

Spiritual, Moral, Social & Cultural Development at Thomas's Academy



Spiritual, Moral, Social & Cultural Development (SMSC) is at the heart of our curriculum and ethos at Thomas's Academy.

Our **4 Cornerstones** specifically refer to this:

The "Be Kind" cornerstone describes our clear dedication to promoting a set of 'Human Values' in common with all of the Thomas's Schools. These values of Kindness, Courtesy, Honesty, Respect, Independence, Confidence, Leadership and Humility align very closely with the set of British Values as outlined by the DfE (See Below). Our "Think Globally" cornerstone further cements these values of tolerance and respect and places international-mindedness at the centre of our ethos ensuring that our pupils grow up with a very clear global understanding.

British Values are set out by the DfE as specifically: Democracy; the Rule of Law; Individual Liberty; Mutual Respect; and Tolerance of those of different faiths or beliefs. In order to map out our approaches in alignment with these values we have labelled them as follows:

- BV1: Democracy
- BV2: The Rule of Law
- BV3: Individual Liberty
- BV4: Mutual Respect
- BV5: Tolerance of those of different faiths or beliefs.

In this document we set out both the actions undertaken to promote pupils' Spiritual, Moral, Social and Cultural Development and the impact of these actions on the pupils at Thomas's Academy. This document was originally produced as a result of an audit of our SMSC provision including all of the staff at the Academy in January 2016. This audit was last reviewed and updated in September 2019.

Spirituality



Our pupil's spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses and their will to achieve. As their curiosity about themselves and their place in the world increases, they consider some of life's fundamental questions. They develop the knowledge, skills, understanding and attitudes they need to enrich their own inner lives and non-material well-being. They develop their self-esteem, aspirations and confidence. Through studying and exploring beliefs and religions, the pupils develop an informed perspective on life in order for them to understand, demonstrate tolerance towards and respect the feelings and values of others. Creating beauty, thinking globally, being kind and being an effective learner are at the heart of learning at Thomas's Academy. This is demonstrated by their use of imagination and creativity in their learning and by their willingness to reflect on their experiences.

<p>How does Thomas's Academy help pupils to develop spiritually?</p>	<p>What is the impact of this?</p>
<p>Our Four Cornerstones:</p> <ul style="list-style-type: none"> ▪ We have Think Globally, Be Kind, learn to Learn and Create Beauty as our four cornerstones. By putting these values so high in our priorities we are aiming to ensure that our pupils are equipped to be kind, open- minded people with the skills to face the challenges of 21st century. 	<ul style="list-style-type: none"> ▪ Pupils' learning is regularly related to global themes and international-mindedness, which is promoted throughout the Academy (BV4) ▪ Pupils are encouraged to reflect on their own work and attitudes in class and in assemblies ▪ Pupils are encouraged to take risks with their learning, to push themselves and to learn from their mistakes. ▪ 'Growth Mindsets' are developed by teachers making learning through our mistakes visible and desirable to the pupils (BV3)

