



DARUL ULOOM BIRMINGHAM

CURRICULUM POLICY

**Next review: August 2017
(Reviewed: August 2016)**

Curriculum Policy

Introduction

Darul Uloom Islamic High School (DUIHS) is providing education for pupils aged from 11 to 16 years. Established in 1985, DUIHS Birmingham has served the wider community by providing excellent, well nurtured, Ulama (Islamic Scholars) and Huffaz (Memorizers of the Qur'an) as model representatives of Islam to serve both the non-Muslim and Muslim communities alike. DUIHS is a madrasah and school combined, dedicated to the purpose of providing extensive knowledge of Islam and its values as well as a strong provision of the national curriculum. Our national curriculum is broad and balanced with the aim of providing outstanding learning and teaching.

Whole School Philosophy

We at DUIHS promote and teach the mainstream understanding of Islam according to the Hanafi Fiqh and maintain that these teachings are not in conflict with the laws of the UK. We uphold the correct teachings of Islam which are far away from extremism, terrorism or any form of violent protest. We do not endorse any school of thought over another. Through the teachings of Islam our curriculum unites our students in the worship of one god, Allaah, the implementation of the highest levels of moral character and active community engagement and cohesion.

At DUIHS we aim to develop through the blessed teachings of Islam students who not only excel academically but who are outstanding community members in modern Britain.

We will do this by:

- Nurturing the abilities of all pupils to communicate effectively in speech and in writing; to listen with understanding and to become enthusiastic and responsive readers so that they can cope with the language demands in adult life. As our students are from many ethnic backgrounds we aim to use a wide range of multi-cultural literature and reference materials, to develop the self esteem of all pupils.
- Promoting an understanding, tolerance and respect for all cultures, religions, and other people's lifestyle choices.
- Educating students about the dangers of religious extremism according to the Islamic faith and how to balance their religious duties and beliefs within the context of life in the UK.

Our school philosophy is disseminated throughout all aspects of our curriculum provision. In the afternoon session we follow the new National Curriculum aims and objectives for all our lessons. We do this by following commercially available accredited schemes of work for all subjects taught.

Equal Opportunities

All subjects are taught in line with the Schools Equal Opportunities Policy. All pupils, regardless of race, gender, sexual orientation or physical ability, shall have the opportunity to develop their full potential and scientific capability.

Planning at all levels ensures equality of access to our curriculum for all students. Students will be given the opportunity to work individually, in pairs, as part of a small group and as a whole class each term. Schemes of work are fully differentiated according to ability, aptitude and age and are used to guide and inform what is taught in class. Students are encouraged to use a variety of means for communicating and recording their work.

Teaching assistants and other educational support staff will work as directed by the teacher. Where staff are assigned to pupils with special educational needs, they are well briefed beforehand.

All students including those with special educational needs, undertake the full range of activities. Teacher assessment informs teaching and activities used in lessons. Annotated planning shows how activities have been adapted or extended for the needs of all pupils and, where appropriate, how they relate to Individual Education Programmes [IEPs].

Health and Safety (Safeguarding)

All subjects are taught in line with our general school Health and Safety Policy. All activities both on and off site will be appropriately assessed for any risks or hazards and students will be advised and supervised accordingly. The school will always maintain statutory staff – student ratio's and ensure appropriate levels of first aid trained staff.

Purpose

The purpose of the Curriculum Policy Statement is to detail how the curriculum serves the needs of all pupils.

What are our school aims?

Our ambitions are:

- To recognise the individual needs and talents of each pupil and to facilitate development of their intellectual, moral, physical, social, spiritual and creative capacities;
- To ensure that the curriculum incorporates statutory requirements, including the Equality Act of 2010, yet is flexible and relevant to pupils' needs;
- To prepare pupils for the world of work and lifelong learning.
- To ensure the Islamic faith is delivered throughout the curriculum.
- To instil Fundamental British Values (FBV) along with high self-esteem for being a British Muslim.

Education

Darul Uloom provides a unique balance of traditional Islamic education and National Curriculum subjects which aims to nurture intellectual development, interest and enthusiasm for learning as well as achieving the highest results. We follow the GCSE programme of study for public examinations, however we try to teach beyond what is expected through drawing on a wide range of experience and techniques as well as adding an Islamic outlook to each subject.

The curriculum is divided into two sections - catering respectively for religious and secular academic knowledge. Thus the mornings are devoted to the study of the classical Islamic sciences and the afternoons are dedicated for the National Curriculum subjects.

The Islamic Section is further divided into two separate courses:

- ◆ Alimi Classes (The Sciences of Islam)
- ◆ Tahfiz al-Quran (The memorisation of the Quran)

Year 7 begin their first year preparing for Hifzul Quran or the Alimi section. Each pupil is set a target to memorise selected verses of the glorious Quran with proper Tajweed. The pupils are assessed every term. At the end of the academic year, teachers, parents and pupils will have a choice which section to enter. Either they can choose the Hifzul Quran section or the Alimi section.

Alimi class

This section begins from Year 8 and in itself is extensive in the range of subjects and skills that it involves. The course is designed to prepare students to take the path in becoming knowledgeable Ulama (Islamic scholars) who have a thorough understanding and practice of all the basic and extensive teachings of Islam.

Alimi subjects include:

Quran Tafsir

The memorisation of some selected chapters of the Holy Qur'an. This subject has a huge variety of experiences for pupils. Verses can be recited in beautiful tones and melodies giving pupils creative experiences. Pupils become extremely confident as they get the opportunity to recite daily in the

presence of their teacher and classmates.

Hadith

Prophetic traditions (the sayings, actions and approvals of the Prophet peace be upon him)

Arabic (Inc. Morphology)

Various books are prescribed to enable the students in reading, writing, speaking and understanding classical and modern Arabic.

Urdu

Students gain the ability of reading, writing, speaking and understanding the Urdu language.

Bangla

Bengali is taught as an optional subject.

Fiqh Almuyasir

Islamic jurisprudence - the science of Shariah and the sacred laws of Islam.

Arabic and Urdu Calligraphy

The art of writing Arabic in varied beautiful styles. This is incorporated into Arabic.

Islamic History

The history of Islam and Muslims from the time of the Prophet. This is taught through Urdu and Seerah lessons.

Seerah

A study of the life of the Prophet (May Peace Be Upon Him).

Qur'anic Arabic

Students learn Qur'anic Arabic through the study of the lives of the Prophets, from the Qur'an and the Ahadith.

Nahwa

Arabic grammar (Syntax). This is taught from basic upto advance level. It also helps pupils develop their English grammar knowledge and skills as they learn the different types of verbs, nouns and particles.

Tashilus Sarf

Arabic grammar (Morphology). This also helps pupils understand the origins of words in Arabic. Pupils literacy skills are further developed as pupils can identify how words have developed depending on their state. These skills are easily transferable for pupils and as a result pupils literacy skills improve.

