



SPGS
INTERNATIONAL

SPGS International School Chengdu Junior School Curriculum Policy



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Junior School Curriculum Policy

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Curriculum Policy Junior School

1. Introduction

- 1.1. This policy applies to all pupils, including those in Early Years Foundation Stage (EYFS).
- 1.2. In our Junior School we deliver the English National Curriculum enhanced with SPGS International's own unique programme of learning which focuses on individualised and thematic learning, includes Chinese language and culture and integrates the ethos and values of our sister school, St Paul's Girls' School (SPGS) UK.
- 1.3. Our sister school in the UK has a global reputation for academic results and we build on this foundation allowing children to maximise their learning. Each lesson is carefully designed to allow our students to explore ideas, think creatively and analyse and record their discoveries. Classes are based around central themes to encourage cross-curricular learning which enables students to understand how the subjects they learn fit into a real-world context.
- 1.4. The Junior School recognises that every child has their own unique set of skills, and we foster these allowing each student to fulfil their potential in all areas. Teaching staff carefully individualise lessons so that each child learns at a pace and level that is suitable for them.
- 1.5. Whilst we have very structured and defined learning outcomes for each year, we do not restrict students' studies and encourage them to explore far beyond these. Learning is enquiry and project based and children are encouraged to voice their own ideas and to explore areas of particular interest in greater depth both in and out of lessons
- 1.6. SPGSI seeks to provide a broad and balanced education. The school aims to provide an environment in which all pupils flourish and become confident, enthusiastic and independent learners. The school offers a wide range of educational experiences within a secure and welcoming environment.
- 1.7. Our strong belief that learning shouldn't be limited to the classroom is also evident throughout the Junior School. Our curriculum features extended outdoor learning and a wide range of sporting and co-curricular activities.

2. Curriculum Aims

- 2.1. Pupils are provided with a full-time supervised education. Our curriculum is characterised by breadth, balance and relevance and provides pupils with opportunities to:

- access subject matter which is appropriate for the age and aptitude of all pupils who have English as an additional language
- develop literacy, speaking and listening, and numeracy skills
- acquire a healthy, safe lifestyle through a personal, social, health and which reflects the school's aims and ethos
- access an appropriate Early Years curriculum which provides for the seven areas of learning (Communication and Language, Physical Development, Personal Social and Emotional Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design)
- receive a full and rounded entitlement to learn and make good progress
- access learning through the highest quality teaching
- become self-motivated learners and confident communicators
- reach their potential and achieve their personal best in every area of the curriculum and embrace a love of learning that goes beyond what is taught
- foster creativity and develop essential skills, including learning skills
- possess an informed perspective about the role of the individual within the community
- prepare for the future in an increasingly technology dependent world and for the opportunities, responsibilities and experiences of secondary school and adult life
- all pupils have the opportunity to take part in a range of recreational activities both as part of the curriculum and within extra-curricular provision

3. Protected Characteristics:

3.1. There are 9 protected characteristics, and The Study Prep encourages respect for other people in accordance with the Equality Act 2010.

3.2. The 9 Protected Characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

3.3 At our school, rather than teaching all the protected characteristics in every year group, we ensure that our pupils are given opportunities to develop age-appropriate knowledge and understanding through a well-planned and delivered curriculum that promotes confidence, self-esteem and mental wellbeing. This takes place especially in relationships education / PSHE lessons and is further supported by displays (such as our interactive PSHE display) and events.

4. Curriculum Stages

4.1. The Junior school curriculum comprises the following stages of the British National Curriculum (with one important change - *We have included Year 1 as part of our EYFS curriculum to better meet the needs of our students*).

- Early Years Foundation Stage (Nursery, Reception, *Year 1*)
- Key stage 1 (Year 2)
- Key stage 2 (Year 3- Year 6)

5. Curriculum Delivery

5.1. Curriculum content is structured to provide continuity and progression at all stages. We follow the National Curriculum to inform our planning and teachers use their professional judgement to plan their own schemes of work.

5.2. Our curriculum ensures that pupils experience and benefit from a range of areas of learning and experience. Throughout this broad curriculum, values such as mutual respect, equity and inclusion are embraced. The timetable ensures there is a balance between all curriculum areas. The curriculum is appropriate to the age and ability of the children and prepares them for the requirements of the next stage of their curriculum and ultimately their future aspirations.

5.3. Teachers have high expectations of their pupils and use a wide range of teaching methods. Teaching resources are of a high quality and ensure pupils are exposed to a range of stimulating material. Teachers adapt the content of lessons and the delivery of lessons to ensure that pupils of all abilities, including those who need additional support or challenge are catered for.

5.4. Our classes are staffed so that pupils' needs can be met successfully and all pupils have the opportunity to make the best possible progress (see table below).

