



Victory Heights Primary School

City of Arabia

Curriculum Policy

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Responsible SLT: Headteacher

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Introduction

At Victory Heights Primary School City of Arabia, we are committed to delivering an enriching and robust curriculum that caters to the intellectual growth and personal development of every pupil. Our ethos is centred around the provision of a comprehensive, deep, and balanced curriculum that seamlessly interweaves knowledge with practical skills, ensuring a holistic educational experience. The curriculum is designed to be dynamic, offering a tapestry of learning opportunities that are both engaging and intellectually stimulating.

From the outset in the Foundation Stage, we ignite the spark of curiosity in our youngest learners, championing a child-led approach that paves the way for immersive educational experiences. Here, the innate inquisitiveness of each child is the driving force, leading to discovery and exploration that is both meaningful and joyous.

Extracurricular activities are an integral component of our educational offering, providing a platform for pupils to delve deeper into their interests, uncover new passions, and further hone their abilities. These opportunities serve to enrich the curriculum and allow for personal growth and the development of well-rounded individuals.

Our curriculum is further enhanced by an array of trips and events that complement and bring to life the learning taking place within the classroom. These experiences are thoughtfully selected to support and extend the pupils' knowledge and understanding of the world around them.

Arabic and Islamic Studies* form a vibrant and essential strand of our curriculum, offering all pupils the chance to embrace and appreciate the rich cultural heritage and values they represent. These subjects are taught with enthusiasm and are designed to be captivating and relevant, encouraging pupils to engage with the language and ethical teachings deeply. For our Muslim children, Islamic Studies provide an invaluable space to explore and affirm their faith within an educational setting, fostering a sense of identity and community.

*Islamic Studies is offered to our Muslim pupils in accordance with their faith.

Through our curriculum, we strive to cultivate a school environment that not only values academic excellence but also cherishes the diverse backgrounds and talents of our pupils, preparing them to be internationally-minded citizens of the world.

Equal Opportunities Statement

The aims of the School and the principles of excellent pastoral care will be applied to all, irrespective of their race, sex, disability, religion or belief; equally these characteristics will

be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect.

Aims of the Policy

At Victory Heights Primary School City of Arabia, our curriculum is a vibrant tapestry that intertwines the nurturing of curiosity with the challenge of academic excellence, all aligned with our core vision: to nurture, challenge, and excel.

- Instil a lifelong love of learning, celebrating education not just as a means to an end but as a rewarding journey in itself;
- Build a robust foundation of knowledge and an array of skills that encourage students to engage critically with their environment and prepare them for the rapidly evolving future;
- Encourage a deep understanding of the moral and spiritual dimensions of life, all while respecting the cultural context of our diverse community;
- Embracing innovation in our curriculum by integrating Computing, fostering proficiency in STEAM/SPARK and providing avenues for enterprise;
- We empower our students to become forward-thinking creators, problem solvers, and digital citizens, ready to make their mark in an ever-evolving technological landscape;
- Cultivate a passion for life beyond academic pursuits, with a strong emphasis on sports and the creative arts, including music, and art, nurturing well-rounded individuals;
- Promote an environment of inclusivity, where differences are not just respected but valued, ensuring that the contributions and achievements of every member of our community are recognized and appreciated equally.

The Curriculum Policy at Victory Heights Primary School City of Arabia is meticulously designed to:

1. **Comply with all requirements set forth by the Knowledge and Human Development Authority (KHDA) and the British Schools Overseas (BSO)** accreditation standards, ensuring a curriculum that demonstrates a distinctly British character, values, and ethos, and is recognized both locally and internationally.
2. **Facilitate personalised learning experiences and, where necessary, personalised curriculum pathways** to support individual academic success and cater to diverse learner needs.
3. **Enable all pupils to progress rapidly** by consistently achieving the highest possible academic standards.

4. **Ensure the curriculum is broad, deep, and balanced**, providing pupils with a wide range of knowledge, skills, and opportunities to achieve excellence.
5. **Provide an authentic, internationally minded 'British' education**, deeply rooted in British traditions and values, while respecting and incorporating local cultural contexts.
6. **Encourage all pupils to develop into independent, self-reflective learners and thinkers**, prepared to thrive in a global society.

