



MANCHESTER
MUSLIM
PREPARATORY
SCHOOL

FAITH • LEARNING • LIFE

SMSC Policy

Spiritual, Moral, Social and Cultural Development

2026-2028

Document Control

Policy owner	MMPS
Date of review	August 2026
Next review	August 2028
Review period	Two years
Status	SMSC provision is a statutory requirement; this policy sets out the school's approach
Related policies	Curriculum; PSHE; Relationships Education; Behaviour; Equality; SEND; Safeguarding; Prevent; Islamic Studies

Policy Framework

This policy reflects the requirements for pupils' spiritual, moral, social and cultural (SMSC) development, including Part 2 of the Independent School Standards, the active promotion of fundamental British values and the school's duties under the Equality Act 2010 and Prevent duty. It also reflects MMPS's status as a UNICEF UK Gold Rights Respecting School and our commitment to embedding the United Nations Convention on the Rights of the Child (UNCRC) throughout school life.

Intent

At Manchester Muslim Preparatory School (MMPS), we want pupils to become successful and confident learners, compassionate individuals and responsible citizens. We recognise that spiritual, moral, social and cultural development is central to pupils' personal development, wellbeing, character and readiness for life in modern Britain.

Our provision is rooted in the Islamic vision and ethos of the school. Pupils are encouraged to develop a strong sense of faith and identity, high standards of character and conduct, respect for the dignity of others and an appreciation of the diversity of the society and wider world in which they live.

SMSC is not taught as a single subject. It is developed through the taught curriculum, Islamic Studies and Religious Studies, PSHE, assemblies, prayer, enrichment, leadership, community engagement, educational visits, pupil voice and the everyday relationships and culture of the school.

Our aim is for pupils to grow as proud British Muslim citizens who understand their faith, respect the rights and dignity of others and contribute positively to their communities and wider society.

Aims

Through SMSC provision, MMPS aims to enable pupils to:

- develop self-knowledge, self-esteem, confidence and a sense of identity and belonging
- reflect on faith, beliefs, values, experiences and the meaning and purpose of life
- distinguish right from wrong, understand consequences and make thoughtful moral judgements
- develop empathy, compassion, honesty, responsibility, resilience and respect
- work and socialise successfully with others, including people from different religious, ethnic, cultural and socioeconomic backgrounds

- understand and actively engage 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
- understand and respect the protected characteristics set out in the Equality Act 2010 and challenge prejudice, discrimination and bullying
- learn about, through and for children's rights under the UNCRC
- develop the knowledge, confidence and skills to participate positively in school, local and wider society.

Spiritual Development

Spiritual development at MMPS is rooted in the school's Islamic ethos while also developing pupils' knowledge of and respect for the faiths, beliefs, values and experiences of others. It includes reflection on meaning, purpose, identity, values, awe and wonder and the non-material aspects of life.

We support spiritual development by enabling pupils to:

- deepen their knowledge and understanding of Islam through the Qur'an, Sunnah, Islamic Studies, prayer and reflection
- develop a sense of connection with Allah and reflect on gratitude, responsibility, character and purpose
- show respect for other people's faiths, feelings, values and beliefs, including those who hold different beliefs or no religious belief
- experience awe, wonder, curiosity, imagination and creativity across the curriculum
- reflect on their experiences, learning, choices and personal development
- develop confidence in their own identity while respecting the identities of others.

Moral Development

Moral development enables pupils to understand right and wrong, take responsibility for their actions, consider consequences and explore moral and ethical questions. Islamic teachings on character, justice, compassion, honesty, responsibility and care for others provide an important foundation for this development.

We support moral development by enabling pupils to:

- recognise right and wrong and understand the importance of school rules and the civil and criminal law of England
- understand that actions have consequences for themselves and others
- investigate moral and ethical issues and express reasoned views
- listen respectfully to different viewpoints and disagree appropriately
- develop empathy and consider the impact of decisions on other people, communities and the environment
- recognise and challenge prejudice, discrimination, injustice and harmful behaviour
- make responsible choices informed by faith, values, rights and the law.

