

## Curriculum Policy

The curriculum is the formal means by which the Riverside School translates its aims and values into practice. It comprises all the planned activities and experiences which the school provides to help students to learn and facilitate the student's successful integration into Riverside School and into their future schooling.

### Curricular Aims

In keeping with its Aims and Objectives of Riverside School the Senior Management and staff of Riverside School aim to:

- provide high quality education in the English language;
- provide appropriate learning opportunities to include all students - regardless of gender, aptitude or cultural, ethnic or religious background;
- prepare students for higher education, the world of work and to become active citizens;
- provide a broad and balanced curriculum to nurture and strengthen each student's intellectual, spiritual, social and physical growth and development and lead to achievement for all students;
- provide students with internal and external accreditation, through internal assessment and external examinations.
- promote partnership between student, parent, teacher and community;
- ensure continuity and progression within the school and between phases of education;
- foster teaching styles which will offer and encourage a variety of relevant learning opportunities;

In particular, the Senior Leadership and staff believe that the curriculum should aim:

- To help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- To help students acquire understanding, knowledge and key skills relevant to school, adult life and employment in a fast-changing world.
- To help students to use language and number effectively.
- To help students develop personal moral values, respect for religious values and tolerance of other races, religions and ways of life.
- To help pupils/students understand the world in which they live and the inter-dependence of individuals, groups and nations.
- To help pupils/students to appreciate human achievements and aspirations.

### Whole School Curriculum

#### Curriculum Structure

Riverside provides full-time supervised education in the English language for students aged 3-18. There is continuity in the curriculum which serves students in four separate centres of excellence (Early Years, Primary School, Junior High School and High School)

The curriculum is planned in a coherent manner ensuring it meets legal requirements, including those of the National Curriculum of England, (International) General Certificates of Secondary Education ((I)GCSE's) and the International Baccalaureate (IB) Diploma Programme, and embraces cross-curricular themes (including careers education and guidance, citizenship, economic and industrial understanding, environmental, health, sex and relationship education) and cross-curricular skills, in particular those of literacy, numeracy and computing.

Reflecting the school's aims and ethos, the development of students' personal, social and health education and their spiritual and cultural development are addressed specifically through the Collective Worship and RE programmes, the PSHE curriculum and school assemblies, as well as permeating the whole curriculum, both formal and informal.

### **Curriculum Guidelines:**

- Curriculum design and delivery are consistent with the school's philosophy, objectives, and policies.
- Curriculum development takes into consideration school-wide initiatives such as Global Citizenship and Digital Citizenship and the use of AI so as to integrate the school's ethos into all subjects are aspects of the curriculum.
- Curriculum design takes the needs of all students into consideration.
- Written curriculum materials indicate the scope and sequence for each course/grade as well as expected learning outcomes in terms of what students should know, understand and be able to do.
- Written curriculum materials include references to the methodologies that are used, information about teaching materials and resources and links within and across disciplines.
- Written curriculum materials indicate assessments to be used to measure student progress.

### **Schemes of Work**

A scheme of work for each subject is essential in helping to plan teaching and learning within and across subjects, as well as documenting the curricular activities planned for groups of students and coverage of the National Curriculum programmes of study and the IGCSE and IB Diploma Programme syllabuses. Schemes of work also provide a basis for monitoring and evaluating the curriculum.

Schemes of work are produced for each subject and for each year group and are reviewed and updated as necessary, each year. The standard school format for schemes of work will be used and uploaded on to Atlas (curriculum mapping software).

### **Teaching and Learning and Differentiation**

At Riverside School, we believe that learning should be a rewarding and an enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to make informed choices. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Students need to work at a level and pace appropriate to their potential. Students are taught in classes grouped by broad ability and prior attainment or in classes of mixed ability. Whatever the form of grouping, the teaching process at Riverside is adjusted according to the learning needs of the students so that all students have the opportunity to reach the levels of attainment of which they are capable. *Further information about this can be found in the school Teaching and Learning Policy.*

### **Special Educational Needs**

All students at Riverside School are special and all have special educational needs. Additional provision and/or modifications to the teaching and learning process are implemented where a student has been identified as having learning difficulties and/or disabilities, or as being exceptionally gifted or talented. We aim to enable each student to progress and be appropriately challenged.

*Further information about this can be found in the school Special Educational Needs Policy.*

### **Homework**

Regular and appropriate homework set according to the published schedule is an integral part of students' curricular entitlement. Homework enables students to consolidate and extend work covered in lessons, to carry out private study and research and to develop good study habits.

