



Curriculum Policy

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Curriculum Policy

Section	Description
1.	Policy Statement
2.	Intent
2.1	Vision
2.2	Mission
2.3	Aims
3.	Implementation
3.1	Curriculum principles
3.2	National Curriculum
3.3	Islamic Curriculum
3.4	Additional Curriculum
3.5	Enrichment Curriculum
3.6	Schemes of Work
4.	Impact

1. Policy Statement

أَلَمْ تَرَ كَيْفَ ضَرَبَ اللَّهُ مَثَلًا كَلِمَةً طَيِّبَةً كَشَجَرَةٍ طَيِّبَةٍ أَصْلُهَا ثَابِتٌ وَفَرْعُهَا فِي السَّمَاءِ

"Do you not see how Allah compares a good word to a good tree? Its root is firm and its branches reach the sky"
[Surah Ibrahim 14:24]

إِنَّا نَتَّبِعُ صُلَى اللّٰهُ عَلَيْهِ وَ سَلَّمَ: مَثَلُ الْعِلْمِ لَا يُنْتَفَعُ بِهِ كَمَثَلِ كَنْزٍ لَا يُنْفَقُ مِنْهُ فِي سَبِيلِ اللّٰهِ

Allah's Messenger (saws) said: "The knowledge from which no benefit is derived is like a treasure out of which nothing is spent in the cause of Allah." (Darami in his Sunan)

قَالَ النَّبِيُّ صَلَّى اللّٰهُ عَلَيْهِ وَ سَلَّمَ: مَا نَحَلَ وَالِدٌ وَلَدًا أَفْضَلَ مِنْ أَدَبٍ حَسَنِ

Allah's Messenger (saws) said: "A father gives his child nothing better than a good education." (Tirmidhi)

London Islamic School is committed to providing students with the highest standard of education instilling qualities of self-knowledge, self-esteem and self-confidence whereby students distinguish right from wrong and prepared for the wider world. The school aims to create a warm, friendly and relaxed environment wherein students and staff enjoy an understanding of mutual respect thereby creating an atmosphere of teaching and learning, an environment where students can relate to each other in a respectable and responsible manner and thrive in their education.

2. Intent

Our curriculum is holistic and designed with the total learning experience of pupils in mind. Our curriculum has three strands, the formal curriculum, additional curriculum and enrichment curriculum (which are explained further in the implementation section of this policy). The vision, mission and aims detailed below all form the foundation of our curriculum intent with all three curriculums supporting and complementing our intent.

2.1. Vision

Our vision is to produce the next generation of Islamic scholars (Ulama), protectors of Quran (Huffadth), professionals and inviters (Daes) who have a broad and balanced education in Islamic Theology and National Curriculum such that they are God conscious and productive British citizens who are able to make pioneering contribution to society in a way that promotes peace, harmony and tolerance

2.2. Mission

Our mission is echoed through our slogan 'striving for excellence in education and piety' because the pursuit for excellence is an ongoing one which is relevant to all stakeholders at London Islamic School. The governors, leaders and staff will continuously strive to provide the students, parents and community with an environment that inculcates 'excellence in education and piety' for everyone regardless of their ability, background, race or any other forms of inequality such that they can reach their full potential academically, socially, morally, physically, emotionally and spiritually.

2.3. Aims

To produce well rounded individuals, our aims are built around the five branches of Islam which are Aqeedah (creed), Ibadah (worship), Akhlaaq (personal character), Mu'asharat (social relations) and Mu'amalat (formal interactions). As we believe by having an active focus on all these branches we can nurture our students to be well rounded productive Muslims who are proud of their identity as British Muslims.

