



# Al-Burhan Grammar School

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*Dedicated to learning as the  
foundation of life*

## Curriculum Policy

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### 1. Overview

#### 1.1 Introduction

Through the National Curriculum, we aim to provide an environment in which all students develop their full potential. This is within a framework of equality of opportunity, spiritual, moral, cultural and social commitment and a balance of individual and institutional needs.

*Please see the “Vision and ethos policy” for more information about our overall aims.*

The purpose of this policy is to ensure that pupils receive a thoughtfully planned curriculum which is characterised by breadth, balance, coherence, relevance, differentiation and progression within the national framework.



### 1.2 Links with other policies

This policy links to and must be read in conjunction with the following policies:

- **Vision and ethos policy – must be read**
- Behaviour and Tarbiyya policy
- Teaching and learning policy
- Pastoral care policy
- SEN policy
- PSHE policy

### 1.3 Main principles of our curriculum

The curriculum should:

1. Provide all pupils with the opportunity to learn and make progress, enabling them to achieve their goals
2. Promote a positive attitude towards learning
3. Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
4. Be broad – so that it provides each girl with a wide range of experiences, knowledge and skills, fostering educational development and encouraging independent learning
5. Be balanced – so that each area of the curriculum is allowed sufficient time for its contribution to be effective
6. Be flexible and differentiated – so that learning can be matched to the needs of individual students, with high expectations for every pupil and appropriate levels of challenge and support
7. Be coherently planned and sequenced – so they have a cumulatively sufficient knowledge for skills and future learning and employment.
8. Equip pupils with the knowledge, cultural capital and skills they need to succeed in life in British society:
  - a. the thirst and capacity for life-long independent learning
  - b. Skills in accessing information and applying knowledge
  - c. Skills in communication, literacy and numeracy
  - d. Resilience
  - e. Flexibility in outlook and action
  - f. lively and enquiring minds, with the ability to think imaginatively, critically and independently
  - g. a positive response to opportunities, challenges, responsibilities and change
  - h. skills of innovation, enterprise and leadership
  - i. Self-confidence without pride
  - j. Personal moral values
  - k. recognition of the importance of traditional values, born of a strong sense of community: honesty, respect for others, self-respect and self-discipline

These principles are underpinned by our school vision and ethos. *See the “vision and ethos policy” for more information.*

### 1.4 The learning environment

The school is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices, and therefore we ensure that each pupil is encouraged to reach their full potential.



Displays of students' work, stimulus materials and appropriate resources are very important in setting standards and raising expectations. All departments are expected to emphasise good display in their areas and contribute to displays in public areas of the school.

The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. Whilst this is left to individual teachers and departments, it is expected that classrooms are orderly environments where pupils can work effectively and in comfort that adequate resources are provided and are accessible, and that students treat all areas with respect.

### **1.5 Monitoring and review**

Subject leaders and senior leaders monitor the way their subjects are taught through the school via planning scrutinies, learning walk, book scrutinies and lesson observations.

This policy will be reviewed every three years by the SLT and Headteacher. Any changes will be approved by the governing body.

## **2. Curriculum structure**

### **2.1 Overall curriculum structure**

We teach a broad and balanced curriculum, which includes the standard subjects taught at Secondary Schools, with some necessary adjustments due to our ethos and need for the subjects included in the "Islamic Education". The curriculum is regular reviewed to ensure it remains appropriate (i.e. reasonable for pupil ages and challenging enough), relevant and focussed.

#### **KS3 curriculum**

Students follow a common curriculum which will facilitate transition from Key Stage 2 (KS2) and lay a good foundation for studies at key stage 4. Particular focus is given to ensure a good depth of study and relevant skill acquisition in each subject, before moving onto more focused GCSE studies.

This means that the point of change from Key Stage 3 to GCSE can vary: for some subjects e.g. Maths, it can be at the beginning of Year 9, for others e.g. the separate Sciences, it can be in the middle of Year 9 once KS3 work has been studied, and for others which require more acquisition of more specialized skills/understanding it may be at the end of Yr9/beginning of Yr10 e.g. Computer Science, Art, languages, English and History.

