



Rawdah Montessori Primary School

Curriculum Policy

Version: 2.0

Reviewed: October 2025

Next Review Due: October 2026

1. Introduction and Aims

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.
- Ensure compliance with UK statutory expectations, including the **Education (Independent School Standards) Regulations 2014** and the **Early Years Foundation Stage (EYFS) Framework**.

This policy should be read in conjunction with the:

- **SEND Policy**
- **EYFS Policy** (for ages 3-5)
- **Equality and Diversity Policy**
- **Safeguarding and Child Protection Policy**
- **PSHE and RSHE Policy**

2. Legal Framework

This policy is guided by the following legislation and guidance:

Legislation / Guidance	Relevance
Education (Independent School Standards) Regulations 2014 (as amended)	Requires independent schools to provide a broad and balanced curriculum that meets pupils' needs and prepares them for opportunities, responsibilities, and experiences in later life .
Early Years Foundation Stage (EYFS) Statutory Framework	Sets standards for learning, development, and care for children aged 0-5 .

Legislation / Guidance

Relevance

Equality Act 2010

Requires the school to make reasonable adjustments and ensure the curriculum is accessible to all pupils.

**Keeping Children Safe in Education
(KCSIE 2025)**

Emphasises the importance of safeguarding within the curriculum (e.g., online safety, relationships education) .

**DfE Guidance on Relationships
Education, Relationships and Sex
Education (RSE) and Health Education
(2019)**

Sets out statutory requirements for PSHE and RSHE (from September 2020).

**Promoting Fundamental British Values
(DfE, 2014)**

Guidance on how schools can promote British values alongside their own ethos.

3. The Montessori Approach

Montessori education organises 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 internalisation.

3.1 The Montessori Subject Areas

Subject Area	Purpose
Practical Life	Develops fine motor skills, concentration, and care for self/environment.
Sensorial	Refines sensory perception and cognitive organisation.
Language	Builds literacy through phonics, writing, and rich verbal expression (Arabic and 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.

3.2 Characteristics of Effective Learning

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. Key characteristics include:

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

4. Curriculum Coverage and Statutory Compliance

While our curriculum is rooted in Montessori principles, it is designed to meet or exceed the requirements of the **Independent School Standards**. The table below shows how our Montessori areas map to the subjects expected in a broad and balanced curriculum.

National Curriculum Subject	Montessori Provision
English	Language area: phonics, writing, reading comprehension, spoken language.
Mathematics	Mathematics area: number, calculation, geometry, measurement.
Science	Cultural Studies: biology, physics, chemistry, environmental science.
History	Cultural Studies: timelines, civilisations, Islamic history.
Geography	Cultural Studies: physical geography, cultural geography, maps.
Art and Design	Cultural Studies: art appreciation, materials exploration, creativity.
Music	Cultural Studies: singing, rhythm, listening, musical appreciation.
Physical Education	Practical Life: movement, outdoor play, coordination, games.
Computing	Integrated across curriculum; specific lessons on online safety.
Languages	Arabic language area; additional exposure to Quranic Arabic.

Religious Education	Islamic Studies: Quran, Seerah, Islamic values, world faiths.
PSHE/RSHE	Practical Life: grace and courtesy, emotional literacy, relationships, health (see Section 9).

5. Assessment and Progress

Assessment in Montessori education rejects standardised, high-pressure testing in favour of **authentic, ongoing evaluation**.

Teachers act as **observers and guides**, documenting progress through qualitative measures that honour each child's unique pace. This approach aligns with Islamic pedagogy, which emphasises **reflection (muhasabah)** and personal growth over competition.

5.1 Assessment Methods

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

5.2 Statutory Assessment

- For **EYFS pupils (ages 3–5)**, progress is recorded through observational assessments linked to the **EYFS Profile** at the end of Reception.
- For **older pupils**, teacher narratives, portfolios, and informal assessments demonstrate attainment comparable to National Curriculum benchmarks.
- Progress in **Arabic and Islamic Studies** is assessed through observation, oral recitation, and written work.

6. 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).
- **Outdoor learning:** Gardens and outdoor spaces for exploration and connection with nature.
- **Prayer space:** A calm area for reflection and daily Salah.

7. 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.

