ST GEORGE'S
BRITISH INTERNATIONAL SCHOOL ROME

JUNIOR CURRICULUM

EARLY YEARS FOUNDATION STAGE ▪ KEY STAGE 1 ▪ KEY STAGE 2

The Junior School Curriculum at St George's is rich in knowledge and skills. We combine the rigour of the English National Curriculum, with our International and Italian context to provide a wide-ranging and inspiring curriculum full of colour, curiosity and creativity.

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WELCOME

A warm welcome to the Junior School at St George's. We pride ourselves on providing an ambitious academic education, underpinned with a strong pastoral programme that supports each individual. We have over 100 nationalities represented in our pupil body and we are proud of our internationalism, inclusivity and our excellent teachers who support and encourage the children to be the best version of themselves.

At St George's we follow the National Curriculum for England, which is a set of subjects and standards used by primary and secondary schools so children learn the same things. The school provides a broad and balanced curriculum which is stimulating, exciting, challenging and relevant to the needs of our pupils in an international context. We offer purposeful learning through contexts which are meaningful to our learners as individuals, and related to real life situations. We use a range of strategies and teaching methods according to the needs of each child.

Enclosed you will find information about life in the Junior School. We have two Junior School campuses, located at La Storta in the North of Rome, and in the City Centre. We very much look forward to welcoming you to St George's British International School.

Matthew Woodhead
Head of City Centre Junior School

Emma Navin
Head of La Storta Junior School

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Class	Age range
Early Years	
Red Dragons	3-4 years
Green Dragons	4-5 years
Key Stage 1	
Year 1	5-6 years
Year 2	6-7 years
Key Stage 2	
Year 3	7-8 years
Year 4	8-9 years
Year 5	9-10 years
Year 6	10-11 years

OVERVIEW

St George's is a British International School with an outstanding reputation not just in Europe but globally. It is one of the top performing schools in Europe with pupils gaining places at leading universities worldwide.

St George's is an academic school and our focus is on developing well-rounded and successful individuals. All teachers appointed are experienced classroom practitioners who are passionate about teaching and learning. Staff are committed to their pupils as well as to their own professional learning, continually reflecting on the curriculum, best practices in education internationally and the most up to date research.

Class sizes are the same or smaller than most international schools. Classrooms have dedicated learning areas as well as outdoor spaces for learning and our children benefit from specialist teaching provision in Music, PE and Italian.

At St George's, the Junior School caters for pupils from ages 3 to 11.

THE SCHOOL DAY

The school day is divided into six lessons of 50 minutes each. The children are primarily taught by their Class Teacher, and have subject specialists for PE, Music and Italian. Learning takes place both inside and outside the classroom.

Timings of the day vary slightly between City Centre and La Storta Junior Schools. The school timetable has a two-week rotation, with the weeks labelled 'Week A' and 'Week B' Monday to Friday. A range of after-school activities are available, primarily for pupils from Years 2-6.

At both campuses, there is a 20 minute break in the morning for snack and playtime. Lunch is just over one hour long and includes plenty of time for both eating and playing. Children also have an opportunity for a further snack and playtime in the afternoon. The timetable is flexible, wide and varied except for timings of PE, Music, Italian and Library which are timetabled sessions.

CITY CENTRE SCHOOL

	Start	End
Registration	8.45am	8.55am
Period 1	8.55am	9.45am
Period 2	9.45am	10.35am
Break	10.35am	10.55am
Period 3	10.55am	11.45am
Period 4	11.45am	12.35pm
Lunch	12.35pm	1.50pm
Registration	1.50pm	2.00pm
Period 5	2.00pm	2.40pm
Period 6	2.40pm	3.30pm

LA STORTA JUNIOR SCHOOL

	Start	End
Registration	8.45am	8.55am
Period 1	9.00am	9.50am
Period 2	9.50am	10.40am
Break	10.40am	11.00am
Period 3	11.00am	11.50am
Lunch	11.50am	1.00pm
Registration	1.00pm	1.05pm
Period 4	1.05pm	1.55pm
Period 5	1.55pm	2.45pm
Period 6	2.45pm	3.35pm