#### **KS4 curriculum**

The KS4 curriculum has a strong academic core with the compulsory GCSEs resulting in acquisition of the EBacc (English Baccalaureate). Module options where available are chosen carefully in GCSE subjects to build on previous KS3 learning.

Girls study a mix of compulsory and optional subjects, as outlined below.

### **2.2 The timetable**

The school operates a 30 period week. There are 6 periods per day each of which lasts for 50 minutes.



### 2.3 Standard subjects

We teach the following “standard” subjects:

Subject	KS3	KS4	Additional detail
Maths	✓	✓	GCSE Statistics is also taught to those pupils who sit GCSE Maths at the end of Year 10
English	✓	✓	Separate GCSEs in English Language and Literature
Science	✓	✓	Taught separately as Biology, Chemistry and Physics in KS4. Pupils sit for the triple sciences GCSEs, unless it is felt that a pupil will be better able to work towards a combined Science (double award) GCSE
History	✓	✓	
Arabic	✓	✓	Optional at GCSE: pupils choose either Arabic or Urdu
Urdu	✓	✓	Optional at GCSE: pupils choose either Arabic or Urdu
Spanish	✓		Started in academic year 2024-25 for Year 7 only.
Computing	✓	✓	Optional at GCSE
Art	✓	✓	Optional at GCSE
PE	✓	✓	Non-examined at GCSE
PSHE	✓	✓	Non-examined at GCSE Includes: citizenship, careers education, Health education and RSE (relationships and sex education).

### 2.4 Islamic education

We teach the following subjects as part of our “Islamic Education” curriculum:

Subject	KS3	KS4	Additional detail
RE/RS	✓	✓	
Living Islam	✓	✓	Non-examined at GCSE
Quran	✓	✓	Non-examined at GCSE

In addition to this, Islamic Education is also delivered through SMSC Education (which includes character education) and Learning Outside the Classroom (LOtC) activities.

### 2.5 Social, Moral, Spiritual and Cultural (SMSC) education

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum. As an Islamic School, this is an essential part of the education that we provide. This is explained further in our vision and ethos policy.

Our curriculum is designed to:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- encourage pupils to accept responsibility for their behaviour



- encourage pupils to show initiative and understand how they can contribute positively to the lives of those living and working in the local community and to society more widely
- enable pupils to acquire a broad general knowledge of and respect public institutions and services in England
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
- encourage respect for other people
- encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

Aspects of this are taught within subjects through activities and relevant topics. Additional areas are taught as part of the (Learning outside the classroom) LOTC activities.

### 2.5.1 Tarbiyya (character education)

`Tarbiyya` is an Arabic word that means development, increase and growth, particularly of one's character and attitude and approach to life and situations. It is a continuous and comprehensive process of developing all aspects of our pupils' character and personality, i.e. spiritual, intellectual, moral, social and physical aspects.

The real aim of Tarbiyya is to develop Taqwa (piety) and to put people on the path of constant self-purification, self-correction and self-development and instil in them the principles of truth, righteousness, fairness, justice and respect for others.

The responsibility for giving tarbiyya to our children i.e. our pupils lies with all teachers individually (even though we may work in cooperation with senior teachers, the Headteacher, and parents). At Al-Burhan, we believe that a teacher's responsibility does not end with their subject in their classroom. In truth, being a teacher is a type of personality, where one is constantly teaching others through their own actions and gentle correction of poor manners/impolite acts.

Formal teaching of tarbiyya occurs at Al-Burhan through PSHE, Living Islam, Religious Education and assemblies. But the practice of tarbiyya is taught at all times, by all teachers.

### 2.5.2 British values

Our curriculum ensures that all of our pupils are equipped and prepared to contribute well to life in British Society. Our aim is for our pupils to:

- Become active citizens of their local communities, the country as a whole, and of the world
- Have the skills and experience to make a valuable contribution to the school and the wider community.

