



# School Curriculum Policy

*Nurturing today's young people,*

*Inspiring tomorrow's exemplary citizens*



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## SECTION 1 – POLICY STATEMENT

All pupils have access to a broad and balanced curriculum that caters to their individual needs. It takes into account the current National Curriculum and gives all pupils 'experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education', as required by *The Education (Independent School Standards) (England) Regulations 2014*.

A curriculum is provided through which all pupils are able to see the relevance of the subjects to their own experiences and aspirations. The aim is to provide a learning experience that offers all pupils, regardless of ability, sufficient opportunities to succeed in their learning at the highest standard.

At AJI, we believe that every student is capable of excellence and we try to encourage every student to push themselves and achieve their potential. We aim to set high standards for all our pupils, based on our vision of a curriculum that builds on prior learning to improve communication skills, promote creativity, broadens knowledge and prepares our pupils for life beyond the school.

We aim to help students to develop their gifts and talents: spiritual and social; intellectual and emotional; aesthetic and physical through the provision of a broad and balanced curriculum, which is responsive to, and supportive of, their needs and aspirations, fosters intellectual curiosity and academic achievement and motivates them to grow to their full potential. The curriculum is academically challenging and relies upon a number of rigorous GCSEs with vocational options available for an appropriate number of students.



## SECTION 2 – SUBJECT MAP

<u>Key Stage 3</u>	<u>Key Stage 4</u>	<u>Key Stage 5</u>
English Language	English Language	L3 ICT
Mathematics	Mathematics	Certificate in Supporting Teaching and Learning (L3 and L2)
Science	Science (Combined)	A Level Religious Studies
History	<b>History</b>	A Level Urdu
<b>Geography</b>	Religious Studies	A Level Arabic
Religious Studies	ICT	
Computer Science/ICT	<b>Urdu</b>	GCSE English Language (Resit)
Urdu	Core PE	GCSE Maths (Resit)
Art & Design		
Nasheed (Anjuman)		
PE		
PSHE/CITIZENSHIP		

## SECTION 3 – INTENT, IMPLEMENTATION, IMPACT

The intent of the curriculum is synonymous with many of the school's core aims, i.e. to:

- Provide a broad and balanced curriculum that is accessible to all pupils.
- Provide opportunities for all pupils to develop a high level of literacy and numeracy required for success in adult life.
- Broaden pupils' horizons through a range of spiritual, moral, social and cultural opportunities.
- 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.
- Encourage pupils to respect other people, particularly with regards to the protected characteristics set out in the *Equality Act 2010*.
- Ensure that all pupils are able to thrive and develop as healthy individuals, who understand how to stay safe.
- Develop in pupils a strength of character and mental resilience that will help them to overcome the challenges they are likely to encounter in adult life.
- Provide an appropriate range of opportunities and experiences to allow pupils to succeed in the next stage in their education, training or employment.

The curriculum implementation will allow *all* pupils to experience *all* areas of learning, ensuring that they are always taught in an engaging manner that allows them to thrive.

The impact of the curriculum will be to develop well rounded, proactive and productive members of society who are not only tolerant of others, but contribute to the betterment of society through high academic achievements and making positive contributions.

## SECTION 4 – 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 will be well briefed beforehand. All students, including those with special educational needs, undertake the full range of activities.



## SECTION 5 – CURRICULUM PRINCIPLES

The curriculum should inspire and challenge all learners and prepare them for the future. AJI's aim is to develop a broad and balanced curriculum that builds on young people's experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens.

### **Our curriculum:**

- Is compatible with the requirements of the National Curriculum at Key Stage 3.
- Ensures that student's study for an academically rigorous curriculum with as wide a range of academic GCSEs as is appropriate.
- Is broad and balanced throughout each Key Stage.
- Allows progression between and through the Key Stages.
- Offers flexibility at Key Stages 3 and 4, by allowing for the needs of the individual to be met, as far as is reasonably possible.
- Provides for the personal, social, health and citizenship education of students including the preparation of students for the opportunities, responsibilities and experiences of adult life.
- Provides appropriate careers education and guidance and the opportunity for students to keep career pathways open.
- Provides a variety of extra-curricular activities and opportunities.
- Enables all students to learn and make progress.
- Incorporates the 1-9 grading criteria throughout KS3 and KS4, this helps parents and students to understand the progress they are making throughout their time at AJI.
- Enables all pupils to have a learning experience in school which is fun, enjoyable and enriching.
- Enables pupils to have respect for themselves and high self-esteem, and to be able to live and work cooperatively with others.
- Enables pupils to value, recognise and respect similarities and differences, so that they can make a positive contribution to society and live cooperatively with others.

## **SECTION 6 – ROLES AND RESPONSIBILITIES**

### **The Head teacher will ensure that:**

- All statutory 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 students will be met. This will include how the subject will be taught and assessed.
- The amount of time provided for teaching the curriculum is adequate and is reviewed with the governors' annually.
- The procedures for assessment meet all legal requirements and students and their parents / guardians receive information to show how much progress the students are making and what is required to help them improve.
- The Governors and the Head of school are fully involved in decision making processes that relate to the breadth, depth and balance of the curriculum.
- The Governors are advised on statutory targets in order to make informed decisions.

### **The Head teacher and Governors will ensure that:**

- It considers the advice of the SLT, when approving this curriculum policy and when setting statutory and non-statutory targets.
- Progress towards annual statutory targets is monitored.
- It contributes to decision making about the curriculum.

### **The Curriculum Coordinator will ensure that:**

- They have an oversight of curriculum structure and delivery within each link department.
- Detailed and up-to-date schemes of learning are in place for the delivery of courses within each key stage.
- Schemes of learning are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with SLT on a regular basis and that actions are taken where necessary to improve these.

### **The Senior Leadership Team will ensure that:**

- Long term planning is in place for all courses. Such schemes of learning will be designed using the school pro-forma and will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- Schemes of learning encourage progression at least in line with national standards.
- There is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular course.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners.
- Assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- All relevant information/data is updated via the relevant shared drive with the appropriate group of staff. This includes meeting deadlines related to exam entries etc.
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- Oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

### The Curriculum Coordinator will:

- 1 **Maintain resources.** Textbooks and other equipment should allow teachers to teach effectively and pupils to learn effectively. The Curriculum Coordinator must monitor stock and evaluate its usage, and ensure that new stock is provided where necessary.
- 2 **Oversee planning.** The Curriculum Coordinator must ensure that all teachers create schemes of work for their subjects, along with long, medium - and short-term plans.

The Curriculum Coordinator must check these plans to ensure that they are good enough to serve their purpose, and oversee any amendments that need to be made.

Lesson plans must be checked on a regular basis to ensure that teachers are on schedule with their day-to-day planning.

- 3 **Oversee assessment.** The Curriculum Coordinator must ensure that teachers carry out regular short term and medium-term assessments, and collect in the termly assessment results.  
  
Pupils that have underachieved should be identified from these results, and any underlying issues must be resolved.
- 4 **Offer advice.** Teachers and Heads of Departments may need advice on certain issues depending on their level of experience. Curriculum Coordinators must make themselves accessible to staff and provide relevant assistance when needed.
- 5 **Monitor and evaluate teaching and learning through classroom observation.** Curriculum Coordinators must observe teachers' lessons on a regular basis, and provide them with feedback so that they can change/improve their teaching practices and offer pupils a better learning experience.
- 6 **Coordinate in-house training.** Curriculum Coordinators are responsible for overseeing the continued professional development of all members of the teaching team, and to ensure that regular INSETs are carried out. Particular attention should be paid to newly recruited members of staff.

#### Teaching staff and learning support staff will:

- Ensure that the school curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects.
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.

- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

#### **Students will:**

- Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- Receive co-ordinated support to enable them to make the appropriate curriculum choices at key stages 4 and 5.

#### **Parents and carers will:**

- Be consulted about their children's learning and in planning their future education.
- Be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the curriculum on offer and understand the rationale behind it.
- Be informed of any decisions to change the setting of their children.

## SECTION 7 – CURRICULUM DELIVERY

All subjects are usually delivered in 45/50-minute lessons and each subject will have the number of lessons required to deliver the curriculum over the year.

The curriculum is composed of core subjects and noncore / foundation subjects. The core subjects are English, Mathematics, Science and Computing/ICT. Non-Core / foundation subjects include History, Art and Design, Religious Studies, Physical Education, Urdu, Islamic Studies and PSHE. We have a policy of teaching all subjects as discrete areas of learning and they are timetabled accordingly to ensure appropriate coverage and a broad and balanced curriculum. Where it is possible to do so, teachers will look for links between areas of learning that will support one another and allow children to transfer/ reinforce their skills from one subject within another. We develop a long-term plan for each year group annually. This indicates what topics are to be taught in each half term.

