



Nourishing the fitrah of each unique child

Social, Moral, Spiritual and Cultural (SMSC) Policy

The Prophet (peace and blessings be upon him) said:

"I guarantee a house in the highest part of Paradise for those who have good character and manners."

(Sunan Abu Daawood: 4800)



Adopted: January 2024

Review: January 2025

Spiritual, Moral, Social and Cultural (SMSC) Education Policy

At Unique Academy, we recognise that the personal, spiritual, moral, social, and cultural (SMSC) development of pupils plays a significant part in their character and world views. In light of this, we aim to provide a holistic education experience that provides pupils with opportunities to develop and nourish:

- their values,
- spiritual consciousness ('*Al - fitrah*'),
- personal behaviour, character and personality
- a positive, caring attitude towards other people
- social and community awareness
- an appreciation of the diversity and richness of other cultures.

SMSC is a pillar of Unique Academy's whole school experience which helps to make it relevant and stimulating. The SMSC policy provides the school with the opportunity to:

- Set out its vision for SMSC throughout the school
- Outline common practices that will be implemented across the school to develop SMSC in pupils
- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act (2010).
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.
- Ensure that we provide a robust programme for pupils personal development underpinned by the Gatsby Benchmark

Guidelines

Wherever possible, teachers will use opportunities in various curriculum areas to plan discussions and experiences for the spiritual, moral, social and/or cultural development of pupils.

At Unique Academy, we believe that children learn, consciously or unconsciously, from the behaviour of the adults that they have around them. For this reason, all adult staff are expected to be positive role models by practising Islamic conduct and behaviour at all times, as well as valuing and treating others with respect.

Unique Academy will be a place where pupils can find acceptance for themselves as unique individuals.

Pupils should learn to differentiate between right and wrong as far as their actions affect other people. They will be encouraged to value themselves and others.

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

Aims

- To ensure that everyone connected with the school is aware of our vision and values.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.

- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

Spiritual Development

At Unique Academy, we aim to provide learning opportunities that will enable pupils to:

- Know that they, and others, are a unique and valuable creation of Allaah
- Know that they have a natural disposition (*fitrah*) which has the freedom to make choices
- Develop their capacity for independent thought
- Experience moments of self-reflection and contemplation
- Nurture their self – awareness and self-confidence
- Express their feelings
- Discuss their faith, understanding, and responses to personal experiences
- Form and maintain meaningful relationships
- Reflect on, consider and celebrate the wonders of the life of this world
- Understand that positive nourishment of the *fitrah* leads to success in the Hereafter

Moral Development

At Unique Academy, we aim to provide learning opportunities that will enable pupils to:

- Recognise that Allaah is *Al – Khaliq* (The Creator) of all creation (human, animals, *jinn*, earth, skies and seas)
- Listen and respond appropriately to the views of others.
- Develop strategies to cope with setbacks by understanding *Qadrullaah* (pre-decreed) and being optimistic
- Learning from and expiating (putting right) a mistake
- Take initiative and act with consideration for others.
- Distinguish between right and wrong, good and bad.
- Show respect for the environment as *khalifah tul ardh* (caretakers of the earth)
- Make informed and independent judgements.

Social Development

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.

Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global community.

Unique Academy recognises the importance of these values because:

- People, staff as well as pupils, achieve better when they feel respected and valued.
- Our values influence the way we behave and the community that we live in.
- Education is about the holistic development of a person

Teaching and Organisation

Development in SMSC will take place in as many areas of the curriculum as possible. There will be direct subject areas such as in the Halaqah, where pupils will be encouraged to recognise the spiritual ('*fitrah*') growth of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own ideas.

Teachers will inspire pupils through their enthusiastic teaching approach and by engaging the children through their interests. Teachers will also use dialogic teaching strategies and challenging questions to help students to think more deeply about their learning; how it relates to their own experiences and how they will grow as a result of anything new that they learn. Teachers are strongly encouraged to use Illustrations and examples from a wide range of cultures, as far as possible.

Halaqah/PSHE lessons, assemblies and class discussions will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas
- Speak about difficult events, e.g. bullying, bereavement etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others' needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work cooperatively and collaboratively.

Extra-Curricular Activities

Personal development is also enriched through a range of extra-curricular activities which provide opportunities for inspiring pupils to develop their skills in areas they are particularly interested in or try activities that they have never done before.

Links With The Wider Community

- Visitors (such as those invited into the run special workshops for pupils) are welcome into Unique Academy school.
- The development of a strong home-school link is regarded as especially important. We would like to offer a wide range of opportunities for parents and teachers to share information that would advance the children's SMSC learning and experience.
- Unique Academy aims to work in partnership with the wider community by tapping into services (particularly Outstanding schools, universities, local services such as dentists, shops and businesses etc) which can be used to broaden and enhance the children's experience of SMSC.
- Pupils will be taught to appreciate their local environment through assemblies, classroom discussions, activities as well as off site visits, and to develop a sense of responsibility to it.



SMSC- Guidance

Spiritual	Moral	Social	Cultural
<p>Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p> <p>Pupils’ spiritual development is shown by their:</p> <ul style="list-style-type: none"> ability to be reflective about their beliefs 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. 	<p>Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p>Pupils’ moral development is shown by their:</p> <ul style="list-style-type: none"> 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. 	<p>Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the ‘British values’ of democracy, the rule of law, liberty, respect and tolerance.</p> <p>Pupils’ social development is shown by their:</p> <ul style="list-style-type: none"> 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 <u>British values</u> 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 modern Britain. 	<p>Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p> <p>Pupils’ cultural development is shown by their:</p> <ul style="list-style-type: none"> understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain 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.



