



OXFORD International College

A NORD ANGLIA EDUCATION SCHOOL

CURRICULUM POLICY

POLICY INTENDED FOR: Parents, Students, Staff

CATEGORY: Curriculum

POLICY IMPLEMENTED BY: Senior Leadership Team

REVIEWED BY: Governors

REVIEWED DATE: Updated October 2022

NEXT REVIEW: May 2023

CURRICULUM POLICY

AIMS

The curriculum at OIC, Brighton should inspire and challenge all learners and prepare them for their future. The College's aim is to develop a coherent curriculum with a wide variety of progression opportunities that builds on students' experiences and helps all young people to become confident, successful and independent learners and responsible citizens.

Specifically, the College's curriculum aims are to:

- Allow students to fulfil their potential.
- Offer a balanced and stimulating curriculum with a strong academic core in which all students have the opportunity to learn and make progress
- Take into account individual needs and aptitudes, and develop the particular talents, of all of our students as far as we possibly can, including any who may have an EHC (Education, Health and Care) plan
- Ensure that, through our curriculum and our approach to teaching and to our super-curricular provision, we actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- Ensure there is effective preparation of students for the opportunities, responsibilities and experiences of life in British society
- Promote a broad, tolerant and open-minded understanding of the world around us, including an appreciation of the democratic process and precluding the promotion of partisan political views in the classroom, in extra- and co-curricular activities, or in any other aspect of the College's activities
- Offer full-time supervised education for students of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which offers a wide range of subjects, giving students experience in linguistic, mathematical, technological, scientific, human and social, physical, aesthetic and creative education.
- Ensure students develop excellent speaking, listening, literacy and numeracy skill
- Offer a programme of activities appropriate to the needs of students above compulsory school age
- Develop students' high-quality functional skills, including key literacy and numeracy skills.
- Foster student's creativity and develop essential personal, learning and thinking skills.
- Stretch and challenge learners.
- Encourage independent, life-long learning.
- Prepare students to make informed and appropriate choices for further study (e.g. progression to university) and working life
- Develop a healthy lifestyle
- Develop positive personal and social values for life.
- Provide equal opportunities for all students regardless of age, gender, disability, aptitude or cultural, ethnic or religious background

- Ensure that students with learning difficulties and disabilities (SEND) and those whose first language is not English are appropriately supported
- Provide personal, social, health (physical and mental) and economic (PSHE) education which reflects the ethos of our school, which is appropriate, both in its content and the way in which it is delivered, to the age, experience and needs of the students, and which encourages tolerance and respect for others, paying particular regard to the protected characteristics set out in the Equality Act, 2010
- Help our international students to adjust to the practical, cultural and academic consequences of living and studying in a different country
- Provide all students with a learning environment that is inclusive and promotes and celebrates the diversity within and beyond our College
- To supplement the taught curriculum by a diverse range of super-curricular activities that will provide further stimulus, richness and breadth to the students' educational experience

Our aim is that this curriculum is part of an inspiring learning environment in which there are high standards of teaching and learning and a culture of evidence-based, continuous improvement. Our curriculum will reflect the college's aims and ethos. It will encourage respect for other people paying particular regard to the protected characteristics set out in the 2010 Act.

ACTIVELY PROMOTING FUNDAMENTAL BRITISH VALUES

The active promotion of the fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of others, including those with different faiths and beliefs, is deeply embedded in our College's ethos and in our day-to-day practice, both in and out of the classroom. When delivering the subject material staff are expected to use opportunities to promote Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This approach is supported in our PSHE programme, assemblies, our super-curricular programmes and student council work.

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 we want to provide for our students. In doing so, the emphasis will always be 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 issues arise, in subject teaching or in the context of super-curricular activities (such as debating club or Model United Nations) we will always ensure that we offer 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. 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 Head of Learning Support. Teaching and the curriculum 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 of the Colleges students. Students will 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.

MEETING THE NEEDS OF ABLE AND TALENTED STUDENTS

Many of our students are extremely able students. Our curriculum and super curriculum is designed to be able to meet these needs of these students.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE)

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 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.

Our PSHE curriculum is in line with our 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 developing effective life skills.

Our PSHE programme will ensure that every student who is provided with secondary education at the school is provided with relationships and sex education, except in so far as a student is excused according to statutory regulations. [ISSR Part 1 2A(2)].

