

# Thornden School SMSC Audit and Impact

## SMSC Review – Part 1: Spiritual Development

### 1. Overview / Definition

Spiritual development at Thornden School is about enabling students to explore beliefs, values and feelings that give life purpose and meaning. It supports reflection, curiosity, creativity and empathy — encouraging students to ask deep questions about themselves, others and the world.

Spiritual development is not restricted to faith or religion; it encompasses a sense of wonder, moral awareness, inner strength and the capacity to find purpose and joy in learning and life.

Thornden's curriculum, tutor programme and enrichment offer provide a wide range of opportunities for students to reflect, express themselves, and develop an understanding of others' beliefs and perspectives. The work sits at the heart of the school's ethos: *Belong – Care – Aspire – Succeed*.

### 2. How It Is Promoted Across the Curriculum

Spiritual development is embedded through:

- **Personal Development (PD) and Philosophy & Ethics:**  
Structured reflection on moral and existential questions such as fairness, justice, human rights, life and death, and ethical decision-making.  
KS3 topics include identity, resilience, gratitude, and empathy. KS4 explores purpose, meaning and belief systems, including medical ethics and responses to suffering.
- **Assemblies and Tutor Programme:**  
Weekly assemblies and tutor reflection tasks encourage gratitude, mindfulness, and moral reflection on current events, achievements and challenges.  
Assemblies link to national events (Remembrance, Holocaust Memorial, World Mental Health Day) and school values.
- **Curriculum Subjects:**
  - **English:** Exploration of human experience and empathy through literature and poetry.
  - **Art & Music:** Creative expression, interpretation, and reflection on emotion and culture.

- Science: Wonder at the natural world and ethical discussions on life, environment and discovery.
- PE: Team spirit, perseverance, and reflection on personal growth and wellbeing.
- History & Geography: Understanding human endeavour, conflict and environmental responsibility.
- Wider School Life:  
Reflection is encouraged in mentoring, Thornden Champions, the Wellbeing Curriculum, and celebration events. Students engage in fundraising, remembrance, and community service which nurture gratitude and compassion.

### 3. Thornden in Practice

Area	Example Practice
Personal Development Curriculum	KS3 topics on “Identity and Purpose” and “Resilience and Growth Mindset.” KS4 “God on Trial” and “Medical Ethics” units explore belief, meaning, and moral reasoning.
Assemblies & Tutor Programme	Termly themes (“Belong, Care, Aspire”) provide collective reflection on kindness, respect, and ambition. Students write reflections in PD journals.
English	Students explore moral dilemmas and empathy in texts such as <i>An Inspector Calls</i> and <i>Of Mice and Men</i> . Creative writing encourages introspection and expression of emotion.
RE / Philosophy & Ethics	Structured questioning of existence, suffering and morality. KS4 modules such as “A Fair Society” and “Technology Ethics” develop reasoning and critical reflection.
Art & Design	Exploration of personal and cultural identity through visual media. Students express mood and perspective through symbolism and design.
Music	Performance and composition promote emotional literacy and collective identity. Choirs, ensembles and concerts encourage connection and joy.

Area	Example Practice
PE & Outdoor Learning	Reflection on perseverance, resilience, and teamwork. The Duke of Edinburgh Award reinforces self-discovery and purpose.
Wellbeing & Safeguarding	Spiritual reflection linked to mental health education—mindfulness, gratitude, and self-regulation taught as protective factors for wellbeing.
Community & Charity	Annual charity week, remembrance events, and volunteering foster empathy, compassion and gratitude.

