

IRIS School

Spiritual, Moral, Social, Cultural Policy

Introduction

IRIS school believes that schools aim to develop society's greatest assets: people. The children we educate and accommodate today will be the future citizens of our society and 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.

Vision, Mission and Ethos

The school is a school with an Islamic ethos. Our vision and mission statements sum up our school values which directly inform the aims of this policy as outlined below:

Vision Statement: *"An inspiring, transforming learning centre at the heart of local community. Nurturing generations of self-aware, leading and highly achieving Muslims who serve Allah and positively transform and serve their selves, families, communities and societies."*

Mission statement: *"IRIS school strives to promote moral and academic excellence in a caring and secure Islamic environment."*

The "moral excellence" we promote is rooted in Islamic teachings and includes self-responsibility and accountability for actions and behaviour, role and purpose in life and society. We recognize that healthy emotional, spiritual, social, cultural and intellectual development is vital to the healthy development of morality and behaviour.

The Education (Independent School Standards) makes more detailed and explicit references to development of SMSC in pupils. IRIS had ensured that it is cognizant of its duty to ensure that these regulations are met for the betterment of its pupils in order to respect, serve and care for all those around them, making a positive contribution to society as a fulfilment of Islamic teaching and duties. It has done this through developing the PSICHE curriculum, which is detailed in section 3.3 of this policy. IRIS school condemns all acts of terrorism, radicalisation and extremism perpetrated by any individual or group of people.

The school is committed to fulfilling its legal requirement with regards to the Equality Act 2010, specifically with regards to the 'protected characteristics', ensuring that as UK Muslims we abide by the law of the land and teach our pupils to respect and tolerate those of protected characteristics or any difference from them, including sexual orientation. This includes a commitment to teaching pupils about homophobic bullying.

The school does not favour any particular political party over another, and requires teachers and all staff members to pay particular care and attention to ensure that teaching always precludes the promotion of partisan political views in the teaching of any subject in the school. The School Staff handbook contains the School's Staff Code of Conduct and makes clear to staff that such behaviour would constitute grounds for disciplinary action.

Curriculum Intent

Our Islamic values prescribe that we teach our pupils their place and purpose in society and life. A strong sense of identity and citizenship as well as the spiritual, moral, emotional and faith development of our pupils is engendered through our mission statement, school ethos and curriculum. Our school and pupils work with others for the social good and the school teaches pupils to promote social harmony.

Islam teaches that the role of the human being is to serve and worship God, and that this involves doing good deeds and being held to account for his/her actions. The Qur'an and the teachings of the Prophet Mohammad, may Allah's peace be upon him, repeatedly illustrate that many of the most meritorious actions are to adopt excellent character and manners towards all, to care for and help others, to be merciful and compassionate towards all people, to be fair and honest in all dealings with others and to give generously in charity with money, time and wealth. Social involvement for the betterment of society for the benefit of all is strongly encouraged. These same divine sources also warn against personally and socially destructive immoral behaviours including: lying, stealing, cheating, dishonesty, backbiting and greed, amongst others.

We prepare our pupils to be good neighbours, pro-active, integrated and helpful citizens who work for the common good of all and are excellent ambassadors of their faith, which we believe is much maligned due to the actions of a small minority of misguided people, as well as society's lack of accessibility to reliable learning opportunities about it.

Curriculum Implementation

The school desires to engender a positive, pro-active and helpful approach to social life and British citizenship, and is committed to enhancing pupil knowledge and understanding of British Values, meeting the Independent School Standards for the Spiritual, Moral, Social and Cultural development of pupils at the school and building pupils resilience to all forms of radicalisation. The school has a policy on promoting British values to further underscore this and treats radicalisation further in its Safeguarding policy.

SMSC

We want our pupils to develop **spirituality**, become God conscious in their lives. We want that our pupils have a sound understanding of Islam and God's message and have developed **morality** to adhere to it. We want our pupils to be good neighbours, pro-active, integrated and helpful British 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. 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. 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.