THE CURRICULUM

In Year 9 students the curriculum will include

English

Maths

Biology

Chemistry

Physics

History

Geography

Computer Science

Art

Drama

PSHE and Careers

Physical Education

Super curricular programme including:

Clubs/activities, career planning and sports

Additional qualifications programme including Duke of Edinburgh and LAMDA

In Year 10 and 11 students who are studying on a two-year GCSE programme will choose

Core subjects

English

Maths

Additional Maths

Biology

Chemistry

Physics

Plus 3 options from

History

Geography

Computer Science

Art

Business

Psychology

Plus

Own language (optional)

Plus

Physical Education

PSHE and Careers

Super curricular programme including:

Clubs/activities, career planning and sports
Additional qualifications programme including Duke of Edinburgh, LAMDA and
Foundation/Higher Project Qualification

On our one-year intensive GCSE programme students will choose

English
Maths
Additional Maths
Biology
Chemistry
Physics

Plus 2 options from

Business
History
Geography
Computer Science
Psychology

Plus

Own language (optional)

Plus

Physical Education
PSHE and Careers
Super curricular programme including:
Clubs/activities, career planning and sports
Additional qualifications programme including Duke of Edinburgh, LAMDA and Higher
Project Qualification

Clubs, societies, activities and sports

In Sixth Form students usually choose 4 A level subjects from

Maths
Further Maths
Biology
Chemistry
Physics
Economics
Art
Computer Science

Psychology
History
Geography

Plus

PSHE

Super curricular programme Including:

IELTS programme

Interview/application preparation

Admissions Test skills

Careers Programme

Extended Project Qualification

Clubs, societies, activities and sports

During their GCSE years, pupils will also receive guidance on preparation for public examinations, careers and their options for Sixth Form and further education

During their Sixth Form years, pupils will also receive further guidance on preparation for public examinations, careers and their options for higher education.

RELATIONSHIPS AND SEX EDUCATION

We provide relationships and sex education as part of our Personal Social Health and Economics programme as well as through assemblies. The PSHE 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 school life, we aim to offer 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 particular regard to the protected characteristics under the Equality Act 2010.

Our curriculum will meet 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 will be 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 our Relationships and Sex Education Policy.

PERSONALISED LEARNING

One of our most important aims at Oxford International College is to help each student develop an appropriate strategic plan for their future academic journey and career.

We tailor what we do to the needs of the child – our aim is for each individual to meet their academic, social and personal potential.

All children have learning needs that are particular to them and one of our strengths as a College with relatively small class sizes and a higher level of personal support is our ability to

tailor the learning experience to the individual. So, if a child has a gift or talent for a subject or other learning needs we have strategies in place to meet these. Where students need to be stretched we provide the depth they require, we help them develop their higher order thinking skills and we provide many opportunities for achievement through our extensive super-curricular programme. We work very closely with each student on their future aims, their progress and the actions that need to be taken to achieve their goals.

RELIGIOUS EDUCATION

Oxford International College is not associated with, or committed to promoting, any one particular faith or religious belief. However, we believe that it is important for young people to gain an openminded understanding of a range of religious and spiritual traditions as well as investigating social and moral issues through assemblies and our PSHE programme.

PHYSICAL EDUCATION

All students up to Year 11 are expected to take part in the Physical Education programme. We see this 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 good sportsmanship.

All year groups up to Year 11 enjoy Physical Education each week with the possibility for all year groups of participating in extra-curricular sport in the evenings or at the weekend. The sports taught are the traditional seasonal sports of tag rugby, hockey, football, tennis, cricket, rounders and athletics as well as the options in yoga and pilates classes.

In addition to curriculum-based sport, we offer a wide-ranging extra-curricular programme which can include sailing, swimming, golf, judo and dance, depending on staff availability and expertise and access to local facilities.

We will complete with local schools where possible as we believe that a degree of healthy competition is useful for developing individual skills and team spirit.

SUPER-CURRICULAR

Super-curricular v extra curricular

The term "extracurricular" encompasses all activities students may do outside of the classroom – sports, charity work, or creative pursuits.

Where students are below compulsory school age there is an educational programme of activities as part of super-curricular that is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills

Where students are above compulsory school age there is also a programme of activities appropriate to their needs.

“Super-curricular” includes the career-centred activities. This could include attending degree-related guest lectures, work experience, or competitions.

Our Super-curricular Department delivers individual and small group sessions and Career Meetings, where students are categorised and supported within groups of related academic disciplines.

Our students do not only enter university applications with strong grades, but also a tangible appreciation and understanding of their future subject and career plans.

Our super-curricular department focuses on six main strands in the Sixth Form:

1. Beyond the syllabus
2. Programmes, awards and competitions
3. Clubs and societies
4. Further personal development
5. Considering future study options
6. Applying to university

Our super-curricular programme includes the EPQ for Sixth Formers and the HPQ for our Year 10 and 11 students. These are independent research tasks where students are able to follow their passion for a particular topic. There are a variety of formats whereby students can submit their final projects, the overwhelming majority choose to do this as a university-style dissertation. Whilst this is an independent research task, students are supported by weekly classes and a supervisor to offer personalised support and oversee the project. In Foundation Project Qualification, HPQ and EPQ classes, students are taught how to source and use peer-reviewed journal articles, as well as referencing and how to build evaluative and critical arguments. The experience of conducting their own research and then writing this up formally gives students an insight into the tasks expected at university. This not only provides students with a useful head start before university studies, but also demonstrates to universities that the student has a good grasp of what is required to succeed during the degree. This shows that the student is passionate about their chosen field, has relevant experience of formal writing and research and has excellent time management skills.

