

AL-ZAHRA SCHOOL

**SPIRITUAL, MORAL, SOCIAL AND
CULTURAL (SMSC) POLICY**

2024/25

To be read in conjunction with
Anti-Bullying Policy, Curriculum Policy, Safeguarding Children and Child
Protection Policy, PSHE Policy, Behaviour Management Policy.

School:	Al-Zahra School
Head Teacher:	Mrs Z.Rizvi
SMSC coordinator	Mrs A Azam

Policy Review Dates	
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TABLE OF CONTENTS

1. INTRODUCTION..... ERROR! NO BOOKMARK NAME GIVEN.

- I. SCHOOL MISSION**ERROR! NO BOOKMARK NAME GIVEN.**
- II. OVERVIEW**ERROR! NO BOOKMARK NAME GIVEN.**
- III. SPIRITUAL AND MORAL DEVELOPMENT ..**ERROR! NO BOOKMARK NAME GIVEN.**
- IV. SOCIAL AND CULTURAL EXPLORATION ...**ERROR! NO BOOKMARK NAME GIVEN.**
- V. TOLERANCE AND RESPECT.....**ERROR! NO BOOKMARK NAME GIVEN.**
- VI. PREVENTION OF EXTREMISM.....**ERROR! NO BOOKMARK NAME GIVEN.**

2.HOW THE CURRICULUM CONTRIBUTES TO SMSC:ERROR! NO BOOKMARK NAME GIVEN.

- I. ENGLISH**ERROR! NO BOOKMARK NAME GIVEN.**
- II. MATHEMATICS**ERROR! NO BOOKMARK NAME GIVEN.**
- III. SCIENCE.....**ERROR! NO BOOKMARK NAME GIVEN.**
- IV. COMPUTER SCIENCE.....**ERROR! NO BOOKMARK NAME GIVEN.**
- V. HUMANITIES**ERROR! NO BOOKMARK NAME GIVEN.**
- VI. MFL**ERROR! NO BOOKMARK NAME GIVEN.**
- VII. RELIGIOUS STUDIES.....**ERROR! NO BOOKMARK NAME GIVEN.**
- VIII. ART**ERROR! NO BOOKMARK NAME GIVEN.**
- IX. PHYSICAL EDUCATION.....**ERROR! NO BOOKMARK NAME GIVEN.**

3. BEYOND THE CURRICULUM.... ERROR! NO BOOKMARK NAME GIVEN.

ANNEX A; CULTURAL CAPITAL.. ERROR! NO BOOKMARK NAME GIVEN.

ANNEX B; VOTESFORSCHOOLS .. ERROR! NO BOOKMARK NAME GIVEN.

1. INTRODUCTION

Spiritual, moral, social and cultural education helps children develop personal qualities, which are valued in a civilised, multi-cultural and diverse society such as ours; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. At Al-Sadiq school we seek to teach these qualities across the curriculum and throughout school life. It is linked closely to our mission and values. We have a common vision and sense of belonging for all communities; the diversity of people's different backgrounds and circumstances is appreciated and positively valued; strong and positive relations are being developed in our school, and within our neighbourhoods.

i. **School Mission**

- encourage creativity
- celebrate diversity
- open minds
- Promote fundamental British values
- achieve success together in a harmonious and inclusive environment
'It is a school where students enjoy learning, staff enjoy teaching and people enjoy being'

ii. **Overview**

- Al-Zahra school promotes an Islamic ethos based on its mission statement and the context of this policy lies in Islamic values of respect, harmony and tolerance.
- Al-Zahra school aims to support the personal development of each student spiritually, morally, socially and culturally through the curricular and non-curricular activities.
- This is a whole school policy and permeates the entire school culture and its ethos which promotes the British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- This policy should be read in conjunction with the Anti Bullying Policy, Curriculum Policy, Safeguarding Children and Child Protection Policy, PSCHE Policy, Behaviour Management Policy.

iii. **Spiritual and Moral Development**

- Al-Zahra 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.

- Al-Zahra school recognises that positive encouragement, appreciation and respect lead to more contented, wholesome students which play a significant part in their ability to learn and achieve.
- Through RS, students will learn about the integrity and spirituality of their own faith and the importance in Islam of respect of other faiths and belief systems.
- Al-Zahra school promotes personal responsibility and accountability through its support of the Student Council. The Council is a representative structure for students only with participants from all classes, through which they become involved in the affairs of the school, working in partnership with SLT, Teachers, and parents/ carers for the benefit of Al-Sadiq school and its students.
- Through the Student Council, Al-Zahra school Prefects, Head Boys and Head Girls, students will have the opportunity to have their voices heard and valued. Students will be encouraged to build their self-confidence, develop their own personal voice and views whilst recognising that others may hold an alternative view that is equally acceptable.
- Al-Zahra school operates numerous drop down days which encourages negotiation, cooperation and teamwork in a variety of scenarios across the school, from sporting activities, school plays to curriculum based projects.
- Through the School Council, Prefects system and through continuous reinforcement by teachers, students will learn about responsibility and leadership. They will be encouraged to take responsibility for initiatives they are interested in. Students will be encouraged to work together and will be taught that through coordination, teamwork and critical thinking, they can bring about positive changes to Al-Zahra school and the community with organisation and determination.
- The Students through assemblies, external speakers, and the promotion of themed days during drop down days, 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.

- We use Votes for Schools which directly provide us with the tools to allow all teachers to confidently deliver a consistent and quality approach to British Values for every student. The topics regularly allow teachers to delicately facilitate discussions that expose students to a range of views and opinions that support their understanding of diversity and allows them to celebrate diversity within the UK.
- Students vote at the end of a debate, and this vote then feeds into national policy and is shared with key decision makers. This leads students to the understanding that their contribution to society is important, both as a student in their school and as a citizen of a wider community.
- Building skills of tolerance, respect, compassion, listening to others & hearing views that are opposed to their own or those of their family/friends.
- Through relevant topics spread over the course of the academic year, students cover a range of subjects that support their understanding of physical and mental health. They also explore the contributing factors in society that impact their holistic health.
- Votes for Schools allows students to model good democratic practice and empowers them to use their voice and vote in future engaging in politics and community action, it empowers and encourages our students to have a voice; this gives them the tools to 'speak out' on any personal issue, or when they see others in risky situations. It gives a consistent and quality approach to ensuring that every student has access and can engage in discussion around British Values and can develop their critical thinking.
- Votes for Schools is giving our students skills that will stay with them for life: engagement in democracy, how to make your voice heard, how to articulate your opinion, how to listen to others and how to make decisions.
- London Citizens is an organisation that the school is a member of which enables democracy to put into action on campaigns that have been decided by pupils and member organisations. Through work with London Citizens pupils experience democracy and the power that their voice can have in bringing about change.
- Through debates and discussion provide pupils with tolerance, empathy and understanding. These are the skills that they use to respect diversity.

iv. **Social and cultural exploration**

- Al-Zahra school recognises that students come from a variety of different backgrounds and cultures which adds to the richness and diversity of the school environment.
- Through the RS curriculum and PSCHE, students will learn about the integrity and spirituality of other faiths, and will be expected and taught to respect those of other belief systems. This also down through Interfaith Projects.
- 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 in confidence, who will deal with the matter appropriately.
- Al-Zahra school will plan trips to a variety of places of interest including historical sites, museums, galleries and parliament. Students, through subjects such as History, English and Geography, will gain a broad general knowledge of public services and institutions in England.
- Students will be taught through PSCHE 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.

v. Tolerance and Respect

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. (Q.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.

Al-Zahra school positively encourages tolerance and respect for other faiths and cultures. The School through its curricular programmes ensure students engage with schools of different faiths and engage in interfaith programmes. This is done throughout a student's time at the School, in all year groups. In the event that a student displays any intolerant ideals involving illegal, violent, prejudiced or disrespectful attitudes, whether it is based on ethnicity, colour, religion, beliefs, creed, appearance, tradition, accent, language etc. will be dealt with accordingly and may be excluded temporarily or permanently from the school.

vi. Prevention of Extremism

We are also aware of the need to adhere to the Prevent Duty 2015, and further guidance can be found in our Al-Zahra school Preventing Extremism

Radicalisation Policy. At Al-Zahra school many of the things we already do to help children become positive, happy members of society also contribute to the Prevent strategy. These include:

- Exploring other cultures and religions and promoting diversity;
- Challenging prejudices and racist comments;
- Developing critical thinking skills and a strong, positive self-identity;
- Promoting SMSC through the promotion of Core British values.
- “Votes for Schools” directly aligns with the government’s Prevent duty.

2. How the curriculum contributes to SMSC:

i. English

- 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.

ii. Mathematics

- 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.

iii. Science

- 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 creation and alternative beliefs.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many.
- Examining the contribution of Muslim scientists.

iv. **Computer Science**

- 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.

v. **Humanities**

- 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.
- Helping students to gain an understanding of the local area such as studying the history of Queens Park.
- 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.
- Gain an understanding of law and the political and Democratic process.

vi. **MFL**

- Gaining insights into the way of life, cultural traditions, moral and social developments of other people.
- Social skills are developed through group activities and communication exercises.
- Listening skills are improved through oral/aural work.

vii. Religious Studies

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

viii. Art

- Art lessons will 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.
- Opportunities to work as a team, recognising others strengths, sharing equipment.

ix. Physical Education

- Activities involving co-operation, 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.
- Competition among and between schools to foster a sense of competition and fair play