Our schemes of work are plans that teachers review on a weekly basis for all subjects. We use these to plan in greater detail the learning that is required for different groups of learners within the class, in order to ensure that maximum progress is made across the lesson/ the week.

### The Curriculum at Key Stage 3

We have a broad KS3 Curriculum covering a wide range of subjects. Subjects are taught during 1-5 hours of contact time every week, each lesson lasting forty-five/fifty minutes.

#### **The Curriculum includes:**

- English language
- Maths
- Science
- History
- Geography
- Religious Studies
- Computer Science/ICT
- Urdu
- Art

- Nasheed (Anjuman)
- PE
- PSHE

### The Curriculum at Key Stage 4

Our Key Stage 4 curriculum offers a guided structure that is relevant to student's individual needs and to the demands of a rapidly-changing world. It is personalised so that the level and type of work is suited to the ability and learning style of each individual. Most of our subjects are aligned with Edexcel specifications so that our pupils are able to meet their high expectations in the GCSE courses.

#### **All students study the following subjects:**

- English Language
- Mathematics
- Science: (Combined Science)
- Religious Studies
- History
- Information Technologies
- Urdu
- P E

#### Key Points:

Students normally take the above listed GCSEs. There is, however, flexibility to take fewer subjects for those students for whom this is not appropriate.

- Wherever possible, students are set according to ability.
- In Key Stage 4, pupils have enhanced time for core subjects: English, Mathematics and Science.
- As a faith school, which welcomes and celebrates a myriad of different ethnicities, it is important that students study Religious Education, providing them with a clear understanding and appreciation of the values, faiths and cultures of others.



- Where available there is the option for pupils to sit a GCSE in their home language, 1 student completed French and 1 student completed German in May 2023.
- The time for PE recognises and promotes the importance of health and fitness.
- The personal and social development of students is the responsibility of all staff. However, the PSHE programme is delivered predominantly through PSHE lessons.
- Students currently receive additional English, Mathematics and Science support during school intervention sessions.



## SECTION 8 – CURRICULUM OUTCOMES

### Our curriculum will:

- Lead to qualifications that hold currency for employers and for entry to higher education.
- Fulfil statutory requirements.
- Enable students to fulfil their potential.
- Meet the needs of young people of all abilities.
- Provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
- Prepare students to make informed and appropriate choices at the end of KS3, KS4 and beyond.
- Help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- Include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
- Ensure continuity and progression within the school and between phases of education, increasing students' choice during their school career.
- Foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- Help students to use language and numbers effectively.
- Help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- Help students understand the world in which they live.

## SECTION 9 – MONITORING, EVALUATION AND REVIEW

### The Governors will receive feedback from the Head Teacher on:

- The standards reached in each subject compared with national and local benchmarks.
- The standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.

The Head Teacher and Curriculum Coordinator are responsible for the day to day organisation of the Curriculum. They monitor the weekly planning of all teachers and the weekly timetables of all classes ensuring that all classes are taught the requirements of the National Secondary Curriculum and that teaching is building upon and extending prior learning and knowledge. They examine long term, and where appropriate short-term planning, and ensure that appropriate teaching strategies are used. Curriculum leaders also have a responsibility for monitoring the way in which resources are stored and managed. The school's curriculum policy should be read alongside the individual curriculum policies for each of our subject areas.

The Governors will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the academy.

## SECTION 10 – ENGLISH CURRICULUM

### DESCRIPTION

English is a medium of communication that allows pupils to express themselves orally and in written form. It enables pupils to comprehend and analyse what others say and imply. It also allows an appreciation of written text taught for the study of literature.

English is a very unique subject where everyone can be themselves and still be successful. In fact, this is the key to success in this subject.

### AIMS AND INTENT

The purpose of English literature and Language is to offer pupils intellectual excitement, challenge and an environment to express themselves orally and in written form; sharing our passion for the subject helps to provide learners with a sense of delight and wonder; to equip them with knowledge and skills and the ability and confidence to use and apply these to meet the needs of present and future society.

#### **Our aim is:**

- 1 To enable pupils to speak and write in different contexts.
- 2 To enable pupils to communicate proficiently.
- 3 To give pupils scope for individual intellectual development.
- 4 To create a positive attitude to English through thought-provoking work that challenges and encourages the individual.
- 5 To give pupils experience in linguistic, human & social and aesthetic & creative education.
- 6 To nurture well-read, insightful, knowledgeable, inquisitive, thoughtful and enthusiastic readers and writers, who are confident verbal communicators and attentive listeners.
- 7 To introduce a broad range of texts to pupils to develop key critical and communicative skills that contribute to their social and spiritual development.

We aim to challenge, inspire and engage learners by providing the tools and knowledge needed to learn and appreciate the beauty of language and the exploration of the writer's craft. We aim to stimulate

learners with some incredibly challenging texts and concepts. These are made accessible through relatable thematic links, pushing students to think outside the box and develop their own blossoming opinions on the written word. We set high standards in English teaching, recognising its importance in the curriculum, forming the basis for communicating and learning in all subjects. Furthermore, we pride ourselves on a strong moral purpose; understanding our duty of care to provide curriculum content that has a meaningful, tangible and a long-lasting impact, enabling students to develop confidence, acquire key skills and realise their innate potential in order to prepare them not only for the classroom, but for life beyond.

### CURRICULUM AND IMPLEMENTATION

At Key Stage 3 the National Curriculum is followed; allowing pupils to enjoy the subject more freely without any subject related constraints. The variety of study is greater in order to give pupils a 'taste' of different literary texts.

Students will develop an understanding of how language works by exploring and analysing a wide range of fiction and non-fiction texts. Furthermore, they will also develop skills as a writer: creating dynamic voices in their work whilst also, using craft to engage their audience.

At Key Stage 4, all students are entered for the **Edexcel English Language (1ENO 01/02)** and we fully prepare them for the demands of the Pearson Edexcel specification in English Language; developing on the foundations of KS3. Through the close examination of the writers' craft, students will demonstrate a flair in a range of creative writing circumstances whilst also cementing skills in relation to Spoken Language. We recognise that a qualification in English is fundamental for the journey and development of a young person, it enables them to access higher education and to gain employment

At Key Stage 3, approximately 4 lessons per week are allocated to the teaching of English. At Key Stage 4 this is increased to approximately 6 lessons including intervention.

### FOCUS

At Key Stage 3, the main focus is developing the pupils' speaking, listening, reading and writing skills. During this phase of the student's education in English; our aim is to build on the knowledge from primary school whilst also making preparations for success at GCSE study. At Key Stage 4, these skills are consolidated, with the main focus shifting to exam preparation.

### BALANCE AND VARIETY

This is achieved through short, medium - and long-term planning, to ensure that different areas of English study are available to pupils in a variety of contexts. Learning takes place through class and group teaching, discussions, as well as individual work.

### RESOURCES

The school is well equipped for English. A stock of the most frequently-used equipment is housed within the classroom itself. A review of resources is taken by the English teacher at the end of the academic year and after discussion with the Curriculum Coordinator and Head Teacher, resources are updated where required.

At Key Stage 3, **English Language books** are used.

### ASSESSMENT

At Key Stage 3 the class teacher has the primary role in on-going formative and summative assessment. The new 9-1 grading system (applied across the whole school) is employed for main tasks and medium-term assessment. Regular medium-term assessments are carried out on a half term basis. Long-term assessment is carried out through an end-of-year examination.

At Key Stage 4, class work, assessments and mock exams are marked according to the GCSE specification criteria. At the end of KS4, students sit GCSE English Language exams.

## USE OF ICT

At Key Stage 3, pupils are required to submit *some* pieces of typed work, but only for final drafts. ICT is also used for research purposes and presentations and for online quizzes and videos. At times, we use Google Classroom as our Virtual Learning Environment which is used for homework and as a tool of communication between teacher and student. Students are able to seek help from the teacher and from each other.

## OUTCOMES AND IMPACT

The impact of the curriculum will be to develop pupils who are well spoken and write well. They are engaged with all areas of learning due to their developed literacy skills which in turn makes them even more motivated and engaged. This will lead to high levels of attainment in English as well across the curriculum.

The ultimate aim for them is to be productive, eloquent and confident members of society.

## SECTION 11 – MATHEMATICS CURRICULUM

### DESCRIPTION

Mathematics is the study of the mathematical sciences under the four key areas of *Number, Algebra, Handling Data* and *Shape and Space and Measure*.

