



KING'S COLLEGE SCHOOL  
MURCIA

## Curriculum Policy

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 fulfill 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 the knowledge, understanding and skills necessary:
  - To progress with confidence to the next stage of their education through a process that encourages them to engage in lifelong learning.
  - To participate as active citizens in a multi-ethnic global society.
  - To develop for themselves an active, healthy lifestyle.
- 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 that 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 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.

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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, and 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.

## **The Three Pillars of Inspired Education**

Inspired schools focus on the individuality of each child, fostering confidence and self-assurance through a broad and engaging curriculum. The group offers a contemporary approach to education, rethinking traditional teaching methods and programmes to create a dynamic, relevant model that reflects modern attitudes and integrates the latest technology.

Inspired's unique Three Pillars approach places Academics at the core, complemented by equal emphasis on Performing & Creative Arts and Sports. This supportive framework encourages students to explore life skills, discover their passions, and develop their talents while achieving academic excellence. By nurturing each child's unique potential, we empower them to become confident, thoughtful, and knowledgeable young people, ready to succeed in all aspects of life.

## **Academic Excellence**

At all Inspired schools, academics form the foundation of education, fostering critical and lateral thinking to deepen students' understanding and ability to apply knowledge across a wide range of disciplines. At King's College School Murcia, we offer a unique educational programme where students progress from the National Curriculum for England and Wales to the globally recognised A Levels programme. With instruction from some of the most highly qualified and talented teachers worldwide, we ensure our students excel in external examinations, are fully prepared to thrive at university and in the workplace, and develop essential skills for lifelong success.

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## Performing & Creative Arts

The Visual and Performing Arts are integral to Inspired's holistic educational approach. At our school, students have diverse opportunities to engage with the arts, both within the curriculum and through exciting extracurricular activities. From drama and public speaking to visual arts and instrumental music, they are encouraged to explore new interests and develop their unique talents. Our students excel in debating, deliver performances that enrich school life and the wider community, and gain transferable skills that support success across the curriculum and beyond.

## Sports

Inspired's sporting pillar promotes health, well-being, fun, discipline, motivation, and self-confidence. The athletics programme at King's College School Murcia caters to all students, offering team sports such as football, basketball, and volleyball, as well as individual pursuits. Our students take part in local league competitions, regional events, and tournaments with other international schools. We celebrate personal and team achievements while fostering a growth mindset.

The extracurricular sports programme offers additional specialised training, from skill development to high-level coaching. While some students achieve national and international honours, all benefit from the physical and mental well-being that our inclusive sports programme provides.

## 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 of schooling and that continuity occurs between phases of education.

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## Children of Five Years of Age and Under

The school uses the Early Years Foundation Framework underpinned by a Reggio Emilia philosophy. Children are admitted into our Nursery classes if they are the age of 3 by the 31<sup>st</sup> December of that academic year but can start as young as 18 months in Pre-Nursery. In this respect, the school follows the requirements of the Early Years Foundation Stage (*EYFS*) for the Nursery year.

After Nursery the children then move into Reception and continue to follow the EYFS framework. The EYFS Profile summarises and describes children's attainment throughout Nursery and Reception and children are assessed against the Early Learning Goals (*ELGs*) using Arc pathway before moving into Year 1.

Attainment and achievement are 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

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## **Primary Section Curriculum Allocation**

The school's policy is to be innovative, creative and flexible with regards to designing learning opportunities. 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.

Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	3	5	5	5	5	5
Guided Reading	1.5	2	3	3	3	3
Phonics	2.5	3				
Maths	4	5	5	5	5	5
Spanish	4	4	4	4	4	4
Science	0.5	1	2	2	2	2
Topic	0.5	1	2	2	2	2
Art	1	1	1	1	1	1
Computing	0.5	1	1	1	1	1
PSHE/RE	1	1	1	1	1	1
PE	2	2	2	2	2	2
Music	1	1	1	1	1	1
Assembly	1	1	1	1	1	1
Singing	1	1	1	1	1	1
Enrichment/ Drama	2	1	1	1	1	1
Continuous provision	4.5					
TOTAL	30	30	30	30	30	30

\*Assemblies are linked to British Values. The second assembly is a celebration assembly.

