



# Name of Policy: EYFS & Primary Curriculum

---

Date approved: November 2024

Date for Review: November 2027

## 1. Aims

The Royal British International School aims to offer a broad and balanced curriculum to all students, ensuring equal access to learning to all and appropriate levels of challenge and support. The curriculum in the Primary department (EYFS and Key Stages 1 & 2) is based on the National Curriculum for England and the Early Years Foundation Stage. The curriculum consists of all the activities that are organised in order to promote learning, personal growth and development including the 'hidden curriculum'. Children are taught how to grow into positive, respectful, responsible and independent learners, who can work and cooperate with others while developing knowledge and skills so that they achieve their full potential.

Our curriculum also aims to:

- Support and enhance our core values of kindness, tolerance, respect and excellence
- Promote a positive attitude towards learning
- Enable all students to develop relevant knowledge, understand concepts and acquire skills needed to prepare them for transition to the Secondary phase
- Provide in-depth, challenging learning that
  - Supports students' spiritual, moral, social and cultural development
  - Supports and encourages healthy lifestyles
  - Provides students with the knowledge and skills required to keep themselves safe at school and in the wider world

This policy reflects the requirements of the British National Curriculum programmes of study whilst ensuring that all Egyptian students also meet the requirements of the Egyptian Ministry of Education.

## 2. Roles and responsibilities

### 2.1 The School Board

The School Executive Board will monitor the effectiveness of this policy and hold the Primary Principal to account for its implementation. It will give opportunity for the Primary Principal to discuss issues relating to this policy and work together to ensure its implementation.

The School Board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets

- Enough teaching time is provided for students to cover the National Curriculum and other statutory requirements
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- It participates actively in decision-making about the breadth and balance of the curriculum

## 2.2 Primary Principal

The principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by The School Board.
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment are fair and robust
- The School Board is fully involved in the decision-making processes that relate to the breadth and balance of the curriculum
- The School Board is advised on whole-school targets in order to make informed decisions
- Adequate provision is in place for students with different abilities and needs, including children with SEN

## 2.3 EYFS Coordinator

The EYFS Coordinator is responsible for:

- ensuring all planning documents are in place: Long Term, Medium Term and Bi weekly plans, using the school planning format.
- ensuring the curriculum is delivered reflecting current EYFS practice and that the learning provided meets the needs of all pupils.
- the assessment and tracking of progress for every child.
- overseeing the continuity and transition of children between the Foundation Stage and Key Stage 1.

## 2.4 Other staff

Middle Leaders, Class teaching teams and specialist teachers will ensure that the school curriculum is implemented in accordance with this policy.

- The Primary Middle Leaders are responsible for ensuring that the all stages have appropriate Long Term, Mid Term and Short Term Plans in place, reflecting the aims of the aims of the school and indicating how the needs of individual students will be met
- Primary Middle Leaders are responsible for ensuring that planned learning provides appropriate levels of challenge, allows for progression from one year group to the next, and prepares pupils appropriately

for end of Primary examinations as required. They must set out the knowledge and skills that students will gain at each stage.

### **3. Curriculum Organisation**

**In EYFS**, class teaching teams plan and organise learning opportunities for pupils by providing enabling environments and engagement with adults to scaffold, guide and facilitate learning according to pupils interests linked to Topics which are planned to cover all FS areas of learning across the EYFS phase. Further to this, Phonics (Read, Write, Inc) is a daily session with input from an adult followed by continuous provision and adult-initiated activities. In FS2, specific daily Literacy and Mathematical Development sessions follow a similar structure to provide progression towards transition to KS1. Pupils in EYFS also attend specialist lessons of Abjad (Arabic Language), Tafakur (Moral Principles), P.E, Music & Movement and Library.

**In KS1/2**, the curriculum is timetabled by subject, however Humanities are taught through a thematic approach; encompassing relevant aspects of History, Geography and Global Perspectives (World Studies). Cross-curricular links are encouraged. In KS1 Phonics (Read, Write, Inc) is taught in streamed groups daily. Class teaching teams teach English, Guided Reading, Mathematics, Science, World Studies and PSHE.

Specialist lessons are P.E, Music, Modern Foreign Language [French or German], Library, Computing, Art and Ministry subjects (Arabic National, Religion [Islamic or Coptic Christian], Tafakur up to Y2 and Egyptian Social Studies from Y4 upwards).

Pupils exempted due to nationality from Ministry Arabic, Religion and Social Studies attend AFL (Arabic as a Foreign Language) twice per week and are timetabled with supervision to complete further work assigned by their AFL teacher. In Y5 and Y6 pupils exempted from Religion or ESS are given the opportunity to complete community service, supporting pupils in EYFS, KS1 and LKS2 in subjects that interest them.

### **Careers Awareness and Aspirations**

In EYFS and Primary, careers education focuses on developing early awareness of the world of work and the skills needed for future learning. Pupils are introduced to a range of jobs and roles in the community and are supported to develop positive learning behaviours such as cooperation, responsibility, resilience and independence.

As pupils progress through Key Stages 1 and 2, they are encouraged to recognise their strengths and interests, understand the importance of teamwork and leadership, and begin to develop aspirations in preparation for transition to the Secondary phase.

### **Relationships Education**

Relationships education is embedded throughout the EYFS and Primary curriculum, primarily through PSED in EYFS and PSHE and Global Perspectives in Key Stages 1 and 2. Teaching focuses on developing positive relationships, kindness, respect, cooperation and emotional wellbeing in an age-appropriate manner.

In EYFS, pupils learn to build friendships, share, take turns, manage feelings and form positive relationships with peers and adults. As pupils progress through Key Stages 1 and 2, learning develops to include understanding healthy friendships, respect for differences, managing conflict, recognising bullying and seeking help when relationships cause concern. This progressive approach supports pupils' personal development and prepares them for transition to Secondary education.

#### **4. British Values**

- The school teaches the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- These values are embedded in the curriculum across a range of subjects at an age-appropriate stage, and are reflected in our own values of kindness, tolerance, respect and aiming for excellence.

#### **5. Safeguarding**

- The school teaches pupils through the curriculum (as part of PSED in EYFS or PSHE/Global Perspectives in KS1/2) and through special assemblies and lessons, how to keep themselves safe within school and in the wider world.

#### **6. Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils with SEN

Most of our pupils have English as an additional language (EAL). Lessons are planned so that learning opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

The Learning Support department plans interventions for pupils referred for additional support, managed by the SENCo and following assessment for support.

#### **7. Curriculum Documentation**

The following documentation is published and available

- Curriculum overviews (Long Term Plans) for each year group
- Mid Term Plans term by term for each subject per year group
- Schemes of work for specialist lessons
- Weekly Learning Overviews provided for parents
- Weekly Planning KS1/2 and Bi-Weekly Planning EYFS