



The Fountain School

Policy Documentation

Policy: Curriculum

Responsibility for Review: Proprietor / Head teacher
Date of Last Review: February 2026

Curriculum Policy

VISION STATEMENT

To provide a broadly balanced Islamic and Mainstream Secondary education, creating a community of ambitious, trusted individuals who are respected and fully equipped with the knowledge, skills, experience, moral values, and Islamic spirituality to lead a successful life through tolerance, fairness, and approval and to have a positive impact on the wider community.

Curriculum Intent Statement

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

General principle

1. Our core purpose is to develop the abilities of pupils through offering a broad and challenging curriculum.
2. Challenge all pupils whatever their ability.
3. To offer an appropriate curriculum that motivates pupils and encourages achievement.
4. The learner is the focus of our efforts, and all pupils should have the opportunity to learn and succeed.
5. Generally, pupils with SEN will have their needs met in the main curriculum structure and are supported by learning support assistants.

The curriculum, in its fullest sense, firmly underpins the Vision and Mission statement, from which a culture and ethos is generated that supports the spiritual development of all involved

in the community. The school is committed to ensuring that the curriculum is broad and balanced in order that the needs of all children are provided for, whatever their gifts and talents. We aim to make provisions for academic achievement and spiritual, social, moral, cultural, physical and creative development of our children.

We believe that intelligence is multi-faceted, and children learn in different ways; the curriculum must support this.

In the daily living out of our Islamic faith, we aim to ensure that religious education and spiritual development will permeate every aspect of the curriculum, so that it is explicit and implicit within the taught curriculum. Rooted in prayers and lived out in the daily life of the school, the children are supported, through the curriculum, to grow in faith and deepen the relationships with God and each other.

The curriculum aims to meet the needs of all children whatever their individual requirements.

The children will be encouraged to develop;

- Their search for the truth;
- Spiritual and moral values from the Qur'an including respect for themselves and others;
- An ability to work independently and collaboratively;
- High standards and personal achievement measuring themselves against their own personal best;
- An understanding that learning is a lifelong process;
- Lively inquiring minds though through questioning, investigating and the making of rational decisions;
- Confidence in the basic skills of English, Maths, Science and ICT;
- Interests and skills, including physical skills which will enable them to enjoy and make the best use of their time both in school and out of school;
- Knowledge and understanding of the world in which they live;
- An attitude of respect and care for the environment;
- An understanding that our actions have an impact on others and on the environment;
- Appreciation and respect for their own culture and the arts, and of other communities;
- Respect for religious and racial differences;
- Recognition of aspirations, achievements and celebration of success;

All children follow the statutory requirements of mainstream education for key stage 3 & 4. The pupils are ensured quality access to the whole curriculum so that they may learn effectively, make progress and attain levels in line with, or better than, their prior attainments. Challenging, realistic and attainable targets are set in order to help pupils achieve this. Cross-curricular opportunities are given wherever possible to enhance the children's knowledge and understanding.

Learning takes place in a stimulating environment supported by a variety of experiences, including the full use of the whole school environment, educational visits and the expertise and knowledge of the wider community.

Curriculum: Intent, Implementation & the Impact

- **(FGSS- Fountain Girls Secondary School)**

At The Fountain we have developed a curriculum which will:

- **Develop our learner's learning (what we learn) (F)**
- **Develop the character of our learners (Who we are when we learn) (G)**
- **Develop behaviours and habits to become effective learners (How we act when we learn) (S)**
- **Develop the moral compass of our learners (Our place in the community and wider world: Who we are) (S)**

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

Intention 1: Develop our learner's learning (what we learn)

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

Intent 1 – I1- **Fulfil the purpose to achieve**

Successful learners who enjoy learning, make progress and achieve

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

Intent 2: Develop the character of our learners (who we are when we learn)

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

The development of confidence, effective learning strategies and a growth mind-set are central to our evolving curriculum. Intent 2 - I2 **Growth to empower cultural capital and character.**

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

Intent 3: Develop behaviours and habits to become effective learners (how we act when we learn)

To develop the behaviour learners, need to succeed in the world such as concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement and curiosity. The changing nature of society and employment means that life-long learning, collaboration and resilience are essential to be successful. Intent 3 – I3 **Seeking Allah' pleasure to succeed in everything we do.**

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

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

· To understand spirituality in themselves and others, develop social skills and understand society, build a firm set of personal morality, and to engage in the culture they live in and understand the cultures of others. To become confident individuals who are able to live safe, healthy and fulfilling lives. Our curriculum promotes pupils' moral, cultural, spiritual, emotional and physical development at school and within the community more widely. It also promotes learning as an activity that should be enjoyable, engaging and rewarding. It is our intention at each key stage to lay the foundations for further study progressing into further and higher education including apprenticeships. Intent 4 - I4 **Service to the Society**

Curriculum Implementation

The Curriculum aims to respond to all the educational needs of all pupils as well as the needs of the individual child as a developing member of society. Within these requirements the child is central to curriculum design, content and implementation. The curriculum aims to be equitable both as regards to access to learning opportunities and in relation to the personal esteem according to the individual learner. With the aims which underpin the curriculum and the elements of learning which support it. The model seeks to recognise the wholeness of the curriculum.

It should be noted that throughout the first three years of secondary education all pupils study the same range of subjects and experience a wide range of courses drawing from the

curriculum model. During years 10 & 11 there is a weighting of the curriculum designed in such a way that breadth and balance are not lost.

The curriculum model includes the following features which should be highlighted:-

- (1) Every pupil is involved in a personal, social, health and citizenship education programme (PSHCE) which introduces a variety of experiences, including courses in information technology. Citizenship is both planned and spontaneous and is included part of the PHSE and RE curriculum.
- (2) Every pupil continues to study Science throughout the compulsory period of secondary education; an integrated course encompassing the disciplines of Biology, Chemistry and Physics for year 7,8 & 9, a Double Science course to study in Years 10 & 11.
- (3) All pupils study Urdu in year 7, 8 & 9 and the subjects are accorded parity in terms of curriculum time. Year 10 & 11 are encouraged to maintain the study of Urdu and Arabic language.
- (4) Every pupil, irrespective of ability or background, experiences the same balanced, broad and differentiated curriculum.

Planning and assessment

We aim to incorporate the ethos of the Aalimah Course in the National Curriculum through continuity of planning and teaching of key themes. Planning policy is the same across the curriculum which creates uniformity in teaching standards.

- Overall Curriculum grid
- Schemes of work
- Unit plans
- Lesson plans

A key part of the planning is the assessment process.