- 2.3.1. **Aqeedah (creed):** to build a strong understanding and foundation of Islamic creed/beliefs and nurture students with self-knowledge, self-esteem, self-wisdom and self-confidence, while having a deep appreciation of other beliefs, cultures, values and lifestyle choices.
- 2.3.2. **Ibadah (worship):** to support students in building a love for God (Allah) and the prophets and develop spiritually in accordance with the noble Quran and Sunnah through deep Islamic knowledge (Ilm), invoking an attachment to worship and methods to purify the heart (Tazkiyah) in order to practice Islam with God consciousness and sincerity.
- 2.3.3. **Akhlaaq (personal character):** to inculcate in each student an Islamic personality and character which encourages good morals, manners and gives them confidence so that they grow up to be balanced, well rounded, upright and pious individuals who are aware of etiquettes and behaviours within varied environments and communities.
- 2.3.4. **Mu'asharat (social interactions):** to provide pupils with a wide range of experiences so they gain a broad and balanced education in a caring, safe and well-ordered environment to develop their academic skills and Islamic values with the capacity to understand, respect and work with all individuals in a way that promotes integration, tolerance and harmony between different communities to work together to build a better society.
- 2.3.5. **Mu'amalat (formal interactions):** to provide pupils with a broad general knowledge of public institutions, services and to distinguish between right and wrong and respect the law in order that they become responsible and productive citizens who will make a positive contribution to society.

2.4. Curriculum Principles

Our curriculum, in particular the formal curriculum is underpinned with the following curriculum principles within each subject.

- 2.4.1. **Breadth:** be broad and balanced to enable all students to be skilled in literacy, numeracy, ICT, independent learning, team learning, Islamic knowledge, critical thinking and encourage an appreciation of God given aesthetic, scientific and technological achievements of mankind.
- 2.4.2. **Respect:** instil a lifelong love of learning through positive teacher and student relationships and an interactive curriculum.
- 2.4.3. **Equality:** ensure all students have a right to learn what is in the curriculum regardless of their ability, disability or any other forms of equal opportunities.
- 2.4.4. **Excellence:** ensure all students are able to achieve their full potential through an ambitious, academic and challenging curriculum for each subject.
- 2.4.5. **Depth:** be meticulously constructed and sequenced to enable deep knowledge, long- term learning, progression and preparing students for the next stage of their education.
- 2.4.6. **Contextualise:** make subject knowledge practical for students so they enjoy learning and are able to understand, respect, apply and address constructive ideas about meaning and purpose that shape the world in which they live and which influence culture, belief, social systems and lifestyle.
- 2.4.7. **Prepare:** enable students to be confident, articulate, creative and prepare them for the world of work and life beyond school.
- 2.4.8. **Resilience:** enable students to positively manage their academic, social and personal development through a curriculum sequenced with clear building blocks and achievable expected outcomes.

3. Implementation

Our curriculum implementation is centred upon realising our vision, mission and aims and is underpinned by the LIS classroom learning cycle. Our curriculum has three strands, the formal curriculum, additional curriculum and enrichment curriculum detailed below.

