



Curriculum Policy

2025 – 2026

HEAD TEACHER: Muhammad Miah

CHAIR OF GOVERNORS:

M A Salam

Signed:

REVIEWED:

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NEXT REVIEW DATE:

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Curriculum Policy

The Prophet (peace be upon him) said: “Whoever seeks a way to acquire knowledge Allah will make easy his way to Paradise.” Muslim

Rationale:

The curriculum reflects the overarching goal of the School's mission statement, vision and aim. We want students to enjoy learning, to become independent and effective learners and to achieve academic success in an atmosphere that fosters positive relationships and mental health, promotes equality and celebrates diversity.

The curriculum and extra-curricular opportunities promote social and cultural enrichment and a strong sense of community and encourages our students to be responsible citizens who make a positive contribution to society.

Our Mission, Vision and Values

Our Mission

To promote a culture of educational and academic excellence, underpinned by a caring and secure environment enriched with an Islamic ethos and the values of discipline, mutual care and respect, that extends beyond the school into the wider community.

Our mission consists of three key elements:

Ta’leem (Academic) excellence

- A strong belief that everybody deserves a broad and varied learning experience across both our national and Islamic curriculums and has the potential to succeed within a high quality, intellectually stimulating and tailored educational environment.
- An unwavering commitment to nurturing the natural desire to learn, instilling high aspirations and encouraging an ambition to succeed.
- A personalised approach to achieving excellence, stemming from an ardent belief that each individual is unique, special and capable of surpassing any perceived limitations.

Tarbiyyah (Personality & Character) development

- A cohesive identity so that our students, their parents and communities feel a strong sense of belonging to our family and community.
- A passionate focus on a values-based education that instils honesty, integrity, compassion and mutual respect into all our students.
- A strong core of tenacity, self-respect and self-belief that inspires each student to become the best person they can be, adopting the Sunnah of our beloved Prophet ﷺ

Being an active citizen in our community

- A determination to develop outstanding British citizens who are proud of and contribute to the social and economic prosperity of our communities and country.
- A sense of personal accountability and of responsibility and care to others.
- A commitment to humanitarian endeavours and to making a real difference to our communities and our world.

Our Vision

Developing Young Learners into Future Leaders

Our Values

I - Ihsan

H - Honour

S - Sincerity

A - Aspire

N - Nurture

Ihsan – we will strive for academic and spiritual perfection.

Honour – honouring and respecting ourselves, our peers, our seniors, our school and wider environment.

Sincerity – we will be sincere in our actions and always work towards the betterment of ourselves and for others.

Aspire – we will always aspire to and strive for educational excellence and inspire others along the way.

Nurture – we will always care for, protect and encourage each other to be the best we can.

Curriculum: Intent, Implementation & the Impact

We have developed a curriculum which:

- **Develops our learner's learning (Our head and body: what we learn)**
- **Develops the character of our learners (Our heart and character: Who we are when we learn)**
- **Develops behaviours and habits to become effective learners (Our actions and attitudes: How we act when we learn)**
- **Develops the moral compass of our learners (Our place in the community and wider world: Who we are)**

Our curriculum has a clear purpose and is focused around excitement and love for learning. We aim to ensure that learning is bespoke to the needs of our learners and demonstrates a strong understanding about specific needs to succeed in life.

Intent - What are we trying to achieve here with, and through, the curriculum?

Intention 1: Develop our learner's learning (Our head and body: what we learn)

To develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum and beyond, so that our students can flourish, reach and exceed their potential academically, physically and artistically.

Successful learners who enjoy learning, make progress and achieve

We provide a curriculum that challenges each and every individual. We want every student to achieve the best possible qualifications that they can, but we believe that the curriculum goes beyond that which is purely examinable. We believe that every learner is entitled to a rich and varied curriculum which is inspiring and enables them to become responsible British citizens.

Intention 2: Develop the character of our learners (Our heart and character: who we are when we learn)

To develop learners to have a holistic set of values that prepares them for life in the modern world in a diverse and ever-changing community and work place.

