

# KHALIL GIBRAN SCHOOL RABAT



## Spiritual, Moral, Social and Cultural Policy (SMSC)

DOCUMENT CONTROL	
Policy Reference	KGS - Spiritual, Moral, Social and Cultural Policy (SMSC)
Date Adopted	August 2025
Last Review Date	April 2026
Next Scheduled Revision	August 2026

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## 1 Purpose

The purpose of this policy is to provide a clear framework for the provision of Spiritual, Moral, Social, and Cultural (SMSC) development across the curriculum at Khalil Gibran School (KGS). It is designed to best prepare our students to live full, active lives as integral members of both the Moroccan community and the wider global society as they mature into adulthood.

This policy complies with Inspired Education's global standards, local Moroccan Ministry of National Education guidelines, and international best practices for safeguarding and student wellbeing.

## 2 Aims and Objectives

At KGS, we strive to create a learning environment that promotes respect, diversity, and self-awareness, equipping all our students with the knowledge, skills, attitudes, and values they will need to succeed.

This policy is deeply intertwined with Inspired Education's Three Pillars of modern education: Academics, Sports, and Performing & Creative Arts. By integrating these pillars into our daily practice, we ensure our students develop not only intellectually, but also physically, emotionally, and artistically:

- Academics: Fosters a love of learning, critical thinking, and intellectual curiosity, allowing students to explore moral and ethical issues deeply.
- Sports: Develops teamwork, resilience, discipline, and fair play, which are essential components of social and moral development.
- Performing & Creative Arts: Encourages self-expression, empathy, and an appreciation for diverse cultural and spiritual perspectives.

Activities across these pillars are planned to require students to reflect upon and empathise with others, giving them the confidence to share their opinions respectfully while developing their own viewpoints.

## 3 Definitions

Spiritual Development Students' spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life, are deeply rooted in an appreciation for the host country's Islamic heritage alongside a profound respect for different people's feelings, faiths, 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 is highly supported by our Performing & Creative Arts pillar.
- Willingness to reflect on their own experiences and the beauty of the intangible.

Moral Development Students' moral development is shown by their:

- Ability to recognise the difference between right and wrong, understanding local laws and cultural expectations in Morocco, and their readiness to apply this understanding in their own lives.
- Understanding of the consequences of their actions.
- Interest in investigating and offering reasoned, respectful views about moral and ethical issues.

## 4 Social Development

Students' social development is shown by their:

- Use of a range of social skills in different contexts, including working and socialising harmoniously with peers from diverse religious, ethnic, and socio-economic backgrounds.
- Willingness to participate in a variety of social settings, cooperating well with others and resolving conflicts effectively and peacefully (skills actively honed through our Sports and academic group-work initiatives).
- Interest in, and understanding of, the way communities and societies function, from the local Rabat community to the global stage.

## 5 Cultural Development

Students' cultural development is shown by their:

- Understanding and appreciation of the cultural influences that have shaped their own heritage, as well as a strong appreciation for Moroccan history, traditions, and Islamic arts and sciences.
- Willingness to participate in, and respond to, artistic, musical, sporting, mathematical, technological, scientific, and cultural opportunities.
- Interest in exploring and celebrating cultural diversity is shown by their respectful attitudes towards different religious, ethnic, and socio-economic groups in local, national, and global communities.

## 6 School Ethos

At Khalil Gibran School, students and their learning are at the very heart of every decision made. As an Inspired Education school, we aim to develop our students as confident, passionate learners who take ownership of their educational journey and take pride in their holistic achievements across all three pillars.

The ethos of our school ensures that everyone, including staff, students, parents, and visitors, is valued as an individual. They should set, and be entitled to expect from others, excellent standards of behaviour marked by respect, courtesy, and responsibility. The school will help students make informed choices, hold true to the positive choices they make, and foster honesty with themselves and others.

## 7 Planning

In planning lessons, teachers must consciously embed opportunities to address a wide variety of spiritual, moral, social, and cultural needs. SMSC is not a standalone subject; it must be present in all academic lessons, through cross-curricular activities, within sports coaching, through the arts, and in specific PSHE (Personal, Social, Health, and Economic education) / Life Skills sessions.

## 1. Spiritual Development

Planned opportunities for spiritual development exist across all subjects. Students are encouraged to reflect upon the meaning of spiritual experiences, which include:

- Curiosity, awe, and wonder (e.g., in Science or Geography).
- Connection and belonging to their community.
- Heightened self-awareness and contemplation of what is ultimately important.
- These moments can occur anywhere, such as listening to traditional or global music in Performing Arts, exercising empathy during literature discussions, or contemplating the beauty of the natural world.

## 2. Moral Development

Our school supports moral development by:

- Providing a clear moral code of behaviour expectations, promoted consistently and displayed in classrooms.
- Promoting equality and understanding through global learning, while respecting the cultural and religious norms of Morocco.
- Promoting agreed values: Honesty, Integrity, Solidarity, Respect and Altruism.
- Rewarding moral insights and excellent behaviour through fortnightly assemblies and awards.
- Encouraging responsibility for the environment, respect for property, and offering models of moral virtue through literature, history, and the arts.

## 3. Social Development

Our school fosters student social development by:

- Identifying key, inclusive values on which our diverse school community is based.
- Encouraging cooperative work in classrooms, on the sports field, and in outdoor learning environments.
- Providing positive experiences that reinforce community values, such as school productions and local charity drives.
- Providing opportunities for leadership through House Captains (in Year 7 only from April 2025), Student Council representatives.

## 4. Cultural Development

Our school develops students' cultural development by:

- Extending students' knowledge of cultural imagery and language, heavily integrating Arabic and French language learning alongside English.
- Encouraging students to learn about and celebrate special life events, including local religious holidays (such as Ramadan and Eid) and international celebrations.
- Partnering with outside agencies for enriching experiences, such as visits to historical sites in Rabat, local museums, theatres, and art galleries.

## 5. Student Voice

The term 'Student Voice' describes how students are involved in what happens within the school and classroom. At KGS, we want students to know their opinions, ideas, and expertise are valued. Student Voice permeates everything we do, from small classroom discussions to organising specific school events. The Student Council meets regularly; representatives gather feedback from their peers to bring to the agenda and report back, ensuring a democratic and inclusive environment.

## 6. Core Values

Khalil Gibran School actively promotes Global Citizenship and Local Appreciation. We cultivate an environment defined by mutual respect, integrity, individual responsibility, tolerance of diverse global perspectives, and a profound respect for the laws, culture, and Islamic values of our host country, Morocco.

## 7. Monitoring and Review

The planning and coordination of SMSC are the responsibility of the Head of Primary in the Primary School and The Deputy Head Pastoral in the Secondary School, who will:

- Support colleagues by providing strategic direction for SMSC integration across the Three Pillars.
- Give the Senior Leadership Team (SLT) regular feedback, evaluating the impact of SMSC events on the school ethos.
- Ensure evidence of student work and cultural celebrations is shared respectfully via school multimedia channels.