



CURRICULUM POLICY

1. Aims of the Curriculum Policy

At Rawdah Montessori, our curriculum is rooted in **Dr. Maria Montessori's philosophy**, which views the child as a naturally eager and capable learner. The policy's aims extend beyond academic mastery to nurture the **whole child—intellectually, socially, emotionally, and spiritually**. Grounded in Islamic values, we strive to create an environment where children develop **self-discipline, compassion, and a sense of purpose** within Allah's creation. The curriculum is designed to:

- Foster **independence, curiosity, and a lifelong love of learning** through self-directed exploration.
- Provide a **prepared environment** that supports cognitive, social, emotional, and spiritual growth.
- Uphold **Montessori's vision of cosmic education**, where children understand their role in the interconnected world.
- Integrate **Islamic values and Arabic language** to cultivate identity, mindfulness, and moral responsibility.

*"While grounded in Montessori principles, our curriculum complies with UK statutory expectations, including the **Independent School Standards Regulations 2014** and **EYFS Framework** (for ages 3–5). We ensure pupils develop the knowledge, skills, and values to thrive in British society while upholding our Islamic ethos."*

2. Purpose of the Montessori Subject Areas

Montessori education organizes learning into **interdisciplinary subject areas**, each serving a unique developmental need. These are not isolated topics but interconnected facets of a unified cosmic education. In our classrooms, materials and lessons are carefully curated to align with the **sensitive periods** of children's growth, ensuring they engage with concepts at the optimal time for internalization. The subjects include:

- **Practical Life:** Develops fine motor skills, concentration, and care for self/environment.
- **Sensorial:** Refines sensory perception and cognitive organization.
- **Language:** Builds literacy through phonics, writing, and rich verbal expression (Arabic & English).
- **Mathematics:** Introduces abstract concepts through hands-on materials (e.g., Golden Beads).
- **Cultural Studies:** Integrates **history, geography, science, art, and music** to foster global awareness.

3. Characteristics of Effective Learning in Montessori

Effective learning in a Montessori environment is distinct from traditional pedagogy. It is **child-centered**, driven by intrinsic motivation, and deeply respectful of the child's individual developmental journey. Dr. Montessori observed that children thrive when given **freedom within limits**, allowing them to explore, make choices, and learn from natural consequences. Key characteristics include:

- **Self-directed activity:** Children choose work based on interest and readiness.
- **Concentration & repetition:** Deep engagement with materials to master skills.
- **Collaboration:** Mixed-age interactions build leadership and empathy.

4. Assessment and Progress in Montessori

Assessment in Montessori education rejects standardized, high-pressure testing in favor of **authentic, ongoing evaluation**. Teachers act as **observers and guides**, documenting progress through qualitative measures that honor each child's unique pace. This approach aligns with Islamic pedagogy, which emphasizes **reflection (muhasabah)** and personal growth over competition. Methods include:

- **Observational records:** Teachers document milestones, interests, and challenges.
- **Portfolios:** Collections of a child's work over time.
- **Narratives & conferences:** Qualitative feedback shared with parents.

*"Our assessment methods align with Montessori's child-centered approach while meeting UK statutory requirements. For EYFS pupils (ages 3–5), progress is recorded through **observational assessments** linked to the EYFS Profile. For older pupils, teacher narratives and portfolios demonstrate attainment comparable to National Curriculum benchmarks.

5. The Montessori Learning Environment

The Montessori classroom is a "**prepared environment**" meticulously designed to meet the physical, intellectual, and spiritual needs of the child. Every element—from the low shelves to the natural materials—is intentional, fostering **order, independence, and beauty**. At Rawdah Montessori, this environment also reflects **Islamic aesthetics**, with spaces for prayer, Arabic calligraphy, and natural elements that remind children of Allah's creation. Features include:

- **Prepared spaces:** Materials are accessible, orderly, and aesthetically pleasing.
- **Mixed-age groupings:** Children learn from and mentor peers (3–6, 6–9, 9–12).

6. Key Outcomes by Age Group

Montessori education is structured in **three-year developmental cycles**, each building upon the last to foster intellectual, social, and spiritual growth. At Rawdah Montessori, these outcomes are infused with **Islamic values**, ensuring children emerge as confident, compassionate, and morally grounded individuals. Below are the key milestones for each age group:

Ages 3–6 (Primary: "Absorbent Mind" Stage)

Introduction:

This stage is marked by rapid sensory and language development, where children construct their understanding of the world through hands-on exploration. Our focus is on cultivating **independence, concentration, and reverence for Allah's creation**.

Key Outcomes:

- **Practical Life:** Mastery of self-care (e.g., dressing, washing), grace & courtesy, and care for the environment (e.g., cleaning, gardening).
- **Sensorial:** Refinement of the five senses, leading to early classification and logical thinking (e.g., sorting by size, color, texture).
- **Language:** Spoken fluency in English and Arabic, pre-writing (tracing), phonics, and Quranic vocabulary (e.g., daily duas, Surahs).
- **Mathematics:** Concrete understanding of numbers 1–10, decimal system (using Golden Beads), and basic operations.
- **Islamic/Cultural Studies:** Introduction to Prophetic stories, Islamic manners (adab), and cultural appreciation through geography/science.

