

CURRICULUM POLICY

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Contents

Rationale	1
The Organization of the Curriculum	2
The Curriculum Model	3
Primary and secondary time allocation for subjects	3
	4

Primary-key stages 1 & 2

English	5-6
Mathematics	6-7
Science	7-8
History, Geography	8
Art and Design	9-12
Computing	12
PHSE/RE/Citizenship	12-13
Languages (Arabic)	13
Music (Tajweed and Nasheed)	14
Physical Education	14

Secondary- Key Stage 3 & 4

English	14-16
Mathematics	16-18
Science	18-21
History	21-22
Geography	22
Art and Design	22
Design and Technology	23
Computing and Business	23-24
PHSE/RE/Citizenship	24-2
Languages	25
Music (Tajweed and Nasheed)	25-26

Assessment	26
Year 6 SATs	26
KS3 and Tracking and Reporting on Progress	27
KS4 and GCSEs	27
English Language and English Literature	27-28
Science A and Additional	28
Computing	28
Arabic	29
Islamiyat	29
Interventions and Homework	29
General Islamic Studies	29-30
An Extended Curriculum Approach	30
External Links and Activities	30
Planning	30
Monitoring and Evaluation	30
Statutory Obligations	30-31
E-Safety	32
Disapplication Gifted and Talented	32-34
SEND/EAL/Personalising and tailoring the curriculum	

Rationale

At Rabia Girls' and Boys' School we aim to provide an excellent environment for children to develop as learners and to grow as individuals. We encourage high standards of social, moral and ethical behaviour with a continuous emphasis on respect for all, respect for the individual, respect for the learning environment and respect for the community. We have high expectations and strive to give all pupils opportunities to enable them to develop as effective learners. We value the strengths of each young person and encourage and foster the acquisition of knowledge, understanding, skills and values relevant to the challenges of our ever-changing world.

To support this commitment, we emphasise the importance of promoting, celebrating and recognising achievement in all its many forms. We believe in the concept of partnership, working together with parents, governors and the community to ensure that every child fully participates in school life, supporting the school in its vision of offering the very best in educational opportunities.

The school aims to deliver a high-quality education both Islamically and academically through tailored, well-designed courses disseminated by professional teachers from the community. The school provides opportunities for the children to memorise the Holy Qur'an and explore the breadth and depth of the religion of Islam in our community. The school's objective is to equip individual students with Islamic principles and academic studies to become responsible and understanding citizens and to develop British values, morals, justice and to encourage pupils to become inspiring and active leaders of society. In order to achieve this, in addition to the Islamic curriculum, the school is dedicated to providing a knowledge rich academic curriculum with the English Baccalaureate at its heart and the promotion of creative and aesthetic learning.

When developing a curriculum policy, the school is mindful of the objectives of Rabia School which are:

- Providing highly supportive and challenging learning environments that encourage the highest expectations for academic success and excellence in character.
- Continuously striving to develop a culture of mutual respect and support through excellent working relationships between pupils, teachers and parents.
- Focusing upon the development of the whole person: spiritual, moral, social, cultural, physical and intellectual, to deliver the best outcomes for our learners.
- Nurturing a strong sense of shared purpose, generosity of spirit and the desire to serve others.
- Ensuring all pupils develop the knowledge, skills and dispositions to pursue purposeful ambitions and to accomplish fulfilling lives.
- Enabling pupils to become integral and active members of modern society and thus making a valuable contribution to the wellbeing of society as a whole.
- Vigorously monitoring and evaluating the effectiveness of the subject curriculum to ensure that students of all abilities and backgrounds can have access to the curriculum

The Organisation of the Curriculum

Length of the academic year for all key stages: 186 days: (181 taught days; 5 days allocated to INSET training).

Length of the academic week: Monday to Friday

Length of academic day: 8:20am to 2:30pm (including one supervised morning break for secondary and primary, one supervised afternoon break for primary and one supervised lunch break).

Key Stages 1 & 2

Teaching and learning are organised into six 45-minute teaching periods each day.

Key Stages 3 & 4

Teaching & learning are organised into six 50-minute teaching periods each day.

The Curriculum Model

The curriculum has been reviewed to match our ambitious intent of promoting EBacc and creative and aesthetic subjects. The allocation of curriculum time has been distributed to allow for academic rigor and personal development. It also takes into account our own views on how to successfully implement a balanced curriculum that gives teachers the necessary time needed to deliver inspiring lessons and to encourage pupils to become reflective and pro-active learners. Schemes of work reflect the updated curriculum intent. The tables below indicate the distribution of subject areas.

Rabia Girls' and Boys' School Secondary 2019-2020 Time Allocations											
Subject	Year Group, Lessons Per Subject & Percentage of Curriculum Time										
	7		8		9		10		11		Total Lessons Per Subject
	Lessons	%	Lessons	%	Lessons	%	Lessons	%	Lessons	%	
English	4	13	4	13	4	13	4	13	4	13	20
Mathematics	4	13	4	13	4	13	5	17	5	17	22
Science (Double Award)	4	13	4	13	4	13	6	20	6	20	24
Computing/ Business	2	7	2	7	2	7	2	7	2	7	10
Arabic	2	7	2	7	2	7	2	7	2	7	10
History/ Geography	3	10	3	10	3	10	2	7	2	7	13
Art/D&T	2	7	2	7	2	7	0	0	0	0	6
PHSE/RE/Citizenship	1	3	1	3	1	3	1	3	1	3	5
PE	2	7	2	7	2	7	2	7	2	7	10
Tarteel & Nasheed (Music)	1	3	1	3	1	3	1	3	1	3	5
GIS/Islamiyat	2	7	2	7	2	7	2	7	2	7	10
Quran	3	10	3	10	3	10	3	10	3	10	15
Total lessons per week	30	100	30	100	30	100	30	100	30	100	

Rabia Girls' and Boys' School Primary 2019-2020 Time Allocations							
Subject	Year Group & Lessons Per Subject						
	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Total lessons per subject
English	5	5	5	5	5	5	30
Mathematics	5	5	5	5	5	5	30
Science	2	2	2	2	2	2	12
Computing	1	1	1	1	1	1	6
Arabic	2	2	2	2	2	2	12
History/Geography	1	1	1	1	1	1	6
Handwriting	1	1	1	1	1	1	6
Reading	1	1	1	1	1	1	6
PHSE/RE/Citizenship	1	1	1	1	1	1	6
Golden Time	1	1	1	1	1	1	6
Art / D&T	2	2	2	2	2	2	12
PE	2	2	2	2	2	2	12
Tarteel & Nasheed (Music)	1	1	1	1	1	1	6
Qur'an/Tajweed	3	3	3	3	3	3	18
General Islamic Studies (GIS)	2	2	2	2	2	2	12
Total Lessons Per Week	30	30	30	30	30	30	

The Curriculum

All curricula have been designed in accordance with the new 2014 national curriculum (NC) to allow for knowledge rich teaching and learning. The progression plans and schemes of work are tailored to meet the needs of learners.

At the end of key stage 2 (year 6) pupils sit their SATs tests.

At the end of key stage 4 (year 11) pupils sit their GCSEs.

Rabia Girls' and Boys' School are officially AQA, EDEXCEL, Cambridge International Exams and JCQ registered examination centers for GCSEs.

Students study a broad range of subjects drawn from those specified by the national curriculum, along with Islamic studies. The curriculum was reviewed in September 2019 to improve the balance between NC subjects and Islamic studies so as to allocate enough time to English and mathematics in KS3, to ensure sufficient depth of learning. The curriculum is delivered through the subjects below for both schools.

Protected characteristics

Section 4 of the Equality Act outlines the protected characteristics, which are fundamental to a successful society. At Rabia, we cherish the protected characteristics as a core facet of Islam. The protected characteristics are weaved through the academic curriculum, Islamic teachings and personal development to seize all opportunities to promote equality. The following protected characteristics are incorporated across the PSHE, RE, Citizenship and Science curricula;

- a) age
- b) disability

- c) gender reassignment
- d) marriage and civil partnership
- e) pregnancy and maternity
- f) race
- g) religion or belief
- h) sex
- i) sexual orientation

Primary – Key stages 1 & 2 (years 1 – 6, ages 4-11 years)

Curriculum intent and implementation

English

“Promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment.”

