



ST. CATHERINE'S BRITISH SCHOOL

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Lower School Curriculum Policy

*(See also Whole School Inclusion & Access Policy,
Assessment Policy, Marking and Feedback Policy)*

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Introduction

St Catherine's British School delivers a broad and balanced British education in Athens, Greece, reflecting the British, Greek and international contexts in which our students live and learn.

The curriculum comprises all planned learning experiences and activities organised to promote academic achievement, personal development and wellbeing. It meets the statutory requirements of the National Curriculum for England and is enriched through co-curricular opportunities and the wider curriculum, through which students learn values, behaviours and attitudes.

The curriculum is delivered within a safe, inclusive and supportive environment, where safeguarding, mental health and emotional wellbeing are prioritised. We recognise that wellbeing is foundational to learning and personal growth.

Our curriculum is aligned with our school values of **Care, Dedication, Curiosity** and **Integrity**.

During the academic year 26-27 we are introducing the IPC (International Primary Curriculum) in the Lower School at St Catherine's. During this transition year, Subject leaders have mapped the IPC against the National Curriculum for England to ensure statutory knowledge, skills and progression are fully covered throughout the transition. In some cases this will mean standalone lessons. We expect our curriculum to continue to grow and develop over the coming year.

Curriculum

Intent

Our curriculum is ambitious, inclusive and carefully sequenced to ensure that every student acquires the knowledge, skills and understanding needed to succeed academically, flourish personally and contribute positively to society. It reflects the National Curriculum for England whilst embracing the opportunities presented by our international context, enabling students to become confident, compassionate and globally minded learners.

Aims of the Curriculum

In line with our role as a British School overseas, our curriculum combines academic rigour with international mindedness, intercultural understanding and key global competencies.

Our aims are to:

- enable all students to achieve their full potential through high-quality teaching and learning;
- promote positive attitudes to learning and develop confident, independent learners;
- ensure strong foundations in all subjects;
- deliver a broad, balanced and ambitious curriculum;
- develop creativity, curiosity, problem solving and critical thinking;
- deepen students' understanding of the British values of democracy, rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs;
- develop global awareness, international mindedness and intercultural understanding;
- promote students' spiritual, moral and ethical understanding;
- support physical health, emotional wellbeing and healthy lifestyles;
- enable students to understand, engage with and protect their local environment;
- encourage respect, empathy, collaboration and high self-esteem.

Curriculum Organisation

Core subjects—English, mathematics, and elements of science—are taught explicitly, with links to thematic topics where appropriate.

Through the International Primary Curriculum (IPC), we deliver Science and the non-core curriculum in a way that is responsive to our international setting. IPC units draw on local, regional and global contexts to develop knowledge, skills and understanding. We believe students succeed when they make meaningful and contextual connections within their learning.

Safeguarding is embedded throughout the curriculum. Students are taught how to recognise risk, keep themselves safe (including online), develop healthy relationships, understand consent in an age-appropriate manner, identify trusted adults and know how to seek help when needed. These themes are reinforced through PSHE, Relationships and Health Education, Computing and the wider curriculum.

We provide learning experiences that celebrate diversity and promote cultural understanding, and we integrate themed days—such as Lunar New Year, World Oceans Day and International Day—into the curriculum to deepen students’ knowledge and connect learning to global issues.

Forest School sessions form part of our offering, supporting children’s development through hands-on exploration and learning in the natural environment.

The curriculum is structured to ensure continuity and progression, systematically building skills and knowledge over time.

The curriculum supports student’s personal development by promoting resilience, confidence, leadership, independence, healthy lifestyles, respect for diversity and active citizenship. Opportunities for leadership, service, collaboration and student voice are embedded throughout school life.

Remote learning provision ensures curriculum continuity during exceptional circumstances.

Curriculum

Implementation

The curriculum is implemented through high-quality teaching, carefully sequenced learning, regular assessment and effective subject leadership. Teachers use evidence-informed practice, adaptive teaching and formative assessment to ensure all students make strong progress from their individual starting points

Curriculum

Impact

The impact of the curriculum is evaluated through students' attainment and progress, work scrutiny, lesson observations, student voice, assessment information and the wider personal development of students.

International Primary Curriculum (IPC)

The International Primary Curriculum is a thematic, inquiry-based framework designed to help children make meaningful connections across non-core subjects (and science where appropriate)

The IPC:

- promotes curiosity, creativity and critical thinking through engaging thematic units;
- includes clear learning goals across academic subjects, personal development and international mindedness;

- supports global awareness and helps children understand their identity, community and the wider world;
- encourages collaboration, reflection and active learning.

