

## Defining Spiritual, Moral, Social, Vocational and Cultural development

Students' **spiritual development** is shown by their:

- Knowledge and a deep understanding of the faith of the Catholic Church alongside the ability to be reflective about their own beliefs, religious or otherwise. These in turn inform their perspective on life and their interest in 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
- use of imagination and creativity in their

Students' **moral development** is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- 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.

Students' **social development** is shown by their:

- use of a range of social skills in different contexts, including working and socialising with students 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
- 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 students develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Students' **cultural development** is shown by 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 within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, 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, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Students' **vocational development** is shown by their:

- Access to a range of activities that inspire, including careers fairs, employer talks, motivational speakers, colleges/university visits,
- Coaches and mentors, designated to supporting with aspirations, achievements, moral guidance and pathways
- Links with employers to boost employability skills
- Work experience
- Careers advice and guidance, through 1-1 interviews and careers education within the pastoral curriculum
- Work with local authority to identify vulnerable young people and intensify their support
- Engagement in Year 9 Vocations day
- Presentations to develop their understanding of their vocational ambitions

## British values and preparation for life in modern Britain

### Guidance from the DfE:

The government set out its definition of British values in the 2011 Prevent Strategy - values of:

- tolerance
- mutual respect between those of different faiths and beliefs
- democracy
- the rule of law
- individual liberty

Every effort is made to ensure the school's ethos promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs; and encourage students to respect other people, with particular regard to the protected characteristics set out in the [Equality Act 2010](#). The Academy Representatives ensure that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

**St Thomas More Catholic Academy makes a key educational contribution to students' explorations of British values**, enabling students to learn to think for themselves about British values in a way which compliments the teaching of the Catholic church.

Students are able to move beyond attitudes of tolerance towards increasing respect, in order that they can celebrate diversity.

Values, education and moral development are a part of St Thomas More's holistic mission to contribute to the wellbeing of each student and of all people within our communities. Students' moral development is the responsibility of all members of our school community..

- **Mutual Tolerance.** St Thomas More does not accept intolerant attitudes to members of the community: attitudes which reject other people on the basis of race, faith, gender, sexual orientation or age are rightly challenged. Tolerance may not be enough: the school challenges students to be increasingly respectful and to celebrate diversity as every person is a unique creation, known and loved by God.
- **Respectful attitudes.** St Thomas More focuses on developing mutual respect between those of different faiths and beliefs, promoting an understanding of what a society gains from diversity. Students will learn about diversity in religions and worldviews and will be challenged to respect other persons who see the world differently to themselves. Recognition and celebration of human diversity in many forms can flourish where students understand different faiths and beliefs and are challenged to be open hearted.
- **Democracy.** Students learn the significance of each person's ideas and experiences through methods of discussion. In debating the fundamental questions of life, students learn to respect a range of perspectives. This contributes to learning about democracy, examining the idea that we all share a responsibility to use our voice and influence for the wellbeing of others. This can be actively witnessed in the day to day life of the school where students work hard to contribute to the local and international community.
- **The Rule of Law:** Students examine different examples of codes for human life, including commandments, rules or precepts offered by different religious communities. They learn to

appreciate how individuals choose between good and evil, right and wrong, and they learn to apply these ideas to their own communities. They learn that fairness requires that the law apply equally to all, irrespective – for example - of a person's status or wealth.

- **Individual liberty.** Students consider questions about identity, belonging and diversity, learning what it means to live a life free from constraints. They study examples of pioneers of human freedom, including those from within different religions, so that they can examine tensions between the value of a stable society and the value of change for human development.

### **Promoting British Values**

The DfE have recently reinforced the need *“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.”*

The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister this year. At St Thomas More Catholic Academy these values are reinforced regularly and in the following ways:

#### **Democracy:**

Democracy is promoted within the school. Students have the opportunity to have their voices heard through our School Council and Student questionnaires. Each teacher has different ways in which the students make their voices heard in their classroom e.g. through including questionnaires, discussions, decisions over classroom rules. Within the Rights and Responsibilities topic (RE) students learn about democratic and electoral processes. We try to challenge injustice through our curriculum e.g. we promote Black History Month every year. We look at people such as Martin Luther King in our RE unit Community Cohesion.

#### **The Rule of Law:**

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days and through school assemblies. The children are taught right from wrong. Students are taught the value and reasons behind laws; that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police; Fire Service; Road Safety Officers etc. are regular parts of our calendar and help reinforce this message. There is a clear Code of Conduct for all students which is on display in every area of the school. Each family signs the Home School Agreement. Work in RE on Codes for living in different religions and the significance of the Golden rule for religious and non-religious people allow students to discuss the importance of this value.

#### **Individual Liberty:**

Within school, students are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for students to make choices safely through the provision of a safe environment and empowering education. Students are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and PSHE education. Whether it be through choice of challenge, of how they record, of participation in our extra-curricular clubs and opportunities, students are given the freedom to make choices. All classes work towards incentives such as The Headteacher's Award where their choices affect outcomes for themselves personally as well as the whole class. We also try to give ownership of learning to the children and promote a

personal investigative approach. Our shared values in the school promote both staff and children as good role models and we take opportunities to challenge stereotypes whenever the opportunity arises. Opportunities are also taken to explore that with individual liberty and freedom comes responsibilities to the local community and the wider world.

**Mutual Respect:**

Our school ethos and Behaviour for Learning policy revolve around core Catholic values such as mutual respect (Gospel teachings of The Golden Rule), reconciliation and forgiveness: students have been part of discussions and assemblies related to what this means and how it is shown. Posters around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our Behaviour for Learning Policy. Our Staff Code of Conduct reflects this core value and professional development explores how to engender a respectful ethos. We support events such as Anti Bullying Week' Campaign.

We promote respect through having an active Accessibility Plan where we promote inclusion and use videos and visitors who are disabled to talk to the children in assemblies. We support a wide range of charities which promote respect and reflect Jesus' teaching local issues raised by students.

**Tolerance of those of Different Faiths and Beliefs:**

This is achieved through enhancing students understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Visitors into school enhance our understanding.