



Curriculum Policy

O you who believe, uphold justice and bear witness to Allah, even if it is against yourselves, your parents, or your close relatives. Whether the person is rich or poor, Allah can best take care of both. Refrain from following your own desire, so that you can act justly- if you distort or neglect justice, Allah is fully aware of what you do.

Quran 4:135

Approved by:	Governing Board	Last reviewed: Autumn 2024
Next review due by:	Autumn 2026	

1 Introduction

This document lays out the rationale behind our curriculum for EYFS, Key Stage 1 and Key Stage 2. It provides an overview of the content and structure of our curriculum, explaining why these things matter and set out what we want pupils to know and be able to do at each stage of their education.

At our school we use the Statutory Framework for the Early Years Foundation Stage. Our Early Years Curriculum is informed by the Early Years Foundation Stage Learning Goals and Development Matters. Our school curriculum incorporates the National Curriculum in Key Stages 1 and 2 together with our bespoke Islamic Studies Curriculum designed to meet the needs of our pupils and families. These documents lay out the range of subjects we teach and set the standards pupils are expected to reach at the end of each stage of learning.

2 Aims

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development.

At Noor Ul Islam Primary School, our curriculum is designed to:

1. Teach our pupils to **learn well**: Learning happens in a relationship between teacher, pupils and the tasks children engage with. We see the quality of teaching and depth of challenge in our classes as fundamental. So too are the attitudes and behaviours pupils bring to learning. The extent and quality of pupils' engagement in class is crucial - the learning happens in their brains and bodies. Our curriculum enables children to understand what effective learning is, understand themselves as learners and develop their capacity to make the most of learning in school.
2. Teach our pupils how to lead **happy, healthy, constructive lives**, in which they can aspire and experience success: Wellbeing, in terms of both physical and mental health, is essential for effective engagement with school and wider life. Our pupils need to feel secure in themselves and their environment and relaxed but alert to learn. They need to believe in themselves as successful people and aim high in order to make good progress. We create a nurturing, happy, organised environment in which our pupils can thrive. We teach them about wellbeing and how they can be happy, healthy people.
3. Ensure **broad and balanced knowledge** of the world: We provide wide-ranging and coherent knowledge across the curriculum, to equip our pupils for future success. We want our pupils to learn about a broad range of possibilities in their lives, so they can aspire with purpose and ambition. We provide a broad, coherent and structured curriculum, that aims at sustained mastery for all and a greater depth of understanding, in all subjects, for those who are capable.
4. Ensure high levels of competence in the **core subjects of English and Maths**: Effective use of English and fluent mathematical knowledge are prerequisites for success across the curriculum. In particular:
 - a. The ability of pupils to consider broad and abstract concepts is dependent upon both their vocabulary and their grammar.
 - b. The ability to understand the ideas of others and communicate one's own thoughts is central to learning in school. The quality of collaboration in our classes is dependent on pupils' standards of English.
 - c. Key to our Early Years curriculum is learning through play. The ability to communicate well is fundamental to pupils' ability to play together effectively.

d. As children move onto the National Curriculum, learning in school and more broadly in life is hugely dependent on the ability to read. A very large amount of information in our society is communicated in written form.

e. Fluency is core knowledge required by all subjects across the curriculum. Maths develops the skills of reasoning, deduction, problem-solving, representation and logical connection, which are crucial thinking tools for wider learning. Our curriculum enables our pupils to become sophisticated and flexible users of English and Maths, as well as highly competent readers and writers.

5. Teach our pupils to live well in a **diverse world**, as confident, responsible citizens and Muslims: Our children need to learn how to live and work positively in society. We want to empower our children in their Islamic character and develop their knowledge and skills as life-long learners. We aim to be an organisation that teaches our children to be culturally competent people, with a mature self-identity, as well as understanding and respect for others.

3 Organisation and planning

We are a one form entry school except for the current Year 5 which comprises of 2 classes.