Dorosul Lughatul Arabbiyah

This entails the studies of grammatical functions in Arabic including syntax, phrases, sentence types and punctuation as well as studies of vocabulary.

Sifatul Masadir

This provides students a word-to-word understanding of Arabic, helping them develop a more comprehensive understanding of Arabic as a spoken (speaking and listening) and written (reading and writing) language.

Hifz Section

Students in the Hifz section embark on the noble task of committing the whole Qur'an to memory. They undergo a rigorous routine of memorization designed to ensure completion within three years. In addition to their daily assessments, regular evaluations take place through monthly, termly, and end of year examinations. Darul Uloom employs very high calibre teachers who are Hafiz and Qaris. Hundreds of students have completed their memorization of the Qur'an here, and several of them

have won local and national Hifz competitions. During Ramadan, many of the current and former Darul Uloom students lead the Tarawih prayers in mosques nationwide.

For the Hifzul Quran Section, pupils have 3 sessions linked to 3 targets from 8:30am - 11:45am. The 3 sessions are split up according to pupils individual abilities.

1. The first session and target is known as Sabak. This means to memorise new verses of the glorious Quran. Then to read the memorised verses to the teacher.
2. The second is known as Sabki. This is revising the last 5 days worth of Sabak.
3. The third is known as Dohr. This means to read

National Curriculum Section

The school follows a 20 period week or up to 25 periods for Years 10 and 11 excluding a daily form period. Each lesson lasts 50 minutes and is dedicated to National curriculum subjects only and refers to the afternoon timetable 12.15pm - 4:30pm and 6.30pm for Years 10 and 11.

Darul Uloom achieves outstanding results in public examinations for the National Curriculum subjects, consistently maintaining a leading position in the UK.

Our National Curriculum subjects include:

English Language/Literature

A great emphasis is placed on these two subjects in the curriculum. The ability to understand, speak and write in good English is of huge importance in present day society, and it aids in the learning of other subjects.

A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society. The overarching aim of the English department is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. KS4 pupils are entered for two GCSEs, English Language and English Literature. The school uses the AQA examining board at KS4.

Mathematics

Mathematics is one of the core National Curriculum subjects taught at Darul Uloom. Great emphasis is placed on a subject that forms an important foundation for many career paths. Recent performance in this subject has been very impressive. KS3 pupils follow the new 'My Maths' syllabus which focuses on understand concepts and then applying these concepts when tackling problem solving questions. When pupils reach KS4 they will either complete the foundation tier or the higher tier. They will further develop their core knowledge and confidently tackle more advanced mathematical problems. The school uses Edexcel's GCSE curriculum. This has been designed to develop all pupils problem solving skills.

Science

The use of experiments and practical work is an integral part of the learning of science. Darul Uloom's science laboratory and preparatory room is equipped with appliances and apparatus that will enable students to acquire a comprehensive education in science from Key Stage 3 up to Key Stage 4, with the aid of specialist, well-qualified teachers. All pupils should leave having an outlook in life where Science to them is more than a lesson but is everywhere around us impacting our daily lives. The school uses the OCR examining board.

Religious Studies

This subject provides an opportunity to teach students about different religions and viewpoints, around the world. It is designed to create an appreciation and tolerance within the students for other

ways of life, and the importance of learning to live in harmony in spite of differences in lifestyles and beliefs. The school uses the Edexcel examining board.

Languages

(Arabic, Urdu, Bengali)

These foreign languages are taught beyond A-level standard by specialist teachers. Again, the pass rates for these subjects have consistently been 100 % A-C. Pupils have choices when it comes to languages. The school uses Edexcel as the examining board.

Information & Communications Technology

Increasingly in this modern age, the use of computers is becoming indispensable in every sphere of society. Darul Uloom has a modern ICT laboratory equipped with the latest computers and accessories, so that students acquire a thorough education in this subject from Year 7 onwards. Furthermore, ICT equipment (computers, projectors etc.) is used throughout the Madrasah, displaying a clear focus on students acquiring literacy in IT. In Key Stage 3 students learn various programming codes and essential IT skills that will place them at an advantage when leaving the school. In Key Stage 4 students engage in GCSE ICT. This has been newly introduced since September 2016 and as such only Year 10 students currently do this course.

Physical Education, Sports & Leisure Activities

The Madrasah aims to offer all students the opportunity to achieve success, improve self confidence, gain self-esteem and promote health and well-being through physical education. It also fulfils a part of our objective to teach students good, healthy and beneficial forms of entertainment. In addition to time-tabled lessons, a wide range of sporting activities are accessible during lunchtimes and after Madrasah every day. Students are able to pursue a variety of sports and games, including football, cricket, volley ball, table tennis, snooker and many others. The facilities now include a large playground which has been constructed to cater sufficiently for the increasing number of students. Pupils are not able to take GCSE P.E however all opportunity is provided to allow pupils to gain all the necessary skills needed to continue studying P.E at A-levels.

History

History is taught through a series of classroom lectures with students being taught aspects of Islamic History as well as key events from British modern History.

Students are taught how to textually analyse sources and work out their reliability by comparing and contrasting with other related events. History is taught up to GCSE level allowing students to learn key skills that will enable them to further their educational aspirations in humanity subjects. We currently follow the AQA curriculum and use the AQA examination board.

Geography

Our objective is for pupils to confidently read maps, locate countries and know about the world around them. Geography gives us the opportunities to teach young people important lessons of responsibility and social awareness. Geography is not taught in KS4.

Creative Arts

Islam has a rich heritage of art and calligraphy. The students are given the opportunity to further their creative and aesthetic abilities, through the composing of their own works of art. We plan for each boy to develop his creative thinking skills to the full and develop their own creative interests. This can include Art and Graphics, Model making, Poetry and Qiraat as well as Drama. Although Creative Arts is not available for KS4 pupils many aspects of creative learning is available in English, History, Quran and throughout the rest of the curriculum.

