



# King David Primary School

## Curriculum Statement

### **Introduction**

The school's primary aim is to provide a secular and religious education, which enables the children to become integrated into our local society. The school strives to provide an environment in which all children are enabled to reach their full potential within the framework of the National Curriculum, developing emotionally in a happy and caring Jewish atmosphere. The ethos of King David School reflects the values and practices of Orthodox Judaism, set in the context of a multicultural community in the heart of Britain's second city. There is synergy between these values and the commonly shared British and European values. In keeping with this ethos, every child is valued as a member of the school community and each has their part to play in the rich diversity, which is cherished and celebrated at King David School. Our strong links with the local Jewish community is a major strength; giving the school a 'close-knit' family centred feeling.

King David School promotes high standards of teaching and learning through:

- A curriculum founded in Orthodox Jewish values, as expressed in the school's Mission and Vision Statements, and woven through the curriculum in the Golden Threads.
- High expectations, challenge and a focus on improvement.
- Offering a broad and balanced curriculum, developing basic skills as a gateway to lifelong learning, including experiential opportunities inside and outside school
- Recognising attainment, progress and effort equally.
- Meeting a range of needs through targeted differentiation, including Special Educational Needs and Academically More Able provision.
- A drive for Excellence & Enjoyment, providing a stimulating and exciting environment, which engenders a love of learning in the pupils.
- Developing independence skills and the confidence of children in their abilities.
- Encouraging active parental involvement in their child's education.

At King David School, we offer a relevant, differentiated, broad and balanced curriculum to all our children. There will be equal access for all children, regardless of their ability, gender, language, socio-economic background, religion, race or physical ability.

### **Timetabling**

In the Foundation Stage, learning activities are structured to cover the goals of the Early Years Foundation Stage curriculum. The children are taught through play to acquire the skills necessary to become more independent learners. Learning is structured through a thematic approach in line with the rest of the school.

In the Middle and Upper Phases, the school delivers curriculum objectives through a combination of discrete subject teaching, and broader topic themes, which cover a number of subjects. There is a daily input of Mathematics and English with discrete weekly lessons in Physical Education, Religious Education, Ivrit (modern Hebrew) and PSCHE (Personal, Social, Citizenship and Health Education). Computing, Art, Design and Technology, Science, Music, History and Geography may be taught in weekly lessons, combined into a thematic lesson, or

blocked into modules. Music teaching is enhanced through visiting peripatetic teachers for violin, viola and the recorder.

In particular the teaching of the key skills of speaking and listening, mathematics, writing, reading and Computing will be integrated across all subjects.

### **Jewish Studies, PSCHE and Ivrit**

The school follows its own curricula for Jewish Studies and Ivrit.

Religious Education is taught in two groups: *Limudei Kodesh (Practising Judaism)* and *Religion from a Jewish Perspective*. Jewish children are expected to follow the *Limudei Kodesh* course and non-Jewish children are expected to follow the parallel *Religion from a Jewish Perspective* course.

All pupils in the Foundation Stage follow a general course of Jewish Studies.

Any parents wishing to withdraw their child from Religious Studies are asked to inform the Headteacher in writing.

Personal, Social, Citizenship and Health Education is taught within the framework of Jewish Studies. The Parallel groups receive weekly PSCHE lessons with their class teacher, while the Limudei Kodesh groups cover the learning objectives through the Parasha curriculum, within their Jewish Studies lessons. The Parasha curriculum is drawn from the weekly readings from the Torah. Values are also taught through assemblies, and the Parasha curriculum is used as a basis for this, informing the *Theme of the Week*. There are also six Golden Threads – one for each half-term – which have been drawn from the school’s Mission and Vision Statements and promote the school’s values. This provides an additional dimension to the learning taking place that half-term.

All pupils are taught Ivrit as our Modern Foreign Language from Year 1 upwards. In the Spring and Summer Terms of Year 6, pupils are given the opportunity to undertake a taster course in French, as an alternative to Ivrit.

Children with Special Educational Needs receive additional support outside the classroom, supported by specifically-trained staff, as well as differentiated provision within the school’s mainstream provision. More able children are stretched through the Academically More Able programme.

### **Planning**

Planning for meeting curriculum objectives takes the following format:

- Thematic planning, which ensures the coverage of National Curriculum Programmes of Study, or the Early Years Foundation Stage Curriculum, while developing Key Skills and promoting effective cross-curricular links
- A Teaching and Learning Policy

The arrangements for homework are covered in the school’s Homework Policy.