



# S.M.S.C POLICY and PRACTICE Year 2015/2016

(Spiritual, Moral, Social & Cultural)

SIGNED ON BEHALF OF THE TRUSTEES OF BRISTOL ISLAMIC SCHOOLS TRUST (BIST)

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## **Andalusia Academy, Bristol S.M.S.C Policy and Practice**

(Spiritual, Moral, Social & Cultural)

### **Mission Statement**

This policy is carried out within the context and spirit of the school's vision for excellence. It supports and reinforces the aims of Andalusia Academy Bristol (AAB), valuing all students equally and as individuals. All staff work together to create a happy, challenging, stimulating and caring environment in which students can enjoy their time at school and celebrate their achievement.

The school strives to build a community which encourages all its members to develop a healthy respect for each other. In addition, we provide a happy, stimulating and caring environment where there are opportunities, encouragement and stimuli to develop each student to their full potential.

This policy relates to the whole life of the school and its role in promoting spiritual, moral, social and cultural development (SMSC) by the example set by adults in the school and the quality of relationships they espouse.

### **1. Spiritual Development**

#### **Aim**

This area relates to the beliefs, feelings and emotions through which students acquire worthwhile insights into their own lives. All areas of the curriculum may contribute to spiritual development. Although education and spiritual development are not synonymous, school experiences can make a significant contribution to spiritual development.

#### **Objectives**

At AAB the students will be provided with opportunities to develop their spiritual understanding by experiencing a curriculum which will:

- Develop their self-esteem, self-knowledge and belief in themselves;
- Allow them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs;
- Explore the spiritual values of others through stories, drama, music, art and religious education to name just a few;
- Allow them to express themselves in a variety of ways and give them time to reflect on their own experiences;



- Allow them to understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others;

**In Practice** at AAB this is delivered through:

1. A Religious study programme which develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values;
2. A PSHE programme which utilises tutoring to involve all years in opportunities for themed discussion, reading (both fiction and non-fiction) and competitive quizzes to encourage learning and develop an awareness of core values as soon as students arrive;
3. An assembly programme to address the spiritual aspect of quiet and reflection – in particular using past and present role models from the world and encouraging community participation;
4. A student support structure that is focused on learning and providing appropriate information advice and guidance for students as well as opportunities to explore pathways of development;
5. Educational enrichment trips, creative partnerships and visiting speakers provide students with a range of experiences, which may promote a sense of awe and wonder about the world;
6. A reflective approach to learning through formative assessment techniques – students having ownership and understanding of where they are, where they need to get to and how they are to do it;
7. A rewards system developing student self-esteem through certificates, text messages home, recognition in assemblies and awards at all levels;
8. Displays of student work bring a sense of pride in the work students produce and therefore a sense of expressing the talents of the individual;
9. The use of school council to involve students in the life of the school. PSHE programme for all years.

## **Moral Development**

### **Aim**

Moral development refers to the students' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. The school has a well-established Behaviour Policy and staff promote a supportive approach to the management of challenging behaviour.

**Objectives** of the code of conduct are to promote the concept of excellent behaviour by being:-

- Kind and considerate
- Helpful to others and listening to what they have to say
- Quiet around the school holding appropriate conversations
- Committed to school and classroom rules.





- Committed to a healthy, safe and environmentally friendly school
- Committed to looking neat, clean and tidy with a pride in the AAB uniform
- Equipped and ready for learning

**In practice** – at AAB this is delivered through:

- Clear models of good behaviour from staff and senior students and reinforcement of school and classroom rules both inside and outside of lessons
- A student support department and structure used by all staff that is focused on conflict resolution and restorative justice.
- Themed tutor time and discussions based on moral issues, where appropriate, across the school community from the start of the day in tutor time and across all lessons.
- PSHE programme for all years.
- Assembly themes on moral issues, developed and reinforced during tutor time.
- Fund raising activities for nominated charities, in addition to national charity events which give rise to discussion around morality.
- The use of students in teams across the school: Student council; Prefect team; Eco-team; Peer Mediators.
- Supervised and filtered access to the Internet together with regular assemblies focused on the dangers of the internet and related issues.
- Local, national and global incidents, in addition to existing programmes of study, give an opportunity for teaching about morality and behaviour during deep learning weeks across the school and demonstrates the flexibility of our teaching programme.

## **Social Development**

### **Aim**

Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in society.

