



Curriculum Overview

2024-2025

Taipei European School
British Primary Section



CONTENTS

The BRITISH PRIMARY SECTION (BPS)

| | |
|---|---|
| TES Mission & Vision | 2 |
| BPS Introduction | 3 |
| The TES Primary Learner Profile | 4 |
| TES Community Values | 5 |
| High Quality Learning and Teaching at TES | 6 |
| BPS Climate Statements | 7 |

REPORTING 8

ENGLISH LITERACY 9

MATHEMATICS 11

INTEGRATED CURRICULUM 13

PHYSICAL EDUCATION 16

MUSIC 20

ART 22

THE FOUNDATION STAGE PROGRAMME 24

CHINESE LANGUAGE AND CULTURE (CLC) 26

PSHE 28

HOME-LEARNING 30



TAIPEI EUROPEAN SCHOOL

VISION, MISSION AND CORE VALUES

As the European School in Taipei, we created 'One School' from three schools: British, French and German, to focus on developing European Culture and Values in order to achieve our shared vision and mission.

Vision

To be a flourishing, multilingual and multicultural community of lifelong learners that embraces independence, curiosity and empathy to make a positive difference in local, national and global environments.

Mission

Through world class curricula, Taipei European School cultivates lifelong learners and responsible global citizens who are ready to rise to the challenges of the future. We nurture independence, embrace diversity, and encourage all to “do well by doing good”. We embrace holistic education programmes that value academic accomplishment while prioritising the social and emotional wellbeing of each learner.

Graduate Attributes

We strive for each graduate to be

- A Lifelong Learner
- A Critical Thinker
- Independent
- Empathetic
- Socially Responsible
- Interculturally Aware
- Globally Minded

Community Values

We expect each member of our community to exhibit

- Respect
- Participation
- Responsibility
- Creativity
- Perseverance



THE BRITISH PRIMARY SECTION (BPS)

Introduction

The British Primary Section (BPS) of the Taipei European School covers Nursery through to Year 6 in a child's education. These years are crucial to the foundation of a child's academic and social development. The Early Years and Primary Curriculum, in addition to the pastoral framework, aim to maximise each student's talents and potential.

Here in the British Primary section we follow the English National Curriculum (ENC). The ENC is organised into blocks of learning which cover years and are called 'Key Stages'. Key Stage 1 includes Year 1 and 2, while Key Stage 2 incorporates Years 3 to 6. The curriculum focuses on teaching students key concepts and having them understand these at increasingly greater depth over time. The ENC is skills based and prioritises the learning of essential knowledge as well as the development of reasoning and application in all subject areas. The ENC for Primary Schools is world-renowned and respected. To complement the highly regarded core curriculum of the ENC which encompasses Literacy, Mathematics and Science, we use the International Primary











Curriculum(the IPC) to enhance our Integrated Curriculum (IC) units, which cover the other subjects taught throughout the key stages.

Woven into the curriculum are our School Values and Learner Profile. It's not enough for children to just keep learning more information at the expense of learning how to use that information and work with others. As well as learning about a variety of subject areas, children need to learn how to learn, how to think for themselves, think alongside others, and be motivated to keep on learning throughout their lives. Our School Values and our Learner Profile help your child to learn these things.

The TES Primary Learner Profile

The TES Learner Profile was developed by staff, students, and parents and is a precursor to the International Baccalaureate (IB) Learner Profile. It is a distinctive set of attributes that we aim to instill in our students before they exit the EPC. The attributes are a sound base for students to launch into the IB Learner Profile that is used across our ESC.

The Learner Characteristics are:

| Characteristic | Description |
|--|---|
| We are   Thinkers | TES students have the ability to think creatively, critically, and analytically. They are inquisitive about their learning and the world around them. They seek to solve problems, apply strategies, and adapt to new situations presented to them. |
| We are  Adventurers | TES students are confident to take risks and committed to their learning journey. They take risks to experience new opportunities in learning and in life. They are resourceful in new situations and face challenges with optimism and an open mind. |
| We are  Communicators | TES students are effective communicators. They can select and use multiple modalities of communication to express, justify, and reason their learning. They are articulate and fluent, and know when to collaborate and when to work alone. |
| We are  Global Citizens | TES students are globally aware. They understand international culture and have a secure identity of their place in the world. Their learning is with an international perspective and prepares them for life on the world's stage. They take responsibility for their behaviour in the world and to those who share it with them. They make considered decisions based on sustainability and environmental impact, protecting what they have for their future and for those that follow. |
| We are  Healthy | TES students are aware they need to have a healthy mind and a healthy body in order to achieve their full potential. They are socially and emotionally intelligent, reflective and supportive. They understand that their bodies and minds need care and stimulation in order to grow. |
| We are  Future Focused | TES students are aware of their future and take an active role in shaping its design. They are responsible citizens and are able to set goals, plan for, and implement actions for the benefit of themselves and others. |
| We have  Values | TES students have a core set of values at the heart of their learning and are expected to model these behaviours at all times. In addition, TES students are expected to be polite, honest, and respectful. They are resilient, and despite difficulties, they will move forward and learn from challenges they face. |
| We have  Empathy | TES students are empathetic towards people, creatures, and situations. They show kindness to those in need, and care without hesitation. They give their kindness, care, and time with no expectation of receiving anything in return. They seek fairness and equality for our community. |
| We have  Integrity | TES students are honest and have high moral principles. They have a unique sense of self and are proud of who they are, what they know, and what they believe in. They are role models for their peers, and are encouraged by their own success. They are loyal to their learning. |

TES Community Values

The Community Values are essentially our school rules. They are a set of values developed by all Sections in consultation with staff, students, and parents. They are important to the way we function and work within our curriculum, school, and across our campus. The Values are:



| | Age 3-5 | Age 6-8 | Age 9-11 |
|---|-------------|--|---|
|  Respect | We care. | We take care of our world and the people in it. | We are honest, considerate, and tolerant global citizens. |
|  Participation | We join in. | We join in and are active learners who share our thinking. | We take an active role in our learning and encourage others to do the same. |
|  Responsibility | We think. | We think about our actions and we make good choices. | We are trustworthy, independent, and act as positive role models. |
|  Creativity | We create. | We are creative and solve problems in different ways. | We use our imagination, explore ideas, and express ourselves freely. |
|  Perseverance | We try. | We keep trying and do our best. | We show persistence and strive to do our best. |



HIGH QUALITY LEARNING AND TEACHING AT TAIPEI EUROPEAN SCHOOL

Definition of High Quality Learning and Teaching (HQLT)

High Quality Learning and Teaching (HQLT) at our school engages our community of learners in acquiring knowledge, skills and understanding with authentic and aspirational experiences within the school.

TES promotes a broad range of competencies and aptitudes which are both academic and social-emotional, such as: collaborative skills; creativity; critical thinking; communication; interpersonal skills; empathy; problem solving; leadership; entrepreneurship; digital and media literacy; and resilience.

HQLT at TES provides a truly holistic experience for our students through the influence of our Graduate Attributes and Community Values, and by encouraging our learners to have a positive impact, and to make ethical decisions and choices.

A Framework for High Quality Learning and Teaching (HQLT)

Our commitment to high quality learning and teaching (HQLT) is embodied in our ethos: Learn and Flourish. This ensures that our school culture and environment encourage each community member to be guided, supported and challenged holistically as they strive towards their full potential.

