

NEWTON INTERNATIONAL ACADEMY SMASH



SPIRITUAL, MORAL, SOCIAL, AND CULTURAL POLICY

POLICY REVIEWED

July 2026

POLICY TO BE REVIEWED

July 2027





The Newton Group

www.newtonschools.sch.qa

*An international community of pupils striving for excellence
and celebrating success*



Spiritual, Moral, Social & Cultural Development (SMSC) Policy

Updated July 2026

Updated by S Hardy

Next Review July 2027

Overview

NIA Smash is a school where pupils feel listened to, valued, and known as individuals. The principles of cooperative learning and the values of cooperative education are embedded throughout the school. These principles ensure that pupils collaborate effectively and show tolerance and respect for one another.

When children join NIA Smash, they become part of the Newton family where ethical values, honesty, openness, social responsibility, and care for others are the foundation of all relationships. As a result, every member of the school community is treated as an individual and takes shared responsibility for learning, behaviour, and wellbeing.

Our vision promotes not only strong local engagement but also the development of responsible global citizens, equipped to understand and contribute to an increasingly interconnected and interdependent world.

Purpose

This policy draws on guidance from the UK Department for Education and supports the UK Education Act (2002), which requires schools to promote pupils' spiritual, moral, social, and cultural (SMSC) development as part of a broad and balanced curriculum. In addition, the policy recognises the importance of upholding the laws and cultural expectations of the host country, Qatar.

While recognising that people may hold different views about what is 'right' and 'wrong', all pupils are expected to respect the civil and criminal laws of Qatar. The policy also promotes the Fundamental British Values (FBV) of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; values which are considered universal and essential for participation in any modern society.

In this way, NIA Smash aims to prepare pupils for life as active participants in both Qatari society and the global community. The school also seeks to prepare pupils for life in the wider world by promoting equality, inclusion, respect for diversity, and an understanding of the responsibilities that accompany rights and freedoms in societies.

Defining spiritual, moral, social and cultural development

Spiritual Development

Pupils demonstrate spiritual development through:

- Reflectiveness about their own beliefs, religious or otherwise.
- Ability to reflect on their own values and consider how these influence their choices and actions.
- Respect for others' faiths, feelings, and values
- Fascination in learning about themselves, others, and the world
- Creativity and imagination in learning
- Willingness to reflect on experiences

Moral Development

Pupils demonstrate moral development through:

- The ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognising legal boundaries and, in so doing, respecting the civil and criminal law of the host country.
- Understanding of the consequences of their behaviour and actions.
- Demonstrating an 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.
- Understanding of the importance of fairness, justice, equality, and respect for the rights of others.

Social Development

Pupils demonstrate social development through:

- Effective use of social skills in diverse contexts
- Participation in community and voluntary initiatives
- Respect for Fundamental British Values, including tolerance of different beliefs
- Positive contributions to life in a multicultural and inclusive society
- Willingness to work collaboratively with people from different backgrounds, cultures, faiths, and viewpoints.
- Understanding of the rights and responsibilities of citizens within local, national, and global communities.
- Safe and responsible participation in online communities and digital environments.

Cultural Development

Pupils demonstrate cultural development through:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.
- Engagement with artistic, musical, sporting, and cultural activities
- Respect for different faiths and cultural diversity, both locally and globally.
- Active celebration of diversity at local, national, and global levels
- Development of intercultural competence and global awareness, enabling pupils to celebrate diversity and understand their role as global citizens in a multicultural world.
- Recognition of how cultural diversity enriches communities and societies.

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School Aims

Through curriculum and wider school life, NIA Smash aims to:

- Promote equality of opportunity and foster an environment free from discrimination, prejudice, and intolerance.
- Develop pupils' understanding of their rights and responsibilities within society.
- Encourage pupils to become active participants in school life through leadership opportunities and student voice initiatives.