Citizenship

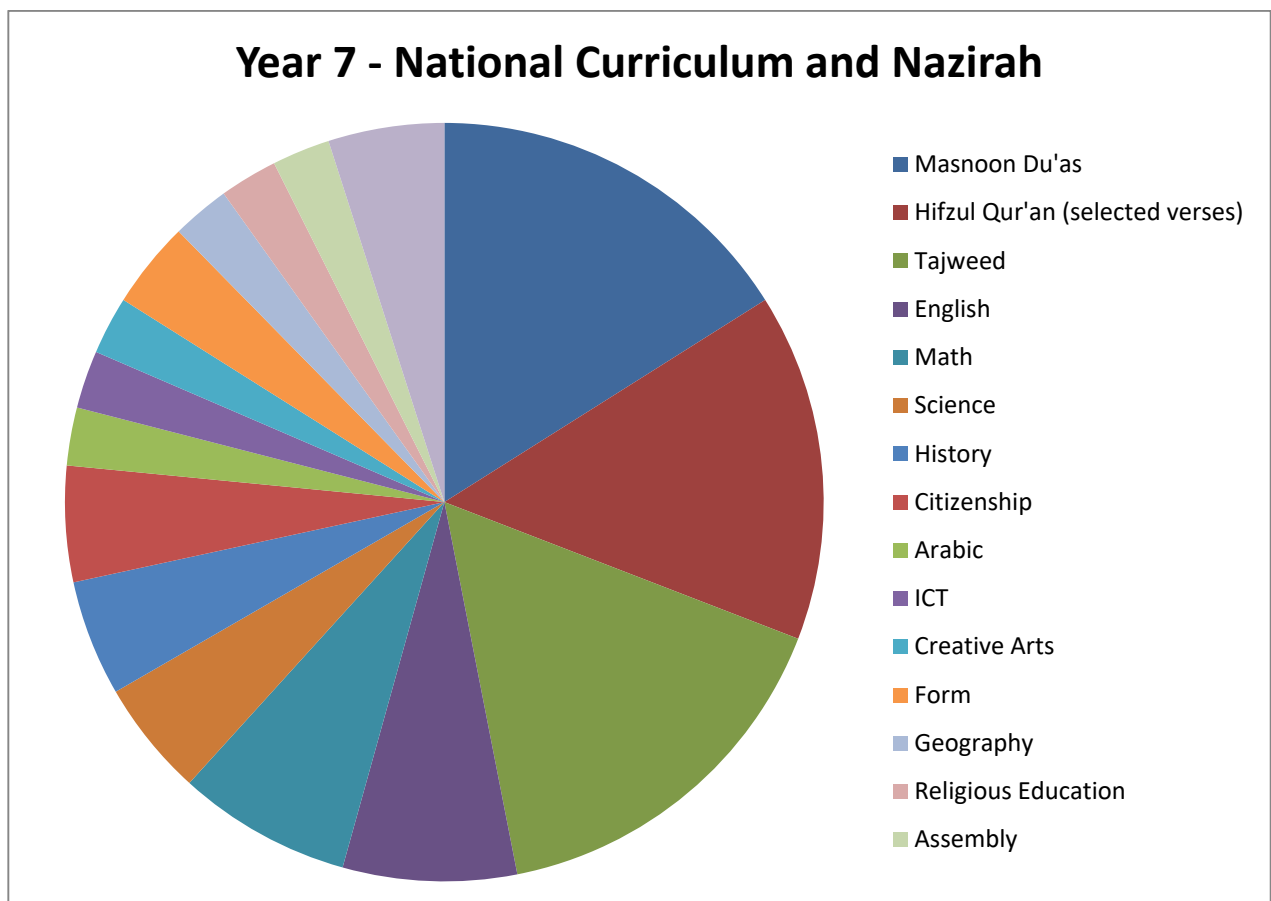
This is a supplement to the personal and social education the students receive through the Islamic curriculum. The programme in the afternoon covers personal development, health and fitness, careers guidance, citizenship, and the enhancement of study skills necessary for success now and in the future. Students are taught the importance of democracy, how to respect the rule of law in England, individual liberty and different faiths. This subject supports our students to understand why they should elect student councillors to represent their concerns, queries and suggestions as well as

familiarises students with the methods for electing candidates. Students are always intrigued by the aspect of debating and find our annual mock elections absolutely fascinating. Pupils do not currently take GCSE citizenship.

At KS3 lessons are taught within carefully constructed mixed-ability classes in order to assist pupil's achievement. As class sizes are small pupils take extreme benefit from more teacher contact, more focused learning and more intimate discussions.

Year 7 Subjects taught and breakdown:

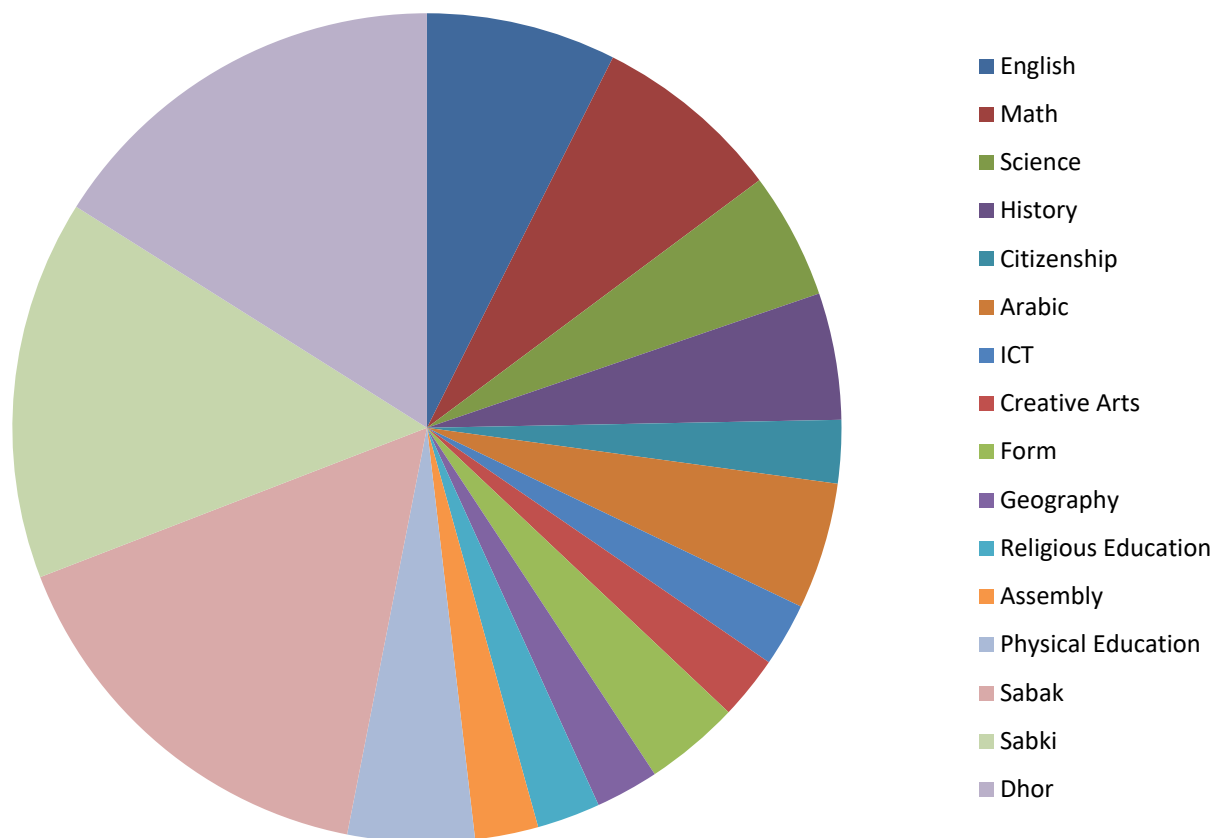
	%
National Curriculum	
English	7.41
Math	7.41
Science	4.94
History	4.94
Citizenship	4.94
Arabic	2.47
ICT	2.47
Creative Arts	2.47
Form	3.70
Geography	2.47
Religious Education	2.47
Assembly	2.47
Physical Education	4.94
Nazirah Section	
Masnoon Du'as	16.05
Hifzul Qur'an (selected verses)	14.81
Tajweed	16.05



