Hafs Academy

Curriculum Policy

This policy is in line with the Vision and Mission Statement of the school

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| **Vision Statement**Hafs Academy's vision is to create knowledgeable and worldly citizens who conduct their lives and lead others in an Islamic manner.**Mission Statement**Hafs Academy instils a sense of purpose and responsibility into students through Islamic and Secular education in order to cultivate confident citizens, outstanding role models, and inspirational leaders for their communities with a strong sense of morals and ethics for both Muslims and non-Muslims alike.Hafs Academy creates an environment where the acquisition of knowledge is cherished, where equality and diversity are celebrated, where students are secure in understanding their faith through knowledge and practice, and where humility and service to others are prized. |

**Document control:** This policy has been approved for operation within Hafs Academy.

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| --- | --- |
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| Approved by | Headteacher |

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# Overview

The curriculum of Hafs Academy recognises that all knowledge is sacred, and that learning is a lifelong tradition in Islam. Hafs Academy’s curriculum is designed to foster thought, curiosity, and a desire for learning in all students, regardless of their backgrounds, strengths, and needs. The curriculum will be a gateway to opportunity and a knowledge-based vibrant community in the United Kingdom, and beyond. It will provide the opportunity for learners to fulfil their potential through both collective efforts and independent learning, as well as developing academic resilience. It will also reflect national policy and priorities.

This policy sets out the curriculum that underpins teaching and learning at Hafs Academy. The curriculum will serve the aims of Hafs and its community.

## Supporting Documents

The following related information is referred to in this policy:

* Equality Act 2010
* Able, Gifted and Talented
* Individual Needs
* PSHE/RSE Policy
* Assessment Policy
* Extra-curricular Policy
* SEND/EAL Policy
* Careers Policy

## Aims

The Curriculum, Schemes of Work, and lessons at the school actively supports the mission, vision and values & Ethos of the school. They also promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We aim to teach students how to grow into positive, responsible global citizens, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential. At Hafs Academy we aim to offer a broad and balanced curriculum which provides:

* An enjoyable learning environment.
* Development of each child: spiritual, moral, intellectual, social, emotional, and physical.
* A learning environment in which all pupils are encouraged to actively participate and where pupils understand that making mistakes is an important part of the learning process.
* An accessible curriculum and the support needed to enable our pupils to become confident, successful, independent learners.
* A rigorous curriculum which develops critical thinking skills, challenging each and every pupil to strive to be the best they can be.
* Encouragement for pupils to set high goals, which can be broken down into a series of smaller achievable targets, and to motivate and inspire our pupils to work toward achieving their goals.
* Support programmes to enable and target the needs of each and every pupil of all abilities an equal opportunity to succeed in their studies.
* A rich extracurricular programme to enable them to discover and develop their special talents and abilities.
* A pastoral care system which ensures that all pupils feel included and valued.
* A safe, comfortable learning environment where pupils feel secure, happy, and cared for.
* An exploration of their spiritual, moral, cultural, mental, and physical development.
* Opportunities to reflect on British and International values.
* Opportunities to learn and practise the basic skills of English, Mathematics, and Computing.
* A way to make learning more meaningful by putting it into a relevant context.
* Provide challenge, allowing pupils to engage themselves in deeper learning.

Our curriculum serves the aims of Hafs Academy to transform the educational achievement of our young people and elevate the life chances of young people in areas of social and economic deprivation – from all backgrounds – to help them succeed at the highest levels of education, employment and the professions.

It equips learners with a strong numeracy and literacy skills, as well as their speaking and listening skills and develops their creativity internally and externally.

To achieve these aims, teachers will provide well planned lessons which are matched to student’s needs, accounting for different learning styles, and utilising the class time effectively. Teachers will also encourage independent thinking in students and allowing them to take charge of their own learning by minimising teacher talking time and promoting active learning. Appropriate homework will be provided that builds upon knowledge in class as well as extending the student’s understanding to allow for independent learning.

Teaching methods will consider the different levels of ability of the students, and lessons will be planned and adapted according to the needs of the students.