English Yearly Progression						
Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar Classroom secrets	Separation of words with spaces. Beginning to punctuate sentences with capital letters & full stops	Capital letters for names and pronoun “I” Punctuate using question & exclamation marks. Introduction of noun phrase.	Use the forms “a or an” Commas to separate items in a list. Learn how to use present and past tense correctly. Introduction to conjunctions expressing time and cause	Indicating possession by using a possessive apostrophe Using and punctuating direct speech. Suffixes Prefixes	Using relative clauses Using modal verbs Using adverbs to indicate degrees of possibility Using brackets, commas or dashes to indicate parenthesis. Suffixes Prefixes	Recognising subjunctive form Use of colons and semi colons Use of active and passive verbs The different use of vocabulary for formal and informal speech. Cohesion
Spelling/phonics Jolly Phonics/Phonics International	Introduction to the 44 sounds of the alphabet. The children learn to pronounce the sounds, before blending them. Tricky words set 1.	Match graphemes for all phonemes Read accurately by blending sounds Spell very common ‘exception’ words	Use knowledge to read ‘exception’ words Use prefixes & suffixes in spelling Use dictionary to confirm spellings	Secure decoding of unfamiliar words Correctly spell common homophones	Apply knowledge of morphology & etymology when reading new words Secure spelling, homophones, prefixes, silent letters, etc	Use knowledge of morphology & etymology in reading and spelling
Handwriting Targeted Practice Book CGP	Straight and curved lines (letter formation)	Beginning to join (pre cursive)	The six joins (pre cursive)	Introduction to cursive	Unity of letters (cursive)	Different types for different texts

Reading/comprehension Letts activity book	Sentence endings reordering words Alphabetical order	Instructional texts Characters and settings contents page	Introducing dialogue Story with familiar setting Information leaflets	Editing and revising comparison of information text Introduction to poetry	Stories from a different culture Novels Poetry from a variety of cultures	Play scripts Science fiction Classic poetry Classic fiction and film adaption
Writing	Writing a number rhyme Writing Continuing a short story	Writing a story, poem and character profile	Story settings Presenting information Writing reports Editing	Story patterns Writing a playscript Writing poetry and using diagrams to explain clearly	Describing characters Point of view Writing legends and myths Writing an argument	Narrative viewpoint Autobiography Writing a newsletter Comparison of a theme

Maths

"To ensure that all pupils become fluent in the fundamentals of mathematics...reason mathematically... [and] solve problems by applying their mathematics to a variety of routine and non- routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions."

Maths Yearly progression						
Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Numbers Classroom secrets	Count to / across 100 Count in 1s, 2s, 5s and 10s Identify 'one more' and 'one less' Read & write numbers to 20 Use +, - and = symbols Know number bonds to 20	Begin to use place value (T/U) Count in 2s, 3s, 5s & 10s Compare / order numbers, inc. < > = Write numbers to 100 Use x and ÷ symbols	Learn 3, 4 & 8x tables Secure place value to 100 Mentally add & subtract units, tens or hundreds to numbers of up to 3 digits Solve number problems, including multiplication & simple division and missing number problems Use & count in tenths	Secure place value to 1000 Use negative whole numbers Round numbers to nearest 10, 100 or 1000 Use Roman numerals to 100 (C) Column addition & subtraction up to 4 digits Multiply & divide mentally Use standard short multiplication	Know all tables to 12 x 12 Secure place value to 1,000,000 Use negative whole numbers in context Use Roman numerals to 1000 (M) Use standard written methods for all four operations Confidently add & subtract mentally Use vocabulary of prime, factor & multiple Multiply & divide by powers of ten Use square and cube numbers	Confidently use a range of measures & conversions Calculate area of triangles / parallelograms Use area & volume formulas Classify shapes by properties Know and use angle rules Translate & reflect shapes, using all four quadrants
Fractions, decimals and percentages Classroom secrets	Recognise & use $\frac{1}{2}$ & $\frac{1}{4}$	Find and write simple fractions Understand equivalence of e.g. $\frac{2}{4} = \frac{1}{2}$	Recognise, find & write fractions Recognise some equivalent fractions Add/subtract fractions up to <1 Order fractions with common denominator	Recognise tenths & hundredths Identify equivalent fractions Add & subtract fractions with common denominators	Compare & order fractions Add & subtract fractions with common denominators, with mixed numbers Multiply fractions by units Write decimals as fractions Order & round decimal numbers	Compare & simplify fractions Use equivalents to add fractions Multiply simple fractions Divide fractions by whole numbers Solve problems using decimals & percentages Use written division up to 2dp

				Recognise common equivalents Round decimals to whole numbers Solve money problems	Link percentages to fractions & decimals	Introduce ratio & proportion
Geometry and measure Classroom secrets	Begin to measure length, capacity, weight Recognise coins & notes Use time & ordering vocabulary Tell the time to hour/half-hour Use language of days, weeks, months & years	Know and use standard measures Read scales to nearest whole unit Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds Tell time to the nearest 5 minutes Identify & sort 2-d & 3-d shapes Identify 2-d shapes on 3-d Surfaces	Measure & calculate with metric measures Measure simple perimeter Add/subtract using money in context Use Roman numerals up to XII; tell time Calculate using simple time problems Draw 2-d / Make 3-d shapes Identify and use right angles Identify horizontal, vertical, perpendicular and parallel lines	Compare 2-d shapes, including quadrilaterals & triangles Find area by counting squares Calculate rectangle perimeters Estimate & calculate measures Identify acute, obtuse & right angles Identify symmetry Use first quadrant coordinates Introduce simple translations	Convert between different units Calculate perimeter of composite shapes & area of rectangles Estimate volume & capacity Identify 3-d shapes Measure & identify angles Understand regular polygons Reflect & translate shapes Data	□ Confidently use a range of measures & conversions Calculate area of triangles / parallelograms Use area & volume formulas Classify shapes by properties Know and use angle rules Translate & reflect shapes,
Data Classroom secrets	Drawing tally charts	Interpret simple tables & pictograms Ask & answer questions about totalling	Interpret bar charts & pictograms	Use bar charts, pictograms & line graphs	Interpret tables & line graphs Solve questions about line graphs	Use pie charts Calculate mean averages
Algebra Classroom secrets		Number pyramids with addition and subtractions	Missing numbers involving addition and subtractions	Addition and subtraction-based word problems	Missing numbers involving addition, subtractions, division and multiplication	Introduce simple use of unknowns

Science

“The national curriculum for science aims to ensure that all pupils develop scientific knowledge and conceptual understanding through biology, chemistry and physics, develop understanding of the nature, processes and methods of science, answer scientific questions about the world around them and are equipped with the scientific knowledge and practical skills required to understand the uses and implications of science, today and for the future.”

Science Yearly Progression						
Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Biology Classroom secrets	Identify basic plant parts (roots, leaves, flowers, etc.) Identify & compare common animals Identify & name basic body parts	Differentiate living, dead and non-living Growing plants (water, light, warmth) Basic needs of animals & offspring Simple food chains & habitats	Plants, incl. parts, lifecycle and requirements for life Animals: skeletons & nutrition	Classify living things Digestive system & teeth Food chains	Life cycles of plants & animals (inc. mammal, insect, bird, amphibian) Describe changes as humans develop & mature	Classification, including micro-organisms Health & Lifestyles, incl. circulatory system Evolution & Adaptation
Chemistry Classroom secrets	Distinguish between objects & materials. Identify & name common materials Describe simple properties of some materials Compare & classify materials	Identify and compare uses of different materials Compare how things move on different surfaces	Classification of rock types Simple understanding of fossilisation	Changes of state The water cycle	Classify materials according to a variety of properties Know about reversible changes; identify irreversible	Understand mixtures & solutions and separating methods
Physics Classroom secrets	Observe weather associated with changes of season	Learning about the moon cycle	Sources of light; shadows & reflections Simple forces, including magnetism	Sound as vibrations Electricity: simple circuits & conductors	Understand location and interaction of Sun, Earth & Moon Introduce gravity, resistance & mechanical forces	Light & Shadows; the eye Forces, including gravity Electricity: investigating circuits

History

“The national curriculum for history aims to ensure that all pupils know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day...know and understand significant aspects of the history of the wider world...gain and deploy a historically-grounded understanding of abstract terms such as empire, civilization, parliament and peasantry...understand

historical concepts such as continuity and change, cause and consequence, similarity, difference and significance...understand the methods of historical enquiry...and gain historical perspectives by placing their growing knowledge into different contexts...”

Geography

“The national curriculum for geography aims to ensure that all pupils develop contextual knowledge of the location of places, seas and oceans...[and] understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time...[Also to ensure that they] are competent in the geographical skills needed to collect, analyse and communicate with a range of data...,interpret a range of sources of geographical information, including maps...and Geographical Information Systems (GIS) and communicate geographical information in a variety of ways, including through maps and writing at length.”

Art and Design

“The national curriculum for art and design aims to ensure that all pupils produce creative work...become proficient in drawing, painting, sculpture and other art, craft and design techniques, evaluate and analyse creative works using the language of art, craft and design, know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.”

Art Yearly Progression						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas	Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and developing work (ongoing)	Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work.	Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.