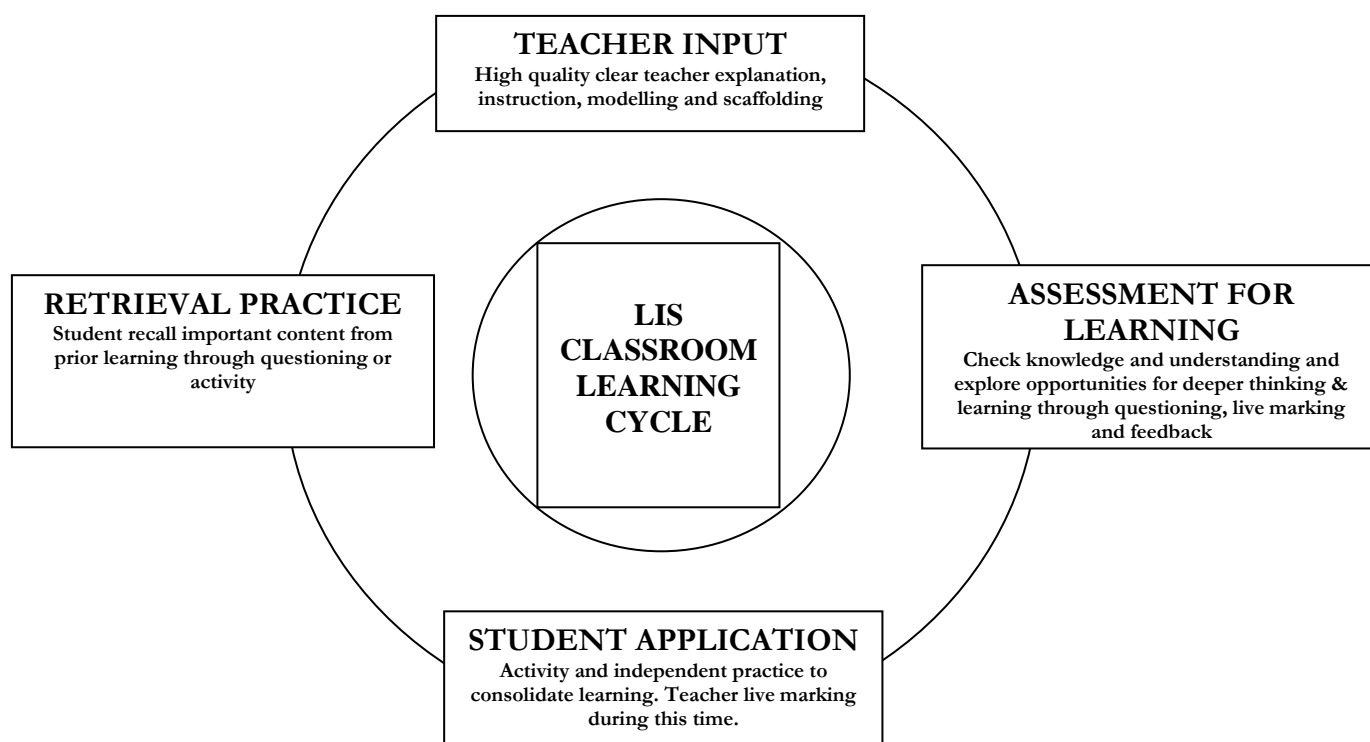
3.1. Formal Curriculum

The formal curriculum comprises of the National Curriculum and the Islamic Curriculum. All students follow an ambitious, academically challenging, broad and balanced Key Stage 3 curriculum which provides pupils with deep knowledge and a strong foundation in the national and Islamic curriculum subjects, preparing learners for the specialist learning of Key Stage 4 and beyond. Our curriculum is meticulously constructed and sequenced so that new knowledge and skills build on what has been taught before at key stage 2 through to key stage 4.

All subject teachers are qualified up to level 6 (Bachelor's degree) in their field and are supported by a dedicated whole school CPD programme, alongside subject-specific training to become expert practitioners.

3.1.1. LIS Classroom Learning Cycle

- The LIS Learning Cycle outlines our approach to classroom practice and incorporates four essential aspects: retrieval practice; teacher input; assessment for learning and student application.



3.1.2. National Curriculum

- The National Curriculum is delivered through Key Stage 3 (Y7 – Y9) and Key Stage 4 (Y10 & Y11). There are 5 lessons daily each lasting 45-50mins depending on British summer time and British winter time.

3.1.3. Key Stage 3

- The following subjects of the national curriculum are taught at KS3. We offer a range of broad subjects, some as prerequisites to GCSE subjects and others to provide a foundation and taster for students who have a desire to pursue these subjects in college.

Subject	Year 7	Year 8	Year 9
	Number of lessons		
English	4	4	4
Maths	4	4	4
Science	4	4	4
Arabic Language	3	3	3
Computing/ICT	2	2	2
Physical Education	2	2	2
History	2	2	2
Geography	2	2	2
Creative & Aesthetic	1	1	1
Citizenship	1	1	1
Total weekly lessons	25	25	25

- PHSE is taught cross curricular mainly through Citizenship, tutorials, pastoral programmes as well as other subjects.
- RSE is taught as part of the Citizenship programme of study as well cross curricular via Science, PE, Computing and Fiqh and other subject as and where applicable.

