

Spiritual Moral Social Cultural (SMSC)

OFSTED SMSC definitions	Oakleigh SMSC positive outcomes
<p><u>Spiritual development shown by:</u></p> <ul style="list-style-type: none"> • An 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 • A sense of enjoyment and fascination in learning about themselves, others and the world around them • A use of imagination and creativity in their learning • A willingness to reflect on their experiences <p><u>Moral development shown by:</u></p> <ul style="list-style-type: none"> • An 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 • An understanding of the consequences of their behaviour and actions • An 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 <p><u>Social development is shown by:</u></p> <ul style="list-style-type: none"> • The use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds • A 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 • An 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 <p><u>Cultural development is shown by:</u></p> <ul style="list-style-type: none"> • An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • An 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 • A knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • An 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 	<ul style="list-style-type: none"> • To show awareness of the feelings and emotions expressed by others • To show fascination in and enjoyment of the natural and manufactured world • To respond to significant experiences and express a range of feelings and emotions • To use imagination and creativity in their learning • To take part in opportunities to be quiet and reflective • To develop an understanding of what is right and wrong and apply this in school life and outside school • To show awareness of how their actions affect others • To respond appropriately to needs and feelings of others • To show consideration and kindness to others • To use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds and with a range of needs and abilities. • To work cooperatively as a member of a group or team, taking turns and sharing in a range of social contexts • To develop positive relationships with peers and adults including those who are different or have different needs • To help and support others and experience being helped by others • Pupil Voice – expressing choices and views through any communicative means • To value their own cultural heritage and develop a positive, personal identity • To experience and respond positively to the languages, food, music, artefacts and cultural practices of different and diverse communities • To be able to value, celebrate and show respect for other people's values and beliefs • Pupil Voice – expressing choices and views through any communicative means • To show an interest in exploring cultural diversity and show positive responses towards different religious, ethnic and socioeconomic groups in the local, national and global communities.