

# THE BRITISH SCHOOL OF BAHRAIN



## BSB Whole School Curriculum Policy including Personal, Social, Health & Economic Policy and Careers Policy

DOCUMENT CONTROL	
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## **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) (<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>) it aims to:
  - 1.1.1. Promote the moral, cultural, mental and physical development of our students.
  - 1.1.2. Provide students with an Arabic, Islamic Studies and Citizenship curriculum in line with Ministry of Education guidance and expectations.
  - 1.1.3. Prepare our students for the opportunities, responsibilities and experiences of later life.
  - 1.1.4. Provide opportunities for enrichment activities to support students' progress and attainment.
  - 1.1.5. Provide opportunities for students to learn about other religions
  - 1.1.6. Provide a PSHE Curriculum within the guidance of the Ministry of Education for the Kingdom of Bahrain.
  - 1.1.7. Provide opportunities for students to learn about The Kingdom of Bahrain, its environment, culture and traditions.
  - 1.1.8. Provide students with an introduction to the essential knowledge they need to be educated, global citizens.
  - 1.1.9. Promote an appreciation of human creativity and achievement
  - 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.
  - 1.1.11. Set high expectations for every student to achieve.
  - 1.1.12. This policy does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 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 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. Students are offered many opportunities in all subject areas to develop their knowledge and skills 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 highlighted at the beginning of each year 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	4	4	4	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

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

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

## 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 inform 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.
- 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.



## 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"><li>● In-house theme days</li><li>● Off-site trips</li><li>● Expert visitors in assemblies</li><li>● Parent involvement/support with in-house events</li></ul>
Juniors	<ul style="list-style-type: none"><li>● In-house theme days</li><li>● Off-site trips including other religions places of worship</li><li>● Year 6 Residential Trip to Dibba</li></ul>
Seniors	<ul style="list-style-type: none"><li>● Off site trips</li><li>● Residential trips overseas</li><li>● Duke of Edinburgh International Award</li><li>● Beyond BSB programme</li></ul>

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

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 the 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

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.

## **12.0 Personal, Social, Health and Economic (PSHE) Education Policy**

12.1. Introduction

12.1.1. PSHE Curriculum

12.1.1.1. Personal, Social, Health, Economic (PSHE) education is a subject through which our students develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps them to stay healthy and safe, while preparing them to make the most of life and work. This policy does not undermine the

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fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

12.1.1.2.

12.1.1.3. The British School of Bahrain's PSHE curriculum draws upon good practice and reflects the expectations of the National Curriculum's programme of study which include the core themes of:

- 12.1.1.3.1. Health & Wellbeing
- 12.1.1.3.2. Relationships
- 12.1.1.3.3. Living in the wider world

12.2. Health & Wellbeing

12.2.1. Students will be taught

- 12.2.1.1. What is meant by a healthy lifestyle
- 12.2.1.2. How to maintain physical, mental and emotional health and wellbeing
- 12.2.1.3. How to manage risks to physical and emotional health and wellbeing
- 12.2.1.4. Ways of keeping physically and emotionally safe
- 12.2.1.5. About managing change including growing up and personal hygiene, transition and loss
- 12.2.1.6. How to make informed choices about health and wellbeing and to recognise sources of help with this
- 12.2.1.7. How to respond in an emergency
- 12.2.1.8. To identify different influences on health and wellbeing

12.3. Relationships

12.3.1. Students will be taught:

- 12.3.1.1. How to develop and maintain a variety of healthy relationships e.g family and friendship groups, within a range of social/cultural contexts
- 12.3.1.2. How to recognise and manage emotions within a range of relationships
- 12.3.1.3. How to recognise inappropriate and negative relationships including all forms of bullying and abuse
- 12.3.1.4. How to respond to inappropriate and negative relationships and ask for help
- 12.3.1.5. How to respect equality and diversity in relationships.

12.4. Living in the Wider World- Economic Well Being and Being a Responsible Citizen

12.4.1. Students will be taught:

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- 12.4.1.1. About respect for self and others and the importance of responsible behaviours and actions
- 12.4.1.2. About rights and responsibilities as members of families, other groups and ultimately as citizens
- 12.4.1.3. About different groups and communities
- 12.4.1.4. To respect equality and to be a productive member of a diverse community
- 12.4.1.5. About the importance of respecting and protecting the environment
- 12.4.1.6. About where money comes from, keeping it safe and the importance of managing it effectively
- 12.4.1.7. How money plays an important part in people's lives
- 12.4.1.8. A basic understanding of enterprise.

12.4.2. The British School of Bahrain offers discrete and cross curricular lessons as PSHE encompasses many areas of study. We have tailored our curriculum programme to reflect the needs of our students within guidance and expectations of The Kingdom of Bahrain's Ministry of Education. The aim of the programme is to equip students with a sound understanding of risk, and with the knowledge and skills necessary to make safe and informed decisions.

### 12.5. Cultural Sensitivity

12.5.1. We are aware that we live in a Muslim country and that there is a need to be sensitive to the culture in which we live. All teaching materials and topics adhere to the guidelines of the Ministry of Education for The Kingdom of Bahrain.

