Newton International Academy, Barwa

SMSC Policy (Primary)

An International Community of Learners, Striving for Excellence and Celebrating Success

Approved by: Senoir Management Team
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NEWTON INTERNATIONAL ACADEMY | BARWA

Vision
An international community of learners striving for excellence and celebrating success.

Mission
We aim to provide the highest quality of education possible for students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence at their level, enjoy creative diversity, develop critical thinking skills and become lifelong learners and responsible citizens.

To achieve this, we will provide a diverse education in a safe, supportive environment that promotes self-discipline and motivation. We will provide and maintain a calm, trusting and caring atmosphere where teaching and learning are meaningful and developed. We will work in partnership with our staff, students, parents and wider community to achieve our vision.

Newton Group Values

Aim
The aim of this policy is to ensure that Spiritual, Moral, Social, and Cultural (SMSC) education is embedded across the curriculum and wider school life, supporting the holistic development of every child.

Rationale
- Spiritual, Moral, Social, and Cultural (SMSC) development is essential to a well-rounded education. It supports students in understanding themselves, their responsibilities to others, and their role in the wider world. At Newton International Academy Barwa, SMSC education underpins our ethos and is integrated across the curriculum, assemblies, enrichment activities, and everyday interactions.
- This policy is necessary to ensure that SMSC is delivered in a consistent, meaningful, and inclusive way. It reflects our commitment to nurturing respectful, thoughtful, and compassionate individuals who demonstrate integrity, empathy, and an appreciation for diversity. The policy also ensures compliance with DfE guidance and international standards, supporting students' personal development and preparing them to contribute positively to society.

Overview

NIA is a school where students say they are listened to and everyone is known as an individual. The principles of cooperative learning and the values of co-operative education are used consistently so that students are comfortable with working together in groups throughout the school day and are tolerant of one another. When children join NIA they join a family, where ethical values – honesty, openness, social responsibility and caring for others - underpin relationships. As a result, each member of the school community is treated as an individual and takes responsibility for their own and others' learning, behaviour and wellbeing.

Defining spiritual, moral, social and cultural development

The spiritual development of pupils is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that 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 learning
- Willingness to reflect on their experiences

The moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries 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 ability to understand and appreciate the viewpoints of others on these issues

The social development of pupils is shown by their:

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in any modern country.

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- Willingness to participate in and respond positively to artistic, musical, 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.

The curriculum is planned and designed so as to:

1.Enable students to develop their self-knowledge, self-esteem and self confidence
2.Enable students to distinguish right from wrong and to respect the civil and criminal law of the host country i.e Qatar.
3.Encourage students to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of NIA and to Qatar society in general.
4.Enable students to acquire a broad general knowledge of and respect for public institutions and services in Qatar.
5.Encourage respect for other people's culture and gain an understanding that the freedom to choose and hold other faiths and beliefs is protected in law.
6.Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in Qatar.
7. Foster an understanding of how citizens can influence decision-making, through the democratic process and how the rule of law protects individual citizens and is essential for general wellbeing and safety.

Achieving the Aims

Enable students to develop their self-knowledge, self-esteem and self-confidence
The purpose of this aim is to ensure that NIA does all that it can, to help students develop into self-assured, confident, happy, positive young people. Students should learn to articulate their feelings and justify them in both informal and formal settings and be given responsibility and trust to develop their confidence.

NIA will develop these traits by celebrating achievement through achievement assemblies, graduations and prize giving occasions.

Philosophy for children will be offered to all EYFS and Primary students to allow them the opportunity to develop independent, critical thinking skills. We want students to have the confidence to undertake new challenges and to have a wide range of experiences, through Assemblies, Guest speakers, Educational trips, ECAs, Concerts, Shows, MUN and Whole School events.

Character Education is embedded in weekly primary assemblies and classroom discussions, where students explore virtues such as kindness, respect, perseverance, and integrity. These virtues are discussed, modelled, and celebrated regularly, promoting consistent value-based reflection across all year groups.

