

# Al Mu'min Primary & Secondary School

FAITH \*LEARNING\* LIFE



# Curriculum Policy

September 2025-26

## 1. Introduction

1.1 The curriculum consists of all the planned activities that we organise and conduct in order to promote the learning and personal growth and development of our pupils. It includes not only the formal requirements of most of the National Curriculum, PSHE, Arabic and other religions but also an Islamic Curriculum consisting of Qur'anic and Islamic Studies and a growing range of extra-curricular activities that the school organises to enrich the learning experiences of our pupils. It also includes the 'hidden curriculum', or what the children learn from their teachers and other adults in the school, the way they are treated and the way they are expected to behave. We aim to encourage children to grow into positive, responsible people, with a strong sense of identity, citizenship and purpose, who can work and co-operate with others and develop their knowledge and skills, so that they achieve their true potential.

## 2. Values

2.1 Our School Curriculum is underpinned by the Islamic values that inform both the ethos and vision of 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 to lead fulfilling lives and become well rounded British citizens.

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, emotional 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 British society. 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 the children in our school.

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.

2.2 The school curriculum and school values echo the sentiments of 'HEART'. It is a learning journey that is uniquely ambitious, broad and balanced and coherently connected enabling all learners to reach their personal excellence, equipped with the skills, identity, HEART values, characters and leadership to contribute to the local community, British society & the world whole heartedly.

Heart Values:-

- Honest
- Excellence
- Accountability
- Respect
- Tolerance

### **Heart & Mind curriculum:**

**HEART - Holistic development:** The curriculum develops the whole child and every child with a love of learning and for life. All learners develop the confidence and resilience to remain safe; equipped with the skills, abilities, HEART values, character and leadership to improve their communities and contribute to wider society as active citizens and leaders.

**MIND - Educational excellence:** The curriculum enables every learner access to powerful knowledge that is intelligently planned and uniquely ambitious. All learners achieve to the best of their ability regardless of starting point and a love of learning sparks their pursuit of personal excellence, leading to high-quality routes of further study, training & employment.

2.3 The values above are incorporated into the main values and aims of the school, upon which the curriculum is based:

- a curriculum that seeks to develop pupils' Islamic knowledge as well as their knowledge of Qur'an & Arabic.
- a curriculum that seeks to give pupils a good grounding in foundation subject areas and make them well-informed about important contemporary issues affecting British society and the wider world
- the emotional literacy and competencies of pupils so they exert positive influence over their own behaviour as well as others in their lives.
- the development of pupils' leadership skills: confidence, communication, initiative, problem solver (pro-actively).
- the development of pupils' social skills and an appreciation of those they differ with, compassion towards them and those in need in order to work with and for their good & the common good.
- the physical and cultural development of pupils so they enjoy themselves and become well-rounded individuals who are a part of British society.
- the spiritual development of pupils, focusing in particular on the Islamic qualities of:

Islam, Iman, Ihsan, Ikhlas, Muhasabah, Tawakul'alalAllah, Sabr, Shukr and self-sufficiency.

- the moral development of pupils such that their behaviour is characterised by excellent self-discipline and manners and governed by the Islamic values of Taqwa and Akhlaq.

### 3. Aims and Objectives

- To deliver a broad, balanced, and high-quality curriculum alongside a strong Islamic curriculum, enabling all pupils to achieve their full potential.
- To nurture strong Islamic character by promoting spiritual, moral, and ethical values rooted in the Qur'an and Sunnah, while preserving the school's Islamic ethos.
- To provide a happy, secure, and stimulating Islamic learning environment that meets the individual needs of every child.
- To equip pupils with the skills, knowledge, and understanding needed for life, well-being, and leisure, enabling them to live safe, healthy, and meaningful lives.
- To build self-esteem, confidence, empathy, and sensitivity to the needs of others, encouraging responsibility, khidmah (serving others), and positive personal growth.
- To instil respect, tolerance, and appreciation for religious, moral, and cultural diversity, recognising the rights and dignity of all.
- To strengthen home-school partnerships and nurture responsible citizens who recognise their Islamic duty to contribute positively to society.
- To inspire enquiring, reflective, and critical thinkers who confidently engage in discussion, reason thoughtfully, and pursue knowledge with curiosity.

