Daffodil Grammar School for Girls

Curriculum Policy (KS3 & KS4)

1. Policy statement

Daffodil Grammar School for Girls ("the School") is an independent Islamic girls' secondary school providing full-time education for pupils aged 11–16 (Key Stages 3 and 4).

Our curriculum is designed to be:

- **Broad, balanced and coherent,** giving all pupils experience in linguistic, mathematical, scientific, technological, human and social, aesthetic and creative, and physical education.
- **Ambitious and academically challenging,** enabling pupils to progress successfully to post-16 education and training.
- **Rooted in Islamic values and ethos,** while promoting **British values** and preparing pupils to live and work as responsible citizens in modern Britain.
- **Inclusive and accessible,** meeting the needs of pupils with a range of abilities, including those with special educational needs and/or disabilities (SEND) and those who are more able.
- **Supportive of pupils' personal development,** including their spiritual, moral, social and cultural (SMSC) development, character, health and well-being.

This policy applies to all pupils in Key Stage 3 (Years 7–9) and Key Stage 4 (Years 10–11).

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2. Legal and regulatory framework

This policy is informed by, and seeks to ensure compliance with, relevant legislation and guidance, including:

- **Education Act 2002,** section 78 (balanced and broadly-based curriculum).
- **The Education (Independent School Standards) Regulations 2014,** as amended – particularly **Part 1: Quality of education provided.**
- **Equality Act 2010** – duties not to discriminate and to make reasonable adjustments.
- **SEND Code of Practice (2015)** – guidance on support for pupils with SEND.
- **Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (2019)** – for secondary schools.
- **Keeping Children Safe in Education (KCSIE)** – ensuring safeguarding is promoted throughout the curriculum.
- **DfE guidance on spiritual, moral, social and cultural (SMSC) development and British values.**

3. School aims for the curriculum

Through our curriculum we aim to:

1. Provide a **broad and balanced education** that:
   - Meets the requirements of the independent school standards.
   - Reflects, where appropriate, the **breadth of the National Curriculum.**
   - Prepares pupils for **GCSE and equivalent qualifications.**
2. Develop pupils':
   - **Knowledge, skills and understanding** across a wide range of subjects.
   - **Spiritual, moral, social and cultural (SMSC)** awareness from an Islamic perspective, in harmony with fundamental British values.
   - **Character and resilience,** including confidence, responsibility, integrity, and respect for others.
   - **Literacy, numeracy and digital skills** to a high standard.
3. Ensure pupils:
   - Are well prepared for **post-16 pathways** (A levels, vocational courses, apprenticeships).
   - Understand and respect **British institutions, democracy, the rule of law, individual liberty, and mutual respect and tolerance** of those with different faiths and beliefs.
   - Learn how to keep themselves safe, including **online safety,** and how to make safe, informed choices.
4. Provide **appropriate guidance and support** for all pupils, including:
   - Those with **SEND or EAL.**
   - Those who are **more able or gifted** in particular subjects.
   - Pupils who require additional pastoral or academic support.

4. Curriculum structure and organisation

4.1 Key Stage 3 (Years 7–9)

Key Stage 3 provides a **three-year foundation** for Key Stage 4, ensuring pupils experience a wide range of subjects before choosing GCSE options.

All KS3 pupils study:

- **Core subjects**
  - English
  - Mathematics

- Science (integrated science in Years 7–8; preparation for separate/combined science in Year 9)
- **Humanities**
    - History
    - Geography
- **Languages**
    - Arabic (as modern foreign language and language of Islamic heritage)
    - (Optional) Additional language if offered in future
- **Faith and ethics**
    - Islamic Studies
    - Qur'an and Tajweed
    - Religious Education / Ethics (including understanding of other major world religions and philosophical ideas, in line with British values)
- **Creative and practical subjects**
    - Art and Design
    - Design and Technology or Food and Nutrition (where facilities allow)
    - Performing Arts (e.g. nasheed, drama activities within Islamic parameters)
- **Personal development and citizenship**
    - PSHE (Personal, Social, Health and Economic Education)
    - RSE (age-appropriate and faith-sensitive, in line with statutory guidance)
    - Citizenship and British values
- **Physical and health education**
    - Physical Education (PE) and Health Education
- **Computing and digital literacy**
    - Computing (including programming, information technology and digital literacy)
    - Online safety and safe use of technology

KS3 offers **at least the equivalent of a full-time timetable** (minimum 25 guided hours per week) across these areas.