Teachers will plan and deliver lessons in the knowledge that effective learning takes place when students are made aware of the lesson objectives at the start of the lesson and are directed to these outcomes throughout the lesson. Our teachers ensure that students are enthused and inspired by their learning experiences and that lessons build upon previous knowledge, showing a clear pathway through the learning journey. Our curriculum has a high focus challenging all students, despite their differentiated needs.

# Introduction

## Design of the School Curriculum

The Curriculum at the School, and the Schemes of Work which derive from it, take into account the ages, aptitudes and needs of all Students, including those Students with an EHC plan and do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. In doing so, we provide full-time supervised education.

The Curriculum at the School, and the Schemes of Work which derive from it, give Students until the end of Key Stage 4, experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Furthermore, the curriculum designed by the school ensures that all Students acquire speaking, listening, literacy and numeracy skills.

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## Curriculum intent

Hafs Academy curriculum intent is to fulfil our mission; promoting a culture of educational excellence in a caring and secure Islamic environment, enriched by the values of discipline, mutual care and respect that extends beyond the school into the wider community. Pupils will follow a curriculum which intentionally builds on prior knowledge, skills and concepts. The curriculum is sequentially ordered to ensure secure understanding at one point is deliberately built on in future units and year groups. It is designed to ensure that there is depth and breadth to the knowledge, skills and concepts pupils are taught to avoid insecure and superficial understanding that would inhibit secure progress. It ensures that pupils are well prepared to study higher order content that allows them to access the highest levels of attainment. The curriculum is also designed to ensure pupils can confidently use subject vocabulary and terminology.

By providing a holistic education, in a spiritual environment, underpinned by divine principles, Hafs Academy aims to create and nurture accomplished individuals, who will go onto make positive contributions to the communities in which they live. The school’s curriculum is designed to foster thought, curiosity and a desire for learning in all students, regardless of their backgrounds, strengths and needs. The curriculum should be a gateway to opportunity and a knowledge-based vibrant community in the United Kingdom and beyond. It must also reflect national policy and prioritise need to be educated citizens, and also helps to create an appreciation of human creativity and achievement The curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.

This policy sets out the curriculum that underpins teaching and learning at the school. The curriculum will serve the aims of the school and its community. This is defined through the school’s vision statement.

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## Curriculum Offer

### Key Stage 3

|  |  |  |  |
| --- | --- | --- | --- |
| Subject | Year 7 (Lessons/Week) | Year 8 (Lessons/Week) | Year 9 (Lessons/Week) |
| English | 3 | 3 | 3 |
| Mathematics | 3 | 3 | 3 |
| Science | 3 | 3 | 3 |
| PSHE | 1 | 1 | 1 |
| Arabic | 2 | 2 | 2 |
| Physical Education | 2 | 2 | 2 |
| Humanities | 1 | 1 | 1 |
| Art | 1 | 1 | 1 |
| ICT | 1 | 1 | 1 |
| REForm Time/Assembly | 11 | 11 | 11 |
| Total | 19 | 19 | 19 |

### Key Stage 4

|  |  |  |  |
| --- | --- | --- | --- |
| Subject | Year 10 (Lessons/Week) | Year 11 (Lessons/Week) |  |
| English | 4 | 4 |  |
| Mathematics | 4 | 4 |  |
| Science | 4 | 4 |  |
| RE | 2 | 2 |  |
| PE | 2 | 2 |  |
| History | 2 | 2 |  |
| ICT | 2 | 2 |  |
| Arabic | 1 | 1 |  |
| Citizenship | 1 | 1 |  |
| Form Time/Assembly | 1 | 1 |  |
|  |  |  |  |
|  |  |  |  |
| Total | 24 | 24 |  |

## Communication, Mathematical and Scientific Skills

The three core subjects of English, Mathematics, and Science are taught at both Key Stage 3 and 4 and assessed as GCSEs. Urdu as a Modern Foreign Language is also taught at both Key Stages and assessed as a GCSE.

Communication skills, both written and verbal, will be enhanced by English Language and Literature courses up to and beyond GCSE, and the provision of Urdu to GCSE. In the Islamic course, lessons to the higher classes are fully taught in Urdu, therefore increasing their Urdu communication skills. All subjects will support learners to have excellent speaking and listening skills. Furthermore, communication skills are enhanced through humanities subjects such as History, Geography, and Citizenship, as students will gain valuable debating and written skills in these courses.