Appendix 2

Fundamental British Values: Intent, Implementation, Impact

Intent

At Unique Academy, we recognise our responsibility to prepare children for life in modern Britain. We ensure that pluralistic British Values are introduced, discussed and exemplified through our ethos and the learning that takes place.

All curriculum areas provide a vehicle for furthering the understanding of these concepts and, in particular Halaqah, RE and PSHE.

Teachers should provide children with opportunities to deepen and develop their understanding of the unique and multicultural context of the London Borough of Hounslow as a town in the South Western part of England. Children will be provided the opportunity to understand the wider context of the UK also.

At Unique Academy, we aim to extend the children's experiences beyond what they may know of Hounslow and their own local community to understand the broader multicultural, multi-faith Britain.

We aim to develop values of tolerance and mutual respect, to help children to understand and appreciate difference.

British Value	What we will do	Evidence	Impact
<p>Mutual Respect and the Tolerance of those with different faiths and beliefs.</p> <p><i>A fair, objective, and permissive attitude to those whose faith and beliefs may differ from one's own.</i></p>	<p>Respect is a fundamental school value.</p> <p>We have a strong focus on this in RE, PSHEC and in exemplifying SMSC in the curriculum.</p>	<p>Classroom code of practice</p> <p>School ethos statement</p> <p>Clear guidance on good behaviour in all areas around school.</p> <p>The publishing and enforcement of a smart dress code for students [uniform] and staff.</p> <p>School behaviour policy.</p> <p>Equal opportunities policy.</p> <p>PSHEC Schemes of Work</p> <p>RE Curriculum.</p> <p>Displays (Different Families posters)</p> <p>Links with local places of worship.</p> <p>Anti-bullying campaigns in assembly</p>	<p>Children will be able to articulate why respect is important; how they show respect to others and how they feel about it for themselves.</p> <p>Children's behaviour will demonstrate their good understanding of this value in action.</p> <p>Children will be able to talk about the different, local faiths and cultures they learn about, ask questions and show tolerance and respect for faiths and beliefs that are not their own.</p> <p>Year 2 children will visit local faith schools.</p> <p>Books about different faiths and beliefs.</p>

<p>Democracy</p> <p>Democracy can be seen as equality of rights and privileges. It can also refer to our nation's electoral systems.</p>	<p>Children at Unique Academy will see democracy as a component of many societies, classrooms, and decision making.</p> <p>Democracy will be covered when discussing respect and voting and as part of the school shura council process in Year 2 which will take place during the Autumn term.</p>	<p>School Shura Council minutes and records.</p> <p>PSHEC sessions.</p> <p>SMSC is developed both within and beyond the curriculum.</p> <p>Visitors to school (e.g. such local MP)</p> <p>Focus on national and local democracy when appropriate</p>	<p>Children will be able to work cooperatively in pairs and groups as well as in whole class situations.</p> <p>They will understand about turn taking and respecting the views of others.</p> <p>Children will ask and answer questions from visitors.</p> <p>Children taking part in suggestions for improvement in the school (e.g. taking part in making decisions about class themes and other school issues)</p>
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<p>Rule of Law Justice</p> <p>It is expected that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.</p>	<p>At Unique Academy, children will be taught about the consequences of accepting and breaking rules.</p> <p>During their time with us, we will extend awareness of our own school rules to the wider context of the law.</p> <p>Children learn about the protective as well as the punitive powers of the rule of law.</p>	<p>Class rules. School rules. PSHE/Citizenship lessons.</p> <p>Assemblies School Shura council minutes and records. Records of PSHE sessions. Visitors to school (e.g. local police etc)</p> <p>Marking and feedback, as well as homework.</p> <p>School policies which set clear boundaries are explained clearly to students.</p> <p>Accountability is stressed to all stakeholders including staff and pupils.</p>	<p>Children will be able to articulate how and why we need to behave in society and what the purpose of rules is.</p>
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<p>Respect for self and others. Individual liberty</p> <p>Individual liberty suggests the free exercise of rights generally seen as outside Government control.</p>	<p>Discussions about '<i>fitrah</i>' and self eg. self-respect and self-worth in relation to the individual value so that children see that they are a unique creation of Allaah, created upon the natural '<i>fitrah</i>' and we have been given the freedom to choose.</p> <p>Every child should feel like a valued member of the school and wider community.</p> <p>Children are strongly encouraged to develop independence in learning and to use their 'aql' (intellect) to ponder, reflect and think using all the faculties that they have been given within themselves.</p> <p>Children will also develop awareness of relationships</p>	<p>The increasing liberty afforded to students as they move up through the years.</p> <p>The provision of extra-curricular activities and clubs</p> <p>Pupils encouraged to voice views in lessons e.g. Newsround.</p> <p>Elements of choice in the school canteen within healthy boundaries.</p> <p>Lesson plans</p> <p>Record and Photos of fundraising and charitable awareness RE Curriculum PSHEC curriculum.</p>	<p>Children understand the importance of accepting responsibility and of their right to be represented to access their rights.</p> <p>They understand that they have the right not to be coerced into behaviours they know to be unsafe. (e.g. Invite NSPCC)</p> <p>They are consulted on aspects of curriculum activities (e.g. class/homework projects, trips etc) and demonstrate independence of thought and action.</p>
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