



THE
KINGSLEY
SCHOOL

| The Kingsley School Curriculum Policy | |
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| Author and Reviewer | The Kingsley School SLT |
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1. Aims:

The School aims through its curriculum (in line with the school aims and objectives) to:

- ensure that pupils have experience of linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education during the compulsory period of education
- provide pupils with a broad and balanced education
- foster pupils' creativity
- develop essential skills in speaking and listening, numeracy, literacy and ICT, and learning skills
- promote health and wellbeing
- inspire a commitment to lifelong learning
- offer all pupils the opportunity to learn and make progress, encouraging high standards
- develop spiritual, moral, civil and social awareness (including mutual respect and tolerance of different faiths and beliefs)
- prepare our pupils for the opportunities, responsibilities and experiences of adult life

1.1 The curriculum will reflect the school's commitment to the four educational pillars:

1.1.1 Academic Education

Inspiring excellence in all areas of learning, teaching, and student achievement

Academic Education offers exceptional learning opportunities with our 4D Curriculum in the Prep School and over 30 exciting subjects in the Senior School, personalised pathways, and research-based teaching and learning. This all leads to excellent academic outcomes, ensuring our students are well-qualified and well-equipped for the future.

1.1.2 Positive Education

Locating wellbeing at the heart of our school

Positive Education brings the science of positive psychology to our Kingsley community. It focuses on specific skills that support girls and boys to build positive emotions, grow resilience, strengthen relationships, optimise strengths, promote mindfulness, and encourage a healthy lifestyle – underpinned by world-class pastoral care.

1.1.3 Discovery Education

Facilitating experiential learning beyond the classroom

Discovery Education helps our boys and girls develop confidence in practical ways, promoting independence, compassion, leadership, and resilience. Our education extends far beyond the classroom door and our students are constantly exposed to new ideas, activities, and opportunities. As the only Round Square school in the region and as part of Warwick Schools Foundation, Kingsley girls and boys benefit from extensive opportunities for collaboration, creativity, and growth. Whether it's through our world-class music programme, Duke of Edinburgh, or Friday afternoon activities, students are constantly given the chance to discover new things to complement their classroom learning.

1.1.4 Future-focused Education

Cultivating the skills, knowledge, and confidence to create the future

Future-focused Education teaches the knowledge, skills and attitudes needed to thrive and make an impact on the world now and in the future. It moves away from the silos of knowledge and exam-based, standardised learning to an education that ensures our

students are equipped with the skills and belief to change the world. Our exciting partnership with 8BillionIdeas alongside our own bespoke curriculum, together with the many opportunities we have being part of Warwick Schools Foundation, ensures our students have the skills and confidence to create their future and be a force for good in the world.

Underpinning our four strategic educational pillars is our commitment to coaching with empowering conversations that foster wellbeing, growth, and performance.

2. Curriculum areas covered at The Kingsley School:

EYFS (Nursery and Reception)

KS1 (Year 1 and Year 2)

KS2 (Year 3, Year 4, Year 5 and Year 6)

KS3 (Year 7, Year 8 and Year 9)

KS4 (Year 10 and Year 11 - GCSE)

KS5 (Year 12 and Year 13 – Post -16)

3. Personal, Social and Health Education (PSHE)

PSHE reflects the School's aims and ethos.

From Foundation onwards, pupils have at least one lesson a fortnight alongside additional instruction during tutor time activity. .

In KS2, Years. 7, 8, 9 10 and 11 pupils have a timetabled lesson, and in all years, elements are delivered through Form Time, (see separate PSHE policy). All statutory requirements for Sex and Relationships Education (SRE) are embedded within the schemes of work.

4. Equal Opportunities:

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of gender, sexual orientation, race, disability, religion, cultural background or belief.

Disabilities: In accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents on request and further information can also be found in the Equality, Diversity and Inclusion (EDI) policy.

5. Differentiation:

We aim to cater or provide for different pupils' differing abilities by:

- using a range of different teaching strategies that accommodate for a variety of strengths and preferences
- using a range of media that allow accessibility across a number of alternative formats
- utilising a range of resources and materials
- supporting and challenging according to individual needs
- working closely with the Learning Support department to best support and challenge those with specific and diagnosed need

6. Early Year (Little Aviators and Reception)

Our Early Years Foundation Stage offers a Nursery setting and Reception classroom where girls and boys are encouraged to develop their individual strengths. The EYFS curriculum is designed around four themes: A Unique Child; Positive Relationships; Enabling Environments and Learning and Development.

