

# Curriculum Policy



**King David**  
PRIMARY SCHOOL & NURSERY

**Approved by: Governing  
Body**

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## 1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

These curriculum aims are underpinned by our values:

- **Faith**
- **Academic excellence**
- **Community cohesion**
- **Equality**

The school's primary aim is to provide a sound secular and religious education, enabling the children to become integrated into 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. The close association with the local Jewish community provides the characteristics of a village school.

## 2. Legislation and guidance

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This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

All schools with early years provision add:

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

### 3. Roles and responsibilities

#### 3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- › A robust framework is in place for setting curriculum priorities and aspirational targets
- › Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- › Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- › The school implements the relevant statutory assessment arrangements
- › It participates actively in decision-making about the breadth and balance of the curriculum
- › It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

#### 3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- › All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- › The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- › Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- › They manage requests to withdraw children from curriculum subjects, where appropriate
- › The school's procedures for assessment meet all legal requirements
- › The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- › The governing board is advised on whole-school targets in order to make informed decisions
- › Proper provision is in place for pupils with different abilities and needs, including children with SEN

#### 3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Mrs H Smyth holds overall responsibility for the curriculum in her role as Curriculum Lead.

Rabbi Y Jacobs holds overall responsibility for the religious education in the school in his role of Director of Jewish Education.

Mrs H Hind holds responsibility for English, Early Reading and Early Years.

Mrs H Smyth holds responsibility for Maths, Music and PSCHÉ.

Mrs F Owen holds responsibility for Science.

Mrs K Hensman holds responsibility for PE and Ivrit (Modern Hebrew).

Mrs A Hussain holds responsibility for Art and DT.

Mrs S Tabbasm holds responsibility for Geography.

Mrs S Shaheen holds responsibility for History.

Mrs M Akhtar holds responsibility for Computing.

## 4. Organisation and planning

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.

### **Jewish Studies, PSCHÉ 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 PSCHÉ lessons with their class teacher following the Kapow scheme (see below), 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.

All pupils are taught Ivrit as our Modern Foreign Language from Year 1 upwards.



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, made up of Hebrew words.

**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'

### **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.

### **RSE and PSHE**

Since April 2025, the school has been using the Kapow scheme of work for RSE and PSHE, through which the pupils build upon their learning each year in a spiral curriculum. Kapow was chosen after extensive research by the curriculum lead, as it;

- Is engaging for staff and pupils
- Provides full curriculum coverage
- Is created by RSE & PSHE specialists
- Has built-in CPD and supporting resources
- Has guides for schools and parents
- Supports the PSHE Association's Programme of Study
- Contains five unique animated puberty videos for pupils
- Ensures content is mapped to Education for a Connected World framework

The Kapow scheme develops the following skills and knowledge;

- Valuing different family structures
- Creating and maintaining positive friendships
- Developing safe and respectful relationships
- Understanding the changes that take place during puberty
- Promoting good health and carrying out first aid
- Learning to make independent choices and not be influenced by others
- Operating safely in a digital world

Progression is broken down into the following key areas:

- Families and relationships – learning how to recognise and form positive relationships with family and friends; identifying how to deal with conflict and bullying.
- Health and wellbeing – learning strategies for maintaining physical and mental health, including hygiene, exercise, healthy eating, sleep and self-awareness.

- Safety and the changing body – learning how to stay safe in a variety of online and offline situations; what to do in an emergency; naming parts of the body; distinguishing between appropriate and inappropriate physical contact; identifying the physical and emotional changes of puberty.
- Citizenship – recognising the importance of rules; caring for others and the local environment; learning about rights, responsibilities and the importance of participation in community life.
- Economic wellbeing – exploring what money is, ways to earn it and how to take care of it.

This is run alongside the Heads Up Kids programme.

Heads Up Kids is a charity promoting positive mental health through a social and emotional wellbeing curriculum. The programmes for Reception through to Year 6 are delivered in the classroom by the class teacher. They provide high quality resources and increase access to wellbeing provision through subsidised programmes. All of the programmes are mapped against PSHE requirements. The overall aim is to create a shared emotional language in the classroom.

Written by Andy Hugh and Claire Godley, they believe that; “in a classroom where children have the words to express their feelings and feel confident to do so, those children will be more resilient, more able to solve problems, they will have more empathy for others and be better able to work collaboratively”.

Our teachers have been trained by Andy and Claire to facilitate the programmes in the classroom and embed wellbeing into the culture of the class.

## **CUSP**

Since 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.

CUSP (Curriculum with Unity Schools Partnership) is used to provide a knowledge-rich, evidence-based curriculum that emphasizes vocabulary acquisition, retrieval practice, and cumulative learning to improve pupil outcomes and support teacher subject knowledge. It’s designed to be ambitious, providing a coherent curriculum structure with explicit vocabulary instruction and research-focused pedagogy.

Reasons for using CUSP:

- Evidence-based:

CUSP is built on research in cognitive science and educational best practices, ensuring a strong foundation for learning.

- Knowledge-rich:

It focuses on teaching essential, transferable knowledge with clear progression, ensuring students build a strong foundation of knowledge.

- Vocabulary-driven:

CUSP emphasises explicit vocabulary instruction to support language development and break down learning barriers.

- Cumulative learning:

Content is designed to be learned, retrieved, and built upon, ensuring long-term retention and understanding.

- Retrieval practice:

CUSP incorporates regular retrieval practice to reinforce learning and ensure knowledge is retained over time.

- Cross-curricular connections:

It encourages teachers to make meaningful connections between subjects, making learning more relevant and engaging.

- Teacher support:

CUSP provides high-quality teaching resources and a consistent framework for teachers, supporting them in delivering effective lessons.

- Consistency and collaboration:

It fosters collaboration among schools using the curriculum, creating a supportive community of educators.

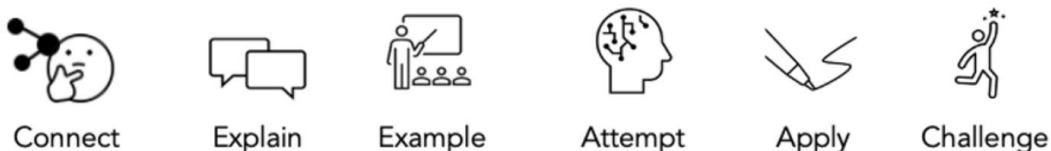
- Focus on skills:

CUSP develops essential skills like problem-solving, critical thinking, and collaboration alongside knowledge acquisition.

- Adaptable and flexible:

While providing a structured framework, CUSP can be adapted to suit the specific needs and context of individual schools and classrooms

CUSP lessons follow the structure below:



From September 2025, 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.

## White Rose Maths

The teaching of Mathematics across the school is planned using White Rose Maths.

White Rose Maths was chosen for its comprehensive maths resources and teaching approach, which aligns with the national curriculum and emphasises mastery learning. The approach focuses on building children's confidence and competence in maths, ensuring all students progress at a similar pace.

The benefits we considered when adopting White Rose Maths:

- Mastery-Based Approach:

White Rose Maths is rooted in the teaching for mastery approach, which aims for all students to grasp mathematical concepts before moving on, rather than just covering the material.

- Structured Schemes of Learning:

They provide detailed yearly frameworks and progression plans, which helps teachers plan lessons efficiently and ensures all key concepts are covered in a logical order.

- Resource Variety:

The resources include worksheets, workbooks, teaching slides, and video content, which can be used in class or for home learning.

- Focus on Depth of Understanding:

White Rose Maths emphasises using concrete, pictorial, and abstract representations to help students develop a deep understanding of mathematical concepts.

- Differentiation and Support:

While focusing on keeping everyone together, it also provides ways to differentiate and support students with varying needs.

- **Reduced Teacher Workload:**

The comprehensive resources and schemes of learning can significantly reduce the time teachers spend on lesson planning and resource creation.

- **Professional Development:**

White Rose Education also offers professional development opportunities for teachers to enhance their understanding and implementation of the mastery approach.

- **Home Learning Support:**

They offer resources specifically designed for parents and pupils to support learning at home.

- **Alignment with National Curriculum:**

White Rose Maths schemes align with the national curriculum, ensuring that students are learning the required content.

## **Phonics and Early Reading**

The school uses the Ruth Miskin Read Write Inc synthetic phonic scheme to teach phonics and early reading. The school utilises support from the Ruth Miskin team through access to online resources and development days. Children from EYFS and KS1 take part in daily phonics lessons, with identified children from KS2 joining these lessons when deemed necessary by the SENDCo in conjunction with the class teacher. Children make use of decodable storybooks and home readers to support the teaching of early reading.

How does it transform reading and writing progress for every child?

- Every lesson connects with the last and each activity connects with the next: the phonics, the reading and writing.
- Children work in targeted progress groups so they can all participate. No child is ever left behind. They are assessed each half term to ensure the speediest progress.
- Talking is at the heart of every lesson. Children learn the routines that enable them to explain and practise what they've been taught with a partner.
- One-to-one tutoring provides quick keep up and long-term support for children with SEND.

## **Computing**

The National Centre for Computing Education, Teach Computing curriculum is used to teach computing across the school.

The Teach Computing curriculum is structured into units for each year group, and each unit is broken down into lessons. Units can generally be taught in any order, with the exception of programming, where concepts and skills rely on prior knowledge and experiences. Lessons must be taught in numerical order.

The following benefits were taken into consideration when identifying this scheme:

1. Resources include lesson plans, slides, activity sheets, homework, and assessments
2. Each key stage has a teacher guide and curriculum map
3. It was created by subject experts, using the latest pedagogical research and teacher feedback
4. The content is free, and in formats allowing it to be adapted to meet the needs of our learners

## **PE**



For PE, the school currently uses local PE Hub planning however we are looking to for an alternative scheme to be implemented in September 2025.

From July 2025, the pupils will have access to Orienteering and Cross Curricular Outdoor Learning activities supplied by Enrich Education, allowing us to deliver excellent Outdoor Adventurous Activities and physically active learning across the whole curriculum.

Our rationale for working with Enrich Education;

- Bespoke Orienteering Maps and Markers

Enrich design bespoke orienteering infrastructure that is customised to meet the needs of our school.

Working in consultation with the school, expert cartography team produce a range of bespoke orienteering maps of the school site, to a standard approved by British Orienteering and the International Orienteering Federation.

The orienteering markers consist of high-quality aluminium panels that are exceptionally durable. The variety of information on the markers means that they have limitless potential to be used for OAA and cross-curricular learning activities.

- The Means to Unlock the Potential of Outdoor Adventurous Activities (OAA)

Enrich Education's custom orienteering courses, diverse range of resources, and accredited staff training empower teachers to deliver excellent OAA lessons within PE, creating unique opportunities for students to develop teamwork, problem-solving, communication and map reading skills, as well as qualities such as resilience and self-confidence.

- Over 500 Physically Active, Cross-Curricular Lessons

With a wealth of active lesson plans in subjects across the whole curriculum, continually developed and extended in consultation with schools and teachers and tailored for students from EYFS to KS4, Enrich provide schools with the means to deliver regular physically active learning experiences within all subjects that are both fun and effective.

- Seasonal and Thematic Resources

Schools can access complimentary Enrich resources for special events in the school calendar, such World Book Day and National School Sport Week, together with seasonal activities, providing fresh and exciting outdoor learning activities throughout the school year.

- Staff Training

Enrich staff training will fully equip all our staff to use our infrastructure and resources to deliver excellent lessons in OAA and to make full use of opportunities for active learning across the whole curriculum.

The accredited training is endorsed by 1st4Sport and is delivered on-site by Enrich's experienced team of OAA instructors, providing a practical and engaging introduction in how to use the school's Enrich resources to their full potential.

## 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.

See our EYFS policy for information on how our early years curriculum is delivered.

## 5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment

- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## 6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Link governor visits
- Information contained in the Head Teacher's report to governors
- Sharing of data in governing body meetings
- Sharing of curriculum plans by subject leaders in governing body meetings.

Curriculum leaders monitor the way their subject is taught throughout the school by:

- Learning walks
- Book scrutinies
- Interviewing pupils to gain pupil voice
- Monitoring planning and curriculum coverage

Curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 4 years by the senior leadership team. At every review, the policy will be shared with the full governing board.

## 7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Religious education and collective worship policy
- Relationships and sex education policy
- British values policy
- Educational visits policy
- Kosher kitchen food policy