

SMSC Policy

1. Introduction

1.1. Noor ul Islam primary school believes the children we educate and accommodate today will be the future citizens of British society and our wider world. It is through these people that tomorrow's services, needs and technologies will be provided and developed. A society of morally and socially responsible people will become strong, stable and progressive. We recognise the need to develop our students into confident and articulate citizens of the United Kingdom. We recognise the importance of the school environment as a key means of ensuring children are given a broad and balanced experience to enable them to ensure future success and happiness in British society.

1.2. This policy reflects the latest guidance from the DfE released in Nov 2014 'Promoting fundamental British values through SMSC' as well as 'Improving the SMSC development of pupils', Nov 2013.

2. SMSC

- 2.1. We want our pupils to develop **spiritually**, become God conscious and God centred in their lives.
- 2.2. We want that our pupils have a sound understanding of Islam and God's message and have developed **morality** to adhere to it.
- 2.3. We want our pupils to be good neighbours, pro-active, integrated and helpful citizens and excellent ambassadors of their faith, which we believe is much maligned due to society's lack of accessibility to reliable learning opportunities about it. We aim to teach them the **social** standards of behaviour and civic engagement that Islam prescribes.
- 2.4. We want our pupils to appreciate the **cultural** richness of Britain and its peoples, as well as their own cultures and that of all the peoples of the world. We would like them to grow in their artistic skills and cultural awareness and ability to draw on the positive aspects of all cultures.
- 2.5. We want our pupils to be **emotionally** mature, have a strong sense of identity and purpose and strong emotional resilience to the events of life.

3. Through our teaching we aim for our pupils to become:

3.1. Pious:

- 3.1.1. Pray five times a day and more
- 3.1.2. Read Qur'an every day with a sound level of tajweed
- 3.1.3. Have a good grounding in basic Islamic knowledge, e.g.
 - 5 pillars of Islam
 - Prophets & companions
 - (iman & Ihsan)
- 3.1.4. Have good akhlaq and an understanding of what it is
- 3.1.5. Have a basic understanding of Arabic
- 3.1.6. Be truthful, trustworthy and reliable
- 3.1.7. Be well-groomed and well presented
- 3.1.8. Adhere to the etiquettes and 'ibadah of important Islamic dates

3.2. Confident:

- 3.2.1. Not shy to practice and preach Islam
- 3.2.2. Be kind to family, elderly, neighbours etc
- 3.2.3. Change public perception by their conduct

3.3. Self-less:

- 3.3.1. Care about the welfare and feelings of others – Muslim or non-Muslim
- 3.3.2. Charitable and self-sacrificing
- 3.3.3. Give back to community and family

3.4. Self-sufficient:

- 3.4.1. Not reliant on others
- 3.4.2. Problem solver
- 3.4.3. Aims for Ihsan
- 3.4.4. Well-informed

3.5. A leader:

- 3.5.1. Articulate confident public speaker
- 3.5.2. Influential communicators in writing
- 3.5.3. Able to influence, engage and work with people from all different backgrounds
- 3.5.4. A go-getter, doesn't wait for others to initiate
- 3.5.5. Always seeks Allah's guidance and the guidance of Islam in all endeavours

3.6. Just as we also aim for pupils to develop the skills to become:

- resourceful, enquiring and independent learners;
- self confident and able to build positive relationships with other people;
- 'self-respectful' and able to respect the ideas, attitudes, values and feelings of others;
- respectful of other cultures and, in so doing, to promote positive attitudes towards other people;
- able to understand their community and help them feel valued as part of this community;
- reliable, independent and positive citizens.

4. Curriculum

4.1. We deliver the core national curricular subjects informed by and supplemented with Qur'anic studies, Arabic and Islamic Studies.

4.2. Citizenship is a key component of PHSE, SEAL, Islamic and Qur'an Studies. History allows us to teach our children about Britain, Europe and the wider world and gain key analytical skills to use the past as a spring board for communication and problem solving in the present and future. The study of history is crucial in teaching our children their heritage –much of which is rooted in being British. It is vital that they have a sound understanding of British culture, norms and traditions to be equipped to play a significant role in society. It also strengthens the platform of common values they share with all other members of society and becomes a significant vantage point for dialogue and progress.