Numerical and mathematical skills are a critical aspect of the curriculum. This will be provided through Mathematics up to and beyond GCSE level. Higher ability students will also have the option to study Further Mathematics to prepare them for A Level study. Mathematical skills will also have a focus on the application of Mathematics in everyday life. Numeracy will also be developed across the curriculum as a core skill that enhances employability and supports attainment.

Science will be taught up to and beyond GCSE level. At GCSE level, all three sciences will be taught separately as well as through the Core Science and Additional Science courses. There will be an emphasis placed on greater depth of knowledge and understanding in science, the history of scientific thought and the application of science in everyday life, as well as emphasising the importance of the scientific process.

The Islamic Course also incorporate numeracy through financial literacy, relating both to alms-giving and to business. The study of jurisprudence incorporates key elements of scientific knowledge and skill-based implementation, often requiring students to understand difficult concepts regarding living organisms, medicine and the study of celestial objects.

### English

In Key Stage 3, students will develop reading, writing, listening, and speaking skills, with the curriculum aiming to boost their confidence in these key areas and will form a foundation upon which other areas of learning are based on both in the secular and Islamic curriculum. Students will be able to assess and evaluate the application of the English language by studying a wide range of literature such as poetry, novels, short stories, nonfiction texts, and plays. In addition to this, students will explore how language can be used as a tool for social change when looking at the experience of African Americans in literature. Throughout Key Stage 3, students will continue to learn more advanced vocabulary, become proficient in using dictionaries and thesauruses, improve their motor skills in handwriting, and encouraged to read outside of lessons for recreational purposes.

By the end of Key Stage 3, students will be able to comment on the techniques used by various writers, evaluate their effectiveness, and use this to create their own pieces which address themes and issues in society.

For those with English as an additional language, extra emphasis is placed on allowing for students on achieving a conversational level before using this as a base to further learn more sophisticated vocabulary. All lessons will be conducted in English and students will be encouraged to use English in their daily lives outside of lesson.

Students will continue to develop their language skills in key stage 4 and will be able to use language confidently in not just all aspects of their learning, but outside their learning too. Students will be able to analyse and evaluate more complex features of language, and apply this to their own work. To achieve this, students will be able to read a wide range of texts and comment on them articulately and in a sensitive manner.

Both in Key Stage 3 and 4, students will gain the confidence and ability to express themselves in different scenarios. Students will be able to articulate themselves fluently and with clarity in Standard English. This will be reinforced in the Islamic curriculum where students will create and deliver their own talks in weekly

### Mathematics

Numerical and mathematical skills are a critical aspect of the curriculum. This will be provided through Mathematics up to and beyond GCSE level. Mathematical skills will also have a focus on the application of Mathematics in everyday life and functional skills as part of revisions to the new curricula. Numeracy will also be developed across the curriculum as a core skill that enhances employability and supports attainment. GCSE Mathematics will be delivered as a linear course, completed in Year 11.

### Science

Teaching will ensure that scientific enquiry is taught through contexts taken from life processes, living things, material and their properties and physical processes. Science will be taught upto and beyond GCSE level. There will be an emphasis placed on greater depth of knowledge and understanding in Science, the History of Scientific Thought and how everyday science is applied. Aspects of the Relationship and Sex Education will be offered through the Science curriculum. At GCSE level, the Double Award Combined Science course will be completed by all learners. Beyond GCSE, the science A Level(s) offered will depend on demand from learners.

## Humanities, Faith, and Relationship Education

The Humanities provision will underpin Hafs Academy’s drive to develop exemplary citizens who hold an appreciative understanding of British history, promote fundamental British values, and challenge all forms of discrimination and extremism. At Key Stage 3, all learners will have separate specialist teaching of History and PSHE. The teaching of History up to GCSE level will allow students to undertake an understanding of modern world History, with a specific focus on British History and culture over the last millennia.

### History

The teaching of History at KS3 and GCSE level will allow students to undertake an understanding of modern world History, with a specific focus on British History and culture over the last millennia, as well as covering historical world events that have prevalence in today’s world.