The management of the school curriculum enables the school to raise standards, establish an entitlement for all pupils, establish teachers' expectations in each area of the curriculum, and promote parents' and carers' understanding of the curriculum.

The Curriculum Policy:

- sets the school curriculum at the centre of the School Development Plan
- informs the development and use of staff, equipment and other resources

The Senior Leadership Team is responsible for ensuring that long-term, medium-term, weekly and daily planning give the opportunity for pupils to engage in a wide range of challenging learning experiences, taking account of the learning needs of all pupils and that effective teaching motivates and inspires all pupils to achieve their best work.

Middle leaders are responsible for Schemes of Work (medium-term plans) and providing guidance to other teachers in drawing up lesson plans. Individual teachers are responsible for drawing up and carrying out individual lesson plans, based upon those Schemes of Work, outlining objectives, learning opportunities and methods of assessment. The Senior Leadership Team and middle leaders are responsible for monitoring the quality of teaching and learning in each area of the curriculum.

We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals and there is planned progression in all curriculum areas. Over the academic year, each child has the opportunity to experience the full range of National Curriculum subjects and our Islamic Studies Curriculum.

4. Curriculum Content

The following tables outline the full content of our curriculum, organised according to our five aims. We consider all experiences in our school to be part of our curriculum.

Aim 1: Teach our pupils to learn well	
Subjects or Approaches	Explanation
School Values and tarbiyyah focus	A set of values and tarbiyyah focus, chosen by our pupils and staff guide all our work. They are active values, focused on behaviours and lessons that are positive for learning and wider life. We actively explore them on a weekly basis, through assemblies and in class. We reinforce them with celebratory certificates when children demonstrate them well.
Mindsets	<p>The attitude children bring to their learning in general and to particular subjects is crucial to their success. If pupils believe they cannot achieve something, they will limit themselves significantly. If they approach subjects with confidence, they are likely to try harder and cope better with setbacks. In education we refer to 'growth' mindsets.</p> <p>A growth mindset recognises that we can become better at anything through effort and practice. At our schools we aspire to build growth mindsets in all our pupils. We encourage positive attitudes to mistake making, actively develop resilience in children and focus praise on their efforts.</p>
Behaviour	<p>We run a whole school approach to managing and developing children's behaviour. It is based on positive reinforcement and the recognition that behaviour is 'good' when it benefits others and 'bad' when it does not. Positive behaviour in class and school is central to effective learning.</p> <p>Refer to our Behaviour Policy for more details.</p>
Inclusion	We place high value on being an inclusive school. For us this means that all groups of children and adults feel included and that the curriculum and the learning environments in the school represent all of the protected characteristics identified in the Equalities Act.
Feedback	Constructive feedback is one of the most effective tools for enabling learning. In our schools we do not engage in laborious book marking. Instead, we analyse pupils' learning on a daily basis and give feedback to them in timely, specific ways, helping children build on their strengths and close gaps in knowledge and understanding.
Environment	The spaces in which children learn have real influence on their states of mind, on their ability to organise their thinking and bring a positive, focused attitude to learning. We aim for environments that are engaging, with accessible displays and resources that promote, support and celebrate learning.
Play/Golden Time	We believe that opportunity for inclusive, creative play is a crucial element of our Curriculum. Play is the natural way to learn. Its benefits include:

