

Curriculum Policy



Approved by: A H Malek

Updated: September 2023

Next review due by: September 2024

Legislation and Guidance

Our school's curriculum policy uses the [National Curriculum programmes of study](#) as a starting point, complemented with our core Islamic curriculum which includes the following subjects: Quran, Arabic and Islamic Studies. This is embedded through EYFS – High School.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Our curriculum aims are underpinned by our values:

- Our school promotes educational progression, motivating students to gain qualifications they can carry to their chosen career or to the next stage/phase of development. Our curriculum provides plenty of opportunities for pupils to be explored to a variety of career paths and to be exposed to the world of 'work'.
- Our school treats every child as a unique individual and provides a stimulating curriculum which ensures teaching and learning is adapted to suit the needs of all learners, ensuring success for all.
- Rooted in piety, our school imparts wisdom from the Quran and the life of Prophet Muhammad (peace be upon him) to instil Islamic character. Our bespoke curriculum weaves morals and values from historic Islamic figures into assemblies, enrichment opportunities, and the established House System.
- Our school assists students in strengthening their Islamic beliefs and practices according to the Quran and Sunnah as understood by the classical scholars ensuring these equip pupils for life in Modern Britain.
- Our school provides pupils with plentiful opportunities to learn about their own personal qualities expecting all pupils to take personal responsibility for their own behaviour and attitudes, so our curriculum ensures pupils have a strong sense of self-awareness and are resilient in the face of challenges. High expectations are embedded throughout our behaviour curriculum which ensures pupils work hard and consequently have high expectations of themselves at all times.
- Our school not only focuses on intellectual development but also nurtures the spiritual and personal growth of students, helping them become confident and inspiring individuals, so our curriculum ensures holistic goal setting developing a clear vision for the desired outcomes in intellectual, spiritual, and personal growth.

Special Educational Needs

Our vision for Afifah School is to enable all children to achieve their full potential in a safe, welcoming, and happy learning environment. We strive to create responsible citizens who are independent and confident lifelong learners equipped to meet the challenges of a changing future. This is achieved within an inclusive school that values every individual and celebrates the diversity of our community. Every teacher is a teacher of every child or young person including those with SEND.

Refer to the school's [SEN policy](#) for further information.

ROLES AND RESPONSIBILITIES

The Board of Trustees:

The Board of Trustees will monitor the effectiveness of this policy and hold the Senior Leadership Team to account for its implementation.

The Board of Trustees will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets for all pupils.
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN).
- The school implements the relevant statutory assessment arrangements where applicable.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- Pupils from year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

The Senior Leadership Team:

The Senior Leadership Team is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Board of Trustees.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The Board of Trustees are involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The Board of Trustees are advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.
- Other staff will ensure that the school curriculum is implemented in accordance with this policy.
- The Deputy Head Teachers of each department (Preschool, Primary School and Secondary School) take a central role in assisting the Head Teacher and the Board of Trustees to develop our school's curriculum in accordance with its shared values, Strategic Plan and the School Improvement Plan.
- The DHTs will take the lead responsibility for ensuring the best possible curriculum offer, provision, well-being, progress, and achievement for all students. The DHTs will be a model professional, setting an excellent example to teaching and support staff. They will work in close partnership with the Head Teacher in actively promoting enrichment, entitlement and achievement through building and implementing agreed school policies.
- DHTs will work with the Head Teacher to ensure that the school offers a high quality, exciting, engaging and well-resourced curriculum for all learners.

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PRESCHOOL

Our curriculum serves as a comprehensive blueprint outlining what we want our children to learn. Ensuring each child's language development is a priority, we strategically plan to set a solid foundation during the preschool years. These learning and teaching strategies seamlessly transition into Primary and, subsequently, high school fostering a continuous and cohesive educational journey.

Our curriculum is ambitious and carefully sequenced to help children build on their learning over time. Planning is centred around the interests of our children. Plans need to be flexible to meet each child's needs corresponding to the stage of their development.

Our curriculum is underpinned by the statutory framework for the early years foundation stage. This provides children with quality learning experiences, which are structured, well-balanced, developmentally appropriate, related to the real world and rooted in "PLAY".

