Thomas Middlecott Academy SMSC provision

Our ethos enables us to fully support our young people to be confident, resilient young people and develop the skills and positive attitudes that they will need to be happy and successful in the diverse and changing country they are growing up in. An integral part of our broad and balanced curriculum is to promote SMSC development and this can be seen in every classroom and in every area of the Academy. Having our key values of being ambitious, caring and resilient enable a solid framework in which to support and model these values in every aspect of school life.

We are fully committed to providing every young person with an outstanding education that is underpinned by the strong commitment to our shared values.

Ambitious

- We set ourselves challenging goals
- We strive for our personal best

Caring

- We welcome everyone and support them when they are in need
- We value our own contribution and respect and encourage the contributions of others

Resilient

- We have the courage of our convictions and take risks
- We overcome obstacles to reach success

Our SMSC provision does not however only reflect the aims, ethos and values of Thomas Middlecott Academy; it also makes a vital contribution to relationships, the climate for learning and the skills that pupils need to become successful learners. We ensure that SMSC development is not an extra 'add-on' it lies at the heart of our strategies and continues to improve outcomes for all learners.

Outstanding SMSC is shown across lessons through:

• The subject matter of the curriculum – the areas covered and through planned schemes of work,

• The nature of the learning that takes place – which might involve student-led discussion, debate and effective Q&A.

• The atmosphere / ethos of the lesson and the climate of mutual respect, willingness to have open discussion whilst respecting others, student participation.

Summary of strengths

- High profile student leadership opportunities. *(Student council, prefect, head boy/girl)*
- Peer Mentor scheme with Year 10 students mentoring SEND students
- Drop down days which deliver PSHE
- Our values clearly embedded into the culture of the Academy.
- Effective behaviour systems in place causing students to take responsibility for their actions
- Pupils, spiritual moral, social and cultural development at the heart of teaching and learning
- Leadership at all levels promoting and modelling British values

- Outstanding enrichment offer that enables young people to experience opportunities and explore their culture, British values and have memorable experiences for high quality learning opportunities outside of the classroom
- Highly effective extracurricular programme that enables young people to develop their social skills
- Links with local churches

Actions which need to be taken by the Academy to ensure SMSC provision across the school:

Actions	Outcomes
Completed whole school SMSC provision audit.	Clear evidence of what provisions are in place across the Academy in every department.
Student council elections.	New school council team in place.
Regular student voice surveys as part of the QA cycle by Middle Leaders.	Key stakeholders contributing at every level.
Raffle tickets regularly awarded by staff. Winners awarded in House assemblies.	Promoting self-esteem through rewards assembly.
Christmas concert and other opportunities for sharing their work.	Encouraging creativity and participation in performances.
Participation in DRET Music and Sporting Cups.	Opportunity to perform and raise self-esteem.
Set up prayer parent scheme for GCSE students who request to participate.	Strengthen links with local churches and ensure students feel valued.

Spiritual Development

Developing beliefs and principles • Our core values clearly embedded. • "Thought for the week" Bible quotations referred to in House Assemblies • Opportunities to ask 'big questions' in Religious Studies • Links with local community. St Peter and St Paul Church Kirton; The Beacon Church, Wyberton; New Life Church, Kirton; White Gables Nursing Home, local primary schools. • Celebration of different religious festivals in assemblies • Students contributing to The Salvation Army local appeal at Christmas
Understand and respect the beliefs of others and nurturing our own sense of identity, place and value in the world. • Visits to places of worship (RE trips) • Visitors in school (Father Paul, Gideon's International, Majors of The Salvation Army.) • SOWs for Religious Studies • PSHE drop down day plans
Demonstrate enjoyment and fascination for learning about themselves and the world around them. • Learning outside the classroom. (Enrichment days) • Work experience – Year 10 • Coaching time – tutor time • Opportunities to ask the 'big questions' in House assemblies
Willingness to reflect on their experiences and those of others. • House Assemblies • Visitors into school • Links with local community (OAP tea party, cadets)

Moral Development

Gaining awareness of moral codes and choices - Includes awareness of moral codes of different religions/traditions.
- SOWs for Religious Studies
- Policies – behaviour, inclusion, bullying
- Behaviour around school/school rules
- Discussion of real life dilemmas and debates in tutor time including the DRET Monday debate

Distinguishing right from wrong and understand that actions have consequences.
- SOWs in all subjects.
- Pupil voice
- Behaviour policy in action
- Values in action

Engage in moral and ethical dilemmas, showing awareness of different perspectives.
- SOW evidence
- Learning outside the classroom
- Pupil Voice
- Student Council
- Opportunities to ask 'big questions'

Respect diversity of viewpoints and different people's experiences.
- Challenge of inappropriate words/attitudes
- Pupil voice
- Student Council
- Equalities/inclusion policies
- Lesson observations

Social Development

Use of a range of social skills inside and outside of school.
- Engagement in school council
- Evidence of team work and discussion in lesson activities
- Lesson observations – behaviour for learning
- Roles and responsibilities of students in school (Head Boy/Girl, Deputies, Prefects)
- School productions and concerts
- Involvement in community events (Remembrance Sunday, Tea Party)
- Peer mentor scheme
- Career Programme including Work Experience

Work and socialise with people from different religious, ethnic and socio-economic backgrounds.
- Religious Studies SOW
- Prejudices challenged by staff

Cooperating well with others and resolving conflicts effectively.
- Engagement in school's council
- Evidence of team work and discussion in lesson activities
- Peer Mentor Scheme
- Restorative practice

Understanding of how society, different communities and families function
- Links with other schools and communities
- Charity/community events (The Salvation Army)
- Parental links
- Partnership work – other agencies

Cultural Development

Appreciation of the range of cultural influences that have shaped their own heritage. • Enrichment days celebrating culture or heritage • History and Religious Studies SOW • Extracurricular activities (Cadets) • Learning outside the classroom • Celebration of current events – covered in House Assemblies and tutor time
Participate in a range of cultural experiences, such as artistic, musical, sporting mathematical and scientific opportunities. • Cultural visits • Visitors into school – artists and musicians • SOW and project work • School's Equality Policy • Extracurricular activities • DRET Music and Sports Cups
Interest in exploring cultural diversity and engaging in others from a variety of backgrounds. • Lesson observations – pupil's engagement and dialogue • Visits to places of worship
Display positive attitudes and respect for people from different local and global communities. • Lesson observations – dialogue between pupils • Staff training/whole school approach to equality, diversity and community cohesion (CPD)