High Quality Learning and Teaching is realised through the following key principles:

Global Citizenship

We celebrate our own identity and heritage while embracing diversity through our taught curriculum, service and community engagement, and beyond.

Opportunities

Within and beyond the classroom, we provide our community members with highly engaging experiences that develop: collaboration, curiosity, creativity, independence, inquiry, interdisciplinary thinking, and a thirst for lifelong learning.

Progress

We are committed to ensuring that all community members achieve progress through high expectations, differentiated goal setting, meaningful and timely feedback, and personalised interventions.

Relationships

We foster personal connections that allow each community member to be included, respected and heard, safe, and valued.

Technology

We embrace technology and innovation to enhance learning and teaching and to nurture responsible digital citizens.





BPS CLIMATE STATEMENTS

In the British Primary Section we believe that there is a direct relationship between the way we function together and the quality of learning and productivity of all members of our community. A positive school climate enables both students and adults to flourish in our learning, personal growth and development. A collective commitment is needed to foster this, through:

- Relationships/Connection: We develop relationships where we interact in a positive, caring, supportive and transparent manner to enhance effective communication.
- Safety: We create learning and work spaces that are safe, inspirational and challenging where learning from mistakes is encouraged in order to build resilience.
- Engagement: We create fit-for-purpose, fun and engaging environments, promoting agency, rigour and a focus on strengths.
- Inclusion: We create a sense of belonging that is inclusive, embraces diversity and strives for equity. This is supported by our Primary Learner Profile and Community Values.
- Purpose /meaning: We focus on both the process and product of our learning to develop pride and an understanding of our place in the world as global citizens.



REPORTING

Feedback on progress and achievement is reported to parents and students in a range of ways. Parents will meet with teachers several times per year to talk directly about their children's learning and progress. A settling-in conference is held in late September followed by a further (student-led) conference in March and then a final wrap up conference in June. Alongside this parents receive two full written reports one at the end of Semester one and another at the end of the academic year.



ENGLISH LITERACY



Overview

Although this is a subject in its own right, it is also the dominant medium the BPS uses for teaching. The aim of English is to develop spoken language, reading, writing, and vocabulary. Understanding the language provides access to the whole curriculum. Fluency in English is an essential foundation for success in all subjects.

The overarching aims in our teaching of English are that students will:

- read with fluency and have a sound understanding of different texts, including fiction, non-fiction and poems
- develop a love of reading, both for enjoyment and as a way to gain knowledge across the curriculum
- acquire a wide vocabulary, an understanding of grammar, and knowledge of linguistic conventions
- write clearly, accurately, and coherently, while adapting language for appropriate contexts
- use discussion in order to learn – students should be able to elaborate and explain clearly and convincingly their understanding and ideas
- be competent at speaking and listening, making formal presentations, demonstrating to others, and participating in debate

Spoken Language

Spoken language underpins the development of reading and writing. The quality and variety of language that students hear and speak are vital for developing their vocabulary and grammar and their understanding of reading and writing. With this in mind, the BPS has divided the statutory requirements for Years 1-6 into Speaking and Listening and assigned progressive standards to each year group. Students are offered speaking and listening opportunities on a daily basis and across all subjects. In addition, more formal situations are organised and explicitly taught at appropriate intervals over the year for all year groups. Opportunities are given to work in groups of different sizes including pairs, small groups, large groups, and as a whole class. This allows students to develop confidence and competence in spoken language and listening skills.

Reading

Reading in the BPS is broken into seven essential areas: decoding, fluency, vocabulary and background knowledge, reasoning, structural knowledge, comprehension monitoring and discussion of texts.

For every essential area, there is a set of standards for each year group in Key Stage 1 and Key Stage 2, based on the objectives from the English National Curriculum. In Reception and Key Stage 1, students are taught how to decode texts through phonics lessons. These daily lessons teach pupils how to read by associating a letter or a group of letters (called graphemes) to the sound they make (phonemes). In this way, students are able to sound out and read words. The other essential areas are taught through Guided Reading sessions, small-group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency.

In Key Stage 2, students continue to learn the seven essential areas of reading through small-group Guided Reading sessions, although these will be balanced with Whole Class reading sessions, where the whole class will be supported to read and explore the same text together. Texts chosen in these sessions will be of a difficulty level higher than students can access on their own. Teachers will oversee that students take a book home to read individually or with their parents. We encourage all parents to read with their children regularly and record this reading, along with any comments, in their child's Reading Diary. As part of their weekly homework, upper Key Stage 2 students will write a weekly reading reflection in their Home School Diaries on their independent home reading.

Writing

In the BPS this area is divided into seven strands:

- composition and effect
- structure and organisation
- grammar/sentence structure/vocabulary
- punctuation
- drafting/editing/proofreading
- spelling
- handwriting

The standards for each year group that accompany these areas can be found in the Individual Learning Record. The teaching of writing is usually carried out through exposure to varied genres that are explicitly taught for periods of time. These genres generally cover: expository, persuasive, descriptive, and narrative text-types as well as poetry. As far as possible, writing is contextualised within our Integrated Curriculum in order to make for a richer, more authentic learning experience. Additional, incidental writing opportunities are created in many other learning areas, across the curriculum.

Independent writing is embedded in the programme, allowing students regular opportunities to practice their writing skills. Parental involvement in the Big Talk homework is crucial, allowing students to orally rehearse what they will write about ahead of time. In Key Stage 1 and 2, students are encouraged to spell using their phonic knowledge as a basis.

Assessment

Students are assessed in a range of ways, including:

- teacher questioning and observation
- peer observation
- Seesaw feedback
- self and peer assessment oral fluency assessments
- PTE external test
- NGRT test
- Comparative judgement



MATHEMATICS



Overview

This creative and interconnected area of the curriculum is essential to everyday life, and critical to science, technology, and engineering, in addition to financial literacy and most forms of employment. For these reasons, mathematics is characterised as a core curriculum area.

The aims are that students will become:

- fluent in the fundamentals of numeracy, underpinned by deep conceptual understanding
- able to reason mathematically by following a line of enquiry, conjecturing relationships and forming generalisations
- confident at developing an argument, justification, or proof, using mathematical language
- able to problem-solve by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including being able to break down questions into simple steps and persevering in seeking solutions

The programmes of study are organised into distinct key areas; however, learners should make rich connections across mathematical ideas to develop the above aims.

In the BPS, teachers use a specific 'mastery' learning approach when delivering the curriculum. This means:

- emphasis is placed on deep conceptual understanding as opposed to rote learning and memorised calculations
- skills are developed systematically
- children have concrete and pictorial experiences in addition to learning the abstract notation needed, for instance when calculating
- we believe all students have the ability to learn the concepts of numeracy, and as a result, we actively promote having a growth mindset and learning from mistakes

- pupils who grasp concepts rapidly are challenged through being offered sophisticated extension problems before any acceleration through new content

Teaching for mastery is not a new idea. In fact, the notion originates from educational psychologist Benjamin Bloom. Other renowned educators have further developed the theory since then and many maths teachers now use it as their main pedagogical approach.

At the BPS, our priority is also to ensure that learning is both engaging and memorable and we therefore provide ways for students to appreciate concepts using regular real-life examples. This allows deep conceptual understanding that can then be transferred across maths topics and other subject areas.

In addition, we believe in the power of the word 'yet'. This means we develop students who know that although a concept may be challenging and they may not have grasped it 'yet', they are in fact nevertheless capable and expected to understand it with the right teaching and time.