Drawing	Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour	Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour.	Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.	Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture.	Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.	Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
Painting	Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Mix secondary colours and shades using different types of paint. Create different textures e.g. use of sawdust.	Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects.	Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc.	Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process.	Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources.	Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings

						are created (composition).
Design Yearly progression						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Printing	Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Make rubbings. Build a repeating pattern and recognise pattern in the environment.	Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques.	Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. to explore pattern and shape, creating designs for printing.	Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want Resist printing including marbling, silkscreen and cold-water paste.	Explain a few techniques, including the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours.	Describe varied techniques. Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently .
Textiles/collage	Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. How to thread a needle, cut, glue and trim material. Create images from imagination, experience or observation. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.	Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. Create textured collages from a variety of media. Make a simple mosaic. Stitch, knot and use other manipulative skills.	Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. Name the tools and materials they have used. Develop skills in stitching. Cutting and joining. Experiment with a range of media e.g. overlapping, layering etc.	Match the tool to the material. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. Experiments with paste resist.	Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work within a specified technique. Use a range of media to create collage. Experiment with using batik safely.	Awareness of the potential of the uses of material. Use different techniques, colours and textures etc. when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work.

3 D form	Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form.	Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. Build a textured relief tile. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.	Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes. Cut and join wood safely and effectively. Make a simple paper Mache object. Plan, design and make models.	Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials.	Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and man-made materials to create sculpture. Plan a sculpture through drawing and other preparatory work.	Develop skills in using clay inc. slabs, coils, slips, etc. Make a mould and use plaster safely. Create sculpture and constructions with increasing independence.
Breadth of study	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate different kinds of art, craft and design.	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate different kinds of art, craft and design.	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.

Computing

“The national curriculum for computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including...algorithms and data representation, can analyse problems in computational terms...can evaluate and apply information technology...analytically to solve problems and are responsible, competent, confident and creative users of information and communication technology.”

PHSE/RE/Citizenship

“The national curriculum for citizenship aims to ensure that all pupils acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government, develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced, develop an interest in volunteering, are equipped with the financial skills to enable them to manage their money on a day-to-day basis, and plan for future financial needs.”

PHSE Yearly Progression						
Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Personal Health and Well Being	Our Daily Routine Keeping Clean Dental Health Growing and	Differences: boys & girls Differences: males & females	Differences: male and female Personal Space & Touch	Growing & Changing What is puberty? Puberty	Talking about puberty Male and female changes Puberty and hygiene Body	Puberty & reproduction Understanding relationships Conception &

	Changing Families and Care	Naming Body Parts Body Image Exercise and fitness	Family Differences Gender roles at home and school Feeding the family	changes and reproduction Changes in relationships at home Being Active	image and the media Positive physical and emotional health Forgiveness	Pregnancy Health services Healthy families and nutrition
Safety first	Staying safe at home and outside Who gives us medicines? Going to hospital Privacy	Risk Hazardous substances Safety Rules Emergency services – when and how they can help us Road Safety	Why People Smoke Physical effects of smoking No Smoking Being physically active	Habits and self-control Effects of Alcohol Alcohol and risk Limits to drinking alcohol Choosing the right health service	Legal and illegal drugs (including tobacco and alcohol) Attitudes to drugs Peer Pressure Healthy lifestyle choices judging risk	Cannabis VSA, getting help and First Aid Help, advice and support Managing stress: my leisure time Staying safe on line
Relationships	Who am I? Keeping safe in school Being a good friend Identifying feelings	Self-awareness Managing feelings Resolving arguments and working with others Habits and obstacles to change	Recognising feelings in others & understanding body language Responding to different viewpoints Resolving conflict Being assertive	Emotional barriers to learning Coping with disappointment Developing resilience Celebrating each other's strengths Growing	Welcoming & belonging Teamwork Giving praise and positive feedback Raising concerns and helping friends in need Shared responsibilities Care and compromise	Celebrating achievements Making future plans Resilience and perseverance Different viewpoints Know your rights Are everyone's rights met Do Human rights change?
Living in the wider world	Cooperation in a group Living together Outdoor safety Environment Britain What makes me proud of Britain?	Community People who help us Gender and work Urban and rural environments World environments	Our community in the media Organisations which help our community Rubbish and recycling	Housing needs and wants Home is R&R at home Celebrations in different cultures Accepting differences	Schools abroad Different communities Democracy, government and politics Campaigns and media influence	Helping others - at home, at school and in the community Housing, Local and global communities Inequalities
Money Matters	Values of coins and notes Needs and wants Looking after my money Understanding change Going Shopping	Keeping track of money Spend or save? Where money comes from Rights and responsibilities	Ways to pay Lending and borrowing Earning money Jobs Other people's lives around the world	Keeping records Using accounts to keep money safe What are charities? Rules and responsibilities in society	Foreign currency What influences spending? Saving money Changing schools Value for money Borrowing and saving	Effects of economic choices Debt and risk Enterprise Responsibilities at secondary school Safer journeys Budgeting

Languages (Arabic)

“The national curriculum for languages aims to ensure that all pupils understand and respond to spoken and written language from a variety of authentic sources, speak with increasing confidence, fluency and spontaneity...,can write at varying length, for different purposes and audiences... and discover and develop an appreciation of a range of writing in the language studied.”

Music (Tarteel and Nasheed)

“Music is a powerful and a unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feelings and enables personal expression, reflection and emotional development thorough nasheeds in English and Arabic. Our pupils will also learn the art of tarteel which is reciting the Quran aloud in a slow pleasant tone and style”.

See KS3 section for progression plan.

Physical Education

The aim of PE at Rabia is to develop children’s skills in various sports and to enhance awareness of fitness, health and the body. At Rabia we encourage and recognise children’s participation in extracurricular sporting activities and build upon children’s strengths. Children are invited to participate in children’s clubs when the opportunity arises.

Secondary – Key stages 3 & 4 (years 7-11, ages 12-16 years)

Curriculum intent and implementation

English

“Promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment.”

English Yearly Progression					
Subject	Year 7	Year 8	Year 9	Year 10	Year 11
Reading and textual analysis	Students will read a variety of texts and work on reading and comprehension skills. Students will be introduced to a variety of literary techniques. Students will be introduced to the use of Point Evidence Explain to write about the use of language and structure in texts.	Students will read a variety of texts and develop their reading and comprehension skills. Students will extend their knowledge of literary techniques. Students will develop their use of Point Evidence Explain to write about the use of language and structure in texts.	Students will read a variety of fiction and non-fiction texts and develop their reading and analysis skills. Students will extend their knowledge of literary techniques. Students will develop their use of subject terminology to comment on the use of language and structure in texts.	Students will read a variety of fiction and non-fiction texts and develop their reading and analysis skills. Students will use analytical paragraphs to show a clear understanding of language and structure. Students will develop their use of subject terminology to clearly explain the effects of writers’ choices.	Students will read a variety of fiction and non-fiction texts and secure their reading and analysis skills. Students will use analytical paragraphs to show a detailed understanding of language and structure. Students will secure their use of subject terminology to clearly explain the effects of writers’ choices.
Evaluation and comparison of texts	Students will be introduced to the language of comparison and evaluation of texts.	Students will compare and evaluate a variety of texts and develop their written skills for evaluation and comparison.	Students will extend their skills of comparison and evaluation through a range of texts, including 19 th century texts.	Students will apply the skills of evaluation and comparison to evaluate texts critically, and compare ideas and perspectives found in texts, including the comparison of texts written in different time periods.	Students will evaluate texts critically and in detail, and compare ideas and perspectives in a variety of texts, including those from different time periods.

Spelling, punctuation and grammar	Students begin to secure sentence demarcation, a range of punctuation, a range of sentence forms and some accurate spelling of more complex words. Students are encouraged to use a varied vocabulary.	Students develop consistently accurate use of sentence demarcation, a range of punctuation, a range of sentence forms for effect and generally accurate spelling including of complex and irregular words. Students are encouraged to use an increasingly varied vocabulary.	Students develop secure use of sentence demarcation, a wider range of punctuation, a wider range of sentence forms for effect and accurate spelling including of complex and irregular words. Students are encouraged to use an increasingly sophisticated vocabulary.	Students develop secure use of sentence demarcation, a wide range of punctuation, a wide range of sentence forms for effect and accurate spelling including of ambitious vocabulary. Students are encouraged to use an increasingly ambitious vocabulary.	Students have secure use of sentence demarcation. They accurately use a full range of punctuation, sentence forms for effect and use accurate spelling including of ambitious vocabulary. Students are encouraged to use an increasingly extensive vocabulary.
Imaginative and transactional writing	Students will be introduced to forms of narrative and descriptive writing. Introduction to various forms of transactional writing: letters, articles, speeches. Focus on accuracy, organisation and communication.	Students will practise forms of narrative and descriptive writing. Exploration of various forms of transactional writing: letters, reviews, articles, websites and speeches. Focus on cohesion and coherence in writing.	Students will extend their experience of narrative and descriptive writing. Production of increasingly engaging and well organised transactional writing. Focus on matching purpose, register and form	Students will develop more varied and inventive narrative and descriptive writing. Production of increasingly engaging, complex and well organised transactional writing. Focus on conscious crafting of vocabulary and linguistic devices.	Students will secure skills for varied and inventive narrative and descriptive writing. Production of engaging, complex, fluently connected and well organised transactional writing. Focus on conscious crafting of vocabulary and linguistic devices and convincing communication.
Literature	Students will read Conflict poetry anthology (including pre-1914 poetry) and Holes by Louis Sachar in order to determine their understanding of plot, theme, character, language and narrative structure, as	Students will read Conflict poetry anthology (including pre-1914 poetry) and Holes by Louis Sachar in order to determine their understanding of plot, theme, character, language and narrative structure as well as any moral, social or spiritual issues which arise as a	Students will read Animal Farm, Macbeth and some poetry from the Power and Conflict Anthology in order to develop skills for writing about plot, theme, character, language and narrative	Students will read Animal Farm, Macbeth and some poetry from the Power and Conflict Anthology in order to improve skills for writing about plot, theme, character, language and narrative structure, writers' methods	Students will consolidate knowledge of Animal Farm, Macbeth, the Power and Conflict Anthology, and the Strange case of Dr Jekyll and Mr Hyde in order to secure skills for writing about plot, theme, character, language and narrative structure, writers' methods and links to context. Students will be introduced to a selection of poems by a variety of poets.

	well as any moral, social or spiritual issues which arise as a result of studying the text.	result of studying the text.	structure, writers' methods and links to context.	and links to context.	
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Mathematics

“To ensure that all pupils become fluent in the fundamentals of mathematics, able to reason mathematically and to solve problems by applying their mathematics to a variety of routine and non- routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.”

