



*Darul Madinah will nurture our learners into model citizens that exemplify the
Inherent values of Islam make a positive contribution to the community and are champions of their
faith.*

Curriculum Policy

This policy is in line with the Mission Statement of the School

Document Control

- **Policy Status:** Statutory
- **Owner:** Directors
- **Date of Last Review:** August 2026
- **Date of Next Review:** August 2027
- **Review Period:** Annually

Darul Madinah Mission Statement

Darul Madinah will nurture our learners into model citizens that exemplify the inherent values of Islam, make a positive contribution to the community and are champions of their faith.

Ethos Statement

Darul Madinah is a Muslim faith primary school and nursery. Our ethos is rooted in our mission to nurture learners into model citizens who exemplify the inherent values of Islam, make a positive contribution to the community and are champions of their faith.

Our ethos is expressed through the commitment to develop good people, stronger communities and brighter tomorrows. The curriculum supports pupils to grow in knowledge, character, responsibility and service to others while preparing them positively for life in modern Britain.

Our MADINAH values guide how pupils learn, behave and contribute to school life:

- M - MANNERS - Always show good manners.
- A - ACHIEVE - Always be the best version of you.
- D - DEDICATED - Always be committed and give your best.
- I - INCLUSIVE - Always include everyone.
- N - NEVER GIVE UP - Always be resilient and keep going.
- A - APPRECIATE - Always be grateful and show kindness.
- H - HONEST - Always tell the truth and be trustworthy.

Tarbiyyah is integral to school life and supports pupils to develop Islamic character, compassion, empathy, respect, responsibility and service to others. The curriculum and wider school experience also actively promote democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

1. Introduction

This policy sets out Darul Madinah Primary School and Nursery's approach to curriculum design, implementation, assessment, inclusion and review. It ensures that the curriculum is broad, balanced and ambitious, is suitable for pupils of compulsory school age in the primary phase, and is implemented in accordance with Part 1 (Quality of Education) of the Independent School Standards. The curriculum reflects the school's Islamic ethos and prepares pupils for the next stage of education and for life in modern Britain.

The curriculum policy is supported by appropriate curriculum plans and schemes of work for each subject and year group. In line with the Independent School Standards, these documents take account of the ages, aptitudes and needs of all pupils, including pupils with an Education, Health and Care (EHC) plan, and set out what is to be taught and how knowledge and skills build over time.

2. Curriculum Aims

Our curriculum aims to:

- Provide a broad, balanced and ambitious education for all pupils, with clear end points and purposeful sequencing.
- Develop secure knowledge, understanding and skills, enabling pupils to remember, connect and apply what they learn.
- Promote high standards of literacy, language, communication, numeracy and mathematical fluency across the curriculum.
- Develop pupils spiritually, morally, socially, culturally, mentally and physically.
- Promote positive attitudes to learning, curiosity, creativity, resilience, independence and responsibility.
- Provide equal access to learning, with high expectations, appropriate challenge and timely support for every pupil.
- Remove barriers to learning and participation for pupils with SEND and/or disabilities through adaptive teaching and reasonable adjustments.
- Equip pupils with the knowledge, vocabulary, cultural capital and learning habits needed for successful transition to secondary education and later life.
- Prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain while remaining rooted in the school's Islamic ethos.
- Promote safeguarding, healthy relationships, physical and mental wellbeing, and safe and responsible use of technology.
- Support children in the EYFS to learn and develop well and to be ready for the next stage of education.

3. Legislation and Statutory Guidance

This policy has been reviewed against the legal and regulatory framework applying to an independent primary school in England as at September 2026. In particular, the school has regard to:

- The Education (Independent School Standards) Regulations 2014 and Department for Education Independent School Standards guidance (April 2026), particularly Part 1: Quality of Education and Part 2: Spiritual, Moral, Social and Cultural Development.
- The National Curriculum in England primary programmes of study for Key Stages 1 and 2, used by Darul Madinah as the principal benchmark for subject content, progression and expectations. As an independent school, Darul Madinah is not required to follow the National Curriculum in full, but its curriculum must meet the Independent School Standards.
- The Early Years Foundation Stage (EYFS) statutory framework for group and school-based providers, effective from 1 September 2026.
- The Equality Act 2010, including the duty to make reasonable adjustments and avoid discrimination.