### **Objectives**

Students will be encouraged to:

- Maintain and develop relationships within the school working successfully with other students and adults in the school community;
- Respond to the opportunities being offered, to show initiative and to take responsibility for their own learning in the school community;
- Gain an understanding of the wider society through their family and carers, the school, local and wider communities;
- Actively participate in the school community and beyond into the wider community outside of school.



**In Practice**, at AAB we provide opportunities for students to:

- Interact with all staff in school and with external partners of the school in an appropriate and outstanding manner
- The use of students in teams across the school: Student management team, Student council; Prefect team; House teams; Peer Support Team; Charity teams; News teams; and other clubs and societies detailed in our enrichment programme.
- Elected school council representative to feedback views, ideas and concerns to their tutor groups and to the senior leadership team.
- Experience, in programmes of study, the development of skills in speaking, listening and key reflective work where students have the ability to learn both with teacher interaction and support, but increasingly with more independent study.
- PSHE programme for Years all years.
- Experience excellent IAG (Information Advice & Guidance) in school through pastoral and career advice in which all staff are involved throughout the year. Subject specific advice is given at certain milestones of a student's life at the school and a dedicated careers advisor has a permanent office in school to offer support on career/further or higher education planning.
- Participate in the wider community through work experience in year 10 and volunteer support work in the local community. This is tracked through school on a database of student activity both in school and in the wider community and relies initially on the class teacher/tutor and then other staff.

## **Cultural Development**

### **Aim**

Cultural development refers to pupils increasing understanding and response to those elements, which give societies, and groups their unique character. The school will promote the cultural traditions of our own area and the ethnic and cultural diversity of the world.

### **Objectives**

The students will be encouraged to:

- Appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills;
- Recognise that similarities and differences may exist between different societies and groups;
- Experience a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport and other media;

Broaden, develop and enrich their interests and insights through interacting with opportunities the school and the wider community provides.



**In Practice** at AAB we encourage:

- Educational visits at home and abroad to experience other cultures and ways of life.
- Educational visits to places of interest such as: libraries; museums; galleries; theatres; places of worship and other educational establishments – schools colleges and universities – in order to better understand other cultures and ways of life.
- PSHE programme for all years.
- MFL/Historical visits to other countries such as France, Spain and Morocco.
- Collective worship and assemblies – a themed approach that give rise to many opportunities to explore SMSC and cultural diversity. Other events are also celebrated with drama, art, dance and presentations along with specific services such as Eidul Adha and Eidul Fitr.
- Provision of a Quiet room for reflection and prayer to be set aside for specific religious activities such as Ramadan for example.
- Topic work across the school which explores “culture” in all its various forms in relation to specific subject areas.
- Access to the Internet in order to explore cultures and activities as extension learning

#### **Role of Senior Leaders and Key Staff**

- To undertake audits and observations of department developments in SMSC provision.
- To promote and facilitate enrichment events in school.
- To organise themes for the weekly focus in tutor group time linked to an assembly programme.
- To promote student “voice” opportunities and the related teams in order to maximise student participation.
- To compile and update a portfolio (photographs and programmes) to record the school’s support for S.M.S.C.
- To oversee a database of student involvement both inside and outside of school
- To encourage staff and students to be involved in enrichment activities which are spiritually, morally, socially and culturally engaging both inside and outside the classroom.

#### **Expectations of stakeholders**

All stakeholders expected to support and be engaged in the implementation of this policy through every engagement that they have with each other; in tutor time, assemblies and in the course of daily interactions (with each other) in their classes and outside classrooms to promote and celebrate the equality and diversity of the school community.





***SPIRITUAL DEVELOPMENT***

**What we understand by spiritual development**

- A set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour.
- An awareness and understanding of their own and others' beliefs.
- A respect for themselves and for others.
- A sense of empathy with others, concern and compassion.
- An ability to show courage in defence of their beliefs.
- A readiness to challenge all that would constrain the human spirit, for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination.
- An appreciation of the intangible – for example, beauty, truth, love, goodness, order, as well as for mystery, paradox and ambiguity.
- A respect for insight as well as knowledge and reason.
- An expressive and/or creative impulse.
- An ability to think in terms of the 'whole' – for example, concepts such as harmony, interdependence, scale, perspective and an understanding of feelings and emotions and their likely impact.