### Citizenship and PSHE

The PSHE curriculum at Key Stage 3 and citizenship at key stage 4 will include a focus on a healthy body and a healthy life, self-awareness; risks such as sexual exploitation, unsafe use of the internet and extremism; as well as learning on careers, money, industry and economics. The curriculum will also develop knowledge of the public institutions and services in England and abroad, and an understanding of different cultures and faiths. Students will be taught about parliament, about how laws are drafted and approved, about how the democratic institutions function and about the role of media and voluntary bodies.

Other areas, such as distinguishing right from wrong; respect for the law; tolerance for, and respect for the rights of others and their cultures and faiths; freedom of choice; freedom of association; freedom of thought; risks of religious and political extremism; accepting personal responsibility within their communities and the concept of ‘civic society’ will be delivered through the school’s PSHE curriculum and assemblies. Aspects of Relationships and Sex Education (including awareness of issues such as female genital mutilation, forced marriages and sexual exploitation) will also be delivered through the PSHE curriculum.

Classroom learning is supplemented by assemblies and form periods, as well as daily *tarbiya* (nurturing)and *tazkiya* (self-rectification) education in the Islamic Curriculum. Students will also revisit topics from an Islamic perspective throughout the Islamic curriculum to ensure they are ready to deal with topics when they become leaders of their communities post-graduation. The Islamic Studies courses complement the study of Humanities subjects enormously. In exploring Islamic history, students’ understanding of British and international history is complemented by studying Islamic civilisations. Mapping the travels of scholars and the key centres of Islamic knowledge builds an appreciation for and an understanding of geography, travel and other cultures. The biggest drive and focus in the Islamic Studies courses remain on the personal development and welfare of students, especially through the example of the Prophet Muhammad (peace be upon him), his companions and the scholars and leaders after them. This remains consistent from the foundation years through to the final years, ensuring that spiritual, mental, social and cultural values shine through each key area of the curriculum. Students understand their rights as British Muslim citizens, and understand the manner in which the rights of others should be fulfilled, especially through respect for the law and mutual tolerance between all.

##

## Technological, Aesthetic and Creative Education

### ICT

Hafs Academy recognises the constant development of technology and aims to develop students’ digital literacy. Instructing the students in Computer Science enables learners to explore the impact of technology, programming and app development. Students across the school are given a strong foundation in computing which will enable them to be proficient in the use of ICT for all walks of life. Students are encouraged in all subjects to use ICT where possible to increase their technological skills, especially for research and report work in subjects such a s science and citizenship.

### Art

Art is a combination of innovative skill-building and resourcefulness as students work through different levels and themes, creating artistic and cost-effective pieces. Initially coalescing both modern art and traditional Arabic calligraphy.

Art plays a huge part in the lives of the students. Assemblies and social functions which the institute holds for both the public and the students often contain multiple works of display completed by students, as décor. Art is further entrenched in other subjects, where students will design and create items for display, or create models for lessons.

Drama skills are developed as many students collaborate to perform plays and recite pieces of poetry in English, and during role plays in history. Exceptional performers are given the opportunity to perform in front of audiences of hundreds at annual conferences held by the institute for the public.

The use of ICT and Art feeds into the Islamic Studies courses at every level, often manifesting itself through internal and external events in which students play a central part. During participation and organisation of assemblies and public events, students use ICT to conduct research and create all visual aids for delivery of presentations. Creation of aesthetically pleasing materials and resources is a regular feature of plays, speeches and other performances.

### Arabic

As a Modern Foreign Language, Hafs Academy delivers the Arabic language across all five years. This is in addition to the Arabic they are taught in the Madrassah curriculum. Beginning with its implementation in everyday basic concepts such as healthy living, daily routines and occupations, the students develop an understanding of the language to a proficiency which enables them to write full Arabic essays and answer complex comprehension questions.

### Physical Education

The health and well-being of students will be encouraged through the provision of physical and sports education for all students. The fields of Moor Park and tennis courts neighbouring the boarding building are used both for curricular and extra-curricular activities. In following the Sunnah of the Prophet Muhammad (peace be upon him), Physical Education is a component of the curriculum during both Key Stages 3 and 4, providing students with the skills required to play a number of sports and simultaneously build vital skills such as listening, leadership and teamwork skills.