<p>Our Curriculum offers:</p> <ul style="list-style-type: none"> ▪ Inspiring topic lessons – which actively encourage pupils to be inquisitive about the world around them (International lessons IPC and WE Schools resources) ▪ KS1 and 2- 'Character Curriculum' sessions twice a week ▪ We encourage risk taking in our pupils ▪ Teachers use response marking to identify pupils' next steps in their learning in conjunction with a split-screen approach, where our learning attitudes feature in lesson objectives ▪ Internet Safety 	<ul style="list-style-type: none"> ☒ Pupils who are genuinely interested about the people in the world around them and how our lives are similar and different (BV4 and 5) ☒ Our 'Character Curriculum' encompasses PSHE, mindfulness and wellbeing as well as specific lessons to develop pupils' understanding of our school values and learning attitudes. Pupils learn about sex and relationships, Finance, personal safety, personal hygiene all in a safe and child-centred approach. (BV2, 3 and 4) ☒ This helps to promote resilience ☒ This helps to promote reflective approaches to learning ☒ By promoting safe use of the internet in and out of school, our pupils are learning how to be safe online through workshops and lessons in Enrichment Weeks and this theme is inter-weaved through our Computing curriculum (BV2, 4 and 5)
<ul style="list-style-type: none"> ▪ A wide RE Syllabus – RE Focus days allow the pupils to focus their learning on different faiths and promote tolerance and respect ▪ Visits to different places of worship ▪ Growth Mindset – is an integral part of teaching and learning at TA ▪ Enrichment Weeks 	<ul style="list-style-type: none"> ☒ Pupils undertake activities to promote reflection and understanding about other faiths (BV5) ☒ This leads to increased appreciation and tolerance in older years (BV5) ☒ Visits to places of worship further develops this understanding (BV5) ☒ encouraging our pupils do have a positive attitude to learning ▪ Broadening our curriculum even further to address global issues, historical topics, Enterprise... (BV1, 2, 3, 4, 5)
<p>We have roles within the school for our pupils to promote pupil voice and encourage our pupils to be actively involved in how the school operates.</p> <ul style="list-style-type: none"> ▪ Our Year Six House Captains lead reflective assemblies in all KS1 and KS2 classes every week ▪ School Council ▪ Play Supporters ▪ Peer Mediators ▪ Young Interpreters ▪ Yr5 Safety Prefects 	<ul style="list-style-type: none"> ☒ This promotes pupil leadership and supports pupil wellbeing. (BV2) ☒ School Council lead on Global Goals focus, how Democracy is a key British value and how it is seen in school (BV1) ☒ These pupils have ensured that there are very few pupils who are ever alone or without a friend (BV4) ☒ Peer Mediators have helped staff improve the structure at playtimes to discourage negative behaviours at playtimes (BV2, 4 and 5) ☒ Interpreters are a wonderful buddy to those pupils at our school who have EAL. Our EAL Pupils are always engaged and make excellent progress. (BV4 and 5) ☒ These pupils are in charge of maintaining calm and promoting safety on the staircases around school during transition periods. (BV2 and 4)
<ul style="list-style-type: none"> ▪ Headmaster's Reading Prize ▪ House Points/Class Rewards ▪ Celebrating Learning – Assemblies on Friday ▪ Competitions ▪ Celebrations of effort and achievements 	<p>Giving our pupils opportunities to share in the celebration of others' achievements and 'effort made' in and out of school, impacts on our pupils' tolerance and respect for others. It teaches our pupils humility and kindness. (BV4 and 5)</p>

<p>Annual Yr 5 and 6 Residential visit</p>	<p>There are numerous benefits of allowing pupils to express themselves in activities that require collaboration, a growth mindset and sometimes bravery. During a residential we see our pupils embrace our learning attitudes and also our 'Be Kind' values of respect, leadership, confidence, independence, honesty, kindness and humility. (BV2, 3 4 and 5)</p>
<p>We celebrate national days and other special events for the school community such as:</p> <ul style="list-style-type: none"> ▪ Festivals ▪ Guy Fawkes Day ▪ Remembrance Day ▪ Birthdays ▪ St. George's Day ▪ Mother's Day ▪ Father's Day ▪ Sports Day and Sport Events ▪ Enrichment weeks (including Social Enterprise) ▪ Charity days ▪ Campaigns for local and global issues ▪ International Food Day 	<p>By recognising festivals and special days in our school community this impacts our pupils' humility. Thinking of others before the needs of oneself is one of our school values and thanking and celebrating those who care for us, coming together as a community or raising awareness of a local or global issue has helped our pupils know that they do and can make a difference. (BV1, 2, 3, 4, 5)</p>
<p>Early Years staff regularly prompt pupils to talk about feelings actions and behaviours during daily activities</p>	<ul style="list-style-type: none"> ▪ This provides pupils with the foundations for building knowledge and understanding about themselves and others (BV 2 & 4)

Morality



The moral development of our pupils is shown by their ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives. We focus on pupils understanding the consequences of their behaviour and actions. We promote an interest in moral and ethical issues and help pupils to develop their ability to understand and appreciate the viewpoints of others.

How does Thomas's Academy help pupils to develop morality?	What is the impact of this?
Our Four Cornerstones set-out a strong 'Moral Code' which is embedded throughout the Academy in displays, assemblies and regular class lessons.	<ul style="list-style-type: none"> ▪ This 'Moral Code' is well understood by all pupils, staff and parents in terms of our values, our focus on learning, our global emphasis and our celebration of achievement. ▪ Pupils understand the importance of this set of principles, they are reflective and are self-aware, and the actively seek to improve themselves both academically and socially.
We follow The International Primary Curriculum in KS1 & KS2	<ul style="list-style-type: none"> ▪ The IPC places significant focus on global, ethical issues such as sustainability and global inequality. This helps develops pupils' understanding and appreciation of these issues. (BV 1, 2, 3, 4 &5)
Our 'Character Curriculum' brings together a range of resources to support pupils' Personal, Social, Health and Emotional development. These lessons take place twice a week and also incorporate sessions centred around school values and learning attitudes.	<ul style="list-style-type: none"> ▪ Regular opportunities are provided for pupils to learn about the impact of their behaviour and actions. Pupils are taught how to understand and manage their own emotions through the 'Zones of Regulation' and consider the 'emotional footprint' that they leave on others. (BV 3, 4 &5)
Current affairs are discussed frequently in KS2 classrooms and weekly pupils' newspapers are available in Guided Reading.	<ul style="list-style-type: none"> ▪ Pupils are provided with regular opportunities to understand global current affairs and to develop an understanding of the viewpoint of others (BV1)
Our Anti-Bullying policy promotes regular discussion about bullying and annual anti-bullying and preventing cyber-bullying days	<ul style="list-style-type: none"> ▪ Pupils have a good understanding of what bullying is, the impact that it can have and how to help prevent it taking place (BV4)