	<ul style="list-style-type: none"> ▪ Social and Emotional Development: Play involves learning about collaborating, compromising, communicating, competing well, resolving disputes and caring for friends. It is a key way in which children develop self-regulation. ▪ Well-being: Great play is enormously fun and improves the emotional well-being of children. ▪ Learning: Children practice and explore the wider world through play. They embed learning, develop understanding and discover personal interests, talents and identities. ▪ Language: Play is often highly communicative, enabling pupils to share and stretch each other’s vocabulary and spoken grammar. ▪ Creativity: Play is an intrinsically creative activity, which stretches learners’ imaginations. ▪ Rights: Play is a right under the UN Convention on the Rights of the Child. Play is intrinsic to our approach to teaching and learning in EYFS.
Homework/Family Projects	<p>The purpose of the home learning we set is:</p> <ul style="list-style-type: none"> ▪ To encourage parents to engage in the learning their children are doing at school and equip them to feed back to us about learning needs they see in their children. ▪ To enable children to practice and reinforce learning at school. ▪ To encourage self-discipline and organisation around independent learning, to ensure pupils are ready for Secondary school. <p>We have designed our homework to ensure it is accessible to all our families, offers choice and opportunity to be creative. Please refer to our Homework Policy for more details.</p>
<p>Aim 2: Teach our pupils how to lead happy, healthy, constructive lives, in which they can aspire and experience success.</p>	
Personal, Social, Health and Economic (PSHE)	<p>Many aspects of PSHE are taught through other subjects. We also teach weekly PSHE lessons and incorporate aspects of PSHE into assemblies and themed weeks. This includes health and wellbeing, healthy eating, sustainability, cultural competence, bullying, peer on peer abuse and online safety. The IIm2Amal scheme of work for KS2 provides a deep understanding of British values and being a Muslim. In EYFS, we relate the PSHE aspects of the children’s work to the objectives set out in the Early Learning Goals (ELGs).</p>
Relationship and Health Education (RHE)	<p>As per the national guidance from the DfE document Sex and Relationship Education (SRE) Guidance published in July 2000 (ref DfEE 0116/2000 – appendix 1), SRE is defined as ‘learning about physical, moral and emotional development. At Noor UI Islam, we refer to it as RHE, taught as part of PSHE, Science, PE, DT, ICT and Islamic Studies.</p>

	<p>We aim to inform children about human development. They will also learn about matters of morality and individual responsibility, through the values and ethos of the school.</p> <p>Education about relationships runs throughout our Curriculum in all year groups from Yr1 to Yr 6. It focuses on helping children understand bodily changes as they approach puberty. In Upper KS2, we address it particularly through Human Development and Hygiene and Maturity Lessons. Parents have the right to withdraw their children from certain lessons. We inform parents about the content of lessons before they take place. We do this by sending the content coverage home before the lessons are taught and holding a parental workshop.</p>
Physical Education (PE)	<p>We employ sports coach to teach the fundamentals, fitness, athletics and games sections of the curriculum in Years 3-6 at the Score Centre in Leyton. KS1 is taught at school by the class teacher. We follow the National Curriculum.</p> <p>Our annual Sports Day is held at the Leyton Cricket Ground. We also take some classes for Swimming, Cycling and competitive or festivals of sports organised by the Borough of Waltham Forest.</p>
Vocational Experience	<p>We think it is important to develop our pupils' understanding of the world of work. Above all, we want them to broaden their knowledge of the many professions they could engage in as adults. Pupils either visit workplaces such as fire stations or libraries and learn about places of work, or professionals such as policeman or dentist visit us and explore their vocations with our children.</p>
Aim 3: Ensure broad and balanced curriculum.	
Quran	<p>Children are taught the importance of learning the Quran. Surahs are memorised from Reception class and children are taught how to read the Quran in the Arabic script. Throughout the school, the Quran is used as a basis for the school's spiritual and moral ethos. Children are encouraged to take lessons from the stories in the Quran.</p>
Dua/Adhkar	<p>Daily remembrance of God is encouraged in school through morning duas/zhikr and communal prayers. As part of the curriculum, children learn and practise a series of invocations to deepen their connection with God.</p>
Islamic Studies	<p>Children have weekly Islamic Studies lessons which teach the basics of the Islamic Faith. The emphasis is on nurturing the spiritual development of children as well as teaching the need-to-know elements of the Islamic faith. Children are also taught how beliefs fit into modern day life and the importance of displaying good character to all.</p>
Computing	<p>Pupils are taught computing from Year 1 to Year 6. We follow 'Kapow' Schemes of work, focusing on computing systems and</p>