#### 4. Strengths

- Strong alignment between the school ethos (“Belong, Care, Aspire, Succeed”) and opportunities for reflection, purpose and empathy.
- PD and RE curriculum explicitly promotes moral and spiritual reasoning through ethical frameworks and philosophical questioning.
- Tutor reflections and assemblies give regular, structured space for gratitude and mindfulness.
- Creative subjects (Art, Music, Drama, English) provide authentic opportunities for emotional expression and exploration of meaning.
- Student voice evidences growing confidence and empathy: PD surveys show increasing agreement with “I understand how my actions affect others” and “I can reflect on what matters to me.”
- Links between spiritual reflection and wellbeing are made explicit, supporting mental health and resilience.

## SMSC Review – Part 2: Moral Development

### 1. Overview / Definition

Moral development at Thornden School focuses on helping students distinguish right from wrong, understand consequences, and develop integrity, empathy, and a strong moral compass. It underpins respectful relationships and responsible citizenship, enabling students to reflect on ethical choices in their personal lives, communities, and the wider world.

Thornden’s approach emphasises that morality is shaped through experience, reasoning, and empathy — not imposed by authority. Students are encouraged to explore moral questions, debate differing viewpoints, and understand how individual and collective actions impact others.

The school’s values of *Belong, Care, Aspire, Succeed* and the consistent behaviour culture reflect this moral framework, ensuring that students not only understand expectations but also internalise them as part of their developing character.

## 2. How It Is Promoted Across the Curriculum

Moral development is woven through the Personal Development curriculum, Behaviour Policy, and subject teaching, providing structured opportunities for ethical reasoning and decision-making.

- **Personal Development (PD):**  
KS3 covers justice, fairness, prejudice, and ethical decision-making. KS4 builds on this through modules such as “A Fair Society,” “Technology Ethics,” and “Medical Ethics.”  
Students learn moral frameworks (e.g. utilitarianism, deontology, humanism) and apply them to real-life case studies on discrimination, digital ethics, and social justice.
- **Behaviour and Culture:**  
The school culture reinforces respect, honesty, and accountability through restorative conversations and positive behaviour recognition. The Behaviour for Learning policy is underpinned by moral education — encouraging reflection, empathy, and responsibility.
- **Curriculum Links:**
  - English: Exploration of justice and integrity in texts like *An Inspector Calls* and *To Kill a Mockingbird*.
  - History: Moral questions around power, conflict, genocide, and human rights.
  - Science: Bioethics, environmental responsibility, and technological ethics.
  - Geography: Global inequality, sustainability, and climate ethics.
  - Computing: Online conduct, data privacy, AI bias, and digital citizenship.
  - PE: Fair play, teamwork, and sportsmanship.

- Assemblies & Whole-School Events:  
Termly assemblies emphasise fairness, equality, and respect for law.  
Anti-Bullying Week, Safer Internet Day, and Holocaust Memorial Day embed moral reflection across the year.

### 3. Thornden in Practice

Area	Example Practice
PD Curriculum	KS3 units on fairness and discrimination; KS4 “A Fair Society” and “Technology Ethics” explore moral reasoning through case studies.
Behaviour & Restorative Practice	Restorative conversations help students reflect on harm and responsibility, promoting empathy and accountability.
Assemblies	Weekly assemblies address moral themes such as equality, justice, integrity, and kindness, often linked to current affairs.
English	Analysis of moral dilemmas and consequences in literature, developing reasoning and empathy.
History & Politics	Exploration of rights, democracy, and moral courage through historical and modern examples.
Science	Debate on topics such as stem cell research, cloning, and environmental ethics.
Computing	Exploration of online responsibility, privacy, and misinformation.
Student Leadership	Prefect and Thornden Champions programmes reinforce integrity, fairness, and service to others.
Community Engagement	Fundraising, volunteering, and charity events encourage moral action and social responsibility.

### 4. Strengths

- Clear moral framework embedded through the school’s values and behaviour culture.
- PD curriculum explicitly teaches moral reasoning through contemporary and philosophical case studies.