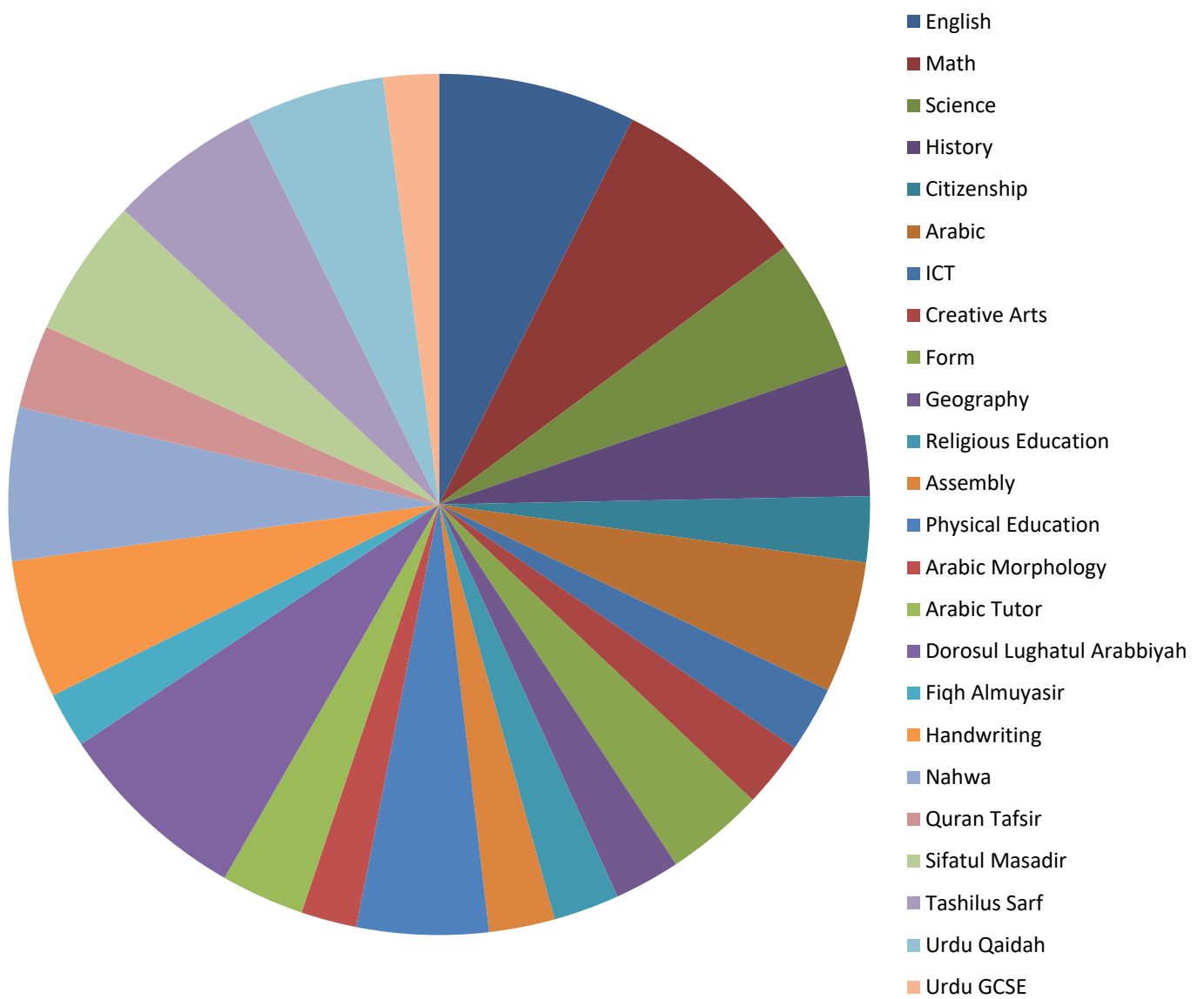
Year 8 Subjects taught and breakdown:

National Curriculum		%	Hifz Section		%
English		7.41	Sabak		16.05
Math		7.41	Sabki		14.81
Science		4.94	Dhor		16.05
History		4.94			
Citizenship		2.47	Alimi Section		
Arabic		4.94	Arabic Morphology		2.09
ICT		2.47	Arabic Tutor		3.13
Creative Arts		2.47	Dorosul Lughatul Arabbiyah		7.30
Form		3.70	Fiqh Almuyasir		2.09
Geography		2.47	Handwriting		5.21
Religious Education		2.47	Nahwa		5.73
Assembly		2.47	Quran Tafsir		3.13
Physical Education		4.94	Sifatul Masadir		5.21
			Tashilus Sarf		5.73
			Urdu Qaidah		5.21
			Urdu GCSE		2.09

