

Al-Khair Secondary Schools

SMSC Policy



Approved by:	GB	Date: 15.09.2022
Last reviewed on:	09.09.2022	Mr Gareth Thomas
Next review due:	10.09.2023	GB

SMSC Policy

In history, Islam showed itself to be culturally friendly and, in that regard, has been likened to a crystal clear river. Its waters (Islam) are pure, sweet, and life-giving but—having no colour of their own—reflect the bedrock (indigenous culture) over which they flow.

Sustained cultural relevance to distinct peoples, diverse places, and different times underlay Islam's long success as a global civilization. The religion became not only functional and familiar at the local level but dynamically engaging, fostering stable indigenous Muslim identities and allowing Muslims to put down deep roots and make lasting contributions wherever they went. The Prophet Muhammad and his Companions were not at war with the world's cultures and ethnicities but entertained an honest, accommodating, and generally positive view of the broad social endowments of other peoples and places. The Prophet and his Companions did not look upon human culture in terms of black and white, nor did they drastically divide human societies into spheres of absolute good and absolute evil.

Islam did not impose itself—neither among Arabs nor non-Arabs—as an alien, culturally predatory worldview. Rather, the Prophetic message was, from the outset, based on the distinction between what was good, beneficial, and authentically human in other cultures, while seeking to alter only what was clearly detrimental. Prophetic law did not burn and obliterate what was distinctive about other peoples but sought instead to prune, nurture, and nourish, creating a positive Islamic synthesis.

Introduction

Al_Khair School aims to provide an education that focuses on developing our pupils in all aspects of their lives, both as adherents to the Islamic faith and citizens of multicultural Britain. AKS firmly believes that both of these perspectives sit in harmony with each other and are not in conflict with each other. We also recognise that the personal development of pupils, spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve and develops their skills so as to be able to make an active contribution to both the community and world at large.

At all times we encourage pupils to respect fundamental British values and ensure that our SMSC education does not promote extremist views, or partisan political views, through our curriculum and/or teaching, and offer pupils a balanced presentation of views when political issues are brought to their attention.

Rationale

The school is a close-knit community where pupils will find acceptance for themselves as unique individuals. However, pupils will, within this small environment, gain cultural

awareness, respect and tolerance of those of other faiths and backgrounds. Pupils will be encouraged to explore and develop their own values, spiritual awareness, along with high standards of personal behavior, all under the broad framework of Islamic teachings.

AKS places a strong emphasis on building positive, caring attitudes towards others, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families. The school community will be a place where pupils will learn to differentiate between right and wrong in as far as how their actions affect other people or society at large.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

Aims

The General Aims of AKS, with regards to the SMSC development of pupils, are to:

- Ensure that British Values are embedded within the curriculum & throughout the school day.

British Values

Democracy

We actively promote the fundamental British value of democracy through:

The teaching of the concept and its practical application in various subjects that we teach to our students. Woven throughout the curriculum students will come across democracy and the various interpretations of it looking at various different western and non-western nations to highlight its universal applicability. Each subject's curriculum policy reflects this shared vision.

The theory covered in the various subjects is given a practical face through promotion of:

- Pupils participating & voting in Croydon Youth Parliament
- School council elections
- Elections for the Head Boy & Head Girl.

This clear and focused approach will leave our students in no doubt that it is advisable, preferable and permissible from an Islamic perspective to promote, engage with and be a

part of the democratic process in this country and that to refuse to do so closes one off to the most effective and appropriate channel for the expression of ones beliefs and aspirations as a British citizen.

Respect civil and criminal law

Students are taught to think morally and to distinguish between right and wrong. This is particularly evident in Citizenship & RS lessons, assemblies and the curriculum in general. Citizenship, RS, History and English lessons all actively emphasise the positive outcomes of abiding by the law of this country and that not to do so is to be frowned upon and actively challenged.

Social Justice is a very important part of our ongoing enrichment curriculum and we teach this through Philanthropy projects and Charity work.

We teach students how to channel their disagreements through the school council and form periods and to lead change through our working partnerships with local organisations.

Our behaviour policy establishes a clear use of rewards and sanctions when appropriate and pupils are given an opportunity to reflect as part of our behavioural policy.

We actively promote civic institutions so that students value and appreciate the local government, the Health system, the Police and the justice system, Social Services and Public transport.

Students are left in no doubt that many of the traditionally held views of what is right and acceptable in the countries from which they originate or that their family members may hold do not take precedence over the accepted norms in this country. The law of this land must be abided by which can be emphasised through Prophetic teachings. To refuse to do so will only bring about harm to oneself and the wider society which is also not permissible from an Islamic perspective.

