



ALAMEEN
PRIMARY SCHOOL



CURRICULUM

POLICY

IN THE FOOTSTEPS OF

MUHAMMAD



1 Introduction

The curriculum refers to the planned activities that we organize in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organizes in order to enrich the experiences of children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

2 Values

Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Our school is in full agreement with the following values, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society without any form of discrimination.
- We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all children in our school.
- We tailor learning for our children, providing an inclusive curriculum with differentiated lessons throughout the curriculum
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.
- We are aware of the dangers of extremism and radicalisation and provide a safe and secure environment for pupils away from all forms of extremism
- We value debate and open discussion and actively discourage the expression of partisan political views
- We actively promote fundamental British values within the school developing fully rounded individuals, ready for life in modern Britain.

3 Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations

- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Meet the needs of all pupils and eliminate discrimination or harassment across all the protected characteristics
- Promote creativity within children and develop their thinking
- Encourage pupils to make independent choices, with the knowledge that they are in a safe, secure and supportive environment
- Guide the learning of children so that they grow to becoming proud citizens of British society, fully aware of our shared values
- Encourage pupils to be aware of their place in a culturally diverse society and to have respect for others with different beliefs, practices and ways of living
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

4 Legislation and guidance

This policy reflects the requirements set out in the Independent School Standards and the National Curriculum programmes of study for the subjects on offer.

It also reflects requirements for inclusion and equality as set out in the [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

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

5 Organisation and planning

- 5.1** We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.
- 5.2** With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. As we have adopted the National Literacy and Numeracy Strategies for our school, we take our medium-term planning directly from the guidance documents. We use the Read to Write schemes of work to help guide our medium-term planning in English and the Twinkle schemes of work to help guide our medium term planning in Science. We use the Power Maths schemes of work to help guide our medium-term planning in Maths.
- 5.3** Our short-term plans are those that our teachers use on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.
- 5.4** In the Foundation Stage we adopt an inter-disciplinary topic approach in some subjects

and some are taught separately.

- 5.5** At Key Stages 1 and 2 the curriculum at our school places a great emphasis on the core and foundation subjects, and we teach these subjects separately. This means that for example, a child may concentrate in one term on a history topic, then switch to a greater emphasis on geography in the next term. Over the three terms of the academic year, each child has the opportunity to experience a range of subjects. Computing and PSHE are taught as project based topics. For details regarding RSE, we have a separate policy. Teaching programmes encourage the use of cross-curricular links.
- 5.6** Our curriculum covers the core subjects of English, math, computing and science, together with the foundation subjects of history, geography, creative arts & design, PE, PSHE, Islamic & religious studies and Arabic language.
- 5.7** Homework is given to all pupils from year 1 onwards. Children are encouraged to read daily and to practice spelling and tables.

6 Equality

- 6.1** The basic equality between all human beings has always been fundamental to Islamic belief and teaching. Al Ameen Primary School acknowledges and welcomes diversity among pupils, staff, governors and visitors. Our Equality statement, which includes our Accessibility Plan, outlines the commitment of staff and governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued. We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community.

Every member of the school community should feel safe, secure, valued and of equal worth. At Al Ameen Primary School, equality is a key principle for treating all people the same.

The school does not discriminate against anyone because of:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

(These are called 'protected characteristics' under the Equalities Act 2010.)

We promote the principles of fairness and justice for all through the formal and informal school curriculum that we provide in our school.

7 Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study all subjects, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality, and in our SEND policy.

8 The Foundation Stage

- 8.1** The curriculum that we teach in the early years meets the requirements set out in the revised EYFS guidance. Our curriculum planning focuses on the seven areas of learning from the Early Years Framework and on developing children's skills and experiences, as set out in this document.
- 8.2** Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities.
- 8.3** As children move from Foundation 1 to Foundation 2, they are assessed to ensure they continue to meet their milestones. This assessment forms an important part of the future curriculum planning for each child.
- 8.4** At the end of the Foundation 2, children are assessed as Emerging, Expected or Exceeding in each of the 17 areas. A yearly analysis is completed and work continues, with the Early Learning Goals into Year one, as required, to aid transition for our pupils.
- 8.5** We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

8 Key skills

- 8.1** We aim to develop the following skills throughout the whole curriculum:
- communication;
 - application of number;

- information technology;
- working with others;
- improving own learning and performance;
- problem-solving

8.2 In our curriculum planning we plan to help children develop these skills, so that the children's progress can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

8.3 Children are encouraged to be expressive and we value debate and discussion. The curriculum provides a range of opportunities for pupils to engage in debate and discussion around matters that are important to them or that revolve around current issues.

9 Roles and responsibilities

9.1 The 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)

9.2 The 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

9.3 Other staff

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

9 Monitoring and review

9.1 The governing body is responsible for monitoring the way the school curriculum is implemented. This body reviews each subject area through a series of meetings and discussions with the Headteacher. In addition to this, governors will conduct school visits and hold discussions with pupils.

9.2 The Headteacher is responsible for the day-to-day organization of the curriculum. The

Headteacher along with the senior leadership team monitors the teaching and learning, ensuring that all children have appropriate access to breadth of the curriculum. Monitoring of teaching and learning is often done through:

- Learning walks
- Book scrutiny
- Planning scrutiny
- Lesson observations

9.3 Where there are subject leaders for specific subjects, they will monitor the way that subject is taught throughout the school. Where there isn't a subject leader for a specific subject, this responsibility is allocated to the curriculum coordinator. Subject leaders also have responsibility for a full review of their subjects.

9.4 Staff monitor the way they teach the subjects and are responsible for monitoring the way their resources are stored and managed. Where necessary, they work with the Headteacher to ensure relevant resources are made available.

10 Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEND policy
- Equality policy

Approved by: Mohammed Rahman (Head Teacher)

Date effective from: August 2024

Next review due by: August 2025

Signed: M A Rahman