



Rochdale Islamic Academy
inspire - believe - achieve

BOYS' SCHOOL

CURRICULUM INTENT AND VISION

Reviewed: September 2024

Next Review: August 2025

Responsible: Mr Arif Pirbhai (Head)

Governing Body Approved: September 2024

Approved: Mr Sohail Ahmed (Chair of Governors)

Curriculum: Intent, Implementation & the Impact

At Rochdale Islamic Academy we have developed a curriculum which:

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

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

At Rochdale Islamic Academy we believe that every student is capable of excellence and we try to encourage every student to push themselves and achieve their potential. We aim to set high standards for all our pupils, based on our vision of a curriculum that builds on prior learning to improve communication skills, promote creativity, broadens knowledge and prepares our pupils for life beyond the school.

We aim to help students to develop their gifts and talents: spiritual and social; intellectual and emotional; aesthetic and physical through the provision of a broad and balanced curriculum, which is responsive to, and supportive of, their needs and aspirations, fosters intellectual curiosity and academic achievement and motivates them to grow to their full potential. The curriculum is academically challenging and relies upon several rigorous GCSEs with vocational options available for an appropriate number of students.

Curriculum Principles

- To be compatible with the requirements of the National Curriculum at Key Stage 3.
- To ensure that student's study for an academically rigorous curriculum with as wide a range of academic GCSEs as is appropriate.
- To be broad and balanced throughout each Key Stage.
- To allow progression between and through the Key Stages.
- To offer flexibility at Key Stages 3 and 4, by allowing for the needs of the individual to be met, as far as is reasonably possible.
- To provide for the personal, social, health and citizenship education of students including the preparation of students for the opportunities, responsibilities and experiences of adult life.
- To provide appropriate careers education and guidance and the opportunity for students to keep career pathways open.
- To provide a variety of extra-curricular activities and opportunities.
- To enable all students to learn and make progress.
- We use the 1-9 grading criteria throughout KS3 and KS4; this helps parents and students to understand the progress they are making throughout their time at Rochdale Islamic Academy.
- Enable all pupils to have a learning experience in school which is fun, enjoyable and enriching;
- Enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others;
- Enable pupils to value, recognise and respect similarities and differences, so that they can make a positive contribution to society and live cooperatively with others.

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

Intention 1: Develop our learner's learning

(Our head and body: what we learn)

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

Intention 2: Develop the character of our learners

(Our heart and character: who we are when we learn)

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

Intention 3: Develop behaviours and habits to become effective learners

(Our actions and attitudes: how we act when we learn)

To develop the behaviours learners, need to succeed in the world such as concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement and curiosity.

Intention 4: Develop the moral compass of our learners

(Our place in the community and wider world: who we are)

To understand spirituality in themselves and others, develop social skills and understand society, build a firm set of personal morality, and to engage in the culture they live in and understand the cultures of others.

Curriculum Implementation

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

We have the National Curriculum, which we use as a starting point, and embellish and deepen further as a school but at the heart of this is learners being exposed to quality experiences and lessons with a large element of choice and need for independent thinking. Flip Learning opportunities are used ahead of teaching to enable learners to become immersed in their own learning. Visits and enrichment clubs allow learners even greater opportunities to find and develop their individual interests and personal talents. Visitors and parents coming into school to help at regular opportunities bolsters our offer and deepens experiences further.

Intention 1: Develop our learner's learning

Our promise to our learners: Over and above any of our national curriculum learning, we promise holistic childhood experiences throughout their journey at Rochdale Islamic Academy.

Secondary Phase Subjects

Our teachers plan subjects using progressive skills and knowledge. Learning is checked against these to ensure progression and understanding. Teachers keep a record of how learners are achieving and intervene effectively and collaboratively to close any skills or knowledge gaps.

Our teachers plan a wide variety of offsite educational visits, as well as visitors being invited into school as a way of enhancing subject knowledge and providing the learners with real life experiences.

Intention 2: Develop the character of our learners

We follow a Values Based Learning programme in the school, which explores values that are critical for us to understand in modern Britain and beyond. Each day, our school community models, teaches and promotes a range of values that we need to demonstrate in order to become good citizens of the world. We think carefully about the value, explore it in learning and demonstrate this whenever we can.

Our teachers ask learners to undertake positions of responsibility around the school, as we believe that children understand values by seeing them in action in others. These include: Prefects to role model for each class; School council; Learner Ambassadors; Sports Leaders; Snack Monitors and House Captains.

Intention 3: Develop behaviours and habits to become effective learners

Teachers design learning opportunities that look for ways to develop good learning behaviours. At Rochdale Islamic Academy, we understand that learning about learning helps us to be better learners! In our curriculum, we ask learners to look for ways to develop concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement, and curiosity. For example, in the curriculum we try to frame our learning around questions: Where do the leaves go in winter? Will you ever see the water you drink again? How do I know I'm being good?