Promotion of fundamental British values is part of our wider provision for facilitating our pupil's SMSC development. These values are set out by the DfE's non-statutory guidance, and are defined as the following:

British value	Definition	Examples include:
Democracy	A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.	<ul style="list-style-type: none"> <li>• Leadership and accountability</li> <li>• Joint decision making</li> <li>• Team meetings</li> <li>• The right to protest and petition</li> <li>• Receiving and giving feedback</li> </ul>



Individual liberty	Protection of your rights and the right of others you work with	<ul style="list-style-type: none"> <li>Equality and Human Rights</li> <li>Personal Development</li> <li>Respect and Dignity</li> <li>Rights, choice, consent and individuality</li> <li>Values and principles</li> </ul>
The rule of law	The need for rules to make a happy, safe and secure environment to live and work.	<ul style="list-style-type: none"> <li>Legislation</li> <li>Agreed ways of working, policies and procedures</li> <li>How the law protects you and others</li> <li>Codes of conduct</li> </ul>
Mutual respect and tolerance	Understanding that we don't all share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own.	<ul style="list-style-type: none"> <li>Embracing diversity</li> <li>The importance of religion, traditions, cultural heritage and preferences</li> <li>Stereotyping, labelling and prejudice</li> <li>Tackling discrimination</li> </ul>

As an Independent school, we are also required to:

- Prevent the promotion of partisan political views in the teaching of any subject in the school
- Take steps to ensure that, where political issues are brought to the attention of pupils, the pupils are offered a balanced presentation of opposing views

#### What we do at Al-Burhan

- Although we are a faith school, we accept admission of all pupils regardless of background and faith. For example, we have in the past had non-Muslim students enrolled here.
- Pupils learn to work collaboratively and to share and build on each other's ideas, recognising the importance of critical and independent thought. Pupils are encouraged to explore ideas, develop opinions, reflect on and articulate their own viewpoints. We teach them that disagreement does not entail loss of respect for and understanding of others' opinions.
- Election of peers to form positions and the school council.
- The school is governed by rules that pupils are made aware of through induction, assemblies, form times, newsletters and posters/notices. All staff, parents and pupils, when they join the school, are made aware of the safeguarding policy and procedures, and codes of conduct. Pupils are taught the value of and the reasons behind the rules, their own responsibilities and the consequences of their actions when these rules are broken.
- The School takes a balanced approach to this and teaches that all rights come hand in hand with responsibilities. We are all free to make our own choices, but we must also think about the effect those choices will have on others and our surroundings, and this must be part of the decision-making process.
- In PSHE, pupils spend time each year looking at democracy in the UK, law-making, and the different political parties. They are encouraged to take an active part by participating in mock elections, and mock parliamentary debates to see how laws are made in the UK parliament.
- We teach our pupils to observe and participate in the formation and implementation of new laws around the country. We teach them part of the job of a responsible citizen is to stand up for what one believes to be right and to remain involved in the political process through methods such as petitions, writing to MPs and peaceful protests. If however, a law is passed which one disagrees with, one must still abide by it as a law-abiding citizen.
- In RE, pupils explore different faiths and beliefs.



- When political issues are discussed in school, either in lessons or in extra-curricular activities such as assemblies or clubs, a balanced, non-partisan, presentation of views is offered and pupils are not encouraged by teachers or others to support particular political viewpoints.
- All staff challenge discriminatory or extremist opinions or behaviours as a matter of routine.
- An annual “culture day” where pupils research different cultures and then create an exhibition and presentation to teach other classes about their chosen cultures.
- Respect and tolerance are two key Islamic values which we reinforce and instil as part of tarbiyyah/character education. Our code of conduct promotes the values of respect and responsibility.

## 2.6 Learning outside the classroom (LotC)

Learning does not just happen within the classroom. Lots of activities take place outside of lesson time which all contribute to pupil learning:

- Enrichment activities
- Clubs
- Workshops
- Assemblies
- Trips and visits
- School council
- Use of form time
- Off-timetable days
- Engagement in competitions
- House activities

All such activities play an essential part in enhancing the educational experience of all our students as well as supporting the development of non-cognitive skills and well-being.

The LotC programme reflects the value we place on student involvement, enthusiasm and personal development. The programme is reviewed on an annual basis.

**The aims of the programme** are to:

- Broaden the range of experiences of our pupils
- Give pupils opportunity to get involved in activities outside the scope of normal classroom activities
- Allow pupils to develop a wide range of interests and hobbies
- Support academic learning by providing real-world experiences
- To develop student character and qualities: confidence, self-confidence, problem solving, motivated, resilience, curiosity, reflective abilities, collaborative skills and connecting and questioning ideas.
- Increase our pupil’s cultural capital.

