

TKS Curriculum Policy

Written by / Updated by	Heads	Date	February 2022
Approved by	SLT	Date	February 2025
Next Review Due	February 2028 (review triennially)		

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1. Biblical Worldview

At The King's School we are committed to teaching our curriculum from a Biblical Worldview. The Bible is to be used as the key reference point for our methods and our teaching. This is sometimes overt (for example in quoting scripture) and sometimes more implicit (in our style). We allow pupils to engage fully with current knowledge, research, thought and debate in all areas of study, presenting them with the Biblical worldview aspects appropriate for their age and stage.

2. Preparing for Modern British Society

The curriculum we deliver:

- (a) provides 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;
- (b) ensures pupils acquire speaking, listening, literacy and numeracy skills;
- (c) ensures personal, social, health and economic education which–
 - (i) reflects the school's Christian aims and ethos; and
 - (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a);
- (d) provides for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–
 - (i) is presented in an impartial manner;
 - (ii) enables them to make informed choices about a broad range of career options; and
 - (iii) helps to encourage them to fulfil their potential;

- (e) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
- (f) ensures that all pupils have the opportunity to learn and make progress; and
- (i) provides effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- (j) provides the 7 areas of learning required under the EYFS
- (k) includes the statutory Relationships Education (Primary) and Relationships and Sex Education (Secondary)

3. Curriculum Review

Our curriculum will be reviewed every three years. This will be undertaken by the Head of School or head of subject, depending on the context. This will include a review of RSE.

However, major new educational initiatives or reviews of GCSE subject provision, may determine that these subjects receive greater emphasis in any given year (for example where a new scheme, text book or on-line materials need to be integrated). Through such review we ensure that across the school the areas of linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative are all well covered.

4. Curriculum Responsibility

Subject heads, primary coordinators and Heads of school take responsibility for the delivery of the best curriculum in the classroom. Literacy, Numeracy and Computing skills should be embedded and integrated into curriculum planning through schemes of work and theme/unit planning wherever possible.

5. Curriculum Time

The Principal and Heads of Schools, with the oversight of the Governors, will agree the amount of time given to different curriculum areas across the school, and monitor this. In the EYFS, the curriculum is delivered through a balance of adult-led times and free flow play. There are daily phonics and mathematics sessions for Reception pupils. In Primary, Literacy and Numeracy sessions will take place for about 1 hour each day, sometimes integrated with other subjects. Usually the other subjects are covered in the afternoons. In Secondary a focus is given to emphasising English, Maths and RS. Time for devotions and worship is given every day for all classes, usually first thing in the morning. Current timetables are available on request.

6. General Teaching Method

In EYFS learning opportunities are based around the seven areas of learning. Children learning through play and through interactions with staff and one another as they explore the carefully planned environment. They also learn through adult led group times. Each subject in the primary school will normally be planned and taught by the class teacher. Other teachers or volunteers may be employed for specific areas and their planning is overseen by the relevant class teacher. Children complete tasks, which are differentiated and assessed by the relevant teacher. In secondary, subject specific teachers take classes in a similar way. Work in all settings in the school is planned to meet the needs of all pupils by differentiation, separating children into groups and working with individuals. Should we have pupils with an EHCP we would take this fully into account in our teaching. None of our teaching will undermine fundamental British values as determined in regulations or law. Details of our view of the purpose in the teaching of each subject area can be seen in the relevant schemes of work. Further details on our teaching can be seen in the Teaching and Learning Policy. For further details on assessment, please view our Assessment, Recording and Reporting Policy.

7. Curriculum Plan

EYFS - From Nursery to YR

We meet the government requirements for learning and development by making sure we cover all the seven areas of learning for the Early Years Foundation Stage (EYFS) and seek to help children to reach their Early Learning Goals through planned, purposeful play with a balance of adult led and child initiated learning. The seven areas of learning include:

3 Prime Areas: these areas are crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

1. Communication and Language (CL)
2. Physical Development (PD)
3. Personal, social, and emotional development (PSED)

4 Specific Areas: these areas include essential skills and knowledge, which support and strengthen the prime areas.

1. Literacy (L)
2. Mathematics (M)
3. Understanding the world (UTW)
4. Expressive arts and design (EAD)

Staff will also refer to the Characteristics of Teaching and Learning (also found in Development Matters). These underpin children's learning and development across the foundation stage and are grouped under the following 3 main headings:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

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Primary – From Y1-Y6

KS1 and KS2 pupils have Literacy and Numeracy sessions each day, with topic work, science, PSHE, Relationships Education, French, D&T, Biblical Studies, art, computer studies, PE, music and Forest School/Outdoor learning organised across the year. KS1 pupils do not attend on Wednesday afternoons. Y1 and Y2 will be split for the main activity in maths and English each day, using the two designated classroom areas provided.

KS2 pupils, in addition, have Drama. The Primary data officer analyses the termly data and feedbacks to staff; progression is ensured through regular staff meetings related to content (including next steps and intervention scheduling) and assessment practices. A two-year cycle provided guidelines for coverage of topics, including PSHEE. Our planning and teaching is in line with the National Curriculum.

Secondary - From Y7-Y11

The 8 core subjects for us are: English, English Literature, Maths, Religious Studies, Physics, Biology, Chemistry (Combined science double award or three separate) and Relationships and Sex Education. Additionally, all pupils take three of the following: Art and Design, Drama, French, German, Geography, History, Physical Education, Music, Computer Science and Additional Maths.

Devotions/PSHEE sessions begin each day, with additional PSHEE sessions for Y7-Y9. Teachers work from schemes of work, from which they develop their own planning each year.

Individually studied subjects may also be agreed with parents where the pupil concerned has a specific request and it is unable to be provided through teaching.

The KS3 curriculum (Years 7-9) is based on the most recent Department for Education *The national curriculum in England Framework document* (2014), modified to incorporate aspects of a biblical worldview and to facilitate transition to GCSE courses. Revisions of the KS3 curriculum are therefore largely occasioned by changes in the DfE framework or to better prepare for the transition to GCSE (see below). Minor changes might be occasioned by the availability of new teaching resources.

GCSE curricula are proscribed by the GCSE exam boards. Reviews of GCSE curricular are occasioned by changes in syllabus imposed by exam boards or as a result of review of GCSE grades (for example, switching exam boards).