



TARBIYYAH SECONDARY SCHOOL

مدرسة التربية الثانوية الإسلامية

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SMSC AND BRITISH VALUES POLICY

Spiritual, moral, social and cultural development, and the fundamental British values

ACADEMIC YEAR 2026 – 2027

Policy name	SMSC and British Values Policy 2026–2027
Applies to	All pupils and all teaching staff
Approved by	Haneef Sandhar
Position	Headteacher
Updated by	S. Ahmed, Deputy Headteacher
Agreed with	The Chair of Trustees
Last reviewed on	August 2026
Next review due by	August 2027
Supersedes	SMSC & British Values Policy 2025–2026
Availability	Published on the school website and issued to all teaching staff

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1. Purpose and Aims

At Tarbiyyah we aim for a thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical wellbeing, enabling them to thrive in a supportive and highly cohesive learning community. We also aim to embed the fundamental British values across our curriculum.

Our aims are that every pupil:

- develops a secure sense of who he is, grounded in his faith and his character;
- can reason about right and wrong, and act on that reasoning when it is difficult;
- can live, work and disagree well with people who see the world differently;
- understands the society he lives in, his place in it, and what he owes to it;
- leaves us prepared for life in modern Britain, and confident in his faith while living in it.

SMSC and our ethos

SMSC is not something added on to an Islamic education. The cultivation of character, conscience and conduct — tarbiyyah itself — is what the school is named for.

Our RECIPE values, the Islamic Studies and Arabic programmes, the assembly cycle, the pastoral system and the behaviour standards all carry this work. This policy sets out where it happens and how we know it is happening.

2. Legal Framework

Source	Relevance
The Education (Independent School Standards) Regulations 2014, Part 2	Requires the proprietor actively to promote the spiritual, moral, social and cultural development of pupils, to actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, and to encourage respect for other people with particular regard to the protected characteristics.

Source	Relevance
The same regulations	Preclude the promotion of partisan political views in the teaching of any subject, and require the balanced presentation of opposing views where political issues are brought to pupils' attention.
Independent School Standards guidance (DfE)	Non-statutory guidance updated in April 2026, containing expanded material on promoting fundamental British values.
Counter-Terrorism and Security Act 2015, section 26	The Prevent duty. See the No Platform for Extremism Policy.
Equality Act 2010	Duties in relation to the protected characteristics. See the Equal Opportunities Policy.
Political impartiality in schools (DfE)	Guidance on the school's duties on partisan political views.
Relationships Education, Relationships and Sex Education and Health Education statutory guidance	Revised guidance in force from 1 September 2026. See the school's RSE policy.

3. What We Mean by SMSC

Strand	What it means at Tarbiyyah
Spiritual	Pupils explore beliefs and values, including religious belief, and how they shape people's lives. They reflect, ask questions, and develop what animates them. They learn to be still and to think.
Moral	Pupils understand right and wrong, take responsibility for their actions, and reason about moral questions rather than only obeying rules.
Social	Pupils co-operate, resolve conflict, take on responsibility, participate in the life of the school and the wider community, and engage with people unlike themselves.
Cultural	Pupils understand and appreciate their own cultural heritage and the range of cultures in Britain and beyond, and take part in cultural activity.

4. The Fundamental British Values

The four fundamental British values, which the school actively promotes, are:

Value	What we teach
Democracy	How decisions are made in a society, the value of every voice, and how to argue for a position and accept an outcome. Pupils experience it through Student Council elections and through having a say in school decisions.
The rule of law	That laws govern everyone equally, why they exist, how they are made and changed, and the difference between a law, a school rule and a personal conviction.
Individual liberty	That people are free to make their own choices and hold their own beliefs within the law, and that this freedom protects the pupil's own faith as much as anyone else's.

Value	What we teach
Mutual respect and tolerance of those with different faiths and beliefs	That disagreement — including deep disagreement about religion — is compatible with respect, and that a person's dignity does not depend on agreeing with us.

A note on how we teach these

Promoting these values does not require the school to be neutral about its own faith, and does not require pupils to agree with every view they encounter.

Tolerance of a belief means respecting the person who holds it and their right to hold it. It does not mean agreeing with the belief, and pupils should not be taught that it does.

Schools with a religious character are free to teach according to the tenets of their faith, and views in line with those tenets are not covered by the requirements on political impartiality.