Mutual Respect and Tolerance

Students are left in no doubt that the imposition or enforcement of any Islamic laws are not their responsibility. Beliefs and views can be shared in an appropriate manner but in this land people are free to endorse or reject anything which does not run counter to the fundamental British Values that we are promoting.

- Charity work
- Participating in schemes such as the Duke of Edinburgh's Award of which a major component is service in a charity.
- ESB Award Scheme
- Visiting Speakers & trips

Students actively support Muslim and non-Muslim charities through fundraising and engagement. I.S lessons highlight the rights of Non-Muslims and the teachings of Islam which call for equality for all and clarify that oppression of all forms is forbidden no matter who it may be directed to.

The Wider SMSC Curriculum

Ensure that Social, Moral, Spiritual and Cultural issues are embedded throughout the school curriculum in a consistent way.

- Give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experiences.
- Enable pupils to develop an understanding of their individual and group identity.
- Provide pupils the opportunity to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- Give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

At AKS, we want to ensure that pupils are aware of what it means to be spiritual and support them in their spiritual development. Spirituality is about what it is to be human, to grow as a person, to become self-aware and to develop relationships with others. In the context of our school, this is achieved through the prism of belief and faith in Allah and the universal teachings of Prophet Muhammad (peace be upon him).

Spiritual Development

At AKS, we aim to provide opportunities that will enable pupils to think, reflect and respond to the spiritual dimensions of life for themselves.

Our main aims are to:

- Inculcate in our pupils the active consciousness of responsibility to Allah and His Messenger (peace be upon him)
- Give pupils the opportunity to explore values and beliefs and the way in which they affect peoples' lives.

- Provide pupils with the opportunity for self-reflection.
- Give pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful.
- Encourage pupils to relate their learning to a wider frame of reference - for example, asking 'why?', 'how?' and 'where?' as well as 'what?'.
- Help pupils on their path of achieving wide spiritual literacy.

Moral Development

Moral development is considered as personal development relating to human behaviour, especially the distinction between good and bad or right and wrong. In order to develop a pupil's moral awareness at AKS we aim to:

- Provide a clear moral code as a basis for behaviour, which is promoted consistently through all aspects of the school.
- Promote measures to prevent discrimination on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex
- Encourage pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour.
- Provide models of moral virtue through literature, humanities, sciences, arts, external speakers.

Social Development

Personal development in this respect is concerned with living in a community rather than alone. In order to develop a pupil's social awareness at AKS, we aim to:

- Foster a sense of community, with common, inclusive values, which ensure that everyone, irrespective of ethnicity, nationality, gender, ability, sexual orientation and religion can flourish.
- Help pupils develop personal qualities, which are valued in society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect.
- Provide a conceptual and linguistic framework within which to understand and debate social issues.

- Work together cooperatively.

Cultural Development

Cultural development is concerned with the myriad of inherited ideas, beliefs, values and knowledge which provide a solid foundation for social acceptance. AKS aims to provide our pupils with the opportunity to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Provide opportunities for pupils to explore their own cultural assumptions and values.
- Present accounts of the attitudes, values and traditions of diverse cultures.
- Extend pupils' knowledge and use of cultural imagery and language.
- Recognizing and nurturing particular gifts and talents where possible.
- Provide opportunities for pupils to participate in literature, art and other cultural events, encouraging pupils to reflect on their significance.

SMSC in the Curriculum

All curriculum areas make a contribution towards a pupil's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. Although a great many opportunities present themselves to teaching SMSC in the PSHE curriculum, below are some examples of how SMSC development has been integrated into the whole curriculum.

5 Year Grid

Subject: **PSHE**
2020-2021

Academic Year:

Key stage	Year group	Term	Autumn	Spring	Summer
KS3	Year 7	1	Being Me: My New School	Healthy Living	Friendship and Bullying & British Values: Tolerance and Mutual Respect and Individual Liberty
		2	Puberty and Hygiene	Healthy Living & British Values: Individual Liberty, Tolerance and Mutual Respect	Money sense & British Values: Individual Liberty
	Year 8	1	Teamwork and Diversity	British Values	Raising Aspirations
		2	Drugs Education	Make Your Mark With A Tenner	Challenging Stereotypes- Gender roles
	Year 9	1	My Future, My Choices	Healthy Body, Healthy Mind	Peer pressure
		2	My Future, My Choices	Human Rights and Discrimination	Respect in a Relationship
KS4	Year 10	1	Employability Skills & British Values	What Employers Want & British values	Living in The Wider World & British values
		2	Employability Skills & British Values	What Employers Want & British values	Living in The Wider World & British values
	Year 11	1	Rights and Responsibilities in the World of Work & British values	Keeping Safe & British values	Me as a Consumer & British values
		2	Rights and Responsibilities in the World of Work & British values	Keeping Safe & British values	Me as a Consumer & British values

English makes a major contribution to pupils' SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity;
- Enabling pupils to understand and engage with the feelings and values embodied in poetry, fiction, drama, film and television;
- Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film;

- Helping pupils to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language;
- Through written and discussion work on points of view and arguments pupils will reflect on a number of social and moral issues.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.