3.1.4. Key Stage 4

- The following subjects of the national curriculum are taught at KS4 to all students leading to a qualification in GCSE.

Subject	Year 10	Year 11	No of GCSEs
	Number of lessons		
English	4	4	2
Maths / Further Maths	4	4	1-2
Science / Triple Science	4	4	2-3
IT	3	3	1
Arabic Language	3	3	1
History	2	2	1
Creative & Aesthetic	1	1	0
Citizenship	1	1	1
Islamiyat	1	1	1
Physical Education	2	2	0
Total weekly lessons/ GCSEs	25	25	8-12

- Triple science and Further mathematic are also offered to those who are exceeding expectations however it is optional. These subjects are studied through normal Science and Maths lesson however additional lessons are provided for this via after school provisions.
- Islamiyat (iGCSE) is offered via the Islamic Curriculum to those who are studying the Islamic Sciences (IS) programme.
- PHSE is taught cross curricular mainly through tutorials, Islamic Sciences and pastoral programmes as well as other subjects.
- The national curriculum is delivered with various differentiation strategies so as to apply mastery for all and make the curriculum available to all students, these are detailed in the differentiation policy.

3.2. Islamic Curriculum

The Islamic Curriculum is delivered through the Islamic Sciences programme of study and the Tahfizul Quran programme of study. Students are required to choose the course that they want to pursue as they cannot undertake both as it will be too demanding to study both alongside the National Curriculum. There are 3 lessons daily each lasting 40-45mins depending on British summer time and British winter time.

All subject teachers are qualified up to level 6 (Bachelor's degree) in their field and are supported by a dedicated whole school CPD programme, alongside subject-specific training to become expert practitioners.

3.2.1. Islamic Sciences (IS)

- We follow the curriculum of the Darse Nizami, delivered in the English medium. The following subjects are taught in the Islamic Sciences programme:

Subject	P'dadi (Y7)	IS2 (Y8)	IS3 (Y9)	IS4 (Y10)	IS5 (Y11)
	Number of lessons				
Quran Nazera		5	4	2	
Fiqh	1	1	1	1	
Aqeedah		1	2	2	1
Islamic etiquette & Hadith		1	1		
Memorisation (Quran)		4	2	2	2
Memorisation (Dua)	1	1	1		
Islamic history	1	1	2	2	1
Practical Fiqh		1	1	1	1
Lessons from the Quran			1		
Ilm Nahw				1	1
Ilm Sarf				1	1
Islamiyat				3	4

- Y11 IS programmes of study is only up top end of autumn after that afternoon lessons are used for NC subjects as additional support / revision in preparation for GCSEs.
- Islamic studies (IS) programme is a progressive differentiated curriculum to cater for all students. All students start in IS1 moving through the years to IS5 as each year has prerequisite content. If a student

is transferred from Hifz to the IS programme out of choice, he usually starts from the IS1 programme moving up through the years until he leaves LIS.

3.2.2. Tahfizul Quran

- Hifz (memorisation of Quran) programme is a progressive differentiated curriculum to cater for all students. All students start in the pre-hifz I'dadi class and progress to the next class deepening on quantity memorised and age group.
- The following is the expected progress, in terms of number of juzz memorised for each class year upon year.

Year	Developing		Expected		Secure	
	Juzz	Sabaq	Juzz	Sabaq	Juzz	Sabaq
Y7	2	3-5 lines	3	5-6 lines	4	7-10 lines
Y8	3	7-12 lines	5	13-15 lines	7	15 lines
Y9	4	13-15 lines	7	15 lines	10	15+ lines
Y10	5	15 lines	9	15+ lines	9	15+ lines
Y11	N/A		6	15+ lines	N/A	Dor
Total	15 - Not completed		30		30	

3.3. Additional Curriculum

This is part of the curriculum includes planned whole school approaches which complement the Formal National and Islamic curriculum and includes PSHE, careers, RSE, health, child protection and other statutory legislative curricular elements. It develops student' knowledge and skills in a range of areas and a whole school approach is taken to cover this curriculum, while some of these are tackled through the Citizenship programme of study.

