

**AL-SADIQ 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.

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## 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-Sadiq 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-Sadiq 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, PSCH Policy, Behaviour Management Policy.

#### **iii. Spiritual and Moral Development**

- Al-Sadiq 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-Sadiq 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-Sadiq 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-Sadiq 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-Sadiq 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-Sadiq 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-Sadiq 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-Sadiq 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-Sadiq 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-Sadiq school Preventing Extremism

Radicalisation Policy. At Al-Sadiq 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

#### **4. SMSC in the Early Years**

At Al-Sadiq School Early Years Foundation Stage (EYFS) we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

All curriculum areas within the EYFS have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing compassion and respect for pupils and their families.

As children start in our EYFS they will learn that it is a place where pupils can find acceptance for themselves. Children should learn to differentiate between right and wrong in as far as their actions affect other people. A key part of starting in EYFS is learning about this. They will be encouraged to value themselves and others. Children should understand the need for rules and the need to abide by rules for the good of everyone. Nursery rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements. This is continued as children move into Reception and start to learn all of our special whole school rules. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in staff's planning and purchasing decisions.

**i. Spiritual Development**

As an EYFS setting we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life.

**ii. Moral Development**

As an EYFS setting we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.

**iii. Social Development**

As an EYFS setting we aim to provide learning opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Begin to understand the need for social justice and a concern for the disadvantaged.

#### iv. **Cultural Development**

As an EYFS setting we aim to provide learning opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Recognise Christianity as a world-wide faith.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions

#### v. **Teaching and Organisation within the EYFS**

Development in SMSC will take place across all areas of learning, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible. Group discussions and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc.

Provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are different.

- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively. Links with the wider community in EYFS
- Visitors are welcomed into EYFS.
- Links with the Church are fostered.
- The development of a strong home-school link is regarded as very important, enabling parents and staff to work in an effective partnership to support the child.
- Children will be taught to appreciate their local environment and to develop a sense of responsibility to it. This includes helping to care for our garden areas and school pets.

## Annex A; Cultural Capital

Term One					
Date	Type of Activity	Description	Teacher	Year Group	Curriculum Link
1 <sup>st</sup> Oct	Guest speaker	In honour of Black History Month, Sheikh Haneef visited the Al-Sadiq School and addressed the students in a special assembly. <a href="https://www.blackhistorymonth.org.uk/">https://www.blackhistorymonth.org.uk/</a>	All secondary teachers	Mixed	History Religious Education
9 <sup>th</sup> Oct	Assembly	In honour of the Islamic month of <i>Muharram</i> , a poetry competition was launched in school – where the students had to write a poem related to the themes of selflessness, service or sacrifice and inspired by <i>Risalat al Huqooq</i> (Treaties on Rights) by Imam Zainul Abideen (a). The two winners of the competition were announced in a morning assembly. <a href="https://www.al-islam.org/treatise-rights-risalat-al-huquq-imam-ali-zayn-al-abidin">https://www.al-islam.org/treatise-rights-risalat-al-huquq-imam-ali-zayn-al-abidin</a>	Ms Juma Mrs Anwar Ms Hanan	Mixed	English Public speaking Spoken Word
10 <sup>th</sup> Oct	Educational Visit	Students attended the New Scientist Conference at Excel. <a href="https://live.newscientist.com/#/">https://live.newscientist.com/#/</a>		8 & 9	Science
11 <sup>th</sup> Oct	Drop Down Day	Professionals from various fields came to conduct sessions and workshops with the students. They first voted on a device with Nikki Luke, a Senior Education and Engagement Officer from the Parliament who introduced them on how the Parliament works. They made some healthy <i>hummus</i> with a qualified dietetician, Mrs Amina Taki. They enjoyed a yoga session with Mr James Huxley, a professional yoga teacher. Claudette Brown and Michelle Inniss (selected by Brent Council) conducted a session entitled “Stepping into Success”, while paediatrician Dr Amina Alyassin and Dr Furqan Taher introduced the students to first aid. <a href="https://www.parliament.uk/">https://www.parliament.uk/</a>	All secondary teachers	Mixed	Careers PSCHE Personal Development Food technology
15 <sup>th</sup> Oct	Community Event	Students attended a planning meeting held at the East London mosque, with the aim to prepare for the Copperbox event in April 2020, in the presence of the director of Citizens UK – Mathew Bolten. <a href="https://www.citizensuk.org/london">https://www.citizensuk.org/london</a>	Mrs Azam	Mixed	PSCHE
28 <sup>th</sup> Oct	Guest speaker	On the occasion of the demise of the Holy Prophet (s) and the fortieth day after the martyrdom of his grandson Hussain (a), Sheikh Shabbar Mehdi came to Al-Sadiq School to address the students. <a href="https://whoishussain.org/who-is-hussain/the-day-of-arbaeen/">https://whoishussain.org/who-is-hussain/the-day-of-arbaeen/</a>	All teachers	Mixed	History Religious Education
4 <sup>th</sup> Nov	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. <a href="https://www.ukparliamentweek.org/en/">https://www.ukparliamentweek.org/en/</a>	All teachers	Mixed	PSCHE
8 <sup>th</sup> Nov	Community Event	A parents social was organised at Al-Sadiq School for the first time on Nov 8 <sup>th</sup> . 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. 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	All teachers	Students’ parents	

