

## Al-Noor Primary School

**Curriculum Policy****1. Curriculum Intent**

The curriculum is underpinned by the Islamic values that inform both the ethos and vision of our school and is the means by which the school achieves its objective of educating children in the core knowledge, skills and understanding that they need to lead purposeful, fulfilling lives and become well educated and well-rounded British citizens. Stretching, exciting and stimulating lessons offering self-directed learning opportunities to all pupils including those with SEND, will expose them to the best that has been thought and said, helping to engender an appreciation of human creativity and achievement.

We set high expectations for our pupils, whom we desire will become confident, positive, articulate, responsible and highly achieving individuals who have a strong sense of identity and purpose; who are self-disciplined, morally upright, emotionally secure and spiritually intelligent; and who respectfully work with others from diverse backgrounds, for the common good.

The school's broad and rich curriculum is rooted in the knowledge and skills that pupils need to take advantage of the opportunities, responsibilities and experiences of later life, to address social disadvantage. By describing what pupils will need to be able to know and do, it makes demarcated end points that it is building towards clear. It is planned and sequenced so that new knowledge and skills build on what has been taught before, towards those end points. The school curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills in English due to a large proportion of residents with EAL.

The school ethos seeks to develop:

- good character, personified by the Prophet Muhammad, peace be upon him;
- pupils' practical religious knowledge;
- the spiritual dimension, focusing in particular on the Islamic qualities of: Islam (outward worship), Iman (belief), Ihsan (excellence), Taqwa (self-protection), Ikhlas (sincerity) and Muhasabah (introspection);
- the moral and emotional dimensions such that pupil behaviour is characterised by excellent self-discipline and manners.

The curriculum also reflects the school's aims to:

- promote Fundamental British Values and good citizenship;
- equip pupils with the necessary skills and experiences to contribute towards the betterment of their communities and society as a whole;
- enable pupils to have respect for themselves and others, so they are able to live and work co-operatively with others for the common good;

- nurture pupils' social skills and a compassionate appreciation of other communities and individuals;
- take account of duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment;<sup>1</sup>
- prepare pupils for life in modern Britain and the wider world;
- ensure every pupil thrives and achieves, including those that have special educational needs and disabilities;
- provide a rich curriculum that successfully promotes pupil learning in National Curriculum Foundation subjects;
- develops the emotional literacy and competencies of pupils so they exert positive influence over their own behaviour as well as others in their lives;
- foster pupils' leadership skills, including empathy, perseverance, resilience and communication.

## 2. Curriculum Implementation

### Planning

We agree a long-term plan for each year group based on curriculum drivers. This indicates the topics are to be taught in each half term. With medium-term plans that centre around cross-curricular enquiry drivers to motivate pupil learning, we give clear guidance on the objectives and cross-curricular links for each topic, including enrichment activities. On weekly or daily basis, teachers adapt the planning as relevant, including differentiated learning intentions to ensure progression of all pupils in their classes.

Through carefully planned sequences of lessons which focus on progression and depth the school aims to develop pupils' higher order thinking skills to help them make the most of their potential and achieve highly. Teaching approaches include:

- Rich questioning to elicit pre-existing learning and understanding and scaffold new concepts onto, as well as to empower pupils to become independent learners and seek the answers to their own questions
- Sharing topics maps and success criteria with pupils to demonstrate the learning journey being progressively traversed and its defined end points
- A 'knowledge harvest' which maps the learning journey by providing a baseline of current understanding and misconceptions to measure subsequent progress against

---

<sup>1</sup> Age is a protected characteristic under the Equality Act 2010 but it is not applicable to schools in relation to education or (as far as relating to those under the age of 18) the provision of services; it is a relevant protected characteristic in relation to the provision of services or employment (so when thinking about staff). Marriage and civil partnership are also a protected characteristic but only in relation to employment.

- Opportunities to integrate new knowledge through the ‘three tiers’ approach to mastering vocabulary
- Challenge opportunities for learners to express viewpoints, consider opinions and to assess and evaluate information e.g. distinguishing fact and opinion
- Quizzes and similar exercises where learner’s ability to retain information; remember the content long term and to integrate new knowledge into larger concepts are assessed
- Creating fluid and exciting experiences beyond the classroom which take priority as a source of enrichment
- Hands on learning through practical activities to experience and reflect on new concepts as well as to build new skills
- Mastery approaches to develop problem solving and reasoning skills
- Modelling new skills to pupils to aid their learning and requiring them to practise new skills to aid fluency.