3.1 Through the school curriculum, explicit, hidden and extended, pupils are provided with experiences in all areas required by the regulations governing independent schools, as set out below.

- *Linguistic*

Through the teaching of English and Arabic, the linguistic skills of pupils are developed. Due attention is paid to speaking and listening and the proper application of grammar and a cross-curricular approach to English ensures its development in a range of scenarios across subjects including but not limited to Science, Geography and History through activities involving report writing, **debate, drama and public speaking**.

- *Mathematical and Economic*

Mathematics is taught across the year groups from Reception class to year 11 and its skills are drawn upon and further honed in subjects across the curriculum. For example, simple calculations, tables, charts and graphs are used in Science and Geography, timelines are used in History, measure is used in Design and Technology, proportion in Art and Design. Through





### 3.2 NAVIGATE

The school also delivers a cross-curricular programme ('NAVIGATE') focussing on the development of good character to complement the PSHE and Islamic Studies curricula. NAVIGATE aims at nurturing the following characteristics:

- Sincerity
- Honesty
- Generosity
- Modesty
- Courage
- Patience
- Gratitude
- Etiquettes
- Leadership skills (vision, communication, resilience, ownership, contribution)

## 4. Organisation and Planning

**Al Mumin Primary & Secondary school offers full time supervised education for pupils of compulsory school age.**

4.1 We plan our curriculum in three phases: long term planning, medium term planning and short term planning. (See EYFS section for Reception.) The school's Curriculum Map breaks the curriculum areas into manageable half term blocks ensuring breath & balance in curriculum provision and continuity and progression from term to term and year to year.

### 4.2 Primary Curriculum Time

The School day starts at 8.20am and ends at 2.50pm, with school clubs taking place during lunch hours. Hours given to each subject are set out in the tables below. Students have a 45mins lunch break each day.

The tables below set out the number of hours each week spent on each subject or area of learning:

Subjects - EYFS Framework	Reception	
	Lesson	Curriculum
Communication, Language & Literacy/ Jolly Phonics	5	1 hour
Mathematics	4	50 mins
Understanding the world;	1	45 mins
Expressive Art & Design	1	45 mins
Personal, social and emotional development	1	45 mins
Physical Development	1	45 mins
Qur'aan/Arabic	4	15mins

Subjects	KS1		KS2	
	Lesson	Curriculum Time%	Lesson	Curriculum Time%
Literacy	5	50mins	5	50mins
Numeracy	5	50mins	5	50mins
Science	2	50mins	2	50mins
Art/DT	1	50mins	1	50mins
IS	3	50mins	3	50mins
PE	1	50mins	1	50mins
PSHE	1	50mins	1	50mins
Qu'raan	4	50mins	5	50mins
Jolly Phonics	4	35Mins	N/A	N/A
ICT	N/A	N/A	1	50mins
Assembly	1	30mins	1	30mins
Golden time	1		1	
DEAR Time	1		1	
Handwriting	1	50mins	1	50mins

**Mathematics - White Rose Maths**

**English - Pearson**

**Handwriting - Collins**

**Science - Rising stars**

**History - Plan bee**

**Geography - Plan bee**

**IT - Rising Star**

**P.E - Rising star**

**Art and Design - Plan bee**

**Design and Technology - Plan bee**

**R.E. /Islamic Studies - Safar Curriculum**

**PSHEE - Ilm2Amal Curriculum**

The school has also introduced a 'PSHE' Curriculum, which ensures SMSC requirements are covered in depth and broadly across the school.