4.3. Noor ul Islam Primary School also believes that it is also vital to affirm and celebrate the many different backgrounds, cultures, social norms, histories and heritages of our pupils for their healthy emotional development.

4.4. We arrange regular educational school visits by community service providers for our classes to directly support their studies in citizenship and Islam. They have visits from the local police, ambulance and fire

services as well as the council's road safety, recycling and litter teams among other service providers such as charities.

- 4.5. We have started to create curricular links with partner schools, inviting their pupils over to work or play with our pupils and taking our pupils over to visit them. The foundations for these future visits have already been laid through our work with the Faiths and Belief Forum.
- 4.6. School trips directly supporting our curriculum also take place regularly. We endeavour to visit places of religious, historical, social, scientific, political, charitable and general educational interest to widen the learning opportunities we present to our pupils, modelling social interaction and involvement to them as well as supporting many other skills from our school curriculum.
- 4.7. The SEAL curriculum is designed to develop our pupils emotionally and socially. The subject is a crucial part of developing confident and resilient students of the future. The school believes that this resilience will ensure our pupils go on to achieve well in future academic endeavours as well as help ensure their future roles within modern British society.
- 4.8. Noor ul Islam Primary School has a legal designation of religious character. However we believe it is of fundamental importance that our pupils develop a sound appreciation of the beliefs, customs and traditions of their co-citizens. We believe this is vital for the promotion of social harmony and understanding. Thus we teach R.E. to our pupils from Year 2 drawing on the locally agreed SACRE syllabus for R.E. This is also consistent with our approach to the teaching of PHSE, citizenship and their aims.
- 4.9. SRE is an important part of ensuring our pupils live morally and Islamically future lives. Ensuring our pupils understand their future roles within relationships is an important part of equipping them for future life choices. The school recognises the primary responsibility for this lies with parents, however we also recognise some parents may feel uncomfortable dealing with some of the issues that need to be covered in Year 6. Hence the school will work to support parents to help them educate their own child. Should parents not feel comfortable with this the school will then deal with some of the more delicate issues in Year 6 as part of the transition curriculum.
- 4.10. In the modern digital age our pupils' lives have been enriched immensely with access to resources that would otherwise have been unthinkable. However, this access is not without its pitfalls and Noor ul Islam takes the responsibility of developing confident e-citizens. It aims to deliver this through an effective e-safety curriculum. This will be delivered across all years starting from Year 1.

5. School Ethos & Hidden Curriculum

- 5.1. The school ethos is created through a myriad of ways, most notably through staff role modelling and overtly timetabled subjects such as Islamic Studies and Qur'an. Our assemblies, daily prayer, reminders for staff, as well as school signs, displays, rules and expectations for behaviour also contribute to creating our ethos and climate at the school. Please see appendix A for an overview of some of the ways in which the school provides a rich and varied experience for all of our students.

6. Behaviour Management

- 6.1. Love of Allah and His Rasool, salAllahu 'alaihi wa sallam, the respect for all teachers, staff and members of society, within and outside of the school premises are some of the most important qualities imbued in the child at Noor ul Islam. We believe wholeheartedly that we cannot inculcate these values within our children on our own but only hand-in-hand with their parents and families. We request that all our families foster the school's messages with their children at home to help us nurture and build strong,

confident and emotionally mature individuals and communities of the future, with the help and permission of Almighty Allah.