The staff notice when learners are showing great learning behaviours. We award certificates for this in our regular celebration assembly. When we work as a team, we collect house points that earn a prize. We issue commendation certificates, and our teachers send postcards to parents when they notice great behaviour. Once a term, we are awarded certificates for: Attitude to learning, Progress in learning, Behaviour, Attendance.

Intention 4: Develop the moral compass of our learners

When planning the curriculum teachers think not just about what learners should learn and how they should learn it, but also how they can bring in an understanding of morality and the wider world. They do this through:

- SMSC is planned for and highlighted to us by our teachers across the curriculum. We learn about new beginnings in life, going for goals, getting on and falling out, changes and relationships. This helps us understand our place in the world.
- They ensure that in our half termly learning, they think about how to challenge stereotypes. In Key Stage 3, we learn about slavery, both historical and modern, thinking about why it happens and what motivates this. Our teachers identify positive role models that challenge stereotypes for us to learn about.
- Inviting in people from local groups, we work with lots of local religious groups to get a good understanding of the beliefs of others.
- We work with local community groups such as visiting the local residential home, working with local charities, collecting and raising money for charities, working with other schools in Rochdale and beyond.
- We aim to increase our learner's engagement with activities that benefit other members of the community and beyond.

Impact: What do we hope will be the impact of our curriculum and how do we measure it?

The Self Organised Learning Environment (SOLE) mindset places the learner back at the centre of curriculum and makes teachers think "What will the experience be for the learner and how can we make the absolute most of each element?" The SOLE aspect promotes learners making both group and personal connections with the content due to having genuine freedom of expression and choice. It is beginning to produce learners who must and can, think for themselves, be resilient and face challenges with strategies to overcome and progress.

Intention 1: Develop our learner's learning

We strive to ensure that our children's attainment is in line with or exceeding their potential when we consider the varied starting points of children. We measure this carefully using a range of materials, but always considering Age Related Expectations. We intend that the impact is that children will be academically and physically prepared for life in high school and in Modern Britain and the world.

Intention 2: Develop the character of our learners

The impact will be that our learners will have fully rounded characters with a clear understanding of complex values like equality, friendship, trust and many others. Only by really learning what these mean will our learners be able to develop a character that prepares them for living in the community demonstrating tolerance and equality. We measure this not just by the work our children produce, but in the behaviours, we see each day in all learners on the playground, in corridors, and in the many roles we give them. The impact of this intention is seen in the daily interaction of all members of our community, including staff and children.

Intention 3: Develop behaviours and habits to become effective learners

The impact we intend to achieve by developing this intention is seen by how the children approach challenges every day. This could be on the playground, in a game or disagreement, or in class in a complex learning challenge. The impact should be that children don't give up, are highly motivated to succeed and achieve and are equipped with all the personal skills to do this.

Intention 4: Develop the moral compass of our learners

Our learners will be motivated by a strong personal sense of morality. They will make decisions for the right reasons and in the best interests of their community. They will be able to decide what is right and what is wrong and will be resilient to the influence of others. They will go out into the world and

make a difference in their own life and to others. Our learners will be the owners of their own destinies.

The Curriculum at Key Stage 3

We have a broad KS3 Curriculum covering a wide range of subjects. Subjects are taught in forty-five minutes lessons.

The Curriculum includes:

English	Science	Art & Design	Arabic
Mathematics	ICT	Physical Education	
Humanities: History, Geography & Religious Education			

The Curriculum At Key Stage 4

Our Key Stage 4 curriculum offers a guided structure that is relevant to student's individual needs and to the demands of a rapidly changing world. It is personalised so that the level and type of work is suited to the ability and learning style of each individual. Our subjects are aligned with AQA's specifications so that our pupils are able to meet their high expectations in the GCSE courses.

All students study the following subjects-

English: Literature & Language	Trilogy Science (Dual Award)	Mathematics
Humanities: History or Geography	Religious Education	ICT
Modern Foreign Language: Urdu & Arabic		

Key Points:

Students normally take the above listed GCSEs. There is, however, flexibility to take fewer subjects for those students for whom this is not appropriate.

- Wherever possible students are set according to ability.
- In Key Stage 4, pupils have enhanced time for core subjects: English, Mathematics and Science.
- As a faith school, which welcomes and celebrates a myriad of different ethnicities, it is important that students study Religious Education, providing them with a clear understanding and appreciation of the values, faiths and cultures of others.
- Where available there is the option for pupils to sit a GCSE in their home language.
- The time for PE recognises and promotes the importance of health and fitness.
- The personal and social development of students is the responsibility of all staff. However, the PSHE programme is delivered predominantly through the Form Tutor and through PSHE lessons.
- All students receive additional English and Mathematics support during school intervention sessions.
- Details of the Key Stage 4 curriculum is often shared directly with parents at the beginning of year 9 and throughout years 10 and 11. Pupils are often guided to track and monitor their own progress through the curriculum.