Roles and responsibilities

- The manager bears the responsibility of overseeing the day-to-day operations of the setting, with a primary focus on maintaining a safe environment for children, staff, and others. Cultivating robust connections with parents/carers is crucial to enhance their involvement in their child's development. Additionally, the manager plays a key role in supervising other staff members within the pre-school nursery. Addressing and managing complaints from both parents and staff is within the manager's purview. An integral aspect of the manager's role involves actively participating in the recruitment process and providing support and training to all team members.
- The 'Room Leader' oversees Preschool staff, demonstrating expertise as a qualified childcare professional with specialised training in leadership and management.
- The SENCO Leader is responsible for making referrals when needed and ensuring they design and deliver interventions for children who require additional support. The SENCO will liaise with external organisations putting tailored strategies into place.
- The child's 'Key Worker' is an individual available to address any concerns parents may have regarding their child. Possessing a detailed understanding of each child, they offer valuable advice and support across all facets of learning and development. Key Workers provide regular opportunities for parents/guardians to engage with them, allowing them to review and discuss their child's learning and development records.

INTENT

- Ensure that the EYFS learning, and development requirements are embedded, including providing a curriculum that is underpinned by the EYFS principles, educational programs and the seven areas of learning and development.
- Continuous review and reflection on all areas of practice, striving towards excellence.
- Provide a curriculum, which takes account of and responds to the children's development needs and allows children to make progress related to their differing abilities using starting points to assess "What the child can do".
- To ensure children have positive experiences of success at their own levels, to give them the confidence and motivation for learning in the future.
- To provide a curriculum which provides equal learning and development opportunities for all the children within the nursery.
- To create a partnership with parents and guardians, to help support and enhance the development of all children.
- Fostering equal and diverse opportunities, our goal is to empower children to confidently make decisions in life.
- We strive to educate children and instill foundational real-life skills, aligning with the

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[Aistears learning goals](#) to cater to their needs, requirements, and interests. We aim to educate children and embed the foundation of real-life skills. We use the Aistears learning goals, to ensure we meet the children's needs, requirements, and interests.

- Dedication to realizing the nursery's quality vision, mission, and outcomes is paramount.
- Consistently deliver high-quality practice and teaching, positively impacting children's daily experiences.
- Ensuring practitioners possess a solid understanding of pedagogy and child development is a priority.
- Upholding high-quality environments, both indoors and outdoors, involves meticulous monitoring of resources and equipment, ensuring they are risk-assessed and purpose-fit.
- Meeting EYFS assessment requirements, including planning, observation, assessment, and next steps, is integral, with a focus on tailoring these to individual children's needs and interests and regularly evaluating their effectiveness.
- Ensuring all the EYFS assessment requirements are met including the planning, observation, assessment, and next steps and that they are linked to each individual child's needs and interests and are evaluated for effectiveness.
- Our overarching aim is to nurture spiritual awareness, piety, and faith through our Islamic ethos.

IMPLEMENTATION

We aim to ensure that each child:

- Is in a safe and stimulating environment.
- Is given generous care and attention, because of our ratio of qualified staff to children.
- Has the chance to join with other children and adults to play, work and learn together.
- Is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do.
- Has a personal Key Person, who is responsible in making sure each child makes satisfying progress.
- Is in a setting that sees parents as partners in helping each child to learn and develop.
- Is in a setting in which parents help to shape the service it offers.
- Is in a setting in which we liaise with parents to understand children better.

Provision for development and learning

From the moment of birth, children embark on a journey of discovering the world around them. Our setting is committed to nurturing this exploration by offering care and education that encompasses engaging activities tailored to each child's age and developmental stage.

The 7 Areas of Learning and Development comprise three 'Prime Areas' and four 'Specific Areas':

Prime Areas:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

Specific Areas:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

The practice guidance also sets out in '[Development Matters](#)' the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting has regard to these matters when we assess children and plan for their learning. All areas of learning and development are vital and are inter-connected. The three prime areas are particularly crucial for building children's capacity to learn in the other specific areas. They therefore form the

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foundations on which children develop and extend their skills and knowledge across the curriculum.

At Afifah Preschool we ensure our staff are engaging in fun and stimulating activities which promote British values. We adopt a holistic approach where we aim to promote equality and diversity by ensuring our resources and activities are planned to meet individual needs of all children. We develop an in-depth understanding of each child, understanding the cultural differences and the diversity of children within our setting and aim to deliver opportunities which enrich children's knowledge and experience. We provide children with real-life practices such as baking, making pizza, encourage them to roll out play dough into flatbread shapes.

At Afifah Preschool children take part in Islamic curricular activities on a daily basis. These are delivered through Quran studies, as well as pupils participating in the daily prayers. During these sessions children learn duas (supplications) which they implement throughout their daily routine such as dua for mealtimes and dua for entering the toilet.

Our aim is to achieve independent and ambitious individuals who are confident in upholding their own identity.

