

**2023-2026**

**DCS  
CURRICULUM**

**PART 1- MAIN DOCUMENT**

**DCS SCHOOLS & SETTINGS**

**VERSION: 3**

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# DEVELOPMENTAL ASPECTS

Our Educational & Care Strategy sits at the core of eight Developmental Aspects



Website



Publicity



Communication



Education Policy



Procedure

Standardisation,  
Alignment &  
Empowerment

Cultural Identity  
& Leadership



Aspect 7



Aspect 8



Aspect 1

DCS Educator

DCS ARRA



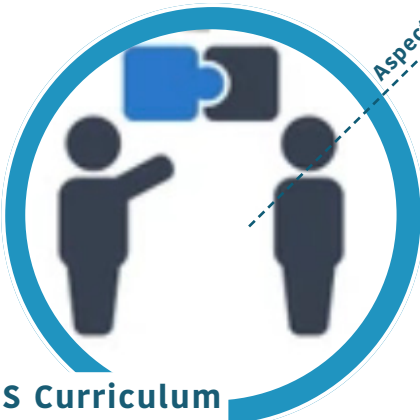
Aspect 6

**Education  
& Care  
Strategy**

Aspect 2

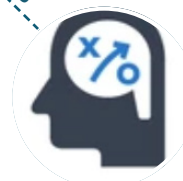


DCS Child &  
Parent



Aspect 5

Aspect 4



Aspect 3

DCS Teaching &  
Learning



Care for All

DCS Curriculum



Safeguarding



SEND



Transition



Language



Pastoral

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Note:

This document is to be read alongside the DCS Locational Curriculum which showcases the wide range of exciting opportunities available to children in each of our DCS Schools and Settings locations. These are used to enhance learning and can be found in the own localised curriculum documents.

# WELCOME

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Defence Children Services (DCS) operates throughout the world. We recognise that each location is a unique and special place to live, learn and work. Each context, rich with culture, nature, history, technology and belonging to its military community is the starting point to realise the DCS aim:

**‘Educate the Child – Support the Family – Defend the Nation’**

Recognising individual talents, all learners flourish, leading to academic achievement, personal success, and lifelong learning.

# STATUTORY REQUIREMENTS

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Defence Children Services are required to offer children accompanying their parent(s) whilst overseas the full range of National Curriculum subjects as laid out in **Joint Service Publication (JSP) 342, Part 1. Version 4.1 (March 2022)**.

<https://www.gov.uk/government/publications/the-education-of-service-children-jsp-342>

# DCS CURRICULUM OFFER

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This document reflects the requirements of the English National Curriculum (2014) and The Curriculum for Excellence (2010) in Scotland and their respective programmes of study. It also reflects requirements for inclusion and equality as set out in the **Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010**, and refers to curriculum-related expectations of His Majesty’s Inspectorate (HMI) and Ofsted.

In addition, this document acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

This document lays out the curriculum offer above and beyond JSP 342 and the statutory requirements of the National Curriculum, The Curriculum for Excellence, and the Foundation Stage Curriculum. This unique ‘selling point’ that provides children with a curriculum above that available in mainstream education of the UK.

# CURRICULUM VISSION

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The DCS Curriculum will;

- Promote a culture where safeguarding is paramount <sup>1</sup>.
- Rapidly develop a sense of belonging and self-identity to enable learners to flourish personally and academically.
- Adapt to the variety of needs of learners from their starting points.
- Create curious, life-long learners in our unique schools and settings.
- Foster a love of learning which is broad, brave and ambitious.
- Develop confidence to contribute positively within our global community.
- Reflect the individual values and attributes of each school and setting to nurture holistic learners.
- Ensure that learners are exceptionally well prepared for their next stage of education and future careers.
- Provide Education Overseas.

# CURRICULUM MISSION

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The DCS Curriculum Mission and the Global Framework for Excellence form the overarching vision and intent for all schools and settings within our network.

The Implementation of these elements are delegated to the individuals school and / or setting to ensure that our leaders have the opportunity to develop a curriculum provision suited for the specific location.

Setting Managers and Head Teachers will ensure that following elements are well structured and carefully planned for as part of their localised curriculum offer:

- 1) Subject Leadership and Continued Professional Development**
- 2) Staff Expertise and Subject Knowledge**
- 3) Equitable Delivery**
- 4) Planning the progression of skills**
- 5) Breadth and depth of the Curriculum**
- 6) Leadership of Curriculum Assessment <sup>4</sup>**

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<sup>1</sup> See DCS Safeguarding Directive (updated annually)

<sup>2</sup> For more information please read **Developmental Aspect 6, DCS Assessment, Recording and Reporting Arrangements.**

# GLOBAL FRAMEWORK FOR EXCELLENCE - CURRICULUM

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The DCS schools and settings **Global Framework for Excellence; Curriculum**, brings to life the DCS Curriculum Mission & Vision in regards to curriculum planning and curriculum implementation <sup>3</sup>.

