



Curriculum Policy

The Aims and Underlying Principles of the Curriculum

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

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

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

- all pupils are entitled to, and should be offered, a comparable range of educational opportunities;
- there are differences in the abilities, aptitudes, interests and other characteristics of pupils which need to be catered for;
- the learning environment and teaching methodology are important factors in determining whether or not some of these aims are achieved;
- extracurricular activities, such as school productions, fund-raising activities, educational visits, residential trips all contribute to the total learning experience;
- there is an obligation to meet the requirements of the British National Curriculum coupled with local requirements laid down in Spanish law;

- curriculum planning will provide recognition of the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The 3 Pillars of Inspired Education

An Inspired education extends beyond the confines of traditional academia. A holistic approach to schooling expands the benefits of education to include the development of life and communication skills. While attending Inspired schools, learners gain sound leadership qualities, study methods, and effective time management across multiple disciplines. Inspired educators understand it is vital that our students are highly equipped with a broad skillset 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.

Academics

As the central pillar of education in all Inspired schools, high-quality academic provision is vitally important and leads to qualifications that broaden the scope of future opportunities. Educators at Inspired schools do not teach students solely to pass examinations. Students reach their full academic potential when engaged in the learning process; their self-confidence is strengthened, and they are empowered to think critically through enquiry-based learning. Importantly, as life-long learners, students at Inspired schools are encouraged to enjoy the independent exploration of knowledge as their education is ignited by outstanding teaching across all academic disciplines.

Performing and Creative Arts

An Inspired education endows students with self-confidence deriving from an appreciation of the arts and active participation in creative self-expression. As one of the features of holistic education, opportunities for artistic endeavours are fundamental, encouraging a creative approach to all aspects of life. The benefits gained from performing are numerous; students gain confidence in public speaking, which they can demonstrate in debate teams, drama lessons and poetry recitals. Students also gain the physical advantages of dance while in movement classes with specialist instructors. Instrumental music tuition is available to all Inspired students, and learners are encouraged to pursue an appreciation for visual arts by cultivating an artistic practice. Inspired believes that artists are not special kinds of people, but every person is a special kind of artist. Studies indicate that encouraging creativity in children improves overall well-being and increases engagement in learning; a robust arts programme enriches academic studies while students strengthen their divergent thinking capabilities and problem-solving abilities.

Sport

Inspired's sporting pillar represents health, well-being, fun, motivation, and self-esteem. P.E and sports extracurricular activities aim to provide an activity to suit every child, with team sports and individual pursuits both part of the sports curriculum. With specialist in-house sports coaching, many Inspired students have progressed to a professional sports career, achieving national and international honours. Regardless of ability, all students benefit from the fitness, enjoyment, and social benefits of participation in physical exercise.



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 the schooling and that continuity occurs between phases of education.

Children of Five Years of Age and Under

Children are admitted into our Nursery classes if they are the age of 3 by the 31st 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. The EYFS Profile summarises and describes children's attainment throughout Nursery and Reception and children are assessed against the Early Learning Goals (ELGs) 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

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

*Assembly is linked to the value for the month. Second assembly is a celebration assembly.

More detail about the Primary curriculum can be found in *Appendix 3*.

Secondary Section Curriculum

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.



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

	Key Stage 3	Key Stage 4	Key Stage 5 – Sixth Form
AGE	11-14	14-16	16-18
YEAR GROUP	Year 7 - 9	Year 10 -11	Year 12 - 13
EXTERNAL EXAMINATIONS	None	GCSE/iGCSE	AS/A level in Year 13 (End date - June 2023) IBDP (Start date - September 2022)
OPTIONS	Pupils choose GCSE options in Year 9	Pupils choose IBDP 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.

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
Total	30	1650

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
Total	30	1650

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.

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
Option subjects. A maximum of 3 subjects from the list below each 3 lessons a week		
ICT	French	German
PE (iGCSE)	Geography	History
Music	Business Studies	Art & Design
Additional 3rd Science		Computer Science

* All Pupils study English Language. Pupils also study either English Literature or Cambridge Advanced Certificate.

