



Islamic Studies Policy

Redstone Academy

ISLAMIC STUDIES POLICY

BACKGROUND TO ISLAMIC STUDIES AT OUR SCHOOL

Islamic Studies is not a National Curriculum subject, but must be taught to all pupils as part of our Curriculum. As ISLAMIC STUDIES is not nationally determined, we have devised our own syllabus and scheme of work.

ISLAMIC STUDIES is concerned with “learning about Islamic Studies” and “learning from Islamic Studies” and it is not the practice to indoctrinate or convert the child to the Muslim faith. The faith background of both the staff and child’s family is respected at all times.

Students cannot be excused from Islamic Studies lessons just as they cannot be excused from any other part of the curriculum.

A. VALUES AND AIMS

We believe at this school that ISLAMIC STUDIES both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually is reflected in the ISLAMIC STUDIES curriculum.

Specifically, ISLAMIC STUDIES at our school aims to enable pupils of whatever ability and level of development to:

1. Acquire and develop knowledge and understanding of Islam;
2. Acquire knowledge and understanding of other faiths represented in our communities;
3. develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, including the local community;
4. develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of Islam;
5. enhance their own **spiritual, moral, social and cultural** development by:
 - a. developing awareness of the fundamental questions of life arising from human experiences, and how Islamic beliefs and practices can relate to them;
 - b. responding to the fundamental questions of life in the light of their experience and with reference to Islamic beliefs and practices;

- c. reflecting on their own beliefs, values and experiences in the light of their study;
 - d. expressing their own personal viewpoints in a thoughtful, reasoned and considerate way;
6. Recognise the right of people to hold different beliefs within an ethnically and socially diverse society.

B. OBJECTIVES

Learning

Islamic Studies provides challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It asks pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Islamic Studies should encourage all participants to reflect on their own beliefs and values and to acknowledge that others hold beliefs different from their own.

AT1 Learning about religion

- identify, name, describe and give an account, in order to build a coherent picture of Islam in the correct light whilst also explaining the dangers of extremism;
- Identify, name and describe coherent narratives of Christianity, Judaism, and other religions in our communities and also explaining extremism;
- explain the meanings of religious language, stories and symbolism in Islam;
- explain similarities and differences between, and within Islam and other religions.

AT2 Learning from religion

- respond to moral issues in an informed and considered manner;
- reflect on what might be learnt from Islam in the light of personal beliefs and life experience;
- identify and respond to the question of meaning.

Teaching

The teaching of ISLAMIC STUDIES seeks both to impart knowledge and develop understanding of religious experiences and attitudes through a variety of teaching and learning approaches. Providing a balance between these two key attainment targets underpins the teaching of ISLAMIC STUDIES at this school.

The teaching of ISLAMIC STUDIES will involve direct teaching and whole class, group, paired or individual activities. A range of teaching styles will be used including enquiry, exploration, discussion, asking and answering questions, artefacts, visits, to ensure pupils are actively engaged in learning.

ASSESSMENT, RECORDING AND REPORTING *(see school Assessment policy)*

The Agreed Syllabus sets out a structure for Islamic Studies cognising pupil achievements and each pupil can work progressively towards achieving the attainment goals. Assessment in ISLAMIC STUDIES is seen in its broadest sense and is not limited to measurement and testing.

Through activities for example, discussion with pupils, group activities, marking and guiding their work, observing, displaying work, asking and answering questions, teachers are continually finding out about their pupils' achievements. This information is then recorded against the learning objectives from the curriculum. At this school we appreciate that a vital aid to learning is for pupils to be actively involved in their own assessment.

School reports are sent home twice every academic year. Islamic studies is reported in detail at the end of the academic year.

TIME ALLOCATION

Both KS3 and 4 students have two 50 minute sessions per week. In total, that equates to approx. 63 hours per year. Time allocation does include visits and activities related to festivals or collective worship time. (See Collective Worship policy).

PLANNING

The school follows the current draft scheme of work for the syllabus. This scheme shows topic areas to be covered from Year 7 to Year 11. We have used a combination of the AQA GCSE planning scheme and further material agreed with the SMT and Islamic Studies staff.

The SMT together with the Islamic Studies teachers review these plans on a regular basis.

As the curriculum is new (and currently in draft) and in order to ensure a basic minimum standard across all years, we will carry out the planning introducing the same or similar topic areas across the year groups from 2014 to 2016. By

so doing, we ensure that children have completed coverage of what we would deem as important elements to promote tolerance and integration as well as countering extremist views.

Short term planning of individual lessons is a matter for the class teacher. The ISLAMIC STUDIES Subject Leader is available to help with this and keeps a range of teacher's Islamic Studies sources as a guide. (When planning each unit of work, the teacher will identify which parts of the programme of study are to be the focus, the learning objectives for the unit, the learning tasks planned to achieve them, time allocated and any Islamic Studies sources, etc. The work planned must be relevant to the needs of the pupils).

CROSS CURRICULAR ISSUES

ISLAMIC STUDIES teaching and learning will be the means to many wider cross-curricular themes and dimensions.

Islamic Studies are clearly very special opportunities to explore multicultural and equal opportunities issues and for consideration of the environment. Moral questions will be raised and pupils will develop a sense of citizenship through many aspects of the explicit ISLAMIC STUDIES curriculum.

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