Each DCS school and setting will have their own localised curriculum which is comprehensive and aligns with the requirements of the Early Years Foundation Stage Curriculum (England) and the English National Curriculum or the Curriculum for Excellence (Scotland), where reasonably practicable.

## Planning

The DCS schools' and settings' curriculum:

- Identifies the knowledge, concepts, skills and attitudes to be developed over time.
- Builds on previous learning experiences (including different educational systems).
- Is inclusive, adaptive and meets the needs of our learners.
- Adopts a range of approaches to holistic learning such as:
  - being inquisitive
  - being curious
  - being collaborative
  - learning through play
  - being creative
  - dramatic enquiry
  - risk taking
  - being investigative
  - exploratory
- Has scope and sequence documents that indicate the development of conceptual understanding, knowledge and skills for each subject or area of learning.
- Is planned collaboratively to achieve a spiral curriculum to enhance purposeful learning.
- Explicitly plans opportunities for language development.
- Provides opportunities to explore and develop themes surrounding religious, spiritual, moral, social and cultural diversity.

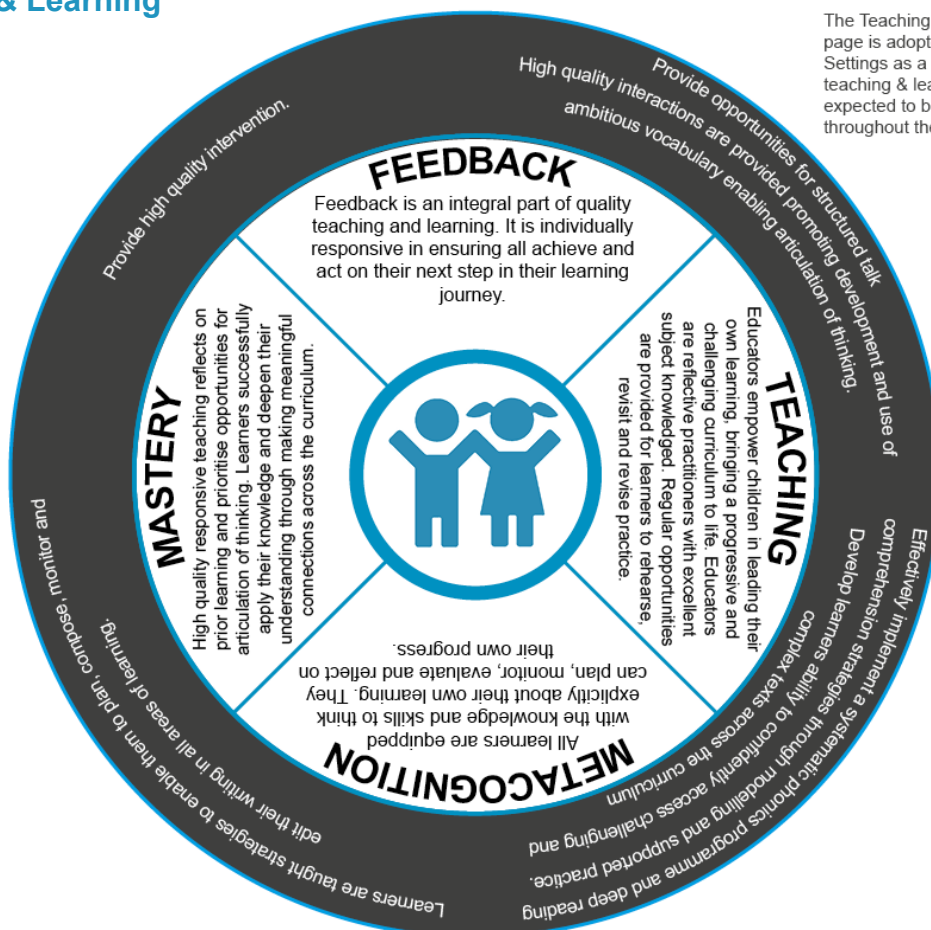
# IMPLEMENTATION

## Curriculum Implementation

The DCS schools' and settings' curriculum:

- Incorporates relevant experiences.
- Provides opportunities for learning that is significant, relevant, engaging and challenging.
- Is available to the whole school community.
- Is adaptable taking into account individual context and location.
- Promotes awareness of individual, local, national and world issues.
- Provides opportunities for reflection on our own and others uniqueness and diversity from multiple perspectives.
- Considers the school and or settings values and personal attributes.
- Fosters a love of learning in the outdoors taking into account our unique localities.
- Provides opportunities for learners to immerse themselves in the arts.
- Provides opportunities to explore high-quality, rich and diverse texts.
- Explores connections and relationships between subjects which reinforce concepts, knowledge, understanding and skills.

