

CURRICULUM POLICY

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Our Aim is to provide our students with:

- A high level of academic and moral education
- A safe and secure learning environment in which all members of the school community can achieve to their fullest.
- A broad and balanced curriculum, which enables all students to acquire understanding, knowledge and skills in all areas.
- Learning experiences, which challenge, build self-esteem and confidence and so enable our pupils to take up their roles and responsibilities as adults and citizens of society.
- The ability to be knowledgeable and confident about their faith and their position as British Muslims.

Rationale:

The Curriculum consists of all that the School consciously offers by formal or informal means. It is the medium through which the School's aim and objectives are pursued. All that is presented as the Curriculum must seek to promote the development of the individual in Islamic values and as a member of the society.

The highest priority is given to the achievement of excellence that education extends beyond the 'purely academic' and students develop real moral values and practice etiquette's in their daily lives.

Purposes:

- To recognise the individual needs and talents of each pupil and to facilitate development of their intellectual, moral, physical, social, spiritual and creative capacities;
- To provide a programme of learning activities which will increase knowledge, understanding and develop skills and attitudes of the pupils in accordance with the aims of the School.
- To prepare pupils for the world of work and lifelong learning.
- To cater for the needs of all its pupils of different ages, backgrounds and cultures.
- To ensure that each pupil develops self-esteem and confidence.
- To ensure a coherent progression from one educational stage to the next through a continuous learning programme.
- To offer each pupil the breadth, balance and relevance of education to which every child is entitled

Summary of Subjects

Year	Key Stage	Subjects	Assessments
7	3	<i>Emphasis on literacy and numeracy</i> English; Mathematics; Biology; Chemistry; Physics; ICT and Business Studies; History; Geography; R.E and Islam; Arabic; Art; Drama; Food Technology; P.E., PSHE/Citizenship.	Baseline Tests Consolidation/ Progress Tests. Unit Tests Termly Exams Mid-year exams. End of year exams.
8	3	English; Mathematics; Biology; Chemistry; Physics; ICT and Business Studies; History; Geography; R.E and Islam; Arabic; Art; Drama; Food Technology; P.E., PSHE/Citizenship.	Consolidation/ Progress Tests. Unit Tests Termly Exams Mid-year exams. End of year exams.
9	3	English; Mathematics; Biology; Chemistry; Physics; ICT and Business Studies; History; Geography; R.E and Islam; Arabic; Art; Drama; Food Technology; P.E., PSHE/Citizenship.	Consolidation/ Progress Tests/Unit Tests Termly Exams Mid-year exams. End of year exams. End of Key Stage 3 Exam. Mock exams

10	4	TBC	Mock GCSE's GCSE EXAMS – Units Tests Termly Exams Mid-Term Exams
11	4	TBC	Mock GCSE's GCSE EXAMS: GCSE Exams. Units Tests Termly Exams Mid-Term Exams

Individual Subjects in Detail

(R.E) Religious Studies

The aim of Religious Studies course is to provide knowledge of the world's major religions, understanding of the different faiths and develop Taqwa (***God-consciousness - which creates awareness in an individual to refrain from doing any wrong to anyone or anything: a human being, an animal, the planet Earth and everything inside it***) in all pupils in attendance. They will learn 'HUSN-E-MUASHARAT' (Beautiful social conduct), i.e. good relationship with people, e.g. abstention from acts which cause others difficulty/inconvenience. The school will inculcate in its pupils' awareness of actions, consequences and forms of behaviour that will enable our students to immerse harmoniously into **British Society** or any other society they become part of in the future.

The syllabus for KS3 (Years 7, 8 & 9) includes the following topics:

- Beliefs and Practices

- Morals and Manners
- Matters of life and death
- Marriage and the Family
- Religion and community cohesion
- Rights and responsibilities
- Environmental and medical issues
- Peace and conflict
- Crime and punishment
- Creation and the Environment
- Places of Worship
- Rites of Passage
- Islam as a way of life (eg. cleanliness, prayer, birth, marriage and death.)
- The history of Islam

Other Religions will also be covered in detail. **These are:**

- Christianity
- Judaism
- Hinduism
- Sikhism
- Buddhism

Modern Foreign Languages (Arabic)

Arabic is taught in Years 7 – 9 to give students an introduction to basic contemporary Arabic.

Students will initiate Level 1 of the Arabic language programme. The programme incorporates modern and classical Arabic as well as grammar, syntax and morphology. It is one of the most comprehensive coverages of classical Arabic and grammar available.

