



**KINGS'**  
**EDUCATION**  
The Best By Every Child

## **CURRICULUM POLICY**

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**2025-26**

## Curriculum Policy - 2023-2024

To be read in conjunction with:

- GCSE and Sixth Form Options Booklets
- SEND Policy
- MEAE Policy
- Feedback (including Marking) Policy
- The Pastoral Curriculum
- The Termly Opportunities Programme

Kings' School Al Barsha's Curriculum (including pastoral and extra-curricular programmes) Policy is based around the school's core beliefs.

We believe in 'Results the Right Way', where academic excellence is of vital importance, but even more important are the values that go with it. At Kings' School Al Barsha, our boys and girls explore their identity and strengths and develop the expertise that helps them to transform individual talents into accomplishments – accomplishments which will make them valued and respected as they move beyond the school into an increasingly complex and competitive world.

Providing 'The Best by Every Child' in a non-selective setting demands that our curriculum is broad and adaptable enough to meet the needs of all our students and that our extra-curricular programme provides.

Through our value 'British Heritage, International Perspective', we cover the English National Curriculum and Examinations. However, with over 80 nationalities, it is critical that our curriculum ensures that cultural knowledge, appreciation and understanding are at the heart of everything we do.

Our priority is to remain researched and knowledgeable about what our children will need to be 'ready for life and learning' in the future. It is our intention that our curriculum will support all progressive pathways beyond Kings' whether this is to continue with learning at university/college or to go directly into the world of work.

To achieve this, we will:

- provide a broad offering of subject disciplines providing learning in key areas of Language, Mathematics, Science, Humanities, Creativity, Physical and Technological.
- deliver a Pastoral curriculum which develops our children's ability to self-regulate and make decisions in life which embody our school values and characteristics of Kindness, Skills, Ambition and Bravery.
- offer a range of extra-curricular opportunities which provide learning experiences beyond our taught curriculum further developing our students' leadership, critical thinking, communication, collaboration and creative skills.
- support our students with careers advice and direction throughout their journey helping to identify their talents and how we can support future aspirations.
- develop a fully inclusive approach to curriculum design, teaching and learning and assessment, ensuring each department/teacher provides subject matter that is appropriate for the ages, aptitudes and needs of the pupils including those with an IEP.

All departments draw up schemes of work, which are reviewed annually by Heads of Department and overseen by the Deputy Head (Academic) and other SLT line-managers, detailing teaching methods and learning activities, achieving a co-ordinated approach to teaching throughout the school, ensuring breadth, balance, continuity and progression

This will result in our students:

- having a broad range of knowledge that can be applied skilfully across many disciplines.
- developing life-long learning skills and a desire to ‘know more’ and ‘do more’ in life and work.
- being emotionally intelligent and mindful when building strong relationships with others.
- making decisions in the future which contributes to a safe, healthy and tolerant world for all.
- having the skills to be agile in life and learning being confident that they can thrive in the future.
- being ‘aware of self’ and what strategies are available to maintain a healthy body and mind.
- being creative and innovative when presented with problems to solve in their future.

#### **Curriculum overview:**

In years 7-9 (**Key Stage 3**), we deliver a broad and balanced curriculum covering:

Core subjects of Maths, English, Science, Arabic, Islamic (if applicable) and Social, Moral and Cultural education

Foundations subjects of History, Geography, Design Technology, Computer Science, Art, Drama, Music, Modern Languages and Physical Education.

Pastoral Curriculum (PSHE) programme supporting with social and emotional learning

Careers education specifically in year 9 to support GCSE option pathways

In years 10-11 (**Key Stage 4**), we have compulsory GCSE courses supplemented by four student choices:

Compulsory Core subjects of Maths, English, Combined Science, Arabic A (if applicable), Islamic A (if applicable) and Social, Moral and Cultural education (Y10 only)

Option choices can come from History, Geography, Separate Sciences, Statistics, Further Maths, Design Technology, Computer Science, ICT, Art, Drama, Music, French, Spanish, Arabic B, Physical Education, Textiles, Psychology, Graphic Design, Product Design, Business Studies, Economics, Photography, BTEC Business, PE and Dance.

PSHE programme supporting with social and emotional learning.

Careers education specifically in year 11 to support sixth form option pathways.

In years 12-13 (**Key Stage 5**), we recommend choosing 3 A-Levels or a combination of A-Levels and BTEC qualifications:

A-Levels are available in Maths, Further Maths, English Literature, Biology, Chemistry, Physics, Arabic A, Arabic B, History, Politics, Geography, Design Technology, Computer Science, ICT, Art, Drama, Music, Music Technology, French, Spanish, Arabic B, Physical Education, Psychology, Sociology, Graphic Design, Product Design, Business Studies, Economics, Photography

BTECs are available in Business, Sport and Hospitality and Catering

PSHE programme supporting with social and emotional learning

Careers education to support University and alternative future pathways.

Extended Project Qualification is also available for students to study an area of interest supplementing their core selection of three A-Levels.

### Review

The curriculum is reviewed annually by the Deputy Head (Academic) to ensure that Kings' School Al Barsha continues to offer the highest quality and most appropriate qualifications and pathways for its students.

Robyn Adams

Deputy Head (Academic)

August 2025