Nursery	HOMEROOM TEACHER (EX- PAT)	CO-TEACHER (CHINESE)	TEACHING ASSISTANT (Chinese)	Class Ayi (Chinese)
Reception	HOMEROOM TEACHER (EX- PAT)	CO-TEACHER (CHINESE)	TEACHING ASSISTANT (Chinese)	Class Ayi (Chinese)
YEAR 1	HOMEROOM TEACHER (EX- PAT)	CO-TEACHER (CHINESE)	TEACHING ASSISTANT (Chinese)	Class Ayi* (Chinese) <i>*One Ayi shared across 2 classes</i>
Year 2	HOMEROOM TEACHER (EX- PAT)	CO-TEACHER (CHINESE)	TEACHING ASSISTANT (Chinese)	
Year 3	HOMEROOM TEACHER (EX- PAT)	CO-TEACHER (CHINESE)	TEACHING ASSISTANT (Chinese)	
Year 4	HOMEROOM TEACHER (EX- PAT)	CO-TEACHER (CHINESE)	TEACHING ASSISTANT* (Chinese) <i>*One Teaching Assistant shared across classes</i>	
Year 5	HOMEROOM TEACHER (EX- PAT)	CO-TEACHER (CHINESE)		
Year 6	HOMEROOM TEACHER (EX- PAT)	CO-Teacher (Chinese)		

5.5 In addition, we have specialist subject teachers who teach: PE, Computing, Drama, Science, Art. In the EYFS science is referred to as knowledge and understanding of the world.

5.6 In addition to timetabled lessons the curriculum is enriched in a number of ways, such as through assemblies, displays, guest speakers, and links with the local community and outdoor learning opportunities.

6. Entitlement

- 6.1. All pupils are entitled to access the curriculum and make good progress regardless of sex, race, disability, religion or belief, as per the Equality Act (2010). The curriculum is designed in such a way as to ensure all children in the school are able to learn and make good progress. This is supported by an appropriate, challenging, supported and well differentiated curriculum which takes into account the abilities, aptitudes and starting points of all pupils.
- 6.2. The school fulfils its obligations for Special Educational Needs & Disabilities (SEND) as per the SEND Code of Practice (January 2015) the Special Needs and the Disability Act 2001, in providing for children with identified special needs. If a child has identified special needs, the school will ensure they will have access to an education which fulfils the requirement of the child's statement/Education, Health and Care Plans (EHC Plans). For further details, please refer to the Learning Enrichment policy.
- 6.3. SPGSI we recognise that a diversity of languages brings a richness to life at the school. Linguistic and cultural diversity are valued by everyone. It is the aim of the whole school community to value the home languages spoken by pupils at the school. Pupils are encouraged to become confident language users and to explore and appreciate the richness of language in order to achieve their full potential personally, socially, emotionally and academically.
- 6.4. The school is fully committed to providing pupils for whom English is an additional language, the necessary support. Where this is required, an appropriate programme will be implemented. Further information can be found in the policy for EAL.

7. British Values and SMSC

- 7.1. The school understands and promotes the importance of British Values and Spiritual, Moral, Social and Cultural values across the curriculum. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance.
- 7.2. An understanding of British Values enables pupils to develop their self-knowledge, self-esteem and self-confidence whilst developing respect and a sense of harmony between different cultural traditions. SMSC is actively promoted through assemblies, PSHE and relationship education lessons, in addition through public benefit work including for charities.
- 7.3. Each class has diverse books which are read by the class teacher to facilitate discussion and further pupils' understanding of diversity.

8. Digital Learning

- 8.1. ICT and Computing form an integral role in today's society. It is therefore essential that all pupils gain the confidence and ability they need in this subject to prepare them for the challenges of the technological world.
- 8.2. We use technology to empower pupils across the curriculum. This includes ipads which are in use across the school. In addition, all pupils benefit from the teaching of a specialist ICT teacher.

9. Trips and Outings

- 9.1. All classes aim for at least one outing each term to support an area of the curriculum. Full use is also made of local outside spaces such as Parks, museums, recreational clubs etc. Residential trips are organised in Years 5 and 6.

10. Monitoring and Review of the Curriculum

- 10.1. The curriculum is described initially through Long Term Plans of Schemes of Work, which set out the knowledge, skills and understanding which pupils should be taught in each subject.
- 10.2. From this, weekly lesson plans are created which detail how the learning is intended to take place. These lesson plans are evaluated for effectiveness and subsequent plans always allow for responsiveness and flexibility.
- 10.3. The Assistant Head Academic and Head of Junior School are responsible for monitoring the way in which the curriculum is implemented. Planning is monitored for all teachers, ensuring that all pupils are taught the full requirements of the National Curriculum.
- 10.4. Following the school's annual monitoring cycle, curriculum leads gather evidence from pupil voice, planning and in work samples across each year group. Feedback is given in both general terms and specifically as required. Curricular leads reflect upon what their subject review is telling them and this informs their Action Plans.
- 10.5. In addition, the Assistant Head Academic regularly see groups of pupils across the school along with their exercise books, to talk about their lessons and in order to have an overview of learning across the school.
- 10.6. It is the role of the curriculum leads to keep up to date with developments across all subjects and to disseminate this with staff to ensure teachers are well-equipped to deliver the curriculum effectively.

10.7. Regular INSET and weekly staff meetings ensure information is shared in a timely and effective manner to support good practise. Where there is a need for individual CPD this is organised by the Deputy Head Academic.