Spiritual, Moral, Social and Cultural Definitions

“The school’s thoughtful and wide-ranging promotion of pupils’ spiritual, moral, social and cultural development and their physical well-being enables them to thrive in a supportive, highly cohesive learning community.” Ofsted: Descriptor of outstanding overall effectiveness (July 2014)

SPIRITUAL

Ofsted – Pupils’ spiritual development 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

Examples of SLN Resources that support spiritual development:
People Equal poetry lesson series, Curiosity questions, SLN Identity Pack, Don’t judge a book by its cover, Blob tree, Visible and Invisible differences, team building activities, SLN-Model United Nations programme

MORAL

Ofsted – Pupils’ moral development 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

Examples of SLN Resources to support moral development:
We are all born free, Something Else, Silence seeker, Sharing Common Goals, SLN-MUN, Noughts and Crosses, Feeling Isolated
SOCIAL

Ofsted – Pupils’ social development 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

Examples of SLN Resources to support social development:
SLN linking programmes or SLN-MUN, Protect the pringle!, Visible & Invisible, Drama games for a school linking visit, Geoscapes of me

CULTURAL

Ofsted – 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

Examples of SLN resources to support cultural development:
Geoscapes, Thinking with your feet, SLN Identity Lesson Pack, Britishness debates, Noughts and Crosses, SLN-MUN, Voices in Park lesson series

www.schoolslinkingnetwork.org.uk/resources-area

Spiritual, Moral, Social and Cultural Definitions from Ofsted: School Inspection Handbook (July 2014)
Resource examples and photos from Schools Linking Network.
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