British Values and Global Citizenship
Through SMSC, the school promotes democracy, the rule of law, individual liberty, mutual respect, and tolerance. These values are integrated across school life and linked to global citizenship through cross-curricular projects, themed weeks, and daily routines. Students learn to appreciate diversity while reflecting on their roles as members of both local and global communities.

In addition to P4C sessions, these assemblies foster moral reasoning and spiritual awareness in a developmentally appropriate way. Students are also given regular opportunities to reflect on their own character growth and contributions to the school community.

1. EYFS and SMSC
In the Foundation Stage, SMSC development is encouraged through play-based learning, structured circle times, story-led discussion, and role-play activities. Children begin to explore the ideas of right and wrong, fairness, empathy and kindness. Teachers use real-life scenarios to prompt moral reasoning and support children in developing early social and emotional regulation. Spiritual development is nurtured through awe and wonder activities linked to nature, festivals, and reflective storytelling.

2. Enable students to distinguish right from wrong and to respect civil and criminal law

We expect students to understand that while different people may legitimately hold different views as to what is ‘right’ and ‘wrong’, all people are subject the laws of the host country.

Students will be encouraged to develop their own moral sense and to understand the impact of their actions on other people. Raising awareness in assemblies of the importance of children developing and showing empathy, respect and caring for one another will be given a high priority.

NIA will take steps as are reasonably practicable to ensure that where political issues are brought to the attention of students such as during Debating ECAs / Model United Nation (MUN) discussions, they are offered a balanced presentation of opposing views.

3. Encourage pupils to accept responsibility for their own behaviour, show initiative and to understand how they can contribute positively to society.

NIA has a duty to instill in students a sense of self-responsibly, to become independent as they grow older, while knowing the value and importance of making a positive impact on the lives of other people.

This aim is closely aligned with the school's Positive Behaviour Policy, which promotes restorative practices, empathy, and student accountability. Pupils are encouraged to reflect on the consequences of their actions and to repair relationships through structured reflection and dialogue. These practices support moral development and create a strong social and emotional foundation.

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Students will be provided with opportunities to support local community projects such as the the annual Qatar National Diabetes Walkathon, Qatar Animal Welfare Society (QAWs), Winter Charity Box appeal and numerous projects associated with achieving the goals of Qatar National Vision (QNV) 2030.

NIA promotes responsibility through group activities both in-school and at outdoor education centres, experiences that develop self-confidence, teamwork and initiative.

1. Institutions and services in Qatar
NIA has a duty to educate students in how public institutions operate, how public services have evolved and how they relate to the daily lives of students and their families.

Activities such as local educational visits, field trips, homework assignments and guest speakers can enhance students' experience in this area.

Trips to the Qatar Stock Exchange, the Museum of Islamic Art and participation at events such as the, INJAZ Qatar allow students to observe, research and be enthused by some of the many community based projects in Qatar.

2. Encourage respect for other people's culture, religion and traditions
The curriculum should provide opportunities to learn not just about the culture of Qatar but that of the UK and a range of other countries, too. Students must be encouraged to treat all faiths, races and cultures with respect.

Teaching should also have a positive aspect, preparing students to interact easily with people of different cultures and faiths – allowing them to work collaboratively when they enter the work place.

NIA celebrates an annual International day as well as Qatar National day and views the diversity of the student demographic, as a key strength.

3. Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in Qatar and in other countries including the UK.

The curriculum should designed to provide opportunities for students to gain an understanding as to how citizens can influence decision-making, through the democratic process.

We also want students to appreciate that living under the rule of law protects individual citizens and is essential for everyone's well-being and safety.

4. Promoting an understanding of democracy
Include in suitable parts of the curriculum age appropriate material on the strengths, advantages and disadvantages of democracy and how democracy works in the UK, in contrast to other forms of government, in other countries.

NIA will be pro-active in ensuring that all students within the school have a voice, that is heard and listened to, for example by having democratic processes for the election of a School Council, whose members are voted for by the students.

How the curriculum contributes to SMSC
In the Primary School, SMSC is developed through daily interactions, curriculum links, and school-wide practices such as Student Council, Little Leaders, Character Education assemblies, P4C, and classroom discussions. Students explore themes like fairness, decision-making, friendship, and diversity in ways that are meaningful to their age. Reflective practices and moral reasoning are integrated into lessons and behaviour management processes.