- 6.2. It is the objective of our school to provide a safe and secure Islamic environment for our children to learn and develop. Noor ul Islam enforces a positive developing-behaviour management strategy that seeks to encourage good behaviour and motivation through praise. It also recognises that a disciplinary code is needed too. This is progressive in nature and designed with the child's welfare and guidance in mind. Insha'Allah, each child will learn to acquire self-discipline through a growing awareness of the rights of others. We want our children to learn and play happily and safely without being subjected to, or inflicting on fellow pupils, any form of bullying, aggression, victimisation, improper language or offensive gestures.
- 6.3. We use a "positive behaviour management" approach to foster good behaviour and high standards of self-discipline, as informed by the Sunnah and the desire to nurture, guide and inspire our pupils. This requires a positive approach from staff members which models, rewards and expects good manners and behaviour to encourage pupils to emulate it. We actively seek to publicly reward and celebrate good behaviour, in order to encourage it.
- 6.4. Our children are clearly told what sort of behaviour is expected of them and high standards are set. We also ensure they understand what sort of behaviour is not allowed. We strive to make our children aware that they are responsible for their own actions and that good behaviour and learning will lead to reward but breaking rules will lead to sanctions.
- 6.5. We discuss and encourage desirable behaviour and discourage unacceptable behaviour with our pupils. We cover issues including: Love of Allah and His Rasool, salAllahu 'alaihi wa sallam; the significance and importance of good akhlaq (the akhlaq of RasulAllah, salAllahu 'alaihi wa sallam and his companions); being good role models for each other; encouraging the good and discouraging the bad; giving good advice to each other; striving to increase in good deeds and avoiding the accumulation of bad ones; bullying; respect for all teachers, staff and members of society, within and outside of the school.

7. Assemblies

- 7.1. The assembly rota includes topics that reflect our Islamic Studies curriculum and is an important forum for the introduction of school wide SEAL topics and topics developing spirituality, manners, faith and an understanding of local and national events.

8. Trips

- 8.1. School trips present invaluable opportunities across the curriculum. Every school trip is also promotes citizenship, social cohesion and the general social and cultural development of pupils too. See school curriculum enrichment activities map.

9. Partnerships with other Schools (including the Three Faiths Forum)

- 9.1. Noor ul Islam Primary is committed to building working partnerships with other school to enable our pupils to work, play and engage with children and adults from different religions than their own to help them develop the skills needed to work for the common good with others. We want our pupils to recognise the great amount they have in common with people from other communities and religions and learn how to agree to disagree without losing sight of the humanity of the other and whilst retaining compassion for them.

10. Year Six Transition Curriculum

- 10.1. Critical topics are given detailed treatment during the last half term of each school year for the year six class to prepare them for life beyond primary school. Growing up, using public transport, reflecting on death and the Hereafter as well as developing spiritual qualities of the heart and visits to places of worship of other religions are just a few of the issues covered.

11. Pupil Leadership Opportunities

- 11.1. A variety of opportunities exist to encourage the exercising and development of pupils' leadership skills. For example, the school council, assemblies led by pupils and student prefects who help across the school day.

12. Role of Teachers & Staff Members

- 12.1. Principally every member of staff in the school must be conscious of and adhere to the same expectations they have of their pupils – the school's expectations and desire for the all-round healthy, intellectual, physical, spiritual, emotional, moral social and cultural development of our pupils.
- 12.2. The aim of a staff member at Noor ul Islam Primary is to help pupils, and one another, parents and the whole school community, develop a permanent, deeply rooted and experienced, sustainable connection with Allah. In so doing, to help them become outstanding Muslims and examples for others and thus outstanding personifications of Islam.
- 12.3. Every staff member at Noor ul Islam is expected to be a role model pupils and imbibe within themselves such qualities, character, manners and behaviours that pupils learn from them by being in their company and aspire to be like them. Teachers walk in the footsteps of the Prophet Muhammad, may God's peace be upon him, like him they work to nurture and awaken faith in the deepest recesses of the soul. Like him they must be people that others want to emulate and are inspired and moved by.

13. Role of Headteacher

- 13.1. The role of the headteacher is to foster and monitor the implementation of this policy throughout school life through role modelling, developing and reviewing policies and curriculum and through staff training.

14. Role of Governors

- 14.1. Governors at Noor ul Islam Primary School monitor the implementation and impact of this policy and determine the school's values, mission and vision from which the policy is derived.

15. Review

This policy will be reviewed every three years.

