



THE
KING'S SCHOOL
CANTERBURY

JUNIOR KING'S

Curriculum Policy

Responsible Person: Rob Stonier (Deputy Head – Academic)
Latest Review Completed: September 2025

Introduction

Our school's curriculum encompasses all the planned activities we organise to promote academic learning, personal growth, and holistic development. It includes the formal requirements of the National Curriculum (as adopted and adapted for our setting), alongside the broad range of extra-curricular and enrichment opportunities that extend learning beyond the classroom.

We recognise that education extends beyond subject content. The 'hidden curriculum', how pupils are treated, supported, and expected to behave plays a vital role in shaping confident, responsible, and resilient individuals.

Our aim is to foster pupils who:

- Achieve their academic and personal potential.
- Develop curiosity, independence, resilience and creativity.
- Work collaboratively and contribute positively to the community.
- Exhibit respect, empathy, and responsibility.

We aim to maintain a calm, secure, and stimulating learning environment where pupils can thrive both intellectually and personally.

School Values

Our curriculum is underpinned by the core values of Resilience, Respect, Readiness, and Responsibility.

These values shape every aspect of our provision and are woven throughout the formal and informal curriculum. They aim to promote the development of well-rounded, kind, and capable young people prepared for the challenges of senior school and beyond.

We value:

- Individuality and diversity by celebrating each pupil's uniqueness and promoting inclusion and respect for all cultures and backgrounds.
- Spiritual, moral, social, and cultural development – nurturing empathy, integrity, and a sense of shared humanity.
- Community and cooperation by fostering teamwork, compassion, and service.
- Equality and fairness by ensuring all pupils have equal access to learning and opportunity.
- Environmental awareness by developing responsibility for the natural world and sustainability for future generations.

Aims

The aims of our curriculum are to:

- Enable all pupils to learn effectively and develop the knowledge, skills, and understanding to reach their full potential.
- Promote a lifelong love of learning and curiosity about the world.
- Provide a broad and balanced education across academic, creative, physical, and personal domains.
- Ensure pupils develop key literacy, numeracy, and digital competencies.
- Encourage creative and critical thinking, problem-solving, and collaboration.
- Help pupils understand Britain's cultural heritage and global diversity.
- Promote respect for democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Support pupils' moral, spiritual, and emotional development, enabling them to make responsible decisions and distinguish right from wrong.
- Celebrate diversity and ensure full inclusion of all pupils, regardless of background or need, in line with the Equality Act (2010).

Age
Disability
Gender reassignment
Marriage and civil Partnership
Pregnancy and maternity
Race
Religion or belief
Sex
Sexual orientation

Curriculum Intent, Implementation and Impact

Intent:

To provide a rich, balanced curriculum that combines academic rigour combined with the creative subjects, sport, extra-curricular activities which assist with personal development, equipping pupils for success at 13+ and beyond.

Implementation:

- Subject specialists and class teachers deliver sequenced programmes of study, supported by clear long-term, medium-term and short-term planning.
- Cross-curricular links promote coherence and depth of understanding.
- Teaching is differentiated to meet a range of abilities, with challenge and support embedded throughout.

- Technology and digital literacy are integrated meaningfully into teaching and learning.
- Learning is enriched through trips, workshops, visiting speakers, and outdoor learning experiences.

Impact:

- Pupils achieve high academic standards and make strong progress relative to their starting points.
- They display confidence, curiosity, resilience and independence in learning.
- They demonstrate the school's values in behaviour, attitudes, and relationships.

Organisation and Planning

The curriculum is planned in three phases:

- Long-term plans outline the content to be taught across each key stage.
- Medium-term plans set out objectives, key knowledge, and teaching strategies for each unit or topic.
- Short-term (weekly) plans detail specific learning outcomes, differentiation, and resources.

Heads of Department review long- and medium-term plans annually, ensuring relevance, progression, and compliance with school and statutory expectations.

Inclusion and Differentiation

The curriculum is accessible to all pupils, including those with Special Educational Needs and Disabilities (SEND), English as an Additional Language (EAL), and those identified as More Able, Gifted and Talented (MAGT).

We ensure:

- Quality First Teaching that differentiates effectively.
- Targeted interventions where needed.
- Individual Education Plans (IEPs) or equivalent documentation for pupils requiring additional support.
- Collaboration between class teachers, the Head of Learning Support, Learning Support teachers and external agencies as appropriate.
- Reasonable adjustments for pupils with disabilities, including access arrangements in assessments.
- High achievers are extended through enrichment, higher-order questioning, and scholarship preparation.

SMSC and British Values

Our curriculum actively promotes Spiritual, Moral, Social, and Cultural (SMSC) development and the Fundamental British Values of:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of Different Faiths and Beliefs

This is achieved through Life Skills lessons, assemblies, community service, and the wider curriculum.

Key Skills

We prioritise the development of transferable learning skills, including:

- Collaboration
- Communication
- Creativity
- Problem-solving
- Critical thinking
- Resilience and adaptability
- Digital literacy

These are embedded in subject teaching and co-curricular opportunities.

The Role of Heads of Department

Heads of Department (HoDs):

- Provide strategic leadership and direction for their subject.
- Ensure progression and coherence through schemes of work.
- Support and advise colleagues.
- Monitor teaching, learning, and pupil progress.
- Manage resources and budget effectively.
- Stay up to date with national developments in their field.

Monitoring and Review

- The Governing Body monitors the implementation and effectiveness of the curriculum through reports, visits, and discussions.
- The Deputy Head (Academic) oversees day-to-day organisation, ensuring delivery aligns with policy and statutory requirements.
- Heads of Department monitor planning, teaching quality, and pupil outcomes within their areas. Work reviews, lesson observations, and curriculum audits ensure consistency and high standards.

This policy is reviewed annually by the Senior Management Team (SMT).

Interim reviews will be undertaken if significant curriculum changes occur.