

National curriculum in England: framework for key stages 1 to 4

Every state-funded school must offer a curriculum which is balanced and broadly based* and which:

- promotes the spiritual, moral, cultural, mental & physical development of pupils at the school & of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life

Ofsted Inspection handbook (October 2017)

Before making the final judgement on the overall effectiveness, inspectors must evaluate:

- the **effectiveness and impact of the provision** for pupils' spiritual, moral, social and cultural development (see below)
- the extent to which the education provided by the school meets the needs of the range of pupils at the school including:
 - disabled pupils
 - pupils who have special educational needs. (p38)

Outstanding descriptors selected from across the Ofsted School inspection handbook October 2017

- 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**. (Overall effectiveness p40)
- how the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of **democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith** (Leadership & management p41)
- how well leaders and governors promote **all forms of equality** and **foster greater understanding** of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics)¹, through their words, actions and influence within the school and more widely in the community (Leadership & Management p42)
- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are **at the heart of the school's work**. (Leadership & management p46)
- Pupils are listened to and feel safe. (Lshp & Mgement p46)
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. **Leaders, staff and pupils** do not tolerate prejudiced behaviour. (Lshp & Mgement p46)
- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. **High quality training** develops staff's vigilance, confidence and competency to **challenge pupils' views and encourage debate**. (Lshp & Mgement p46)
- Teachers are quick to **challenge stereotypes** & the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences & provide pupils with a **comprehensive understanding of people and communities beyond their immediate experience**. Pupils love the challenge of learning. (Teaching, learning assessment p52)
- Pupils **discuss and debate issues in a considered way**, showing respect for others' ideas and points of view. (Personal development, behaviour, welfare p55)
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying. (Personal development, behaviour, welfare p55)
- Pupils' spiritual, moral, social and cultural development equips them to **be thoughtful, caring and active citizens** in school and in wider society. (Personal development, behaviour, welfare p56)

Fundamental British Values Guidance Dept Education Nov 2014

Page 4 Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values. Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development.

Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

Page 6 Through their provision of SMSC, schools should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Prevent-duty-departmental-advice DfE June 2015 page 8

Building children's resilience to radicalisation: ...schools can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. Schools are already expected to promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values.

Personal, Social and Health Education (PSHE) can be an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. The subject can be used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. Schools can encourage pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence.

Citizenship helps to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. It should equip pupils to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. In Citizenship, pupils learn about democracy, government and how laws are made and upheld. Pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

Inspecting safeguarding in early years, education and skills settings August 2016

Children and learners are protected and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism and other forms of discrimination. Any discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect. page 8

Inspectors will want to consider evidence that: there is a clear approach to implementing the Prevent duty and keeping children and learners safe from the dangers of radicalisation and extremism pages 10-11

Working Together to Safeguard Children March 2015

Effective safeguarding arrangements in every local area should be underpinned by **two key principles:** **safeguarding is everyone's responsibility:** for services to be effective each professional and organisation should play their full part; and • **a child-centred approach:** for services to be effective they should be based on a clear understanding of the needs and views of children. Page 8-9