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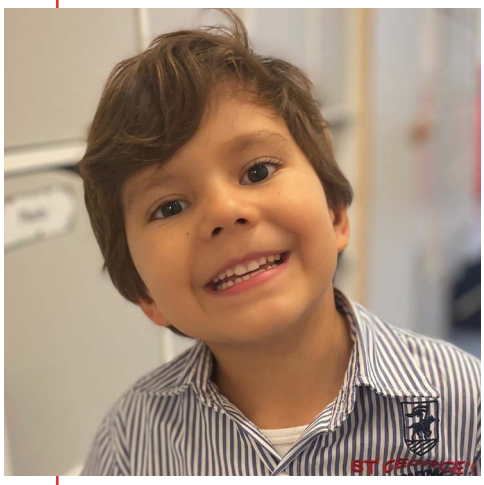

CURRICULUM

Our Junior School curriculum aims to support both academic achievement and character development, preparing our pupils well for the next stage of their education and beyond and inspiring them to be lifelong learners. Experiences, growth mind-set and mastery are the key drivers of our broad and balanced curriculum, which teaches the objectives of the National Curriculum for all subjects and is underpinned by our whole school values of Internationalism, Inclusivity and Excellence.

We aim to meet the needs and interests of all our pupils through a purposeful, progressive and engaging curriculum which provides opportunities for learning outside the classroom. We aim to help children grow into positive and responsible people who are able to achieve success and fulfilment.

In the Junior School we are conscious of the need to make the curriculum accessible to all our pupils and fully recognise their unique cultural and linguistic diversity and wide range of learning aptitudes. We encourage cross-curricular links in learning, whilst also valuing the rigour of specialist teaching. A proportion of our curriculum is taught by specialist teachers so that pupils can receive the robust knowledge which they can provide.

We deliver the curriculum through various topics and themes to encourage our pupils to make links in their learning. We weave the strands of '21st Century Skills' and Assessment for Learning throughout our lessons in order to encourage our pupils to become creative, flexible thinkers and independent learners with a well-established growth mindset.

The school provides opportunities for learning, both inside and outside the classroom, within the timetable and off timetable, through our well-established programme of local and residential trips, and by tapping into the expertise of our parent body and visiting speakers.

We integrate IT into the curriculum as a tool for learning as well as teaching it as a discrete subject on a regular basis. We ensure high expectations, consistent approaches and good progression throughout the school.

CURRICULUM FOR SELF (DEVELOPMENT)

Every pupil is an individual and we want all our Georgian's to think about who they are, how they feel and how they can be their best. Their ability to manage their emotions will determine their success in life more than any other skill. Starting with 'Personal, Social and Emotional Development' as a prime learning area in the EYFS and then through Personal, Social, Health and Economic (PSHE) Education' in Key Stage 1 and Key Stage 2. We help pupils develop a sense of themselves and their role as happy, confident and resilient global citizens. Additionally, the 'Zones of Regulation' and 'Life Decider Skills' teach pupils how to manage emotions.

CORE CURRICULUM

Through teacher assessment and internationally benchmarked assessments, we ensure that our curriculum continues to allow our pupils to achieve standards above UK national averages for English, Maths and Science by the end of Key Stage 2. This achievement is due to the high quality of our teaching and support staff, the high expectations we have for all our pupils and the resources and support we can provide through our Additional Educational Needs and English as an Additional Language departments.