<p>Pupils are provided with a range of responsibilities and opportunities to be “Moral Role Models” for their peers:</p> <ul style="list-style-type: none"> ▪ House Captains from Year 6 visit all other classes weekly to lead ‘Mindful Moments’ to promote mindfulness and emotional wellbeing ▪ Year 4 and 5 pupils are provided with the opportunity to be “Safety Prefects”, “Play Supporters” and “Peer Mediators” ▪ Positive role models in EY are chosen by the teachers to promote good behaviour 	<ul style="list-style-type: none"> ▪ House Captains develop leadership skills and act as excellent role-models for their peers (BV4) ▪ Play Supporters and Peer Mediators are enabled to take positions of real responsibility in supporting younger pupils
<p>Our Behaviour Policy outlines a very positive approach using ‘House Points’ linked to House Teams and the use of stickers in EYFS. Good choices are celebrated as part of the Friday celebration assembly. The consequences of poor behaviour are also made very clear.</p>	<ul style="list-style-type: none"> ▪ Behaviour at Thomas’s Academy is exemplary. Pupils understand the purpose of good behaviour is to enable themselves and others to learn more effectively. Incidents of poor behaviour are followed-up consistently by the Senior Team. (BV2)

Social Development



Thomas's Academy celebrates its incredibly diverse school community. The social development of our pupils is demonstrated by their ability to work and socialise with other pupils of all religious, ethnic and socio-economic backgrounds. Our pupils demonstrate a 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. We ensure that all of our pupils accept and engage 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

How does Thomas's Academy help pupils' social development?	What is the impact of this?
As one of our Five Learning Attitudes, "Be Collaborative" forms a key element of our approach to teaching and learning	<ul style="list-style-type: none"> ▪ Pupils are taught both the importance of collaboration to improve their learning and the skills required to collaborate effectively with one another
Regular collaborative activities with other Thomas's Schools such as Art Buddy Days and sporting fixtures	<ul style="list-style-type: none"> ▪ Pupils at the Academy are making friends and learning alongside their peers from the wider community of Thomas's schools (BV4)
All KS1 and KS2 teachers use 'Learning Partners' to structure collaboration in a range of lessons	<ul style="list-style-type: none"> ▪ Pupils are taught the skills of listening to others and making shared decisions ▪ Random allocation of learning partners ensures that pupils are taught to work with others of all cultural and linguistic backgrounds and levels of attainment (BV5) ▪ Pupils are encouraged to give feedback to their learning partners so that they can become better collaborators
Pupils all join one of four House Teams: The Shamrocks, The Thistles, The Roses and The Daffodils, all linked to the patron saints of Great Britain.	<ul style="list-style-type: none"> ▪ Weekly Assemblies, Team Events and Team Rewards help develop self-esteem and an appreciation of other people's achievements. (BV4)
Our Staff-Pupil mentoring system supports our most vulnerable pupils	<ul style="list-style-type: none"> ▪ Vulnerable pupils are provided with 1:1 weekly sessions to talk and opportunities to develop their skills in social situations if they find this more challenging
One-to-one Learning Support Assistants work with special needs pupils and support with 'Social Stories'	<ul style="list-style-type: none"> ▪ Those pupils who find change or social interactions difficult are prepared by thinking through and predicting these events in advance
House Captains and Vice Captains are elected each year from the Year Six class to lead each house in assemblies and other events throughout the year-	<ul style="list-style-type: none"> ▪ These pupils are provided with the opportunity to become role models for their peers ▪ All pupils have the opportunity to participate in and understand the democratic process (BV1)

<p>At the start of each year, classes choose a charity to focus on for the year and participate in charitable activities such as research, raising awareness and fundraising.</p>	<ul style="list-style-type: none">▪ Pupils develop an understanding of how important charities are to people all over the world and that they can make a difference by engaging and contributing themselves.
<p>Early Years Graduation and Year 6 production are held to mark the end of Reception and the end of primary school</p>	<ul style="list-style-type: none">▪ Pupils learn that these points of transition are important stages in continuing their education.

Cultural Development



The cultural development of pupils is shown by their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others. They understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. We ensure that our pupils develop knowledge of Britain's democratic parliamentary system. A broad spectrum of artistic, musical, sporting and cultural activities are on offer at Thomas's Academy and a central theme is the participating in and responding positively to these opportunities.