Mathematics acts as an intellectual stimulant for pupils. It challenges the pupils as well as giving them the impetus to approach and solve problems using logic. Mathematics is an essential skill in life and is at the heart of everyday decision making.

Our intention is to offer an ambitious curriculum designed to develop true depth of understanding in mathematics, so that all our pupils, regardless of their starting points, backgrounds, or individual needs, are provided with equal opportunities to succeed.

There is a strong focus on equipping pupils with sufficient mathematical knowledge for them to be able to apply their skills beyond the classroom. The curriculum is also designed to help pupils transfer key knowledge to their long-term memory.

### AIMS AND INTENT

We at AJI will support every pupil to achieve their potential and develop a deep understanding of Mathematics. The department offers a supportive, nurturing environment focused on developing a culture of success. The experienced team of teachers strive to ensure that every student achieves their potential and develops a life-long love of learning. Concepts covered in mathematics will always have close links to real life experiences.

#### **Our Aim is:**

- 1 To enable pupils to use mathematics across the curriculum as well as in real life.
- 2 To enable pupils to communicate mathematics proficiently.
- 3 To give pupils scope for individual intellectual development.

- 4 To create a positive attitude towards the study of mathematics and an awareness of its fascinating nature, through challenging and interesting work that encourages and develops each individual.
- 5 To give pupils experience in mathematical education.

## CURRICULUM AND IMPLEMENTATION

In Years 7, 8 and 9, the National Curriculum is followed.

In year 10 and 11, the **Edexcel Mathematics (1MA1)** specification is followed, higher or foundation tier depending on the ability of the pupils.

To ensure that our curriculum is accessible to all pupils, there is a strong focus at Key Stage 3 to address gaps in prior knowledge so that all pupils are provided with equal opportunities to master maths. Both formative and summative assessments are used to monitor pupils' progress on a regular basis in order to identify common gaps in knowledge and correct any misunderstandings.

The assessment and progress tracking also ensures that pupils are made aware of their individual strengths and weaknesses, encouraging a more reflective and positive approach to learning. In addition, the use of both formative and summative assessment helps inform teaching and planning to ensure that the delivery reflects pupils' understanding and individual needs.

To help pupils build a solid understanding of mathematics and embed key concepts into their long-term memory, there is a strong emphasis on ensuring that all pupils have mastered topics before moving on. The curriculum is designed to help pupils develop fluency within the subject, instead of simply memorising facts, by making links between existing knowledge and new knowledge gained at each stage.

At Key Stage 3, approximately 4 lessons per week and Key Stage 4, approximately 6 lessons are allocated for the teaching of mathematics.

## FOCUS

At Key Stage 3, the main focus is on developing key skills and general proficiency within the subject, allowing pupils to enjoy the subject and creating scope for future progression.



At Key Stage 4, the main focus of the teaching is exam preparation, with an emphasis on the general development of skills within the subject.

### **BALANCE AND VARIETY**

This is achieved through short, medium, and long-term planning. This ensures that the different areas of mathematics study are available to pupils in a variety of contexts. Learning takes place through class and group teaching, as well as individual work and study.

### **ADAPTIVE TEACHING**

The pupils are tiered when required at Key Stage 4. Further differences in each group are acknowledged through advanced planning for the brighter pupils and the less able pupils.

### **RESOURCES**

This school is well equipped for mathematics. The equipment is accessible by everyone who requires its use.

At Key Stage 3, the main resources used are the 9-1 Maths CGP workbooks and Maths Watch.

At Key Stage 4, the main resource used is the Edexcel GCSE (9-1) Mathematics Higher book.

### **ASSESSMENT**

The class teacher has the primary role in on-going formative and summative assessment.

In Year 7, 8 and 9 the National Curriculum levels are employed for the end of unit tests, which form part of the medium-term assessment. Long-term assessment is carried out through an end-of-year examination.

In Years 10 and 11, at the end of each unit, practice exam questions are used to gauge the overall attainment in that unit. There is a series of mock and practice examinations before the real examinations.

### **USE OF ICT**

At Key Stage 3, pupils are required to submit *some* pieces of work using ICT; this is incorporated into the schemes of work.

At Key Stage 4, pupils are permitted to carry out some mathematical work on the computer; however, there is no formal requirement to use ICT.

### **OUTCOMES AND IMPACT**

By employing this mastery approach to teaching mathematics, all pupils will be given equal opportunities to excel in their learning and overcome any barriers that they may experience.

Our approach towards delivering the curriculum is also intended to facilitate long-term retention of knowledge and the ability to transfer skills to unfamiliar contexts.

In turn, this ambitious curriculum will help our pupils develop sufficient knowledge to be able to apply their skills to real-life situations and future learning.

## SECTION 12 – SCIENCE CURRICULUM

### DESCRIPTION

Science stimulates the pupils' natural curiosity and creates an understanding of the natural world through its study. This leads to scientific enquiry and investigation, thus inspiring an independent and creative thought process, which allows an appreciation of the way science will impact their lives on a personal, national and global level.

Science is taught in the contexts of '*Organisms, behaviour and health*', '*Chemical and material behaviour*' and '*Energy, electricity and forces*'.

### AIMS AND INTENT

The provision of a highly engaging, skills-based curriculum that challenges and motivates pupils to learn and achieve is paramount. We strive to equip pupils with the skills they require to make good progress across the curriculum and as lifelong learners.

Underpinning our vision is the provision of a supportive, nurturing learning environment where all pupils feel confident to participate, strive to achieve their full potential and enjoy learning.

We believe that an appreciation of science should be a fundamental part of everyday life and that good teaching will enable children to develop confidently within a scientific society. The development of scientific concepts must be based on first hand exploration which will foster curiosity, critical reflection, co-operation, independent learning, open-mindedness and the development of literacy and numeracy skills.

#### **Our aim is:**

1. To enable pupils to gain a thorough understanding of Biology, Chemistry and Physics.
2. To engage pupils in the scientific method, teaching them to enquire, investigate and analyse.
3. To give pupils scope for individual intellectual development.
4. To create a positive attitude to the study of science through thought-provoking work that challenges and encourages each individual.

5. To give pupils experience in scientific education.

Science is taught in the contexts of '*Organisms, behaviour and health*', '*Chemical and material behaviour*' and '*Energy, electricity and forces*'.

## **CURRICULUM AND IMPLEMENTATION**

At Key Stage 3 the National Curriculum is followed.

At Key Stage 4 the **Edexcel Combined Science (1SC0) (Biology, Chemistry & Physics)** specification is followed at higher tier or foundation tier.

At Key Stage 3, 4 lessons per week are allocated for the teaching of science. At Key Stage 4, approximately 5 lessons are allocated.

## **FOCUS**

At Key Stage 3, the main focus is on giving the pupils a broad and balanced experience of scientific study, as well as setting a firm foundation for future development.

At Key Stage 4, the main focus is on subject content and (Year 11 only) exam preparation, as well as developing the key skills of scientific inquiry.

## **BALANCE AND VARIETY**

This is achieved through short, medium and long-term planning. This ensures that the different areas of scientific study are available to the pupils in a variety of contexts. Learning takes place through class and group teaching as well as practical experiments.

## **RESOURCES**

The school is well equipped for science. Scientific equipment is stored in dedicated cupboards which is readily accessible for teachers.

At Key Stage 3, the main resources used are The CGP Combined Science for Edexcel books. At Key Stage 4, The GCSE Combined Science (9-1) is used.

### ASSESSMENT

At Key Stage 3 the class teacher has the primary role in on-going formative and summative assessment. The National Curriculum levels (9-1) are employed for the end of unit tests, which may form part of the medium-term assessment. Long-term assessments are carried out through an end-of-year examination. At Key Stage 4 the class teacher plays the primary role in assessment, as well as preparing pupils for the externally assessed examinations.

### USE OF ICT

At Key Stage 3, pupils are required to use ICT for the digital activities set in the textbooks. Otherwise, at both key stages, pupils are permitted to carry out scientific work on the computer; however, there is no formal requirement to use ICT.

### OUTCOMES AND IMPACT

- Pupils are enthusiastic and enjoy Science, they particularly enjoy learning about oneself and the surrounding world and understand how it links to their lives.
- Pupils have a wide variety of skills linked to both scientific knowledge and understanding.
- Pupils have a richer vocabulary to help articulate their understanding of taught concepts and are eloquent in explaining what they understand.
- Pupils have high inspirations and develop the knowledge and transferable skills pupils need for further study, work and successful adult life.
- Pupils are able to appreciate diverse viewpoints and put their opinion forward in a respectful way.