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

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

KS5 Curriculum (the Sixth Form)

In KS5 the College offers a programme of study which follows the International Baccalaureate Diploma program. This program will be first introduced in September 2022.

IBDP Curriculum

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

Made up of the three required components, 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. The table below shows the subjects we offer.

CURRICULUM OPTIONS					
GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5	GROUP 6
Studies in language and literature	Language Acquisition	Individuals and Society	Sciences	Mathematics	The Arts
English Language & Literature (SL/HL)	English B (SL/HL)	History (SL/HL)	Biology (SL/HL)	Mathematics Analysis and Approaches (HL only)	Visual Arts (HL/SL)
Spanish A Language & Literature (SL/HL)	French B (SL/HL)	Business (SL/HL)	Physics (SL/HL)	Mathematics Application and Interpretation (HL/SL)	
	Spanish B (SL/HL)	Geography (SL/HL)	Chemistry (SL/HL)		
	French / German / Spanish Ab initio (SL only)		Computer Science (SL/HL)		



Choosing subjects in the Diploma Programme

Students choose 6 subjects. They must choose one subject from each subject group 1-5, and students may opt to study an additional sciences, individuals and societies, or languages course, instead of a course in the arts.

Students with fluency in Spanish and English can opt to study English A and Spanish A as their two compulsory language subjects, instead of (or in addition to) a language acquisition subject. Further details of this are available in our 'Language Policy'.

Students will take some subjects at higher level (HL) and some at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at higher level.

Each student takes at least three (but not more than four) subjects at higher level, and the remaining at standard level.

Over the two year course, standard level subjects take up 158 teaching hours. Higher level comprises 244 teaching hours.

Taught Subject	Year 12 (DP1)		Year 13 (DP2)		Total lessons
	Lessons per week	Yearly taught lessons	Lessons per week	Yearly taught lessons	
Subject 1 (HL)	4	144	4	100	244
Subject 2 (HL)	4	144	4	100	244
Subject 3 (HL)	4	144	4	100	244
Subject 1 (SL)	3	108	2	50	158
Subject 2 (SL)	3	108	2	50	158
Subject 3 (SL)	3	108	2	50	158
Theory of Knowledge	2	72	2	28	100
TOTAL	23		20		

Year 13 (2022-23)

This is the final year of pupils studying 'A' Level or IAL (International A Level) qualifications. Most pupils choose four subjects for study at 'A' Level but the number of subjects studied can be personalised in line with the best interests (both academic and pastoral) of the individual pupil in consultation with pupils, parents, teachers and the Head of Sixth Form.

The A level subject options available are listed below.

English Literature	History	Physical Education	Biology
Mathematics	Geography	German	Chemistry
Further Mathematics	Business	French	Physics
Music	Art	Spanish	



In addition to A level subjects, Year 13 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)
- 0.5 hours a week of Extended Project (Optional)

Especifica Subjects

The college offers a range of additional especifica subjects that are available to Year 12 & Year 13 pupils (DP1 & DP2). These are taught with a range of time allocations from 1-3 lessons a week, depending on the extent of similar content to the A Level / IB curriculum. Pupils considering university entrance in Spain can take up to two subjects from the list below :

Biologia, Dibujo Técnico, Economía, Física, Geografía, Historia del Arte, Matemáticas II, Mathematics 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. 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 and supported by the Head of KS4.

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 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 through Pupil Voice. 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 and Morrisby careers 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 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.

Primary / Secondary School Curriculum Liaison

The Primary Department at KCM provides the vast majority of the Secondary school intake. We believe it is important to make the transition between the two parts of the College 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 coordinators / Head 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 give an idea of standards achieved.
- 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 cross Sectional links within department areas such as: lesson observation; possible joint year 6, 7 events; Senior 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 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 Head of Year 7.

