

COGNITA

Curriculum Policy

SPAIN

September 2024

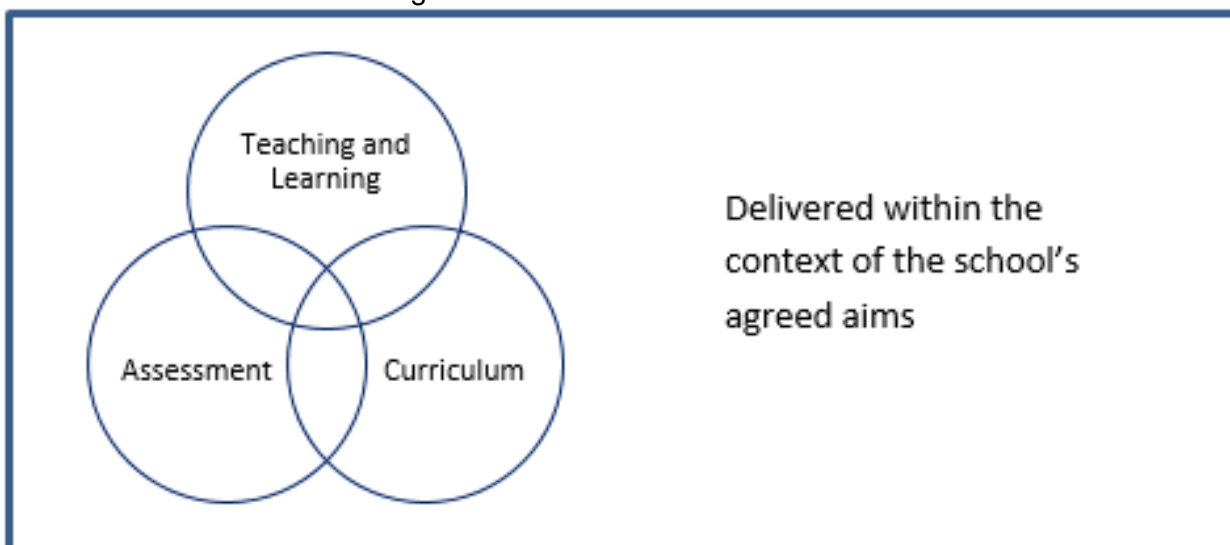
1 Introduction

- 1.1 The purpose of this policy is to ensure that our curriculum supports our school ethos and fulfils our school aims, which are defined as:

Inspiring all pupils to be creative, curious thinkers within a culture of support and challenge
Providing individual growth through high expectations; demonstrating commitment, resilience and respect for all

Nurturing global citizens, embracing difference, cared for and caring, and principled in their beliefs

- 1.2 This policy applies to all pupils, including those in the Early Years.
- 1.3 We see the curriculum as, 'The total learning experience for our pupils, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our pupils experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.
- 1.4 A well-structured and coherent curriculum is a fundamental element of the tripartite of education that underpins all successful schools and includes Teaching, Learning and Assessment as in the following model:



- 1.5 We aim to provide a curriculum to develop pupils who love learning. We understand that the curriculum, both within taught lessons and beyond them, and in everything we say and do, should create an environment where academic risk-taking, questioning and debating, challenging thinking and the freedom to learn from mistakes are all encouraged.
- 1.6 Our curriculum offers all pupils the opportunity to experience linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative aspects of education. We intend that our curriculum should imbue in our pupils:
- A passion for life-long learning;
 - A capacity for independent and critical thinking;
 - Self-awareness, self-regulation and resilience;
 - Self-confidence without arrogance; and
 - Genuine interests that extend beyond the confines of the classroom.
- 1.7 British values, which are; democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, are actively promoted in every aspect of school life.

- 1.8 Our curriculum is compliant with the following regulatory requirements as outlined in the BSO Standards:

The written policy, plans and schemes of work: –

- (i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and*
- (ii) do not undermine the fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.*

For the purposes of paragraph, the matters are:

- (a) full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;*
- (b) that pupils acquire speaking, listening, literacy and numeracy skills;*
- (c) personal, social, health and economic education which:*
 - (i) reflects the school's aim and ethos; and*
 - (ii) encourages respect for other people, paying particular regard to protected characteristics*
- (d) for pupil receiving secondary education, access to accurate, up-to-date careers guidance that:*
 - (i) is presented in an impartial manner*
 - (ii) enables them to make informed choices about a broad range of career options and*
 - (iii) helps to encourage them to fulfil their potential*
 - *where the school has pupils under the age of 5, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;*
 - *that all pupils have the opportunity to learn and make progress and*
 - *effective preparation of pupils for the opportunities, responsibilities and experiences of life in society.*

