



**OXFORD
International
College**

A NORD ANGLIA EDUCATION SCHOOL

CURRICULUM POLICY

POLICY INTENDED FOR:	Parents, Students and Staff
CATEGORY:	Teaching and Learning
POLICY IMPLEMENTED BY:	Senior Leadership Team
REVIEWED BY:	Vice Principal Academic
REVIEW DATE:	January 2026
FUTURE REVIEW:	January 2027

The Three Pillars

The three pillars of Oxford International College (OIC) are:

- Academic Excellence
- Personal Development
- Career and University Pathways

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AIMS

The curriculum at Oxford International College is designed to inspire and challenge students, and to prepare them effectively for progression to higher education and future careers. It reflects the College's values and ethos and supports the development of academically successful, intellectually curious and socially responsible young people.

The curriculum aims to:

- Maintain a culture of high academic expectations in which all students are supported to make strong progress.
- Provide a coherent and well-sequenced education that builds deep subject knowledge, disciplinary understanding and transferable skills.
- Balance academic rigour with a strong commitment to personal development, wellbeing and preparation for adult life.
- Support students in making informed choices about future study and career pathways.
- Promote equality, inclusion and respect, in line with the Equality Act 2010 and regard for protected characteristics.
- Actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance.
- Support students with differing needs, starting points and aptitudes, including those with special educational needs and/or English as an additional language.
- Develop students' confidence, independence and resilience, enabling them to succeed in demanding academic environments..

ACTIVELY PROMOTING FUNDAMENTAL BRITISH VALUES

OIC is proud of its international community and promotes international mindedness as part of the College's wider curriculum, preparing students for education and careers across the globe.

OIC is mindful of its responsibility to ensure that all students are able to be active and responsible citizens of the world and of the UK, including for those students new to life in the UK. OIC creates opportunities within its curriculum to promote British values and explore cultural diversity and identity.

The active promotion of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of others, including those with different faiths and beliefs, is embedded in the College's ethos and in our day-to-day practice, both in and out of the classroom. This is supported in OIC Life Skills programme, assemblies, Super Curricular programme and through student voice initiatives.

A NON-PARTISAN APPROACH TO POLITICAL, ETHICAL AND RELIGIOUS ISSUES

A healthy understanding of the world around us is an important part of the educational experience that OIC provides for its students. An emphasis will always be placed on open-mindedness, tolerance and critical evaluation – encouraging students to appreciate that, where moral, ethical, religious or political questions are concerned, there is always likely to be a multiplicity of viewpoints and stressing the need to respect the views of others. When such questions arise, in subject teaching or in the context of

super curricular activities (such as debating club or Model United Nations), OIC staff and facilitators always seek to ensure a balanced presentation of opposing views which precludes the promotion of partisan opinions or dogma.

MEETING SPECIAL EDUCATIONAL NEEDS (SEN)

The College has a Special Educational Needs (SEN) Policy for statemented and non-statemented students. The College consults with parents, guardians and GPs and other professionals to determine the appropriate course of action for an individual student. Teachers are made aware of students with SEN concerns and trained in how to support. Teachers can discuss the progress and support needed for any SEN student with our SEN Coordinator. Teaching, the curriculum and our assessment programme can be adapted to meet the needs of SEN pupils.

MEETING EAL (ENGLISH AS AN ADDITIONAL LANGUAGE) NEEDS

English is an Additional Language for many OIC students. Students have access to specialist EAL support throughout their studies and teachers will receive appropriate training. Teaching and the curriculum can be adapted to meet the needs of SEN pupils, and OIC staff members are trained to meet these needs. Preparation for IELTS is an integral part of our 6th form (Year 12 and Year 13) curriculum to ensure that all students meet the requisite level of English language proficiency for their desired future pathways. The Academic English Pathway offers additional EAL support to those students identified as requiring additional teaching to access the curriculum in English.

MEETING THE NEEDS OF MORE ABLE STUDENTS

Many OIC students are academically more able, as identified by baseline and admissions testing and external examination outcomes. The curriculum and super curriculum are designed to be able to meet the needs of these students, whilst ensuring that all students are encouraged and motivated to reach the highest academic standards. This provision includes but is not limited to competitions; visits to and by universities; advanced courses to stretch and challenge in a range of disciplines; an academic scholarship programme.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (LIFE SKILLS)

The detail of our policy and practice in this area is set out in the schemes of work for the Personal Social Health and Economic Education (PSHE) programme and in the College's policy on the Spiritual, Moral, Social and Cultural development of students.

The PSHE curriculum (known as Life Skills) is broad and wide-ranging and covers personal, social, moral, health and economic education. It is designed to inform; to help develop Life Skills; to stimulate students into thinking critically about moral, ethical and social issues; to appreciate that different people may hold different views; to develop the ability to articulate one's own opinions while being able to listen to others and to respect their points of view, and to foster tolerance of other people and lifestyles, with particular regard to the protected characteristics under the Equality Act 2010.

The OIC Life Skills curriculum is in line with the College's aims and ethos and helps students to reflect

upon their aptitudes and interests and to use this knowledge to make good decisions about their GCSE, A level and post-A level choices alongside our careers programme. It reflects the College's ethos of effective personal development and careers and university pathways.

RELATIONSHIPS AND SEX EDUCATION

OIC provides relationships and sex education as part of its Personal Social Health and Economic programme as well as through assemblies and visiting experts. The Life Skills curriculum is designed to help young people to develop self-esteem, self-responsibility as well as the understanding and attitudes that will help them to form caring stable relationships. As in other aspects of college life, the curriculum offers a broad and balanced view which reflects the nature of the world in which we live and which fosters a respect for the rights, beliefs and lifestyles of other people, reflecting current legislation and paying regard to the protected characteristics under the Equality Act 2010.

The OIC curriculum meets the regulatory requirements of the Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019, updated September 2021). Every student who is in secondary education is provided with relationships and sex education (except so far as a student is excused as mentioned in ISSR Part 1 paragraph 2A (2)).

For **further** details see the OIC Relationships and Sex Education Policy.

YEAR 11

In Year 11 One year, intensive IGCSE programme students study:

Core subjects:

- English
- Maths
- Biology
- Chemistry
- Physics

Plus 3 options from:

- Business
- History
- Geography
- Computer Science
- Psychology
- English Literature
- Additional Maths*

** Dependent on initial assessment*

Plus

- Own language (optional)

Plus

- Physical Education
- Life Skills and Careers

A rich and diverse super curricular programme including: clubs/activities; career planning; team and individual sports; music; competitions; visiting speakers and external trips and visits.

YEAR 12

Year 12 students following a 2 year AS and A Level course, study 3 or 4 subjects from:

- Maths
- Further Maths
- Biology
- Chemistry
- Physics
- Economics
- Computer Science
- Psychology
- History
- Geography

Plus

- Life Skills and careers
- IELTS (until sufficient level for HE application is obtained)
- Extended Project Qualification*

** Optional*

A rich and diverse Super Curricular programme including: Interview/application preparation; admissions test skills; careers programme; clubs, societies, activities; individual and team sports; trips and visits, including visiting speakers and work experience; competitions; music

Guided by their strategy tutors, all students still receive guidance on preparation for public examinations, careers and their subject options for GCSEs, A levels and higher education, as appropriate.

Year 12 programmes continue through into Year 13 for the sitting of the complete A Level, with the potential for reductions in A Levels studied (such as from 4 to 3) to ensure consolidated high performance in line with university admissions requirements.

PERSONALISED LEARNING

A key aim of the curriculum at OIC is to help each student develop an appropriate strategic plan for their future academic journey and career.

The curriculum at OIC is tailored to the needs of the individual student – aiming for everyone to meet their academic, social and personal potential.