More details about the Primary curriculum can be found in *Appendix 2*.

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## **Secondary Curriculum Content and Delivery**

All pupils are taught in mixed ability classes, with children of the same age. Pupils may be taught English, Maths and Science in ability groups if appropriate. Smaller groups are also created if particular support is required. Wherever possible, the curriculum follows the English National Curriculum, though local requirements mean we must also teach Spanish Language & Literature and Spanish Social Sciences to Spanish nationals. Core subjects, English Language Mathematics and Science follow the Pearson Edexcel iLowerSecondary Curriculum.

The Secondary department covers children from age 11 onwards and builds on the achievements of the Primary department.

	<b>Key Stage 3</b>	<b>Key Stage 4</b>	<b>Key Stage 5 – Sixth Form</b>
<b>AGE</b>	11-14	14-16	16-18
<b>YEAR GROUP</b>	Year 7 - 9	Year 10 -11	Year 12 - 13
<b>EXTERNAL EXAMINATIONS</b>	None	GCSE/iGCSE	IAL/AL level in Year 12/13 IBDP (2025 - 6 final cohort)
<b>OPTIONS</b>	Pupils choose GCSE options in Year 9	Pupils choose IAL options in Year 11.	

### **Subject lesson allocation**

The school has a 30 period week of 55-60 minute periods.

### **Curriculum Design**

The Deputy Head assumes responsibility for the design of a curriculum that matches the school aims. Heads of Department assume responsibility for selecting the best specifications to offer in their subject and regularly review the success and appropriateness of existing courses to ensure the most positive academic outcomes for our pupils.



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## KS3 Curriculum

The Year Group allocations are listed below:

KEY STAGE 3 - Year 7		
Subject	Sessions	Minutes per week
Assembly	1	55
Art	1	55
Computing	1	55
Drama	1	55
English	4	220
Enrichment	1	55
French	1	55
Geography	1	55
History	1	55
Maths	4	220
Music	1	55
PE	2	110
PSHE	1	55
Public Speaking	1	55
Science	3	165
Spanish (Lengua & Cultura / ELE)	5	275
Study Skills	1	55
<b>Total</b>	<b>30</b>	<b>1650</b>

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KEY STAGE 3 - Year 8 & 9		
Subject	Sessions	Minutes per week
Assembly	1	55
Art	1	55
Computing	1	55
Drama	1	55
English	4	220
Enrichment	1	55
French	2	110
Geography	1	55
History	1	55
Maths	4	220
Music	1	55
PE	2	110
PSHE	1	55
Public Speaking	1	55
Science	3	165
Spanish (Lengua & Cultura / ELE)	5	275
<b>Total</b>	<b>30</b>	<b>1650</b>

## KS4 Curriculum

In KS4 pupils continue with up to 9 subjects in preparation for General Certificate of Secondary Education (*GCSE*)/ *International General Certificate of Secondary Education (International GCSE)* examinations. We are keen to personalise the curriculum wherever desirable. It is possible to abandon one option subject in Year 11 in line with the best interests (*academic and pastoral*) of the individual child. These pupils are supported in a study-skills group in curriculum time.

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The exact structure for each pupil at this stage will differ, as there is limited freedom for pupils to begin the process of specialisation. Each curriculum followed contains a compulsory element and an option element:

Compulsory Subject	Sessions	Minutes per week
Assembly / PSHE	1	55
English*	5	275
Maths	4	220
Science*	5	275
Spanish (Lengua and Cultura, IGCSE)	5	275
PE (core)	1	55
<b>Option subjects.</b> A maximum of 3 subjects from the list below each 3 lessons a week		
ICT	French	Computer Science
PE (GCSE)	Geography	History
Additional 3rd Science	Business Studies	Art & Design

\*All Pupils study English Language and the majority study English Literature.

