The 2014 National Curriculum citizenship programme of study teaching requirement provides specific opportunities to develop SMSC.

At Key Stage 3, the programme of study includes:

- the precious liberties enjoyed by the citizens of the United Kingdom
- the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.

At Key Stage 4, the programme of study includes:

- the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
- local, regional and international governance and the United Kingdom’s relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- human rights and international law
- the legal system in the UK, different sources of law and how the law helps society deal with complex problems
- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

Policy statements from both DfE and Ofsted make clear reference to the contribution that citizenship can make to SMSC.

"Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments." (The National Curriculum 2014)

"Inspectors should investigate whether there is a coherent approach to the promotion of SMSC through activities such as tutorials, citizenship programmes and discussions with pupils about their work” (Subsidiary Guidance for Inspectors, Ofsted January 2014)

What’s the big idea?

Citizenship education, when well planned, taught and properly assessed, forms a key element in school’s provision for pupils’ Spiritual, Moral and Social development. It helps to prepare pupils for life as active and engaged citizens and to meet the challenges, opportunities, responsibilities and experiences of life. This includes knowledge, understanding and an appreciation of their own and others beliefs, values and cultures and the skills to critically explore how individuals and communities are influenced by these. As such the development of SMSC should be evident in both curriculum provision and school ethos.

"In many respects, SMSC is the very lifeblood of schools and schooling – providing young people with a set of characteristic and capabilities that enable to cope with modern day life” (Schools with Soul, RSA, March 2014)

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Key concepts

The spiritual, moral, social and cultural development (SMSC) of pupils is intrinsic to the subject of Citizenship, as recognized in Ofsted’s latest guidance. Citizenship plays a special role by introducing pupils to topical and often controversial issues, problems and events in society and the wider world. Often the four elements of SMSC inter-relate in the context of these issues.

(I) SOCIAL DEVELOPMENT

At different scales:
- my school,
- my neighbourhood,
- the UK,
- The EU and
- global society, including the Commonwealth, UN and other global communities.

Pupils should discuss and debate:
- How are decisions made?
- Why have rules and laws?
- What ought to change?
- How could I help to improve things?

(II) MORAL DEVELOPMENT

Pupils should consider competing concepts of right and wrong, and ethical debates in modern British, European and global society.

These might include the rights, responsibilities and moral dilemmas we face in relation to:
- our economic consumption and production,
- whether warfare is ever justified, and
- the use of nuclear as opposed to fossil fuels or sustainable energy sources.
Pupils should think about the multiple religious and cultural groups which characterize Britain today and their respective socio-political dimensions. This might include the beliefs different groups have about:

- gender, including the role and status of men and women and same sex couples;
- education;
- lifestyle choices like food and clothing;
- and types of authority, e.g. gang culture and its influence.

What does good Citizenship as part of SMSC look like?

Positive characteristics might include the following.

- The school will have effective leadership and management structures with a well-planned and coherent approach to SMSC.
- This will be visible in citizenship teaching and learning and highlighted within schemes of work for the subject.
- There will be a policy for SMSC and strategies for improvement will feature in the school development plan.
- A process for recording achievement will be in place.
- Pupil’s participation and parental/community engagement will be routine in the school and all staff will have had training in SMSC.
- Crucially, teachers will include enquiry as a routine aspect of their pedagogy and staff will be confident to let pupils have a say in setting the agenda and
Outcomes of effective practice

With regard to **spiritual development**, pupils will demonstrate independence, critical and reflective thinking skills. They articulate their beliefs - religious or non-religious - and show an interest in and respect for different people's feelings and values. They enjoy work and being challenged by study. In the school, there are strategies to enable pupils to share, reflect on and explore their own and others' beliefs, values and experiences.

With regard to **moral development**, pupils understand the difference between right and wrong and are able to evaluate others’ viewpoints. They challenge viewpoints they disagree with in a constructive and inclusive manner but are able to determine discriminatory behaviours, values and attitudes for example in relation to bullying, homophobia, racism and other forms of discrimination. The school has strategies to enable teachers and pupils to recognise and tackle discrimination and the school has strategies to ensure it is an inclusive community.