Goals

The Curriculum Policy at Victory Heights Primary School City of Arabia aims to empower every child to:

- Achieve substantial progress across the full spectrum of the curriculum, celebrating milestones and building a strong educational foundation.
- Cultivate self-respect and respect for others, fostering an environment of mutual understanding and empathy.
- Develop a sense of curiosity and inquiry, encouraging a passion for discovery and learning.
- Communicate effectively, articulating thoughts and ideas with clarity and confidence.
- Learn autonomously as well as collaboratively, adapting to both independent and team-based educational settings.
- Acquire and refine essential learning skills in key areas such as literacy, numeracy, science, and information and communication technology (ICT).
- Express creativity and resourcefulness, navigating and innovating within a dynamic world.
- Hone problem-solving abilities, applying critical thinking to overcome challenges.
- Utilise and adapt acquired skills to various contexts, ensuring flexibility and resilience in learning.
- Grow into confident individuals capable of leading safe, healthy, and rewarding lives.
- Embark on a journey of lifelong learning, remaining open to new knowledge and experiences beyond the classroom.

Commitment to Fundamental British Values

At Victory Heights Primary School City of Arabia, our curriculum is carefully designed to uphold and promote fundamental British values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. We affirm that the curriculum does not undermine these values in any way. Instead, it actively seeks to instill them through a balanced and inclusive educational experience that encourages respect, critical thinking, and understanding of others.

Regional Curriculum Requirements

In line with the requirements of the Ministry of Education and the Knowledge and Human Development Authority, the study of Arabic is compulsory from Years 2-6, split into Arabic A (native-speakers) and Arabic B (non-native speakers). Children who are Muslims will study Islamic Studies, split into Islamic A (Arab passport) and Islamic B (other nationalities).

Additionally, the study of Moral Education and Social Studies, combined as 'Moral, Social and Cultural Studies' is also mandatory from Years 2-6.

In accordance with Article (18) of the Executive Council Resolution (2) in 2017, concerning the regulation of the teaching of the mandatory subjects in private schools in the emirate of Dubai the following tables show the curriculum requirements for both Arabic, Islamic Studies and Moral, Social and Cultural Studies, applicable to Victory Heights Primary School City of Arabia.

| Islamic Studies | | | | | |
|---|--------------------|---|---|--------------------|---|
| Year Group | 2 | 3 | 4 | 5 | 6 |
| Islamic A (Those who are registered with an Arab passport and who are Muslim) | 3 lessons per week | | | 2 lessons per week | |
| Islamic B (Those who are registered with any non-Arab nationality and who are Muslim) | 2 lessons per week | | | | |

| Arabic | | | | | |
|--|--------------------|---|---|--------------------|---|
| Year Group | 2 | 3 | 4 | 5 | 6 |
| Arabic A (Arabic as a first language) (Those who are registered with an Arab passport) | 6 lessons per week | | | 5 lessons per week | |
| Arabic B (Arabic as an additional language) (Those who are registered with any non-Arab nationality) | 4 lessons per week | | | | |

| Moral, Social and Cultural Studies | | | | | | |
|---|--------------------|---|---|---|---|--|
| Year Group | 2 | 3 | 4 | 5 | 6 | |
| All students | 2 lessons per week | | | | | |

A lesson is defined as a period of time not shorter than 40 minutes. Sometimes, in the interests of timetable planning, the allocated minutes per week are divided into different lesson structures, for example in Year 6 children may have 2 x 60 minute Arabic B lessons, and 1 x 40 minutes (for a combined total of 160 minutes, equivalent to 4 x 40 minute lessons.)

Local Community Engagement in the Curriculum

Victory Heights Primary School City of Arabia values the vibrant local community as an integral part of its curriculum, recognizing that meaningful connections with the community enrich pupils' learning experiences and foster a sense of belonging and responsibility. We actively seek opportunities to integrate local expertise, culture, and resources into the curriculum to create a more dynamic and contextually relevant education.

How the Local Community Inputs into the Curriculum:

1. Partnerships with Local Organizations and Businesses

- Collaborating with local businesses, government initiatives, and NGOs to enhance learning opportunities. For example, students may visit local environmental organizations to learn about sustainability or partner with businesses for enterprise and STEAM projects.

