

THE BRITISH SCHOOL BAHRAIN



BSB Whole School Curriculum Policy

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Table of Contents

1. Rationale
2. Planning a Curriculum
3. Wellbeing Agenda
4. Planning and delivery
5. Organisation
6. Our Curriculum Offer
7. Assessing learning within the curriculum at The British School of Bahrain
8. Curriculum Enrichment
9. Wellbeing is at the heart of The British School of Bahrain's curriculum
10. Wider School Community
11. Our Students

BSB Policy - Whole School Curriculum

1.0 Rationale

- 1.1. The curriculum at the British School of Bahrain is designed to provide a broad, balanced, exciting and creative education that meets the needs of all our students. Based on the [National Curriculum for England \(2014\)](#) it aims to:
 - 1.1.1.1. Promote the moral, cultural, mental and physical development of our students.
 - 1.1.1.2. Provide students with an Arabic, Islamic Studies and Citizenship curriculum in line with Ministry of Education guidance and expectations.
 - 1.1.1.3. Prepare our students for the opportunities, responsibilities and experiences of later life.
 - 1.1.1.4. Provide opportunities for enrichment activities to support students' progress and attainment.
 - 1.1.1.5. Provide opportunities for students to learn about other religions
 - 1.1.1.6. Provide a PSHE Curriculum within the guidance of the Ministry of Education for the Kingdom of Bahrain.
 - 1.1.1.7. Provide opportunities for students to learn about The Kingdom of Bahrain, its environment, culture and traditions.
 - 1.1.1.8. Provide students with an introduction to the essential knowledge they need to be educated, global citizens.
 - 1.1.1.9. Promote an appreciation of human creativity and achievement
 - 1.1.1.10. Provide exciting and stimulating lessons and activities to promote the development of students' knowledge, understanding and skills as part of the wider school curriculum.
 - 1.1.1.11. Set high expectations for every student to achieve.
- 1.2. At The British School of Bahrain we pursue excellence in preparing our children and young people (students) for the common good as global citizens and future leaders of the 21st Century.
- 1.3. In order for this to be achieved our curriculum needs to provide our students with high levels of knowledge, skills and learning within all subject areas alongside the development of their emotional intelligence.
- 1.4. Our students are offered a wide range of experiences, 'first-hand' where possible, to extend their understanding of themselves, the community they live in and the world in which they live. Knowledge, skills, attitudes and values are developed to prepare our students for the next stage of learning. We believe that effective learning takes place when there is considerable emphasis on active involvement, with opportunities to talk both imaginatively and expressively to explain and clarify thinking.
- 1.5. We make meaningful connections for all students across all subjects with a cross curricular focus firmly embedded. We expect students to develop and show a sense of responsibility and self-discipline whether working independently, or in collaboration with others. In doing so, we actively promote the

BSB Policy - Whole School Curriculum

common good, respect and tolerance of those with different faiths and beliefs to prepare our students for life as global citizens.

Implementation

2.0 Planning a Curriculum

- 2.1. It is evident that the curriculum that we offer allows students the opportunity to learn, process, practise and extend their learning in a creative way. Our approach supports the development and extension of the child's long term memory and our teaching provides the tools for this to be successful. The Schools' Leadership Teams and Heads of Department regularly review the curriculum and schemes of work.
- 2.2. Children in Nursery and Reception follow the Early Years Foundation Stage Curriculum. This learning challenges children and encourages them to develop into independent, motivated learners and thinkers, full of curiosity about the world around them within a fun, happy and secure environment. Children have opportunities to explore, enquire and to take risks through practical, hands-on learning experiences. We have a high quality outside learning environment which the children are able to use throughout the day. This approach to learning provides the spring-board for future development within our creative and dynamic curriculum across the Key Stages. New initiatives are resourced and shared with all staff who discuss, review and embrace these opportunities. These ideas are shared with staff across all schools, where there is a real sense of collaboration to ensure students' progression and pride in their, and the schools' overall achievements.
- 2.3. Within PSHE the students acquire a sense of valuing themselves and a desire to develop aspirations for their future and for their local and wider community. We have designed our curriculum enrichment weeks to provide a breadth of experience within a subject area, drawing on outside speakers and the involvement of parents to help to develop a sense of curiosity and high aspirations.
- 2.4. Careers advice often features within the curriculum enrichment weeks and enables visitors (including parents) to meet with the students to share information about their chosen career. Through our Safer Internet Week and PSHE curriculum, we provide opportunities for the children to know about keeping safe, linked to the 'Keeping Children Safe in Education' document.

3.0 Wellbeing Agenda

- 3.1. The students' spiritual, moral, social and cultural development are key ingredients within our curriculum offer. Students are offered many opportunities in all subject areas to develop their knowledge and skills

BSB Policy - Whole School Curriculum

within these areas. We have an in-depth PSHE Policy and the moral, social and cultural elements of the curriculum are reinforced with our class and whole school assemblies.

