

Curriculum

Our Aim is to provide our students with:

- A high level of academic and Islamic education
- A safe and secure learning environment in which all members of the school community can achieve their best
- A broad and balance Curriculum, within the bounds Shariah, (Islamic Jurisprudent) which enables all students to acquire understanding, knowledge and skills
- Learning experiences, which challenge, build self esteem and confidence and so enable our pupils to take up their roles and responsibilities as adults and members of the society they live in

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 Islamic moral values and practice etiquette's in their daily lives.

Purposes:

- To provide a variety of activities which will enable each child to develop Islamic attitudes and values
- To provide a programme of learning activities which will engage, challenge, increase knowledge, understanding, develop skills and attitudes of the pupils in accordance with the aims of the School
- To cater for the needs of all its pupils
- To ensure that each pupil develops self esteem and confidence to become successful life-long learners
- 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

Subjects Offered

Year	Key Stage	Subjects	Assessments
6	2	Emphasis on literacy and numeracy English; Mathematics; Science; Humanities; Islamic Studies; Arabic; Art; P.E. ICT, PSHCE	End of Key Stage 2 SAT's Exams in Core subjects
7	3	English; Mathematics; Science; History; Geography; Islamic Studies; Arabic; Art; P.E. ICT, PSHCE	Optional Tests
8	3	English; Mathematics; Science; History; Geography; Islamic Studies; Arabic; Art; P.E. ICT, PSHCE	Optional Tests
9	3	English; Mathematics; Science; History; Geography; Islamic Studies; Arabic; Art; P.E. ICT, PSHCE	End of Key Stage 3 SAT's Exams in Core subjects
10	4	GCSE's (1st Year) English; English Literature; Mathematics; Science (Core) ICT; Business Studies; Geography; Islamic Studies; Arabic; P.E.; Citizenship	End of Year Exams
11	4	GCSE's (2nd Year) English; English Literature; Mathematics; Science (Additional) ICT; Business Studies; Geography; Islamic Studies; Arabic; P.E.; Citizenship Statistics (optional)	Mock GCSE's & GCSE Exams

Delivering the Curriculum

Subject specialist teachers are employed to teach throughout from year 6 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. Additional subjects may also be offered on a one-year course.

Classes are smaller than state schools allowing more time for one to one teaching. After school and Saturday booster classes are timetable prior to the SAT's in English, Maths, and Science in Key Stage 2 and 3. Additional GCSE revision and booster classes are provided in Year 11.

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 2 & 3. At Key Stage 4, all subjects are taught to GCSE syllabuses in line with the QCA classification in each subject. The schemes of work for Islamic Studies and Arabic have been developed using a range of resources and a variety of methods of teaching.

P.E.

All pupils undertake P.E. throughout their school life. The lesson is divided into four activities warm up, stretching, game skills and short games. A range of activities are planned including swimming, water activities, football, tennis, horse riding, cricket, softball & Judo. Pupils are taken to different venues for each sport.

Promoting ICT, Literacy & Numeracy

Literacy, Numeracy and ICT are not only taught as subjects, but also developed across the wider school curriculum.

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. Homework timetable requirements will be sent to parents during the autumn term.

Equally, students must be ready to undertake extra homework, which may not be timetable, 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 autumn term, an Interim Report highlighting achievement, areas of progress and development are reported. During the 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 termly in the School Database.

PSHCE (Personal Social Health, and Citizenship Education)

All students throughout their school life at Tawhid are given the opportunity to develop further in all aspects of personal, social and health education. One lesson is allocated each school week with the students in their year groups, where important issues are discussed and studied.

PSHCE is taught as a subject and is also promoted across the curriculum. Teachers are encouraged to incorporate aspects of PSHCE with their subjects with a cross-curricular approach.

Work Experience

In Year 10 students undergo a two week work experience programme. Placements are organised in areas of Students interest. We have established a good relationship with our work experience providers and valuable feedback is obtained on each placement from employers. Their suggestions and advice are valued and ideas taken on board when planning for the next cohort. Students record their daily experiences in a diary. Students also carryout their GCSE Citizenship coursework task during the placement.

Sex Education

With the highest level of modesty and morality in mind, Sex Education is taught as modules through the Islamic Studies and Science programme of study. An Islamic perspective will form the basis of the content of such modules. Advice will be taken from respected Islamic Scholars.

Special Educational Needs (SEN)

We aim to provide an education for all our students regardless of their learning ability or disabilities by providing students with support to enhance their learning further. If a student is experiencing learning difficulties beyond general differentiation by the class teacher, then an Individualised Education Plan (IEP) will be written with targets set for students and agreed between the School and the Parents to support the learning of the child. The IEP highlights areas of development and sets out a strategy for supporting the child's progress in those areas of the curriculum. SENCO will co-ordinate supports throughout the school and raise standards further.

The SENCO shall also co-ordinate between the school and the home the programme set out. Parents are advised to monitor and support their child at home through paired learning. A Review of the IEP will take place at the end of each school Term.

Daily Collective Worship

On Monday and Thursday mornings there is an **assembly**, which is based on a theme for the week. The school provides the opportunity for all pupils to perform daily congregational (Jamaat) Salaat, (prayer). Prayer times are integrated within the school timetable. Daily assemblies with the Stories of the Prophets, Seerat of the Prophet and Stories of the Companions are given during Salaat time.

Islamic & Religious Studies

The School provides an in-depth study of Islam and pupils are prepared for the two Units on Islam at GCSE. Islamic studies is taught through a variety of approaches. Emphasis is put on pupils developing both spiritual and intellectual understanding of concepts. The pupils also develop an understanding of other world major faiths, beliefs and values.

Equal Opportunities

Diversity is what makes Tawhid Boys 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 Tawhid 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. Tawhid is not a selective school, and parents make an informed choice to have their children educated here.

Broader Curriculum

The School will promote pupils to develop as responsible citizens who make positive contributions to the community and at large the society. The school values this richness and the impact it has on the personal development of its pupils. The school is committed to providing opportunities for pupils to participate in such initiatives that promote the diversity and social inclusion.

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