Curriculum Policy

At Hazrat Khadijatul Kubra Girls' School

Approved by:	Trustees	**Date:**	23/01/2024
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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. It includes reference to the September 2026 Statutory changes to the RSHE curriculum.

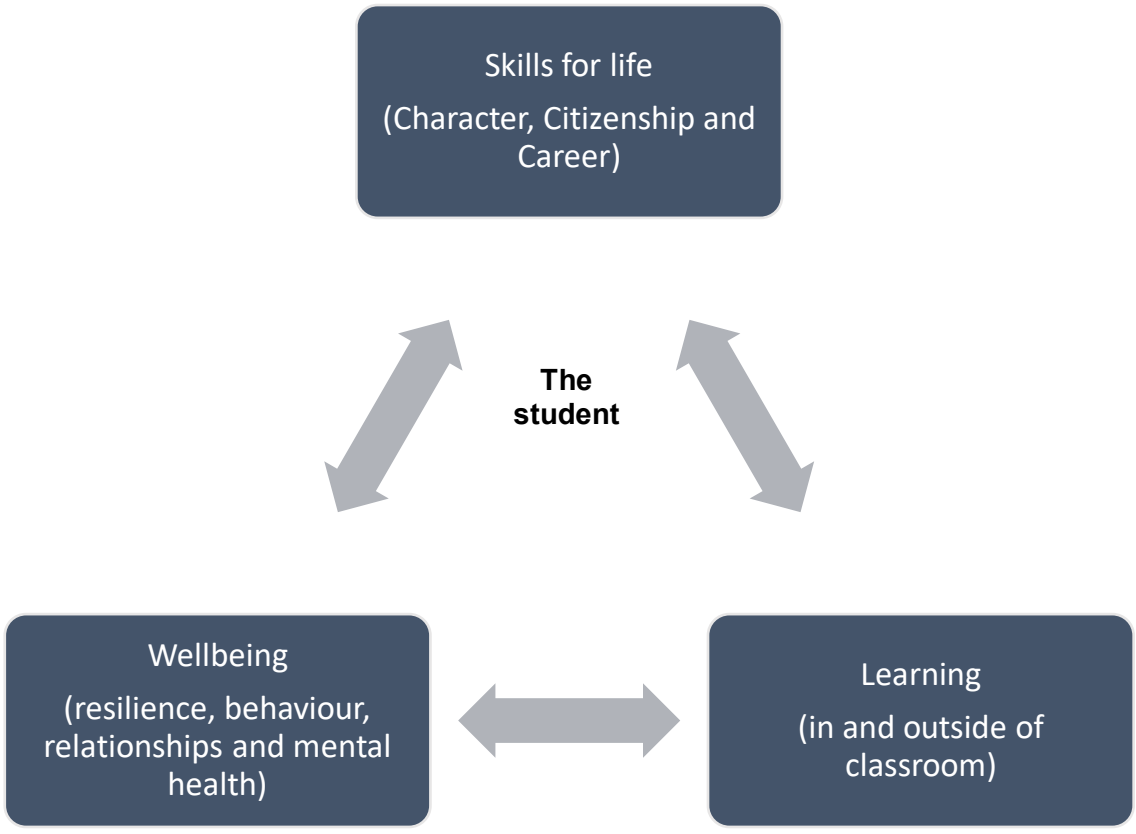
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Curriculum intent

- Our vision is to work together with parents, students and trustees so that every student can develop into an ambitious, high achieving, confident, healthy, compassionate and resilient member 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 as 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.
- Adaptive teaching 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 through DEAR, providing an active library, providing both a challenging and inclusive texts in the English curriculum
- We promote enjoyment of learning through extracurricular activities such as chess, a range of educational trips and projects such as the NHS joint community projects allowing our pupils to develop independence and confidence in working with different organisations.
- 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 students' physical, moral, social, spritual an cultural development and appreciation for British values and Islamic character.
- We provide pupils with a rigorous RSHE curriculum in line with the statutory changes from September 2026 through enrichment days focusing on healthy, personal relationships through an Islamic lens. Students are provided with a safe space to discuss issues affecting young people today.
- Students are constantly empowered to voice their opinions through in class and outside of class by playing an active part in school life, enagaging in charitable activities throughout the year
- Pupils engage in interfaith dialogue through partnerships with local faith schools.

At HKKG, 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 all subjects but particularly 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, promote discussions, drama, debates and extended writing throughout the curriculum. We encourage and facilitate opportunities for students to confidently and fluenty speak about their subjects and wider topics.
- Early assessment and identification of students who are not making sufficient progress help us support our 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 our students study the Ebacc subjects: English language, English literature, Biology, Chemistry, Physics, Mathematics, History, Art, Business studies, and Religious studies. In addition, students at HKKG study the following non-GCSE subjects: PE and Quran 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*** (Mathew Arnold 1867 Poet, scholar, School Inspector!), and helping to engender an appreciation of human creativity and achievement.

