



# Curriculum Policy

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## 1. Overview

### 1.1. Intent

At Leicester Islamic Academy (LIA), our holistic curriculum is focused on good character development that results in pupils contributing fully to society by sharing British values in harmony with their Islamic faith.

At LIA we care about the whole child, their educational achievement as well as their development as a person so that they leave us being able to contribute to those within their immediate community and the wider society. This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the National Curriculum programmes of study which the school has chosen to follow.

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.

The school's motto, mission and values underpin the curriculum.

**Motto** – 'Excellence Everyday'

#### **The Mission**

At LIA we strive for excellence in all areas of academic and spiritual development. Through education and enabling and empowering young people, we are growing the leaders of tomorrow in our school today. We endeavor to provide a journey that fosters faith in the hearts and minds of our pupils, staff, parents and school community.

#### **Values**

The values that underpin our philosophy and mission are also simple and are derived from our Islamic heritage, which deal with the condition and importance of the heart and place it at the core of the human being.

This development of excellence, ambition, drive, passion and character all stem from the heart and is central to our ethos and forms the foundation of our trust. These values are synonymous with the human values that make up the fabric of our society today and will last long into the future.

<b>HONESTY</b>	We need to be honest with each other no matter how difficult it is
<b>EQUALITY</b>	We are clear that diversity is a strength and together anything can be achieved
<b>ASPIRATION</b>	We strive to be 'Excellent Everyday' in how we treat each other within our school, home and wider community and in our commitment to all aspects of our daily school life
<b>RESILIENCE</b>	We show respect to all people in our school family and those in wider society who are different to us
<b>THANKFULNESS</b>	We remember to be thankful for all that we have, as we know all of the good things in our life are gifts from our Creator.

There is a saying of the Prophet Muhammed (Peace be upon him) that, "*In the body there is a lump of flesh; if it is sound, the whole body is sound, and if it is corrupt, the whole body is corrupt, and behold, it is the HEART.*"

Therefore, at LIA we focus on the holistic character development of a child, with a clearly defined set of school values that underpin our curriculum intent.

## **1.2. Implementation**

The school delivers the National Curriculum of England, and this is supplemented and enriched through our coverage of Islamic education.

There is a broad and balanced curriculum that allows children to learn and develop skills through a variety of methods including; visits to places of interest, workshops/ assemblies led by external speakers, drama, art, speaking/ listening opportunities and physical education. The learning is enhanced through 'Learning Experience weeks that occur twice a year. A theme is adopted and a range of methods are used to deepen learning both in and out of the classroom.

Pupils learning and progress is tracked and monitored through half termly assessments, this informs where and when interventions are needed to support the closing of any knowledge and understanding gaps. Parents are given formal feedback on their child's progress twice a year through written reports. Working in partnerships with parents is vital for every child's successful learning journey. Pupils sit the national SATs exams at the end of key stage 1 and key stage 2.

## **1.3. Impact**

LIA pupils leave the school as independent, confident and resilient learners who are well prepared for their secondary phase of education. They have a firm knowledge of the core and foundation subjects.

Our pupils understand how to interact well with others and show compassion and care towards all people regardless of race, religion or ethnicity. Their Islamic faith helps to guide them to make good moral choices in terms of their behaviour and actions.

## **2. Aims and Objectives**

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
- Promote the learning and development of all our children and ensure they are ready for transition to Key Stage 3.

## **3. Subject Intents**

### **3.1. EYFS**

At LIA we greatly value the important role the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development of children. All children begin school with a variety of experiences and learning.

In the EYFS, opportunities are created to build upon that prior learning and experience as well as to provide children with a rich learning environment where they will learn and develop skills for their future. This is done through a holistic approach to learning, where parents and teachers work effectively together to support children's learning and development. Islamic ethos and values are at the core of learning within the EYFS. Each child is valued as an individual. The curriculum is delivered to all children catering to their individual needs.

### **3.2. English**

Communication is central to learning across all areas of the curriculum. Understanding English language provides access to the whole curriculum and through being taught to listen and speak, read and write, pupils learn to communicate their ideas and emotions. This enables them to express their thoughts more fluently, accurately and ultimately, to their greater satisfaction. It helps pupils' learning to be coherent and progressive and also prepares them to deal more successfully with other curriculum subjects, while enriching their lives beyond school. It opens doors for them to develop culturally, spiritually, emotionally and socially, finally equipping them with the skills to become lifelong learners.

### **3.3. Mathematics**

Mathematics equips pupils with the uniquely powerful set of tools to understand and change the world. It is a whole network of concepts and relationships which provide a way of viewing and making sense of the world around us. These tools include logical reasoning, problem solving skills and the ability to think in abstract ways. Mathematics is important in everyday life; it is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real-life problems. As it is an integral part of our daily lives, we endeavour to ensure that children develop a healthy and enthusiastic attitude towards mathematics that will stay with them.

