



Policy:	SMSC Policy
Date Published	August 2026
Evaluation & Review:	Next review- June 2027
Rationale:	SMSC (Spiritual, Moral, Social, and Cultural development) forms a core foundation for student wellbeing, personal development, and inspection standards. In the UAE context, SMSC policies operate through a dual framework : they blend standard UK SMSC/British Values requirements with local UAE Moral, Social and Cultural Studies (MSCS) frameworks and national cultural values.
Roles of Responsibility	Parents, teachers, School Nurse, Social Worker, Student Welfare Officer, School Administration, SLT, Safe guarding committee.

Policy statement:

SMSC (Spiritual, Moral, Social, and Cultural development) forms a core foundation for student wellbeing, personal development, and inspection standards. In the UAE context, SMSC policies operate through a **dual framework**: they blend standard UK SMSC/British Values requirements with local **UAE Moral, Social and Cultural Studies (MSCS)** frameworks and national cultural values.

Standard Structure of school's SMSC Policy Document

The complete SMSC Policy for GES includes:

1. **Policy Statement & Purpose:** Aligning UK BSO standards, Ofsted criteria, and UAE Ministry of Education (MoE) guidelines.
2. **Aims & Vision:** How SMSC drives pastoral care, PSHE, and academic outcomes.
3. **Curriculum Mapping:** Cross-curricular integration across PSHE, MSCS, Humanities, Assemblies, and Extra-Curricular Activities (ECAs).
4. **Local Context Integration:** Explicit links to UAE heritage, Emirati identity, and local community outreach.
5. **Roles & Responsibilities:** Duties of the Head of Pastoral, PSHE/MSCS Coordinators, SLT, and Governors/Board.
6. **Monitoring & Evaluation:** Pupil voice surveys, inspection metrics (KHDA/ADEK/BSO), and National SMSC Quality Mark alignment.

The Core SMSC Framework in GES:

1. Spiritual Development

- **UK Context:** Encourages self-knowledge, reflection, fascination with the world, and respect for individual beliefs and values.
- **UAE Adaptation:** Emphasizes reflection, personal values, and appreciation of diverse faiths, while honoring Islamic principles and local traditions.

2. Moral Development

- **UK Context:** Differentiating right from wrong, understanding consequences of actions, and engaging with ethical issues.
- **UAE Adaptation:** Integrates the UAE Ministry of Education (MoE) Moral Education curriculum, focusing on global virtues, civic responsibility, and personal integrity.

3. Social Development

- **UK Context:** Social skills, resolving conflicts, cooperating in diverse settings, and understanding community dynamics.
- **UAE Adaptation:** Promotes active participation in multicultural school communities, student councils, community service, and charity initiatives, aligned with UAE Year of Giving/Sustainability themes.

4. Cultural Development

- **UK Context:** Appreciating cultural heritage, celebrating diversity, and engaging in artistic and social activities.
- **UAE Adaptation:** Promotes local Emirati culture and heritage alongside international mindedness, celebrating events like UAE National Day, Flag Day, and international cultural days.

Harmonizing British Values and UAE Requirements

GES navigates both UK expectations (e.g., Department for Education / BSO standards) and UAE host country regulations:

Dimension	British Values	UAE MSCS / Local Values
Democracy / Voice	Student parliament, voting, student leadership teams	Eco-committees, youth councils, civic participation
Rule of Law	Fair rules, restorative justice, legal boundaries	Respect for UAE laws, digital safety, community norms
Individual Liberty	Personal choice, self-confidence, anti-bullying	Individual responsibility, initiative, tolerance
Mutual Respect & Tolerance	Respect for diverse faiths and backgrounds	UAE Tolerance Law, Year of Tolerance principles, intercultural dialogue

SMSC Policy & Framework Document:

School Name: Global English School – Al Ain

Curriculum: British Curriculum (EYFS to Key Stage 5)

Applicable Regulators: BSO (British Schools Overseas), Ofsted Alignment, KHDA / ADEK / SPEA