Personal, Social, Health and Economic Education (PSHE)

PSHE is taught as a discrete subject by the class teacher in Primary and a subject specialist in secondary. It is taught in combination with PSHE throughout the year. In class teaching is supported by events and guest speakers. The content is designed and monitored by the Head of Humanities in secondary and the PSHE coordinator in Primary. Both of these people work in conjunction with each other and are supported by the Assistant Heads and SLT. More detail can be found in the PSHE policy.

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, the School will discuss with parents, during the application process, the capacity of the School and local agencies available in Spain to meet the needs of the child appropriately. Where possible the School will undertake to meet the needs of children with statements.

High Performance Learning

As a HPL 'World Class School', the provides an underpinning school-wide approach which provides a framework for building, within the subject, the competencies that ensure high attainment. This approach uses the advanced cognitive performance characteristics (ACPs) and values attitudes and attributes (VAAs) alongside subject knowledge and subject disciplinary skills. For pupils to achieve competence in the ACPs and VAAs they are built into the curriculum design alongside knowledge and disciplinary skills. Further details on HPL are in Appendix 4.

Information, Communication Technology (ICT)

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

Foreign Languages

Spanish Language is taught to all age groups commencing in Reception. Children receive differentiated programmes according to whether Spanish is their mother tongue, or a Modern Foreign Language. French is also introduced into the compulsory curriculum from Year 7-9. German and Mandarin Chinese are available as options for students through the extra-curricular activity programs in years 3-6.

Spiritual, Moral, Social and Cultural Education

The school draws down on UK curriculum guidelines and children are taught about the Christian, Islam, Hindu, Sikh, Jewish, and Buddhist faiths through comparative studies where appropriate.

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 Policy).

Educational Visits

Educational Visits are used wherever possible to enrich and enhance the curriculum. A wide range of venues in the Murcia region are available for pupils across the whole age range. Residential visits feature from Year 3 upwards and are used to provide opportunities for outdoor pursuits. The school offers residential trips to a variety of national and international locations. 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 1630 and 1730 hours. These can be provided by a range of high quality external providers or by staff within the school.

Created and Reviewed by :	Policy Category:
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Appendix 1 - Promotion of Fundamental British Values at King's College Murcia (KCM)

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

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

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

Democracy

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

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

The Rule of Law

Our pupils will encounter rules and laws throughout their entire lives. We want our pupils to understand 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 pupils in understanding the Rewards and Sanction Policy helps them to understand the reasons behind the rules and the consequences if they are broken. Throughout the year we welcome visits from members of the wider community. We believe that clear explanations and real life stories emphasise the importance of the rule of law for our pupils.

Individual Liberty

We invest a great deal of time in creating a positive culture in our school, so that children are in a safe environment where choices and freedoms are encouraged. In lessons, learning tasks are often left for the child to decide upon. We encourage children to choose the task that will challenge them, giving them more freedom to determine their own learning. We offer a range of clubs which pupils have the freedom to choose from, based on their interests. Through Teacher led /Form time, we educate children on their 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 KCM, we offer a culturally rich and diverse curriculum in which all major religions are studied and respected. We strongly believe that tolerance is gained through knowledge and understanding. Through our curriculum and the routines of our daily school life, we strive to demonstrate tolerance and help children to become knowledgeable and understanding citizens who can build a better Britain for the future.