		presented their suggestions for the betterment of the school.			
11 <sup>th</sup> Nov	Educational Visit	Students went on a trip to the Tower of London. A presenter notably talked to the students about the different wives of Henry the 8 <sup>th</sup> . <a href="https://www.hrp.org.uk/tower-of-london/#gs.g7dl67">https://www.hrp.org.uk/tower-of-london/#gs.g7dl67</a>	Mrs Siam Mrs Haneef	5	History
12 <sup>th</sup> Nov	Educational Visit	Students visited the Brent library. <a href="https://www.brent.gov.uk/services-for-residents/libraries/">https://www.brent.gov.uk/services-for-residents/libraries/</a>		5	
12 <sup>th</sup> Nov	Assembly	Student Council Representatives announced in a morning assembly.	All teachers	Mixed	PSCHE
13 <sup>th</sup> Nov	Guest speaker	Mother Christine visits the school.		Primary	Religious Education
15 <sup>th</sup> Nov	Community Event	As it is the tradition every year, the teachers and the staff members of Al-Sadiq 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
17 <sup>th</sup> Nov	Community Event	In the honour of Mitzvah Day, a couple of students participated in creating a small garden, alongside the Chief Rabbi Ephraim Mirvis and Ayatollah Sayed Fadhel Milani. <a href="https://mitzvahday.org.uk/">https://mitzvahday.org.uk/</a>	Ms Bukhari Mrs Sheikh	11	Religious Education PSCHE
21 <sup>st</sup> Nov	Performance	An <i>adhan</i> (call to prayer) competition was organised in Al-Sadiq School. Mahdi Ebrahimi from year 8 won.	Mr Khoei	Secondary	Recitation
22 <sup>nd</sup> Nov	Educational Visit	The students went on a trip to Westminster Abbey where they saw the grave of Newton and the place of the ashes of Stephen Hawking. Later on, and in view of the upcoming general elections, they went to the Parliament and visited both the House of Commons and the House of Lords. <a href="https://www.westminster-abbey.org/">https://www.westminster-abbey.org/</a> <a href="https://www.parliament.uk/">https://www.parliament.uk/</a>	Mrs Azam Ms Bukhari	7	PSCHE History
24 <sup>th</sup> Nov	Community Event	In honour of Prophet Muhammad (s)'s birthday, year 11 boys of Al-Sadiq 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. <a href="https://www.love-muhammad.com/">https://www.love-muhammad.com/</a>	Ms Bukhari	11	Religious Education
28 <sup>th</sup> Nov	Performance	Students at Al-Sadiq School attended the play "An Inspector Calls" at Wimbledon with their English teacher. <a href="https://www.aninspectorcalls.com/tour-dates/wimbledon-london-new-wimbledon-theatre">https://www.aninspectorcalls.com/tour-dates/wimbledon-london-new-wimbledon-theatre</a>	Ms Juma	11	English Performing Arts
28 <sup>th</sup> Nov	Workshop	Students enjoyed a workshop about water conducted by Elizabeth Sparrow from Water Aid. <a href="https://www.wateraid.org/uk/">https://www.wateraid.org/uk/</a>	Mrs Al-Hilli	4,5	PSCHE
12 <sup>th</sup> Dec	Drop Down Day	For the second Drop Down Day of the year, students were first treated in the morning with a presentation on the Christian view on Christmas by Reverend Dr John Parry. This was followed by a careers fair, with several professionals from the community introducing their job through dynamic presentations, and giving the students the opportunity to ask their questions. From digital entrepreneurs to a barrister, to a dentist to a writer, to a police officer to an artist, from a banker to a pharmacist and many more, there was certainly a lot of diversity that day! Psychiatrist Mrs Annie Shamsi also addressed the students about mental health. The afternoon ended with a mock election, as Dec 12 <sup>th</sup> coincided with the date of general elections across the country.	All secondary teachers	Secondary	PSCHE Careers Religious Education Well being

