



PRIMARY CURRICULUM POLICY

LAST REVIEW:	August 2025
NEXT REVIEW:	August 2026
REVIEWER:	Primary Leadership Team

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Rationale

At RGS Primary, our curriculum is firmly based on the National Curriculum for England, adapted to meet the needs of our diverse international community and the context of Qatar. We believe that a well-structured curriculum should inspire curiosity, creativity, and a love of learning; while also equipping pupils with the essential knowledge, skills, and values they need to succeed in life.

Our curriculum provides broad and balanced learning opportunities, ensuring progression in knowledge and skills across all subjects. It reflects our school's vision and values, promotes British educational standards, and incorporates aspects of Qatar National Identity, enabling pupils to become responsible global citizens who respect both local culture and international diversity.

Aims

The policy aims to:

- Ensure every child reaches their full potential academically, socially, and personally.
- Provide a broad, balanced, and inclusive education which reflects the requirements of the British National Curriculum.
- Develop core skills in reading, writing, and mathematics, alongside creativity, problem-solving, and critical thinking.
- Foster respect, tolerance, and an appreciation of cultural diversity, with a strong emphasis on Qatar National Identity.
- Prepare pupils for future learning by equipping them with the knowledge, resilience, and confidence to succeed at the next stage of their education.
- Ensure that children enjoy their learning and develop a life-long love of enquiry and discovery.

Delivery

At our school, the curriculum is understood in its broadest sense as the entirety of the planned learning experience provided for pupils. This encompasses not only formal lessons, but also wider opportunities such as school events, routines, and learning experiences beyond the classroom.

While much of pupil's structured learning takes place through subject-based teaching, the curriculum is deliberately designed to include cross-curricular dimensions that enrich learning, promote connections between subjects, and foster the development of the whole child.

Key Stages 1 and 2

Key Stage 1 comprises Years 1 and 2, while Key Stage 2 covers Years 3 to 6. The curriculum for both stages is structured to meet the requirements of the National Curriculum for England, which underpins all teaching and learning at RGSGQ. Pupils' progress is monitored through a

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range of formative and summative assessments, including ongoing teacher assessments, weekly checks, end-of-unit evaluations, termly tests, and diagnostic assessments. All assessment practices are aligned with the expectations of the National Curriculum and reflect current research and best practice. In addition, teachers incorporate peer- and self-assessment strategies to encourage pupil reflection and independence in learning.

The Primary Curriculum

English Across the Curriculum

We are committed to ensuring that all pupils become confident, literate, and articulate communicators. Given the number of pupils for whom English is an additional language, particular emphasis is placed on developing speaking and listening skills, using the Talk for Writing approach, alongside reading, writing and phonics.

- **Speaking and Listening:** Pupils are supported to use language precisely, listen attentively, and engage constructively with the ideas of others.
- **Reading:** Pupils are taught strategies to read with fluency and understanding, to locate and use information, and to interpret, summarise, and adapt texts effectively.
- **Writing:** Pupils are encouraged to write with accuracy and coherence, applying correct spelling, grammar, and punctuation, and structuring their work logically.
- **Phonics:** Read Write Inc. is the phonics programme used in our school to ensure that all pupils develop secure early reading and writing skills through consistent, structured teaching. It supports learners, including those with EAL, by using clear routines, visual prompts, and repetitive sound-blending practice that build confidence, fluency, and a love for reading.

Across all subjects, teachers provide opportunities for pupils to apply and extend their English skills in meaningful contexts.

Mathematics

Our Mathematics curriculum is designed to provide pupils with a secure understanding of number, reasoning, and problem solving, in line with the National Curriculum for England. The White Rose Maths programme, based on the principle that “Everyone Can”, underpins teaching across the school. Lessons follow the CPA (concrete pictorial abstract) approach to ensure pupils build a deep and lasting understanding of mathematical concepts.

Daily mathematics lessons are delivered in every year group, with progression carefully mapped across Key Stages 1 and 2. Core areas include number and place value, the four operations, problem solving, reasoning, measurement, geometry, statistics, and the application of mathematics in real-life contexts. A variety of practical and digital resources are used to support and extend learning.

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Science

In Science, pupils experience a balance between acquiring knowledge, developing scientific skills, and applying their learning through practical investigation. The curriculum is structured through White Rose Science, which provides a progressive framework from Key Stage 1 to Key Stage 2.

This ensures that topics are revisited with increasing challenges and depth, enabling pupils to build on prior knowledge and deepen their understanding. Children are supported to master key skills such as planning and carrying out fair tests, making accurate observations, recording data, and presenting their findings using a range of methods, including graphs and charts. Through this approach, pupils develop curiosity, critical thinking, and the ability to apply scientific knowledge to the world around them.

Humanities

Humanities subjects provide pupils with opportunities to explore the world around them, understand societies past and present, and appreciate their place within a global community. Teaching follows the National Curriculum for England and covers both History and Geography. In History, pupils learn to investigate and interpret the past, developing an understanding of chronology, significant individuals, and events that have shaped societies. In Geography, pupils study their local environment as well as places and cultures across the world, gaining knowledge of physical and human processes and the skills to interpret maps, data, and fieldwork. Across both subjects, enquiry-based learning is central, encouraging pupils to ask questions, think critically, and make connections between past, present, and future.

