



HERITAGE ACADEMY

Curriculum Policy

'And We had certainly brought them a Book which We detailed by knowledge.'

(Quran 7:52)

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This policy should be read in conjunction with our:

Equality Policy
British Values Policy
Safeguarding and Child Protection Policy
Admissions Policy
Assessment, Recording and Reporting ARR Policy
Recruitment Policy
Staff Induction Policy

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1. Introduction and Vision

The curriculum at Heritage Academy will provide academic excellence and outstanding academic results for all students within an ethos of celebrating British Heritage and Islamic Heritage. Our vision is to provide world-class education, training and care for everyone, whatever their background. We will develop students' character, resilience, mental and physical well-being. We will make sure that our students have the chance to reach their potential and live a more fulfilled life.

We will give full regard to the importance of the Equal Rights Act and Protected Characteristics as a celebration of our British and Islamic Values. Students at Heritage Academy will be taught not to discriminate.

At Heritage Academy, students will be proactively taught British values of: democracy, the rule of law; individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Our motto is '*Learning together today, for a better future tomorrow*', because we believe that the rich knowledge base that we, as a world, have inherited; the diverse experiences that we, as a nation, have benefited from; the cultural and spiritual enlightenment that we, as a society have come to, and many more things, are the starting points that will help us to educate and develop the application of knowledge and skills for our students.

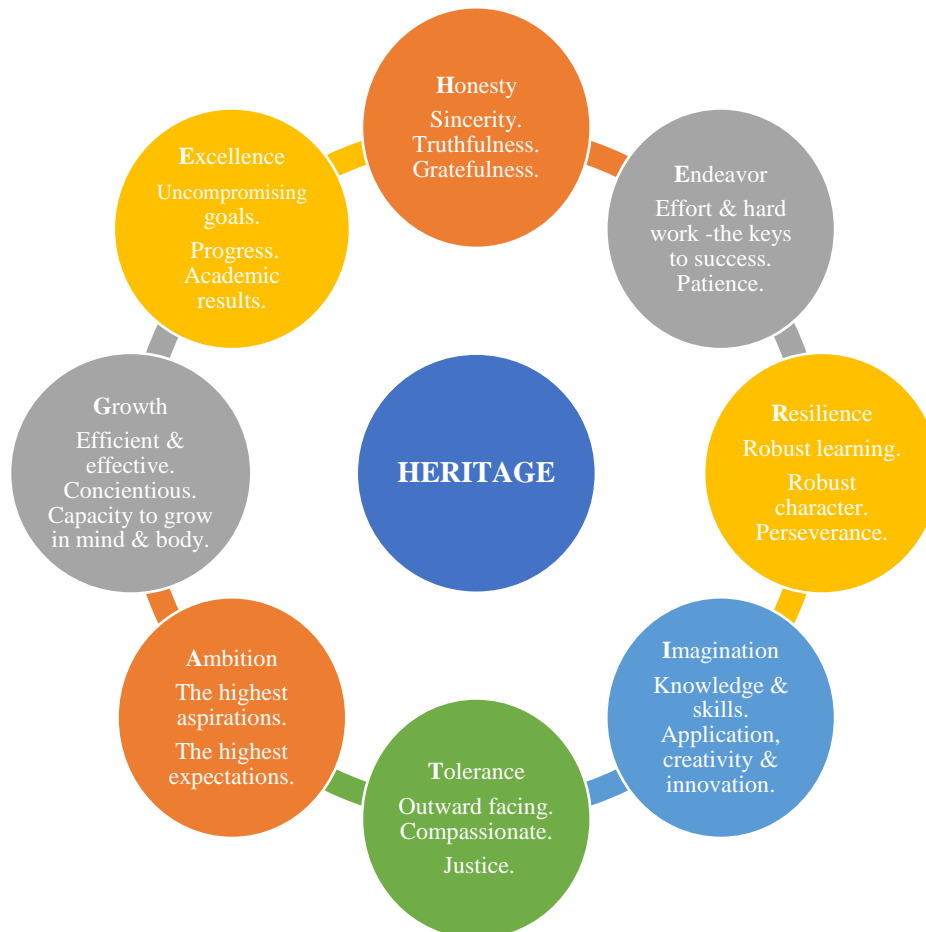
We aim to put young people in touch with their British cultural heritage in harmony with the Islamic spiritual heritage and to engender respect and tolerance for our diverse society. We will foster respect for our institutions and prepare students of any background to become productive British citizens who strive to make a positive contribution to society and to the economy.