Policy Owner: Head of Pastoral / SMSC & MSCS Coordinator

Effective Date: August 2026 | **Review Date:** June 2027

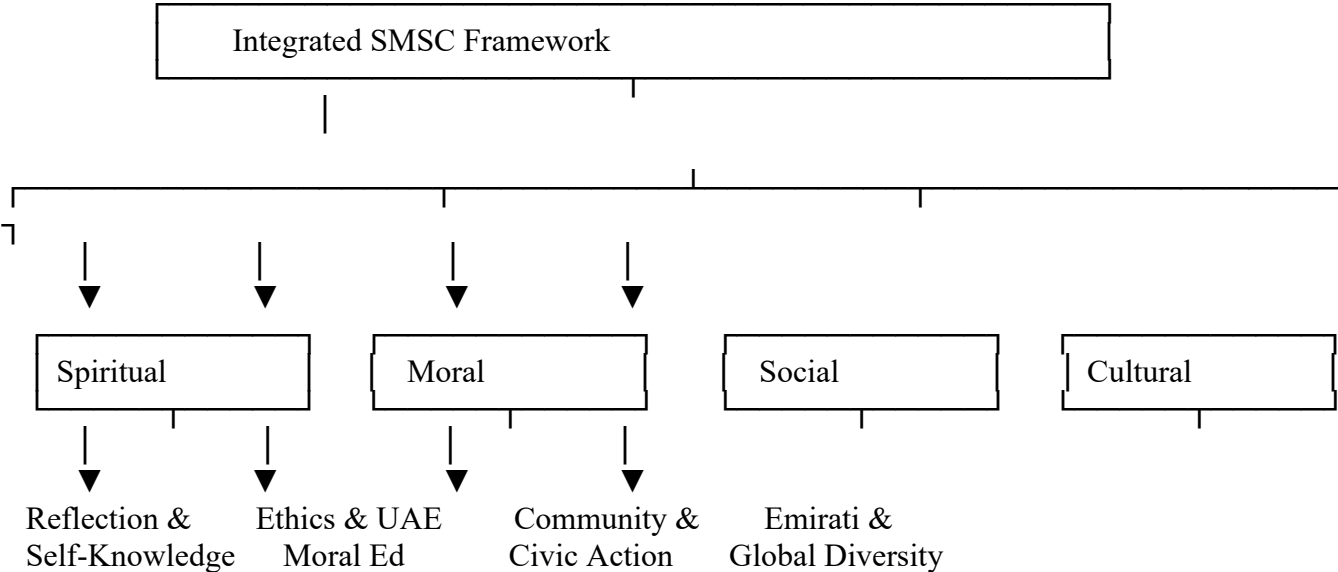
1. Policy Statement & Vision

At **GES**, Spiritual, Moral, Social, and Cultural (SMSC) development is integral to our commitment to delivering a holistic, high-quality British education tailored to our international context in the United Arab Emirates.

Our SMSC policy intentionally weaves together the expectations of **British Schools Overseas (BSO)** standards—including the promotion of fundamental British Values—with local UAE requirements under the **Moral, Social and Cultural Studies (MSCS)** framework established by the UAE Ministry of Education (MoE).

2. Core Pillars & UAE Contextualization

Our framework expands traditional UK SMSC definitions to honor the values, culture, and statutory guidelines of the UAE:



2.1 Spiritual Development

- **UK BSO Requirement:** Developing self-knowledge, reflection, purpose, and openness to different beliefs.
- **UAE Context:** Fostering personal reflection, awe, and wonder while ensuring deep respect for Islamic principles, local faith heritage, and religious tolerance under UAE law.

2.2 Moral Development

- **UK BSO Requirement:** Distinguishing right from wrong, understanding legal and moral responsibilities, and reasoning ethical dilemmas.

- **UAE Context:** Full integration of the **UAE Moral Education Curriculum**, focusing on character development, civic virtues, integrity, and adherence to UAE rules and regulations.

2.3 Social Development

- **UK BSO Requirement:** Co-operation, social skills, conflict resolution, and understanding democratic participation.
- **UAE Context:** Engagement in multicultural school life, leadership via Student Councils/Eco-Committees, and alignment with national philanthropic directives (e.g., UAE Year of Sustainability, Red Crescent drives).