Subject Intents:**English**

The purpose of English literature and Language is to offer pupils intellectual excitement and challenge; to provide them with a sense of delight and wonder; to equip them with knowledge and skills and the ability and confidence to use and apply these to meet the needs of present and future society. We set high standards in English teaching, recognising its importance in the curriculum, forming the basis for communicating and learning in all subjects.

Mathematics

Mathematics is an essential skill in life and is at the heart of every day decision making. It is the aim of Rochdale Islamic Academy to support every pupil to achieve their potential and develop a deep understanding of Mathematics. The department offers a supportive, nurturing environment focused on developing a culture of success. The experienced team of teachers strive to ensure that every student achieves their potential and develops a life-long love of learning.

Science

The provision of a highly engaging, skills-based curriculum that challenges and motivates pupils to learn and achieve is paramount. We strive to equip pupils with the skills they require to make good progress across the curriculum and as lifelong learners. Underpinning our vision is the provision of a supportive, nurturing learning environment where all pupils feel confident to participate, strive to achieve their full potential and enjoy learning. We believe that an appreciation of science should be a fundamental part of everyday life and that good teaching will enable children to develop confidently within a scientific society. The development of scientific concepts must be based on firsthand exploration which will foster curiosity, critical reflection, co-operation, independent learning, open-mindedness and the development of literacy and numeracy skills.

Humanities

History:

History is a subject that we aim to make it as exciting and enjoyable as possible. Through the study of History, we want pupils to develop a wide range of skills which will equip them for their adult lives and will be useful in a wide range of jobs and further studies. As a Historian, pupils will become skilled at answering questions, developed empathy and understanding, and they will be able to put their case forward and argue it well. There are so many careers that require these skills and the hundreds of others that they can learn through the study of History that can be applied to their live outside of the school.

Geography:

At Rochdale Islamic Academy, our pupils learn about how places and environments are interdependent. They carry out geographical enquiries inside and outside the classroom. In doing this, they identify geographical questions, collect and analyse written and statistical evidence, and develop their own opinions. Many of the skills they develop within this subject is interlinked in many ways to the other subjects they study across the curriculum.

Religious Education:

Religious Education makes a distinctive contribution to pupils' learning by enabling them to reflect upon themselves as whole people, experiencing life through the body, the mind and the spirit. The purpose of Religious Education is to help pupils to understand the significance of religion and its contribution to their spiritual, moral, social and cultural development. Pupils are always encouraged to reflect and to develop their own beliefs and values and to develop key skills. teaching and learning in Religious Education is designed to help and support pupils' Social, Moral, Spiritual and Cultural development as well as their subject knowledge. They will also consider their own beliefs and ideals and reflect on their own experiences. They will have opportunities to think about the big questions of human existence, and to express their own ideas about these.

Physical Education:

The mission of the Physical Education department is to enable pupils to develop knowledge and understanding of the factors that underpin physical activity and sport and use this to improve performance. We aim to develop their understanding of how the physiological and psychological state affects performance in physical activity, sport and how this contributes to make a healthy, fit and

educated pupil who can make informed lifestyle and well-being choices. We strive to deliver activities to allow pupils to perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas. This inevitably will lead to developing their ability to analyse and evaluate to improve performance. We also want pupils to understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

ICT:

It's no exaggeration to say the world runs on computers. They are everywhere: in homes, schools and offices, but not just in the way you think. It is the aim of the ICT department to guide pupils into developing technical skills such as codes and algorithms but mainly about a person should be responsible on using technology safely. Computers control aeroplanes, chemical plants, send rockets to space and make sure our cars run efficiently. Our pupils show great interest in game design, web design, app development or any other form of coding and programming. Pupils develop wider range of skills such as creativity, patience and develop a great deal of logic as they tackle complicated challenging tasks.

Modern Foreign Language (Arabic/Urdu):

A GCSE in languages allows students to develop their communication skills as well as their grammatical understanding. In addition, they will learn more about the history and culture of the countries where the foreign language is spoken. At Rochdale Islamic Academy, our Modern Language teachers are committed to using a variety of activities to engage children in learning. Typical activities during a language lesson range from whole class interactive vocabulary games to partner work. Our resources are plentiful, and we have the most up to date resources as produced by the exam boards. The priority is to ensure all students have the opportunity to participate and make progress, whilst receiving the appropriate level of challenge or support.