Mathematics can provide a contribution to pupils' SMSC by:

- Supporting whole school policy on issues such as discipline and behaviour.
- Enabling pupils to acknowledge the important contribution made to mathematics by non-western cultures.

Science provides opportunities for pupils' SMSC development through examples such as:

- Encouraging pupils to reflect on the wonder of the natural world;
- Awareness of the ways that science and technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many different cultures.

ICT can contribute to SMSC development by:

- Making clear the guidelines about the ethical use of the internet and other forms of communications technology.
- Establishing boundaries in society by considering what is acceptable.
- Raising pupils' awareness through the use of ICT.

History makes a contribution to SMSC by:

- Looking at the establishment of multi-cultural Britain.

- Enabling pupils to reflect on ethical issues such as slavery and Imperialism.
- Showing an awareness of the moral implications of the actions of historical figures.
- Taking pupils on relevant trips develop moral and social consciousness and empathy skills.

Geography contributes to SMSC where:

- Opportunities for reflection on the earth's origins, future and diversity are given.
- Reflection on the fair distribution of the earth's resources.
- Studies of people and places give pupils the chance to reflect on the social and cultural characteristics of society.

Modern Foreign Languages (Arabic) contributes to SMSC through:

- Pupils may gain insights into the way of life, cultural traditions, moral and social developments of other people in lesson time and through relevant trips (exchanges where possible).
- Pupil's social skills are developed through group activities and communication exercises.
- Listening skills are improved through oral/aural work.
- Boosting knowledge and understanding of other cultures.

Religious Education makes a distinctive and substantial contribution to the delivery of SMSC:

- Learn about beliefs, values, and the concept of spirituality.
- Reflect on the significance of religious teaching in their own lives.
- Develop respect for the right of others to hold beliefs different from their own.
- Show an understanding of the influence of religion on society.
- Appreciation and understanding of different cultures, religions and traditions.

Art may contribute to SMSC by:

- Giving pupils the chance to reflect on nature, their environment and surroundings.
- Opportunities to study artists with a spiritual or religious theme.

- Examining pieces of art based on ethical/moral concerns raised by artists i.e.: War/ racism/violence.
- Giving pupils the opportunity to reflect on thought provoking questions.

Physical Education – Pupils’ SMSC development is actively promoted through PE by:

- Individual activities that provide the opportunity for self-reflection, awareness and challenge i.e aerobics, movement.
- Activities involving cooperation, teamwork, competition, rules, self-discipline and fair play i.e team games.
- Creating links where possible with other schools to allow children to develop a healthy sense of competition.
- Providing a range of sports and activities to allow pupils to explore their likes and dislikes as well as their own boundaries. Being accepting of other’s strengths and limitations.
- Providing an excellent basis for learning about others and accommodating other’s styles and skills.

Collective Worship:

AKS is a Muslim faith school, and as such, the promotion and the understanding of Islam and its values is a key part of Collective Worship. In Collective Worship, children will be given the opportunity to:

- Be part of a community
- Think about the needs of others
- Explore and share beliefs

Links with the wider community:

In order to develop pupils’ SMSC we believe that it is extremely important to have close links with the local and global communities. We play an important role in promoting shared values and encouraging our pupils to actively engage with other people in the community to understand what common ground there is. In order to help all our pupils, grow in SMSC and build close relationships with the community we:

- Welcome visitors to AKS; local business owners, artists, sportsmen and women.
- Visits to places of worship of other faiths will be arranged to support the understanding of different cultures.

- Encourage the development of a strong home-school relationship which is regarded as very important, enabling parents and teachers to work in an effective partnership to support pupils.
- Teach pupils to appreciate and take responsibility for their local environment.
- Liaise with local organisations and schools with regards to the curriculum e.g. community projects, intergenerational work, sports, arts workshops, foreign language trips, creative arts.

Monitoring and Evaluation:

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of teaching and learning and work scrutiny by senior management
- PSHE topic plans via Guided Studies, assemblies and so on
- Where possible finding ways to link in SMSC directly into schemes of work and on lesson plans but also into extracurricular provisions
- Through the outcome of the regular charity Initiative activities/projects
- Discussions at staff and parents' meetings
- Getting student feedback about their interests and evaluate the success of different activities.