- Students are assessed continuously through marking and tasks set by the teacher
- End of topic/term tests
- End of term/year exams for the Aalimah course to determine progression onto the next year
- During KS3 Yr 7, 8 and 9 will take the optional tests across the curriculum
- Mock exams during KS4
- GCSE exams

- Assessment through GCSE coursework

Cross Curricular links

The Fountain recognises the need for a cross-curricular numeracy and literacy strategy which should promote numeracy and literacy throughout all areas of the curriculum in a consistent and efficient manner.

Standards of Numeracy and Literacy will be raised by enhancing the quality of teaching and learning and by implementing appropriate procedures for the monitoring and evaluation of the delivery of both strategies throughout the school.

We aim to implement this through

- Appointing co-ordinators who will play a leading role in the design and production of a whole school policy for Numeracy and Literacy
- To help identify training needs of staff in relation to Numeracy and Literacy
- To liaise with all subject staff to ensure that numeracy and literacy is developed
- To establish procedures to monitor and evaluate the numeracy provision for all pupils in the school

The school also recognises the need for the use of ICT across the curriculum.

Students have access to the School Library to research about all the subjects across the Mainstream education and Islamic Curriculum. They also have the opportunity to read various books from the library by taking the books home, as part of their English lesson to develop their reading skills.

Extra-Curricular Activities

- Booster classes for Science, Maths and English
- Science week
- Engineering week
- STEM activities
- Nasheed club
- Qur'an Club
- Access to Newsletters and Magazines to increase knowledge about the wider community
- Fitness Club
- Debates

- Sewing

Assembly

It is compulsory for all students to attend assemblies. Assemblies take place on Tuesday and Friday morning.

On Tuesdays all students pray Surah Yaseen collectively. Thereafter they have completed their recitation, staff members conduct the assembly. Assembly themes are linked around topics related to the Prophet's lifestyle and companions. Staff members emphasise on how students should follow the lifestyle of the Prophet and build on their character.

On Friday morning all students pray Surah Kahf together collectively in assembly.

Homework

Homework will be set and marked regularly. We want all students at The Fountain School to achieve their maximum potential and, to this end, homework is very important since it encourages students to develop their organisational skills and their habits of independent thought and individual study. Homework helps students to reflect on what they have done at school and gives them the opportunity to test their knowledge and make sure of their own learning. Students cannot complete the work required for GCSEs without homework.

To help promote the daily routine of recording and planning homework, students will be issued with a homework diary, which will also be used for communication between the school and home and ensure that tasks set are completed as required. The relevant subject teacher will primarily monitor the diary, together with the head who checks the dairies weekly.

Students who are absent when work is set are expected to consult their colleague's homework diaries or consult their subject teacher in order that the set homework is completed and that they do not fall behind.

Students are also given homework online on Sparx Maths. They can access their accounts from home and complete the given tasks set by their teachers.

Key features of the Islamic Curriculum (Alimiyya Curriculum)

Quran

Tajweed

Arabic Language

Urdu Writing

Arabic Grammar

Stories of the Prophets

Arabic Phonetics

Hadith

Fiqh

Aqaaid

Usulul Fiqh

Translation and Explanation of the Holy Qur'an

Akhlaaq

Key features of the Mainstream education

Key features of the curriculum in KS3:

Pupils are taught in these groups or combinations of similar groups

1. English
2. Mathematics
3. Science
4. Physical Education
5. Art
6. Geography
7. History
8. Religious Education
9. Computer Science
10. Citizenship
11. Careers
12. RSE

Key features of the curriculum in KS4

1. English

2. Mathematics
3. Science
4. Computer Science
5. Religious education
6. Urdu
7. Arabic
8. P.E
9. Career
10. RSE

For detailed information see appendix

Curriculum Policy

Appendix

Islamic (Alimiyya) Curriculum

Qur'an

The teaching of the Arabic Alphabet, particularly the correct pronunciation (makhrij) forms an essential component of the foundation years. It is essential for the pupils to be able to read and recognise the Arabic Alphabet. They are also encouraged to memorise a few short chapters and daily prayers. By the second year, pupils are expected to read Qur'an with fluency so that they may go onto analysing the Qur'an text and understand and implement the art of recitation.

Aims

Our aims are to ensure that all students:

- Learn the correct recitation of the Holy Qur'aan, applying its rules of recitation known as Tajweed.
- Develop a close spiritual connection to the Kalaam (word) of Allah.
- Learn and understand the Qur'an's meanings and message.
- Procure motivation and encouragement from the Qur'an's wisdom and guidance.
- Reflect on the meanings and explanations of verses
- Appreciate the Holy Qur'an as Allah's final revealed message to mankind.
- View and understand verses in the correct context thereby avoiding the dangers of developing extremist ideologies.

Subject Content:

THEMES	TOPICS	MAIN CURRICULUM FOCUS	BIG FINISH	KNOWLEDGE & SKILLS
SOVEREIGNTY:	Surah Faatihah Surah Ikhlaas Surah Kaafirun Surah Kawthar Surah Feel Surah Asr Surah Shams Surah Kahf (selected verses) Surah Yaseen (selected verses)	<i>Students will explore of the signs of Allah throughout the universe by way of His creation, bounties, miracles & the relationship between man & his Creator.</i>	<i>Students are assessed on various topics via a key assessment piece at the end of each full term via assesments/s cenario tasks/self reflection tasks etc.</i>	<i>Recollection of Arabic terminology, analysis of original Arabic Qur'an text, English translation of Qur'anic verses & interpretation, extracting valuable morals & lessons from verses, references to reputable Qur'an commentaries, exploring textual and historical context of verses etc.</i>
CONSOLATION:	Surah Naas Surah Falaq Surah Nasr Surah Kawthar Surah Feel Surah Duhaa Surah Yaseen (selected verses) Surah Hujurat	<i>Students will explore background events relating to these chapters, thereby learning how these chapters inspire hope/faith in Allah & how consolation is offered through the Qur'an's meanings.</i>		
SOCIETY:	Surah Naas Surah Falaq Surah Kawthar Surah Ma'oon Surah Feel Surah Humaza Surah Duhaa Surah Layl Surah Shams Surah Yaseen (selected verses)	<i>Students will explore various aspects of social welfare, social responsibilities & the impact of improprieties on society.</i>		

	Surah Hujurat	
PROTECTION:	Surah Faatihah Surah Naas Surah Falaq Surah Ikhlāas Surah Kawthar Surah Feel Surah Kahf (selected verses) Surah Yaseen (selected verses)	<i>Students will explore of Allah's promise of divine assistance & protection by virtue of specific Surahs (chapters).</i>

Fiqh (Jurisprudence/Legal theory of Law)

The Fiqh syllabus varies from one stage to the next. It preliminarily begins with basic Fiqh terminology, in which the concepts of cleanliness are emphasised. Their learning of Fiqh at this stage largely includes practical demonstrations of ablution (wudhu) and prayer (salah). The detail and depth gradually increases as the student proceeds to the following years. By the third year students are expected to have learnt the pillars and conditions for worship i.e. of prayer, fasting, charity and pilgrimage. Studies at this stage are fairly comprehensive. This study is culminated in the study of Hidayah an intense study of the varying opinions in Islamic Jurisprudence across the four schools of thought in Shariah. A number of issues affecting the youth such as drugs, sex, relationships, health and safety issues are dealt with where learners can engage with the educator.

