



**KING'S COLLEGE SCHOOL**  
ALICANTE

# **KCSA Policy** Curriculum

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**Policy Owner:** Simon Nixon / Adrian Hickman

**Written by:** King's Group

**Approved by:** Simon Wicks

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## Values of the College's Curriculum

At King's College Alicante we believe education is about developing the 'whole child', by encouraging each individual's intellectual, social, cultural, emotional, spiritual, moral and physical growth, and thus general wellbeing.

The College understands the importance of providing a balanced and wide-ranging curriculum for all pupils. We aim to provide a broad, balanced and enriched curriculum, with access for all, to mathematical, scientific, linguistic, technological, social and human, physical and aesthetic and creative areas. This policy is supported by appropriate long, medium and short term plans which ensure appropriate coverage and assessment occur in all subject areas from Pre-Nursery to Year 13. Instruction is in English, except in language lessons which operate in the language being taught. Spanish-curriculum subjects, as required under Spanish law, are generally delivered in Spanish.

We believe education is also a route to equality of opportunity and inclusion for all, a healthy and just democracy, a fair and productive economy based on sustainable development. Our curriculum is specifically designed to reflect the values and attributes that contribute to these ends. These include valuing and respecting ourselves, our families and other relationships, the wider groups to which we belong, the diversity in our society and the environment in which we live.

Education should also reaffirm our commitment to the virtues of truth, justice, equality, honesty, trust and belonging. The College actively promotes the universal and 'British' values of democracy, individual liberty, the rule of law and tolerance of different belief systems. These fundamental, humanistic ideals are developed across all subjects and form the basis of many class discussions. They also inform the way we teach subjects such as History, English, PHSE, Psychology and Geography. For example in PSHE, we discuss and explore with our pupils a range of diverse and multicultural themes in order to develop and promote an understanding of tolerance and respect for all.

Education must enable us to respond positively to the opportunities and challenges of our rapidly changing world. This means preparing children for life in the 21<sup>st</sup> century, enabling them to navigate its risks mindfully, and benefit from what it can offer (e.g. understanding online safety, on the one hand, and the power of information and communication technologies as a force for positive social, environmental and economic change, on the other).

KCA recognises multilingualism as a strength and a resource for learning. All subjects contribute to the development of language, literacy and communication skills across the curriculum.

This curriculum policy should be read alongside the KCA25 Safeguarding & Child Protection Policy, which underpins all aspects of teaching and learning.

## Aims of the College's Curriculum

The curriculum offers pupils a thorough, engaging and stimulating journey, which aims to inspire in the children a joy of learning and lead them towards self-discovery. We believe lessons should be engaging, stimulating and challenging to encourage the best possible progress and highest attainment for each pupil. To achieve this it is essential to work with the child's natural skills and learning methods by carefully observing and responding to the unique nature of each individual child.

We work with each child's strengths, interests and experiences in order to develop their self-confidence, their ability for self-exploration and their effectiveness at collaborative exploration.

Our fundamental aim is to help each child to think independently, to be able to read between the lines, to question, to enquire, to see the bigger picture and to make connections with their own lives and the wider world. The aim of the curriculum here is not only to develop rational, inquisitive minds but importantly minds that are equipped with an emotional and social intelligence.

### **Curriculum design and philosophy**

The College curriculum is modern and holistic in content within a humanist moral framework. It is carefully designed to help build strong foundations from the Early Years Foundation Stage upwards promoting excellent social skills, practical skills, concentration, self-confidence and the desire to learn and discover.

The curriculum offers high academic standards across the College within a relaxed but engaging and stimulating environment.

The curriculum is taught in an active rather than passive fashion, using art, music, drama and other activities to bring the subjects to life across the curriculum.

The curriculum is also explored through in depth discussions between the whole class, groups of pupils and teacher – provoking thought, self-discovery and a genuine understanding of the knowledge and skills in each curriculum subject and how they relate to each other. All subjects and topic areas of the curriculum are treated as inter-connected, as well as being connected to everyday life.

The curriculum offers an education 'in context'; helping the child to also understand the context and history of each topic area.

The curriculum is set up to take into account the individual and unique needs of each child. In particular, we recognise that children with special educational needs, long-term medical conditions, disabilities, protected characteristics under the Equality Act, child protection issues, or other challenging circumstances (e.g. young carers) are likely to require additional support to help them achieve their full potential. We are committed to working with other agencies, where appropriate, to achieve this (e.g. through Education, Health and Care Plans).

Assessment procedures within the curriculum are designed to offer both formative and summative feedback. Our separate Assessment Policy provides more detail of the way we achieve this.

Although thorough and challenging, the curriculum is there to provide quality rather than just quantity.

## SMSC

The College curriculum is also designed to develop the pupil's sense of identity through knowledge and understanding of the social, cultural, moral and spiritual heritages of Britain and Spain's multicultural society and of the local, national, European and global dimensions of their lives.

Each child is encouraged to appreciate human aspirations and achievements in aesthetic, scientific, technological and social fields, whilst prompting a personal response to a wide range of experiences and ideas.

By providing rich and varied contexts for pupils to acquire, develop and apply a broad range of knowledge, understanding and skills, our curriculum enables pupils to think creatively and critically, to solve problems and to make a difference for the better.

The curriculum provides each child with the opportunity to become creative, innovative, enterprising and capable of leadership, thus equipping each child with the skills and confidence, which will underpin both their success in, and enjoyment of, life.

The curriculum also develops their physical skills and encourages them to recognise the importance of pursuing a healthy lifestyle and keeping themselves and others safe.

The curriculum ensures that every child has a clear understanding of the digital environment of the 21<sup>st</sup> century, online safety risks and how to avoid or mitigate them, and the benefits that can be gained from safe and appropriate use of information and communication technologies.

The College curriculum promotes pupils' spiritual, moral, social and cultural development and, in particular, develops principles for negotiating the boundaries between appropriate and inappropriate behaviour as well as understanding the many different cultural, historical and social nuances which make up those boundaries.

The College curriculum incorporates a balanced presentation of political views and empowers children to make their own choices, while also strongly emphasising that bullying, violent extremism and acts of terrorism are never acceptable under any circumstances and promoting an understanding of mutually respectful debate and non-violent conflict resolution where required.

We aim to develop the child's knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies.

The College curriculum aims to develop pupils' integrity and autonomy and help them to be responsible and caring citizens capable of contributing to the development of a just society.

The curriculum promotes equal opportunities, enables pupils to challenge discrimination and stereotyping (including unconscious bias), and aims to create a community in which everyone feels respected, understood and welcomed.

The curriculum aims to develop their awareness and understanding of, and respect for, the environments in which they live, and secure their commitment to sustainable development at a personal, local, national and global level. It also helps to equip pupils as consumers to make informed judgments and independent decisions and to understand their responsibilities and rights.

The College curriculum promotes pupils' self-esteem and emotional wellbeing and helps them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, College, work and in the community.

The curriculum aims to develop each child's ability to relate to, and empathise with, others.