	<p>network and programming. Online safety is also taught as part of Computing, themed weeks and assemblies.</p> <p>We use Securly for our filtering system. Designated members of staff are alerted should there be any issues arising from any potential breaches.</p>
Drama/Music	<p>Pupils are taught a variety of songs (nasheeds) and develop their skills in acting over the year. Class performances are held in the Autumn and Summer terms for parents and the other year groups.</p>
Science	<p>Science is taught through an interleaved approach, helping pupils remember broad scientific knowledge over the long-term, as well as ensuring that teachers and pupils can effectively identify and address misconceptions. We place a lot of value on practical investigations.</p> <p>We also often link it to other subjects, such as writing. In EYFS to Year 1, although specific Science content is matched to topics, some skills are taught in an ongoing way through the continuous provision opportunities offered.</p> <p>We follow Kapow Scheme of Work.</p>
History and Geography	<p>These subjects are taught through our half-termly topics. We closely integrate History and Geography with English, as the core skills pupils need for these subjects are very similar.</p> <p>For example, we may teach History alongside a non-fiction writing and Literacy Tree unit in English. History and Geography are taught through an interleaved approach. Teachers will teach each subject one at a time per half term. The concept of chronology and how people and events fit together in time is explored in an ongoing way. We follow Kapow and Plan Bee Schemes of Work.</p> <p>We re-visit topics through flashbacks and quizzes.</p>
Countries of the World	<p>In addition to History and Geography, each class focuses on a country so children can learn about their local area and compare their life to those of people in other countries of the world. They may look at the culture, language, food, history and geography of a chosen country.</p>
Religious Education (RE)	<p>Pupils from Year 1 to 6 focus on one major world religion in their year group as well as the teaching of Islamic and Quran Studies. We supplement this with visits to places of worship such as St Paul's Cathedral and also take part in the Faith and Belief Forum whereby we have the opportunity to work closely with other faith schools. We hold whole school assemblies about aspects of other faiths.</p> <p>In EYFS RE teaching is ongoing. RE content is covered through Knowledge and understanding of the world.</p>
Art	<p>Art is taught once every term through Plan Bee Schemes of Work. In addition, children are taught to use a range of techniques and</p>

	materials. We enrich the art curriculum through workshops and visits to local and national galleries, as well as study of artists and architects.
Design & Technology (DT)	DT (including sewing and cooking) is taught from Years 1 to Year 6. We ensure all pupils take part in DT once a term. DT is also sometimes included within our writing cycle when children are writing instructions and explanations. We follow Plan Bee schemes of work.
Modern Foreign Language (Arabic)	This brings subject expertise to pupils, across spoken and written Arabic, including authentic pronunciation. It provides a highly structured programme of learning through which pupils can progress individually, supplementing their learning by additional practice at home.
Clubs	We offer a wide range of extra-curricular clubs after the school day. Our aim is to ensure that all pupils have the opportunity to engage in extra-curricular activities whilst at our schools, as a means of enabling them to discover and develop particular talents and interests. Some ongoing clubs are calligraphy, engineering and kickboxing.
School Council	School council is a means of engaging pupils in strategic decision making about our school. It is a mechanism for enabling pupil voice. The school council involves children choosing councillors from their class to represent them, leading to a deeper understanding of the democratic process of election. The group raises and discusses any issues during the fortnightly meetings and share ways to improve school life.
Aim 4: Ensure high levels of competence in the core subjects of English and Maths	
Reading & Phonics	In EYFS and Year 1, the children partake in daily phonics sessions following the Floppy Phonics Scheme. Children in Year 2, who struggle with their phonics at the end of Year 1, continue to have Floppy Phonics targeted intervention to improve reading. We have Guided Reading sessions 3 times a week from Year 1 to Year 6 where reading skills are explicitly taught. Our English curriculum is book-based. As well as teaching reading directly, we put effort into encouraging a love of reading. Children are given time throughout the day to read for pleasure in DEAR Time (drop everything and read) as well as having opportunities to listen to stories read by their teachers. We have well-resourced classes and school libraries with a rich range of texts, accessible to all our children. The school runs Scholastic Book Fairs at least twice a year.
Spelling	Pupils are given weekly spellings to learn at home. Pupils are encouraged to find the meaning of the words which can be about

