



King's College  
*The British School of Panama*

## **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.

## Time Allocations & Cross Curricular Approaches

The primary curriculum is organised into creative themes and a cross curricular approach is used wherever possible to maximise learning opportunities. For instance, English and Mathematics time can be used to deliver Design & Technology or History and Geography through transdisciplinary units of work. National curriculum subjects may be taught in blocks so that children have the opportunity to work on one project over consecutive lessons. The school's policy is to be innovative, creative and flexible. The following is a guide to the amount of time teachers aim to allocate to each subject area when planning the delivery of the curriculum. The curriculum time allocation is approved by the Ministry of Education Panama (MEDUCA) and ensures that all students cover the required curriculum for the Graduation of phases within the MEDUCA programme. Times may alter slightly to address changing requirements from the government.

### Year 1

Subject	sessions	minutes per week
Literacy	5x50	250
Phonics	4x25	100
Guided Reading	3x25	75
Maths	5x50	250
Mental Maths	2x25	50
History	1x50	50
Geography	1x50	50
Art and Design	1x50	50
Computing	1x50	50
Outdoor Learning	1x50	50
Science	1x50	50
PSHE/RE	1x25	25
Music	2x50	100
PE	2x50	100
Spanish	3x50	150
Assembly	1x25	25
Library	1x25	25
Golden Time	1x50	50

## Year 2

<b>Subject</b>	<b>sessions</b>	<b>minutes per week</b>
Literacy	5x50	250
Phonics	4x25	100
Guided Reading	3x25	75
Maths	5x50	250
Mental Maths	3x25	75
History	1x50	50
Geography	1x50	50
Art and Design	1x50	50
Computing	1x50	50
Outdoor Learning	1x50	50
Science	1x50	50
PSHE/RE	1x50	50
Music	1x50	50
PE	2x50	100
Spanish	3x50	150
Assembly	1x25	25
Library	1x25	25
Golden Time	1x50	50

## KS2

<b>Subject</b>	<b>sessions</b>	<b>minutes per week</b>
Literacy	5x50	250
Guided Reading	5x25	125
Maths	5x50	250
Mental Maths	3x25	75
History	1x50	50
Geography	1x50	50
Art and Design	1x50	50
Computing	1x50	50
Science	2x50	100
PSHE/RE	2x50	100
Music	1x50	50
PE	2x50	100
Spanish	4x50	200
Assembly	1x30	30
Library	1x30	30
Golden Time	1x50	50

## The Secondary School Department (Years 6 – 9)

From Year 6 pupils follow a Secondary style timetable in classes where the majority of subjects are delivered using specialist teachers.

### Year 6

<b>Subject</b>	<b>sessions</b>	<b>number of minutes per week</b>
Art	2	90
English	7	315
Geography	2	90
History	2	90
ICT	2	90
Maths	5	225
Music	2	90
PE	3	135
PSHE/RE	2	90
Science	3	135
Spanish Sociales	1	45
Spanish Lengua	4	180
Tutor time/Assembly/leadership		100

### Year 7

<b>Subject</b>	<b>sessions</b>	<b>number of minutes per week</b>
Art	2	90
English	5	225
French	3	135
Geography	2	90
History	2	90
ICT	1	45
Maths	4	180
Music	1.5	67.5
PE	2	90
RE	0.5	22.5
PSHE	1	45
Science	5	225
Spanish Lengua	4	180
Spanish Sociales	2	90
Tutor time/Assembly/Leadership		100

## Year 8

<b>Subject</b>	<b>sessions</b>	<b>number of minutes per week</b>
Art	2	90
English	5	225
French	3	135
Geography	2	90
History	2	90
ICT	1	45
Maths	4	180
Music	1.5	67.5
PE	2	90
RE	0.5	22.5
PSHE	1	45
Science	5	225
Spanish Lengua	4	180
Spanish Sociales	2	90
Tutor time/Assembly/Leadership		100

## Year 9

<b>Subject</b>	<b>sessions</b>	<b>number of minutes per week</b>
Art	2	90
English	5	225
French	2	90
Geography	2	90
History	2	90
ICT	1	45
Maths	4	180
Music	1.5	67.5
PE	2	90
RE	0.5	22.5
PSHE	1	45
Science	6	270
Spanish Lengua	4	180
Spanish Sociales	2	90
Tutor time/Assembly/Leadership		100

## 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 to the King's College School at the commencement of the year in which they attain their third birthday. In this respect the school follows the requirements of the Early Years Foundation Stage (EYFS) for the Nursery year. The EYFS Profile summarises and describes children's attainment at the end of the EYFS. It is based on ongoing observation and assessment in the three prime and four specific areas of learning, and the three characteristics of effective learning:

The prime areas of learning:

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

The specific areas of learning:

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

Characteristics of effective learning:

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

## **Personal, Social & Health Education (PSHE)**

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

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

These are democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. This is evident in the School's ethos and in many ways throughout the School, for example, in the PSHE programme, School Council, Assembly and within subject areas. Reference to how the School actively promotes Fundamental British Values can be found in a statement of British Values in Appendix 1..

## **Special Educational Needs, Learning Difficulties and/or Disability**

Where a child has a statement of need issued in the UK, 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.