The schemes of work followed are dynamic learn KS3 textbooks covering Number, Algebra, Geometry and Measures and Statistics and Probability. At KS4 we use dynamic learn EDEXCEL Foundation and Higher textbooks. In addition to that we use Pearsons Study workbooks, CGP extended exam style questions, TES resources, all pdf and power points are taken from Dr Frost, Pixie Maths. Additional questions are covered from Cobettmaths, Maths Genie and EDEXCEL past papers. Online resources for homework Seneca”.

Mathematics Yearly Progression				
Subject	Year 7 & 8	Year 9	Year 10	Year 11
Number	Adding, subtracting, Multiplying and dividing whole or negative numbers. Writing and ordering decimals, powers of 10, Rounding to the nearest 10-100, decimals to the nearest integer, 2dp. Understanding fractions, equivalent fractions multiply, adding and subtracting fractions, mixed numbers. Understanding and calculating percentages Conversion between fractions, decimals and percentages. Ratio notation and proportionality. Multiples, factors, primes and powers. Divisibility tests, index notation.	BIDMAS Multiplying and dividing decimals Using number system effectively, Standard form Rounding to 2dp. Significance Approximation Limits of accuracy. Upper and lower bounds. Multiplying, dividing, adding and subtracting fractions, Working with mixed numbers prime factorisation Converting from fractions and decimals to percentages. Applying percentage increase and decrease to amounts. Finding percentage change from one amount to another. Sharing a given ratio Working with proportional quantities.	Prime numbers, LCM & HCF, Rounding, Significant Figures, Estimate, Bounds, Fractions, Recurring decimals, Ratio, Proportion. Percentages, Reverse percentage, Compound interest, Direct & inverse proportion	Using and applying questions on ratio, proportion and percentages. Revision
Algebra	Using letters Combining variables Setting up and solving simple equations Using brackets Generating a sequence Linear sequences Real life graphs. Plotting graphs of linear functions	Working with formulae Setting up and solving simple equations. Using brackets- word problems Linear sequences Special sequences Trial and improvement (Exam style)	Recap equations, formulae and factorisation. Applying and using questions on squares, cubes and roots, Indices and Index law, Standard form, Surds. Greater depth topics on equations, Iteration,	Using and applying and problem solving on Indices, like terms, factorisation. Difference of 2 squares Quadratic factorisation & equation. Completing the square, algebraic fractions, Iteration, Identities and recurring decimals. Inequalities, circle graph &

	The equation of a straight line - Trial and improvement Linear inequalities Use substitution to solve a pair of equations. Greater depth topics for G&T: Solve simultaneous equations using elimination Using graphs to solve simultaneous equations	Linear inequalities-extended Equations of a straight line Plotting quadratic and cubic graphs.	Identities, quadratic factorisation & formulae. Using and applying questions on simultaneous equations, linear & quadratic Inequalities, simultaneous graph. Greater depth topics (Higher Tier) Sequences, Functions, Cubic & quadratic graph, Gradient of nonlinear graph.	equations, sequences (arithmetic & quadratic) Functions and sets. Revision and past papers.
Geometry and Measures	Length, mass, time and volume. Interpreting scales The metric system Metric - imperial conversions. Position and cartesian co-ordinates. cartesian co-ordinates in 4 quadrants. Translation, reflection, rotation. Moving on; Enlargement. Properties of 3D shapes. Understanding nets. Volume and surface area of cuboids. Common shapes Line symmetry, rotational symmetry Angle facts, angles in triangles and quadrilaterals Understanding area Finding area and perimeter. Angles in degrees. Construction with a ruler and protractor.	Bearings. Scale drawings Compound units. Types of quadrilaterals. Angles and parallel lines Angles in a polygon. Circumference Area of circles Constructions with a pair of compasses Loci. Enlargement similarity, Trigonometry Properties of 3-D shapes. Understanding nets - extended. Representation of 3D shapes. Prisms	Angles & lines, Triangles & Quadrilaterals, Polygons, Symmetry, Tessellation, Scale drawing, Construction, Loci, Bearing, Metric & Imperial units, Compound units. Pythagoras theorem in 2D & 3D, Trigonometry, Sine rule, Cosine rule, Sin, Cos & Tan of larger angles, Trig graph introduction Compound measures, distance/velocity-time graph, Real life graph. Vectors, Area & perimeter, Circles, arcs and sectors.	Pythagoras theorem, 3D Pythagoras, Trigonometry, 3D Trig, Trig Graph, Sine rule, Cosine rule. Speed, Density, Mass & Volume Force, Area & pressure. Revision and past papers
Statistics and Probability	Using tables and charts Stem and leaf diagrams Vertical line charts, pie charts Displaying grouped data Using mode, mean, median range Frequency Tables Extension; Grouped Frequency tables. Collecting data. Designing a questionnaire. Introduction to probability. Single event probability. Combined events. Estimating probability	Using frequency tables Using grouped frequency tables interquartile range tables and charts extension and exam style questions – Stem and leaf diagrams Vertical line charts Pie Charts Single event probability Combined events	Data collection, Sheets & questionnaires, Sampling, Averages of grouped data, Interpreting data sets, Tables & charts, Dual stem and leaf diagram, Time series, scatter graph, pie chart.	Data collection, Questionnaires, Averages, Pie chart. Scatter graph, Interquartile range, Box plot, Frequency polygon, Histogram, Cumulative frequency. Probability, Venn diagram, Conditional probability.

Science

“The national curriculum for science aims to ensure that all pupils develop scientific knowledge and conceptual understanding through biology, chemistry and physics, develop understanding of the nature, processes and methods of science, answer scientific questions about the world around them and are equipped with the scientific knowledge and practical skills required to understand the uses and implications of science, today and for the future.”

Science Yearly Progression					
Subject	Year 7	Year 8	Year 9	Year 10	Year 11
Chemistry	Understanding the best way to separate mixtures. The following methods could be used: Distillation, filtration, evaporation & chromatography. Particles and state of matter Particle arrangement of solid, liquid and gas Diffusion Atoms, elements & compounds Atoms and sub-atomic particles Explain the difference between element, compounds and mixture Acids and alkali Group substances into acids and alkali Neutralisation reactions Pure and non-pure substances Pure / impure substances Testing for solubility	Using the periodic table correctly Development of the periodic table Properties of group 1 and 7 elements Metal reaction with oxygen, water Reactivity series – displacement reactions Properties of metals Metal reaction with acids Word and symbol equations Metal oxide reactions Neutralisation reactions Making salts	Atomic structure Chemical equations with symbols Isotopes History of atoms The periodic table Discovery of the atom Group 1 Group 7 Explaining trends structure and bonding ionic, covalent and metallic bonding structure of simple/giant molecule Chemical calculation Balancing equations, relative masses and moles. Expressing concentrations Chemical changes Reactivity series, displacement reactions, extracting metals, making salts with equations, neutralisation with balancing equations, strong and weak acids	Chemical changes: extracting metals making salts neutralisation equation weak and strong acid Electrolysis: Introduction to electrolysis. The extraction of aluminium Electrolysis of aqueous solutions. Energy changes: Exothermic and endothermic reactions Reaction profiles Bond calculations. Rates and equilibrium: Explain the rate of chemical reaction Factors affecting chemical reaction Reversible reaction Dynamic equilibrium. Crude oil and fuels: Hydrocarbons Fractional distillation Burning and Cracking hydrocarbon. Chemical analysis: Pure substances and mixtures. Analyzing chromatograms Testing of gases. The earth's atmosphere: History of our atmosphere Our evolving atmosphere Greenhouse gases	Rates and equilibrium: Explain the rate of chemical reaction Factors affecting chemical reaction Reversible reaction Dynamic equilibrium atmosphere. Crude oil and fuels: Hydrocarbons Fractional distillation Combustion Cracking hydrocarbons. Chemical analysis: Pure substances Analysing chromatograms. Testing for gases The earth: history of our atmosphere Our evolving atmosphere greenhouses gases: Global climate change. Atmosphere pollutants Finite and renewable resources Water safe to drink Treating water Recycling reduce