*Further information about this can be found in the school Homework Policy.*

### **Transition**

Teaching programmes are carefully planned to take into account students' previous work and achievements at each Key Stage. This work will be supported by the use of agreed transfer and tracking documentation, including National Curriculum Level information (where appropriate) and other formal and informal contacts between teaching staff at Riverside and at schools where children are transferring from.

## Skills For Life

The academic curriculum is complemented by the school's robust Skills for Life after school programme. The aims of the skills for life programme are:

- to provide our students with specialist instruction
- to promote a higher level of challenge for each student
- to provide opportunities for students to participate in activities they may not otherwise choose, or be aware they have a skill in
- to provide opportunities for students to display skills through competition and performance
- to provide opportunities for children to be rewarded through the outcomes and achievement in their specialist activity
- to introduce skills that students will use and develop throughout their lifetime
- to provide opportunities for children to join sporting clubs and participate in local and international competitions
- to raise self esteem

## Early Years School (Nursery and Reception)

### Curriculum Overview

Riverside Early Years School follows the Early Years Foundation Stage (EYFS) statutory framework for England as stated by the UK Department for Education. The principles which underpin all provision are grouped into four guiding themes which form the context for the seven areas of learning. These are carefully planned for by teachers and form our EYFS curriculum using learning intentions and guidance from Development Matters (2021). While following the principles of the EYFS, our curriculum is developed to meet the needs of our international student body and is focused on half-term topics which engage and enrich the lives of the students.

- The curriculum is a top-level plan of everything the early years setting wants the children to learn.
- Planning to help every child to develop their language is vital.
- The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.
- Young children's learning is often driven by their interests. Plans need to be flexible.
- Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.
- Depth in early learning is much more important than covering lots of things in a superficial way.

(Taken from Development Matters, 2021)

### Areas of Learning

As set out in the Statutory Framework, there are seven areas of learning and development that set out what providers must teach the children in their settings. All areas of learning and development are important and inter-connected.

#### Prime Areas

Three prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas.

- **Communication and Language**
  - The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development.
  - Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to

elaborate, children become comfortable using a rich range of vocabulary and language structures.

- **Physical Development**

- Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy.
- Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

- **Personal, Social and Emotional Development**

- Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.
- Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably.

### **Specific Areas**

Early Years staff also support children in four specific areas, which help strengthen and develop the three prime areas, and ignite children's curiosity and enthusiasm.

- **Literacy**

- It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.
- Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

- **Mathematics**

- Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.
- By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.
- In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

- **Understanding the World**

- Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.
- In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

- **Expressive Arts and Design**

- The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.
- The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.
- The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

## **Primary School (Years 1-6)**

### **Curriculum Overview**

The Primary School Curriculum is based on the British National Curriculum. It is adapted to provide a broad, balanced and relevant international curriculum for every child; to enrich their life, and to prepare them for the experiences, opportunities and responsibilities of the future. While following the principles of the British National Curriculum, our curriculum has been modified to meet the needs of our international student body, deepen an inquiry based mindset and support cross curricular learning.

The following curriculum areas are taught across the primary age range:

**English, Mathematics, Inquiry (Science, Geography, History), Computing, Design & Technology, Art, Music, Drama, Physical Education/Outdoor Adventure, Religious Education, PSHE (Personal, Social, Health and Economic Education), Foreign Language (Czech, French and Spanish)**

At the centre of our Primary curriculum is an emphasis on English, Mathematics and Inquiry skills as we seek to ensure that the foundations of literacy, numeracy, scientific investigation and computer literacy are instilled in our students. All students should be equipped with a range of skills that will be necessary in their future lives. Curriculum planning takes into account how to best provide these opportunities for children’s skill development. Planning includes support for the less-able child and extension work for the more-able child. In addition, Individual Education Plans are written for children with specific difficulties. Extension programmes are also in place to support those students and others who require additional challenges.

## Curriculum Time

The table below outlines the approximate number of hours per week allocated to each subject.

Subject	No of hours per week
English	5-6
Mathematics	5
Inquiry: Science, Geography and History	2-3
Computing	1
Religious Education and PSHE (including assemblies)	2
Physical Education	2
Music	1
Art	1
Performing Arts	1
Design & Technology- taught in week long units twice a year	
Foreign Languages: French/Spanish	1
Foreign Languages: Czech	0.5

### Key Stage 1

Students are most frequently taught in mixed ability groups although they are set weekly through fluid groupings for mathematics and grouped according to need for phonics lessons. Practical activities are explored wherever appropriate. Teachers are encouraged to be multi-sensory in their approach to assist different learning styles. Subjects can be taught individually or by using an integrated approach through topic based work. Specialist staff teach Computing, P.E, Art, Music, Czech and Performing Arts.