The curriculum is designed to effectively enable pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity.

We aim to prepare pupils for the next steps in their education, training, employment and life and equip them to make informed choices at College and throughout their lives, enabling them to appreciate the relevance of their achievements to life and society outside College, including leisure, community engagement and employment.

To effectively achieve these aims of our curriculum we always try to work in collaboration with the individual needs of each child, with families and the local and global community.

## Purposes of the College Curriculum

### **To establish an entitlement**

- The College Curriculum secures for all pupils - irrespective of social background, culture, language ability, race, religion or belief or the lack of it, sex, sexual orientation, gender reassignment, pregnancy or maternity, differences in ability and disabilities - an entitlement to a number of areas of learning and to develop knowledge, understanding, skills and attitudes necessary for their self-fulfilment and development as active and responsible global citizens.

### **To establish standards**

- The College Curriculum makes expectations for learning and attainment explicit to pupils, parents and teachers, and establishes fundamental standards for the performance of all pupils in the subjects it includes. These standards can be used to set targets for improvement, measure progress towards those targets, and monitor and compare performance between individuals, groups and other schools.. However these standards are not rigidly imposed but take careful consideration of the particular and unique needs and history of each child.

### **To promote continuity and coherence**

- The College Curriculum contributes to a coherent framework that promotes curriculum continuity and is sufficiently flexible to ensure progression in pupils' learning. It facilitates the transition of pupils between schools and phases of education and provides a foundation for lifelong learning.

### **To establish an education for all**

- To ensure entitlement for all pupils to a broad, balanced, modern and holistic curriculum that offers continuity and coherence and secures high standards.

### **To raise attainment**

- To raise attainment in all subjects, through careful consideration and understanding of each child's needs and learning methods.

### **To provide a thorough curriculum**

- To induct pupils into the essential knowledge, skills and discourse of subject disciplines and to develop specialisms appropriate to aptitude.

### **To prepare pupils for their future**

- To equip children with the essential social, intellectual and moral awareness that will prepare them for further and higher education, for the world of employment and for their future self-confidence and well being.

### **To increase awareness of community**

- To help pupils become more aware of, and engaged with, their local, national and global communities. The College Curriculum helps children become fully aware of both the differences and similarities of their communities within a fundamental framework of empathy, tolerance and understanding.

### **To encourage self-responsibility**

- The College Curriculum aims to encourage pupils to develop a strong sense of self-responsibility, to take responsibility for their actions, their emotions and their own health and safety, by being able to make informed choices based on an appreciation of the benefits and risks inherent in the choices they make.

## **Ongoing Development of the College Curriculum**

The College Curriculum is specifically designed to remain flexible in the Primary School whilst retaining its core values. This flexibility is essential to allow the College to respond to topical issues and changes in society and the world at large and ensure that the delivered curriculum is relevant to our pupils. In the Secondary School the curriculum is always subject to the latest changes to GCSE and IBDP frameworks as well as addressing the key issues in our ever changing world.

As a College which prides itself on its ability to meet the individual needs of each child, the curriculum itself can also be adapted to the changing needs of our pupils.

The curriculum is used as a thorough, academic guide, which nevertheless allows for due flexibility and the ability to change and adapt.

The teacher may adapt the curriculum to meet the children's needs, interests and abilities at the time, whilst always ensuring that key areas are covered.

## **Inclusion of all pupils**

### **Addressing Individual Needs**

King's College Alicante expects all teachers to embrace the concept of Quality First Teaching, which is rooted in the basic premise that class teachers ensure the individual needs of each of their students are met. This is achieved through an inclusive approach to lesson planning and, where necessary, with the support of a dedicated and highly experienced inclusion team offering guidance and advice on how to cater for specific needs within the normal classroom environment. The College's inclusion policy provides more details on the support we offer our pupils and teachers to manage individual learning needs.

### **Mixed Attainment Groupings**

As a College we have a policy of removing any ceiling on learning and strive to ensure all lessons take place in a mixed attainment setting to allow pupils to be challenged to the maximum. As such, setting of pupils is strictly prohibited, with a few exceptions in the Secondary School in order to allow for the preparation of a minority of IGCSE or IBDP subjects. In Spanish curriculum subjects, pupils may also be streamed to allow pupils new to the language to benefit from more intensive language support. Setting of pupils outside of this policy can only be sanctioned by the Executive Headteacher. Further details on our approaches to teaching and learning can be found in our Teaching & Learning and Assessment policy.

### **Setting suitable learning challenges**

We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The College curriculum programmes of study set out what most pupils should be taught at each key stage, with a focus on a spiral curriculum that ensures prior knowledge and learning is constantly revisited. Learning journeys detailing the progression from EYFS to IBDP are expertly crafted and allow learners, teachers and parents the opportunity to see how learning progresses and removes barriers to going beyond year group content should it be necessary. Examples of these for some subjects can be seen in the appendices with the aim of having all journeys mapped by the end of the 2023/24 academic year.

### **Responding to pupil's diverse learning needs**

When planning, teachers set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils from all social and cultural backgrounds, pupils from different ethnic groups, and those from diverse linguistic backgrounds. We are aware that pupils bring to the College different experiences, interests and strengths, which will influence the way in which they learn.

Teachers plan their approaches to teaching and learning so that pupils can take part in lessons fully and effectively.

To ensure that we meet the full range of pupils' needs, all staff are aware of the requirements of the UK Equality Act 2010 that covers disability, race, religion/belief or the lack of it, sex, sexual orientation, gender reassignment, pregnancy and maternity.

Teachers take specific action to respond to pupils' diverse needs by creating effective learning environments, securing pupils' motivation and concentration, providing equality of opportunity through teaching approaches tailored to different learning styles, using appropriate assessment approaches, and setting flexible targets for learning.

We also trust that if all of the above is set in place individual children will invariably begin to fulfil their full potential. Targets for learning are constantly revisited and ever evolving and take into consideration that each child learns at a different pace.

## **Overcoming potential barriers to learning and assessment for individuals and groups of pupils**

A minority of pupils will have particular learning and assessment requirements which go beyond the provisions described above and, if not addressed, can create barriers to learning. These requirements are likely to arise as a consequence of a pupil having a special educational need or disability or may be linked to a pupil's progress in learning English as an additional language. Our Inclusion and SEND policy provides further details on how we support pupils with special educational needs or disabilities.

## **Personal Development**

Personal development is an essential aspect of King's College Alicante's curriculum. The Schemes of Work provide opportunities to plan sequences of work, learning outcomes and teaching approaches that support personal development through Every Child Matters outcomes.

### **Enjoy and Achieve**

Through becoming self-aware and self-managing pupils will:

- Develop a positive sense of their own identity and self-esteem.
- Be able to enjoy life and be positive about its challenges.
- Use their imagination and creativity to develop new ideas, insights and new ways of doing things.
- Learn to assess their skills, achievement and potential to set personal goals, negotiating and planning ways to meet them.
- Understand that achievement is life-long and that there are different ways to succeed.
- Aim to achieve personal excellence, enjoy learning and be motivated to achieve their best.

