



KD
GRAMMAR
SCHOOL
FOR BOYS

FAITH • LEARNING • LIFE

Kassim Darwish Grammar School for Boys

SMSC Policy

Introduction

At KD Grammar School for Boys (KDGB), the students and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

- The ethos at KDGB implements a holistic approach to Spiritual, Moral, Social and Cultural (SMSC) development. At KDGB we deeply value the spiritual, moral, social and cultural aspects of life that help us to understand what it is to be human. This richness of SMSC is threaded through our school environment. Students are encouraged to regard people of all faiths, races and cultures with respect and tolerance. They learn through our rich and broad and balanced curriculum that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its criminal and civil law.
- Adults lead the way in empowering students to learn about the world beyond the classroom and fathom their place in it, a world with a plethora of backgrounds, views and faiths; to be accepted, cherished and understood. In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific PSHEE (Personal, Social, Health and Economic Education) and Religious Studies.

The standard for the SMSC development of students in the DfE Regulations now includes sub-paragraphs which are intended to ensure that schools:

- encourage students to actively promote fundamental British values;
- do not promote extremist views, or partisan political views, through their curriculum and/or teaching, and offer students a balanced presentation of views when political issues are brought to their attention.

It is this school environment which demonstrates that students at KDGB possess the tools to engage positively with the world at a local, national and global level. It is through our ethos that students are ready to Learn, Lead and Inspire.

Aims of SMSC Development:

At KDGB we share, support and strive to achieve our stated set aims for **SMSC**:

- Being reflective about beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning.
- Developing and applying an understanding of right and wrong in their school life and life outside school.
- Taking part in a range of activities requiring social skills.
- Developing an awareness of, and respect towards, diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability.
- Gaining a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training.
- Overcoming barriers to their learning.

- Responding positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including for example developing an appreciation of theatre, and literature.
- Developing the skills and attitudes to enable them to participate fully and positively in democratic, modern Britain.
- Understanding and appreciating the range of different cultures within school and further afield as an essential element of their preparation for life.

Planning for SMSC

The DfE has published non-statutory advice: Improving the spiritual, moral, social and cultural (SMSC) development of students – Departmental advice for independent schools and academies/free schools to help independent schools understand their obligations under the standards relating to a school's provision for students' spiritual, moral, social and cultural development.¹ The advice sets out the aims of each of the standards in part 2 of the independent school standards (spiritual, moral, social and cultural development of students).

Our excellent curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage students to work together and use imagination in their learning. Activities are planned that require students to reflect and empathise with others as well as giving them the confidence to provide their opinions and develop their own view points.

Our teachers assess the students' work in SMSC both by making informal judgments as they observe them during lessons and extra-curricular activities and through speaking to the students about how they feel and what they have learnt. On a day-to-day basis students are accountable to our behaviour policy, which reflects the need to value ourselves, our families and other relationships, the wider groups to which we belong, the diversity of our society and the environment in which we live.

Students' Voice

The term 'Student Voice' describes how students give their input to what happens within the school and classroom. Our desire is for students to know that their expertise, opinions and ideas are valued in all aspects of school life. Student Voice permeates all levels of our work together, from students participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school.

Students' spiritual, moral, social and cultural development is threaded through all the school's activities and is a strength of the school. Students are confident and comfortable to talk about a wide range of lifestyles, relationships and faiths. In this regard, students are reflective and empathic. They are highly respectful and show humility and tolerance towards other views. Their attitudes and actions embody the essence of British values, such as tolerance, respecting differences and the rule of law. A central principle of the school is the importance of contributing to the local and wider community. Students throughout the school raise thousands of pounds for charities as diverse as the local homeless food bank, Islamic Relief and the recent disasters in Turkey and Syria. However, they also believe in the importance of contributing to society through their actions. They do this through their Living Islam curriculum. To this end, they have regularly performed random acts of kindness, for example writing notes of kindness for each other, giving thank you cards to teachers, writing

messages of gratitude for parents, and planning visits to food banks, local primary schools, and hospitals in the local community.

Monitoring and review

The planning and coordination of SMSC are the responsibility of the Headteacher, the SMSC Co-ordinator and the subject leaders.

The subject leaders and the SMSC Co-ordinator:

- Support colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC which is clearly highlighted in all SOW.
- Include SMSC in the termly report to the Trust Committee
- Speak to the students about different elements of SMSC and uses this to inform future planning. PSHEE teaching days play an effective role in this aspect.
- Ensure that the quality of teaching and learning in SMSC is monitored and evaluated by the Executive Head teacher as part of the school's cycle of lesson observations.
- Inform the Executive Head teacher so that she can report on SMSC as part of her annual report to the Trustees.

Definitions

Spiritual Development

Planned opportunities for spiritual development in all subjects can be seen across the school.