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

Fundamental British Values Record Sheet

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

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

Whole School Evidence

Fundamental British Value	Evidence at KCM	Opportunities for future development.
1) Democracy	Pupils vote for the representatives of Pupil Voice. Head Boy, Head Girl, Prefects and House Captains are voted in by the pupils and school staff.	Debating Club
2) The Rule of Law	The importance of rules and laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind rules, that they govern and protect us, the responsibilities that this involves and the consequences when	Pupils to make up their own classroom rules in each classroom in order to explore the meanings and structure of rules.



	rules are broken. Some pupils have devised rules for their classrooms with their teachers.	
3) Individual Liberty	<p>Pupils exercise their individual liberty in voting for Head Boy/Girls in whole school elections. Pupil voice allows pupils the choice to express their own ideas and those of their peers.</p> <p>Pupils are supported in curricular choices at GCSE and IBDP with encouragement given to them to follow their own path in life. There are opportunities in the curriculum for pupils to guide or design aspects of their learning outcomes and opportunities.</p>	<p>Pupil choice of learning outcomes in Primary topic lessons.</p> <p>Google Classroom in secondary to provide a basis of pupil ownership of their learning.</p>
4) Mutual Respect	<p>Mutual respect between the pupils is strengthened through mentoring and mediation programs involving cross age/phase links. Buddies are used to quickly break down any barriers for new pupils. Pupil leadership opportunities including pupil voice, prefects and 6th form students mean students listen to and represent each other. The staff code of conduct is very clear about the need to mutual respect in our communication with pupils and staff alike.</p>	<p>Pupil voice teaching and learning group to train on performing observations of learning and feedback to teachers.</p> <p>Peer observation for staff developed.</p>
5) Tolerance of those of different faiths and beliefs	<p>Religious Education is a compulsory part of the school curriculum until Year 11. Compulsory PSHE lessons continue to explore issues of diversity in faiths, beliefs and multi-cultural society. We hold an International Day to promote awareness of the global differences as well as links to various charities. Our trips and visits for older pupils visit a wide variety of countries around the world where pupils develop their empathy for other religions and cultures</p>	<p>Visits to different places of worship.</p> <p>Establish connections with other schools in different parts of the world.</p>



Appendix 2 - Subject Specific Evidence

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

<u>Subject</u>	<u>Evidence</u>
<u>English</u>	<ol style="list-style-type: none">1. When covering the topic of 'Persuasive Writing' there are debates over contentious issues such as the welfare of animals.2. We discuss how elements of the law have evolved since the time of Charles Dickens and William Shakespeare. We also discuss the law regards whaling when writing our environmental poems for Science Week.3. We consider how issues regarding our liberty have evolved since Dickensian and Shakespearean times.4. During 'Anti-bullying Week' the children read a story from another culture and write their own anti-bullying tale.5. We are accepting of others faiths e.g. the Rastafarian poet Benjamin Zephaniah. We accept others' beliefs when debating issues and writing persuasive letters.
<u>Maths</u>	<ol style="list-style-type: none">1. Pupils conducting an opinion survey on an issue.2. Planning opportunities for pupils to work together collaboratively through experimental and investigative work3. Pupils investigating different number sequences and where they occur in the real world. Pupils considering the development of pattern in different cultures including work on tessellations. Allowing discussion on the cultural and historical roots of mathematics. Pupils exploring the wealth of mathematics in all cultures; for instance, recognition is given to symmetry patterns, number systems and mathematical thinking from other cultures.
<u>Science</u>	<ol style="list-style-type: none">1. In Science there are debates regarding such issues as nuclear energy, environmental pollution, global warming and the environmental effects of CO₂ emissions.2. We discuss safety regulations, health and safety (COSHH regulations), industrial chemical pollution.3. We consider health and safety issues in practical lessons and have discussions regarding ethical issues of farming.4. We learn about various backgrounds of scientists and respect of their discoveries, mutual development, group work, e.g. practical activities, discussions.5. We are accepting of others beliefs e.g. 'Big Bang' theory, evolutions, medical issues / treatments.



