

Curriculum Policy

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Overview

At King's College Riyadh, we believe that all children should have access to a broad and balanced curriculum which enables them to acquire the appropriate skills to develop fully their academic potential, as well as developing their personal and social values in preparation for adult life.

The King's College Riyadh Curriculum is rigorous and is structured on the following curriculum pathway:

Year	Programme
Pre-School	Early Years Foundation Stage
Reception	Early Years Foundation Stage
Year 1	KS1 Curriculum
Year 2	KS1 Curriculum
Year 3	KS2 Curriculum
Year 4	KS2 Curriculum
Year 5	KS2 Curriculum
Year 6	KS3 Curriculum Pearson

Year 7	KS3 Curriculum Pearson
Year 8	KS3 Curriculum Pearson

Our curriculum is balanced and broadly based, and promotes the spiritual, moral, cultural, mental, and physical development of our pupils and of society, preparing them for the opportunities, responsibilities, and experiences of adult life. All pupils are expected to acquire skills in speaking and listening, reading, writing, numeracy and information and communication technology (ICT).

The school will take all reasonably practicable measures to fulfil the requirements of any pupil's special educational needs and/or disabilities (SEND) or support guidelines.

Additional support is given to pupils who have specific learning needs in accordance with our Learning Support Policy.

Please also refer to our Admissions Policy for further details.

If a pupil has English as an additional language and needs specialist teaching to develop sufficient fluency, parents will be required to register their child for our EAL programme.

Please refer to our English as an Additional Language (EAL) Policy for more information.

Aims

It is our aim to equip each pupil with the appropriate skills to fully develop their academic potential as well as develop their personal and social values in preparation for adult life.

Objectives

At King's College Riyadh, we aim to provide an engaging and holistic curriculum that focuses on children's learning through exposure to real-life experiences and exciting activities.

We believe that activities beyond the classroom, residential trips, guest speakers, and workshops are integral in creating a stimulating and motivating learning environment.

For the younger years, the curriculum follows a topic overview plan, where planning is based around thematic learning.

At King's College Riyadh, we encourage every child to make the most of his/her intellectual potential by:

- creating rigorous learning experiences and promoting high standards of achievement for all children of all abilities, irrespective of their gender, background, race, or religious belief;
- creating lively and stimulating learning environments;
- delivering a broad curriculum to provide intellectual, moral, spiritual, emotional, cultural and physical education of the highest quality;
- promoting a positive approach to learning and equipping the children with the skills necessary to develop their intellectual curiosity and become lifelong independent learners;
- offering expert and rigorous teaching to all children regardless of their academic level;
- supporting those with learning difficulties and challenging and stretching the more able.

In addition, the curriculum aims to develop individuals by:

- providing experiences of a wide range of activities (art, music, drama, sport and physical education etc.) so that children can discover an interest and talent outside the classroom;

- encouraging every child to be caring, sympathetic and tolerant of others whilst developing the confidence to express and defend ideas and opinions;
- enabling children to develop self-respect and high self-esteem and to be able to live and work cooperatively with others;
- developing in children a respect for other people, their property, and their environment;
- helping children to become physically fit and regard commitment to sport and physical exercise as an important part of a healthy and well-balanced life.

Academic Programme

At King's College Riyadh, we set high standards for all children in every aspect of their education and aim to develop the whole child. Teachers have high expectations of each child and constantly strive to facilitate each child's potential in all areas. Children learn to develop individual motivation, sustain concentration, and work cooperatively with others.

Pride is integral to the King's College Riyadh ethos and children are expected to take great care and pay attention to the presentation of themselves and their work. High standards and values are mirrored in every aspect of the school, from the stimulating learning environment to the conduct and behaviour of all staff and children, as well as in the high standard of attainment and achievement.

Early Years Foundation Stage (Pre-School and Reception)

The Early Years Foundation Stage (EYFS) applies to all pupils in Pre-school and Reception.

