



The King Fahad Academy

Policy for spiritual, moral, social and cultural development (SMSC)

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The Spiritual, Moral, Social and Cultural Development Policy (SMSC) outlines the ways in which these important areas are embedded throughout the school's IB Diploma, Middle Years and Primary Years programmes and are central to the school's core values and mission statement.

Aims of this Policy

This policy aims to create an ethos and curriculum which promote opportunities for students at all levels to develop their understanding of spiritual, moral, social and cultural awareness. This is a whole school policy and permeates the entire school culture and its ethos.

This is embodied in the KFA Vision and Mission Statement, the IB Mission Statement and our core values, all of which underpin every aspect of the school:

KFA Vision is for The King Fahad Academy to be an exemplary professional learning community where children reap the benefits of an international, balanced, faith-based education.

KFA Mission Statement

The KFA aims at providing a bilingual international education with an Islamic ethos to students aged 3 – 18 years. We are committed to helping all students realise their full potential and become well-balanced, productive citizens who appreciate the multicultural world in which we live. We employ our skills and expertise to nurture our students holistically, in terms of their intellectual, emotional, physical, social and spiritual development through a challenging and balanced curriculum.

IB Mission Statement:

- The International Baccalaureate aims to develop inquiring, knowledgeable young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people with their differences can also be right.

KFA Philosophy

- KFA offers a holistic education which includes the development of skills needed for developing intercultural understanding, compassion and respect.
- The KFA establishes high standards of excellence for its students and responds appropriately to the needs of those students who have learning challenges.
- Each student has a unique experience which must be taken into consideration during the teaching process.
- Developing a balanced attitude, free of prejudice or extreme inclination in the matter of religion.
- The collaborative effort of parents, teachers and students is essential for an effective education.

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The Academy aims to be an international school that:

- promotes an Islamic ethos based on its mission statement and the context of this policy lies in Islamic values of respect, harmony and tolerance.
- promotes international mindedness
- supports the personal development of each student spiritually, morally, socially and culturally through both curricular and non-curricular activities.
- respects every individual
- has a rigid curriculum that reflects the international nature of the school
- regards the international backgrounds of its student/staff body as a cause for celebration
- provides a language rich environment and encourages students to study their own language, English and Arabic
- promotes active service to the wider community

It also aims to be an open, inclusive community that:

- treats everyone with fairness
- listens to and treats with respect those with different points of view
- encourages parents, students and teachers to work together in a community of learners

In light of the mission statement of the IB programmes, the Academy aims to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet help to create a better and more peaceful world. To this end, the Academy promotes the development of the IB Learner profile: a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose. IB learners strive to be:

Inquirers	Knowledgeable	Thinkers	Communicators	Principled
Open-minded	Caring	Courageous	Balanced	Reflective

In addition to the learner profile attributes listed above, there is also focus on the development of personal attitudes towards people, towards the environment and towards learning. The attitudes contribute to the wellbeing of the individual and of the group and are essential elements for SMSC and the IB learner profile:

Appreciation	Commitment	Confidence	Cooperation
Creativity	Curiosity	Empathy	Enthusiasm
Independence	Integrity	Respect	Tolerance

How does the IB define "international education"?

The International Baccalaureate® (IB) defines "international education" according to the following criteria:

- Developing citizens of the world in relation to culture, language and learning to live together
- Building and reinforcing students' sense of identity and cultural awareness
- Fostering students' recognition and development of universal human values

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- Stimulating curiosity and inquiry in order to foster a spirit of discovery and enjoyment of learning
 - Equipping students with the skills to learn and acquire knowledge, individually or collaboratively, and to apply these skills and knowledge accordingly across a broad range of areas
 - Providing international content while responding to local requirements and interests
 - Encouraging diversity and flexibility in teaching methods
 - Providing appropriate forms of assessment and international benchmarking
- [From the IBO Website: Four programmes at a glance]

The IB programmes and SMSC

The education and development of the whole child is central to the IB programme and the strengthening of SMSC in the academy will contribute to this personal growth. By considering students' spiritual, moral, social and cultural development and linking these with the learner profile attributes, the students will develop skills and attitudes enabling them to participate and contribute fully in life in democratic, 21st century Britain. They will grow to understand and appreciate the range of different cultures within school, the community and the country at large. A love of learning will provide the foundations for developing skills for life and a capability to take appropriate and considered action in sometimes challenging situations.