Teachers carefully plan cross-curricular learning opportunities, ensuring breadth & balance in curriculum provision and continuity and progression from term to term and year to year.

The tables below set out the number of hours each week spent on each subject or area of learning. The school day is longer than is conventional to incorporate the additional subjects required by the school’s curriculum intent, starting at 8am and ending at 3pm.

#### Years One to Year Six

Subject	Reception	Yr 1	Yr 2	Yr 3-6
Qur'an	N/A	2.67	2.67	2.67
Arabic	N/A	2.67	2.67	2.67
Islamic Studies	0.83	1.67	1.67	1.67
Prayer	N/A	N/A	2.25 (phonics -prayer in summer)	2.25
English		5.58	4.58	4.58
Phonics	2	2.5	As above	N/A
Guided Reading		N/A	0.58	0.5
Maths		4.58	4.58	4.58
Science			2	1.5
PSCHE		0.83	0.83	0.83
Computing		0.83	0.83	0.83
Art & Design		0.42	0.42	0.42
Design Technology		0.42	0.42	0.42
History		0.42	0.42	0.42
Geography		0.42	0.42	0.42
Physical Education		2.17	1.83	1.42
Allotment		N/A	0.5	0.5
Music (nasheed)		1	1	0.5
Assembly		1.17	1.17	1.17

<b>Golden Time</b>		N/A	0.75	0.75
<b>TOTALS:</b>			29.57	29.57

The tables demonstrate the school's emphasis on the development of a core set of excellent English and mathematics skills to lay the foundations for future learning and equip pupils with the skills required to access the wider curriculum. The school's separate subject policies give further details on the subjects taught on the school timetable.

Through the school curriculum, explicit, hidden and extended, pupils are provided with experiences in all areas required by the regulations governing independent schools, as set out below.

### ***Linguistic***

Through the teaching of English and Arabic, the linguistic skills of pupils are developed. Due attention is paid to speaking and listening and the proper application of grammar and a cross-curricular approach to English ensures its development in a range of scenarios across subjects including but not limited to Science, Geography and History through activities involving report writing, debate, drama and public speaking.

### ***Mathematical and Economic***

Mathematics is taught across the year groups from Reception class to year Six and its skills are drawn upon and further honed in subjects across the curriculum. For example simple calculations, tables, charts and graphs are used in Science and Geography, timelines are used in History, measure is used in Design and Technology, proportion in Art and Design. Through Maths topics that deal with money and through projects such as the creation of a market in the school gym and the annual entrepreneurial project that year six pupils engage in, the economic skills of pupils are also nurtured.

### ***Scientific***

Science is also taught across the year groups starting with Understanding of the World in the Early Years. Increased time is given to the subject compared with other NC foundation subjects underscoring the importance the school places on the skills and knowledge pupils gain through its study, transferable to other areas of the curriculum and their lives.

### ***Technological***

Pupils study Design and Technology as well as Computing, as set out in the National Curriculum, from years One to Six. Reception pupils also use the school's ICT suite to build a foundation of skills to draw upon later on in this subject that plays a large role in preparing pupils for the needs of workforces of the future.

### ***Human and Social***

PSHE and citizenship occupy a key place in the school's curriculum and wider aims and thus the school ensures a cross-curricular approach to the area, drawing on SEAL, Islamic Studies, RE, and computing in addition to timetabling a regular PSHCE lesson (PSHE and citizenship) to ensure pupils gain a good grounding in the various areas essential to developing the skills needed to be good Muslims prepared for life in modern Britain. Fundraising for charitable causes local and further afield also help pupils gain empathy for those less fortunate than themselves as well as build the skills to be able to help them in the future.

**Physical**

The school believes that it is essential to develop, nourish and nurture a healthy body, mind and soul. Whilst much of the curriculum dwells on the latter, a programme of Physical education lessons across all year groups and extra opportunities for physical activity in the school week are utilised to encourage pupils to stay active and fit. Weekly Tag Rugby sessions in the park for years one to six help with this as does exercise at line up three mornings a week. Pupils in year one also learn swimming and all classes visit the school's allotment plot during the year to grow and tend to vegetables, which also involves a brisk walk for classes in Key Stage Two.

