

# Daffodil Grammar School for Girls

## Curriculum Plan - Tarbiyyah, Character & Study Skills

### Key Stage 3 and Key Stage 4 Scheme of Work

|                                                                                                              |                                                                                                                          |                                                                                                                                  |                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>Key stage / year groups</b><br>KS3-KS4 (Years 7-11)                                                       | <b>Time allocation</b><br>Weekly pastoral/tutor delivery with dedicated Tarbiyyah, character and study-skills sessions.  | <b>Delivery model</b><br>A planned character, faith, habits, study-skills and leadership programme linked to pastoral provision. | <b>Grouping / pathway</b><br>Whole-cohort provision with discussion, reflection and targeted pastoral follow-up as needed. |
| <b>Curriculum coverage</b><br>Final subject scheme of work for the stated key stage(s).                      | <b>Assessment cycle</b><br>Regular formative checks, summative assessment and targeted intervention.                     | <b>Review cycle</b><br>Annual curriculum review, supported by termly assessment analysis.                                        | <b>Version</b><br>1.2                                                                                                      |
| <b>Intent</b><br>Clear subject purpose with ambitious knowledge, skills, literacy and character development. | <b>Implementation</b><br>Cumulative sequencing across the key stage(s), with deliberate retrieval and careful modelling. | <b>Assessment Response</b><br>Regular formative checks, summative assessments and question-level analysis to guide intervention. |                                                                                                                            |

## 1. Curriculum intent

Tarbiyyah & Character / Study Skills at Daffodil Grammar School for Girls aims to ensure that all pupils:

Develop strong Islamic character (akhlaq): honesty, humility, modesty, patience, respect, responsibility, gratitude and service to others.

Build good habits (adat) in daily life: punctuality, organisation, self-discipline, reflection and purposeful use of time.

Learn effective study skills and metacognitive strategies so they can plan, monitor and review their learning across all subjects.

Understand how to integrate faith, identity and ambition: being practising Muslim young women who also strive for academic excellence and make a positive contribution to British society.

Strengthen resilience and emotional regulation, learning how to respond to setbacks, feedback and stress.

Engage in service, leadership and peer support, seeing themselves as role models and future community leaders.

### Delivery model

Usually delivered through a combination of:

Weekly tutor-period / form time (short sessions).

A dedicated Tarbiyyah / Character & Study Skills lesson (e.g. one period per fortnight) as part of the planned timetable.

Assemblies, reflection circles and enrichment days/retreats (e.g. Ramadan, student leadership days).

Daffodil Grammar School for Girls | Tarbiyyah, Character and Study Skills KS3-KS4 Scheme of Work

**Closely coordinated with:**

Islamic Studies (for theological underpinning).

PSHE/RSE (for statutory content).

Pastoral & behaviour systems (for consistency in expectations).

## 2. Core strands (across KS3 & KS4)

Faith & Identity

Understanding what it means to be a British Muslim girl in the 21st century.

Linking belief (īmān), worship (‘ibādah) and character (akhlaq) to daily life.

Character & Conduct (Akhlaq & Adab)

Manners with parents, teachers, peers and community.

Truthfulness, trust, modesty, speech, self-control, dealing with conflict.

Habits & Study Skills

Organisation, routines, note-taking, homework, revision, exam technique.

Metacognition: planning, monitoring and evaluating learning.

Resilience & Emotional Growth

Responding to mistakes and failure; growth mindset.

Managing emotions, worry and pressure; seeking help appropriately.

Service, Leadership & Community

Small acts of service, volunteering, school responsibilities.

Leading by example; mentoring younger pupils; representing the school.

These strands are revisited every year with increasing depth.