	specific topics being taught or from the recommended spelling list for each year group. KS2 pupils are encouraged to use dictionaries and thesauruses daily.
Handwriting	<p>The ability to form letters well on paper begins with the development of both fine and gross motor skills. Extra support is given to pupils with poor fine motor skills. Reception class learn letter formation in line with Floppy Phonics programme. Children learn correct letter formation using the same picture mnemonics that they have already learned in phonics lessons. Letter formation is taught in handwriting groups.</p> <p>Handwriting is taught regularly in Key Stage 1. Children in year 1 revise letter formation, posture and pen grip. This continues in year 2 with a focus on consistency. In Key Stage 2, children have handwriting as an integral part of their English lessons and are encouraged to present their work neatly and write using joined up handwriting.</p>
Writing & Grammar	Children have daily opportunities to write. They build up to a piece of extended writing, which they plan thoroughly and have structured opportunities to review and edit.
Maths	<p>We aim to make Maths teaching and learning:</p> <ul style="list-style-type: none"> ▪ Fun and engaging – a subject that children talk about with excitement! ▪ Stimulating – with opportunities for playing games, solving puzzles and challenges. ▪ Challenging and motivating for the children to solve problems, investigate and discover. ▪ Purposeful and linked to real-life problems and events. ▪ Interactive – with lots of independent thinking and discussion of ideas and strategies. ▪ We have also built in daily opportunity for short, repetitive learning of key mathematical knowledge (flashbacks). Our approach is supported by the Power Maths with White Rose Maths scheme of learning which provides a clear progression map for learning, as well as a calculation policy that is structured around a progression from concrete methods, using physical objects, to pictorial, drawn methods and finally abstract approaches.
Aim 5: Teach our pupils to live well in a diverse world, as confident, responsible citizens and Muslims.	
Trips	Pupils are taken on trips almost every half term and sometimes more than once per half term to enrich our curriculum. We offer a wide range of trips ranging from museum workshops to places of worship and the Parliament. Year 5 and 6 have an annual residential trip to develop a variety of life-skills.

Year 6 Prefects	Prefects are elected in Year 6 to assist in the smooth running of the school. They support younger pupils in their learning and staff through certain allocated tasks to prepare them for adult life.
Assemblies	We run a weekly cycle of assemblies, including celebrating our pupils' successes. We see assemblies as part of our Curriculum and have designed them to include regular learning about current affairs, our school values, themed weeks and key religious and cultural festivals.

5. Structured Approaches to Teaching and Learning

The way we organise the overall content and the sequence of learning in key subjects is as important as the way we organise learning. Key questions include how much time to devote to specific subjects, how regularly pupils should engage with them, whether subjects are best learnt in stand-alone ways or through cross-curricular themes and what role repetition should play in ensuring pupils retain new knowledge in the long-term.

The time we devote to different subjects is set out in our Timetabling Guidance below.

The approximate length of subjects on a weekly basis are as follows:

Subject	Time
English	5 hrs
Maths	5 hrs
Islamic Studies	1 hr
Arabic	1 hr
Quran reading/memorisation, adhkar	3.5 hrs
Science	2 hrs
PE	1 hr
Geography/History	1 hr
Music/Drama/Computing	1 hr
PSHE/RHE/RE	1 hr
Art/DT	1 hr
Guided Reading/ Grammar, Punctuation and Spellings (GPS) and Handwriting	2.5 hrs approx.
Assembly	30 mins
Golden Time (Seerah, enrichment clubs and playtime)	1 hr
Story Time/DEAR	10 mins (3x p/w)

These times are flexible especially due to prayer times in winter, affecting KS2. Year 6 also has flexibility in the timetable from the spring term as pupils prepare for the SATs.