				Global pollutants Atmosphere pollutants	
Biology	Cells and tissues b Drawing and labelling plant and animal cells Describing the function of animal and plant organelles Specialised cells Using a microscope Environment and adaptation Types of habitat Food webs Photosynthesis Word equation for photosynthesis Structure of a leaf Fertilizer Food and digestion Healthy food Food tests Digestive system Variation and classification Classifying organisms Variations: inheritance/ genetic and environmental factors	Structure of the breathing problem Describing adaptation of the lungs Describes diffusion Structure of the breathing problem Describing adaptation of the lungs Describes diffusion Structure of the breathing problem Describing adaptation of the lungs Describes diffusion Name types of bones and muscles Names different types of joints Types of drugs Drug testing process Legal and illegal drugs Plant reproduction Animal reproduction	Cell structures and transport Magnification with change of units Stem cells Cell cycle Cell division Mitosis Meiosis Growth and differentiation Stem cell issues Organisation and the digestive system Food testing Catalysts and enzymes Making digestion efficient Organising animals and plants Blood vessels, transplants, implants, breathing and gas exchange, tissues and organs in plants Transpiration and evaporation in plants Communicable diseases Viral, bacterial, fungi and protists diseases Human defence system Preventing diseases and vaccination Discovering and developing drugs, antibiotics and pain killers.	Communicable diseases: Pathogens Viral, bacteria, fungi and protists diseases. Human defense responses Preventing diseases and vaccination: antibiotic and drugs discovering and developing drugs. Non- communicable diseases: Cancer Risk of diseases from diet, smoking and alcohol. Photosynthesis: the rate of photosynthesis How plants use glucose Making the most of photosynthesis Respiration: aerobic and anaerobic respiration metabolism and the liver response to exercise. Biological responses: principles of homeostasis the structure and function of the nervous system reflexes. Hormonal coordination Principles of hormonal Control. Control the blood of glucose and diabetes The role of negative feed back Human reproduction	Adaptations, interdependence and completion: The importance Of communities Distribution and abundance competition in animals and plants. adaptation in animals and plants. Organising and ecosystem: Materials cycling The carbon cycle. Biodiversity and ecosystem: The human population Land and water pollution Air pollution Deforestation and peat destruction Maintaining biodiversity
Physics	Energy Types of energy Thermal energy	State magnetic material Describe how magnets attract	Conservation and dissipation of energy	Electricity in the home: alternating currant plugs and wires	Waves and electromagnetism: Properties and use of waves

	Gravitational energy Forces Effects of forces Friction Electricity Current Potential difference Circuit component	Explain the use of electromagnets Conduction Convection Radiation Insulation Types of waves Sound waves How light travels Refraction Reflection Coloured lights Exploring the movement of the sun, earth and moon Solar system	Calculating energy with formulae. Theoretical velocity Energy transfer by heating and energy resources Energy issues Heat capacity Electric circuits Component characteristics Parallel and series circuits with calculations. Electricity at home Alternate and direct current, cables and plugs, calculating power and efficiency. Molecules and matter Internal energy Specific latent heat, gas pressure and temperature	power efficiency. Molecule and matter: Density Specific latent heat. Gas pressure and temperature. Internal energy Forces in balance: Scalars and vectors. Centre of mass. Resolution of forces motion: Velocity and acceleration. Analysing motion graphs. Force and motion: Forces and acceleration Weight and terminal velocity Momentum Forces and braking Forces and elasticity. Waves and electromagnetism: The nature of waves Reflection and refraction electromagnetic spectrum Communication Magnetic fields the motor effect	Electromagnetic waves magnetic fields the motor effect
How Science Works	Safety in the lab Recognising hazards Identifying equipment How to write and plan an experiment Types of variables Hypothesis How to research Planning an investigation Drawing and writing graphs.	Lab safety Types of variable Drawing and reading graphs			

History

“The national curriculum for history aims to ensure that all pupils know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day...know and understand significant aspects of the history of the wider world...gain and deploy a historically-grounded understanding of abstract terms such as empire, civilisation, parliament and

peasantry...understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance...understand the methods of historical enquiry...and gain historical perspectives by placing their growing knowledge into different contexts...”

History Yearly Progression			
Subject	Year 9 (GCSE 3 YEAR COURSE)	Year 10 (GCSE 2 YEAR COURSE)	Year 11 (GCSE 1 YEAR COURSE)
Early Elizabethan England, 1558-1588	Elizabethan society and government. The situation on Elizabethan's accession. The settlement of religion. Challenges to the religious settlement. Mary, Queen of Scot Plots and revolts. Relations with Spain. Rivalry – England and Spain. Outbreak of war with Spain. The Armada. Defeat of Armada. Education and Leisure. Sport pastimes and theatre. Problem of the poor. Exploration and voyages of discovery. Raleigh and Virginia.	Elizabethan society and government. The situation on Elizabethan's accession. The settlement of religion. Challenges to the religious settlement. Mary, Queen of Scot Plots and revolts. Relations with Spain. Rivalry – England and Spain. Outbreak of war with Spain. The Armada. Defeat of Armada. Education and Leisure. Sport pastimes and theatre. Problem of the poor. Exploration and voyages of discovery. Raleigh and Virginia.	Elizabethan society and government. The situation on Elizabethan's accession. The settlement of religion. Challenges to the religious settlement. Mary, Queen of Scot. Plots and revolts. Relations with Spain. Rivalry – England and Spain. Outbreak of war with Spain. The Armada. Defeat of Armada Education and Leisure. Sport pastimes and theatre. Problem of the poor. Exploration and voyages of discovery. Raleigh and Virginia.
New Module- Russia and the Soviet Union 1917-1941	Russia in the early 1917. The February Revolution. The Provisional Government. (September 2020 module continuation) The Bolshevik Revolution. Early consolidation of power, 1917-18. The Civil war,1918-21. Moves towards totalitarianism. Economic and social change, 1918-24. The struggle for power, 1924-29. The use of terror in the 1930s Propaganda and censorship. The Cult of Stalin. Agriculture and collectivization. Change in industry. Life in the Soviet Union in the 1930s. The position of women & ethnic minorities (Spring 2021 new module Crime & Punishment through time, c1000-present) (Spring-Summer new module History Conflict in the Middle East 1945-1995)	Russia in the early 1917. The February Revolution. The Provisional Government. The Bolshevik Revolution. Early consolidation of power, 1917-18. The Civil war,1918-21. Moves towards totalitarianism. Economic and social change, 1918-24. The struggle for power, 1924-29. The use of terror in the 1930s. Propaganda and censorship. The Cult of Stalin. Agriculture and collectivisation. Change in industry. Life in the Soviet Union in the 1930s. The position of women and ethnic Minorities. Revision exams (September 2020 Autumn new module Crime & Punishment through time, c1000-present) (Spring-Summer new module History Conflict in the Middle East 1945-1995) End of course	Russia in the early 1917. The February Revolution. The Provisional Government. The Bolshevik Revolution. Early consolidation of power, 1917-18. The Civil war,1918-21 Moves towards totalitarianism. Economic and social change, 1918-24. The struggle for power, 1924-29. The use of terror in the 1930s. Propaganda and censorship. The Cult of Stalin. Agriculture and collectivisation. Change in industry. Life in the Soviet. Union in the 1930s The position of women and ethnic minorities (End of course) Revision exams

Geography

“The national curriculum for geography aims to ensure that all pupils develop contextual knowledge of the location of places, seas and oceans...[and] understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent

and how they bring about spatial variation and change over time...[Also to ensure that they] are competent in the geographical skills needed to collect, analyse and communicate with a range of data, interpret a range of sources of geographical information, including maps...and Geographical Information Systems (GIS) and communicate geographical information in a variety of ways, including through maps and writing at length.”

Art and Design

“The national curriculum for art and design aims to ensure that all pupils produce creative work...become proficient in drawing, painting, sculpture and other art, craft and design techniques, evaluate and analyse creative works using the language of art, craft and design, know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.”

