

INSTITUTE OF ISLAMIC EDUCATION CURRICULUM POLICY

Document control

This policy has been approved for operation within the Institute of Islamic Education

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Vision, Mission and Values & Ethos

Vision

‘Nurturing young people to become responsible leaders within our British society, by following the way of Nabi Muhammad (SAW) for the pleasure of Allah.’

Mission – (4 Ts)

Promoting a culture of educational excellence in a caring and secure Islamic environment enriched by the values of discipline, mutual care and respect that extends beyond the school into the wider community.

- **Taleem** - Aspire to impart knowledge with a strong belief that each person is exceptional and special and capable of overcoming any perceived limitations
- **T'allum** – Attain excellence by acquiring knowledge in a caring Islamic environment to help prepare for life in the 21st century.
- **Tazkiyah** - Inspire to develop enriched Islamic ethos, taqwaa, morals, values, and respectable etiquettes within our daily lives.
- **Tabligh** - Spread characteristics of taqwaa, respect, peace, love and tolerance to the wider community.

Ethos – (TAQWAA)

1. **To be outstanding** at the IOIE
Have complete trust in Allah and follow the life of Nabi Muhammed (SAW). Be confident and proud of your British Muslim identity. Respect the rules and value the Vision.
2. **Achieve excellence** in attendance & punctuality
Arrive to lessons and for Salah on time fully prepared, focused and motivated.
3. **Quality of excellence** in acquiring knowledge and attaining spirituality
Aspire to raise attainment by having a positive attitude towards learning with enthusiasm, attentiveness and Duas.
4. **Work respectfully**
Show mutual respect and tolerance to all teachers, staff, volunteers, colleagues and democratically elected student councillors and the protected characteristics.
5. **Aspire to volunteer** devotedly
Volunteer devotedly to perform good deeds for the pleasure of Allah.
6. **Assist others** (Da'ee)
Encourage, motivate and inspire others by being an outstanding ambassador of Islam and playing an active role in the wider community.

Introduction

The Institute of Islamic Education curriculum intent is to fulfil our mission; promoting a culture of educational excellence in a caring and secure Islamic environment, enriched by the values of discipline, mutual care and respect that extends beyond the school into the wider community.

Availability of Statutory Policies

All statutory policies are available on the School's website/School Office

Statutory Guidance

This statutory policy has been reviewed in accordance with the following guidance:

2.— (1) The standard in this paragraph is met if—(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and (b) the written policy, plans and schemes of work—(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and (ii) do not undermine the fundamental British values of-

- democracy
- the rule of law
- individual liberty
- and mutual respect
- tolerance of those with different faiths and beliefs.

(2) For the purposes of paragraph (2)(1)(a), the matters are—(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education; (b) that pupils acquire speaking, listening, literacy and numeracy skills; (c) where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country; (d) personal, social, health and economic education which (i) reflects the school's aim and ethos; and (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a); (e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that (i) is presented in an impartial manner; (ii) enables them to make informed choices about a broad range of career options; and (iii) helps to encourage them to fulfil their potential; (f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills; (g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs; (h) that all pupils have the opportunity to learn and make progress; and (i) effective preparation of

Supporting Documents

The following related information is referred to in this policy:

- Equality Act 2010
- Able, Gifted and Talented
- Individual Needs
- PSHE/RSE Policy

Design of the School Curriculum

The Curriculum at the School, and the Schemes of Work which derive from it, take into account the ages, aptitudes and needs of all Students, including those Students with an EHC plan and do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The Curriculum at the School, and the Schemes of Work which derive from it, give Students until the end of Key Stage 4, experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Furthermore, the curriculum designed by the School ensures that all Students acquire speaking, listening, literacy and numeracy skills.

Curriculum Aims

The Curriculum, Schemes of Work, and lessons at the School actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs by:

Our curriculum serves the aims of Institute of Islamic Education which manages the school:

- Transform the educational achievement of our young people.
- Elevate the life chances of young people in areas of social and economic deprivation – from all backgrounds – to help them succeed at the highest levels of education, employment and the professions.
- Lead a drive based on rigour and high expectations designed to improve standards.
- Mould pupils into active British citizens, with a sense of responsibility for their actions.
- Encourage pupils' social participation within their community.
- Promote the development and nurturing of young leaders.
- Give pupils a practical and more successful understanding of their rights and responsibilities in society.
- Allow pupils to develop their individuality.
- Promote the physical and mental development of pupils.
- Empower pupils with the necessary skills and abilities to play a full and inclusive role within society, consistent and comfortable with their beliefs and principles.
- Fulfil school and statutory requirements.
- To support the mission, vision and values & Ethos of the Institute.