### **Be Healthy**

Pupils will understand:

- How to look after their physical, emotional and sexual health.
- That they can and should make positive choices and take sensible actions to avoid harmful choices.
- The consequences that some decisions might have on their health and that of others and how to deal with illness, in themselves and others.

### **Stay Safe**

Through learning how to make informed and responsible choices, pupils will:

- Understand how to identify risks, minimise them and deal with them in different situations and be able to make safe choices.
- Develop the confidence to take on new experiences and ideas safely.
- Identify the dangers in new and different choices in a changing technological world and be able to use information and communication technologies safely.
- Develop skills such as negotiation and assertiveness, to resist unhelpful pressure.

- Recognise when they need to involve an adult to assure their own or someone else’s safety, and understand how to do so

### **Achieve Economic Wellbeing**

Pupils will be able to:

- Understand the qualities and skills needed for an adult and a working life.
- Handle uncertainty and respond positively to change.
- Make reasonable risk / reward assessments and act upon them in a variety of contexts, both personal and work-related.
- Understand about the global economy, the way business works and that there are different kinds of business.

### **Make a Positive Contribution**

Pupils will:

- Understand the multiple roles individuals’ play.
- Develop the skills and strategies to form effective relationships in a variety of roles.
- Know how to make a difference in a group, community or society.
- Know how to work effectively with a range of people of diverse cultures and backgrounds and understand the consequences of anti-social behaviour.

## **Skills**

### **General and Functional Skills**

The Curriculum provides pupils with a broad range of opportunities for developing different skills important for learning and for life beyond the classroom. Pupils are encouraged to apply their different skills in everyday situations as they spend time planning and developing their work, make choices and decisions, and think creatively and independently. Children are encouraged to always be flexible in their thinking, to see texts from a number of different perspectives, from conventional and alternative sources.

- There is plenty of opportunity for pupils to communicate effectively in class discussions, in-group activities as well as through their written work.
- Pupils are given broad scope to express themselves clearly and succinctly whilst developing their own point of views through careful analysis, reasoning and persuasion.
- The curriculum incorporates the development of many cross-curricular skills including skills essential to English, History, ICT, Geography, Science, Maths, PHSE and Art and Design. Although cross-curricular activities take place in each lesson, time is also given in the timetable for thematic days, activity weeks and events.
- Pupils are always encouraged to read and understand information and instructions, then to use this understanding to act appropriately, whilst always analysing how ideas and information are presented, evaluating their usefulness, accuracy and agenda.

### **International Baccalaureate Learner Profile**

The International Baccalaureate Learner Profile (IB) describes a broad range of human capacities and responsibilities that go beyond academic success. They imply commitment to help all members of the school community learn to respect themselves, others and the world around them. Each of the IB’s programmes is committed to the development of students according to the IB learner profile.

The profile aims to develop learners who are:

- |                 |               |
|-----------------|---------------|
| ● Inquirers     | ● Principled  |
| ● Knowledgeable | ● Open-minded |
| ● Thinkers      | ● Caring      |
| ● Communicators | ● Risk-takers |
|                 | ● Balanced    |
|                 | ● Reflective  |

## Inspired Curriculum

As an Inspired School, our pupils benefit from an education that extends beyond the confines of traditional academia. A holistic approach to the curriculum expands the benefits of education to include the development of life and communication skills taught and explored through the three pillars of the Inspired Education Group's curriculum which are academics, sports and creative and performing arts. Pupils gain sound leadership qualities, study methods and effective time management across multiple disciplines. As an Inspired school we believe that our students should be highly equipped with a broad skill set to meet life's challenges in a competitive world. Collectively, the three pillars of education, academics, performing & creative arts, and sport, are integrated into the Inspired educational approach allowing students to develop their interests and talents both inside and outside the classroom environment.

## Spanish Curriculum

Our licence to operate as a centre in the Valencian Community requires us to teach a minimum number of lessons in Spanish Language & Literature, Valencian Language & Literature and Spanish Culture to all pupils in Years 1-11. These lessons are taught by specialist teachers who hold the qualifications required under Spanish law and are overseen by our Director Técnico, a member of the Executive Leadership Team.

Pupils new to learning Spanish are provided with specific support in separate groups to enable them to reach the level of language required to integrate as quickly as possible into the mainstream programme. Hours taught per year group and subject can be seen in the table below:

Subject	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11
Lengua	3	3	3	3	3	3	3	3	3	3	3
Valencian	0	1	1	1	1	1	1	1	1	1	1
Spanish Culture	0	1	1	1	1	1	1	1	1	1	1

## University Entrance and the Bologna Plan

Under the 1999 Bologna plan, the study of GCSE and IBDP is sufficient for our pupils to access universities in England, Spain and the rest of Europe. The Spanish Ministry of Education validates the studies of pupils providing them with a "Credencial" with which they can apply for a University place in any Spanish University.

In order to be awarded the "Credencial" students must have been awarded the full IBDP diploma passed with a minimum of 24 points. These minimum requirements are converted to a passing grade of 5 out of 10. A sliding scale converts the Ib diploma points to a decimal mark out of 10 with the maximum 10/10 being achieved with 42-45 IB diploma points.

With increasing competition for particular courses and particular Universities the Spanish Ministry of Education now allows universities to demand more than the maximum 10/10 to gain entry. A maximum of two optional examinations, known as the "Parte Especifica " can be taken by students to add a potential two marks per subject to their existing score out of ten. This system has effectively raised the entrance requirements with many Universities requiring a higher mark out of 14.

### **Preparation for the Parte Especifica**

As part of their studies in Years 12 and 13 the students can prepare optional subjects (física, química, biología, matemáticas, historia de la filosofía, historia del arte) for the Parte específica exams which they take at the end of May in Y13 in the UNED (Elche).

## Cross-curricular dimensions

Cross-curriculum dimensions provide important unifying areas of learning that help young people make sense of the world and give education relevance and authenticity. They reflect the major ideas and challenges that face individuals and society. Subjects and topics are not taught in isolation but with constant reference to other subjects in the curriculum or other topics areas. At all times children are encouraged to see and investigate the connections between different disciplines as well as the connections with their own lives.

Cross-curriculum dimensions include the key areas of identity and cultural diversity, healthy lifestyles, social participation, enterprise, global dimension and sustainable development, technology and the media (including online safety), and creative and critical thinking.