PSHE also helps to gain an understanding of their role as British citizens, able to identify and understand what British Values are and how they can implement them in their daily lives and respect the protected characteristics as defined in the 2010 Equality Act (disability , gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation)

#### 4.3 Our short-term plans set out:

- The New National curriculum programme of study section & scheme of work references
- the learning objectives for each lesson
- sub-levelled detailed learning intentions and success criteria for each group of learners
- key vocabulary and key skills to be employed
- differentiated activities for faster & slower learners
- teaching-learning resources to be employed
- teaching-learning tasks and activities (detailing the introductory activity, main activities and plenary activity to be employed)
- specifics on the Islamic aspects of the lesson
- planned opportunities for thinking activities
- the form of assessment to be employed
- questions for thinking, learning and formative assessment

4.4 Short term lesson plans are evaluated by teachers and feedback is used to adapt short-term and medium-term plans and to inform assessment targets and for each child and group. Schemes and programmes of work are revised and amended termly or annually as the need arises.

4.5 There are a few educational trips a year linked to curriculum areas.

4.6 In the Early Years Foundation Stage we adopt an inter-disciplinary topic approach to curriculum planning as required by the revised EYFS Framework. Due diligence is given to ensuring a balance in adult-led teaching as well as whole group and small group teaching and child-initiated learning. The outdoors is also an important aspect of this. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the early learning goals, and there is planned progression in all curriculum areas according to each pupil's need and interests.

4.7 We stress cross-curricular links to be made at the planning stage. English, PSHE and Islamic Studies in particular are taught in a cross-curricular way wherever possible.

4.8 Islamic Studies is also taught discretely through timetabled subjects: Arabic/Qur'an and Islamic History. Dedicated specialists deliver these subjects. Islamic studies is also addressed through the school ethos, assemblies as well as a cross-curricular approach to teaching the early years curriculum.

4.9 Assemblies are used to support the delivery of the school's ethos & PSHE curriculum.





## MONITORING

Constituent elements of the Curriculum Policy Statement are monitored throughout an academic year in concurrence with the School Improvement Plan. The SLT monitors all aspects of the curriculum primarily by analysis of curriculum reports and school performance data.

In year 11, additional teaching time is devoted to English and Maths to further improve 5 A\*- C performance.

The Key Stage 4 curriculum structure comprises of:

- Core subjects – English, Maths, Islamic Studies, RE, PE, Citizenship and Careers.
- Compulsory – Citizenship
- Science – Double science award is available to students considered suitable.
- Enrichment – including MFL and Humanities

Apprenticeships are discussed and encouraged for students likely to benefit from this route into employment in the future. The Careers co-ordinator holds 1:1 interviews with all students in upper school where progression routes are discussed in detail.

### **4.12 Curriculum Enrichment, Extension & Study Support**

In an area of high social deprivation, it's vital our taught curriculum is enriched with a wide range of experiences to give our students improved life chances. Student enrichment events are widespread and involve academic, social, community and support activities.

These are grouped under the headings of:

- **Individual “one-off” events**
- **Periodic/Annual events**
- **Ongoing clubs and activities**
- **Career pathways and enterprise**
- **Lunchtime activities**
- **Community cohesion**
- **Able and talented enrichment programme**

Able and talented/ aim higher students are identified at an early stage on entry to the school and programme. These students are supported both within the classroom, with learning programmes tailored to their specific needs, and through extensive enrichment provision to encourage high aspirations at school and in their future careers.

#### 4.13 Careers Education, Information, Advice and Guidance (CEIAG)

Al-Mumin Secondary is committed to improving the life chances of our students. We work very closely with local independent careers service provider to deliver an individually tailored programme of CEIAG that helps with opinion forming and has an emphasis on informed inclusion as well as working to break social and gender stereotypes regarding routes of study and careers.

There is a weekly drop-in session to receive impartial CEIAG.

Every student is interviewed on at least one occasion in Year 11 to advise on progression routes, careers and to ensure that students are applying for a relevant course of study. When deemed necessary, students are advised to apply for more than one course of study as a backup. Further personalised advice is given to targeted students depending on the outcomes of these interviews. Progression of students is carefully monitored and any outstanding NEET's followed up appropriately.

