



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

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For Teacher & Parent issue

Overview

NIA Smash is a school where pupils 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 pupils are comfortable collaborating throughout the school day and are tolerant of one another.

When children join NIA Smash 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.

Purpose

This policy draws on the UK's Department for Education guidance in support of the UK Education Act (2002) which requires schools, as a part of a broad and balanced curriculum, to promote pupils' *spiritual, moral, social and cultural (SMSC) development*. It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people regardless of where they live, are subject to the laws of the host country.

This policy refers to the requirements to actively promote, amongst other things, the Fundamental British Values of respect and tolerance of all faiths, races and cultures - understanding that these values are universal and applicable in any society.

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 the host country.
- 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.

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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 volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Acceptance and engagement with 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in any modern society.

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.
- Tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Aims

The curriculum is planned and designed so as to:

1. Enable pupils to develop their self-knowledge, self-esteem and self-confidence
2. Enable pupils to distinguish right from wrong and to respect the civil and criminal law of Qatar.
3. Encourage pupils 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 pupils 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.

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Achieving the Aims

1. Enable Pupils to develop their self-knowledge, self-esteem and self-confidence

The aim is to ensure that NIA does all that it can, to help pupils develop into self-assured, confident, happy, positive young people. Pupils 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 (P4C) will be offered to all Primary Pupils to allow them the opportunity to develop independent, critical thinking skills. We want pupils 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.

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

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

Pupils 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 Pupils 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 pupils 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.

Pupils will be provided with opportunities to support local community projects such as the National Qatar Asthma Research Project, to join 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.

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4. Institutions and services in Qatar

NIA has a duty to educate pupils in how public institutions operate, how public services have evolved and how they relate to the daily lives of pupils and their families. Activities such as local educational visits, field trips, homework assignments and guest speakers can enhance pupils' experience in this area.

Trips to the Qatar Stock Exchange, the Museum of Islamic Art and participation at events such as the World Innovation Summit for Education, INJAZ Qatar and Qatar Arts Council, allow pupils to observe, research and be enthused by some of the many community-based projects in Qatar.

5. 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. Pupils must be encouraged to treat all faiths, races and cultures with respect.

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

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

6. 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 be designed to provide opportunities for pupils to gain an understanding as to how citizens can influence decision-making, through the democratic process. We also want pupils to appreciate that living under the rule of law protects individual citizens and is essential for everyone's well-being and safety.

7. Promoting an understanding of democracy

The curriculum should include 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 pupils 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 Pupils.

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How the curriculum contributes to SMSC

Philosophy for Children (P4C) contributes to our Pupils SMSC development through:

- An opportunity to voice an opinion, be listened to, as well as listen to their peers, in a structured and nurturing environment.
- In the Early years and Year 1, P4C gives children the possibility of seeing that their ideas have value and that others have different ideas that have value too.
- In key stage 2 pupils start to develop more confidence, by talking about their opinions and sharing their views on various issues that affect society.
- Children are encouraged to be respectful by taking it in turns to listen to their peers. They also gain an awareness of the appropriate language to use throughout discussions, if they agree or disagree with another child's view point, such as *"I feel the same"*, *"I disagree"*, *"on the other hand"*, *"I agree"*, *"however I also believe that"*.
- P4C teaches children the way to disagree with another person's opinion, but at the same time respecting it and not causing a confrontation.
- Pupils are also encouraged to display a sense of empathy when serious issues that are affecting citizens in society are being discussed.

PSHE in Secondary contributes to our Pupils SMSC development through:

- An understanding of Friendship circles
- Sibling rivalry
- E-safety
- Voting and the British legal system
- Social responsibility – linked with QAWS
- Leadership skills
- United Nations with role and function - links to MUN

English contributes to our Pupils SMSC development through:

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

Islamic Studies contributes to our Pupils SMSC development through:

- Teaching universal values of respect, trust, justice, the importance of sincerity and honesty.
- Celebrating the Holy month of Ramadan, which teaches patience and empathy particularly caring for those less fortunate.

Mathematics contributes to our Pupils SMSC development through:

- Helping pupils work together productively on mathematical tasks and helping them see that the result, is often better, than any of them could achieve separately.

- Helping pupils to recognise that mathematicians from many cultures have contributed to the development of modern day mathematics.

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- Helping pupils 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 Pupils 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 Pupils SMSC development through:

- Pupils learning about beliefs, values and the concept of spirituality, for example 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 Pupils the chance to reflect on the social and cultural characteristics of society.
- Pupils being made aware of the influence of the social environment on behaviour.

The Arts contribute to our Pupils SMSC development through:

- Teaching that encourages pupils 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 Pupils SMSC development through:

- Teaching in Primary music lessons encourages pupils to be open to the music of other cultures, to 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.

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- 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 Pupils 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.

References:

DFE Guidance Notes

- Improving the spiritual, moral, social and cultural (SMSC) development of pupils Nov 2017
- Promoting fundamental British values as part of SMSC in schools – Departmental advice for maintained schools Nov 2018
- www.ofsted.gov.uk/resources/good practice
- Equality Act 2010 - Advice for schools