5. How SMSC and British Values Are Promoted

SMSC and British Values are promoted through the whole life of the school rather than through a single subject:

- **The taught curriculum.** Islamic Studies, PSHE, History, English, Science, Art and Arabic each carry substantial SMSC content. The mapping is at Appendices A to E.
- **The assembly programme.** The whole-school assembly cycle addresses character, community, citizenship and faith across the year.
- **The pastoral system.** Form time, the Student Council and pastoral conversations.
- **The behaviour standards.** The C1–C5 Consequence System and the Merit System teach responsibility, fairness and the consequences of choice. A behaviour system applied consistently is itself a lesson in the rule of law.
- **Enrichment.** Trips, visits, competitions, charity work, residential and external speakers.
- **The environment.** Displays, the mission statement and classroom expectations in every room.

6. Roles and Responsibilities

Who	Responsibility
The Trustees	Ensure the school meets its duties under the Independent School Standards to promote SMSC and the fundamental British values, and review this policy annually.
Headteacher	Accountable for SMSC provision across the school and for the assembly programme.
Deputy Headteacher	Co-ordinates SMSC across the curriculum, maintains the evidence in the appendices, and reports on it termly.
Subject leads	Identify and plan the SMSC and British Values content of their subject, and keep their entries in Appendix E accurate.
PSHE lead	Leads the explicit teaching of British Values and equality through the PSHE programme.

Who	Responsibility
All teachers	Promote SMSC through the way they teach and the way they treat pupils, and model the values the school promotes.

7. Recognition and the Merit System

Pupils who demonstrate the school's values are recognised through the Merit System set out in the Student & Parent Handbook, so that recognition accumulates towards their Bronze, Silver, Gold and Platinum awards.

- Merits are awarded for conduct and effort that exceed expectations for the pupil concerned.
- Excellence Awards recognise progress, attendance and punctuality, and kindness.
- Achievement is celebrated in assemblies, through contact home, and through display.

8. Monitoring, Evaluation and Review

- SMSC provision is reviewed termly by the Deputy Headteacher through work scrutiny, lesson visits, display audits and pupil voice.
- Subject leads update their entries in Appendix E annually, and confirm that what is recorded is what is actually taught.
- Pupil voice is gathered at least annually on whether pupils can explain the school's values and the fundamental British values in their own words.
- The Headteacher reports to the Trustees annually on SMSC and British Values.
- This policy is reviewed annually.

The test that matters

The evidence in these appendices is only worth what it can survive. If an inspector asks a Year 9 boy what individual liberty means, or asks to see the display referred to in Appendix A, the answer should be there.

Where an entry can no longer be evidenced, it should be removed rather than carried forward. A shorter table that is true is stronger than a longer one that is not.

A. Appendix A — Spiritual Development

Good practice	Evidence at Tarbiyyah
Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on people's lives.	· Regular assembly topics for Key Stage 3 and Key Stage 4 — see the assembly timetable. · The assembly timetable recognises key festivals in all religions and special days. · The Islamic Studies syllabus covers different religious beliefs. · Eid assembly. · Corridor display prompting spiritual reflection; PSHE display; whole-school display. · British Values display.
Where pupils already have religious beliefs, supporting and developing these in ways which are personal and relevant to them.	· Islamic Studies curriculum discussions. · Induction activities at the start of Year 7 where pupils introduce themselves and get to know one another. · Celebration assembly where pupils' external achievements are recognised — Diversity Day. · Encouraging pupils to share their beliefs with their classes and in assembly — Qur'an competitions.
Encouraging pupils to explore and develop what animates themselves and others.	· Islamic Studies curriculum. · PSHE curriculum. · Global learning elements across topics. · Differences celebrated on Diversity Day.
Encouraging pupils to reflect and to learn from reflection.	· The Behaviour Policy and the C1–C5 Consequence System. · Corridor display with questions to prompt reflection. · Charity and fundraising events. · Daily prayer and collective worship. · Monday assemblies, where pupils reflect on the value being studied. · Pupils helping to organise fundraising for local charities.
Giving pupils the opportunity to understand human feelings and emotions and their impact.	· PSHE curriculum — personal opinions explored weekly. · Dedicated SMSC time in science, including global warming. · The Behaviour Policy.
Developing a climate in which all pupils can grow and flourish, respect others and be respected.	· Explicit teaching of manners and politeness, by and for pupils and staff. · Reinforcement in whole-school assemblies. · Student Council, meeting regularly. · A clear set of values across the school and on display; the mission statement and classroom expectations displayed in all classrooms.
Promoting teaching styles which value pupils' questions, enable connections between aspects of learning, and encourage pupils to ask why, how and where as well as what.	· Teachers ask varied and adapted questions; checked in planning scrutiny and lesson observation. · Thinking time and open-ended questioning. · Training on assessment for learning, whole-cohort participation and effective questioning. · Whole-school CPD programme on SMSC.