Year 8 - National Curriculum and Hifz



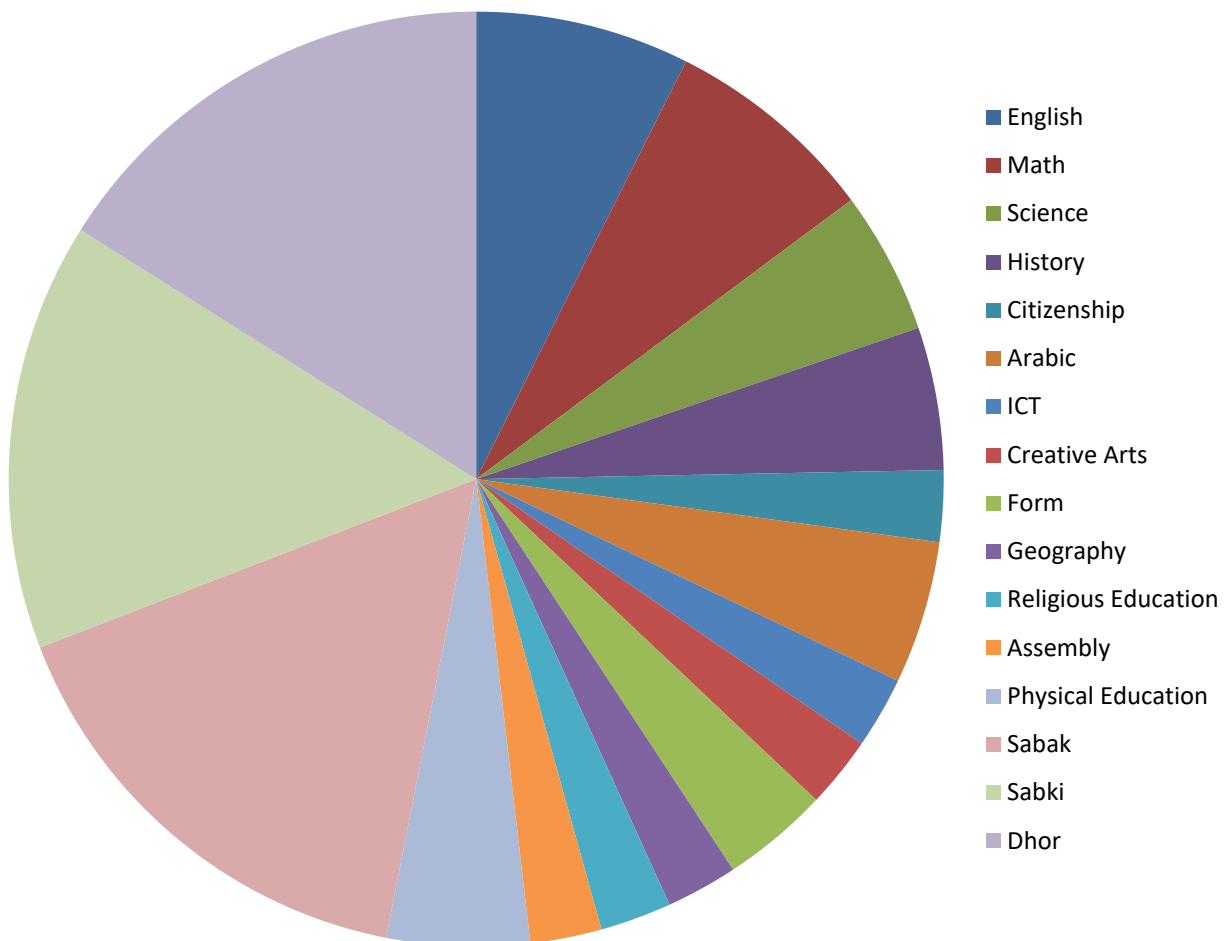
Year 8 - National Curriculum and Alimi



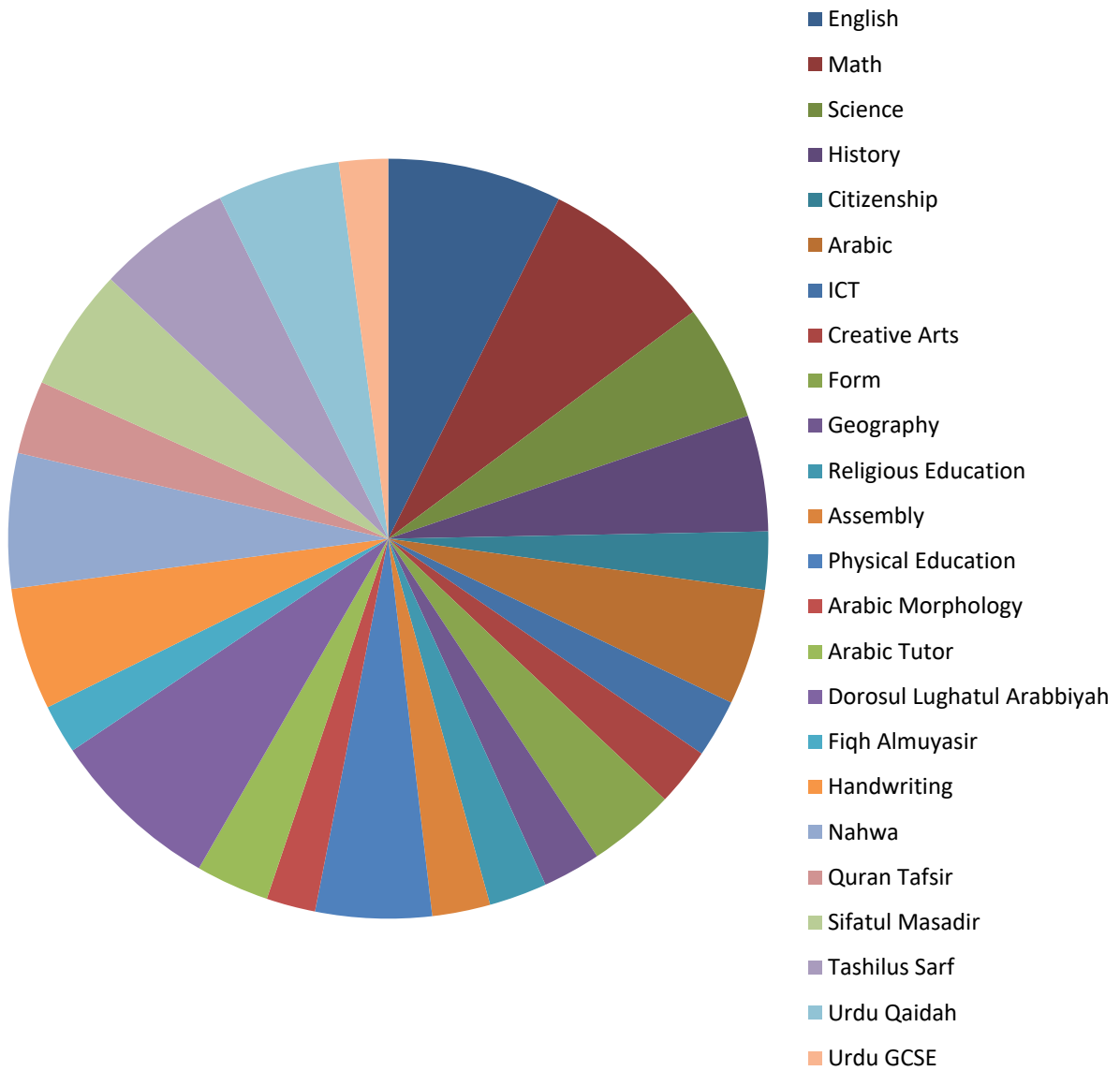
Year 9 Subjects taught and breakdown:

National Curriculum		%	Hifz Section		%
English		7.41	Sabak		16.05
Math		7.41	Sabki		14.81
Science		7.41	Dhor		16.05
History		4.94	Alimi Section		
Citizenship		2.47	Arabic Morphology		2.09
Arabic		4.94	Arabic Tutor		3.13
ICT		2.47	Dorosul Lughatul Arabbiyah		7.30
Creative Arts		2.47	Fiqh Almuyasir		2.09
Form		3.70	Handwriting		5.21
Geography		2.47	Nahwa		5.73
Religious Education		2.47	Quran Tafsir		3.13
Assembly		2.47	Sifatul Masadir		5.21
Physical Education		2.47	Tashilus Sarf		5.73
			Urdu Qaidah		5.21
			Urdu GCSE		2.09

