



**HARMONY**  
Primary School

## **Curriculum Policy**

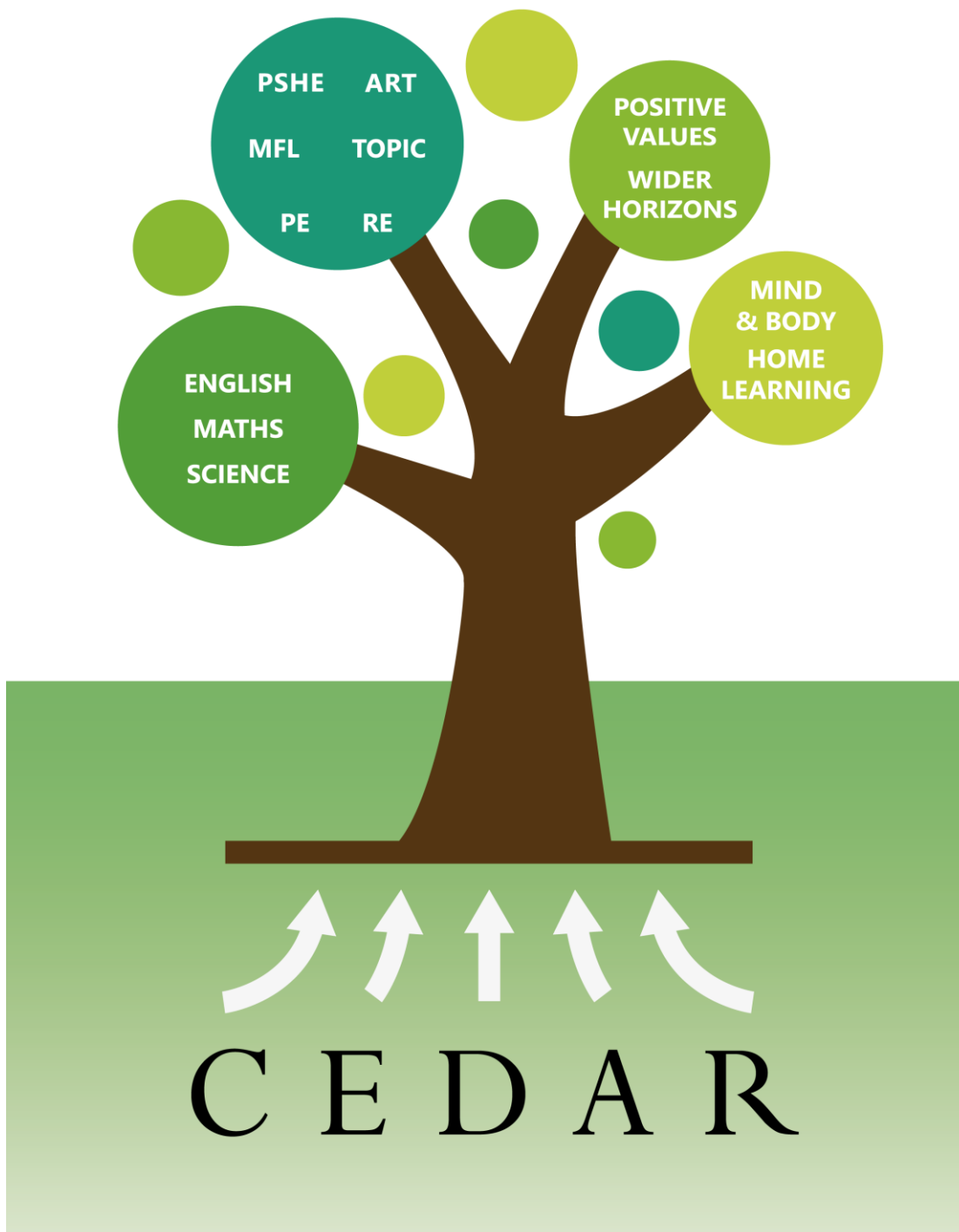
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## The Harmony Curriculum Tree



## Aims and objectives

We aim to ensure that all pupils at Harmony Primary School receive a broad, high-quality education. As such, this policy aims to provide all pupils, parents and teachers with a clear understanding of:

- the principles on which the curriculum is based
- the educational aims of the curriculum
- the nature of the curriculum offered by the school

As well as complement all relevant school policies and procedures, including the Pastoral Care and Safeguarding Policies

## Introduction

At Harmony Primary School pupils experience a balanced academic curriculum and ambitious programme of learning underpinned by our Islamic ethos, thereby preparing pupils for the opportunities, challenges and responsibilities of their next stage of education and, in the future, their adult lives. This policy lays the foundation for the whole curriculum and forms the context in which all other policy documents should be read.