Appendix A

Activities to promote SMSC at school

Noor Ul Islam Primary School aims to ensure that all students have as broad a curriculum as possible.

We are very keen about educating children and developing them into young British Muslims.

We actively encourage our children to experience a wide range of activities.

Below is a table listing some of the opportunities we aim to offer to the children throughout the year. This list is not exhaustive.

| Standards | Activities | Details |
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| Tolerance of those with different faiths and beliefs, appreciation of and respect for their own and other cultures and faith. | Involvement in the Faiths and Belief Forum | Team up with local schools (Dawlish or Newport) to learn about Islam, Christianity and Judaism Link with a Jewish School and a Christian School to learn about each other |
| Develop understanding of public institutions | Visit from Police Community Officers, fire brigade | PCO and fire brigades invited to hold workshops with the children on Road safety and fire risks. |
| Looking after the area in which you live and the environment, to serve the community. | Big Clean Week | Range of activities to raise awareness of the environment we live in. |
| Learn about the importance of making a positive impact on their lives and lives of others. | Children with Cancer: The Children's Marathon Challenge | Raise money for children suffering from Cancer. Challenges based around the number 26 (number of miles in a marathon). |
| To instil culture of caring, aim as Muslims to contribute positively to society. | Islamic Art and DT exhibition | Exhibition of children's work inspired by Muslim inventions and their impact on our society today. Invited Dawlish Primary School to event. |
| Democracy and the benefits of the democratic system, the rule of law, respect the rights of others, including their right to their own opinions, freedom of speech, enable pupils to develop self knowledge, self esteem and self confidence, act as role models for younger pupils. | School council, Akhlaq award | Democratically elected by class (process of election compare to how MPs are voted), playground buddies, classes voice their opinions/suggestions to sc and SC pass this on to staff and HT; children raise issues with SC and feel empowered. Sc are given responsibilities to develop their confidence such as playground responsibilities, helping organise food sales and other fund raising events. Children nominated and elected for end of year akhlaaq award by staff and classmates. |
| Enable pupils to develop self knowledge, self esteem and self confidence, pupils develop into self-assured, confident, happy and positive young people by celebrating their achievements | Interschool Sports Day | Children have the opportunity to compete against students from other Muslim schools |
| To contribute positively to society, Participation in community life, develop moral sense and sense of duty and mutual respect, to understand the impact of their actions on others, to serve the community | Hajj Exhibition | Pupils took part in Noor Ul Islam Autumn Fayre on Sunday 29th September 2013. children created displays and 3D models to inform people about the Hajj Journey. |
| Participation in community life, freedom of belief and religion, distinguish between right and wrong, develop moral sense and to understand the impact of their actions on other people, learn that all laws (religious, criminal or civil) forbid evil and preach good. | Collective worship/Golden Time/Assemblies/islamic studies/PSHCE | Children pray together daily and learn about values such as fairness, respect, etc during golden time and assemblies (see separate assembly rota). Potential discussions (age appropriate) to address misconceptions |
| Pupils develop into self-assured, confident, happy and positive young people by celebrating their achievements. | WOW work | Outstanding work acknowledged during weekly assemblies |
| Pupils develop into self-assured, confident, happy and positive young people by celebrating their achievements. | Star of the Week | Reward for good behaviour throughout the week (see separate rota) |
| Respect and obey the law, democracy. | Golden and silver rules | The school has a set of golden rules and each class has their own set of silver rules made by the children. Children and staff are expected to adhere to these. |
| To develop sense of pride and achievement. | Displays/assemblies/plays/quiz/competitions | |
| Participation in community life and the local, national and global society, to instil culture of caring, aim as Muslims to contribute positively to society. | Weekly charity collections/sponsor an orphan/shoe box appeal/fund raising events/visit to old people's home | Every Friday, money is raised for a local or international charity. Children are encouraged to donate to those less fortunate. Arrange visit to old people's home. |

