

Curriculum Policy

HKKKG



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Contents

Legislation and guidance	2
Curriculum intent.....	2
Implementation	4
Cultural capital.....	4
SMSC, PSHEE and extra-curricular learning.....	5
Careers	6
Organisation and planning	6
Lesson allocations.....	7
Roles and responsibilities	9
Inclusion	10
Monitoring	10
Links with other policies.....	10

Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study,

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

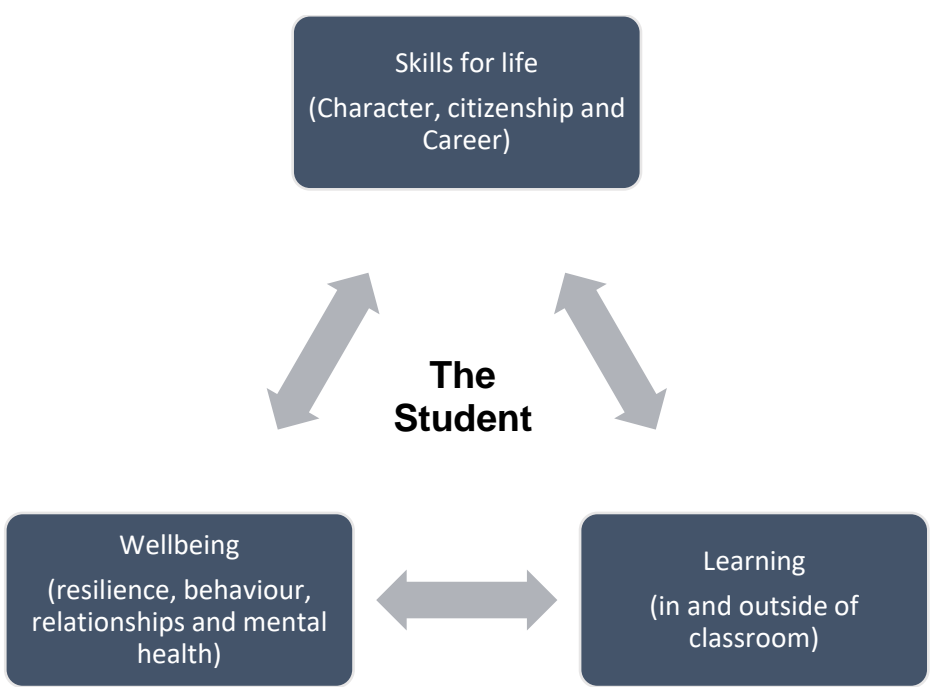
Curriculum intent

- Our vision is to work together with parents, students and trustees so that every student can into an ambitious, high achieving, confident, healthy, compassionate and resilient members of their family and community; supporting their future aspirations, and contribution to society.
- We value the need to develop positive relationships with every student and respond to their individual circumstances and offer the support they need during challenging phases of their secondary education.
- Our curriculum is designed to offer opportunities to experience, awe and success in a wide range of subjects as well improvement of skills and knowledge that facilitate social mobility and success
- We offer an increasingly academic curriculum that challenges student to exceed expectations. This broad and balanced education is planned and sequenced toward cumulative knowledge and skills for all our students and for future learning and employment.
- Our students are enabled to apply the skills and knowledge in relevant situations.
- Differentiation is the key to ensuring all our students access the learning and make progress, providing appropriate level of support.
- We provide our students with opportunities to develop their reading and enjoyment of learning, through extracurricular activities, trips and projects.

- We challenge our students through an ambitious and challenging curriculum, to exceed expectations, develop understanding of concepts confident students who express their opinions and develop their character.
- We aim to nurture student’s physical, moral, social, spritual an cultural development and appreciation for British values and Islamic character. Students are empowered to voice their opinions, play an active part in school life, enagage in charitable activities an engage in interfaith dialogue.
- We develop students’ independent learning skills and resilience, promote positive attitude towards learning and to equip them with knowledge and cultural capital they need to succeed in life.

Our students achieve excellent results in Religious studies and humanities subjects. They learn about ethics, spirituality, philosophy, world religions, democracy and law. In addition, our students study islamic studies and Quran studies, reading with tajweed, reflecting on Quranic text, studying Islamic history, jurisprudence, tenants of Islamic belief and Prophetic character and manners.

