

IQRA SLOUGH ISLAMIC PRIMARY SCHOOL (ISIPS)
Islamic Ethos Policy

We Learn, We Lead, We Inspire

Review Date.....23rd June 2017.....

Signature..... 

Frequency of Review.....Annual.....

Next Review Date.....June 2018....

ISIPS Ethos Policy

INTRODUCTION

At ISIPS, the staff, children, parents and governors welcome all families to share the outstanding quality education we provide. We work as a team to create the religious, social, physical and intellectual conditions necessary to promote an effective and improving school, where everyone feels they belong and are valued, secure and respected.

ISIPS Ethos policy creates the conditions for outstanding learning and the encouragement and development of our students into exemplary citizens. The cornerstone of our ethos is the Holy Quran (17:9) and the purified sunnah / the prophetic way of life (33:21), as understood by the Ahl Al-Sunnah wal Jama'ah, defined by the AIS Department of the School. This will foster in our pupils an understanding and willingness to make substantive contributions that will positively impact their home, community and the wider society, and awake their potential to be active citizens shaping and leading their community. These aspirations are best reflected within our motto: "We Learn, We Lead, We Inspire".

ISIPS MISSION STATEMENT

ISIPS is committed to the service of young people and helping them play their full part in society. We aim to provide the highest standards possible in education through our extended curriculum and community life experiences. We will meet the needs of all pupils and in turn expect them to be highly motivated to excel in all spheres. In light of this we aim to:

- Provide every student with the knowledge, skills, confidence and motivation to be successful in their learning and lives
- Welcome, value and respect all who come to our school
- Build a community based on justice and a sense of personal responsibility (4:35)
- Provide opportunities for all to experience the noble, positive civilization force of Islam (2:143) whilst developing a spirit of tolerance and understanding for all cultures, traditions and faiths
- Promote dialogue and co-operation with the wider community (49:13)

Our Driving Principles are our 4 Golden Rules:

- 1:1 Respect
- 1:1 Co-operation
- 1:1 Honesty
- 1:1 Compassion

Our Goal

Our goal is that all pupils should be able to access higher education and participate fully in our society.

School Ethos

For our school to achieve a positive ethos it is essential that all members of the school community and its stakeholders work well alongside each other and develop positive working relationships in tandem with the school's Ethos policy, aims and objectives, produced hereunder for quick referral:

Aims and Objectives:

1. To inculcate in our Pupils sound knowledge and strong faith based on Tawheed (Oneness) of Almighty Allah and Sunnah (Way) of the last Prophet Muhammad (Peace be upon him) in order to seek the pleasure of Allah by working in this life so that we are successful in the hereafter.
2. All teaching and practices at our School must be within the framework of Ahl Al-Sunnah wal Jama'ah
3. To teach our pupils respect for differences of opinion expressed by different schools of thought that they practice and may be reflected in School life.
4. To prepare and equip pupils to fulfill their duties as upright citizens in modern day Britain
5. To inculcate the values of Tolerance and Mutual Respect

Spiritual, Moral, Social and Cultural development within Pupils.

“O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another...” (Quran 49:13).

At IQRA Primary School our Ethos aspires to follow the Quranic injunctions to ensure that the children we serve are able to recognise differences as a blessing and something to benefit their learning positively. We encourage children to “know” each other by means of tolerance, respect, understanding and gender equality, all through the exchange of knowledge in a global community.

In order to nurture a moral compass in the children, IQRA implements a holistic approach to SMSC (Spiritual, Moral, Social and Cultural) development. At IQRA we deeply value the spiritual, moral, social and cultural aspects of life that help us to understand what it is to be human. This richness of SMSC is threaded through our school environment. Adults lead the way in empowering children to learn about the world beyond the classroom and fathom their place in it, a world with a plethora of backgrounds, views and faiths; to be accepted, cherished and understood. It is this school environment which demonstrates that children at IQRA possess the tools to engage positively with the world at a local, national and global level.

Children are taught about responsibility for their actions with consequences in this life and the after-life. By having 4 Golden rules of Respect, Co-operation, Honesty and Compassion they are always reminded about these tenets within the manifestation of acceptable behaviour. Daily short prayers about being thankful to a Creator for what we have, allow children to develop a sense of responsibility and care for others and the environment around us. The development of a child’s character is a key proponent of IQRA’s school curriculum; this takes place in the form of drama, role play, class assemblies and competitions. All of these provide a sense of belonging to a strong school community.