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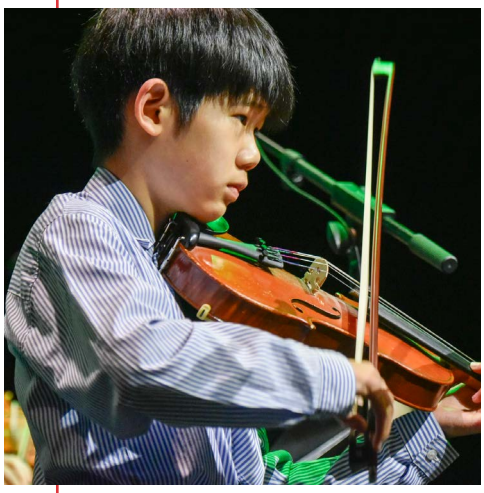
TECHNOLOGY

In addition to a comprehensive Computing Curriculum, Technology is an integral tool for learning in the Junior Schools. Pupils have access to banks of school provided iPads and Chromebooks from Red Dragons to Year 4, whilst in Years 5 and 6 we have a 'bring your own device' (BYOD) programme. From Red Dragons to Year 4, pupils use Seesaw to record aspects of their learning journey. From Year 5, Google Classroom is used to manage lesson resources and support digital collaboration. Care is taken to balance the need to embed positive, safe digital skills with time away from screens. Parents of the school are supported with practical tips on how to ensure that they have the tools to keep their children safe at home whilst using home devices.



MUSIC AND CREATIVITY

Built upon a foundation of knowledge we encourage creativity through a wide range of arts subjects: Music, Drama, Art and Design and Design Technology. We provide extensive opportunities for development in Music as we are a school already steeped in a tradition of providing world class concerts and productions on a large scale. Pupils can also benefit from a rich programme of additional one to one instrumental teaching in an instrument of their choice.

PHYSICAL EDUCATION

Sport is an important dimension to Junior School life, with all pupils receiving several lessons of PE per week. We believe it is important that young people enjoy physical exercise and understand the health benefits of being active, by promoting an active and balanced lifestyle. Most of all we want pupils to enjoy sport and to work hard at whatever level they play. We actively encourage all pupils to participate in the extensive co-curricular programme on offer.

Activities encourage the development of skills from their introduction, through to the mastery of the skill. Pupils will also be encouraged to develop the ability to work in teams, helping to develop their social and emotional skills.

ACADEMIES

Beyond the PE curriculum and complimenting the school's co-curricular programme, St George's runs after school Academy programmes that enable pupils to participate in a number of areas. The Football Academy is a hugely popular and high-level programme that sees boys and girls of all ages compete under the St George's United moniker against semi-professional teams from around the region. Other sporting academies are in development, and for a number of years St George's has also offered Language Academy, to enable native speakers of Italian, French and Spanish to enhance their mother-tongue language skills. For actors and performers, the Top Hat Drama Academy is a successful programme that runs on Saturday mornings.

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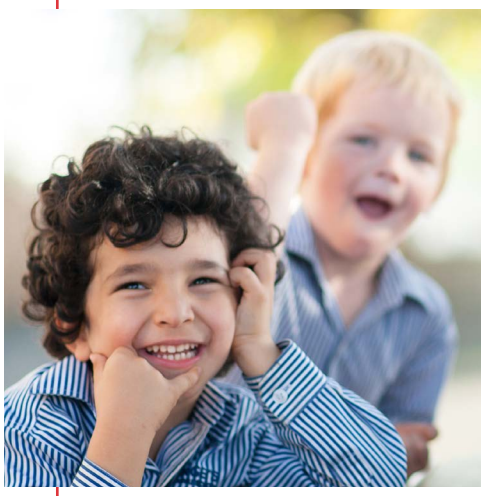

ITALIAN

So that every child benefits from their time living in Rome, Italian is the modern foreign language taught at St George's for all pupils in the Junior School. Children are taught in one of two programmes: Italian for first language learners and Italian for second language learners. The teachers take time to assess the language background of all pupils before allocating them to a group. Through adaptive practices, the needs of individual learners are accounted for within these mixed ability classes. Additional Italian culture lessons also enable the learning of Italian in context to further enhance the language learning.

