

King David School - Curriculum Intent, Implementation and Impact Statement

“Where Stars Shine”

Our school motto expresses how King David School is a place where children, staff, parents and governors work together to ensure every individual is able to fulfil and show their potential and shine like the stars they are.



The KD STAR project aims to help pupils understand what it means to be a KD STAR and how they can achieve it. The 6 letters of KD STAR reflect the 6 points of the Star of David, each representing a concept or ‘Middah’ (attribute and behaviour) that is directly linked with our Jewish ethos also reflecting wellbeing concepts that promote good mental health. The letters in KD STAR are used as an acronym. They are made up of Hebrew words, which will not be difficult to remember once they are being used regularly.

K is for ‘Kedusha’, meaning ‘Holiness’

D is for ‘Derech Eretz’, meaning ‘Respect’

S is for ‘Simcha’, meaning ‘Joy’

T is for ‘Torah’, meaning ‘Self-development’

A is for ‘Achdut’ meaning ‘Unity’

R is for ‘Ruach’, meaning ‘Spirit’

Mission and Vision Statements

Our Mission and Vision Statements were written collaboratively between the children, staff, parents and governors, and express the values and ethos at the heart of the King David School community and our ambitions for the future.

Themes of the Week

The ethos of the Jewish faith permeates all aspects of life within our modern, multicultural school community. The Themes of the Week are taken from the weekly sedra - the portion of the Torah read in synagogue each Shabbat - and guide the children in their moral, social and personal choices.

Golden Threads

Staff and governors looked at the Mission and Vision statements and identified values. These six values provide “golden threads”, which run through the curriculum. One value is the focus for each half-term.

Half-term	Quotes from the Mission and Vision statements	Values	Values in children’s language
Early Autumn	Right and wrong, fair and unfair morals	Morals	I know what is right and wrong, fair and unfair.
Late Autumn	High expectations Broad curriculum Motivation	Love of learning	I enjoy doing my best and learning new things.

Early Spring	Inclusive Positive relationships Compassion Emotional awareness	Emotional and personal development	I understand I have feelings and can make my own decisions.
Late Spring	Multicultural Live harmoniously	Valuing our diverse community	I value all the people around me.
Early Summer	Responsible to community Prosper in their multicultural community	Communal responsibility	I play an active role in the communities of which I am part.
Late Summer	Co-operation Collaboration Adaptability Social awareness	Social awareness	We work together to be successful.

Overall Curriculum Intent

The child is at the centre of what we do at King David School. Our curriculum is built on strong pedagogical principles, with every child encouraged to meet and achieve their potential. By taking a highly structured and responsive approach to each child's learning, we ensure that all are able to progress, achieve and participate. It means strengthening the link between learning and teaching by engaging pupils – and their parents – as partners in learning.

The Jewish ethos of the school informs the curriculum we deliver and we continually look for opportunities to promote that ethos, link it with activities throughout the curriculum, and to recognise the special place Israel is for the Jewish people. The curriculum is broad and balanced, combining academic success with the arts, music, physical activity and personal development, with opportunities for pupils to celebrate, share, and learn together with strong values of mutual respect and value. The curriculum is inclusive with achievement, enjoyment and enrichment at its core.

Curriculum Implementation

From September 2023, the school has become part of the Unity School Partnership and has adopted its curriculum (the 'CUSP') for Writing, Reading at Key Stage 2, Science, Geography, History, Art, Design Technology and Music. This is a major investment in staff training and development and resourcing. The first year of implementation will involve adopting the CUSP, ensuring standards are maintained and enhanced, and making essential adjustments to match the ethos of the school. In the second year, greater opportunities to align the curriculum with the school's ethos will be explored, by adapting the CUSP to reflect particularly our school, its community and its ethos.

At the same time, the NCCE Teach Computing curriculum has been adopted, with the same requirements on staff development and resourcing.

Individual subject Curriculum Statements describe how each subject is structured and delivered within the curriculum, integrating the values stated above.

Curriculum Impact

The desired outcomes of the curriculum will ensure that pupils are well rounded students, with strong moral values at their core. They will be equipped with the foundations and skills to achieve success in later education. Pupils will have an understanding of what they are good at and will have a developing skill set to face their challenges.

The impact of the curriculum is monitored through triangulation of outcomes: pupil voice, test/data outcomes, annotated planning, monitoring of books and displays, lesson learning walks, discussions with teaching staff, pupils and parents. This is becoming well-established in the core subjects and we are in the process of extending this approach into the foundation subjects of the National Curriculum, through the newly adopted curricula.