**What AAB does to encourage students' spiritual development**

- Giving students the opportunity to explore values and beliefs, including religious beliefs and the way in which they impact on peoples' lives.
  - Encouraging students to explore and develop what animates themselves and others.
  - Giving students the opportunity to understand human feelings and emotions, the way the impact on people and how an understanding of them can be helpful.
  - Developing a climate or ethos within which all students can grow and flourish, respect others and be respected.
  - Accommodating differences and respecting the integrity of individuals.
  - Promoting teaching styles which:
    - Value students' questions and gives them space for their own thoughts, ideas and concerns.
    - Enables students to make connections between aspects of their learning.
    - Encourage students to relate their learning to a wider frame of reference, for example, asking 'why', 'how' and 'where', as well as 'what'.
- Monitoring in simple pragmatic ways, the success of what is provided.

***MORAL DEVELOPMENT***

**What we understand by moral development**

- An ability to distinguish right from wrong, based on a knowledge of the moral codes and of their own and other cultures.
  - A confidence to act consistently in accordance with their own principles.
  - An ability to think through the consequences of their own and others actions.
  - A willingness to express their views on ethical issues and personal values.
  - An ability to make responsible and reasoned judgements on moral dilemmas.
  - A commitment to personal values in areas which are considered right by some and wrong by others.
  - A considered style of life.
  - A respect for others' needs, interests and feelings, as well as their own.
  - A desire to explore their own and others' views.
- An understanding of the need to review and re-assess their values, codes and principles in light of experience.





<p><b>What AAB does to encourage students' moral development</b></p> <ul style="list-style-type: none"> <li>• Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school.</li> <li>• Promoting racial, religious and other forms of equality.</li> <li>• Giving students opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.</li> <li>• Developing an open and safe learning environment in which students can express their views and practise moral decision making.</li> <li>• Rewarding expressions of moral insights and good behaviour.</li> <li>• Making an issue of breaches of agreed moral codes where they arise – for example, in the press, on television and the internet as well as in school.</li> <li>• Modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for persons, students' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts.</li> <li>• Recognising and respecting the codes and mores of the different cultures represented in the school and wider community.</li> <li>• Encouraging students to take responsibility for their actions – for example, respect for property, care of the environment, and developing codes of behaviour.</li> <li>• Providing models of moral virtue through literature, humanities, science, arts, assemblies and acts of worship.</li> <li>• Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions etc.</li> </ul> <p>Monitoring in simple, pragmatic ways, the success of what is provided</p>
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<p><b>SOCIAL DEVELOPMENT</b></p> <p><b>What we understand by social development</b></p> <ul style="list-style-type: none"> <li>• Adjust to a range of social contexts by appropriate and sensitive behaviour.</li> <li>• Relate well to other peoples social skills and personal qualities.</li> <li>• Work successfully as a member of a group or team.</li> <li>• Share views and opinions with others, and work towards consensus.</li> <li>• Resolve conflicts and counter forces which militate against inclusion and unity.</li> <li>• Reflect on their own contribution to society and to the world of work.</li> <li>• Show respect for people, living things, property and the environment.</li> <li>• Benefit from advice offered by those in authority or counselling roles.</li> <li>• Exercise responsibility.</li> <li>• Appreciate the rights and responsibilities of individuals within the wider social setting.</li> <li>• Understand how societies function and are organised in structures such as the family, the school and local and wider communities.</li> <li>• Participate in activities relevant to the community.</li> <li>• Understand the notion of interdependence in an increasingly complex society.</li> </ul> <p><b>What AAB does to encourage students' social development</b></p> <ul style="list-style-type: none"> <li>• Identifying key values and principles on which school and community life is based.</li> <li>• Fostering a sense of community, with common, inclusive values.</li> <li>• Promoting racial, religious and other farms of equality.</li> <li>• Encouraging students to work co-operatively.</li> <li>• Encouraging students to recognise and respect social differences and similarities.</li> </ul>
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- Providing positive corporate experiences – for example, through assemblies, team activities, residential experiences, school productions.
- Helping students develop personal qualities which are valued in a civilised society - for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect.
- Helping students resolve tensions between their own aspirations and those of the group or wider society.
- Providing a conceptual and linguistic framework within which to understand and debate social issues.
- Providing opportunities for engaging in the democratic process and participating in community life.
- Providing opportunities for students to exercise leadership and responsibility; providing positive and effective links with the world of work and the wider community