- Restorative approaches promote accountability and empathy rather than punishment alone.
- Student leadership roles (e.g. prefects, sports leaders, Thornden Champions) provide authentic moral development opportunities.
- Cross-curricular moral reflection in English, History, Science, and Computing reinforces ethical awareness.
- Student voice shows a strong sense of fairness and respect: 91% of students (PD survey 2025) agreed “I understand how my choices affect others.”

### **SMSC Review – Part 3: Social Development**

#### 1. Overview / Definition

Social development at Thornden School centres on preparing students to contribute positively to their school, community, and society. It involves learning to cooperate, communicate effectively, manage conflict, and show respect for others’ rights and responsibilities.

Through the school’s values of *Belong*, *Care*, *Aspire*, *Succeed*, students are supported to develop empathy, teamwork, and leadership — understanding how individual behaviour impacts the collective wellbeing of a community. The emphasis on inclusion, respect, and participation ensures every student learns to thrive socially in a diverse, democratic society.

Social development also links closely to safeguarding and wellbeing, with students taught how relationships, boundaries, and communication underpin personal and community safety.

#### 2. How It Is Promoted Across the Curriculum

Social development is explicitly nurtured through classroom collaboration, student leadership, the Personal Development curriculum, and whole-school participation structures.

- **Personal Development (PD):**  
KS3 topics focus on friendship, teamwork, communication, and healthy relationships. KS4 builds on this through modules on power dynamics, workplace conduct, relationships, consent, and active citizenship. Students reflect on community roles, online behaviour, and the importance of participation and respect.

- **Tutor Programme and Assemblies:**  
Regular activities and assemblies promote collaboration, belonging, and celebration of diversity. Tutor discussions around national and local events encourage social awareness and respectful dialogue.
- **Curriculum Opportunities:**
  - **PE and Sport:** Teamwork, cooperation, leadership, and respect in competition.
  - **Drama and Music:** Collaboration, communication, and collective performance.
  - **Humanities:** Understanding of society, democracy, and community structures.
  - **Computing:** Online behaviour, collaboration, and digital citizenship.
  - **Science and Geography:** Exploration of global interdependence, sustainability, and shared responsibility.
- **Enrichment and Leadership:**  
Thornden Champions mentoring, the Student Council, Sports Leaders, Prefects, and Peer Mentors all provide authentic opportunities for social responsibility, collaboration, and leadership.
- **Community and Safeguarding:**  
Partnerships with feeder schools, local charities, and community initiatives (e.g. fundraising for local foodbanks, wellbeing campaigns) allow students to connect their learning to real-world impact.

### 3. Thornden in Practice

Area	Example Practice
PD Curriculum	KS3 focus on friendship, teamwork, communication, and inclusion. KS4 modules on workplace behaviour, power, consent, and active citizenship.
Tutor Programme & Assemblies	Weekly themes reinforce belonging, kindness, and community. Assemblies celebrate collective success and encourage participation.
Student Leadership	Thornden Champions, Prefects, Sports Leaders, and House Captains model teamwork, respect, and responsibility.

Area	Example Practice
Enrichment & Clubs	Over 50 extracurricular clubs promote teamwork, inclusion, and social confidence.
Transition Work	Year 6–7 transition programme builds relationships and confidence through group activities and peer mentoring.
Community Links	Collaboration with local charities, primary schools, and community groups. Students engage in volunteering and service projects.
PE & Sport	Inter-house competitions and leadership training promote cooperation and respect.
Drama & Music	Performance projects encourage communication, empathy, and collaboration.
Safeguarding & Wellbeing	Social development underpins PSHE lessons on healthy relationships, consent, and emotional literacy.

#### 4. Strengths

- Strong culture of belonging and respect underpinned by school values and visible in student conduct.
- Extensive leadership opportunities across year groups foster confidence, communication, and responsibility.
- The Thornden Champions mentoring programme develops empathy and interpersonal awareness.
- Broad enrichment offer enables students to connect with peers beyond their tutor or year group.
- PD and RSE curriculum explicitly teaches teamwork, relationships, and communication.
- Student voice evidence (PD surveys, tutor reflections) shows high levels of perceived inclusion and belonging.
- Restorative and relational approaches promote conflict resolution and empathy.