2 Taught Curriculum

- 2.1 Our taught curriculum broadly follows and, at times, goes beyond the (National Curriculum) at KS1,2,3,4 and is formally assessed at the end of KS2 by GL Assessments; at KS4 by GCSEs and at the end of KS5 by A levels and/or BTEC or the International Baccalaureate Diploma. The details of which exam boards are used at GCSE, BTEC and A level by our different subjects can be found in the individual subject information provided in our subject option booklets.
- 2.2 BSB Primary pupils take CAT 4 tests in the first term of years 3 and 5 and will then complete GL Assessments in Phonics, Reading and Maths in the summer term of years 2 to 6. In BSB Secondary and Nexus, pupils take the CAT 4 baseline test in September of Years 7, 10 and 12. New pupils who arrive after the start of the academic year will also take these tests. The CAT 4 test is used by FFT to generate a predicted GCSE grade. If pupils arrive in Year 12 without doing GCSEs, the baseline test is also used to generate A level predicted grades. As FFT do not produce IB predicted grades, we use the CAT indicators for these students. Teachers use their knowledge of individual pupils to adjust these predicted grades to produce more challenging targets, as required. These are used to make sure that the curriculum offer is individualised to need. The results of GL PTE and PTM tests, which are carried out at the end of Years 7-9 are shared with parents and pupils.
- 2.3 Time awarded to each subject in each year group is in line with NC and Spanish Education Authority requirements.

- 2.4 Details of how the taught curriculum is translated into subject Schemes of Work (SoW) and lesson plans can be found in the individual subject information we publish through our Cognita Connect parent application.
- 2.5 Taken together, the taught curriculum will ensure that by the time they have completed their time with us, all pupils are able to demonstrate the knowledge, skills and understanding to enable them to move onto the next stage of their education at the highest level.
- 2.6 Our curriculum includes those compulsory elements of the Spanish curriculum as required by the Spanish Ministry of Education and local education authorities.

3 Special Educational Needs and Disability - SEND

- 3.1 Our curriculum is inclusive. For those pupils with special educational needs or specific learning difficulties, the school has a well-established Learning Support department, led by the Head of Learning Support or SENCO.
- 3.2 Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

4 SMSC

- 4.1 Our policy follows the advice given by the DfE in the non-statutory guidance of November 2014 and meets the requirements of the Independent School Standards/BSO Standards. Aspects of SMSC are infused within the day-to-day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone. Our approach to SMSC ensures that principles are actively promoted which:
 - Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
 - Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
 - Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
 - Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
 - Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
 - Encourage respect for other people, paying particular regard to protected characteristics; and
 - Encourage respect for democracy and support for participation in the democratic process.
- 4.2 Discriminatory or extremist opinions or behaviours are challenged as a matter of routine.
- 4.3 In addition, our approach to SMSC ensures that all pupils will gain an:
 - Understanding of how citizens can influence decision-making through the democratic process;
 - Appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
 - Understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others, such as the courts, maintain independence;
 - Understanding that the freedom to hold other faiths and beliefs is protected in law;

- Acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- Understanding of the importance of identifying and combatting discrimination.

5 Religious Education and PSHEE

- 5.1 BSB follows the UK PSHEE programme, adapted to the specifics of our context as an international school in Spain. In this way we cover the teaching of the Sex and Relationships Education as well as other aspects of Personal, Social, Health and Economic Education (PSHEE).
- 5.2 Across BSB, the Jigsaw programme is used as a scaffold for the coverage of the PSHEE curriculum. In Primary additional RSE content is added and the whole programme is augmented by the use of the P4C approach and the programme of Celebration Assemblies. In Secondary and Nexus our PSHEE course is delivered to all pupils through discrete PSHEE sessions taught by our form tutors and class teachers. There is one session of taught PSHEE a week. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHEE is also dealt with across the curriculum (e.g., Social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). There are also centrally organised sessions which supplement the delivery in house, dealing with issues such as bullying, alcohol, sexual relationships and drugs, as well as supporting careers and economic education.

6 Co-curricular

- 6.1 A wide range of enrichment activities supplements the timetabled curriculum. Our pupils are encouraged to take part in an extensive range of art, drama, music, sport and other activities and clubs. Regular themed days and weeks are held. These may include Book Day, Pi Day, Science Week or Anti-Bullying Week.
- 6.2 Pupils are taken to places of interest on a regular basis. Visits, including residential opportunities, are organised annually, which help to develop independence, teamwork and responsibility in a different environment to that in school.

7 Other Opportunities

- 7.1 Our school aims to provide an education for life. Other aspects of our curriculum which enable our pupils to gain the skills, knowledge and experience to be successful adults include:
- Careers and Higher Education;
 - Leadership Training;
 - Pupil Councils;
 - Community Service;
 - International Award;
 - Expeditions and trips;
 - Fundraising Activities;
 - Various Societies and Activities; and
 - Sport.

8 Responsibility

- 8.1 The person with responsibility for the overview and yearly evaluation of this policy is the Headteacher of each campus and the Assistant Executive Principal. However, all staff are responsible for ensuring this policy is implemented and acted on.

Curriculum Policy

- 8.2 When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:
- Fulfils the aims of the school;
 - Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
 - Provides engagement and excitement for learning.

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