2. Guest Speakers and Workshops

- Inviting members of the community, such as local authors, entrepreneurs, artists, or scientists, to deliver workshops, talks, or lessons that align with curriculum themes.
- Including local experts in Moral, Social, and Cultural Studies (MSCs) to provide insights into UAE heritage, traditions, and contemporary issues.

3. Cultural Integration

- Incorporating the rich cultural heritage of Dubai into topics such as *Understanding the World* in EYFS or *Humanities* in KS1/KS2.
- Organizing field trips to local museums, landmarks, and exhibitions, such as the Dubai Museum, Sheikh Mohammed Centre for Cultural Understanding, or Expo City, to help pupils connect classroom learning with the local context.

4. Service Learning and Community Projects

- Developing service-learning opportunities where pupils engage in community-focused projects, such as beach clean-ups, planting mangroves, or charity drives to support local causes.
- Collaborating with local authorities to address real-world problems, teaching students the value of civic responsibility and environmental stewardship.

5. Parent and Community Contributions

- Actively encouraging parents and community members to share their expertise or cultural traditions through classroom talks or participation in events like International Day or Literacy Week.
- Setting up advisory panels or focus groups involving parents, local leaders, and educators to review and enrich curriculum themes with local insights.

6. Celebrating UAE National Identity

- Embedding Emirati traditions and values into daily school life by celebrating UAE National Day, Flag Day, and other national events with meaningful activities, such as learning traditional dances, crafts, or the history of the UAE.
- Incorporating Arabic and Islamic Studies into the curriculum in a way that reflects the UAE's unique cultural and moral heritage.

The Early Years Foundation Stage

The Statutory Framework for the Early Years, issued by the Department for Education (DfE), was established in August 2021, embedding the innovative 'Curiosity Approach' within our teaching ethos. Our Early Years Foundation Stage (EYFS) curriculum, recognized for its rich, play-based educational experience, has successfully nurtured children's physical, emotional, social, and linguistic development. It lays a solid foundation for literacy and numeracy, evolving through children's natural interests and fostering a strong sense of curiosity.

The Statutory Framework for the Early Years

The framework is characterised by four core guiding principles that have been instrumental in shaping our practice:

- Recognising each child as a unique individual, continually learning, and possessing the potential to be resilient, capable, confident, and self-assured.
- Understanding that children's independence and strength are cultivated through nurturing positive relationships.
- Providing children with an encouraging environment where tailored support and teaching from adults cater to their individual interests and requirements, thereby enhancing their learning journey. This nurturing atmosphere is where children can progressively build their knowledge and skills.
- Maintaining a robust partnership between practitioners and parents or caregivers, which is crucial for children's optimal development and well-being.

Recognising the unique pace of each child's learning and development journey, our Early Years Framework provides an inclusive educational environment that caters to all children, including those with special educational needs and disabilities (SEND). The framework emphasises seven key areas of learning and development, each critical to fostering a child's inquisitiveness, motivation for learning, and ability to form meaningful relationships and flourish.

Prime Areas

The primary focus lies on three prime areas that are foundational for sparking a child's desire to learn and helping them develop essential life skills:

- Communication and Language: Enhancing children's abilities to listen, understand, and express themselves.
- Physical Development: Promoting physical activity and coordination, crucial for overall well-being.

- Social and Emotional Development: Building the skills necessary for forming healthy relationships and managing emotions.

Specific Areas

These prime areas are further supported and enriched through four specific areas, where the skills gained are applied and developed:

- Literacy: Encouraging early reading and writing capabilities.
- Mathematics: Introducing fundamental concepts of numbers, patterns, and shapes.
- Understanding the World: Cultivating an awareness and appreciation of the wider world and its cultures.
- Expressive Arts and Design: Stimulating imagination and creativity through various mediums.

Child-led Approach

Our commitment to the child-led approach exemplifies a modern philosophy in early childhood education, integrating elements from renowned methodologies such as Reggio Emilia, Steiner, Te Whariki, Curiosity Approach and aspects of Montessori. This progressive approach is about instilling a sense of wonder, fostering a lifelong passion for discovery, and preparing children to be the innovative thinkers and proactive doers of tomorrow.