- The development of confidence, effective learning strategies and a growth mind-set are central to our evolving curriculum.
- Provide students with a safe, secure and stimulating learning environment, which develops their intellect and talents as independent learners giving students the confidence to believe that their aspirations are achievable

Intention 3: Develop behaviours and habits to become effective learners (Our actions and attitudes: how we act when we learn)

To develop the behaviours learners' need to succeed in the world such as concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement and curiosity. The changing nature of society and employment means that life-long learning, collaboration and resilience are essential to be successful

- Provide students with a safe, secure and stimulating learning environment, which develops their intellect and talents as independent learners giving students the confidence to believe that their aspirations are achievable

Intention 4: Develop the moral compass of our learners (Our place in the community and wider world: who we are)

- To understand spirituality in themselves and others, develop social skills and understand society, build a firm set of personal morality, and to engage in the culture they live in and understand the culture of others. To become confident individuals who are able to live safe, healthy and fulfilling lives. Our curriculum promotes students' moral, cultural, spiritual, emotional and physical development at school and within the community more widely. It also promotes learning as an activity that should be enjoyable, engaging and rewarding. It is our intention at each key stage to lay the foundations for further study progressing into further and higher education including apprenticeships. We consider preparation for the study of A-Levels to be a key feature of the 11-16 curriculum.
- Build upon our partnership with parents, students, staff, Governors and other stakeholders and strengthen and extend collaborative links with the wider community

Curriculum Implementation

Our curriculum will be implemented with our intentions as the drivers behind our actions. By ensuring we think about what we learn, who we are when we are learning, how we act when we learn and who we are in the world, we build happy, resilient, successful, good citizens. Our implementation plan ensures our curriculum keeps us focussed on these areas.

In order to progress and accelerate learning, subjects are encouraged to be informed by the national curriculum but not confined by it. We believe that given the academic nature of our students they can be better prepared for future study by being provided with bespoke, challenging work to prepare them for the rigours of Key Stages 4 and 5. Students will choose options towards the end of Year 9 for KS 4 between ART and BUSINESS, depending upon the subject which is best for the student to pursue, to help them personalise their curriculum, a broad and balanced approach is not only maintained but enhanced. Teachers will ensure a variety of summative and formative feedback techniques are used to ensure all students know what they must do next to improve further.

Summary of Subjects

Year	Key Stage	Subjects	Assessments
7	3	<i>Emphasis on literacy and numeracy</i> English; Mathematics; Science; History; Geography; R.E; Arabic; Art and Nasheeds; P.E. ICT/Computer Science, PSHCE/RSE; Citizenship.	Progress Tests. Mid-year exams. End of year exams.
8	3	English; Mathematics; Science; History; Geography; R.E; Arabic; Art and Nasheeds; P.E. ICT/Computer Science, PSHCE/RSE; Citizenship.	Progress Tests. Mid-year exams. End of Year exams.
9	3	English; Mathematics; Science; History; Geography; R.E; Arabic; Art and Nasheeds; P.E. ICT/Computer Science, PSHCE/RSE; Citizenship.	Progress Tests Mid-year exams. End of Year Exams.
10	4	GCSE's (1st Year) English Language; English Literature, Mathematics; Science (Combined); History; R.E; Arabic; P.E; Computer Science, RSE; Citizenship, Business Studies	GCSE EXAMS – Mid-Term, End of Year Mock Exams
11	4	GCSE's (2nd Year) English Language; English Literature, Mathematics; Science (Combined); History; R.E; Arabic; P.E; Computer Science, RSE; Citizenship, Business Studies	Mock GCSE's & GCSE Exams.

PSHCE (Personal, Social, Health & Citizenship Education)

PSHCE is delivered during form time and covers all aspects of a holistic education. This contributes to the overall wellbeing and success of our students. Form time topics work in conjunction with the current events calendar which highlights significant dates and events, which include cultural, religious and humanitarian dates and events.