6. Early Years Foundation Stage

6.1 Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences. We fully support the principle that young children learn through play, and by engaging in well-planned structured activities embedding on the skills they have already.

We endeavour to ensure that children "learn and develop well and kept healthy and safe." We aim to support children in their learning through "teaching and experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life." (Statutory Framework for the EYFS 2014)

6.1 The Early Years Foundation Stage framework

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The **Prime areas** are:

Communication and Language: Listening, Attention and Understanding ELG, Speaking ELG

Personal, Social and Emotional Development: Self-Regulation ELG, Managing Self ELG, Building Relationships ELG

Physical Development: Gross Motor Skills ELG, Fine Motor Skills ELG

The prime areas are strengthened and applied through **4 Specific Areas:**

Literacy: Comprehension ELG, Word Reading ELG, Writing ELG

Numeracy: Number ELG, Numerical Patterns ELG

Understanding the World: Past and Present ELG, People Culture and Communities ELG, The Natural World ELG

Expressive Arts and Design: Creating with Materials ELG, Being Imaginative and Expressive ELG

6.2 Regular, planned and focused assessments are made of children's learning and individual needs. A record of each child's progress in all areas of their learning is kept by retaining and filing their assessment data. The main EYFS assessment method is through observations of children in different teaching and learning contexts, including both adult focused activities and child-initiated play. Observations are recorded in different formats (e.g. narrative style, post-it notes, photographs).

6.3 There is continuous monitoring and assessment of each child's development using the Reception tracker on 'Tapestry' against the Early Learning Goals. This is updated regularly to track individual progress. At the end of the year, it provides a summary of every child's development and learning achievements.

7. Key ways we organise teaching & learning:

At Noor ul Islam Primary School, we maintain that learning should be a rewarding and enjoyable experience for everyone; it should be purposeful and fun. At our school we aim to provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. All teaching will be structured to maximise learning opportunities, and lessons will be planned in accordance with the following principles:

Interleaving through flashbacks (retrieval practice):

Interleaving involves revisiting subject content over time through regular flashbacks and quiz activities. This approach helps embed new learning in long-term memory. Revisiting content involves the act of retrieving previously learnt knowledge, identifying what may have been misunderstood or forgotten, filling gaps and then developing further knowledge and understanding.

Rosenshine's principles embedded in our lesson planning and delivery:



8. Curriculum Review and Development

We regularly review the content, implementation and impact of our curriculum to ensure we are meeting its aims as effectively as possible.

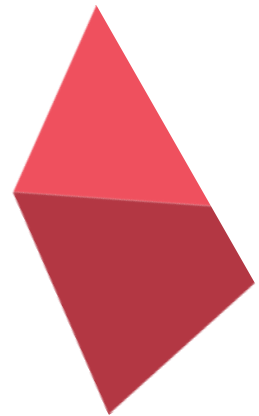
The systems of review we use include:

- Half-termly reviews of learning, which include looking through the work of several pupils in a class and interviewing pupils about their learning. Feedback is provided to teachers. Where whole-school issues are identified, action is taken to improve curriculum guidance.
- Regular learning review in weekly PDM sessions, in which aspects of our curriculum are reviewed in detail, leading to a report, shared with staff and Governors, outlining strengths and action for improvement.
- Annual review of all curriculum subjects, with senior teachers and middle leaders, to explore the effectiveness of current schemes of work, as well as perceived gaps in teacher subject knowledge. Actions for improvement are agreed.
- We administer end of year progress tests (GL Assessment) for all pupils. This test is not taught and pupils are not aware when it will be administered. Year 6 also takes part in Standard Assessment Tests (SATs). These tests help the school to identify how well the pupils are doing in their learning using national comparisons.