Additional Reading

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1170108/EYFS framework from September 2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1170108/EYFS%20framework%20from%20September%202023.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1180056/DfE Development Matters Report Sep2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1180056/DfE%20Development%20Matters%20Report%20Sep2023.pdf)

https://assets.publishing.service.gov.uk/media/65253bc12548ca000dddf050/EYFSP_2024_handbook.pdf

Key Stage 1 and 2

Starting from age five, Year 1 and later into Year 2, Key Stage 1 builds upon the Foundation Stage framework and children continue to explore the world around them, with an increased emphasis on developing skills and understanding of a wide range of core subjects. Links are made across the curriculum wherever possible, in keeping with our holistic teaching methodology. This recognises that the learning experience is greatly enriched when subjects are not taught in isolation. We ensure bread and butter skills are mastered by our children so that they can confidently approach reading, writing and arithmetic problems with creativity.

Curriculum leaders in English, Maths and Science ensure that there is a natural progression for children moving from one year group to the next.

The National Curriculum for England

Our Curriculum Policy is underpinned by the National Curriculum for England, which provides students with a broad and balanced education, ensuring systematic coverage of key subject areas. The National Curriculum sets out the programmes of study and attainment targets for all subjects at all key stages, except for Key Stage 4 English, Mathematics, and Science, which are provided within the framework of GCSE qualifications.

The National Curriculum is divided into four key stages that children are taken through during their school life. These stages are foundational to their educational journey:

- Key Stage 1: Years 1 and 2 for pupils aged between 5 and 7 years old.
- Key Stage 2: Years 3 to 6 for pupils aged between 7 and 11 years old.
- Key Stage 3: Years 7 to 9 for pupils aged between 11 and 14 years old.
- Key Stage 4: Years 10 to 11 for pupils aged between 14 and 16 years old.

Within our school, the National Curriculum provides the structure from which we develop engaging programs that cater to the individual needs of our students. Our commitment ensures that all pupils receive a rich and varied curriculum, fostering each child's academic and personal development.

For detailed information on the National Curriculum, the full statutory guidance can be found on the UK Government's official website:

Additional Reading

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf

Specialist Curriculum Teaching

In Key Stage 2 our modern foreign language program introduces Spanish for our students. In addition, children across both key stages attend specialist lessons in STEAM/Spark, Arabic, Islamic Studies*, Computing, Art, Music, Physical Education and Swimming.

*Islamic Studies is offered to our Muslim pupils in accordance with their faith.

Subject Time Allocation

Children in KS1 and KS2 have the following allocation of minutes per subject. Please note: this is merely a recommendation (aside from the statutory requirements of Arabic, Islamic and MSCs) and is entirely dependent on the needs of the class, and teachers have the flexibility to spend more/less time, according to their own professional judgement.

| Subject | 1 | 2 | 3 | 4 | 5 | 6 |
|-----------------------|-----|---------|---------|---------|---------|---------|
| English | 240 | 240 | 240 | 240 | 240 | 240 |
| Maths | 240 | 240 | 240 | 240 | 240 | 240 |
| Science | 120 | 120 | 120 | 120 | 120 | 120 |
| STEAM/SPARK | 40 | 40 | 40 | 40 | 40 | 40 |
| Physical Education | 40 | 40 | 40 | 40 | 40 | 40 |
| Swimming | 40 | 40 | 40 | 40 | 40 | 40 |
| Art/Computing | 80 | 80 | 40 | 40 | 40 | 40 |
| Music | 40 | 40 | 40 | 40 | 40 | 40 |
| Spanish | N/A | N/A | 40 | 40 | 40 | 40 |
| Humanities | 40 | 40 | 40 | 40 | 40 | 40 |
| Arabic (A/B) | 120 | 160/240 | 160/240 | 160/240 | 200/160 | 200/160 |
| Islamic Studies (A/B) | N/A | 120/80 | 120/80 | 120/80 | 80 | 80 |
| MSCs | 80 | 80 | 80 | 80 | 80 | 80 |
| Library | 40 | 40 | 40 | 40 | 40 | 40 |
| Assembly | 40 | 40 | 40 | 40 | 40 | 40 |

Quality Assurance

Teachers, led by Head of Foundation Stage, Assistant Headteacher(s) and Headteacher are responsible for preparing long, medium and short-term planning documentation which outlines curriculum delivery according to this policy and for ensuring that this documentation is stored centrally on the schools Google Drive Shared Drive.

