**Defining spiritual, moral, social and cultural 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.

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

ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries 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 ability to understand and appreciate the viewpoints of others on these issues.

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

use of a range of social skills in different contexts, for example working and socialising with other pupils, including those 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

**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 those 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, musical, 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.

**OFSTED outstanding criteria:**

* The school’s thoughtful and wide-ranging promotion of pupils’ spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.

The National SMSC Quality Mark

Here at the Citizenship Foundation we have launched the National SMSC Quality Mark for primary and secondary schools to help evaluate SMSC development. [Visit the **SMSC Quality Mark Website**](https://www.smscqualitymark.org.uk/)

You can use the website to audit current provision and achieve a quality mark – I think I will register us!