

## **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
<b>Practical Life</b>	Develops fine motor skills, concentration, and care for self/environment.
<b>Sensorial</b>	Refines sensory perception and cognitive organisation.
<b>Language</b>	Builds literacy through phonics, writing, and rich verbal expression (Arabic and English).
<b>Mathematics</b>	Introduces abstract concepts through hands-on materials (e.g., Golden Beads).
<b>Cultural Studies</b>	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
<b>English</b>	Language area: phonics, writing, reading comprehension, spoken language.
<b>Mathematics</b>	Mathematics area: number, calculation, geometry, measurement.
<b>Science</b>	Cultural Studies: biology, physics, chemistry, environmental science.
<b>History</b>	Cultural Studies: timelines, civilisations, Islamic history.
<b>Geography</b>	Cultural Studies: physical geography, cultural geography, maps.
<b>Art and Design</b>	Cultural Studies: art appreciation, materials exploration, creativity.
<b>Music</b>	Cultural Studies: singing, rhythm, listening, musical appreciation.
<b>Physical Education</b>	Practical Life: movement, outdoor play, coordination, games.
<b>Computing</b>	Integrated across curriculum; specific lessons on online safety.
<b>Languages</b>	Arabic language area; additional exposure to Quranic Arabic.

<b>Religious Education</b>	Islamic Studies: Quran, Seerah, Islamic values, world faiths.
<b>PSHE/RSHE</b>	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
<b>Health and Wellbeing</b>	Handwashing, food preparation, care of environment, outdoor play.	Body as an amanah (trust); duas before eating; gratitude for health.
<b>Relationships</b>	Grace and courtesy lessons, conflict resolution, collaborative work.	Islamic manners (adab); respect for parents, teachers, and peers.
<b>Living in the Wider World</b>	Community projects, care for environment, financial literacy (e.g., market play).	Zakat and charity; stewardship of the Earth (khalifah).
<b>Sex Education (age-appropriate)</b>	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
<b>Democracy</b>	Pupil voice through class meetings; voting on classroom decisions; understanding of Shura (consultation) in Islam.
<b>Rule of Law</b>	Classroom agreements; understanding of school rules; learning about the importance of laws in society and in Islam (Shariah).
<b>Individual Liberty</b>	Freedom to choose work within limits; respect for individual differences; understanding that true freedom comes with responsibility.
<b>Mutual Respect</b>	Grace and courtesy lessons; mixed-age collaboration; Islamic teaching that all people are created with dignity.
<b>Tolerance of Different Faiths and Beliefs</b>	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)
<b>Oct 2025</b>	Governing Body	<b>Chair:</b> Sohaib Tanvir
<b>Next Review Due:</b>		
<b>Oct 2026</b>	Governing Body	<b>Chair:</b>
	Headteacher	<b>Headteacher:</b>