3. Beyond the Curriculum

We deliver SMSC through a variety of ways beyond the curriculum:

- Through weekly form tutor sessions based on “Votes for Schools” as a resource for Tutor Time, makes for consistent, quality delivery of British values as well as weekly Citizenship lessons.
- Through daily assemblies
- Student Leadership
- School Council

- Celebration of religious and cultural festivals in the Islamic calendar year, Eid. Students visit the local Church at Christmas and Easter times
- Annual trips abroad.
- Through community projects such as donating to the Food Banks, 'Living Wage 'and Care for the Elderly working with London Citizens
- International Aid to various natural disasters
- Extra-Curricular Programmes.
- School productions by year 2 open to members of the local Interfaith Centre
- Art exhibitions
- Charity events
- Visitors invited to School

Annex A; Cultural Capital

Term One					
Date	Type of Activity	Description	Teacher	Year Group	Curriculum Link
2 nd October	Headteacher speech	In honour of Black History Month, the Al-Zahra School and addressed the students in a special assembly. https://www.blackhistorymonth.org.uk/	All secondary teachers	Mixed	History Religious Education
2 nd October	Workshop	A workshop entitled “Study better, Stress less: mindfulness and effective study techniques” was conducted by Dr Amina Alyassin for the students at Al-Zahra School, who are preparing for their GCSE exams.	Mrs Z Rizvi	10, 11	Wellbeing
13 th October	Assembly	Assembly by Year 10 girls	Ms Juma Mrs Anwar Mrs Alkhzraji	Mixed	English Public speaking Spoken Word
10 th October	Educational Visit	Students attended the New Scientist Conference at Excel. https://live.newscientist.com/#/		8 & 9	Science
11 th October	Preparation	Preparation for Parliament week. https://www.parliament.uk/	All secondary teachers	Mixed	Careers Wellbeing Citizenship PSHE Personal

					Development Food technology
19 th October	Educational Event	Year 11 G went to Haymarket gallery at the Southbank Centre to watch Stephen Lawrence present a lecture "Growing Up Black in Britain".	Mrs Anwar	11G	English Language (Citizenship PSHE)
28 th October	Performance	On the occasion of the demise of the Holy Prophet (s) and the fortieth day after the martyrdom of his grandson Hussain (a), the girls at Al-Zahra School prepared a play. https://whoishussain.org/who-is-hussain/the-day-of-arbaeen/	All teachers	Mixed	History Religious Education
4 th November	Guest speaker	In honour of UK Parliament week, Tulip Siddiq – the local MP for our area (West Hampstead and Kilburn) – visited the school to speak to the students in assembly, who got the opportunity to ask her their questions about her role. https://www.ukparliamentweek.org/en/	All teachers	Mixed	Citizenship PSHE
7 th November	Performance	The Al-Zahra girls choir performed in assembly	Mrs Haneef	Primary	Citizenship PSHE
8 th November	Community event	A parents social was organised at Al-Zahra School	All teachers	Students' parents	

		<p>for the first time on November 8th. The programme started at 6pm with refreshments. Mrs Bahruloom then delivered a session on “Your child’s mental wellbeing”. Mrs Bahruloom is a systemic and family psychotherapist who has extensive experience working with CAMHS, the NHS and also runs her own private practice.</p> <p>Afterwards, Mrs Karim, the chair of our PTA, delivered a talk and encouraged fellow parents to get actively involved. The evening concluded with an activity where parents were split in groups and presented their suggestions for the betterment of the school.</p>			
11 th November	Community Event	Students at Al-Zahra School contributed to the service for Act of Remembrance which was held at Paddington cemetery.		4	
11 th November	Educational Visit	Students went on a trip to the Tower of London. A presenter notably talked to the students about the	Mrs Siam Mrs Haneef	5	History

		different wives of Henry the 8 th . https://www.hrp.org.uk/tower-of-london/#gs.g7dl67			
12 th November	Educational Visit	Students visited the Brent library. https://www.brent.gov.uk/services-for-residents/libraries/		5	
12 th November	Assembly	Student Council Representatives announced in a morning assembly.	All teachers	Mixed	Citizen ship PSHE
12 th November	Educational Visit	Students at Al-Zahra School went on an art trip to the British Museum. They completed an activity on the subject of orientalism and were later challenged to find a standard (<i>alam</i>) used in Shiite processions in the museum. https://www.britishmuseum.org/	Mrs Al-Safi Mrs Nikpartow Ms Bukhari	9, 10	History Religious Education
12 th November	Educational Visit	We have nominated Queens Award for Voluntary Services - Schools Science Conference. We visited UCL and Great Ormand Street hospital to meet Mr Sethia from the Lord Lieutenant's office. He is meeting with us regarding the above award and will want to hear how useful,		11	

