



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.



King's College

The British School of Latvia

- 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 Latvian 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.

Year 1

Subject	session s	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
Latvian	3x50	180



King's College
The British School of Latvia

	1x30	
Assembly & Singing	1x30	35
Library	1x25	25
Golden Time	1x50	50

Year 2

Subject	session s	minutes per week
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
Latvian	3x50	180
Assembly & Singing	1x25	35
Library	1x25	25
Golden Time	1x50	50

KS2

Subject	session s	minutes per week
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



King's College

The British School of Latvia

Computing	1x50	50
Science	2x50	100
PSHE/RE	1x50	50
Music	1x50	50
PE	2x50	100
Latvian	3x50 1 X30	180
Assembly	1x35	35
Library	1x30	30
Golden Time	1x50	50

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



King's College

The British School of Latvia

- 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 school values and the weekly assemblies are used as the basis for the weekly PSHE lessons.

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 Latvia 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 extra curricular 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



King's College

The British School of Latvia

Latvian Language is taught to all age groups commencing in Foundation 2. Children receive differentiated programmes according to whether Latvian is their mother tongue.

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

Given the international background of the school, 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).

Enterprise Education

Children are encouraged to see the relevance their studies in relation to their personal attributes and aspirations throughout the primary phase. Opportunities are given within the curriculum for children to become enterprising and experience financial literacy and leadership in relation to business and innovation. Even in the younger years outside speakers are invited to talk about their occupations and relationships are drawn between what the children study at school and how they will use it in the real world.

Educational Visits

Educational Visits are used wherever possible to enrich and enhance the curriculum. A wide range of venues in the Riga area are available for pupils across the whole age range.

Extra Curricular Activities

Extracurricular clubs take place both during lunch breaks and between 15.25 and 17.00 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.

Created and Reviewed by : Adele Stanford May 2017	Policy Category:
Approved by :	Next Review: June 2018
Approved by KGB	Next Review:



King's College
The British School of Latvia

Appendix 1

Promotion of Fundamental British Values at King's College School, Latvia

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

KCL 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:



King's College

The British School of Latvia

Democracy

Pupil voice is significant in regards to life at KCL. Our House meetings, 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 House Captains 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 discussions, 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 KCL, 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.



King's College
The British School of Latvia

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.