## Teaching & Learning Model



The Teaching & Learning Model on this page is adopted in all DCS Schools and Settings as a model for best practice teaching & learning. The model is expected to be used by all educators throughout the school / setting day.

# STANDARDISATION, ALIGNMENT & EMPOWERMENT

To support our Leaders we have placed each curriculum subject into one of three categories.

## 1) Standardisation (S)

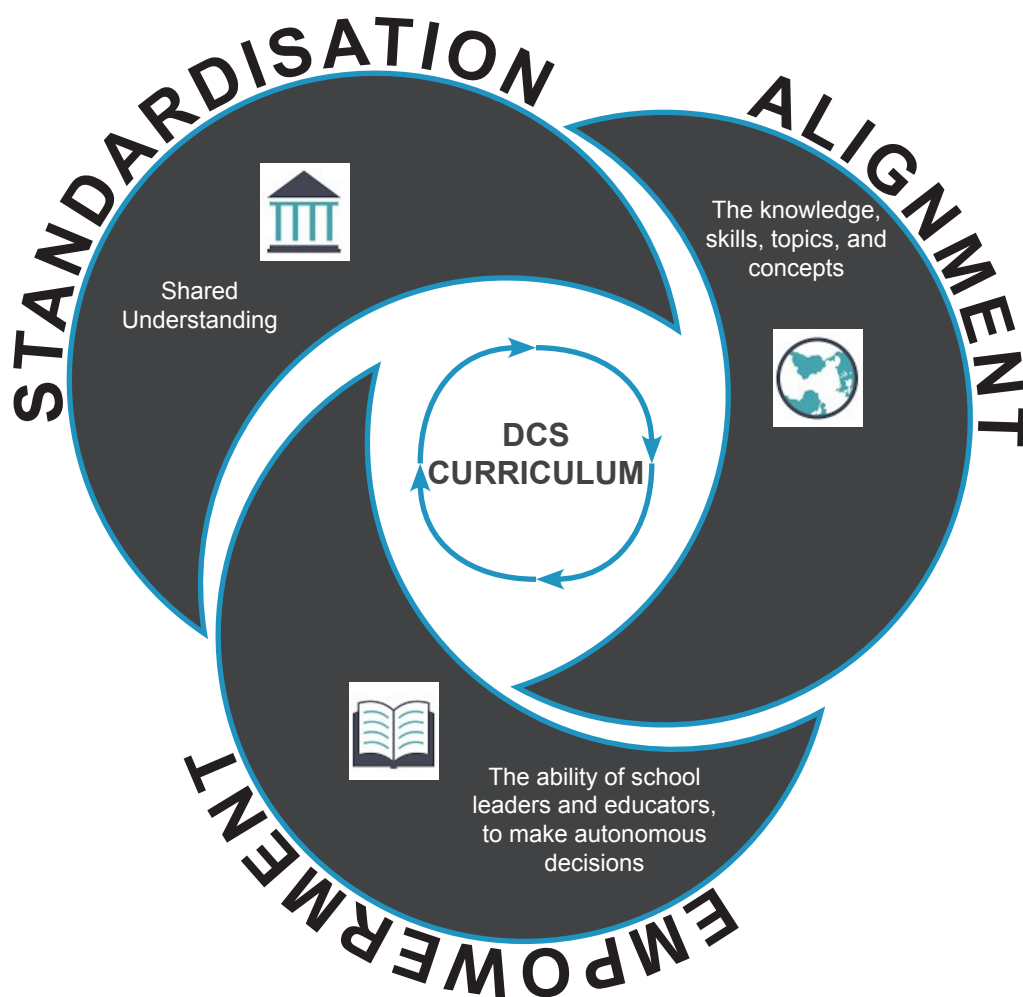
Standardised schemes are used as a framework for content and are amended to suit the needs of the children in our schools and setting's needs.

## 2) Alignment (A)

These subjects are led and taught with some commonalities with one or more schools in within our organisation.

