

Engaging and Embedding Faith & Belief into FE and Skills

Ofsted and SMSC

Peter Green HMI

Leeds City College
3 April 2014



Session outline

- Ofsted's approach to SMSC
- The Common Inspection Framework and Inspecting SMSC
- Features of effective SMSC

Ofsted's approach to SMSC



- The Common Inspection Framework for Further Education and Skills, revised January 2014, defines this.
- The Handbook for the inspection of Further Education and Skills gives specific details.
- It applies to all providers.
- Inspection reports provide the outcomes.

What does the CIF say?



Outcomes

- Learners develop personal, social and employability skills
- Para 160 states: Where relevant, inspectors should take into account:
 - Learners' spiritual, moral, social and cultural development

What does the CIF say?



Teaching, learning and assessment

- Equality and diversity are promoted through teaching and learning – Para 176 states that inspectors should take into account:
 - whether learning activities motivate and engage all learners, whatever their age, ability and cultural background, and that they are suitably demanding
 - the impact that teaching has in promoting the learners' spiritual, moral, social and cultural development

What does the CIF say?



Leadership and management

- Para 177 – To make this judgement, inspectors will consider:
 - how well leaders promote the ambition of high achievement for all learners
- Para 185 – inspectors should take into account:
 - how effectively curriculum planning meets learners' spiritual, moral, social and cultural development needs.

Some findings – inspection report



Managers have grown more confident at promoting equality and diversity. Media screens throughout the college highlight and celebrate the diversity and achievements of current students particularly well. Several faith or cultural festivals and social landmarks are celebrated within college, although not those of the smaller minority ethnic groups. Managers are rightly targeting further improvement in teachers' ability to plan and manage learning activities which more responsive to the range of students' abilities and to integrate equality and diversity themes into lessons.

Some findings – inspection report



In the majority of lessons, teachers explain clearly matters of equality that arise from the subject material such as issues of faith and belief when dealing with the Chinese New Year. They discuss with interest aspects of diversity as they relate to topics studied. Teachers promote equality and cultural awareness effectively. Students present themselves well, show mutual respect and value individual differences.

What are the aspects of SMSC?



Spiritual - the development of the non-material aspects of a human being ... It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a person's 'spirit'. Some call it 'soul'; others as the development of 'personality' or 'character'. Developing awe and wonder, a spirit of enquiry.

What are the aspects of SMSC?



Moral - building a framework of moral values, aligned with law of the land, regulating personal behaviour. It is also about the developing understanding of society's shared and agreed values. Moral development is about gaining an understanding of the different views and the reasons for the range. It is about developing a sense of responsibility and accountability. It is also about understanding rights and responsibilities.

What are the aspects of SMSC?



Social - It is about the development of the skills and personal qualities necessary for living and working together in harmony and making a positive contribution to the local community and wider society. It is about functioning effectively in a multi-racial, multi-cultural society and developing into a tolerant and helpful human being. It involves growth in knowledge and understanding of society in all its aspects.

What are the aspects of SMSC?



Cultural - developing an understanding of own culture and heritage, and other cultures in the local town, region and in the country as a whole. It is about understanding cultures represented elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the modern world within a culture of shared experiences provided by the internet, social media, television, art, cinema and travel. It is about understanding that cultures are always changing and coping with change and appreciating diversity.

Summary – a preparation for life?



- Respect
- Decision-making
- Self-awareness and self-fulfilment
- Open-mindedness
- Citizenship and contribution
- Employability

Questions?

