



## Curriculum Policy

Nurturing today's young people,  
Inspiring tomorrow's exemplary citizens



**January 2020**

To be reviewed Jan 2022 or as required

## **Whole School Philosophy**

We at AJI promote and teach the mainstream understanding of Islam according to the Hanafi Fiqh and maintain that these teachings are not in conflict with the laws of the UK. We uphold the correct teachings of Islam which are far away from extremism, terrorism or any form of violent protest. We do not endorse any school of thought over another. Through the teachings of Islam our curriculum unites our students in the worship of one god, Allah, the implementation of the highest levels of moral character and active community engagement and cohesion.

At AJI we aim to develop through the blessed teachings of Islam, students who not only excel academically but who are outstanding community members in modern Britain and according to the British Values of Democracy, Respect, Rule of Law, and liberty.

### **We will do this by:**

- a) Nurturing the abilities of all pupils to communicate effectively in speech and in writing; to listen with understanding and to become enthusiastic and responsive readers so that they can cope with the language demands in adult life. As our students are from many ethnic backgrounds, we aim to use a wide range of multi-cultural literature and reference materials, to develop the self-esteem of all pupils.
- b) Promoting an understanding, tolerance and respect for all cultures, religions, and other people's lifestyle choices.
- a) Educating students about the dangers of religious extremism according to the Islamic faith and how to balance their religious duties and beliefs within the context of life in the UK.

Our school philosophy is disseminated throughout all aspects of our curriculum provision. In the afternoon session we follow the new National Curriculum aims and objectives for all our lessons. We do this by following commercially available accredited schemes of work for all subjects taught. Citizenship and links with the community are also made that promote 'Cultural Capital'. This includes local links with the Flowhesion Foundation and school in the North West to maintain cultural links.

## **Equal Opportunities**

All subjects are taught in line with the Equality Act. All pupils, regardless of race, gender, sexual orientation or physical ability, shall have the opportunity to develop their full potential and scientific capability. We aim to adhere to the protected characteristics.

Planning at all levels ensures equality of access to our curriculum for all students. Students will be given the opportunity to work individually, in pairs, as part of a small group and as a whole class each term. Schemes of work are fully differentiated according to ability, aptitude and age and are used to guide and inform what is taught in class. Students are encouraged to use a variety of means for communicating and recording their work.

Educational support staff will work as directed by the teacher. Where staff are assigned to pupils with additional educational needs, they are well briefed beforehand. All students including those with special educational needs, undertake the full range of activities. Teacher assessment informs teaching and activities used in lessons. Annotated planning shows how activities have been adapted or extended for the needs of all pupils and, where appropriate, how they relate to Individual Education Programmes [IEPs] and IBPs.

### **Health and Safety (Safeguarding)**

All subjects are taught in line with our general school Health and Safety Policy. All activities both on and off site will be appropriately assessed for any risks or hazards and students will be advised and supervised accordingly. The school will always maintain statutory staff – student ratio's and ensure appropriate levels of first aid trained staff. Risk assessments are carried out.

### **Purpose**

The purpose of the Curriculum Policy Statement is to detail how the curriculum serves the needs of all pupils by focusing on the intent, implementation and the impact.

### **What are our school aims?**

Our ambitions are:

- To recognise the individual needs and talents of each pupil and to facilitate development of their intellectual, moral, physical, social, spiritual and creative capacities;
- To ensure that the curriculum incorporates statutory requirements, including the Equality Act of 2010, yet is flexible and relevant to pupils' needs;
- To prepare pupils for the world of work and lifelong learning.
- To ensure the Islamic faith is delivered throughout the curriculum.
- To instil Fundamental British Values (FBV) along with high self-esteem for being a British Muslim.

### **Education**

Darul Uloom provides a unique balance of traditional Islamic education and National Curriculum subjects which aims to nurture intellectual development, interest and enthusiasm for learning as well as achieving the highest results. We follow the GCSE programme of study for public examinations; however, we try to teach beyond what is expected through drawing on a wide range of experience and techniques as well as adding an Islamic outlook to each subject.

The curriculum is divided into two sections - catering respectively for religious and secular academic knowledge. Thus, the mornings are devoted to the study of the classical Islamic sciences and the afternoons are dedicated for the National Curriculum subjects. Schemes of work with set parameters are set for staff to follow.

## **National Curriculum Section**

The school follows a 20 period a week. Each lesson lasts about 50 minutes and is dedicated to National curriculum subjects only and refers to the afternoon timetable 1pm to 4.45pm, but flexible over key Ramadhan times. Schemes of work will underline the basis of the delivery linked to exam boards, the ISS and NMS requirements.

### **Our National Curriculum subjects include:**

#### ***English Language***

A great emphasis is placed on these two subjects in the curriculum. The ability to understand, speak and write in good English is of huge importance in present day society, and it aids in the learning of other subjects. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society. The overarching aim of the English department is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. KS4 pupils are entered for two GCSEs, English Language and English Literature. The school uses the **wjec** examining board at KS4.

