

OXFORD INTERNATIONAL COLLEGE BRIGHTON

CURRICULUM POLICY

POLICY INTENDED FOR:	Parents, Students, Staff
CATEGORY:	Teaching and Learning
POLICY IMPLEMENTED BY	Senior Leadership Team
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THE THREE PILLARS

The three pillars of the OIC Brighton curriculum are:

- Ambition - Career and University Pathways
- Belonging - Personal Development
- Curiosity - Academic Excellence

CONTENTS

AIMS	3
ACTIVELY PROMOTING FUNDAMENTAL BRITISH VALUES	4
A NON-PARTISAN APPROACH TO POLITICAL, ETHICAL AND RELIGIOUS ISSUES	4
MEETING SPECIAL EDUCATIONAL NEEDS (SEN)	4
MEETING EAL (ENGLISH AS AN ADDITIONAL LANGUAGE) NEEDS.....	5
MEETING THE NEEDS OF MORE ABLE STUDENTS	5
PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (LIFE SKILLS).....	5
THE CURRICULUM	6
RELATIONSHIPS AND SEX EDUCATION.....	9
PERSONALISED LEARNING.....	9
RELIGIOUS EDUCATION.....	9
PHYSICAL EDUCATION	9
SUPER-CURRICULAR	10
AWARDS AND COMPETITIONS	11
CAREERS and HIGHER EDUCATION.....	12
UNIVERSITY APPLICATIONS.....	13
WORK EXPERIENCE	13

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:

- maintain a culture of high expectations in which everyone is learning and making progress;
- balance our students' academic achievements with their personal development;
- enhance all students' understanding of career pathways;
- offer an outstanding super curricular programme which enhances and broadens students' learning, personal development and experiences;
- create a learning environment which stimulates curiosity, a love of learning and a development of individual passions;
- prepare students fully for success in their future academic and professional journeys, offering specialist guidance in the selection of and application for university course both in the UK and internationally;
- develop all students' ability to use the English language, ensuring excellent speaking, listening and written skills in English;
- prepare students for success in external examinations through rigorous preparation, expert guidance and a culture of high expectations;
- comply with the Section 8 of the Education Act 1996 in offering full time, supervised education for students of compulsory school age in a wide range of students, giving students experience in linguistic, mathematical, technological, scientific, human and social, physical, aesthetic and creative education;
- take into account individual needs and aptitudes, developing individual talents and support individual needs, including those outlined in EHC (Education, Health and Care) plans where relevant;
- support the needs of students with special educational needs (SEN) and those for whom English is not their first language through the provision of specialist support and teaching;
- actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance, ensuring that our curriculum prepares all students to become active and responsible members of society both in Britain and abroad and assisting our international students in living, studying and adjusting to life in the UK;
- be truly global in outlook, exploring a range of views, experiences, cultures and issues which affect people across the globe and engaging with Nord Anglia's Global Campus to broaden all students' horizons, promoting inclusion, equality and diversity within and beyond the College;
- be outward looking by encouraging students to engage with current affairs, to hear the varied viewpoints and experiences of visiting speakers and experts, and to better understand the world of work and academia beyond the College;
- develop and track students' skills development to include the core skills of literacy, numeracy and digital literacy and those Global Skills identified by the College which enhance students' ability to thrive within and beyond their academic studies;
- stretch and challenge all students to exceed their expectations, supporting this progress through a rigorous academic strategy and close tutoring;

- offer a rich and diverse programme of personal development to encompass wellbeing, Relationship and Sex Education, positive social values; Personal, Social, Health and Economic (Personal Development) Education and the promotion of positive physical and mental health;
- provide equal opportunities for all students regardless of age, gender, disability, aptitude or cultural, ethnic or religious background and deliver a curriculum which promotes tolerance to these, and all protected characteristics, as set out in the Equality Act 2010.

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 regard to the protected characteristics set out in the Equality Act 2010.

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 subject material, staff are expected to use opportunities to 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. This approach is supported in our Personal Development programme, assemblies, our 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 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 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 Brighton 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. Preparation for IELTS is an integral part of our Sixth 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.

MEETING THE NEEDS OF MORE ABLE STUDENTS

Many of our students are extremely able, as identified by baseline and admissions testing and external examination outcomes. Our curriculum and Super Curriculum is 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 (PERSONAL DEVELOPMENT)

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 Personal Development) 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 Personal Development 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 effective personal development and careers and university pathways.