- The Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years.
- The statutory guidance for Relationships Education and Health Education applicable to primary-age pupils, effective from 1 September 2026, together with the school's duties regarding any sex education it chooses to provide beyond statutory science.
- Applicable safeguarding, Prevent, online safety and statutory primary assessment requirements where they apply to the school.

The school will ensure that its written curriculum policy, plans and schemes of work are implemented effectively, take account of pupils' ages, aptitudes and needs (including EHC plans), and do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

4. Curriculum Entitlement and Breadth

In accordance with the Independent School Standards, the primary curriculum gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. It also provides personal, social, health and economic education appropriate to pupils' ages, encourages respect for other people, and supports preparation for the opportunities, responsibilities and experiences of life in British society.

For pupils in Years 1 to 6, the curriculum includes:

- English and literacy
- Mathematics and numeracy
- Science
- Computing / information technology
- History
- Geography
- Art and design
- Design and technology
- Physical education
- A foreign language at Key Stage 2, with opportunities for language learning in Key Stage 1 where appropriate
- Islamic Studies and religious education
- Relationships Education, Health Education and PSHE, with age-appropriate sex education only where provided by the school
- Music and other aesthetic and creative opportunities

Subject content, time allocation and sequencing are set out in curriculum overviews, long-term plans and schemes of work. The school may organise learning through discrete subjects, thematic approaches or cross-curricular links, provided that subject-specific knowledge and progression remain clear.

Subject content, time allocation and sequencing are set out in primary curriculum overviews, long-term plans and schemes of work for Years 1 to 6. Darul Madinah uses the National Curriculum primary programmes of study as a benchmark while retaining the flexibility available to independent schools. Curriculum organisation must nevertheless secure the breadth, balance and subject areas required by the Independent School Standards.

For children in the EYFS, curriculum planning and practice follow the current statutory EYFS framework. Provision supports the seven areas of learning and development and recognises the importance of the characteristics of effective teaching and learning.

- Communication and language
- Personal, social and emotional development
- Physical development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Practitioners use observation, interaction and assessment to understand children's starting points and next steps. The curriculum is responsive to children's interests while remaining intentional, well sequenced and ambitious. Safeguarding and welfare requirements, including current 2026 EYFS requirements, are implemented through relevant school procedures.

6. Curriculum Planning and Sequencing

Curriculum planning is designed so that pupils build knowledge and skills cumulatively. Leaders and teachers identify important content, prior learning, end points and key vocabulary. Planning should avoid unnecessary repetition while providing deliberate opportunities for retrieval, practice and application.

Teachers are responsible for planning, teaching and evaluating learning in their classes. Planning expectations may include long-term, medium-term and short-term planning as determined by school leaders. Plans and schemes of work should:

- Identify clear learning intentions and expected outcomes.
- Show progression within and between year groups.
- Take account of pupils' starting points, ages, aptitudes and needs.
- Identify key vocabulary, reading, writing and mathematical opportunities where relevant.
- Provide appropriate challenge, support and adaptive teaching.
- Include opportunities for practical work, discussion, problem-solving, creativity and independent learning.
- Identify suitable resources, including accessible and adapted resources where required.

- Make meaningful links to safeguarding, SMSC, British values, Islamic values and wider personal development where appropriate.

7. Teaching, Literacy and Numeracy

Teaching is planned and delivered so that pupils make good progress according to their abilities. In line with the Independent School Standards, teaching enables pupils to acquire new knowledge and make progress; fosters self-motivation and application; involves well-planned lessons and effective teaching methods, activities and management of class time; shows good understanding of pupils' aptitudes, needs and prior attainment; demonstrates secure subject knowledge; uses classroom resources effectively; manages behaviour effectively; and uses assessment to inform teaching and curriculum planning.

Literacy and Language

Darul Madinah promotes high standards of spoken language, reading and writing across the curriculum. Early reading gives appropriate emphasis to systematic phonics. Teachers explicitly teach subject vocabulary and provide regular opportunities for pupils to read, discuss, explain and write in subject-appropriate ways.