\*All pupils study 2 sciences out of Biology, Chemistry & Physics

Most teaching is in mixed-ability groups, though pupils may be streamed for Mathematics, Spanish and the Sciences.

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## KS5 Curriculum (the Sixth Form)

In KS5 the school offered a programme of study which follows the International Baccalaureate Diploma program. This was introduced in 2022, but from the academic year 2025 - 6 the school has reverted to the A level programme, with most subjects following the International A-Level modular course.

## IBDP Curriculum

The curriculum is made up of the DP core and six subject groups.

The DP core aims to broaden students' educational experience and challenge them to apply their knowledge and skills.

The three core elements are:

- [Theory of knowledge](#), in which students reflect on the nature of knowledge and on how we know what we claim to know. This includes 100 taught hours over the two years of study.
- [The extended essay](#), which is an independent, self-directed piece of research, finishing with a 4,000-word paper. Students are supported through whole group discussions, training sessions and by an individual mentor.
- [Creativity, activity, service](#), in which students complete a project related to those three concepts. This consists of 100 hours of recordable involvement.

The six subject groups are:

- [Studies in language and literature](#)
- [Language acquisition](#)
- [Individuals and societies](#)
- [Sciences](#)
- [Mathematics](#)
- [The arts](#)

There are different courses within each subject group. Pupils study 3 subjects and Higher Level and 3 at Standard Level.

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## The A-Level Course

From the academic year 2025-6 the school has reintroduced the A-Level programme. Most pupils study four A-Level subjects as well as Especificas.

The A level subject options available are listed below.

English Literature	History	Spanish	Biology
Mathematics	Geography	German	Chemistry
Further Mathematics	Business	French	Physics
Computer Science	Art	Various Especificas	

In addition to A level subjects, Year 12 pupils have:

- 1 hour a week of Assembly/PSHE/Careers (Compulsory)
- 1 hour a week of PE (Optional & depending on Especifica choices)
- 2 hours a week of Cambridge Advanced English (Optional for non-native speakers)
- 2 hours a week of Especifica subjects
- 0.5 hours a week of Extended Project (Optional)

## Especifica Subjects

King's College School Murcia offers a range of additional Especifica subjects that are available to Year 12 & Year 13 pupils. Pupils considering university entrance in Spain can take up to two subjects from the list below :

Biología, Dibujo Técnico, Economía, Física, Geografía, Historia del Arte, Matemáticas II, Matemáticas por los Sciences Sociales, Química

## Options & Careers Support & Guidance

During the final year of KS4 pupils are provided with the Sixth Form Prospectus and a Careers Guidance Programme is launched to help pupils and parents make informed choices regarding potential option choices for KS5.

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This includes individual interviews with members of staff and a series of information evenings for parents. Provisional choices allow us to generate option blocks that largely reflect the demands of the cohort. Final option decisions are not made until the publication of GCSE results in August. Option choices are checked against pupils' future plans. A Careers Guidance Programme is available to Sixth Form students, managed by the Head of Sixth Form.

### **Enrichment Studies**

We offer additional opportunities for pupils to enhance their studies. Pupils can opt in to do an Extended Project Qualification, the Duke of Edinburgh Award or Cambridge English qualifications.

### **Speaking and Listening, Literacy and Numeracy**

Speaking and listening skills are taught within the English curriculum. Literacy is taught by the English department and is supported in all other subject areas. Numeracy is taught within the Maths curriculum and the skills are reinforced, where appropriate, within many other subjects.

### **Opportunities, Responsibilities and Experiences of Adult Life**

The curriculum and wider school experience encourage 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 through Pupil Voice or the prefect programme.

Other leadership opportunities are also available through sports leaders. Our Senior students in Sixth Form are able to nominate themselves to positions of responsibility, including Head Boy and Head Girl as well as prefects. We also run a mentoring system whereby older students help mentor and support younger students.

### **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. Throughout the secondary curriculum, students are encouraged to see the relevance of their studies in relation to their personal attributes and aspirations.