Aims

Fiqh aims to ensure that all students:

- build self-confidence in relation to the practical tenets of Islam

- understand the reasoning behind rules and regulations in Islam
- understand the significance and virtues of various worship, with references to the Holy Qur'an and Hadith
- have a basic awareness of the rules and regulations relating to personal hygiene, rites and worship, socially related topics etc
- develop a deeper appreciation of the tenets of Islam
- reflect upon individual manner of worship and personal devotion to Allah (subhanahu wa ta'ala)

Subject Content:

MAIN TOPIC	SUBTOPICS	MAIN CURRICULUM FOCUS	BIG FINISH	KNOWLEDGE & SKILLS
TAHAARAH (RITUAL PURITY):	Types of water Najaasat (impurities) Istinjaa (cleaning methods) Wudhu Tayammum Khuffayn Ghusl	<i>Students will learn the importance of ritual purity as an essential aspect of Islam and the key to all forms of worship. Students will be introduced to the various forms of attaining ritual purity dependent on the situation. Students will understand how to correctly perform wudhu, tayammum, ghusl, masa halal khuffayn etc. & the factors which nullify the above.</i>	Theory/Practical assessment on the method of wudhu	<i>Recollection of Arabic terminology, exploring fundamental aspects of Islam, learning & understanding practical methodologies, analysis of Islamic rules & regulations, reflecting on individual SMSC growth & development, exploration of core human values & exploring topics as forms of spiritual devotion & divine reward.</i>
HAI DH (FEMALE PUBERTY) & HYGIENE:	Haidh Istihaadha Nifaas	<i>Students will reflect on how puberty & its Islamic guidelines encourage discipline & maturity. Students will learn to recognise the signs of puberty &</i>	Problem-solving scenario tasks	

		<i>develop an awareness of the physical & emotional changes associated.</i>	
SALAH (PRAYERS):	Pre-requisites Salah method Salah acts/times/conditions Traveller's salah Sick person's salah Istikhaarah salah Tawbah salah Sajda-e-Tilaawat Salat-ul-Kusuf Taharri Ma'dhur Khushu' Nafil (optional) prayers Jamaa'at (congregational) prayers	<i>Students will develop an appreciation of the spiritual impact of prayers on daily life e.g., proximity to Allah, means of purification etc. Students will learn how to perform the five daily prayers on time, with the correct etiquette in place. Students will learn about the various types of prayers & the occasions they are performed. Students will develop an appreciation for how prayers are adapted depending on the situation, including concessions given by the Shariah.</i>	Theory/Practical assessment on the method of Salah
SAWM (FASTING):	Benefits (spiritual, moral/social, health etc.) Pre-requisites	<i>Students will analyse the spiritual impact of fasting e.g., proximity to Allah, appreciation, feelings of kindness & generosity towards the disadvantaged etc.</i>	Theory assessment on rulings of fasting and what breaks the fast
	Types of fasting Qadhaa/Kaffaarah Fidyah (compensation) I'tikaaf Taraweeh prayers Laylatul Qadr	<i>Students will learn to distinguish between the types of fasts & how to compensate for missed ones. Students will develop an appreciation for the sanctity of Ramadhan & the additional virtues/rewards the month brings.</i>	Practical assessment on taraweeh prayer

HALAAL & HARAAM (LAWFUL & UNLAWFUL):	Personal appearance Food & drink Intoxicants Clothing & jewellery Forbidden income Transactions	<i>Students will examine established lawful & unlawful rulings & their wisdoms/reasonings.</i>	Theory assessment on rulings covered in this section
ZAKAAT (CHARITY):	Pre-requisites Recipients Liable wealth Zakaat rate Zakaat calculations Zakaat distribution Inheritance	<i>Students will explore Zakaat as a just system of social welfare & a means of purification for the human soul. Students will learn how to confidently calculate & discharge their own Zakaat, if liable.</i>	Problem-solving scenario tasks
NIKAAH (MARRIAGE):	Pre-requisites Choosing a spouse Relations before marriage Mahram (unmarriageable kin) Guardianship Proposal/Consent Nikah ceremony Dowry Talaq	<i>Students will explore marriage as a practice of the prophets & an avenue to exercise personal growth. Students will learn how the process of arranged marriage works & understand the importance of consent & guardianship in Islam.</i>	Theory assessment on rulings
JANAAZAH (DEATH & BURIAL):	Ta'ziat (consoling the bereaved) Ghusl (bath) Kafn (burial shroud) Dafn (burial) Janaazah salah Iddat (waiting period)	<i>Students will reflect on how death brings perspective to life & encourages time consciousness & discipline. Students will learn how the bathing, shrouding & burial process works & how condolences/funeral prayers are offered, in accordance with the Shariah.</i>	Practical demonstration of ghusl shown Students will be assessed on all rulings in their exams

Arabic

Learners are taught Arabic from the initial year up until the final year of studies at the school. Arabic lesson serves a twofold purpose. Firstly, it will assist them in reading the Holy Qur'an in the correct manner and secondly, they will develop a good vocabulary, along with the ability to communicate with simple terms. They are also taught simple Arabic sentences with its meaning. As they progress, they are equipped with a reasonable vocabulary. Alongside

this, rules of grammar are introduced which aid in the composition of sentence structure and the translations of classical Arabic text into Urdu/English and vice versa. Study of the Arabic language is thorough throughout the first three years and includes study of all topics associated with any language such as verbs, nouns, adjectives etc.

Urdu

Students are taught Urdu from the first year up until the final year of studies at the School. The beginners' class are firstly familiarised with the Urdu Alphabet, forms of letters, pronunciations, and vowels. The Urdu lesson serves as a twofold purpose. Firstly, it will assist them in proper reading, understanding and comprehension of classical texts translated into the Urdu language and secondly, they will develop a good vocabulary along with the ability to communicate in the Urdu language. As they progress onto the third year, Students will be familiar with the use of nouns, prepositions, interrogative verbs, adverbs etc.

