

British Values, Islamic Ethos and Montessori

Creating a Harmonious Learning Culture Policy

School: Rawdah Montessori School

Date: October 2025

Review Date: Annually

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, the 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, compassion, and respect for humanity. 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**, the **Prevent Duty guidance**, and the **Independent School Standards**.

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.

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:** Recognising God as the Creator and Sustainer of all, fostering a sense of humility, awe, gratitude, and purpose. This understanding of a unified creation naturally leads to a sense of responsibility towards all of humanity.
- **Primordial Nature:** A belief that every child is born innately good, with a natural inclination towards truth and virtue. Our role as educators is to nurture this innate goodness, helping it flourish, rather than to suppress it.
- **Developing Character/Good Conduct:** Taking noble character traits from prophetic examples, such as civic duty, honesty, trustworthiness, kindness, patience, and service to others. We aim to make these traits a lived reality for every child.

- **Proper Comportment:** Inculcating in all children and staff the correct comportment for any given situation—from the simple etiquettes of the classroom (respect for one and all) to interacting with elders and caring for the environment. This is about embodying respect in action.
- **Holistic Development:** Nurturing the child's intellectual, spiritual, physical, and social development in a balanced and integrated way, recognising that all these dimensions are interconnected.

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
Democracy: Making decisions together	Making Choices: Children freely choose their own work, developing	Consultation: The Islamic principle of mutual consultation in decision-making is

Fundamental British Value

Rule of Law: Understanding that rules matter

How it is Embedded in Montessori Practice

decision-making skills.

Classroom Leadership: Children take turns as line leader or in caring for the classroom.

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.

How it aligns with Islamic Ethos

modelled in our circle times. Children learn that their voice matters and that community decisions are strengthened by listening to all perspectives.

Proper Comportment: Children learn that rules (like tidying up, being kind) are not arbitrary but help create a fair and peaceful community. This reflects the higher purpose of prophetic teachings on justice and order.

Fundamental British Value

How it is Embedded in Montessori Practice

How it aligns with Islamic Ethos

Individual

Liberty: Freedom for all

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.

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

Free Will and Responsibility: The Islamic tradition teaches that humans have been given free will 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.

Fundamental British
Value

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

How it is Embedded in Montessori Practice

take physical and social risks safely, such as carrying water, using scissors, or speaking in a group, fostering resilience.

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 older children develop empathy and leadership skills as they mentor their younger peers.

Cultural Studies: The Montessori curriculum introduces children to the diversity of the world—its

How it aligns with Islamic Ethos

Universal Solidarity and Respect for All: Our Islamic ethos teaches that all of humanity comes from a single source and that the most noble are the most righteous. We actively share stories of the prophets, including Prophet Moses and Prophet Jesus (peace be upon them), and celebrate cultural festivals, showing respect for all faiths and none. We challenge stereotypes by providing resources that reflect positive images of diverse families, cultures, and abilities.

Fundamental British Value	How it is Embedded in Montessori Practice	How it aligns with Islamic Ethos
	<p>people, animals, music, and art—fostering a natural curiosity and respect for different cultures.</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 God—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 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. Promoting Critical Thinking and Open Discussion

We believe that preparing children for life in modern Britain requires them to be able to think for themselves, ask questions, and navigate a complex world with confidence and critical awareness.

- **Philosophy for Children (P4C):** We use structured discussion techniques, such as P4C, to encourage children to formulate their own questions, listen to others, and build on each other's ideas. Circle time is a sacred space for this, mirroring the Islamic tradition of study circles.
- **Exploring Faith and Belief:** Children are encouraged to ask deep questions about faith, purpose, and morality. Guides facilitate these discussions, helping children explore Islamic teachings while also learning about the beliefs of others. This fosters critical thinking about their own faith and a respectful understanding of the world.
- **Evaluating Information:** In our digital age, we teach children to be discerning. They are encouraged to ask "Who made this? Why? Is it true?" when engaging with stories, videos, or online content, building resilience against extremist or harmful narratives.
- **Expressing Opinions Respectfully:** Children learn the proper comportment of discussion. They are taught how to disagree politely, using phrases like "I see your point, but have you considered..." rather than dismissing others. They learn that having a strong opinion is valuable, but expressing it with kindness and respect is an obligation.
- **Developing Resilience:** By discussing a range of issues in a safe environment, children develop the emotional resilience to challenge inappropriate behaviour or ideas they encounter outside of school.