- One of the fundamental aims of the curriculum is to allow the pupil to see and be able to make connections between their everyday, real lives and the occasional abstract nature of academic learning. To this purpose, pupils are assisted in all subjects, to see how a subject area, whether a mathematical problem or a passage of literature relates to and mirrors their everyday lives.
- This is firstly achieved through teacher-led discussions at the beginning and throughout each lesson, involving every child and thus ensuring that each pupil has a concrete understanding of the topic area.
- Secondly, everyday life connections are made through field trips related to each subject.
- All subjects in the curriculum are taught in an inclusive manner, which makes links between other subjects.
- Literacy is a cornerstone of all subjects and is applied in the majority of lessons with reference to, and often in conjunction with, the literacy lessons taught at the time.
- Where applicable numeracy skills are also accessed in a variety of lessons, from collecting data in subjects such as Geography and Science to assisting in the understanding of Music.
- As a Google School, ICT skills are used in all subjects, from Internet research to recorded work.
- Drama is used in many subjects to help illustrate a topic area, from enacting an historical event to acting out the behaviour of atoms in different states.
- Pupils are always made aware of the crossover points between the Sciences, Music and Geography, which usually cover similar topic areas in the same year.
- Similarly, subjects like English Literature and PSHE often raise issues that are then related to the pupil's studies in other subjects.
- Educational visits and the use of experts from outside of the College further broadens the pupil's perspective and understanding.
- As well as making connections between other subjects and with the pupil's everyday lives, the curriculum is also designed to help pupils understand each subject in its own context.
- This is achieved by always considering the history within each subject, from the History of Technology to the History of Rock Music. This is in turn related back to the pupil's History Studies.
- Where possible, reference is also made to the political and cultural history of the time when, for example, studying Darwin's Evolution in Biology or Gulliver's Travels in English Literature.
- History itself is taught chronologically to allow pupils to absorb a sense of the flow of history, the progression of culture, as well as the cause and effect which underpins all historical events.
- Nothing is taught in isolation. For example, in English Literature the curriculum only uses whole texts and never fragments, whilst in the Sciences the pupils are given a solid understanding of the fundamental laws within Science in a manner which allows the pupil to build up their understanding in clearly defined layers of knowledge.
- To all these purposes the pupils use their knowledge acquired from everyday life, from other subjects and from previous topic areas within the subject studied to hypothesise and answer questions for themselves. The role of the teacher eventually evolves towards the role of a facilitator of questions.
- We also have specifically timetabled thematic days, activity weeks and events

### Wednesday Enrichment Activities from Y3-Y4

From Wednesday 27th September, LKS2 pupils will be taking part in an in-house enrichment activity. Children will have nine activities to choose from including activities that link to the Arts and Sport. We have launched this in LKS2 this academic year following the success of enrichment in UKS2 last year, as another step to support the transition for pupils as they progress into the Middle School Model and to ensure we continue to work on developing every child holistically.

### **Wednesday Enrichment Activities from Y5-Y11**

From Wednesday 20th September students will take part in an enrichment activity onsite or offsite. There are numerous options to pick from which include sports, crafts, science, music, theatre, cooking and gardening. We hope that by working with students from different ages and in a different environment, that they will learn various new skills.

### **Wednesday Enrichment Activities at KS5**

Pupils at KS5 begin the first year of sixth form by following a course based on the Diploma Core elements of Theory of Knowledge; Creativity, Activity and Service; and on academic writing for the Extended Essay. They are guided in these tasks by the Diploma Team and Form Tutors. The second year of sixth form focuses on University preparation, CV building and the development of the Personal Statement. Again, the Form Tutor is central to the development of the programme, guided by the Assistant Headteacher KS5 and Head of Year 12&13.

## Primary School: Early Years Foundation Stage (EYFS)

We believe that before we can teach a child effectively it is essential to build strong relationships and foundations. In EYFS, through a careful balance of independent, adult and child led learning, we give children sufficient time to develop positive social, personal and practical skills, allowing each child to develop at their own pace.

The EYFS curriculum provides children with the opportunity to absorb skills and knowledge in;

- communication and language.
- physical development.
- personal, social and emotional development.
- literacy.
- mathematics.
- understanding the world.
- expressive arts and design.

Throughout Early Years, teachers help children work towards the early learning goals by supporting their learning and development in the seven different areas. These early learning goals are defined in the statutory framework for the early years foundation stage as 'the knowledge, skills and understanding children should have at the end of the academic year in which they turn five.

Each child's level of development is assessed using teacher judgement and their knowledge of each individual child against the early learning goals. Teachers are responsible for deciding whether the child is meeting expected levels of development, or if a child is not yet reaching expected levels of development.

## Primary School: Key Stage 1 and 2

The Primary School curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2. Our rigorous, well planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people.

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. It includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and cooperate with others, whilst developing knowledge, skills and good attitudes to learning, in order that they achieve their true potential.

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations which form the long-term plans and subject road maps from which the teachers produce knowledge organisers to identify key concepts, knowledge and vocabulary to be taught in a specific subject unit and these may replace our medium term plans. The more detailed weekly/fortnightly short term planning will focus on the teaching and learning processes and styles. A planning proforma is common practice to focus learning expectations and for teachers to map the sequence of learning clearly showing differentiation and teaching assistant direction if and where required and vocabulary development. Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups. Short term plans outline the individual lessons and adaptations made for individual classes and children along with assessment opportunities and expected outcomes. Particular attention is given to clear and appropriate differentiation, progression and attainment at this point in the planning process.

Key Stage One	
Reading	3 x a week
Writing	4 x a week
Maths	5 x a week
Phonics	5 x a week in Y1 (3x a week in Y2)
Science	2x a week
PSHE	Once a week
Topic (History, Geography and Art)	2 x a week
Expressive Arts (Dance, Art, Music and Drama)	Once a week
PE	2 x a week
Lengua	3 x a week (Y2 also have 1 x Valenciano and Sociales)
Computing	1 x a week

Key Stage Two	
Reading	4 x a week
Writing	5 x a week
Maths	5 x a week
Science	2 x a week
PSHE	1x a week
Topic (History, Geography and Art)	3 x a week
Expressive Arts (Dance, Art, Music and Drama)	Once a week
Computing	Once a week
PE	2 x a week
Lengua	3 x a week
Sociales	Once a week
Valenciano	Once a week

## Secondary School: Key Stage 3

Year 7 marks the first year of Secondary school with pupils typically turning twelve years old by the end of the academic year. Our focus remains on developing the whole child and our whole college approaches to learning as well as starting preparations for the transition to GCSE qualifications in Years 10 and 11.

Secondary aged children have 6 lessons per day, each an hour long. A breakdown of subjects currently taught in Years 7, 8 and 9 can be seen at the end of this section.

From Years 7 - 9 (ages 11 - 14) students study the same range of subjects as Primary, with the addition of French and German from Year 7 (age 11). However, all lessons are taught by a series of subject specialists. Local regulations also require us to teach Spanish Language and Literature, Spanish Culture (C.C. Sociales) and Valencian to all pupils from Years 7-11. Non-native speakers are taught Spanish as a foreign language until such a point as they are able to integrate into the first-language group. In Years 7-11, PE and Dance are taught on a carousel basis which ensures that students all participate in a very wide range of activities during each academic year.