### **3.4. Science**

At LIA, the main aspects of science to be studied will be determined by the programmes of study of the National Curriculum 2014. It is our intention to enable children to develop the intellectual and practical skills which will allow them to explore and investigate the world of science and develop a fuller understanding of science phenomena, the nature of the theories explaining these and the procedures of scientific investigation. They will achieve this through activities that require a progressively more systematic and quantified approach which develops and draws upon an increased knowledge and understanding of science.

### **3.5. PSHE**

Personal, Social, Health and Economic Education (PSHE) enables children with essential skills to become healthy, secure, independent and responsible members of their community and the wider society. We aim to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing.

Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Children will also learn how to deal with choices and risks, and to meet the challenges that life may present, including the use of social media and the internet and the risk of online radicalisation (refer to E-Safety Policy). A successful PSHE curriculum is a vital tool in preparing children for life in society now and in the future. Lessons in this scheme of work have their foundation in seeing each and

everybody's value in society, from appreciation of others in units such as British Values, to promoting strong and positive views of self in Think Positive and Be Yourself. PSHE and Citizenship units aim to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident citizens. Consequently, keeping in line with the ethos of encouraging Muslims to be proactive and engage with the wider society for the common good of all humanity alongside the HEART values of the school.

- **Honesty**
- **Equality**
- **Aspiration**
- **Resilience**
- **Thankfulness**

The themes and topics support spiritual, moral, social and cultural development and provide children with protective teaching on essential safeguarding issues, developing the knowledge of when and how children can ask for help.

### **3.6. Religious Education (RE)**

Religious Education is an important element in the broad and balanced curriculum we aim to provide at Leicester Islamic Academy. Through our RE curriculum we provide opportunities to develop children's knowledge and understanding of world religions and reflect on the deeper questions of life. The aims of religious education are:

- To develop pupils' knowledge and understanding of Islam and other religions and consider how faith impacts on their life and the lives of others.
- To encourage children to ask and reflect on challenging questions
- To provide opportunities for personal reflection where children can explore their own beliefs (not necessarily religious)
- To encourage children to appreciate and respect the different cultures today
- To support pupils spiritual, moral, social and cultural development by encouraging self-awareness and self-respect

### **3.7. Art**

At LIA, we believe that art is a crucial and fundamental part of children's education. Art allows children to be a part of a range of opportunities in which they can share and express their individual creativity. It further enables them to make links with a wide spectrum of various kinds of Art in our society. Art plays a significant role towards the personal development of children in various areas such as creativity, self-reflection, and independence. It allows children to form a natural sense of curiosity and wonder about the world around them. Our aim is to ensure children develop expertise in painting, drawing, and sketching, forming sculptures and models as well as identifying colour and shade. This will also enable children to appreciate art, develop compassion and thorough awareness of art and design.

Moreover, the art curriculum will expand children's understandings of many cultural heritages including their own by being educated about a varied range of male and female artists and designers throughout history. Children will be effectively taught through an engaging curriculum, over a sequence of lessons, allowing them to reach their full potential and build their knowledge of the visual elements of art including 3D form, tone, line, pattern, shape, and texture.

### **3.8. Design and Technology (D&T)**

At LIA we aim to fulfil the requirement of the National Curriculum for Design and Technology. Providing the children with a broad and balanced curriculum with opportunities, responsibilities and experiences to develop their creativity and imagination. Our curriculum ensures the progressive development of knowledge, practical skill and understanding. Children will learn to take risks, become resourceful, inspired through evaluation of past and present design and technology and within a variety of contexts. Where possible we aim to provide cross -curricular links with other subjects such as Mathematics, Science, ICT and Art.

### **3.9. Computing**

At LIA, we deliver a high-quality Computing curriculum which is designed to enable learners to use computational thinking and creativity within a rapid changing digital world. Knowledge and understanding of ICT is of increasing importance for our pupil's future both at home and for employment. Our Computing curriculum focuses on a progression of skills which we thrive for children to achieve by the end of Year 6 in order for them to be digitally literate. Our progression map shows that the aspects and strands within those are revisited repeatedly through a range of themes during pupils' time in school to ensure the learning is embedded and skills are developed over the years. Our intention supports the development of learning across key stages and subjects, ensuring a solid grounding for future learning and beyond.

### **3.10. Humanities**

At LIA, we believe through the teaching of Humanities, following the programme of study outlined in the National Curriculum 2014, that we can engage children in the world around them, both locally and globally. It is our intention to enable children to develop transferable investigatory and practical problem-solving skills which will allow them to discover history and investigate geography and develop a deeper understanding of significant historical events and how they have impacted our lives and appreciate and understand the diversity of the natural and human world they live in. Our Humanities curriculum focuses on a progression of skills which we thrive for children to achieve by the end of Year 6 in order. Our progression map shows that the aspects and strands within those are revisited repeatedly through a range of themes during pupils' time in school to ensure the learning is embedded and skills are developed over the years.

### **3.11. Physical Education (PE)**

At LIA, we recognise the vital contribution of Physical Education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development.

We aim to provide a broad and balanced P.E. curriculum which is intended to develop children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Through a balance of individual, paired and group activities, we aim to cater for the different strengths, needs and preferences of each child, using differentiated activities where appropriate.