Course Content

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|--|--|---------------------------|----------------------|
| Place Value (within 10) | Place Value | Place Value | Place Value | Place Value | Place Value |
| Addition & Subtraction (within 10) | Addition & Subtraction | Addition & Subtraction | Addition & Subtraction | Addition & Subtraction | The Four Operations |
| Shape | Shape | Multiplication & Division | Multiplication & Division | Multiplication & Division | Fractions |
| Place Value (within 20) | Multiplication & Division | Measurement (Length, Perimeter, Mass & Capacity) | Fractions | Statistics | Proportion & Ratio |
| Addition & Subtraction (within 20) | Measurement (Length, Height, Mass, Capacity & Temperature) | Fractions | Decimals | Fractions | Algebra |
| Place Value (within 50) | Fractions | Measurement (Money & Time) | Statistics | Position & Direction | Decimals |
| Measurement (Length, Height, Mass & Volume) | Measurement (Money & Time) | Shape | Shape | Decimals & Percentages | Position & Direction |
| Multiplication & Division | Statistics | Statistics | Position & Direction | Measurement | Measurement |
| Fractions | Position & Direction | | Measurement (Length, Perimeter & Area) | Shape | Shape |
| Position & Direction | | | Measurement (Money & Time) | | Statistics |
| Place Value (within 100) | | | | | |
| Measurement (Money & Time) | | | | | |

Assessment

Students are assessed in a range of ways, including:

- teacher observation
- peer observation
- Seesaw feedback
- unit quizzes
- self and peer assessment
- question and answer sessions
- anecdotal notes
- the Progress Test in Maths (PTM) assessment for Years 1-6



INTEGRATED CURRICULUM



Overview

Science, History, Geography and Technology are taught across all year levels in the British Primary Section. We largely follow the National Curriculum for England for our year level objectives, and ensure a balance of skills and knowledge are learned and applied within exciting integrated units of study. Our objectives have relevance and importance to our school Vision, Mission, Values and Learner Profile.

We define these subject areas under the umbrella of 'Integrated Curriculum'. This is because research has shown the best way to teach these subject areas is not in isolation, but through authentic and meaningful contexts which connect and complement other areas of study. These connections cut across subject-matter lines and learning is emphasised through unifying concepts. We use the International Primary Curriculum (the IPC) to help deliver out Integrated Curriculum because we believe its vision encapsulates what we want for our learners *"Through the IPC..learners are encouraged to be informed, globally competent, future-ready, socially conscious and motivated to positively contribute within a local and or global context"*

The IPC is taught over 3 mileposts incorporating more than 130 thematic units for teachers to select from. Alongside these thematic units there are also stand alone single subject units for areas such as PE, Art and ICT, as well as Sustainable Development Goals Challenge Series. The IPC is based on seven foundations which are research influenced and provide a complete concept of curriculum beyond just what needs to be learnt and how it can be taught. The IPC approaches learning through 3 key focuses: knowledge, skills and understanding. Every unit of the IPC has international tasks where learning is considered from both a local and global context. Children are taught about 'home' 'host' and 'adopted' countries, and the aim is to develop international mindedness(known as global citizenship here at TES) and global competencies.

Each unit starts with an Entry Point which is a hook to motivate learners by activating prior learning,

making learning engaging and stimulating curiosity so that students are primed to learn. The entry point is followed by a knowledge harvest which helps teachers evaluate what students already know about a planned unit and helps students make connections to prior learning which then facilitates new learning and ensures it is relevant. Through a continuous cycle of researching, recording and reflecting, students are able to access new knowledge and skills and present new learning and reflect on what they have learned, helping move towards greater understanding over time. Finally the culminating activity is the Exit Point where students are given the opportunity to present their learning to their peers, other year groups and/ or their parents. (Source: ICA IPC Introduction to Parents).

For example

Course Content

History is divided into three key strands from Year 1 to 6. They are: Historians and their research methods, Time and Chronology, and Cause and Effect. Progression in these areas is built over the 6 years of Key Stage one and two.

Geography is also divided into four key strands. They are: Geographical data collection and interpretation, Weather and climatic conditions, Changing landscapes and places, and Interaction of people and environments.

Science is divided into specific areas for each year group in line with the recommendations from the National Curriculum. In addition, Scientific enquiry skills are woven through all the units of Science.

Design Technology is divided into five key strands. They are: Research, imagine and innovate; Plan, build, test; Test and evaluate; Technology and society, and Food technology and nutrition. These strands allow for students to build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users. As well as critique, evaluate and test their ideas and products and the

work of others. Finally they begin to understand and apply the principles of nutrition and learn how to cook.

Assessment

Students are assessed in a range of ways, including:

- teacher observation
- peer observation
- Seesaw feedback
- self and peer assessment
- question and answer sessions
- anecdotal notes

Integrated Technology

We are living in a world where we are surrounded by computers. Our homes are full of devices that are controlled by a computer; from the washing machine to the games console to the ever present mobile device. As a consequence it is imperative we give our children an understanding of how these devices work; how they communicate with each other and how they can influence our lives. To this end 'Computing' is very much at the heart of our curriculum, reflecting our belief that the learning opportunities of those who are not confident users of computer technology would be severely diminished, as would be their job prospects and the extent of their participation in today's society. We recognise the enormous potential of leveraging modern technology to enhance and enrich learning, and are committed to preparing our children to be successful in a society permeated with technology. Our goal is to provide our students and teachers with access to a range of Education Technology that allows for the seamless integration of technology into the learning & teaching process in order to deliver genuinely transformational learning opportunities which are innovative and provide for an enhanced learning experience across the curriculum, very much a STEAM ethos.

Learners at TES BPS use technology and the process of design, make and evaluate to inquire, create, collaborate, communicate and safely take risks in order to arrive at solutions to meaningful, real world problems. When they move on from TES BPS, they are confident users of technology in a range of contexts, understanding the benefits, limitations and risks associated with its use.

The use of technology to support learning is embedded across all curriculum areas beginning with the use of specialised cloud based software

and apps to support specific skills development. As children progress through the school they learn to use an increasing range of devices, software, skills and applications. Our curriculum is designed to give children the opportunity to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

We provide an impressive technology rich learning environment for our students and teachers. All classrooms are equipped with Flat Screen Technology with access to both wired and wireless networks. All of our teachers are provided with Lenovo Thinkpad laptops and an iPad whilst our students have access to iPads. Our Key Stage 2 classes operate with parent owned 1:1 iPads which creates further opportunity for tech integration in the classroom environment. In addition the school is extremely well resourced with teachers and children having access to a wide range of age and developmentally appropriate software and hardware to enhance the curriculum including drones, GoPro cameras, handheld video cameras, VexIQ robots, Lego Robotics kits, floor robots, Microbit devices, digital microscopes, hand held data logging devices, vinyl cutting machines, a laser cutter and 3D printers to name a few.

The specific computing and Design Technology skills of the National Curriculum for England are taught in conjunction with the learning objectives of the other major curriculum areas. When taught in this context, children use technology as a vehicle or a powerful tool to solve problems and develop digital wisdom, as well as allowing our teachers to embed the use of technology as a learning tool across the curriculum. Our class teachers are supported in this integrated approach by a Digital Coach.



At TES BPS all children in the school create a digital portfolio of their schoolwork using the Seesaw App which is shared live with parents to provide an insight into their child's learning and progress.