<u>History</u>	<ol style="list-style-type: none">1. The development/evolution of governance in Britain and other countries and cultures/societies is studied in context, exploring reasons for the trend toward democracy as a fair(er)/equitable system of government.2. The development of and trend toward human rights and the rule of law through history is explored, including reflecting on examples from history where this has been denied/broken down and how different historical cultures/societies compare to our own.3. The rights and freedoms of different people and groups of people in diverse cultures/societies from the past are studied, emphasising the importance of individual liberty and the freedom of choice, including incidences of this being restricted.4/5. The study of History explores a range of different cultures/societies, considering diverse perspectives and acknowledging their achievements, contributions to and influence on the modern world, as well as examining their interactions with other cultures to assess the impact/outcomes of whether these are tolerant or not.
<u>Geography</u>	<ol style="list-style-type: none">1/3. Year 6 study coastal development and debate the pros and cons of tourist development encouraging mutual respect and tolerance of others.4. Work on Water Aid in Less Economically Developing Countries and Sustainable Development in year 5 helps the children to understand the complex ways communities are linked and appreciate the diversity of people's backgrounds.5. Year 4 find out how food is produced, traded and transported and how fair trade organizations help farmers and see how it promotes tolerance and partnership, within local and wider communities.
<u>MFL</u>	<ol style="list-style-type: none">1. In Modern Languages we discuss the different societies in Europe and this includes discussion on British Democracy.2. We discuss the history of France which reflects on our own legal system. We consider health and safety issues in Europe such as road safety when travelling there.3. We learn about various backgrounds of French figures and respect of their lives and achievements.4. We learn to accept the customs of others.5. We are accepting of others' beliefs and we explore these at festival times
<u>PE/Games</u>	<ol style="list-style-type: none">1/2. Groupings allow children to work together, and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.
<u>Music</u>	<ol style="list-style-type: none">1. We often work in groups and as such have to learn to come to decisions democratically. We discuss ways of making those decisions and often a majority vote will be the way opted for.2. Individuals are encouraged to make their own choices when selecting musical parts and to put forward their own ideas. When appraising, an individual is entitled to have their own opinion and this is respected by others in the class.



	<p>3. We practise Mutual Respect as we have to learn to listen to and consider the ideas of others.</p> <p>4. We listen to music and learn songs from many different cultures and faiths, and learn something of the background to these, therefore encouraging Tolerance of different faiths and beliefs.</p>
<p>Art</p>	<p>1. We have high expectations of behaviour and ground rules during the designing and making process, this extends beyond the classroom with a visit and experiences to art galleries or sculpture parks. We promote high expectations and respect within Art through creating a positive and nurturing environment, allowing pupils to reach and surpass their potential.</p> <p>2. We work on individual and shared tasks to promote teamwork and communication, peer assessment and constructive critique, e.g. be a 'Critical Friend'.</p> <p>3. We promote tolerance and celebration through different people's ideas, creative responses and understanding of different cultures and styles within art, e.g. Indian printmaking, pattern in multi faith cultures, tribal masks celebrating diversity within our Commonwealth links.</p>

Appendix 3

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 operate 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 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. More detailed information can be found in the *Primary Literacy Policy*.

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 (Bug Books) that can read aloud passages for pupils, particularly useful in non-English speaking home environments.



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

Approach to Mathematics

We use the Abacus 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 Abacus, 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 make use of the Science Bug scheme of work and associated resources as part of the Active Learn suite which is fun and engaging for our pupils. 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).



Computing

We use the Purple Mash 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 use the Hamilton Trust website as our scheme of work for Humanities Topics. This is because it provides high quality, fully adaptable planning and resources to primary school teachers to help them deliver robust and engaging lessons. There is also a raft of strategic and training documents and videos to promote a strong pedagogical and strategic basis for teaching. 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 learned.

RE

Religious and moral education enables children and young people to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. Our teaching supports them in developing and reflecting upon their values and their capacity for moral judgement. Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people. This awareness and appreciation will assist in counteracting prejudice and intolerance as children and young people consider issues such as sectarianism and discrimination more broadly. As a whole school we consider beliefs, values and issues and practices and traditions. As a whole Key Stage, we offer assemblies linked into Art and PSHE.



Music

Music is delivered from year 1 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 Samba band or choir, along with performing opportunities at afternoon recitals for those who also participate in individual lessons.