### 12.6. Review

12.6.1. The policy will be reviewed at least every two years.

## **13.0 Careers Policy**

### 13.1. Aims and Purpose

- 13.1.1. Prepare students for transition to life beyond Year 11
- 13.1.2. Support students in making informed decisions
- 13.1.3. Develop characteristics which will support them in their careers
- 13.1.4. Inspire and motivate students to develop their aspirations.
- 13.1.5. This policy does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 13.1.6.

### 13.2. Guidance

13.2.1. This policy summarises the statutory guidance and recommendations. It outlines the provision of careers education, work experience and provider access. Statutory requirements and recommendations.

13.2.2. The careers provision at The British School of Bahrain is in line with the statutory guidance developed by the Department of Education, which refers to Section 42A of the Education Act 1997.

13.2.3. The recommendations include:

- 13.2.3.1. To develop better opportunities for students to see non-stereotypical roles
- 13.2.3.2. To strengthen the knowledge and understanding of staff about the wide range of progression routes available so that students can make informed choices.
- 13.2.3.3. To consider how to link the contents of lessons and skills to be developed more frequently to career opportunities.

13.2.4. All students have access to the following:

- 13.2.4.1. Extra-curricular clubs and trips to support students in developing their understanding of a range of different subjects
- 13.2.4.2. Talks on a range of careers that inspire and motivate the students
- 13.2.4.3. All Year 10 or Year 11 students can attend the careers advisor consultation service

13.2.5. Extra-curricular & Enrichment Opportunities to support career choices:

- 13.2.5.1. Engage in Careers Week
- 13.2.5.2. Residential trips
- 13.2.5.3. Duke of Edinburgh Award
- 13.2.5.4. Independent study project

### 13.3. Key Stage 3

13.4. The options programme for Year 9 is designed to support them in their GCSE choices.

13.5. The pastoral curriculum in Year 7 to Year 9 covers economic well-being, active citizenship and develops enterprise and entrepreneurship.

13.6. Pupils' views and plans are surveyed during Key Stage 3.

13.7. Teachers link their curriculum to further education or careers options as part of the Year 8 curricular programme.

### 13.8. Key Stage 4

13.8.1. Careers discussions with the school Career Advisor in Year 10 or Year 11.

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13.8.2. A number of students take part annually in the Duke of Edinburgh Award.

13.8.3. Extra-curricular clubs and trips to support students in developing their understanding of a range of subjects.

13.8.4. Years 10 and 11 include career advice in their PSHE programme of study.

## **14.0 Appendix**

### **14.1. Infant School Curriculum Planning Policy - 2022**

**Policy Reviewed By:** J.A. Gilbert, D Nanda, S Clarke

**Date of Review:** April 2022

**Date of Next Review:** September 2023

#### **Rationale**

The British School of Bahrain aims to educate all its students to achieve their potential. High standards – especially in English and Mathematics – are the backbone of success in learning and in life. The school’s vision is to obtain high standards through a rich, varied and exciting curriculum, which develops the children in a range of ways. It also aims to take into account the diverse backgrounds of its pupils as well as the culture, geography and history of the Kingdom of Bahrain.

#### **Aims**

The primary curriculum seeks to ensure that all students will:

- Enjoy a variety of learning styles and experiences
- Develop lively, enquiring, clear thinking, imaginative and creative minds as well as an ability to question and argue rationally
- Develop a range of interests and skills

When planning the implementation of the curriculum, teachers should ensure there is:

- Challenge
- Clarity
- Consistency (Collaboration)
- Creativity
- Cross-curricular opportunities
- These ‘5 Cs’ underpin Curriculum Planning expectations.

#### **Planning the Curriculum for the Infant School**

There are 4 levels of curriculum planning:

##### **1. Curriculum Policies**

These outline the aims and objectives for individual subjects, as well as the procedures, teaching strategies, organisation and resources to be utilised.

##### **2. Long Term Plans**

The purpose of the Long Term Plans is to ensure that all aspects of the curriculum are covered, by giving teachers a time frame for the completion of work. They provide a broad framework, mapping out the areas of study, in a subject or area of learning, over time.



The essential information here is the time period a unit of work is being studied and the section of the specification / National Curriculum being studied. This plan is usually set out for an academic year. Suggested time allocations for all subjects are set by the school to ensure curriculum balance.

### **3. Medium Term Plans**

In Infants these should be subject specific and include clear learning objectives, the nature of the students' tasks and activities, suggested teaching strategies, differentiation, resource requirements, opportunities for assessment and suggested time allocation.

### **4. Weekly Lesson Plans**

Weekly lesson plans and evaluation must be kept by all teachers. The Weekly Plan needs to be in much more detail than the Medium Term Plans. The school provides set formats for literacy, maths, topic, science and the foundation subjects for all class teachers. All lesson plans must show as a minimum:

- The date of the lesson
- Clear learning objectives
- National curriculum links
- Teaching activities / strategies / learning styles
- Differentiation
- Challenges for the most able children
- Key questions, particularly higher order questions
- 21st century skills
- Resources. This forethought will ensure that required equipment is available for the planned lesson.
- Notes / comments about pupils. Although this may not be necessary for all lessons, it is important for teachers to show that the individual is central to the learning process.
- Evaluation notes and annotations should be seen on planning to inform next steps.

