



## Spiritual, Moral, Social, Cultural Policy

### How this policy fits in with other policies:

Subject policies  
Beyond the curriculum policy  
Tackling Extremism policy

### Log of updates

10/2022	Policy created
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At Lady Nafisa School we strive to make the SMSC relevant and accessible to learners of all age, culture, disability, religion and social class. The resources we use reflect the multicultural society in which we live. We will not reinforce stereotypes and readily challenge prejudice in all its forms.

### British Values

#### We actively promote the values of:

- Democracy (e.g. through the election of the Student Council, Head girl and prefectship)
- Mutual respect (e.g. as set out in the Equality Act 2010)
- Tolerance (e.g. of difference cultural traditions)
- Promote the SMSC development of all learners (e.g. through assemblies)
- Student voice (e.g. through members of the Student Council)
- The rule of law (e.g. understanding the difference between right and wrong)
- Non-Uniform Days (raising money for a charity)
- Tutor Time -Structured programme (discussion of a weekly topic/relevant news events)

These are accessed through PSHE lessons/Assemblies/ School events/ Student Council/Tutorials to promote a wider understanding of the world around us.

#### We aim to:

- Support learners to feel respected and that their opinions are valued
- Promote equal opportunities for all
- Promote community participation
- Develop the social communication skills of all learners
- Promote wellbeing and develop the self-esteem of all learners

- Support each learner to understand themselves and the impact their autism has on them
- Encourage the development of safe and healthy lifestyles
- Provide appropriate sex and relationships education to support learners through their development
- Support learners to develop skills at making informed choices
- Support learners to develop 'learning to learn' skills
- Respect cultural diversity
- Prepare learners to take an active role as citizens
- Enable learners to make a successful transition to adulthood by developing their vocational, practical and independent living skills
- Enable all learners to lead health, rewarding and fulfilling lives
- Increase the range of opportunities available to the young people that we support
- Enable learners to develop emotional regulation skills
- Ensure learners have an active involvement, and are included in, all aspects of school life
- Support student with emotional and wellbeing issues

## **How the core curriculum contributes to SMSC**

### **The Contribution of English**

English contributes to our students' SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Helping students to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.

### **The Contribution of Mathematics**

Mathematics contributes to our students' SMSC development through:

- Spiritual development: through helping students obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns.
- Moral development: helping students recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth.
- Social development: through helping students work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.
- Cultural development: through helping students appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics.

### **The Contribution of Science**

Science contributes to our students' SMSC development through:

- Encouraging students to reflect on the wonder of the natural world.
- Awareness of the ways that Science and Technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many.

### **The Contribution of Information Communication Technology/ Computer Science**

ICT/CS contributes to our students' SMSC development through:

- Preparing the students for the challenges of living and learning in a technologically enriched, increasingly interconnected world.
- Making clear the guidelines about the ethical use of the internet.
- Acknowledging advances in technology and appreciation for human achievement.

### **The Contribution of History**

History contributes to our students' SMSC development through:

- Looking at the creation and evolution of British society.
- Enabling students to reflect on issues such as slavery, the holocaust and Imperialism.
- Showing an awareness of the moral implications of the actions of historical figures.

### **The Contribution of Geography**

Geography contributes to our students' SMSC development through:

- Opportunities for reflection on the creation of earth and its origins, future and diversity.
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change.
- A study of people and physical geography gives our students the chance to reflect on the social and cultural characteristics of society.

### **The Contribution of Religious Education**

RE makes a distinctive and substantial contribution to the delivery of SMSC:

- Students learn about beliefs, values and the concept of spirituality.
- RE reflects on the significance of religious teaching in their own lives.
- Develops respect for the right of others to hold beliefs different from their own.
- Shows an understanding of the influence of religion on society.
- Fosters appreciation and understanding of different cultures, religions and traditions.

### **The Contribution of Art and design**

Art contributes to our students' SMSC development through:

- Art lessons develop students' aesthetic appreciation.
- In turn, Art evokes feelings of 'awe' and 'wonder'.