ENHANCED LEARNING WEEKS

By coming off timetable and focusing our learning on a specific area of the curriculum we aim to create enhanced learning experiences for all our pupils. Each year we include at least three off-timetable collaborations, based around our three founding values of Inclusivity, Internationalism and Excellence but incorporating; Book Week, Science, Technology, Engineering, and Mathematics Week (STEM) and Digital Literacy Week. We also have an International Week that is wide ranging in focus but supports our PSHE programme as well as cultural understanding.

These weeks facilitate creative learning which you will see demonstrated through the celebration and display of our pupils' work. We invite visiting specialists, authors or touring companies to school, who serve to embed and continue learning that started in the classroom. Parents will find many opportunities to support these weeks in school and support is warmly encouraged.

TRIPS AND LEARNING IN THE REAL WORLD

Day and Residential trips are a quintessential element of the Junior curriculum. We are firm believers in personal, social and emotional development through immersion in real learning environments, outside of the classroom. Each Year group will, on average, visit one off-site location as part of their curriculum topic per term. Types of day trips include the local Beach, Bracciano Castle, an Owl Sanctuary, the Zoo at Villa Borghese and of course the myriad of exhibitions and historical sites within the city of Rome.

Residential trips begin annually in Year 3. Previous excursions include staying at an organic farm in Umbria, with a focus on 'respect' as well as following the olive oil making process from the picking of the olives to the bottling of the oil. Year 6 pupils from both Junior schools currently travel to Turin and nearby Gran Paradiso National park for an amazing final residential experience. All these trips combine a great effort from staff and an enthusiasm from pupils, which lead to wonderful lasting memories for all.

READING AND THE LIBRARY

Pupils visit the Library weekly to develop their library skills, during which time they borrow and return books. St George's holds a large collection of fiction, non-fiction and poetry books catering to pupils' reading interests and to support their learning. There is a dedicated librarian at both campuses. Book collections are updated regularly and are responsive to requests from the pupils themselves.

LEAVE IT RETURN IT LOVE IT
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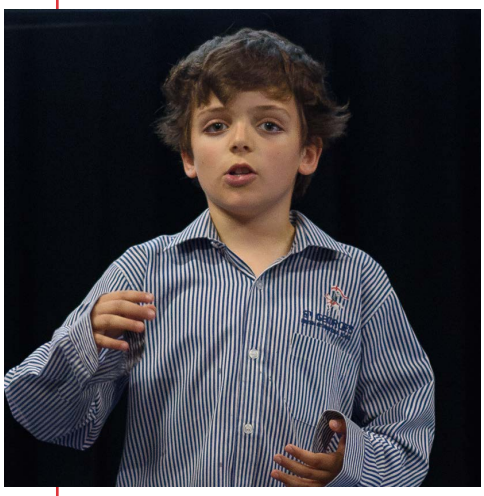
ST GEORGE'S BOOK NOOK
LES AVENTURES DE
TINTIN
AU PAYS
DES SOVIETS
Floral Poetry
DIARY of a Wimpy Kid



COMMITMENT TO AN EXCELLENT CURRICULUM

The Junior School leadership teams and staff are committed to all their pupils as well as their own professional learning. Therefore, we are continuously reflecting on our curriculum, the best practices in education internationally and connecting with the most up to date educational research. This assures us, and you, that the curriculum on offer here for the pupils at St George's, remains current and excellent.

CO-CURRICULAR ACTIVITIES (CCAS)

At St George's we provide a broad and rich programme of learning which includes our after school programme. The Junior School co-curricular programme provides a stimulating and engaging range of opportunities, helping to develop skills beyond the classroom.

Children have the opportunity to compete in sporting events, participate in plays and concerts. Music, performing arts, visual arts, sport and even chess and language learning are an integral part in the development of our pupils' self-confidence and social skills.