18 <sup>th</sup> Dec	Educational Visit	Students went to the nearby Queen's Park at 10 am to listen to the birds singing and do some exercises. They practiced gratefulness.		3	Well being
Term Two					
29 <sup>th</sup> Jan	Guest speaker	To commemorate the martyrdom of the Holy Prophet (s)'s daughter, Lady Fatima al-Zahra (s), a special assembly was organised in Al-Sadiq School, with Sayed Ali Khalkhali coming in to address the students on this sorrowful occasion.	All teachers	Mixed	History Religious Education
31 <sup>st</sup> Jan	Educational Visit	Trip for Adhan competition winners			
5 <sup>th</sup> Feb	Performance	For the occasion of the martyrdom of the Holy Prophet (s)'s daughter, Lady Fatima al-Zahra (s), the students of Al-Sadiq attended a play entitled "the Motherland", which dealt with the land of Fadak, a land which had been given to Lady Fatima (s) by her father. <a href="https://www.eventbrite.co.uk/e/the-motherland-tickets-87608504395">https://www.eventbrite.co.uk/e/the-motherland-tickets-87608504395</a>	All secondary teachers	Mixed	Performing Arts History Religious Education
11 <sup>th</sup> Feb	Educational Visit	Business trip	Ms Aldabagh	11	Business Studies
14 <sup>th</sup> Feb	Community Event	The primary section of Al-Sadiq School marked the end of the first half term with a day dedicated to raising money for the British Heart Foundation, and all came wearing red for the occasion. <a href="https://www.bhf.org.uk/">https://www.bhf.org.uk/</a>	All primary teachers	Mixed	PSCHE
14 <sup>th</sup> Feb	Guest Speaker	Secondary boys at Al-Sadiq attended a Prevent training with Jennifer Dunbar, a prevent officer from Brent Council. <a href="https://www.gov.uk/government/publications/prevent-duty-guidance">https://www.gov.uk/government/publications/prevent-duty-guidance</a>		Mixed	PSCHE Personal Safety
Mar	Sporting Event	Students of Al-Sadiq School played friendly football matches against the students of the nearby Brondesbury College. Both classes won their respective matches!	Mr Hussain	8, 9	PSCHE Physical Education
5 <sup>th</sup> Mar	Community Event	The Al-Sadiq School celebrated World Book Day by having all the students alongside teachers and staff members to dress up as book characters. A short story was read to the students of secondary in parts throughout the day, which ended with a special program including an English literature quiz in teams, a six-word story competition and a "best dressed" competition. <a href="https://www.worldbookday.com/">https://www.worldbookday.com/</a>		Mixed	English
9 <sup>th</sup> Mar	Assembly	In honour of the birth anniversary of Imam Ali (a), a special assembly was organised at Al-Sadiq School, with ex-student Muntazir Jaffer coming to recite some beautiful poetry, and Sheikh Haneef addressing the students on this occasion.		Mixed	Religious Education History
9 <sup>th</sup> – 13 <sup>th</sup> Mar	Community Event	As it is the tradition every year, the Al-Sadiq School organised a fundraising week, in order to raise money for Al Kawthar, a charity providing basic necessities, medical care and education to the widows and orphans of Iraq. Secondary students therefore brought food to school every day of that week, which was then sold to fellow students, teachers and other staff members. The theme this year was the environment and healthy eating. <a href="https://alkawthar.org.uk/">https://alkawthar.org.uk/</a>	A Saran	Mixed	Art Science Technology



## 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