Curriculum intent

Pupils will follow a curriculum which intentionally builds on prior knowledge, skills and concepts. The curriculum is sequentially ordered to ensure secure understanding at one point is deliberately built on in future units and year groups. It is designed to ensure that there is depth and breadth to the knowledge, skills and concepts pupils are taught to avoid insecure and superficial understanding that would inhibit secure progress. It ensures that pupils are well prepared to study higher order content that allows them to access the highest levels of attainment. The curriculum is also designed to ensure pupils can confidently use subject vocabulary and terminology.

In line with our mission the Intent is further summarised in the 4 T's:

- T1: Taleem: aspire to impart knowledge with a strong belief that each person is exceptional and special and capable of overcoming any perceived limitations
- T2: T'allum: attain excellence by acquiring knowledge in a caring Islamic environment to help prepare for life in the 21st century.
- T3: Tazkiyah: inspire to develop enriched Islamic ethos, taqwaa, morals, values, and respectable etiquettes within our daily lives.
- T4: Tabligh: spread characteristics of taqwaa, respect, peace, love and tolerance to the wider community.

The curriculum of The Institute of Islamic Education recognises that all knowledge is sacred and worthy of pursuit and that learning is a lifelong tradition in Islam.

By providing a holistic education, in a spiritual environment, underpinned by divine principles, the Institute of Islamic Education aims to create and nurture accomplished individuals, who will go onto make positive contributions to the communities in which they live.

The School's curriculum is designed to foster thought, curiosity and a desire for learning in all students, regardless of their backgrounds, strengths and needs. The curriculum should be a gateway to opportunity and a knowledge-based vibrant community in the United Kingdom and beyond. It must also reflect national policy and priorities. need to be educated citizens, and also helps to create an appreciation of human creativity and achievement

The curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

This policy sets out the curriculum that underpins teaching and learning at the School. The curriculum will serve the aims of the School and its community. This is defined through the school's vision statement.

Curriculum Offer

The curriculum will operate at three levels and will address its pupils' academic, personal and social development.

The three individual elements of learning will each provide a different component to the education of every pupil. Intellectual, personal and social maturity will be the goal of these structured layers of learning at the School.

Level 1 - Educational Excellence (Intent T1 and T2)

T1: Taleem: aspire to impart knowledge with a strong belief that each person is exceptional and special and capable of overcoming any perceived limitations

T2: T'allum: attain excellence by acquiring knowledge in a caring Islamic environment to help prepare for life in the 21st century

At the core of the School's curriculum will be a specialist and obligatory menu at Key Stages 3 and 4 for all pupils of academic subjects leading to the English Baccalaureate and including English, Mathematics, Sciences, Languages, Humanities, Arts and Technology.

Subject content will largely be driven by the National Curriculum at Key Stage 3 and by specifications of national examinations at Key Stages 4 and 5.

At post 16 level, along with A levels students are given the option of taking skills building courses, delivered by Wise Origin College.

The school also believes that there should be opportunities for learning in performance and creative arts – including music (nasheed), Creative iMedia, Drama (during assemblies) and Art. Furthermore, students should also have teaching related to technical learning, including subjects such as Computer Science and textiles.

Level 1 will be delivered mainly through the formal taught curriculum.

Level 2 - Character Development (Intent T2 and T3)

T2: T'allum: attain excellence by acquiring knowledge in a caring Islamic environment to help prepare for life in the 21st century.

T3: Tarbiyah: inspire to develop enriched Islamic ethos, taqwaa, morals, values, and respectable etiquettes within our daily lives.

Concurrently with the core academic curriculum, pupils will participate in a programme of character development including sports, cultural, creative and other extra-curricular activities. This will help pupils develop key personal skills and aptitudes, including oral communication, personal effectiveness, entrepreneurship, self-actualisation, problem-solving and enhanced emotional intelligence. Through a focused and integrated approach to arts, culture and tradition, pupils will benefit from deep learning through direct experiences, visual displays, handling artefacts, live performances, cultural exchanges and outside visits. These extra-curricular dimensions of learning will be at the heart of the school.

The school encourages character development through it's 'Hafiz Sahib Award for Excellence in TAQWAA' programme, whereby progress in six key areas is recognised. Progress is also monitored through the PAL life skills progress programme (Participate, Achieve and Lead)

Level 2 will mainly be delivered through extra-curricular activities and pupils' independent studies in their own time.

Level 3 - Service to Communities (Intent T4)

T4: Tabligh: spread characteristics of taqwaa, respect, peace, love and tolerance to the wider community.

The curriculum for this element will be structured to help the development of citizenship, social enterprise and service to communities.

Pupils will acquire, through a range of individualised programmes, insights into social education and experiential community activities; with 'hands-on' and participative learning at the fore. For example, pupils may have the opportunity to participate in fundraising events and activities designed to benefit the wider community. As this element is based on pupil voluntary work, there will only be limited taught time in school. At Key Stage 3, this element will be promoted through the Citizenship curriculum. At Key Stages 4 it will be promoted through extra-curricular activities and participation in various events.