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| Looking after yourself, learn about the importance of making a positive impact on their lives and lives of others. | First Aid Week Healthy Eating Week | Children learn about importance of knowing the basics of first aid as a life skill. Children will take part in a range of activities ranging from baking to dt competition focussing on the importance of eating healthy. Part of initiative to promote healthy eating in the school. |
| Individual liberty, respect and obey the law, treat others with fairness, encourage pupils to show responsibility for their behaviour and show initiative, to question things that would prevent them developing into confident adults. | Anti-Bullying Week | Range of activities to highlight the different types of bullying and strategies to tackle them. |
| Freedom of belief and religion, respect the rights of others, individual liberty, tolerance of those with different faiths and beliefs | Inter-faith Week | Range of activities to raise awareness and tolerance about people of other faiths. Link with a Jewish and a Catholic School. Visit a place of worship |
| Children encouraged to question things which prevent them developing into confident adults | Internet awareness week Safer internet day | Series of children's and a parent workshop about online safety. |
| To promote fundamental British values | Other themed weeks on the agenda to promote British and Islamic values such as My country week, Learn about My Culture, Parliament week, democracy v/s communist or fascist state (yr 5 and 6) | To increase understanding of the benefits of living in England and the democratic process. |
| Interaction with other school communities | Links with local schools (Norlington, Dawlish) | Children have taster lessons or other activities such as football matches. |
| To ensure pupils interact with the world outside the school. | Links with schools overseas | Establish links with schools overseas via British Council (previously with school in Ghana) |
| Develop understanding of public institutions | Library visits | Regular trips to Leyton Library to enhance learning. |
| Participation in community life, develop moral sense and sense of duty and mutual respect, to understand the impact of their actions on others, to serve the community | Old people/homeless people/disabled centres | Ks2 children to visit local old peoples home to promote love and respect for the elderly and sympathy for those less fortunate |
| To encourage children to contribute positively to the lives of those living in the locality in which the school is situated, develop Islamic and British values such as neighbourliness, helpfulness, generosity, respect | Good rapport with neighbours | School council take children's hand-made cards and boxes of chocolates to neighbours, token of appreciation for their patience and tolerance throughout the year. |
| Encourage children to respect the civil and criminal law of England. Raise awareness of parents via children and staff to uphold and support the rule of law. Children to contribute positively to the lives of those living in the locality in which the school is situated. | Children parking patrol | Four year 6 prefects will be elected to help staff patrol at home time to encourage parents to park correctly and adhere to the road safety rules and regulations. |
| Looking after oneself, undertake difficult tasks and have a wide range of experiences | Extra-curricular activities | Children will have the opportunity to take part in a range of extra-curricular activities such as archery, martial arts, Spanish club, phonics club, music club, etc throughout the year. |
| Understand the right to a fair trial, respect and obey the law, freedom of speech, participation in community life, provide pupils with a broad general knowledge of public institutions and services in England | Trips (see separate trip list) Court of Justice Bank of England Parliament London Muslim Walk Tour (British Islamic History) Post Office visits Fire Brigade St Pauls Cathedral Local MP surgeries Gilwell Residential Trip | Children will be taking part in trips to a variety of places to enhance learning and learn about British history, laws and customs. Pupils should have an understanding of how public services have evolved. They will also be given a chance to vote for an end of year trip. |
| Children encouraged to question things which prevent them developing into confident adults | Transition curriculum (including drug awareness, dangers of smoking, FGM and Homophobia) | Lessons and trips to Prepare children for secondary school and life in British society |
| Looking after oneself Children encouraged to question things which prevent them developing into confident adults | Human Development lessons | Year 5 Children learn about the physical changes (puberty) from an Islamic perspective |
| Democracy, the rule of law, individual liberty, tolerance, balanced views of political issues if brought to their attention, enable pupils to develop their moral sense, appreciation and respect for others cultures | PSHE Citizenship Circle Time | PSHE lessons addressing the values and principles of life in the UK |
| Gain a broad general knowledge of events that shaped Britain into the society it is now | History topics- The Victorians, Children in WWII, Remembrance Day, Great Fire of London, Vikings, Saxons, Tudors | History lessons taught across the year groups to develop children's knowledge of the country they are living in. |