Assessment:

Assessment is largely based around observations, noticing what children can/cannot do and what they know. Effective assessment requires practitioners to understand child development and can highlight whether a child has a special educational need and when to provide extra support/interventions.

Practitioners need to be clear about what they want children to know and be able to do, through their 'Next Steps' and 'Focus Activities'.

IMPACT

At Afifah Preschool, our impact is not only seen in educational milestones but also in the holistic development, cultural understanding, and values instilled in each child, preparing them for a successful and confident future.

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PRIMARY SCHOOL

INTENT

Our curriculum is carefully planned to ensure pupils progressively accumulate knowledge over time. Each year builds upon the foundation laid in the previous, fostering a continuous learning journey for our pupils.

The following subjects are taught:

- Mathematics
 - Literacy (Phonics/Reading & Writing)
 - Science
 - Islamic Studies
 - Quran
 - Arabic
 - History
 - Geography
 - Religious Studies
 - Computing
 - Physical Education
 - PSHE
 - Art and Design & Technology
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- We take a holistic perspective in our curriculum planning, focusing on establishing links between subjects. A thematic approach is adopted which allows pupils to develop a comprehensive understanding of the content. This is achieved by actively create bridges between disciplines, enabling pupils to see how knowledge from various areas complements and enriches each other. Our students explore topics in-depth across multiple subjects. This not only deepens their understanding but also encourages a more comprehensive view of the content.
 - We aim to empower our students to become lifelong learners and thrive in an ever-changing world, ensuring students have a detailed understanding of their cultural and Islamic identity, a heightened awareness of societal dynamics and a robust set of life skills that extend beyond the classroom.
 - Our curriculum aims to equip our pupils with the tools for their next stage of education and life as they transition into their secondary phase of education.

IMPLEMENTATION

- We structure our curriculum to ensure a gradual and systematic accumulation of knowledge. Each year builds upon the foundation laid in the previous, fostering a continuous learning journey for our pupils.
- We actively create bridges between disciplines, enabling pupils to see how knowledge from various areas complements and enriches each other.
- We adopt a thematic approach to learning, allowing students to explore topics in-depth across multiple subjects. This not only deepens their understanding but also encourages a more comprehensive view of the content.
- A strong emphasis on nurturing critical thinking and creativity. We integrate activities and projects that challenge pupils to think critically, fostering a mindset that goes beyond rote memorisation.
- Our curriculum is designed not just for academic success but to empower pupils as lifelong learners. We instil a passion for learning that goes beyond the classroom, preparing our pupils to adapt and thrive in an ever-changing world. This is achieved through our detailed plan for pupils' personal development, instilling a passion for learning and preparing our pupils to adapt and thrive in an ever-changing world.

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- We embrace an inclusive approach to learning. Adaptive teaching strategies are employed to ensure every pupil can succeed.
- Promoting respect, responsibility, tolerance and understanding
- Leadership, public speaking, and enrichment opportunities in and out of school, cultivating cultural capital.

Relationships and health education is taught in accordance with our Islamic principles and values. It emphasises the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It also prepares pupils for life in modern Britain. Pupils are taught the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships and relationships with other children and adults. This includes the topics of families, the people who care for me, caring friendships, respectful relationships and being safe.

The curriculum is centered around the local context, culture, and heritage of our pupils. Building a strong cultural capital regardless of pupils' starting points is a key element of our curriculum design.

Fundamental British values are taught by:

The integration of democracy through:

- Curriculum content: democratic processes and the history of democracy in the UK and the importance of participating in democratic systems
- Pupil Engagement: Pupils are encouraged in decision-making processes within the school, such as student councils, pupil voice or class discussions on relevant issues.

The integration of the Rule of Law and Individual Liberty through:

- Topics that introduce pupils to their rights and responsibilities, the concept of justice and the rule of law in the UK. Discussions surrounding the qualities of a good citizen, including following the law, participating in the community, and showing empathy.
- Establishment of following school rules to help pupils understand the importance of obeying laws and rules in a broader societal context.
- Fostering an inclusive and diverse school environment that allows pupils to express their individual identities and beliefs.

The fostering of Respect and Tolerance through:

- A diverse range of cultural studies within the curriculum, promoting an understanding and appreciation of different cultures, religions, and beliefs.
- Antibullying initiatives that emphasise respect for others and intolerance of discrimination and prejudice.

