



KING'S COLLEGE SCHOOL
CHAMARTIN

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 which inspires learning, underpinned by the Reggio Emilia approach to pedagogy. It provides the opportunities to:

- experience a broad and balanced curriculum based on the EYFS and English National Curriculum which encourages pupils to fulfil their potential in the many different areas relevant to their abilities, skills and interests, with an emphasis on child-led learning and exploration.
- a full-time supervised education for pupils of compulsory school age (constructed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.
- explore and learn from their classroom environment, which is designed to act as the teacher. Children thrive in environments that are suited to their interests and developmental stages. The layout of our environments, in line with the Reggio Emilia approach, promote relationships, communication, collaboration, and exploration through play. Materials are thoughtfully added to the environment to promote creativity, thinking and problem solving skills, questions, experimentation and open-ended play.
- 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 an active healthy lifestyle.
- enable pupils 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.
- promote equality with particular reference to the protected characteristics in the Equality Act 2010.

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- actively engage in the UN Sustainable goals, defined as the blueprint to achieve a better and more sustainable future for all (gender equality, quality education, good health and well being, sustainable cities and communities, climate action).
- 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.
- 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, fundraising activities, educational visits, residential trips all contribute to the total learning experience.
- there is an obligation to meet the requirements of the English National Curriculum coupled with local requirements to teach the minimum number of hours of 'lengua castellana'.
- the curriculum should be delivered through the lens of the Reggio Emilia approach, emphasising child-led learning and exploration.

The Three Pillars of Inspired Education

Inspired schools focus on the individuality of each child, fostering confidence and self-assurance through a broad and engaging curriculum. The group offers a contemporary approach to

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education, rethinking traditional teaching methods and programmes to create a dynamic, relevant model that reflects modern attitudes and integrates the latest technology. Inspired's unique Three Pillars approach places Academics at the core, complemented by equal emphasis on Performing & Creative Arts and Sports. This supportive framework encourages students to explore life skills, discover their passions, and develop their talents while achieving academic excellence. By nurturing each child's unique potential, we empower them to become confident, thoughtful, and knowledgeable young people, ready to succeed in all aspects of life.

Time Allocations & Cross Curricular Approaches

The English 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.

Curriculum Organisation

Children in EYFS are taught in accordance with the Early Years Framework, while the English National Curriculum is taught in KS1. A whole school curriculum map 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. Subject Leaders are responsible for ensuring long-term plans are provided with a clear progression of skills. Class teachers, the Curriculum Lead and Key Stage Leaders are responsible for ensuring both medium term plans and weekly plans are completed.

[Whole School Plan](#)
[Curriculum Outline for Core Subjects](#)

EYFS breakdown

Children join King's College School, Chamartín from 12 months old. In this respect, the school follows the requirements of the Early Years Foundation Stage (EYFS) for the Pre Pre Nursery, Pre Nursery, Nursery and Reception year. We also take into account the statements and outcomes from Arc Pathway, the assessment and observation tool used in the school. At the end of EYFS, the End of Reception Goals summarise and describe children's attainment at the end of the EYFS. It is

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based on ongoing observation and assessment in the three prime and four specific areas of learning, and the characteristics of effective learning:

The prime areas of learning:

- Communication and language
- Personal, social and emotional development (named Wellbeing on Arc Pathway)
- Physical development

The specific areas of learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Characteristics of effective learning:

- Playing and exploring
- Active learning
- Creating and thinking critically
- Relating and rapport - the child connects positively with other people (an additional characteristic identified in Arc Pathway)

KS1 breakdown

Subject	Year 1 Sessions (1 hour)	Year 2 Sessions (1 hour)
Continuous Provision - English, Topic, Maths, Science, History, Geography, RE, PSHE, Art and Music, Computing)	2	1
Literacy	4	4
Guided Reading	1	1
Phonics (30 minute sessions x 5)	2.5	2.5
Maths	5	5
Science	1	2 (1 in Spanish)
Humanities	1	1
Music	1	1
Computing	1	1
PSHE/RE	1	1

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PE	2	2
Spanish	3	4
Assembly (30 minute sessions)	1	1
Art	1	1
Drama	1	1

*Assemblies are linked to British Values and also celebration of children's achievements.