Art and Design Yearly Progression			
Subject	Year 7	Year 8	Year 9
Autumn Term Aboriginal Art	The Formal Elements of Art Line, Shape, Tone, 3D Form Colour, Pattern, Texture Exploring the context and history of Aboriginal Art and its characteristics.	Pop Art – Roy Lichtenstein Studying the work of Roy Lichtenstein and his comic book style impact words. Pupils will design their own font and add patterns in the style of Roy Lichtenstein which will later be developed into a painting.	Self Portraits Pupils will explore and analyse work by a range of artists who are inspired by portraits. Following this, pupils will respond by working in similar styles, media and techniques. These will include paint, chalk pastel and wire. Proportion of the face, symmetry and mark making will also be explored.
Spring Term	Aboriginal Art continued Creating a personal and symbolic final piece to represent you.	Pop Art – Roy Lichtenstein continued African Masks – introduction Exploring the culture art and artefacts of Africa	Indian art In this project pupils will explore Indian Art and Rangoli patterns. Pupils will then produce a design based on these patterns. Pupils will develop their drawing and colour blending skills. Pupils will use a range of textile techniques to create a final piece of Indian textiles and patterns
Summer Term	Natural Form Observational drawing of shells in a range of media. Exploring artists and designers that are inspired by natural forms.	African Masks continued Pupils will learn about the symbolic meaning of African masks and design a mask with a personal meaning.	Graphic Design Pupils will explore different styles of packaging design for different products. Pupils will be required to produce a set of research sheets on their chosen product. Following this, pupils will create a range of design ideas before making their product. The skills pupils will develop are; drawing skills, applying mixed media, design and making skills.
Ongoing throughout the year students will be encouraged to build on basic skills Students will be introduced to a variety of artists, designers and crafts people and encouraged to discuss and compare styles to help them develop their own style.			

Design and Technology

“The national curriculum for design and technology aims to ensure that all pupils develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world, build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and

products for a wide range of users, critique, evaluate and test their ideas and products and the work of others and understand and apply the principles of nutrition and learn how to cook.”

Computing/Business

“The national curriculum for computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including...algorithms and data representation, can analyse problems in computational terms...can evaluate and apply information technology...analytically to solve problems and are responsible, competent, confident and creative users of information and communication technology.”

Computing Yearly Progression		
Subject	Year 7	Year 8 + 9
Digital literacy	Cyber Security Emails Inside a computer Where it all began Peripheral Devices Input and Output devices Passwords	Online safety
Information Technology	Microsoft Word Microsoft PowerPoint Microsoft Excel	Spreadsheets Website builder: Mission 1 Mission 2 Create your own webpage profile MS Word
Computer Science	Scratch Games Pythan	Python vs Scratch Building a game Which window Simple Maths Input/output Ketchup and Pickles Loops Scratch: Dogs dinner Lists, functions and silly sentences tuples Machine

Business Studies Yearly progression			
Subject	Year 9	Year 10	Year 11
Business in the Real World: Year 10 Finance Year 11	<u>You and Your wealth PHSE</u> _Banking, saving, you as a consumer Unemployment, benefits, jobseekers Earning a halal living Understanding interest	The purpose and nature of the business Business ownership Setting businesses aims and objectives Stakeholders Business location Business planning Expanding a business	Sources of finance Cash flow Financial terms and calculations Analysing the financial performance of a business
Influences on business: Year 10 Human Resources Year 11	<u>Relationships - PHSE</u> Racism, prejudice and discrimination, institutional racism Bullying People with illnesses Assertive, aggressive and passive behaviour <u>Citizen and the law PHSE</u> Crimes and punishment, gang crime, knife crime The UN Globalisation	Technology Ethical and environmental considerations The economic climate of businesses Globalisation Legislation The competitive environment	Organisational structures Recruitment and selection of employees Motivating employees Training

Business Operations Year 10	<u>Opinions and values - PHSE</u> Making decisions Human rights issues Freedom of expression Equality	Production processes The role of procurement The concept of quality Good customer service	Identifying and understanding customers Segmentation The purpose and methods of market research Elements of the marketing mix Using the marketing mix: product and pricing Promotion and distribution
Marketing Year 11			

PHSE/RE/Citizenship

“The national curriculum for citizenship aims to ensure that all pupils acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government, develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced, develop an interest in... volunteering, are equipped with the financial skills to enable them to manage their money on a day-to-day basis, and plan for future financial needs.”

PHSE Yearly Progression					
Subject	Year 7	Year 8	Year 9	Year 10	Year 11
You and your time	Time management Organisation and planning			Debating Planning and giving a speech	Planning and organisation for the future
You, your body and your health	Eating and exercise Smoking Drugs and drug taking menstruation	Adolescence Your feelings – dealing with loss Drugs and drug taking Eating disorders	Drugs and drug taking Drinking and alcohol Food and eating	Healthy eating Drinking smoking and drugs Health matters	Healthy eating Drinking smoking and drugs Health matters
You, other people and relationships	Britain as a diverse society Family Bullying, discrimination, prejudice People with disabilities	Other cultures and lifestyles diversity Families, divided families Attitudes to older people Peer pressure	Racism prejudice and discrimination institutional racism Bullying people with illnesses Assertive aggressive and passive behaviour Parent and teenager relationships	Influences Moods and emotions assertiveness Coping with crisis Discrimination prejudice racism	Influences Moods and emotions assertiveness Coping with crisis Discrimination prejudice racism
You as a citizen and the law	Britain`s government Children`s rights The parliament The electoral system	The police Understanding your rights The EU and its laws	Crimes and punishment, gang crime knife crime The UN Globalisation Global issues and global warming	Benefits of a multicultural society Human rights Rights and responsibilities The law of the land, crime and punishment	Benefits of a multicultural society Human rights Rights and responsibilities The law of the land, crime and punishment
You and your wealth	Money management Budgeting and saving Consumer rights and responsibilities	Earning a halal living Gambling	Banking saving you as a consumer Unemployment benefits jobseekers Earning a halal living Understanding interest Zakah inheritance	Thinking ahead Managing money Financing businesses Setting up a young enterprise	Thinking ahead Managing money Financing businesses Setting up a young enterprise
You and the world or work	Developing a produce Production costs Advertising Attitudes to work	Employment and unemployment Transferable skills	Investing careers Reviewing own strengths and weakness	Thinking ahead Managing money Financing businesses	Thinking ahead Managing money Financing businesses Setting up a young enterprise

		Understanding business Financing a business		Setting up a young enterprise	
You and your community	Being a good neighbour Your neighbourhood Taking action – fundraising Organising a fundraising event	The local environment The school as a community Taking action – fundraising Organising a fundraising event	Local government Pressure groups and campaigning Global issues - poverty	<u>Fulfilling social responsibilities as Muslims in Britain</u> Faith and culture Political participation Media engagement Serving the needs of my community	Applications
You, your opinions and values	Expressing your opinions Speaking skills Your values – right and wrong	Your influences admiration Your values Facts and opinions Debating	Making decisions Human rights issues Freedom of expression Equality Which political party do you support?		

Languages

“The national curriculum for languages aims to ensure that all pupils understand and respond to spoken and written language from a variety of authentic sources, speak with increasing confidence, fluency and spontaneity..., can write at varying length, for different purposes and audiences... and discover and develop an appreciation of a range of writing in the language studied.”

Music (Tarteel and Nasheed)

“The national curriculum for music aims to ensure that all pupils... learn to sing and to use their voices... on their own and with others...”

We will be teaching this through the art of tarteel which is reciting the Qur'an aloud in a slow pleasant tone and style and through Islamic nasheed in English and in Arabic.

Theme	KS1/KS2	KS3	KS4
Listen to, review and evaluate Islamic tarteel and nasheeds (performances and recitations).	Learn how the pitch, duration, dynamics, tempo, timbre, texture and structure of sounds vary in recitations and human voice performances.	Describe the effectiveness of the various styles of recitation and performances.	Evaluate the content and style of performances and recitations.
Learn to sing and use their voices for performances and recitations.	Use voice to create various recitation sounds.	Use voice to create performances of recitations.	Use singing voice to design a performance or a recitation.
Explore how to create Islamic performances and recitations	Be able to explain how recitations and performances can vary using different sounds and use of expressive voice.	Design and perform Islamic performances and recitations.	Evaluate Islamic performances and recitations.

Physical Education

“The national curriculum for physical education aims to ensure that all pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities and lead healthy, active lives.”

PE schemes of work ensure that pupils can make progress in their skills and become competent in playing a wide range of team sports. Pupils also get to work on their own personal fitness by regularly visiting a local gym.

Assessment

Pupils are assessed through AfL strategies in lessons, classroom performance, end of term tests, homework and internal and external exams. The school tracks their progress against the national curriculum attainment targets and compares its performance with national norms by using DfE performance tables and National Transition Matrices.

Year 6 SATs and Assessment

Since the 2015-2016 academic year SATs results have no longer been graded using levels. Instead pupils are given scaled scores which are based on their raw scores in Reading, SPaG (Spelling, Punctuation and Grammar) and maths (at the end of KS2). According to the DfE “The raw score is the total number of marks a pupil receives in a test, based on the number of questions they answered correctly. The pupil’s raw score will be translated into a scaled score using a conversion table. A pupil who achieves the national standard (a scaled score of 100 or above) will have demonstrated sufficient knowledge in the areas assessed by the tests. This will mean that they are well placed to succeed in the next phase of their education” (DfE, National curriculum tests, 2015).