In Year 9, rather than 'General Science', students participate in discrete biology, chemistry and physics lessons. After a three year trial of delivering a combined 'humanities' programme in Years 7 and 8, we are currently transitioning back to discrete history and geography lessons. In Years 7 and 8 this will work on a carousel basis (5 weeks history followed by 5 weeks geography etc) and in Year 9 students receive one fixed hour per week of each history and geography, with one hour a week alternating between history and geography (evening out at 1.5 hours/week of each subject). Whilst GCSE studies do not commence until Year 10 in all subjects, during Year 9 students are exposed to some GCSE style material in order to give them a taster of what will follow in Years 10 and 11.

PSHE is taught as a discrete subject and largely follows the 'JigSaw' programme. Our Wednesday afternoon programme alternates between enrichment activities (2 hours in week 1) and tutor time (2 hours in week 2). The focus during tutor time includes assemblies, study skills, personal development and reflection, and links to PSHE lessons.

## Year 7 & 8

Subjects	Periods
English	4
Public Speaking	1
Maths	4
Science	3
Art	1
Drama	1
French	1
German	1
Geography	1.5
History	1.5
PSHE	1
Music	1
Physical Education/Dance	2
Spanish or Lengua	3
C.C. Sociales	1
Valencian	1
Enrichment/Tutorial/Assembly	2

## Year 9

Subjects	Periods
English	4
Public Speaking	1
Maths	4
Biology	1
Chemistry	1
Physics	1
Art	1
Drama	1
French	1
German	1
Geography	1.5
History	1.5
PSHE	1
Music	1
Physical Education/Dance	2
Spanish or Lengua	3
C.C. Sociales	1
Valencian	1
Enrichment/Tutorial/Assembly	2

## Secondary School: Key Stage 4

### Choices at ages 14 - 16

A Careers Guidance Programme starts in Year 7 and focuses particularly on making choices in Term 1 of Year 9. Pupils are spoken to regarding the options available for them to study in KS4. This programme is managed by the Head of Key Stage, with the support of the AHT Years 7-11 and the Heads of Year. In early Term 2 of Year 9, an Options Evening is organised where the KS4 curriculum is introduced to parents. Parents and pupils have the opportunity to meet with subject teachers to discuss their child's suitability for individual subjects at GCSE level. 'Taster classes' and subject talks are held during our annual 'Careers Week'. One to one guidance is given to students, and parents are also encouraged to attend meetings with senior staff as required in order to consider how subject choices at this stage may impact upon future plans. Final choices for optional subjects are required to be made no later than the end of Term 2 in Year 9, and there is little room for changes after this time. Upon completion of the options form all Year 9 students meet with a member of the Secondary Leadership Team or Head of Year to discuss and confirm option choices.

Students continue to study the core subjects as well as the Spanish curriculum subjects. There are some optional subjects and all students are required to choose at least one science subject but are recommended

against selecting more than two of the science subjects in order to maintain a relatively broad and balanced curriculum.

Optional subjects are organised into four subject 'blocks'.

- Block S (science) offers biology, chemistry, physics and computer science.
- Blocks A, B and C offer a mixture of other subjects such as Art & Design, Business Studies, Economics, ICT, French, German, History, Geography, Physical Education, Dance and Drama, as well as the opportunity to select an additional science subject.

## KS4 Curriculum

From Year 10 (age 14), students continue with up to 8 subjects in preparation for the examinations of the Cambridge, Edexcel or AQA (International) General Certificates of Secondary Education (International GCSE).

All students will study English Language, English Literature\*, Mathematics and Spanish at iGCSE level. Students also study Lengua, C.C Sociales and Valencian and are assessed in line with local/national standards in these subjects at the end of Year 11. Students must also study PSHE and Elective PE/Dance, and participate in enrichment/tutorial activities.

\*Entry for English Literature is determined by ability.

The time allocation and organisation of the Key Stage 4 curriculum is shown in the tables below.

### End of Stage Testing

IGCSE examinations are taken towards the end of Year 11, we do not enter pupils early for any subject following recent advice from universities in the UK. External examinations are scheduled by the individual examination boards and usually run from early May through to Mid June. In the case of some subjects, such as English Language and English Literature, there is a coursework component which is marked and moderated internally. The scores are sent to the examination boards along with a sample of work for verification.

Throughout the two year Key Stage 4 programme, regular internal assessment takes place, which includes a formal 'End of Year 10 examination' in every subject and a Year 11 'mock examination'. These internal examinations are conducted in as formal a way possible in order to recreate the conditions that students will experience in their final examinations. Formal internal examinations and all external examinations are managed by the school examinations officer, whose work is overseen by the Assistant Head Secondary Operations.

In order to comply with Spanish regulations pupils are tested and awarded final grades in Lengua y Literatura, C.C. Sociales and Lengua Valenciana. Pupils also have the option of sitting the official Elemental exam in Valencian, offered by the Valencian Government. As per Key Stage 3, Non-native speakers are taught Spanish as a foreign language until such a point as they are able to integrate into the first-language group.

## Timetable Structure

Subject	Periods
English Language & Literature (2 GCSEs)	5
Mathematics	4
Spanish/Lengua y Literatura	3
C.C. Sociales	1
Lengua Valenciana	1
Elective PE/Dance	1**

Subject	Periods
Option S (Science)	3
Option A (various)	3
Option B (various)	3
Option C (various)	3
PSHE	1
Enrichment/Tutorial/Assembly	2*

\*Our Wednesday afternoon programme alternates between enrichment activities (2 hours in week 1) and tutor time (2 hours in week 2). The focus during tutor time includes assemblies, study skills, personal development and reflection, and links to PSHE lessons.

\*\*PE and Dance are taught on a carousel basis which ensures that students all participate in a very wide range of activities during each academic year.

## Optional International GCSE Subjects

The table below shows the organisation of optional subjects during the academic year 2023-24.

	BLOCK S	BLOCK A	BLOCK B	BLOCK C
<b>Year 11</b>	Biology Chemistry Physics Computer Science	French Physics Art & Design Biology Economics	Geography German Business Studies PE ICT History	Chemistry Drama History Business Studies French
<b>Year 10</b>	Biology Chemistry Physics Computer Science	French Art Biology Economics Computer Science	Geography German Business Studies PE ICT Physics	Chemistry Drama History Business Studies French

- One subject must be chosen from each block.
- Block S ensures that all students select at least one science subject. Whilst students are able to select more than one science subject, they are advised against choosing more than two.
- The organisation of these blocks will change year on year depending on demand and availability of staff. In some cases, numerous classes may run concurrently. For example, there are two separate chemistry groups running in block C, identified as C1 and C2, in order to meet the required demand.
- GCSE Dance was omitted from the curriculum in 2023-24 due to a lack of demand.

## Secondary School: Key Stage 5

### IBDP section, philosophy and explanation

In Year 12 and 13 students undertake the International Baccalaureate Diploma Programme. This internationally recognised qualification aims to develop as stated in the IB mission statement “inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.” This mission statement is underpinned by the IB learner profile. A set of guiding principles each IB student should exhibit in all subject areas. The development of Approaches to Learning (ATL) skills is embedded across all DP subjects, with explicit focus on research, critical thinking, academic honesty and self-management.”

