

Islamiyah Girls High School



Curriculum Policy

Document Control

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Owner:	Islamiyah Girls High School
Approved by:	Governing Body

1 Islamiyah School Vision

1.1 Islamiyah School Mission Statement

Providing educational excellence in an Islamic environment to inspire, nurture and enable our young British citizens to serve and positively contribute to society as a whole.

1.2 Our Ethos

The ethos of the school is one of equality of opportunities for young British Muslim girls, enabling them to understand and become integrated into, rather than isolated from, British society of which they are members.

1.3 Our Vision and Aims

1.3.1 Offer a broad and balanced curriculum, alongside a positive understanding of Islam, to equip every pupil with skills to be a successful learner, confident individual and responsible British citizen.

1.3.2 Provide pupils with a safe, secure and stimulating learning environment, which develops their intellect and talents as independent learners giving pupils the confidence to believe that their aspirations are achievable

1.3.3 Encourage and enable each pupil to develop moral integrity, a sense of social responsibility, respect for themselves and others.

1.4 The following policy is designed with our school vision in mind along with the following principles of teaching and learning which guide the work in the school:

1.4.1 To Promote Learning and Raise Progress

‘The most important role of teaching is to promote learning and to raise pupils’ achievement.’ OFSTED

1.4.2 To Aid Young People’s Development

‘It is also important in promoting students’ spiritual, moral, social and cultural development.’ OFSTED

1.5 The aims of this document are to set out a clear set of high expectations and an approach to teaching and learning at Islamiyah School so that teachers, parents/carers and students are all aware of, and can work towards the highest possible standards of education. It is designed to ease the workload of teachers and students, whilst simultaneously encouraging independence, confidence and progression. The aim is to maintain uniformity across the school to maximise effective teaching and learning. Regular monitoring takes place at Islamiyah School to ensure that high standards are always met to achieve the best outcomes for the students.

2 Curriculum Policy

2.1 Rationale

2.1.1 Islamiyah School's curriculum is planned and organised in order to promote learning, personal growth and development.

2.1.2 It reflects the overarching goal of the school's mission statement, ethos and vision.

2.1.3 We want pupils to enjoy learning, to become independent and effective learners and to achieve academic success in an atmosphere that fosters positive relationships and mental health.

2.1.4 This is enhanced by the promotion of equality and diversity which is embedded in our Islamic ideals and British values.

2.1.5 Our curriculum includes not only the explicit requirements of what is taught, but also includes the implicit benefits of the 'hidden curriculum' – what the pupils learn from the way they are treated in addition to extra- curricular activities.

2.1.6 This enables pupils to continue promoting social and cultural enrichment beyond the context of the school which develops into a strong sense of responsibility as a citizen who focuses on making positive contributions.

2.2 Aims

2.2.1 To ensure that students develop the essential literacy and numeracy skills to cope with the demands of the modern interconnected world

2.2.2 To provide students with a full and rounded entitlement to learning

2.2.3 To foster pupils' creativity and develop essential skills, including learning skills

2.2.4 To promote a healthy lifestyle

2.2.5 To inspire students to a commitment to learning

2.2.6 To promote high standards in all learning and teaching.

2.3 Key Principles

2.3.1 The curriculum at Islamiyah School is designed to provide a balanced and comprehensive education for our students. We believe in nurturing the whole development of our pupils, including their spiritual, moral, cultural, mental, and physical growth.

2.3.2 Our curriculum includes a strong focus on Islamic studies and teachings, allowing our students to deepen their understanding of their faith and develop a strong moral compass. We also emphasise the importance of cultural education, celebrating diversity and promoting tolerance and respect for all cultures and religions.

2.3.3 In addition to the religious and cultural aspects, our curriculum provides a solid foundation in core academic subjects such as English, mathematics, science, and social studies. We strive to provide a high-quality education that prepares our students for further studies and successful careers in the future.

2.3.4 At Islamiyah School, we also value the development of practical skills and physical well-being. Therefore, our curriculum includes opportunities for students to engage in sports, physical education, and other extracurricular activities. This promotes their physical development and instils important values such as teamwork, discipline, and perseverance.

2.3.5 Ultimately, our curriculum aims to prepare our students for the opportunities, responsibilities, and experiences they will encounter in adult life. We strive to equip them with the necessary knowledge, skills, and values to become responsible and successful individuals who positively contribute to society.