According to current guidelines, Rabia School could report pupils’ writing skills progress and use it to see if the school meets the DfE’s expected ‘floor standards’ in Reading, Writing and Maths. The floor standard is the minimum standard for pupil attainment and / or progress that the government expects schools to meet. Despite the floor standards not applying to independent schools, we at Rabia Education Trust welcome their use for the purpose of accountability but have been unable to make use of them as according to the DfE “schools are also to be excluded from the floor standards where: there are fewer than 11 eligible pupils in their Year 6 cohort” and this has been the case at Rabia School for the last two academic years. Please see the documents below for full details:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609796/primary_school_accountability_in_2016_technical_guide.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/538415/2017_interim_teacher_assessment_frameworks_at_the_end_of_key_stage_2_150716_PDFa.pdf

Key stage 3

For English, maths and science, assessment will be via a clear set of guidelines which will come from the Progression Charts in the links below. Progression is shown by GCSE equivalent grades and matched with old NC levels for comparison. From September 2016 the GCSE equivalent grades will be matched to GCSE equivalent numbers in line with the DfE’s plans to use a number system where 9 to 1 will replace A* to G. For example, a year 7 pupil achieving within their age group will be a GCSE equivalent grade F or numbers 1 / 2 (old NC level 4). Consequently, pupils starting year 10 in 2016 will have their GCSE results graded using the new number system. Teachers will use these to set relevant targets and pupils will use them to know what they need to do further to improve their work. For all other KS3 subjects, progress will be shown using targets found within the teachers’ resources.

KS4 and GCSEs

Our aim is to provide 100% of our pupils with the opportunity to achieve the EBacc, which is surpassing the DfE target. Pupils are provided the opportunity to study a range of subjects as outlined below. The information under each subject has been abridged from the AQA and Edexcel websites.

AQA English Language

Skills You Will Gain:

Studying English Language will help you to challenge ideas and theories, question assumptions and engage in lively debates by becoming an independent, critical reader...develop your analytical and written skills...writ[e] to make an argument, tell stories...provide information, as well as covering the diversity of language used by different individuals and groups of people throughout the world.

Possible Careers:

Journalism, IT, advertising, marketing, publishing, public relations (PR), teaching, forensics, law and academia. The written, communicative and critical skills you'll learn, along with planning investigative and evaluative skills for research-based projects, are extremely valuable across a wide range of professions.

Partner Courses for English:

Modern Languages, Arts, IT, and Social Sciences. You may also find it useful to go alongside a set of science subjects in order to show a depth and range of skills and interests.

Information on the structure of the exams can be found here:

<http://www.aqa.org.uk/subjects/english/gcse/english-language-8700/specification-at-a-glance>

AQA English Literature**Skills You Will Gain:**

You will develop the ability to read critically, analyse, evaluate and undertake independent research to help you understand how texts can be connected and interpreted in different ways...learn to appreciate how the context in which something is written affects the way it's read and understood [and have] well-developed transferable skills in oral communication, research and writing.

Possible Careers

Publishing, TV and film production, journalism, public relations, law, marketing and education, town and country planning, personnel management.

Information on the structure of the exams can be found here:

<http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/specification-at-a-glance>

Edexcel GCSE Maths**Skills You Will Gain:**

The logic and reasoning skills developed by studying maths make sure the qualification is widely respected, even in non-mathematical arenas.

Possible Careers:

Game development, accounting, architect, radiotherapy, fashion design and construction.

Information on the structure of the exams can be found here:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

AQA Science A and Additional Science and AQA Combined Science: Trilogy (Double Award)**Skills You Will Gain:**

These will help pupils gain an understanding of day to day issues which affect our lives, nationally and globally, such as Global Warming, using nuclear fuels to generate electricity or relying on renewables such as wind turbines, and issues related to cloning and genetic testing. They can be used as stepping stones for further study of biology, chemistry or physics.

Possible Careers:

Medicine, dentistry, veterinary science, physiotherapy, pharmacy, optometry, nursing, zoology, marine biology, forensic science, law, computing, accounting, teaching, nursing, biochemistry, working in the petrochemical or pharmaceutical industries, electronics, engineering and satellite design.

Partner Courses:

Chemistry, Psychology, Sociology, Biology, Science in Society, Physics, Applied Science, Health & Social Care and Environmental Studies.

Information on the structure of the exams can be found here:

Combined Science: Trilogy (Double Award)

<http://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016-V1-0.PDF>

Computing

Skills You Will Gain and Possible Careers:

At a technical level, you'll need to know how information actually gets from wherever it is stored (like a company server) to where it is needed (like a mobile phone). But there's a creative side too. How will information be presented on a phone screen or tablet? If you turn out to have a really technical interest in ICT, you could work for any corporation helping to design systems which support the whole company, from the mail room to the CEO's office. If you're more interested in the user interface, you could work in advertising or for a handset manufacturer.

Partner Courses for Computing:

Business Studies, Design & Technology, Science or Arts courses.

Information on the structure of the exams can be found here:

<http://www.aqa.org.uk/subjects/ict-and-computer-science/gcse/information-and-communication-technology-4520/spec-at-a-glance>

AQA Business

AQA business studies gives the pupils opportunities to explore the real business issues and how business works. It also elaborates practical application to new business concepts

Information on the structure of the exams can be found here:

<https://www.aqa.org.uk/subjects/business-subjects/gcse/business-8132/introduction>

Edexcel Arabic

Skills You Will Gain:

When travelling...you'll be able to find out what the local people are thinking, how they live, and how their culture really works.

Possible Careers:

Translation, customer service, teaching, work in the travel and tourism industry, engineer or designer.

Information on the structure of the exams can be found here:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/arabic-2009.html> (outgoing-for current year 11)

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/arabic-2017.html> (new-for year 10)

Cambridge IGCSE Islamiyat

Skills You Will Gain:

For people of any faith or no faith...to find out more about religion and its role in society.

Possible Careers:

Teaching, youth work, journalism, civil service or government.

Partner Courses for Islamiyat:

If you're thinking of a career in law or medicine, then Religious Studies is looked upon favourably for undergraduate courses too. It is also a good partner course for English, History, Sociology, Philosophy, Government and Politics, Archaeology, Classical Civilisation and History of Art.

Information on the structure of the exams can be found here:

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-islamiyat-0493/>

A level subjects can be studied through other local forms as the school does not have college or sixth form.

Interventions for KS1 and KS2

Pupils who are working below their targets will be given intervention classes in maths to give them extra support and to set a stronger foundation to help them make progress.

Homework

All pupils are set homework tasks:

- To support and enhance pupils' learning in school
- To promote lifelong learning and good habits of home study.
- To develop effective individual learning skills.
- To support the development of the effective use of time.
- To promote strong partnerships with parents/carers regarding the education of their children.

Full details can be found in the Homework Policy

Islamic Subjects

General Islamic Studies (GIS)

The school will be implementing an abridged alim/alimah course designed to cover the necessary subjects to develop children's learning. The students' work is moderated internally.

Memorisation of the Qur'an with Tajweed

Students have the opportunity to memorise the whole of the Qur'an with tajweed. This is committing the whole Qur'an to memory. Each child's program is assessed and recorded daily and weekly.

An Extended Curriculum Approach

One of the main aims and central to the rationale of the extended curriculum is to help each pupil achieve employability and skills as part of their lifelong learning journey. Every young person has the ability to prove their strengths and develop new skills. The School recognises the importance of learning outside the classroom. The curriculum is enriched through Enterprise Activity Days, during which pupils have the opportunity to take part in activities involving problem solving, team-working and revision skills as well as curriculum specific events and educational visits. There are three whole-School Enterprise Activity Days organised throughout the year. On each of these days every pupil in each year group takes part in one activity. The programme of these activities changes on an annual basis. In Year 10, the pupils select a 1-week work placement and whilst in Year 11 the pupils will be helped with preparing CVs and will receive careers advice.

External Links and Activities

External links enrich and enhance learning, and allow pupils to make a positive contribution to our local community. The school has increased the opportunities to further extend pupils' physical, creative, technological and scientific skills and experiences. Also:

- The pupils run the School Council which develops their independence and leadership skills.
- They attend several personal and skills development trips e.g. Touring the Houses of Parliament and participating in workshops.
- They take part in anti-bullying awareness activities (Personal Development).
- They take part in visits to Drayton Manor, Woburn Safari Park, Theme parks, Museums and Paradise Wildlife Park.
- They visit the Centre of Cell to promote biology studies and Bletchley Computing visit.
- They take part in first aid sessions.
- They take part in extracurricular clubs.
- They take part in multicultural days, school competitions and organize events.

Planning

Schemes of work are planned and developed by curriculum/subject leaders and subject teams with regard to:

- Requirements of the new 2014 national curriculum and examination specifications.
- Qualifications and Curriculum Development Authority (QCA) guidance.
- Whole School policies and practices.
- Individual pupils' needs – including additional educational needs (Special Educational Needs)
- The promotion of pupils' literacy, numeracy and ICT skills in all subjects as well as
- SMSCD (Spiritual, Moral, Social and Cultural Development).
- Aiming for pupils for good progress and attainment as a basis of the schema with personalization using individual and group data.

Monitoring and Evaluation

The curriculum is monitored by the subject coordinators and heads of department through:

- Lesson observations (once a term minimum).
- Analysis of exam and test results (annually).
- Pupils' progress tracker system (half termly).