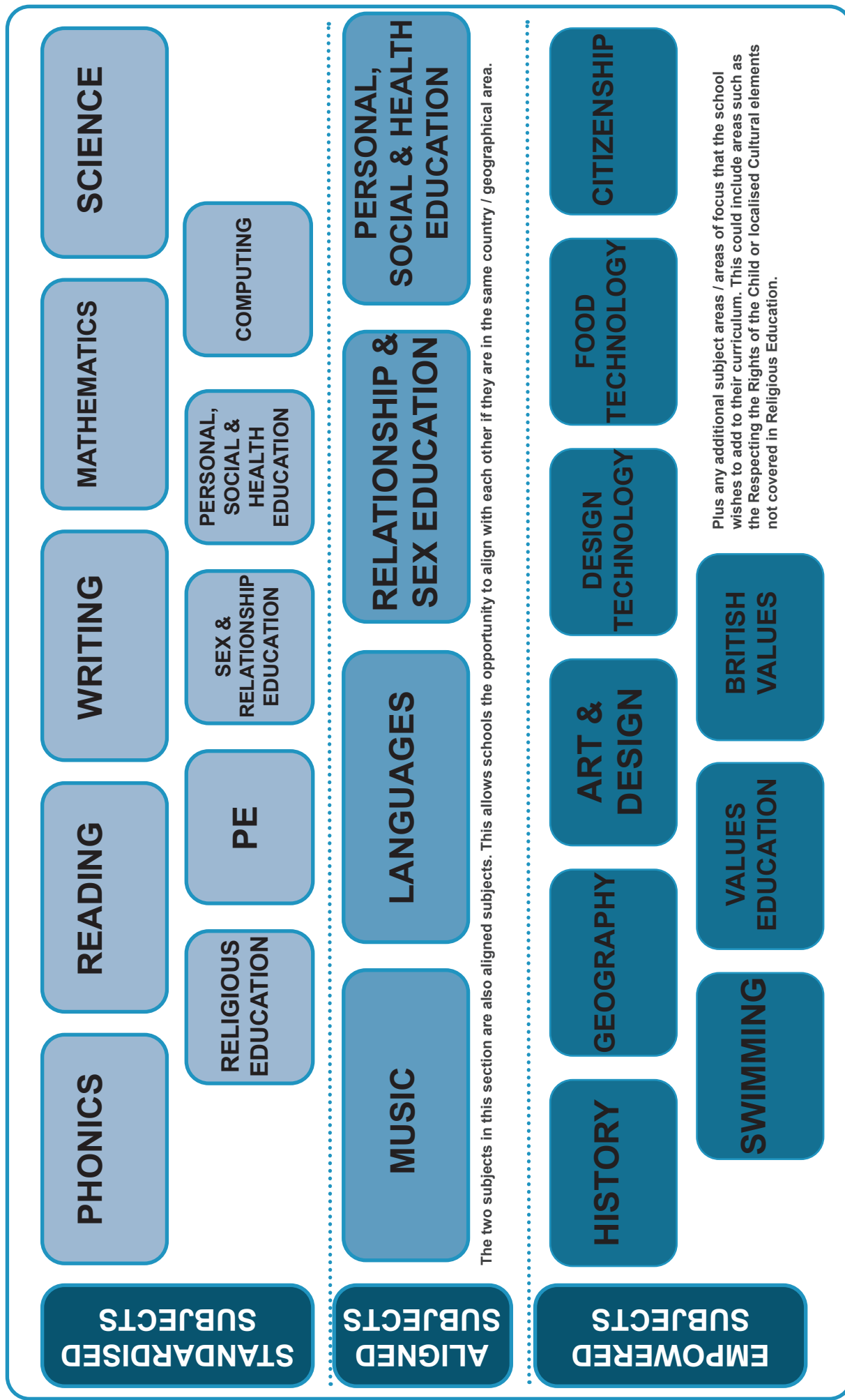
## 3) Empowerment (E)

These subjects are organised, taught and led locally i.e. The Head Teacher has complete autonomy for their delivery and outcome.





The table below shows the distribution of National Curriculum Subjects matched against the Standardisation, Alignment add Empowerment Model.