Numeracy and Mathematics

Mathematical fluency, reasoning and problem-solving are developed through mathematics and reinforced across other subjects where meaningful. Pupils are expected to use mathematical vocabulary accurately, interpret information and explain their reasoning.

8. Assessment and Progress

Assessment is an integral part of curriculum implementation. It is used to establish starting points, check understanding, identify misconceptions and gaps, inform teaching and evaluate progress over time.

- Baseline or on-entry assessment is used where appropriate, including for pupils joining during the academic year.
- Formative assessment is used routinely in lessons to adapt teaching and provide feedback.
- Summative assessment is used at planned points to evaluate attainment and progress against curriculum expectations.
- Primary statutory assessment arrangements are followed where they apply, including the Year 1 phonics screening check, Year 4 multiplication tables check and end of Key Stage 2 assessment arrangements.
- Assessment information is used proportionately and should support, rather than distort, curriculum priorities.
- Leaders review patterns of attainment and progress, including for groups of pupils, and respond where pupils are not learning the intended curriculum.

9. Inclusion, SEND and Accessibility

Darul Madinah maintains high expectations for all pupils. Teachers use adaptive teaching and appropriate assessment to plan ambitious work for pupils with different starting points and needs, including pupils with SEND, disabilities, EAL, low prior attainment, disadvantage and those who are working at greater depth.

- Pupils with SEND and/or disabilities should access the full curriculum wherever possible.
- Reasonable adjustments, accessible resources, assistive technology and specialist advice are used where appropriate.
- Provision for pupils with an EHC plan reflects the plan and is coordinated with the SENCO and relevant professionals.
- Pupils with EAL are supported to develop English across speaking, listening, reading and writing without confusing EAL with SEND.
- More able pupils are provided with appropriate depth, complexity and challenge.
- Curriculum access is considered alongside the school's Accessibility Plan.

10. Personal Development, SMSC and British Values

The curriculum and wider school life actively promote pupils' spiritual, moral, social and cultural development. Primary pupils are supported to develop self-knowledge, confidence, respect, responsibility, an understanding of right and wrong, appreciation of different cultures and traditions, and readiness for the next stage of education.

Darul Madinah actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Teaching is age-appropriate and does not undermine these values. The school's Islamic ethos is used to strengthen pupils' character, moral understanding, service to others and respectful participation in society.

11. Relationships and Health Education (Primary)

Darul Madinah follows the statutory Relationships Education and Health Education requirements applying to primary-age pupils. Teaching is carefully sequenced, age-appropriate, inclusive and delivered in a safe learning environment. Where the school provides sex education beyond the statutory science curriculum, it will do so in accordance with applicable guidance and the school's published RSHE policy.

- Parents and carers are given clear information about the curriculum and can view curriculum materials in line with statutory guidance.
- Parents and carers are informed about any sex education provided by the school and about the applicable right to request withdrawal from sex education, except for content taught as part of the statutory science curriculum.

- Teaching takes account of safeguarding, online safety, healthy relationships, physical health, mental wellbeing and the needs of pupils with SEND.
- RSHE is delivered in a manner consistent with the school's ethos while meeting applicable statutory duties.

12. Safeguarding, Online Safety and Educational Visits

Curriculum planning contributes to safeguarding by helping pupils understand risk, healthy relationships, boundaries, online behaviour, seeking help and personal safety in age-appropriate ways. Staff remain alert to disclosures and follow the school's safeguarding procedures.

Educational visits, visitors and enrichment activities are selected to enhance curriculum learning and personal development. Appropriate risk assessment, accessibility, safeguarding and supervision arrangements are applied.

13. Roles and Responsibilities

Directors / Governing Body

- Ensure a written curriculum policy, supported by appropriate plans and schemes of work, is in place and effectively implemented.
- Ensure the curriculum takes account of pupils' ages, aptitudes and needs, including pupils with EHC plans.
- Monitor compliance with applicable Independent School Standards and other statutory duties.
- Hold the Headteacher to account for the quality, breadth, balance and implementation of the curriculum.
- Ensure sufficient resources and staffing are available to deliver the curriculum.