Ahadeeth (Prophetic Traditions)

This is a brief study of the teachings and sayings of the Holy Prophet (Peace be upon him), with concise commentary. The aim is to give the students an insight to prophetic narration as well as facilitate the grammatical rearing of the students. The early acquaintance with Ahadeeth supplements what is to follow in the following tier as well as preparing the students and giving them a chance to appreciate the eloquence and style of the Arabic language. The collection of Ahadeeth which are morally bound and aid in the moral and social development of the students as human beings.

Aims

Hadith aims to ensure that all students:

- Develop a close spiritual connection to Prophet Muhammad (SAW) and make him a role model.
- Learn & understand the hadith's meanings, prophecies, advices & prohibitions.
- Appreciate hadith as the exegesis of the Qur'an.
- Explore the various Islamic morals found in the traditions of the Prophet Muhammad (SAW).

- Understand & reflect on the benefits of Islamic morals in individual lives as well as society at large.
- View and understand hadith in the correct context thereby avoiding the dangers of developing extremist ideologies.
- Value the efforts & sacrifices of the Prophet (SAW)'s companions in preserving hadith.
- Inspect Islamic morals (from hadith) in comparison to value systems of other cultures.

Subject Content:

THEMES	TOPICS	MAIN CURRICULUM FOCUS	BIG FINISH	KNOWLEDGE & SKILLS
SCIENCE OF HADITH:	A study of Hadith Hadith types Hadith classification Preservation of Hadith Hadith transmission	<i>Students will analyse the principles behind the science of hadith i.e., what hadith is, how Ahadith are narrated & categorised, what makes a hadith authentic, the importance of hadith as a second source of shariah etc.</i>	<i>Students are assessed on various topics via a key assessment piece at the end of each full term via essay/debates/role plays/practical tasks/project work/scenario tasks/selfreflection tasks etc.</i>	<i>Recollection of Arabic terminology, analysis of original Arabic hadith text, English translation of hadith & interpretation, deriving Islamic teachings, values & practices from hadith.</i>
IMAN & ISLAM:	5 pillars Branches of faith Status/signs of a Mu'min Rights of a Muslim Sweetness of Iman	<i>Students will explore the fundamentals (core beliefs) of Islam. Students will analyse the concept of 'Iman' (faith) i.e., what it means to be a Muslim through one's thoughts, actions, conduct, social dealings etc.</i>		
RELATIONSHIP WITH ALLAH SWT:	Taqwa/Tawakkul/Tawbah Proximity to Allah Du'aa/Dhikr/Ibaadah Allah's qualities Actions for the sake of Allah	<i>Students will learn about developing a close spiritual connection to Allah & its value/impact on the individual i.e., how it</i>		

	Being self-sufficient Transient world	<i>brings meaning/perspective to one's life therefore affecting their behaviour, lifestyle & actions. Students will also explore concepts relating to devotion, trust, repentance & sincerity before Allah.</i>
PROPHET MUHAMMAD SAW:	Love for the Messenger SAW Following the sunnah Durud & Salawat Prophet SAW's demise Prophet SAW's final advice	<i>Students will study & draw inspiration from the noble characteristics/lifestyle of Prophet Muhammad (SAW) alongside his teachings & guidance, with a view to emulate/implement into daily life.</i>
PERSONAL DEVELOPMENT:	Akhlaaq (character) Ikhlās (sincerity) Voluntary services Personal hygiene Modesty Health & free time Virtues of knowledge Mutual love/mercy	<i>Students will learn/explore practical ways to stimulate personal growth & development, both in the moral & spiritual sense. Students will develop an understanding of the importance/benefits of integrity & righteousness through Prophetic teachings, whilst analysing its impact on the individual & the people around them.</i>

	Patience/Forgiveness Moderation Gratitude Challenging/preventing evil Fulfilling the needs of others	
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SOCIAL DEVELOPMENT:	Kindness to parents Friendships & gatherings Voluntary services Social manners Caring for the vulnerable, elderly & disadvantaged Fulfilling the needs of others	<i>Students will explore various aspects of social welfare, social responsibilities & its impact on society. Students will learn about safeguarding & fulfilling the rights of family, friends, colleagues, neighbours & society at large.</i>
GENERAL ETIQUETTE:	Transactions/Expenditure Condolences Oaths Internet/Mobile phones Adhan/Salah Elderly Miswaak/Eating/serving food Salaam	<i>Students will study the correct etiquette in relation to these topics.</i>
WOMEN:	Empowering women Honouring women's rights & achievements	<i>Students will research & make comparisons between women of the past & women of today, in relation to treatment, lifestyle, rights, accomplishments, contribution to society etc.</i>
IMPROPRIETIES:	Lies & falsehood Spreading rumours Harbouring hatred Fortune telling Finding faults Ghibah (backbiting) Bullying/oppression Pride, jealousy & envy	<i>Students will explore the potential harms & consequences of improprieties on oneself & society.</i>
RAMADHAN:	Sadaqah (charity) Laylatul Qadr (night of power)	<i>Students will develop an appreciation for the sanctity of Ramadhan & learn about the additional virtues/blessed nights in this month through studying Ahadith. Students will analyse the spiritual impact of fasting e.g., proximity to Allah,</i>



appreciation, feelings of kindness & generosity towards the disadvantaged etc.

Biography of the Holy Prophet (peace be upon him) and Stories of the Prophets

A short account of the life and history of the Holy Prophet (peace be upon him) is taught, as well as his mission and movement and the effect it had on history holistically. Alongside this, the biography of other prophets starting from Adam (peace be upon him) is studied together with the companions of the prophet, and religious figures and leaders are studied in order to give an insight into Islamic History. The purpose of this study is so that students can comprehend Islamic history and its roots, politically and geographically, over the ages as well as to take lessons of character and morale to aid in citizenship in society.

The study of Islamic History enables students to appreciate the core and origins of their Islamic identities, enriching them with a wider perspective of the world before them. Through a careful analysis of the Prophet (sallallahu alaihi wa sallam)'s Sirah (life journey) and those of the messengers prior, students will be given opportunities to reflect on and better acknowledge the efforts, contributions and sacrifices made for the sake of Islam. Islamic History lessons enrich students' perceptions of the world as they derive valuable guidance, inspiration and solace from the stories and incidents of the past.