2.3.6 Overall, the balanced and broadly based curriculum at Islamiyah School is designed to provide a holistic education that nurtures the whole child and prepares them for a fulfilling and meaningful life as adults.

2.3.7 The School provides personal, social, health and citizenship education reflecting the School's aims and ethos to aid in personal development and strong building of character.

2.3.8 All pupils are required to participate in all programs of study, including physical education (PE) lessons. However, there are certain circumstances in which a pupil can be excused from PE. These include having a medical reason, for which a note or communication from a parent or guardian will be required. Additionally, there may be other reasons for which a student can be excused from PE, but these reasons must be agreed upon by the school.

2.3.9 An appropriate experience of enterprise education and work related learning is provided through our links made in PSHE and Citizenship. Practical demonstrations of this are carried out in Year 10 or 11 through work experience in external settings.

2.3.10 Differentiation is important because it recognizes that students have unique needs and learning styles. By using a variety of methods and materials, teachers can engage pupils in different ways and cater to their individual strengths. Additionally, by considering pupils' learning styles, teachers can deliver instruction in a way that best suits each pupil's preferences. Assessment for Learning is another crucial aspect of differentiation, as it allows teachers to regularly assess students' understanding and progress and provide personalised feedback and targets.

2.3.11 Parents/carers who have concerns about any aspects of the curriculum should discuss these in the first instance with the student's Subject Teacher or Form Tutor. If the issue is not resolved parents/carers should see the Headteacher.

2.3.12 Monitoring and Review: This policy will be monitored by the Teaching and Learning team alongside the Headteacher on an annual basis. The monitoring of the curriculum itself will take place during annual appraisal and feedback meetings with a scrutiny of schemes of work and any related long term/medium term plans and lesson plans.

3 Intent, Implementation and Impact

3.1 At Islamiyah School, we have developed a curriculum which refines:

3.1.1 The brain: through effective learning practices.

3.1.2 The heart and soul: through spiritual and moral considerations.

3.1.3 The character and etiquette: through actions and attitude

3.2 Our curriculum has a clear purpose and is focused around dedication and commitment to learning. We aim to ensure that learning is bespoke to the needs of our learners and demonstrates a strong understanding about specific needs to succeed in life.

3.3 Intent

3.3.1 To develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum and beyond, so that children can flourish, reach and exceed their potential academically, physically and artistically.

3.3.2 To develop learners to have a holistic set of values that prepares them for life in the modern world in a diverse and ever changing community and workplace.

3.3.3 To develop the behaviours learners need to succeed in the world such as concentration, perseverance, imagination, cooperation, the enjoyment of learning, self-improvement and curiosity.

3.3.4 To understand spirituality in themselves and others, develop social skills and understand society, build a firm set of personal morality, and to engage in the culture they live in and understand the cultures of others.

3.4 Implementation

3.4.1 Our curriculum will be implemented with our intentions as the motivation behind our actions. By ensuring we think about what we learn, who we are when we are learning, how we act when we learn and who we are in the world, we build happy, resilient, successful and good citizens.

3.4.2 Our implementation plan ensures our curriculum keeps us focused on these areas. In order to progress and accelerate learning, subjects are encouraged to be informed by the National Curriculum but not limited to it.

3.4.3 We aim to challenge our students so they can be better prepared for future study. Delivery of GCSE work begins in Year 9 with the exams taken in Year 10 or 11. Pupils have the choice between taking Art/Textiles or Business as a subject in Key Stage 4.

3.4.4 Classroom based learning is consolidated with home learning. This is further enhanced by extra-curricular activities onsite or away from the school.

3.4.5 Pupils may attend trips which link in directly with topics they are learning, such as museums or trips that aid in personal development, such as working with other schools or visiting theme parks.

3.4.6 Visitors and guests may attend the school with the aim of bringing a new outlook to common subject themes or further detail to topics studied. Examples of these are interfaith groups, faith trails, professionals etc.

3.5 Impact

3.5.1 At Islamiyah school, our main goal is to prioritise the learner and their needs in the curriculum. We want to create an experience that fully engages the learner and maximises their potential in every aspect. We strive to foster independent thinking, resilience, and the ability to face challenges head-on with effective strategies to overcome them and make progress.

3.5.2 We strive to ensure that our students' attainment in core, foundation subjects and KS3 is in line with or exceeding their potential when we consider the varied starting points of students. We measure this carefully using a range of materials, such as baseline assessments and CATs.