All students have learning needs that are particular to them. OIC operates with class sizes of up to 18 students. The strategy tutoring model allows for a high level of personal support, enabling the College to tailor the learning experience to the individual.

Further depth and challenge can be offered to individual and groups of students in the form of competitions, super curricular activities and individualised support from subject specialists. Further support and guidance can be offered in the form of clinics, revision sessions and study skills support.

Teaching and learning at OIC focuses on the development of higher order thinking skills and the curriculum creates opportunities for extension and challenge.

RELIGIOUS EDUCATION

OIC is not associated with, or committed to promoting, any one faith or religious belief. OIC recognises the importance of promoting an open-minded understanding of a range of religious and spiritual traditions as well as investigating social and moral issues through assemblies and the Life Skills programme, and through the celebration of important national and international events in the College calendar. Where appropriate, space and time is provided for individuals or groups of students to pray, worship or access religious services according to their and their families' preferences.

PHYSICAL EDUCATION

All students are expected to take part in the Physical Education programme, as a crucial part of a child's physical, intellectual and social development. The aim is to encourage participation and skills development through enjoyment and the development of values and skills associated with team and individual sports. The promotion of physical activity is a key strand in the OIC wellbeing programme.

CAREERS AND HIGHER EDUCATION

Preparing students for the future is one of the three pillars of the OIC curriculum. The comprehensive careers and higher education programme aims to provide all OIC students with the information, experiences and opportunities to help them make informed decisions for their future in relation to a broad range of career options to help them fulfil their potential whether that be in the UK or abroad.

OIC aims to ensure that guidance is accurate, well informed and up to date. It is also delivered impartially, with the aim of encouraging students to fulfil their personal potential and helping them to make informed choices about a range of career options. Students, staff and parents have access to the Unifrog platform to access up to date university entry and careers information. A programme of visiting speakers offers students' individual experiences in a range of career pathways.

As well as offering guidance on choosing GCSE and A level subjects, careers education at OIC provides students with opportunities to discover and develop their aptitudes and interests, to meet with a wide range of employers, to engage in work experience, to find out about different post-16 and post-18 options and to learn about the experiences of older students and graduates. In many cases students will be going on to study at top universities around the world; the aim of the careers programme is to assist with strategic planning throughout their time in college.

UNIVERSITY APPLICATIONS

OIC students are closely supported in the process of applying to university, including but not limited to the following stages and actions:

- Decision making and considering a range of options;
- Testing and quizzing to ascertain characteristics and attributes suited to different career pathways;
- Gathering up to date information about university courses and entry requirements;
- Hearing from a range of universities and professionals;
- Undertaking visits to universities both virtually and in person;
- Attending university fairs;
- Receiving 1:1 strategic guidance;
- Completing necessary application steps including the writing of a personal statement;
- Understanding all required entry assessments and being supported in preparing for these;
- Engaging with external mentors and facilitators as required to gain the best insights and support;
- Meeting deadlines and completing the administrative tasks associated with university application processes.

OIC has a dedicated team of strategy tutors. OIC aims to include parents in every stage of this process to ensure that they are well informed and guided.

WORK SHADOWING

Early in the academic year, Y11 and Y12 students are provided with CV and cover letter masterclasses, whilst also being taught ways to communicate with employers and people from industry. Subsequently, students are then supported with their efforts to secure their own work shadowing placements.

There are three central reasons for facilitating work shadowing opportunities:

1. To give the individual student an opportunity to apply their subject knowledge to a real-world environment (reinforcing their understanding);
2. To provide students the scope of sampling a specific industry and to establish whether this is a career area which they would like to pursue further;
3. To be more competitive when applying to universities by being able to draw upon unique and reflective experiences.

OIC gives students guidance and support and undertakes to ensure that work experience placements are safe and appropriate for students under its care.

FURTHER INFORMATION

For further information about Curriculum at OIC please speak with Vice Principal Academic.

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