IQRA aims to inculcate within children a moral framework, which regulates their personal behaviour. As part of PHSE, Topic work and Literacy, pupils are given opportunities to explore moral dilemmas. These are used as a platform to encourage children to think critically about their faith and how their beliefs can help them to make positive decisions in a real life context. Highly skilled questions are used to allow the children to understand moral dilemmas and decisions in the wider world. In Reading, children are given a chance to engage with real life emotions through fictional characters. Their exploration of text allows them to explore the wider world.

Religious Education within the school focuses on higher order thinking and encourages children to learn about other faiths and practices within their own faith. Islam is used as a reference point to help children understand how its teachings may be similar or different to others. As part of R.E. children begin each topic with a critical thinking question; such as, “Does going on Pilgrimage make you closer to God than others?” Reflective questions such as this are used as a means to allow children to explore morality in light of their own faith and others. In this way children are able to make insightful observations about the commonalities between themselves and people of different faiths and belief systems.

“O you who have believed, let not a people ridicule [another] people..... And do not insult one another and do not call each other by [offensive] nicknames.” (Quran 49:11)

The teaching of PSHE (Personal, Social, Health Education) is a key part of the school life. Weekly themes build on children’s moral understanding of their own views and those of others through assemblies, circle time and Friday prayers. Children are encouraged to give an opinion and be respectful of those that are different to their own. Through open discussions and a safe environment for children to express their views, they are given the skills to understand the importance of tolerance for all at KS1 while articulating their own beliefs. Within KS2 children are effectively taught empathy allowing them to be aware of the harms of bullying and derogatory language (including language about disabled people, racism, homophobia and those with different beliefs) as being against the law.

As children grow older they learn the skills to work collectively within a School Council to make change. Other initiatives which are led by Key Stage 2 children include; playground pals and junior leaders. These child-led projects allow the children to act as exemplars in the school environment and create positive change amongst their peers. In this way children are able to develop themselves as effective participants of the school community. These skills are transferable beyond the school community into wider society. By making this connection children are encouraged to make a positive contribution to a wider society which involves people of all backgrounds and views.

The understanding of societal institutions and those who serve us within them are manifested through a truly inspiring curriculum. These take the form of high quality lessons in which co-operation and team work is encouraged in all classes. Children regularly partake in sports, art, music, and literacy, mathematical and learning based competitions. They have exposure to a range of public figures such as doctors, nurses, scientists, local police, sportsmen and women, the local mayor and members of parliament. By understanding the value of public institutions, pupils are able to become inspirational members of the community – we take pride in knowing that children from IQRA are able to take learning beyond the school day, through a vibrant after school club provision. Our afterschool provisions allow the children to benefit from a variety of nurturing activities.

The broad and balanced curriculum encourages children to be tolerant of human kind, animals and the environment. An individual can grow into a morally upright person through understanding structures and characteristics within society; knowing that these structures offer a quality of life by protecting the individual and upholding the community. Our curriculum allows the children to learn about the roles and responsibility of key individuals, citizenship, and respect for the laws of the land. As children grow older they appreciate that their views may differ to those of others. Children are able to observe and comment on this when it is modelled in their own environment and the wider society outside school. Being exposed to differing viewpoints has strengthened the children's' ability to empathise with others despite disagreements. Instead, children are able to engage in lively debate about topical issues such as freedom of religion, climate change and poverty.

“And of His signs is the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed in that are signs for those of knowledge.” (Quran 30:22)

Children are encouraged to appreciate the cultural diversity of Britain and understand that use of derogatory or prejudice based language are an anathema to the Islamic faith. Children appreciate role models from different back grounds and faiths and learn about the contribution they have made to society. They have studied inspirational figures from Islamic history and those from other faiths such as Nelson Mandela and Ghandi to consider why their legacies are still relevant today. Children appreciate that these key figures share common characteristics which underpin their humanity. They are able to identify these characteristics as wholesome reflection of the spiritual, moral, social and cultural facets of their lives. By considering the lives of others, children are able to self-reflect. Throughout our school, IQRA places great emphasis on children being able to understand their faith and who they are. Using this as a reference point allows them to understand others around them in the local community and indeed the global community we all live in.

In learning, sharing and respecting others, we as Muslims, are reminded that simply “knowing” others isn't enough to become noble in the court of the creator. We are always reminded that being righteous and just in all that we do is the ultimate aim. The embedded resilience to be able to judge right from wrong, reason about our thoughts and treating others with respect and dignity is a central tenet we aim to instil within the children we serve.