### Key Stage 2

Teaching staff are able to demonstrate appropriate subject knowledge and an approach to teaching which motivates, encourages, and promotes learning. They are encouraged to be multi-sensory in their approach to assist different learning styles. Subjects can be taught individually or by using an integrated approach through topic-based work. Students are set for foreign languages, guided reading groups, and spelling lessons. Key Stage 2 teachers also use fluid groupings for mathematics, ensuring that students are working on the specific skills they need for each topic. Specialist staff teach Computing, Foreign Languages, PE, Music, Art and Performing Arts.

Students who do not participate in the EAL programme from Years 3-6 are given the opportunity to study foreign languages. Each student chooses which language to pursue when they begin Year 3 or enter the programme and continues with the same language through their time in Primary School.

The KS2 foreign language choices are:

- Spanish
- French

In addition all students also take either:

- Czech
- Czech for Czech students

*For further information on the Primary School Curriculum please refer to the Primary School Subject booklets.*

## Junior High School (Years 7-9)

### Curriculum Overview

The Junior High Curriculum structure is based on the British National Curriculum model. The curriculum and resources are chosen to meet the needs of an international student body. The Junior High curriculum provides the foundation for secondary education and builds on the learning and skills acquired in Primary school and provides a broad curriculum to give students a wide range of knowledge, skills and opportunities for the future. It is important for students to begin thinking about their educational goals at this stage and planning what they might like to study in the future.

The following curriculum areas are taught across the Junior High School age range and contribute to student learning broadly in the following ways:

**English, Mathematics, Science, History, Geography, Religious Education, Physical Education/Outdoor Adventure, Design and Technology, Computing, IDE (Innovation Design and Engineering), Music, Art, Drama, Language (Czech, Spanish, French, German, Latin) and PSHE (Personal, Social, Health, Economic Education)**

### Curriculum Time

The Junior High timetable is based on a model of 8 lessons each day with each lesson lasting 40 minutes. This gives a total of 40 lessons each week. The subject allocation is made up in the following way and will include single and double periods so it is unlikely that a child will have eight different subjects in one day.

Subject	No of lessons
English	4/5
Mathematics	5
Science	4/5
Geography	2
History	2
Computing	1
Religious Education	2
Physical Education	2
Outdoor Adventure	2
Music	2
Art	2
Drama	2
Design & Technology	2
Foreign Language 1	3
Foreign Language 2 or Innovation, Design & Engineering	3
Assembly	1
PSHE Note: In the 2025-26 school year, the Junior High is trialling adding a discrete period of PSHE to the Year 7 timetable to strengthen the PSHE programme.	

**Personal, Social & Health Education** is integrated in curriculum themes, assemblies, tutor time, classroom activities including coaching sessions, enrichment and extracurricular openings. Form Teachers work closely with their Tutor Class to provide a relevant and comprehensive PSHE programme for the students.

### Modern Foreign and Classical Languages (MFL):

The Junior High foreign language choices are:

- Spanish

- French
- Latin
- German
- Czech
- Czech for Czech students
- English as a Second Language

Students will generally choose two from these language options. If students decide to choose only one language, they can join the Innovation, Design and Engineering course to deepen their design focused and technical learning.

*For further information on the Junior High School Curriculum please refer to the Junior High School Curriculum Booklet.*

## **High School (Years 10-13)**

### **Curriculum Overview**

The High School Curriculum is based on (I)GCSE curricula and the IB Diploma Programme curricular models, adapted to an international student body and designed to prepare students for both high school experiences in the countries to which they may relocate and for higher education, at universities or colleges around the world. High School Diploma credits are given for all courses studied to enable students to continue their studies in North America and external examinations are offered to enable students to continue their education in the United Kingdom and other areas of the world. Students sit IGCSE and IB examinations at the end of Year 11 and Year 13 respectively.

The following curriculum areas are offered for the IGCSE students in Years 10-11:

#### **Core Subjects:**

**English, Mathematics, Coordinated Science, Humanities (History, Geography, Religious Education, Business Studies, Economics, Psychology), Modern Foreign Language (French, Spanish, German, Czech\*, First Language Czech\*), Physical Education and PSHE\* (Personal, Social, Health, Economic Education),**

#### **Elective Subjects:**

**Design and Technology, Computer Science, Music, Art, Drama, Audio Visual Production\*, Physical Education**

*\*non-IGCSE subjects*

### **Curriculum Time (IGCSE)**

The timetable is based on a model of 8 lessons each day with each lesson lasting 40 minutes. This gives a total of 40 lessons each week. Teaching time for each subject reflects the need to maintain a broad and balanced curriculum. A generous time allocation is made in particular for English, Maths and Coordinated Science (6 periods per week). This reflects the importance of these subjects for all students at IGCSE level as well as the development of basic skills essential for the IB. Elective subjects receive 3-4 x 40 minute periods per week. IGCSE subject options are reviewed annually.