Students continue to develop their skills in listening, speaking, reading and writing in the target language. They are encouraged to work independently, in pairs, in groups or as a class, on various tasks. Students are expected to do homework and to learn vocabulary on a regular basis. There are end of unit/ task tests in which all skills are tested as well as formative assessments to track and monitor students' progress regularly.

The aims of studying Arabic language are:

- To offer insight in to appreciation of Arabic as the language of Islam and Divine Revelation (Wahi) i.e The Holy Qur'an and Hadith.
- To learn basic spoken Arabic for purposes of communication.
- To appreciate Arabic as the official language of 22 countries and the native language of over 200 million people residing from South west Asia to Northwest Africa. See - <http://www.bbc.co.uk/languages/other/arabic/guide/facts.shtml>

English

The main aim of the English department at Rida Boys' High School is to enable our students to become confident users of English in all four areas specified in the National Curriculum – reading, writing, speaking and listening. To this end, English is taught in mixed ability groups throughout the entire age range (Years 7-11).

Throughout Key Stage 3 (Years 7 – 9), we have developed a coherent course that delivers the government's literacy objectives and provides a strong foundation prior to initiating the GCSE English courses. This includes the study of poetry, novels, short stories, media, non-fiction and the close study of Shakespeare plays.

Mathematics

All students through the study of Mathematics will have access to learning that will provide the following:

- An understanding of the use of numbers
- An appreciation of the introduction of shape and space
- An understanding of Mathematics for living
- An understanding of the representation of information
- A clear progression of learning and achievement through all the Key Stages from ages 7 – 11
- An understanding of how to use Mathematics within the community and for the community

In addition to these fundamental ideas, students will be helped to understand:

- That mathematical tools underpin the foundations of Science and Technology
- That all individuals will use Mathematics everyday of their life
- That Mathematics is not isolated, but is encompassed in all areas of learning

All these elements will be delivered to the students through:

- A valuable classroom experience through the use of up to date relevant textbooks, exposition, research, discussion and debate.
- Encouragement of students to present their work in as neat and interesting way as possible, the use of IT in particular will be encouraged, display work is important and all students will have the opportunity to see their work displayed.
- Emphasis on positive achievement with all tasks designed to bring out the best aspects of the student's ability.
- A disciplined structure that all the students are able to perform within a caring environment with positive rewards for all good behaviour and work.

Science

Rida Boys' High School follows the Activate KS3 science published by Oxford University Press. It is tailored to the 2014 curriculum Scheme of Work for Key Stage 3.

We will follow the latest programme of study which covers four main areas:

Working scientifically in which pupils will be taught:

Scientific attitudes, experimental skills and investigations, analysis and evaluation and measurement.

Biology which includes topic such as:

Structure and function of living things

Cells and organisation, the skeletal and muscular system, nutrition and digestion, gas exchange systems, reproduction and health.

Material cycles and energy

Photosynthesis, cellular respiration

Interaction and dependencies

Relationships in an ecosystem

Genetics and evolution

Inheritance, chromosomes, DNA and genes

Chemistry in which students will be taught:

The particulate nature of matter, atoms, elements and compounds, pure and impure substances, chemical reactions, energetics, the periodic table, materials, Earth and atmosphere,

Physics which includes topics such as:

Energy,

Calculation of fuel uses and costs in the domestic context, energy changes and transfers,

Energy changes and transfers

Motion and forces

pressure in fluids, balanced forces

Waves

observed waves, sound waves, energy and waves and light energy

Electricity and magnetism

Current electricity, static electricity, magnetism, matter,

Matter

Physical changes, particle model, energy in matter

Space physics

Physical Education

P.E develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and knowledge of the body in action. P.E provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity. Just some of the key activities they will be involved in during their lessons:-

- Basketball
- Shuttle running
- Badminton
- Netball
- Tennis
- Basketball
- Races
- Rounders
- Cricket
- Dodge-ball

History

History is taught to all students at Key Stage 3 following the National Curriculum.

At key stage 3, pupils are taught the following topics:

Britain before 1066, the Norman Conquest, castles, religion in the Middle Ages, life in the Middle Ages, rulers, health and medicine, justice in Medieval Britain, wars of the Middle Ages and change over time, life in Tudor Britain, a world of discovery, Elizabeth I, the Stuarts, England at war, Cromwell's Commonwealth, the Restoration and change over time, from farming to factories, transport, an age of invention, industrial towns, the Slave Trade, Britain and France, the British in India, the fight for rights, the British in Ireland and change over time.

Citizenship

The citizenship programme of study requires pupils to develop political knowledge and social awareness. Key concepts such as rights and responsibilities, community and identities and democracy and government are taught at key stage three. Developing pupil's skills of enquiry and communication is also a key focus of the citizenship programme study. Pupils are encouraged to research, debate, justify opinions and put forward reasoned arguments on topical issues. Through the delivery of Citizenship, we aim to make the pupils informed and active citizens. Citizenship is a compulsory subject at KS3.

Students also participate in a practical activity, which is part of their coursework to actively take part in a community project.

Expressive Arts

It is every child's fundamental right to be given the opportunity to explore its natural creativity. Our aim in art is to give as much opportunity for children to explore and use different materials, tools and techniques in an organised and purposeful manner. Art is not just about investigating and making, but is interdependent on building up a knowledge and understanding of other artists' work; how this can influence and inspire our own artistic development and to develop designing and making skills. Art can provide a range of activities to develop the children's capability and confidence in their own ideas and to develop an ability to criticise constructively and evaluate their own products and those of others.

In KS3, the pupils have the opportunity to explore and extend their understanding of the exciting elements of art, which include the use of line, colour, texture, tone, value, pattern, shape, form, space and composition. The pupils are facilitated and inspired to progress further in utilising this knowledge and skill to create Islamic themed group/individual projects. They work with traditional and new media, developing independence, confidence, creativity and imagination. Most importantly, they learn to make continuous key links with their existing knowledge of Islam.

Subsequently, the pupils have the pleasure of a consecutive or occasionally combined nasheed lesson. Within these spiritual and reflective sessions, pupils engage in exploring their vocal ability and develop their understanding of the genre of nasheed.

Other key aspects include; understanding basic musical concepts (e.g. rhythm, pulse and pitch), achieving healthy posture and breathing, simple notation and composition, exploring different faiths through learning about religious music traditions, and singing in foreign languages (primarily Arabic and Urdu).

Furthermore, as a form of assessment and to celebrate the achievement and progress of pupils, they are coached to perform in unison/group/independently in front of their class/year group/key stage.

In short, the subjects' art and nasheed encompass a fun, enjoyable and spiritual scheme of work, inspiring and developing the pupils at PMGHS to become independent, reflective and competent individuals.

ECDL - The world's number one IT user qualification

ECDL is the benchmark for digital literacy in educational systems around the globe. ECDL equips students with the skills to use a computer confidently and effectively, building on existing knowledge and motivating further learning. Tried, tested and trusted, ECDL programmes have been delivered to over 11 million people, in 41 languages across 148 countries. Over 2 million people have taken ECDL in the UK since 1997. ECDL is also a high quality, internationally-recognised qualification, validated and approved

by academic and global experts, and valued by employers around the world.

At KS3, students study the units listed below, providing approximately 120 guided learning hours.

- Word processing
- Presentations
- Improving productivity
- Spreadsheets

ECDL is awarded according to a four-tier grading structure, ranging from pass to distinction-star. This ensures learners receive the right level of recognition for their efforts. ECDL attracts performance points as shown below:

Distinction*	58 points
Distinction	52 points
Merit	46 points
Pass	40 points

By the end of KS3 (Year 9), students will gain the BCS Level 2 ECDL Certificate in IT Application Skills (QCF) and the school will benefit with up to 58 performance points.

These qualifications specifically aim to:

1. Develop candidates' knowledge and understanding of the Information and Communication Technology sector and the chosen specialist pathway if selected.
2. Develop candidates' skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing their employability within the Information and Communication Technology sector.
3. Develop candidates' ability to work autonomously and effectively in an Information and Communication technology context.
4. Enable candidates to develop knowledge and understanding in specialist areas of Information and Communication Technology, and demonstrate the skills needed to participate in the operation and development of ICT specific or ICT non-specific business organisations.
5. Encourage progression by assisting in the development of skills, knowledge and understanding that candidates will need to access further qualifications at each level of the National Qualifications Framework

6. Encourage progression by assisting in the development of skills, knowledge and understanding that candidates will need to enter employment or enhance their current employment status.

Assemblies/Tutorial and Media/PSHE/Living Islam

All students have to attend and participate in assemblies, which focus on character developing, awareness of the world in which they live and knowledge needed for life and work. Assembly is conducted on Friday. Monday to Thursday all years are given PSHE tutorial sessions – social, spiritual and moral, ethical and environmental issues are covered. Friday all years are given a ‘Living Islam’ tutorial session – topics are based on Hadith.