## SECTION 13 – INFORMATION TECHNOLOGIES CURRICULUM

### DESCRIPTION

The study of information technology allows the pupils to be prepared for an increasingly technological world, Pupils are introduced to core principles of information technologies and develop skills in problem solving and computational thinking.

Pupils are prepared for real-world computer challenges and pupils' ability to think computationally within the context of a single scenario is developed. The pupils are equipped to explore, analyse and think critically, exchange and present information. Such topics are included that extend pupils' understanding and aid progression, such as the internet and databases.

Information Technology will develop knowledge and understanding of how technology can be used to help proactively with current issues that impact on modern society, preparing them for their next steps in today's global world. Computer science skills are considered a major factor in enabling pupils to be confident, creative and independent learners.

### AIMS AND INTENT

It's no exaggeration to say the world runs on computers. They are everywhere: in homes, schools and offices, but not just in the way you think. At AJI, it is the aim of the ICT department to guide pupils into developing technical skills such as codes and algorithms but mainly, our aim is that a person should become responsible for using technology safely.

Computers control aeroplanes, chemical plants, send rockets to space and make sure our cars run efficiently. Our pupils show great interest in game design, web design, app development or any other form of coding and programming. Pupils develop a wider range of skills such as creativity, patience and develop a great deal of logic as they tackle complicated challenging tasks.

The syllabus encourages learners to develop lifelong skills, which will be useful to them in their work across the curriculum and prepare them for future employment. They will develop understanding of the implications of technology in society, including social, economic and ethical uses and awareness of the ways ICT can help in home, learning and work environments. The syllabus combines theoretical and practical studies focusing on the ability to use common software applications to solve problems, including word processors, spreadsheets, databases, interactive presentation software, web browsers and website design.

Learners analyse, design, implement, test and evaluate ICT systems, ensuring that they are fit for purpose. A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems.

The core of computing is computer science, in which 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. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

**Our aim is:**

- 1 To develop the pupils' capability to use computer equipment with independence.
- 2 To allow pupils opportunities for the use of a wide range of information technology tools.
- 3 To prepare pupils for real-world computer challenges.
- 4 To allow pupils to understand the tools and techniques that can be used to initiate and plan solutions.
- 5 To build pupils' ability to think computationally within the context of a single scenario.
- 6 To allow pupils to initiate and plan, import and manipulate to develop a solution to meet an identified need.
- 7 Understand the different methods of processing data and presenting information.
- 8 To allow pupils to select and present information in the development of the solution to meet an identified need.
- 9 To allow pupils to understand how data and information can be collected, stored and used.

- 10 To allow pupils to iteratively review and evaluate the development of the solution.
- 11 To develop transferable skills for progression including 'underpinning' concepts, which are useful in many subjects, for example mathematics, science and engineering.
- 12 To allow pupils to build on IT/CS skills learned at Key Stages 1 and 2, whilst also ensuring that pupils new to the subject are supported appropriately.
- 13 To give pupils scope for individual intellectual development.
- 14 To create a positive attitude towards information technology through challenging and interesting work.
- 15 To give pupils experience in technological education.
- 16 To understand how to mitigate the risks of cyber-attacks.
- 17 To be able to use the most appropriate technologies safely and effectively.

### CURRICULUM AND IMPLEMENTATION

At Key Stage 3, the National Curriculum is followed. Whilst at Key Stage 4, the **Cambridge IGCSE™ Information and Communication Technology 0417**

At Key Stage 3, 2 lessons are allocated per week. In Year 10, 3 lessons are allocated per week and 4 lessons in Year 11.

### FOCUS

At Key Stage 3, the main focus is on allowing pupils to learn and enjoy the many aspects of the subject as well as building a firm foundation for future development.

At Key Stage 4, the main focus is on exam preparation and coursework.

### BALANCE AND VARIETY

This is achieved through short, medium - and long - term planning. There is a hands-on approach in the teaching of this subject, which sees all the lessons conducted in the ICT suite.



## ADAPTIVE TEACHING

The pupils are not tiered for this subject. However, pupils who struggle with set exercises are provided with a more structured approach to break learning down. Grok Learning, Code academy (challenge is provided to students as they can move up to the next task which is more difficult/more challenging - they can work at their own pace)

## RESOURCES

The school has a well-equipped ICT suite with networked computers and internet access. Pupils are often assigned challenging tasks via Google classrooms. There are appropriate controls and restrictions in place. *See E-Safety policy.*

Dynamic Learning Portal is used for teaching and learning Cambridge IGCSE™ Information and Communication Technology 0417

## ASSESSMENT

Google Classroom is used for setting work, collecting work and providing feedback on students' work. Students make improvements on their work from the feedback provided. Oral feedback is provided immediately in class time whilst the tasks are being completed. We use baseline assessments to see progress with long term assessments conducted per term.

At Key stage 4 assessment of the practical tests is hardware and software independent. Any hardware platform, operating system, and applications packages can be used, providing that learners have the opportunity to demonstrate the full range of skills in the syllabus.

Long-term assessment is carried out through 2 termly assessments and an end-of-year examination. In Year 11, this is the GCSE or Functional Skills examination.

## OUTCOMES AND IMPACT

Information Technology develops underpinning knowledge and transferable skills for progression to A levels or BTEC Nationals and to higher education or the workplace.

Pupils develop non-routine problem-solving skills developing decision making and reasoning. Similarly, general cognitive skills such as analysing, synthesising and reasoning skills as well as ICT literacy are advanced.

Through teaching, learning and interacting with other peers', numerous forms of communication are developed, including active listening, oral communication, written communication, assertive communication and non-verbal communication.

Similarly, through opportunities of teamwork, pupils establish and maintain shared understanding, taking appropriate action, as well as establishing and maintaining team organisation.

Thus, producing pupils who are self-motivated and enthusiastic to learn and acquire new skills in this developing field.

## SECTION 14 – RELIGIOUS STUDIES CURRICULUM

### DESCRIPTION

Religious Education makes a distinctive contribution to pupils' learning by enabling them to reflect upon themselves as whole people, experiencing life through the body, the mind and the spirit. The purpose of Religious Education is to help pupils to understand the significance of religion and its contribution to their spiritual, moral, social and cultural development.

### AIMS AND INTENT

Pupils are always encouraged to reflect and to develop their own beliefs and values and to develop key skills. Teaching and learning in Religious Education is designed to help and support pupils' Social, Moral, Spiritual and Cultural development as well as their subject knowledge. They will also consider their own beliefs and ideals, and reflect on their own experiences. They will have opportunities to think about the big questions of human existence, and to express their own ideas about these.

Religious education allows pupils to become well-informed of the religious beliefs and practices in Islam. Pupils are encouraged to implement and adhere to the Islamic way of life. As well as their own religion, Islam, the pupils have the opportunity to acquire knowledge of other religions. At Key stage 3 the pupils learn about the 5 major religions. The Key stage 4 pupils explore the religious traditions of Great Britain, while taking into account their own principal religion represented in Great Britain, thus meeting the requirements of *The Education Act (1996), section 375(3)* and, where appropriate, *Section 28(1) of the Education Act (1944)* There is a clear emphasis on Islam in order to teach and encourage the pupils to be better people and role models of the society they live in.

#### **Our aim is:**

- 1 To develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism.
- 2 To develop their knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying.
- 3 To develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.

- 4 To engage pupils with questions of belief, value, meaning, purpose, truth, and their influence on human life.
- 5 To reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and will contribute to their preparation for adult life in a pluralistic society and global community.
- 6 To demonstrate knowledge and understanding of two religions.
- 7 To demonstrate knowledge and understanding of key sources of wisdom and authority including scriptures and/or sacred texts, where appropriate, which support contemporary religious faith.
- 8 To understand the influence of religion on individuals, communities and societies.
- 9 To understand significant common and divergent views between and/or within religions and beliefs.
- 10 To apply knowledge and understanding in order to analyse questions related to religious beliefs and values.
- 11 To construct well-informed and balanced arguments on matters concerned with religious beliefs and values.

### CURRICULUM AND IMPLEMENTATION

At Key stage 3, all 6 major world religions are explored with primary focus on Islam. In year 7 Islam, Christianity and Judaism are taught whilst in year 8, Buddhism, Hinduism and Sikhism is taught to complete coverage of the 6 major religions in the UK.

**At Key Stage 4, Edexcel Religious Studies ((1RA01) qualification contents are followed.**

At key stage 3, 1 lesson per week is allocated to the teaching of Religious Education with an increase to 3 lessons at key stage 4.

### FOCUS

At Key Stage 3, the main focus is on allowing pupils to learn and enjoy the many aspects of the subject as well as building a firm foundation for future development.

At Key Stage 4, the main focus of the teaching is exam preparation, with an emphasis on the general development of skills within the subject.

### BALANCE AND VARIETY

The varied nature of this subject ensures that there is diversity in the content and in the pupils' learning experience. However, this is further consolidated through short, medium - and long - term planning. Learning takes place through class and group teaching, individual work, practical work, discussions and a variety of teaching methods.

### RESOURCES

A wide variety of resources are used to compose the teaching content, such as *Taleemul Haq, Gift for Muslims, Our Faith and Worship, Muslim beliefs and issues (badger pub), Forty hadith, Seerah of Muhammad (sallallahu alayhi wa sallam ) Book 1-4, Tas-heelut Tareekh book 3-6, Jewish beliefs and issues (badger pub), Christian beliefs and issues (badger pub)* whilst at key stage 4 the Hodder series is often used to support the theory based aspects of the lessons. A lot of resources are worksheets and are kept in house.

### ASSESSMENT

At Key Stage 3, the teacher plays the primary role in on-going formative and summative assessment. The National Curriculum levels are employed for the medium-term assessments. Long-term assessment is carried out through an end-of-year examination.

At Key Stage 4 the work is marked according to the specification criteria. There is a series of mock and practice examinations before the real examinations.

### USE OF ICT

The use of ICT is encouraged within most subjects and is incorporated within some tasks in Religious Studies. This will be purely down to the plans developed by teachers.

At Key Stage 3, pupils are required to submit *some* pieces of work using ICT; this is incorporated into the schemes of work.

At Key Stage 4, there is no formal requirement to use ICT, although they are still encouraged to use computers for typing out pieces of work or researching projects.

### OUTCOMES AND IMPACT

The impact of the curriculum is to develop globally aware pupils, who are aware of other cultures and religions, are able to value and tolerate the diversity of their community and have total respect for others.

## SECTION 15 – URDU CURRICULUM

### DESCRIPTION

The learning of Urdu incorporates learning the language, as well as the culture of Urdu speaking countries, hence encouraging pupils to be broad minded and tolerant.

There is a clear emphasis on all skill areas of speaking, listening, reading and writing. This allows pupils to enhance their language and communication skills.

### AIMS AND INTENT

A GCSE in languages allows students to develop their communication skills as well as their grammatical understanding. In addition, they will learn more about the history and culture of the countries where the foreign language is spoken. At AJI, our Modern Language teachers are committed to using a variety of activities to engage children in learning.

Typical activities during a language lesson range from whole class interactive vocabulary games to partner work. Our resources are plentiful and we have the most up to date resources as produced by the exam boards. The priority is to ensure all students have the opportunity to participate and make progress, whilst receiving the appropriate level of challenge or support.

The learning of Urdu incorporates learning the language, as well as the culture of Urdu speaking countries, hence encouraging pupils to be broad minded and tolerant. There is a clear emphasis on all skill areas of speaking, listening, reading and writing. This allows pupils to enhance their language and communication skills. Pupils will become more aware of their position as citizens of the world, and encourage a positive attitude towards the diverse life in the United Kingdom.

### Our aim is:

1. To enable pupils to communicate proficiently in Urdu by speaking, listening, reading and writing.
2. To allow pupils to speak and write Urdu in different contexts.
3. To give pupils scope for individual intellectual development.
4. To create and develop a positive attitude towards Urdu through thought-provoking work that challenges and encourages each individual.
5. To allow pupils to become more aware of their position as citizens of the world, and encourage a positive attitude towards diversity.
6. To give pupils experience in linguistic education.
7. To raise awareness, understanding and tolerance of other cultures.

### CURRICULUM AND IMPLEMENTATION

At Key Stage 3, the **MFL National Curriculum** is used as a basis to form a varied and challenging curriculum.

At Key Stage 4, the **Edexcel Urdu (1UR0)** specification is followed.

2 lessons per week are allocated to the study of Urdu at Key Stage 3, and 2 lessons per week at Key Stage 4.

### FOCUS

In year 7, 8 and 9, the main focus is on allowing pupils to experience language use in many different contexts.

In Year 10 and 11, the main focus is on exam preparation, alongside developing speaking, listening, reading and writing skills.

### BALANCE AND VARIETY

This is achieved through short, medium - and long - term planning. Different areas of the study of Urdu are available to the pupils in varying contexts. Learning takes place through class and group teaching and discussions, as well as individual work.

## RESOURCES

The school is well equipped for Urdu. The resources are housed in dedicated cupboards which are easily accessible.

## ASSESSMENT

The class teacher has the primary role in on-going formative and summative assessment, which is carried out through testing pupils orally on vocabulary, numbers, phrases, idioms etc.

There are also end of unit tests for medium-term assessment; long-term assessment is carried out through a mid-year examination and an end-of-year examination (in Year 11 this is the GCSE examination).

## USE OF ICT

There are no formal requirements to use ICT in this subject.

## OUTCOMES AND IMPACT

The impact of the curriculum is to nurture global and aware pupils, who are aware of other cultures and are able to communicate in Urdu. It is also to create a lifelong love for learning and respect for others.



## SECTION 16 – GEOGRAPHY CURRICULUM

### DESCRIPTION

Geography is a multifaceted discipline that combines the analysis of social questions, environmental issues, and modern, real-world solutions. Geographers investigate interactions between the human and physical environments, such as the causes and impacts of climate change.

Geography equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. It is the pupils' gateway to the rest of the world.

Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

It is our intention to ensure that the Geography curriculum inspires pupils to be curious and have a fascination about the world and its people that will remain with them for the rest of their lives.

### AIMS AND INTENT

1. To develop a sense of place within pupils, and allow them to make sense of their surroundings.
2. To allow pupils to gain a better appreciation and understanding of the variety of physical and human conditions on the Earth's surface.
3. To equip learners with empathy of other cultures through the study of real-world examples.
4. To enable pupils to investigate problems on a variety of scales, using practical fieldwork and research skills.
5. To deepen pupils' understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
6. To challenge pupils' beliefs about the world we live in and encourage them to be inquisitive about the future of our planet.
7. To ensure pupils are equipped with knowledge about current issues facing the world around us.
8. To ensure pupils are taught the geographical skills they need for the future.

## CURRICULUM AND IMPLEMENTATION

Geography will be a journey that starts in KS3 and evolves through to KS4. Work will be accessible and engaging for all learners, through means such as differentiation to ensure that true progress is made.

At Key Stage Three we aim to fill the gaps in their learning from KS2 and produce secure foundations for all learners. This will consist of a variety of different skills and knowledge, including, problem solving, and fieldwork. Application of knowledge is key for geography and proves that learners are 'thinking like a geographer'.

Human and physical geography are to be as equally weighted as possible, and pupils are to develop learning from both sciences.

## TEACHING AND LEARNING

In Years 7 and 8, pupils study skills in geography through topics that are relevant and modern in today's ever-changing world.

We use a range of different teaching and learning strategies to ensure all pupils are challenged, engaged and enjoy geography lessons, e.g. videos and documentaries to teach pupils about the fascinating world we live in, or newspaper articles and clips from news broadcasts to ensure pupils have a current and engaging geography curriculum.

The National Curriculum forms the basis for each subject area at Key Stage 3. This ensures that a broad spectrum of knowledge is covered, as well as securing a firm foundation for future learning. At Key Stage 4, pupils choose to study the Humanities subject of their choice. If selected the **Edexcel Geography (1GA0)** specification is followed.

## BEYOND THE CLASSROOM

Fieldwork is an integral part of geography; pupils have the opportunity to take part in on-site fieldwork, and there are opportunities for visits off-site too.

## FOCUS

At Key Stage 3, 1 lesson per week is allocated for the study of Geography. At Key stage 4, approximately 2 lessons per week are allocated to geography pending on pupil selection.

There is an option to take either Geography or History GCSE at the end of year 9.

## BALANCE AND VARIETY

The varied nature of this subject ensures that there is diversity in the content and in the pupils' learning experience. This is further consolidated through short, medium - and long - term planning.

The teaching of the subjects takes place in a variety of contexts through group work, individual work and a variety of teaching methods.

## DIFFERENTIATION

The pupils are not tiered in geography. However, pupils who struggle will be supported through adult/peer support and scaffolding. Extension tasks will be provided for those pupils who are able to easily access the curriculum and work at a faster pace.

## RESOURCES

The school is adequately equipped for the teaching of this subject. The main resources are housed in a store cupboard which is accessible to the teacher.

[For Geography Key Stage 3, the Nelson Thornes "New Key Geography Foundations" series is used. At Key Stage 4, the Oxford University Press textbooks centred on the specification are used.](#)

## ASSESSMENT

Pupils will be assessed informally through a range of questioning strategies within lessons and marking of books. Rigorous assessment is carried out with the aid of the Hodder exam practice package and Exampro bank of questions.

End of unit tests will take place, as well as 2 termly assessments and the end of year exam (in Year 11, this will be the GCSE examination).

### USE OF ICT

At Key Stage 3 and Key Stage 4, pupils are required to submit *some* pieces of work using ICT; this is incorporated into the schemes of work.

### OUTCOMES AND IMPACT

The geography curriculum will make a profound and positive impact on the outcomes of every child.

- Pupils will develop problem solving skills and the ability to formulate and effectively express their opinions on a wide range of issues at a local and global scale.
- They will have developed resilience and accept responsibility for their behaviour, show initiative and have a sound understanding of how they can make a positive contribution to their local and wider communities.

Pupils will acquire the skills to provide a firm foundation for the study of geography at A level; hence, they will be well prepared for their next step of learning.

## SECTION 17 – HISTORY CURRICULUM

### DESCRIPTION

The study of history allows people to learn about the past, thereby better equipping them for the future, and allowing them to see change in society across the times.

They also learn about the skills of independent study, the role of the individual throughout the ages, and the responsibilities of individuals and societies to each other. Together this helps pupils to develop themselves as unique individuals with an appreciation of the diversity which surrounds them in current society.

### AIMS AND INTENT

History is a subject that we aim to make it as exciting and enjoyable as possible. Through the study of History, we want pupils to develop a wide range of skills which will equip them for their adult lives and will be useful in a wide range of jobs and further studies.

As a Historian, pupils will become skilled at answering questions, develop empathy and understanding, and they will be able to put their case forward and argue it well. There are so many careers that require these skills and the hundreds of others that they can learn through the study of History that can be applied to their lives outside of the school.

History allows the pupils to experience a broad range of subjects, enhancing their general knowledge, as well as making them well informed individuals.

Pupils are able to learn significant aspects of the wider world, the nature of ancient civilizations; the expansion and dissolution of empires and characteristics and features of different societies.

History enables one to understand and learn the skills of independent study; the role of the individual throughout the ages, particularly in modern societies; and the responsibilities of individuals and societies – especially in the context of climate change and the dynamic society. Pupils will become more aware of their British heritage as well develop religious and cultural tolerance towards people of different faiths and backgrounds.

### **Our Aim Is:**

1. To educate pupils about local, national and global history, across a variety of time periods.
2. To enable pupils to analyse a variety of sources, and become proficient in the use of historical enquiry.
3. To make pupils aware of their British heritage.
4. To make pupils more culturally aware, and to develop within them religious and cultural tolerance.
5. To allow pupils to learn ‘lessons from the past’ and encourage them to think with foresight, rather than hindsight.
6. To give pupils scope for individual intellectual development.
7. To give pupils experience in human and social education.

### **CURRICULUM AND IMPLEMENTATION**

The National Curriculum forms the basis for each subject area at Key Stage 3. This ensures that a broad spectrum of knowledge is covered, as well as securing a firm foundation for future learning. At Key Stage 4, pupils will study History as the Humanities subject of their choice. **If chosen the Edexcel in History (1H10) specification is followed.**

The department aims to develop pupils’ ability to write for a range of purposes and audiences, in line with the GCSE expectations. They will also be expected to have the basic skills of legible handwriting, accurate spelling and the use of a range of grammatical structures including punctuation.

If this is below expectation, then school intervention will take place until they are able to meet those expectations. It is imperative that pupils can write with clarity of expression so they can communicate effectively using the written word.

### FOCUS

At Key Stage 3, 1 lesson per week is allocated for the study of history. At Key stage 4, approximately 2 lessons per week are allocated to history pending on pupil selection.

There is an option to take History GCSE at the end of year 9.

### BALANCE AND VARIETY

The varied nature of this subject ensures that there is diversity in the content and in the pupils' learning experience. This is further consolidated through short, medium - and long - term planning.

The teaching of the subjects takes place in a variety of contexts through group work, individual work and a variety of teaching methods. There is the opportunity to develop key historical skills through investigations outside of the classroom through visits to local historical sites.

### RESOURCES

The school is adequately equipped for the teaching of this subject. The main resources are housed in a store cupboard which is accessible to the teacher.

[For History Key Stage 3, Heinemann History series is used. At Key Stage 4, textbooks centred around the specification are used.](#)

### ASSESSMENT

At Key Stage 3, the teacher plays the primary role in on-going formative and summative assessment. The National Curriculum levels are employed for the end of unit tests, which form part of the medium-term assessment. Long-term assessment is carried out through an end-of-year examination.

At Key Stage 4 (GCSE History) the class teacher plays the primary role in assessment, as well as preparing pupils for the externally assessed examinations.

### USE OF ICT

At Key Stage 3 and Key Stage 4, pupils are required to submit *some* pieces of work using ICT; this is incorporated into the schemes of work.

### OUTCOMES AND IMPACT

History aims to equip pupils with significant knowledge and the skills in order for them to become well-rounded individuals. Our curriculum is structured to nurture a love of history through the development of key historical skills and a developed knowledge base.

Pupils develop the five key concepts using evidence, interpretations, significance, change and continuity and cause and consequence. These concepts are used as tools for pupils to make sense of, and understand, the volume of knowledge required for the development of expertise.

Pupils will have studied a wide range of historical periods, enabling them to make informed connections and comparisons over the time periods. This enables pupils to study the past from a variety of standpoints and understand cultural connections.

Furthermore, the focus upon key historical skills will allow pupils to develop literacy skills that will support other areas of learning.



## SECTION 18 – ART AND DESIGN CURRICULUM

### DESCRIPTION

Art and Design is suitable for students with an interest in drawing and painting who are willing to be creative. Students are encouraged to be experimental, to work from observation and imagination, and to develop their ideas from the beginning to the end.

### AIMS AND INTENT

Art is an expression of one of the highest forms of human creativity and thinking. In Art and Design, pupils are encouraged to express ideas, thoughts, beliefs and viewpoints through drawing, painting, sketching, creating, making, sculpting and shaping rather than through the traditional form of words.

Pupils look at the cultural and religious aspects of Art also, which can govern the expression of artists as well as Art itself. To this end, pupils also study Islamic art, calligraphy and geometrical patterns as well as Islamic and religious architecture.

#### **Our aim is:**

- 1 To give scope for intellectual development.
- 2 To allow pupils to think creatively and develop creativity.
- 3 To allow pupils to appreciate Art in its wider form as opposed to a subject.
- 4 To allow pupils to be able to express themselves by drawing, painting, sketching, designing, sculpting, making, inventing and creating.
- 5 To make pupils aware of different artistic styles.
- 6 To allow pupils to see how Art can influence things in everyday life and the impact it can have upon people.
- 7 To develop cultural awareness.
- 8 To build confidence and self-esteem.

### CURRICULUM AND IMPLEMENTATION

In Year 7, students begin with learning a little bit about different famous artists and different Art styles. Students can then practically demonstrate their learning about different Art styles and Islamic Patterns and Calligraphy.

In Year 8, students focus on Line and Shape, Colour and Tone, Form and Texture and Still life Object drawing as well the natural landscape as a backdrop to their study.

In Year 9, students begin to deepen their understanding of Art by looking at Art and religious Art and architecture, using famous buildings. This will form a more solid basis for their entry into GCSE Fine Art. Practical work is emphasised at all levels in order to ensure a more thorough understanding and appreciation of art.

Students that do opt to study Art at Key stage 4 will be guided through the options of their choice in the **Edexcel Art, Craft & Design (1AD0) specification.**

One lesson per week is allocated to the teaching of Art at Key Stage 3 and two lessons per week are allocated at key stage 4.

### **BALANCE AND VARIETY**

The varied nature of this subject ensures that there is diversity in the content and in the pupils' learning experience. However, this is further consolidated through short, medium - and long - term planning.

Learning takes place through class and group teaching, individual work, practical work, discussions and a variety of teaching methods. Practical work is emphasised.

### **ADAPTIVE TEACHING**

The pupils are taught in mixed ability groups to ensure inclusive learning. However, the open-ended nature of the tasks allows each pupil to work to their ability. Tasks and learning outcomes are also varied according to ability.

## RESOURCES

The school uses a wide variety of websites and other books to promote the learning of Art. The school is now satisfactorily equipped with Art materials to allow learning to take place effectively.

## ASSESSMENT

At Key Stage 3, the teacher plays the primary role in on-going formative and summative assessment. The National Curriculum levels are employed for the medium-term assessments. Long-term assessment is carried out through an end-of-year examination which is part theory and part practical.