They are introduced to letters and sounds through phonics, numbers and counting, through a multisensory approach. They learn to read, write and use numbers in an exciting way and gain an understanding of the world around them through many different topics. The children learn through play and directed activities, using indoor and outdoor facilities and resources. They are encouraged to listen attentively and to enjoy exploring, discovering and experimenting. Children deepen their understanding by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and to each other.

The school aims to offer learning experiences of the highest quality by considering both the children's individual needs and achievements, and by providing a range of opportunities that will assist them to make progress. Well-planned play is a key way in which children learn with enjoyment and challenge during the Foundation Stage. A superior learning environment which reflects all areas of the curriculum generates the opportunities for children to make their own choices and it encourages them to be active learners who are able to create and think critically.

However, many children in our setting are working beyond expectations at national levels; through small class numbers we are able to adapt the curriculum to incorporate higher level learning which ensures the transition into Key Stage 1 is smooth and progressive. From Foundation Stage, subject specialist teachers are used for Physical Development, Music, Forest School and MFL.

A programme of weekly Forest School lessons encourages learners to develop socially, emotionally, spiritually, physically, and intellectually. It creates a safe, non-judgmental environment where the children learn to be self-sufficient and take care of themselves. This boosts their confidence and self-esteem and increases awareness of the consequences of their actions on peers, through team activities.

There are seven areas of learning and development that must shape educational programmes in Early Years' settings; all of which are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive; these three areas are known as the Prime Areas:

- Personal, Social and Emotional Development (Making Relationships, Self-confidence and Self Awareness, Managing Feelings and Behaviour)
- Physical Development (Moving and Handling, Health and Self-care)
- Communication and Language (Listening and Attention, Understanding, Speaking)

Children in the Early Years are also supported in four Specific areas, through which the three Prime areas are strengthened and applied. The specific areas are:

- Literacy (Reading, Writing)
- Mathematics (Number, Shape, Space and Measure)
- Understanding the World (People and Communities, The World, Technology)
- Expressive Arts and Design (Exploring and Using Media and Materials, Being Imaginative)

The children are assessed on each of the 7 areas of learning against the Early Learning Goals (ELGs) and profiled using Characteristics of Effective Learning. These are:

- Playing and exploring - engagement
- Active learning - motivation
- Creating and thinking critically

7. Key Stage 1 and 2:

In the Preparatory School, our curriculum maintains parity with the National Curriculum standards and objectives, sitting alongside a wider and more experiential programme of delivery. Pupils in KS1 and 2 are taught English, Mathematics, Science, ICT, PE, Drama and Music in discrete lessons which are protected within the timetable.

The Foundation subjects are taught within the confines of a bespoke curriculum, called the Kingsley 4D Curriculum. It draws upon carefully mapped objectives to deepen learning and offer a creative and skills-based learning journey through the Preparatory School. A thematic approach to teaching provides a purposeful base for exciting literacy and numeracy tasks developing children's engagement and positive attitudes to learning. Umbrella topics link the whole school in their learning, but individual year groups are able to focus on the most relevant areas of the curriculum for the age of the children.

Independent learning and the opportunity to explore different aspects of a theme are at the core of the 4D Curriculum, which is supported by ICT skills delivered throughout many subject areas. This is supplemented by an 'Innovation Station' where pupils have the opportunity to engage with STEM subjects and technologies alongside design time and project work. Science lessons are of an extremely high quality and are delivered by a subject specialist from Year 1 to Year 6.

In Music, Drama, PE & Games and Modern Foreign Languages (French and Spanish), the pupils are also taught by subject specialists, to encourage the acquisition of skills and confidence which are necessary to other areas of learning. In the EYFS and Key Stage 1, pupils are taught - Spanish. In Years 3 and 4, pupils have timetabled lessons in French and then in Years 5 and 6, Spanish is added back into the timetable as a second language.

8. Key Stage 3

8.1 The key aim of the Key Stage 3 curriculum is to provide a broad and balanced curriculum within the statutory framework whilst maintaining the level of flexibility an independent school has to determine its own curriculum content, in particular focusing on our four academic pillars.

8.1.1 All pupils study a core of English, mathematics, science, humanities (geography; history; classics (Y7 only); philosophy, ethics and religion), arts (art, music, drama), languages (French, Spanish) and Latin (from Y9) and practical subjects (textiles; food and nutrition; design and technology).. Some subjects begin the GCSE curriculum formally in Year 9 (Sciences, mathematics and a modern foreign language). Pupils in KS3 get PE lessons in addition to Games afternoons. Discovery Education and Future Focussed education happens in Pathfinder lessons and additional prescribed teaching during tutor time.