The information from monitoring activities is collected and used to evaluate the extent to which the curriculum serves the needs of all pupils well and is sufficiently broad and balanced.

Statutory Obligations

Equal Opportunities

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief. In accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably feasible. The school has an Access Policy, which is available to parents/carers on request.

SRE (Sex and Relationship Education)

The school provides sex and relationship education in the basic curriculum for all pupils, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life within an Islamic framework.

British Values Statement

Rabia School is committed to serving its community. It recognises the multi-cultural, multi faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly or illegally influence them.

The school accepts admissions from all those entitled to an education under British law, including pupils of all faiths or none. It follows the policies outlined by United Learning regarding equal opportunities, which guarantee that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status or similar. We seek to serve all.

The school uses strategies within the national curriculum and beyond to secure such outcomes for pupils. Here are some examples of when British values are shared:

Curriculum themes and topics

Our curriculum prepares children for life in British society through PSHE and incorporating SMSC in subject lessons; this includes developing the understanding and use of money, effective reading and writing skills, collaboration and discussion to research ideas and concepts. Curriculum themes include historical and geographical study in the context of the United Kingdom as well as national and international comparisons.

Acts of collective worship/whole school assembly

In both phases, our assemblies uphold traditional values of empathy, respect and tolerance and these are reflected in the Behaviour Policies of the School. Local religious leaders and visitors are invited to take assemblies, all of whom reinforce these traditional values.

PSHE and SMSCD

Mutual respect is also taught within formal PSHE and IS lessons and on an informal nature throughout the school days. In the secondary phase, tutorial time is often used to reflect on and discuss important themes and issues in the news. All pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised about how to exercise these safely, for example through our E-Safety Policy and PSHE work on keeping myself safe. SMSCD is incorporated in their respective subjects to link the subjects with the spiritual, moral, social and cultural aspects to enable them to respect and tolerate different groups.

Both schools do an annual pride of Britain project, celebrating all the values mentioned under the British Values Statement and British contribution to science and technology.

RE

Tolerance of those of different faiths and beliefs is promoted in RE as children gain a greater understanding of religious diversity and the practices of other religions present in the UK.

The local churches are visited as part of the primary RE curriculum. During key stage 3, all secondary pupils visit a local Sikh temple, a church and a synagogue.

PE

Promotion of the concept of 'fair play', following and developing rules, celebrating and rewarding success, accepting defeat and participating in activities that promote cooperation with others and inclusion for all form an integral part of the PE curriculum.

School Council

The school promotes democratic processes through the election of school councilors. This fosters the concept of freedom of speech and group action to address needs and concerns. In the primary phase, play leaders apply for their posts and are selected in a recruitment process. The same applies to key leadership positions in the secondary phase (for example tutor captains and prefects).

Careers Education & Work-related learning (see full Careers Policy)

There is a statutory requirement for the school to provide a balanced and broadly-based curriculum which "prepares pupils for the opportunities, responsibilities and experiences of adult life" which includes preparation for working life.

From 2012, Section 29 of the Education Act 2011 places schools under a duty to secure access to independent careers guidance for their pupils in School years 9-11. Careers guidance secured under the new duty must:

- be presented in an impartial manner
- include information on the full range of post-16 education or training options, including Apprenticeships

- promote the best interests of the pupils to whom it is given

Political Education

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced, fair and equal manner. At Rabia, we are committed to the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Our curriculum does not undermine or conflict with British values.

E-Safety

Being aware of how to be safe when interacting with the range of ICT resources available in the school is an entitlement of all members of our school community. All Staff follow the Acceptable Use Policy regarding ICT in school. Pupils are taught as part of their curriculum about how to recognise and avoid danger when using ICT resources. Through its Behaviour for Learning, and Anti-Bullying policies and the work of the e-safety committee, the school works to prevent any member of its community becoming the victim of online exploitation and/or cyber-bullying. CPD sessions and training are given to staff once a year to update themselves on current legislation and practices of e-safety within schools.

Further details can be found in the E-Safety Policy.

Disapplication

In accordance with the law, the school has the right to respond to individual needs by modifying the national curriculum programmes to:

- Allow a pupil with individual strengths to emphasise a particular curriculum area.
- Allow a pupil making significantly less progress than other pupils of his/her age to consolidate his/her learning and progress across the curriculum. Decisions about any of the above will only be made after discussion with the pupil and parent/carer.

Gifted and Talented Students

We have very high expectations of all our students, staff and parents. We aim to set ambitious progress and attainment targets for all our students based on their ability and prior attainment. We will try to ensure that we identify students who are G&T and challenge and support them to excel, with stimulating personalised targets in the classroom and tailored enrichment activities. Pupils are identified as G&T on a subject basis and their learning experiences are enriched to promote their progress in these subjects.

SEND/EAL Students

At Rabia Education Trust we will cater and accommodate children with SEND/EAL and we will work closely with all parents to determine the level of support needed for their child and the provisions that we provide. We will endeavour to do our best NOT to refuse any child who has Special Educational Needs and Disability/English as an Additional Language. However due to limited specialist staff and resources we may on occasions have to advise parents to seek help elsewhere depending on the needs of their child/children. If the child/children are identified as being SEND during their time at Rabia School, the school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

For further information please refer to the SEND and EAL policies.

Personalising and tailoring the curriculum

To ensure that the curriculum is personalised and tailored to individual pupils needs, individual curriculum targets are set at KS1 and Ks2 and Key Progress Indicators, KPIs are used to scaffold, extend and stretch pupils at KS3 and KS4.

Year group	Abilities	Personalisation required
1	All 3 pupils in year 1 are low ability. No SEND pupils.	Use scaffolds to support the pupils.

		Increase opportunities to practise skills and recall knowledge.
2	1 medium ability pupils and 1 high ability pupils. No SEND pupils.	Ensure the higher ability pupils are challenged further to access deeper knowledge. Higher ability pupils are asked deeper questions. Higher ability pupils read more demanding texts and are expected to complete more demanding work.
3	2 medium ability pupils and 2 higher ability pupils. No SEND pupils.	
5	2 lower ability pupils and 2 medium ability pupils. No SEND pupils.	Lower ability pupils are given scaffolds, support, paired support, modelling by the teacher and peers. Higher ability are challenged to deepen their understanding of concepts and complete more demanding work. Additional practise questions are completed to prepare higher ability pupils to access more demanding assessment questions.
6	3 medium ability pupils and 1 higher ability pupil. No SEND pupils.	
7	4 lower ability pupils, 3 medium ability pupils and 2 higher ability pupils. 1 SEND K code pupil.	Lower ability pupils are given scaffolds, support, paired support, modelling by the teacher and peers. More think time and clearer instructions. Follow the IEP for SEND K pupil. Higher ability are challenged to deepen their understanding of concepts and complete more demanding work. More demanding reading and extended writing tasks are completed to create opportunities for mastery.
8	2 lower ability pupils, 2 medium ability pupils and 1 higher ability pupil.	Lower ability pupils are given scaffolds, support, paired support, modelling by the teacher and peers. More think time and clearer instructions. Higher ability are challenged to deepen their understanding of concepts and complete more demanding work. More demanding reading and extended writing tasks are completed to create opportunities for mastery.
9	3 medium ability pupils and 1 higher ability pupil. No SEND pupils.	All pupils are given opportunities practise and strengthen key skills and knowledge. Higher ability are challenged to deepen their understanding of concepts and complete more demanding work.

		More demanding reading and extended writing tasks are completed to create opportunities for mastery.
10	2 higher ability pupils and 2 medium ability pupils. No SEND pupils.	All pupils are given opportunities practise and strengthen key skills and knowledge. Higher ability are challenged to deepen their understanding of concepts and complete more demanding work. More demanding reading and extended writing tasks are completed to create opportunities for mastery.
11	3 lower ability pupils, 5 medium ability pupils and 3 higher ability pupils. No SEND pupils.	Lower ability pupils are given scaffolds, support, paired support, modelling by the teacher and peers. More think time and clearer instructions. All pupils are given opportunities practise and strengthen key skills and knowledge. Higher ability are challenged to deepen their understanding of concepts and complete more demanding work. More demanding reading and extended writing tasks are completed to create opportunities for mastery.

Assessment

Pupils complete a yellow page assessment, either at the end of a unit, end of half term or end of term, dependent on subject. Pupils are given written feedback in the form of WWW/EBI comments. Teacher led feedback is used to clarify misconceptions and correct pupil assessments.

To scaffold, stretch and challenge pupils, staff use individual class targets and KPIs to personalise the curriculum and are used for pupils to self-assess. Pupils sit rigorous assessments allowing teachers to assess pupil progress.

Date of last review:	September 2019
Date of next review:	October 2020
<u>Approved by the Proprietor/ Chair of Governors/ Governing Body:</u> <u>Name:</u> _____ <u>Position:</u> _____ <u>Signature:</u> _____	

CURRICULUM POLICY