		effective and what these events offer students etc.			
13 th November	Guest speaker	Mother Christine visits the school.		Primary	Religious Education
13 th November	Community Event	As it is the tradition every year, the teachers and the staff members of Al-Zahra School treated all the students to a special breakfast on the blessed occasion of the Holy Prophet (s)'s birthday.	All teachers	Mixed	Religious Education History
18 th November	King Charles III	To mark Inter Faith Week, The King visited the new Lambeth Palace Library, one of England's oldest public libraries, Chief Rabbi Ephraim Mirvis and other faith representatives were there. Mrs Azam spoke to His Majesty about the importance of the gathering. https://www.archbishopofcanterbury.org/news/news-and-statements/archbishop-canterbury-welcomes-king-and-uk-faith-leaders-lambeth-palace https://www.independent.co.uk/life-style/royal-family/king-charles-inter-faith-	Ms Bukhari Mrs Sheikh	11	Religious Education Citizenship PSHE

		week-b2449116.html			
18 th November	Community Event	https://mitzvahday.org.uk/	Mrs Asaad	11	Religious Education Citizenship PSHE
16 th November	Educational Visit	Trip to Epping Forest Geography Field Trip -Years 10 and 11. https://www.parliament.uk/	Mrs Azam Ms Bukhari	7	Citizenship PSHE History
24 th November	Community Event	In honour of Prophet Muhammad (s)'s birthday, girls of Al-Zahra School participated in the "Roses for Peace" campaign and distributed roses in and around Trafalgar Square from 1 to 3 pm. In total, 4000 roses were distributed that day. https://www.love-muhammad.com/	Ms Bukhari	11	Religious Education
27 th November	Performance	Students at Al-Zahra School attended the play "An Inspector Calls" at Wimbledon with their English teacher. https://www.aninspectorcalls.com/tour-dates/wimbledon-london-new-wimbledon-theatre	Ms Juma	11	English Performing Arts
28 th November	Workshop	Students enjoyed a workshop about water conducted by	Mrs Al-Hilli	4,5	Citizenship PSHE

		Elizabeth Sparrow from Water Aid. https://www.wateraid.org/uk/			
13 th December	King Charles III	King Charles III, brought together faith leaders from across the UK to try to find ways to help different religions work together. He discussed pressing issues with representatives from faiths including Sikh, Hindu, Muslim, (Mrs Azam) Christian and Jewish communities for around an hour in the palace blue drawing room. https://twitter.com/RoyalFamily/status/1735005431796310159?lang=en https://www.youtube.com/watch?v=z-yWXQzHrv8	All secondary teachers	Secondary	Citizenship PSHE Careers Religious Education Well being
16 th December	Community Event	https://www.citizensuk.org/london	Mrs Azam Ms Bukhari	7	Citizenship PSHE

Term Two					
22nd January		Assembly on first-aid training	Whole school	PSHCE	
24th January		Inset on SEND	Whole staff	SEND	
25th January		RETOPEA – Religious Toleration and Peace by the open university	Mrs Azam	DOCUTUBES	
26th January	Trip and workshop at Westminster Abbey	Year 10 girls went to Westminster Abbey. The students went on a trip to Westminster Abbey where they attended a workshop.	Mrs AlSafi Mrs Ruqayah	10	English Religious Education History
25th January	Performance	For the occasion of the birthday of Imam Ali(as) the students of Al-Zahra attended a special assembly.	All secondary teachers	Mixed	Performing Arts History Religious Education
7th February		British Library exhibition			
8th February	Community event	Local Deputy Mayor discussion	Mrs Azam		
9th February	Educational Visit	Geography trip to Stratford Year 10 and 11.	Ms Aldabagh	11	Business Studies
14th February No table of contents found.	Community Event	The primary section of Al-Zahra School will mark the end of the first half term with a day dedicated to raising money for the British Heart	All primary teachers	Mixed	Citizenship PSHE

		Foundation, and all will wearing red for the occasion. https://www.bhf.org.uk/			
19 th to 23 rd February	Fund Raising for Al Kawther Orphans	All week fundraising.	All		All
22 nd February	House of Lords	Shadow Minister, House of Lords. Associate .Parliament - deep discussion with a multi faith group - talks on heritage of faith in the labour party			Mrs Azam
23 rd February	Workshop	Year 11 Poetry Live! Trip at the Emmanuel Centre, London.		Mixed	English
26 th February	Special Assembly	In honour of the birth anniversary of Imam Mehdi, a special assembly will be organised at Al-Zahra School,		Mixed	Religious Education History
26 th February	Love Southampton	https://www.lovesouthampton.org.uk/			
Wednesday 28 th February 2024	Parliament	Women's Faith Forum - Inaugural Event in Parliament			