This approach aligns with our values and commitment to developing internationally minded, well-rounded learners.

EYFS

The EYFS curriculum follows the Statutory Framework for the Early Years Foundation Stage, informed by Development Matters.

Children learn through:

Prime Areas

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We follow a play-based and child-led approach, ensuring learning is purposeful, engaging and responsive to each child's interests and developmental needs. Teaching and learning are balanced between adult-led tasks and child-initiated exploration, supporting independence, creativity and critical thinking.

Our curriculum delivery is supported by the Alistair Bryce-Clegg (ABC) approach, which underpins structure, progression and consistency across EYFS. Outdoor learning plays a central role; our outside spaces are used daily to promote curiosity, physical development, collaboration and a deeper understanding of the natural world.

PE is taught weekly in Reception, music is taught in both Nursery and Reception and technology is used thoughtfully to enhance learning.

Individual Subject Areas

English

English in the Lower School is taught through a rich, coherent curriculum that develops students as confident readers, writers and speakers. High-quality texts from a broad range of genres—including modern and classic literature, supported by *Take One Book* in KS2—provide the foundation for teaching students to interpret meaning, analyse language and understand how writers influence their readers. In EYFS and Key Stage 1, English is delivered through a structured approach that integrates speaking and listening, reading, writing and a carefully sequenced phonics programme, ensuring secure early decoding skills alongside growing fluency and comprehension. Students have regular opportunities to read widely across the curriculum and develop a lifelong love of literature.

Mathematics

Our mathematics curriculum aims to develop confident, resilient learners with positive attitudes towards the subject. Teaching follows the White Rose scheme, using the concrete–pictorial–abstract approach to ensure clear progression and consistency through the calculation policy. Students regularly develop fluency, reasoning and problem-solving skills, with each lesson beginning by revisiting prior learning to strengthen mental strategies. Real-life contexts enrich learning where appropriate and KS2 students can participate in an annual maths challenge.

Science / STEM

Science is taught through a combination of discrete lessons and IPC units to ensure full coverage of the National Curriculum whilst providing meaningful opportunities for enquiry and cross-curricular application. Science and STEM teaching encourages curiosity and helps students make sense of the world through hands-on investigations and practical exploration. Skills are built progressively throughout the school, promoting creativity, problem-solving and collaboration.

PSHE

See Lower School PSHE Policy

RSE

See Lower School RSE Policy

Greek – Bilingual Learners

The Greek curriculum for bilingual students builds balanced development across reading, writing, listening and speaking. Students are gradually guided from simple sentence construction to producing extended, varied text types with increasing accuracy and confidence. Authentic Greek texts support language comprehension, while speaking skills are strengthened through interactive activities and participation in Filanagnwsia's programme.

Greek – Foreign Learners

For foreign learners, Greek is taught through a balanced, progressive development of listening, speaking, reading and writing. Early emphasis is placed on oral language through songs, stories and games to build confidence and accurate pronunciation. Reading and writing are introduced gradually using age-appropriate texts, the Greek alphabet and simple structures taught in meaningful contexts.

The curriculum values and celebrates students' home languages and cultures as an important aspect of their identity.

French

French is taught from Year 3 and follows the progression outlined in the Common European Framework for Languages. Lessons focus primarily on speaking and listening through interactive activities. By Year 6, most students achieve the DELF A1 PRIM level, with some working beyond this benchmark.

Art/DT

The Art/DT curriculum progressively builds skills across drawing, painting, printmaking and sculpture. Children develop creativity, observation, manual dexterity, innovation, self-reflection and cultural capital through learning about key artists, designers and movements. Links are made to IPC topics where appropriate.

Computing

Computing develops students' understanding of computer science, information technology and digital literacy. Students learn to use technology creatively, safely and responsibly for a range of purposes. They develop computational thinking, problem-solving and programming skills alongside an understanding of how digital systems work.

Online safety is taught progressively throughout the curriculum to enable students to become confident, responsible and respectful digital citizens. Links are made to IPC topics where appropriate.