4.2 Key Stage 4 (Years 10–11)

Key Stage 4 focuses on **GCSE and equivalent qualifications** that enable progression to post-16 study and align with the school's aims and ethos.

All pupils will follow a **core programme** and choose additional **option subjects**.

4.2.1 Core curriculum (compulsory)

- **English Language GCSE**
- **English Literature GCSE** (where feasible; otherwise substantial coverage within English)
- **Mathematics GCSE**

- **Science** – either:
  - GCSE Combined Science; or
  - Triple/Separate Sciences (Biology, Chemistry, Physics), subject to pupil ability and staffing.
- **Religious Studies (Islamic Studies) GCSE** – reflecting Islamic theology, jurisprudence and ethics while fostering understanding of other faiths and viewpoints.
- **PSHE / RSE / Citizenship**
- **Core PE / Health and Well-being**

4.2.2 Option subjects (examples)

Subject to demand, staffing and timetable constraints, pupils will choose from options such as:

- History
- Geography
- Arabic
- Computer Science or ICT
- Art and Design
- Business Studies
- Additional languages (where offered)

The intention is to encourage pupils to pursue a curriculum that **supports EBacc pathways** (English, Maths, Science, a humanity, and a language) where appropriate, while recognising individual interests and needs.

Timetable model:

- 30 periods per week
- Each period = 50 minutes
- 25 hours of taught time weekly (plus tutor time/assembly)

Key Stage 3 – Years 7, 8 and 9

Same structure for all three years unless you later decide to tweak Year 9 as a "bridging year".

Subject	Y7 Periods	Y8 Periods	Y9 Periods
English	5	5	5
Mathematics	5	5	5
Science (Integrated)	4	4	4
Arabic (MFL)	2	2	2
Islamic Studies	2	2	2

Subject	Y7 Periods	Y8 Periods	Y9 Periods
Qur'an & Tajweed	1	1	1
History	2	2	2
Geography	2	2	2
Computing & Digital Literacy	1	1	1
Art & Design	1	1	1
Design & Technology / Food	1	1	1
Physical Education	2	2	2
PSHE (incl. RSE & Citizenship)	1	1	1
Tarbiyyah & Character / Study Skills	2	2	2
Total	**30**	**30**	**30**

PSHE / RSE / Citizenship is also reinforced via tutor time, assemblies and drop-down days.

Key Stage 4 – Years 10 and 11

GCSE Core Subjects:

- English Language & Literature
- Mathematics
- Science (Combined or Triple)
- Religious Studies (Islamic)
- Arabic (GCSE)

Options:

- Block A: History or Geography
- Block B: Computer Science/ICT, Art & Design, or Business Studies

Non-examined:

- Core PE
- PSHE / RSE / Citizenship / Careers (via tutor time + drop-down days)

Subject	Y10 Periods	Y11 Periods
English Language & Literature (combined)	6	6
Mathematics	5	5
Science (Combined or Triple)	6	6
Religious Studies (Islamic Studies GCSE)	3	3
Arabic (GCSE)	2	2
Option A (History / Geography)	3	3

Subject	Y10 Periods	Y11 Periods
Option B (Comp Sci / Art / Business)	3	3
Core PE	2	2
Total	**30**	**30**

PSHE / RSE / Citizenship and Careers are delivered through tutor-time modules, assemblies, RS, Tarbiyyah, subject links and themed days.

5. Curriculum principles

Across KS3 and KS4, our curriculum is based on the following principles:

1. **Progression and continuity**
   o Content is sequenced from Year 7 to 11 to build on prior learning.
   o Schemes of work identify knowledge and skills pupils should acquire each term and year.
2. **Depth and mastery**
   o We prioritise deep understanding over superficial coverage, especially in English, maths and science.
   o Key concepts are revisited and applied in different contexts.
3. **Coherence and cross-curricular links**
   o Departments plan cross-curricular links (e.g., numeracy in science, literacy in humanities, Islamic Studies links with history and ethics).
4. **Relevance and application**
   o Learning is connected to real-life contexts, future careers and pupils' lived experiences as young British Muslim women.
5. **Inclusivity and access**
   o Differentiated teaching, scaffolding, and support ensure all pupils have access to the curriculum.
   o Adjustments are made where necessary for pupils with SEND or EAL, without lowering expectations.
6. **Islamic values and British values**
   o Curriculum content is taught within an Islamic framework that promotes compassion, justice and integrity.
   o Fundamental British values are actively promoted, never undermined, and explicitly referenced in appropriate subjects.