Year 9 - National Curriculum and Hifz



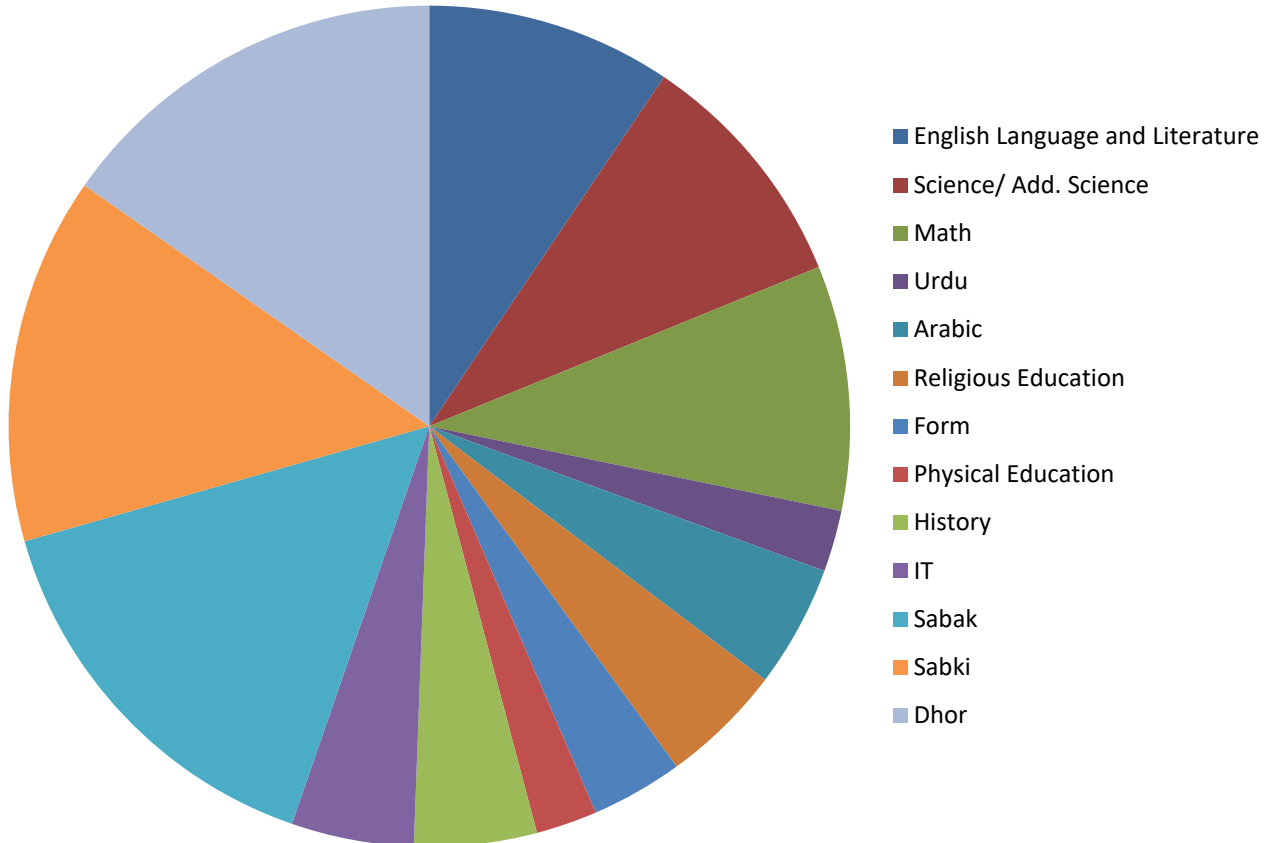
Year 9 - National Curriculum and Alimi



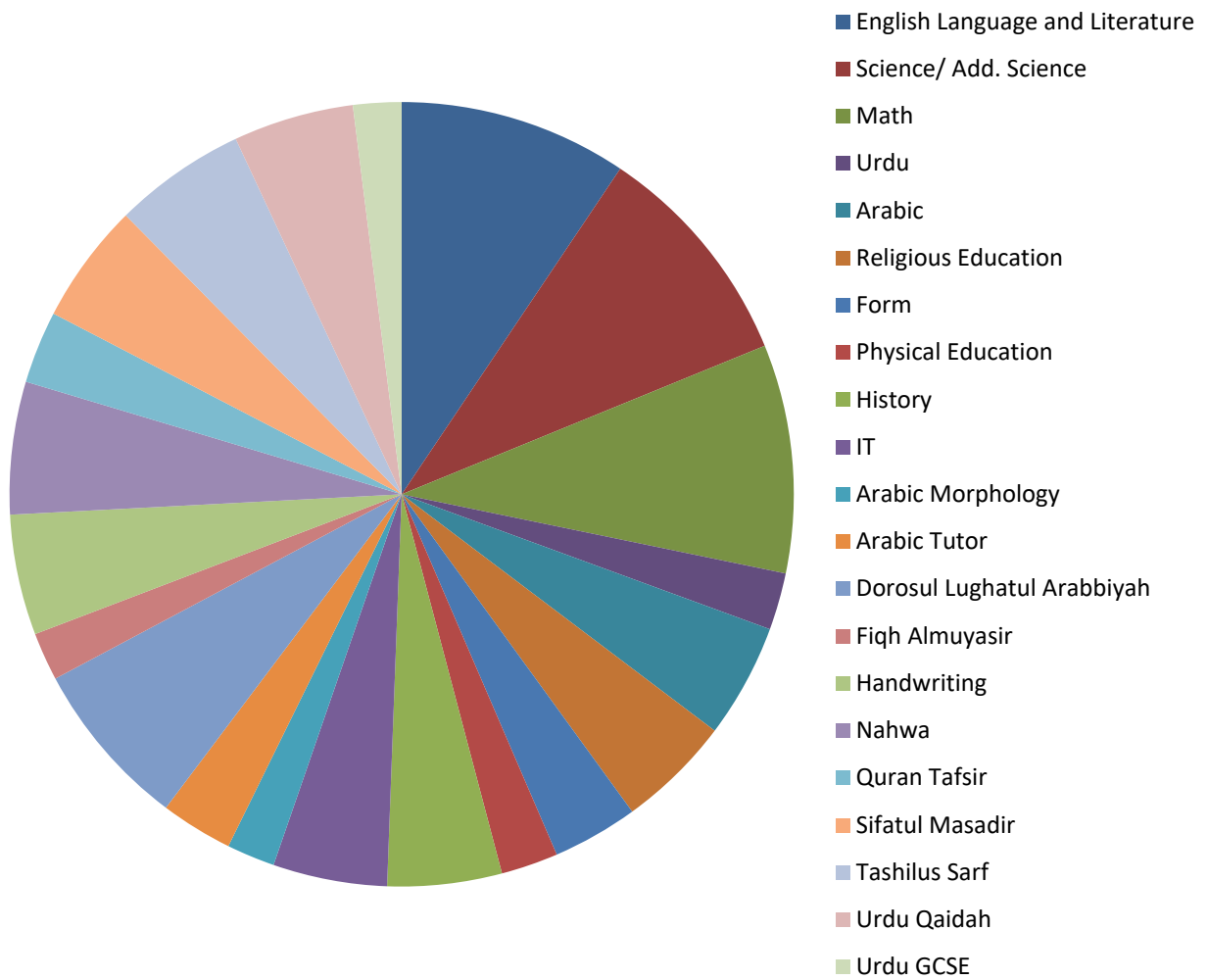
Year 10 Subjects taught and breakdown:

