

Manchester Islamic Grammar School for Girls (MIGSG) – Curriculum Policy

Date of last review: 01/09/2026

Date of next review: 01/09/2027

Review period: Annual

Policy status: Statutory

Policy owner: MIGSG

1. Introduction

At MIGSG, our curriculum is designed to nurture confident, independent, and inquisitive young Muslim women ready to thrive in modern Britain and the wider world. Rooted in Islamic principles, the curriculum promotes academic excellence alongside personal growth, cultural awareness, and spiritual development.

We aim to develop resourceful, creative, and resilient learners with a lifelong love of learning, equipped to contribute positively to their communities locally, nationally, and globally. Our curriculum offers rich academic and extracurricular opportunities that inspire curiosity, critical thinking, and respect for diversity.

2. Our School Context

MIGSG serves a diverse student body drawn from a wide geographical area around Manchester. Students come from a range of cultural and linguistic backgrounds, with many speaking English as an additional language (EAL).

While our site limits some practical subjects and outdoor activities, we creatively enrich learning through drama, clubs, workshops, trips, and community projects. We prioritise inclusivity and tailor our curriculum to meet the needs of all learners, including those with SEND.

3. Curriculum Intent

The curriculum aims to:

- Provide a broad, balanced, and knowledge-rich education that builds deep understanding across subjects.
- Foster academic rigour, creativity, and critical thinking, preparing students for GCSE success and post-16 opportunities.
- Embed Islamic values alongside British Values — democracy, rule of law, individual liberty, mutual respect, and tolerance — fostering global citizenship and social cohesion.
- Develop essential skills in literacy, numeracy, communication, digital fluency, and independent learning.
- Promote personal development, wellbeing, and spiritual, moral, social, and cultural growth.
- Cultivate confident, articulate young women proud of their faith and identity, equipped to navigate and enrich diverse communities.
- Ensure all students, including SEND and EAL learners, receive tailored support to achieve their full potential.

Student Outcomes:

Students will:

- Achieve their potential from their starting points.
- Experience a broad curriculum enabling informed choices for future ambitions.
- Develop creativity, critical thinking, and effective communication skills.
- Be confident, resilient, and socially responsible citizens.
- Demonstrate a strong sense of identity, faith, and cultural awareness.
- Be prepared for adult life, careers, and lifelong learning.

4. Curriculum Implementation

- Curriculum planning is led by subject leaders, sequenced to ensure knowledge builds progressively.
- Lessons are delivered by subject specialists with differentiation to challenge and support all learners.
- Assessment is regular, varied, and used to guide teaching and provide feedback.
- Technology and modern pedagogical approaches are integrated to enhance learning.
- Enrichment, trips, and extended learning opportunities reinforce academic and personal development.
- PSHEE, RSE, and Careers Education are embedded throughout all key stages.
- Opportunities for leadership, service, and work experience complement the taught curriculum.

5. Key Stage Curriculum Map

Key Stage 3 (Years 7–9)

SUBJECT	Y7	Y8	Y9	NOTES / ENRICHMENT
English	9	9	9	Creative writing, literature study, drama workshops
Maths	9	9	9	Problem solving, STEM projects
Science	6	8	8	Experiments, science fairs, STEM challenges
Islamic Studies / RS	6	6	6	Faith studies, ethics, spiritual development
Quran	4	4	4	Recitation, memorisation, reflection
Arabic	4	3	3	Language skills, cultural literacy
French / Urdu	4	4	4	Modern or heritage language
History	4	4	4	British, Islamic, and global history
Geography	4	4	4	Local, national, international geography
Art & Design	4	4	3	Creativity, exhibitions
Computer Science	3	4	4	Coding, digital literacy
PE	3	3	4	Fitness, teamwork, health education
Living Islam / Moral Education	2	2	2	Service projects, ethical reasoning
PSHEE & Careers	Delivered via extended learning days			Workshops, trips, guest speakers
Additional: 15 minutes Quran study + 15 minutes prayer daily				

Key Stage 4 (Years 10–11)

Core Subjects (compulsory):

- English Language & Literature (9)
- Maths (9)
- Science (Trilogy or Triple) (12)
- Religious Studies (4)
- Quran (4)
- PE (2)
- Living Islam (2)

Optional Subjects (students select 3):

SUBJECT	LESSONS/FORTNIGHT	NOTES
Art	6	Portfolio, competitions
Arabic	6	Advanced language study
French	6	Language fluency, cultural immersion
Urdu	6	Heritage language, cultural literacy
Business	6	Enterprise, entrepreneurship
Citizenship	6	Democracy, civic engagement
Computer Science	6	Programming, digital applications
Geography	6	Human & physical geography
History	6	Depth study and enquiry skills
Psychology	6	Understanding human behaviour
Health & Social Care	6	Life skills, community service
Separate Sciences	6	Advanced STEM

Additional / Enrichment: PSHEE extended days, RSE lessons, Careers guidance, Living Islam projects

6. Enrichment & Personal Development

AREA	OPPORTUNITIES
Leadership	Peer mentoring, Safeguarding Ambassadors, Eco Warriors
STEM & Innovation	Competitions, coding clubs, robotics
Cultural & Faith	Mosque visits, Islamic heritage projects, interfaith events
Arts & Performance	Drama productions, art exhibitions, music ensembles
Sports & Wellbeing	Fitness clubs, team sports, healthy lifestyle workshops
Trips & Visits	UK and international educational visits, museums, universities
Community Service	Volunteering, Living Islam projects, charity initiatives
Awards & Recognition	Duke of Edinburgh, academic prizes, student showcases

7. SEND and Inclusion

- Early identification of students with SEND.
- Differentiated planning, personalised learning, and tailored support.
- Collaboration with parents, teachers, and external specialists.
- Inclusive teaching ensuring all learners thrive and achieve their potential.

8. British Values & Faith Integration

MIGSG integrates British Values alongside Islamic principles:

- **Democracy** – Student voice in school decisions, understanding civic responsibilities.
- **Rule of Law** – Respect for laws and ethical standards.
- **Individual Liberty** – Confidence, independence, and personal responsibility.
- **Mutual Respect & Tolerance** – Valuing diversity, fostering intercultural understanding.

All students learn that these values align with Islamic teachings and support communal engagement, leadership, and responsible citizenship.

9. Monitoring and Review

- Oversight by Curriculum Leader, Senior Leadership Team, and Governors.
- Regular review of curriculum structure, student progress, and enrichment impact.
- Feedback from students, parents, and staff informs improvements.
- Alignment with national standards and research-based best practices ensures continuous development.

Outcome: A modern, visually structured, and inspector-friendly policy. It highlights your school's Islamic ethos, British Values, and academic ambition while mapping lessons clearly and emphasizing enrichment, inclusion, and student empowerment.