PSHE

Personal, Social, Health and Economic (PSHE) education is taught in line with the National Curriculum for England and support pupil's personal development, wellbeing, and preparation for life in modern society. The programme helps children to build resilience, develop healthy relationships, and make informed decisions. It incorporates aspects of health education, emotional literacy and awareness of diversity and inclusion. Pupils are encouraged to reflect on their values, demonstrate respect for others, and take responsibility for their actions. Through PSHE, children develop the skills and confidence needed to navigate challenges, contribute positively to their community, and prepare for the next stages of education and life.

Art and Design Technology

Art and Design Technology are taught in line with the National Curriculum for England and encourage pupils to be creative, imaginative, and reflective. In Art, children explore a range of media, techniques, and artistic traditions, developing skills in drawing, painting, and sculpture. In Design Technology, pupils design and make purposeful products, selecting appropriate tools and materials and evaluating their outcomes. Both subjects promote

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technical knowledge, problem- solving, and creativity, helping pupils to apply their learning in meaningful, real-world contexts.

Specialist Subjects in Key Stage One and Key Stage Two

Physical Education

In Physical Education, pupils develop skills across a range of sports, athletics, dance, games and gymnastics. All children are expected to participate fully in lessons, which promote physical fitness, teamwork, and a positive approach to leading a healthy lifestyle.

Music

Pupils take part in a weekly music lesson, where they learn to sing, explore rhythm, and develop skills in playing a range of instruments. Opportunities are provided to perform and to appreciate music from different cultures and traditions.

Islamic Studies, French and Spanish

Pupils who are Muslim follow the Islamic Studies curriculum, taught in line with the Ministry of Education and Higher guidance. Lessons develop pupil's understanding of Islam's beliefs, values, and practices, encouraging them to apply these principles in their daily lives. The curriculum also promotes moral development, respect, and responsibility, fostering a strong sense of identity and community.

Non-Muslim pupils take part in weekly lessons in either French or Spanish. These lessons introduce pupils to the language and culture, with topics ranging from basic vocabulary and grammar to everyday conversation, hobbies, and cultural traditions. The curriculum is designed to develop speaking, listening, reading, and writing skills, while also fostering an appreciation of different cultures. By offering French and Spanish, pupils are encouraged to broaden their global awareness and communication skills in preparation for future learning.

Arabic

Arabic is taught to both native and non-native speakers across primary school. The curriculum enables pupils to develop skills in reading, writing, speaking, and listening, with increasing challenge and depth as they progress. Pupils are introduced to stories, poetry, and cultural traditions, promoting both language acquisition and an appreciation of the heritage of the Arab world.

Qatar History

Qatar History is delivered in line with national requirements and provides pupils with an understanding of the country's heritage, culture, and traditions. Lessons explore significant

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events, geography, and cultural practices, helping pupils to appreciate the role of Qatar in the region and the wider world. Through this, children develop respect for the country they live in and strengthen their sense of belonging to the local community.

Key Stage 1			Key Stage 2		
SUBJECT	TIME in minutes	LESSONS	SUBJECT	TIME in minute	LESSONS
English	225	4.5	English	275	5.5
Phonics/Reading	250	5	Guided Reading	175	3.5
Maths	250	5	Maths	250	5
Science	100	2	Science	100	2
Theme	50	1	Theme	50	1
PSHE	25	0.5	PSHE	50	1
SPECIALIST SUBJECTS			SPECIALIST SUBJECTS		
Assembly	25	0.5	Library	25	0.5
ICT	50	1	Assembly	25	0.5
Library	25	0.5	ICT	50	1
Art	50	1	Art	50	1
Music	50	1	Music	50	1
PE	50	1	PE	50	1
Qatar History	50	1	Spanish (non-Muslim students)	50	1
Spanish (non-Muslim students)	50	1	French (non-Muslim students)	50	1
French (non-Muslim students)	50	1	Qatar History	50	1
Arabic	200	4	Arabic	200	4
Islamic	100	2	Islamic	100	2
Total	1495	28.5	Total	1500	30

Procedures - Role of staff

- Plan and deliver lessons in line with the National Curriculum for England and Ministry requirements.
- Adapt teaching to meet the needs of diverse learners, including EAL pupils and those with additional needs.
- Use formative and summative assessments to monitor progress and inform planning. Provide opportunities for cross-curricular links and the application of knowledge in real-life contexts.
- Encourage creativity, curiosity, and critical thinking across all subjects.
- Promote respect, inclusion, and cultural understanding through curriculum content.
- Use resources, schemes, and programmes effectively (e.g., White Rose Maths, White Rose Science, Widgit for EAL).

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- Give constructive feedback and foster independence through peer and self-assessment. Collaborate with colleagues to ensure continuity and progression across Key Stages 1 and 2.
- Uphold the school's values, and policies while modelling professional behavior and high expectations.

Procedures - Role of students

Students are expected to:

- Engage actively in lessons and approach learning with curiosity and effort.
- Demonstrate respect for teachers, peers, and the wider school community.
- Take responsibility for their own learning, using feedback to improve and progress.
- Apply skills from English, Mathematics, Science, and other subjects across the curriculum.
- Develop independence by making use of peer- and self-assessment opportunities.
- Respect and value the cultural, linguistic, and religious diversity of the school community.
- Take part in enrichment activities, performances, and wider opportunities beyond the classroom.