At Key Stage 4, those who opt to take Art and Design as a GCSE will be guided through the coursework and exam preparation will take place through past papers and answering exam question techniques.

## USE OF ICT

The use of ICT is encouraged within this subject and is incorporated within some tasks.

At Key Stage 3, pupils are required to submit *some* pieces of work using ICT; this is incorporated into the schemes of work.

At Key Stage 4, there is no formal requirement to use ICT, although they will still be encouraged to use computers for computer and graphic design or researching projects.

## SECTION 19 – PHYSICAL EDUCATION (PE) CURRICULUM

### DESCRIPTION

Physical Education promotes the development of physical, social and intellectual skills. It also encourages team work, tolerance, and self-confidence.

PE is a practical subject which allows all pupils to participate in enjoyable and challenging sports activities; this generates a feeling of positivity and well-being.

### AIMS AND INTENT

It is our intent to teach pupils life skills that will positively impact their future. We aim to create learning opportunities that will inspire pupils to participate and succeed in physical activities.

We want pupils to learn how to cooperate and collaborate with others, as part of a team, understanding the importance of fairness and equality to embed life-long values and to reinforce Fundamental British Values.

The mission of the Physical Education department is to enable pupils to develop knowledge and understanding of the factors that underpin physical activity and sport and use this to improve performance. We aim to develop their understanding of how the physiological and psychological state affects performance in physical activity, sport and how this contributes to making a healthy, fit and educated pupil who can make informed lifestyle and well-being choices.

We strive to deliver activities to allow pupils to perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas. This inevitably will lead to developing their ability to analyse and evaluate to improve performance. We also want pupils to understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

Physical Education promotes the development of physical, social and intellectual skills. It also encourages teamwork, tolerance, and self-confidence. PE is a practical subject which allows all pupils to participate in enjoyable and challenging sports activities; this generates a feeling of positivity and well-being.

**Our Aim is:**

1. To create awareness within pupils of the health benefits of exercise to their physical, mental and emotional wellbeing.
2. To develop pupils' physical and sporting skills.
3. To build pupils' self-confidence and self-esteem.
4. To develop pupils' ability to work individually as well as part of a team.
5. To enhance pupils' personal qualities of commitment, fairness and enthusiasm.
6. To give pupils experience in physical education.

**CURRICULUM AND IMPLEMENT**

At both Key Stages, 1 hour per week is allocated for PE. It is intended that the majority of this time is spent outdoors carrying out physical activities.

Our PE programme incorporates a variety of sports to ensure all pupils develop the confidence, tolerance and appreciation of their own and others' strengths and weaknesses.

In addition to the weekly lessons, pupils take part in competitive sporting events at least twice a year which promotes physical development as well as well-being as a whole.

The modules covered in year 7 – 11 are Health and Fitness (Circuit Training), Football, Cricket, basketball etc.

**BALANCE AND VARIETY**

This is achieved through short, medium and long-term planning. This ensures that pupils experience a variety of physical activities and skills.

## SCHOOL FACILITIES

There is a grassed area and closed fenced state of the art concrete area used for PE lessons; the school is well prepared for PE in terms of sports equipment, which is stored in a room near the PE area.

## SAFETY, CLEANLINESS AND GOOD PRACTICE

Pupils are required to use equipment for PE lessons in the appropriate footwear and uniform. Instructions on the safe use of equipment form a part of all lessons.

## ICT

There are no formal requirements to use ICT in this subject.

## OUTCOMES AND IMPACT

### **Pupils will:**

- Develop fitness and well-being, not only through sports, but through the underpinning values and disciplines that physical education endorses.
- Develop self-discipline.
- Develop self-awareness and self-independence about needing to take ownership of their own health and fitness.
- Utilise these skills in an effective manner, leading them to live happy and healthy lives.

## SECTION 20 – PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE) & CITIZENSHIP

### DESCRIPTION

PSHE (Personal, Social, Health, and Economic education) & Citizenship is a means of allowing pupils to become confident and aware citizens. It allows them to consider other peoples' viewpoints as well as being aware of their own, and gives them opportunities to learn and practice tolerance.

There is a clear emphasis in Islam to teach and encourage them to be better people. This helps them understand how they are developing personally as well as socially, and allows them to tackle the moral, social and cultural issues they may face growing up.

Pupils learn about their rights and responsibilities and learn to appreciate what it means to be a member of a diverse society, in line with Fundamental British Values. Throughout their time with us, pupils are encouraged to develop their sense of self-worth by taking an active role in contributing to school life and the wider community.

### AIMS AND INTENT

Our intent is to deliver a curriculum that will maximise outcomes for each pupil enabling them to become healthy, independent and responsible members of the society. As well as their personal development, PSHE & Citizenship encourages pupils to become more aware of how to attain economic well-being.

PSHE enables our pupils to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our pupils with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

PSHE education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

Our Programme of Study for [PSHE education \(key stages 3-4\)](#) aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

The national curriculum also states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in *The Education Act 2002* and *The Academies Act 2010* to provide a balanced and broadly-based curriculum and is essential to Ofsted judgments' in relation to personal development, behaviour, welfare and safeguarding.

#### **Our Aim is:**

1. To develop pupils' self-respect, self-esteem, self-confidence and self-discipline.
2. To empower the pupils with the knowledge and skills to enjoy a healthier, safer lifestyle.
3. To allow pupils to develop their economic awareness, and expand their economic skills.
4. To make pupils aware of their rights and responsibilities, within the framework of British law.
5. To allow pupils to make responsible use of their rights, talents, and opportunities.
6. To allow pupils to develop an understanding and awareness of their strengths and weaknesses.
7. To make pupils aware of the different roles they undertake as family members, friends, etc. and to encourage them to build and enjoy good relationships.
8. To encourage pupils to become more socially, morally and ethically aware through learning about diversity.
9. To make pupils aware that being a good Muslim is having self-awareness and good characteristics; hence, being tolerant of others and contributing positively to their communities.
10. To allow pupils to realise that all these skills are rooted in Islam.
11. To give pupils experience in human and social education.



## CURRICULUM AND IMPLEMENTATION

The PSHE & Citizenship course is taught under five subject areas: *'Personal Wellbeing'*, *'Healthier'*, *'Social education'*, *'Keeping healthy'*, *'Becoming an active citizen and 'Economic and financial capability'*.

In Year 10, an extra subject area *'Careers and Enterprise'* is included. Skills in each area are developed in a variety of contexts and by constantly placing the emphasis on the learner.

Students will receive guidance and assistance in making purposeful, personal choices that provide a pathway to achieve their aspirations. We also ensure that our students understand the qualities and positive attitudes that allow success within a variety of working environments. Skills in each area are developed in a variety of contexts and by constantly placing the emphasis on the learner.

Our programme helps pupils to develop themselves, their understanding of the world and their ability to communicate their feelings. Pupils understand and implement British values which allow them to become well-rounded British citizens.

To meet this requirement PSHE is part of the schools' tutorial sessions and provided in the form of 1 lesson per week at key stage 3 and 4.

## BALANCE AND VARIETY

This is achieved through a varied scheme of work and good short term and medium - term planning. Learning is also encouraged in a variety of contexts and through a variety of mediums.

## ADAPTIVE TEACHING

The pupils are not tiered to ensure pupils work with a variety of people; the tasks are open-ended and can be attempted by all regardless of ability.



## RESOURCES

The main texts used for Key Stage 3 are PSHE & Citizenship for Key Stage 3 and Your rights and responsibilities (Volume 1: Key Stage 3).

Citizenship and PSHE is currently being taught in KS3 (7, 8 & 9) using the following books

Year 7 Your Life - Student Book 1 Author: John Foster and Simon Foster Format: Paperback Publication Date: 18-08-2014 ISBN: 978-0-00-759269-2	Year 8 Your Life - Student Book 2 Author: John Foster and Simon Foster Format: Paperback Publication Date: 18-08-2014 ISBN: 978-0-00-759270-8	Year 9 Your Life - Student Book 3 Author: John Foster and Simon Foster Format: Paperback Publication Date: 18-08-2014 ISBN: 978-0-00-759271-5
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The main texts used for Key Stage 4 are PSHE & Citizenship for Key Stage 4 and Your rights and responsibilities (Volume 2: Key Stage 4)

## ASSESSMENT

In PSHE, the teacher assesses pupils in many different contexts including speaking, listening and written work.

However, pupils are encouraged to be responsible for their own development through self-assessment forms at the end of each main topic or unit. This is alongside termly and yearly reflections and evaluations.

## USE OF ICT

The use of ICT is encouraged within this subject and pupils are given opportunities to carry out work in the ICT suite.

