

# CURRICULUM POLICY ON INTEGRATING BRITISH VALUES, ISLAMIC ETHOS, AND MONTESSORI METHODS

**Policy Title:** Curriculum, Ethos and Values Policy

**School:** Rawdah Montessori

**Date:** October 2025

**Review Date:** October 2026

## 1. Policy Statement and Purpose

At Rawdah Montessori, we believe that a child's education should nurture the whole person: their intellect, their character, and their spirit. Our curriculum is uniquely designed to create a harmonious learning culture where the fundamental British values of democracy, rule of law, individual liberty, and mutual respect are not only taught but are lived. These values are perfectly aligned with the timeless principles of the Islamic faith, such as justice (*adl*), compassion (*rahmah*), and respect for humanity (Ihtirâm). We deliver this through the established, child-centred principles of the Montessori method, which fosters independence, inner discipline, and a love for learning.

This policy outlines our commitment to embedding these three core pillars into every aspect of our school environment, ensuring that children leave Rawdah Montessori as confident, compassionate, and responsible global citizens, rooted in their faith and prepared for life in modern Britain. This framework supports our compliance with the **Early Years Foundation Stage (EYFS) statutory framework and the Prevent Duty guidance.**

## 2. Our Three Pillars: An Integrated Approach

Our curriculum is built upon the synergy of three foundational elements. They are not taught in isolation but are integrated to provide a coherent and holistic education.

### Pillar 1: The Montessori Method (The "How" We Learn)

The Montessori method is our pedagogical approach. It is based on following the child, preparing an environment that meets their developmental needs, and fostering independence and self-discipline . Key principles include:

- **Prepared Environment:** A calm, orderly, and accessible classroom that encourages choice and concentration.
- **Mixed-Age Classrooms:** Allowing for peer learning, mentoring, and social development.
- **Freedom of Choice:** Children choose their own work from within a structured range of activities, fostering intrinsic motivation.
- **Practical Life Skills:** Activities that develop concentration, coordination, and independence.
- **Respect for the Child:** Treating each child as a unique individual with their own inner guide to development.
- **Peace Education & Spiritual Development:** Peace begins with the adult role modelling a culture of peace in the setting
- **Independence and Responsibility:** Children cultivate independence and a sense of responsibility when adults demonstrate trust in their innate capacity for growth and natural developmental process

We are committed to fostering **an inclusive environment** where **every child** is respected, valued and supported and supported to reach their full potential. Through the promotion of democracy, rule of law, individual liberty, and mutual respect and tolerance, alongside Islamic principles of compassion, justice, integrity, and community, we nurture morally responsible, reflective, and socially aware individuals.

## Pillar 2: The Islamic Ethos (The "Why" We Learn)

Our Islamic ethos provides the moral and spiritual compass for our school. It shapes our character and our understanding of our purpose and place in the world. Key principles include:

- **Oneness of God:** Recognizing God as *the* Creator and Sustainer, fostering a sense of humility, awe and sense of purpose.
- **Primordial Nature** - A belief that every child is born innately good, which a natural inclination towards virtue, and for us to nurture this
- **Developing Character/Good Conduct-** taking noble character traits from the Prophetic examples such as civic duty, honesty, trustworthiness, kindness, and patience
- **Proper Comport** - Inculcating in all children and staff the correct comportment and any given situation from simply etiquettes of the classroom (respect for one and all) to interacting with elders, caring for the environment.
- **Holistic Development** - Nurturing the child's intellectual, spiritual, physical, and social development in a balanced way.

## Pillar 3: British Values (The "Where" We Learn)

The fundamental British values are the framework for life in our diverse society. We actively promote these values, not as a separate topic, but as a natural expression of our Montessori practice and Islamic ethos. They are:

- **Democracy**
- **The Rule of Law**
- **Individual Liberty**
- **Mutual Respect and Tolerance of those with different faiths and beliefs**

### 3. Embedding British Values through Montessori and Islamic Principles

The following table demonstrates how we weave British Values into our daily practice, showing the synergy with our Montessori approach and Islamic ethos.

| Fundamental British Value                             | How it is Embedded in Montessori Practice  | How it Aligns with Islamic Ethos  |
|---|--|---|
| <b>Democracy:</b><br><b>Making decisions together</b> | <b>Making Choices:</b> Children freely choose their own work, developing decision-making skills.   |   |
|   | <b>Classroom Leadership:</b> Children take turns as line leader or in caring for the classroom.<br><b>Circle Time:</b> We hold regular circle times where children are encouraged to share their views, listen to others, and make collective decisions about classroom rules or activities, mirroring the democratic process of a show of hands . | <b>Shura (Consultation):</b> The Islamic principle of mutual consultation in decision-making is modelled in our circle times. Children learn that their voice matters and that community decisions are strengthened by listening to all perspectives. |

Fundamental British  
Value

How it is Embedded in Montessori  
Practice

How it Aligns with Islamic Ethos

**Rule of Law:  
Understanding  
that rules matter**

**Classroom Ground Rules:** At the start of the year, children collaborate with guides to establish a few simple, positive classroom rules. This gives them ownership and a clear understanding of why rules are needed.