More details about the Primary curriculum can be found in Appendix 1.

Environment

Each classroom is carefully designed to provide a range of continuous provision; that is always available for children to use. The learning environment is carefully designed to act as the third teacher, stimulating and supporting children's exploration and creativity. This environment is enhanced with extended provision which is resources and material which have been added to the classroom for a temporary time for children to explore and use independently.

Phonics

At King's College School, Chamartín, we believe that the teaching of phonics is vital in order for children to become competent readers and writers. We use systematic, skilled and rigorous teaching of phonics to support children in learning to read and write using the program 'Read, Write Inc'. As children progress in their phonic knowledge they will move on from learning letters and the sounds that they make, to using and applying this knowledge to read and write words, then into reading and writing sentences. Children are given the opportunity to apply their phonic learning through activities and games.

Children begin immersion of phonics in Term 1 Nursery before moving onto the Read, Write Inc Scheme in Term 3.

Children are streamed Reception (Term 2) - Year 2 in terms of their phonics level to ensure clear structure and pace is set.

Personal, Social & Health Economic Education (PSHEE)

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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 curriculum. PSHE and Citizenship at King's College School, Chamartín follows the Framework for PSHE and Citizenship, given as non statutory guidance in the National Curriculum.

The PSHE curriculum is extremely broad and stretches across the primary from Pre Pre Nursery to Year 2. It is the role of everyone to ensure PSHE is at the centre of all planning and implementation with a clear vision on ensuring children are well equipped to deal with the main issues surrounding their lives. PSHE is allocated a fixed slot in the weekly timetable in KS1 but is a constant throughout the week with regular circle time activities to discuss and reflect issues as they arise. During the allocated time, the aim is to deliver more focused lessons on helping the children realise their potential to be good citizens of the world as well as recognise the achievements and the worth of others.

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 2](#).

Special Educational Rights, Learning Difficulties and/or Disability

Where a child has a statement issued regarding any specific needs they have that may impact on their learning, the School will discuss with parents, during the application process, the capacity of the School and local agencies available in Spain to meet the needs of the child appropriately. The School will provide appropriate learning opportunities and support for children with special education needs.

Stretch & Challenge Provision

All lessons are scaffolded to support children of all abilities and teachers will extend and enrich a child's curriculum appropriately. In Key Stage One, Children have regular challenges within their Literacy, Maths and Science lessons to extend beyond the learning within the class. Opportunities

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for gifted and talented pupils to participate in extracurricular clubs are built into the curriculum and promoted whenever possible.

Those who are Working Significantly Above in Writing and/or Maths are invited to attend the weekly Stretch and Challenge sessions. Sessions are planned and guided by the needs of the group.

Multilingualism

The heart of Inspired vision is distinctly global, believing that only international education can properly prepare the students of today to become the world citizens of tomorrow. We are rooted strongly in our own community, region and country. We insist on quality, in languages acquisition and learning as many languages as we can, whether acquired or green-field, is fundamental to its success in an international and global community. For our parents and students are aspirational and reassured only by the quality of delivery.

We are committed to educational excellence in different languages. Our contribution should be teaching languages to share and not to compete. This aim differentiates Inspired schools from other groups of schools, and accounts for its success.

[Link to Inspired Multilingualism Index](#)

Equity, Diversity, Inclusion and Belonging

Equity, Diversity and Inclusion forms part of everything we do in school and is fully integrated into our planning for provision. At King's College School, Chamartín we have an EDI&B Leader whose role is to promote and conduct quality assurance on the impact EDI&B is having on our pupils and larger school community.

Equity - refers to the fair treatment, access, opportunity, and advancement for all people. We ensure that we recognise that a person's identity will not predict the outcome of their success.