Our Personal Development programme will ensure that every student who is provided with secondary education at the College 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
Mathematics
Biology
Chemistry
Physics
History
Geography
Music
A Language
Art Drama
Personal Development
Careers
STEAM
Project Qualification Level 1
Physical Education

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.

A programme of additional qualifications including: Duke of Edinburgh; LAMDA; Global Perspectives

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

Core subjects

English (English Literature and Language, or English as a Second Language)
Mathematics
Biology
Chemistry
Physics

Plus 4 options from

Additional Mathematics
History
Geography
Computer Science
Art
Business
Psychology
Drama
Own language (optional)

Plus

Physical Education

Personal Development

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.

A programme of additional qualifications including: Duke of Edinburgh; LAMDA; Global Perspectives; the Higher Project Qualification.

On our one-year intensive GCSE programme, students will choose:

Core subjects

English

Mathematics

Biology

Chemistry

Physics

Plus 3 options from

Additional Maths

Business

History

Geography

Computer Science

Psychology

English Literature

Art

Plus

Own language (optional)

Plus

Physical Education

Personal Development

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.

A programme of additional qualifications including: Duke of Edinburgh; LAMDA.

Year 12 students choose 4 A Level subjects from:

Mathematics
Further
Mathematics
Biology
Chemistry
Physics
Economics Art
Computer Science
Psychology History
Geography Politics
Business
English Literature
English Literature

Plus

Personal Development
Careers
PE

Super curricular programme including:

Global Perspectives A Level
Extended Project Qualification
IELTS programme
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

Some subjects may not run at GCSE or A Level every year.

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

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 and visiting experts. The Personal Development 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, 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 OIC Brighton 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 individual student – our aim is for each individual to meet their academic, social and personal potential.

All students 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 student 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 all students develop their higher order thinking skills and we provide many opportunities for achievement through our extensive super curricular programme. Each student has a Strategy Tutor as well as the pastoral team within their House, and 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

OIC Brighton 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 Personal Development programme. Where appropriate, we provide the space and time required for individual 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. 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 the development of values and skills associated with team and individual sports.

Further opportunities are provided to all students to participate in sport outside of their academic timetable in the afternoons or weekends. These include access to the fitness suite onsite, team and individual sports led by our sports department and access of off-site specialist sports provision.

In addition to curriculum-based sport, we offer a wide range of sporting opportunities which can include sailing, swimming, golf, equestrian sports and climbing, depending on staff availability and expertise and access to local facilities.

We will compete 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

Our Super Curriculum focuses on six main strands:

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 Curriculum encompasses all activities students may do outside of the classroom such as sports, service work and creative pursuits, as well as the diverse opportunities which thread through and enrich our curriculum and our students' learning.

All students at OIC Brighton take part in the Super Curriculum and are given a range of choices to develop their skills and enhance their learning and personal development, including academic enrichment, language development and career-centred activities.

OIC Brighton prides itself on its collaboration with MIT which allows project work and advanced independent STEAM skills for our students.

Our Super Curricular programme includes the EPQ for Sixth Formers, the HPQ for our Year 10 and 11 students, and Level 1 Project Qualification for Year 9. These are independent research task 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 and our OICB teachers 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 possible clubs and activities at the College:

Additional English Support	Global Perspectives A-Level
Animal Welfare (Charity)	Investment
Anime	Japanese Culture Club
Archery	Law Club
Art	Maths Club
Biology	Media/Creative Writing
Brighton Football Coaching	Medicine
Career Pathways	MUN
Chemistry	Music Club
Chess	Performance
Coding	Political Philosophy
Current affairs and Politics	Robotics
Duke of Edinburgh Award (Bronze)	Running
Duke of Edinburgh Award (Gold)	Science Competition Support
Duke of Edinburgh Award (Silver)	Taekwondo
Economics	Tap Dancing
Extra Art Club	Tennis
Extra English	Ultimate Frisbee
Gardening	Volleyball Club
	Year 9 Play

These clubs run after timetabled lessons and during the weekends.

CAREERS and HIGHER EDUCATION

Preparing our students for the future is central to the mission of OIC Brighton. 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 OIC Brighton 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 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 the 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 to also apply to a host of universities from a variety of countries – such as Australia, Ireland, Hong Kong and Singapore.

We prepare students for all university entrance assessments, using external providers for support where necessary.

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.