Curriculum Subjects

All Students study English (leading to GCSEs in both English Language and English Literature), Mathematics, at least two sciences, one humanity, RE and one modern language. This core curriculum provides both breadth and balance for every Student and is shown below:

- English, English Literature
- Mathematics
- Biology, Chemistry, Physics
- History
- MFL Arabic Urdu
- Art
- ICT
- Nasheed
- RE
- PSHE/RSE

All subjects actively develop speaking, listening, literacy and numeracy skills. In addition, subjects do not undermine, and where possible actively promote, Fundamental British Values.

Communication, Mathematical and Scientific Skills

Communication skills will be enhanced by English Language and Literature courses up to GCSE including the provision of Arabic, Urdu and RE up to GCSE and A Level. All subjects will support learners to have excellent speaking, listening, literacy and numeracy skills.

Numerical and mathematical skills are a critical aspect of the curriculum. This will be provided through Mathematics upto and beyond GCSE level. Mathematical skills will also have a focus on the application of Mathematics in everyday life and functional skills as part of revisions to the new curricula. Numeracy will also be developed across the curriculum as a core skill that enhances employability and supports attainment. GCSE Mathematics will be delivered as a linear course, completed in Year 11. Science will be taught up to GCSE level. There will be an emphasis placed on greater depth of knowledge and understanding in Science, the history of scientific thought and the application of science in everyday life. Aspects of the Sex and Relationship Education will be offered through the Science curriculum.

Humanities, Faith and Relationships Education

At Key Stage 3, all learners will have separate specialist teaching of History, Religious Studies, RSE, Citizenship and (Life Skills). The teaching of History up to and beyond GCSE level will allow students to undertake an understanding of modern world History, with a specific focus on British History and culture over the last millennia.

PSHE (life skills) RSE and the Citizenship curriculum at Key Stage 3 and beyond will include a focus on healthy body and healthy life; self-awareness; risks such as sexual exploitation, unsafe use of the internet and extremism; as well as learning on careers, money, industry and economics. The curriculum will also develop knowledge of the public institutions and services in England and abroad, and an understanding of different cultures and faiths. Students will be taught about parliament, about how laws are drafted and approved, about how the democratic institutions function and about the role of media and voluntary bodies.

Other areas, such as distinguishing right from wrong; respect for the law; tolerance for, and respect for the rights of others and their cultures and faiths; freedom of choice; freedom of association; freedom of thought; risks of religious and political extremism; accepting personal responsibility within their communities will be delivered through Citizenship lessons, as well as the School's PSHE (life skills), assembly 'TAQWAA' and 'LAP' programme. Aspects of Sex and Relationship will also be delivered through the PSHE (life skills) and Citizenship curriculum. Refer to our Relationship, Sex and Health Education Policy.

At GCSE, all students will complete a GCSE in Humanities and a GCSE in Religious Studies. At post-16 level, students will study A Level Religious Studies.

Religious Education up to GCSE level and beyond will include an understanding of the beliefs and practices of major world faiths, such as Islam, Judaism, Christianity, Buddhism and Hinduism, as well as understanding the nature of faith itself and respecting those of all faiths and none.

The History and Citizenship provision will underpin the School's drive to develop exemplary citizens who hold an appreciative understanding of British history, promote fundamental British values, and challenge all forms of discrimination and extremism.

The teaching of History in years 7 and 8 will allow students to undertake an understanding of British History

The Citizenship curriculum includes Government and democracy. It also covers issues of tolerance and diversity, British values, respect for the law, crime and punishment, environment, volunteering, helping the needy. This has involved supporting the local food bank. These issues are also covered in assemblies.

At post-16 level, volunteers study A level Arabic and Urdu alongside their Islamic Science studies

As all subjects within the curriculum contribute to developing students spiritually, morally, socially and culturally there will be occasions when spontaneous enquiries made by students on religious matters arise in other areas of the curriculum.

Technological and Creative Education

Aesthetic and creative education will be provided through Art and Performing Arts (which includes Music/Nasheed and Drama lessons) at Key Stage 3. Art & Textiles lessons offered through extra-curricular clubs will allow learners to explore and develop artistic learning and use Computer to explore design and technological learning through a study of materials, such as textiles.

Skills in Information and Communication Technology will be taught primarily through the teaching of ICT.

Physical development

The physical well-being of students will be encouraged through the provision of Physical Education for all students. Students will also develop an understanding of issues such as drugs, exercise and good nutrition. At Key Stage 3, students will have Physical Education each week supplemented further by extra curricula activities. This will also be complemented by termly Sports Days and enrichment activities relating to competitive sports.

The importance of healthy eating and exercise will be emphasised through assemblies.