Diversity - this refers to all the ways in which people are different and celebrating these differences. We do this through careful curriculum planning and consideration of resources, key

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texts and visual representation of the following protected characteristics as outlined in the [Equality and Human Rights Commission](#) and [Equality Act \(2010\)](#):

- age
- disability
- family diversity
- race
- religion or beliefs
- gender (gender-balanced play)

Inclusion - This refers to providing equal access to opportunities and resources for people who might otherwise be marginalised i.e. additional education needs, disability, minority groups.

Belonging - This is the emotional state that is the goal of our DEIB efforts. Our inclusive processes are there to make everyone feel truly welcome, exactly as they are. Children, families and staff are treated and feel like a full member of the larger school community, and can thrive.

At King's College School, Chamartín we ensure we are following local guidelines for Spain in terms of how we cover the curriculum in regards to family diversity. Access to the legal requirements can be found in these links:

[LOMLOE - Educación Infantil y Primaria](#)

We at King's College School, Chamartín endeavour to select age-appropriate content and at these early stages of a child's development we believe that representations within curriculum content and texts will promote positive relationships with others and develop a sense of belonging in our global community.

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

Given the international background, 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.

During our Assemblies we spend some time on spiritual reflection including guided meditation.

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Relationships and Sex Education

Sex and Relationships Education is taught within the Personal Social Health Education (PSHE) and Science curriculum in accordance with the The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017. These regulations dictate Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools. The focus in school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Educational Visits and Trips

Educational Visits are used wherever possible to enrich and enhance the curriculum. A wide range of venues in the local and Madrid area are available for pupils across the whole age range. Residential visits feature from Year 2 and are used to provide opportunities for outdoor pursuits. The school undertakes full risk assessments of all off site venues.

At the end of Year 2 the children go on a residential trip for 2 nights as part of the end of year celebrations. This trip allows them to experience time away from their families and begin to understand how important their own independence is as part of growing up.

Extracurricular Activities

Extracurricular clubs take place both during lunch breaks and throughout the day. They are provided by a range of high quality external providers. There are also a range of support sessions available during school break times run by teachers.

Created and Reviewed by:	Policy Category:
Dawn Akyurek September 2017 Dawn Akyurek August 2019 SLT October 2021 SLT September 2023	Whole School

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SLT September 2024 SLT January 2026	
Approved by:	Next Review
Elena Benito February 2026	September 2026

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Appendix 1

Primary Specific Approaches within Subjects

KS1 only - Continuous provision

We take transition between Key Stages very seriously and continuity in the curriculum and learning styles is very important. Year 1 operates a continuous provision model as much as possible to allow our pupils (with a significant proportion being younger than learners in the UK) to access the curriculum in the best way.

Approach to English

At King's College School, Chamartín we are very aware that many of our pupils in KS1 are second language learners. Therefore the curriculum takes a very staged and supportive approach to developing reading and writing.

Reading

Starting in EYFS and linking with KS1, pupils undertake Read, Write Inc. Phonics to learn the 44 speed sounds with a strong emphasis on decoding. This is delivered in 'stage not age' groupings in KS1 to facilitate accelerated progress and aid new pupils joining with limited English. Phonics assessments are carried out regularly and the outcomes are rigorously tracked and monitored to ensure children are making the appropriate progression. Guided group reading supports pupils' comprehension of text and is the main method of delivery in KS1. This is supported by weekly levelled reading books which are updated and changed regularly by the class teacher.

Writing

Continuing from early developments in writing in EYFS, Read, Write Inc. links writing and spelling to phonics knowledge. Read Write Inc. story sets and writing activities are used to support children's development in phonics knowledge and to build their knowledge of grammar and punctuation. Throughout KS1 there is a strong emphasis on Talk for Writing, helping early learners of English develop their vocabulary and grammar in a rich language environment. Once pupils have built a secure phonic knowledge and have progressed through the Read Write Inc story sets, they move on to learning how to write across a range of genres. In Year 2, pupils have targeted Spelling, Punctuation and Grammar sessions and use peer and self assessment to enhance and develop their writing skills. All Primary pupils complete a 'Big Write', and these are assessed and moderated against King's Write standards to focus targets and improvements for pupils.

