Tarbiyyah Global Academy
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CURRICULUM POLICY

A full 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	1 September 2026 (version 1.1)
Next review due by	31 August 2027
Read alongside	Assessment Policy; Marking and Feedback Policy; Homework and Independent Study Policy; SEND and Inclusion Policy; PSHE Policy; Careers Education and Guidance Policy; Flexible Learning Policy; Tarbiyyah Compass Character Framework; Live Lesson Protocols
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 national 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 as confident Muslims in Britain and around the world;
- 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, followed as good practice, covering linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. It has regard to the National Curriculum, the Equality Act 2010 and the SEND Code of Practice.

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

Key Stage 1 (Years 1 to 2)

English (with systematic synthetic phonics and early reading), Mathematics, Science, History, Geography, Computing, Art and Design, PSHE, Qur'an and Tajweed, Arabic and Islamic Studies (with du'a and Islamic manners), in short live sessions with practical work at home.

Key Stage 2 (Years 3 to 6)

English, Mathematics, Science, History, Geography, Computing, Art and Design, PSHE, Qur'an and Tajweed, Arabic and Islamic Studies.

Key Stage 3 (Years 7 to 9)

English, Mathematics, Science, History, Geography, Computing, Art & Design, PSHE, Qur'an & Tajwid, Arabic and Islamic Studies.

Key Stage 4 (Years 10 and 11)

A core of English Language, English Literature, Mathematics, Combined or Separate Sciences and Islamic Studies, with options from Geography, Computer Science, Business and Arabic. Pupils are

entered for International GCSE examinations, which suit online learners sitting as private candidates; where a course is taught to a GCSE specification, pupils sit the matching International GCSE.

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	4
Science / understanding the world	1	2	3	5
History, Geography and Computing	—	2	3	4 (options)
Qur'an and Tajweed	3	2	3	2
Arabic and Islamic Studies	1	2	4	2
PSHE, Art & Design	1	2	2	1
Total	15	20	23	23

Form time, assemblies and clubs are in addition to these lessons. Years 1 and 2 have short daily live sessions (about 1.5 hours a day) with guided activities at home. The daily timetable is set out in the Live Lesson Protocols. 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 the Academy's live-lesson platform (currently Microsoft Teams), joined from the Student Portal, 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 the Student Portal. 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 Key Stage 1, and older pupils who need it, follow a validated systematic synthetic phonics programme; the programme in use is named in the Key Stage 1 curriculum overview published on the Parent Portal. Numeracy is developed across subjects.

8. Personal Development

PSHE in every year group, taught in line with Islam, citizenship, careers education and the Tarbiyyah Compass Character Framework are taught through a planned programme, supported by assemblies, form time and enrichment. The curriculum teaches respect for the law, for others and for people of different faiths and beliefs, as Islam requires, 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 through the Student Portal, pupil voice and outcomes data. This policy is reviewed annually.

Approved by: Ustadh Abu Zayn Haneef Sandhar, Headteacher · Next review due: 31 August 2027 · Tarbiyyah Global Academy · A specialist education, rooted in faith