2. Our Mission and Values

At Heritage Academy, our mission is to provide an inspiring and challenging curriculum to develop independent and enquiring learners. Our curriculum will create an environment where questioning, academic risk-taking, critical thinking and the freedom to learn from mistakes are all encouraged. We offer a relevant curriculum designed to nurture high aspirations, promote positive attitudes, committed and resilient students who take pride in

their achievements and are prepared for the opportunities and challenges for young men in the 21st century, both in Britain and across the globe.

We aim to provide students with a high-quality educational experience realised through a collective commitment to our eight core values and the associated qualities to create a sense that learning can excite and invigorate throughout life:



3. Social, Moral and Spiritual and Cultural Development (SMSC)

Learning at Heritage Academy will be underpinned by spiritual, moral, social, and cultural (SMSC) learning to provide a broad and varied curriculum to match the broad and varied society in which we live and to cultivate future leaders in the community. Heritage Academy will create an enabling environment that develops our students as good human beings, purposeful and wise, with a vision of the kind of society that makes that possible.

We will do this by embedding the following key ideas into key areas of the curriculum (please see our full SMSC Policy):

SMSC Descriptors	
Cultural Development	<ul style="list-style-type: none"> • exploring, understanding and respecting diversity; • participating and responding to cultural activities; • preparing for life in modern Britain; • understanding and appreciating personal influences.
Moral Development	<ul style="list-style-type: none"> • developing and expressing personal views or values; • investigating moral values and ethical issues; • exploring moral codes and models of moral virtue; • recognising right and wrong and applying it; • understanding the consequences of actions.
Social Development	<ul style="list-style-type: none"> • developing personal qualities and using social skills; • participating, cooperating and resolving conflicts; • understanding how communities and societies function.
Spiritual Development	<ul style="list-style-type: none"> • developing personal values and beliefs; • experiencing fascination, awe and wonder; • exploring the values and beliefs of others; • understanding human feelings and emotions; • using imagination and creativity in learning.

4. The Goals of the School

The curriculum at Heritage Academy will provide learning programmes that have breadth, depth and relevance to the modern world in which students will live. Our goals are:

- safeguarding, supporting and valuing every student and member of staff;
- meeting relevant statutory and compliance requirements;
- focusing on attainment, community, inclusion and diversity;
- keeping all aspects of the school under review by monitoring and evaluation and making use of local support networks and partnerships that promote school improvement;
- high quality teaching resulting in outstanding outcomes;

- exceptional behaviour systems which ensure good manners, respect and tolerance for all as set out in the Protected Characteristics of the 2010 [Equality] Act and creating equal opportunities for all groups;
- meeting the needs and abilities of all students across our full age and ability range;
- promoting and developing the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- respect for Britain's public institutions and public services;
- respect and adherence to the law of the land, both criminal and civil law;
- creating a broad and balanced provision, and meeting the needs and interests of the students;
- providing personal, social, health, and economic education (PSHE) and citizenship education which reflects the school's aims and ethos;
- inspiring and promoting a positive attitude towards learning, so that students enjoy coming to school, and acquire a solid basis for lifelong learning and are well prepared for the next stage in their education, training or employment;
- inspiring students to develop into self-assured, confident, happy, positive young people;
- meeting the needs of the local community, future employers in Britain and within the global economy;
- helping students understand Britain's cultural heritage and Islamic heritage in harmony;
- promoting anti-bullying and anti-discrimination;
- teaching students to have an awareness of their own spiritual development, and to distinguish right from wrong;
- enabling students to have respect for themselves, high self-esteem and to live and work cooperatively with others;
- enabling students to be curious about their immediate and wider environment and understanding their responsibility to where they live;
- realising the importance of an active and healthy life-style;

5. Areas of Experience and Learning

Our curriculum will be knowledge-led and provide a high level of challenge. We will employ subject specialists to ensure that all students become successful linguists, mathematicians, scientists, historians etc.

We will prioritise academic subjects, personal development and a range of skills-based learning with a focus on application of learning as a strong preparation for further study, whilst providing a broad and balanced curriculum to ensure an understanding of the world and enabling students to have fulfilling lives. We firmly believe education is an essential element in future success. By taking the time to build character in every student through our Islamic ethos, respect and tolerance-based code of conduct, essential life skills, and SMSC linked curriculum, we will expand the horizons of every student.