Through our three areas of computing; Algorithms and Programming, Information Technology and Digital Literacy, which are integrated across our curriculum, we ensure that students are provided with opportunities to tinker, create, debug, solve problems, evaluate and create solutions to relevant and real world problems using technology.



Today's children are growing up in a digital world and it is crucial that they learn to balance the benefits offered by technology with a critical awareness of their own and other's online behaviour, and develop effective strategies for staying safe and making a positive contribution online.

Our Digital Citizenship Curriculum describes the skills and understanding that children should have and highlights what a child should know in terms of current online technology, its influence on behaviour and development, and what skills they need to be able to navigate it safely. It aims to support and broaden the provision of online safety education, so that it is empowering, builds resilience and affects positive culture change. The objectives promote the development of safe and appropriate long term behaviours, and support educators in shaping the culture within their setting and beyond. The framework is supported by a dedicated website, Common Sense Media, of teaching and learning resources linked to the individual objectives.

Online safety is a whole school issue. The framework aims to support the development of the curriculum and is of particular relevance to PSHE education and Computing. It is designed, however, to be usable across the curriculum and to be central to a whole school approach to safeguarding and online safety.



Assessment

Students are assessed in a range of ways, including:

- teacher observation
- peer observation
- Seesaw and Google Classroom feedback
- self and peer assessment
- question and answer sessions
- anecdotal notes

Technology Enhancement/ Enrichment

Students will have the opportunity to enter a range of competitions during the year including Robotics and Coding competitions as well as a range of STEAM Co-Curricular Activities (CCAs) such as building flying aircraft, creating stop motion animations and wearable technology using the Microbit platform. Students are also encouraged to become members of the Tech Crew who model good behaviour with technology, support teachers, develop their skills and become a showcase for what is achievable. The Tech Crew are also trained to carry out specific jobs such as charging devices, keeping robot firmware up to date, testing new apps and trialling new technology and equipment.



PHYSICAL EDUCATION



Overview

The vision and mission of the British Primary School Physical Education Department is to have a programme which inspires every child to find joy in physical activity, within a safe, supportive, and vibrant learning environment. Inclusion, participation and enjoyment are the underlying principles of a “sport for all” ethos, which is designed to offer all the chance to discover new skills. Our goals are to engage every child and to cultivate a love for physical activity. Our child-centred approach to PE and Sport seeks to develop agility, balance, coordination as well as developing game strategy and the promotion of healthy competition, and cooperative learning. The PE programme also promotes the importance of health and fitness and the broader implications of staying fit and healthy not just in school, but as part of a healthy lifestyle. We aim to develop the building blocks of physical literacy but equally as important, we also seek to develop the emotional and thinking skills to achieve in PE, sport, and in general life.

Assessment

We approach assessment from a holistic perspective by looking at a collection of core skills we call ‘Multi-Abilities’. These multi-abilities are physical, personal, social, cognitive, creative and swimming. These qualities are at the core of our assessment process and enable all children to achieve at various levels.

Through appropriate and consistent praise of positive learning behaviours, pupils maintain a positive attitude and can understand their personal areas of strength and weakness. We also encourage children to take responsibility for their learning with goal setting and tracking their progress with the use of ICT. Children will learn the benefits of participating, cooperating, communicating, and persevering. Through this approach, resilience and the attitude of ‘never give up’ can be nurtured and this provides all pupils with a sense of ownership over their learning and the opportunity to flourish.

Students are assessed in a range of ways, including:

- teacher observation
- Self and peer review
- Video analysis
- Group discussion
- Question and answer sessions

Early Years

Pupils will explore fundamental movement skills and develop their confidence through a range of fun engaging activities. Towards the end of the year, they will start to play basic team games to gain experience and understanding in working together and following simple rules.

Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.



Key Stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Co-curricular Activities (CCAs) and Competitive Sports

We have an extensive CCA programme, which allows our students to apply the concepts and skills they are learning in PE lessons to a more sport-specific and competitive environment. Some students will have the opportunity to represent TES and compete in sports tournaments both domestic and international. TES is a founding member of the Taiwan International Schools Sports Association (TISSA) which provides competitive sport across Taiwan. Additionally, we are a member of the Federation of British International Schools in Asia (FOBISIA) and attend the annual FOBISIA Games in Phuket Thailand. Each academic year there is also the possibility of other international sports trips in various countries. These various events provide our more talented sports students with the opportunity to test themselves against their peers from other international schools across Asia.

Tribe Matches

Tribe matches will take place at the end of each unit of work. This is a wonderful opportunity for all children to represent their tribe and compete against other tribes in various sports. Each tribe competition is usually a tournament format and mirrors the learning of the curriculum.



EYFS (Nursery and Reception)

Fundamental Movement

This unit spans the length of the school year as fundamental skills form the basic building blocks of movement and are an essential part of everyday life. The movement skills to be developed throughout the year may be learned and acquired in a stand alone context or integrated into various units (as listed below) where they best fit. Once these skills are mastered, the students can progress in developing specialized movements that relate to sport.

| | |
|---------------------------------|---|
| <p>Creative Movement</p> | <p>This unit supports the development of essential fundamental movement skills, body awareness, technical and expressive skills to communicate through movement confidently, creatively and cognitively. Students will be provided with opportunities to become aware of their bodies and explore the body bases, parts and zones used safely in dance. Through dance students will experience how to move their bodies in different ways and be exposed to learning that allows them to experience space, time, dynamics and relationships as they are supported to participate in, create and observe dances.</p> |
| <p>Athletics</p> | <p>Throughout this unit the children will learn about the different running, jumping and throwing events in athletics. Students will be exposed to experiences that develop an awareness of space, develop movement with control and coordination. Students will begin to use small and large equipment, handle themselves, their environment, the equipment and use of objects with safety and control. This unit culminates with Sports Day and enables all children to compete in these disciplines to win points for their tribe.</p> |
| <p>Games</p> | <p>In this unit, students will work on their teamwork skills. Learning experiences will support fundamental movement skills, fitness and social development, independence and risk-taking as students take on a variety of group roles to effectively work with and interact with each other. There will be a focus on the development of tactical awareness and decision-making within the framework of age appropriate games as students will play a variety of small-sided games with a focus on the ability to understand rules and follow basic strategies.</p> |
| <p>Gymnastics</p> | <p>This unit promotes all-round body control, spatial awareness, physical development, muscular strength, flexibility, balance, coordination and the core strength required for everyday living. There is a focus on the mastery of correct gymnastic skill development and technique to ensure safety and skill competency. There is sequential learning of gymnastic skills that are selected and appropriate for age and ability. Students are exposed to and experience a wide range of gymnastics core skills on different apparatus.</p> |

Key Stage 1 (Year 1 and Year 2)

Fundamental Movement

This unit spans the length of the school year as fundamental skills form the basic building blocks of movement and are an essential part of everyday life. The movement skills to be developed throughout the year may be learned and acquired in a stand alone context or integrated into various units (as listed below) where they best fit. Once these skills are mastered, the students can progress in developing specialized movements that relate to sport.

