



## **Curriculum Policy**

The Prophet (peace be upon him) said: “Whoever seeks a way to acquire knowledge Allah will make easy his way to Paradise.” Muslim

The curriculum is not just a fixed body of subject knowledge but a process for the transfer and development of knowledge, skills, concepts, attitudes and values. It therefore includes all activities and experiences organised by the school, both in the classroom and outside.

### **Curriculum Aims**

- To provide a broad, balanced curriculum based on the requirements of the National Curriculum that will develop the full range of pupils' academic abilities, aptitudes and skills and encourage them to see learning as a life-long process.
- To set high standards and to reward excellence in effort and achievement.
- To promote physical and recreational skills and to provide a range of extra-curricular opportunities.
- To promote British Values through teaching and learning across all subjects of the curriculum.

### **Curriculum Objectives**

1. To provide a balanced curriculum in terms of:
  - a. Knowledge
  - b. Skills
  - c. Concepts
  - d. Values
  
2. To provide breadth of learning experience incorporating as appropriate the following areas:
  - a. Aesthetic and Creative
  - b. Ethical/Moral
  - c. Linguistic and Literary
  - d. Mathematical

- e. Physical
  - f. Scientific
  - g. Technological
  - h. Social and Economic
  - i. Spiritual
3. To ensure that within this broad common experience there is provision for individual pupils with 'special' needs in the broadest sense providing enhancement programmes as appropriate for:
- a. Those with Special Educational Needs
  - b. Those with particular learning difficulties
  - c. Those whose first language is not English
  - d. Those with specific talents
  - e. Very able pupils
4. To develop communication skills:
- a. Oral
  - b. Written
  - c. Artistic
5. To maximise pupils' interest and involvement in the learning process through a variety of strategies for teaching, learning and assessment, including;
- a. A challenging and questioning approach
  - b. Stimulating learning experiences
  - c. Independent learning/study
  - d. Clear and high expectations
  - e. Attractive displays
  - f. Positive marking strategies
6. To develop and improve progression and continuity through;
- a. Curriculum organisation within the school
  - b. Links with primary, particularly feeder schools
  - c. Links with other secondary schools and colleges of further education
  - d. Links with and advice concerning higher education
7. To encourage partnership, establishing and maintaining links with:

- a. Parents
- b. Governors
- c. Employers
- d. The wider community

We will ensure that all visitors to the school do not show partisan views in any presentations that are delivered at the school or that any places visited do not contravene British Values.

Speakers are vetted through a background check and asked to comply with our Speakers Policy.

Our humanitarian efforts will ensure pupils are encouraged to focus on the importance of giving to charity and not at any time, on a political focus.

8. To use clear and appropriate methods of monitoring and assessment.

## The Curriculum

### Key stage 1 and 2

Throughout Key stage 1 and 2, children are taught the following subjects:

• Literacy	• Geography
• Numeracy	• Art
• Science	• Physical Education
• History	• Information Communication Technology
• PSHEE	

Lessons are taught from an Islamic perspective to reinforce the links between faith and learning.

### Islamic Education

As part of Islamic Education, we teach Islamic Studies, Arabic Language and Hifz throughout our school.

The main areas of Islamic Studies are:

• Aqaaid	• Aqlaaq and Adaab
• Seerah	• Fiqh
• Duas & Surahs	

We expect all pupils to complete most of the 30th juz (section) of the Qur'an by the time they leave school.

### Key Stage 3

#### Every pupil studies:

Core Subjects	English, Mathematics, Science
Foundation Subjects	Arabic, Geography, History Physical Education, Information and Communication Technology, Art, Design Technology and Citizenship
Other Subjects	Personal and Social and Health Enterprise Education, World Religions,, Islamic studies, Salah and Qur'anic studies

### Key Stage 4

#### GCSEs offered:

English	English Literature
Mathematics	Religious Education
Core science	Additional Science
Further Science	History
Citizenship	Arabic
Art	Business and Communication Studies
Business Studies	Geography

#### Non- Examination Courses:

Physical Education	Information, advice and Guidance
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Personal and Social and Health and Economic Education ( PSHEE)	Study Skills
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## Planning

National Curriculum objectives are incorporated into our planning. An overview of the topics covered for all years gives a broad outline and shows progression and continuity in topics and subjects taught across the school.

There are two parts to our planning:

**Long term planning;** these show an overview of topics/themes covered in each year group. They give a broad outline and show continuity and progression in topics and subjects taught across the school.

**Weekly planning** for primary and **individual lesson planning** for secondary provides very detailed information on curriculum delivery including specific learning objectives, learning outcomes, starter, main and plenary activities, differentiation, resources, links to PLTS and SEAL, homework, and links to Islamiyah and other subject areas. Our planning at this level ensures that all pupils, regardless of ability, including those with a EHC Plan, have equal access to the curriculum.

Our plans also show clearly links to the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

## Support / Withdrawal Teaching

A small amount of withdrawal work is carried out with pupils who have limited skills in literacy and numeracy. SEN support is determined by individual statements, LSAs and support teachers.

## The Learning Environment

As rooms are allocated to individual departments, it is the responsibility of members of staff to ensure that there are relevant and attractive subject displays which are regularly changed and updated. The overall appearance of the school depends upon the co-operation of all staff and pupils. Staff support is appreciated in the maintenance of high standards of tidiness and care of textbooks and other resources for learning.

## Schemes of Work

Schemes of work are reviewed and updated by departments.

At the beginning of each school year, pupils should be given an outline of courses and some indication of assessment requirements and when these will occur. Pupils' work is monitored by subject teachers and the head teacher.

## **Review**

### **(a) Departments**

At the beginning of each school year departments are requested to review their ongoing development plans and the previous year's work, particularly through the analysis of external examination results.

### **(b) Pupils**

Attendance and marking records will be checked regularly by the form teacher along with the checking and monitoring of pupils' work to ensure that it is being done effectively and in line with departmental and whole school policies. The head teacher will discuss samples of work with colleagues to analyse progression and continuity within the subject area and to establish a common understanding of national curriculum levels.

