



AL AMEEN
PRIMARY SCHOOL



CURRICULUM STATEMENT

Approved by: Mohammed Rahman (Head Teacher)

Date effective from: October 2026

Next review due by: October 2027

Signed: M A Rahman

IN THE FOOTSTEPS OF
MUHAMMAD

1 Our Vision

At Al Ameen Primary School, our curriculum is the means by which we help every child grow into a confident, knowledgeable and responsible person, grounded in Islamic values and fully prepared for life in modern Britain. We want children to know more, remember more and be able to do more as they move through the school — building secure knowledge and skills while developing spiritually, morally, socially and culturally.

Our curriculum reflects the school's Islamic ethos alongside fundamental British values — democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. We value each child as an individual, promote equality of opportunity for all, and are committed to an inclusive curriculum that removes barriers to learning rather than lowering ambition.

2 Curriculum Intent

Our curriculum is designed to:

- Provide a broad and balanced education across all subject areas, from the Early Years Foundation Stage (EYFS) to Year 6.
- Build secure knowledge, understanding and skills that pupils can apply confidently in new situations.
- Support pupils' spiritual, moral, social and cultural development alongside their academic progress.
- Ensure equal access to an ambitious curriculum, with high expectations for every pupil regardless of starting point, background or need.
- Promote a love of learning, curiosity and independence, within a safe and supportive environment.
- Prepare pupils to be proud, active citizens — confident in their own identity and respectful of others in a diverse society.

3 Curriculum Implementation

We plan our curriculum in three stages: long-term plans set out what is taught to each year group and when; medium-term plans give teachers clear objectives and teaching strategies for each topic; and short-term (weekly/daily) plans set out the learning objectives, resources and activities for individual lessons.

In the Early Years Foundation Stage, children learn through a balance of adult-led and child-initiated play-based activities across the seven areas of learning, preparing them for a smooth transition into Key Stage 1. At Key Stages 1 and 2, subjects are generally taught separately to allow depth and clear progression, with Computing and PSHE delivered through project-based topics and cross-curricular links used where they strengthen learning.

To support consistent, well-sequenced teaching, we use the following schemes and approaches to guide our medium-term planning:

Subject	Scheme / approach used
English	Hamilton
Mathematics	Power Maths
Science	Hamilton
Computing	STEM
History	Twinkl
Geography	Twinkl
Art and Design	Twinkl
Physical Education	Twinkl
PSHE	LCP and AMS schemes
Phonics	Read Write Inc
Guided Reading	HeadStart
Islamic Studies	School-designed curriculum
Arabic Language	School-designed curriculum

These schemes support consistency and progression but do not replace teachers' own responsibility for responsive, high-quality teaching. Detailed schemes of work are maintained for every subject and are available for inspection alongside this statement. Homework is set from Year 1 onwards, and children are encouraged to read daily and practise spelling and number facts at home.

4 Curriculum Impact

We measure the impact of our curriculum primarily through ongoing formative assessment, embedded in day-to-day teaching, so that teachers can check understanding and respond to pupils' needs as they arise. This is supplemented by book scrutiny, learning walks, pupil voice and subject leader review.

In the Early Years Foundation Stage, children are assessed against the 17 early learning goals across the seven areas of learning at the end of Foundation 2, using the Emerging or Expected framework. Across the school, a written annual report is provided to parents summarising each child's progress, and regular opportunities are given for parents and teachers to discuss how children are getting on.

5 Inclusion

We are committed to an ambitious and inclusive curriculum that all pupils can access, regardless of background, prior attainment, special educational need or English language proficiency. Teachers set high expectations for every pupil, including more able pupils, pupils with low prior attainment, disadvantaged pupils, pupils with SEN (including those with an Education, Health and Care plan) and pupils with English as an additional language, adapting teaching and resources so that every child can make strong progress. Further detail is available in our SEND Policy and SEND Information Report.

6 Further Information

This statement summarises our curriculum for parents and the wider community. Full detail — including the legislative and regulatory basis for our curriculum, governance arrangements and individual subject curriculum policies for each of the subjects listed above — is set out in our Curriculum Policy and related subject policies, copies of which are available from the school office

or on request. This statement should be read alongside our Assessment, SEND and Equality policies.