- 3.3.1. **British Values & Protected Characteristics:** a whole school approach is taken with cross curricular links made in both Islamic and National curriculum where opportunities arise both within and outside the classroom. Further detailed information can be found in schemes of work and section 8 and 9 of the Anti-Radicalisation Policy.
- 3.3.2. **Relationship & Sex Education:** is mainly taught through Citizenship however a whole school approach is taken with cross curricular links made in both Islamic and National curriculum where opportunities arise both within and outside the classroom. Further detailed information can be found in schemes of work and SRE policy.
- 3.3.3. **Careers:** a specific programme is in place with a progressive careers scheme of work for each year group from Year 7 – 11 as detailed in the Careers Policy. The school also promotes a whole school approach with regards to careers guidance as subjects are encouraged to incorporate subject related career pathways knowledge into their lessons where opportunities arise.
- 3.3.4. **Numeracy & Literacy:** a whole school approach is taken with cross curricular links made in both Islamic and National curriculum where opportunities arise both within and outside the classroom. Further detailed information can be found in schemes of work.
- 3.3.5. **Health:** a whole school approach is taken with cross curricular links made in both Islamic and National curriculum where opportunities arise both within and outside the classroom. A particular focus on health is taught through Citizenship and PE programme of study. Further detailed information can be found in schemes of work.
- 3.3.6. **Extra Curricular Activities:** are provided through well planned educational visits that stem from the subjects that are studied as part of the national curriculum, details of educational trips can be found in the schemes of work for each subject. Recreational visits are provided to equip students with sports, social and moral skills and knowledge in a fun and enjoyable environment

3.4. Enrichment Curriculum

This part of the curriculum focuses on the pastoral care, spiritual development, behaviour, personal development, enrichment and extra-curricular activities which may take place in or out of the classroom setting and complements the National and Islamic curriculum. This part of the curriculum promotes the spiritual, moral, social, cultural, mental, physical and personal development of students and prepares them for the opportunities, responsibilities and experiences beyond school life.

3.4.1. Leadership

- **Prefect system:** this is a planned programme to promote leadership. There is an appointed head prefect and deputy, rotas drawn by the head and deputy, and meetings coordinated to discuss duties and improvements.
- **House leaders:** every house has a leader from year 11 and a deputy from year 10, there are termly assemblies lead by them where they meet with their house to develop strategies to attain ajars (merits), set targets and motivate their house.
- **TfL Youth Travel Ambassadors (YTA):** a group of YTA's are chosen from the year 8 every year who lead the school in active travel initiatives. They lead on awareness and launch assemblies, carry out mode of travel surveys and encourage change. The previous years' YTA become mentors to the new YTA's and support them in preparation of their initiatives and presentations.
- **Student council:** one member from each class is elected to serve on the council who take active part in working with the SMT in improving provisions and starting new initiatives to better school life. Elections are conducted via class nominations, short listing, creation of nominee manifestos, presentation of campaign at whole school assemblies and concludes with a ballot day.
- **Daily morning remembrance:** Students lead the morning remembrance prayer on a daily basis.
- **Daily call to prayers:** students make call to prayer daily as training for life beyond school.
- **Daily prayer:** older mature students lead prayers as training for life beyond school.
- **Sports Event Leaders:** Students support the P.E department in the lead up to event management, lead on officiating and refereeing sports events/days.
- **School event stewarding:** students are allocated steward roles on school events such as annual awards days, parent days, open day, enrolment day and other such opportunities.
- **In class 'Buddy' systems:** high ability students are paired with lower ability students in a buddy system to support and mentor in specific subjects.
- **Virtues of action:** older students lead on delivering the virtues of action programme by going to different classes sharing a prophetic saying and explanation of its benefits before or after spiritual activities.
- **Y11 leaving assembly:** this is completely lead and coordinated by the Year 11 class. They appoint someone to take charge, write up a programme, arrange different activities performed by members of their class and conduct this in front of the whole school.
- **Sports coaches/managers:** talented students volunteer as coaches, managers and P.E assistants in preparation for events and general development in specific sports.
- **Charity committee:** representatives are selected from each year to represent their class as charity leads, initiating and organising fundraising projects.

3.4.2. Spirituality

- **Daily morning remembrance:** students engage in daily remembrance prayer and also learn prophetic sayings of the virtues of the remembrance of Allah after completing prayers every morning.
- **Supplication prior to each lesson:** students engage in short supplications to start each lesson, seeking the help of Allah to give them the ability to study and learn well.
- **Daily call to prayers:** students understand the origins and meaning of the call to prayer before leading the call themselves.
- **Daily prayers:** students understand the virtues of prayer and the deep wisdom of the positions in prayer before they lead prayer for fellow students and staff.
- **Visiting speaker:** pious and knowledgeable speakers are invited to advise students on spirituality and their experiences.
- **House/Ajar (good deeds) system** – the reward system is based on attaining good deeds (Ajar), a concept in the religion so they are able to transfer this into the real world.
- **Charity culture:** a culture of giving charity and helping others is taught and delivered every year through the annual charity project where tutor groups compete through various initiatives to raise funds for a charity chosen by the charity committee.
- **Service culture (Khidmah):** a culture of serving others through volunteering is central in the school through cleaning rotas, event rotas and any other opportunities.
- **Virtues of action programme (Taaleem):** all daily spiritual actions have a dedicated virtues of actions text associated with it so students are driven by virtue rather than compulsion to complete rewarding actions.
- **Prefect role model culture:** a culture of prefects being role models, leaders, mentors for students is promoted throughout the school so younger students have role models to look up to in life and can open up and share any concerns with.

- **Spiritual residential retreats:** students go on a weekend residential excursion where spiritual actions and themes are incorporated so as to give students an experience on how spirituality can be integrated in recreation and become part and parcel of life.
- **Tutorial:** an age appropriate book is allocated to each tutor group that the class tutor goes through via informal open discussion.
- **Invocations of actions:** invocations culture is promoted in school with invocations being memorised by students for every action from starting lessons, eating, to going to the toilet, with reminders displayed around the school.

3.4.3. Creative Arts and High Order Speaking and Listening

- **Oratory skills:** in their allocated houses, all students take part in a monthly oratory skills training programme where all students practice oratory skills, then selected students take part in an end of term oratory skills competition against other houses.
- **Weekly student led assemblies:** Students lead on weekly assemblies over the years to present, perform or talk about relevant topics or current affairs.
- **YTA presentations:** YTA's present campaigns to the whole school a number of times annually, moreover they present in TfL campaign junctions in front of senior TfL representatives to win funding for their campaigns.
- **World speech day competition:** a whole school speech culture is promoted in preparation for world speech day with selected students performing their poems, speeches or role plays in front of the school.
- **Annual event performances:** students take part in annual performances at events to showcase their creative arts and speaking and listening skills.
- **Student council campaign:** all nominated participants must draw up a manifesto and present their campaign to the whole school in order to win student votes.
- **Open & enrolment day presentation:** prefects take part in delivering school presentations to new students and parents.
- **Competition exposure:** the school looks for opportunities for the students to take part in creative and performing arts and oratory skills competitions or opportunities.

3.4.4. Enterprise

- **Recruitment and selection project:** students in KS4 are taught the types of recruitment, stages of recruitment, are supported in writing a CV, job search skills and interview techniques)
- **Work experience self-search programme:** the students are equipped with the skills to search for their own placements in order to give them an opportunity to experience and apply real life job search skills.
- **Mock interviews by external employers:** to apply skills covered in job search, interview techniques and to prepare for work experience interview, external employers attend school to carry out mock interviews on the students and provide advice and guidance.
- **YTA campaign junction:** the YTA's present their campaigns at the transport for London head quarter in front of senior TfL representatives to win funding for their campaigns. These campaigns must be planned with data, forecasted expenditure etc.
- **Visiting speakers:** the school invites successful and inspirational community/professional figures to lead assemblies or lessons to share their journey and inspire the students to aspire to be successful.