6. Safeguarding and Prevent in Daily Practice

Our commitment to safeguarding is absolute. We see the promotion of British Values and critical thinking as key strands of the **Prevent Duty**, building children's resilience to radicalisation. Our daily practice includes:

- **Teaching Children to Express Opinions Respectfully:** As outlined above, this is a core skill. A child who can articulate their thoughts calmly is less likely to be drawn into aggressive or extreme ideologies.
- **Ensuring Staff Know How to Report Concerns:** All staff receive annual safeguarding and Prevent training. They are vigilant to changes in a child's behaviour or opinions that might indicate they are at risk. Concerns are reported immediately to the Designated Safeguarding Lead (DSL) using the school's 'Cause for Concern' system. Staff are confident in the knowledge that "it could happen here" and that early intervention is key.
- **Promoting Online Safety:** We teach online safety as part of our PSHE and computing curriculum. Children learn about privacy, the reliability of information, and how to keep themselves safe. We use filtering and monitoring systems on all school devices to prevent access to harmful content. Parents are supported with workshops on keeping their children safe online at home.
- **Monitoring Visitors and Materials:** All visitors to the school are signed in, vetted according to safeguarding procedures, and supervised appropriately. All teaching materials, books, and resources used to support this policy (including those on faith and culture) are carefully selected by the leadership team to ensure they are age-appropriate, promote respect, and are free from bias or extremist content.
- **Creating a Safe Space:** The classroom is a "safe space" for exploration. Guides are trained to manage sensitive discussions in a way that is age-appropriate and reassuring, ensuring that all children feel safe and respected.

7. Behaviour and Positive Discipline

Our approach to behaviour is rooted in respect, guidance, and teaching self-regulation, not in punishment. It draws on Montessori's Grace and Courtesy, Islamic character development, and restorative practice.

- **Grace and Courtesy Lessons:** These are fundamental to the Montessori curriculum. Children are explicitly taught social skills: how to greet someone, how to interrupt politely, how to refuse an invitation kindly, and how to apologise sincerely. These lessons empower children with the tools to manage relationships positively.
- **Restorative Approaches:** When conflicts arise, we use restorative questions to guide children:
 - "What happened?"
 - "How were you feeling at the time?"
 - "How do you think your friend felt?"
 - "What can we do to put things right?"

This shifts the focus from blame to understanding, empathy, and repairing the harm done to the relationship.
- **Natural and Logical Consequences:** We use consequences that are directly related to the behaviour. For example, if a child spills water, they are shown how to clean it up. If they misuse a material, it is respectfully put away until they are ready to use it properly. This teaches responsibility without shame.
- **No Shaming or Harsh Punishment:** In line with the Islamic principle of treating others with dignity and the Montessori principle of respect for the child, we never use public humiliation, shouting, or punitive measures. We believe this damages a child's self-esteem and inner discipline, which are the true drivers of good behaviour.
- **Partnership with Parents:** We believe in a strong home-school partnership. We communicate daily with parents about their child's day, celebrating successes and discussing any challenges with sensitivity and discretion. We work together to support the child's character development.
- **Clear Escalation Procedures:** For the rare instances where behaviour requires additional support, we have a clear process:
 1. **In-class support:** The guide uses targeted Grace and Courtesy lessons and individual guidance.
 2. **Partnership with SENCO:** We explore any underlying needs, such as speech and language difficulties or sensory processing challenges, that may be contributing to the behaviour.

3. **Pastoral Support Plan (PSP):** For persistent difficulties, we create a PSP in partnership with parents and the child, setting clear targets and support strategies.
4. **External Agencies:** If needed, we involve outside professionals, such as educational psychologists or child and family support services.

(Exclusion is a last resort and is managed in line with our separate Behaviour and Exclusion Policy.)

8. Roles and Responsibilities

- **School Leadership** is responsible for ensuring this policy is implemented effectively, for providing staff training (including Prevent and Safeguarding updates), 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, promoting critical thinking, restorative approaches, 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, cleaners, 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. They are also trained to report any safeguarding concerns they may have.

9. Complaints and Whistleblowing

- **Complaints:** We are committed to listening to our community. Concerns or complaints relating to this policy, or its implementation, may be raised through the school's formal **Complaints Procedure**, which is available on the school website or from the school office.
- **Whistleblowing:** We foster a culture of openness and safety. All staff are supported through our **Whistleblowing Policy** to raise any concerns about malpractices, risks to children, or the actions of colleagues safely, confidentially, and without fear of reprisal.

10. 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, staff, and pupils.
- 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	