- Promote safe, respectful, and responsible behaviour both online and offline.
- Develop pupils' self-knowledge, self-esteem, and self-confidence.
- Support pupils in distinguishing right from wrong and respecting Qatari law.
- Encourage responsibility, initiative, and contribution to the community.
- Promote knowledge of and respect for institutions and services in Qatar.
- Foster respect for different cultures, religions, and traditions.
- Cultivate appreciation for democracy and the rule of law in Qatar and beyond.
- Enable pupils to understand how individuals influence decision-making in democratic societies.
- Foster the values, skills, and knowledge needed for pupils to become active, informed, and compassionate global citizens.

Achieving the Aims

Developing Self-Knowledge and Confidence

- Pupils are supported to become confident, articulate, and self-aware.
- Pupils are encouraged to express their views respectfully and contribute to decisions that affect their learning and wellbeing.
- Achievements are celebrated through assemblies, Prize-Giving, and graduation events.
- Opportunities such as Philosophy for Children (P4C) will be offered to all Primary Pupils to allow them the opportunity to develop independent, critical thinking skills. ECAs, guest speakers, school performances and public speaking all further support personal growth.

Understanding Right from Wrong

- Pupils are taught to respect diverse moral perspectives while understanding the importance of upholding Qatari law.
- Character Education is embedded to promote empathy, integrity, and personal responsibility.
- Balanced viewpoints are presented in discussions around political or social issues, such as during debates or MUN activities.
- Pupils explore issues of equality, fairness, justice, and human rights through age-appropriate discussions and curriculum opportunities.

Promoting Responsibility and Positive Citizenship

- Opportunities are provided for pupils to take on leadership roles and contribute meaningfully to school improvement through student voice initiatives.
- Pupils are encouraged to engage with local and global issues and consider how their actions can positively impact society. e.g., QAWs, National Diabetes Walkathon, QNV 2030 projects).
- Pupils will also engage in projects that connect local action to global themes, such as sustainability, health, and equity, in line with the United Nations Sustainable Development Goals (SDGs).
- Group work, outdoor education, and leadership roles develop independence and a sense of responsibility.

Respecting Qatari Institutions and Services

- Pupils learn about local institutions through visits to places such as the Qatar Stock Exchange and the Museum of Islamic Art.
- Guest speakers and cross-curricular assignments further enhance understanding of civic life in Qatar.

Respect for Cultures, Religions, and Traditions

- The curriculum develops pupils' understanding of both local heritage and global diversity.
- Pupils are encouraged to develop empathy, curiosity, and critical awareness about different ways of life around the world.
- Events like International Day and Qatar National Day highlight and celebrate diversity within the school community.
- Intercultural learning prepares pupils to interact confidently and respectfully in global contexts.
- Pupils are provided with opportunities to interact positively with individuals from different backgrounds and communities, developing mutual understanding and respect.

Understanding Democracy and the Rule of Law

- Pupils learn about the structure and function of democratic systems, including those of Qatar and the UK.

Digital Citizenship and Online Responsibility

- Pupils are taught to use technology safely, respectfully, and responsibly.
- Online behaviour is promoted as an extension of the school's values and expectations.
- Through ICT lessons, Character Education, Qatar Value Safe Surfing and assemblies, pupils learn about online safety, digital wellbeing, media literacy, and respectful online communication.
- The curriculum includes age-appropriate content on how laws are made and upheld, and why they matter for public wellbeing.

Encouraging Democratic Participation

- Pupils experience democracy through elections, such as for the School Council.
- They are taught to listen to others, participate in decision-making, and understand both the strengths and limitations of different forms of governance.
- Classroom discussions, debates, and simulations (e.g., MUN) help students compare political systems and understand the responsibilities of global citizenship in shaping just, peaceful societies.

Monitoring and Evaluation

- SMSC development is monitored through lesson observations, curriculum audits, student voice, and behaviour tracking.
- Leadership teams evaluate SMSC provision as part of the school's self-evaluation and quality assurance cycle.
- SMSC priorities inform CPD planning and are included in departmental development plans.
- The impact of SMSC provision will also be evaluated through pupil leadership participation, community engagement activities, safeguarding data, and stakeholder feedback