		<p>‘Keeping Hatred off our Streets’</p> <p>The role of women of faith in addressing the problems of gendered antisemitism and Islamophobia and how women of other faith communities can be allies</p>			
1st march		UK Maths Challenge	All school		
7 th March	Drop Down Day	World Book Day			
13th March	Willesden Libray	Presentation of Solutions not sides https://solutionsnotsides.co.uk/			
14th March Big Iftar Brent Central moque	Big Iftar	Big Iftar 14 th March Brent Central mosque. Deputy Shadow leader of the Labour party, Angeler Raynor and MP Dawn Butler . Baroness Warsi and Jemima Khan were also present talking about their new podcast about Muslim Jewish relations.			
14th March Portcullis House	Faith Liason Group	The Labour Party organised a Senior Faith Leaders Programme, an event on Thursday 14 th March at Portcullis House to			

		be part of the Faith Liaison Group that can meet Labour Party leadership					
19th March		Eid-e-Noruz					
20th March	BBC	Wednesday 20 th March at BBC Television Centre, there was with a talk about the importance of Ramadan from Shaykh Faid Said of Regents Park Mosque and Rabbi Alex Goldberg, Head of Inter-Faith Chaplaincy at Surrey University.					
25th March		Coronation medals event took place in the Committee Room 1, House of Lords, from 1-3pm on Monday 25th March 2024.					

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TERM 3

25th April		SCIENCE 4 You conference. University of Westminster	Ye ars 10 an d 11	Science			
30th April		Volunteering with MAFW (Mutual Aid Food Willesden) and Sufra, students devote their afternoon to	Ye ar 10	Mrs Anwar – SMSC & English Language			

		<p>serving the needy in Brent. Under the supervision of Mrs Anwar, students experience preparing food parcels, liaising with charity coordinators and personally giving parcels to those living in the vicinity of the charity. The initiative runs weekly, with paired students who get the hands-on opportunity to help the vulnerable, especially elderly in Brent.</p>							
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2 nd May		Mock elections for the Mayor of London	Years 5 to 10		SMS C				
2 nd May		AGM for the Religious Education Council of England and Wales							
10 th May		Trip to Imperial War Museum	Year 10						
14 th May		Mrs Azam –trip to Vaughan House –meeting with the Interfaith representative of Westminster Cathedral	Mrs Azam						

14th May		Presentation by Mrs Azam to Mosaic part of the Prince's Trust to 20 Muslim Faith leaders via zoom	Mrs Azam						
16th May		Meeting with Baroness Scott at the Home Office, 2 Marsham Street	Mrs Azam Interfaith						
21st May		Sufra Food Drive –Mutual Aid Food Willesden	Year 10G						
22nd May		Animals UK presented 4 animals	Whole school						
22nd May		Brent Mayor Making Ceremony & Annual Meeting of the Council	Mrs Anwar		SMS C				
23rd Ma		STEM Ambassador presented a careers session about Chemical Engineering	Years 6, 9 and 10						
24th May		Trip to Imperial College and the Science Museum	Years 9 B and G						
4th June		Trip and tour to Arsenal Stadium with Hasmonium Jewish High School and	Mr Hassan and Mrs Azam	Years 8 and 9 Boy	PE, R E and SMS C				

		Catholic Maria Fidelis School							
13th June		Registration to Vote Year 10 pupils set up a stall at home time to encourage parents to register to vote along with out Citizens UK organiser	Mrs Azam	Year 10 B and G	SMS C Citizenship				
14th June		Meeting with Baroness Sherlock Mauve OBE (Faith Minister for the Labour Party) at Brent Cental Mosque organised by London Citizens	Mrs Al Safi and Mrs Azam	Year 9 Boys and Girls	RE, PSCH E and SMS C				
25TH JUN E		Eid-e-ghadeer Art workshop	Whole school						
26th June		Interfaith Hustings at St Martin's in the Fields and the Crypt investigating how the upcoming governments would deal with faith communities.	Mrs Azam	Year 10 Mahshid Motaheer and Year 11 Ali Ramahi	SMS C RE and PSCH E				
27th - 28th June		Trip Alton Towers	Nrs Z.Rizvi and 5 staff members	Years 7 to 11	SMS C				

28th June		Sports Day for Al Sadiq School	Mr Hassan and staff	Years 7 to 11	PE				
1st July		MP visit - Giorgio Gould OBE mp for Queen's park and Maida Vale							
3rd July		Year 11 Graduation							
4th – 5th July		Trip to Alton Towers Al Sadiq School	Mr Bayati and staff	Years 7 to 11					
4th July		Elections	All Teachers	Whole School	SMS C and PSCH E				
5th July		Alumni Event							
8th July		Citizens UK and Migrants and Refugees Meeting	Mrs Azam	Student Council representative Mahshid Motaheer in Year 10 G	PSCH E and SMS C				
8th July		Bishop Lusa's meeting		Mrs Azam					
11th July		Welcome card sent to incoming MP							
22nd July		Brent Strategic Partnership meeting							

See Evidence of SMSC File continued with photos

Annex B; VotesforSchools



VotesforSchools provides effective delivery of SMSC (including British values) and Prevent. It supports PSHE and Citizenship. Debating a weekly **VoteTopic** provides the opportunity for discussion of topical, sometimes controversial, issues. It allows pupils to live and experience British values in an engaging way.