PSCHE

The Education (Independent School Standards) makes more detailed and explicit references to development of SMSC in pupils. IRIS had ensured that it is cognisant of its duty to ensure that these regulations are met for the betterment of its pupils in order to serve and care for all those around then making a positive contribution to society as a fulfillment of Islamic teaching and duties. It has done this through developing the PSCHE curriculum, which subsumes PSHE and SEAL, citizenship, Islamic Studies, Computing (e-Safety), and SRE.

IRIS ensures close attention to the need to build pupil resilience against the risk of radicalisation. The aforementioned PSCHE curriculum is a holistic and defined approach to fulfilling this commitment through prevent and carefully chosen topics by means of a range of subjects through an informed teaching approach. Our teaching approach is one that builds pupils resilience against radicalisation by encouraging debate, exploration of political and social issues through the development of critical reasoning skills and the use of debate and the weighing of evidence in decision-making informed by the PSCHE curriculum. IRIS PSHE, and citizenship topics allow pupils to build pupil resilience against the risk of radicalisation and gain a sound understanding of citizenship and British values, through different topics.

The school is always seeking to improve its morality of pupils. We have formalised this through our curriculum entitled: 'NAVIGATE'. NAVIGATE is delivered through a cross-curricular approach and focusses on the development of core characteristics or competencies, as well as 'leadership pathways'. It is. The core competencies are as follows:

The 'NAVIGATE' Curriculum is embedded into the core National Curriculum subjects, foundations subjects and Islamic Studies, Qur'anic Studies, as well as assemblies and whole school initiatives through lessons, projects, residential programmes, trips and events

1. Sincerity
2. Honesty
3. Modesty
4. Patience
5. Respect
6. Gratitude
7. Generosity
8. Courage
9. Etiquette

1. Vision
2. Empathy
3. Resilience
4. Communication
5. Creativity
6. Contribution
7. Ownership

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, 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.

Trips, Speakers & Workshops

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. This is a developing aspect of the tarbiyyah curriculum which is currently being reviewed to incorporate a range of outdoor 'residential' throughout the year for families and staff to provoke deep rooted spiritual and character forming experiences. We believe that the family is the seat of pupil tarbiyyah and the family as a whole need to develop its own spirituality and connection and faithfulness to God in order for that of its children to be effectively developed.

Additionally, IRIS arranges for a range of speakers to visit the school to deliver workshops or assemblies to further enrich the curriculum. Pupils 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.

School Ethos & Hidden Curriculum

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, weekly staff circles, and pupil sermon and 'words of wisdom' as well as school signs, displays, rules and expectations for behaviour also contribute to creating our ethos and climate for tarbiyyah at the school. IRIS School has a legal designation of religious character and is not required to teach R.E. 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. This is also consistent with our approach to the teaching of PHSE, citizenship and their aims.

Actively Promoting Fundamental British Values

IRIS School is committed to actively promoting fundamental British Values as an integral part of its PSCHE provision. The school believes that much of the spirit of British values is inherently universal and overlaps with Islamic values and teaching. We also want our students to understand that they too are active stakeholders in defining and upholding British values.

Islamic teaching features democratic values for example the promoting of consultation, social justice, equality, fairness, honouring trusts and citizenship to promote the welfare of all and a harmonious and safe society for all.

Islamic teachings emphasise the importance of the rule of law and for citizens to adhere to the rule of law. Without the rule of law, social order breaks down, society becomes unsafe and fear and crime become rampant. Victims of injustice and crime proliferate and foment anger, retaliation and violence. Individual liberty features in Islamic teaching. Islamic teaching also chimes with the limitations of individual liberty set by the law that individual freedoms cannot trump the law nor impinge on the rights of others.