The curriculum for the Early Years Foundation Stage underpins all future learning by supporting, fostering, promoting, and developing:

- positive attitudes and dispositions towards learning;
- confidence and self-esteem;
- care for others as well as oneself;
- social skills and emotional well-being;
- a sense of community;
- language for communication and thinking;
- reading and writing skills;
- problem solving, reasoning and number skills;
- knowledge and understanding of the world;
- physical skills;
- Creative skills.

The curriculum in the Early Years Foundation Stage meets the requirements set out in the revised *Statutory Framework for the Early Years Foundation Stage*, as published in September 2014 and revised in September 2021. Curriculum planning focuses on the Early Learning Goals, which include the seven Prime Areas and Specific Areas of learning and development:

The **Prime Areas** are as follows:

Communication and language development involves giving children opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves, and to speak and listen in a range of situations.

Physical development involves providing opportunities for young children to be active and interactive, and to develop their coordination, control, and movement. Children must also be helped to understand the importance of healthy activity, and to make healthy choices in relation to food.

Personal, social and emotional development involves helping children to develop a positive sense of themselves and others, form positive relationships and develop respect for others, develop social skills and learn how to manage their feelings, understand appropriate behaviour in groups and have confidence in their own abilities.

The **Specific Areas** are as follows:

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding, and using numbers, calculating simple addition and subtraction problems, and describing shapes, spaces, and measures.

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology, and the environment.

Expressive arts and design involve enabling children to explore and play with a range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play and design and technology.

Each area of learning shows progression through a sequence of stepping stones, which lead to Early Learning Goals. Early Learning Goals establish expectations for children to reach by the end of the Early Years Foundation Stage. Children explore the Early Learning Goals through play-based activities, which can take the form of adult-focused sessions, adult-initiated sessions, or child-initiated activities.

Children will be exposed to a range of learning experiences and will access the curriculum both indoors and outdoors. Pupils in Pre-School and Reception also benefit from specialist teaching in Arabic, Islamic, P.E and Music.

Year 1 and Year 2

The curriculum in Year 1 and Year 2 builds upon the enthusiasm for learning developed during the Early Years Foundation Stage. It encompasses all areas of learning outlined in the introduction to this policy and is primarily based on an enhanced version of the National Curriculum for pupils aged five and above.

The curriculum is further enriched through specialist teaching in subjects such as Arabic Language, Islamic Studies, Music, and Physical Education. We ensure sufficient flexibility within our curriculum to tailor learning experiences to each child's individual interests, strengths, and needs.

Children are taught in mixed-ability classes, with learning activities carefully differentiated to support a range of academic needs and learning styles. Class environments remain small, supportive, and familiar, encouraging children to apply the concepts they learn through independent, collaborative, and creative work.

At King's College Riyadh, Years 1 and 2 follow a combination of discrete subject teaching and cross-curricular learning. Much of the curriculum is delivered through engaging topics and themes, enabling pupils to make meaningful connections between subjects and apply their knowledge across a variety of contexts. This thematic approach helps children to view learning as purposeful, relevant, and interconnected.

The curriculum in Years 1 and 2 remains broad, balanced, and stimulating, designed to foster curiosity, creativity, confidence, and a love of learning.

The following subjects are taught in **Years 1 & 2**

- English (Reading, Writing and Phonics)
- Mathematics
- Science

- Arabic A – for native Arabic speakers
- Arabic B – for non-native Arabic speakers
- Islamic Studies for Muslim children
- Art and Design
- Computing
- Music
- Physical Education (PE)
- Personal, Social and Health Education (PSHE)
- Cross-curricular Learning

Year 3 - Year 5

As pupils enter Year 3, we build upon their academic experiences to nurture a genuine love of learning. We begin to ask pupils to take more responsibility for their work, which builds a stronger sense of academic pride and curiosity.

Following on to year 4, we focus more on student lead projects linked to topic lessons and internal/external visits. Allowing children to work on presentation skills and confidence when speaking in front of others.