## 3. KS3 overview (Years 7–9)

### Year 7 – Belonging, Habits & Foundations

**Intent:** Help pupils settle into secondary, build core routines and introduce Tarbiyyah themes in a gentle, practical way.

| Term     | Focus Strand(s)                        | Key Content & Activities                                                                                                                                                                                                                                                                                                | Outcomes                                                                                                                                              |
|----------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn 1 | Belonging & Adab in a New School       | - What does “Tarbiyyah” mean? (nurturing, growth, not just rules).- Adab in school: greeting, speaking respectfully, listening, respecting classroom and prayer spaces.- Routines: equipment, planner use, punctuality, corridor conduct.- Short reflection tasks: “How do I represent my family, my school and Islam?” | - Feel settled and welcome.- Understand basic expectations and adab in Daffodil Grammar.- Begin daily/weekly self-check habits (e.g. planner review). |
| Autumn 2 | Friendships, Speech & Online Character | - Traits of a good friend; avoiding cliques and gossip.- Islamic guidance on speech: backbiting, sarcasm, mockery, swearing.- How words travel online: group chats, messages, voice notes; apologies and mending relationships.- Scenario-based role plays.                                                             | - Can describe what healthy friendship looks like.- Make links between Islamic teaching about speech and online behaviour.                            |

| Term     | Focus Strand(s)                       | Key Content & Activities                                                                                                                                                                                                                   | Outcomes                                                                                                                         |
|----------|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Spring 1 | Study Skills 1 – Getting Organised    | - Using a planner effectively; breaking tasks down; deadlines.- Simple note-taking (headings, bullet points, highlighting).- How to ask for help in class and in homework.- “Study space” – creating a good environment at home.           | - Show improvement in bringing correct equipment and completing homework on time.- Begin to apply simple note-taking strategies. |
| Spring 2 | Time, Salah & Daily Habits            | - Using the day well: balancing school, family, worship, rest and hobbies.- Linking salah and routines: planning revision and homework around prayer times.- Small daily habits (du’a before tasks, gratitude lists, reflection at night). | - Develop an awareness of time as a trust (amanah).- Create a simple weekly schedule including prayer and study.                 |
| Summer 1 | Gratitude, Service & School Community | - Concept of shukr (gratitude) and service to others.- Small acts of kindness at school (supporting peers, tidiness, helping staff).- Simple class/community project (e.g. Ramadan charity action, classroom improvement).                 | - Identify daily opportunities to serve and be kind.- Participate in at least one small service project.                         |
| Summer 2 | Year 7 Reflection & Growth Mindset    | - What have I learned about myself this year?- Growth mindset: effort, practice, not giving up.- Setting personal Tarbiyyah and study goals for Year 8.                                                                                    | - Able to identify specific improvements in behaviour, study and character.- Set 2–3 realistic personal targets for Year 8.      |

## Year 8 – Identity, Self-Discipline & Independent Learning

**Intent:** Build on Year 7 by deepening identity/character work and developing more independent study skills.

| Term     | Focus Strand(s)                  | Key Content & Activities                                                                                                                                                                                             | Outcomes                                                                                                                           |
|----------|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Autumn 1 | Muslim Identity & Confidence     | - Balancing multiple identities: British, Muslim, student, daughter, friend.- Dealing with comments/questions about faith in a confident, respectful way.- Challenging stereotypes without anger; responding wisely. | - Increased confidence in talking about their identity.- Know simple phrases/responses to handle faith-related questions politely. |
| Autumn 2 | Self-Discipline & Digital Habits | - Concept of nafs, self-control, and willpower.- Managing phone/social media use (links with Computing & PSHE).- Strategies: app limits, device-free times, attention & focus in lessons.                            | - Identify personal digital “weak spots” and set improvement plans.- Show better focus in lessons and homework.                    |

| Term     | Focus Strand(s)                       | Key Content & Activities                                                                                                                                                                                             | Outcomes                                                                                                                        |
|----------|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Spring 1 | Study Skills 2 – Effective Learning   | - How memory works (simple model).- Retrieval practice (self-testing, flashcards).- Spaced practice vs cramming; mixing topics; avoiding multitasking.- Applying these ideas to real subjects (homework task).       | - Use at least one retrieval strategy in each core subject.- Recognise ineffective habits (re-reading only, highlighting only). |
| Spring 2 | Emotions, Patience & Conflict         | - Recognising and naming emotions; frustration, jealousy, disappointment.- Islamic teaching on patience (sabr) and anger management.- Basic conflict resolution skills with peers.                                   | - Use simple techniques for calming down and problem-solving when upset.- Show improved handling of minor conflicts.            |
| Summer 1 | Service & Leadership (Emerging Roles) | - What is leadership? Servant leadership concept.- Small responsibilities in school (form rep, prayer space monitor, librarian, peer buddy).- Skills: speaking in front of small groups, giving instructions kindly. | - Take on at least one small leadership/service role.- Develop confidence in speaking and guiding others.                       |
| Summer 2 | Year 8 Reflection & Looking Ahead     | - Review of habits: digital, study, character.- Identifying strengths and areas for growth before Year 9 (GCSE decisions year).- Creating a simple personal improvement plan.                                        | - Clear articulation of strengths and targets.- Increased readiness for more serious Year 9 decisions.                          |

## Year 9 – Purpose, GCSE Choices & Resilience

**Intent:** Prepare pupils for KS4: sharpen study skills, clarify purpose and values, and build resilience for more demanding years.

| Term     | Focus Strand(s)                    | Key Content & Activities                                                                                                                                                                                        | Outcomes                                                                                                                                                                    |
|----------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn 1 | Purpose, Talents & Ambitions       | - Reflection on strengths, interests, and what they enjoy serving.- Islamic view of purpose: worship, service and excellence (ihsan) in work/study.- Linking subject choices to possible future paths.          | - Pupils can connect their gifts/interests to possible GCSE choices and career areas.- Begin to see education as part of ibadah (worship) when done with correct intention. |
| Autumn 2 | Study Skills 3 – GCSE-Ready Habits | - Planning revision calendars; breaking large tasks into manageable steps.- More advanced note-taking (Cornell notes, mind-maps, summary sheets).- Using past questions and mark schemes at a low-stakes level. | - Produce a simple revision plan for a set of assessments.- Start using more sophisticated note-making methods in at least two subjects.                                    |
| Spring 1 | Resilience, Failure & Qadr         | - Normalising failure and mistakes as part of learning.- Islamic view on effort, tawakkul, and accepting outcomes while still reflecting and improving.- Using setbacks to reassess strategies, not self-worth. | - Better emotional response to test results; less “all-or-nothing” thinking.- Able to describe how they will change strategies after a setback.                             |

| Term     | Focus Strand(s)                          | Key Content & Activities                                                                                                                                                                   | Outcomes                                                                                                                      |
|----------|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Spring 2 | GCSE Choice Support & Peer Mentoring     | - Understanding differences between KS3 and KS4 study demands.- Talking to older pupils about subject experiences.- Giving and receiving peer support and advice (with teacher oversight). | - Make more informed GCSE option choices.- Increased awareness of what's needed to succeed at KS4.                            |
| Summer 1 | Service & Responsibility as Older Pupils | - Role-modelling for younger years; being a "big sister" figure.- Opportunities to mentor Year 7/8 pupils (reading buddies, prayer buddies, homework support).                             | - Participation in at least one mentoring or role-modelling activity.- Feel more responsible for school culture.              |
| Summer 2 | Transition to KS4 – Personal Contract    | - Writing a personal "KS4 contract" including faith, character and study commitments.- Planning adjustments to routines over the summer (sleep, devices, prayer, revision).                | - Clear, written personal plan for starting Year 10 strongly.- Sense of ownership over their own Tarbiyyah and academic path. |

## 4. KS4 overview (Years 10–11)

**At KS4, Tarbiyyah & Study Skills focus on:**

Maintaining faith, character and wellbeing under increased academic pressure.

Providing advanced study strategies and exam-preparation support.

Supporting post-16 transition and future responsibilities.

### Year 10 – Habits for GCSE & Developing Leadership

| Term     | Focus Strand(s)                     | Key Content & Activities                                                                                                                                                                                                                                                   | Outcomes                                                                                                                                                         |
|----------|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn 1 | GCSE Habits & Advanced Study Skills | - Reviewing strengths and weaknesses from Year 9 plan.- Advanced revision techniques (spaced repetition, interleaving, exam question practice).- Balancing school work with family, faith and rest.                                                                        | - Establish a realistic study timetable for Term 1 and Term 2.- Use at least two evidence-based revision methods in each core subject.                           |
| Autumn 2 | Faith, Identity & Pressure          | - Maintaining salah and dhikr during busy times.- Responding to peer and societal pressures as KS4 students (e.g. image, social media, relationships) – tying in with PSHE/RSE but focusing on character and faith response.- Setting boundaries confidently and politely. | - Confidence in articulating boundaries (time, digital, relationships) consistent with faith and school ethos.- Awareness of how to seek help if under pressure. |

| Term     | Focus Strand(s)                                  | Key Content & Activities                                                                                                                                                                                                      | Outcomes                                                                                                                                             |
|----------|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spring 1 | Resilience, Feedback & Growth                    | - Accepting and using feedback from teachers and exams (mocks, topic tests).- Differentiating between critique of work and critique of the person.- Stories of resilience from Qur'an, Seerah and Muslim women in history.    | - Improved response to mock results: writing action responses, not giving up.- Increased willingness to seek feedback.                               |
| Spring 2 | Service & Leadership in School                   | - Roles: prefects, mentors, event organisers (Ramadan, charity weeks, open days).- Leadership skills: planning, delegation, communication, role-modelling behaviour.- Reflecting on leadership as responsibility, not status. | - Participation in at least one leadership/service project.- More visible positive influence on school culture.                                      |
| Summer 1 | Mid-GCSE Reflection & Adjustment                 | - Reviewing Year 10: what has worked, what hasn't, academically and spiritually.- Adjusting routines and strategies for Year 11 demands.- Setting specific summer goals (reading, revision, spiritual habits).                | - Written self-review and improvement plan for Year 11.- Engagement with at least one productive summer habit (e.g. reading schedule, subject prep). |
| Summer 2 | Character in the Workplace & Public Life (Intro) | - Professional conduct: punctuality, reliability, honesty, dress and speech in workplaces.- Representing Islam positively in work experience, part-time jobs, or volunteering.                                                | - Awareness of behaviour expectations in more adult contexts.- Preparedness to represent themselves and their faith professionally.                  |

### Year 11 – Exam Resilience, Transition & Adult Character

| Term     | Focus Strand(s)                           | Key Content & Activities                                                                                                                                                                                                              | Outcomes                                                                                                            |
|----------|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Autumn 1 | Final-Year Strategy & Mental Health       | - Planning for mocks and final exams across the year.- Effective revision cycles; balancing subjects and avoiding burnout.- Coping strategies for anxiety; spiritual and practical tools (du'a, exercise, time-out, asking for help). | - Clear, adaptive revision timetable up to mocks.- Use of healthy coping strategies rather than avoidance or panic. |
| Autumn 2 | Character Under Pressure & Trust in Allah | - Managing stress without damaging relationships at home/school.- Keeping good character (akhlaq) under pressure; apologising and repairing when necessary.- Trusting Allah while working hard (tawakkul).                            | - Greater emotional awareness and repair after missteps.- Less conflict with peers and family due to stress.        |

| Term     | Focus Strand(s)                                             | Key Content & Activities                                                                                                                                                                                                                                         | Outcomes                                                                                                                    |
|----------|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Spring 1 | Post-16 Transition & Independence (Character & Study Angle) | - Differences between school and college/6th form (independence, timetables, expectations).- Planning routines and boundaries in new environments (travel, mixed settings, free time).- Keeping faith consistency when routines change (prayer, friends, study). | - An initial “transition plan” covering study routines, safeguarding boundaries, prayer, and wellbeing in new institutions. |
| Spring 2 | Gratitude, Legacy & Leaving Well                            | - Reflecting on 5 years at Daffodil Grammar: what they’ve gained and contributed.- Concept of legacy: how to leave school in a way that benefits others.- Writing letters to their future selves or younger pupils; advice and du’a.                             | - Deeper sense of gratitude and responsibility.- Positive closure and healthy emotional transition away from school.        |
| Summer 1 | Final Exam Support & Du’a Circles                           | - Light-touch Tarbiyyah and encouragement alongside exams.- Collective du’a circles and reminders without adding pressure.- Signposting ongoing emotional and spiritual support after leaving school.                                                            | - Feel supported and held by the school community through exam period.- Know where to turn if they struggle post-exams.     |

## 5. Teaching & learning approaches

Short, focused sessions with clear objectives (e.g. 20–30 minutes in tutor time), plus occasional longer workshops.

### Interactive methods:

Reflection journals, goal-setting sheets.

Group discussions and circle time.

Scenario role-plays and case studies.

Peer mentoring activities.

### Integration with wider school life:

Shared language: “habits”, “akhlaq”, “growth mindset”, “service”.

Link rewards/sanctions systems to Tarbiyyah themes (e.g. punctuality, helpfulness, resilience).

Use assemblies to introduce/ reinforce the half-term theme.

## 6. Assessment & evidence

This programme is not formally examined, but impact is monitored and evidenced through:

Pupil reflection tasks (written goals, review sheets, letters to self, action plans).

Tutor and teacher observations (behaviour, engagement, leadership).

Participation records in mentoring, service and leadership roles.

Correlation with behaviour logs, attendance, lateness and homework completion data.

Pupil voice surveys on belonging, purpose, stress and character.

### Progress is described qualitatively in reports as:

Engagement with Tarbiyyah and character development.

Study habits and readiness for next stage.



Contribution to form/class/school community.

## 7. Inclusion & safeguarding

Sessions are designed to be supportive, not shaming – everyone is on a journey; mistakes are normal.

### For SEND/EAL pupils:

Use of simple language, visuals and concrete examples.

Extra time for processing and responding.

Alternative formats for reflection (drawing, bullet points, oral responses).

### Safeguarding:

Tarbiyyah sessions complement, not replace, formal safeguarding content in PSHE/RSE and assemblies.

Staff are trained to respond appropriately to disclosures and concerns that may arise in reflective sessions.

## 8. SMSC, British values & Islamic ethos

This programme is a key vehicle for:

### SMSC:

Spiritual: reflection on faith, purpose, gratitude.

Moral: integrity, justice, humility, responsibility.

Social: teamwork, service, conflict resolution.

Cultural: understanding identity and living in a diverse, modern Britain.

### British values:

Democracy: student voice, form reps, leadership opportunities.

Rule of law: respect for school rules, punctuality, academic honesty.

Individual liberty: setting personal goals and boundaries responsibly.

Mutual respect & tolerance: everyday conduct, speech, online behaviour.

### Islamic ethos:

Tarbiyyah frames all development as worship and responsibility.

Character work grounded in Qur'an and Sunnah, with clear emphasis that good manners, honesty, justice and mercy are central to faith, not optional extras.

Encourages pupils to live as confident, practising British Muslim women, contributing positively to family, community and wider society.

## Curriculum quality assurance checklist

Use this checklist during annual curriculum review, departmental moderation and inspection preparation.

| Area           | Quality question                                                                          | Evidence |
|----------------|-------------------------------------------------------------------------------------------|----------|
| Intent         | Curriculum intent is clear, ambitious and linked to the school ethos.                     |          |
| Sequencing     | Knowledge, skills and vocabulary build logically over time.                               |          |
| Assessment     | Key assessments identify gaps and inform teaching, intervention and revision.             |          |
| Inclusion      | SEND, EAL, foundation and high-attaining pupils are considered without lowering ambition. |          |
| Implementation | Resources, routines and lesson expectations are understood by staff.                      |          |



| Area   | Quality question                                                         | Evidence |
|--------|--------------------------------------------------------------------------|----------|
| Impact | Pupil work, assessment evidence and pupil voice show progress over time. |          |

**Suggested review evidence:** scheme updates, assessment analysis, samples of pupil work, intervention records, pupil voice, lesson visits, book looks and department meeting notes.