The CCA programme includes activities run by teaching staff and external providers such as football, rugby and athletics. Activities run by teachers include chess, debating, Junior Duke, Book Club, gardening, Yoga, Art Club and many more. Teacher-led activities run Tuesday through Thursday after school.

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PREPARATION FOR EARLY YEARS SCHOOLING

Independence skills are vitally important at this young age, so please encourage your child to do as much for themselves as possible, especially when getting dressed, such as teaching them how to fasten and unfasten buttons; put on their shoes (it helps if these are labelled with a 'L' and 'R'. This will help your child to learn which side is 'left' and 'right') and prepare your child for when they are encouraged to dress for themselves and tidy away their own materials.

Promote interest and curiosity. Let your child pursue as many creative activities at home as possible. Provide them with pencils, felt-tipped pens, crayons, chalk and lined/unlined paper. Encourage use of colour, all forms of mark making and praise any efforts; it may just be a scribble to you but it's not for your child. You could draw simple shapes such as squares or circles for them to colour in. This is a good exercise for pencil control and hand/eye coordination. Let your child draw things their way and always encourage them.

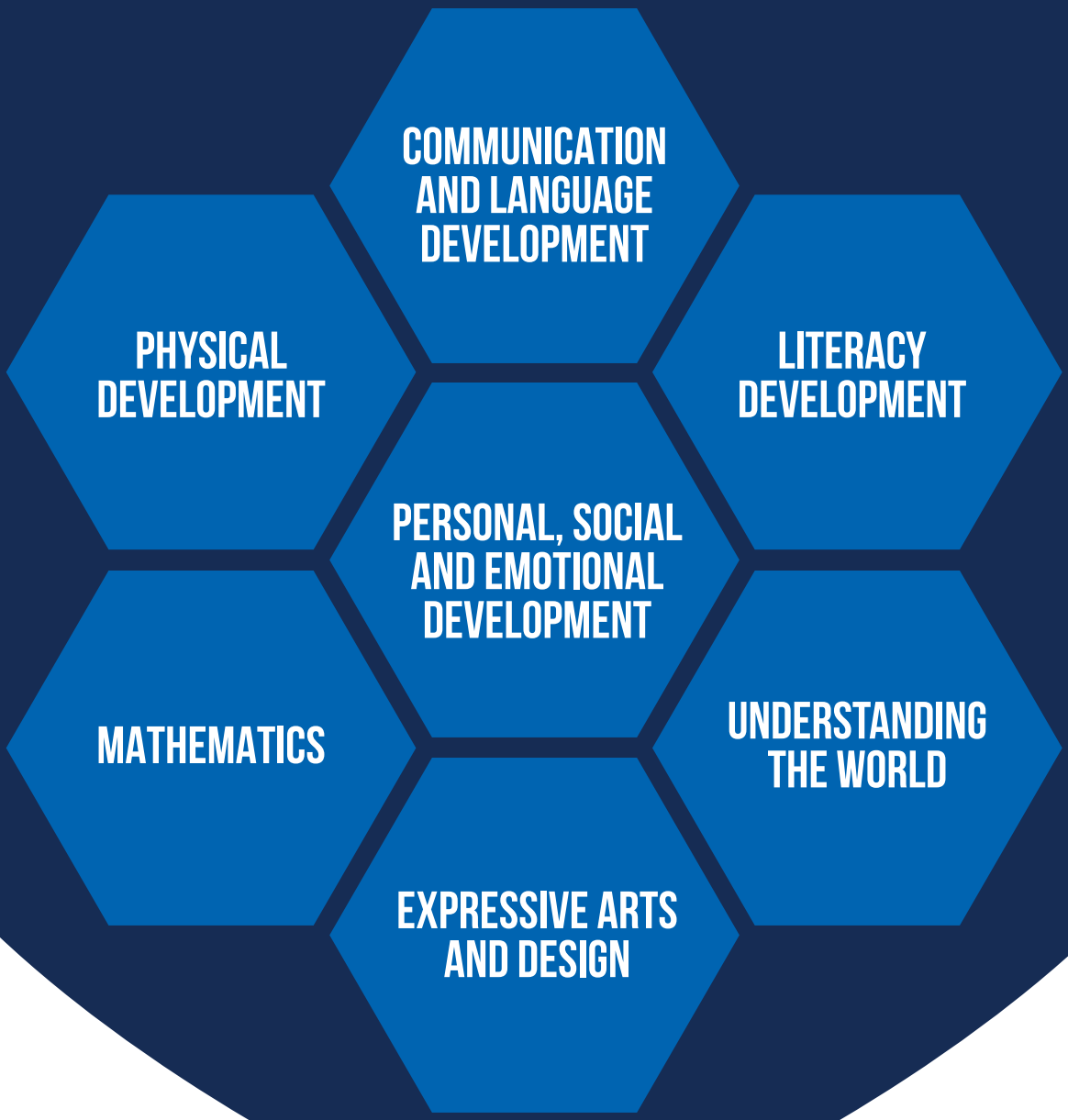
When writing your child's name for them, use a capital letter for the initial letter only: be very careful if you then want them to copy it. Children should always be taught how to form letters and numbers right from the start. Bad habits learned now are very difficult to rectify. Take care to use letter sounds, not letter names, until they can confidently say and recognise the 26 initial sounds. If your child chooses to do some writing or colouring at home, check they are holding their pencil correctly and encourage them to start letters in the right place.