**IB learner profile**

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<p><b>INQUIRERS</b> We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p><b>KNOWLEDGEABLE</b> We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p><b>THINKERS</b> We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p><b>COMMUNICATORS</b> We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> <p><b>PRINCIPLED</b> We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p><b>OPEN-MINDED</b> We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p> <p><b>CARING</b> We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> <p><b>RISK-TAKERS</b> We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p> <p><b>BALANCED</b> We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p> <p><b>REFLECTIVE</b> We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>
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The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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The IBDP is a qualification ‘suite’ rather than a list of separate subject qualifications. It is in two parts; There is the core section which all students must participate in, and these are the theory of knowledge (TOK) course, the Extended Essay (EE), and the Creativity, Activity and Service (CAS) component. These elements must be completed successfully in order to be awarded the diploma.

The student then selects six further subjects. Three of these will be studied at higher level (HL) and three of these will be at standard level (SL). Students must choose one subject from each of the six named subject groups. Subjects at HL are taught for four hours a week in Year 12, and subjects at SL will be taught for 3 hours a week. In Year 13 SL subjects are taught for 2 hours a



International Baccalaureate Organization (2018)

week and HL taught for 4 (with an additional 1 hour potential tutorial lesson for those not opting to undertake Spanish Selectividad subjects)

As shown in the diagram below, and from the IB mission statement stated above the IBDP is about more than just academic qualifications. Developing students who possess the skills and attributes needed for the future is key, as shown by the IB learner profile, all whilst enhancing their ‘international mindedness’.

Each of the six academic subjects studied is awarded a point score from one to seven. Three extra points are available depending upon the student’s performance in Theory of Knowledge, the Extended Essay and successful completion of the Creativity, Activity, Service component of the course. The International Baccalaureate Diploma is scored out of a total of forty-five points. Students must achieve a point score of at least 24, pass all aspects of the core and meet all awarding criteria to be awarded the Diploma of the International Baccalaureate. Theory of Knowledge and the Extended Essay are awarded a grade from A to E. At least a D grade in both is required to pass the full diploma.

KCA offers the following subjects in each of the 6 IB groups.

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Year 13	English A Spanish A	English B French B German B Spanish B Spanish AI	History Business Psychology Economics Geography	Chemistry Physics Computing SEHS ESS	Maths AA Maths AI	Theatre Visual Arts French B Chemistry Biology Politics
Year 12	English A Spanish A Mandarin A	French B Spanish B German B Spanish AI French AI	History Business Psychology Economics Geography Politics	Biology Chemistry Physics Computing SEHS ESS	Maths AA Maths AI	Theatre Visual Arts Physics Chemistry Psychology

A range of complementary studies are organised alongside the IBDP in order to offer broader education and prepare for Parte Especifica exams that may be required by some Spanish Universities. Selectividad courses for Parte Especifica examinations are compulsory for students applying to Spanish University. Students unsure as to whether or not to apply to Spanish university, should opt for at least one Parte Especifica subject.

### 3 Year IB bridge programme

For some students the transition from IGCSE to IBDP is too great or they are joining the school and have not had the level of exposure to the British system or English to be successful. In these instances three year IB bridge programmes may be offered. Here the student enters year 12 but undertakes a modified programme of study that may involve some IGCSE’s alongside support in the specific area identified needing development.

## Careers Education

In Year 9 advice is provided to help pupils make GCSE choices.

In year 10 advice is given on progress being made at GCSE level and future post 16 choices.

In Year 11 advice is provided to help pupils make IBDP choices. The Assistant Head KS5 IBDP speaks to the pupils in Form Time sessions; a brochure of sixth form courses is provided; and pupils can make individual

appointments with a member of staff for advice on IBDP choices and careers. When the pupils submit their choices a check is made against their future plans and all students will meet with a member of the Secondary SLT or Head of Year 11 or 1 & 13 to discuss and confirm choices. Language and Mathematics course choices are checked by the Head of Languages and Mathematics to ensure suitability. Online “unifrog” support helps provide pupils with information on suitable career paths.

In the Sixth Form a programme is delivered in Year 12/13; personal tutors, the University Guidance Assistant, Assistant Head Key Stage 5 and Head of Year 12 & 13 are all available to provide advice for the Pupils and discuss their future career paths with them.

## PSHE

PSHEE is taught as a discrete subject in Years 7-13 and is supported during Form Time and during collapsed timetable days. Content and delivery are monitored by the Year Leaders who are supported by the Leadership Group and Careers Officer.

## Opportunities, responsibilities and experiences of adult life

The curriculum and wider school experience encourages pupils to acquire skills essential for adult life. Students are encouraged to take on student leadership roles in the form of house captains or acting as representatives on the student council. Our Senior students in Sixth Form are able to nominate themselves to positions of responsibility as part of our school committees. We also run a buddy system whereby Sixth Form pupils help mentor and support younger students on a weekly basis.

## Primary / Secondary School Curriculum Liaison

The Primary School is situated on the same physical site and provides the Secondary School with the vast majority of its intake. We believe it is important to make the transition between the two parts of the school as easy as possible and to gain the benefits of co-operation between the schools. Knowledge of the curriculum near the transition boundary is important as is discussion about how things should be taught in order to maximise the benefits to pupil learning. Staff from the other sections of the school can be a useful resource for reference and possibly for delivering cross-school activities, lesson observation or teaching when timetabling and other considerations allow. Secondary School teachers are timetabled to teach lessons to Year 6 classes in English, Mathematics and Science and we hold an annual “Changeover” Day in May during which the Year 6 pupils follow a structured programme in Secondary and our current Year 7s help to explain how Secondary School differs to the routine they are used to.

The Subject Leaders that exist in both schools are expected to maintain regular links with their counterparts in the Primary/Secondary school. The aims of these meetings are:

- To ensure that the overall aims of the departments of the different sections of the school are aligned.
- To give the Year/Subject Leader an overview of the scheme of work in each department with particular reference to years 5, 6, 7 and 8.
- To be aware of inclusive teaching methods - in particular to share ideas for differentiation other than by outcome.
- Homework and the assessment and recording policy.
- To look at samples of work from these year groups to give an idea of standards achieved and to moderate across the curriculum
- To look for areas of duplication that can be avoided and to look for ideas of topics that are missing or perhaps things that can be recapped and extended in the Senior School or treated from another angle.
- To discuss ways that things are taught to make sure that they are compatible or to gain an understanding of the reason if they need to be different. (This may not be appropriate in all subjects and it is more probable that it will originate from Secondary school departments who are aware of technical details that would be better addressed in a different way at the earlier stage. Although it may also be an opportunity for Primary School staff to explain why they feel they have to do something differently.)

- To look at opportunities for whole college links within department areas such as: lesson observation; possible joint year 6, 7 events; Secondary School staff running an activity for year 6; teaching a 'one off' lesson or topic in the other school; staff from the other school judging competitions etc.

For all pupils entering the Secondary School from the Primary School, the results of end of KS2 assessments together with Entrance Exam scores are made available to staff

## Social, Moral, Spiritual and Cultural Education

At King's College, the British School of Alicante, we recognise that the personal development of pupils, spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve. As our school philosophy states:

*'Our prime motivation is to provide an environment of excellence and high achievement. Our students are given access to the highest level of academic tuition, and are provided with every opportunity to develop their personal and social skills to prepare them to take their place in society as educated, thoughtful and responsible citizens'.*

We therefore aim to provide an education that provides children with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

There are five parts to the SMSC regulations, as laid out by the ISS Regulations 2003, which are shown below:

- (2a) Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- (2b) Enable pupils to distinguish right from wrong and to respect the law
- (2c) Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life
- (2d) Provide pupils with a broad general knowledge of public institutions and services in England
- (2e) Assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions

All curriculum areas have a contribution to the child's spiritual, moral, social and cultural development and opportunities for this will be explored within the curriculum. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

All staff will model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Children should learn to differentiate between right and wrong as far as their actions affect other people. They will be encouraged to value themselves and others.

Children should understand their rights and responsibilities and the need to respect the rights of others. School and classroom charters should promote responsible behaviour. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in the teacher's planning and learning resources.

All curriculum implementation is supported by the KCA25 Academic Integrity Policy, which outlines expectations for authentic work and ethical scholarship across all phases.

### General Aims

**We aim to ensure:**

1. That everyone connected with the school is aware of our values and principles.
2. A consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
3. That pupils' education is set within the context that is meaningful and appropriate to their age, aptitude and background.
4. That pupils have a good understanding of their responsibilities

### Moral Development

Pupils are instilled with an understanding of the difference between right and wrong. Moral development aims to enable students to make judgments on moral issues by applying moral principles, insights and reasoning.

They should be able to recognise moral issues, articulate their own attitudes, and take responsibility for their own actions, behaving consistently in accordance with their principles.

### **Spiritual Development**

Spiritual development relates to fundamental questions about the meaning and purpose of life which affect everyone, and is not dependent on a religious affiliation. It is synonymous with what it is to flourish as a human being. It is grounded in knowledge and understanding of what human beings are.

### **Social & Cultural Development**

The school has a strong pastoral system which constantly reinforces standards of behaviour and interaction with others in order to underline how understanding of and respect for others is essential for a well-ordered society. Pupils are taught about the cultural and social differences between individuals and groups. They are taught that they should try to understand these differences, be tolerant where the beliefs and practices of others come into conflict with their own beliefs and celebrate the diversity of the communities in which they live as a strength, not as a reason for conflict and tension. School trips and visits, especially overseas, help to reinforce pupils' awareness and understanding of other cultures.

### **Spiritual, Moral, Social & Cultural Development in school**

Spiritual, moral, social and cultural dimensions run across all curriculum areas and through school life. All members of the school should be involved in encouraging the development of these dimensions on a day to day basis.

There are three areas of school life, inseparable and yet distinct, in which there arise opportunities to develop pupils spiritually and morally:-

- through the general ethos of the school;
- through the teaching across the curriculum;
- through school assemblies.

#### **Through classroom discussions we will give the children opportunities to:**

- share their achievements and successes with others
- talk about personal experiences and feelings.
- express and clarify their own ideas and beliefs.
- speak about difficult events, e.g. bullying, death etc.
- explore relationships with friends/family/others.
- consider the needs and behaviour of others.
- show empathy
- develop self-esteem and a respect for others, truth and property;
- develop a sense of belonging;
- develop skills and attitudes e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc;
- how beliefs and commitment to them contribute to personal identity;
- a sense of awe and wonder: being inspired by the natural world, mystery and human achievement;
- a readiness to reflect on 'difficult' questions and respond to the challenging experiences of life, including an awareness of the response offered by religious faith;
- an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences, the development of self respect;
- a continuing willingness to express inner thoughts and feelings through the creative arts, recognising the importance of imagination, intuition and inspirations;
- the importance of emotions, which can appreciate beauty or respond to injustice, and which lead to a real human maturity;
- worth of every individual and so developing a sense of community and the ability to build up relationships;
- an awareness that moral behaviour comes as much from regulation from within as conforming to outside rules;
- a readiness to engage in open discussion and to learn about moral issues so that there is regular involvement in the process of decision making;

- recognising that either asking for or offering forgiveness is a necessary step towards restoring broken relationships;
- knowledge of codes and conventions of conduct

## **The Curriculum**

The knowledge and understanding essential to make responsible reasoned judgments should be developed through all subjects of the curriculum. Questions about the origins of the universe, whether life has a purpose and the nature of proof will occur in many curriculum areas. In many subjects moral dilemmas of various kinds will arise as points of discussion. Teachers will use these opportunities to encourage an open minded and critical examination of the issues involved. PSHE lessons deal specifically with many of the moral and ethical issues faced by young people today. The school explores many of the major religions and aims to foster a better understanding of them. Pupils of other faiths are encouraged to share their experience of them.

### **Many curriculum areas provide opportunities to:**

- Listen and talk to each other.
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree.
- Experiencing good role models.
- Take turns and share equipment.
- Work cooperatively and collaboratively.

### **Practical activities to develop SMSC will include:**

- Working together in different groupings and situations.
- Encouraging the children to behave appropriately at patio and meal times.
- Taking responsibility e.g. class monitors, sixth form post holders, house captains, school council representatives etc.
- Encouraging teamwork in PE, house events, extra curricular activities and games.
- Showing appreciation of the performances of other children regardless of ability.
- Hearing music from different composers, cultures and genres.
- Meeting people from different cultures and countries.
- Participation in a variety of different educational visits.
- Participation in live performances.
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and national celebrations.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- Opportunities in music to learn songs from different cultures and play a range of different instruments.
- Studying the contributions to society that certain famous people have made.