| | |
|--------------------------|--|
| Swimming | The unit for KS1 is focused on developing water safety skills and water confidence; to understanding water survival and basic stroke techniques. Students will be exposed to learning both in and around swimming pool environments that promote both safety and confidence on the pool deck and in the water. |
| Creative Movement | This unit supports the development of essential fundamental movement skills, body awareness, technical and expressive skills to communicate through movement confidently, creatively and cognitively. Students will be provided with opportunities to become aware of their bodies and explore the body bases, parts and zones used safely in dance. Students will experiment with simple technical and expressive skills and through dance, students will experience how to move their bodies in different ways and be exposed to learning that allows them to experience space, time, dynamics and relationships as they are supported to participate in, create and observe dances. |
| Athletics | Throughout this unit the children will learn about the different running, jumping and throwing events in athletics. Students will be exposed to experiences that develop an awareness of space, develop movement with control and coordination. Students will begin to use small and large equipment, handle themselves, their environment, the equipment and use of objects with safety and control. This unit culminates with Sports Day and enables all children to compete in these disciplines to win points for their tribe. |
| Games | Cooperation and teamwork skills are nurtured in this unit. Learning experiences will support fundamental movement skills, fitness and social development, independence and risk-taking as students take on a variety of group roles to effectively work with and interact with each other. There will be a focus on the development of tactical awareness and decision-making within the framework of age appropriate games as students will play a variety of small- sided games with a focus on the ability to understand and follow rules and having game strategies. |
| Gymnastics | This unit promotes all-round body control, spatial awareness, physical development, muscular strength, flexibility, balance, coordination and core strength required for everyday living. There is a focus on the mastery of correct gymnastic skill development and technique to ensure safety and skill competency. There is sequential learning of gymnastic skills that are selected and appropriate for age and ability. Students are exposed to and experience a wide range of gymnastics core skills on different apparatus. |



KS2 (Year 3, 4, 5, 6)

| | |
|------------------------------|---|
| Football | Students will develop their football skills and game understanding. During this unit, the children play small-sided games and activities that help to build the skills necessary for football. There is also a focus on strategy and teamwork, keeping possession, using space and the principles of attacking and defending. |
| Swimming | In KS2 swimming we continue to work on water confidence but also refine stroke technique and aim to ensure that students understand what it means to be an efficient swimmer. Breathing technique is a focus in this unit and students will also learn about the basics of survival swimming and pool enhanced pool safety knowledge. |
| Dance | Our dance unit will help students to understand the concept of transition and linking different movements. Also, the students will develop their use of space, rhythm & expression and become more confident with their performance and also their ability to combine various movement patterns. |
| Gymnastics | This unit promotes all-round body control, spatial awareness, physical development, muscular strength, flexibility, balance, coordination and core strength required for everyday living. There is a focus on the mastery of correct gymnastic skill development and technique to ensure safety and skill competency. There is sequential learning of gymnastic skills that are selected and appropriate for age and ability. Students are exposed to and experience a wide range of gymnastics core skills on different apparatus. |
| Athletics | In this unit, students will be introduced to the running, jumping, and throwing events of athletics. Students will learn about the rules and the key movement skills of each discipline and offer opportunities for competitive instances for the application and assessment of these skills. This unit culminates in Sports Day where students have the opportunity to showcase their learning and development in this whole school event. |
| Striking and Fielding | These are games in which players score points by striking an object and running to designated playing areas or prevent opponents from scoring by retrieving the object and returning it to stop the play. The focus of this unit is usually, t-ball, softball and cricket. All of these games follow the core striking and fielding principles and are an excellent opportunity for students to develop their hand-eye coordination, sending and receiving skills as well as multiple opportunities for strategy and game-sense. |
| Net Games | The focus of this unit is usually volleyball, badminton and/or table tennis. These types of games are great for developing all key skills - Hand-eye coordination, movement skills, strategy, cognitive ability and teamwork. A major focus throughout this unit is to identify and apply effective tactics to use, shot selection and the concept of outwitting the opponent or opposing team. |
| Basketball | Students will develop their basketball skills and game understanding. During this unit, the children play small-sided games and activities that help to build the skills necessary for basketball. There is also a focus on strategy and teamwork, keeping possession, using space and the principles of attacking and defending. |



MUSIC

Overview

In Primary Music, we expand our musical learning through musical activities. Students from Nursery to Year 6 have the opportunity to sing, play instruments, perform, compose, and listen to various musical genres. Our unit plans engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity, and sense of achievement. As pupils progress, they continue to develop a critical engagement with music, allowing them to compose and to listen with discrimination to the best in the musical canon. Overall, TES Primary Music provides required and elective components:

- The required component (Class Music) is taught based on two modules:
 - Theory: Elements and Structures
 - Music Making/Responding

The elective component – school Music Groups.

- These may be elected on the basis of student and teacher interest:
 - Beginner Band, Flute Ensemble, Jazz Band, Lower Choir, Orchestra, Upper Choir and Harp Ensemble

Course Content

The requirements for Music in Key Stage 1 and Key Stage 2 of the English National Curriculum require students to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music



Early Years

Students will be encouraged to sing songs, explore and play classroom instruments, develop their listening skills, respond to music and express their own ideas.

Key Stage 1

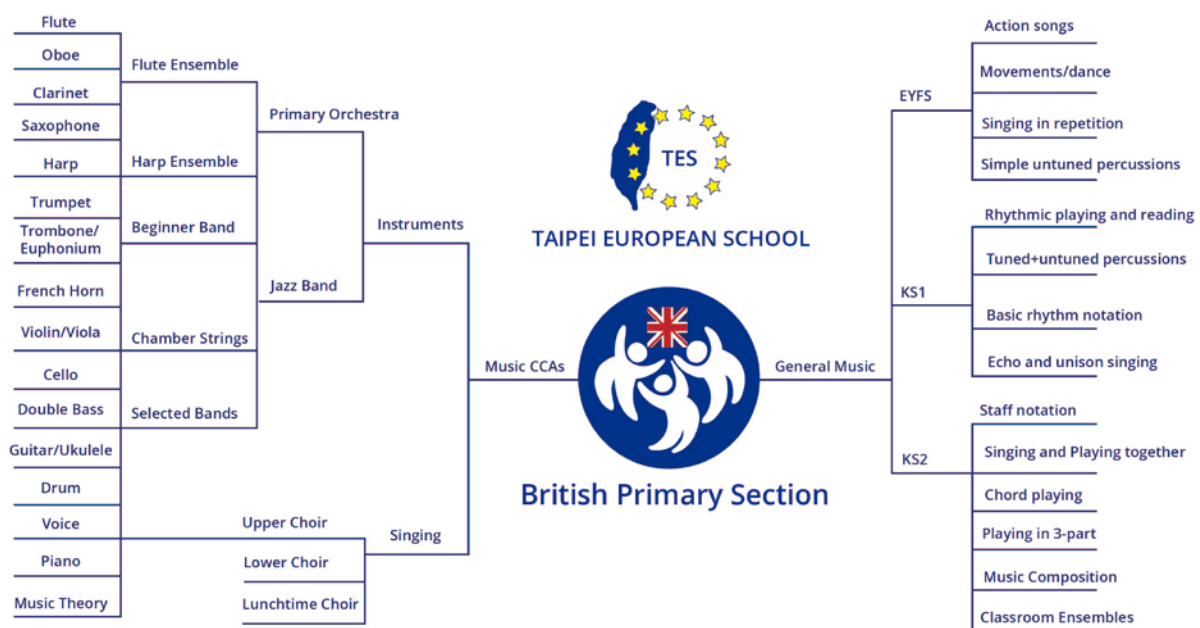
Students will use their voices expressively and creatively by singing songs and speaking chants and rhymes. They play tuned and untuned instruments musically. They will learn to listen with concentration and understanding to a range of high-quality live and recorded music and experiment with, create, select, and combine sounds using the inter-related dimensions of music.