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 termly 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 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.



Appendix 4

Advanced Cognitive Performance Characteristics (ACPS)		
META-THINKING	Meta-cognition	The ability to knowingly use a wide range of thinking approaches and to transfer knowledge from one circumstance to other.
	Self-regulation	The ability to monitor, evaluate and self-correct
	Strategy-planning	The ability to approach new learning experiences by actively attempting to connect it to existing knowledge or concepts and hence determine an appropriate way to think about the work
	Intellectual confidence	The ability to articulate personal views based on evidence
LINKING	Generalisation	The ability to see how what is happening in this instance could be extrapolated to other similar situations
	Connection finding	The ability to use connections from past experiences to seek possible generalisations
	Big picture thinking	The ability to work with big ideas and holistic concepts
	Abstraction	The ability to move from concrete to abstract very quickly.
	Imagination	The ability to represent the problem and its categorisation in relation to more extensive and interconnected prior knowledge
	Seeing alternative perspectives	The ability to take on the views of others and deal with complexity and ambiguity
ANALYSING	Critical or logical thinking	The ability to deduct, hypothesise, reason, seek supporting evidence
	Precision	The ability to work effectively within the rules of a domain
	Complex & multi-step problem solving	The ability to break down a task, decide on a suitable approach, and then act
CREATING	Intellectual playfulness	The ability to recognise rules and bend them to create valid but new forms
	Flexible Thinking	The ability to abandon one idea for a superior one or generate multiple solutions
	Fluent thinking	The ability to generate ideas
	Originality	The ability to conceive something entirely new
	Evolutionary and revolutionary thinking	The ability to create new ideas through building on existing ideas or diverting from them
REALISING	Automaticity	The ability to use some skills with such ease as they no longer require active thinking
	Speed and accuracy	The ability to work at speed and with accuracy



Values Attitudes and Attributes (VAAs)		
EMPA- THETIC	Collaborative	The ability to seek out opportunities to receive responses to your work; present your own views and ideas clearly and concisely; listen to the views of others; be willing and able to work in teams; take a variety of roles and be able to evaluate your own ideas and contributions.
	Concerned for society	The ability to know the contribution you can make to society for the benefit of those less fortunate; demonstrate citizenship and a sense of community ethos and recognise differences as well as similarities between people and peoples; be aware of your own and others' cultural heritage and sensitive to the ethical and moral issues raised by their studies.
	Confident	The ability to develop a belief in your knowledge, understanding and action; recognise when you need to change your beliefs based upon additional information or the arguments of others; deal with new challenges and situations, including when this places them under stress.
AGILE	Enquiring	The ability to be curious; be willing to work alone; be proactive; keen to learn; show enterprise; think independently; challenge assumptions and require evidence for assertions; actively control your own learning; move on from the absorption of knowledge and procedures to develop your own views and solutions.
	Creative and enterprising	The ability to be open-minded and flexible in your thought processes; demonstrate a willingness to innovate and invent new and multiple solutions to a problem or situation; adapt your approach according to need; surprise and show originality in your work, developing a personal style; be resourceful when presented with challenging tasks and problems, using your initiative to find solutions.
	Open-minded	The ability to take an objective view of different ideas and beliefs; become more receptive to other ideas and beliefs based on the arguments of others; change ideas should there be compelling evidence to do so.
	Risk-taking	The ability to demonstrate confidence; experiment with novel ideas and effects; speculate willingly; work in unfamiliar contexts; avoid coming to premature conclusions; tolerate uncertainty.
HARD WORK- ING	Practice	The ability to train and prepare through repetition of the same processes in order to become more proficient.
	Perseverance	The ability to keep going and not give up; face obstacles and difficulties but never give up; persist in effort; work diligently and work systematically; not be satisfied until high quality, appropriate precision and the desired outcome are achieved.
	Resilience	The ability to overcome setbacks; remain confident, focused, flexible and optimistic; help others to move forward in the face of adversity.