#### ***Mathematics***

Mathematics is one of the core National Curriculum subjects taught at AJI. Great emphasis is placed on a subject that forms an important foundation for many career paths. Recent performance in this subject has been very impressive. KS3 pupils follow a syllabus which focuses on understand concepts and then applying these concepts when tackling problem solving questions. When pupils reach KS4 they will either complete the foundation tier or the higher tier. They will further develop their core knowledge and confidently tackle more advanced mathematical problems. The school uses Edexcel's GCSE curriculum. This has been designed to develop all pupil's problem-solving skills.

### ***Science***

The use of experiments and practical work is an integral part of the learning of science. Darul Uloom's science laboratory and preparatory room is equipped with appliances and apparatus that will enable students to acquire a comprehensive education in science from Key Stage 3 up to Key Stage 4, with the aid of specialist, well-qualified teachers. All pupils should leave having an outlook in life where Science to them is more than a lesson but is everywhere around us impacting our daily lives. The school uses the **wjec** examining board.

### ***Religious Studies***

This subject provides an opportunity to teach students about Christianity and Islam religions and viewpoints, around the world. It is designed to create an appreciation and tolerance within the students for other ways of life, and the importance of learning to live in harmony in spite of differences in lifestyles and beliefs. The school uses the Edexcel examining board.

### ***Information & Communications Technology***

Increasingly in this modern age, the use of computers is becoming indispensable in every sphere of society. Darul Uloom has a modern ICT laboratory equipped with the latest computers and accessories, so that students acquire a thorough education in this subject from Year 7 onwards. Furthermore, ICT equipment (computers, projectors etc.) is used throughout the Madrasah, displaying a clear focus on students acquiring literacy in IT. In Key Stage 3 students learn various programming codes and essential IT skills that will place them at an advantage when leaving the school. In Key Stage 4 students engage in OCR Nationals. This has been newly introduced since September 2018 and as such only Year 10 students currently do this course.

### ***Physical Education, Sports & Leisure Activities***

The Madrasah aims to offer all students the opportunity to achieve success, improve self confidence, gain self-esteem and promote health and well-being through physical education. It also fulfils a part of our objective to teach students good, healthy and beneficial forms of entertainment. In addition to time-tabled lessons, a wide range of sporting activities are accessible during lunchtimes and after Madrasah every day. Students are able to pursue a variety of sports and games, including football, cricket, volley ball, table tennis, snooker and many others.

Pupils are not able to take GCSE P.E however all opportunity is provided to allow pupils to gain all the necessary skills needed to continue studying P.E at A-levels.

### ***Creative Arts***

Islam has a rich heritage of art and calligraphy. The students are given the opportunity to further their creative and aesthetic abilities, through the composing of their own works of art. We plan for each boy to develop his creative thinking skills to the full and develop their own creative interests. This can include Art and Graphics, Poetry and Qiraat. Although Creative Arts is not available for KS4 pupils many aspects of creative learning are available in English, Quran and throughout the rest of the curriculum.

### ***Citizenship***

This is a supplement to the personal and social education the students receive through the Islamic curriculum. The programme in the afternoon covers personal development, health and fitness, careers guidance, citizenship, and the enhancement of study skills necessary for success now and in the future. Students are taught the importance of democracy, how to respect the rule of law in England, individual liberty and different faiths. This subject supports our students to understand why they should elect student councillors to represent their concerns, queries and suggestions as well as familiarises students with the methods for electing candidates. Pupils do take GCSE citizenship.

### ***Urdu***

Students gain the ability of reading, writing, speaking and understanding the Urdu language. At the moment we are only teaching this to KS3, however we are hoping to teach Urdu up to GCSE level from September 2019. At KS3 lessons are taught within carefully constructed mixed-ability classes in order to assist pupil's achievement. As class sizes are small pupils take extreme benefit from more teacher contact, more focused learning and more intimate discussions.

### ***SMSC***

Darul Uloom understands its legal duty & actively strives to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs mainly (though not exclusively) through Citizenship/PHSE lessons and assemblies, the school challenges opinions or behaviours in school that are contrary to fundamental British values.

### **Through the provision of SMSC, Darul Uloom:**

- enables students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of pupils as a result of promoting fundamental British values.

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combating discrimination. It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with.

### **Examination Entry**

It is school policy to enter all pupils for public examinations in the courses they have been following. The tier of entry whilst it will be discussed with the pupil and parents remains the decision of the school.

In exceptional circumstances, such as failure to complete a significant amount of coursework, extremely low attendance or serious behavioural conduct the school may withdraw a pupil's entry for one or more examinations.

### **Monitoring**

Constituent elements of the Curriculum Policy are monitored throughout an academic year. The SLT will monitor aspects of the curriculum primarily by analysis of curriculum reports and school performance data.

Each teacher uses formative as well as summative assessments to monitor the progress of the National curriculum. Progress data then will be used to plan teaching and learning.

Parents are welcome to speak to the teachers at any time and two formal parents' meetings take place every academic year. Also, pupil progress reports are given every term.

Pupils with additional needs are placed on IEPs, IBPs and engagement with parents and agencies if appropriate and monitored through the Inclusion Register.

The staff will utilise the Teaching & Learning and Assessment/Tracking policy and line with the schemes of work, and ISS standards April 2019.