Key Stage 2

Students are taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.



| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|--|---|---|
| Untuned instruments Tuned instrument - Xylophone | Untuned instruments Tuned instruments - Xylophone Boomwhackers | Small percussion Xylophone Metallophone Keyboard Djembe Recorder | Xylophone/ Metallophone Untuned percussion Mini-keyboard Atayal instruments Steel Drum 12 strings harp | Ukulele | Chair drumming Garageband Mini-keyboard Guitar/bass Online composition |
| Unison singing | | Round singing | | Part singing | |
| Exploring Sounds with singing games. Keeping Steady beat Identify fast/slow music Exploring sounds Handling tuned and untuned instruments appropriately Exploring the rhythm in the way we move Exploring pitch (high, middle and low) Length of sound – moving or singing to the sound Using big and small movements to move or dance to music | Introduce orchestra instruments Exploring orchestra instruments Playing tuned and untuned instruments musically Understanding note duration (minim, crotchet, quaver note and crotchet rest) Recognising pitch (line and space notes in treble clef) Identifying dynamics (piano and forte) Identifying tempo (Lento, Andante and Presto) Interpreting and expressing ideas and feelings about music | Sounds, symbols, and steady beat Composers and their famous works Rhythm board and note Reading Pentatonic melodies and composition Basic songwriting | Structure and form with instruments in two parts Pentatonic music with chords Percussion ensemble Keyboard unit Atayal instruments Keyboard and chords World music with Steel Drum playing | Reading with ukulele Instruments Improvising and part playing Syncopation and tab reading Ukulele chords and note picking Ensemble playing Composition for ukulele | Musical Elements Music in different timelines Modern Band - Just Play unit Online composition with layers. |



Assessment

Students are assessed in a range of ways, including:

- teacher observation
- peer observation
- Seesaw feedback
- self and peer assessment
- question and answer sessions
- anecdotal notes

ART



Overview

Visual Communication is a language that all people speak; it cuts across all barriers and enhances cultural appreciation and awareness. The Visual Arts exercise and develop higher order thinking and build the concentration skills and perseverance needed to succeed.

Art and craft projects aim to engage, inspire, and challenge the children at TES. The students explore a variety of art materials and techniques. They learn to plan, experiment, and evaluate their own work. Students also learn about various artists and different cultures and how to appreciate art from around the world.

Course Content

Art in year one is integrated into the year one curriculum and taught by the class teacher. Art in year two to six is taught by the art specialist teacher for the full year.

Key Stage 1

Students learn:

- to use a range of materials creatively to design and make products
- to use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space
- about the work of a range of artists, craft makers, and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Key Stage 2

Students learn:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft, and design

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
- about great artists, architects, and designers in history

Assessment

Continuous assessment occurs in art lessons. Students are evaluated based on their ideas, creativity, and art appreciation. Students are expected to demonstrate an age appropriate level of skill and ability to succeed in art. Students are assessed on both the planning process and their final work that they create. Students are required to participate in discussions to articulate their ideas and evaluate their work using the vocabulary of the visual arts.



| Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|--|---|--|
| Use drawing to generate ideas. | Use their sketchbook to develop ideas and test materials. | Use exploratory drawing in their sketchbook to plan and investigate. | Use their sketchbook to record their observations as well as test materials and techniques. | Demonstrate different methods of visual research using sketchbooks in preparation for making artwork. |
| Demonstrate growth and development of ideas. | Use references and resources to support their ideas. | Select and use relevant resources and references to develop their ideas. | Engage in open ended research and exploration to develop their own personal ideas. | Independently develop a range of ideas which show curiosity, imagination and originality. |
| Explore a range of media, e.g. paint, collage, and oil pastel. | Experiment with various media, e.g. textiles, paint, and colour pencils. | Experiment with two-dimensional and three-dimensional media. | Experiment with a variety of media, e.g. markers, pastels, and paint. | Experiment with a wide range of media based on choice, e.g. drawing, collage, and paint. |
| Create an artwork at an age appropriate level that reflects considered choices, e.g. choosing which shapes to use. | Create an artwork at an age appropriate level that reflects deliberate choices, e.g. choosing which media to use. | Create an artwork at an age appropriate level that reflects reasoned choices, e.g. choosing a subject matter. | Create an artwork at an age appropriate level that reflects personal choices. | Communicate values, opinions, or personal insights through an original work of art. |
| Become more proficient in basic art-making processes for example cutting, gluing or tracing. | Become more proficient in art-making processes for example painting, weaving or printing. | Become more proficient in art-making processes for example constructing, rolling or mark-making. | Become more proficient in art techniques for example underpainting, blocking in or dry brushing. | Become more proficient in art techniques for example perspective drawing, visual research or computer-generated art. |
| Demonstrate age appropriate skill in the use of basic tools. | Demonstrate age appropriate skill in the use of tools such as scissors, textile needles or pencils. | Demonstrate age appropriate skill in the use of tools and materials such as clay, texture plates or paper maché. | Demonstrate age appropriate skill in the use of tools, materials and equipment such as a compass, paint or ink. | Demonstrate age appropriate skill in the use of tools, materials and equipment such as paper, protractors or technology. |
| Select something they like about their artwork and something they would change. | Describe what they wanted to achieve in their artwork and assess how they succeeded. | Identify successful and less successful aspects of their own artwork and describe what might be done to improve them | Evaluate their artwork against a given criteria and reflect on their progress. | Make an reasoned evaluation of their artwork, referring to inspiration, intent and media. |
| Discuss and analyse works of art using appropriate vocabulary and express preferences. | Discuss and analyse works of art using appropriate vocabulary and express clear preferences. | Discuss and analyse works of art using appropriate vocabulary and express reasoned preferences. | Discuss, analyse and interpret works of art using appropriate vocabulary and express opinions. | Discuss, analyse, interpret and make judgements about works of art using appropriate vocabulary and express reasoned opinions. |
| Discuss the tools and processes they are using. | Explain how to use some of the tools and processes they have chosen to work with. | Demonstrate effective understanding of the tools and processes they have chosen to work with. | Describe the techniques and media they are using and explain why they have chosen to work with them. | Discuss their use of techniques and media and give a reasoned explanation for their choices. |
| Identify common shapes and distinguish between organic and geometric shapes. | Identify and distinguish between different hues and colour values. | Identify a variety of different textures and forms, e.g. metallic, wooden, and cylindrical. | Identify and distinguish between different colour schemes, e.g. monochromatic, complementary, and tertiary. | Identify different methods to depict the illusion of space, e.g. overlapping, scale, and perspective. |

THE FOUNDATION STAGE PROGRAMME

(Two years in duration and includes Nursery and Reception)