# EARLY YEARS CURRICULUM

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The early years Curriculum (known as the foundation stage framework) is split into seven areas of learning. Three of these are known as the ‘**prime areas**’ and the other four areas are the ‘**specific areas**’. The seven areas are then split into further strands as follows (shown in brackets alongside the areas of learning):

## Prime areas

- **Communication & Language Development** (*listening, attention and understanding; speaking*) This sets the foundations for literacy and is crucial to children being able to move onto literacy in the national curriculum.
- **Personal, Social & Emotional Development** (*self-regulation; managing self; building relationships*). This area links with PSHE in the national curriculum. It is a very important part of EYFS and runs through most of what we do. This is how we foster social skills such as sharing, turn-taking, empathy for others, the ability to make and sustain relationships, confidence and independence, awareness of feelings, co-operation etc.
- **Physical Development** (*gross motor skills; fine motor skills*). This area includes the development of gross motor skills needed for sports and physical health, and equally importantly the development of fine motor skills which are essential for children learning to hold a pencil, make marks with control and write.

## Specific areas

- **Literacy** (*comprehension; word reading; writing*)
- **Mathematics** (*number; numerical patterns*)
- **Understanding of the World** (*past and present; people, culture and communities; the natural world*). This area links with history, geography, science and RE in the National Curriculum.
- **Expressive Arts & Design** (*creating with materials; being imaginative*). This area links with art, music and design technology in the National Curriculum.

*Note: There is an additional term used surrounding the Early Years. This is Early Learning Goals or ELGs. The term indicates the level of development children should be expected to have attained by the end of the EYFS. Early Learning Goals support teachers to make a holistic, best-fit judgement about a child’s development, and their readiness for Year 1. Therefore, as an assessment tool, they are not included in this document.*

# NATIONAL CURRICULUM

The following table shows which subjects are taught at each Key Stage of learning in all of our Primary and Secondary Schools <sup>3</sup>.

	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
English Phonics * (S)	✓	✓		
English Reading (S)	✓	✓	✓	✓
English Writing (S)	✓	✓	✓	✓
Mathematics (S)	✓	✓	✓	✓
Science / STEM (S)	✓	✓	✓	✓
Design & Technology (E)	✓	✓	✓	✓
History (E)	✓	✓	✓	✓
Geography (E)	✓	✓	✓	✓
Art & Design (E)	✓	✓	✓	✓
Music (S)	✓	✓	✓	✓
Physical Education (PE) (S)	✓	✓	✓	✓
Swimming (E)		✓		
Computing (S)	✓	✓	✓	✓
Modern Foreign Language (referred to as languages or MFL) (S)		✓	✓	✓
Sex & Relationships Education (S)	✓	✓	✓	✓
Religious Education (RE) (S)	✓	✓	✓	✓
Personal, Social and Health Education (PSHE) (S)	✓	✓	✓	✓
Citizenship / Values Education (E)	✓	✓	✓	✓
Food Technology (E)			✓	✓

\* The teaching of Phonics only continues into Key Stage 2 for those children who need additional support. This is carried out in discussion with the parents and Head Teacher.

**Note:** For transparency we have indicated in the table above those subjects that fall into the Standardisation (S), Alignment (A) and Empowerment (E) categories.

## Additional note regarding the English Baccalaureate (EBacc)

The EBacc comprises of the following subjects:

- English language and literature
- Mathematics
- The sciences
- History or Geography
- A Language

<sup>3</sup> For more information related to National Curriculum Subjects and Key Stages of Learning please visit the Department for Education (UK) Website:

<https://www.gov.uk/government/organisations/department-for-education>

# SOFTWARE & APPLICATIONS

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DCS Primary Schools have preferred software and applications that can be used to enhance areas of the curriculum. These are as follows:

## English

- ESS Reading Cloud: Junior Librarian\*
- Phonics tracking systems (various)\*
- Renaissance Learning: Accelerated Reader\*
- Spelling Frame\*
- Shed Products\*

## Mathematics

- White Rose Maths\*
- Timestable Rockstars\*
- EY Maths\*
- Maths Pack\*
- EY Maths\*
- Big Maths\*
- My Maths\*
- Talking Tables\*
- Shed Products\*

## Science

- None have been identified as a standardised system
- Developing Experts

## History

- Historical Association - Teacher resource

## Geography

- Geographical Association - Teacher resource
- Google Earth

## Art & Design

- None have been identified as a standardised system

## Music

- Sing Up

## Physical Education

- None have been identified as a standardised systems

## Computing

- Purple Mash\*

## Modern Foreign Language

- None have been identified as a standardised system

## Relationship & Sex Education

- Jigsaw

## Religious Education

- None have been identified as a standardised system

## Personal, Social and Health Education

- Jigsaw\*

Note: Items marked with an asterix (\*) have been approved via the Software Panel and either hold full DPIA or DPIA PreScreens. These are shared with parents via the school website.



# Developmental Aspect 5

## DCS Curriculum

*One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings.*

*The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child*