The Key Stage leads, in conjunction with Unifrog, seeks to give accurate, up-to-date careers guidance, presented impartially, and enables our older pupils to make informed choices, thus encouraging them to fulfil their potential. Links with Spanish Universities allows pupils to

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undertake surveys that help them understand their options within Spain. We organise opportunities to have guest speakers to help guide our older pupils into the most appropriate career path as well as visiting a number of university fairs.

### **Primary / Secondary School Curriculum Liaison**

The Primary Department at King's College School Murcia liaises with the Secondary Department and the subject leads meet regularly. 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 sections. The Head of Primary and Secondary assume responsibility for the transition process, in partnership with the Assistant Heads and subject leads / Heads of Department. 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.

The Heads of Department of subject areas that exist in both schools are expected to maintain regular links with their counterparts in the Primary / Secondary school. The aims of this contact are:

- To ensure that the overall aims of the departments of the separate parts of the school are compatible.
- To be aware of differentiation, in particular to share ideas for differentiation other than by outcome.
- To look at samples of work from these year groups to have a better understanding of the standards achieved.
- To discuss subject content to ensure that they are compatible and link to our spiral curriculum.

For all pupils entering the Secondary School from the Primary School, the results of tests, together with Entrance Exam scores are made available to staff by the Assistant Heads. Further information which may have an impact on the learning, progress and emotional well-being of pupils is also communicated by the Assistant Heads.

### **Personal, Social, Health and Economic Education (PSHE)**

PSHE is taught as a discrete subject by the class teacher in Primary and the PSHE team including the School Counsellor in Secondary. In class teaching is supported by events and guest speakers where possible. The content is monitored by the PSHE coordinators. Both of these people work in conjunction with each other and are supported by the Assistant Heads and SLT.

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## **Active Promotion of Fundamental British Values**

The fundamental British Values 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**

The school has a Primary SENDCo and an overall SENDCo who work together to ensure that students with special educational needs and disabilities receive the support they need to thrive in school. They work with outside agencies to assess pupils who may have learning difficulties; organise and oversee interventions; collaborate with teachers, parents and specialists; write Individual Education Plans which are shared with the staff team; meet termly with parents and liaise with exam boards over concessions. They track the effectiveness of support strategies and adjust them as needed to ensure every child has equal access to education and the opportunity to succeed, regardless of their challenges.

## **Information, Communication Technology (ICT) and Computer Science**

ICT is taught in Primary from Year 3 and in Secondary KS3. Pupils have the opportunity to study either ICT or Computer Science at GCSE (or both) and Computer Science at A-Level. Secondary students have their own devices and Primary have access to ipads and chromebooks in the classroom when appropriate. ICT is used to enhance learning opportunities but is never a replacement for high quality teaching.

## **Foreign Languages**

The Spanish Language is taught to all age groups commencing in Year 1.

Children receive differentiated programmes according to whether Spanish is their mother tongue or a Modern Foreign Language but are actively encouraged to join the native class as early as possible. French is also introduced into the compulsory curriculum from Year 7-9. German and French are options at iGCSE and A-Level.

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## **Sex and Relationship Education**

Sex and Relationships Education is taught within the Personal Social Health Education (*PSHE*) and Science curriculum. (*More information is included in the PSHE and RSE Policy*).

## **Educational Visits**

Educational visits are used wherever possible to enrich and enhance the curriculum. A wide range of venues are available for pupils across the whole age range. Residential visits feature from Year 3 upwards. The school offers residential trips to a variety of national and international locations including Paris and New York (Model United Nations). The school undertakes full risk assessments of all off-site venues.

## **Extracurricular Activities**

Extracurricular clubs take place both during lunch breaks, timetabled 'Enrichment' lessons and after school between 16.30 and 17:30 hours. These are provided by a range of high quality external providers or by staff within the school.

At lunchtimes, we make extensive use of our staff expertise to run subject specific clubs such as science and art aimed at all ages and specifically targeting exam groups at the upper end of the school. We also run a variety of activities that utilise the staff's other skills and have clubs such as music, eco club, chess club and Warhammer club to name but a few. We run an extensive sports program with lunchtime clubs targeted at teams that enter into the local competitions such as Volleyball and Fútbol Sala. We also take advantage of our outstanding swimming pool facility running extra-curricular swimming lessons from Pre-Nursery up to Year 13.