Students learn a variety of warm-up exercises and both indoor and outdoor sports such as volleyball, football and cricket, and develop the understanding of ways in which they can remain active in an enjoyable manner. At the end of each school year, a full Sports’ Day is organised by staff and students, allowing the students to display in competition the skills they have developed over the course of the term.

The Islamic Studies courses consistently provides the students with the benefits of adopting the lifestyle of the Prophet of Islam (peace is upon him). There are many practices which the students carry out in addition to their studies including daily prayers, outdoor activities and healthy eating in order to implement a healthier lifestyle. Wellbeing days arranged by the medical team also contribute to students’ understanding of nutrition, self-care and mental wellbeing.

##

## Careers Guidance, Work-related learning, Leadership and Enterprise Skills

The school will have a structured careers’ programme which will use the Gatsby Benchmarks as its primary guide. Careers guidance will be delivered through the provision of careers guidance and development of work-related skills across the curriculum. Areas of our curriculum such as Computer Science, Maths, English, Science and Citizenship are designed to provide our learners with key career skills which they will be able to use in the future. Careers Week is held every year where students will have different members of the public come in to discuss pathways into their chosen field. There is also a careers officer who is available for support. In addition to the career’s guidance and work-related experiences, enterprise skills will also be developed through the delivery of several enrichment activities and days for all pupils.

##

##  Enrichment throughout the Curriculum

Hafs Academy has a firm commitment that learning in each curriculum area should not just be about delivering a scheme of work or programme of study to achieve outstanding examination results but should also be about students enjoying learning and developing creativity within that subject.

Each curriculum area will be expected to develop enrichment activities for learners and to signpost these activities. The enrichment should aim to increase enjoyment within that curriculum area and provide challenge. It should also develop the profile of the curriculum area or particular skills and themes within that area and where possible, embed fundamental British values and a sense of civic responsibility

## Learning Difficulties, Disabilities, SEND and EAL (Inclusion)

At Hafs Academy we strive to screen new pupils for learning difficulties and disabilities during the first four weeks following enrolment, in addition to acting upon any information passed on by the pupil's previous school. The entry assessments carried out aim to highlight those pupils who are more able and those who may have specific learning difficulties. Teachers may also identify a pupil as being SEND or More Able and Talented by completing a referral form to send to the School Lead in order for assessment to be carried out, and where relevant an LEP completed with extra support outlined and monitored on a half termly basis. All aspects of our curriculum are inclusive for all. Teachers work closely with the SENCO to ensure a plan of action is followed for all SEND and EAL students, which includes and is not limited to the efficient use of Teaching Assistants. This to ensure that there is no discrimination of SEND/EAL students in their achievements and goals compared to their peers. Literacy support is available to Students with English as an Additional Language, and where the increasing demands of the curriculum offer linguistic challenges. At varying levels, Students who do not have English as their first language are offered support outside of timetabled lessons. In exceptional circumstances, the school may recommend that some Students, whose first language at home is not English, seek private individual tuition in English.

## SMSC

Spiritual, Moral and Cultural Development

Spiritual, Moral, Social and Cultural development is central to our curriculum. At Hafs Academy, we pride ourselves in incorporating opportunities for our pupils to develop their understanding of their own selves and also the pluralistic world they are in.

Spiritual

Our pupils explore their own beliefs and experience and those of others. They respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world. Our pupils learn to be imaginative and creative, sharing their ideas and viewpoints with others.

Moral

Our pupils are taught to recognise right and wrong, to respect the law, to understand consequences and to investigate moral and ethical issues. They offer well-informed and reasoned viewpoints.

Social

Our pupils use a range of social skills; participate in the local community; appreciate diverse viewpoints; volunteer and cooperate with others in and out of school; resolve conflict; engage with the British values of democracy, the rule of law, liberty, respect and tolerance.

Cultural

Our pupils understand and appreciate cultural influences. They appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

# Roles and responsibilities

**The governing board**

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The governing board will also ensure that a robust framework is in place for setting curriculum priorities and aspirational targets

**Headteacher**

The headteacher is responsible for ensuring that this policy is adhered to, and that

all required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.

**All staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy