



King's Group

Primary Curriculum Policy
(EYFS-Key Stage 2)

The Aims and Underlying Principles of the Curriculum

The curriculum is designed to provide for all students, 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 students to fulfil their potential in the many different areas relevant to their abilities, skills and interests.
- a full-time supervised education for students of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives students 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 students 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 students 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, fundraising 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.

Time Allocations & Cross Curricular Approaches

Subject lesson allocation

The school has a 30-period week.

The primary curriculum is organised into discrete subject teaching but conversely, where possible, a cross curricular approach is used to maximise learning opportunities e.g English and Science objectives may be taught through a particular topic in History or Geography. 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.

Year 2 (end of Key Stage 1)

Subject	sessions	minutes per week
English	5x55	275
Maths	5x55	275
Phonics / Guided Reading	5x55	275
Spanish / MFL	4x55	220
Science	2x55	110
Topic (History / Geography)	2x55	110
Physical Education	2x55	110
Art	1x55	55
Music	1x55	55
Library	1x55	55
P.S.H.E	1x55	55
Assembly	1x55	55
Total Periods	30	1650

Year 6 (end of Key Stage 2) To support the transition process to Secondary School students in Year 6 follow a more Secondary style timetable in classes where some of the subjects are delivered using specialist teachers e.g Science, Art and Computer Science.

Subject	sessions	minutes per week
English	5x55	275
Maths	5x55	275
Reciprocal Reading	3x55	165
Spanish / MFL	4x55	220
Science	2x55	110
Topic (History / Geography)	2x55	110
Physical Education	2x55	110
Art	1x55	55
Computer Science	1x55	55
Music	1x55	55
Library	1x55	55
P.S.H.E	1x55	55
Feedback / Reflection	1x55	55
Assembly	1x55	55
Total Periods	30	1650

Curriculum Organisation

The British 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 group of the school and that continuity occurs between phases of education.

Children of Five Years of Age and Under

Children are admitted to the Nursery section of King's College Panama if their third birthday falls prior to August 31st of that same year. In this respect the school follows the requirements of the Early Years Foundation Stage (EYFS) for the Nursery year. The EYFS Profile summarises and describes children's attainment at the end of the EYFS. It is based on ongoing observation and assessment in the three prime and four specific areas of learning, and the three characteristics of effective learning:

The prime areas of learning:

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

The specific areas of learning:

- literacy
- mathematics

- understanding the world
- expressive arts and design

Characteristics of effective learning:

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

Personal, Social & Health Education (PSHE)

The need for children to ‘Be Healthy; to Stay Safe; to Enjoy & Achieve; To achieve Economic Well-Being and to make a Positive Contribution to the Community lies at the heart of the Primary curriculum. In all phases the SEAL programme may be used to support the PSHE curriculum.

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, School Council, Assembly 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

Where a child has a statement of need issued in the UK or from their country of origin / residence, the School will discuss with parents, during the application process, the capacity of the School and local agencies available in Panama to meet the needs of the child appropriately. Where possible, the School will undertake to meet the needs of children with statements.

Gifted & Talented Provision

All lessons are differentiated and teachers will extend and enrich a child’s curriculum appropriately. Opportunities for gifted and talented students to participate in extracurricular activities such as competitions and performances are built into the curriculum and promoted whenever possible. Within the SEND department there is a focus and provision for such students.

Computer Science

Computer Science is taught both as a separate subject (Years 5 & 6) to ensure that skills are developed appropriately, and integrated throughout the curriculum, where appropriate, to support and enhance learning opportunities in all subject areas. Computers, laptops, ipads and interactive whiteboard technology are widely available across the school.

Spanish / MFL

Spanish Language is taught to all age groups commencing in Reception (2 x 55minute periods per week) and from Years 1 -6 (4 x 55minute periods per week). Children receive differentiated programmes according to whether Spanish is their mother tongue, or a Modern Foreign Language.

Spiritual, Moral, Social and Cultural Education

We are a non-denominational school and whilst celebrating key Christian festivals such as *Semana Santa* and Christmas, we also recognise and respect other dates and festivals such as

Diwali, Ramadan and Chinese New Year throughout the course of the academic / calendar year. We make reference to these through either the curriculum or during the course of student led assemblies.

Sex and Relationship Education

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

Educational Visits

Educational Visits are used wherever possible to enrich and enhance the curriculum. A wide range of venues within the city of Panama and beyond, are available for students across the whole age range. Residential visits feature from Year 5 upwards and are used to provide opportunities for outdoor pursuits. The school undertakes full risk assessments for all off site venues.

Extracurricular Activities

Extracurricular clubs take place both during lunch breaks and between 1530 and 1430 hours and are run by teachers as well as a range of high quality external providers respectively.

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Appendix 1

Promotion of Fundamental British Values at King's College Panama

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 Panama students 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

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

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

The Rule of Law

Our students will encounter rules and laws throughout their entire lives. We want our students to understand that 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 students 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 students.

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 students have the freedom to choose from, based on their interests. Through P.S.H.E sessions / feedback and reflection lessons in Key Stage 2 we educate children on their 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. students 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, Panama, we offer a culturally rich and diverse curriculum in which all major religions are recognised 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. Tolerance is one of our ten Core Values and students from Nursery through to Year 6 are often recognised for displaying it through our weekly assemblies where they receive their *Student of the Week* certificates.