**Aesthetic**

Pupils develop their artistic skills through Art and Design in the school curriculum, taught as a timetabled subject. This involves them producing their own work but also examining the work of artists such as Kandinsky and Clarice Cliff. These skills are also used to produce displays for the school, to compete in the school's periodic art competitions and to enhance their learning across subjects. Design and Technology also allows them to consider the aesthetic and create designs which appeal to the aesthetic needs of the human spirit as well as their own aesthetic tastes. In addition, pupils learn about music through the Islamic tradition of nasheeds, songs sung to praise the Almighty and to recognise the value of the Prophet Muhammad, may God's peace be upon him. Nasheed lessons are taught across the year groups to develop pupils' understanding and appreciation of music. Pupils use the duff to develop instrumental skills and to explore a range of elements essential to the production of music such as pitch, rhythm, timbre and dynamics. Pupils learn to develop their singing voices by focussing on musical elements and through singing a range of an-nasheed across each year.

**Creative**

The school considers the promotion of creativity an important part of its commitment to ensuring pupils make fine progress across all areas of the curriculum and develop higher order thinking skills as well as skills that promote innovation. Subjects such as Art and Design and Design and Technology are key to this but so are subjects such as Science and History where pupils can be inspired by the creativity of others. The use of drama, role play and hot-seating across the curriculum also aids the creative development of pupils, as do cross-curricular projects for homework, nasheed lessons and PE. At the same time a teaching approach is used to promote the thinking skills of pupils through questioning and encouraging questioning and the evaluation of work and solving of problems from different perspectives.

**Reception**

The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to five years old. All schools and Ofsted-registered early years providers must follow the EYFS.

The EYFS framework supports an integrated approach to early learning and care. It gives a set of common principles and regulations to deliver quality experiences to all children under the age of five, or until the end of their Reception year.

There are seven areas of learning and development that shape educational programmes in the early years. All areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

1. communication and language
2. physical development
3. personal, social and emotional development

The three prime areas are strengthened and applied through four other specific areas. The specific areas are:

4. Literacy
5. Mathematics
6. understanding the world
7. expressive arts and design

Through a mixture of child initiated and adult-led activities both in and out-doors, children are taught through a cross-curricular and thematic approach. Further details are available in the school's Early Years policy.

### **Enrichment**

Assemblies are delivered twice a week and are used to support the delivery of the school's ethos and values. A separate plan of assemblies to be delivered through the year is created to reflect these requirements.

Trips are planned in advance to enhance pupils' learning and their personal experiences of the curriculum.

After School Clubs are run by external providers based on pupil and parental interest and uptake. This changes on a termly basis.

### **Thematic Curriculum**

The school started work last year to develop the curriculum to adopt a more thematic and enquiry led approach. This was in order to more clearly link children's experience of the world to the school's ethos and to ensure more purpose and ownership to pupil learning. An enquiry-based approach develops the ability of children to ask questions and find the answers to them through projects that are pursued across multiple subjects.

The thematic approach that the school has adopted revolves around seven principles that are clearly observable in the world around us: Geometry, Cycles, Interdependence, Oneness, Diversity, Adaptation and Health. These principles were first identified by HRH the Prince of Wales in his enlightened book entitled Harmony.

This book inspired a headteacher, Richard Dunne, of a Church of England school in Surrey to develop a curriculum based on the seven principles which has been a source of inspiration for Al-Noor Primary. The school is tailoring the approach of Richard Dunne to its own context and ethos, where the seven principles have found a ready home.

The seven principles are frequently referred to in the Qur'an where we are repeatedly instructed to contemplate the natural world, as such contemplation leads to recognition of its Creator and His rights over humankind.

School staff are developing curricular planning and schemata that encourage pupils to contemplate a range of related aspects of the natural world and their environment. This supports, in line with the school's ethos and curriculum intent, the fostering of a connection to the Divine as well as to sustainable living in harmony with nature.

The principles are summarised below.

*Geometry:*

The patterns of nature, evidencing the beauty and precision of Allah's creation, are everywhere. They can be seen around us and in us, and in forms beyond this world. They can be seen in patterns of circles and spirals and in the proportions of different living things.

*Cycles:*

Nature works in cycles. Within these cycles, there are periods of growth and abundance, and there are times of decline and decay, of restoration and regeneration. At its most obvious, we see it in the cycle of day to night – a cycle that guides our own routines and practices of our daily prayers.

*Interdependence:*

Everything is interconnected and every element within an ecosystem has a value and role to play and effects all other elements. Look at the system holistically because nothing works in isolation and is fundamentally dependant on Allah.

*Diversity:*

Allah made diverse 'nations and tribes that we may know one another'. When we observe the natural world, we can see that its richness lies in its diversity. Diversity builds resilience, enriches life and is a great blessing from Allah.