### **Planning formats**

All planning formats (long, medium and short) are saved on the Infant School Drive for ease of access and collaboration.

Curriculum details and any new initiatives are outlined to all teachers during INSET. The planning folder is a 'working document' and teachers are encouraged to annotate their planning to show changes/improvements that may be incorporated into the next academic year.

### **Team Planning**

Teachers plan together in a small team. Teachers, within the same year group, form two or three separate teams, usually of 2 or 3, to be responsible for the planning of one particular core subject. Weekly plans are presented to the other team members during the weekly year group meeting.

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Plans are usually handed in at least one week ahead and are reviewed by the curriculum team and/or by heads of year/deputy heads before they are shared with the rest of the team.

Lesson plans are shared with teaching assistants daily so that they understand the teaching and learning objectives they are involved with.

All planning and relevant resources are saved on the Infant School Drive on a weekly basis.

Planning deadlines are non-negotiable and must be adhered to.

#### **14.2. BSB Junior School Curriculum & Planning Policy**

## **The British School of Bahrain Junior School Curriculum & Planning Policy**

### **Vision**

*Excellence, Responsibility, Individuality*

### **Mission Statement**

**At the British School of Bahrain**

#### **We Achieve Excellence**

- Through our enjoyment of learning;
- Through our perseverance and determination;
- Through open, honest communication.

#### **We embrace responsibility:**

- For our own learning;
- For our words and actions;
- For our local and international community.

#### **We celebrate individuality:**

By ensuring a variety  
of approaches to teaching and learning;  
By showing respect for  
other people's opinions, beliefs and traditions;  
By exploring different  
approaches to solving problems;  
By promoting team  
spirit and diversity.

## **Introduction**

At The British School of Bahrain we believe that planning is an integral part of the teaching and learning process. Planning is aided by previous and on-going assessments of the children. Assessments allow teachers to plan work for classes, groups and individual children enabling their next steps of learning to be catered for.

As a British international school, we primarily use the British National curriculum as a basis for planning, but we encourage the importance of incorporating an international 'flavour' to pupil's learning. Lessons are frequently adapted to show respect and an understanding of the country in which we live and the different cultures/backgrounds of the pupils who attend the school.

## **Curriculum Planning for Key Stage 2**

Teachers follow an agreed long term plan which incorporates learning from all subject areas into one topic or theme. The themes cover all of the National Curriculum requirements for art and design, design and technology, geography and history. Each topic also includes PSHE elements that develop children's understanding of the world around them and their place in it. Wherever appropriate, links across other subjects are made to enable teaching to be based on a cohesive approach where links in learning can be established. Discrete lessons are planned and taught to ensure that the statutory requirements are met. Teaching for Mathematics and English is based upon the objectives laid out in the UK National Curriculum Programmes of Study.

## **Medium Term Planning**

Based on agreed long term plans, teachers identify learning objectives informed by previous attainment and suggest activities that will enable these to be achieved across the ability range. Planning is recorded on Medium Term Planning Sheets.

## **Short Term Planning**

Weekly and daily planning is completed as necessary by the individual teacher, Year Group or department, and must take into account the previous learning and achievements of the children, the range of needs and abilities within the class and the different learning styles of the children. The following must be carefully planned:

- The aim of the lesson – **the Learning Objective** – which should be specific, achievable, relate to previous teaching and learning, and should provide for the acquisition of knowledge, skills and understanding as appropriate.
- The **groupings** of children – as ability groups, friendship groups, mixed ability, but selected by the teacher, pairs or whole class – as appropriate.
- The **resources** required – perhaps to create interest, to stimulate (via a display), to aid teacher explanation, to support learning, or to provide extension activities. There is no need to list the resources generally found within a well-resourced primary classroom.
- The **activity/ies** – which should aim to address the learning objective, take account of pupils' prior learning and outline the role of the teacher in the context. Activities should also stretch/challenge children working at a higher ability.
- The **adult focus** – the focus of all adult support, teacher and support assistant, must be included in short term planning.

When planning each lesson teachers should bear in mind the following:

- That learning objectives and success criteria should be shared with the children at the beginning of each lesson and at other important points during the lesson especially during plenary.
- Records of a child's previous learning should inform the planning for new learning.
- The range of needs and abilities within the class should be recognised.
- Consideration should be given to a range of recognised teaching techniques and approaches which reflect pupils' different learning styles (direct teaching, modelling etc).
- Use of technology where appropriate

### **English and Maths Planning**

Teachers use and follow the English and Maths National Curriculum Programmes of Study to produce medium and short term plans which are saved on the school network and available for all staff to access. English and Maths short term planning is produced on a week by week cycle, using assessment for learning to inform new plans. In addition to the above, these plans also include Success Criteria statements which are shared with the pupils.