In Year 5, the UK curriculum becomes more challenging and independent than Year 4. Children are expected to read more deeply, write in greater detail, and solve more complex Maths problems while developing stronger critical thinking and organizational skills.

Pupils are taught in mixed-ability classes with their class teacher delivering most of their subjects. Pupils continue to benefit from specialist teaching in Arabic, Islamic Studies, P.E, Music and Computing.

The following subjects are taught in **Years 3, 4 and 5**:

- English
- Mathematics
- Science
- Arabic A – for native language Arabic speakers
- Arabic B for non-native language Arabic speakers
- Islamic Studies
- Art and Design Technology
- Topic – History and Geography
- Computing
- Library
- Music
- Physical Education (PE)
- PSHE
- Interdisciplinary Learning

Year 6

Specialist teaching is a feature of King's College Riyadh from Year 6 upwards, although our pupils benefit from the experience of learning from teachers with specific subject expertise as early as Pre-School.

From Year 6, however, pupils are taught by subject specialist teachers across all lessons. This approach allows pupils to engage in a wide variety of subjects. Specialist teachers allow pupils to gain a much deeper understanding of each subject than is possible with a generalist approach.

The following subjects are taught in **Year 6**

- English
- Mathematics
- Science
- Arabic A – for native language Arabic speakers
- Arabic B - for non-native language Arabic speakers
- Islamic Studies
- Art and Design
- Computing
- French
- Humanities – Geography and History
- Citizenship
- Music
- Physical Education (PE)
- PSHE

Year 7 and Year 8

In Year 7, pupils begin their Key Stage 3 studies following the Pearson international curriculum. The academic and all-round curriculum continue, and pupils are now provided with further opportunities to develop as leaders and as more independent learners:

The following subjects are taught in **Years 7 and 8**:

- English
- Mathematics
- Science
- Arabic A – for native language Arabic speakers
- Arabic B - for non-native language Arabic speakers
- Islamic Studies
- Art and Design
- Computing
- French
- Humanities – Geography and History
- Music
- Physical Education (PE)
- PSHE
- Citizenship

Curriculum Plans

Information on the curriculum for each year group is communicated to parents at the start of each term. Detailed schemes of work for each subject can be found in the departmental areas of the staff folders within the school's internal IT network. Curriculum maps from EYFS to Year 8 are also available in the shared staff folders.

Specific Curriculum Matters

The curriculum contains subject matter appropriate for the ages and aptitudes of pupils. The curriculum in the Early Years follows the learning and development requirements set out in the EYFS Statutory Framework, comprising the seven areas of learning and development, the educational programmes, the early learning goals, and the assessment requirements.

Lessons are well planned, enabling pupils to acquire speaking, listening and numeracy skills at a pace appropriate to their needs.

The principal language of instruction in all lessons is English. Where pupils do not have English as their first language, appropriate help and guidance is given in accordance with guidelines provided in the English as an Additional Language Policy.

A programme of personal, social and health education (PSHE) is also provided for all pupils. Teachers are encouraged to grasp any opportunity in any lesson to reinforce the PSHE programme.

This is further advanced via assemblies that helps pupils to become responsible citizens in the wider community, and interview training is provided prior to pupils attending entrance or scholarship interviews at destination schools and universities.

Pupils are encouraged and expected to learn and make good progress; they are given opportunities to facilitate this via the curriculum provided. This is monitored departmentally, by year group and by phase using standardised tests and the close tracking and monitoring of academic performance.

Quality Monitoring

Curriculum monitoring and evaluation is essential for the planning and development of the curriculum.

The Senior Leadership Team observes lessons as part of the school's policy. It also monitors lesson plans, moderates children's work, monitors pupil progress through data collection and tracking, and evaluates learning spaces through learning walks to support its self-evaluation of the curriculum, teaching and learning.

At King's College Riyadh, everyone is a learner, and our staff continue to upskill their practice and share their new learning with their colleagues.