Headteacher

- Oversee implementation of this policy and ensure curriculum requirements are met.
- Ensure subject leadership, planning, teaching, assessment and professional development are effective.
- Ensure curriculum time and resources are appropriately allocated.
- Ensure provision meets the needs of individual pupils and groups.
- Report to Directors on curriculum quality, outcomes, risks and priorities.

Curriculum / Subject Leaders

- Define the intent, sequencing and end points for their subjects.
- Maintain appropriate plans and schemes of work.
- Support teachers' subject knowledge and pedagogy.

- Monitor curriculum implementation and pupils' learning through proportionate quality assurance.
- Review resources and identify development priorities.

Teachers and Support Staff

- Implement the planned curriculum with high expectations for all pupils.
- Use assessment to check learning and adapt teaching.
- Apply reasonable adjustments and follow SEND, medical and safeguarding plans.
- Promote literacy, numeracy, personal development and safe learning as appropriate.
- Contribute to curriculum evaluation and professional development.

14. Monitoring and Evaluation

The effectiveness of the curriculum is monitored through a range of evidence. The purpose of monitoring is to understand what pupils are learning and to improve provision, not simply to check paperwork.

- Curriculum and scheme-of-work reviews
- Learning walks and lesson visits
- Work and book scrutiny
- Assessment and progress information
- Pupil voice
- Staff discussion and subject-leader review
- SEND and accessibility reviews
- Parent/carer feedback where appropriate
- Director/governor monitoring and Headteacher reports

Findings are used to identify strengths, gaps, staff development needs, resource priorities and actions for improvement. This policy is reviewed annually and sooner where there are significant changes to legislation, statutory guidance or the school's provision.

15. Links with Other Policies

- Accessibility Plan Policy
- SEND Policy
- Equality Policy
- EYFS Policy
- Assessment Policy
- RSHE / PSHE Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Behaviour Policy

- Supporting Pupils with Medical Conditions Policy
- Educational Visits Policy

16. Key Reference Documents (checked September 2026)

- **Department for Education - Independent school standards guidance (April 2026)**
<https://www.gov.uk/government/publications/regulating-independent-schools>
- **Department for Education - National curriculum in England: primary curriculum (Key Stages 1 and 2)**
<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>
- **Department for Education - Early years foundation stage statutory framework (effective 1 September 2026)**
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- **Department for Education / DHSC - SEND code of practice: 0 to 25 years**
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- **Department for Education - Relationships Education, RSE and Health Education statutory guidance (effective 1 September 2026)**
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Curriculum Review and Improvement Plan 2026-2027

The following standing actions support implementation and annual review of this policy.

Target	Actions	Timescale	Responsibility	Success Criteria
Maintain statutory compliance	Review curriculum policy and associated plans against current DfE requirements.	Annually / when guidance changes	Headteacher, Directors	Policy and plans remain current and compliant.
Strengthen curriculum sequencing	Review subject end points, progression, key vocabulary and prior learning.	Termly / annual subject review	Curriculum and Subject Leaders	Plans show clear progression and pupils build secure knowledge.
Improve inclusive access	Review adaptive teaching, SEND provision, accessibility and reasonable adjustments.	Ongoing	SENCO, Subject Leaders, Staff	Pupils with SEND and disabilities access ambitious learning.
Embed primary Relationships and Health Education guidance	Check primary curriculum, materials, parental transparency and staff training against the guidance in force from September 2026.	2026-27 and ongoing	Headteacher, RSHE Lead	Relationships and Health Education is age-appropriate, transparent and compliant for primary pupils.
Use assessment effectively	Review assessment points and ensure information identifies gaps and informs teaching.	Termly	Leaders, Teachers	Assessment supports teaching and demonstrates what pupils know and can do.
Develop staff expertise	Provide CPD in subject knowledge, adaptive teaching, literacy, assessment and safeguarding as identified.	Ongoing	Headteacher, Leaders	Staff demonstrate secure curriculum knowledge and effective practice.