*Adaptation:*

Allah's adaptations ensure a match between animals and their environments. As a principle it is also about contextualising learning locally, valuing community, learning from the past and present and thinking about how to improve the locality. In addition, sustainable approaches to city living should localise how our needs are catered for.

*Health:*

Good health is a great blessing of Allah that He instructs us to take advantage of before we are deprived of it. Health also reminds us of the need for balance in all aspects of our lives and the link between our individual health and the health of the world around us.

*Oneness:*

Allah is One and built symmetry and unity in many aspects of the Universe. The principle highlights that to appreciate fully the beauty and purpose of this world, we need to find our own sense of peace, of belonging and of place in it.

**NAVIGATE**

The school also delivers a character building cross-curricular programme 'NAVIGATE', focussing on the development of good character to complement the PSCHE and Islamic Studies curricula NAVIGATE aims at nurturing the following characteristics:

- Sincerity
- Etiquette
- Gratitude
- Patience
- Modesty
- Generosity
- Honesty
- Courage
- Respect
- Leadership skills (vision, communication, creativity, empathy, resilience, contribution, ownership)

In addition, the school has developed opportunities for pupils to lead in different aspects of school life. From school and class monitors through to an active school council that works directly with a trained Organiser for our local civic action group, pupils are supporting school improvement.

**The Year Six Transition Curriculum**

The transition curriculum aims to facilitate the transfer of year six pupils from Al-Noor Primary School to the next stage of their education and lives. It is taught across the last half term of the school year, immediately after the Key Stage Two tests. The Transition Curriculum aims to give pupils learning opportunities to develop life skills to aid their transition from primary to secondary schooling and from childhood to adolescence.

Teaching and learning is aimed to be hands-on and experiential with the use of frequent trips but also includes formal lessons and workshops. The curriculum also equips pupils by asking them to reflect on themselves and their roles in their families, communities and wider society. The topics covered are as follows:

- Growing Up
- Relationships and sex education
- Identity and peer pressure
- Reflections on death
- Working with others
- Careers
- Safe travel

- First Aid

### 3. Curriculum Impact

The curriculum coordinator is the current deputy headteacher. The role of the coordinator is to ensure implementation and impact of the curriculum, to ensure match between all phases of planning, to lead review and improvement of the curriculum and to ensure the delivery of the school aims, coordination between teachers and subject leaders and to develop cross-curricular links or integration of subjects.

The impact of our curriculum is to develop learners who are confident, positive, articulate, responsible and highly achieving individuals who have a strong sense of identity and purpose; who are self-disciplined, morally upright, emotionally secure and spiritually intelligent; and who respectfully work with others from diverse backgrounds, for the common good. The impact of the depth and quality of learning is assessed using the following methods:

- The use of national tests and assessments at EYFS, Year one (phonics), Key Stage 1 and Key Stage 2
- The use of end of topics tests and assessments
- The use of formative assessment methods to assess pupil attainment and progress against curricular objectives
- Tracking standards of the whole curriculum through formative and summative assessments as well as from achievements from quizzes
- Lesson observations and checks on planning
- Revisiting the 'knowledge harvest' at the end of each topic to demonstrate new learning and greater depth understanding
- Reviewing pupil responses through open-ended questions that lead them to explore interests of their own independently
- Book sampling exercises across the school thinking about evidence of pupils learning, making judgments and strengthening outcomes.
- A celebration of learning for each term which demonstrates planned progression across the school
- Analysis of assessment data and the use of findings to target planned interventions and adapt teaching to enable further learning.

#### 4. Monitoring and Review

The Education Committee of the Board of trustees is responsible for monitoring the way the school curriculum is implemented. This committee reviews the curriculum and subject areas by meeting with subject leaders and receiving summary reports. It also conducts school visits and curriculum reviews.

The headteacher is responsible for the overall organisation of the curriculum. The senior leadership team monitors delivery of the curriculum ensuring that all classes are taught the full requirements of the National Curriculum.

Subject leaders monitor the way their subject is taught throughout the school. They examine planning, pupil work, observe lessons and talk to pupils to evaluate the quality of the curriculum, teaching and pupil learning across the school in their subject area. Subject leaders report to the senior leadership team who consider their recommendations and plan additional interventions if required.

In the absence of a sufficient number of subject leaders and a small number of hard-pressed senior leaders across two very small schools this year and next, curriculum leadership of foundation subjects will be phased across two years. Dedicated subject leaders for English, Maths, Islamic Studies, Qur'an and Arabic will continue to be in place whilst senior leaders will undertake subject leadership of PSCE, Art and Geography this year and the other subjects next year, when more subject leaders will also be brought in.

**This policy was reviewed in September 2019.**

**Next review date: September 2022**

**Signed, on behalf of the Board of Trustees, by:**

\_\_\_\_\_

**Signature:** \_\_\_\_\_

**Dated:** \_\_\_\_\_

**APPENDICES**

**SAMPLE TRIP YEAR PLAN - Trips, Visitors & Events**  
Being reviewed in 2019-20 for thematic curriculum

CLASS	HALF TERM1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
R	Local park	Discovery Centre Stratford	Dinosaur workshop in school	Spitfields/Mudchute Farm	Suntrap (Exploring the natural world)	Sealife Centre Southend
1	Local park	Ilford Library- exploring various texts (fiction/non-fiction)	Hainault Country park & farm	Discovery Centre Stratford (Story World)	Suntrap (Forest Sensory Trail)	London Zoo
2	Local Park - Navigate	Discovery Centre - Gruffalo	Museum of Childhood - workshop on moving toys	Science Museum - workshop on Forces	Aquarium	Suntrap (Comparing animals from different habitats)
3	East Ham Nature reserve	Chiltern Open air museum cc with history (Iron Age)	Natural history Museum (earthquakes and volcanoes)	British Museum (Ancient Egypt)	Kew Gardens	Woburn Safari
4	Ragged School Museum (Victorian London/ stories from the past)	ROYAL PARKS FOUNDATION EDUCATION CENTRE AT LONDON ROYAL PARKS FOUNDATION EDUCATION CENTRE	Lullingstone Roman villa cc with history	Fairlop Waters– part of Navigate and cc with art	British Museum (Early Islamic Civilisation)	Go Ape
	Local Council Chambers trip with local counsellors	Wood Craft Workshop trip	Ilford Recorder Officer			
5	Science Museum (Empiribox focus)	Thames Barrier	Museum of London (Anglo Saxons)	Greater London Assembly Visit	Stubbers (Blossoming out)	Residential
		Wood Craft Workshop trip				
6		Visit to Houses of parliament & educational workshop & with local MP	British Museum - Measurement		V&A museum: 'perfect patterns' & 'artofislamicpatterns'	Residential: Snowdonia
		Imperial War Museum				Meadow court care home
						Gardens of Peace cemetery

						Olympic park tour & ArcelorMittal Orbit 3 Thornton Street
						local mandir
						St Pauls Cathedral
						local gurdwara
						Bet Tikvah Synagogue

Hampton Court Palace	Newham City Farm	Architecture Centre London	Colchester Zoo	Windsor Castle	Castle Acre Norfolk,
Chelsea World of Sport	Florence Nightingale Museum	Tower Bridge	Woburn Safari Park	Houses of Parliament	London Bridge Experience
East Ham Nature Reserve	Bank of England	Museum of Kent Life	London Transport Museum	NPower Tilbury Energy and Environment Centre	Thames Barrier
Britain at War museum	Natural history museum	Science Museum	London Canal Museum	Architecture Centre London	Godstone Farm
			making a front page with the Guardian Newspaper	ilford recorder	woodcraft

**ASSEMBLY SCHEDULE** (some topics and speakers change from year to year)

1. Ensure it is Islamically accurate and draw out essential lessons relevant to children that nurture -not bare historical facts that would confuse.	2. Nurture good citizenship and British Values. Include: compliance with equality legislation, encouraging respect towards all others with particular regards to all the protected characteristics, compassion towards all members of society, understanding and working with all for the common good.	3. Ensure it is age appropriate and caters for the full range you're speaking to.	4. Ensure it is interactive and enjoyable - use different forms of media, Q&A and make it child-led whenever you can.	5. Avoid using 'don't' and highlighting negative behaviours. Remember that children , especially younger ones, remember and confuse details and may well do, or remember, the opposite of what you intended, if you are not careful.	6. If in doubt ask an SLT member.
Date	Assembly (SEAL Themes in Green)	Led By	Whole school focus	CC -hadith/Qur'an/IslamicEthos	School Challenge
	Welcome back -Rules around the school & behavioural expectations: sanctions & rewards	HT			
	New Beginnings - Being Brave/Overcoming Fears	DHT	Setting targets for yourself/ Doing something brave overcoming feelings of fearfulness	Story of Yusuf (as)Tawakul in Allah Sabr Resilience Courage Persistence	
	Husn-ul-Khuluq - Good behaviour	HT	Husn ul-Khuluq - good behaviour - and follow the rules	"I have not come except to perfect good conduct/manners" & The heaviest thing to be placed in the scales on the Day of Judgement is Husn Ul-Khuluq"	
	New Beginnings - Safe spaces and environments/New Beginnings blessing of Dhul-Hijjah	DHT	Fasting in dhul Hijjah - expiation of sins - like a fresh start at school leave old poor habits behind, intend to make new goodhabits. Think about culture and behaviour to make a safe space		Yr. 1 & 2 - What was the name of the Prophet Yusuf's father Yr. 3,4,5 & 6 - What was the dream that the Prophet Yusuf had when he was small and what was the meaning behind it?

	The Mayor of Redbridge Visit	HT/AH	Local Council - Mayors duties. School council inauguration		
	Hajj	HT	Hajj	The purpose of Hajj is to put aside the world and focus on worshipping Allah, purification, forgiveness, repentance and learning the lessons of Ibrahim a.i. and his family: tawakul. What we can do if not on Hajj...	Poster competition
	WOW Tracker Introduction and Eating adab, cleanliness	DHT		Umm Isa to introduce the WOW tracker - discuss lunchtime adab and habits for cleanliness	
	Curriculum Snapshot - Year 3 Chicks Hatching Skipping Competition - Rules and Format	Year 3, DZ & HQ	Learning Journey - class shares knowledge and learning with whole school for a chosen topic from their class.		
	Black history month - solving world problems, Islam in Africa, racism and Iblis, equality and respect.	HT	Husn ul-Khuluq - good behaviour	Innaka la'ala khuluquil Adheem. 'You have not believed unless you love for your brother what you love for yourself'. etc see akhlaq sheets	Yrs 1 &2: write down 2 hadith mentioned intoday's assembly abot akhlaq. Yrs 3-6: write down 3 ayat from the Qur'an about akhlaq
	Patience & Self control -Discipline	DHT			
	Getting on and Falling Out	DHT		Khadijah to the Prophet (saw) when he received wahy	
	RasulAllah - Uswatun Hasanah & A description - following him/his Sunnah.	HT	sabr and self control	The strong person is not someone who can win in wrestling but someone who can control themselves when in anger	
	National Parents' Week & Peer Mediation	HT	National parents week		Navigate at home competition
<b>Autumn - Half Term Break</b>					
	GOFO - keeping calm	DHT	keeping calm and overcoming feelings of anger	The story of the people ship Lessons from the flight of geese	

	GOFO - being a really good	DHT	being a really good friend	Friendship Story - learning to be a good friend comes from good character development	
	GOFO - solving a difficult	DHT		Abu Bakr and the Prophet	
	Suratul Hujurat: making peace	HT			
	ANTI BULLYING WEEK- Say No to Bullying	DHT	16th - 20th November 2015 - Anti Bullying Week		Ant- Bullying poster competition
	ANTI BULLYING WEEK- Say No to Bullying	DHT			
	Interfaith week assembly/ Walk to School Announcement	HT/DHT	17th - 21st November 2014 - Interfaith week		Banner Competition for WTSW - Golden Time treat for walk at least 4 days
	Suratul Hujurat: avoiding put downs & Hadith:do not believe unless speak good or remain silent	HT		You do not believe unless speak good or remain silent.	
	Anti Bullying Assembly - Competition winners, highlighting what pupils had learnt and demonstrated in their posters.	HT			
	Suratul Hujurat: Suspicion	DHT	Treating others well	In suspicion there is much sin.	
	Homelessness	HT	Love for your brother what you love for yourself. You do not believe if you go to bed with a full stomach and your neighbour is hungry.		Food/etc collection. Poster competition
	Trials and Tawakkul	DHT	Trusting in Allah	And whoever places their trust in Allah will find him sufficient.	
	Taqwa (staying away from bad deeds/sins - athar: taqwa is like how	HT	Remember Allah and stay away from wrong doing	"O mankind! We have created you from a male and a female, and made you into nations and tribes, that you may know one another. Verily, the most	