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

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 a 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 of the year for many of 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 that are represented. Staff dress up and participate in the celebrations.

2. Culture day.

This day is about celebrating the cultural traditions and history of our students and staff.

3. Representative curriculum.

The curriculum and enrichment activities ensures that achivements 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 celebtrated 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.**

Extra-curricular activites and trip expose our students to cultural experiences they normally would not access. Students explore different famous and less well known artists and types of art, contemporary artists, Islamic, 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, from different cultures, countries, genders, or with disabilities.

Cultural and Ethnic backgrounds of our students

Somali	2.1%
Arab/mixed Arab	13.8%
Pakistani	46.8%
Bangladeshi	25.7%
African	2.1%
Other/Asian/Kurdish/Iraqi	6.4%

SMSC, RSHE, 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 indepedence and empathy in our students. Our students manage their own brunch club, engage in interfaith dialogue and debate current affairs through the FBF forum and Votes for Schools programme, respectively. Enrichment days provide students with opportunities to discuss and learn about healthy relationships, money management, first aid, rights, work and social skills and characters and virtues. Character is not only taught in our school, but caught. We encourage and expect our students to practice the virtues they are taught.

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.

Careers

It is important to embed careers education within our curriculum. Our students are given opporunities to participate in workshops at the UoB, visit places of further and higher education, attend the apprenticeship show, and particpate in the school's annual careers day. Students also partake in enrichment day sessions focused on CV wiriting and interview skills, and participate in

workshops to inspire them and develop the necessary skills and knoweledge about potential career paths.

Organisation and planning

- All HKKG teaching staff review subject curriculum maps regularly, outlining key topics and skills covered. Cross curricular links, literacy approaches and recommended subject specific reading are included.
- Curriculum maps are shared with parents and students via our website.
- Teachers update and review medium term and long terms 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'an Studies	2	2	3	2	2
Arabic	3	3	2	2	2
Religious Studies	2	2	2	2	2
Business Studies				2	2

PSHEE – Enrichment Day Programme of Study

		Year1	Year2	Year3	Year4	Year5
Day 1 Oct	**Character**	Courage Generosity Justice Truthfulness Patience Resilience Being a safe and healthy person for oneself and others	Dreams Gratitude Helping others Ethical consumption Stress Emotions Character Education: To treat and be treated with respect in school and society	Saving for the future Curiosity Good sense Why good people do bad things Natural world Mental health Character Education: Managing stress and pressure (peer and expectations)	Determined Good speech Good temper Whistleblowing Self-mastery Caring for your body Character Education: Making healthy choices (lifestyle)	Working together Humour Friendliness Compassion Supporting others Addiction Character Education: Mental and spiritual Wellness
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
- 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 SEN policy and information report.

Monitoring

Trustees

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

The headteacher

- Marking and quality of teaching is monitored at HKKG, through scruting of books, lesson observations, learning walks, curriculum audits, 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 and outstanding teaching and learning.
- Monitoring ensures that the curriculum is appropriate and challenging.
- The appaisal and capability procedure witll 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
- SEN policy and information report
- Careers Policy
- Equality information and objectives

- Relationships and sex education.

Art

Principles:

- Experiencing, making, creating, exploring and inventing
- Understanding, communicating, inventing
- Intelligences, Visual literacy, History, Contemporary & Contextual Art.
- Experimenting, playing, reflecting
- Expressing, generating, developing and refining ideas
- Presenting and communicating ideas, thoughts and feelings.

Curriculum: SMSC

The Art Curriculum is about pupils progressing, and thinking critically and develop a more rigorous understanding of art and design. They learn know how art and design both reflect and shape our history, and contribute to the culture, creativity, and wealth of our communities. Our curriculum is based on humans' capacity, stretching back to pre-history, for representing and shaping their world. It is important for them to know why they learn, and what they might use their learning for. The curriculum allows for learning about art and learning through creating art. The curriculum is experience and action based. Artistic skills can only be developed through creating art and criticising art and skills can only be developed through making and assessing progress. At HKKG, students are encouraged to express themselves through their Art, which is supported by strong research into the wider world around them and in history. The department is conscious of introducing students to a wide range of culturally diverse artwork designed to encourage critical thinking skills. Pupils experience learning in art which involves increase level of challenge, risk taking and unpredictable outcomes. Projects are planned (and marked) across all key stages in order to allow for fluidity and change.