One tutorial session a week covers ‘Media’ – both from teachers and students choose and discuss news of interest that appear in the Media.

Delivering the Curriculum

Subject specialist teachers are employed to teach throughout from year 7 to year 11. Students are taught in mixed ability groups and with work being differentiated to cater for all abilities. More able pupils have the opportunity to be entered for GCSE examinations earlier than Year 11 allowing them to concentrate on fewer subjects in their final year. After school and Sunday booster classes are available prior to GCSE final exams.

National Strategies and Schemes of Work

All common core subjects are taught as set out in the Programmes of Study using the National Curriculum and the National Literacy and Numeracy Strategies in Key Stage 3. At Key Stage 4, all subjects are taught to GCSE syllabuses.

Homework

Homework which may take many forms, including that of continuing class work or projects and assignments, will be set on a regular basis - and must be carefully and thoroughly done and handed in on time. The recording of homework by students is monitored regularly by Form Tutors and Senior Staff and by means of a student planner (Homework Diary) - Parents are requested to check, communicate and sign the homework diaries on a weekly basis.

Equally, students must be ready to undertake extra homework, if it is appropriate to a particular stage of a subject. The support of parents in ensuring that homework is conscientiously done in appropriate surroundings is much appreciated. The ability to study independently becomes increasingly important, as student’s progress through the school and good habits established at an early age is a foundation for good self-discipline in later life.

School Reports and Assessments

At the end of the first term, an Interim Report highlighting achievement, areas of progress and development are reported. At the end of the second term, a report highlighting mid-year exam results is issued. During the third (summer term,) a full academic report and assessment of each student will be given to parents. Parents will also be invited to a parents evening to discuss their child's progress with subject teachers. Pupil's attainment level in each subject is updated after conducting unit tests, half-yearly and end of year exams in the School Database.

Work Experience

In Year 10, students will undergo a two-week work experience programme. Placements will be organised in areas of students' career interest. By establishing a good relationship with our work experience providers, we will obtain valuable feedback on each placement from employers. Their suggestions and advice will be valued and ideas taken on board when planning for the next cohort. Students will be sent on work placement in June/July.

High Achievement

We actively encourage all our students to go on to complete A' Levels at local Sixth Form Colleges to allow them to achieve the best at University or take up Vocational courses. We regularly give careers advice, call careers advisors to address and work with the students and take them on local and regional careers events.

Sex Education

With the highest level of modesty and morality in mind, Sex Education is taught as modules through PSHE, R.E and Science programme of study from Year 7 - 11. An Islamic perspective will form the basis of the content of such modules. Advice will be taken from qualified Islamic Scholars.

Daily Collective Worship

As part of PHSCE, collective worship is conducted at the weekly assemblies focusing on improving their morals and character, discussing current affairs and guiding students how to deal with recent events, studying stories of the Prophets, Seerat (biography) of Prophet Muhammed (PBUH) and Stories of the Companions and short PSCE sessions each morning concerned with the nurturing and development of the student.

Prayer times (Salaat) are integrated within the school timetable.

Equal Opportunities

Diversity is what makes Rida Boys' High School special. We are an expanding school and have students of various nationalities. Most of our students are local or from neighbouring boroughs. The majority of our students speak more than one language. They bring a wealth of experience and culture to the school that enriches the education of all our students.

At Rida Boys' High School we believe in providing an education for students of all ethnic backgrounds and students are not discriminated against because of their ability. We believe that all children have a right to learn. Rida Boys' High School is not a selective school but open to all, and parents make an informed choice to have their children educated here.

Broad Guidelines for Implementation

1. By carrying out a continuous review of the curriculum.
2. By considering carefully, and acting upon when appropriate, the views of all persons and agencies having a legitimate interest in the work of the School.
3. By employing Staff with the appropriate abilities to plan and deliver the curriculum.
4. By providing, within the constraints to which the School is subjected, the appropriate resources to meet the curricular needs of the pupils.
5. By involving the pupils in the learning process whenever possible.
6. By presenting tasks specific to the pupil's abilities and needs.
7. By presenting tasks, which enable each pupil to succeed and progress to higher levels of achievement
8. By carrying out appropriate procedure for the assessment, monitoring, and recording of pupils' achievements.
9. By providing all staff with the opportunities to receive such training as may be necessary to implement changes in the curriculum.
10. By providing all staff opportunities to participate in Islamic INSETS and to enable them to deliver the curriculum according to the ethos of the School.
11. By developing procedure to ensure that progression and transfer from one institution to another is smooth and trouble-free.