Social Development

Social development is concerned with pupils' ability to form positive relationships, cooperate with others, participate in communities and contribute to society. Pupils learn how to behave appropriately in different social contexts and how to play an active and responsible role in school and beyond.

We support social development by enabling pupils to:

- work and socialise with pupils and adults in a range of contexts
- cooperate, negotiate, resolve disagreements and contribute effectively to teams
- take on leadership and responsibility through pupil committees, ambassador roles and other opportunities
- participate in charitable, community and service activities
- engage with people from different religious, ethnic and socioeconomic backgrounds
- understand how citizens can influence decision-making through democratic processes

- develop the confidence and skills to participate positively in life in modern Britain.

Cultural Development

Cultural development enables pupils to understand, appreciate and participate in the cultural life of their school, local community, Britain and the wider world. It includes appreciation of pupils' own cultural heritage alongside respectful engagement with the diversity of other cultures and traditions.

We support cultural development by enabling pupils to:

- develop knowledge and appreciation of their own cultural and religious heritage
- understand and appreciate the range of cultural influences that have shaped Britain
- learn about different cultures, faiths, traditions and communities locally and globally
- participate in artistic, musical, sporting, literary and cultural opportunities
- recognise both what people have in common and the richness of difference
- show respect for cultural diversity and for the protected characteristics set out in law
- develop an international perspective and a sense of responsibility as global citizens.

Islamic Ethos and SMSC

The Islamic ethos of MMPS provides a coherent foundation for pupils' spiritual and moral development and informs the way pupils are encouraged to treat one another. Qur'anic verses, Hadith and examples from the life of the Prophet Muhammad (peace be upon him) are used where appropriate to support reflection on character, responsibility, justice, compassion, stewardship, community and respect.

Islamic teaching is connected meaningfully with learning across the curriculum rather than being confined to Islamic Studies. These links are planned where they naturally enrich pupils' understanding and help them connect faith with everyday choices and responsibilities.

Pupils are also taught that living confidently according to their own faith is compatible with respecting the legal rights, dignity and freedoms of people who have different faiths, beliefs, backgrounds or ways of life.

UNCRC and Rights Respecting School

As a UNICEF UK Gold Rights Respecting School, MMPS places the UN Convention on the Rights of the Child at the heart of school culture. A rights-based approach supports all four areas of SMSC by helping pupils understand dignity, fairness, inclusion, voice, responsibility and the role of duty bearers in ensuring that children can enjoy their rights.

Pupils learn about rights, experience rights-respecting relationships and are encouraged to take informed action for their own rights and the rights of others. Rights are linked to responsibilities for respecting the rights of other people, without suggesting that children must earn their rights.

Particularly relevant UNCRC Articles include:

- Article 2 - non-discrimination
- Article 12 - respect for the views of the child and meaningful pupil voice
- Article 14 - freedom of thought, belief and religion
- Article 19 - protection from violence, abuse and harm
- Article 23 - rights and inclusion of children with disabilities
- Articles 28 and 29 - the right to education and the aims of education, including respect for human rights, identity, culture and the natural environment
- Article 30 - the right to enjoy one's culture, religion and language
- Article 31 - the right to rest, play and participate in cultural and artistic life.

Relevant Articles are referenced within curriculum planning, assemblies, displays, pupil leadership, school charters and wider personal development opportunities where they add meaning to learning. Pupil voice is a particularly important expression of Article 12 and is used to inform aspects of school life and improvement.

Fundamental British Values

MMPS actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These values are embedded through SMSC, the curriculum and wider school life. Views or behaviours that undermine these values, including discrimination and intolerance, are challenged appropriately.

Democracy

- Pupils have opportunities to vote, stand for positions of responsibility and participate in pupil committees and leadership roles.
- Pupil voice is sought and pupils learn that their views should be heard and considered.
- Pupils learn how democratic institutions and decision-making work in Britain and how citizens can participate.

The Rule of Law

- Pupils learn why rules and laws are needed and how they protect people's rights, wellbeing and safety.
- School expectations are applied fairly and pupils are encouraged to take responsibility for their actions.
- Curriculum and visitor opportunities help pupils understand public services, law and civic responsibility.

Individual Liberty

- Pupils are encouraged to develop confidence, make appropriate choices and express their views within a safe and supportive environment.
- They learn that individual freedoms exist alongside the rights and freedoms of others and within the law.
- Pupils are taught how to exercise choice safely, including in relation to online life and personal wellbeing.

Mutual Respect and Tolerance

- Every member of the school community is expected to treat others with dignity and respect.
- Pupils learn about different faiths, beliefs, cultures and backgrounds and are taught to challenge stereotypes and prejudicial attitudes.
- Encounters, visits, partnerships and curriculum experiences broaden pupils' understanding of the diversity of modern Britain.
- Pupils understand that people may hold different beliefs or no religious belief and that difference must not be a cause of discrimination or hostility.

Implementation Across School Life

SMSC is promoted through a coherent combination of curriculum and wider experiences, including:

- the whole curriculum, with planned SMSC, Islamic and UNCRC links where relevant
- Islamic Studies, Religious Studies, PSHE, Relationships Education and Health Education
- assemblies, collective reflection, daily duas, congregational prayer and khutbah/spiritual reminders
- class discussion, debate, current affairs and opportunities to consider moral and ethical questions
- pupil leadership, Rights Respecting Ambassadors, Eco Committee, Playground Leaders and other pupil roles
- school charters, behaviour expectations, restorative conversations, recognition and reward systems

- educational visits, visitors, inter-school partnerships and encounters with people from different communities
- charitable activity, community service, fundraising and social action
- sport, arts, drama, music/nasheed, clubs, competitions and wider enrichment
- special events and themed learning linked to culture, heritage, rights, citizenship, environment and community.

Equality, Inclusion and Safeguarding

SMSC provision is inclusive and accessible to all pupils. The school makes reasonable adjustments and appropriate adaptations so that pupils with SEND and other barriers can participate fully in personal development opportunities.

Pupils are taught to respect the protected characteristics set out in the Equality Act 2010 and to understand that bullying, harassment, unlawful discrimination and victimisation are unacceptable. This is approached in an age-appropriate manner consistent with the school's ethos and legal duties.

SMSC also contributes to safeguarding and the Prevent duty by developing pupils' confidence, critical thinking, sense of belonging, respect for others and ability to discuss challenging or controversial issues safely. Pupils learn how to seek help, report concerns and recognise unsafe or harmful behaviour.

Impact

Through effective SMSC provision, we expect pupils to:

- have a secure and positive sense of identity, faith and belonging
- show kindness, respect, empathy and responsibility in their relationships
- reflect thoughtfully on their choices, behaviour and experiences
- understand and respect the rights of others and know that their own voice matters
- understand fundamental British values and how these operate in everyday life
- recognise and challenge prejudice and discrimination
- work collaboratively and participate confidently in school and community life
- appreciate cultural and religious diversity and engage respectfully with difference
- be increasingly prepared to contribute positively as British Muslim citizens in modern Britain.

Monitoring and Evaluation

The effectiveness of SMSC provision is monitored by school leaders and trustees/governors through a range of evidence. This may include curriculum and planning reviews, lesson visits, work scrutiny, assembly and enrichment records, behaviour and safeguarding information, participation data and pupil voice.

Monitoring considers whether SMSC is evident in both the taught curriculum and the lived experience of pupils, including the extent to which pupils feel valued and included, understand rights and responsibilities, respect difference, participate in wider opportunities and can explain how the school's Islamic ethos, UNCRC and fundamental British values influence school life.

The policy is reviewed at least every two years or sooner where there are significant changes to statutory requirements or school practice.

Key Guidance and References

- Department for Education: Independent School Standards guidance, including Part 2 - Spiritual, Moral, Social and Cultural development of pupils
- Department for Education: Promoting fundamental British values as part of SMSC in schools

- Home Office: Prevent duty guidance for England and Wales
- Equality Act 2010 and associated guidance for schools
- UNICEF UK Rights Respecting Schools Award guidance and the United Nations Convention on the Rights of the Child.