KDGB encourages students' Spiritual development, and curriculum opportunities which enable students **to**:

- Have a sense of enjoyment and fascination in learning about themselves, others and the world around them
 - Be curious and to express feelings of delight and wonder, (scientific investigations, chemical reactions, new life, the global landscape)
 - Empathise and consider the viewpoints of others, (debates, drama activities, discussing feelings and empathising with characters in stories)
 - Consider how a belief can change people's lifestyles, (Religious Studies, investigating communities and faiths, historical case studies)
- Discuss what they think they have achieved and what they need to do to be successful in the future, (self-assessment, target setting activities).

"And of His signs is the creation of the heavens and the earth and the diversity of your languages and your colours. Indeed in that are signs for those of knowledge." (Quran 30:22)

Moral Development

Islam is used as a reference point to help students understand how its teachings may be similar or different to others.

**“O you who have believed, let not a people ridicule [another] people..... And do not insult one another and do not call each other by [offensive] nicknames.”
(Quran 49:11)**

The teaching of PSHEE is a key part of the school life. Termly themes build on students' moral understanding of their own views and those of others through daily thought for the day reminders, assemblies, and Friday prayers. Students are encouraged to give an opinion and be respectful of those that are different to themselves. Through open discussions and a safe environment for students to express their views, they are given the skills to understand the importance of tolerance for all while articulating their own beliefs. Students are effectively taught empathy allowing them to be aware of the harms of bullying and derogatory language (including language about disabled people, racism, homophobia and those with different beliefs) as being against the law.

What KDGB does to encourage students' moral development?

The classroom environment and curriculum promote moral development through:

- Codes of conduct and class rules, in line with school policy.
- A clear and consistent rewards and sanction's policy that students understand and believe to be fair.
- Whole school assemblies and form time activities that discuss moral values and cite expectations.
- Activities that enable students to give opinions and show their values
- Discussing the choices made by the students and others and the resulting outcomes, character studies, studies of historical figures.
- PHSEE topics and literacy: students are given opportunities to explore moral dilemmas. These are used as a platform to encourage students to think critically about their faith and how their beliefs can help them to make positive decisions in a real life context. Highly skilled questions are used to allow the students to understand moral dilemmas and decisions in the wider world. In particular, a variety of quality texts are used to do this.

Prophet Muhammad (peace be upon him) said: “I have only been sent to perfect good moral character.”

Social Development

The social development of students is shown by their 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; the students develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

At KDGB, the understanding of societal institutions and those who serve us within them are manifested through a truly outstanding inspiring curriculum. This takes the form of high

quality lessons in which cooperation and team work is encouraged in all classes. Students regularly partake in sports, art, music (introduction of nasheed group), and literacy, mathematical and learning based competitions. They have exposure to a range of public figures such as doctors, nurses, scientists, local police sporting personalities, the Crown Prosecution Service, local Councillors and Members of Parliament. By understanding the value of public institutions, students are able to become inspirational members of the community – we take pride in knowing that students from KDGB are able to take learning beyond the school day, through vibrant in and out of school activities.

What KDGB does to encourage students' Social development:

At KDGB social skills are developed through:

- Modelling of positive social behaviour by all staff
- A rich broad and balanced curriculum
- Partaking in trips and workshops related to the wider world
- Extra-curricular activities
- Sporting activities
- Team games at play times and lunch times
- Turn taking and team building activities
- Pair and small group work within the classroom
- Working with others across the local community (local care homes, other schools, work experience).

Cultural Development

Students are introduced to a regional and global perspective in life through:

- Links with other schools
- Learning about people from different cultures through the study of languages, for example: Spanish, Urdu and Arabic, Islamic Studies, Religious Studies
- First hand experiences through trips abroad, for example, to Umrah (Saudi Arabia), Turkey, Spain and others, local visits, theatre, art and artists, restaurants
- Visitors from the local and international community
- Being part of National and International fund raising events
- Studies of a different lifestyle including different food, dress, festivals and places of worship.

Students are encouraged to appreciate the cultural diversity of Britain and understand that use of derogatory or prejudice based language are an anathema to the Islamic faith.

".....Be ever steadfast in upholding equity, bearing witness to the truth for the sake of God, even though it be against your own selves or your parents and kinsfolk. Whether the person concerned be rich or poor, God's claim takes precedence over [the claims of] either of them." (Qur'an 4:135)

Students appreciate role models from different backgrounds and faiths and learn about the contribution they can make to society. They study inspirational figures from Islamic history and those from other faiths to consider why their legacies are still relevant today. Students appreciate that these key figures share common characteristics which underpin their humanity.

The Prophet Muhammad (peace be upon him), during his Last Sermon, said:

“Neither is their preference for white people over black people, nor for black people over white people. Preference is only through righteousness.”

Our displays in and out of classrooms effectively reflect SMSC development in all our students

Links to other policies

Anti-bullying

Behaviour

Curriculum

Equality

Partisan Political views

Prevent and protecting students from violent and extremist views

PSHEE

Safeguarding.

Date	September 2023
Reviewed by	Miss F Anwar-Bawany
Next Review Date of this Policy	Summer Term 2024