Geography

Our curriculum is shaped by the International Primary Curriculum (IPC), which emphasises cross-curricular learning goals and global perspectives. Our Geography curriculum is designed to help children build a strong understanding of the country they live in and the wider world through systematic development of locational knowledge, place knowledge, human and physical geography, and mapping skills. Learning is enriched through purposeful discussion, hands-on investigation, and interactive tasks that encourage enquiry and critical thinking.

History

Our History curriculum fosters a strong sense of curiosity about the past in Britain and the wider world through high-quality, enquiry-based learning. Aligned with the International Primary Curriculum (IPC), students investigate key historical periods, events and civilisations, developing a secure understanding of chronology, similarity and difference, and historical significance. Through carefully planned enquiry questions, students are encouraged to ask thoughtful questions, evaluate sources, and make meaningful connections between past societies and modern life.

PE

Physical Education supports students' physical development, confidence and overall wellbeing through a broad and progressive programme. The curriculum builds fundamental movement skills and promotes teamwork, cooperation and fair play across games, dance and athletics. Learning experiences are designed to encourage positive attitudes towards physical activity and healthy lifestyles. Opportunities for participation and age-appropriate competition help students develop resilience, leadership and a strong sense of personal responsibility for their health.

Music

The music curriculum provides all students with meaningful opportunities to engage in music through performing, composing and listening. Lessons promote enjoyment, creativity and confidence as students sing and play instruments both individually and as

part of a class ensemble. Learning is grounded in active participation and follows a clear progression aligned with the National Curriculum. Students also have access to a range of co-curricular musical activities, including choir and instrumental groups, which further develop their musical skills and appreciation. Individual instrumental lessons are encouraged to support children's personal interests and musical growth. Links are made to IPC topics where appropriate.

SMSC and outdoor (Social, moral, spiritual, cultural and outdoor learning)

SMSC and outdoor learning is embedded across the curriculum, outdoor learning opportunities, and wider school life. The school supports spiritual growth through reflection, curiosity, and purpose; moral development through ethical understanding and integrity; social development through teamwork, empathy, and respect; and cultural development through celebrating diversity, British values, and global awareness. British Values are actively promoted through the curriculum and school life, including democracy, individual liberty, mutual respect, tolerance of different faiths and beliefs and the rule of law.

Classroom and outdoor learning build resilience, practical skills, and connection to the world, enabling students to become reflective, responsible, lifelong learners who contribute positively to society.

Co-curricular

We believe diverse co-curricular opportunities broaden students' horizons and enrich their education. Typical offerings include choirs, chess, dance, debate, sports clubs, STEM and robotics. Every child is supported to explore new passions and skills.

Enrichment

Our enrichment programme enhances learning through varied activities, day trips and residential visits that foster independence, teamwork and resilience. Visitors—including authors, professionals and community speakers—provide inspiration and broaden students' aspirations.

The curriculum introduces students to a broad range of careers, professions and aspirations through visitors, themed events and enrichment opportunities, encouraging children to understand the relevance of their learning beyond school.

Each class undertakes at least two educational visits per term. Key Stage 2 residentials promote independence, resilience and collaboration.

St Cat's Time allows students to take part in a variety of recreational activities which support emotional, physical and social development.

Inclusion, Adaptive Teaching, SEND and plurilingual learners

We acknowledge that children learn differently and therefore tasks, content and support are varied to strike a balance between challenge and accessibility. Adaptive teaching ensures every learner can access the curriculum and make progress. Teaching assistants support students with learning and remain within the classroom environment, where possible.

Teaching promotes respect for all protected characteristics identified within the Equality Act 2010 in an age-appropriate manner. Reasonable adjustments and targeted support are implemented where necessary. Individual Education Plans and Individual Behaviour Plans are developed collaboratively with teachers, the Head of Learning Support, specialists, students and parents.

Assessment

Assessment is integral to teaching and learning. Teachers use formative assessment strategies including questioning, observation, retrieval practice, discussion and feedback to inform planning and identify next steps. Summative assessment is undertaken at agreed points throughout the year to monitor attainment and progress. Assessment information is used to support individual students, inform curriculum development and communicate progress to parents.

See Lower School Assessment policy

Monitoring and Review

The implementation and effectiveness of the curriculum are monitored through lesson observations, learning walks, book scrutiny, planning reviews, assessment analysis, student voice, parent voice and subject leader monitoring. Governors receive regular reports on curriculum quality and outcomes.

This policy is monitored by the IPC curriculum coordinator, senior leaders, subject leaders and governors and is reviewed every two years, or sooner if required to reflect developments and school priorities.