



Do you want to enhance your school's personal development provision?

A link with a Child of Hope school in Uganda could help inspire your children to be responsible, respectful and active citizens.

Through a meaningful partnership with Child of Hope nursery, primary or secondary schools in Uganda, you could help develop your children's understanding of what it means to be responsible, respectful and active citizens.

Child of Hope education, pastoral and medical staff work with children and their families to beat poverty through education. The schools provide free education to 600 children aged 3-18 from the Namatala slum and surrounding areas.

Below are examples from Ofsted's Education Inspection Framework for evaluating personal development you could meet by developing a partnership with Child of Hope.

291. The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life. ...

292. ... Schools are crucial in preparing pupils for their adult lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so. ...

293. This judgement focuses on the factors that research and inspection evidence indicate contribute most strongly to pupils' personal development. These include how the school:

- ensures that curriculum subjects such as citizenship, RE and other areas such as personal, social, health and economic education, ... , contribute to pupils' personal development ...
- develops pupils to become responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- through the curriculum, assemblies, wider opportunities, visits, discussions and literature, develops and deepens pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law, and mutual respect and tolerance
- promotes equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. This includes, but is not limited to, pupils' understanding of the protected characteristics and how equality and diversity are promoted
- develops pupils' characters, which we define as a set of positive personal traits, dispositions and virtues that informs pupils' motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society

Spiritual, moral, social and cultural development

299. Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school's activities, but draws together many of the areas covered by the personal development judgement.

300. Provision for the spiritual development of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, 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

301. Provision for the moral development of pupils includes developing their:

- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

302. Provision for the social development of pupils includes developing their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those 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

303. Provision for the cultural development of pupils includes developing 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 in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- willingness to participate in and respond positively to artistic, musical, 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. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Ofsted's approach to evaluating personal development on graded inspections

304. On graded inspections, inspectors will focus on:

- pupils' spiritual, moral, social and cultural development, citizenship education, modern British values, the development of character and wider development.

If you would like to know more about Child of Hope and how you could build a partnership with one of the schools please visit the website www.childofhopeuganda.org/get-involved/schools or contact Lucy Swift, the education advisor, via email at lucy.swift@childofhopeuganda.org