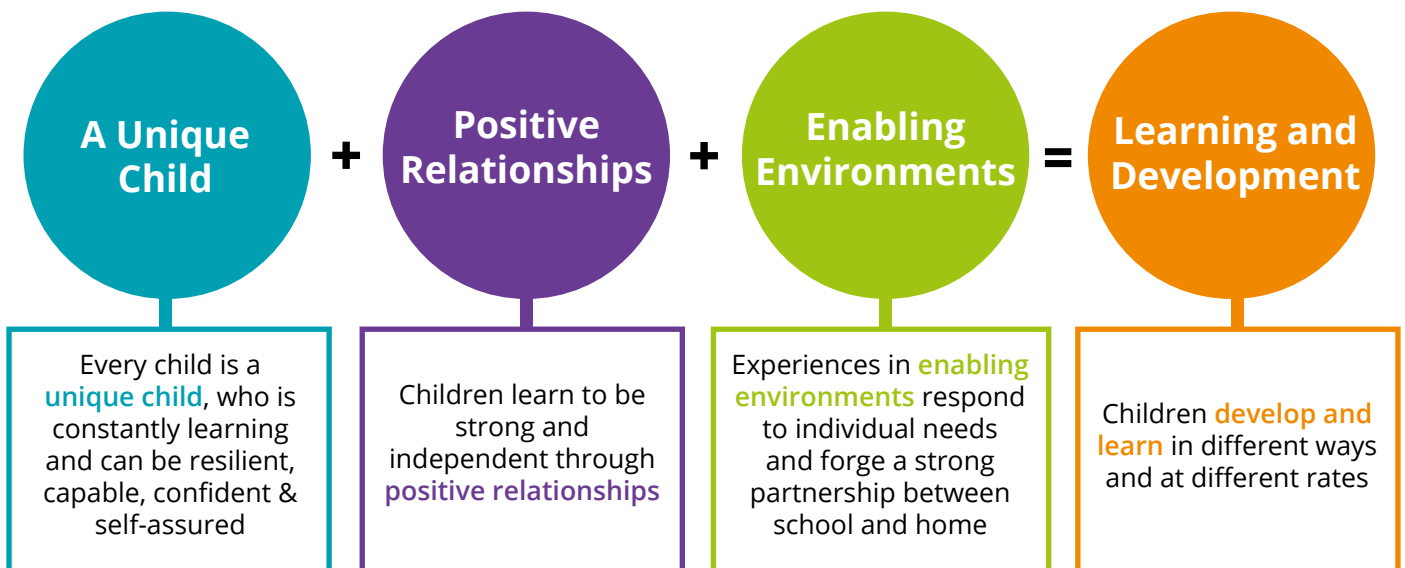


Overview

In the BPS, children can begin Nursery at three years or older. The Foundation Stage programme is two years in duration. The Nursery unit is an open, flexible learning environment made up of four class spaces, in addition to outside areas. The Reception unit consists of two pods with two classroom spaces in each pod. In addition, there is an outside space that all pods have access to.

During the Nursery year, students are enrolled in either the half-day or full-day programme. Half-day consists of five mornings (7:55-12:00). Students who enroll in the full-day programme are at school from 7:55 until 14:50 and have a compulsory one hour rest time in the afternoon. In Reception all children are full day students.

The Foundation Stage in the British Primary Section encompasses a play-based curriculum with four guiding principles (see below). In addition, the characteristics of effective teaching and learning are central to all practice. Shaping our practice and provision are these guiding principles:



In planning, providing for, and guiding children's activities, adults reflect on the different ways that children learn. Early Years Foundation Stage (EYFS) characteristics of effective teaching and learning are:

Playing and exploring

Children investigate and experience things, and 'have a go'

Active learning

Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and thinking critically

Children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Course Content

The curriculum is divided into seven areas of learning and development. The first three are prime areas that develop in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout all the developmental stages of the EYFS. They are Personal, Social and Emotional Development; Communication & Language and Literacy; and Physical Development (PD). Prime areas are the focus areas and priority for teaching and learning at this stage.

The prime areas underpin the specific areas. The specific areas include essential skills and knowledge. They are: Literacy, Mathematics, Understanding the World, and Expressive Arts and Design.



Assessment

Seesaw is used to capture evidence of learning and used to measure students against the EYFS standards. Seesaw is open to parents to see learning in progress.

CHINESE LANGUAGE AND CULTURE (CLC)



Introduction

We offer Chinese lessons for all children from Year 1 to Year 6. Chinese is taught as a specialist lesson to our students across the European Primary Campus. Within their year group, children are grouped according to their language ability in speaking, listening, reading and writing, allowing for targeted teaching and learning to take place. The programme is taught using traditional Chinese characters.

The Chinese Language and Culture Programme (CLC) consists of two courses: Chinese Language and Chinese as a Foreign Language.

Chinese as a Foreign Language Overview

Chinese as a Foreign Language targets students who are new to the language or have a limited background in Chinese. Students develop an ability to use the Chinese language effectively through a range of topics studied. The four main language skills of listening, speaking, reading, and writing are the focus areas of study throughout Primary.

Students have opportunities to acquire a broad range of subject knowledge and Chinese language skills, as well as to explore Chinese culture. The aim is to help students develop a positive attitude towards Chinese language learning. Students learn how to communicate in Chinese, understand Chinese culture, and to be more confident living in a country where the Chinese language is spoken.

Course Content

Through a variety of creative and practical activities, students are taught the knowledge, cultural understanding, and Chinese language skills needed to live in a Chinese speaking environment. Students have opportunities to practise their Chinese language skills in real life situations.

Students will learn to:

- speak with increasing confidence, fluency, and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- write some paragraphs using the variety of grammatical structures that they have learned

Assessment

Students are given many opportunities to demonstrate their learning and progress in terms of the above key learning areas. They are assessed on their developing Chinese language skills in a variety of ways, including formal tests.

| | |
|--------|--|
| Year 1 | Student is able to take part in a basic factual conversation on a learned topic. |
| Year 2 | Students begin to recognise characters, read sentences with some pinyin help and understand the meaning. |
| Year 3 | Students develop skills in writing Chinese characters and sentences. |
| Year 4 | Students are able to interact in a simple way with repetition and a slow rate of speech. |
| Year 5 | Students develop presentation skills, reading, and understanding short paragraphs. |
| Year 6 | Students are able to generally identify the topic of discussion. |

Chinese Language

Overview

The Chinese Language course of study targets students who have a strong literary foundation in Chinese and are orally fluent. The focus of the course is on further enhancing students' literary and written communication skills.

Course Content

Students develop a very strong literary foundation and communication skills associated with each of the different topics.

Assessment

Summative assessments are conducted to monitor students' progress in speaking, reading, writing, and listening, as well as to ensure their accurate course placement. Formative assessments are conducted as part of day to day teaching and include class discussions, individual and group presentations, quizzes, role play, etc.

| | |
|--------|--|
| Year 1 | Student can recognise characters through short rhymes, songs, and signs. |
| Year 2 | Students develop ability to read a short paragraph with necessary help and begin to learn writing Chinese characters. |
| Year 3 | Students develop their ability to write Chinese characters and sentences. They are able to understand texts on familiar, concrete matters, short, simple texts e.g. most everyday signs, notices and instructions, as well as some age or level appropriate advertisements. |
| Year 4 | Students develop presentations skills, as well as independent reading and writing with necessary help. |
| Year 5 | Students develop the reading skills necessary to be able to identify the main theme and understand the general messages conveyed by some straightforward texts. They are able to control a narrow repertoire dealing with concrete everyday writing needs. |
| Year 6 | Students develop presentation skills and are able to speak confidently. Students are able to identify and allocate specific, predictable information in simple everyday material. Students are able to use reasonably and accurately a repertoire of frequently used 'routines' and patterns associated with more familiar reading and writing topics. |



Chinese Enrichment Programme

Overview

The Chinese Enrichment Programme is an innovative approach to the teaching of the Enriched Primary National Curriculum in English and Chinese. This approach involves a co-teaching mode which ensures that students receive targeted teacher input the two languages in a balanced and integrated way.