B. Appendix B — Moral Development

Good practice	Evidence at Tarbiyyah
Providing a clear moral code as a basis for behaviour, promoted consistently through all aspects of the school.	· The Behaviour Policy and the C1–C5 Consequence System. · Mission statement and classroom expectations displayed in each classroom. · Regular reinforcement in assemblies. · Recognition through the Merit System — see section 7.
Promoting racial, religious and other forms of equality, and giving pupils opportunities to explore moral concepts such as rights and responsibilities, truth, justice, equality of opportunity, and right and wrong.	· Trips with a religious theme studying different faiths. · Debate in science on the uses and misuses of scientific advance. · In history, examining the decisions of key historical figures and debating their judgements. · Islamic Studies. · The Behaviour Policy. · Student Council. · Learning about other religions from Year 7, including Christianity, Judaism and Hinduism.
Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.	· Safer Internet Day, covered in computing. · Anti-bullying work in lessons, assemblies and PSHE, and during Anti-Bullying Week. · Knife crime, at Key Stage 3 and Key Stage 4. · Drugs and alcohol, covered in PSHE.
Rewarding expressions of moral insight and good behaviour.	· Praise and merits awarded through the Merit System. · Celebration assemblies. · Recognition of good manners and courtesy.
Making an issue of breaches of agreed moral codes where they arise — in the press, on television and online as well as in school.	· Reinforcement in assemblies, so that pupils are clear on expectations. · Marking awareness days such as Anti-Bullying Week and Safer Internet Day, and considering how it feels to be wronged. · E-safety planning and policy, starting in Year 7. · In PE, a clear code of conduct on the pitch and in school.
Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.	· Islamic Studies planning and curriculum. · PSHE curriculum.
Encouraging pupils to take responsibility for their actions — respect for property, care of the environment, and developing codes of behaviour.	· The Behaviour Policy, with consistent rules across the school, including respect for property. · Classroom expectations reinforced by all staff.
Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.	· Whole-school assemblies — see the assembly timetable. · Acknowledging the benefits and harms of the internet. · Curriculum planning involving climate and environment topics. · In sport, fair play and shaking hands.

Good practice	Evidence at Tarbiyyah
Reinforcing the school's values through images, posters, classroom displays and exhibitions.	· Mission statement posters in each classroom. · Classroom and corridor displays of a high standard, reflecting the school's vision. · School values displayed, with pupil voice comments on school and British values. · Consistent display in all classrooms of the school ethos and expectations.

C. Appendix C — Social Development

Good practice	Evidence at Tarbiyyah
Identifying key values and principles on which school community life is based.	· The Behaviour Policy. · Consistent whole-school rules agreed and promoted. · Whole-school fundraising linking PSHE and art.
Fostering a sense of community with inclusive values, so that everyone can flourish irrespective of ethnic origin, nationality, sex, ability, sexual orientation and religion.	· All policies carry an equality and inclusion statement. · A clear Equal Opportunities Policy considered at every policy renewal. · Sports days. · Community events: Qur'an competitions, Eid celebrations, Diversity Day. · Fundraising events. · Family learning through parents' evenings and parent talks.
Encouraging pupils to work co-operatively.	· Student Council. · Learning partners during class discussion. · Staff training on whole-class participation, group work and learning partners. · Regular competitions — Qur'an, art and writing.
Encouraging pupils to recognise and respect social differences and similarities.	· PSHE topics on equality and diversity. · Assembly on British Values. · Black History Month, marked in assemblies and PSHE. · In history, learning how different civilisations are organised socially.
Providing positive corporate experiences through assemblies, team activities, residential and productions.	· Sports Day. · Termly topic plans with enrichment opportunities, visitors and trips. · Enhancement days with thematic creative tasks — Diversity Day. · Residential experiences, including camping and hiking in the Black Mountains in Wales.
Helping pupils develop personal qualities valued in a civilised society — thoughtfulness, honesty, respect for difference, moral principle, independence, interdependence and self-respect.	· Islamic Studies planning and curriculum. · PSHE curriculum. · School involvement in the community. · Moral issues explored through Islamic Studies and PSHE. · Reflected in the RECIPE values.
Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.	· Whole-school assemblies on aspiration, talent and targets. · Structured debate in PSHE, history and Islamic Studies, where pupils learn to disagree well.
Providing a framework within which to understand and debate social issues, and opportunities to engage in the democratic process.	· Pupil elections and a democratic vote for the Student Council.
Providing opportunities for pupils to exercise leadership and responsibility.	· Student Council chooses which charities to fundraise for and is involved in whole-school change. · Pupils put forward ideas for improving the school through the Student Council and a suggestions box.