The community will have a new school to be proud of because we will make our expectations clear and ensure they are followed. We will not compromise on a thorough grounding in as wide a range of subjects as possible. Our curriculum will incorporate the following areas of experience and learning:

- **Linguistic** – having an excellent command of language and the ability to communicate through listening, speaking, reading and writing, primarily through our teaching of English language and literature, but also via our enrichment curriculum.
- **Mathematical** – understanding and appreciating relationships and patterns in number and space and developing the capacity to think logically and express themselves clearly, primarily through the teaching of maths.
- **Scientific** – having knowledge and understanding of nature, materials and forces, and developing skills associated with the scientific process of enquiry: observing, forming hypotheses, experiments and recording, primarily through our comprehensive delivery of science, but also via our enrichment curriculum.

- **Technological** – planning, developing, creating and evaluating, using software and hardware tools and being a responsible and safe user of IT, primarily through our teaching of computing, but also via our enrichment curriculum.
- **Human and social** – creating awareness of people and the environment, how human action in the past has influenced events and conditions, primarily through our teaching of history, geography, and personal, social, health and economic (PSHE) development and British Values, but also via our enrichment curriculum.
- **Physical** – physical control and co-ordination as well as tactical skills and imaginative responses to evaluate and improve performance. An understanding of fitness and health primarily through our teaching of PE, but also via our enrichment curriculum.
- **Aesthetic and creative** – innovating, making and inventing things which will call for personal, imaginative, and practical responses through our art and English literature programme, but also via our enrichment curriculum.
- **Spiritual** -learning within an Islamic ethos and learning about many different faiths and beliefs to dispel ignorance and encourage tolerance.

British Values and the celebration of all the achievements and accomplishments of British society underpins all our experiences, taught throughout our whole curriculum: National Curriculum, Islamic curriculum and enrichment curriculum.

6. Curriculum Model and Academic Subjects

Our broad and balanced subject-based model leads to students successfully taking a wide range of GCSEs at Key Stage 4. The combination of GCSE subjects is designed to provide opportunities and to stretch and challenge all students regardless of starting points.

Students will achieve a broad range of qualifications that will provide a foundation for the rest of their learning and the rest of their working lives with a high level of literacy and numeracy that will support them for lifelong learning and working.

The Heritage Curriculum provides a rounded education with a range of subjects which will prepare students for life in modern Britain. The academic curriculum will be delivered via a combination of one- and two-hour lessons for years 7-9 at KS3 and for year 10-11 at KS4.

		Hours per Week				
		Y7	Y8	Y9	Y10	Y11
Curriculum*	Mathematics	4	4	4	4	5
	English	4	4	4	4	4
	Science	5	5	6	6	6
	Religious Studies	1	1	1	2	2
	Physical Education	2	2	2	2	2
	Islamic Studies	2	2	2	2	-
	Arabic	2	2	2	2	2
	Worship (Quran)	5	5	4	2	2
	RSE/PSHE/ Citizenship	Taught within Worship lessons and off-timetable lessons				
	History	1	1	1	2	3
	Geography	1	1	1	-	-
	Computing	1	1	1	2	2
Art	2	2	2	2	2	
		30	30	30	30	30

**The curriculum is liable to change to meet the needs of our students.

KS3: Year 7 to 9

All students follow the same opportunity-rich, broad curriculum as above.

KS4: Years 10 and 11

At the start of Year 10, students begin a programme of studies leading generally to examination in twelve GCSE subjects. Staff will advise students on their subject choices and consult parents. Final decisions will be made following an evening meeting involving students, staff and parents. Students will be encouraged to continue with as varied a curriculum as possible to allow both a wide choice of A Level subjects and exceptional career

opportunities. Early entry for GCSE exams is not permitted without the written permission of the headteacher.

The Heritage curriculum will continue to be enhanced by Physical Education which will be supplemented by further physical learning opportunities during enrichment lessons (see below).

7. The School Day

The school day is designed to ensure that time is maximised for outstanding productive learning, and so that students have ample opportunity to eat, relax, play and socialise with their peers. Students will start the day at 8.00 a.m. and finish at 3.35 p.m., except on during after-school enrichment clubs when they will usually finish at 4.35 p.m. All students will receive a 30-minute morning break and a 50-minute lunch break each day.

8. Enrichment Curriculum Model

The enrichment curriculum will be a key component in students gaining a variety of experiences and in our teaching of British values. The lessons to be learned from the traditions, languages and buildings and social institutions of both British and Islamic heritage are some areas that will be covered. Key overarching themes will inform the enrichment curriculum at Heritage Academy; these thematic links permeate the enrichment curriculum wherever possible. After school clubs are compulsory for all students.

9. Enrichment and Extra Curricular Activities

The Heritage curriculum will be further enriched by educational visits. We also will offer the 'Heritage Experiences', which are a wide range of different religious and cultural learning experiences that will enhance the PSHE provision. Curriculum-linked clubs are compulsory for all students.

10. Equal Rights Act and the Prohibiting of Political Partisan Views

All parents will agree at enrolment that they will support the school in combating all forms of prejudice in a bid to promote respect and tolerance. Parents will pledge to support Heritage Academy in ensuring that any views of a political partisan/ extremist nature that may compromise our Islamic and British Values are not expressed in any way, shape or form. The

purpose of this is to ensure a collaborative effort to eliminate discrimination and inequality and promote equal opportunities and diversity.

Equal Opportunities

Heritage Academy will ensure that all students have the opportunity to progress regardless of their background or situation as per the protected characteristics in the Equality Act 2010.

11. British Values

At Heritage Academy, students will be proactively taught British values. The key aspects of democracy, the rule of law; individual liberty and mutual respect and tolerance of those with different faiths and beliefs are fundamental aspects of the school's Islamic ethos and underpin all of its subjects and enrichment focus. Heritage Academy will meet the needs of all of its students by providing a range of culturally rich learning that will reflect society as a whole. British Values will be reinforced and promoted regularly. Please see our British Values Policy.

12. Special Educational Needs and Disability (SEND)

All teachers are required to be aware of the particular needs of individual students in their teaching groups, and this information will be circulated regularly to all relevant staff. Students with special educational needs and disability (SEND) will be supported at Heritage Academy. Please see our Special Needs Policy.

13. Islamic Curriculum and Worship

At Heritage Academy, we aim to provide students with a broad and balanced education in a caring, safe and a balanced Islamic environment to develop their academic skills and Islamic values in order to practice Islam with God-consciousness and sincerity. Our goal will be to nurture in each student the Islamic personality /character which encourages good manners and morals in order that they may become virtuous British citizens.

The goal of the Islamic curriculum is so that students will grow up to be balanced, virtuous, upright individuals educated in Islamic and cultural etiquette with the capacity to understand and work with individuals from other culture, who will fulfil their civic duty of working with the whole community to create harmony and understanding.

All lessons begin with an invocation (dua) to remind of us of the correct Islamic intention. In our Islamic teachings and our collective worship, we adhere firmly to the traditions and practices established within mainstream Sunni Islam and supported by the Quran and authentic Sunnah. These traditions are the Hanafi, Maliki, Shafi'i, and Hanbali schools, whose scholarship and devotion have guided generations of Muslims. Their efforts to convey the Qur'an and Sunnah with clarity and sincerity remain a cornerstone of our understanding and practice of our faith. We recognize and respect the rich heritage of Islamic jurisprudence, which has been preserved and transmitted through the four well-known schools of thought (madhāhib). By following these schools of thought, we maintain unity with the vast majority of mainstream Muslims worldwide who continue to worship within this framework. Our commitment is to uphold this tradition in our collective worship, fostering an atmosphere of reverence, respect, and adherence to mainstream Sunni Islam.

14. Progression and Careers Guidance

All students will have access to accurate up-to-date careers guidance which is presented in an impartial manner and enables a student to make informed choices about a broad range of progression and career options and allows students to fulfil their potential.

Careers advice for Years 7-11 will be delivered through a combination of PSHE/ Citizenship during the extended form time, a biannual careers fair, vetted external speakers, and in conjunction with Futurewise, an external provider for specific careers advice. Our guidance will include access to on-line careers resources until the student reaches 23. In year 9 and year 10, students will take part in a work experience week. At the beginning of Year 11, a careers programme including CV and letter writing, interview coaching, and mock interviews will take place.

15. Student Council

Students will have the opportunity to vote for the Student Council to represent their views; this can help students appreciate the benefits of the democratic process; this in turn improves the feeling of unity between all the school students and improves relationships between teachers and students. Students will appreciate the effort and considerations that go into making school rules thus having a greater respect for the laws of the United Kingdom and how they have been formulated both historically and in modern times.