Criteria ref	Description	Overarching concept:	Strategy
1.1	Pupils have the opportunity to be reflective about their own beliefs (religious or otherwise)	Spiritual: Personal values & beliefs	SMSC - Ofsted 2014
1.2	Pupils use personal experiences to reflect on their lives	Spiritual: Personal values & beliefs	SMSC Ofsted 2014
1.3	Pupils demonstrate defence in their aims, values, principles and beliefs	Spiritual: Personal values & beliefs	SMSC - Ofsted 2004
1.4	Pupils can be holistic in their approach to discussing topics	Spiritual: Personal values & beliefs	SMSC - Ofsted 2004
1.5	Schools support pupils with their religious beliefs in a personalised way	Spiritual: Personal values & beliefs	SMSC - Ofsted 2004
1.6	Schools facilitate discussions to support reflection	Spiritual: Personal values & beliefs	SMSC - Ofsted 2004
1.7	Pupils learn about themselves, others and the world around them	Spiritual: Experiencing wonder & fascination	SMSC - Ofsted 2014
1.8	Pupils develop an appreciation of the intangible e.g. love, ambiguity	Spiritual: Experiencing wonder & fascination	SMSC - Ofsted 2004
1.9	Schools allow pupils to ask questions; why? How? Who? Where? What?	Spiritual: Experiencing wonder & fascination	SMSC - Ofsted 2004
1.10	Pupils show interest and respect for others faiths, feelings and beliefs	Spiritual: Understanding human feelings/ emotions	SMSC - Ofsted 2014
1.11	Pupils develop empathy, compassion & concern with others	Spiritual: Understanding human feelings/ emotions	SMSC - Ofsted 2004

1.12	Pupils challenge the barriers, constraints to the human spirit e.g. injustice, greed, poverty, discrimination	Spiritual: Understanding human feelings/ emotions	SMSC - Ofsted 2004
1.13	Pupils develop a respect for insight as well as for knowledge and reason	Spiritual: Understanding human feelings/ emotions	SMSC - Ofsted 2004
1.14	Pupils develop understanding of feelings and emotions & the impact of them	Spiritual: Understanding human feelings/ emotions	SMSC - Ofsted 2004
1.15	Schools allow opportunities for pupils to understand human feelings and how these affect us	Spiritual: Understanding human feelings/ emotions	SMSC - Ofsted 2004
1.16	Schools develop a culture where students can flourish and grow and respect others	Spiritual: Understanding human feelings/ emotions	SMSC - Ofsted 2004
1.16	Schools accommodate difference and respect the integrity of individuals	Spiritual: Understanding human feelings/ emotions	SMSC - Ofsted 2004
1.17	Pupils are encouraged to think and use their imaginations and sense of creativity	Spiritual - Using imagination and creativity	SMSC - Ofsted 2014
1.18	Staff value pupils' questions and give them space for their own thought, ideas and concerns	Spiritual - Using imagination and creativity	SMSC - Ofsted 2004
2.1	Pupils are interested in investigating and adding their own views on moral & ethical issues	Moral - Developing, expressing personal views	SMSC - Ofsted 2014
2.2	Pupils are able to express their views on ethical & personal issues	Moral - Developing, expressing personal views	SMSC - Ofsted 2004
2.3	Pupils are committed to their own values even if others think they are wrong	Moral - Developing, expressing personal views	SMSC - Ofsted 2004
2.4	Pupils enjoy discovering their own and others views on different topics	Moral - Developing, expressing personal views	SMSC - Ofsted 2004