**Grace and Courtesy**

**Lessons:** Montessori lessons explicitly teach children how to interrupt politely, greet someone, and resolve conflicts peacefully.

**Natural Consequences:** The Montessori materials are self-correcting. This provides an immediate and non-judgmental consequence, helping children understand the concept of cause and effect.

**Adab:** The concept of a just and ordered universe. Children learn that rules (like tidying up, being kind) are not arbitrary but help create a fair and peaceful community, reflecting the higher purpose of Prophet saas teachings

Fundamental British  
Value

How it is Embedded in Montessori  
Practice

How it Aligns with Islamic Ethos

**Individual Liberty:  
Freedom for all**

**Freedom of Choice:** The core of Montessori is the freedom for a child to choose their own work, follow their interests, and work at their own pace. This builds self-knowledge, confidence, and a sense of responsibility for their own learning .  
**Taking Risks:** The prepared environment allows children to take physical and social risks safely, such as carrying water, using scissors, or speaking in a group, fostering resilience.

**Free Will and Responsibility:** Islam teaches that humans have been given free will (*ikhtiyar*) and are responsible for their choices. We nurture this by giving children genuine choices and helping them understand the impact of their actions. This builds self-discipline, a quality highly prized in both Montessori and Islam.

**Mutual Respect  
and Tolerance:  
Treat others as  
you want to be  
treated**

**Respect for the Child:** This is the cornerstone of Montessori. Guides model unconditional respect for each child, their work, and their feelings.  
**Mixed-Age Classrooms:** Younger children learn from older ones, and

**Universal Brotherhood (Ummah) and  
Respect for All:** Our Islamic ethos teaches that all of humanity comes from a single soul and that the most noble are the most righteous. We actively share stories of the prophets, including Prophet Moses, Jesus

| Fundamental British Value | How it is Embedded in Montessori Practice  | How it Aligns with Islamic Ethos  |
|---------------------------|--|---|
|                           | <p>older children develop empathy and leadership skills as they mentor their younger peers.</p> <p><b>Cultural Studies:</b> The Montessori curriculum introduces children to the diversity of the world—its people, animals, music, and art—fostering a natural curiosity and respect for different cultures .</p> | <p>(and understanding cultural festivals, showing respect for all faiths and none .</p> <p>We challenge stereotypes by providing resources that reflect positive images of diverse families, cultures, and abilities.</p> |

## 4. Creating a Harmonious Learning Culture

The integration of these three pillars creates a unique and powerful learning culture at Rawdah Montessori.

- **Inner Peace and Self-Actualisation:** The Montessori environment provides the calm and order that allows for deep concentration. This, combined with the spiritual practices of Islam—such as quiet reflection, gratitude, and remembrance of Allah (swt)—nurtures the child's inner peace and sense of self-worth . A child who is at peace with themselves is better able to show peace towards others.

- **A Low-Anxiety Classroom:** The principles of radical autonomy and respect create a safe, low-anxiety environment where children feel secure to express themselves, make mistakes, and learn without fear of judgment. This psychological safety is essential for both cognitive development and spiritual growth .
- **Community and Belonging:** Children feel a strong sense of belonging to their classroom community, to Rawdah Montessori, and to the wider British society. They learn that their Islamic identity is a positive part of their British identity. They are proud of who they are and respectful of who others are.

## 5. Roles and Responsibilities

- **School Leadership** is responsible for ensuring this policy is implemented effectively, for providing staff training, and for reporting to the governing body/proprietors on its impact.
- **Montessori Guides (Teachers)** are responsible for preparing the environment and acting as role models. They must consciously and consistently weave these values into their interactions with children and their planning. They are supported by our Staff Training Schedule, which includes modules on Safeguarding, Prevent Duty, and embedding British Values and Islamic ethos in daily practice .
- **Parents and Carers** are our partners in this journey. We share our approach through workshops, parent guides, and home activity packs to ensure continuity between school and home . We encourage open communication and dialogue.
- **All Staff** (including support staff, cleaning, and security) are expected to model the same values of respect, tolerance, and kindness, as they are a visible part of the child's school experience.



## 6. Monitoring and Review

This policy will be reviewed annually by the leadership team. The impact of this integrated approach will be monitored through:

- Observations of children's well-being, engagement, and behaviour.
- Feedback from parents and staff.
- Reflective practice sessions for guides.
- The school's self-evaluation process.

By working together, we ensure that Rawdah Montessori remains a place where children flourish, where faith and British identity are celebrated together, and where the seeds of a peaceful and harmonious future are sown.

| REVIEW DATE      | REVIEWED BY    | SIGNED OFF           |
|------------------|----------------|----------------------|
| 31 Oct 2025      | Governing Body | Chair: Sohaib Tanvir |
|                  | Headteacher    | tbc on appointment   |
| Next Review Date | Governing Body | Chair:               |
| 31 Oct 2026      | Headteacher    |                      |