Aims

Islamic History aims to ensure that all students:

- develop a close spiritual connection to Prophet Muhammad (sallallahu alaihi wa sallam) and seek his companionship.
- learn and understand the birth and maturing of Islam as a divine religion
understand the revolutionary change brought by Islam in social morals and etiquette.
- appreciate the noble and lofty character of the Prophet (sallallahu alaihi wa sallam), particularly his efforts to establish peace between multi-faith communities
- develop a zeal to follow the Sunnah (way of life) of the Prophet Muhammad (sallallahu alaihi wa sallam) in all aspects of life
- learn about the lives of other prophets

- learn about the lives of the companions of the Prophet Muhammad (sallallahu alaihi wa sallam)

Subject Content:

THEMES	TOPICS	MAIN CURRICULUM FOCUS	BIG FINISH	KNOWLEDGE & SKILLS
SHAMA'IL:	Prophet SAW's physical appearance Prophet SAWs attributes e.g., mercy, forgiveness, patience, empathy, courage, humility etc. Prophet SAW's manner of: Walking/Sitting/Speech/ Jesting/Dress/Eating Sleeping/Devotion to worship etc.	<i>Students will study & draw inspiration from the noble characteristics/lifestyle of Prophet Muhammad (SAW) alongside his teachings & guidance, with a view to emulate/implement into daily life.</i>	<i>Students are assessed on various topics via a key assessment piece at the end of each full term</i>	<i>Recollection of Arabic terminology, exploring the birth, rise & spread of Islam as a divine religion, analysis of revolutionary Islamic teachings & practices, extracting valuable lessons & morals from significant events throughout Islamic History, exploring topics as various forms of spiritual devotion & divine reward.</i>
PROPHETS:	Dawud AS Sulayman AS Yunus AS Zakariyya AS Yahya AS Ayyub AS Yusuf AS Yaqoob AS Ismael AS Ishaaq AS Ibrahim AS	<i>Students will explore the biographies of each prophet, whilst reflecting on their noteworthy attributes & the challenges they faced.</i>		
KHULAFEA-RAASHIDEEN:	Abu Bakr R Umar R Uthman R Ali R	<i>Students will explore the biographies of each khalifah (successor) & examine their work & contributions to the spread of Islam.</i>		
INFLUENTIAL & RIGHTEOUS WOMEN:	Ummahaatul-Mu'mineen (mothers of the believers) Maryam AS Asiyah AS	<i>Students will study & draw inspiration from the noble characteristics/lifestyle of these influential women, with a view to</i>		



emulate/implement into daily life. Students will draw comparisons between women of the past & women of today, in relation to treatment, lifestyle, rights, accomplishments, contribution to society etc.

Akhlaaq (Etiquettes and Islamic Manners)

Pupils are taught Etiquettes and Islamic Manners through many of the Alimah Course Subjects. They are taught Duas (prayers) to be said at certain times, how to adhere to Islamic Manners and how to develop good characteristics. Our aim is to shape our Pupils into Modest Muslim Girls by teaching them the characteristics and qualities of the Prophet Muhammed and how they can be implied into their lives. Pupils are taught how to live their life in an Islamic manner and how to follow the lifestyle of the Prophet Muhammed.

Aqaa'id (Beliefs)

Aqaa'id refers to the belief system which forms the most fundamental principle of Islam & concerns the core beliefs - in respect to Allah SWT, prophethood & the unseen identified from the Qur'an & sound Ahadith. The purpose of Aqaa'id is to help students understand & appreciate the basic & essential articles of Iman namely, belief in Allah, His angels, books, messengers, the last day and good and bad fate. Studying Aqaa'id allows students to reflect on & develop their awareness of how core Islamic beliefs are a direct way to connect to Allah SWT & shape one's life according to the guidance of Islam as per the Qur'an and the life/legacy of the Prophet Muhammad SAW.

Aims

Aqaa'id aims to ensure that all students:

- Understand the importance of belief in the fundamental aspects of Islam

- Learn & understand the core beliefs relating to the five pillars, Iman-e-Mujmal & Iman-e-Mufassal
- Appreciate the significance of the Qur'an & Ahadith as sources of the core Islamic beliefs
- Develop a close spiritual connection to Allah SWT through the study of Aqaaid
- Appreciate Aqaa'id as a foundation for worship, obedience & obligation to Allah SWT

Content throughout subjects:

THEMES	TOPICS	MAIN CURRICULUM FOCUS	BIG FINISH	KNOWLEDGE & SKILLS
SAHAABAH (RADI-ALLAHU-ANHUMA JMA'EE N):	Defining a Sahabi (R) Speaking ill of Sahaabah (R) Categories of Sahaabah (R) Status of: Khulafaa-e-Rashidun Asharah Mubasharah Participants of Badr Participants of Uhud Participants of Bay'at Ridwan	<i>Students will learn & understand who a sahabi (R) is & significance of their role as the first followers of Prophet Muhammad SAW. Students will study & reflect on the Sahaabah (R)'s efforts, struggles & sacrifice to spread the message of Islam to the far corners of the world & use this knowledge to seek inspiration from their way of life. Students will be taught the various categories of Sahaabah (R), whilst acknowledging their merits & understanding the reasoning behind their noble statuses.</i>	<i>Students are assessed on various topics via a key assessment piece at the end of each full term via /role plays/practical tasks/project work/scenario tasks/self reflection tasks etc.</i>	<i>Recollection of Arabic terminology, exploring fundamental aspects of Islam, analysis of core Islamic beliefs & principles, reflecting on spiritual growth & development in relation to connection with Allah SWT.</i>
PROPHETHOOD:	Difference between Rasul/Nabi Prophetic qualities Status of the prophets Ulul 'Azm prophets Mu'jizaat (miracles) Israa & Mi'raj	<i>Students will learn & understand the message & duty of each prophet sent to mankind over the generations. Students will develop an appreciation of the prophets as leaders, teachers, guides, whilst acknowledging each prophet based on both their individual & collective</i>		

		<i>virtues. Students will explore the purpose of mu'jizaat & the lessons/advice to derive from each prophet's story.</i>
AWLIYA (FRIENDS OF ALLAH)	Status of believers Karaamat Difference between Mu'jizaat/Karaamat	<i>Students will learn & understand the importance of a close & strong spiritual connection with Allah SWT, with Taqwa (God-consciousness) being the only factor which raises the status of a believer in the eyes of Allah SWT.</i>
FATE & DECREE:	Qadaa (divine decree) Lawh-e-Mahfuz (preserved tablet) & the Qalam (pen) Pre-destination/Free will Evil eye Asbaab (worldly means)	<i>Students will explore the concept of Qadaa in relation to the preserved tablet & the creation of the pen, understanding that Qadaa doesn't contradict free will. Students will learn that whilst worldly means do exist, Allah is the creator of these & the sole driving force behind them.</i>
AAKHIRAH:	Journey of the soul Life of Barzakh Day of Judgement Blowing of the trumpet Resurrection The Reckoning Scales of deeds	<i>Students will learn the distinct events of the afterlife & understand the process/significance of each stage, including the journey of the soul, the last day, resurrection & the final reckoning.</i>

Mainstream Education

The new Education Inspection Framework (EIF Sept. 2019) includes an enhanced focus on curriculum. This is structured around three pillars:

Curriculum Intent

Curriculum Implementation

Curriculum impact

The Fountain School has reviewed its curriculum with a clear focus on addressing and meeting these new demands, keeping in mind that the school curriculum is not only the

subjects on the timetable; it is the whole experience of education. The curriculum, in its fullest sense, firmly underpins the Vision and Mission statement, from which a culture and ethos is generated that supports the spiritual development of all involved in the community. The school is committed to ensuring that the curriculum is broad and balanced in order that the needs of all children are provided for, whatever their gifts and talents. We aim to make provisions for academic achievement and spiritual, social, moral, cultural, physical and creative development of our children.

Intents

English

Purpose of Study:

A high-quality English education will help pupils gain a coherent knowledge and understanding of reading and writing literature and that of the wider world. It should inspire pupils' curiosity to know more about the past and the writers who we study. Teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. English helps pupils to understand the rules of spelling, punctuation & grammar, and to construct a sentence on a page. Studying Literature helps to sharpen a pupil's analytical skills. By understanding the themes, theories and historical events, pupils are showing that they handle complex ideas, search for patterns and interpret information in a wider context. Pupils will also develop their planning and research skills as well as gain knowledge of history, culture, philosophy and human behaviour.

Aims

English aims to ensure that all pupils:

- Experience a range of fiction and non-fiction texts
- read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- develop the habit of reading widely and often
- appreciate the depth and power of the English literary heritage
- write accurately, effectively, and analytically about their reading, using Standard English
- acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.
- Speak confidently in standard English and in full sentences

English – Key Stage 3

Pupils will be taught to:

- how to select appropriate information and textual references, which is imperative to developing a deeper understanding of authorial intent.
- how to utilise their ability to identify different methods chosen by writers, using subject terminology when responding to a focus question.
- encounter analysis of structure and evaluation of texts in order to develop their own independent reader responses
- write and read accurately, fluently, effectively and at length for pleasure and information through: writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays, stories, scripts, poetry and other imaginative writing
- consolidate and build on their knowledge of grammar and vocabulary through extending and applying the grammatical knowledge, using Standard English confidently in their own writing and speech
- discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology.
- know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension

Key Stage 4

Pupils will be taught to:

- read a wide range of texts, fluently and with good understanding
- analyse texts for certain features and explain their effects in detail,
- encounter analysis of language, structure and evaluation of texts in order to develop their own independent reader responses
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions for reading, writing and spoken language.
- listen to and understand spoken language, and use spoken Standard English effectively.

- Develop analytical thinking to further enhance their ability to produce coherent and cogent arguments when responding to their literature texts

Mathematics

Purpose of Study

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Aims

Mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can 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

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.

They should also apply their mathematical knowledge to science and other subjects.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not

sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

We deliver extra-curricular enrichment prospects to enhance pupils' enjoyment of mathematics such as the "UK Maths Challenge."

Students are also given homework through sparx maths which is monitored by their teacher to ensure they are working at home and revising over the topics studied in school.

Science:

Science aims to ensure that all children:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific skills required to understand the uses and implications of science, today and for the future. We understand that it is important for lessons to have a skills-based focus, and that the knowledge can be taught through this.

Purpose of Study:

- To encourage a lifelong passion for Science by engaging students in practical activities and discussions.
- To encourage a curiosity and richer awareness of the world around them.
- To give students a solid conceptual understanding of Biology, Chemistry and Physics for Key Stages 3 and 4.
- To ensure all students make progress to the best of their ability with support and challenge where needed to achieve at GCSE.
- To experience a range of practical activities to engage and develop their scientific enquiry skills including hypothesising, making observations and accurate measurements, recording results appropriately, drawings conclusions and communicating their findings.

Aims:

At The Fountain, we encourage children to be inquisitive throughout their time at the school and beyond. The Science curriculum fosters a healthy curiosity in children about our universe

and promotes respect for the living and non-living. We believe science encompasses the acquisition of knowledge, concepts, skills and positive attitudes. Throughout the programmes of study, the children will acquire and develop the key knowledge that has been identified within each unit and across each year group, as well as the application of scientific skills. We ensure that the Working Scientifically skills are built-on and developed throughout pupils' time at the school so that they can apply their knowledge of science when using equipment, conducting experiments, building arguments and explaining concepts confidently and continue to ask questions and be curious about their surroundings.

Key Stage 3

Science at KS3 builds on skills and knowledge from Primary, filling in any gaps in knowledge to prepare for the GCSE curriculum. Students are taught safety in the Science lab and the main experimental techniques such as using a Bunsen burner or a microscope. Pupils cover units in Biology, Physics and Chemistry topics and develop the **links** between them and apply Literacy and Numeracy skills in a science context. Pupils are encouraged to be curious and formulate their own hypothesis, diligently collect evidence and explain their findings and conclusions to the class.

Key Stage 4

We work to create a positive attitude to science learning within their classrooms and reinforce an expectation that all children are capable of achieving high standards in science.

Through our planning, we involve problem solving opportunities that allow children to find out for themselves. Pupils are encouraged to ask their own questions and be given opportunities to use their scientific skills and research to discover the answers. This curiosity is celebrated within the classroom. Teachers use precise questioning in class to test conceptual knowledge and skills, and assess children regularly to identify those pupils with gaps in learning, so that all pupils keep up.

We build upon the learning and skill development of the previous years. As the pupils' knowledge and understanding increases, and they become more proficient in selecting, using scientific equipment, collating and interpreting results, they become increasingly confident in their growing ability to come to conclusions based on real evidence.

Working Scientifically skills are embedded into lessons to ensure these skills are being developed throughout pupils' school career and new vocabulary and challenging concepts are introduced through direct teaching. This is developed through the years, in-keeping with the topics.

Teachers demonstrate how to use scientific equipment, and the various Working Scientifically skills in order to embed scientific understanding.

R.E

Purpose of Study

An enriched religious studies programme of study will enable pupils to gain coherent knowledge and understanding of some of the major world religions, and contemporary ethical themes. It should challenge the students with questions relating to belief, values, meaning, purpose, and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, Philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership, and research skills.

Aims

The curriculum for RE at key stage 3 aims to ensure that all pupils:

1. make sense of a range of religious and non-religious beliefs, so that they can:
 - identify, describe, explain, and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
 - explain how and why these beliefs are understood in different ways, by individuals and within communities
 - recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
2. understand the impact and significance of religious and non-religious beliefs, so that they can:
 - examine and explain how and why people express their beliefs in diverse ways
 - recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
 - appreciate and appraise the significance of different ways of life and ways of expressing meaning
3. make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:
 - evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
 - challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response

- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

The curriculum for RE at key stage 4 aims to ensure that all students:

Develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism

Develop their knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of the religions they are studying

Develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject

Reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life

Reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.

Computer Science

Purpose of Study

Pupils should be aware that computers are involved in a vast array of everyday devices as well as some specific and highly technical application. A high-quality computing education equips pupils to understand and change the world through computational thinking.

Qualifications are designed to give learners the skills to operate confidently, effectively, and independently in education, work and everyday life.

Aims

Our aims are to ensure that all pupils:

- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.
- develop an understanding of functional skills in computer science

- develop their skills and competences in computer science
- achieve a nationally recognised qualification
- prepare for employment
- progress to further study

Subject Content:

Pupils should be taught to:

understand the hardware and software components that make up computer systems

understand how instructions are stored and executed within a computer system;
understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally

undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users

understand a range of ways to use technology safely, respectfully, responsibly, and securely, including protecting their online identity and privacy; recognise inappropriate content, contact, and conduct and know how to report concerns.

Geography

Purpose of Study

Our intent is for the curriculum to underline and promote the vitally important role that Geography plays in understanding how the world works in an increasingly globalised society and economy. Our curriculum will spark a lifelong curiosity and fascination about our planet. It is the aim of the curriculum in Geography to ensure that our students will be in a strong position to make sense of the world around them and to make a difference in the ever-changing world when they leave school. Geography at the school is a springboard to aid our students in their journey to becoming well-rounded adults who can contribute positively in their local and global community.

Our Geography curriculum has been designed to develop geographical knowledge and understanding about diverse places, people, resources, and natural and human environments, together with a deep understanding of the Earth's key physical and human processes, and of the formation and use of landscapes and environments.

Geographical knowledge and skills are progressive and are sequenced to provide the framework and approaches to explain how the Earth's features at different scales are shaped, interconnected, and change over time. We will also tackle difficult issues which will give the

students the opportunity to discuss and debate social, moral, cultural and spiritual questions and also, help to enhance our student's cultural capital.

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Teaching should equip pupils with knowledge about diverse places, people, resources, and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected, and change over time.

Aims

The curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places
- 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
- are competent in the geographical skills needed to: collect, analyse, and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs, and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Subject Content:

Key Stage 3

Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world

around them. They should develop greater competence in using geographical knowledge, approaches, and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

Pupils should be taught to:

Locational knowledge

extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries, and major cities

Place Knowledge

understand geographical similarities, differences, and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia

Human and physical geography

understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:

- physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts
- human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources

understand how human and physical processes interact to influence, and change landscapes, environments, and the climate; and how human activity relies on effective functioning of natural systems

Geographical skills and fieldwork

build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field

use Geographical Information Systems (GIS) to view, analyse and interpret places and data

use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

Art

Purpose of Study

In the Art lesson learners are entitled to a safe, creative learning experience that is accessible and inclusive for all. Pupils will build on skills, techniques, knowledge and understanding. They will be encouraged to refine their work and challenge themselves creatively. Art stimulates creativity and imagination which provides visual and sensory experiences, a unique way of understanding and responding to the world.

Through Art we encourage pupils to respond personally to their environment and express ideas/thoughts. We follow the art curriculum from the oak's national academy.

Aims to provide opportunities

- To work individually or as a class
- Evaluate their own and others work
- To learn and gain skills
- Developing an understanding of historical and cultural aspects
- Demonstrate their ability and creative powers through a series of practical unit

Aims of the art lesson

- For pupils to be able to make and have an understanding of the connections between their own visual creativity and the wider world of Art and Design
- To enable our pupils to express themselves and understand the expression of others through use of visual language
- To provide an accessible curriculum that engages our pupils and that also provides stimulus that extend and challenge their expectations.
- To deliver an Art education that allows pupils to understand and engage with visual language in the beyond school - within the context of Art and Design and the wider world.

History

Purpose of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of the past. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand

the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims:

History aims to ensure that all pupils:

- know and understand significant aspects of Islamic and British history : the expansion and dissolution of empires and achievements and follies of mankind.
- 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, and use them to make connections, draw contrasts, analyse trends and frame historically valid questions
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts
- understand the connections between local, regional, national, and international history; between cultural, economic, military, political, religious, and social history; and between short- and long-term timescales.
- Use critically and constructively a range of contemporary source materials appropriate to the period to frame their historical questions and
- make their own historical claims.

Curriculum opportunities:

- a. explore the ways in which the past has helped shape identities, shared cultures, values, and attitudes today
- b. investigate aspects of personal, family, or local history and how they relate to a broader historical context

- c. appreciate and evaluate, through visits where possible, the role of museums, galleries etc presenting and influencing people's attitudes towards the past
- d. use ICT to research information about the past, process historical data, and select, categorise, organise, and present their findings
- e. make links between history and other subjects and areas of the curriculum, including citizenship.

Curriculum Overview

History is studied in key stage three from year 7 to year 9.

In each year, the focus of term 1 and term 2 is Islamic History and the focus of term 3 is British history.

Urdu and Arabic

The curriculum for language 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, finding ways of communicating what they want to say, through discussion and asking questions and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Purpose of Study

Teaching should focus on enabling pupils to make substantial progress. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

Aims

- listen attentively to spoken language and show understanding by joining in and responding

- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing
- Develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- Express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- Deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- Acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- Develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- Be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge

- Develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment
- Develop language strategies, including repair strategies.

Careers

Purpose of Study

Every pupil is encouraged to set their sights high for their future, regardless of their background or individual circumstances. In order to help them prepare for college, university and the world of employment, we deliver careers guidance through a range of processes designed to develop high aspirations in pupils, encourage pupils to consider a broad and ambitious range of careers and enable individuals to make informed choices and transitions related to their personal, educational and careers development.