We believe that through the variety of opportunities that PE offers, all children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries. We plan a range of activities that aim to provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years. All children are encouraged to join clubs and extend their interest and involvement in sport. We encourage children to develop their creative and expressive abilities, through improvisation and problem-solving. Children are taught to appreciate

the importance of a healthy and fit body, and begin to understand those factors which affect health and fitness.

### **3.12. Languages**

At LIA, we believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills in listening, speaking, reading and writing, with the aim of making substantial progress in one language. We believe that learning another language gives children a new and broader perspective of the world, encouraging them to understand their own cultures and those of others. We are committed to ensure that competence in another language enables children to interpret, create and exchange meaning within and across cultures. In addition, children's knowledge of how language works will be developed to lay the foundations for further opportunities.

We offer a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. In EYFS and KS1, children acquire basic skills and understanding of Arabic with a strong emphasis placed on developing their listening and speaking skills. These will be embedded and further developed in KS2, alongside reading and writing, gradually progressing onto more complex language concepts and greater learner autonomy.

We intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.

### **3.13. Islamic Studies**

The Islamic Studies lessons have been designed to equip pupils with the spiritual dimension of becoming confident learners and well-rounded citizens. The beautiful teachings of Islam on the social and moral aspects of the community are taught to pupils which enable them to become outstanding role models and positive contributors to the community. We aim to develop the whole Muslim British child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their spiritual, moral, social and cultural development.

The practical life of a Muslim will be taught through the fiqh (Islamic law) lessons, which will enable them to worship as Muslims. Character building, morals, leadership skills, and communal and economic responsibilities will be taught through seerah (the life of the Prophet) and hadith (the sayings of the Prophet). Critical thinking will be taught through the aqeedah (creed) lessons.

Through these lessons, children will grow up to become caring, considerate, and moral members of the community, with a deep understanding of their religion. A successful spiritually orientated, yet critically taught, curriculum is vital for the growth of the children; thereby allowing them to make the right decisions which are in line with the Islamic ethos and British values.

## **4. Roles and Responsibilities**

### **4.1. 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



- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Islamic education provides a moral dimension to the spiritual, moral and social development of every child

#### 4.2. 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

#### 4.3. Other Staff

The following staff will ensure that the school curriculum is implemented in accordance with this policy.

Curriculum Area Responsibility	
EYFS LEADER	ENGLISH
MATHS/ ASSESSMENT	SCIENCE
RE/ ARABIC	PSHE
HUMANITIES- History/Geography	PE

#### 5. Organisation and Planning

- Our curriculum approach is thematic. The timetable is blocked into 4 lessons per day, with a session a start of every day for Tarbiyyah i.e. Islamic moral guidance.
- Our curriculum suits local needs - We deliver the National Curriculum and in addition to this we deliver Islamic education and world religions as part of our RE lessons. Our Islamic ethos and British values permeate through all aspects of our curriculum delivery. Pupils are taught the core and foundation subjects. We have specialist teachers who deliver; MFL- Arabic, Religious Education and PE.
- We deliver the curriculum thorough a variety of visual, auditory and kinaesthetic strategies. We have a rich range of resources that enhance our teaching and use educational visits and external speakers to bring the learning to life. We have 'Learning Experience Weeks' twice a

year, the timetable is partially collapsed and a range of experiential learning activities further enhance the delivery of the curriculum.

- All planning is divided into short, medium- and long-term planning to meet the national expectations. The curriculum is taught according to the subject specific policy intents that have been shared. Please refer to the policies listed in section '7' for a list of policy links.
- The spiritual and moral development of every child is of paramount importance to us; therefore, a holistic approach has been developed as described in the PSHE policy. This policy embodies our approach to British values and Sex and Relationships

See our EYFS policy for information on how our early years curriculum is delivered.

## **6. Equal Opportunities**

All children have equal access to the full curriculum and its associated practical activities. The staff at LIA are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. More able pupils will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used.

## **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 with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, 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.

## **8. Health and Safety**

Where necessary, Class Teachers and Teaching Assistants will check equipment regularly and report any damage, taking defective equipment out of action. Teachers must ensure that health and safety guidelines are observed at all times throughout the curriculum delivery, by teaching pupils how to use tools and equipment safely during practical activities.

## **9. Monitoring Arrangements**

Senior Leaders and Subject Leads monitor the way their subject is taught through; lesson planning scrutinies, learning walks, book scrutinies, and lesson observations.

Subject Leaders also have a responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the Headteacher. At every review, the policy will be shared with the full governing board for ratification.

## **10. Links with Other Policies**

This policy links with our:

- SEND Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Assessment Policy
- Early Years Foundation Stage (EYFS) Policy
- English Policy
- Mathematics Policy
- Science Policy
- Art & D&T Policy
- PSHE Policy
- Religious Education (RE) Policy
- Humanities Policy
- Computing Policy
- Physical Education (PE) Policy
- Languages Policy