- a. Year 8 into Year 9 Options: pupils have the opportunity to specialise in one language and whether to undertake additional lessons based on the Future Focussed Learning curriculum, or begin studying for formal qualifications in Latin. Students make this decision in the summer term in Year 8.
- b. Year 9 into Year 10 Options (GCSEs or equivalent courses):
 - i. Students will have a choice of Modern Foreign Language. Some students with a defined need may be assigned Learning Support or independent learning instead; this will be decided by mutual agreement between the Deputy Head Academic, the SENDCO, the parents and the student.
 - ii. Students will make three further choices of subject to study based on their own preferences and chosen from the list of subjects on offer by The Kingsley School. Some subjects will require minimum numbers in order to run.
- c. Options Process
 - i. Information concerning GCSE option choices is provided through assemblies (for pupils), an evening event (for pupils and their parents), and a subject parents' evening. .
- d. Key Stage 4

8.1.2 All students will study mathematics, science, English language and English literature.

8.1.3 Students study of science will be differentiated between those studying separate GCSEs in chemistry, biology and physics or those studying for the combined science qualification which is worth two GCSEs. Selection for either stream is run by the Head of Science and is based on progress throughout Year 9.

8.5.2 Students will continue to be provided with games lessons and an enhanced curriculum through the Friday Afternoon Activities programme in conjunction with the Foundation.

8.6 Key Stage 5

8.6.1 Students can choose from a range of Post 16 study options, including A-levels, vocational qualifications and EPQ.

8.6.2 The vast majority of student will choose three options as part of a two year programme. Post

9. Educational requirements relevant to all key stages

9.1 Religious Education (RD):

Religious education is available to all pupils during the period of compulsory schooling. Parents have the right to withdraw their children from religious education. For students in year groups where RE is not a part of the core curriculum, faith values and tolerance of other faiths appear as strands in the Personal, Social, Health, Economic (PSHE) programme.

9.2 Relationships and Sex Education (RSE):

RSE will take place within the PSHE programme, in Religious Studies (PER in Senior School), which will emphasise sexuality in a personal, social and moral context, and in science where students will look at the biological aspects.

A full statement of the school's RSE policy is available to parents. It has been drawn up in consultation with staff, pupils and parents. It has regard for the government's guidance in

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 (updated 2021)).

In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents can request to withdraw their child from all or part of sex education lessons, up to three terms before the child turns 16. After that, the child can decide if they want to receive sex education. The school will make arrangements for any pupil in this situation to receive sex education during one of those terms if they choose to.

9.3 Political Education:

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in PSHE and are presented in a balanced manner. British values (such as the rule of law and the importance of individual liberties) are recognised and promoted as recommended by DfE guidance November 2014.

9.4 PE and Games:

All pupils of compulsory school age are expected to take part in the school's Physical Education and Games programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

9.5 Careers Education:

In the Prep School, careers guidance is delivered informally through assemblies, workshops, visiting speakers, the PSHE curriculum and through links with the creative curriculum. In the Senior School, impartial careers guidance is delivered by a careers co-ordinator and is delivered through PSHE lessons, workshops, assemblies, special events, work experience and a range of external speakers. The pupils are made aware of a broad range of career options across all the year groups.

9.6 Extra-Curricular Activities:

The school has a wide and varied programme of academic cultural and sporting activities that take place outside the academic curriculum. In the prep school, this is during 'Enrichment time' at the end of each school day. In the Senior School, this takes place during lunchtime sessions and after school. Students in Year 9 and above take part in the Friday Afternoon Activities Programme with other Foundation Schools. There are additional academic and practical courses which may lead to a qualification.

9.7 Homework:

The school expects homework to be set as appropriate. There is a separate homework policy.

9.8 Special Educational Need:

The school has a Special Educational Needs and Disability Policy for all students who have a learning difficulty which calls for special education provision to be made for them. The school will determine the appropriate courses in consultation with the parents. The school also makes provision for students who do not have English as their first language.

10. Concerns and Complaints:

10.1 Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's class teacher in the Preparatory School and the relevant Head of Department in the Senior School.

10.2 If the issue is not resolved parents should take their concern to the Head of Preparatory School or Deputy Head (Academic) in the Senior School. If, after both those steps, parents wish to make a formal complaint they should do so in writing addressed to the Head Teacher as set out in the Complaints Procedure which is on the School's website.

Appendix 1: The Kingsley Way

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