English contributes to our students SMSC development through:
- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
-Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.

Mathematics contributes to our students SMSC development through:
- Helping students work together productively on mathematical tasks and helping them see that the result is often better than any of them could achieve separately.
- Helping students to recognise that mathematicians from many cultures have contributed to the development of modern day mathematics.
- Helping students to obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns.
- Developing an appreciation of mathematics within art and architecture across history and cultures.

Science contributes to our students SMSC development through:
- A consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.
- Creating an awareness of the ways that Science and Technology can affect society and the environment.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many.

Humanities contributes to our students SMSC development through:
- Students learning about beliefs, values and the concept of spirituality. In key stages 3 and 4 History a study of the Black death and medieval times.
- Various comparative studies, such as comparing recent events between countries and the cold war.
- Discussing and reflecting on a wide range of moral issues such as slavery, the Holocaust and Imperialism.
- Social changes (Wade v.s. Roe History IGCSE case study).
- Teaching through dilemmas which encourage student reflection.
- The study of people and physical geography which gives our students the chance to reflect on the social and cultural characteristics of society.
- Students being made aware of the influence of the social environment on behaviour.

The Arts contribute to our students SMSC development through:
- Teaching that encourages students to be open to other cultures.
- Encouraging discussion and reflection upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances).
- Art evoking feelings of ‘awe’ and ‘wonder’.
- Studying artists with a cultural theme and issues raised by artists which concern ethical issues, such as War paintings.
- Projects that explore moral issues such as Art and Conflict.

Music contributes to our students SMSC development through:
- Teaching in music encourages pupils to be open to the music of other cultures, consider the role of music in society and to see how music can cause conflict and differences of opinion.
- It encourages pupils to look at the way music can change moods and behaviour.
- Providing opportunities to work as a team, recognising others strengths, sharing equipment.
- Developing deep thinking and questioning the way in which music has the power to influence and change behaviours, opinions and actions.
- Primary music lessons provide pupils with the opportunities to be creative and express their response to a range of stimuli.
- Pupils are encouraged to share their responses to a range of genres, instruments, lyrics and rhythm.
- Pupils develop their spiritual awareness of music through their enjoyment of listening to and making music either alone or with others.

Physical Education contributes to our students SMSC development through:
- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play. Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge. Building team spirit, being a good team member, valuing the contributions of others to the team.
- Appreciating the aesthetic beauty of the movements of gymnastics and dance.
- Learning that sport is an important element of many cultures such as the Ancient Greeks and Romans.

Safeguarding and SMSC

SMSC contributes to safeguarding by helping students understand boundaries, personal responsibility, and respectful relationships. Through moral and social education, children learn to recognise inappropriate behaviour and know when and how to seek help. This complements the school's PSHE, online safety, and safeguarding curriculum.

Inclusive Practice in SMSC

SMSC provision is adapted to meet the needs of students with Additional Educational Support Needs (AESN), English as an Additional Language (EAL), and diverse cultural backgrounds. Staff differentiate discussions and activities to ensure that all students can engage meaningfully, express themselves, and develop confidence and empathy.

Monitoring and Evaluation

SMSC provision is reviewed regularly through lesson observations, student voice, behaviour records, and pastoral logs. Staff reflect on how SMSC is woven into teaching and school life, and improvements are made as needed. The SLT monitors SMSC impact through pastoral and academic outcomes, with updates shared in school development plans.

References:

DFE Guidance Notes

- Improving the spiritual, moral, social and cultural (SMSC) development of pupils Nov 2013
- Promoting fundamental British values as part of SMSC in schools – Departmental advice for maintained schools Nov 2014
- www.ofsted.gov.uk/resources/good practice
- Equality Act 2010 - Advice for schools

Relevant NIA Policies

- Health, Safety and Wellbeing Policy
- Positive Behaviour Policy (aligned with SMSC aims through restorative practice and reflection)
- ECA Policy
- Curriculum Policy
- Safeguarding
- Character Education Framework