



**Guidance for  
Headteachers and Governors  
on Ofsted September 2014 criteria  
for SMSC, RE and Collective Worship**

<http://www.ofsted.gov.uk/resources/school-inspection-handbook>

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## Introduction

*"The commanding objective must be the achievement of a larger life for the ordinary man and woman."* Roberto Unger

This guidance supports the Ofsted Inspection Handbook July 2014 for inspections from September 2014. This new Ofsted schedule has been written in the light of the Ofsted enquiry into the apparent shortcomings that were highlighted in some Birmingham schools and academies during 2014.

The so-called 'Trojan Horse' enquiry highlighted issues to do with protecting students from possible extremism and ensuring that the curriculum is sufficiently broad that pupils would be well equipped to live in modern Britain. Much of this new inspection guidance therefore seeks to ensure that schools are offering students a broad, balanced and rich curriculum that will ensure that they understand core British values and learn to live with difference well.

This new inspection framework also serves to recognise the key role that Spiritual, Moral, Social and Cultural development (SMSC), Religious Education (RE) and Collective Worship (CW) all play in ensuring a security and breadth of education that will offer children and young people a vision and understanding of Britain and the wider world as populated by diverse peoples.

The guidance also serves as a digest of the new Ofsted as it pertains to these areas.



## **Inspection of Religious Education and Collective Worship**

Part 1 of the new Ofsted inspection handbook gives a detailed re-iteration of the legal status of RE and CW for all types of schools and academies, the implication being that RE and CW will be an element of the focus for inspection. (see paragraphs 14-18)

### **Religious Education**

RE in non-faith schools should be based on the agreed syllabus established by the local Standing Advisory Council on Religious Education (SACRE). Academies may follow the locally agreed syllabus or they may devise their own syllabus which must reflect the religious traditions in Britain which are Christian in the main, and must take account of the teachings and practices of the other principal religions represented in Britain.

### **Collective Worship**

Non-faith schools and academies must provide CW that is wholly or mainly of a broadly Christian character. (Academies may need to refer to any requirement of their funding agreements.) A school can reflect the religious backgrounds represented in its community in its CW and RE as long as the majority of provision is broadly Christian.

Alternatively, the family backgrounds of some or all pupils may lead the headteacher and governing body to conclude that broadly Christian collective worship is not appropriate. The headteacher can apply to the local SACRE to have the broadly Christian requirement disapplied and replaced by CW distinctive of another faith. The headteacher should consult the governing body before doing so. Academies should apply to the Secretary of State via the Educational Funding Agency (EFA).

Further guidance on CW produced by Salisbury Diocese and Dorset SACRE is available online here: [www.salisbury.anglican.org/schools/collective-worship](http://www.salisbury.anglican.org/schools/collective-worship)

## **Inspection of Spiritual, Moral, Social and Cultural development**

A school can now be judged as requiring improvement if SMSC is having no impact and is ineffective:

130. 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 judgements requires improvement (grade 3) and/or there are weaknesses in the overall provision for pupils' spiritual, moral, social and cultural development

Defining spiritual, moral, social and cultural development:

131. 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.

132. The moral development of pupils is shown by their:

- 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
- understanding of the consequences of their behaviour and actions
- 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.

133. The social development of pupils is shown by their:

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

134. 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 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.

*In this respect, creating the time and space to reflect on, and design approaches to, meeting the statutory requirement to promote SMSC development may also be a path to re-envisioning our schools as first and foremost human places – places that are both stimulating and kind to their constituents, imbued with spirit and soul.<sup>1</sup>*

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<sup>1</sup> Schools with Soul, p30, <http://www.thersa.org/action-research-centre/learning.-cognition-and-creativity/education/reports-and-events/reports/schools-with-soul>

## Ten top questions: A diagnostic check-list for governors and headteachers

How effective is our school at SMSC, RE and CW?

	Yes	No	Unsure
<b>The quality of education provided in the school</b>			
1. Is your curriculum rich, relevant broad and balanced - is there no unexplained narrowness in its breadth?			
2. Is there a teaching of and a support for fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs?			
3. Do pupils have opportunities to engage in extra- curricular activities and volunteering within their local community?			
4. Are pupils being given opportunities to learn how to resolve conflicts effectively?			
5. Is there a balanced approach to the pupil's RE that is broadly Christian but takes account of the teaching and practices of the other principal religions in Britain?			
<b>Quality of leadership and management in the school</b>			
6. Does your school include a rounded programme of assemblies that help to promote pupils' SMSC, providing clear guidance on what is right or wrong?			
7. Do governors and the school promote tolerance of and respect for people of all faiths (and those of no faith), cultures and lifestyles – do they support through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain?			
<b>The behaviour and safety of pupils at the school</b>			
8. Are there safeguarding arrangements that include keeping pupils free from the dangers of radicalisation and extremism? Do these include checking and monitoring (e.g. of external speakers at school assemblies)?			
9. Does the school have effective systems for ensuring a school culture where pupils conduct themselves with respect courtesy and good manners and do they understand how such behaviour contributes to school life, relationships, adult life and work?			
10. Does the school have effective systems for monitoring and tackling all forms of bullying and harassment? (This includes cyber bullying, prejudice-based bullying related to SEN, sex, race, religion and belief, disability, sexual orientation or gender reassignment.)			

### Actions:

Yes = What is your evidence? Are there any further questions to ask about the provision?

No = Then this needs to be an action for development.

Unsure = Investigate further.



## Five suggestions for outstanding practice

1. Ensure all members of your school community can articulate what it understands as SMSC and can relate this to the school's overall purpose and ethos.
2. Ensure your school is clear as to where it is planning for and delivering SMSC - avoid a scattergun approach. RE, CW, PSHE and Citizenship are areas that are of key importance.

*"Schools should focus on a limited number of activities or approaches for the implementation of SMSC. Done well, these are likely to be more effective and more open to a critical evaluation than many spread too thinly to make any real difference."*<sup>2</sup>

3. The responsibility for the leadership of SMSC, RE and CW is clear, shared and held to account. Those responsible are given appropriate support through continuing professional development, and governor scrutiny and challenge.
4. There are clear lines of intelligent accountability and self-evaluation frameworks for SMSC, RE and CW. Ensure your school has a lead governor with responsibility for SMSC who liaises with school leadership, teachers and pupils to develop a system for monitoring and evaluating SMSC with realistic targets and an appropriate framework for analysing the effectiveness of any provision.
5. Build SMSC into the core life and work of your school as a tool for human flourishing. Include SMSC in reporting systems to parents and students and in teachers' performance management systems. Recognise and plan for SMSC as a tool for raising attainment and as a supporting strategy for closing attainment gaps.

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<sup>2</sup> RSA Schools with Soul p25 2014 <http://www.thersa.org/action-research-centre/learning,-cognition-and-creativity/education/reports-and-events/reports/schools-with-soul#download-report>