## 3. Curriculum planning

### 3.1 Planning requirements

#### 3.1.1 Curriculum Plans and schemes of work



Each department is required to have a Curriculum Map for all of its courses/programmes related, where appropriate, to the national curriculum and or examination board requirements.

The curriculum map is designed to be an overview of the curriculum for a whole subject, from Year 7 to Year 11. The aim is to ensure that the curriculum is sequenced and structured for that subject, that topics in each year build on skills and knowledge in previous years, and that studies in key stage 3 lay the foundations for key stage 4.

Schemes of work on the other hand are more detailed documents at a topic or unit level, showing how the teaching for that topic/unit is organised. They will include for example, learning outcomes/objectives, details of delivery methods for each unit, lesson activities, homework tasks and assessments.

Due to the use of schemes of work available with software packages e.g. in Science, for some subjects a detailed curriculum plan may be sufficient.

### 3.1.2 Short-term planning

The school uses MTPs (medium term plans) for short-term planning. It simply expects that such planning takes place, in sufficient detail to ensure that pupils achieve high standards and can achieve their potential.

There is no requirement for detailed lesson plans. This ensures a reduced workload for teachers and ensures they can spend PPA (planning, preparation and assessment) time in a more productive and useful way.

### 3.2 Progression and continuity

Curricular planning within and between the different phases of education ensures progression by building on earlier learning. In each subject, knowledge, skills and concepts shall be extended systematically. Links between different units of work as well as reinforcement of work done earlier help to provide continuity within a subject.

### 3.3 Coherence of learning

Each Department should maintain a broad awareness of the whole-school curriculum and work alongside other departments in order to achieve a sense of coherence. Throughout their education at Al-Burhan School, students will encounter a variety of teaching and learning styles, and have their individual learning needs met.

The school will monitor carefully what we are achieving and how it is being done. We will keep under review the relevance and effectiveness of the curriculum. Changes in curriculum will be managed sensitively and through consultation. Children's learning will be assessed, with the aims of recording their achievements and of diagnosing problems and difficulties.

### 3.4 Differentiation and setting

At Al-Burhan Grammar School, we recognise that children develop in different ways and at different speed. We therefore take care to ensure a level of challenge that is appropriate for each child within a class.

*See the "differentiation" section of the Teaching and learning policy for more information.*



### 3.5 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 from disadvantaged backgrounds
- 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 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.

*See the “Teaching and learning” and “SEN” policies for more information.*

### 3.6 Assessments

Al-Burhan School recognises the importance and value of homework as an extension of class work, and a vehicle to practice skills, acquire new ones and develop good study habits.

*See the “Homework” and “marking and feedback” policies for more information.*

Students will take regular tests throughout their school education to determine their progress, and highlight areas of improvement. Once weaknesses are identified, teachers will devise their lesson plans in accordance with meeting each pupil’s different needs and ensuring that each child’s needs are met.

It is expected that all students who embark on a course leading to a public examination are entered for that examination, unless they fail to fulfil the examination board’s requirements in relation to coursework, attendance or other criteria.

Departments are expected to identify, at an early stage, pupils who are in danger of failing to meet the requirements, so that they can be supported, guided and encouraged. Every effort is undertaken to prepare students for their exams, through a programme of extensive revision classes.

*See the “Assessment” and “marking and feedback” policies for more information.*

## 4. Roles and responsibilities

**Subject teachers** are responsible for:

- Implementing the curriculum plan
- Working with the subject lead to review and amend the curriculum plan where necessary

**Subject leads** are responsible for:

- Reviewing annually the curriculum plan for the department to ensure it remains fit for purpose



- Supporting subject teachers where needed with delivery
- Monitoring the way in which subject resources are stored and managed
- Identifying if there are any professional development needs within the department and raising these with senior leaders.

**Senior leaders (Teaching, learning and data lead + the Headteacher)** are responsible for ensuring that:

- This policy is adhered to
- 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
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

**Governors** are responsible for ensuring that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Proper provision is made for pupils 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
- They monitor the effectiveness of this policy and support the headteacher to ensure it is implemented.