Through the annual self-evaluation cycle, judgements on the quality of curriculum provision are made through:

- Lesson observations
- Planning scrutiny
- Work scrutiny (a.k.a. 'Book Looks')
- Assessment scrutiny
- Data analysis
- Pupil Progress Meetings
- Learning walks.

Records of these judgements are stored centrally within the annual evidence base that informs the school's Self Evaluation Form (SEF) and School Improvement Plan (SIP).

Trips and Events

At Victory Heights Primary School City of Arabia, we firmly believe that educational visits, overnight residential events such as International Day, and visiting speakers and productions play a vital role in delivering a well-rounded education. These activities are embedded within our curriculum framework to enrich and diversify the learning experiences of our pupils. They are foundational to our commitment to nurturing a global perspective and a love for diverse forms of expression among our students.

The core benefits of integrating these experiences into our curriculum are:

- *Real-World Learning:* Trips and events provide hands-on learning in real-world environments, enhancing the comprehension of academic concepts.
- *Cultural Awareness:* Activities like International Day and Eid-al-Adha celebrate and educate on the diversity of cultures, fostering inclusivity and respect.
- *Creative Engagement:* Visiting productions and interactive workshops offer dynamic ways to engage with the arts, promoting creativity and critical thinking.
- *Interdisciplinary Connections:* These experiences often bridge subjects, illustrating the interconnectedness of knowledge across various domains.
- *Community and Collaboration:* Through participation in events and productions, students develop teamwork and social skills, building a sense of community.
- *Personal Development:* Such activities support personal growth, confidence, and the development of a well-rounded character in students.

Our policy ensures that these enriching experiences are not optional add-ons but essential components of our educational ethos, ensuring every child benefits from these expansive learning opportunities.

The VHPS-COA Learning Cycle

The Victory Heights Primary School City of Arabia's 'Learning Cycle' outlines a model for curriculum development that considers the essential elements that learning is comprised of; **Baseline** (what do children already know), **Big Picture** (how does this fit into what they already know), **WAGOLL** (what does the outcome look like), **Break It Down** (how is learning broken down into manageable chunks), **Linking Ideas** (how can I link my new knowledge with existing ideas/concepts), **Apply** (can I apply my new knowledge/skills to a new problem), **Reflect** (reflecting and assessing my own learning.)

This model helps guide teachers and leaders in planning both in the long/medium term, and in the short term (lesson). The Learning Cycle can be found in Appendix 1.

Effective Lifelong Learning Inventory

At Victory Heights Primary School City of Arabia, we recognise that the formative years are crucial in allowing children to develop the fundamental learning skills that will enable them to become lifelong learners.

Through the story of the 7 ELLI animals, children at VHPS-COA are encouraged to develop their 'Learning Powers', notably: resilience, strategic awareness, learning relationships, creativity, critical curiosity, meaning making, allowing them to change and learn. (See Appendix 2).

The concept of Learning Power was devised by two leading professors at the University of Bristol, Professor Patricia Broadfoot CBE, a learning assessment specialist, and Professor Guy Claxton, whose interest is in the development of learning. It is Professor Broadfoot's work with schools that isolated the 7 'raw building blocks' that constitute Learning Power and underlie the creation of learning energy. This concept was further deconstructed by Professor Claxton and his team into a developmental framework that they have termed 'the supple learning mind'.

The framework of the *Supple Learning Mind* captures the key psychological characteristics found to be of the highest value in helping students to learn, and thereby thrive, in a complex world.

- The **Emotional** domain of learning ... concerned with the habits and behaviours that determine Resilience
- The **Cognitive** domain of learning ... capturing Creativity, Critical Curiosity and Meaning Making
- The **Social** domain of learning ... Learning Relationships
- The **Strategic** domain of learning ... where Strategic Awareness and the embracing of new knowledge and experience to direct change, Changing and Learning

We firmly believe that the development of these learning dispositions are of far greater importance than the academic grades that they receive at this stage. Children who have harnessed their learning powers, stand the greatest possible chance of achieving lifelong happiness and success.

Provision for Diverse Learners: SEND, EAL, and More Able

Victory Heights Primary School City of Arabia is committed to ensuring that all pupils, regardless of their individual needs or abilities, achieve their full potential. This commitment is reflected in the following ways:

1. Special Educational Needs and Disabilities (SEND):

- We implement personalised learning plans and differentiated teaching strategies to meet the unique needs of children with SEND.
- Regular reviews of individual progress ensure appropriate support, including access to specialist resources and staff expertise.

2. English as an Additional Language (EAL):

- Our curriculum provides targeted language support through small group and one-to-one interventions to help EAL learners develop proficiency in English.
- Teachers use visual aids, bilingual resources, and scaffolded instructions to enhance understanding and engagement.

3. More Able Learners:

- For our most able pupils, we offer enrichment activities, open-ended challenges, and opportunities to deepen their learning across the curriculum.
- We employ a “peel off early” approach, allowing these pupils to work independently and explore advanced concepts once foundational understanding is established.

By tailoring the curriculum to individual aptitudes, we ensure that every child thrives and reaches their potential in an inclusive environment.

Personal, Social, Health, and Economic (PSHE) Education

At Victory Heights Primary School City of Arabia, Personal, Social, Health, and Economic (PSHE) education is integral to our curriculum. Delivered through both the Moral, Social, and Cultural Studies (MSCs) curriculum, and the Wellbeing Wednesday/Mindful Monday Period 9 program, PSHE equips pupils with the knowledge, skills, and attributes they need to manage their lives effectively.

Key areas covered include:

- Physical and mental health education.
- Relationships education, including respect and tolerance for others.
- Developing financial literacy and economic understanding.
- Preparing pupils to make informed decisions and contribute positively to society.

These lessons are woven into the wider curriculum and reinforced through whole-school assemblies, extracurricular activities, and community engagement.

Commitment to Fundamental British Values

Preparing Pupils for Life in British Society

Our curriculum actively prepares pupils for the opportunities, responsibilities, and experiences of life in British society. We achieve this by:

- **Embedding British Values:** Pupils learn about democracy, the legal system, and individual freedoms through class discussions, debates, and school council participation.
- **Cultural Appreciation:** Trips, assemblies, and themed events expose pupils to Britain's rich cultural heritage, such as visits to historical sites and celebrations of key national events.
- **Practical Skills for Adulthood:** Lessons in financial literacy, digital citizenship, and career awareness ensure pupils are equipped with the skills needed for their future roles in society.
- **Global Perspectives:** Our internationally-minded curriculum nurtures an understanding of Britain's role in the wider world and the importance of tolerance and diversity in a multicultural society.

These principles ensure that Victory Heights pupils leave us as confident, informed, and responsible citizens ready to thrive in any environment.

Practical Integration of Fundamental British Values

At Victory Heights Primary School City of Arabia, the promotion of Fundamental British Values is deeply embedded within our curriculum and everyday practices. These values—democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs—are not merely theoretical principles but are brought to life through engaging, age-appropriate activities and learning experiences across all year groups.

The table below demonstrates a selection of how these values are taught and enacted within our school, reflecting our commitment to nurturing informed, responsible, and globally minded citizens. This list is far from exhaustive, and our enriched curriculum, including assemblies, trips and events, further adds to children's understanding and appreciation of fundamental British values.

| Year Group | Democracy | Rule of Law | Individual Liberty | Mutual Respect | Tolerance of Different Faiths and Beliefs |
|---------------|---|--|---|---|---|
| EYFS | Voting for storytime books or deciding on class activities. | Learning classroom rules and routines through role-play and visual prompts. | Encouraged to make independent choices during free-flow activities. | Learning to take turns and share resources during group play. | Celebrating festivals like Eid, Christmas, and Diwali through crafts, songs, and stories. |
| | | Discussions about why rules keep everyone safe (e.g., “walking feet” indoors). | | Circle time activities that teach empathy and kindness. | |
| Year 1 | Voting on group activities or preferred learning resources. | Stories and role-play focused on understanding rules (e.g., traffic lights or school rules). | Using continuous provision to make independent choices in tasks. | Friendship-building activities to learn about communication and valuing others' perspectives. | Reading books and sharing stories about global traditions and celebrations. |