## OUTCOMES AND IMPACT

Through our PSHE programme, pupils will become caring, respectful and confident individuals. They will have developed the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes will help them to stay healthy and safe, preparing them for life and work in modern Britain.



Studying PSHE will enable pupils to achieve their academic potential, enabling them to leave school with the skills needed during later life. It will also help them manage any potential challenges and responsibilities they will face growing up.

In particular, they will be well-versed in the protected characteristics set out in *The Equality Act 2010* and the importance of the fundamental British values.

## SECTION 21 – CAREERS PROGRAMME

### DESCRIPTION

Careers education prepares pupils for the world of work, and to start planning for their future careers. It allows pupils to consider the options available to them, and reflect on which are suited to their strengths and talents.

Our careers programme is rich and varied. It provides pupils with an insight into a wide range of careers enabling them to make well-informed decisions about their future.

We work with our pupils to identify their career ideas and plans for the future, along with their personal qualities and skills. They are then guided on how they can best achieve these goals.

### AIMS AND INTENT

- 1 To educate pupils about the choices available to them and allow them to make informed decisions about their future.
- 2 To allow pupils to reflect on their strengths and weaknesses, and devise strategies to work on them.
- 3 To develop pupils' career skills and give them the confidence and capability to follow their chosen career paths.

### PROCESS AND IMPLEMENTATION

The careers programme is designed to meet the needs of all pupils by following the 8 Gatsby Benchmarks, developed by Professor Sir John Holman. The Gatsby Benchmarks state the key elements of high quality practice:

1. A stable careers programme.
2. Learning from career and labour market information.
3. Addressing the needs of each pupil.
4. Linking curriculum learning to careers.
5. Encounters with employers and employees.
6. Experiences of workplaces.

7. Encounters with further and higher education.
8. Personal guidance.

Careers guidance starts in Year 7, with pupils learning about employment (what is work, why people work, pros and cons, etc.), knowledge that is gradually built up over the years via PSHE. They also cover topics such as budgeting and issues around unemployment.

Form tutors carry out target setting interviews with pupils, in order to give them ownership over their own learning and development and encourage them to reflect on their strengths and weaknesses. They are also encouraged to develop strategies to progress.

At Key Stage 4, these interviews become more career focused; pupils create their own career pathway with guidance from their form tutors, starting from A-Level entry requirements and how they will work to meet them, moving on to prospective university choices, etc. They also work on skills such as CV making, application letters and the process of applying for college. **Local post-16 providers' prospectuses and relevant course literature is available in the library, open to pupils at lunchtime.**

Pupils fill out a Career Action Planner over Year 10 and 11, which helps them reflect on their strengths and weaknesses, favourite subjects and how this could influence their future careers; an external Careers' Adviser reviews the pupils' career plans and provides additional, independent advice to help them make an action plan.

We also send our KS4 pupils for work experience in order to learn about the world of work.

### **CAREER WORKSHOPS**

Key Stage 4 pupils attend career workshops (inc. interesting props and Q&A session) carried out by external professionals, where they are introduced to different fields of work and the different paths towards these careers. Each workshop covers the following points:

- How and why they chose that career: how they got into it, ambitions, interests, personality, motivation, etc.

- Career path: how they got there, grades, CVs, interviews, school, college relevance, subjects, courses, different routes, external help, etc.
- Work experience: what is it like, what it entails, purpose, easy part, hard part, what to expect, skills required, team work, salary, what they learnt, challenges, balancing life with work, work environment, travelling, typical working day, responsibilities, etc.
- Islamic perspective/humanitarian aspect: Muslim woman in a working environment, wearing hijab in a working environment, British values, individual and personal contribution, etc.
- Further careers prospects: personal and professional development and modern technology
- Further information: where to go, what to do, useful links, approach careers adviser.

### **BALANCE**

An independent adviser is arranged to meet with the pupils to give impartial advice on the best choices/routes for them, and to review their Career Action Planners.

### **OUTCOMES AND IMPACT**

Through our careers programme, pupils develop positive attitudes towards further education and the world of work.

- Pupils will have learnt to evaluate their own strengths and build on their own areas of development.
- Pupils are able to engage fully in career planning and they understand the skills required to be successful in their future pathway.
- Pupils are provided with a comprehensive understanding of opportunities at key transition points and translate these effectively into appropriate decisions and actions.

We aim to provide equal opportunities of access to careers information, advice and guidance for all pupils.

## SECTION 22 – SMSC DEVELOPMENT

### DESCRIPTION

The SMSC (Spiritual, Moral, Social and Cultural) development of pupils plays a significant part in their ability to learn and achieve.

As our school mission statement states: *'Nurturing today's young people, inspiring tomorrow's exemplary citizens'*.

*It is our belief that every pupil deserves a sound education that gives them a chance to succeed, regardless of their individual needs and potential barriers to learning.'*

### AIMS AND INTENT

**To provide pupils with opportunities to explore and develop:**

1. Knowledge of and respect for the Fundamental British Values - 2(a)
2. Their own values, beliefs and spiritual awareness - 2(b)(i)
3. Self-esteem and self-confidence - 2(b)(i)
4. Respect for the civil and criminal law of England - 2(b)(ii)
5. High standards of personal behaviour and moral values - 2(b)(ii), 2(b)(iii)
6. A positive caring attitude towards other people, including those from the wider community - 2(b)(iii)
7. Knowledge of and respect for the public institutions and services available to them - 2(b)(iv)
8. An understanding of their own social and cultural traditions - 2(b)(v)
9. An appreciation of the diversity and richness of other cultures - 2(b)(v)
10. Their understanding of the Protected Characteristics, and the need to respect all people - 2(b)(vi)
11. Their understanding of democracy and how to play a role in our democratic society - 2(b)(vii)
12. An awareness of differing political viewpoints - 2(c) & 2(d)

## PROCESS AND IMPLEMENTATION

All curriculum areas contribute to pupils' spiritual, moral, social and cultural development, and opportunities for this are explored within the curriculum. The diversity of spiritual traditions is recognised, and pupils are given access to alternative views.

All staff model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families.

Pupils learn to differentiate between right and wrong and are encouraged to value themselves and others.

### **There are five areas of school life where SMSC Development occurs:**

1. The general ethos of the school.
2. Teaching across the curriculum.
3. Through school assemblies and get-togethers.
4. Trips, events and activity days.
5. Tarbiyyah programme.

## OUTCOMES AND IMPACT

### **Classroom discussions give pupils opportunities to:**

- Share their achievements and successes with others.
- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death, etc.
- Explore relationships with friends/family/others.
- Consider the needs and behaviour of others.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop skills and attitudes e.g. empathy, respect, open-mindedness, sensitivity, critical awareness, etc.



**Many curriculum areas provide opportunities for them to:**

- Listen and talk to each other.
- Agree and disagree, and agree to disagree.
- Learn to treat all individuals as equals, accepting people who are 'different' due to physical and/or learning difficulties.
- Work cooperatively and collaboratively.

**They also develop:**

- A knowledge of how beliefs and commitment to them contribute to personal identity.
- A sense of awe and wonder: being inspired by the natural world and human achievement.
- A readiness to reflect on 'difficult' questions and respond to the challenging experiences of life, especially an awareness of the response offered by religious faith.
- An awareness of themselves in terms of thoughts, feelings, emotions, responsibilities and experiences
- Self-respect and self-worth.
- A continuing willingness to express inner thoughts and feelings.
- A sense of community and the ability to build up relationships.
- An awareness that moral behaviour comes as much from regulation from within, as conforming to outside rules.
- A readiness to engage in open discussion and to learn about moral issues so that there is regular involvement in the process of decision making.
- Recognising that either asking for or offering forgiveness is a necessary step towards restoring broken relationships.
- Knowledge of codes and conventions of conduct.

**Practical activities to develop SMSC include:**

- Encouraging pupils to take responsibility for their own behaviour.
- Working together in different groupings and situations.
- Taking responsibility, e.g. class monitors, school council representatives, etc.
- Encouraging teamwork, e.g. in PE, extracurricular activities and games.

- Showing appreciation of the performances of other children regardless of ability.
- Meeting people from different cultures.
- Participation in a variety of different educational visits.
- Participation in live performances through Anjuman.
- Use of assembly themes to explore important aspects of our heritage and other cultures.
- Studying literature from different cultures.
- Studying the contributions to society that certain famous people have made.

**Links with the wider community:**

- Close liaison with other schools via inter school competitions, etc.
- Supporting the work of the hospice and other charity organisations.
- Interfaith events.
- Annual graduation ceremony opens to the public.