Leadership (PAL' programme)

The School believes that the Leadership programme will extend and enrich the central core of the school curriculum, thus enabling pupils to deepen their knowledge and skills through application and enquiry. They will create opportunities from which pupils will acquire 'employability,' and make contacts which will increase their chances of progressing to work or on to Further or Higher Education.

The School's Leadership offer is designed to instil the vision, mission and values & Ethos of the Institute, together this ensures our pupils not only 'do their best' but 'do the right thing' and play a full role in society.

The leadership programme will be achieved, through the 'PAL' programme which includes cross-curricular working, project-based learning involved in the service to community's element of the School's offer, guest speakers, lecturers and facilitators and research and enquiry.

Careers Guidance, Work-related Learning and Enterprise Skills

The School will have a careers' programme with an identified senior leader with oversight for the programme. Careers guidance will meet the Gatsby Benchmarks.

The school will facilitate the delivery of impartial information, advice and guidance. This will allow all pupils to receive advice and guidance on career progression at regular intervals throughout the year, through the provision of careers' guidance and development of work-related skills in the PSHE curriculum, visits from employers and a careers fair for pupils at Key stage 4 and 5. Students are given an opportunity to acquire impartial advice from the attendees. This will include at least one meaningful encounter with an employer each year, starting in Year 7.

Enrichment through the curriculum

Extra-Curricular activities play a major role in the Curriculum. The Institute has a firm commitment that learning in each curriculum area should not just be about delivering a scheme of work or programme of study to achieve outstanding examination results, but should also be about students enjoying learning and developing creativity within that subject.

There is a wide range of co-curricular activities, which add significant value to the overall learning experience. Activities may be tailored to specific year groups or might be open to anyone in the School. We believe that these activities help Students develop a sense of team spirit, an interest in new experiences and skills that will benefit them throughout their lives.

All pupils participate in a Sports Week which also serves as a fundraising activity. Charity work is done through their work with the local food bank.

Educational visits enrich the curriculum such as visits to Bolton Abbey, Magna Science adventure centre, faith trail in Bradford, The deep, museum and zoos.

Enrichment partnership working includes working with other schools on building bridges in the community

Clubs and activities range from ICT, Table Tennis, sewing, baking etc

Clubs and activities are supervised by staff from the School and in some cases, by the Students themselves. Some activities is taken by visiting coaches. Most activities take place during the lunch break, at weekends and after School.

Curriculum Structure

Key Stage 3 will:

- Be focused on deep body of knowledge (what they know) & diverse skills (what they can do) to succeed.
- Involve teaching a coherent, sequenced & ambitious scheme of work for each subject.
- Include enrichment activities enhance learning beyond the classroom.
- Allow for an ambitious Key Stage 4, which has real depth (increasing complexity and rigour) and breadth (coverage of the full extent of the curriculum).

All students will continue their learning in creativity (including Art and Nasheed) until the end of Year 9.

Pupils will be offered extra time for English and Mathematics where they are performing below nationally expected levels. The focus is to support pupils with literacy and numeracy as soon as they join the school. In particular, there will be a strong emphasis on reading and expanding vocabulary.

Key Stage 4 will:

- Provide almost all pupils will follow a combination of subjects which will enable them to achieve the English Baccalaureate. They will sit GCSEs across Year 11.
- Provide real ambition, depth, complexity and rigour in each subject.
- Emphasise extensive breadth in each curriculum area, to avoid 'teaching to the test'.
- Include time dedicated to forging links between topics and themes, applying knowledge to increasingly complex settings and developing skills through an iterative process and refinement..

Pupils will be offered extra time for English and Mathematics where they are performing below nationally expected levels. The focus is to ensure that every pupil secures a 'Strong' or 'Basic' Pass in English and Mathematics.

English as an Additional Language

In order to cope with the academic and social demands of the School, Students must be fluent English speakers. Exceptionally, literacy support is available to Students with English as an additional language, and where the increasing demands of the curriculum offer linguistic challenges. At varying levels, Students who do not have English as their first language are offered support outside of timetabled lessons. If concerns are raised by a subject teacher regarding a Student's level of understanding.

In exceptional circumstances, the School may recommend that some Students, whose first language at home is not English, seek private individual tuition in English as an additional language.

Roles and responsibilities

The Executive governing board

- The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.
- The governing board will also ensure that:
- A robust framework is in place for setting curriculum priorities and aspirational targets
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

Executive Headteacher/Headteacher

- The headteacher is responsible for ensuring that this policy is adhered to, and that
- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy

Monitoring and Evaluating the success of the policy against the following criteria:

long, medium and short-term curriculum planning builds systematically upon students' prior experience and looks ahead to the next stage

all students to undertake experiential citizenship learning as part of their curriculum, including at least one community service or charitable activity each year