Appendix 1:



An Islamic Environment based on Mutual Respect: *Our Core Offer*



	Standard	Pupils should be encouraged to:
1	Start the day with morning adhkar.	<ul style="list-style-type: none">All pupils recite morning adhkar in unison, respectfullyListen attentively when a child is chosen to lead the adhkar

		<ul style="list-style-type: none"> • Understand the importance of adhkar and it is recited every morning • Share with family and friends
2	Quality prayer (salah) experience for KS2.	<ul style="list-style-type: none"> • Complete ablution carefully • Pray quietly and calmly • Complete daily prayers fully and punctually • Afternoon adhkar after Fard prayer • Quiet reflection time
3	Weekly Jumu'ah Khutbah for KS2.	<ul style="list-style-type: none"> • All pupils listen respectfully and attentively • Khutbah often linked to tarbiyyah focus or current topics • Reflection on how we can improve our lives as Muslims and be good citizens
4	Five pillars of Islam.	<ul style="list-style-type: none"> • Participate in school initiatives/events and reflect on how they relate to the 5 pillars e.g. Ramadan, Zakaat, Hajj • Reflections on how to practise the 5 pillars of Islam • School exhibition and local schools invited to participate and learn
5	Tarbiyyah of the week based on our core values.	<ul style="list-style-type: none"> • Participate fully in the weekly tarbiyyah • Learn and discuss hadeeth or a verse from Quran associated with the core values • Reflect on life lessons from the Hadeeth/tarbiyyah sessions- how can we become better Muslims and human beings? • Share learning with family
6	Mannerisms & etiquette.	<ul style="list-style-type: none"> • Inspire to be like our beloved Prophet Muhammad (pbuh) • Show good manners towards parents, teachers, friends and everyone around us • Follow our Golden Rules • Live up to our Mission Statement and values • Have a positive mindset • Be grateful and happy for others • Make the right choices and do the right thing
7	Salawaat sent upon the Prophet (pbuh) collectively on Fridays.	<ul style="list-style-type: none"> • Engage with recitation of the Salawaat • Sit up straight and not be distracted by other activities
8	Listen to Surah Kahf on Fridays.	<ul style="list-style-type: none"> • Listen attentively and quietly as Surah Kahf is recited • Sit up straight and concentrate • Memorise the first ten verses as a means of protection and reflection on key lessons
9	Strong assembly programme delivered.	<ul style="list-style-type: none"> • Sit still and listen attentively to the speaker • Reflect on life lessons from the assembly- what will we change in our lives? • Share appreciation of input from speakers • Learn about different cultures and religions and show respect • Share learning with family
10	Khidmah (service) opportunities/social action	<ul style="list-style-type: none"> • Participate enthusiastically in volunteering opportunities/raising money for charities/school events • Use volunteering opportunities to improve skills in how you engage with others • Listening to others • Working effectively in a group • Showing empathy