All pupils (regardless of age, gender, race and aptitude, including those with an Education Health and Care Plan and those for whom English is an additional language), have an entitlement to an appropriate curriculum and the opportunity to learn and make progress. We aim to ensure through our curriculum and written Schemes of Work that all pupils (including those identified with special educational needs, an Education Health and Care Plan, or those especially able) acquire the necessary knowledge and skills appropriate for their ages and aptitudes.

## Curriculum principles

Our curriculum is founded on our five school Values namely:

### **Community – Excellence – Discipline - Achievement - Respect**

- **Broad** - Our curriculum introduces pupils to a wide range of knowledge, understanding and skills. Entrenched in our **Community Root**, we believe that our broad curriculum prepares students for life in Modern Britain.
- **Balanced** - Each aspect of the curriculum is allocated sufficient time relevant to the pupil's age and experience. This principle is driven by our **Discipline Root**. A balanced curriculum enables our pupils to seek high attainment in all their endeavours, both in and out of the classroom.

- **Relevant** - Subjects are taught in a way that relates to children's lives and experiences. At Harmony Primary School we focus on ensuring the knowledge, themes, delivery and practices we use are contemporary and innovative. We believe that this relevancy in subject delivery inspires our pupils to become high-achievers; this is the cornerstone of our **Achievement Root**.
- **Memorable** - The curriculum provides memorable experiences and rich opportunities for high quality learning and holistic personal development. This principle is central to our **Excellence Root**, as our aspirations are nurtured pupils by instilling memorable experiences within them, which forms a blueprint for their future choices.
- **Differentiated** - Subjects are taught in such a way that matches pupil's individual needs, aptitudes and prior learning. This is the foundation of our **Respect Root**. We believe that in respecting the individuality of each child, we are better placed to identify the particular needs of each pupil.

Embedded in our Roots, our curriculum ensures all our pupils are given the life skills and knowledge they require to become confident, balanced, high-achieving members of society.

### Our Curriculum:

<b>Core Curriculum</b>	<ul style="list-style-type: none"> <li>➤ English</li> <li>➤ Mathematics</li> </ul>
<b>Foundation Curriculum</b>	<ul style="list-style-type: none"> <li>➤ Science</li> <li>➤ PSHE/RSE</li> <li>➤ Art and Design</li> <li>➤ Arabic (MFL)</li> <li>➤ History &amp; Geography</li> <li>➤ Islamic Studies &amp; Quran</li> <li>➤ Nasheed</li> <li>➤ PE</li> </ul>
<b>Extended</b>	<ul style="list-style-type: none"> <li>➤ Challenges</li> <li>➤ Performances</li> <li>➤ Extra-Curricular Clubs</li> </ul>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>➤ Home Learning</li> <li>➤ Wider Horizons</li> <li>➤ Positive Values</li> <li>➤ Mind and Body</li> </ul>

### English

English lessons are taught Daily at Harmony Primary School. Our English curriculum is designed to nurture confident, articulate, and creative communicators. Each half term, pupils explore fiction, non-fiction, and poetry, delving into their features, developing grammar and structure and crafting their own purposeful writing. Language development is a key focus, with pupils engaging in activities that build their ability to express ideas clearly,

listen actively and adapt their communication to different contexts.

Reading lies at the heart of our curriculum, with pupils enjoying a wide range of literature, from captivating stories and inspiring poetry to myths, legends, and informational texts. Our approach emphasises the development of reading skills, illustrated in Scarborough's reading rope. By providing access to high-quality literature, we aim to build not only pupils' reading fluency and comprehension but also their ability to connect emotionally with characters and themes.

Writing opportunities are thoughtfully integrated across all subjects, encouraging pupils to apply their skills to varied genres, including imaginative narratives, persuasive letters, and scientific reports. By fostering a love of language and empowering pupils to express themselves effectively, we equip them with the tools they need for success in their academic journey and beyond.

## **Maths**

At Harmony Primary School, our Maths curriculum follows a mastery approach, ensuring all pupils develop a secure and deep understanding of mathematical concepts. Lessons are taught daily and are designed to integrate problem-solving and reasoning, encouraging pupils to apply their knowledge to a range of contexts and real-life situations. Our approach promotes fluency, confidence, and the ability to think critically, equipping pupils to tackle mathematical challenges with resilience and creativity.

At Harmony Primary School we emphasise the importance of conceptual understanding, allowing pupils to explore connections between mathematical topics and develop a coherent view of the subject. Through hands-on activities, collaborative tasks, and guided exploration, pupils build their skills in calculation, logical reasoning and critical analysis.