Engage in counting activities through everyday tasks. Encourage and answer questions and when playing games, teach your child to take turns and listen to instructions.

Read books to and with your child to foster a love of reading. Please try and set aside time each evening for this special time and a bedtime story is even more special. Discuss the pictures and what is happening; ask your child questions about what might happen next and why. Your child's engagement with the story and characters is the most important part at this early stage.

Ensure your child can use the toilet independently. This is a prerequisite for starting in Red and Green Dragons. Above all, be positive about starting school.

AT A GLANCE: THE EARLY YEARS CURRICULUM



SAFEGUARDING

Our School is committed to safeguarding and promoting the welfare of children and young people. The School expects all teaching staff, non-teaching staff, volunteers and visitors to our school to share and uphold this commitment. If a child cannot feel safe they cannot learn to their full potential. The school endeavours to maintain the highest standards of child protection practices. Both Heads of Schools are Designated Safeguarding Leads.

PASTORAL CARE

We believe that only when children are happy and settled socially will they make good progress. We place a strong emphasis on pastoral care from the moment a child joins our school. Individuals are well-known and not just accepted but celebrated for who they are and encouraged to make the most of their uniqueness. We encourage a safe and supportive learning environment in which everyone can feel comfortable.

We recognise the overall quality of behaviour as a major strength of the school; good behaviour is simply an expectation. However, in aiming to maintain these high standards all staff are committed to positive behaviour management. At the start of each academic year, class teachers focus on building a sense of community, fostering relationships to develop a shared sense of responsibility for the well-being of each member of the class.

Both schools follow a Behaviour for Learning Policy which aims to encourage good behaviour, self-discipline, increase independence and a strong sense of personal responsibility by recognising good behaviour.

A full-time nurse and school counsellor are on hand to support the pastoral care of the students. Throughout the school there is a structured programme of Personal Social and Health Education. This aims to build self-esteem, develop personal skills and interpersonal relationships, and raise awareness about important health-related issues.

The children participate in regular sessions of Circle Time, which establishes a forum in which they can discuss issues of common interest and help one another. As part of the pastoral programme, it helps to enhance self-esteem, develops social skills and initiates collective responsibility.

ENGLISH LANGUAGE ACQUISITION

The language of instruction at St George's is English and all pupils, regardless of their mother tongue language, are encouraged to explore and embrace the use of the English language. In all years we celebrate speaking and listening - these are the essential prerequisite skills that underpin academic learning. Most children are remarkably gifted in learning vocabulary and all pupils will be carefully monitored with regards to their English language acquisition.