Whole school curriculum to support, spiritual, moral, social and cultural development:

**Personal, Social, Health & Economic Education (PSHEE)** - The school's policy is to deliver PSHEE both through the main curriculum subjects and in a separate course. Areas with responsibilities for the delivery of PSHEE specify within their schemes of work, what is being delivered, and how it is being delivered. For example: drugs, healthy eating etc.

#### 4.14 RE

Children's education is incomplete without opportunities to consider fundamental questions of human existence and the answers offered by people at different times and in different places. Moral and spiritual dimensions are developed in our students through RE, school assemblies and the values that determine the way our school operates as a community. Fuller details can be found in the school's PSHE and RE Policies.

Religious education at Al-Mumin is delivered in KS3 through the humanities curriculum. In years 10 and 11 it is delivered through GCSE lessons.

#### 4.15 RSE

The DfE guidance states that, "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way"<sup>1</sup>. This means that they should know what it means to be fully human, to be equipped to manage relationships so that they are healthy and successful and to be enabled to make moral decisions in conscience. The teaching of RSE will aid the development of their knowledge and understanding of themselves as sexual beings.

---

1



cultural issues.

- Develop financial capability skills for future economic well-being.
- Are able to identify and report any safeguarding signs or issues

## **5. Children with Special Needs and disability**

Special education needs and disabilities (SEND) that affect a child's ability to learn can include:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

5.1 Al Mumin values the abilities and achievements of all students. The SENCO supports the early identification of students with special needs and staff will differentiate appropriately for the needs of all students in lessons, ensuring equality of access.

5.2 The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

5.3 If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need and refers the child to the school's SENCO. The SENCO prepares an IEP for the child which in most instances the teacher is able to use to provide the resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we meet with the child's parents to ask them to consider referring their child for a statement of special needs. This process may also involve contacting external agencies for support such as educational psychologists.

5.4 An education, health and care (EHC) plan is for children and young people who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out additional support to meet those needs. An application can be made by parents/carers to the local authority to carry out an EHCP assessment.

5.5 The school is of the view that almost all its pupils are EAL pupils. Thus it aims to develop Literacy across the curriculum and provide visual cues and word banks as well as encourage reading through weekly whole-school reading sessions, daily DEAR time and have done some parental workshops and newsletters to encourage its development in the home environment.

## 6. The Early Years Foundation Stage

6.1 At Al-Mumin Primary the overarching aim of the *EYFS* is to help young children achieve the five *Every Child Matters* outcomes with additional outcomes stemming from our Islamic and individual ethos:

- being healthy
- staying safe
- enjoying and achieving
- making a positive contribution
- achieving economic well-being
- become pious Muslims, characterised by Ihsan, Husn ul-Khuluq and emotional wisdom
- become confident and positive Muslim citizens
- become self-less, giving people, compassionate towards all
- become self-sufficient and responsible leaders

6.2 We aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to ones full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

6.3 We also aim to:

- provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs
- provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond
- provide opportunities for children to learn through planned, purposeful play in all areas of learning and development
- use and value what each child can do, assessing their individual needs and helping each child to progress
- enable choice and decision-making, fostering independence and self-confidence
- work in partnership with Parents/carers and value their contributions
- ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development

## 7. Thinking Skills

The school aims to develop pupil's higher order thinking skills to help them make the most of their potential so they achieve the best. The school recognises that all pupils have different learning preferences and styles and aims to help pupils develop their weaker skill areas as well as capitalise and cater for their stronger skill areas and learning styles and intelligences.

Teachers plan for the development of pupil thinking skills recognising that slower learners often demonstrate the use of lower order thinking skills but not always.

## **8. Enrichment**

8.1 Assemblies are delivered by teachers on Friday mornings

8.2 Curriculum Enrichment Clubs

8.3 Developing leadership

The school has developed opportunities for pupils to lead in different aspects of school life from planning and leading projects to develop the school further e.g. the school council's work on making the school an eco-school and the work by year six girls on creating an annual re-union event for school leavers. The school has also created monitoring positions throughout the school. Pupils are expected to lead to ensure their duties and area of responsibility are properly fulfilled, cared for and developed.

Review Date August 2026