The form time session aims to facilitate a delivery that is tailored to provide a more personalised learning experience, it is an opportunity to develop mutual relations between the form class. The distribution of students into smaller groups allows the platform for students to receive pastoral care, the chance to express themselves and develop themselves to become valuable Muslim citizens of the UK.

Tarbiyah (Personal Development) /SMSC

As part of their development, students are provided with weekly ‘tarbiyah’ sessions. These cover topics such as emotional and mental health wellbeing, Islamic values and manners, community issues and international affairs. Occasionally guest speakers from all backgrounds are invited to our lessons. Tarbiyah sessions are designed to consolidate learning and explore further the theme of the week introduced in PSHCE. The theme will link SMSC, British Values and Islamic teachings.

Assembly

All students attend and participate in assemblies, which focus on character development, awareness of the world in which they live and knowledge needed for life and work

Form groups are given the opportunity of delivering assemblies, this increases self-confidence and public speaking skills. Assembly themes are linked around topics introduced in PSCHCE and tarbiyah . They are designed to meet the needs of the student’s, especially, personal development and character building; including current affairs, anti-bullying, humanitarian and philanthropic initiatives.

Key Stage 3 Subject:

- Maths
- English
- Science
- Art /Nasheeds
- Citizenship
- Computer Science/ ICT
- Geography
- History
- Physical Education
- Religious Studies
- Islamic Studies
- Arabic
- PSHCE / RSE

Key Stage 4 Subject:

- Maths
- English Lang.
- English Lit.
- Combined Science
- Citizenship
- Business
- Computer Science
- History
- Religious Studies
- Islamic Studies *
- Physical Education*
- Arabic
- Business Studies
- PSHCE / RSE *

* Non-accredited

All our students are supported by our dedicated teaching staff and teaching assistants.

ALL SUBJECT DETAILS TO BE UPDATED AFTER INPUT FROM ALL TEACHERS

Maths

We believe that mathematics is a vital tool in everyday living and is evident all around us. It is equally significant in decision making as well as in various employment sectors including finance and accounting. Additionally, it contributes to the school curriculum by developing students' abilities to calculate, to reason, to solve problems and to handle data. As a vital core subject, much emphasis is put on the way it is educated. We follow the National Curriculum frameworks for KS3. For KS4, we follow the Edexcel GCSE Examination Board Mathematics specifications and students are streamed to ensure students reach their full potential.

We deliver extra-curricular enrichment prospects to enhance students' enjoyment of mathematics through a number of competitions namely the "UK Maths Challenge."

Our objective is to enable students to build a secure framework of mathematical reasoning, which they can use and apply with confidence in any sphere of their life.

English

The aim of English as a subject is to develop and enhance the skills of reading; comprehension, writing, speaking and listening. English encompasses English Language and Literature. The importance of literacy within the school curriculum holds its foundations within the subject of English, which is then utilised in all other subjects.

We analyse the skills of written language through the reading of various class novels. This helps to refine reading abilities with further enhancement through comprehension activities and reading different types of texts. Reading a variety of genres also enables a better grasp of creative writing and widens the imagination.

Grammar of the English language is consolidated during a variety of fun and interactive activities. We acquire a range of complex vocabulary to benefit our writing tasks. Speaking and Listening skills are frequently monitored through the delivery of individual and group presentations. These take place within the class, with confidence enhanced through school assemblies.

Extra-curricular activities are regularly planned to ensure students are exercising their learning skills. Our teaching assistants facilitates the spelling club, where students take part in developing their skills. The school will take part in the Young Writers Competition.

Science

With well-designed modern Science facilities, students are able to extend their learning. In Key Stage 3, students follow Exploring Science where they cover various units. In all three years, Science disciplines such as inheritance, chemical reactions and electricity are studied.

In Key Stage 4, students are entered into a Combined Award in Science, leaving with two GCSE's

Other Subjects

Islamic Studies

Islamic Studies promotes the ethos and vision of the school through spiritual, moral, religious and cultural development.

