Apex Primary School

SMSC (Spiritual, Moral, Social & Cultural Education)

includes PSHE (Personal, Social & Health Education) and guidelines on RSE (Relationships and Sex Education)

Reviewed –July 2026 **Next Review –**July 2028

RATIONALE

At Apex primary we have designed our curriculum in order to produce well rounded Muslim personalities with strong ethical values. We aim to prepare our pupils for a meaningful, spiritual life in modern day Britain where they can be conducive to the society at large. Our SMSC/PSHE provision is designed to equip our pupils with all necessary knowledge, skills and understanding to live as confident, healthy and autonomous individuals with enough resilience and curiosity to question and explore the world around them and make informed decisions. We wish our pupils to become active model Muslim citizens when they leave our school and embark onto the next stage of their lives.

APEX SCHOOL ETHOS

At Apex we work diligently to provide a wholesome quality learning experience for our pupils built upon core values which will lead to excellence (in word & action - Arabic; *iḥsān*). The bedrock of our values is to nourish the spiritual foundation and God consciousness which, we believe, naturally lies in the heart of every child.

Honesty, respect and humility are integral to the daily interaction within the school and beyond; qualities that emulate within our pupils and underpin the very ethos of Apex life. The nurturing of our pupils leads them to be reflective, courteous and charitable in every possible way. We inspire our energetic youngsters to become creative role models and help them develop their very unique characters. Our policies are designed to maintain and further a healthy mind, body and soul leading to a dynamic yet humble outlook towards life. Our pupils leave our school ready for future challenges, aspirational in their vision, both just and resilient in their approach to life, as well as critical in regards to their thinking and learning approach. We expect from our pupils a high standard of morals and values as a means of serving God. Our aim is to equip our pupils with all the necessary skills, in order to help them determine success and achieve their best potentials whilst contributing positively to the wider society – wherever they live!

1.0 SMSC DEFINITIONS

- **SPIRITUAL**

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. It includes the pupils'…

- *ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.*
- *sense of enjoyment and fascination in learning about themselves, others and the world around them.*
- *use of imagination and creativity in their learning.*

- *willingness to reflect on their experiences.*

- **MORAL**

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views. It includes the pupils'…

- *ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.*
- *understanding of the consequences of their behaviour and actions.*
- *interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.*

- **SOCIAL**

Investigate and moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage and *actively promote* fundamental values of British democracy .It includes the pupils'…

- *use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.*
- *willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.*
- *acceptance and engagement (actively promoting) with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.*

- **CULTURAL**

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.
It includes the pupils'…

- *understanding and appreciation of the wider range of cultural influences that have shaped their own heritage and that of others.*
- *understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.*
- *knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.*
- *willingness to participate in and respond positively to artistic, sporting and cultural opportunities.*
- *interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.*

- **British Values**

'British Values' is defined by the *Department for Education* to include that of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. [*See Promoting fundamental British values as part of SMSC in schools, DfE 2014*]

