

## Introduction

The Azhar curriculum is the framework which covers everything we do in school. It combines everything that is planned and delivered in lessons with other learning opportunities in school. Through the curriculum we develop students' knowledge, skills and understanding, ensure that we have a coherent structure, and prepare our students for their lives beyond school in the modern world.

## Vision and Principles

### **Vision:**

The curriculum is relevant, inspiring and challenging

Our curriculum is aspirational and prepares students as best as possible for the emerging technological world ahead together with the humility to serve others and the planet we reside on. We aim to create God consciousness and spiritual students who will be law abiding and active members of British society.

We provide a varied and appropriate range of subject options, supported by high quality, inspiring, specialist teachers. Students are able to show progression and achieve their potential in external exams.

### **Principles:**

Our curriculum is:

- Planned – to prepare students for the next stage of their education, training or employment;
- Relevant – to develop ‘capable, resilient learners’ and employability across the key stages
- Developmental – building knowledge and skills incrementally over time
- Coherent – fitting together in a logical and consistent manner
- Ambitious – to secure strong outcomes in all subjects;
- Flexible – to provide equality of access and opportunity for all students to learn and make progress;

# Curriculum Themes

Although our timetable reflects subject boundaries, there are important themes that cut across the whole curriculum.

- **SMSC (Social, Moral, Spiritual, Cultural),**

Students' moral development is shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues.

Students' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with students from different religious via the SACRE programme
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels through their compulsory Citizenship studies which all students take up to and including GCSE

Students' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity.

SMSC is taught through the morning curriculum, daily prayers, Form Time, iPSHE lessons, weekly recitations, assemblies and discreetly through learning across the curriculum as well as a range of enrichment opportunities such as exchanges / opportunities to participate in educational visits as well as other activities such as themed events, performances and sporting fixtures. Tarbiya mentors are trained Year 11 students who deliver some aspects.

- **AZHAR Values**

Running through our school are the AZHAR values of Aspirational, Zealous, Humble, Active and Resilient. These are reflected in merits awarded to all students for any demonstration of these values and are a feature of Form Time and assemblies. AZHAR values are displayed throughout school, and are explicitly reinforced in lessons. British Values are described and celebrated through the PSHE programme of study, as well as through assemblies, displays and form time.

- **Careers Guidance**

We are committed to meeting the Gatsby benchmarks of:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

A senior member of staff oversees careers to ensure that we meet the guidance. All students participate in 2 weeks of work experience in Year 10. We are hoping to work towards the Career Mark award.

- **Leadership and Teamwork**

Students are encouraged to develop leadership and teamwork skills in a range of contexts:

- Through planned activities in lessons e.g. group work;
- Through planned opportunities outside of lessons e.g. Student Council, Prefects, YTA ambassadors and the Tarbiyyah mentor programme
- Participating in the Duke of Edinburgh Award
- Through the explicit reinforcement of Azhar values (see above)

- **Technology**

We recognise the increasing importance of technology in the modern world and the opportunities for those with creative programming skills. We are committed to increasing the role of technology in teaching and learning. For example, Computer Science GCSE is compulsory for all students. We have identified technology as a key priority for investment, which has been a key spend area following recent fundraising.

# Structure

The school's curriculum follows statutory requirements and the requirements of the National Curriculum. 50-60 minute lessons provide pace and challenge across curriculum areas. Students are taught in a combination of sets at KS4 (Languages, Mathematics and Science) and mixed ability teaching groups for the remainder of subjects.

The Islamic studies curriculum is offered via three pathways, Aalimah Studies, Islamic Studies and Hifz to suit all needs.

All departments have developed their own vision for the subject, see appendices.

## Key Stage 3:

All students follow the National Curriculum core and foundation subjects. From Year 7, the vast majority of students will spend three years in Key Stage 3 and two years in Key Stage 4. The curriculum is flexible and able to support personalised pathways in the core subjects of English, Maths, and Science.

From Year 7 – Year 9 students are taught in mixed ability classes in Mathematics, English and Science with targeted pathways based on a range of data including KS2 results, entrance data, CATs verbal and non-verbal reasoning scores. Comprehensive monitoring and assessment ensures that sets are reviewed regularly, and changes made where necessary. Learning needs are identified and addressed, including those of the more able student. With a clear focus on literacy and numeracy across the key stage, the curriculum and timetable provides a degree of flexibility to accommodate individual needs. An embedded iPHSE (Islamic Personal, Health and Social Education) is delivered through Key Stage 3. A comprehensive literacy programme is delivered across the curriculum enabling students to see links between areas of learning.

Students learn two languages French and Arabic taught from Year 7.

## Key Stage 4

The core curriculum consists of:

- GCSE English Language
- GCSE English Literature
- GCSE Maths
- GCSE Science (Combined or Triple suited to individual students)
- GCSE Citizenship Studies
- GCSE RE
- GCSE Computer Science
- GCSE History or Geography
- GCSE Arabic and/or French

- GCSE Art optional
- PE (non- exam course)

The GCSE provision is regularly reviewed and the curriculum currently enables a large proportion of students to meet the EBacc criteria.

At both Key Stages a wide variety of enrichment activities are provided as part of the extended day, with work experience offered to students in Year 10. The curriculum is underpinned by a robust system of Careers Education, Information, Advice and Guidance (CEIAG). This includes careers advice and guidance, our double form tutor system and a variety of enrichment opportunities.

### **Appendices**– attached

- Department Intents
- Literacy Policy
- Numeracy Policy