Aims

- To provide relevant and accessible information to all pupils on the full range of opportunities open to them and to foster an understanding of where such choices may lead.
- To enable all pupils to make reasoned, informed and appropriate career choices.
- To encourage an attitude of self-worth and the development of personal autonomy so that pupils may reach their highest expectations.
- To promote social inclusion and improve social mobility.
- To provide an accurate and up-to-date careers resource and careers information service for pupils and staff in line with best practice.
- To enhance pupils' self-awareness and awareness of educational and careers opportunities through individual impartial guidance and careers education

Careers guidance throughout the curriculum

An impartial careers advice system from skills house Bradford is in place from year 7 to year 11. These year groups are offered sessions which enable them to think about their career and make the right choices about their future. The year 11 have individual interviews with the careers' advisor and an action plan is put into place of what they would like to do in the future. Skills house Bradford will also follow up where students have gone after they have left our school and if they managed to pursue the careers they aspired.

Year 10 are offered a chance to do work experience in a field of their choice. This helps them to gain experience in the field of work and have a sense of responsibility.

Students go on educational visits in relation to careers such as career's fairs.

The school invites visitors to speak to students about their career choices.

RSE

Purpose of Study

Relationships and Sex Education will build on the teaching at primary. It aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds. Health Education aims to give pupil the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise. Pupils will understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Aims

Our aims are to ensure that all pupils:

- live a life guided by the teachings of the Qur'an and Sunnah
- be happy and healthy
- be protected and safe
- receive the best opportunities to learn and grow

A well planned and high quality RSE programme will allow us to achieve these aims.

Subject Content:

Pupils will cover content on what healthy and unhealthy relationships look like and what makes a good friend, colleague and successful marriage or committed relationship. At the appropriate time, the focus will move to developing intimate relationships, to equip your child with knowledge they need to make safe, informed and healthy choices as they progress through adult life.

By the end of secondary school, pupils will have been taught content on:

- families
- respectful relationships, including friendships
- online media
- being safe
- intimate and sexual relationships, including sexual health
- mental wellbeing

- internet safety and harms
- physical health and fitness
- healthy eating
- drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

An effective Relationships Education curriculum will:

- develop pupil's confidence to talk and think about feelings and relationships.
- develop the skills, language and confidence pupils need to protect themselves in a rapidly changing world.
- Prepare pupils for the changes and the time of puberty.

P.E

Purpose of Study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. As well as the obvious physical and mental health benefits, physical education helps young people develop wider skills and attributes that benefit them in other areas of their lives. They learn teamwork, leadership, self-discipline, focus and competitiveness – all of which will stand them in good stead in their future careers and in their role as community leaders.

Aims

The 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
- lead healthy, active lives

Subject Content:

Student study core PE throughout their time at the school in which they participate in a range of sports including football, basketball, fencing, hockey, cricket, and athletics. Alongside this key knowledge of nutrition and fitness are taught.

The tactical nature of many sports encourages pupils to plan ahead, make considered judgements, and to keep trying their hardest in the face of adversity, which are some of the many reasons why PE helps to develop pupils' leadership skills and resilience.

Citizenship

The Fountain School has reviewed its curriculum with a clear focus on addressing and meeting these new demands, keeping in mind that the school curriculum is not only the subjects on the timetable; it is the whole experience of education. The curriculum, in its fullest sense, firmly underpins the Vision and Mission statement, from which a culture and ethos is generated that supports the spiritual development of all involved in the community. The school is committed to ensuring that the curriculum is broad and balanced in order that the needs of all children are provided for, whatever their gifts and talents. We aim to make provisions for academic achievement and spiritual, social, moral, cultural, physical, and creative development of our children

Purpose of Study

A high-quality citizenship education will help pupils understand how they can play a full part as a citizen in British Society through:

Understanding yourself- To develop confidence and responsibility

Keeping healthy- To understand how to develop a healthy, safer lifestyle, to think about the alternatives when making decisions about personal health, and the consequence of such decisions.

Developing relationships – To develop the ability to handle close relationships and to emphasize the importance of showing respect and acting responsibly in your dealings with other people.

Aims

The curriculum for citizenship aims to ensure that all pupils:

- Analyse information and research further information from a range of sources, including the internet
- Share their views on more topical political, social, and moral issues in class discussions and debates, justifying their opinions
- Express their ideas in a variety of different forms
- Reflect on their personal qualities, and to assess their character, achievements and potential so that they can set themselves realistic personal goals

- Understand their emotions and how to manage them in their relationships with family and friends
- Know how to make informed choices and how to make their own decisions
- Take responsibility for their own health, welfare, and safety
- Recognise when unhelpful pressure is being put on them, and to use assertive techniques to combat it

Subject Content:

Key Stage 3

Personal Well-being - Understanding yourself, anxieties about school, overcoming anxiety, dealing with your feelings

Values – How should I behave, right and wrong? a matter of conscience

Opinions – Developing your speaking and writing skills

Internet Grooming – What is online grooming and sexual exploitation

Drugs – Myths about drugs, knowing the facts, drugs and the law

You and your Safety at home and in the school – First Aid for injuries, potential fire hazards found in people’s homes, what is child abuse, physical, emotional, neglect and sexual abuse

Healthy Eating – What is a healthy diet and why is exercise important?

Hidden Hurt – Warning signs of a domestic abuser, what is physical, sexual and psychological abuse.

Culture and Diversity – Other cultures and lifestyles, Britain – a diverse society? Is there a national identity and culture in Britain?

Developing as a citizen – The law of the land, civil law and criminal law, U.K Parliament, voting and elections, what is democracy?

We aim to encourage a sense of social responsibility, community involvement and political understanding whilst at the same time teaching pupils about Life Skills. Citizenship encourages pupils to respect people's differences, whilst also promoting shared values.

All curriculum areas contribute to a child's spiritual, moral, social, and cultural development, and opportunities for this will be planned in each subject, of the Alimah Course and the mainstream education. Belief values, principles and spirituality will be explored across the curriculum. The integrity and spirituality of faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be encouraged to consider alternative views.

All adults will model and promote socially responsible behaviour, valuing all people as individuals and showing respect for pupils, their families, and stakeholders. Pupils will learn about different types of relationships, including friendships, family relationships, intimate relationships, dealing with strangers. They will also differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

We broaden our links with the wider community and teach our students to be good British citizens. Visitors are welcome to the school to speak to students such as police officers, nurses etc. Students take part in helping charities out, taking care of the local environment, visiting care homes, arranging activities with the elderly in care homes and helping organisations fundraise.

Students take part in online workshops from the UK parliament. In the workshop students learn about the work and role of the House of Commons and the House of Lords. They learn about the difference between UK Parliament and Government, the work of MPs and members of the House of Lords, how laws are made and how they can get their voices heard.