Muslims are expected to behave courteously and respectfully towards all others, whether Muslim or not, whatever the racial background or different culture, lifestyle, beliefs or religion. Islam teaches careful regard to the rights and the needs of neighbours, whatever the background. It considers everyone in a locality is a neighbour to others and obliges Muslims to care for their welfare and concerns.

The way in which the school actively promotes Fundamental British Values is set out in full in its 'Actively Promoting British Values Policy'.

Behaviour Management

Love of Almighty God and His Messenger and respect for all teachers, staff and members of society, within and outside of the school premises are some of the most important qualities instilled at the school. We believe wholeheartedly that we cannot teach these values on our own, but only hand-in-hand with parents and families. We request that all our families foster the school's values and teaching with their children to help nurture and build strong, confident and emotionally mature individuals and communities of the future.

We use a "positive behaviour management" approach to foster good behaviour and high standards of self-discipline, as informed by Islamic teaching 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 it. See Behaviour policy for more information.

Assemblies

The assembly includes topics that reflect our NAVIGATE and Islamic Studies curriculum, 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.

Curriculum Impact

We gather information to determine impact of SMSC provision through monitoring of pupil behaviour, parental feedback, pupil voice and feedback to various events, experiences and opportunity provided, such as trips and residential. The impact is also evident through the following initiatives:

Pupil Leadership Opportunities

A variety of opportunities exist to encourage the exercising and development of pupils' leadership skills. For example, a range of school monitor positions, weekly sermons led by a pupil on Fridays, the school council, assemblies led by pupils and our provision for the most able learners. See Curriculum policy for further details.

Travel Plan

IRIS has produced a detailed Travel Plan. This document is an action plan designed to encourage the use of environmentally friendlier means of transport to and from school. This has required us to acquire a school mini-bus service for parents as well as shorten the school day and participate in several “walk to school” weeks. We have since revised the plan several times, secured funding towards its implementation resulting in lots of educational activities to encourage cycling and walking to school as well as recycling and protection of the environment.

School Choir

Our school choir, Nasheet have made a name for themselves at public performances. They specialise in singing and train once a week or more regularly when needed. They have been invited to perform to a number of different audiences over the years such as to the guests of an Eid reception, at an awards evening for a poetry competition.

Qur’an Competition

We hold a Qur’an completion annually to encourage pupils to improve their memorisation, recitation and reading of the Holy Qur’an. Other competitions are also held throughout the year to enrich the curriculum, widen their sphere of interests and increase their opportunities to engage with and learn from others.

Teacher Training

IRIS has supported teacher training provision for teachers of RE from a partner annually for a number of years. Working with a third sector charity, Islamic College, we have provided training programmes for teachers in schools with little CPD provision for several years. In addition to this the headteacher has provided training for heads of other schools through the same organisation. IRIS is also a member of the Association of Muslim Schools UK and has hosted training days on their behalf. Staff members have also participated in many AMS UK events and delivered workshops for teachers and school leaders.

Parental Involvement

IRIS School believes that working with parents is vital to the successful development of our pupils and achievement of our school aims. By communicating closely with parents, engaging them in the PTA, working parties, focus groups, parental workshops and school activities we aim to foster common goals and equip parents to work productively with the school in the healthy all-round development of their children and our pupils.

Role of Teachers & Staff Members

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.

The aim of a staff member at IRIS 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.

Every staff member at IRIS is expected to be a role model pupil 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, 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.

Role of Headteacher

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 the curriculum, improving the quality of teaching through staff training.

Role of Governors

Governors at IRIS school monitor, evaluate and review the implementation and impact of this policy as well as to determine the school's values, mission and vision from which the policy is derived.

The Board has designated a governor with responsibility for SMSC provision at the school, Mr. Moghaddas. It is his duty to monitor the curriculum through sampling plans, talking to staff members and pupils, looking at work and visiting lessons, at least annually. He reports to the Board of Governors.

Monitoring and Review

This policy was last reviewed in September 2022 and will be reviewed every 2 years.

Reviewed Date: July 2024