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Mathematics

We use the White Rose mathematics framework across the Primary age range which we believe helps inspire a love of maths and is designed to help every child master and apply mathematical concepts. The delivery is not rigid and allows teachers the flexibility to adapt their approach to best meet the needs of the children. Through White Rose, we use the concrete - pictorial - abstract approach to develop conceptual understanding. Using manipulatives and pictorial representations can be beneficial for helping children to initially understand and then master new concepts, and enable children who prefer a visual approach to learning to keep up with the class. For example, using models or images such as bar modelling and part-whole model can help children to visualise problems and develop their conceptual understanding. The underlying principle to mathematics is the Mastery approach which focuses on reasoning and problem solving to ensure greater understanding and relevance to learning. We aim for our pupils to have a secure understanding of mathematical concepts and processes, combined with a genuine procedural fluency. A child who has mastered a particular skill is able to apply their understanding and solve different types of problem, including where the skill is either embedded in a different context, or where a choice of method has to be made.

Science

We use the White Rose Science scheme of work. This covers all aspects of the British National Curriculum. We also have an excellent Science week where Primary pupils can use the Secondary Laboratories to do exciting experiments. During Key Stage 1, pupils observe, explore and ask questions about living things, materials and the world around them. They begin to work together to collect evidence to help them answer questions, find patterns, classify and group objects, research using a variety of sources and carry out fair testing. Pupils carry out a range of scientific enquiries including: observations over time, pattern seeking, classifying, grouping and researching using other sources (including computing resources).

Wider Curriculum

Computing

Children take part in computing lessons which cover all areas of the curriculum, they have the opportunity to practise these skills on iPads, chromebooks and in 'unplugged' activities. Children continue to apply the taught skills in all the subjects (for example creating presentations, recording videos and taking photos, coding, researching, using QR codes, working on algorithms).

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Music

All children at King's College School, Chamartín benefit from an excellent music immersion programme. Music is part of daily life, particularly in EYFS where they enjoy singing and using the instruments available to them.

Children in KS1 benefit from set lessons each week from a specialist Music teacher who focuses on specific Music skills such as singing, playing instruments, notation and expression.

Art

At our school, the purpose of Art is to provide pupils with the skills, knowledge and understanding they need to express their ideas, thoughts and experiences in visual and tactile ways. Art encourages creativity, develops imagination and confidence, and provides an important means of personal expression. In Key Stage 1, Art is taught by the class teacher. Lessons provide opportunities for pupils to explore ideas, experiment with different materials and techniques, and record their experiences. Children develop skills in drawing, painting, sculpture, and other art, craft and design processes. Pupils are also taught to talk about and evaluate creative work using appropriate artistic vocabulary. They learn about significant artists, craft makers and designers, and begin to understand the historical and cultural development of different art forms.

In the Early Years Foundation Stage (EYFS), Art is taught through the class concept. Children are given opportunities to explore a wide range of materials, tools and techniques, enabling them to experiment, create and develop their early artistic skills.

There are also activities offered to the children that encourage a love of Art within the school and nurture individual talents.

Topic

We have developed our own detailed medium term plans for Humanities and Topics which provide high quality planning and activities. This enables all teachers to deliver robust and engaging lessons. We endeavor to deliver a creative approach to the curriculum through these studies and each year group has a different theme each term and in KS1, half termly.

Pupils are encouraged to use role play to immerse them in their studies. We also encourage the pupils to take an inquiry based approach, by raising their own questions at the outset of a topic. We ask them what they already know, what they want to know and what they have learnt. Topic learning is also taught through continuous provision and for invitations to play to further embed understanding. Trips revolve around our curriculum topics as do the experience days. This is giving the children a real life experience of what they are learning.

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PSHE

PSHE is delivered through family group sessions/ Group time in EYFS and through weekly sessions in KS1. We use the scheme of the PSHE association which brings together personal, social, health and economic education, emotional literacy, social skills and spiritual development. There are 9 different models (3 per term) throughout the year that include: Relationships module (Families and Friendships, Safe relationships, Respecting ourselves and others), Living in the wider world (Belonging to a community, media literacy and digital resilience, money and work) and Health and wellbeing (physical health and mental wellbeing, growing and changing, keeping safe). There are weekly assemblies which are focused around values, special days and cultural / religious education. Within assemblies we celebrate a range of achievements through our bronze and golden certificates, house points and leadership. We participate in Anti-bullying week, Safer Internet Day, various charity events and PSHE is very much a focus in all aspects of our daily school life.

PE

Physical Education is delivered by a subject specialist in Reception, Year 1, and Year 2. Pupils benefit from access to excellent facilities, both onsite and off-site, and high-quality equipment, enabling the delivery of a broad and varied range of sporting activities, including football, basketball, tennis, hockey, rugby, yoga and many more.

The PE curriculum is enriched through a range of inter-house events, including a whole-school sports day, which provide valuable opportunities for pupils to develop their competitive skills, teamwork, and sportsmanship. Additional opportunities to engage in physical activity are offered through a diverse extracurricular programme.

The Primary National Curriculum underpins the planning of sequential and progressive lessons across Key Stage 1, ensuring continuity and development of pupils' physical skills and understanding.

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Appendix 2

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

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

King's College School, Chamartín 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:

Democracy

Pupil voice is significant in regards to life at King's College School, Chamartín. Our School Council, 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 council 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

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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 /Form time, 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 King's College School, Chamartín, 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. 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 world for the future.

Further evidence on how we actively promote fundamental British Values in all areas of the curriculum and examples of these along with areas for future development can be seen in [Appendix 3](#).

Fundamental British Values Record Sheet

The importance of Fundamental British Values outlines the need to “create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs” (Secretary of State for Education, 2014).

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Definitions for each of the Fundamental British Values were outlined in the 2011 Prevent Strategy, and further guidance has been supplied July 2015 in the document '[Promoting Fundamental British Values as part of SMSC in Schools](#)'. The table in Appendix 2 outlines evidence of how King's College School, Chamartín promotes these values, as well as outlining potential areas for future development.

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Appendix 3

Whole School Evidence

Fundamental British Value	Evidence at King's College School, Chamartín	Opportunities for future development.
1) Democracy	Pupils vote for the representatives of School Council. Student Leadership Team are interviewed by SLT and assigned roles in accordance with their skillset	Pupil Meetings to make reasonable whole school decisions. Student Leadership to be more active in the admissions process.
2) The Rule of Law	The importance of rules and laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind rules, that they govern and protect us, the responsibilities that this involves and the consequences when rules are broken. Some pupils have devised rules for their classrooms with their teachers.	Pupils to dive deeper into the school rules in order to explore the meanings and structure of rules.
3) Individual Liberty	Opportunities for children to develop a stronger sense of self, their preference and choices.	Further reference built into the PSHE curriculum

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4) Mutual Respect	Sharing of books on different family life. Discussion in PSHE about similarities with others from around the world.	Further reference built into the PSHE curriculum
5) Tolerance of those from Different Faiths and Beliefs	Curriculum plans show that multi faith education is taught to ensure understanding of different faiths. PSHE/RE lessons ensure the teaching of respectful behaviour for each of the religions e.g. covering hair when entering particularly places of worship.	Develop debating further in curriculum for responding appropriately to new views different to their own.

Subject Specific Evidence

Information below provides reference to where subjects embed Fundamental British Values (FBV) in their lessons. **Numbered references relate to the numbered elements of FBV outlined in the table above.**

<u>Subject</u>	<u>Evidence</u>
<u>English</u>	1. When covering the topic of 'Persuasive Writing' there are debates over contentious issues such as the welfare of animals. 2. During 'Anti-bullying Week' the children read a story from another culture and write their own anti-bullying tale. 3. We are accepting of others faiths e.g. the Rastafarian poet Benjamin Zephaniah. We accept others' beliefs when debating issues and writing persuasive letters.
<u>Maths</u>	1. Pupils conducting an opinion survey on an issue.