## SMSC Review – Part 4: Cultural Development

### 1. Overview / Definition

Cultural development at Thornden School focuses on broadening students' understanding of the beliefs, traditions, arts, and social structures that shape local, national, and global communities. It enables students to appreciate cultural diversity, challenge prejudice, and express their own identity confidently while showing respect for others.

Through a curriculum rich in creativity, dialogue, and global awareness, students learn to value difference, recognise shared humanity, and contribute to an inclusive school culture. The school's values — *Belong, Care, Aspire, Succeed* — are expressed through respect, curiosity, and participation in cultural life within and beyond Thornden.

Cultural development also prepares students for life in modern Britain, reinforcing democracy, equality, and respect for human rights while celebrating the artistic and intellectual achievements of diverse societies.

### 2. How It Is Promoted Across the Curriculum

Cultural development is promoted through creative expression, curriculum diversity, enrichment, and international awareness. Students encounter a wide range of cultural experiences through the arts, humanities, literature, and community links.

- **Personal Development (PD):**  
KS3 students explore identity, media influence, and cultural representation. KS4 focuses on global citizenship, diversity, and equality. British Values and Prevent education are embedded, encouraging respect for different beliefs and lifestyles.
- **Curriculum Opportunities:**
  - **English:** Literature from diverse voices and eras; discussion of context, prejudice, and representation.
  - **History:** Exploration of global civilisations, empire, migration, and human rights.
  - **Geography:** Study of cultures, environments, and sustainability across continents.
  - **Art & Music:** Celebration of artistic traditions, global influences, and creative collaboration.
  - **Modern Foreign Languages (MFL):** Deep understanding of European culture, traditions, and communication.

- Food & Design Technology: Exploration of international cuisine and cultural design influences.
- Assemblies & Tutor Programme:  
Regular assemblies celebrate cultural diversity, national events, and shared values. Tutor activities encourage curiosity about the wider world, festivals, and cultural achievements.
- Enrichment and Community Links:  
Trips, theatre visits, cultural celebration days, and exchange projects enrich understanding of different cultures. Students engage in diversity awareness weeks, visiting speakers, and arts showcases.

### 3. Thornden in Practice

Area	Example Practice
PD Curriculum	KS3 “Identity and Diversity” and KS4 “Global Citizenship” explore British Values, equality, and respect.
English	Diverse literary texts (e.g. <i>Refugee Boy</i> , <i>The Kite Runner</i> , <i>Anita and Me</i> ) promote empathy and understanding of different cultures.
History	Study of migration, empire, civil rights, and social reform develops global and historical awareness.
Geography	Exploration of global interdependence, sustainability, and environmental justice.
Art & Music	Units inspired by non-Western art forms, world music, and cultural festivals.
Drama	Performances exploring identity, prejudice, and expression; participation in local arts events.
MFL	Celebration of European Day of Languages; trips and exchanges promote linguistic and cultural appreciation.
Assemblies & Events	Cultural awareness assemblies (e.g. Black History Month, Pride, Holocaust Memorial Day) promote inclusivity and understanding.
Community & Global Links	Partnerships with local artists, cultural organisations, and global charities.

Area	Example Practice
Enrichment	Theatre trips, concerts, international food events, and exchange programmes foster engagement and pride in diversity.

#### 4. Strengths

- Strong alignment with British Values and Prevent curriculum, ensuring students understand democracy, tolerance, and respect.
- Rich arts and humanities curriculum providing wide cultural exposure and creative expression.
- Regular assemblies and events celebrate diversity and foster inclusive dialogue.
- Student engagement in cultural and creative activities is high, with strong participation in music, drama, and languages.
- PD and tutor programme explicitly teaches cultural awareness, stereotypes, and representation.
- Displays and communication around school reflect diversity and celebrate achievement.
- Links between culture and community reinforced through charity events, cultural showcases, and partnerships.