Ages 6–9 (Lower Elementary: "Reasoning Mind" Stage)

Introduction:

Children transition to abstract thinking, moral reasoning, and collaborative work. The curriculum emphasizes "**cosmic education**"—understanding humanity's interconnected roles as Khalifah (stewards of Earth).

Key Outcomes:

- **Language:** Fluent reading/writing in English and Arabic; creative writing; structured Quranic studies (Tajweed, memorization).
- **Mathematics:** Mastery of multiplication/division, fractions, and geometric concepts (e.g., area, volume).
- **Cultural Studies:** Deep dives into Islamic history, scientific classification (e.g., animal/plant kingdoms), and global cultures.
- **Social/Spiritual:** Leadership in mixed-age groups, community projects (e.g., charity drives), and prayer routines (Salah).

Ages 9–12 (Upper Elementary: "Critical Thinking" Stage)

Introduction:

Older children engage in **interdisciplinary research, ethical debates, and leadership roles**, preparing them for adolescence. They explore complex systems (e.g., ecosystems, civilizations) through an Islamic lens.

Key Outcomes:

- **Advanced Language:** Essay writing, critical analysis of texts, and Arabic composition (e.g., short stories, Quranic reflection journals).
- **Mathematics:** Algebra, advanced geometry, and real-world application (e.g., budgeting, coding with Islamic ethical discussions).
- **Cultural Studies:**
 - *History:* Comparative studies of civilizations, Islamic Golden Age contributions.

- *Science*: Physics experiments (e.g., simple machines), climate stewardship (linked to Quranic environmental ethics).
- **Spiritual Growth:**
 - **Tarbiyah (Self-Development)**: Regular reflection (muhasabah), Islamic finance basics (Zakat calculations).
 - **Community Leadership**: Organizing school-wide initiatives (e.g., eco-friendly Ramadan campaigns).

For ages 3–5, outcomes align with the **EYFS 7 Areas of Learning** (e.g., Practical Life covers *Physical Development*; Cultural Studies fulfill *Understanding the World*). For ages 6–12, our Montessori framework ensures proficiency equivalent to the **National Curriculum**, with Arabic/Islamic studies fulfilling statutory **Religious Education** requirements."*

7. Importance of Extracurricular Activities

Extracurricular activities in a Montessori school are not add-ons but **extensions of the child's self-directed learning**. They provide opportunities to apply skills in real-world contexts, explore passions, and strengthen community bonds. At Rawdah, these activities are infused with **Islamic ethos**, such as gardening (stewardship of the Earth) or Quranic arts (connecting creativity with faith). Benefits include:

- **Complementing Montessori ideals**: Hands-on learning beyond the classroom.
- **Building community**: Field trips and clubs strengthen bonds.

8. Role of Arabic & Muslim Spirituality

Arabic and Islamic spirituality are **integral** to Rawdah's Montessori approach, not isolated subjects. Arabic is taught as a **living language** to connect children with the Quran and the Muslim ummah, while spirituality is woven into daily routines through **mindfulness, dua, and prophetic stories**. This integration aligns with Montessori's emphasis on "**education for life**," nurturing children who are **confident in their identity, morally grounded, and contributors to society**. Key aspects include:

- **Arabic:** Taught as a spoken, written, and Qur'anic language.
- **Spiritual growth:** Daily practices instill **taqwa (God-consciousness)**.

9. Integration of PSHE and RSHE in Practical Life

The Practical Life curriculum in Montessori education inherently supports the statutory objectives of PSHE and RSHE by fostering personal development, social responsibility, and healthy living through purposeful, real-world activities. At Rawdah Montessori, these lessons are further enriched with Islamic values, ensuring children learn to navigate relationships, emotions, and societal roles with mindfulness (taqwa) and compassion. For example:

- **Health & Wellbeing:** Activities like handwashing, food preparation, and care of the environment teach hygiene, nutrition, and stewardship of the body (as an Amanah from Allah).
- **Emotional & Social Skills:** Grace and courtesy lessons (e.g., greeting others with "Assalamu alaykum," taking turns) build respect, empathy, and conflict resolution—key to RSHE's focus on healthy relationships.
- **Economic Responsibility:** Tasks like budgeting (using real coins in "market play") or repairing torn materials introduce financial literacy and sustainability.
- **Islamic Integration:** Daily duas (e.g., before eating) and discussions on modesty (hayaa) and family roles align with RSHE's emphasis on respectful, faith-informed relationships.

Statutory Compliance: While Montessori’s approach is organic, our Practical Life scope ensures coverage of PSHE/RSHE core themes, documented through observational records and linked to the EYFS Framework (for ages 3–5) and Independent School Standards (ages 5–12).

Review of Policy Dates

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	