### **Links with the wider community**

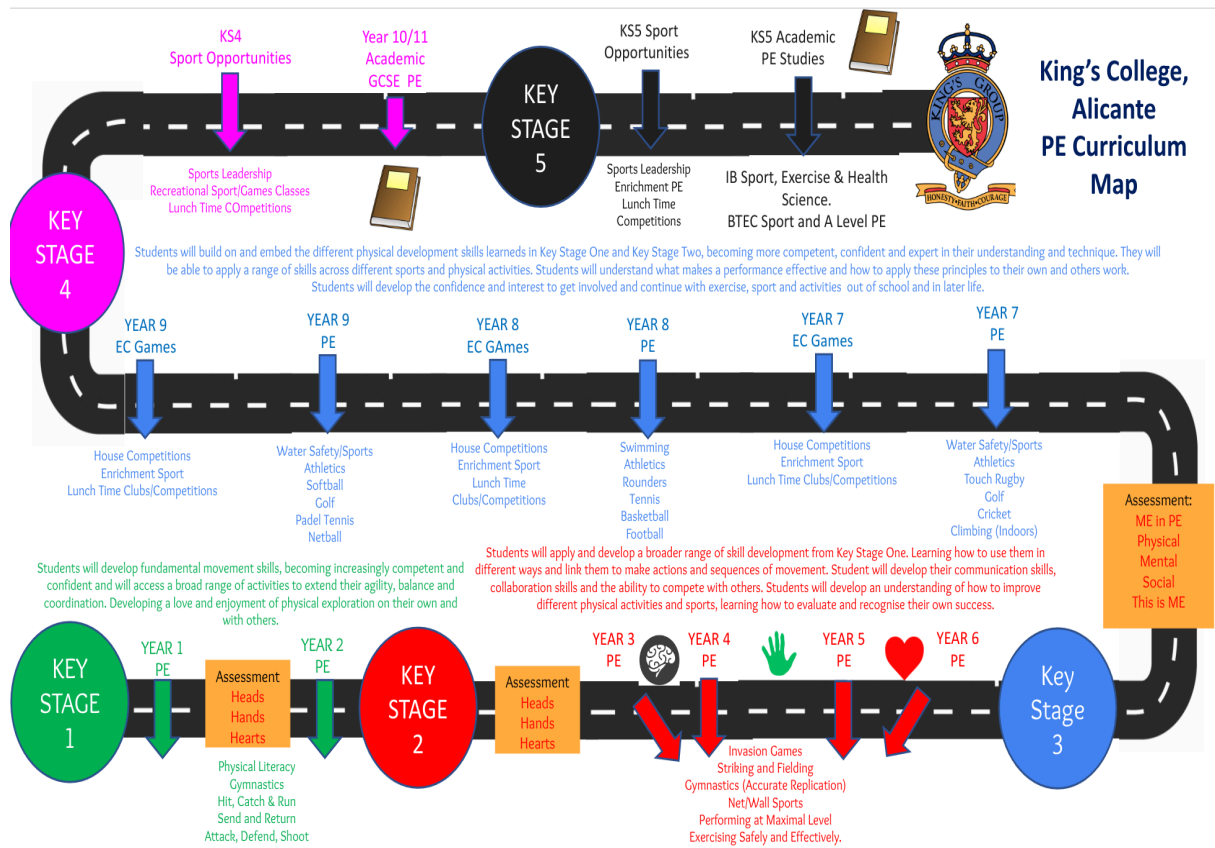
- Visitors are welcomed into our school.
- The school will support the work of a variety of charities.
- Children will be taught to appreciate and take responsibility for their local environment.
- Close liaison between both schools and inter school competitions.
- Annual exchange programme with the John Madejski Academy

### **Monitoring and evaluation**

- Provision for SMSC is monitored and reviewed on a regular basis. This achieved by:
  - Having a nominated member of staff responsible for development of the SMSC curriculum across the College.
  - Monitoring of teaching and learning and work scrutiny by the Leadership group, Year Leaders and the Executive Leadership Team
  - Regular discussions at staff meetings.

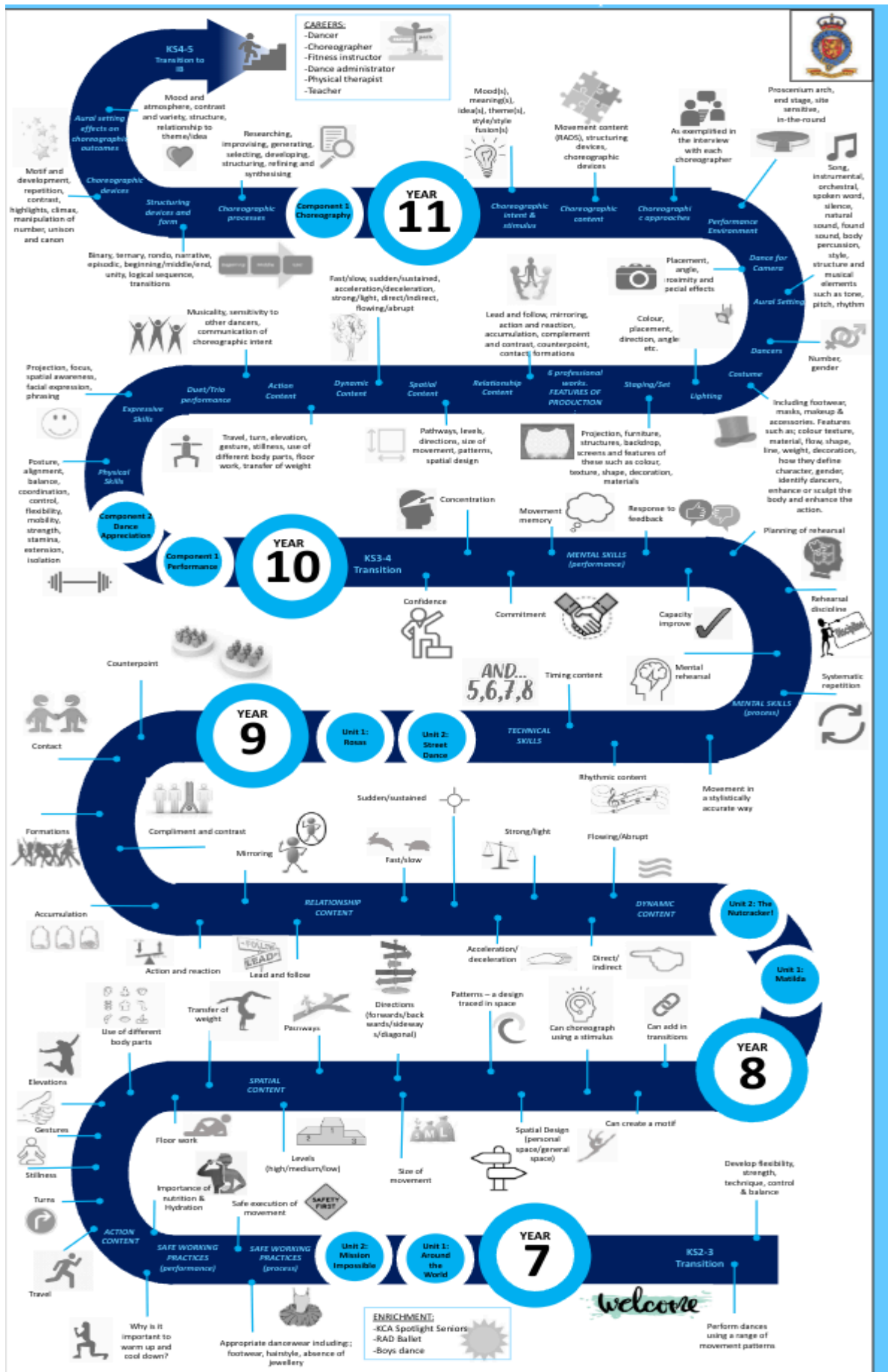
Appendix A:

Subject roadmap examples









Education in the art of dance is education of the whole man – his physical, mental & emotional natures are disciplined & nourished simultaneously in dance. TED SHAWN.