## **Science**

Our science curriculum embraces an investigative approach, encouraging pupils to develop curiosity and a hands-on understanding of the world around them. Lessons are designed to inspire pupils to ask questions, plan and carry out experiments, and analyse their findings critically. By engaging in practical activities across a wide range of topics, pupils develop the skills to observe, predict, measure and evaluate, fostering a deep appreciation for the scientific method. Collaborative investigations and problem-solving tasks allow pupils to refine their teamwork and communication skills while building resilience and independence in their learning.

## **History & Geography**

At Harmony Primary School, our topic curriculum combines History and Geography within engaging projects. Each term, pupils explore a new theme that integrates learning across subjects, fostering a deeper understanding of

the world and its history. These thematic projects encourage pupils to investigate significant events, cultural developments, geographical landscapes, and global challenges, helping them make meaningful connections between subjects.

By embedding history and geography within a broader project framework, we ensure that pupils not only gain subject-specific knowledge but also understand its relevance in a wider context. Our approach inspires curiosity and equips pupils with the tools to explore, analyse and connect ideas across our curriculum.

## **Art**

At Harmony Primary School, our art curriculum provides pupils with the opportunity to explore a wide range of techniques and media, including painting, printmaking, collage, and sculpture. During Art lessons pupils enjoy a rich opportunity to develop their creative skills and build cross-curricular links, integrating art into project-based topics to enrich pupils learning journey.

During Art lessons, pupils enjoy valuable opportunities to develop their creative skills and forge cross-curricular connections, integrating art into project-based topics and other subjects to enrich their learning.

Pupils are encouraged to think independently and express their creativity while developing foundational artistic skills. Sketchbooks are used throughout to encourage experimentation, and reflection. Pupils work is proudly displayed around the school. Pupils study a variety of artists, styles, and movements from the Renaissance to the contemporary era, using these as inspiration for their own creations. By connecting art with cultural and historical contexts, pupils gain a deeper appreciation for the role of creativity in shaping the world around them.

## **PSHE**

At Harmony Primary School, our PSHE curriculum follows a question based approach and is designed to equip pupils with the skills and knowledge needed to support their social and emotional wellbeing. Grounded in real-life situations, our lessons help pupils explore the wider world, develop positive relationships and make informed decisions about their health and safety.

## **Islamic Studies**

At Harmony Primary School we follow the Sunni methodology. Our Islamic Curriculum is based upon the Ash'ari and Maturidi theology and promotes the four schools of thought, namely the Hanafi, Maliki, Shafi'iy and Hanbali madhabs. As a school, we commemorate Islamic occasions such as RamaDaan, ^Eid, Israa' and Mi^raaj and the birth of Prophet Muhammed sallallaahu ^alayhi wa sallam.

Our Islamic Studies curriculum ensures our pupils gradually develop their understanding of Aqeedah (Belief), Akhlaq (Manners) and Ahkam

(Judgements). Students are taught from a bespoke curriculum that is delivered in a mindful manner, according to their varying ages, abilities and understandings.

### **Key Stage 1: Years 1 and 2**

Key Stage 1 of the National Curriculum begins formally in Year 1. Class teachers are responsible for teaching English, Maths, Science, Topic (History & Geography), Art and PSHE. Subject specialist teachers are employed in Islamic Studies, Nasheed, Quran and Physical Education.

### **Key Stage 2: Years 3- 6**

Key Stage 2 of the National Curriculum begins formally in Year 3. Class teachers are responsible for teaching English, Maths, Science, Topic (History & Geography), Art and PSHE. Subject specialist teachers are employed in Islamic Studies, Nasheed, Quran, Arabic and Physical Education.

## **Curriculum Enrichment**

All classes are expected to go on regular outings over the course of the year to complement the curriculum being covered. Full use is made of museums, art galleries, theatres, performing arts venues and historical sites.

Moreover, our four Enrichment Initiatives maintain an ambitious approach to meeting the children's needs in the delivery of our curriculum. Each Enrichment Initiative draws on the Roots of our ethos and vision and these initiatives are among the distinctive features of our school. These four initiatives are:

1. **Home Learning**
2. **Wider Horizons**
3. **Positive Values**
4. **Mind and Body**

Each of our distinctive initiatives, listed above, support the delivery of our curriculum to meet the specific needs of our pupils. These initiatives are detailed as follows:

### **Home Learning**

The essence of this initiative is to develop strong links between home and school to ensure pupils receive the support they require. This is a key tool for the outstanding delivery of our core branch. This multifaceted approach draws on the many benefits of a close working relationship between the school and the parent or carer. We hold 'Parent Seminars' during which parents are informed of key study skills to focus on with their child, as well as fruitful approaches to teaching and learning. This strengthens the parent's ability to support their child through their path to learning. In addition, our



teachers engage with parents and work closely with them to understand underlying obstacles to their child's progress. Through weekly homework, end of term reports, regular updates on our online portal and school website, parents are kept abreast of their child's progress.