16. Home Learning

Homework will be set regularly for all students according to age and ability. Home learning is provided as consolidation and further research of work being covered in school, and parents will be asked to check its completion. Parents will be expected to support the regular reading of books and to talk and discuss the work that students bring home. Class teachers will ensure parents are aware of homework requirements through the student planner.

17. Disadvantaged Students

Heritage Academy is committed to providing an appropriate and high-quality education to all. Heritage Academy will be open to all. We will accept all students regardless of any cultural or faith background. All students will make excellent academic progress in line with their own potential, and the progress made by their peers.

18. Gifted, Able and Talented

At Heritage Academy we expect to have able, talented or gifted students. We will recognise academic and practical performance as well as artistic, creative talent, physical skills, leadership qualities and the ability to process ideas and information. We will provide a high level of challenge for all students regardless of their ability and enable all students to achieve in accordance to the highest expectations.

19. Educational visits

School trips and visits are an important aspect of every student's education. Parents will be given full details of proposed arrangements for visits well in advance. We believe in forming links with appropriate external organisations to help shape a positive school community instilled with the British Values of promoting tolerance and harmony by promoting the respect of other cultures and faiths and prohibiting extreme partisan political views. As an example of actively promoting British Values, we will regularly welcome appropriately vetted and supervised special guests including speakers from different faith backgrounds, public authorities and the local community.

20. Parental Involvement

The support and help we receive from parents and friends in school will be invaluable. We hope that parents and friends will support us in providing the students with an understanding and feeling of life outside school and how the community links together. This in turn will

help students prepare for their life in Britain. Parents' responsibilities will include ensuring their students attend regularly and punctually. They are expected to support the ethos of the school and to share responsibility for their child's learning both in school and at home.

21. Library

Students will have access to a wide range of books of age-appropriate reading with a good selection of fiction and non-fiction books and new titles being regularly added. Students will be encouraged to undertake individual research for projects. Such independence will stand them in good stead in their future projects and for life in Great Britain.

22. PE and Sport Provision

We believe taking part in physical activities promotes a healthy lifestyle and aids achievement. We understand that any physical activity carries with it an element of risk and we will ensure that robust risk assessments are always in place; there will always be a member of staff who is first aid trained available.

We will provide a range of physical development activities for students in both PE lessons and during sports enrichment options; this will give students a chance to continue using PE in other aspects of the curriculum, putting into action specific skills learnt with the PE teacher.

Through taking part in regular exercise, we promote the importance of making healthy decisions and encourage students to continue to make these positive choices for the rest of their lives. Our sport and PE aims are that all students should be provided with opportunities and encouraged to:

- experience a wide range of physical activity;
- develop confidence and competence in performing different skills;
- develop positive attitudes towards physical activity;
- persevere and make sustained efforts to develop and improve their own performance;
- pursue habits and interests that promote a healthy lifestyle;

23. Planning, Teaching and Assessment

Heritage Academy schemes of work will ensure continuity and progression at both KS3 and KS4 and will lead up to the requirements of GCSE qualifications whilst following guidance

from the National Curriculum programmes of study. All classroom teaching will be delivered by a suitably qualified specialist teacher.

By recognising that by far the most important factor in schools is the people delivering the education in it, we will be unwavering in recruiting, developing and retaining the best teachers to create the best learning opportunities for students at Heritage Academy.

Students will be taught within their normal class as individuals, in pairs or groups as appropriate to facilitate a range of learning opportunities.

Assessment will be an ongoing process of both formative assessment and summative assessment. Please see our Assessment, Recording and Reporting Policy.

24. Reports

Parents will receive reports on progress on a termly basis, with the final report of the academic year being a full report with comments. Please see our Assessment, Recording and Reporting Policy.

25. Oversight

Heritage Academy's Proprietor will have effective oversight that systematically monitors the school's progress towards meeting agreed development targets. Information about what is going well and why, and what is not going well and why will be routinely shared. The aim of having oversight is to create accountability and make a strong contribution to robust impact analysis and planning for improvement.

25. Induction

All staff and students will have access to high quality induction. Students and staff will receive a comprehensive induction. Please see our Induction Policy.

26. Monitoring of the curriculum

Heritage Academy leadership will regularly monitor, evaluate and improve the curriculum and all provision mentioned above by using data analysis, lesson observations, work scrutinies, internal assessments, external exam results and feedback from students, parents

and staff. This evaluation will feed directly into our impact analyses and our development and improvement plans.