Our after-school clubs target more specialist activities and use outside providers where required. These include trampolining, gymnastics, cheerleading and Judo. We also have a local horse riding company bring ponies into school on Friday mornings to run a pony club for our younger students.

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<b>Created and Reviewed by:</b>	<b>Policy Category:</b>
Dawn Akyurek / SLT September 2022	Whole School
<b>Approved by:</b>	<b>Reviewed by:</b>
Elena Benito - Inspired CEO of Spain 17th November 2025	Rhiannon Williams / SLT October 2025
<b>Next Review:</b>	<b>August 2026</b>

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## **Appendix 1**

### **Promotion of Fundamental British Values**

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

KCSM 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**

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. Sixth form prefects have been assigned a year group to liaise with and feedback any comments or concerns as well as ideas for improvement throughout the school year.

Consultations with pupils by SLT and pastoral leads are regularly 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 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, PSHE 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.



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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 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 KCSM, we offer a culturally rich and diverse curriculum. 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.

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## Appendix 2

### PRIMARY Specific Approaches within subjects

#### **KS1 only - Continuous provision**

We take transition between Key Stages very seriously and continuity in the curriculum and learning styles is very important. Year 1 operates a continuous provision model as much as possible to allow our pupils (with a significant proportion being younger than learners in the UK) to access the curriculum in the best way.

#### **Approach to English**

At King's College School Murcia we are very aware that 80-90% of our pupils in primary are second language learners. Therefore the curriculum takes a very staged and supportive approach to developing reading and writing.

#### ***Reading***

Starting in EYFS and linking with KS1, pupils undertake Read, Write Inc. Phonics to learn the 44 speed sounds with a strong emphasis on decoding. This is delivered in 'stage not age' groupings in KS1 to facilitate accelerated progress and aid new pupils joining with limited English. Phonics assessments are carried out regularly and the outcomes are rigorously tracked and monitored to ensure children are making the appropriate progression.

Guided group reading supports pupils' comprehension of text and is the main method of delivery, support and assessment in KS1 and 2. This is supported by weekly reading books as well as online reading resources including Accelerated Reader which can aid pupil progress.

#### ***Writing***

Continuing from early developments in writing in EYFS, Read, Write Inc. links writing and spelling to phonics knowledge. Read Write Inc. story sets and writing activities are used to support children's developing phonics knowledge and to build their knowledge of grammar and punctuation. Throughout KS1 there is a strong emphasis on Talk for Writing, helping early learners of English develop their vocabulary and grammar in a rich language environment. Once pupils have built a secure phonic knowledge and have progressed through the Read Write Inc story sets, they move on to learning how to write across a range of genres. In KS2, pupils have targeted Spelling, Punctuation and Grammar sessions and use peer and self assessment to enhance and



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develop their writing skills. All Primary pupils complete a 'Big Write', and these are assessed and moderated to focus targets and improvements for pupils.

## **Approach to Mathematics**

We use the White Rose mathematics framework across Year 1-6 which we believe helps inspire a love of maths and is designed to help every child master and apply mathematical concepts. The delivery is not rigid and allows teachers the flexibility to adapt their approach to best meet the needs of the children.

Through White Rose, we use the *concrete - pictorial - abstract* approach to develop conceptual understanding. Using manipulatives and pictorial representations can be beneficial for helping children to initially understand and then master new concepts, and enable children who prefer a visual approach to learning to keep up with the class. For example, using models or images such as *Frog or bar modelling* can help children to visualise problems and develop their conceptual understanding.

The underlying principle to mathematics is the Mastery approach which focuses on reasoning and problem solving to ensure greater understanding and relevance to learning. We aim for our pupils to have a secure understanding of mathematical concepts and processes, combined with a genuine procedural fluency. A child who has mastered a particular skill is able to apply their understanding and solve different types of problem, including where the skill is either embedded in a different context, or where a choice of method has to be made.