3.2. Pastoral support/ Emotional and Holistic Wellbeing

3.2.1. In recognising the development of the whole child the pastoral support given to students so they can access the curriculum is strong. Our school counsellors are able to offer nurture group support or individual work depending on the level of need. This sits at the heart of our school because this allows vulnerable children and young people to access their learning and curriculum entitlement fully and without delay. The school has various systems which support the emotional well-being of students and provides additional support to parents.

3.2.2. Our Emotional and holistic wellbeing offer is also greatly enhanced by sport. Sport has remained central to both our curriculum and extra-curricular provision. We know this is hugely beneficial to all our students.

3.2.3. We believe the pedagogy of physical education in sport affects other areas of the curriculum and enhances students learning physiologically and allows better learning to happen. It is also proven to develop students' learning skills such as listening, problem solving, team work, resilience and an understanding of what is conducive to a healthy lifestyle.

4.0 Planning and delivery

4.1. Staff review their planning regularly to ensure topics are relevant to the students' interests and needs. All school leaders are aware of the curriculum expectations and in turn work towards planning the knowledge and skills required within their respective curriculum areas, having a detailed awareness of outcomes across the key stages and the need for creativity with a cross curricular approach.

4.2. The curriculum is designed to ensure:

4.2.1. A sequential approach to learning with the application of knowledge and skills, expected across all subject areas, thus offering every opportunity to practise and rehearse skills.

4.2.2. Deep and independent learning, with a focus on access for all and extending those who are working at a greater depth within the curriculum areas

4.2.3. Incorporating 21st Century Skills

4.3. Not only do staff review the curriculum regularly, but also the principles for learning and teaching.

5.0 Organisation

5.1. The school is currently organised into six key stages:

School Phase	Key Stage	Year Groups
Infant School	EYFS Key Stage 1	Nursery & Reception Year 1 & 2
Junior School	Key Stage 2	Years 3, 4, 5 & 6
Senior School	Key Stage 3 Key Stage 4 Key Stage 5	Years 7, 8 & 9, Years 10 & 11 Sixth Form

5.2. The curriculum overview for each year group is set out on their school's website pages. This is highlighted at the beginning of each term when they hold curriculum meetings for parents. The curriculum is successfully implemented to ensure students' progression in knowledge and skills as well as promoting opportunities for students to enjoy the learning experience.

6.0 Our Curriculum Offer

6.1. Subjects / study streams offered:

Subjects/ Study Streams	Number of lessons														
	N	R	1	2	3	4	5	6	7	8	9	10	11	12	13
English	6	6	9	8.5	6	6	6	6	4	4	4	6	5	6	6
Arabic	1.5	2	3	3.5	4.5	4.5	3	3	5	5	5	3	3	6	6
Mathematics	5	5	5	5	5	5	5	5	4	4	4	4	4	6	6
Further Maths													3	6	6
Science		1	2	2	2	2	3	3	3	3	3	6	5	6	6
Biology												3	3	6	6

BSB Policy - Whole School Curriculum

Chemistry												3	3	6	6
Physics												3	3	6	6
Drama		0.5	0.5	0.5	1	1	1	1	1	1	1	3	3	6	6
Physical Education	1	1	1	1	2	2	2	2	2	2	2	1	1		
Humanities	1	1	1.5	1.5	2	2	2	2	3	3	3				
Art & DT	3	3	1	1	2	2	1	1	1	1	1	3	3	6	6
Food Tech									1	1	1				
Personal, Social & Health Ed.	1	1	1	1	1	1	2	2	1	1	1	1			
History												3	3	6	6
Geography												3	3	6	6
Psychology												3		6	
PE Studies												3	3	6	
BTEC Sport														5	
BTEC ICT														10	5
ICT												3	3		
BTEC Business														15	10
Business Studies												3	3	6	6
Economics												3	3	6	6
Music			0.5	0.5	1	1	1	1	1	1	1	3	3	6	6
BTEC Music													3		
Computing		0.5	1	1.5	1	1	1	1	1	1	1	3	3	6	6
Islam/RE				0.5	1	1	1	1	1	1	1	1	1	1	

BSB Policy - Whole School Curriculum

French					1	1	1	1	3	3	3	3	3	6	
Spanish									2	2	2	3	3	6	
Assembly	0.5	0.5	0.5	1	0.5	0.5									
Cycle testing							1	1	1	1	1	1	1		
Public Speaking									1	1	1				
Child-initiated Learning	3.5	3.5													
Total minutes per week	123 7.5	137 5	165 0	165 0	165 0	165 0	165 0	165 0	165 0	165 0	165 0	165 0	165 0	165 0	165 0

7.0 Assessing learning within the curriculum at The British School of Bahrain

- 7.1. We ensure that students are regularly assessed against the relevant National Curriculum frameworks across the breadth of the curriculum. Both formative and summative assessment informs planning and next steps for students. Each school has its own clear and concise Marking Policy that sets out a structure that informs our assessment practices, and allows students to be fully informed and be able to contribute to raising their level of achievement.
- 7.2. This results in each student receiving personalised learning and in turn increases their awareness of their next target(s). Again, within our Assessment Policy it highlights the various ways in which we assess the children, both formatively and summatively, and the self and/or peer assessment that is used.
- 7.3. Weekly cycle testing provides the academic data to assess students' progress; in addition the results of these tests informs planning in order to address any gaps in students' knowledge and understanding of the subject.
- 7.4. Termly assessment data is collected, analysed and utilised for providing interventions, support and used for a review of planning. In addition to this teachers meet with members of the leadership team to discuss students' progress and to track their current levels of attainment; putting in support as necessary to help their future development.