6. SMSC, British values and character education

SMSC development and British values are embedded through:

- **Islamic Studies and Qur'an** – nurturing spiritual growth, moral reflection, and a clear sense of identity and purpose.

- **PSHE, RSE and Citizenship** – exploring respect, tolerance, democracy, the rule of law, individual liberty, equality and diversity.
- **Assemblies / form time** – themed sessions on character traits, current affairs, community service, and global issues.
- **Subject teaching** – for example:
  - History: evaluating different political systems and human rights.
  - English: exploring perspectives, empathy and ethical dilemmas in literature.
  - Science: discussing ethical issues in biology, medicine and technology.
- **Student leadership opportunities** – school council, charity projects, house system, mentoring peers.
- **Community and charitable activities** – engaging with local and wider community initiatives in line with Islamic values and British values.

7. PSHE, RSE and Health Education

The school delivers **PSHE** and **statutory RSE and Health Education** in a way that:

- Is **age-appropriate, culturally sensitive** and consistent with **Islamic principles**.
- Fulfils DfE statutory requirements for secondary schools.
- Covers:
  - Healthy relationships, family life and friendships.
  - Online safety and the responsible use of social media.
  - Physical and mental health, resilience and well-being.
  - Respect for diversity and protected characteristics under the Equality Act.
  - Careers, economic well-being and financial literacy.

Parents are informed about the RSE programme and their rights regarding aspects of sex education that are not statutory.

8. Careers education, information, advice and guidance (CEIAG)

From Year 7–11, the school provides a structured programme of **careers education** and guidance that:

- Introduces pupils to a wide range of post-16 and career pathways, including academic, vocational and apprenticeship routes.
- Builds knowledge of labour market information and opportunities for women, particularly in STEM and professional fields.
- Includes:
  - Careers lessons within PSHE.

- o Encounters with employers and employees (e.g. talks, workshops, visits).
- o Guidance on GCSE option choices in Year 9.
- o Individual careers guidance interviews in Key Stage 4 (where possible by a qualified adviser).
- Aligns, as far as practicable, with the **Gatsby benchmarks** of good careers guidance.

9. Teaching and learning approaches

Teachers at Daffodil Grammar School for Girls are expected to:

- Use varied and engaging **pedagogical approaches,** including direct instruction, guided practice, collaborative work, investigation and problem-solving.
- Set **high expectations** of behaviour and effort in line with the school's Behaviour Policy.
- Plan lessons with **clear learning objectives** and success criteria.
- Use **assessment for learning** strategies (questioning, mini-plenary, retrieval practice) to check understanding and adapt teaching.
- Provide **regular feedback** that helps pupils improve their work.
- Promote **independent learning,** study skills and revision strategies, particularly in Key Stage 4.

10. Differentiation, SEND, EAL and more able pupils

10.1 Pupils with SEND

The school recognises that some pupils have special educational needs and/or disabilities. Under the direction of the **SENDCo,** staff will:

- Identify pupils' needs at an early stage using baseline assessments, teacher observations and parent information.
- Provide appropriate **reasonable adjustments** and support (e.g. additional in-class support, differentiated resources, adaptive teaching).
- Provide suitable access arrangements for internal assessments and, where applicable, for public examinations through the appropriate awarding body processes.
- Review needs and provision regularly through pupil profiles and meetings with parents.

10.2 Pupils with English as an Additional Language (EAL)

For pupils who are developing proficiency in English:

- Initial assessment will identify their level of English.
- Support will be provided through:
  - Differentiated materials.
  - Vocabulary pre-teaching.
  - Targeted in-class support.
  - Where appropriate, additional language support sessions.

10.3 More able and high-attaining pupils

The school is committed to challenging more able pupils by:

- Providing extension and enrichment tasks.
- Encouraging participation in competitions, projects and additional qualifications where suitable.
- Offering pathways such as triple science or additional options, subject to feasibility.