Pupils are provided with early exposure to careers guidance in year 4 and year 6 where pupils explore the topic 'Earning a Living'. By providing pupils with interactive workshops, career talks and hands on activities, we aim to broaden their horizon and inspire a sense of curiosity about the diverse opportunities available to them in the future.

Islamic Studies and Quran studies form the core elements of our curriculum design and are integrated into the curriculum design as well as forming a major part of our 'hidden curriculum.' We do this by infusing values such as empathy, respect and inclusivity inspired by Islamic teachings. Islamic story time is embedded as part of our reading curriculum which aims to foster a holistic understanding of the world around them and key morals and values. As part of our Islamic curriculum, we encourage pupils to not only engage in discussions surrounding social justice, community service, and moral responsibility, but to actively take part in such activities, drawing connections to Islamic values. This integration contributes to a well-rounded education that respects diverse perspectives and nurtures character development.

A house system has been established in which each year group has been designated a role model in the form of a 'prophet' Through Islamic Studies, pupils delve into the lives of the prophet's gaining insight into their qualities. This provides a unique opportunity for our pupils to

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internalise and embody these virtues. We have associated a specific value with each prophet's house, collectively constituting the guiding principles and ethos of our primary school. As pupils progress through the house system year by year, their focus will transition to a new value. By the time pupils reach year 6, our goal is to have not only enriched their understanding but also have shaped our pupils into remarkable individuals, armed with a strong comprehension of what it means to be a virtuous human being.

A regular schedule for Salah (daily prayers), where pupils participate in congregational prayers, fosters a sense of community and spiritual connection.

Early Years Foundation Stage (Reception)

The Early Years foundation stage (EYFS) There are seven areas of the EYFS curriculum divided into three prime areas; (Communication and Language, Personal, Social Emotional Development (PSED) and Physical Development) and four specific areas (Numeracy, Literacy, Expressive Arts and Design and Understanding the World). Along with these seven areas – 'Phonics' and 'Guided reading' are part of the EYFS curriculum. We recognise that young children are active learners and they learn through their senses. Through exploration, investigation, experimentation, listening & watching as well as through play. It is important that our pupils have opportunities to interpret their environment, learn to make choices for themselves and grow in confidence understanding their value in our school community. Within our continuous child initiated and child and teacher led provision, we provide play-based learning opportunities aimed to fascinate, inspire, motivate and engage children. This also allows us to work towards building and developing relationships and enables us to assess their individual learning styles to prepare children for lifelong learning.

Planning Expectations

Medium and long-term planning are available with all schemes of work. These are shared with all staff. Teaching staff are expected to adapt plans to ensure the needs of all learners are met.

Short, medium and long-term plans are subject to change depending on the requirements of our pupils and to ensure the curriculum is kept up to date.

Schemes of work have been developed for each subject area. These include lesson plans, lesson slides, resources and assessment materials.

Physical resources are available to support curriculum delivery.

IMPACT

Through our bespoke curriculum offer, pupils are:

- √ Prepared for their next stage of education.
- √ Prepared for their next stage of education.
- √ Able to communicate their ideas and opinions confidently.
- √ Resilient and possess independent thinking and problem-solving skills.
- √ Respectful, tolerant, and friendly towards each other.
- √ Equipped with a wide range of experiences.
- √ Pupils who thrive in culturally and ethnically diverse modern Britain.

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HIGH SCHOOL

INTENT

- To provide a broad and balanced curriculum that fosters a love of learning and enables all students to achieve their highest academic potential.
- To prepare students for the rigours of the GCSE examinations to meet the needs of individual students, adapting the core curriculum where appropriate and within the constraints of time and resources to provide a personalised curriculum that supports individual achievement (SEN/G&T).
- To provide a range of learning experiences both in and outside of the classroom, to enrich learning for all students.
- To develop students as independent and resilient learners, instilling the ability to work both autonomously and in groups.
- To enable all students to become successful learners, confident individuals.

We aim for our students to:

Develop the ability to question, solve problems and argue rationally.

Develop a positive attitude towards learning and engagement with lessons.

Gain the knowledge, skills and understanding relevant to adult life and employment in our changing world.

Learn functional skills in Mathematics, English and Computing.

Recognise their own and other's achievements, in school and beyond, building their self-esteem, self-worth, self-awareness and self-confidence.

Develop skills of working independently as well as a member of a group or team.

Establish appropriate moral, social, cultural and spiritual values.

Be tolerant of others and have the awareness of their place within the local, national and global community and be provided with opportunities to serve each other and to the wider community.

Establish effective verbal and written communication skills.