- Giving students the chance to reflect on nature, their environment and surroundings.
- Studying artists with a spiritual or religious theme, issues raised by artists which concerns ethical issues, such as street art of Banksy's .
- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.
- Awareness of the moral dilemmas created by technological advances.
- How different cultures have contributed to technology.
- Opportunities to work as a team, recognising others strengths, sharing equipment.
- opportunities to take part in local borough art competitions

### **The Contribution of Physical Education**

Students SMSC development is actively promoted though PE by:

- Activities involving cooperation, teamwork, competition, rules, self-discipline and fair play.
- Exploring the sports and traditions of a variety of cultures.
- individual activities that provide the opportunity for self-reflection, awareness and challenge.

### **The Contribution of Modern Languages (French/Arabic)**

SMSC is a natural focus of MFL.

- People, their relationships and their interactions with others are an intrinsic part of what we teach, and the cultural immersion of learning a language cannot be avoided.
- In MFL, we give our students an opportunity to both consider the needs and experiences of people of other cultures, and reflect upon their own response to this.
- We also encourage students to discover, discuss and debate unfamiliar lifestyles, global events, problems and changes.
- Finally, SMSC is not confined to the MFL classroom – we hope that the study of languages will positively affect our students' lives and their understanding of the world around them

### **The Contribution of Islamic studies**

SMSC development is central to our Islamic studies curriculum. At LNS we pride ourselves in incorporating opportunities for our pupils to develop their understanding of their own selves and the pluralistic world they are in.

- Our pupils explore their own beliefs and experience and those of others. They respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world.
- Our pupils learn to be imaginative and creative, sharing their ideas and viewpoints with others.
- Our pupils are taught to recognise right and wrong, to respect the law, to understand consequences and to investigate moral and ethical issues. They offer well-informed and reasoned viewpoints.
- Our pupils use a range of social skills; participate in the local community; appreciate diverse viewpoints; volunteer and cooperate with others in and out of school; resolve conflict; engage with the British values of democracy, the rule of law, liberty, respect and tolerance.

- Our pupils understand and appreciate cultural influences. They appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

## **The Contribution of Life Skills**

### **Food Technology (life skills)**

Food Technology contributes to our students' SMSC development through:

- Giving the opportunity to examine cultural differences in food and diet.
- Reflecting on the social issues around food such as price and income.
- Acknowledging government guidelines for health and dietary requirements.
- Reflecting on the moral issues concerning food production in third world countries.

### **Nasheeds, Music (life skills)**

Nasheed (music) contributes to our students' SMSC development through:

- Teaching that encourages students to be open to the music of religious context.
- Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips and peer performances).
- Lead students to appreciate aesthetic order, beauty and on occasion ambiguity, for example through listening activities, where possible beyond their common experience.
- Looking at the way Nasheed can change moods and behaviour.
- Offer a range of high quality off-timetable music enrichment activities, for example access to individual instrumental/vocal/theory lessons with specialist peripatetic teachers.
- Participate in school choir and annual sisters events.

### **Citizenship/PSHE (life skills)**

Citizenship contributes to our students' SMSC development through:

- Enabling students to develop their self-knowledge, self-esteem and self-confidence.
- Enabling children to distinguish right from wrong and respect the civil and criminal law of England.
- Enabling students to learn about different forms of government
- Highlighting and discuss current social issues

### **Craft and textiles (life skills)**

Craft and Textiles contributes to our students' SMSC development through:

- Learning traditional crafts connects pupils to different stories and cultures
- Supporting positive mental health

### **Gardening (life skills)**

Gardening contributes to our students' SMSC development through:

- Exploration and appreciation of the natural world around them
- Providing pupils with wholesome enrichment experience through the art of Outdoor learning.
- Learning how to plant and harvest seasonal fruit and veg plants.
- Understanding the importance of being stewards on this earth

### **Money sense (life skills)**

Moneysense contributes to our students' SMSC development through:

- Teaching students the value of money
- Teaching students how to save for the future and invest ethically
- Learning about the importance of women empowerment and how to be financially independent
- Highlighting common misconceptions about money and debt

Our curriculum documents and schemes of works reference unique points where SMSC is explored. For details of this, please see relevant documents (curriculum policies).