| | | | | | |
|---------------|---|---|--|---|---|
| | | <ul style="list-style-type: none"> - Exploring fairness and consequences in shared class agreements. | | | |
| Year 2 | Class votes for golden time activities. | Understanding rules in games and sports, e.g., PE lessons. | Independent choice for golden time. | Collaborative art projects emphasizing teamwork and respect for others' ideas. | International Day activities to explore cultures and traditions of classmates. |
| | Period 9 choice of club. | Bootcamp | | | |
| Year 3 | Participating in debates and voting on classroom decisions. | Learning consequences of actions through role-playing scenarios. | Freedom to choose resources and tools for creative projects. | Group work tasks with rotating leadership to foster collaboration and mutual respect. | Exploring stories and traditions from different faiths in humanities and MSC lessons. |
| | Period 9 choice of club. | Bootcamp activities such as creating class charters. | | | International Day activities |

| | | | | | |
|---------------|---|--|--|---|---|
| Year 4 | Participating in debates and voting on classroom decisions. | Reinforcing online safety and understanding digital responsibility. | Choosing how to approach independent research or creative presentations. | Writing reflections on kindness and respect during Wellbeing Wednesday. | Learning about historical figures and cultural contributions from around the world. |
| | Period 9 choice of club. | Bootcamp activities such as creating class charters. | | | International Day activities |
| Year 5 | Voting on charity fundraising ideas or project leads. | Exploring historical systems of law, such as the Magna Carta, in humanities. | Self-directed research projects tailored to personal interests. | PE activities emphasizing fair play and sportsmanship. | Discussions on ethical dilemmas from during MSC and/or Wellbeing Wednesday. |
| | Period 9 choice of club. | Bootcamp activities such as creating class charters. | | | International Day activities |

| | | | | | |
|---------------|---|---|---|---|--|
| Year 6 | Running for student council, student ambassadors, and/or house captain. | Linking laws to governance in lessons about government systems. | Leading younger students in VHPS-COA Student Leaders. | Writing and presenting on the importance of respect in fostering inclusive communities. | Interactions with representatives from various faiths, including in depth understanding of modern day Islam. |
| | Period 9 choice of club. | Bootcamp activities such as creating class charters. | | | International Day activities |

Commitment to Equality and Respect for All

At Victory Heights Primary School City of Arabia, we are committed to fostering a respectful and inclusive school environment that aligns with both **Fundamental British Values** and the principles of **equality under English law**. Our curriculum teaches pupils to appreciate and respect differences, ensuring they understand the importance of fairness, kindness, and responsibility in society.

We promote awareness of **protected characteristics** as outlined in the **Equality Act 2010**, ensuring pupils develop a strong foundation of respect and understanding through engaging learning experiences:

