depth and impact of that work in children's development. Does the provision enable children to paddle, snorkel or dive?

The model for supporting learning in SMSC development needs to enable continuity, progression and depth of impact across a child's school experience. The model is based on the DBE's earlier work on spiritual development (see appendix for further information), it takes the language of that framework, encounter, reflection and transformation and moves it to a more universal language of surface, deep and profound. This in turn finds a natural match alongside the language of the new curriculum and systems associated with assessment without levels.

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Moral Development										
Year Group(s):										
Area of learning:										
English	Maths	RE	PSHE	History	Geography	Science	Collective Worship	I.C.T	Behaviour Management	Wider School Life
Surface / Encounter: Learning about life:										
Deep / Reflection: Learning from life:										
Profound / Transformation: Learning to live life:										

Ask yourself the questions:

- Is there depth to the impact of the provision whatever the child's age?
- Does learning and expectation build term on term, year on year?
- Are there explicit elements of SMSC in a range of curriculum subjects?
- Does provision enable depth to thinking and development in yr r to yr 6?

This model is expanded into SMSC grids, based on the DBE's original spiritual development grids. These enable to schools to plot current learning across all subjects and aspects of school life. They are flexible enough that you can create column headings to meet your needs, for example, forest schools, Rights respecting schools as well as the full range of curriculum subjects. Most schools start with a grid created by each year group and then merge them into one grid for the whole school once they are completed.

Value: Social Development						
Year Group(s):						
Area of learning:						
Encounter: Learning about life:						
Reflection: Learning from life:						
Transformation: Learning to live life:						

Teams of staff can plot onto the grids the provision they already have and identify whether the impact of that provision is shallow, deep or profound. Look at an activity, aspect of school life, part of curriculum and say is the learning/development here surface, deep or profound. For example: in considering cultural development an often cited example is a visit within RE to a mosque/synagogue. – Which level of learning is that likely to enable, how do we use the opportunity to take it deeper? It is at this point that schools usually start to see patterns in subjects or year groups at what depth of learning they think it operates, they are then able to identify the gaps and choose strategies to fill those gaps. For example, there is a lot of shallow and deep learning in spiritual development in a particular year group but not a great deal of profound or there is a lot of profound learning in history in cultural development but most learning in cultural development in English is shallow. Often these strategies are about small adjustments to what is already being done, for example the increasing use of open questions or 'I wonder' activities at the beginning of a science lesson. Sometimes it is about identifying a common pattern in the gaps across a school or subject and selecting larger tool to offer that opportunity, for example, an approach that raises the impact of pupil voice such as Rights Respecting schools.

The flexibility of the model and of the grids means they can also be used to track and develop the embedding of the school's values or other values based systems, such as Rights Respecting schools work or British values.

Deepening Opportunities and Impact

Having identified gaps in practice you will now want to identify tools to fill those gaps and develop the SMSC practice. Associated with this guidance are sets of ten tools which will develop and change over time. One significant premise of these tools is the key role of pupil voice and participation, it is an underpinning factor in social development, cultural development and in the best moral development, what is not always so clear is its place in spiritual development:

'At its root, child participation is profoundly spiritual. It is about being RECOGNISED for who and how you are.' (Graham and Fitzgerald 2010)

This piece of thinking will be significant for many schools who will have a range of practice related to developing pupil voice, including assessment for learning strategies, school council's worship and ethos groups.

 Some of these tools will aid development in more than one strand for example, philosophy for children. Some will be signposts to materials produced by other organisations, eg the Prevent materials produced by Lancashire police or the SMSC guidance produced by Mary Myatt for Diocese of Norwich. Some will be tools for which the DBE will offer central and bespoke professional development, eg pupil improvement partners, reflective story telling. The tools will directly link to the DBE prioritisation of other projects, such as its work on restorative justice. These sets of 'Ten Tools' will also cover the development of British Values and pupil voice.

It is important for schools to be selective and focused in their choice of strategies:

> *'Schools need to decide which of many possible activities and experiences are going to play a deliberate specified role in meeting SMSC goals.'*
> Schools with Soul, RSA report 2014

The need is to focus on doing a few things really well which then ripple out naturally across other curriculum areas.