2.0 Policy Aims

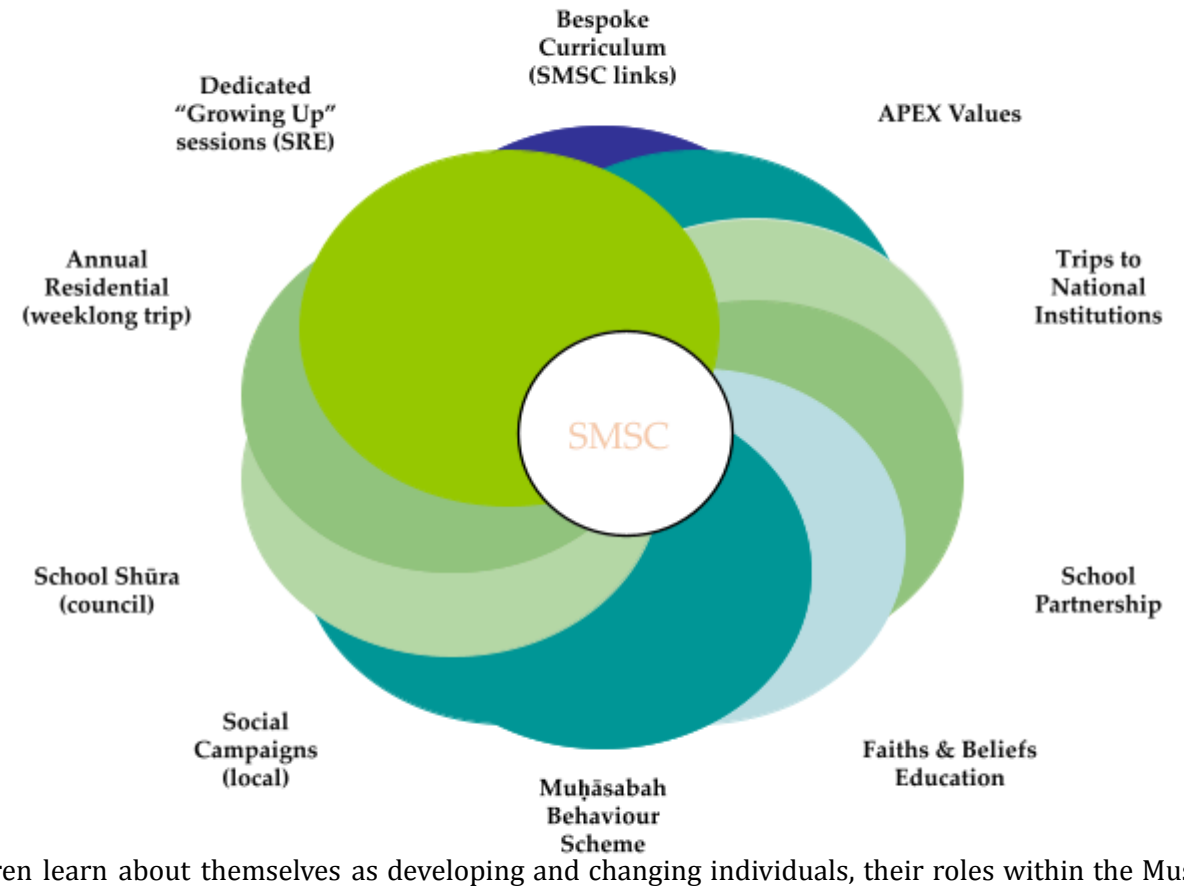
- To enable pupils to recognise their own self-worth and have confidence.
- To help pupils work well with others and become increasingly responsible for their own learning and actions.

- To enable pupils to participate and contribute positively to the society at large.
- To develop children's knowledge and skills and understanding to enable them to make informed choices and lead healthy, independent lives.
- To actively promote tolerance of and respect for others and recognising the differences between people based on the Qur'anic injunction (19:11-13).
- Prepare to play an active role as citizens.
- To care about their community and environment.
- Developing resilience and other necessary skills to detect harm and then protect oneself and/or others appropriately.
- Raising awareness about the importance of staying fit and healthy.
- To be aware of the dangers around them and live safe lives.
- Develop the ability to form good relationships.
- Encourage tolerance and prevent any kind of extremism or the promotion of partisan political views.
- To encourage social engagement and avert anything that may be interpreted as undermining the rule of UK law (including democracy, individual liberty and British values)
- To deter any kind of racism or other forms of discrimination (even if one may not agree with the choices of other people, protected characteristics).

See Equal Opportunities Policy

3.0 Curriculum

We aim to cover the above aims as well as the SMSC requirements through **ten dedicated curriculum areas** which are included in the following graph:



Children learn about themselves as developing and changing individuals, their roles within the Muslim community as well as members of the wider society.

The following breakdown explains how the different SMSC strands are covered at Apex Primary School in accordance with the ten above mentioned curriculum areas:

1- How Islamic Studies Curriculum links SMSC:

At Apex Primary School, SMSC development is embedded throughout the Islamic Studies curriculum across the school. Through age-appropriate teaching, discussion, reflection and practical application, pupils develop spiritually, morally, socially and culturally within an Islamic framework whilst preparing for life in modern Britain.

Spiritual Development

Through Qur'an studies, stories of the Prophets, worship, reflection (Muḥāsabah), du'ā, and discussion of faith and character, pupils develop self-awareness, gratitude, resilience and an understanding of their relationship with Allah. Pupils are encouraged to reflect on their actions, values and responsibilities.

Moral Development

Islamic Studies promotes honesty, respect, justice, responsibility, compassion and accountability. Pupils learn the difference between right and wrong through Islamic teachings, real-life examples and discussion of ethical situations appropriate to their age and maturity.

Social Development

Pupils are taught the importance of cooperation, good manners, service to others, charity, community participation and respectful relationships. Circle-time discussions, group activities, School Shūra participation and collaborative learning help pupils develop confidence, communication and teamwork skills.

