



MANCHESTER
MUSLIM
PREPARATORY
SCHOOL

FAITH • LEARNING • LIFE

SMSC Policy

Document Control

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MMPS - SMSC Policy Statement

Intent

At MMPS we want our pupils to be successful, confident learners and responsible citizens. We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education, guided by Islamic vision and ethos, that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

All members of the school community are encouraged to develop into responsible citizens through the implementation of modern British Values. Modern British Values are shared through the thoughtful and wide-ranging promotion of the children's SMSC development, enabling them to thrive in a supportive, highly cohesive learning environment.

Social Development

Social development relates to the development and acquisition of skills in relating to others. It shows pupils working together effectively, relating well to adults and participating in the local community. It also includes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We are committed to:

- Fostering the skill and qualities of team building through the development of self-confidence, co-operation, sensitivity to others, reliability, initiative and understanding
- Providing an environment where pupils can take responsibility for themselves and others in school and the wider society
- Developing an international perspective through the school's active support of charitable organisations.
- Enrichment and extension activities.

Moral Development

Knowledge of right and wrong, learning to make choices in behaviour of boundaries and understanding of consequences. Moral development is about personal and societal values, understanding the reasons for them, investigating moral values and ethical issues, and recognising and applying right and wrong.

We are committed to encouraging pupils to:

- Listen and respond appropriately to the views of others.
- Recognise the unique value of each individual
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Be able to resolve disagreements.
- Show respect for the environment.
- Make informed and independent judgements.
- Morally reflect beyond their own immediate experience, to national and international issues.

Spiritual development:

Spiritual development is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning, purpose, knowledge and understanding of the religion of Islam, as well as different beliefs and cultures.

The Spiritual development of all our children is addressed through the Islamic vision and values of the school. As a Muslim school we address spiritual development through prayer, celebration of Islamic festivals and learning about those of other faiths in RS and across the wider curriculum.

We are committed to:

- Celebrating the beliefs and values that our pupils bring as part of their family/cultural heritage and to building an awareness of and respect for others' spiritual and religious beliefs
- Fostering common human values and building spiritual capacities to promote self-worth, self esteem and value of others
- Helping our pupils to come to an understanding of themselves as unique individuals and encouraging them to develop their capacity for critical and independent thought
- Developing our pupils' curiosity, imagination, creativity and promoting a lifelong love of learning.

Cultural development

Cultural development shows pupils understanding and experience of a range of cultural activities (art, theatre, travel, concerts). Children develop the fundamental British Value of exploring, understanding and tolerance regarding the diversity of cultural traditions and beliefs of others.

We value and celebrate the cultural diversity of our school, our society and the world by:

- Promoting an appreciation of our own cultural tradition/s and encouraging an appreciation of other peoples' cultural traditions
- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Celebrating the richness of cultural diversity
- Weaving global education themes through our curriculum.
- Recognising different religions around the world and their cultural implications
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

Implementation

SMSC development is taught and reflected in all areas of the curriculum and school life.

Pupils are provided with opportunities to gain in knowledge and understanding and to develop the skills they need to participate in the life of the diverse community in which they live, for example:

Social

- Educational visits within the community
- Pupils play together in group games and imaginative play on their own and with adults and peers

- Pupils work in pairs or groups to plan and execute projects and presentations
- The learning environment is one which promotes collaborative thinking, learning and playing
- Pupils develop improved oracy skills through spoken word workshops, drama and competitions
- Pupils meet and greet visitors to the school from all walks of society
- Pupils visit local points of interest such as nursing homes, The Christie Hospital and neighbours to deliver food baskets and Christmas cards and parcels, for example, where they learn to engage with the community at large.
- Provision of a wide range of extra-curricular activities from Nasheed to Drama to coding.

Moral

- Each class implements a reward system (Dojo) so all children earn merits and prizes for good behaviour as well as academic achievement.
- Certificates are given on a weekly basis in key stage assemblies for good behaviour
- An extra 'Islamic conduct' certificate is given to children with exemplary behaviour from each class at the end of each half term
- An annual 'Islamic conduct' certificate is given to a girl and boy from each class at our end of year presentation morning attended to by parents.

Spiritual

- Children start and finish the day with daily dua (prayer)
- Duas are taught from nursery and are repeated at points during the day such as meal times. In EYFS and key stage one, the dua before meal times is read in congregation so children learn the dua by heart. In key stage 2, children are required to read it individually as is the recommended practise.
- Assemblies on Tuesdays and Fridays incorporate spiritual themes with current affairs such as human rights day, anti-bullying, etc
- Assemblies also have Islamic thematic concepts that promote spirituality such as etiquettes and behaviour from the practise of the Prophet (PBUH)- known as Sunnah
- 'Sunnah of the week' is a weekly slot on a Fridays where each class does an activity related to a given sunnah.
- Children in key stage two pray daily in congregation. On Fridays, children in Key Stage 2 listen to a spiritual reminder or khutbah, delivered by a local member of the community.

Cultural

- Citizenship/ international week promotes the learning of different cultures.
- Children visit other places of worship and cultural interest
- English includes units on stories from other cultures
- Children participate in a range of artistic, sporting and other cultural opportunities provided by school

Where you can find SMSC in school

- The curriculum as a whole
- Islamic Studies curriculum
- PSHE curriculum
- Circle time
- Assemblies
- Behaviour policy
- Prayer times
- Reward systems
- Extra curricular activities
- Educational visits
- Student council
- Special days (fundraisers and cultural experiences)
- Displays around school

British values

We promote British values as specified by the DFE through our SMSC education which permeates through the school's curriculum and supports the development of the whole child. Aspects of British values and how they are addressed are as follow:

(a) Democracy:

- Pupils engage in the democratic process through school elections (school council and eco warriors as examples) and the opportunities to exercise leadership and responsibilities.
- Children also visit houses of parliament as they get involved in parliament week

(b) The rule of law:

- Pupils are encouraged to how respect for all people, living things, property and environment
- Pupils take responsibility for their actions
- Pupils are taught to become good, valued and productive citizens
- We regularly receive visits from local servicemen and women such as fire workers, police members, and NHS workers.

(c) Individual Liberty

- Children are recognised and celebrated for what makes them unique
- Children are encouraged to reflect on strengths and weaknesses and are central to their own learning and development
- Children make choices about things they believe to be important, as long as they are acceptable to the school community and society at large
- Children are given opportunities to communicate emotions, opinions and ideas through a range of methods and media

(d) Mutual respect and tolerance

- We are part of a school and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race.
- Cultural appreciation and development is a part of our curriculum.
- We place great emphasis on providing encounters and participation in events and celebrations to broaden all pupils' experiences and awareness of others.
- Pupils are encouraged to experience British culture, for example by really learning about the heritage of the area in which the school is located by local walks, trips and visits.
- Our assemblies help all pupils to find out about themselves and others linking their lives to the communities in which they belong.

Impact

- Children are happy and value themselves and others as unique individuals.
- Children have the skills to collaborate critically, respectfully and creatively with each other and with a caring approach.
- Children are able to reflect upon their behaviour and others and can evaluate what makes for good behaviour.
- Children have a strong sense of identity in terms of their faith and as British citizens.

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis through monitoring of lesson plans and teaching and learning, by SMSC Lead/Senior Leadership/Trustees; regular discussion at staff and governors' meetings; sharing of classroom work and practice.