



School Curriculum Policy

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1. Aims

At Al-Islah Girls High School, we believe that all the pupils are entitled to the very best education possible. This means that within the resources and time which are available to us, our staffs strive to provide each people in every class with a curriculum which is rich, varied, challenging and inspiring; and the conditions in which each individual can fulfil her potential to the highest possible standard in every respect of their lives. Full time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, human and social, physical, aesthetic and creative education. Subject matter appropriate for ages and aptitude of pupils, including those with a statement of need. Each subject has a scheme of work.

Pupils to acquire skills in speaking and listening, literacy and numeracy. Personal, social, moral and health education which reflects school's aids and ethos. Appropriate careers advice.

All the pupils have the opportunity to learn and make progress.

Adequate preparation of pupils for the opportunities, responsibilities and experience of adult life.

Spiritual, moral, social and cultural developments are achieved through following National Curriculum subjects which provide opportunities to promote pupils' development in these areas. Explicit opportunities to promote pupils' development in these areas are provided in religious education and the non-statutory framework for personal, social and health education (PSHE) and citizenship. A significant contribution is also made by school ethos, effective relationships throughout the school, collective worship, and other curriculum activities.

Spiritual development: Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing.

Moral development: Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

Social development: Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Cultural development: Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture. Al Islah Girls High School aims to offer a broad and

balanced curriculum to all students, ensuring equal access to learning to all and appropriate levels of challenge and support.

Our curriculum also aims to:

- Support and enhance our core values of kindness, tolerance, respect and excellence
- Promote a positive attitude towards learning
- Enable all students to develop relevant knowledge, understand concepts and acquire skills needed for life, further study or careers
- Enable all students to go on to appropriate further study by providing access to the necessary qualifications
- Provide a full range of subject choices to all students at KS3 and KS4
- Provide in-depth, challenging learning that:
- Support students' spiritual, moral, social and cultural development
- Support and encourage healthy lifestyles
- Provide students with the knowledge and skills required to keep themselves safe at school and in the wider world

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all schools in England must teach.

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](#).

3. Roles and responsibilities

3.1 The Governing Body

The Governing Body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for students to cover the National Curriculum and other statutory requirements
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

- Students are provided with independent, impartial careers guidance, and that this is appropriately resourced.

3.2 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 students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Body
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs.

4. Curriculum Organisation

The curriculum is subject based, with all students studying the full range of subjects in each year group.

Key Stage 3

- At Key Stage 3 (Years 7 to 9) students study the following subjects: English, Mathematics, Science, Urdu, History, Religious Education, Physical Education, Computing as well as PSHE& RSE (a programme which delivers personal, social, health, citizenship, enterprise and careers education).
- Students complete their KS3 Mathematics and Science courses over two years and then embark upon GCSE courses in these subjects at the beginning of year 9.
- Students in KS3 and KS4 study one language (Urdu).

Key Stage 4

- At Key Stage 4 all students study the core curriculum of English, Mathematics, Science (combined), History, IT, Citizenship, RS and PSHE & RSE. Some students also Health and Social Care Level 2 and Economics
- Most students will go to gain 9 or 10 GCSEs. Some students will study fewer and will be given support through our Study Support programme.

Religious Education

- Religious Studies (RS) makes a significant contribution to the personal development of young people. Both KS3 and KS4 students have RS lessons timetabled and KS4 students study RS as part of their GCSE programme.

Relationships and Sex Education

- Relationships and Sex Education (RSE) is taught as part of the PSHE programme to all students in KS3 and KS4.
- The curriculum for RSE meets the national and local guidelines and is inclusive and age appropriate.

Careers Guidance

- Careers education, information, advice and guidance is provided through the PSHE programme to all students.
- Additional, independent advice is provided by careers advisors.
- The school is committed to meeting the Gatsby benchmarks for careers education.

British Values

- The school teaches the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- These values are embedded in the curriculum across a range of subjects, and reflected in our own values of kindness, tolerance, respect and aiming for excellence.

Safeguarding

- The school teaches students through the curriculum, as part of Life Studies, and through special events, how to keep themselves safe within school and in the wider world.

5. Inclusion

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

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with English as an additional language (EAL)

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

6. Curriculum Documentation

The following documentation is published each year:

- The curriculum policy
- Curriculum booklets for each year group with specific subject-by-subject information for parents on what is taught and when
- The assessment frameworks for Key Stage 3 which detail how each subject assesses progress against their curriculum aims
- A progression map for each subject which shows how students' prior knowledge and skills is built on across the year groups

7. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Meetings of the Curriculum and Standards Committee
- 'Fact finding' visits in which they meet with staff and students, and observe the school in action
- Link visits to departments or covering specific areas of the School Development Plan

The Headteacher monitors the way their subject is taught throughout the school by:

- Learning walks
- Lesson observations
- Book monitoring

- Student voice exercises
- Raising Standards Meetings