## **Wider Curriculum**

### **Science**

We use the White Rose Science scheme of work. This covers all aspects of the British National Curriculum. We also have an excellent Science week where Primary pupils can use the Secondary Laboratories to do exciting experiments.

During Key Stage 1, pupils observe, explore and ask questions about living things, materials and the world around them. They begin to work together to collect evidence to help them answer questions, find patterns, classify and group objects, research using a variety of sources and carry out fair testing. Children in Key Stage 2 are encouraged to extend the scientific questions that they ask and answer about the world around them. Pupils carry out a range of scientific enquiries including: observations over time, pattern seeking, classifying, grouping and researching using other sources (*including computing resources*).

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## Computing

We use the iCompute Computing which is well structured to cover all aspects of the Computing curriculum including Coding, On-line safety, spreadsheets, databases, emailing, touch typing, picture creation and many more aspects. Class teachers deliver this curriculum from Year 1-6 which is monitored by the computing lead as well as our Primary e-learning coordinator. We have a designated ICT suite for primary as well as iPad trolleys that help us to deliver effective computing lessons.

## Art

The purpose of Art is to give pupils the skills, concepts and knowledge necessary for them to express their ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression. In Primary, Art lessons are taught from Year 1-6 and are delivered by the class teacher. We have 2 lessons a week devoted to Art. One lesson is a skills based lesson teaching the children a range of different artistic skills which include drawing, working with colour, texture and form. We will also explore printing and pattern. The other lesson is usually linked to our Topic for that term. Throughout the year there are many opportunities for children to express themselves and show off their artistic skills by getting involved in a variety of different competitions within the school. There are also activities offered to the children that encourage a love of Art within the school and nurture individual talents.

## Topic

We have our own scheme of work for Humanities and Topics and they provide high quality, fully adaptable planning and resources. This enables all teachers to deliver robust and engaging lessons. We endeavor to deliver a creative approach to the curriculum through these studies and each Year Group has a different theme each term. Pupils are encouraged to use role play to immerse them in their studies. We also encourage the pupils to take an inquiry based approach, by raising their own questions at the outset of a topic. We ask them what they already know, what they want to know and what they have learnt. We have a 'hook day' to engage our pupils and celebrate as a whole school with the learning that has taken place. Trips revolve around our curriculum topics as do the experience days. This is giving the children a real life experience of what they are learning.. This could be the Titanic sinking or experiencing being a famous significant person.

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## Music

Music is delivered from Reception upwards developing skills in performing, singing, listening and appraising music. Topics and themes are used to introduce students to classical and world music genres. The programme of study followed is closely guided by Musical Contexts. Collaborative working is a large proportion of the practical outcome, encouraging students to combine sounds to create effects. Music is also offered in activities in the form of a KS2 choir, along with performing opportunities at afternoon recitals for those who also participate in individual lessons. Music opportunities are encouraged during class assemblies and school community events and days for our extended families i.e. Grandparents afternoon.

## PSHE

PSHE is delivered through a whole school approach in Primary, from Reception through to Year 6. We use the scheme Jigsaw which brings together personal, social, health and economic education, emotional literacy, social skills and spiritual development. There are 6 half term themes which every year group covers throughout the year, through well structured, progressive lessons. The themes covered are; Being me in my World, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships and Changing Me. There are weekly assemblies which are focused around PSHE. Within assemblies we celebrate a range of achievements through Stars of the week and House point certificates. We participate in Anti-bullying week, e-safety week, various charity events and PSHE is very much a focus in all aspects of our daily school life.

## PE

PE is delivered by subject specialists from Year 1-6 and pupils have access to excellent facilities and equipment to deliver a wide variety of sporting activities including football, basketball, dance, handball, gymnastics, swimming and many more. The PE curriculum is supported by a range of inter-house and inter-school events that allow competitive opportunities for pupils to develop. There are further opportunities to access sport through the extracurricular program.

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