	you would walk along a path strewn with thorns) (& Anger)		morality = defining boundaries for acceptable behaviour - boundary defined by Allah.	honourable of you with Allah is that (believer) who has Taqwa. Verily, Allah is All-Knowing, All-Aware." [Qur'an 49:13]	
	Going for Goals	DHT	taking responsibility for their successes and when things go wrong		
	Advertising/who we choose for friends/self image	HT			
	Stories of the Great Women - Maryam and Christmas	HT			
	The Story of Isa a.i.	HT			
	<b>WHOLE SCHOOL END OF TERM ASSEMBLY</b>		<b>ATTENDANCE AND PUNCTUALITY CERTIFICATES + Spelling &amp; timestables championships</b>		
<b>Autumn - End of Term Break</b>					
	GFG - setting achieving goals and resilience ...	DHT	Do good whenever you can however small resilience - bouncing back, maintaining effort through a difficult experience or after a mistake	Be sure We shall test you with something of fear and hunger, some loss in goods, lives and the fruits (of your toil), but give glad tidings to those who patiently persevere.—2:155	
	International Cultural Heritage Week - BRITISH, RELIGIOUS & CULTURAL HERITAGE WEEK 2016	HT/	International cultural heritage week. respecting differences		
	PCSO Mardell KS2 8.00am Assembly on what police do and stranger danger. KS1 Assembly at 1.30pm	Police officers	Rule of Law, citizenship - how local police help us social and emotional health - stranger danger.		
	BRITISH, RELIGIOUS & CULTURAL HERITAGE WEEK 2016 - Class assemblies each day - feedback to and sharing with school the learning from previous week.	Each class to present assembly daily year 2-6	International cultural heritage week. respecting differences		Poster competition
	GFG - waiting & persistence ... Perseverance (never giving up, Nick Vujcic) (and gratitude)	DHT	waiting for what they want, persistence	patience - "Indeed Allah loves the patient"	

	Stealing / Prophet Ayyub/Sabr / The advice of Prophet Luqman a.i. to his son	Yr 6		And (remember) Ayyub (Job), when he called his Lord saying, "Here I am, afflicted by pain and You are the most merciful of all the merciful." 21:83	
	SCHOOL COUNCIL	AHT	Democracy and leadership	Believers are those who promote what is good and prohibit what is bad.	KS1: 1 hadith about tawhid; KS2: 1 ayah about what Allah loves & 1 about what he doesn't love.
	GTBM - responding in ...	DHT	Responding in an assertive way	Standing up for what you believe, Praying on trip days, Balance between Assertiveness and Bullying/Harshness	
	Brotherhood & Love for one another	DHT	Respect	you will not believe until you love for your brother what you love for yourself & spread salam	
	Safer Internet Day	DHT	ESafety	"There should be neither harming nor reciprocating harm"	Poster competition & Navigate at Home
<b>Spring - Half Term Break</b>					
	GTBM - helping someone and Pride vs Arrogance	DHT	Helping someone with a worry	"Serve Allah, and join not any partners with Him; and do good- to parents, kinsfolk, orphans, those in need, neighbours who are near, neighbours who are strangers, the companion by your side, the wayfarer (ye meet), and what your right hands possess: For Allah loveth not the arrogant, the vainglorious" {The Qur'an, 4:36} "Help the weak or do good for a person who cannot work for himself." I said, "If I cannot do that?" He said, "Refrain from harming others for this will be regarded as a charitable deed for your own good." / Proud of your iman! Your most precious asset, Story of Musab ibn Umair, who gave up everything for his iman	
	Gratitude & Prophet Sulayman a.i.	DHT	Gratitude	Being thankful to Allah, and thankfulness towards others	
	World Book Day assembly & teacher play	Eng Leader	World Book Week	Read!	

	Smiling & a good word & small deeds we overlook (Surat ul Ma'oon)	Eng Leader		"Do not regard any good deed as insignificant, even meeting your brother with a cheerful face."	
	Relationships with others	DHT	World Book Week	"No greater deed will be placed in the balance than a good attitude towards others. A good attitude towards others will bring a person up to the level of fasting and prayer." Nor can Goodness and Evil be equal. Repel (Evil) with what is better: then will he between whom and thee was hatred become as it were thy friend and intimate! And no one will be granted such goodness except those who exercise patience and self-restraint none but persons of the greatest good fortune. (41:34-35)	
	R - being pleased for others - update on being a good friend	DHT	being pleased with someone's achievements	Love for your brother what you love for yourself	
	Respect for others, those who are different in anyway, including protected characteristics	HT	Respect for others, including those who are different	O mankind! Lo! We have created you from male and female, and have made you nations and tribes that ye may know one another.Lo! the noblest of you, in the sight of Allah, is the best in conduct. Lo! Allah is Knower, Aware. 49:13	
	Easter & April Fools	HT	Respect for others.	Caring for your neighbours. Lying and hurting others for a joke is not acceptable.	
	<b>WHOLE SCHOOL END OF TERM ASSEMBLY</b>		<b>ATTENDANCE AND PUNCTUALITY CERTIFICATES + Spelling &amp; timestables championships</b>		
<b>Spring - End of Term Break</b>					
	Guest: Visually impaired speaker with guide dog: Understanding blindness and how guide dogs help blind individuals in daily life and routines.	GUEST	Respect for others, including those who are different	O mankind! Lo! We have created you from male and female, and have made you nations and tribes that ye may know one another.Lo! the noblest of you, in the sight of Allah, is the best in conduct. Lo! Allah is Knower, Aware. 49:13	
	R - helping someone & honesty	DHT	telling the truth saying sorry or making amends	Honesty is a basic trait of piety.	
	Green Week: recycling and walk to school, bins etc	Yr 4	Environment and sustainability - looking after our world!	Allah swt has made you vicegerents over the world. Do not waste. Share.	
	Green Week: protecting the environment & the importance of growing plants	Yr 5	Environment and sustainability - looking after our world!	If the day of judgement was begun and you were about to plant a tree, continue to plant it...	