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

Key Outcomes:

- **Practical Life:** Mastery of self-care (e.g., dressing, washing), grace and courtesy, and care for the environment.
- **Sensorial:** Refinement of the five senses, leading to early classification and logical thinking.
- **Language:** Spoken fluency in English and Arabic, pre-writing, phonics, and Quranic vocabulary.
- **Mathematics:** Concrete understanding of numbers 1–10, decimal system, and basic operations.
- **Islamic/Cultural Studies:** Prophetic stories, Islamic manners (adab), and cultural appreciation.

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

Key Outcomes:

- **Language:** Fluent reading and writing in English and Arabic; creative writing; Quranic studies (Tajweed, memorisation).
- **Mathematics:** Mastery of multiplication/division, fractions, and geometric concepts.
- **Cultural Studies:** Islamic history, scientific classification, and global cultures.
- **Social/Spiritual:** Leadership in mixed-age groups, community projects, and prayer routines.

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

Key Outcomes:

- **Advanced Language:** Essay writing, critical analysis, and Arabic composition.
- **Mathematics:** Algebra, advanced geometry, and real-world application.
- **Cultural Studies:** Comparative studies of civilisations, Islamic Golden Age contributions, physics experiments, climate stewardship.
- **Spiritual Growth:** Self-development (tarbiyah), Islamic finance basics, community leadership.

8. Arabic Language and Islamic 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 instil **taqwa (God-consciousness)** .
- **Islamic values:** Honesty, compassion, justice, and respect are embedded across the curriculum.
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9. PSHE and RSHE in the Montessori Curriculum

The **Practical Life** curriculum in Montessori education inherently supports the statutory objectives of **PSHE (Personal, Social, Health and Economic education)** and **RSHE (Relationships, Sex and Health Education)** 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.

PSHE/RSHE Theme	Montessori Provision	Islamic Integration
Health and Wellbeing	Handwashing, food preparation, care of environment, outdoor play.	Body as an amanah (trust); duas before eating; gratitude for health.
Relationships	Grace and courtesy lessons, conflict resolution, collaborative work.	Islamic manners (adab); respect for parents, teachers, and peers.
Living in the Wider World	Community projects, care for environment, financial literacy (e.g., market play).	Zakat and charity; stewardship of the Earth (khalifah).
Sex Education (age-appropriate)	Respect for own body; understanding of family roles; answering questions honestly.	Modesty (hayaa); Islamic teachings on family and relationships.

Note: Parents have the right to withdraw their child from any non-statutory sex education lessons. The school will consult with parents before delivering such content.

10. Promoting Fundamental British Values

In accordance with DfE guidance, the school actively promotes **fundamental British values** alongside our Islamic ethos. These values are embedded throughout the curriculum and daily school life:

British Value	How We Promote It
Democracy	Pupil voice through class meetings; voting on classroom decisions; understanding of Shura (consultation) in Islam.
Rule of Law	Classroom agreements; understanding of school rules; learning about the importance of laws in society and in Islam (Shariah).
Individual Liberty	Freedom to choose work within limits; respect for individual differences; understanding that true freedom comes with responsibility.
Mutual Respect	Grace and courtesy lessons; mixed-age collaboration; Islamic teaching that all people are created with dignity.
Tolerance of Different Faiths and Beliefs	Learning about world faiths; visits to places of worship; Islamic teaching of respect for People of the Book.

11. SEND and Inclusion

We are committed to ensuring that the curriculum is accessible to all pupils, including those with special educational needs or disabilities.

- Teachers differentiate activities to meet individual needs.
- The **Additional Learning Needs Coordinator (ALNCo)** works with staff to support pupils with SEND.
- Individual Character Plans (ICPs) or SEND Support Plans are used where needed.
- Reasonable adjustments are made in line with the **Equality Act 2010**.

For full details, see the separate SEND Policy.

12. 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), Quranic arts, and community charity projects.

Benefits include:

- Complementing Montessori ideals through hands-on learning.
- Building community through clubs, field trips, and events.
- Developing leadership and teamwork skills.

13. Monitoring and Review

The effectiveness of the curriculum is monitored through:

- Regular observations and learning walks.
- Analysis of pupil progress data.
- Feedback from pupils, parents, and staff.
- Termly reviews by the Headteacher and Senior Leadership Team.
- Annual review by the Governing Body.

This policy will be reviewed **annually** by the Headteacher and Governing Body, or sooner following changes to legislation or statutory guidance.

Review of Policy Dates

REVIEW DATE	REVIEWED BY	SIGNED OFF (Name & Role)
Oct 2025	Governing Body	Chair: Sohaib Tanvir
Next Review Due:		
Oct 2026	Governing Body	Chair:
	Headteacher	Headteacher: