



KCA Primary Curriculum Policy

The Aims and Underlying Principles of the Curriculum

The curriculum is designed to provide for all pupils, in a safe and secure environment conducive to learning, the opportunities to:

- experience a broad and balanced curriculum based on the British National Curriculum which encourages pupils to fulfil their potential in the many different areas relevant to their abilities, skills and interests.
- a full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education
- acquire and develop knowledge, understanding and skills necessary
 - 1) to progress with confidence to the next stage of their education through a process which encourages them to engage in lifelong learning.
 - 2) to participate as active citizens in a multi-ethnic global society.
 - 3) to develop for themselves an active healthy lifestyle.
- enable them to develop a sense of personal and cultural identity that is confident and open to change and is receptive and respectful to other identities.
- actively promote community cohesion and fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- develop co-operative and interpersonal skills.
- acquire the study skills necessary to realise their learning potential.
- become receptive to new ideas and to make independent and informed decisions which affect themselves and others.
- acquire an understanding of the social, economic and political issues of the world and of the interdependence of individuals, groups and nations.
- appreciate the complex human interaction with, and dependence upon the local and global environment and to develop a caring and responsible attitude to the environment.
- appreciate human achievement in the creative and expressive arts, science, technology, humanities and physical pursuits; and to experience a sense of personal achievement in some of these fields.

In the Curriculum models that follow there is an understanding that:

- all pupils are entitled to, and should be offered, a comparable range of educational opportunities.
- there are differences in the abilities, aptitudes, interests and other characteristics of pupils which need to be catered for.



- the learning environment and teaching methodology are important factors in determining whether or not some of these aims are achieved.
- extracurricular activities, such as school productions, fund-raising activities, educational visits, residential trips all contribute to the total learning experience.
- there is an obligation to meet the requirements of the British National Curriculum coupled with local requirements laid down in Spanish law.
- Curriculum planning will provide recognition of the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

EYFS (Nursery and Reception)

The Early Years Foundation Stage statutory framework from the Department for Education (2017) is what we follow to ensure a broad and balanced curriculum in the EYFS.

We believe in its principles:

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

The Early Years Foundation Stage (EYFS) sets the standards that we follow to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Our EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

We abide by the EYFS specific requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- the areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings
- the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)



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Note: many of our Reception children do not turn 5 until Year 1 as the Spanish academic admissions year runs from January - December. All autumn-born children in our classes would be in academic year below in the British system. Many of our Year 1 children are still 4 during the autumn term.

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- communication and language
- physical development
- personal, social and emotional development

We also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

We ensure development of the above through promotion of the characteristics of effective learning:

- playing and exploring
- active learning
- creating and thinking critically

At King's College Alicante, we ensure a broad coverage of all seven areas of learning from the EYFS. The balance of time allocated to each area is not fixed, partly because of the interconnected nature of the EYFS framework, but also dependent on the ages and developmental needs of each cohort of children. Practitioners' weekly plans adapt throughout the year to include a changing focus on adult-led, child-initiated, adult-focussed and independent learning for the children from nursery until they have reached the Early Learning Goals (this could be at the end of Reception or continued into Y1 for the younger children).

Across the EYFS, learning and development opportunities are planned around broad themes, these are set-out at the start of the year in long-term plans to ensure coverage of the statutory curriculum. However, in-line with best EYFS practice, plans are constantly adapted and reviewed in light of the developmental needs and interests of the children. Practitioners plan small, key group, adult-led sessions which are delivered by the teacher. Other key group sessions are led by key group workers (who could be TAs or interns) but the class teacher retains oversight of the planning and learning of all children in their class. Whole class sessions are also planned for, at durations and times of day appropriate to the children. The continuous provision is planned with an objective-led focus across all areas of learning. Child-initiated learning cues are taken to adapt and revise the planned provision. The environment is used as the "third adult" with carefully planned areas of learning created and adults aware of how to best facilitate or observe learning at each area. Provocations are used to stimulate interest and the children can request other resources to be added to their environment. Adults strike a careful balance between observing and intervening in children's play. Observations are captured using the Tapestry online learning journal.



Time Allocations & Cross-Curricular Approaches

The primary curriculum is organised into 'topics' and a cross-curricular approach is used wherever possible to maximise learning opportunities. For instance, English and Mathematics time can be used to deliver Design & Technology or History and Geography through transdisciplinary units of work. National curriculum subjects may be taught in blocks so that children have the opportunity to work on one project over consecutive lessons. The school's policy is to be innovative, creative and flexible. The following is a guide to the amount of time teachers aim to allocate to each subject area when planning the delivery of the curriculum.

From September 2019, each year group will start a new topic with a "wow" and finish it with an "outcome" for a variety of audiences and purposes. These are planned on the long-term plan to give a good balance across the year of experiences, purposes and to appeal to a range of interests in children.

Curriculum and Subject Allocations in Y1 - Y6

We reviewed the timetable in January 2019 to give a high priority to the organisation of teaching and learning and lesson structure. Since September 2019, class teachers teach their own class for all English curriculum core and foundation subjects (except PE and music which are taught by specialists). The Primary Spanish team deliver the statutory requirements of Spanish lessons for this region of Spain. Lessons are 50 - 60 minutes in length, depending on their time in the day. As much as possible, phonics, English or maths lessons are taught in the morning.

2019/2020	Y1	Y2	KS2
English writing	5	5	4
English reading (including phonics / spelling)	5	4	4
Maths whole class	5	5	5
Science	2	2	2
Lengua	3	3	3
Sociales	1	1	1
Valencian	0	1	1
PE (GWI)	1	1	1* Y4 swimming
Music (DHA)	1	1	1
Topic (humanities & art)	5	5	5
PSHE	1	1	1
Computing	1	1	1



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Assemblies 2 x half lessons	2 x 0.5	2 x 0.5	2 x 0.5
TOTAL 30 lesson week	30	30	30

Curriculum Organisation

The English National Curriculum is taught throughout the school. A 'through school' plan has been designed to ensure that statutory requirements are covered; progression occurs throughout each department; that balance and creativity is achieved within and across each year of schooling and that continuity occurs between phases of education.

Personal, Social & Health Education (PSHE)

The need for children to: 'Be Healthy, Stay Safe, Enjoy & Achieve, achieve Economic Well-Being and to make a Positive Contribution to the Community' lies at the heart of the primary curriculum. In all phases of primary, the Jigsaw programme is used to support the PSHE curriculum. Our PSHE programme is aligned with the new DfE 2019 guidelines on Health Education, Relationships and Sex Education, modified for our Spanish context. We are passionate about hearing the pupil voice and are always looking at ways of responding to their ideas and suggestions.

Active Promotion of Fundamental British Values

These are democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. This is evident in the School's ethos and in many ways throughout the School, for example, in the PSHE programme, pro- active and vibrant school council, Diversity and Celebration Assemblies and within subject areas. Reference to how the School actively promotes Fundamental British Values can be found in a statement of British Values in [Appendix 1](#).

Special Educational Needs, Learning Difficulties and/or Disability

Children are assessed on-entry to the school from Y2 upwards and we speak to parents of children with specific SEND needs about whether we can meet their child's needs. SEN children receive a variety of support, based on their individualised needs. In-class Quality First Teaching with appropriate differentiation is the first step. When this is not successful, Wave 2 intervention from our SENCO occurs with the provision of an IEP and support to meet the IEP targets. When required, Wave 3 support, including from external agencies, can also be provided. Throughout the process, we work in close partnership with the child and their parents.

Gifted & Talented Provision

All lessons are differentiated and teachers will extend and enrich a child's curriculum appropriately. Opportunities for gifted and talented pupils to participate in extracurricular activities such as public speaking, competitions and performances are built into the curriculum and promoted whenever possible.

Information, Communication Technology (ICT)



ICT is taught both as a separate subject, to ensure that skills are developed appropriately, and throughout the whole curriculum to support and enhance learning opportunities in all subject areas. Computers, laptops and interactive whiteboard technology are widely available across the school.

Foreign Languages

Spanish Language is taught to all age groups commencing in Year 1 with Lengua. In Year 2 upwards, Lengua, Sociales and Valencian are all taught - in-line with local requirements. Children receive differentiated programmes according to whether Spanish is their mother tongue, or they are learning Spanish as an additional language (ESOL)

Spiritual, Moral, Social and Cultural Education

Given the international background of our school community and the non-secular nature of schools in Spain, our school interweaves SMSC through all that we do. SMSC opportunities are planned for in every year group through their long-term plan and further enhanced in assemblies and other special activities. See our SMSC evidence and annual diversity calendar for more information.

Sex and Relationship Education

Sex and Relationships Education is taught within the Personal Social Health Education (PSHE) and Science curriculum. (Refer to separate policy).

Careers Education

The school makes provision for speakers to address children according to their age to discuss career choices and routes from school to the world of work. Equally, educational visits to institutions and organisations are used to promote different working environments and the people who work there. We encourage an aspirational mindset when discussing their futures with children throughout the primary, including ensuring children are aware there are no barriers (gender, racial or otherwise) from them achieving their dreams.

Educational Visits

Educational Visits are used wherever possible to enrich and enhance the curriculum. A wide range of venues in the Madrid area are available for pupils across the whole age range. Residential visits feature from Year 4 upwards and are used to provide opportunities for outdoor pursuits.

The school offers residential trips in Years 4, 5 and 6 and the destination of these varies based on pupil and parent feedback. The school undertakes full risk assessments of all off site venues.

Extracurricular Activities

Extracurricular clubs take place both during lunch breaks and between 1630 and 1730 hours and are provided by a range of high quality external providers. These range from chess and art to Judo and ByteBots. There are also a range of musical clubs and experiences as extracurricular activities.

Created and Reviewed by :	Policy Category: school
Marie Lally August 2019	



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Appendix 1

Promotion of Fundamental British Values at King's College Alicante

We endorse the Department for Education's five-part definition of British values:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

King's College Alicante pupils will encounter these principles throughout everyday school life. In particular, our promotion of spiritual, moral, social and cultural understanding has been reviewed and enhanced by these explicit values.

Listed below are some examples of how we actively promote these values in our school community:

Democracy

Pupil voice is significant in regards to life at King's College Alicante. Our School Council, regular questionnaires and 'open door policy' means pupils have a great amount of input in regards to what and how they learn, which promotes pupil voice.

Consultations with pupils are also conducted throughout the year. We know that the formation of the school council and the active participation of our pupils will sow the seeds for a more sophisticated understanding of democracy in the future.

The Rule of Law

Our pupils will encounter rules and laws throughout their entire lives. We want our pupils to understand whether these laws govern the class, the school, the neighbourhood or the country, they are set for good reasons and must be adhered to.

This understanding of the importance of rules will be consistently reinforced through Assemblies and our curriculum. The involvement of our pupils in understanding the Rewards and Sanction Policy helps them to understand the reasons behind the rules and the consequences if they are broken. Throughout the year we welcome visits from members of the wider community. We believe that clear explanations and real life stories emphasise the importance of the rule of law for our pupils.

Individual Liberty

We invest a great deal of time in creating a positive culture in our school, so that children are in a safe environment where choices and freedoms are encouraged. In lessons, learning tasks are often left for the child to decide upon. We encourage children to choose the task that will challenge them, giving them more freedom to determine their own learning. We offer a range of clubs which pupils have the freedom to choose from, based on their interests. Through Teacher led /Form time, we educate children on their



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rights and personal freedoms as well as supporting them in recognising how to exercise these freedoms safely. We believe that valuing choice and freedom in daily school life will foster a value for individual liberty as the children embark upon their adult lives.

Mutual Respect

Mutual respect is at the core of our school life. Pupils learn to treat each other and staff with great respect. This is evident when walking around the school and in the classrooms.

Tolerance of those of different faiths and beliefs

At King's College Alicante, we offer a culturally rich and diverse curriculum in which all major religions are studied and respected. We strongly believe that tolerance is gained through knowledge and understanding. Through our curriculum and the routines of our daily school life, we strive to demonstrate tolerance and help children to become knowledgeable and understanding citizens who can build a better Britain for the future.

Further evidence on how we actively promote fundamental British Values in all areas of the curriculum and examples of these along with areas for future development can be seen in Appendix Two.

Fundamental British Values Record Sheet

The importance of Fundamental British Values outlines the need to “create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs” (Secretary of State for Education, 2014).

Definitions for each of the Fundamental British Values were outlined in the 2011 Prevent Strategy, and further guidance has been supplied July 2015 in the document ‘Promoting Fundamental British Values as part of SMSC in Schools’. The table below outlines evidence of how King's College Alicante promotes these values, as well as outlining potential areas for future development.

Whole School Evidence

Fundamental British Value	Evidence at King's College Alicante	Opportunities for future development.
1) Democracy	Pupils vote for the representatives of School Council. Head Boy, Head Girl, Prefects and Head Boy & Head Girl are voted in by the school staff and secondary school pupils	Debating Club Debate Mate
2) The Rule of Law	The importance of rules and laws, whether they be those that govern the class, the school, or the country,	



	<p>are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind rules, that they govern and protect us, the responsibilities that this involves and the consequences when rules are broken. Some pupils have devised rules for their classrooms with their teachers.</p>	
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Subject Specific Evidence

Information below provides reference to where subjects embed Fundamental British Values (FBV) in their lessons. **Numbered references relate to the numbered elements of FBV outlined in the table above.**

<u>Subject</u>	<u>Evidence</u>
<u>English</u>	<ol style="list-style-type: none"> 1. When covering the topic of 'Persuasive Writing' there are debates over contentious issues such as the welfare of animals. 2. We discuss how elements of the law have evolved since the time of Charles Dickens and William Shakespeare. We also discuss the law regards whaling when writing our environmental poems for Science Week. 3. We consider how issues regarding our liberty have evolved since Dickensian and Shakespearean times. 4. During 'Anti-bullying Week' the children read a story from another culture and write their own anti-bullying tale. 5. We are accepting of others faiths e.g. the Rastafarian poet Benjamin Zephaniah. We accept others' beliefs when debating issues and writing persuasive letters.
<u>Maths</u>	<ol style="list-style-type: none"> 1. Pupils conducting an opinion survey on an issue. 2. Planning opportunities for pupils to work together collaboratively through experimental and investigative work 3. Pupils investigating different number sequences and where they occur in the real world. Pupils considering the development of pattern in different cultures including work on tessellations. Allowing discussion on the cultural and historical roots of mathematics. Pupils exploring the wealth of mathematics in all cultures; for instance, recognition is given to symmetry patterns, number systems and mathematical thinking from other cultures.



<p><u>Science</u></p>	<ol style="list-style-type: none"> 1. In Science there are debates regarding such issues as nuclear energy, environmental pollution, global warming and the environmental effects of CO₂ emissions. 2. We discuss safety regulations, health and safety (COSHH regulations), industrial chemical pollution. 3. We consider health and safety issues in practical lessons and have discussions regarding ethical issues of farming. 4. We learn about various backgrounds of scientists and respect of their discoveries, mutual development, group work, e.g. practical activities, discussions. 5. We are accepting of others beliefs e.g. 'Big Bang' theory, evolution, medical issues / treatments.
<p><u>History</u></p>	<ol style="list-style-type: none"> 1. The development/evolution of governance in Britain and other countries and cultures/societies is studied in context, exploring reasons for the trend toward democracy as a fair(er)/equitable system of government. 2. The development of and trend toward human rights and the rule of law throughout history is explored, including reflecting on examples from history where this has been denied/broken down and how different historical cultures/societies compare to our own. 3. The rights and freedoms of different people and groups of people in diverse cultures/societies from the past are studied, emphasising the importance of individual liberty and the freedom of choice, including incidences of this being restricted. 4/5. The study of History explores a range of different cultures/societies, considering diverse perspectives and acknowledging their achievements, contributions to and influence on the modern world, as well as examining their interactions with other cultures to assess the impact/outcomes of whether these are tolerant or not.
<p><u>Geography</u></p>	<ol style="list-style-type: none"> 1/3. Year 6 study coastal development and debate the pros and cons of tourist development encouraging mutual respect and tolerance of others. 4. Work on Water Aid in Less Economically Developing Countries and Sustainable Development in years 3 and 5 helps the children to understand the complex ways communities are linked and appreciate the diversity of people's backgrounds. 5. Year 6 find out how chocolate is produced, traded and transported and how fair trade organizations help farmers and see how it promotes tolerance and partnership, within local and wider communities.



<p><u>MFL</u></p>	<ol style="list-style-type: none"> 1. In Modern Languages we discuss the different societies in Europe and this includes discussion on British Democracy. 2. We learn to accept the customs of others. 3. We are accepting of others' beliefs and we explore these at festival times
<p><u>PE/Games</u></p>	<p>1/2. Groupings allow children to work together, and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.</p>
<p><u>Music</u></p>	<ol style="list-style-type: none"> 1. We often work in groups and as such have to learn to come to decisions democratically. We discuss ways of making those decisions and often a majority vote will be the way opted for. 2. Individuals are encouraged to make their own choices when selecting musical parts and to put forward their own ideas. When appraising, an individual is entitled to have their own opinion and this is respected by others in the class. 3. We practise Mutual Respect as we have to learn to listen to and consider the ideas of others. 4. We listen to music and learn songs from many different cultures and faiths, and learn something of the background to these, therefore encouraging Tolerance of different faiths and beliefs, e.g. African djembe drumming workshops.
<p><u>Art</u></p>	<ol style="list-style-type: none"> 1. We have high expectations of behaviour and ground rules during the designing and making process, this extends beyond the classroom with a visit and experiences to art galleries or sculpture parks. We promote high expectations and respect within Art through creating a positive and nurturing environment, allowing pupils to reach and surpass their potential. 2. We work on individual and shared tasks to promote teamwork and communication, peer assessment and constructive critique, e.g. be a 'Critical Friend'. 3. We promote tolerance and celebration through different people's ideas, creative responses and understanding of different cultures and styles within art, e.g. Indian printmaking, pattern in multi faith cultures, tribal masks celebrating diversity within our Commonwealth links.