### **Wider Horizons**

The essence of the Wider Horizons Programme is to broaden the experiences of our pupils, igniting their curiosity and developing their understanding of the world around them. These experiences mould their approach to learning and embed in them values common in our global community. Harmony Primary School works in partnership with local community groups to arrange events such as 'Multi-Cultural Festivals and

Heritage Days. The Wider Horizons initiative also influences extracurricular outings enabling both the delivery of important parts of the school curriculum and a broadening of pupil experience through our Harmony Expeditions Programme. Our Curriculum offer includes rich and varied trips to increase the cultural capital of our pupils, more traditional trips to museums and theatre plays are complemented by excursions exploring local industry, factories and infrastructure. In the classroom, the Wider Horizons initiative takes the form of studying historical figures, famous quotes, and global themes.

### **Positive Values**

Through our Positive Values initiative we seek to engender a positive approach to learning, achievement and hard work. We have established a reward system for students exhibiting good and promising behaviour. Through these values, students are encouraged to develop a sense of community by raising money for charity and other good causes in the community. There is an emphasis on developing links between the school and the different members of society through trips to local community benefit projects. For the pupil, this helps to engender appropriate levels of respect for other members of society. There is a special emphasis placed on punctuality, attendance and abiding by the school's '**Code of Conduct**'. This initiative influences the teacher's approach to dealing with negative behaviour, seeking to instil a positive connection with good behaviour and progress in academia.

### **Mind and Body Programme**

This initiative focuses on developing Healthy Minds and Bodies for our students. Teachers and staff promote healthy eating for both students, staff and their parents. This aspect of our curriculum nurtures, develops and strengthen our pupils Minds and Bodies through challenging expeditions, developing healthy lifestyle choices and increasing their digital literacy. Through extracurricular clubs our students engage with activity-based learning, fostering positive attitudes to learning across the curriculum. This initiative is also a driver for our varied Physical Education offer as well as our Harmony Expedition Program. Finally at the heart of this initiative is our whole school focus on our Ethos and values, developing our pupils understanding of the world around them through PSHE lessons and understanding their place in it though the Islamic Ethos of our school.

**Fundamental British Values** form an integral part of all 5 roots (please refer to our Fundamental British Values statement).

### EAL at Harmony

Across the school, there is a percentage of children for whom English is classed as an additional language, as defined by the DFE, though the majority would be considered to be fluent in English. Our annual cohort composition determines what extra facilities and activities we incorporate into our classrooms and environments. We aim to provide opportunities for children to share their home language in learning as appropriate and ensure they have opportunity to share their heritage. We work to ensure that children have sufficient opportunities to learn and reach a good standard in English from Year through to Year 6.

### Planning and Preparation

All teachers are expected to:

- Plan effectively to achieve progression in learning within the schemes of work of each subject
- Set high expectations building on prior attainment and knowledge of the individual needs of pupils
- Be aware of any specific needs within the group and plan differentiated work accordingly
- Prepare well-produced material well in advance of the lesson
- Set clear objectives at the beginning of the lesson which are understood by the pupils
- Plan a well-structured, well-timed lesson with a review at the end
- Plan lessons appropriately and adapt plans according to the learning and understanding of previous lessons

### Monitoring

Planning and work scrutiny are monitored by the Headteacher and/or phase leaders. Staff meetings and INSET are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

### Roles and Responsibilities

It is the responsibility of the Headteacher, Curriculum and Phase Leaders to :

- take the lead in policy development and monitoring schemes of work to ensure progression and continuity in all subjects throughout the school

- support colleagues in their development of planning documentation and implementation of the scheme of work, and in assessment and record keeping activities to monitor progress working alongside the Headteacher on action needed
- where relevant take responsibility for the purchase and organisation of resources for their area
- stay up to date through reading and attending relevant courses

### Assessment and reporting

Assessment is an essential part of the teaching process. Regular assessments are made of pupils' work to establish a level of attainment and inform future planning. Teachers use assessment information to track the progress of individual pupils and members of the Senior Leadership Team use it to monitor how effective the teaching and the curriculum is. Reporting to Parents is done through Parents Evenings and termly written reports. Parents are aware that:

- formal parent meetings are held on two occasions a year
- they may meet their child's teacher informally by appointment at any other time

### Special Educational Needs

It is vitally important that all pupils are able to gain full access to the school's curriculum, both for those that are working significantly above their peers and that have difficulty accessing it through individual learning differences. These pupils are identified through our SEN assessment framework and provision is built into the teacher's planning, with support from specialists where required.

### Equal Opportunities

We believe all pupils in the school should have equal opportunities and equal access to the curriculum.

Other relevant and linked policies that relate specifically to the Curriculum policy:

- Behaviour policy
- Assessment policy
- Marking and feedback policy
- SEND policy
- EAL Policy