2.4 Cultural Development

- **UK BSO Requirement:** Appreciation of cultural heritage, artistic diversity, and international open-mindedness.
- **UAE Context:** Celebration of Emirati identity, national pride (UAE National Day, Flag Day), regional history, and the broader 200+ nationalities represented in the UAE community.

3. Harmonizing British Values & UAE Regulatory Frameworks

We align **Fundamental British Values (FBV)** with the **UAE Tolerance & National Identity Framework**:

Dimension	British Values Standard	UAE MSCS & National Alignment	School Implementation Strategy
Democracy / Voice	Understanding democratic processes, representation, and decision-making.	Youth empowerment, consultation, student-led action groups.	Student Leadership Team (SLT), class voting, mock debates, student councils.
Rule of Law	Respecting law, understanding authority, restorative justice.	Respect for UAE laws, cyber-safety regulations, community duties.	School Code of Conduct, Digital Citizenship policy, legal awareness assemblies.
Individual Liberty	Encouraging self-reliance, freedom of thought and expression within safety.	Individual responsibility, personal initiative, leadership.	PSHE curriculum choices, extracurricular clubs (ECAs), student-led initiatives.
Mutual Respect & Tolerance	Respecting protected characteristics and diverse faith/cultural systems.	UAE Law on Anti-Discrimination & Hatred, Year of Tolerance guidelines.	Inter-faith/inter-cultural workshops, Islamic Studies collaboration, global days.

5. Cross-Curriculum SMSC Mapping

SMSC is not taught as an isolated subject; it is embedded across subject areas, assemblies, and school life:

Subject / Phase	Spiritual	Moral	Social	Cultural
Early Years (EYFS)	Wonder in nature, self-awareness activities.	Sharing, understanding class rules and kindness.	Group play, turn-taking, buddy systems.	Exploring local UAE traditions and international dress days.
Humanities & English	Philosophical questions in literature and history.	Examining historical ethics, rights, and human impacts.	Debating global development, migration, and trade.	Studying UAE heritage alongside British and global history.
STEM Subjects	Awe of space, natural laws, mathematical symmetry.	Bioethics, environmental responsibility, data privacy.	Collaborative problem-solving, group lab projects.	Discovering Islamic Golden Age science and global innovations.
Arts, PE & Music	Expressing inner emotion and creative identity.	Fair play, sportsmanship, and ethical artistic expression.	Teamwork, choreography, ensemble performances.	Emirati traditional music/dance (Ayyala), global art styles.
PSHE & MSCS	Mindfulness, personal values, identity mapping.	Ethical dilemmas, justice, civic obligations.	Community volunteering, anti-bullying programs.	Cross-cultural communication and diversity appreciation.

6. Roles & Responsibilities

- **Board of Governors / Directors:** Oversees policy compliance with BSO standards and regional regulators (KHDA / ADEK / SPEA).
- **Principal & Senior Leadership (SLT):** Ensures strategic integration of SMSC/MSCS in school development plans and staff CPD.
- **SMSC & MSCS Coordinators:** Map curriculum content, monitor delivery quality, and lead national event celebrations.
- **Teaching Staff:** Plan cross-curricular SMSC links within medium-term plans (MTPs) and foster respectful classroom cultures.
- **Students:** Actively demonstrate school values through peer support, council roles, and community outreach.

7. Monitoring, Evaluation & Quality Assurance

To ensure robust implementation and inspection readiness:

1. **Curriculum Audits:** Bi-annual review of subject planning to verify balanced SMSC mapping.
2. **Student Voice Surveys:** Quarterly surveys assessing student wellbeing, belonging, and moral awareness.
3. **Inspection Evidence File:** Maintenance of evidence portfolios for BSO, Ofsted-style inspections, and ADEK evaluations (including photos, assembly logs, student work samples, and charity receipts).
4. **National SMSC Quality Mark:** Target alignment with recognized UK award benchmarks contextualized for international schools.