Our curriculum and super-curricular programme ensure that all students have a programme of activities appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.

Our aim is to prepare students effectively for the opportunities, responsibilities and experiences of life in British and global society.

AWARDS AND COMPETITIONS

Our Super-curricular team will offer a comprehensive range of opportunities where students are able to enhance both subject knowledge (in terms of academic competitions) and also build the ability to work in a team and show leadership in the context of programmes and awards. The programmes, awards and competitions within this strand not only nurture personal development but also provide students with official certificates and/or the acknowledgment of taking part in recognised activities. These, therefore, enable students to showcase their abilities, personal achievements and experiences to universities in the application process.

Choosing to be a member of a club or society has the value of not only being part of a group and to engage in relevant tasks and share information within a specific domain, but also is an opportunity for students to further their passions and demonstrate to universities that they have been active in wanting to learn more by participating with others.

Whilst some of our clubs and societies are delivered by staff, others are often student-led and we encourage students to create their own societies – in terms of following the aspirations and interests of the cohort. There are several groups which are compulsory (e.g. Computational Thinking for prospective Computer Science students and Debating Society for those interested in pursuing a degree in Law), however, by and large, choosing (or creating) clubs and societies is a way for students to reflect their individuality and further shape their interests. Moreover, whereas many groups are subject or career-related, we also want to nurture a healthy attitude to studying and thus offer a selection of sports and other non-subject-driven clubs and societies.

Examples of clubs and activities at the College:

Art Club	Geography
Badminton Club	Glee Club
Basketball Club	Government & Politics
Bio Vet Society	Enrichment Classes
Biology Club	History Club
Chemistry Club	Japanese Club
Chess Society	Knitting Club
Coding Club	Law Society
Competitive Pokemon Club	Literary Society
Computational Thinking	Maths Society
Consulting Society	MedALLogy
Cross Country (XC) Club	Medic Society
Cup Stacking	Model United Nations (MUN)
Debating Society	Music Club
Dental Society	Netball
Drop the Book	Philosophy Enrichment Classes
Economics Society	Philosophy Society
Engineering Society	Physics Club
Environmental Society	Politics Club
	Pool

Feminism Society	Psychology Club
Film making Society	Stock Investment Club
Finance	Tennis
Football Club	Volleyball Club
Gardening	

These clubs run in the evenings and at the weekends.

CAREERS and HIGHER EDUCATION

Preparing our students for the future is central to the mission of Oxford International college. We, therefore, have a comprehensive careers and higher education programme which aims to provide all our 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.

We aim to ensure that such 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. We seek in our career guidance to avoid any form of stereotyping, ensuring that girls and boys from all backgrounds and diversity groups consider a wide range of careers, including those that have traditionally tended to have a bias towards the opposite gender.

As well as offering guidance on choosing GCSE and A level subjects, careers education at Oxford International College 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 the school's alumni. In many cases students will be going on to study at top universities around the world and our careers programme is helping them plan strategically throughout their time at the school.

UNIVERSITY APPLICATIONS

A crucial phase before making the decision to apply to university, is to consider the options available. This on one level involves deciding on a university course and subject area and on another level involves being informed about which universities offer your desired course. There are multiple factors one must consider when choosing between universities, such as the course content, teaching style, assessment method, culture, staff-student ratio and geographic location. Knowing which questions to ask and then knowing the answers to these questions is an important process in deciding upon which universities to apply.

Visiting university open days, experiencing residential trips, meeting with university representatives and attending our internal University Fair are some of the ways to help students make informed decisions. Moreover, in all situations and circumstances, we must be a strategist. Therefore, choosing universities is not only completed by considering available options, but students are supported in creating individualised plans to maximise their chances of success based on their personal requirements. Students will be given the

best possible guidance to support them along the entire application process of each university. Students apply to UK universities, through the UCAS portal. Students also apply to a host of universities from a variety of countries – such as Australia, Ireland, Hong Kong and Singapore.

Higher education preparation includes specialist preparation programmes in tuition and coaching for the following university entrance tests: STEP, HAT, PAT, LNAT, MAT, TSA, BMAT, UKCAT, Imperial College Test for Engineering, SAT and ELAT, this list is not exhaustive and can be added to if a student needs another university entrance test for their subject choice. These are delivered on a One-to-One basis or in small groups.

WORK EXPERIENCE

Early in the academic year, Y10 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 placements. As opposed to giving students a list of placements to choose from, encouraging students to be able to source their own opportunities allows them to build upon skills such as communication, independence and perseverance.

There are three central reasons for facilitating work placements:

- (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