		<ul style="list-style-type: none"> • Debating and compromising • Critically evaluating • This improves our character and personality as we become more giving and caring
11	Arabic offered as Modern Foreign Language.	<ul style="list-style-type: none"> • A dynamic Arabic curriculum that develops all four strands of learning: Reading, Writing, Speaking, and Listening. • All the topics are derived from the GCSE Arabic curriculum, customised to suit the primary level. • Pupils actively engage in Arabic lessons through role-playing and interactive simulations. • Arabic is taught in a fun and exciting way, making the learning experience truly unique. • All classrooms and areas are labelled in Arabic to maximise pupils' learning experience with the target language.
12	Islamic studies lessons.	<ul style="list-style-type: none"> • A strong Islamic ethos with a holistic approach to Islamic Studies and Tarbiyyah. • A broad and balanced Islamic Studies curriculum encompassing Fiqh, Aqaaid, Akhlaaq, Hadith, Seerah, and Aadaab al-Islamiyyah. • Learn the foundational knowledge needed to grow up as a Muslim. • Tarbiyyah instilled through Islamic Studies and wider curriculum
13	Quran/Qaida/Duas lessons.	<ul style="list-style-type: none"> • Learn how to read Quran • Memorise surahs • Learn daily duas • Taking part in friendly Quran competitions such as <i>Muslim Schools' Quran Fest</i>
14	Islamic displays reflective of our Islamic ethos	<ul style="list-style-type: none"> • No graffiti, vandalism or litter • Contribute to Islamic Art across the school to inspire and exemplify faith
15	Islamic books provided in school	<ul style="list-style-type: none"> • Read faith-related books in class (life of the prophets and sahabas/companions) • Consider what we can learn about the character of the protagonists • Consider what moral and spiritual messages that can be derived from the text • Share your learning with peers
16	Weekly Islamic story times/Golden Time Seerah.	<ul style="list-style-type: none"> • Listen attentively to the speaker • Ask questions at the end of the talk • Reflect on life lessons • Share learning with family
17	Visits to local masjids.	<ul style="list-style-type: none"> • Reinforce Islamic faith and tarbiyyah • Feel and enjoy being part of the community
18	Ramadan Time in school.	<ul style="list-style-type: none"> • Daily Quran recitation modelled by teachers and students • Lunchtime activities for those who are fasting • Raise funds/iftaar events for charity • Maximise good deeds through adhkar, recitations and being the best version of ourselves • Align our school holidays with last 10 days of Ramadan

19	PSHE (Ilm2Amal) offered in KS2.	<ul style="list-style-type: none"> • Participate fully in PSHE Curriculum • Strong links between Citizenship and Life as a Muslim in Modern Britain • Reflect on lessons and behave respectfully when discussing sensitive issues • Learn to respect diversity in our society and build good relationships
20	RHE delivered in KS1 and 2.	<ul style="list-style-type: none"> • Participate fully in RHE lessons • Behave respectfully when discussing sensitive issues in RHE • All topics are delivered in line with our Islamic ethos
21	Certificates to encourage good character.	<ul style="list-style-type: none"> • Participate enthusiastically in our weekly values • Practise those values actively • Raise funds for charity • Extra good deeds during Ramadan • Share with family and friends
22	Islamic greetings (salaams) are exchanged regularly.	<ul style="list-style-type: none"> • Say 'Assalaamu alaikum' to our teachers and friends when we see them • Greet teachers/staff
23	Events and activities to mark key dates in Islamic Calendar.	<ul style="list-style-type: none"> • Participate fully in activities to reflect Islamic calendar (Ramadan, Hajj) • Learn about key events, what happened and what they represent to Muslims • Listen attentively to special assemblies • Share what you have learnt with family and friends
24	External faith speakers from the local community deliver assemblies at least once per term.	<ul style="list-style-type: none"> • Listen attentively to the speaker • Discuss key messages • Ask questions at the end of the talk • Reflect on life lessons from the talk- what will we change in our lives? • Share learning with family
25	In RE, Islam is the predominant religion taught alongside other world faiths.	<ul style="list-style-type: none"> • Participate fully in RE lessons • Participate fully in trips, visits and talks given by speakers relating to faith learning • Learn about respect and tolerance
26	Creative Performing Art (Drama and nasheeds)	<ul style="list-style-type: none"> • Learn well and practice nasheeds to deliver at school events, assemblies • Take part in quality learning in nasheeds • Enjoy taking part in festivities and fun through singing and drama
27	Initiatives to protect the environment.	<ul style="list-style-type: none"> • Participate fully in environmental activities- Bikeability, Travel to School plan, Walk to school initiative, taking care of plants • Recycling initiatives • Debating and compromising • Link environmental activities with how to improve ourselves physically and mentally