	Punctuality & Attendance & Trust and Amaanah	Yr 6		"Those who are faithfully true to their amanah (all the duties which God has ordained, honesty, moral responsibility and trusts, etc.) and to their covenants...these indeed are the inheritors. Who shall inherit Paradise. And dwell therein forever" (Quran 23:8, 23:10-11)	
	Justice and fairness	HT	Justice	"O you who believe! Stand out firmly for justice, as witnesses to Allah, even as against yourselves, or your parents, or your kin, and whether it be (against) rich or poor: for Allah can best protect both. Follow not the lusts (of your hearts), lest you swerve, and if you distort justice or decline to do justice, verily Allah is well-acquainted with all that you do." [Sûrah al-Nisâ': 135]	
	Disability	YR 6	Disability - Respect for others, including those who are different		
<b>Bank Holiday</b>					
	Forgiving others	Yr 5	Forgiveness	Let them pardon and overlook. Would you not love for Allah to forgive you? Allah is Forgiving and Merciful.24:22	
	Dhikr Ullah – The remembrance of Allah	Yr 6	The remembrance of Allah	Verily in the remembrance of Allah do hearts find contentment.	
	The 4 Great women: Khadijah	Yr 4	Empowered, strong Muslim women	The leaders of the women of Paradise are 4...	
	Anti- Bullying	Yr 5			
	Stories of Sahaba - The 10 promised Paradise No. 1 Abu Bakr As-Sdieeq & Honesty & Generosity	Is Stds teacher	Honesty & generosity		
	The celebrations of other religions: Judaism, Hinduism, Sikhism, Buddhism	RE Leader	Respect others	Be happy for your neighbours and take care of them. Spread peace and understanding.	
	Stories of Sahaba - The 10 promised Paradise No2 - Umar al-Faruq & Courage & Justice	Arabic teacher	Justice		
	Discrimination	Yr 4	Equality Act		

	Stories of Sahaba - The 10 promised Paradise No3 – Uthman ibn Affan & Generosity & modesty/humility	Yr 3	Humility		
<b>Summer - Half Term Break</b>					
	Ramadhan	HT	Ramadhan	Fasting has been prescribed for you as it was to those before you that you may attain Taqwa.	
	Stories of Sahaba - The 10 promised Paradise No4 - Ali ibn Abi-Talib Courage	FJ	Courage		
	The 4 Great women: Aseya & Fatima Courage, perseverance, tawakul	HT	Tawakul	The leaders of the women of Paradise are 4...	
	C - getting better at their learning ...	DHT	gaining knowledge	The Messenger of Allah (ﷺ) said, "Allah makes the way to Jannah easy for him who treads the path in search of knowledge."	
	Abdur Rahman al-Awf/ Talha ibn Ubaydullah generosity and courage	FJ	Generosity and courage		
	C - making the best...	DHT			
<b>Ramadhan &amp; Eld - ul - Fitr Break</b>					
	Etiquette- conduct with ourselves, others and Allah	HT			
	C - changing their behaviour ...	DHT			
	Reading the signs of Allah	HT		Indeed in the alternation of night and day...	
	Leadership & taking ownership of self and future through reflection	HT			
	Sports Day Assembly	DHT/ PE Leader	Sports Day		
	Sports Day assembly - winners/certificates	DHT/PE Leader			
	<b>END OF TERM ASSEMBLY</b>	HT	<b>Certificates and timestables &amp; spelling cahmapionships</b>		
<b>Summer End of Year Break</b>					

**Version History**

<b>Version Number</b>	<b>Date</b>
CmP.17-18.2	06/12/17
CmP.19-20.1	23/09/19