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11. Assessment, recording and reporting

11.1 Assessment

The school uses a combination of:

- **Baseline assessments** on entry in Year 7 and for new starters.
- **Formative assessments** (ongoing teacher assessments, classwork, homework, low-stakes quizzes).
- **Summative assessments** (termly tests, end-of-year exams, mocks / pre-public examinations at KS4).

Assessment information is used to:

- Track pupil progress against targets.
- Identify pupils who need intervention or additional support.
- Inform curriculum planning, teaching strategies and resource allocation.

11.2 Recording and reporting

- Each department maintains records of pupils' attainment and progress.
- Progress data is collated centrally and regularly reviewed by **SLT and Heads of Department.**
- Parents receive **regular reports** (at least annually, and more frequently through termly data points/parents' evenings) summarising:
  - Academic attainment and progress.
  - Effort, behaviour, and homework.
  - Attendance and punctuality.

12. Homework and independent study

Homework is set regularly:

- To consolidate and extend learning from lessons.
- To develop independent study skills and exam readiness.
- To encourage reading, research and wider curiosity beyond the syllabus.

Each department publishes guidelines on homework frequency and approximate durations by year group. Homework completion is monitored, and concerns are followed up according to the Behaviour and Homework procedures.

13. Curriculum planning documentation

The school maintains documentation at three levels:

1. **Whole-school curriculum map** – showing subjects and periods per week for each year group.
2. **Long- and medium-term plans (schemes of work)** – for each subject, outlining:
   - Units of work by term.
   - Key knowledge and skills.
   - Assessment points.
   - Links to SMSC, British values and safeguarding.
3. **Short-term lesson plans / overviews** – used flexibly by staff to structure learning for each class.

These documents are available for inspection and are reviewed regularly by Heads of Department and SLT.

14. Safeguarding, online safety and Prevent

The curriculum actively supports the school's **Safeguarding and Child Protection Policy, Online Safety Policy** and **Prevent duty** by:

- Teaching pupils how to recognise risk, keep themselves safe and seek help when needed.
- Addressing online safety, cyberbullying, grooming, radicalisation and extremism within Computing, PSHE and assemblies.
- Encouraging critical thinking about information sources, media and social influences.
- Promoting respect, tolerance and understanding between people from different backgrounds.

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15. Monitoring, evaluation and review of the curriculum

The quality and effectiveness of the curriculum are monitored through:

- **Lesson observations** and learning walks.
- **Work scrutiny** and assessment data analysis.
- **Pupil voice** (e.g. surveys, school council discussions).
- **Parent feedback** and consultation.
- **Departmental self-evaluation** and improvement planning.
- **SLT oversight** and reporting to the Proprietor/Board.

This information is used to inform school improvement priorities and to ensure the curriculum continues to meet pupils' needs and regulatory requirements.

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16. Roles and responsibilities

- **Proprietor / Governing Body**
  - Ensures that the school meets the Independent School Standards, including those relating to the curriculum.
  - Approves this policy and monitors its implementation.
- **Headteacher**
  - Has overall responsibility for the quality of education.
  - Ensures the curriculum is implemented, resourced and regularly reviewed.
- **Senior Leadership Team (SLT)**
  - Leads curriculum planning and development.
  - Monitors teaching, learning and assessment.
  - Supports staff with professional development.
- **Heads of Department**

- o Develop and maintain schemes of work.
- o Monitor standards within their subject(s).
- o Support and coach teachers in their department.
- **Teachers**
  - o Plan and deliver lessons in line with this policy and departmental schemes of work.
  - o Use assessment to support pupil progress.
  - o Communicate with parents about pupils' progress and needs.
- **SENDCo**
  - o Oversees provision for pupils with SEND.
  - o Supports staff in differentiating and making reasonable adjustments.
- **Pupils**
  - o Engage positively with the curriculum.
  - o Take responsibility for their learning and behaviour.
- **Parents / Carers**
  - o Support their child's learning, including homework and attendance.
  - o Work in partnership with the school on curriculum and pastoral matters.

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17. Communication of the curriculum

Information about the curriculum is shared with parents and pupils through:

- The **school website** (curriculum overviews, subject information).
- **Parent information evenings** (e.g. Year 7 transition, Year 9 options).
- **Pupil and parent handbooks**.
- Regular reports and meetings.

Curriculum information will be provided in accessible formats if needed.