In the future links to various resources to support schools in their SMSC work will be placed on the SMSC page of the SDBE website:

- Ten Tools for Pupil Voice
- Ten tools for Cultural Development
- Ten tools for Spiritual Development
- Ten tools for Moral Development
- Ten tools for Social Development
- Ten tools for British Values Development

Mental Health and Well-Being

'In order to help their pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy' (Mental Health and Behaviour in Schools, DfE, March 2015)

The publication of Mental Health and Behaviour in Schools has significance for all schools, but there are particular elements of additional significance for Church schools. An important key to promoting children's mental health is an understanding of the protective factors that enable children to be resilient when they encounter challenges. You will appreciate that schools have a very important role to play in promoting resilience, particularly where home life does not do so, and much of this is done through SMSC:

'School should be a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.'

One key factor protective factor, promoting resilience identified in the report is the child have faith and/or spirituality. Ofsted places 'fascination and enjoyment' at the centre of its definition of spiritual development.

Using the learning model schools can identify the opportunities they plan for deepening spiritual development, which promote fascination and enjoyment and further resilience. Schools can then draw on other tools (see ten tools for spiritual development) to enhance the impact on children's development where they believe it is weaker in their school.

The Link to British Values and Combating Extremism

Much of your school's explicit work embedding 'British Values', as defined by DfE, can be accomplished through your SMSC provision. They are an integral part of the Ofsted definitions, as exemplified by cultural development:

Pupils' cultural development 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.

Schools across the Diocese are approaching this in the same way as their wider SMSC work. Either by plotting a grid of each 'British Value' to enable them to identify where provision is having a deep or profound impact and where the work is only shallow and needs development; or by placing the language of British values within their own SMSC definitions when they are created. In this way schools can then plot the impact of learning and understanding of British values within the relevant SMSC grid, for example cultural.

The work your school undertakes on developing knowledge and understanding of British values with children and young people is significant and strategies and tools for developing this can be accessed via discussion and training with your School Effectiveness Adviser.

The link to Character Education and Fruits of the Spirit

The Fruit of the Spirit is a Church of England Education department discussion paper in response to the DfEs focus on character education. It provides a wider context for a school or academy's work on developing its values and its smsc provision.

'Within this broad narrative of the ultimate purpose of education, character education must focus on the whole child. It must develop much more than simply the "performance virtues" of grit, resilience, curiosity and creativity, essential though these may be. Rather, it should see the development of intellectual, spiritual, moral and physical attributes as equally essential to preparation for a full and flourishing life.'

'In schools, character education is embedded both in explicit, formal teaching and in the implicit web of relationships that characterise schools, including relationships with children, parents and the wider

community. We recommend that careful attention is brought to these relationships so that they enhance the school's approach to character education. We also recognise good practice in developing whole-school approaches to character education, and in developing specific pedagogies that allow a wide range of curriculum subjects to become areas for deeper exploration of spiritual, ethical and cultural questions'

The guidance within this document and in the partnership work that supports it intends to enable schools to further develop whole school approaches to SMSC in depth through a wide range of curriculum subjects.

https://churchofengland.org/media/2386307/fruits_of_the_spirit.pdf

Reading List

Recommended reading that you may find helpful:

Pause for Reflection: Publication by Gloucester Diocese (Jumping Fish resource)

A.,Peterson, J., Lexmond, J., Hallgarten and D., Kerr Schools with Soul: A new approach to Spiritual, Moral, Social and Cultural Education RSA 2014

Spiritual, Moral, Social, Cultural Development: a Christian perspective ~ Copyright © Diocese of Norwich 2015. All rights reserved. 57

Shahne Vickery Living Values. Published by Diocese of Gloucester, Jumping Fish resource

Useful websites

www.salisbury.anglican.org/schools

www.dioceseofnorwich.org

www.churchschoolseast.org

http://www.cofeguildford.org.uk/education/our-school-services/re/christian-distinctiveness (2nd link down)

www.gloucester.anglican.org/resources/jfish/

www.tascwheel.com

www.thersa.org/discover/publications-and-articles/reports/schools-with-soul-a-new-approach-tospiritual-moral-social-and-cultural-education/

www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

www.gov.uk/government/uploads/system/uploads/attachment_data/file/268826/dept_advice_template_smscadvicenov13.pdf

www.schoolslinkingnetwork.org.uk/guidance/smsc-development/#sthash.scEwkGBO.dpbs

www.smsc.org.uk