

CURRICULUM POLICY

A British curriculum, taught live, with tarbiyyah at its heart

ACADEMIC YEAR 2026 – 2027

Policy name	Curriculum Policy 2026–2027
Applies to	All pupils, parents, staff, trustees and volunteers of Tarbiyyah Global Academy
Policy owner	Deputy Headteacher (Curriculum)
Approved by	Ustadh Abu Zayn Haneef Sandhar, Headteacher
Agreed with	The Chair of Trustees, Tarbiyyah Education Trust
Date of issue	September 2026
Next review due by	August 2027
Basis	Adapted from the Tarbiyyah Secondary Curriculum Policy 2025–26 for a Reception to Year 11 online school
Read alongside	Assessment Policy; Marking and Feedback Policy; Homework and Independent Study Policy; SEND and Inclusion Policy; RSE Policy; SMSC and British Values Policy; Careers Guidance Policy; Flexible Learning Policy; RECIPE Character Framework
Availability	Published on the Academy website and Parent Portal. Available in large print or another accessible format on request.

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1. Vision and Intent

At Tarbiyyah Global Academy our Islamic values shape everything we teach. Our curriculum brings together the breadth and rigour of the British curriculum with the Qur'an, Arabic and Islamic Studies, so that pupils grow in

knowledge, character and faith together. We aim to nurture confident, compassionate and capable Muslims who excel academically, lead with integrity and make a positive impact — wherever in the world they live.

Our curriculum intends to:

- provide a broad, balanced and ambitious education for every pupil, coherently planned and sequenced so that knowledge builds over time;
- secure excellent literacy and numeracy as the foundation for all learning;
- develop deep understanding of the Qur'an, Arabic and Islamic knowledge alongside academic subjects;
- promote pupils' spiritual, moral, social and cultural development and prepare them for life in modern Britain and a global society;
- teach pupils to learn independently and to use technology wisely;
- give every pupil, including those with SEND, access to the full curriculum with appropriate challenge and support.

2. Legal and Regulatory Context

The curriculum is designed to meet the OEAS standards for the quality of education, which mirror the Independent School Standards requirement for full-time supervised education covering linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. It has regard to the National Curriculum, the Early Years Foundation Stage framework for Reception, the Equality Act 2010, the SEND Code of Practice, and the statutory RSHE guidance in force from September 2026.

3. Curriculum Principles

Principle	What it means
Balanced	Intellectual, moral, spiritual, creative, emotional and physical development are all valued
Coherent	Explicit links between subjects help knowledge move into long-term memory
Sequenced	Knowledge and skills are carefully ordered so pupils know what "getting better" means in each subject
Focused	The most important knowledge is taught well, rather than too much taught thinly
Designed for online	Every unit is planned for live teaching: short explanations, frequent checks for understanding, interactive tasks and purposeful offline work

4. Curriculum by Phase

Early Years and Key Stage 1 (Reception to Year 2)

Short, engaging live sessions focusing on systematic synthetic phonics, early reading, number, and understanding of the world, with Qur'an, du'a and Islamic manners. Much learning is practical and completed away from the screen with parental support, following guidance sent each week.

Key Stage 2 (Years 3 to 6)

English, Mathematics, Science, History, Geography, Computing, Art and Design, PE (at home), PSHE and RSE, Qur'an and Tajweed, Arabic and Islamic Studies.

Key Stage 3 (Years 7 to 9)

English, Mathematics, Science (Biology, Chemistry, Physics), History, Geography, Computing, Arabic (as the

Academy's language), Art and Design, PE and wellbeing, PSHE and RSE, Qur'an and Islamic Studies.

Key Stage 4 (Years 10 and 11)

A core of GCSE or International GCSE English Language, English Literature, Mathematics, Combined or Separate Sciences and Islamic Studies, with options chosen from subjects such as History, Geography, Computer Science, Business and Arabic. Subjects are chosen with examination suitability for online learners and private candidates in mind (for example, qualifications without non-examined practical components that require a centre) **[TO CONFIRM: final KS4 subjects and awarding bodies]**.

Live lessons per week	KS1 (30 min)	KS2 (45 min)	KS3 (50 min)	KS4 (50 min)
English and phonics	5	5	4	5
Mathematics	4	5	4	5
Science / understanding the world	1	2	4	5
History, Geography and Computing	—	2	3	4 (two GCSE options)
Qur'an and Tajweed	3	2	3	2
Arabic and Islamic Studies	1	2	4	2
PSHE, RSE, PE, Art and wellbeing	1	2	3	2
Total	15	20	25	25

Form time, assemblies and clubs are in addition to these lessons. Reception follows the EYFS through short daily live sessions (about 1.5 hours) with guided activities at home.

The published timetable for each year group sets out the exact allocation.

5. Qur'an, Arabic and Islamic Studies

Pupils are taught Qur'an recitation, Tajweed and memorisation in groups set by ability rather than age where appropriate, following entry assessment. Arabic develops comprehension, vocabulary and grammar so pupils connect directly with Islamic texts. Islamic Studies covers aqeedah, fiqh, seerah and hadith, and prepares pupils to live their faith with confidence in modern Britain and around the world, including knowledge of and respect for other faiths and beliefs.

6. Teaching Online

Lessons are taught live by qualified teachers on Microsoft Teams for Education using a consistent lesson structure: retrieval practice; clear, short explanation; modelling; guided practice with frequent checks for understanding (polls, mini-whiteboards, cold-calling); independent practice; and a closing check. Work is set and returned through Teams Assignments and Class Notebooks. Classes have a maximum of **15 pupils**, so that teachers can know and respond to every pupil.

7. Literacy, Reading and Numeracy

Literacy is every teacher's responsibility. Reading is promoted through a reading programme, recommended reading lists and access to digital libraries. Pupils in Reception and Key Stage 1, and older pupils who need it, follow a validated systematic synthetic phonics programme **[TO CONFIRM: phonics programme]**. Numeracy is developed

across subjects.

8. Personal Development

PSHE, RSE, citizenship, careers education and the RECIPE Character Framework are taught through a planned programme, supported by assemblies, form time and enrichment. The curriculum 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, and has regard to the protected characteristics of the Equality Act 2010.

9. Inclusion

Teachers set high expectations for every pupil and plan lessons so that pupils with SEND, pupils who speak English as an additional language and the most able can all make strong progress. Adjustments are set out in the SEND and Inclusion Policy.

10. Roles and Responsibilities

Trustees monitor the breadth, balance and effectiveness of the curriculum. The Headteacher ensures it is implemented and resourced. Subject leads plan sequenced schemes of learning and quality-assure delivery. All teachers teach in line with this policy.

11. Monitoring and Review

The curriculum is monitored through lesson drop-ins, review of lesson recordings, work scrutiny on Teams, pupil voice and outcomes data. This policy is reviewed annually.

Approved by: Ustadh Abu Zayn Haneef Sandhar, Headteacher

Next review due: August 2027 · Tarbiyyah Global Academy · A British education, rooted in faith