2.5	Pupils can adapt their values in light of experiences	Moral – Developing, expressing personal views	SMSC – Ofsted 2004
2.6	Schools create platforms for pupils which are safe for them to explore their views and practice moral decision making	Moral – Developing, expressing personal views	SMSC – Ofsted 2004
2.7	Pupils are interested in investigating others viewpoints and are able to understand others may hold different views on these issues	Moral – Investigating moral/ethical issues	SMSC – Ofsted 2014
2.8	Schools use learning to prevent discrimination	Moral – Investigating moral/ethical issues	SMSC – Ofsted 2004
2.9	Schools give opportunities to explore rights & responsibilities, truth, justice, equality & right & wrong	Moral – Investigating moral/ethical issues	SMSC – Ofsted 2004
2.10	Schools respect there are different cultures in society and within their school	Moral – Investigating moral/ethical issues	SMSC – Ofsted 2004
2.11	Schools model fairness, integrity, respect for people, pupils' welfare, minority groups, resolution of conflict	Moral – Moral codes/ models of moral virtue	SMSC – Ofsted 2014
2.12	Pupils know right from wrong and apply this – respecting civil and criminal law	Moral – Recognising right/wrong & apply	SMSC – Ofsted 2014
2.13	Pupils know right from wrong based on their own moral code and other cultures	Moral – Recognising right/wrong & apply	SMSC – Ofsted 2004
2.14	Pupils make reasoned & responsible judgements on moral dilemmas	Moral – Recognising right/wrong & apply	SMSC – Ofsted 2004
2.15	Pupils understand consequences both positive and negative of their actions – cause and effect	Moral – Understanding consequences of actions	SMSC – Ofsted 2014
2.16	Schools encourage pupils to take responsibility e.g. taking care of their environment, respect	Moral – Understanding consequences of actions	SMSC – Ofsted 2004
3.1	Pupils use a range of social skills in different contexts including working alongside those from differing religions & socio-economic backgrounds	Social – developing qualities & social skills	SMSC – Ofsted 2014
3.2	Pupils are given the chance to adjust their behaviour to a range of social contexts demonstrating sensitivity	Social – developing qualities & social skills	SMSC – Ofsted 2004
3.3	Pupils reflect on their own contribution to school and their communities	Social – developing qualities & social skills	SMSC – Ofsted 2004
3.4	Pupils show respect for people, living things, property and their environment	Social – developing qualities & social skills	SMSC – Ofsted 2004
3.5	Schools encourage pupils to recognise and respect social differences and similarities	Social – developing qualities & social skills	SMSC – Ofsted 2004

3.6	Schools help Pupils develop their personal qualities such as thoughtfulness, respect for difference, moral principles	Social – developing qualities & social skills	SMSC – Ofsted 2004
3.7	Schools provide a platform for understanding and debating social issues	Social – developing qualities & social skills	SMSC – Ofsted 2004
3.8	Schools provide opportunities for pupils to engage in a democratic process and participate in community life	Social – developing qualities & social skills	SMSC – Ofsted 2004
3.9	Schools provide appropriate links to the wider world and the community	Social – developing qualities & social skills	SMSC – Ofsted 2004
3.10	Pupils co-operate well and are able to resolve their conflicts	Social – Participating, resolving conflict	SMSC – Ofsted 2014
3.11	Pupils work well together as members of groups or teams; they relate well to each other	Social – Participating, resolving conflict	SMSC – Ofsted 2004
3.12	Pupils are given the platform to challenge appropriately the views of a group or the wider community	Social – Participating, resolving conflict	SMSC – Ofsted 2004
3.13	Pupils resolve conflicts and counter forces which militate against inclusion and unity	Social – Participating, resolving conflict	SMSC – Ofsted 2004
3.14	Schools provide pupils with the chance to exercise leadership and responsibility	Social – Participating, resolving conflict	SMSC – Ofsted 2004
3.15	Pupils engage and accept the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with differing beliefs & faiths	Social – Understanding how communities function	SMSC – Ofsted 2014
3.16	Pupils develop skills and attitudes that will allow them to participate fully in democracy & contribute to society	Social – Understanding how communities function	SMSC – Ofsted 2014
3.17	Pupils appreciate the rights and responsibilities of individuals within the wider setting	Social – Understanding how communities function	SMSC – Ofsted 2004
3.18	Pupils understand how society functions and is organised	Social – Understanding how communities function	SMSC – Ofsted 2004
3.19	Pupils understand the notion of interdependence in a complex society	Social – Understanding how communities function	SMSC – Ofsted 2004
3.20	Schools identify key values and principles on which school and community life is based	Social – Understanding how communities function	SMSC – Ofsted 2004

