

SMSC at St Thomas More High School

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum **as defined in the Ofsted School inspection handbook November 2019.**

Our Mission Statement encompasses this and we reflect on this often through our daily prayer in the morning and at the end of each day.

*To inspire, To learn, To achieve,
To keep our Catholic ethos at the centre of our lives,
To fulfil our educational potential, welcoming all and
reaching out to the wider world,
To truly be.....
God's servant first.*



The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life – in STM this is evident in our RE curriculum, assemblies, and also through the PD programme where sometimes our faith is challenged through everyday things which occur.
- knowledge of, and respect for, different people's faiths, feelings and values – RE curriculum, various assemblies, Black History, Holocaust, Cafod.
- sense of enjoyment and fascination in learning about themselves, others and the world around them, use of imagination and creativity in their learning – being creative through the various interhouse competitions e.g. art, poetry, writing, speech.
- willingness to reflect on their experiences, ask for feedback post different event questionnaires – mock interviews, external visitor assemblies/workshops.
- Spiritually we try to ensure that we think about Jesus in all that we do, as part of that we have a set of prayers we use.
 - One for each house, St Andrews, St Davids, St Georges, St Patricks, St Sebastians and St Vincents
 - Other one is the 'School Prayer' that we use at the end of each day.
 - Link to [STM School Prayers](#) and the saints of STM.



The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England - Legislation - Students learn about law and democracy (See year 8, 9 and 10 – relationships and society PD programme HT5)
- Pupils learn about the difference between right and wrong in our expectations assemblies, RSE through Ten:Ten, about consent, equal opportunities and tolerance, hate crime assemblies, workshops etc (see assembly programme)
- Agreed ways of working, policies and procedures – in STM – behaviour curriculum
- How the law protects you and others – in assemblies, PD programme
- Codes of conduct – in planners and referred to on a regular basis
- understanding of the consequences of their behaviour and actions (as above) Assemblies related to Anti-bullying, Traditional British Values, school values and expectations, Safeguarding and Sexual Harassment, Safer Internet Day, Holocaust memorial. As well as staff modelling good behaviour and also carrying out restorative practice when behaviour is not as expected. Exploring the consequences of behaviours and actions in texts such as An Inspector Calls and A Christmas Carol, in English. Exploring the consequences and implications of not following safety procedures in Science, as well as the ethical and moral questions surrounding stem cells.
- 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 – through the monthly moral dilemmas done in form time and RE lessons, business ethics lessons and PD programme lessons. Exploring environmental concerns and the problems facing the world through Languages and Geography. Exploring the moral and ethical issues around poverty, the Cold War and Nazi Germany, in History. Exploring moral, ethical and legal implications of technology in ICT and Computer Science.
- Assemblies related to Anti-bullying, Traditional British Values, school values and expectations, Safeguarding and Sexual Harassment, Safer Internet Day, Holocaust memorial.



The social development of pupils is shown by 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 – pupils interact with each other, and our context lends itself to that, we offer volunteering, charity fundraising working within houses, other pupils through sporting fixtures and competitions, visits for sixth form to careers opportunities in Westcliff High School for Boys.
- 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 – all pupils have to do volunteering as part of the bronze Duke of Edinburgh which all year 9 pupils are encouraged to complete, year 12 students have volunteering as part of the enrichment programme, all pupils have work experience which will allow pupils to participate and communicate with a wide range of people.
- 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. – see British Values section

- Group work across a range of subject areas. use of discussion-based activities in all subject areas as well as peer marking / feedback. Exploration of key values in texts such as An Inspector Calls and A Christmas Carol, in English. Exploring democracy, government and parliament, in History. Demonstrating and uploading key values through sportsmanship, in PE. Exploring news related to Traditional British Values, in Media Studies
- Learning to communicate in a foreign language in Languages, European Day of Languages, and Language Day offered.
- Assemblies related to Tolerance and Racial Equality, Remembrance, Holocaust Memorial, Childrens Mental Health Week, Hate Crime, LGBTQ, Politics and Democracy
- Volunteering for school events such as Open Evening.
- Whole school Sports Day and St Thomas More Day develops social interaction and team building.
- Attendance at clubs improves sense of identity, belonging and teamwork.
- Break and lunchtime; important time for socialising and friendships.
- Transition support such as taster days, tours and visits allow students to develop social interaction and a sense of belonging before joining the school.



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 that of others – opportunity to express themselves as part of their cultural identity through Childrens Mental Health Week, assemblies (BHM, Cafod, Holocaust Survivor Day)
- 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 - Exploring culture, including context, communication, events, immigration, festivals and religion, in Languages; different faiths in RE, Exploring the British Government and development of Parliament in History, as well as trips. Exploring the history of sports and rules in PE. Exploring various cultural diets and food, in Food Technology. Pursuing artistic and creative opportunities through writing in English, as well as through subjects such as Art and Music. Exploring the cultural issues around technology and how technology impacts upon cultures, in Computer Science.
- knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain – see PD programme and British Values Section
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities – pupils responding to opportunities to represent school in sports, open mic events, musical performances in local area e.g. palace theatre, local artist galleries.
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities (see British Values)