

CULTURAL DEVELOPMENT

Exploring, understanding and respecting cultural diversity

Ofsted 2015

- Pupils' 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
- Pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others

Ofsted 2004

- Pupils develop an understanding of the dynamic, evolutionary nature of cultures
- Pupils develop an ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality
- Pupils develop an openness to new ideas and a willingness to modify cultural values in the light of experience
- Pupils develop a regard for the heights of human achievement in all cultures and societies
- Pupils develop an appreciation of the diversity and interdependence of cultures
- Schools present authentic accounts of the attitudes, values and traditions of diverse cultures
- Schools address discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality

Participating and responding to cultural activities

Ofsted 2015

- Pupils' willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities

Ofsted 2004

- Pupils develop an ability to use language and understand images/icons - for example, in music, art, literature - which have significance and meaning in a culture
- Pupils develop a willingness to participate in, and respond to, artistic and cultural enterprises
- Pupils develop a sense of personal enrichment through encounter with cultural media and traditions from a range of cultures
- Schools recognise and nurturing particular gifts and talents
- Schools provide opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Schools develop partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges

Preparing for life in modern Britain

Ofsted 2015

- Pupils' knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Pupils' 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

Understanding and appreciating personal influences

Ofsted 2015

- Pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others

Ofsted 2004

- Pupils develop an ability to recognise and understand their own cultural assumptions and values
- Pupils develop an understanding of the influences which have shaped their own cultural heritage
- Schools provide opportunities for pupils to explore their own cultural assumptions and values
- Schools reinforce the school's cultural values through displays, posters, exhibitions, etc
- Schools audit the quality and nature of opportunities for pupils to extend their cultural development across the curriculum

MORAL DEVELOPMENT

Developing and expressing personal views or values

Ofsted 2015

- Pupils' interest in investigating and offering reasoned views about moral and ethical issues

Ofsted 2004

- Pupils develop a confidence to act consistently in accordance with their own principles
- Pupils develop a considerate style of life
- Pupils develop a willingness to express their views on ethical issues and personal values
- Pupils develop a commitment to personal values in areas which are considered right by some and wrong by others
- Pupils develop a desire to explore their own and others' views
- Pupils develop an understanding of the need to review and reassess their values, codes and principles in the light of experience.
- Pupils develop an ability to make responsible and reasoned judgements on moral dilemmas
- Schools develop an open and safe learning environment in which pupils can express their views and practise moral decision-making

Investigating moral values and ethical issues

Ofsted 2015

- Pupils' 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

Ofsted 2004

- Pupils develop a desire to explore their own and others' views
- Schools promote measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria
- Schools give pupils opportunities across the curriculum to explore and develop moral concepts and values - for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Schools recognise and respect the codes and morals of the different cultures represented in the school and wider community

Moral codes and models of moral virtue

Ofsted 2004

- Schools provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Schools make an issue of breaches of agreed moral codes where they arise - for example, in the press, on television and the internet as well as in school
- Schools model, through the quality of relationships and interactions, the principles which they wish to promote - for example, fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts
- Schools provide models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship
- Schools reinforce their values through images, posters, classroom displays, screensavers, exhibitions

Recognising right and wrong and applying it

Ofsted 2015

- Pupils' ability to recognise the difference between right and wrong, readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England

Ofsted 2004

- Pupils develop an ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures
- Pupils develop an ability to make responsible and reasoned judgements on moral dilemmas

Understanding the consequences of actions

Ofsted 2015

- Pupils' understanding of the consequences of their behaviour and actions

Ofsted 2004

- Pupils develop an ability to think through the consequences of their own and others' actions
- Schools encourage pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour

SOCIAL DEVELOPMENT

Developing personal qualities and using social skills

Ofsted 2015

- Pupils' use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds

Ofsted 2004

- Pupils adjust to a range of social contexts by appropriate and sensitive behaviour
- Pupils reflect on their own contribution to society and to the world of work
- Pupils show respect for people, living things, property and the environment
- Pupils benefit from advice offered by those in authority or counselling roles
- Pupils exercise responsibility
- Schools foster a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish
- Schools encourage pupils to recognise and respect social differences and similarities
- Schools help pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self-respect
- Schools help pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community
- Schools provide a conceptual and linguistic framework within which to understand and debate social issues
- Schools provide opportunities for engaging in the democratic process and participating in community life
- Schools provide opportunities for pupils to exercise leadership and responsibility
- Schools provide positive and effective links with the world of work and the wider community

Participating, cooperating and resolving conflicts

Ofsted 2015

- Pupils' 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

Ofsted 2004

- Pupils relate well to other people's social skills and personal qualities
- Pupils work, successfully, as a member of a group or team
- Pupils challenge, when necessary and in appropriate ways, the values of a group or wider community
- Pupils share views and opinions with others, and work towards consensus
- Pupils resolve conflicts and counter forces which militate against inclusion and unity
- Pupils participate in activities relevant to the community
- Schools encourage pupils to work co-operatively
- Schools provide positive corporate experiences - for example, through assemblies, team activities, residential experiences, school productions
- Schools help pupils resolve tensions between their own aspirations and those of the group or wider society
- Schools provide a conceptual and linguistic framework within which to understand and debate social issues
- Schools provide opportunities for engaging in the democratic process and participating in community life
- Schools provide opportunities for pupils to exercise leadership and responsibility
- Schools provide positive and effective links with the world of work and the wider community

Understanding how communities and societies function

Ofsted 2015

- Pupils' 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

Ofsted 2004

- Pupils appreciate the rights and responsibilities of individuals within the wider social setting
- Pupils understand how societies function and are organised in structures such as the family, the school and local and wider communities
- Pupils understand the notion of interdependence in an increasingly complex society
- Schools identify key values and principles on which school and community life is based

SPIRITUAL DEVELOPMENT

Developing personal values and beliefs

Ofsted 2015

- Pupils' ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life
- Pupils' willingness to reflect on their experiences

Ofsted 2004

- Pupils develop an increasing ability to reflect and learn from this reflection
- Pupils develop an ability to show courage and persistence in defence of their aims, values, principles and beliefs
- Pupils develop an ability to think in terms of the "whole" - for example, concepts such as harmony, interdependence, scale, perspective
- Where pupils already have religious beliefs, schools support and develop these beliefs in ways which are personal and relevant to them
- Schools encourage pupils to reflect and learn from reflection

Experiencing fascination, awe and wonder

Ofsted 2015

- Pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them

Ofsted 2004

- Pupils develop an appreciation of the intangible - for example, beauty, truth, love, goodness, order - as well as for mystery, paradox and ambiguity
- Schools promote teaching styles which encourage pupils to relate their learning to a wider frame of reference - for example, asking "why?", "how?" and "where?" as well as "what?"

Exploring the values and beliefs of others

Ofsted 2015

- Pupils' interest in and respect for different people's faiths, feelings and values

Ofsted 2004

- Schools give pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives
- Schools encourage pupils to explore and develop what animates themselves and others

Understanding human feelings and emotions

Ofsted 2015

- Pupils' interest in and respect for different people's faiths, feelings and values

Ofsted 2004

- Pupils develop a sense of empathy with others, concern and compassion
- Pupils develop a readiness to challenge all that would constrain the human spirit: for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination
- Pupils develop a respect for insight as well as for knowledge and reason
- Pupils develop an understanding of feelings and emotions, and their likely impact

- Schools give pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful
- Schools develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected
- Schools accommodate difference and respecting the integrity of individuals

Using imagination and creativity in learning

Ofsted 2015

- Pupils' use of imagination and creativity in their learning

Ofsted 2004

- Pupils develop an expressive and/or creative impulse
- Promoting teaching styles which value pupils' questions and give them space for their own thoughts, ideas and concerns