4.1	Pupils explore and show understanding/ respect for different faiths and cultural diversity	Cultural – Understanding, respecting diversity	SMSC – Ofsted 2014
4.2	Pupils are given the platform to demonstrate their tolerance and positive attitude to local, national and international communities	Cultural – Understanding, respecting diversity	SMSC – Ofsted 2014
4.3	Pupils develop an ability to appreciate different cultures and demonstrate dignity and respect to others views, they challenge discriminatory behaviour	Cultural – Understanding, respecting diversity	SMSC – Ofsted 2004
4.4	Pupils develop an openness to new ideas and are willing to change their views in light of new experiences	Cultural – Understanding, respecting diversity	SMSC – Ofsted 2004
4.5	Pupils are given the opportunity to engage positively to cultural debates and opportunities	Cultural – Participating & responding to culture	SMSC – Ofsted 2004
4.6	Pupils develop personal enrichment through encounter with cultural media and traditions from a range of cultures	Cultural – Understanding, respecting diversity	SMSC – Ofsted 2004
4.7	Schools provide opportunities for pupils to engage in cultural events and to reflect on their significance	Cultural – Understanding, respecting diversity	SMSC – Ofsted 2004
4.8	Schools develop partnerships with outside agencies to extend pupils cultural awareness	Cultural – Understanding, respecting diversity	SMSC – Ofsted 2004
4.9	Pupils know about Britain's democratic parliamentary system and how it shapes our history and values	Cultural – Preparing for life in modern Britain	SMSC – Ofsted 2014
4.10	Pupils understand how beneficial it is to appreciate a range of different cultures and its preparation for them as part of a modern Britain	Cultural – Understanding, respecting diversity	SMSC – Ofsted 2014
4.11	Pupils are given opportunities to understand how a wide range of cultural influences have shaped their own heritage	Cultural – Understanding & appreciating influences	SMSC – Ofsted 2014
4.12	Pupils develop an ability to challenge their own cultural assumptions and values	Cultural – Understanding, respecting diversity	SMSC – Ofsted 2014
4.13	Pupils can identify the cultural influences that have helped shape their own heritage and behaviours	Cultural – Understanding, respecting diversity	SMSC – Ofsted 2014

4.14	Schools audit the quality and nature of opportunities for pupils to extend their cultural development	Cultural – Understanding, respecting diversity	SMSC – Ofsted 2014
5.1	Schools provide a safe place to discuss and debate topical and controversial issues affecting young people	Prevent strategy – HM Government 2007–Current	
5.2	Pupils can influence and participate in decision making on issues affecting them in their society	Prevent strategy– HM Government 2007–Current	
5.3	Pupils can participate in decision making within their own school environment	Prevent strategy– HM Government 2007–Current	
5.4	Pupils can express their views and appreciate the impact their views can have on others	Prevent strategy– HM Government 2007–Current	
5.5	Pupils can discuss terrorism and the wider use of violence in a considered and informed way	Prevent strategy– HM Government 2007–Current	
5.6	Schools can facilitate understanding of wider societal issues and how we can exercise democracy to influence change	Prevent strategy– HM Government 2007–Current	
5.7	Pupils should be given the platform to challenge islamophobia, anti-Semitism and other prejudices	Prevent strategy– HM Government 2007–Current	
5.8	Pupils should use safe to learn anti bullying strategies to minimise hate and prejudice based bullying	Prevent strategy– HM Government 2007–Current	
5.9	Pupils should know how to challenge extremist narratives and promote universal rights	Prevent strategy– HM Government 2007–Current	
5.10	Pupils should develop questioning skills and techniques to open up debate in a safe way	Prevent strategy– HM Government 2007–Current	
5.11	Pupils should feel confident to discuss honestly a plurality of views	Prevent strategy– HM Government 2007–Current	
5.12	Schools should allow pupils to debate fundamental moral and human rights principles	Prevent strategy– HM Government 2007–Current	
5.13	Schools should promote open and respectful dialogue	Prevent strategy– HM Government 2007–Current	
5.14	Model participatory and representative democracy by engaging and examining views expressed	Prevent strategy– HM Government 2007–Current	
5.15	Encourage pupils as citizens to support the vulnerable and to use democratic and lawful vehicles for protest	Prevent strategy– HM Government 2007–Current	

5.16	Help pupils to develop the skills needed to evaluate effectively and discuss potentially controversial issues	Prevent strategy- HM Government 2007-Current
5.17	Use spaces for pupils to discuss openly issues that concern them, including exploring their own identities and how these relate to the diversity of the society in which they live	Prevent strategy- HM Government 2007-Current
5.18	Give pupils a safe place to respond to current events that will challenge their beliefs	Prevent strategy- HM Government 2007-Current
6.1	Pupils should gain an understanding of how citizens can influence decision-making through the democratic process	Promoting fundamental British values - November 2014
6.2	Pupils should have an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.	Promoting fundamental British values - November 2014
6.3	Pupils should understand that there is a separation of power between the executive and the judiciary - e.g police answerable to Parliament	Promoting fundamental British values - November 2014
6.4	Pupils should understand that the freedom to choose and hold other faiths and beliefs is protected in law.	Promoting fundamental British values - November 2014
6.5	Pupils should accept that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated. Not discriminated against	Promoting fundamental British values - November 2014
6.6	Pupils should have an understanding of the importance of identifying and combatting discrimination.	Promoting fundamental British values - November 2014
6.7	Understand the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;	Promoting fundamental British values - November 2014
6.8	Ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;	Promoting fundamental British values - November 2014
6.9	Pupils should experience elections that provide them with the opportunity to learn how to argue and defend points of view;	Promoting fundamental British values - November 2014
6.10	Schools should use teaching resources from a wide variety of sources to help pupils understand a range of faiths.	Promoting fundamental British values - November 2014
6.11	Schools should consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.	Promoting fundamental British values - November 2014