How does Thomas's Academy help pupils' cultural development?	What is the impact of this?
Our "Think Globally" cornerstone permeates our curriculum and our overall ethos	<ul style="list-style-type: none"> ▪ Pupils are provided with frequent opportunities to learn about the range of cultures within the school and further afield (BV 4 & 5) ▪ The IPC ensures that History is taught with a particular global emphasis which ensures that our Pupils understand and appreciate cultures from all over the world (BV 4 & 5)
Each class hosts a whole-school assembly to share their work	<ul style="list-style-type: none"> ▪ Pupils learn from the broad range of activities taking place in each other's classrooms
We actively encourage parents in Early Years to become involved in the daily running of the class	<ul style="list-style-type: none"> ▪ An inclusive welcome is extended to all parents, valuing all of their contributions to the Early Years learning environment
Whole-school R.E. Days are linked to key events and celebrations from a range of religions and cultures	<ul style="list-style-type: none"> ▪ An inclusive set of celebrations allows pupils of particular faiths to celebrate their own festivals and to understand and participate in the celebrations of other cultures. (BV 4 & 5)
A wide range of incursions and excursions take place in every class, every term	<ul style="list-style-type: none"> ▪ Pupils are provided with opportunities to engage with the fantastically diverse range of artistic, musical, sporting and cultural activities that our capital city has to offer
Parental involvement is encouraged through our PTA and other events such as International Food Day and the Summer Fair	<ul style="list-style-type: none"> ▪ All of our parents are brought together under the banner of these whole-school celebrations, promoting tolerance and understanding of a range of cultures.
Our Art teacher provides Art Activities with a global theme in the KS1 and KS2 playgrounds every week.	<ul style="list-style-type: none"> ▪ Pupils develop curiosity about the world and an appreciation of different cultures and traditions (BV 4 & 5)

<p>Spanish language and culture are taught from Reception up to Year 6</p>	<ul style="list-style-type: none"> ▪ Pupils have an understanding and appreciation of Spanish culture and have had the chance to further this using Skype calls to a school in Valencia (BV 4 & 5)
<p>Enrichment weeks provide opportunities for further cultural development.</p>	<ul style="list-style-type: none"> ▪ Pupils experience a wider range of cultural activities such as those related to music, stories, poetry and art resulting in a deeper understanding and appreciation of the cultures studied.
<p>Extra-curricular clubs provide more opportunities for pupils to engage with different cultural activities such as Irish dance, debate and art.</p>	<ul style="list-style-type: none"> ▪ Pupils have a deeper understanding and appreciation of the cultural aspect being experienced.

British Values



The preceding impact statements in this document have been coded to align with the DfE's list of British Values. We place strong emphasis on Values Education at Thomas's Academy and as such help develop very positive attitudes and understanding of these important themes:

Democracy

Each year pupils decide their class rules as a group - fitting in with the overarching school rule 'Be Kind'. Pupils have many opportunities for their voices to be heard. We have a School Council with representatives of every class being voted for by their classmates. They can affect change in the school by bringing forward ideas from their peers, discussing them with the School Council and presenting suggestions to the Head Teacher. We also have a range of roles of responsibilities for our pupils, including, Play Supporters, Assembly Monitors, Peer Mediators, House Captains and Vice Captains. Further up the school, in years 5 and 6, pupils are able to nominate their peers for awards given to those who are exhibiting a school value through their actions. We regularly seek the pupils' views on their experiences at school through activities such as our annual pupil survey.

The Rule of Law

Honesty is one of our School Values and this is explicitly taught through the PSHE strand of our Character Curriculum and our assembly programme. Rules which govern the class, school and the country are reinforced regularly when opportunities arise in the curriculum and through behaviour guidance, assemblies etc. Pupils understand the difference between right and wrong, and strive to let this guide them. Visits to school by authorities such as the Police and Fire Brigade help to reinforce this aspect.

Individual Liberty

Pupils are actively encouraged to make choices and take decisions knowing that they are in a safe and supportive environment. We ensure that they are able to comprehend and exercise their rights and that they understand the consequences of the choices that they make. Our Character Curriculum and behaviour policy are a key example of this. Our teaching gives many opportunities for enquiry based and collaborative learning, with associated challenge, decision-making and risk taking. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our Online Safety lessons. They also understand that with rights come responsibilities.

Mutual Respect and Tolerance of those of Different Faiths and Beliefs

Respect is another of our School Values and this is explicitly taught through our Character Curriculum and RE programmes as well as an underpinning to many activities. Pupils learn that their behaviour has an effect on their own rights and those of others. Our Code of Conduct expects all members of the school community to treat each other, and those in the wider community, with respect.