In a debate in the House of Lords in July 1996 about inspecting SMSC in schools, it was clearly recognised that there is more to life than achieving high standards in academic subjects. The task was described as:

'...the training of good human beings, purposeful and wise, themselves with a vision of what it is to be human and the kind of society that makes that possible'. [Hansard. 5 Jul 1996]

The IB programme and the development of SMSC provide the means to achieve our aims.

Spiritual Development

- The School will provide an environment where students explore and have the freedom to develop their own beliefs whilst understanding that they are all equal, unique and valuable individuals each with different and valid viewpoints. Through the RS curriculum in the Upper school, the Programme of Inquiry in the Primary school and PSHE, students will learn about the integrity and spirituality of other faiths, and will be expected and taught to respect those of other belief systems. Students develop an appreciation of their own faith and develop the personal attitudes 'respect' and 'tolerance' for others.
- The learner profile attribute 'open minded' encourages students to understand and appreciate their own cultures and personal histories, and they are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- Islamic values, principles and spirituality will be explored throughout the curriculum. The integrity and spirituality of other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

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- The Learner profile attribute 'principled' leads students to act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. Students take responsibility for their own actions and the consequences that accompany them.

Moral Development

- All adults will model and promote expected behaviour, treating all people as valuable individuals and encouraging the learner profile attitude 'respect' for pupils and their families. Children should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others. This is reinforced in the Learner profile caring.
- The Learner profile 'principled' leads students to act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. Students take responsibility for their own actions and the consequences that accompany them.
- Students are encouraged to develop the learner profile attribute 'reflective' and give consideration to their actions and their learning in order to learn from their mistakes.
- The Learner Profile 'thinker' and the attitude 'curiosity' encourage students to exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions
- Students will be encouraged to work together and will be taught that through collaboration, teamwork and critical thinking, they can bring about positive changes to the school and the community with organisation and determination. Students develop the Learner profile attribute 'communicator' and will work effectively and willingly in collaboration with others.

Social and cultural exploration

- The School recognises that students come from a variety of different backgrounds and cultures which adds to the richness and diversity of the school environment. Students are encouraged to appreciate difference and develop the learner profile attribute 'open minded' to understand and appreciate their own cultures and personal histories, and they are open to the perspectives, values and traditions of other individuals and communities.
- Students are encouraged to become inquirers and develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives to enable them to meet the challenges of modern life.
- Students develop the learner profile attribute 'reflective' : they give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.
- Students will at all times be taught to respect the law and not do anything unlawful, illegal or criminal. If students are unsure of anything, or are facing pressure, they are encouraged to speak to their Form Tutor, Class teacher or Student Counsellor in confidence, who will deal with the matter appropriately.
- Students will be encouraged to develop and pursue their individual interests. The learner profile attribute 'balanced' promotes the students' understanding of the importance of

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intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

- Students will be taught through PSHE that as British citizens, they must respect the laws. Furthermore students will be taught that to be a good Muslim and to be a good citizen is one and the same things, as to be a good Muslim, a person must have a positive and healthy attitude and contribute positively to society. The learner profile principled reinforces this.
- The Students through assemblies, external speakers, and the promotion of themed days (such as Peace Day), will be exposed to the diversity of society and issues facing the modern world. Students will be encouraged to do personal research, ask questions and seek information from a variety of sources and explore how they can contribute positively to society.

4. Tolerance and Respect

- Tolerance and respect are two of the Learner profile attitudes and are relevant to the adults and students in the community. Teachers should model these attitudes and work to embed them in daily interaction.
- O mankind! Behold, We have created you all out of a male and a female, and have made you into nations and tribes, so that you might come to know one another... (49:13). Based on the universal message of peace and respect promoted by the Quran, the School recognises the importance of encouraging students to understand that differences should be embraced and respected. . The religious ethos as well as the IB philosophy is two of the many engines that drive the Academy's commitment to tolerance and respect.
- The Academy takes all forms of discrimination, hate-speech, prejudice and intolerance very seriously. Any student found guilty of perpetrating such acts will be dealt with in the manner outlined in the Behaviour Policy.

Opportunities to develop SMSC:

- School council
- School leadership programme
- House point system
- School assemblies, visiting speakers, themed days
- Sporting events
- Visits to places of interest: historical sites, museums, art galleries, significant buildings in British history and culture
- Through curriculum links and extracurricular activities
- RE programme and PSHE and Citizenship
- Pastoral care
- CAS programme
- Programme of Inquiry/ Units of Inquiry

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