The CEP was designed to support Taiwan's strategic aim of promoting and developing a flourishing, bilingual community by 2030 National target. This programme is designed to ensure that all students develop lifelong learning and independence through an enriched Chinese / English language programme.

Course Content

CEP is offered in the British Primary section as a single class within each year group starting officially in Year 1. In Year 1 and Year 2 as many students are still acquiring and consolidating their English language skills the Chinese portion of the CEP programme is offered in a more structured way through 6 and 8 hours respectively of targeted Chinese language in Maths and IC. As students transition into Y3 the CEP class becomes fully bilingual with a translanguaging model being adopted by the co-teachers.

Every CEP class is headed by a pair of highly skilled and qualified teachers with native-language abilities in English and Chinese. Throughout KS1 and KS2, the co-teachers of the two languages collaborate for planning and teaching purposes to ensure students receive a rich and rigorous dual language programme.

In BPS we have a 3+1 model (3 English Classes: 1 CEP Class per Year Group). In Primary, traditional full-form characters are used for Chinese.

The CEP approach is guided by our Learning and Teaching Philosophy which incorporates the key factors of effective learning.

PSHE

Overview

PSHE (Personal Social and Health Education) is a programme for life (#PSHE4Life). A school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare them for their future in modern society. Children need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up. By teaching pupils key skills and knowledge to stay safe and healthy, and by building self-esteem, resilience and empathy; an effective PSHE programme can tackle barriers to learning, raise aspirations and enhance academic performance.



At BPS, the PSHE programmes of study aim to develop our students' TES values: Participation, Perseverance Creativity, Responsibility, Respect alongside the BPS Learner Profile and many other skills and attributes such as resilience, self-esteem, risk-management, teamwork and critical thinking in the context of learning.



These in turn are grouped into three core themes: health and wellbeing, relationships and living in the wider world (citizenship including economic well being The PSHE curriculum is delivered to all students from the Early Years Foundation Curriculum through to Key Stage 2. In the Early Years, PSHE is introduced as PSED (Personal Social Emotional Development) and delivered throughout the year as one of the 7 areas of learning; prime learning area. In Key Stage 1-2, PSHE is covered through either a weekly combination of a phase assembly and class circle time or just a class circle time. The combined timings total an hour of PSHE learning each week. The PSHE phase assembly focuses on common PSHE topics relevant to each phase as well as building awareness by celebrating international events. In addition, the scheduled, weekly circle time covers programmes of study alongside two, one week PSHE topics which are immersed via the integrated curriculum. Furthermore, to strengthen the whole-school learning, there is: a whole-school start of the year, 'All About Me' unit; a termly phase revisit, safeguarding and consent; and in Term 2, a phase wellbeing unit.



Below are the topics of learning (this is not necessarily the order of teaching and learning).

| Year Group | Long Units (4-6 Weeks) | | | | Intensive Week Long Integrated Units | |
|------------|----------------------------------|----------------------------------|-----------------------------|---------------------------------|--------------------------------------|--------------------------|
| 1 | Understanding my Feelings | Keeping Myself Clean | Caring for My Classroom | Being Kind to Others | Road Safety | Making & Keeping Friends |
| 2 | Managing My Feelings | Making & Maintaining Friendships | Good to Be Me | Caring for My Community | Healthy Body | Anti-Bullying |
| 3 | Good Manners | Mindfulness PAWSB | It's Okay to Make Mistakes | Online Safety | Stranger Danger-Who Can Help Me? | Reduce Reuse Recycle |
| 4 | Making & Maintaining Friendships | Think Positive | Being a Responsible Citizen | Being a Gracious Winner * Loser | Personal Hygiene | Anti-Bullying |
| 5 | Be Yourself | Equality & Diversity | Being a Role Model | E-Safety | RSE: Puberty | First Aid |
| 6 | Being a Leader | Human Rights & Discrimination | Risk Management | Online Safety-Social Media | RSE: Puberty | Anti-Bullying |



HOME-LEARNING



At the BPS, we refer to home-learning (not homework) to better reflect that this forms part of the extended learning experience.

Home-learning is an area that generates varying and wide views. Research is equally varied, offering convincing arguments for both sides of the debate on whether to set home-learning or not. In the BPS, we believe that home-learning should play a positive role in supporting a child's progress and their understanding of some aspects of their learning. Balance is essential and home-learning must not be onerous or too time consuming. We acknowledge the important role of play and free time in a child's growth and development.

In the BPS, home-learning is defined as anything children are asked to do outside the normal school day that contributes to their learning, in response to guidance from the school.

We place a huge value on literacy. Therefore, students are expected to read for a short time each day. We have not set out a recommended duration of time for children to read, as this will be different for each child, depending on age and ability and will vary from day to day. Class teachers will give advice on how parents can provide the most effective support in this very important learning area, along with guidance on how to make effective use of the Reading Diary.



Early Years

Children in Nursery and Reception are not set formal home-learning. We do ask that parents spend time reading with their children as set out in our Reading Guidelines. In Reception, we also ask that parents support children with a 'Talk Homework' task to help them develop speaking and listening skills.

Key Stage 1

Children in Year 1 and 2 should spend no more than one hour per week on home-learning tasks, which includes daily reading as well as a weekly spelling task. Year 1 children will be expected to complete a weekly spelling activity. In addition, Big Talk home-learning is given to Year 1 and 2 children to allow them to prepare for independent writing tasks.

Lower Key Stage 2 (Year 3 and 4)

Home-learning includes daily reading and weekly spelling and maths activities. In addition, Big Talk home-learning is assigned to allow children to prepare for independent writing tasks.



Upper Key Stage 2 (Year 5 and 6)

Home-learning includes daily reading and weekly spelling and maths activities. From time-to-time topic-based projects may require additional home-learning. At this age, many children are becoming independent readers and the role of parents changes from listening to them read to talking about their reading.

In addition, Big Talk home-learning is assigned to allow children to prepare for independent writing tasks.



Additional Home-Learning

In addition to class home-learning, children that take part in Chinese Language and Culture (CLC) lessons, also receive home-learning as part of this subject. Children participating in the EAL programme, may also be asked to complete additional home-learning.



Summary of Home-Learning Provision at BPS

| EYFS | Year 1 & 2 | Year 3 & 4 | Year 5 & 6 |
|--|--|--|---|
| <p>Not set formal home-learning. We do ask that parents spend time reading with their children.</p> <p>Reception : Parents support children with Big Talk home-learning</p> | Daily Reading, incorporating <i>Read Write Inc.</i> storybook reading. (Recorded in Reading Diary) | Year 3&4 Daily Reading (recorded in Home-School Link Diary with a weekly reading reflection) | Daily Reading (recorded in Home-School Link Diary with a weekly reading reflection) |
| | Weekly Spelling home-learning | Weekly Spelling home-learning | Weekly Spelling home-learning |
| | | Weekly mathematics home-learning. | Weekly mathematics home-learning. |
| | Big Talk home-learning | Big Talk home-learning | Big Talk home-learning |
| | May receive additional CLC and/or EAL weekly home-learning | May receive additional CLC and/or EAL weekly home-learning | May receive additional CLC, Art and/or EAL weekly home-learning |



Swire European Primary Campus

🏠 99 FuGuo Road, ShiLin District, Taipei 11158,
Taiwan ROC

☎ Tel: +886-2-8145-9007

Fax: +886-2-2832-5058

🌐 www.tes.tp.edu.tw



TAIPEI EUROPEAN SCHOOL