## **Gifted & Talented Provision**

All lessons are differentiated and teachers will extend and enrich a child's curriculum appropriately. Opportunities for gifted and talented pupils to participate in extracurricular activities such as competitions and performances are built into the curriculum and promoted whenever possible. (Refer to Gifted & Talented policy)

## **Information, Communication Technology (ICT)**

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

## **Foreign Languages**

Spanish Language is taught to all age groups commencing in Year 1. Children receive differentiated programmes according to whether Spanish is their mother tongue, or a Modern Foreign Language. All students are entered for IGCSE Spanish in Year 9. French is also introduced from Year 6.

## **Spiritual, Moral, Social and Cultural Education (Religious Education)**

Given the international background of our community, Religious Education, Philosophy and Ethics is taught across the whole school with emphasis placed on the study of comparative religions. 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.

## **Sex and Relationship Education**

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

## **Careers Education**

The school makes provision for speakers to address children according to their age to discuss career choices and routes from school to the world of work. Equally, educational visits to institutions and organisations are used to promote different working environments and the people who work there. Throughout the secondary curriculum students are encouraged to see the relevance of their studies in relation to their personal attributes and aspirations.

## **Educational Visits**

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

The school offers residential trips to both within Panama and Intentionally. The school undertakes full risk assessments of all off site venues and has to seek permission from MEDUCA for all visits.

## **Extracurricular Activities**

Extracurricular clubs take place both during lunch breaks and between 15.45 and 16.45 hours and are provided by a range of high quality external providers. There are also a range of clubs and support sessions available during school break times run by teachers.

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## **Appendix 1**

### **Promotion of Fundamental British Values at King’s College**

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

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

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

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

#### **Democracy**

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

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

### **Fundamental British Values Record Sheet**

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

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

### Whole School Evidence

Fundamental British Value	Evidence at King's College Panama	Opportunities for future development.
1) <b>Democracy</b>	Pupils vote for the representatives of School Council. Head Boy, Head Girl, Prefects and House Captains are voted in by the school staff.	Debating Club  We could hold our own whole school elections.
2) <b>The Rule of Law</b>	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 rules are broken. Some pupils have devised rules for their classrooms with their teachers.	Pupils to make up their own classroom rules in each classroom in order to explore the meanings and structure of rules.

### 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"> <li>1. When covering the topic of 'Persuasive Writing' there are debates over contentious issues such as the welfare of animals.</li> <li>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.</li> <li>3. We consider how issues regarding our liberty have evolved since Dickensian and Shakespearean times.</li> <li>4. During 'Anti-bullying Week' the children read a story from another culture and write their own anti-bullying tale.</li> </ol>

	<p>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.</p>
<b><u>Maths</u></b>	<p>1. Pupils conducting an opinion survey on an issue. 2. Planning opportunities for pupils to work together collaboratively through experimental and investigative work</p> <p>3. Pupils investigating different number sequences and where they occur in the real world. Pupils considering the development of pattern in different cultures including work on tessellations. Allowing discussion on the cultural and historical roots of mathematics. Pupils exploring the wealth of mathematics in all cultures; for instance, recognition is given to symmetry patterns, number systems and mathematical thinking from other cultures.</p>
<b><u>Science</u></b>	<p>1. In Science there are debates regarding such issues as nuclear energy, environmental pollution, global warming and the environmental effects of CO<sub>2</sub> emissions.</p> <p>2. We discuss safety regulations, health and safety (COSHH regulations), industrial chemical pollution.</p> <p>3. We consider health and safety issues in practical lessons and have discussions regarding ethical issues of farming.</p> <p>4. We learn about various backgrounds of scientists and respect of their discoveries, mutual development, group work, e.g. practical activities, discussions.</p> <p>5. We are accepting of others beliefs e.g. 'Big Bang' theory, evolutions, medical issues / treatments.</p>
<b><u>History</u></b>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>

	whether these are tolerant or not.
<b><u>Geography</u></b>	<p>1/3. Year 6 study coastal development and debate the pros and cons of tourist development encouraging mutual respect and tolerance of others.</p> <p>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.</p> <p>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.</p>
<b><u>RE</u></b>	<p>1. In RE lessons, we take part in class debates regarding key ethical and moral issues when studying a range of religions.</p> <p>2. We contrast the rule of law with religious rules and moral precepts.</p> <p>3. We consider our rights and responsibilities and those of others.</p> <p>4. We learn about different religious teachings and show respect to the beliefs of others.</p> <p>5. This is clearly a key driver in RE lessons. We learn about different ways of life and beliefs and show openness to difference.</p>
<b><u>MFL</u></b>	<p>1. In Modern Languages we discuss the different societies in Europe and this includes discussion on British Democracy.</p> <p>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.</p> <p>3. We learn about various backgrounds of French figures and respect of their lives and achievements.</p> <p>4. We learn to accept the customs of others.</p> <p>5. We are accepting of others' beliefs and we explore these at festival times</p>
<b><u>PE/Games</u></b>	<p>1/2. Groupings allow children to work together, and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to</p>

	respect and work with each other, and develop a better understanding of themselves and of each other.
<b><u>Music</u></b>	<p>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.</p> <p>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> <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>
<b><u>Art</u></b>	<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>