BSB Policy - Whole School Curriculum

7.5. We celebrate students' achievement within the curriculum through our rewards systems that include House points and certificates that are awarded at the celebration assemblies and mentioned in each school's weekly blogg.

8.0 Curriculum Enrichment

8.1. The curriculum at The British School of Bahrain is well planned and thought-through to enable a wide range of engagement, not only within class but in providing out of class opportunities to enable students to develop themselves as independent learners . Such enrichment activities include but not limited to:

Infants	<ul style="list-style-type: none">● In-house theme days● Off-site trips● Expert visitors in assemblies● Parent involvement/support with in-house events
Juniors	<ul style="list-style-type: none">● In-house theme days● Off-site trips including other religions places of worship● Year 6 Residential Trip to Dibba
Seniors	<ul style="list-style-type: none">●

Commented [1]: +jonesl@thebsbh.com
Hi Lucy could you add to this section please. Many thanks
Assigned to Lucy Jones

8.2. These enrichment activities are implemented to ensure students' overall enjoyment of learning in order to deepen their knowledge, understanding and enjoyment of the subject.

8.3. After School Clubs

8.3.1. We extend opportunities for students by offering daily after-school clubs supporting academic, sporting and art and craft activities. These clubs are run by members of staff and are free of charge.

8.4. Academies

8.4.1. In addition to our after school clubs, we provide the facilities to offer a range of sporting, music and performing arts academies. Information on availability and costs can be obtained from the Academies coordinator.

9.0 Wellbeing is at the heart of The British School of Bahrain's curriculum

9.1. Students' spiritual, moral, social and cultural development is a strength which permeates every aspect of the school. Students show themselves to be deep thinkers. They are able to empathise with the feelings and actions of others, seeing points of views and beliefs other than their own. Particularly in RE and PSHE, they show a keen interest in ethical issues and are able to apply their personal values to

BSB Policy - Whole School Curriculum

situations, giving reasons for their decisions and actions. They are encouraged to question arguments and situations.

9.2. The spiritual development of students is shown by:

- 9.2.1. Students in EYFS are exposed to a vast range of natural materials which they are able to explore in a multi-sensory manner. The children's responses of awe and wonder help them explore the rich spiritual dimension that the human mind brings to its contemplation of the world around us.
- 9.2.2. That sense of awe and wonder is preserved as students grow older and begin to understand more of the world. Students are encouraged to wonder at the power each of us has to affect the feelings of those near to us, and the rich variety of emotions that accompany the visual, poetic and musical arts.

9.3. The moral development of students is shown by:

- 9.3.1. Students' ability to recognise the difference between right and wrong, and readily apply this understanding in their own lives.
- 9.3.2. Their understanding of the consequences of their behaviour and actions.
- 9.3.3. Their interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

9.4. The social development of students is shown by:

- 9.4.1. Students' use of a range of social skills in different contexts, including working and socialising with students from different religious and ethnic backgrounds
- 9.4.2. Their willingness to participate in a variety of communities and social settings that include volunteering, fundraising, cooperating well with others and being able to resolve conflicts effectively
- 9.4.3. The friendliness of all students and their willingness to welcome and look after new members of our school community
- 9.4.4. Their enthusiasm in taking on roles of responsibility eg. Head Student Team, House Captains and Sports and Digital Leaders

9.5. The cultural development of students is shown by:

- 9.5.1. Students enjoy getting involved with national and international celebrations.
- 9.5.2. Students' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- 9.5.3. Their understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life as global citizens.
- 9.5.4. Their interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate

BSB Policy - Whole School Curriculum

diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

10.0 Wider School Community

10.1. Our parent bodies (PCC & PAG) are very supportive and many parents join us on a regular basis to assist with curriculum activities. Our assemblies and performances are always of a very high standard and well attended by parents.

11.0 Our Students

11.1. Our students believe that coming to school is essential to their future, and they work hard in a happy, caring and safe environment. This enables accelerated learning to take place and this is reflected within the progress and achievement reports for each student.

11.2. Our statutory results for both attainment and progress of our students show that our curriculum is very successful.

11.3. Our students leave us as happy, confident, intelligent and independent learners who have core values instilled into them for their future lives. Values such as; honesty, respect, understanding, discipline, fairness and hard work that are central to the ethos and success of The British School of Bahrain.

[Infant School Curriculum Policy - EYFS & Key Stage 1](#)

[Infant School EYFS - Year 2 Curriculum Overviews](#)

[Junior School \(Key Stage 2\) Curriculum & Planning Policy](#)

[Junior School Years 3-6 Curriculum Overviews](#)

Senior School - Key Stage 3 & 4 Curriculum Policy

Senior School - Curriculum Overviews