3.5.3 This will also help our pupils develop skills such as empathy, collaboration, and problem-solving. By understanding the importance of equality and treating others with respect, they will be better equipped to navigate and contribute positively to a diverse and inclusive society.

3.5.4 Having a clear understanding of values like friendship and trust will enable our pupils to build and maintain strong, meaningful relationships both personally and professionally. This will not only enhance their social and emotional well-being but also aid in their future success in various areas of life.

3.5.5 The impact we intend to achieve by developing this intention is seen by how the pupils approach challenges every day. This could be in the outdoor, in a game or disagreement, or in class in a complex learning challenge.

3.5.6 The impact should be that pupils don't give up, are highly motivated to succeed and achieve and are equipped with all the personal skills to do this.

3.5.7 Our learners will be motivated by a strong personal sense of morality. They will make decisions for the right reasons and in the best interests of their community. They will be able to decide what is right and what is wrong, and will be resilient to the influence of others. They will go out into the world and make a difference in their own life and to others.

Approved by:

Mrs. Yaasmin Mubarak
Headteacher

Dated: September, 2023

Mubarak Patel
Chair of Governing Body
September,2023

4 Subjects

Subject	Key Information	Years	Modes of Assessment
English	<ul style="list-style-type: none"> <input type="checkbox"/> Develop and enhance reading, writing, speaking and listening. <input type="checkbox"/> Encompasses language and literature. Class novels of varying genre, <input type="checkbox"/> comprehension tasks, poetry and spelling. Participation in the annual Young Writers Competition. <input type="checkbox"/> Writers Competition. 	7, 8, 9, 10, 11	Progress Tests Mid Year Exam End of Year Exam GCSE Exam in Year 11
Maths	<ul style="list-style-type: none"> <input type="checkbox"/> Vital in decision making and employment sectors. <input type="checkbox"/> Develops student's ability to calculate, reason, solve problems, and handle data. <input type="checkbox"/> GCSE delivered through Edexcel. <input type="checkbox"/> Students are streamed to ensure they reach their full potential. <input type="checkbox"/> Participation in the annual UK Maths Challenge. <input type="checkbox"/> Supported by DEAR Time (Drop Everything and Reason) 	7, 8, 9, 10, 11	Progress Tests Mid Year Exam End of Year Exam GCSE Exam in Year 11
Science	<ul style="list-style-type: none"> <input type="checkbox"/> KS3 – follow National Curriculum using Collins Scheme of Work <input type="checkbox"/> KS4 opportunity to study combined (Trilogy – Equivalent to 2 GCSEs) or separate sciences (3 GCSEs in 3 Separate Sciences). 	7, 8, 9, 10, 11	End of Unit Tests Mid Year Exam End of Year Exam GCSE Exam in Year 11
History	<ul style="list-style-type: none"> <input type="checkbox"/> The courses in history are designed to stimulate and maintain an interest in the study of the past. <input type="checkbox"/> A lot of attention is given to the key skills of studying primary historical evidence and interpreting both primary and secondary documents and viewpoints – project work, individual research, extended writing, an ability to evaluate constructively. 	7, 8, 9, 10, 11	Progress Tests Mid Year Exam End of Year Exam GCSE Exam in Year 11

<p>Religious Studies</p>	<ul style="list-style-type: none"> <input type="checkbox"/> To engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions. <input type="checkbox"/> Religious Education contributes significantly to the Islamic character of the school and enables pupils to ask deep questions about faiths and beliefs and opinions of others regarding pertinent contemporary moral issues. Pupils will be able to deepen their understanding of God. <input type="checkbox"/> The teaching of RE makes links between the beliefs, practices and value systems of a range of faiths and world-views studied. The RE curriculum will help to develop responsibility and respect for all aspects of diversity, whether it be social, cultural and religious, and prepare pupils well for life in modern Britain. 	<p>7, 8, 9, 10</p>	<p>Progress Tests Mid Year Exam End of Year Exam GCSE Exam in Year 10</p>
<p>Islamic Studies</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Promotes SMSC, ethos and vision of school. <input type="checkbox"/> Provision of religious teachings within appropriate contemporary context. <input type="checkbox"/> Fundamental principles of the faith linked to modern day requirements to enhance intellectual abilities. <input type="checkbox"/> Ensure students engage proactively with their faith to represent themselves as exemplary believers. 	<p>7, 8, 9, 10, 11</p>	<p>Progress Tests Mid Year Exam End of Year Exam</p>
<p>Urdu</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study of a modern foreign language. Begins with the basics of the <input type="checkbox"/> alphabet and progresses onto understanding and appreciating linguistic features and cultural themes. 	<p>7, 8, 9, 10</p>	<p>Progress Tests Mid Year Exam End of Year Exam GCSE Exam in Year 10</p>
<p>Art/Textiles</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Explore and refine natural creativity. Explore and utilise a <input type="checkbox"/> variety of tools, materials, techniques in an organised and purposeful manner. Explore and understand <input type="checkbox"/> 	<p>7, 8, 9, 10, 11</p>	<p>Teacher Assessed Exam in Year 11 including coursework</p>