The HKKG Curriculum Framework



Implementation

- We aim to foster a love for reading by incorporating reading in our curriculum. We have weekly DEAR sessions, visits to the local library, promote discussions, drama, debates and extended writing throughout the curriculum. We encourage and facilitate opportunities for students to confidently and fluently to speak about their subjects and wider topics.
- Early assessment and identification of student who are not making progress helps us support our KS3 students in maths and english through targeted support.
- At Key stage 3, all students study a range of subjects: English, Mathematics, Science, Arabic, PE, Geography, History, Art, Religious education, citizenship, ICT, Quran studies and islamic studies. In year 9. Students study a broad curriculum: English, Science, Mathematics, History, Art, citizenship, Quran Studies, islamic studies, Religious studies and PE.
- Subject teachers map out their curriculum, which builds on prior knowdge and develops our students' skills over time as well as cross curricular links and opporunties for future learning.
- We aim to prepare our students for higher education and future employment through a broad and ambitious programme of study. At Key stage 4, the school offers a range of subjects and all our students study the Ebacc subjects: English language, English literature, Combined Science, Mathematics, History, Art, Business studies, Citizenship and Religious studies. In addition, students at HKKG study the following non GCSE subjects: PE, Quran Studies, Islamic studies.

Cultural Capital

Ofsted definition of Cultural capital is "... the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.

We aim for our students to appreciate and understand other cultures, for that to happen they also need to feel confident in their own cultural identity first.

It's important that we expose our students to cultures from outside their school. We are a culturally diverse school, with a majority from South Asian background.

Our students are prepared to live and thrive in culturally and ethnically diverse modern Britain.

This is achieved in our school through:

1. Celebrating the diversity in our school

Our staff and students come from different cultural backgrounds. We celebrate international day at our school. It is the highlight for our students. They invest time in selecting a new country and culture to research and present on the day. They dress up, decorate the school and provide foods from different countries and cultures represented. Staff dress up and participate in the celebrations.

2. Enrichment day- Culture

This day is about celebrating the cultural traditions and history of our students and staff as well as, exploring themes of globalisation, tolerance, languages, contributions, innovations, migration and refugees.

3. Representative curriculum

The curriculum and enrichment activities ensures that achievements and cultures of students' heritage is represented. We consider the local context of our school, the local history, ethnic backgrounds and the fact that it is an all girls school. Female scientists and historical figures are celebrated and studied, books from BAME authors, Muslims authors, working-class authors and subject matters are read. When studying women's rights, students consider issues of intersectionality.

4. Access to unique cultural experiences

Extracurricular activities and trip expose our students to cultural experiences they normally do not access. Students explore different famous and less well known artists and types of art, contemporary Artists, Islamic art, African and Asian art. In addition, we wish for our students to fully access the curriculum through trips and visits to museums, galleries, castles and historical sites.

5. Role models

Our students look at different role models in history, religious studies, STEM subjects and English, from different cultures, countries, genders, and with disabilities. In addition, they are exposed to historical and contemporary role models through visits, visitors and speakers.

During careers day, students are inspired by women that they can relate to, who share with them their experiences, academic and professional journeys, and advice.

Cultural and Ethnic backgrounds of our students

Somali	5.5%
Arab/mixed Arab	13.8%
Pakistani	46.8%
Bangladeshi	25.7%
African	1.8%
Other/Asian/kurdish/Iraqi	6.4%

SMSC, PSHEE and extra-curricular learning

Tarbiyah is the approach in developing character. This can be achieved through direct guidance and indirectly instilled through positive role modeling of sought after virtues and characters. Within an Islamic context, the ideal approach is that the prophet Salla Allaho Alayhi Wa Sallam used to develop the companions.

Character development is a priority, as it will equip our students with tool to practice ‘phronesis’, practical wisdom. We encourage independence and empathy in our students. Our students manage their own brunch club, engage in interfaith dialogue and debate current affairs through the Faith and Belief Forum (FBF) and Votes for Schools programme, respectively. Enrichment/tarbiyah days throughout the academic year provide students with opportunities to discuss and learn about healthy relationships, money management, first aid, rights, work and social skills and characters and virtues.

Our students participate in form time activities and citizenship lessons that cover a wide range of social issues. In addition, lunch time, after school clubs, educational trips and workshops enrich our curriculum.

Character is not only taught in our school, but caught. We encourage and expect our students to practice the virtues they are taught.

Careers

It is important to embed careers education within our curriculum. Our students are given opportunities to participate in workshops at the UoB, visits places of further and higher education, attend the apprenticeship show, the Big Bang fair, and participate in the school’s annual careers day/fayre. Students also partake in enrichment day activities, learning about CV writing, practising interview skills, and participate in workshops to inspire them and develop the necessary skills and knowledge about potential career paths.

Organisation and planning

- All HKKG teaching staff review subject curriculum maps regularly, that outline key topics and skills taught. Cross curricular links, literacy approaches and recommended subject specific reading are outlined.
- Curriculum maps are shared with parents and students via our website.
- Teachers update and review medium term and long term plans.
- Staff training days in July and September focus on curriculum and assessment. Exam analysis informs curriculum planning for the following academic year (See assessment policy for timeline).