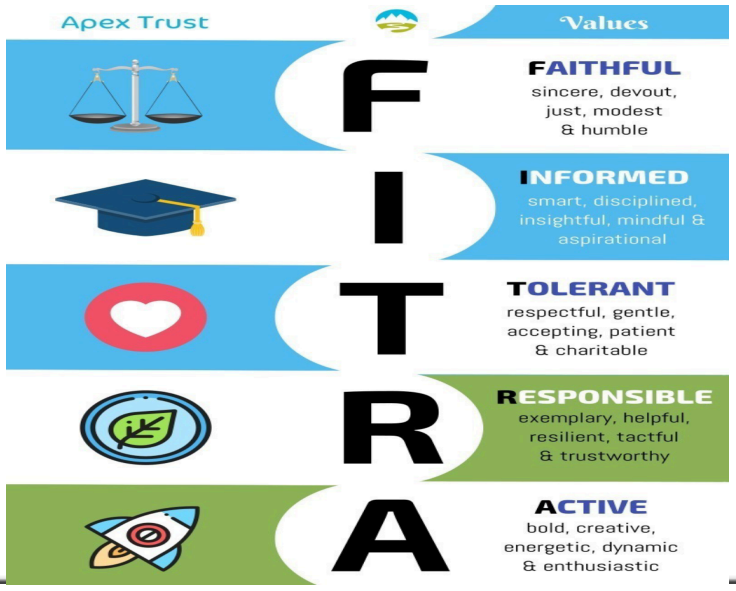
Cultural Development

Pupils learn about different cultures, faiths and communities through RE lessons, themed assemblies, educational visits and discussions about life in modern Britain. Islamic Studies also teaches respect for people of different backgrounds, beliefs and traditions, promoting tolerance and mutual respect in accordance with both Islamic values and British Values.

2-School Values

- Apex has chosen to focus on five important values which are part the pupils IPD (Islamic Personality Development). These values will help the children as well as staff at Apex to grow their awareness of ethics which are not only intrinsically part of the **Islamic faith** but also inherently part of the **British Values** which we seek to *actively* promote. The Apex school values are linked to the Islamic month and referred to on various occasions throughout the curriculum, assemblies and other areas.
- The Apex Values are:

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3-Trips to National Institutions

- Apex has developed a progressive scheme for their pupils to visit a range of different national institutions during their primary school education. The following plan includes examples of possible visits (based on a two year cycle):
  - **EYFS:** Invitation of the local Neighbourhood Watch Officer *and* visit to the TFL
  - **Year 1&2:** Visit to the local Police *or* Fire brigade stations *and* the Town Hall
  - **Year 3&4:** Visit to the Magistrate Courts *and* London Assembly (GLA)
  - **Year 5&6:** Visit to the House of Parliament *and* the UNICEF
- Apex pupils also regularly participate in the Bikeability as well as the national Sustainable Transport schemes.

4-School Link program

- Apex is actively seeking to establish links to different national and international educational institutions (including local maintained schools) in order to enhance the pupils' perception of the world, promote tolerance between cultures and further their understanding of community as well as global citizenship (e.g. faith assemblies on the topic of *hajj* or *Ramadān* etc.)
- Established link with other faith schools, Year 5&6. The two schools are working hand in hand on a range of different projects.
- Apex participates in an Inter-School football tournament, for both boys and girls.
- Apex also organises annual "Y6 transition visits" to Apex Secondary Schools where Y6 pupils have the chance to gain first-hand experience of what to expect from secondary school.
- Apex, in corporation with a number of visiting parents, is also organising an annual "Career Day" for Y6 pupils (started in 2014/15).

5-Faiths & Beliefs Education

- RE is taught every Monday in KS1/2 classes during the afternoon circle time (see RE overview)
- All classes take turns to present different faith festivals to Apex pupils during the weekly school assembly. These faith assemblies are in line with seasonal festivals as they occur throughout the year and include all major religions and other cultural celebrations.
- Pupils are informed about the history of these festivals as well as the main practices maintained during the celebrations in a factual, easy to understand way.
- Occasionally Apex may invite "visitors" relevant to the topic covered in the curriculum in order to further enhance the understanding of certain traditions practised during particular festivals (e.g. Chinese New Year etc.)

6-Social Campaigns (local)

- Apex has "adopted" a young Afghan orphan child whom children are raising funds for every year.
- Apex Primary School has also been vital in helping to raise awareness and collect food and clothes for the Redbridge Homeless Shelter on a regular annual basis. Apex is one of the official drop-off points for this fantastic project.

7-School Shūra (council)

- The Apex School *shūra* gives the pupils' a voice to suggest necessary improvements or beneficial enhancements to their school life. Each year two representatives (one boy and one girl) are elected from every year group. The *shūra* members collect ideas from their peers and then decide on a project which they try to accomplish within a set timeframe. The *shūra* meets every fortnight and tracks their progress on the *shūra* display board in the hall. The *shūra* members use a range of methods to put their project into reality including; surveys, petitions, lobbying etc. Along with the school shura we also have a head boy/girl prefect system.

8-Annual Residential:

- Apex organises every year a 3-day residential trip for its upper KS2 pupils. This residential trip includes a range of activities and aims to further the pupils' self-awareness, courage and other aspects of the general SMSC/PSHE framework.
- Pupils learn (hands-on) how to take care of themselves and others. It is often the first time pupils experience "limited" independence where they need to handle their own affairs and make autonomous decisions judging between right and wrong actions (all under the supervision of dedicated Apex staff).

9-Dedicated "Growing-Up" sessions (SRE):

- Apex has developed a bespoke "Growing-Up" scheme of work - see RSE Policy.

10-SMSC in Early Years

In the Early Years Foundation Stage at Apex Primary School we identify that the personal development of pupils spiritually; morally, socially and culturally plays an essential part in their ability to learn, achieve and enjoy. We aim to provide an educational experience that gives the children opportunities to explore and develop their own values, beliefs and spiritual awareness. We expect high standards of behaviour, a positive and empathetic attitude towards other people with an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures around us and in the wider world.

As children start in EYFS they will learn that it is a place where they can find acceptance for themselves. Children should learn to differentiate between right and wrong, as their actions affect other people. 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.

All curriculum areas within EYFS contribute to the child's spiritual, moral, social and cultural development and opportunities are carefully planned for each area of the curriculum. All adults model and promote expected behaviour, treating all people with consideration and respect as unique and valuable individuals.

11-Assessment, Reporting and Recording

SMSC strands are constantly monitored and assessed through a range of different methods. They include the following systems:

- Formative and summative assessment of the National Curriculum and the PSHE sections across the curriculum using our own assessment framework taken from cornerstone objectives, as well as our own assessment framework for Islamic Studies.
- Parents receive feedback on their child's progress in their personal and social development on two separate Parents Days as well as the end of year report

- Apex also rigorously monitors the implementation of the SMSC framework and regularly discusses development strategies within the SLT and staff meetings
- Members of the SLT team as well as selected staff members regularly visit suitable CPD workshops on SMSC, safeguarding and other relevant topics
- Our SMSC goals/achievements are also showcased on various displays throughout the school, individual teachers' trips portfolio folders and our website.

GUIDANCE

Apex is an Islamic faith school and thence we are committed to share with our pupils the conventional *sunni* normative Islamic position in all aspects of the curriculum which includes (but not exclusive) issues around sexual relationships. Apex pupils are taught that any sexual acts outside of the marital relationship between a man and a woman and homosexual acts are forbidden in Islam. At Apex we answer questions in an open and balanced way. Although we teach that homosexuality is not part of our faith, our children are made aware that they will meet people from different backgrounds, including people that make different choices in regard to their sexual orientation. It is neither allowed according to Islam nor by UK law, to discriminate, abuse or mistreat another person regardless of their personal choices. Apex pupils will be actively taught that they must treat everyone with dignity and respect and that same-sex marriages are legal in the UK (See Equal Opportunities policy - protected characteristics).

In order to further fulfil this policy we take guidance from the noble Qur'an (approximate translation of the meanings from *sūrah* 109, *al-Kafirūn).*

{You follow your way of life and I follow my way of life}

[quran.com/109/6]

Allah ﷻ also said (approximate translation of the meanings from *sūrah* 49, *al-Hujurāt):*

{People, We have created you all male and female and have made you nations and tribes so that you would recognize each other. The most honourable among you in the sight of God is the most pious of you. God is All-knowing and All-aware.}

[quran.com/49/13]

Further we take inspiration from our beloved Prophet Muhammad ﷺ who said:

"The most beloved of people to Allah is the one who brings most benefit to people."

[Sahīh at-Targīb wa at-Tarhīb, 2623]