	<p>the work of different artists.</p> <ul style="list-style-type: none"> □ Opportunity to display and exhibit work in the local 		
Art/Nasheeds (Music)	<ul style="list-style-type: none"> • Specific time given to the study of nasheeds/music. • Explore a variety of languages and mediums of nasheeds/music. • Public performances and presentations develop confidence. 	7	Teacher Assessed
Citizenship	<ul style="list-style-type: none"> • Social responsibility, community involvement and political understanding. • Knowledge, skills and understanding to play an active role in public life. • Participation in local/parliamentary youth elections. 	7, 8, 9, 10,11	Progress Tests Mid-Year Exam End of Year Exam GCSE Exam in Year 11
Computing/ Computer Science	<p>KS3:</p> <ul style="list-style-type: none"> • Information Technology- How computers store, manipulate and transmit data • Digital literacy – How to use computers effectively, responsibly and safely • Computer science – How computers can be used to solve problems <p>KS4:</p> <ul style="list-style-type: none"> • Pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. • Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. • Problem solving is enhanced through a series of enriched programming topics. Pupils gain a 	7, 8, 9, 10,11	Progress Tests Mid-Year Exam End of Year Exam GCSE Exam in Year 11

	deeper understanding of computer science core subjects through classwork and meaningful research but will also learn how to program in a high level programming language using Python.		
Creative iMedia	<ul style="list-style-type: none"> • Cambridge National in Creative iMedia inspires and equips students with the confidence to use skills that are relevant to the digital media sector and more widely. • They'll design, plan, create and review digital media products to meet client and target audience demands. • They start at pre-production and develop their skills through practical assignments as they create final multimedia products. 	10,11	<p>Progress Tests Mid-Year Exam</p> <p>End of Year Exam GCSE Exam in Year 11 including coursework</p>
Sociology	<ul style="list-style-type: none"> • Pupils learn to analyze data • Pupils are taught to evaluate formation of families, crime, education and strata. • Pupils develop an understanding of the current world 	9,10,11	<p>Progress Tests Mid-Year Exam</p> <p>End of Year Exam GCSE Exam in Year 11</p>
Physical Education	<ul style="list-style-type: none"> • Participation in a variety of indoor/outdoor sporting activities. • Studying of rules and sportsmanship. • Large outdoor and indoor play area for all weather types. □ Opportunity to take part in interschool tournaments to develop personal skills and character. 	7, 8, 9, 10, 11	Teacher Assessed
Food Technology	<ul style="list-style-type: none"> • Personal development through the learning of basic skills. • Life skills taught from food and health and safety rules to cooking regulations. • Students learn a variety of cooking skills from a range of cultural backgrounds in dedicated food prep area. 	7, 8	Progress Tests

PSHCE	<ul style="list-style-type: none"> <input type="checkbox"/> Delivered during form time and Friday P1/P2. <input type="checkbox"/> Covers holistic education including; significant dates and events linked to cultural/religious or humanitarian aspects. <input type="checkbox"/> Pastoral care linked to broadening horizons to become responsible British Muslim citizens. <input type="checkbox"/> Linked to Hadeeth of the Week which refines characters and emphasizes core values and ethos of school. <input type="checkbox"/> Delivery of RSE takes place here. 	7, 8, 9, 10, 11	Student Voice Behaviour and Actions
Tarbiyyah	<ul style="list-style-type: none"> <input type="checkbox"/> Emotional and spiritual wellbeing. <input type="checkbox"/> Linked to SMSC, British Values, PSHCE, RSE. <input type="checkbox"/> Linked to Hadeeth of the Week. <input type="checkbox"/> Delivered by teachers/guest speakers. 	7, 8, 9, 10, 11	Student Voice Behaviour and Actions