This curriculum is tailored to the individual needs of students and aims to provide religious teachings within the appropriate contemporary contexts. There is emphasis on fundamental principles relating to aqeedah, fiqh and general topics with focus on historical and modern-day events to enhance intellectual abilities. The aim of Islamic Studies at BISS is to ensure students engage pro-actively with their deen so that they are able to represent Islam as exemplary Muslims with intellectual awareness of wider society and related issues.

Modern Languages – Arabic

Arabic is taught from Year 7 through to GCSE's. With dedicated staff, our students excel and become fluent speakers of the language. Arabic will be offered to the students if there is enough demand and, under certain circumstances where the school feels that the student has the potential and he wishes to attain a good GCSE grade, the school facilitates this, at a cost.

History, Geography & Religious Studies

The school follows the National Curriculum for History, Geography and Religious Studies. At KS3 RS students explore other religions. Visiting other religious places is part of the scheme of work. At KS4 level, it is provided through a GCSE specification focusing on Islam.

Art & Nasheeds

Students at KS3 level are taught Art & Nasheeds.

It is every child's fundamental right to be given the opportunity to explore their natural creativity.

Our aim in art is to give as much opportunity for children to explore and use different materials, tools and techniques in an organised and purposeful manner. Art is not just about investigating and making, but is interdependent on building up a knowledge and understanding of other artists' work; how this can influence and inspire our own artistic development and to develop designing and making skills.

Art can provide a range of activities to develop the children's capability and confidence in their

own ideas and to develop an ability to criticise constructively and evaluate their own products and those of others

In Art, students learn to work with different materials producing artwork in various mediums, including canvas, textiles and sculptures. Year 8 & 9 students have the chance to exhibit their best work.

In Nasheed lesson, students are taught the 99 names and explore different mediums of Nasheed. Students also have the opportunity to perform at the Annual Awards Presentation.

BUSINESS

At KS 4 an option between ART and BUSINESS will be available depending upon the subject that is best for the student to pursue.

P.E (Physical Education)

Students at BISS are required to participate in a variety of sporting activities. Students will develop the skills required to play the different types of sports and learn all the rules for these sports. The sports vary from Football, Rounder's, Badminton and Circuit training. The school has an outdoor play area which can be used during break times & Lunch. P.E takes place in local Leisure facilities e.g. leisure centres, Sports hall, power league and other venues. The school also offer Brazilian as an optional extracurricular activity.

Citizenship

At BISS we aim to encourage a sense of social responsibility, community involvement and political understanding whilst at the same time teaching students about Life Skills. This GCSE subject provides students with the knowledge, skills and understanding to play an active role in public life. The School holds annual Youth Parliament elections. Citizenship encourages students to respect people's differences, whilst also promoting shared values.

Sex Education & Life Skills

With the highest level of modesty and morality in mind, Sex Education is taught as modules through PSHE, Tarbiyah, personal development, R.E and Science programme of study from Year 7 – 11 and also using the AMS RSE curriculum. An Islamic perspective will form the basis of the content of such modules. This is a developmental programme of learning through which young people acquire the knowledge, understanding and skills they need to manage their lives now and

in the future. The department aims to make a significant contribution to students' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote students' wellbeing.

Life Skills equips students with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. An important component of Life Skills is providing opportunities for young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Life Skills contributes to personal development by helping students to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help students to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Concepts

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
- Relationships (including different types and in different settings)
- A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet)
- Risk (to be managed rather than simply avoided) and safety (including behaviour and strategies in different settings)
- Diversity and equality (in all its forms)
- Rights, responsibilities (including fairness and justice) and consent (in different contexts)
- Change (as something to be managed) and resilience (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)
- Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and ‘win-win’ outcomes)
- Career (including enterprise and economic understanding)

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 students.
5. By involving the students in the learning process whenever possible.
6. By presenting tasks specific to the student’s abilities and needs.
7. By presenting tasks, which enable each student to succeed and progress to higher levels of

achievement

8. By carrying out appropriate procedure for the assessment, monitoring, and recording of students' 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 or otherwise, 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.