National Curriculum	%	Hifz Section	%
English Language and Literature	9.41	Sabak	15.3
Science/ Add. Science	9.41	Sabki	14.1
Math	9.41	Dhor	15.3
Urdu	2.35		
Arabic	4.71	Alimi Section	
Religious Education	4.71	Arabic Morphology	1.99
Form	3.53	Arabic Tutor	2.98
Physical Education	2.35	Dorosul Lughatul Arabbiyah	6.95
History	4.71	Fiqh Almuyasir	1.99
IT	4.71	Handwriting	4.97
		Nahwa	5.46
		Quran Tafsir	2.98
		Sifatul Masadir	4.97
		Tashilus Sarf	5.46
		Urdu Qaidah	4.97
		Urdu GCSE	1.99

Year 10 - National Curriculum and Hifz



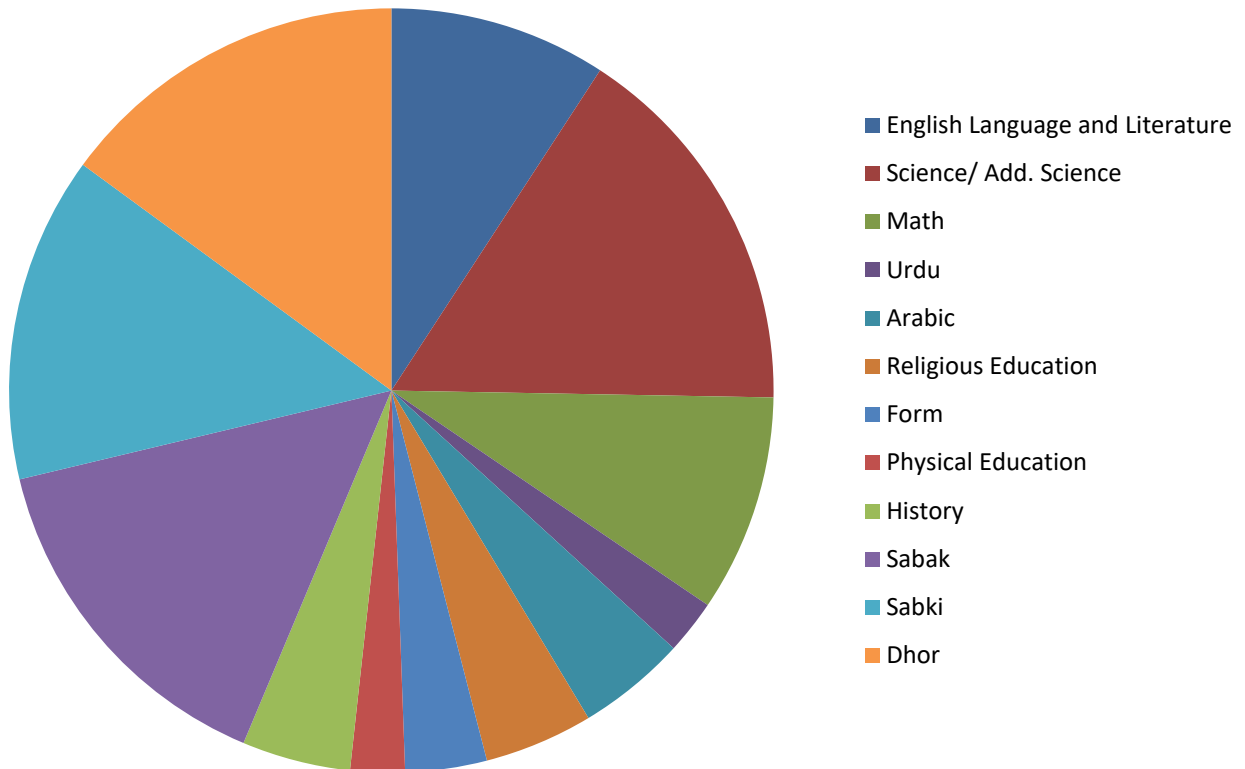
Year 10 - National Curriculum and Alimi



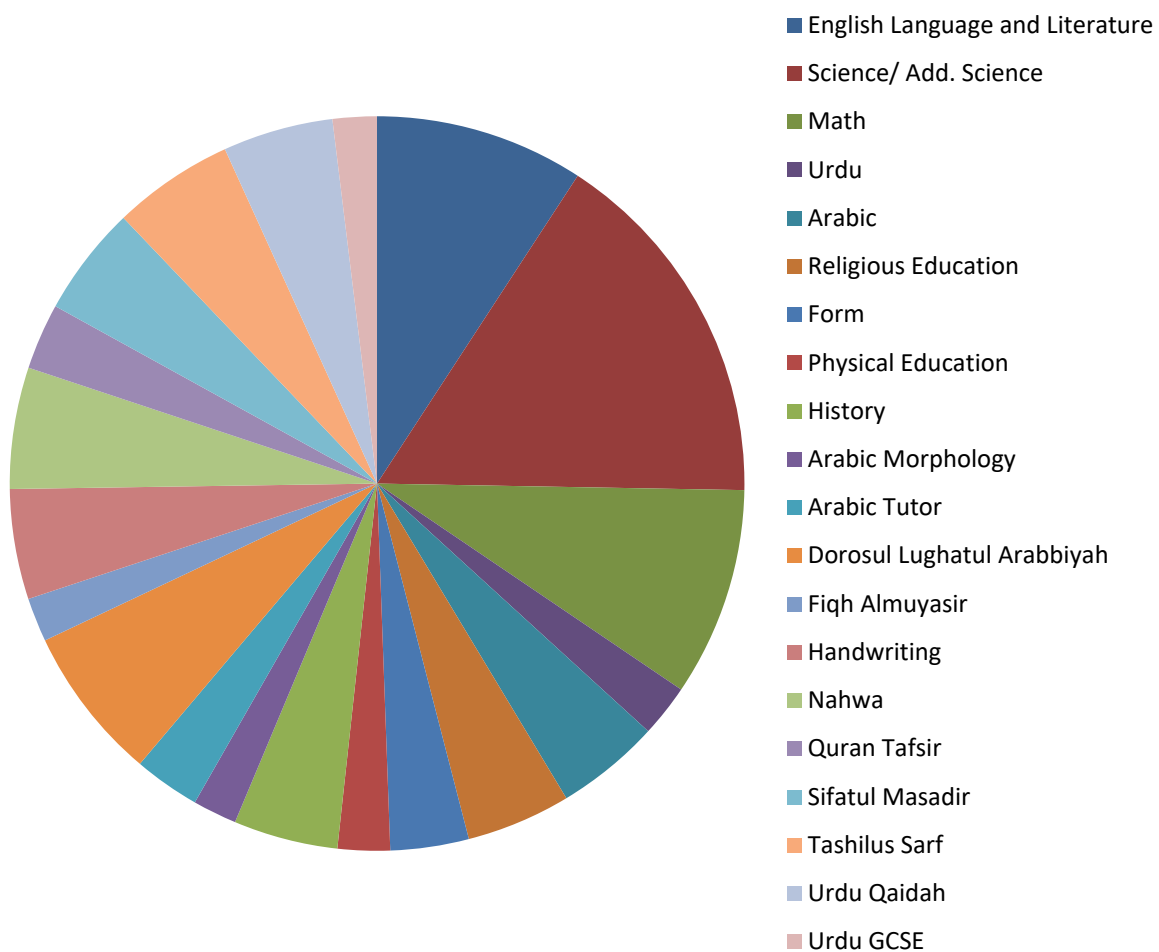
Year 11 Subjects taught and breakdown:

National Curriculum		%	Hifz Section		%
English Language and Literature		9.2	Sabak		14.9
Science/ Add. Science		16.1	Sabki		13.8
Math		9.2	Dhor		14.9
Urdu		2.3			
Arabic		4.6	Alimi Section		
Religious Education		4.6	Arabic Morphology		1.94
Form		3.45	Arabic Tutor		2.91
Physical Education		2.3	Dorosul Lughatul Arabbiyah		6.79
History		4.6	Fiqh Almuyasir		1.94
			Handwriting		4.85
			Nahwa		5.34
			Quran Tafsir		2.91
			Sifatul Masadir		4.85
			Tashilus Sarf		5.34
			Urdu Qaidah		4.85
			Urdu GCSE		1.94

Year 11 - National Curriculum and Hifz



Year 11 - National Curriculum and Alimi



	7	8	9	10	11
English & English Lit	3	3	3	4	4
Mathematics	3	3	3	4	4
Core Science	2	2	3	2	3
Additional Science	0	0	0	2	4
History	2	2	2	2	3
P.E	2	2	1	1	1
Citizenship/PHSE	2	1	1	0	0
Arabic	1	2	2	2	3
Geography	1	1	1	0	0
Religious Studies	1	1	1	2	2
I.T	1	1	1	2	0
Creative Arts	1	1	1	0	0
Urdu	0	0	0	1	1
Form	5	5	5	5	5
Assembly	1	1	1	0	0
TOTAL	25	25	25	27	28

Extra-Curricular Activities

To unearth, and to exceed, their mental capacities, students at Darul Uloom are given the prospect to take part in additional curricular activities that extend their abilities and knowledge in application to a creative approach to learning. Throughout the year pupils can take part in activities including Drama, Debate, Crazy-Science and Creative Learning. Through Creative Learning for example, students will deploy Math, teamwork and Leadership skills to create structures of religious buildings, large posters and other aesthetic artwork. Clubs such as Archery, Football, Woodwork as well as Mixed Martial allows pupils to develop their confidence and self-esteem.

In addition to activities within the school, our students take pleasure in taking day-trips to visit cultural, religious and socially significant institutions to develop appreciation and understanding for the society they reside in.

Darul Uloom understands its legal duty & actively strives to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs as per section 78 of the Education Act 2002. 6 Mainly (though not exclusively) through Citizenship/PHSE lessons and assemblies, the school challenges opinions or behaviours in school that are contrary to fundamental British values.

Through the provision of SMSC, Darul Uloom:

- enables students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of pupils as a result of promoting fundamental British values.

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and