Confidence with skill and practical ability is built through a foundation of experiences with a range of media (both 2 and 3 dimensional) which begins in KS3 when we take the students through all key elements of art and design practice.

Art at HKKG gives itself to a wide range of Spiritual, Moral, Social and Cultural studies. Students analyse, engage and question their own and others' work, identify how beliefs, values and meanings are exposed and shared.

In year 7 *pupils look at the wonder of the world around them, through studying Colour and the Pop Art Movement. Throughout their projects, students look at different artists with different beliefs and values. They will also analyse the history and cultures in both Britain and America and see how cultures have influenced Art throughout history (and vice versa). During the Islamic geometric art project, students are taught to embrace, accept, and have a sense of pride in own identity. This project teaches students different Islamic pattern design, and how they have impacted the Art world throughout history. This can create a sense of pride*

In year 8 pupils look at the theme of Still Life and discuss differences and similarities of cultural food. They are able to explore ideas, feelings and meanings making personal sense of their own creative work. In their architecture project students will learn tolerance and mutual respect by studying Stephen Wilshire, an award-winning artist diagnosed with autism. For Black History Month students will look at the work of Keith Piper, a British multi-media artist and academic of African-Caribbean heritage. Student will look at the story Ayuba Suleiman Diallo and create a visual story board in SEVEN (st)ages inspired by the artist Keith Piper

In year 9 *pupils in the architecture unit discuss site specific work. For social development pupils look at the buildings around them. For mental health week year 9 is looking at Maslow's hierarchy of needs and the artist Simon Prades. Pupils will create a poster encouraging others to reach their full potential (self-actualisation) in the style of the artist.*

Yr. 10/11*- All outcomes are encouraged to show individuality that is purposeful and meaningful. Students are encouraged to explore their own ideas and meaning in order to promote self-identity. Students will engage in independent reflections on own work through self-evaluations. Students are given the opportunity to give an opinion as to what looks good and what does not. This will help them with spiritual and moral development. In year 11 pupils look at the project 'fragment' where they are given the opportunity to look the work of John Piper, his role as war artist, his images of buildings and stained glass. This encourages cultural development*

Subject Targets:

- Learn how to use a range of techniques and record observations in sketchbooks, journals and other media as a basis for exploring their ideas
- Understand formal elements such as basic colour theory and the principals of mark making, application of tone and the qualities of texture.
- Learn how to use a range of techniques and media, including painting, oil pastels and chalks
- To develop pupils' skill in analysing and evaluating their own work, and that of others. This is to strengthen the visual impact or applications of their work
- Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
- Learn about different contextual and contemporary artists, makers, movements, periods. And to be able to understand the cultural and historical developments of their art work.
- To produce creative work through exploring, analysing and expressing
- To be able to evaluate and analyse creative work using art terms.
- To be able to apply different art techniques and styles in their own work.

Mathematics

can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

In Maths, we make sure to maintain the flow of knowledge in a gradual and directed way. For example, in KS3 real time graphs are starting all the way from plotting a point in Y7, understanding the axes and coordinates, introducing a straight line in Y8, and in Y9 interpreting the meaning in term of variables and applying these information to identify the relation between different variables which helps them in cross curriculum subjects such as science as well.

consolidate their algebraic capability from key stage 3 and extend their understanding of algebraic simplification and manipulation to include quadratic expressions, {and expressions involving surds and algebraic fractions}
For the transition from KS3 to KS4, the department reassure that the students are good at expanding brackets using negative numbers, simplifying the fractions so that they are capable of solving complex problems such as surds in KS4.

Make and use connections between different parts of mathematics to solve problems

Students keep retrieving the knowledge from numbers, geometry, algebra and statistics and keep implementing these in different topics such as using algebra in geometry for polygons. For example,

to use fractions for area of a sector, students start from Y7 simplifying fractions, in Y8 using fractions in worded problems as a part of a value leading to Y9 where they use it to find the unknown in an algebraic equation.

Science

- **Understand and use scientific vocabulary correctly and confidently.**
    - This will be done by building habits of discussion and completing problem-solving tasks to improve confidence in using tier 3 vocabulary, deepen scientific knowledge and highlight misconceptions.
- **Have a firm understanding of scientific concepts.**
    - This will be done by building science capital by learning about how science impacts the world around us by taking part in activities and reading about various topics. Also, building schemas by linking new concepts to concepts students already know from KS2.
- **Know the process of investigating scientific phenomena.**
    - This will be done by learning the steps of scientific enquiry through the use of practicals and field work - how to develop a hypothesis, a method, collect and presenting data, and evaluating results.
- **Create excitement and intrigue for science.**
    - This will be done by connecting science learning to other subjects (cross-curricular links) and to study the impact science has on the world - past, present and future.