Means:

The above aims and objectives that underpin our ethos will be achieved through the following means:

- A. Staff
- B. Curriculum
- C. Pupils
- D. Environment
- E. Miscellaneous
- F. Parents

Success Criteria

- We will know this policy is working in our school if:
- There is an acknowledged sense of God, Faith, Prayer and Worship within the school community
- There is an ordered community where respect for all is evident at all times
- There is evidence of parental interest in the religious education and school programs
- There are recognizable links between Masjid/home/school and other community organizations
- Children can speak confidently of their faith and of other faiths

Responsibility For Implementing This Policy The Custodians of the Ethos Policy are the trustees, who delegate the responsibility to the Board of Governors in consultation with the senior school leadership team.

Means and Roles Explained

Senior Management (SLT)

- Takes an active role in encouraging the whole school aspects of the programme and monitors progress throughout the school

Staff

All members of Staff, regardless of their personal beliefs, should be aware that ISIPS is a Muslim School. As such it aims to encourage Pupils to discover their full potential and to develop it within an Islamic framework. The School has high expectations of its Pupils, not only academically but also Islamically in standards of behaviour and courtesy both inside and outside of the School. In an Islamic School, the spirit of Islam is necessarily linked with all aspects of school life and it pervades all aspects of the curriculum to some degree. This is also reflected in the different relationships: staff to pupil, staff to colleagues and of pupils to their peers. All staff, therefore, will be aware of the school's aims and objectives and be committed to achieving them.

Where applicable Staff should:

1. Show a willingness to contribute enthusiastically to the formal teaching of their subject.
2. Ensure that some form of vocal prayer should occur at the morning and the end of the day.
3. Give enthusiastic support to fund raising for charitable causes sponsored by the School.
4. Participate in extra-curricular activities.
5. Try to incorporate Islamic values (Spiritual, Moral, Social and Cultural) into the delivery of the curriculum.
6. Support Pupils in developing their Islamic personality.
7. All Staff is required to respect and comply with the Islamic ethos of the School.

Pupils

1. In classes and through activities pupils will learn the concepts of **the 5 pillars of Islam** among others and how to implement them in their daily lives.
2. Assemblies and collective worship opportunities will be mediums through our ethos, aims and objectives are fostered, achieved and reinforced.
3. Whilst at school, pupils will adhere to the school uniform policy guidelines and observe the Islamic rules in their greetings, manners, etiquette and general behaviour.
4. Parents can be advised to take some steps in this respect, and in the overall Islamic upbringing of their children.
5. It is the school's policy that we do not get involved in fiqhi differences of opinion.
6. A report on the Islamic aspect of each Pupil should be prepared by the Teacher and must be included with the School's report.

Environment

1. The school space should be intelligently used for children generated displays, exhibitions and projects that reflect our school learning in line with the Islamic ethos of the school.
2. The school should be kept in the cleanest state possible. Resources and all facilities should be taken good care of in order to reflect our utmost respect for our means of learning as part of our faith.
3. Adults and pupils will prepare the respective hall / area for collective worship beforehand, and proceed to read salaah in congregation at the appointed time. When the call for prayer is pronounced

every day at salaah times, pupils should listen attentively and respond appropriately during and after its completion.

Miscellaneous

Extra Curricular Activities

Before and after school clubs that offer elocution, oration, Qur'anic recitation, exhibitions, Anasheed, drama, sports, music etc shall be offered to pupils to broaden their range of life experiences. We will encourage and prepare our pupils to participate in local and national competitions of all these activities whenever possible.

School Newsletter

In order to develop the talents of our pupils, they will be encouraged to write articles about their experiences and on other relevant topics. This will be shared in our newsletter and website to the wider school community.

Functions / Events

ISIPS will organize community events on each of the two Eids, and as identified by SLT in line with our ethos, for the benefit of the wider Muslim and non-Muslim communities.

Parents

- A. Parents will be encouraged to participate in the school life during the school hours, as well as in extra-curricular activities.
- B. Honest and open lines of communication will be established and maintained with parents for them to understand and reinforce our aims & objectives.
- C. Opportunities for informal and formal feedback and liaising with parents quite regularly regarding their children will be strengthened by all staff who will give a true representation of facts to parents concerning any aspect of the educational development of their child. They should respect both the joint responsibility which must exist between the school and parents, and the parental right to enquiry, consultation and information with regard to the educational development of their child.
- D. Parents will be regularly invited to give their input, suggestions and views on matters of the school that will affect their child; and they will be reassured that we will be taking their views into consideration when we do anything.