Lesson allocations

	Y7	Y8	Y9	Y10	Y11
	Lessons per week				
English	4	4	4	5	5
Mathematics	4	4	4	4	5
Science	4	4	5	5	5
History	2	2	2	2	2
Geography	1	1	0		
ICT	1	1	1		
Art	2	2	2	2	0
Citizenship/PSHE	1	1	1	1	2
Islamic Studies	2	2	3	2	2
Physical Education	2	2	1	1	1
Qur'aan Studies	2	2	3	2	2
Arabic	3	3	2	2	2
Religious Studies	2	2	2	2	2
Business Studies				2	2

		Year1	Year2	Year3	Year4	Year5
Day 1 Oct	Character	<p>Courage</p> <p>Generosity</p> <p>Justice</p> <p>Truthfulness</p> <p>Patience</p> <p>Resilience</p> <p>Being a safe and healthy person for oneself and others</p>	<p>Dreams</p> <p>Gratitude</p> <p>Helping others</p> <p>Ethical consumption</p> <p>Stress</p> <p>Emotions</p> <p>Character Education: To treat and be treated with respect in school and society</p>	<p>Saving for the future</p> <p>Curiosity</p> <p>Good sense</p> <p>Why good people do bad things</p> <p>Natural world</p> <p>Mental health</p> <p>Character Education: Managing stress and pressure (peer and expectations)</p>	<p>Determined</p> <p>Good speech</p> <p>Good temper</p> <p>Whistleblowing</p> <p>Self-mastery</p> <p>Caring for your body</p> <p>Character Education: Making healthy choices (lifestyle)</p>	<p>Working together</p> <p>Humour</p> <p>Friendliness</p> <p>Compassion</p> <p>Supporting others</p> <p>Addiction</p> <p>Character Education: Mental and spiritual Wellness</p>
Day 2 Dec	Relationships	Respectful Relationships – Positive and healthy relationships FM v Arranged	Respectful Relationships – Trust, Respect and Trust. (Stereotypes)	Respectful Relationships – Equality (UNCRC)	Respectful Relationships – violence and Criminal behaviour in relationships	Respectful Relationships – Sexual Harassment
Day 3 Feb	Citizenship	Global Citizen: Cultural diversity and tolerance	Global Citizen: Democracy and Law	Global Citizen: E-Safety	Global Citizen: Environment	Global Citizen: Disability Awareness. BSL workshop
Day 4 Apr	Health and Hygiene	First aid. Physical health and hygiene	First aid. Drugs and alcohol	First aid. Online exposure: Misinformation and cyber crime	First aid. FGM (relationship/UNCRC)	First aid. Menses and female health
Day 5 May	Economic (careers)	Barclays Life Skills (money, social & work skills)	Barclays Life Skills (money, social & work skills)	Barclays Life Skills (money, social & work skills)	Barclays Life Skills (money, social & work skills)	Barclays Life Skills (money, social & work skills)

Roles and responsibilities

The board of trustees

- The trustees amend and approve the curriculum model.
- The trustees will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.
- The board of trustees will also ensure 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)
 - All courses that lead to qualifications, such as GCSEs are approved by the secretary of state
 - The school implements the relevant statutory assessment arrangements
 - It participates actively in decision-making about the breadth and balance of the curriculum

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
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the trustees
- She manages requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- Curriculum needs and staffing requirements are reviewed
- Appropriate staff that meet the needs of the students and the curriculum are recruited
- The board of trustees is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The board of trustees is advised on whole-school targets in order to make informed decisions
- Provision is in place for pupils with different abilities and needs, including children with SEN

Other staff

- Heads of department and teachers are responsible for advising the headteacher about resources and time requirements and deployment of teaching and support staff.
- The pastoral lead is responsible for ensuring that the PSHEE/SMSC/British Values are embedded in our enrichment programme.

- Teaching staff will ensure that the school curriculum is implemented in accordance with this policy.

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 with SEN (currently none in our school)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that all pupils can study every National Curriculum 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.

Further information can be found in our statement of equality information and objectives, and in our SEND policy.

Monitoring

Trustees

- The board monitors the curriculum through school visits, meetings with school council and SLTs.

The headteacher

- Marking and quality of teaching is monitored at HKKG, through scrutiny of books, lesson observations, learning walks, curriculum plan review, review of assessment data and pupil progress meetings.
- Staff training and CPD are planned specifically to meet the demands of the curriculum and informed by above mentioned monitoring to ensure good and outstanding teaching and learning.
- Monitoring ensures that the curriculum is appropriate and challenging.
- The appraisal and capability procedure will ensure that standards are implemented.
- The policy will be reviewed annually by the head teacher in consultation with subject teachers, heads of department and trustees in charge of curriculum.

Links with other policies

- Assessment
- Non-examination assessment

- SEND
- Careers Policy
- Equality information and objectives
- Relationships and sex education.
- PSHEE