- an understanding of the importance of identifying and combating discrimination. It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with

School Council

The school's council gives pupils first-hand experience in the democratic process and system solidifying the understanding of democracy. Candidates are elected through pupils voting for others campaigning to become a school councillor. After pupils have been elected, pupils communicate with their councillors to bring about change to benefit the school and pupils.

Career Development

We have a dedicated a careers room and have designated a careers advisor to give impartial advice to pupils regarding their future aspirations. We also regularly bring in speakers from the world of work to give pupils an insight into work expectations as well as the opportunity to clarify questions and explore their inquisitiveness. Pupils are able to gain a deeper understanding of specific jobs allowing them to make informed choices about their future. Pupils are required and supported to complete a work experience placement. Also pupils complete a short-course called 'ASDAN workability Award' where pupils will be taught key skills needed for the world of work. The completion of the course gives pupils a recognised accredited certificate which can be used to support college/university applications.

Beacon Award

Darul Uloom is now working with an organisation known as MADE who offer pupils fantastic opportunities to develop their self-esteem, confidence and become people of positive action. Pupils can achieve a 'Beacon Award' which follows a structured course developing pupils knowledge and understanding of key global learning concepts. It also aims to allow pupils to make a difference locally and globally by creating and delivering social action projects. The MADE Beacon Awards gives pupils the opportunity to achieve either the Bronze, Silver or Gold Award as well as access to special trips and events.

Examination Entry

It is school policy to enter all pupils for public examinations in the courses they have been following. The tier of entry whilst it will be discussed with the pupil and parents remains the decision of the school.

In exceptional circumstances, such as failure to complete a significant amount of coursework, extremely low attendance or serious behavioural conduct the school may withdraw a pupil's entry for one or more examinations.

Monitoring

Constituent elements of the Curriculum Policy are monitored throughout an academic year. The Head teacher monitors all aspects of the curriculum primarily by analysis of curriculum reports and school performance data.

Each teacher uses formative as well as summative assessments to monitor the progress of the National curriculum. Progress data then will be used to plan teaching and learning.

Pupils are given a daily report book to monitor their progress of memorising the Quran or the progress of learning the Islamic sciences.

Parents are welcome to speak to the teachers at any time and two formal parents meetings take place every academic year. Also, pupil progress reports are given every term.

Evaluation

The Curriculum Policy Statement is evaluated annually. The next review is scheduled for 22/08/2017.