#### Overall Summary – Cultural Development

Thornden School provides a vibrant and inclusive environment where students experience a rich diversity of culture, language, and creativity. Through curriculum breadth, enrichment, and values-driven leadership, students learn to respect difference, celebrate diversity, and contribute to a cohesive community. Continued focus on representation, inclusion, and student voice will ensure cultural development remains embedded in both academic and pastoral life.

#### Data and Impact Evidence to the SMSC Review

##### 1. Student Voice and PD Surveys

**Purpose:** Shows change in attitudes, empathy, and understanding over time.

**Evidence to Include:**


Metric	2023–24	2024–25	Commentary
“I understand how my actions affect others”	84% agree	91% agree	Growth reflects moral and spiritual reasoning through PD and assemblies.
“I feel I belong and am respected in my tutor group”	86%	93%	Social development enhanced by Thornden Champions and tutor themes.
“I can talk about issues of fairness and equality”	72%	88%	Cultural and moral development improved via PD units and assemblies.

## 2. Behaviour, Attendance, and Engagement Data

**Purpose:** Links social/moral development to tangible behaviour outcomes.

**Evidence to Include:**

Indicator	2022–23	2023–24	2024–25	Commentary
Fixed Term Suspensions	52	39	27	Reduction correlates with stronger moral reasoning and restorative practice.
Restorative Conversations logged	–	214	386	Reflects improved use of reflection and accountability.
Student participation in clubs & enrichment	64%	71%	78%	Growth in social and cultural engagement.
Persistent Absence Rate	15.1%	13.6%	12.4% (to date)	Improved social inclusion and wellbeing support.

 **Tip:** Draw from your CPOMS, Arbor, and enrichment registers to illustrate how SMSC reduces risk and improves participation.

## 3. Curriculum and Assessment Evidence

**Purpose:** Shows progression in SMSC understanding through student work or assessment outcomes.

**Evidence to Include:**

- PD exit quiz analysis: average student improvement in knowledge of ethics +22%.
- RE/Philosophy assessment data: 81% of Y10 achieving secure+ in “Ethical Reasoning” strand.
- Art & English reflections showing student voice on identity, empathy, and cultural understanding.

#### 4. Safeguarding & Wellbeing Indicators

**Purpose:** Demonstrates how SMSC contributes to protective factors.

**Evidence to Include:**

- CPOMS entries for wellbeing/self-harm concerns decreased by 18% year-on-year.
- Student wellbeing survey: “I have strategies to manage stress” up from 67% to 82%.
- DSL impact reports highlight increased use of mentoring and early help over sanctions.

#### 5. Qualitative Evidence

**Purpose:** Adds narrative depth and student/staff authenticity.

**Examples to Insert (in grey boxes or sidebars):**

*“PD helped me realise that my values affect how I treat others.” – Year 8 student*

*“We’ve seen students use restorative language naturally — that’s real moral growth.” – Head of Year 9*

*“The assemblies have changed how our students talk about belonging; it’s visible.” – SLT Link*

#### 6. Summary Table

SMSC Strand	Quantitative Impact	Qualitative Impact	Evidence Source
Spiritual	+7% increase in “purpose and gratitude” responses	Students report improved resilience and reflection	PD surveys, tutor journals

<b>SMSC Strand</b>	<b>Quantitative Impact</b>	<b>Qualitative Impact</b>	<b>Evidence Source</b>
Moral	48% reduction in behaviour incidents	Restorative practice embedded in culture	CPOMS, behaviour logs
Social	Club participation up 14%	Improved peer relationships and teamwork	Enrichment registers, student voice
Cultural	89% students feel curriculum reflects diversity	Increased engagement in arts and MFL	Lesson obs, PD feedback