

## Summary Sheet

**Key Question 2: How well are pupils' attitudes, values and personal qualities developed?**

**Strand 2b: The LRC's contribution to pupils' spiritual, moral, social and cultural development**

Reason for choice of key question and strand: \_\_\_\_\_

Indicator	Level awarded in last evaluation (if applicable)	Evidence collected	Level Awarded (1-5)	What should the LRC do to improve?
i. Do LRC resources provide pupils with information about and insights into feelings, values and beliefs; spiritual awareness and self-knowledge; principles which distinguish right from wrong; and appreciation of their own and other cultural traditions?				
ii. Do pupils understand and respect individual differences, particularly feelings, values and beliefs – resisting oppressive behaviour e.g. bullying, racism				
iii. Do pupils display a sense of pride in and ownership of the school LRC?				
iv. Do LRC staff insist on high standards of behaviour in the LRC?				

Support required to enable the LRC to improve:

**Overall level reached:**

*Key Question 2: How well are pupils' attitudes, values and personal qualities developed?*

*2b: The LRC's contribution to pupils' spiritual, moral, social and cultural development*

## **THE TOOLS**

### **O Interview questions for pupils**

- How would you describe the LRC to someone new to the school?
- Who is the LRC mainly intended for? Should all pupils be allowed to use it? Should any pupils get priority in the LRC?
- Do pupils with disabilities have any problems in using the LRC? Do you help them to use any of the resources? How do you help?
- Where would you look in the LRC for information about different cultures and beliefs?
- Do LRC staff insist that pupils behave well in the LRC?
- What do you do if someone is behaving badly in the LRC?

### **P Interview questions for LRC staff**

- Do pupils generally appear proud of the LRC? Can you give examples?
- Do pupils generally show respect for and take good care of the LRC and its resources?
- Do pupils show respect for LRC staff and for other pupils working in the LRC?
- Do pupils ever engage in oppressive behaviour, for example, bullying?
- How do you ensure high standards of behaviour in the LRC?

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**Q Observation checklist**

	<b>Strong</b>	—————→			<b>Weak</b>
<b>Ability/awareness shown:</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Limited</b>	<b>Little or none</b>	
works well with other pupils of all abilities, gender, ethnic origins etc.					
assists other pupils in using LRC resources.					
shows respect towards LRC staff and volunteers.					
respects individual differences and does not engage in aggressive behaviour.					
shows interest in and is actively involved in activities in the LRC (e.g. offering to help).					
shows respect for and takes good care of LRC resources.					

*Record the individual scores for pupils in the grid above to arrive at an overall level*