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	<p>2. Planning opportunities for pupils to work together collaboratively through experimental and investigative work</p> <p>3. Pupils investigating different number sequences and where they occur in the real world.</p> <p>4. Pupils consider the development of patterns in different cultures including work on tessellations. Allowing discussion on the cultural and historical roots of mathematics.</p> <p>5. Pupils exploring the wealth of mathematics in all cultures; for instance, recognition is given to symmetry patterns, number systems and mathematical thinking from other cultures.</p>
<p><u>Science</u></p>	<p>1. In Science there are debates regarding such issues as environmental pollution, global warming and the environmental effects of CO₂ emissions.</p> <p>2. We consider health and safety issues in practical lessons.</p> <p>3. We learn about various backgrounds of scientists and respect their discoveries, mutual development, group work, e.g. practical activities, discussions.</p> <p>4. We are accepting of others beliefs e.g. 'Big Bang' theory and evolutions,</p>
<p><u>History</u></p>	<p>1. We model democracy systems when appropriate with pupils by making opportunities for pupils to vote, elect and share their opinions and ideas.</p> <p>2. The development of and trend toward human rights and the rule of law through history is explored, including reflecting on examples from history where this has been denied/broken</p>

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	<p>down and how different historical cultures/societies compare to our own. These text are age appropriate from 5 years+</p> <p>3. The rights and freedoms of children are shared through books and assemblies. 'The rights of every child' UNICEF book is used with all classes.</p> <p>4. The study of History explores a range of different cultures/societies, considering diverse perspectives and acknowledging their achievements, contributions to and influence on the modern world, as well as examining their interactions with other cultures to assess the impact/outcomes of whether these are tolerant or not.</p>
<p><u>Geography</u></p>	<p>1. School Council meetings discuss the environmental impact of a variety of lifestyles and activities.</p> <p>2. Peace Day and other Global events develop understanding about problems in less Economically Developing Countries and Sustainable Development helps the children to understand the complex ways communities are linked and appreciate the diversity of people's backgrounds.</p> <p>3. Year 2 finds out how food is produced, traded and transported and how fair trade organisations help farmers and see how it promotes tolerance and partnership, within local and wider communities.</p>
<p><u>PSHE/RE</u></p>	<p>1. In PSHE lessons, we take part in class debates regarding key ethical and moral issues when studying a range of religions.</p> <p>2. We contrast the rule of law with religious rules and moral precepts.</p> <p>3. We consider our rights and responsibilities and those of others.</p>

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	<p>4. We learn about different religious teachings and show respect to the beliefs of others.</p> <p>5. This is clearly a key driver in PSHE I lessons. We learn about different ways of life and beliefs and show openness to difference.</p>
<p><u>PE/Games</u></p>	<p>1. Groupings allow children to work together, and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences.</p> <p>2. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.</p>
<p><u>Music</u></p>	<p>1. We often work in groups and as such have to learn to come to decisions democratically. We discuss ways of making those decisions and often a majority vote will be the way opted for.</p> <p>2. Individuals are encouraged to make their own choices when selecting musical parts and to put forward their own ideas. When appraising, an individual is entitled to have their own opinion and this is respected by others in the class.</p> <p>3. We practise Mutual Respect as we have to learn to listen to and consider the ideas of others.</p> <p>4. We listen to music and learn songs from many different cultures and faiths, and learn something of the background to these, therefore encouraging Tolerance of different faiths and beliefs.</p>

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<p><u>Art</u></p>	<ol style="list-style-type: none">1. We have high expectations of behaviour and ground rules during the designing and making process, this extends beyond the classroom with a visit and experiences to art galleries or sculpture parks. We promote high expectations and respect within Art through creating a positive and nurturing environment, allowing pupils to reach and surpass their potential.2. We work on individual and shared tasks to promote teamwork and communication, peer assessment and constructive critique, e.g. be a 'Critical Friend'.3. We promote tolerance and celebration through different people's ideas, creative responses and understanding of different cultures and styles within art, e.g. Indian printmaking, pattern in multi faith cultures, tribal masks celebrating diversity within our Commonwealth links.
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