The following curriculum areas are offered for the IB students:

Years 12 and 13 - IB Diploma		
Group		Subjects
1	Language 1	English Literature A1, English Language and Literature A1, Czech Literature A1, School Supported Self-Taught Languages
2	Language 2	Spanish ab initio, German ab initio, French ab initio, French B, Spanish B, German B, English B
3	Individuals and Societies	History, Geography, Economics, Business and Management, Psychology, Environmental Systems and Societies, World Religions
4	Experimental Sciences	Computer Science, Environmental Systems and Societies, Physics, Chemistry, Biology, Sports, Exercise and Health Science
5	Mathematics	Mathematics: analysis and approaches Mathematics: applications and interpretation
6	Arts	Visual Arts, Music, Theatre
Core		Theory of Knowledge (TOK)
		Creativity, Activity, Service (CAS)
		Extended Essay (EE)

### Curriculum Time (International Baccalaureate)

The taught school week comprises forty 40 minute periods. Higher Level subjects are given 6 x 40 minute lessons per week. Standard Level subjects are allocated 4 x 40 minute lessons per week. TOK (and, where possible, CAS) has time built into the timetable while specific EE time is given throughout the year. IB Diploma subject options are reviewed annually.

*For further information on the High School Curriculum please refer to the High School Curriculum Booklet.*

### Higher Education and Careers Guidance

The High School Guidance Team is dedicated to give students guidance on careers higher education irrespective of their destination, including counsel on;

- choosing appropriate IGCSE and IB course,
- getting to 'know themselves' and how their strength, weakness and interests relate to the world of work,
- different careers and opportunities,
- available training, education and occupations beyond high school,
- how to complete application forms for universities,
- completing the UCAS forms,
- how to apply for scholarships, and
- preparation for and entering PSAT and SAT examinations.

The Guidance Team arranges visits from Universities and organisations providing Gap Year programmes. The students are also given the opportunity to attend Career and University Fairs. Where possible, work experience opportunities are arranged through the school.

Form Tutors work closely with the Guidance Team to provide a comprehensive PSHE programme for the students – which includes careers guidance.

### Curriculum Development

Riverside School recognizes curriculum development as a continuous process that must be regularly reviewed in terms of objectives, processes and facilities.

The Senior Leadership Team, Department Heads, Curriculum Coordinators, Subject Coordinators and teachers all play an important role in (1) curriculum development, (2) appraisal of the instructional programme, and (3) selection of instructional materials. The Senior Leadership Team will provide the teaching staff with direction in the overall procedure of improving the programme of students, courses of study, methods, devices and techniques of teaching.

Teachers are asked to appraise the effectiveness of their curriculum in terms of how it is meeting the needs of the students at Riverside. The appraisal should:

- Be continuous and consistent with the curricular aims of Riverside School.
- Review of curriculum plans and procedures.
- Evaluate materials and instruments.
- Involve all teachers of the specific curricular area and the Senior Leadership Team.
- Review and evaluate instructional materials.
- Consider new books and instructional materials and supplies.
- Make recommendations relative to instructional materials and supplies.
- Take into account the needs of learners with diverse abilities.

The [Early Years and Primary School: Curriculum Guidelines and Policy for Planning](#).

The [Curriculum Guidelines and Policy for Planning - Junior and Senior High - Trial combination](#).

The following files should be referred to when reviewing and developing curriculum:

- Curriculum Policy
- Primary and Early Years or Junior and Senior High Curriculum Guidelines and Planning Policies
- Equal Opportunities Policy
- SEN Policy - Differentiation, Gifted and Talented
- Transition Policy
- Assessment, Marking and Recording Policy
- Riverside School Mission Statement, Purpose Statement and Core Values
- Teaching and Learning Policy

### **Management, Monitoring and Evaluation**

Overall responsibility for the curriculum at Riverside School rests with the governing body in consultation with the Director and Senior Management of the school. The Co-Directors, in consultation with the Principals of each school, are responsible for day-to-day decisions about the management of the curriculum of the school.

This policy is to be read in conjunction with these further policies:

- Assessment, Recording and Reporting
- Homework
- Equal Opportunities
- Higher Education and Career Guidance
- Personal, Social and Health Education
- Special Education Needs
- Transition
- Teaching and Learning
- Curriculum Booklets for each division of the school
- EAL Policy

### **Review Process:**

Date of Review: October 2025

Date of Next Review: August 2027