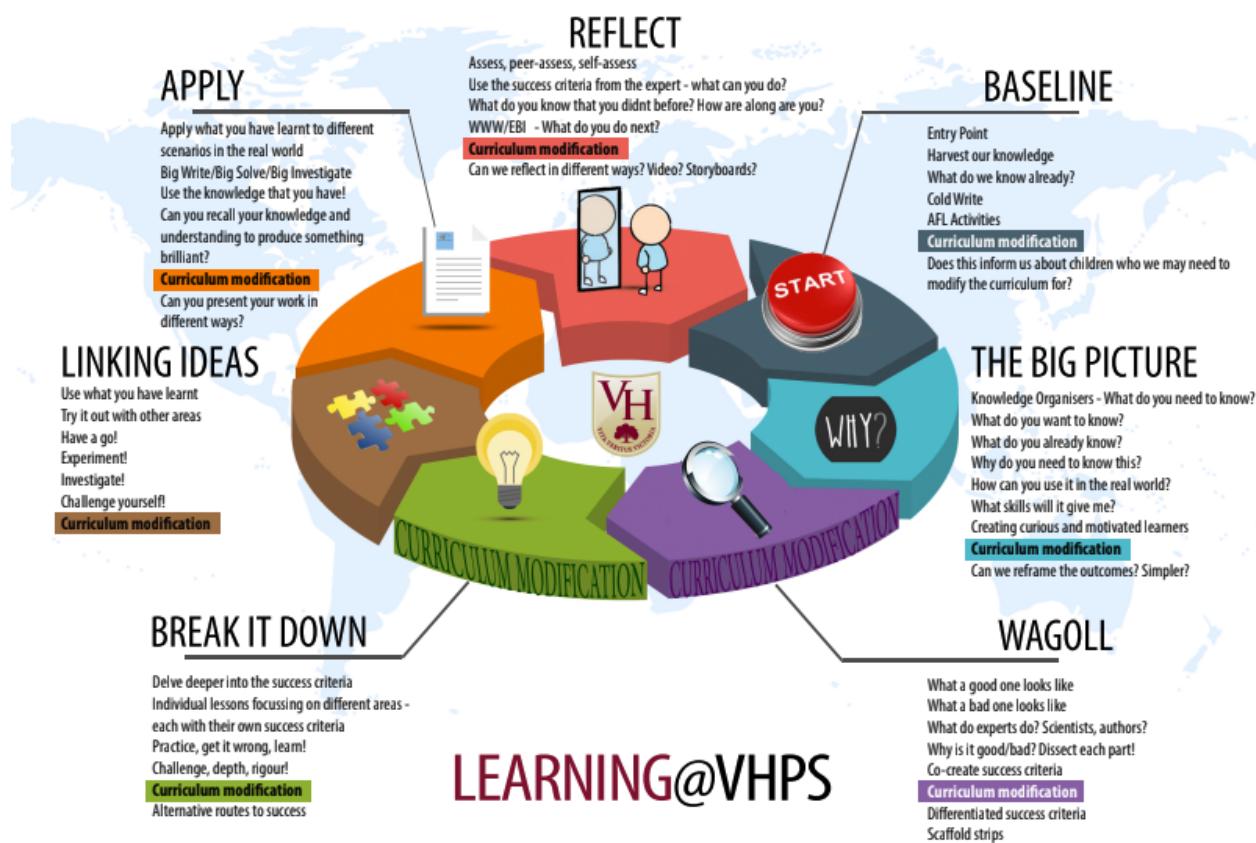
- **Cultural and Ethnic Diversity** – Children explore global cultures through humanities projects, themed events such as International Day, and recognition of national heritage by allowing pupils to wear their own national dress on their National Day or on other days of cultural significance, such as South African Freedom Day and Diwali.
- **Religious Beliefs and Values** – For pupils of the Muslim faith, Islamic Studies lessons and trips to mosques and other sacred sites provide opportunities to deepen their understanding. Even children who are not Muslim are exposed to Islamic culture and values, ensuring they develop an appreciation for the traditions and beliefs that shape the local and wider world.
- **Gender and Individual Identity** – Pupils learn about historical and contemporary figures who have shaped society, such as influential women in STEM or explorers and leaders from diverse backgrounds.
- **Inclusion of Those with Disabilities or Additional Needs** – A strong ethos of integration and inclusion is embedded within our school. Children are encouraged to discuss their neurodiversity or physical challenges in an environment of respect and support. Awareness days such as World Diabetes Day and World Down Syndrome Day, where children wear odd/unusual socks, help to develop understanding and acceptance.
- **The Importance of Fairness and Respect in All Relationships** – These values are explicitly taught through MSC lessons, where children explore concepts of justice, kindness, and integrity. Additionally, our Wellbeing Wednesday and Mindful Monday Period 9 sessions play an important role in promoting emotional resilience, self-reflection, and mutual respect.

Through these activities, we ensure that children develop a well-rounded understanding of **equality, respect, and their role in a diverse and inclusive society**, both within school and in the wider world



**Victory Heights Primary School City
of Arabia
Curriculum Policy
Appendices**

Appendix 1 - Learning Cycle



Appendix 2 - The ELLI Animals



Tortoise
Resilience



Bee
*Learning
Relationships*



Owl
Strategic Awareness



Spider
Meaning Making



Cat
Critical Curiosity



Unicorn
Creativity



Chameleon
*Changing and
Learning*