3.4.5. Community

- **Charity fundraising projects:** every year the charity committee selects a different charity/cause to raise funds for, then each year group compete against each other to raise funds. Each tutor group organises various fundraising initiatives to run during break, lunch or at events buying raw materials, making/ordering stock, selling, counting funds etc.
- **Community open days –** students take part in serving and performing in community coffee mornings or open days at the mosque and school.
- **YTA:** students work with the community and local authority to make changes to travel and infrastructure in the area.
- **Interfaith partnerships:** to school has links with local churches and synagogues which students to visit to learn other faiths. Often faith leaders are invited to school to lead assemblies or workshops to the students.
- **Metropolitan Police workshops:** annually the metropolitan police attend the school to deliver a workshop to each year group on drugs, stop and search, offensive weapons and terrorism.
- **Visiting speakers:** we invite community figures to come to deliver assemblies and workshops to students on the importance of community and human rights work.

- **Ilm to Amal curriculum (Knowledge to action curriculum):** the school follows a knowledge to action citizenship curriculum where students learn about Islamic community concepts which ends with the students completing a campaign or action to apply the knowledge. An example of this include the students collecting canned food and items for homeless shelters, then visiting the shelter to deliver the items and get a tour and understanding of how the shelter functions from a senior rep.
- **National programmes:** the school promotes a culture of national weeks such as interfaith week, women's week, anti-bullying week, black history month etc to promote community cohesion, tolerance, harmony.

3.4.6. Competition and Sports

- **Annual UK Maths challenge entries:** the school takes part in the annual UK Maths challenge with students being given certificates in collective assemblies / awards ceremonies.
- **Inter Islamic schools competitions:** the school pioneers the organisation of annual competitions with local Islamic school on football, athletics and cricket.
- **LBTH sports competition membership:** the elite performers in inter Islamic schools competition are selected to compete against maintained sector schools in the borough competitions. This provides opportunity for top performing students to be selected for regional teams and a pathway is open for our students to represent the district or even the country in tem GB.

3.5. Schemes of Work

Each subject in the National Curriculum and Islamic Curriculum must provide documentation to enable the subject to be taught effectively and maintain standards of progress, these include:

- 3.5.1. **Long Term Plan:** this provide the overview of the programme of study for each subject including the number of units and content of each unit.
- 3.5.2. **Medium Term Plan:** this provides a detailed breakdown of each unit and topic in terms of how it will be taught in each lesson and over how many weeks. This includes the learning outcome (differentiated), resources, cross curricular, British values, protected characteristics and Islamic links. the scheme of work for each module/units of study which outline the objectives and content of individual lessons.
- 3.5.3. **Lessons Plan:** these are individual lessons plans providing specific detail of how each lesson are delivered. This includes, learning objectives and outcomes, pupil activity, resources, differentiations and other links.
- 3.5.4. Schemes of work is reviewed annually and updated accordingly by subject teachers and are submitted for central record.
- 3.5.5. Lesson plans are usually completed in teachers' planners however they must be completed in school template for internal and external lesson observations.

4. Impact

The impact is measured through the quality of the students which is derived from student results, behaviour, attitudes, character and destination upon leaving.

- 4.1. The schools GCSE results have been consistently good and have either been above or at the local and national averages.
- 4.2. All students leave school with having made at least expected progress for their age and aptitude.
- 4.3. The behaviour and personal development of pupils are outstanding and good respectively as indicated in the school's latest Ofsted report.
- 4.4. Students are well rounded productive British Muslims who leave school with the skills and knowledge required to make positive contributions to society and life in the UK.
- 4.5. Students leave school with a broad and balanced education which enables them to pursue an education / career of their choice due to the range of EBacc subjects provided.
- 4.6. Upon leaving school, students can confidently take up the following pathways:
 - 4.6.1. Pursue further education at level 3 in any mainstream educational institution of their choice.
 - 4.6.2. Pursue further education in Islamic Theology or Quran memorisation at any Islamic institution of their choice.