Good practice	Evidence at Tarbiyyah
	· Pupils hold positions of responsibility, including sports captains and Student Council members.
Providing positive and effective links with the world of work and the wider community.	· Talks by external speakers on career paths and working life, risk-assessed under the No Platform for Extremism Policy. · Year 10 work experience placements.

D. Appendix D — Cultural Development

Good practice	Evidence at Tarbiyyah
Providing opportunities for pupils to explore their own cultural assumptions and values.	· Diversity Day. · Remembrance, through the history curriculum and museum visits.
Extending pupils' knowledge and use of cultural imagery and language.	· In art, studying artists from around the world and their styles. · Sharing stories from other cultures and countries on Diversity Day.
Recognising and nurturing particular gifts and talents.	· Adaptive planning to challenge pupils' learning. · Identifying personal gifts and talents. · Opportunities to showcase talent across subjects, including sport, humanities and art.
Providing opportunities to participate in literature, drama, music, art, crafts and other cultural events, and to reflect on their significance.	· Qur'an recitation competitions. · Learning about events in various religions through Islamic Studies, PSHE and assemblies. · Local history, and how different cultures have shaped it. · Role play in English, PSHE and Arabic across all year groups. · Art projects. · Eid celebrations.
Developing partnerships with outside agencies to extend cultural awareness — theatre, museum, concert and gallery visits.	· Learning outside the classroom sessions across subjects. · Educational visits, including to the Houses of Parliament to learn how a democratic petition is organised, and gallery and museum visits in London. · Talks by external speakers reinforcing the curriculum.
Reinforcing the school's cultural values through displays, posters and exhibitions.	· Classroom expectations reflecting the themes taught. · Art exhibition showcasing pupils' work. · Masjid project display in the corridor.
Auditing the quality and nature of opportunities for cultural development across the curriculum.	· The school's curriculum planning, with cultural links and global learning elements across subjects. · In history and science, examining how developments from around the world affect daily life.

E. Appendix E — British Values Curriculum Map

British Values and democracy are taught primarily through the PSHE curriculum, with a strand running through most topics to create an embedded culture, and with further exposure in other subjects during the year.

Year	PSHE	Other subject areas
Year 7	- Term 1: British Values — exploring the four strands. - Term 2: Equality and diversity; Christianity. - Term 3: First aid.	- Term 1 — Art: autumn shades project. - Term 2 — Arabic: about me, nationality. Islamic Studies: Christianity. - Term 3 — Assembly: Islam's prohibition of terrorism and extremism.
Year 8	- Term 1: Rights and responsibilities; Judaism. - Term 2: Valuing differences. - Term 3: First aid.	- Term 1 — English Literature: history of language and Shakespeare. Art: Islamic art. - Term 2 — Student Council elections. - Term 2 — Arabic: at school. Islamic Studies: Judaism. - Term 3 — Arabic: food.
Year 9	- Term 1: Apprenticeships. - Term 2: Relationships. - Term 3: Community contribution; first aid.	- Term 1 — Art: fine art workshop. History: the Empire, Victorian values, migration to Britain. Islamic Studies: seerah on justice and equality. - Term 2 — Islamic Studies: aqeedah, attitude and manners. Arabic: films and music.
Year 10	- Term 1: Rights and responsibilities. - Term 2: Careers. Term 3: Work experience.	- Term 1 — English Literature: Of Mice and Men. - Term 2 — Biology: photosynthesis, land use for food or housing.
Year 11	- Term 1: Applying for further education. - Term 2: Revision and examination preparation. - Term 3: Study leave and examinations.	- Term 1 — English Literature: reading poetry. - Term 2 — Physics: radioactivity, Chernobyl, responsibility and the morality of nuclear power.

F. Appendix F — Related Policies

- Curriculum Policy and PSHE Policy
- Relationships and Sex Education Policy
- Behaviour Policy and the C1–C5 Consequence System
- Equal Opportunities Policy
- Anti-Bullying Policy
- No Platform for Extremism Policy
- Disability Equality and Accessibility Policy
- Child Protection and Safeguarding Policy
- Educational Visits Policy
- Assembly programme 2026–27
- Student & Parent Handbook 2026–27, including the Merit System

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Updated by: S. Ahmed, Deputy Headteacher · August 2026

Next review due: August 2027

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