IMPLEMENTATION

Each department must have schemes of learning related, where appropriate, to the National Curriculum and to examination board requirements. Schemes of learning must be followed by all departmental staff and monitored by Heads of Faculty and Heads of Department. Schemes of learning must establish how the course content is structured, so that students' skills, knowledge, and understanding are developed progressively.

- Our teachers will have a detailed understanding of the curriculum structure and sequence. Teachers will know what skills students are expected to have gained at each stage of the curriculum and how these cumulatively prepare students for the rigours of the GCSE exams in their subject.
- Relevant and appropriately challenging home and project-based learning must be provided for all students, with appropriate time given for students to complete the tasks set.
- Teachers are expected to use google classroom to support implementation of the

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curriculum. This could include setting home learning for students, supplying feedback on work submitted, giving students access to curriculum materials to support their wider understanding of a subject and providing additional learning opportunities to further enrich students' learning.

- Pupils who enter at below average levels of attainment will be supported to narrow the gap, so they can access, and be successful in, our curriculum.
- The school has an active Gifted and Talented programme targeting those students who are working above average level for the year group across a range of subjects or who are who are showing consistent application and engagement, and as a result are making strong progress towards high attainment.

SUBJECT	KS3	KS4
Arabic	C	C
Art	C	O
Business Studies		O
Citizenship	C	C
Computer Science	C	O
English Language and Literature	C	C
History	C	O
Islamic Studies	C	C
Maths	C	C
Physical Education	C	C
PSHE	C	C
Quran	C	C
Religious Studies	C	C
Science	C	C
Urdu	C	C

All members of staff are made aware of students in the Gifted and Talented programme and are expected to ensure that a range of extracurricular projects and opportunities are available to extend their learning, in addition to ensuring that suitably challenging work is set within every lesson.

Our Key Stage 3 curriculum offers a rich and varied curriculum designed to prepare students for study at Key Stage 4 and to develop key skills across all subjects. There is a strong focus on breadth of curriculum, with students studying a full curricular range in addition to the core subjects. As a result, students experience all subjects to develop their individual areas of interest and to make informed choices when deciding upon GCSE options subjects in Y9.

Students are well supported in choosing their individual curriculum pathway and parents are involved throughout this process. In addition to the core subjects, all students select four option subjects.

Personal Development

Careers education: The school's Careers Officer ensures that students receive excellent careers guidance from Year 9 to Year 11. In addition, there is a one-week work experience placement for all students in year 10.

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Pastoral curriculum:

A full curriculum of Personal, Social, Health and Economic (PSHE) lessons is in place for all year groups and is delivered by form tutors weekly, helping young people to be safe, healthy and prepared for life's opportunities. The school promotes British values: and pays careful attention towards promoting students' spiritual, moral, social and cultural development through a wide variety of activities; students thrive in the supportive, highly cohesive, inclusive learning community.

This is delivered through tutor times, assemblies, and the use of specialist outside agencies. We also have a weekly Tarbiyah lesson for all students on a Friday morning to enhance their Islamic knowledge.

A house system has been established where each year group has been assigned a house name, which is the name of a Sahabiyah, through their studies, students learn about the lives of these Sahabiyah and gain insights into their qualities. This provides a unique opportunity for our students to understand and embody these virtues.

Each Sahabiyah's house is associated with a specific value, and together, these values make up the guiding principles and ethos of our high school.

Our goal is to nurture our students into outstanding individuals. As they progress through the house system each year, they focus on a new value. By the time our students reach year 11, we aim to have not only deepened their understanding but also shaped them into outstanding Muslim women.

We provide our pupils with numerous leadership opportunities, such as our mentorship programmes which includes KS4 students supporting the pupils in the lower schools. We allow our Head girl and Deputy heads to lead on assemblies, monitoring of Salah times at the end of the day which builds character and confidence.

IMPACT

Through our meticulously designed curriculum our students develop a diverse range of skills.

- Progressive development as students build on their skills, knowledge and understanding through our comprehensive schemes of learning. Students feel empowered as they are guided seamlessly through their learning journey.
- Our students develop digital literacy and independent learning skills using tools such as Google Classroom.
- All students feel empowered and confident to succeed regardless of their starting points.
- With the assistance of the Gifted and Talented program, pupils feel challenged and stretched as they excel above average levels.
- Students are ambitious and confident to make informed choices.
- Students develop vital critical thinking, decision making and communication skills.
- Students who thrive in culturally and ethnically diverse modern Britain.
- Students who are confident in their Islamic identity enabling them to navigate the complexities of the modern world with a steadfast belief in their values and principles.