ADDITIONAL EDUCATION NEEDS

The school has a number of staff to support in the implementation of a broad range of strategies designed to enhance early learning and to manage learning needs. If your child has a specific educational need please make sure the school is aware of this at the application stage, so that the school can discuss any adaptations that may be required to fully access learning.

ASSESSMENT AND REPORTING

We strive for all children to achieve at the highest level and we carefully plan teaching and learning around the needs and interests of each child. Effective assessment methods are an important means of ensuring that every pupil makes exceptional progress. Teachers employ a variety of assessment methods to help them build a comprehensive view of each pupil's performance and progress.

Reporting to parents regularly about academic and pastoral progress is a key aspect of the St George's 'triangle of support' (pupils, staff and parents). As parents you will receive a report at the end of Term 1 and Term 3 which will provide grades in each subject as well as a teacher comment and targets for the term ahead.

In Term 2 there is a Pupil, Parent, Teacher Conference (PPTC) which provides a forum for teachers, pupils and parents to acknowledge a pupils strengths, progress and achievement. The PPTC takes place during the school day with parents and pupils being in school for up to an hour to engage in learning activities, share learning experiences and meet with the teacher to discuss strengths and areas for development.

There are opportunities to attend parent workshops throughout the year on a range of topics. Communication of a pupil's progress, both socially and academically, should be open and ongoing and both parents and teachers can request a meeting at any time through the year.

MARK SHARK
MARK SHARK 2
MARK SHARK 3
@lobybooklour
Mark Shark 4
MARK SHARK 5
Mark Shark 6
DAISY! DAISY!
DON'T BE CRAZY!

HOME LEARNING

We believe that learning at school should be complemented by learning at home. Home learning is viewed as an enhancement to the curriculum and is planned and prepared alongside all other programmes of learning. A variety of age-appropriate purposeful activities are set.

Home learning is set regularly from Year 1 upwards, and Green Dragons will start taking home short tasks as the academic year progresses in preparation for this.

As a rough guide, home learning should not take any longer than 15 minutes per night for the youngest pupils, to 50 minutes for Year 6 with half of this time devoted to reading in Key Stage 2, and in Key Stage 1 it may account for all of the time, being such an important skill to practise.

All home learning is set or confirmed via our learning platforms: Seesaw (Years 1-4) and Google Classroom (Years 4-6). Pupils in Year 4 will transition from Seesaw to Google Classroom during the academic year as they approach the transition to Year 5.

THE HOUSE SYSTEM

The House System is central to pastoral care at St George's. We aim to ensure that each pupil has opportunities to create close, positive relationships with a range of trusted adults and peers. The House System represents a pupil's 'family within a school' and for that reason siblings are normally placed in the same House. The House System at St George's promotes vertical interaction between pupils of different ages in an environment where the young look up to and are supported by older pupils. The four Houses are represented by the colours blue (Apollo), yellow (Juno), green (Minerva) and red (Vulcan).

APOLLO	JUNO	MINERVA	VULCAN

The House System is designed to embody the values and ethos of the school and is an integral part of our school community. Children wear their House colours as part of their PE uniform. There are events throughout the year when children represent their House and earn points such as for cross country, athletics, singing and reading.

PARENTS OF ST GEORGE'S

The Parents of St George's are an active group of parents who are committed to supporting the school community. They host several events at key times of the year and support school events at many others. All parents are warmly welcomed to join and to contribute where they are able to. All classes in the Junior School have a parent acting as a Class Rep who is there to provide support and an avenue for communication within a class in the Junior School. The role of the Class Rep is to help the school spread information and messages. Class teachers in the Junior School will communicate with Class Reps as necessary to ensure the school is aware of concerns and discussions so that these can be fed back to the leadership team.

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