In respect of **social development**, pupils have the skills, knowledge and understanding to recognize and deal with challenges and problems. They are resilient and can resist peer pressures and know where to get help and advice. They are able to discuss controversial, topical and sensitive and are able to take action on things that matter to them. The school, teachers, parents and the community value the role of the school in promoting the social development of pupils as much as their academic development and understands how this contributes to pupils becoming knowledgeable and motivated citizens.

In respect of **cultural development**, pupils know about, value and can demonstrate how different cultural influences bring benefits to themselves and their community. They discuss aspects of identities including national identity and understand the concept of multiple identities. Across their schooling they explore cultural diversity, engaging with members of their community and beyond. Teachers are inclusive in the language they use with pupils in helping them explore aspects of culture and ensure that all students can access learning by careful selection of appropriate resources and learning experiences.

Teaching ideas and resources

- Teachers pedagogical approaches that are inclusive, develop moral, ethical and justice based thinking, that promote critical thinking and enquiry and enable students to explore matters that are often controversial, topical or sensitive, including in a community and global context.
- Teachers are aware of wider policy documentation, including that relating to cohesive communities and resilience and strategies that counter extremism.
- Engaging with members of local, national and international communities through visits and visitors.
- The use of new technologies to enable pupils to have wider views of issues.
- Promoting understanding about how others live their lives and the challenges they face.
- Active citizenship approaches and projects.
- Debating.
- Development of charters and policies relating to mobile phone, racism, xenophobia or bullying based on the UN Convention of the Rights of the Child.
- Having class, year and school councils.
- Effective use of circle time or assemblies.
- High quality work experience.
- Inventive and sustained use of ‘drop-down’ days.
- Development of personal, learning and thinking skills, social and emotional aspects of learning and key skills from citizenship that relate specifically to SMSC.
- High quality classroom and school displays.
- Innovative ways of working with the community and in the community.

Resources and links

- www.bbc.co.uk/ethics/guide/ includes a list of 13 ethical issues on which one can search information including the beliefs & views of different religions and denominations.
- www.smsc.org.uk SMSC Online is a comprehensive support website for the integration of spiritual, moral, social and cultural values across all aspects of school life.
- www.chalkface.com/products/Citizenship Chalkface resources for Citizenship include lesson plans, worksheets and online resources, covering a wide range of topics including racism, equal opportunities and anti-social behaviour.
- www.gogivers.org A PSHE and Citizenship programme for primary schools to develop caring and concerned citizens with the skills and confidence to make a positive difference to their communities.
- www.hmd.org.uk/content/for-educators a range of resources to support teaching about holocaust and genocide.
- www.doingsmsc.org.uk/resources a selection of resources from the Citizenship Foundation that have been identified as supporting the development of SMSC.
- www.teachingcitizenship.org.uk Association of Citizenship teaching in the UK.
- www.teachingcitizenship.org.uk/diodev/ includes a list of 13 ethical issues on which one can search information including the beliefs & views of different religions and denominations.
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- www.doingsmsc.org.uk/resources a selection of resources from the Citizenship Foundation that have been identified as supporting the development of SMSC.
- www.teachingcitizenship.org.uk Association of Citizenship teaching in the UK.
- www.anti.racism.org.uk Show Racism the Red Card including how your school can work with your local football club.
- www.anti-bullyingalliance.org.uk/resources to support teachers in developing anti-bullying education and policies in schools.
- www.movinghere.org.uk Explore photos, recordings and documents, research your family history and even add the story of how you came to England.
- www.Black-history-month.co.uk resources and information about black history month which take place each October.
- www3.hants.gov.uk/education/hias/childrensrights/rrr-smc.htm a school self-evaluation tool for the promotion of SMSC development from Hampshire County Council.
- http://www.schools-out.org.uk/ resources, training and information on LGBT history month which takes place in February each year.