



Name of Policy: Secondary Curriculum

Date approved: **November 2025**

Date for Review: **November 2027**

1. Aims

The Royal British International School aims to offer a broad and balanced curriculum to all students, ensuring equal access to learning and appropriate levels of challenge and support. Our curriculum also aims to:

- support and enhance our Royal School Values, including kindness, tolerance, respect and a commitment to excellence
- promote a positive attitude towards learning
- enable all students to develop relevant knowledge, understand key concepts and acquire skills needed for life, further study or careers
- enable all students to progress to appropriate further study by providing access to the necessary qualifications
- provide a full range of subject choices to all students, including the arts, physical activities and modern languages at Key Stages 3, 4 and 5
- provide in-depth, challenging learning that supports students' spiritual, moral, social and cultural development
- support and encourage healthy lifestyles
- provide students with the knowledge and skills required to keep themselves safe at school and in the wider world

This policy is **in line with the British National Curriculum programmes of study**, whilst ensuring that all Egyptian students also meet the requirements of the Egyptian Ministry of Education.

2. Roles and Responsibilities

2.1 The School Board

The School Board provides **strategic oversight** of the school's curriculum and holds senior leaders to account for its effective implementation. The Board does not manage the day-to-day delivery of the curriculum but ensures that appropriate systems, leadership capacity and resources are in place.

The School Board will:

- provide strategic direction and approve the school's curriculum policy
- monitor the effectiveness of curriculum provision through reports from the Principal and senior leaders
- ensure that the curriculum supports the school's vision, Royal School Values and strategic priorities
- ensure that sufficient resources and teaching time are allocated to enable effective curriculum delivery
- ensure that statutory and regulatory requirements are met, including alignment with the British National Curriculum and Egyptian Ministry of Education requirements
- make informed strategic decisions about the breadth, balance and future development of the curriculum

2.2 School Principals and Key Stage Leaders

The Whole School Principal, supported by the Key Stage Leaders are responsible for the **operational leadership, implementation and quality assurance** of the Secondary curriculum.

They are responsible for ensuring that:

- all required elements of the curriculum, and those subjects the school chooses to offer, have clear aims and objectives aligned to the school's vision and the British National Curriculum
- curriculum planning meets the needs of all students, including those with SEN, EAL and differing prior attainment
- appropriate teaching time is allocated to all subjects and reviewed regularly
- effective, fair and consistent assessment systems are in place to monitor progress and attainment
- internal and external assessment arrangements are managed appropriately
- requests to withdraw students from curriculum subjects are managed in line with statutory guidance and school policy
- curriculum provision is reviewed regularly to ensure progression, coherence and high standards
- the School Board is kept appropriately informed through regular reporting to support effective strategic oversight

2.3 Staff Members

All staff ensure that the school curriculum is implemented in accordance with this policy.

- Middle leaders with responsibility for curriculum ensure that all departments have appropriate schemes of learning in place, reflecting the aims of the school and meeting the needs of individual students
- Heads of Department (where applicable) are responsible for ensuring that schemes of learning provide appropriate levels of challenge, enable progression from one year group to the next, and prepare students appropriately for internal and external assessments. They clearly set out the knowledge and skills students will gain at each stage

3. Curriculum Organisation

The curriculum is subject-based, with all students studying a broad range of subjects in each year group. In KS3 students study drama for 1 term and music for the remainder of the year.

Where appropriate, departments use recognised published schemes of learning that are aligned to the British National Curriculum and relevant examination specifications. These schemes are adapted by subject leaders to reflect the school's context, student needs and Royal School Values, and are supplemented by internally developed materials to ensure progression, coherence and appropriate challenge. The selection and adaptation of published schemes is overseen by middle and senior leaders to ensure consistency, quality and alignment with whole-school priorities.

Relationships Education

Relationships education is delivered primarily through the PSHE curriculum and wider school life. It is taught in an age-appropriate manner and focuses on developing positive relationships, respect for others, personal boundaries, emotional wellbeing and inclusion.

Students are taught about friendships, family relationships, managing conflict, recognising and responding to bullying, and understanding diversity. In line with local law and cultural context, content relating to sexual relationships, sexual orientation and gender identity is not taught. The curriculum is adapted appropriately while maintaining British values of respect, tolerance, safety and wellbeing.

Careers Education and Aspirations

Careers education is embedded within the PSHE curriculum and supports students to develop the knowledge, skills and attitudes required for future learning, employment and adult life. Students are supported to identify their strengths, develop teamwork and leadership skills, build resilience and understand the importance of aspiration and informed decision-making.

At Key Stage 3, students are introduced to skills for employability, enterprise and leadership, including teamwork, responsibility and self-management. Careers learning is progressively developed to support

successful transition to Key Stage 4 and beyond, enabling students to make appropriate choices aligned to their interests and abilities. At Key Stages 4 and 5, careers education focuses increasingly on subject pathways and academic choices, enabling students to align their studies with university requirements and future higher education opportunities.

Language and Literacy

All students, teachers and support staff are expected to communicate in English.

- All teachers develop students' spoken language, reading, writing and vocabulary as integral aspects of teaching across all subjects. English is both a subject in its own right and the medium of instruction. Fluency in English provides access to the whole curriculum and underpins success across all subjects.

Spoken Language

- Students are taught to speak clearly and convey ideas confidently using Standard English. They learn to justify ideas with reasons, ask questions to check understanding, develop vocabulary and build knowledge, negotiate meaning, evaluate and build on the ideas of others, and select appropriate registers for effective communication. These skills support clarity of thinking and effective written expression.

Reading and Writing

- Teachers develop students' reading and writing across all subjects to support knowledge acquisition. Students are taught to read fluently, understand extended prose (fiction and non-fiction) and are encouraged to read for pleasure.
- The school promotes a strong culture of reading through access to library facilities and high expectations for reading at home.
- Students develop the stamina and skills to write at length with accurate spelling, punctuation and grammar. Writing includes a range of forms such as narratives, explanations, descriptions, comparisons, summaries and evaluations to support learning and consolidation.

Key Stage 3

- At Key Stage 3 (Years 7–9), the curriculum is **aligned to the British National Curriculum** and its objectives, supporting students to become successful learners who enjoy learning, make progress and achieve.
- The curriculum supports the development of confident individuals who lead safe, healthy and fulfilling lives and who become responsible citizens making a positive contribution to society.

Students study the following subjects:

- English First Language
- Mathematics
- Science
- Art and Design
- Design Technology
- French or German
- Humanities
- PSHE
- Music
- Physical Education
- Computing

In addition:

- All students registered as Egyptian study the Egyptian Ministry of Education curriculum in Arabic, Religion and Social Studies.
- In KS3, students attend 6 ministry lessons per week. In KS4, students attend 4 lessons per week.
- All other students study Arabic as a Foreign Language

Key Stage 4

At Key Stage 4, all students study a core curriculum including English (First or Second Language) and Mathematics, alongside a range of additional IGCSE subjects.

Students may sit a number of IGCSE subjects at the end of Year 10, with remaining subjects completed in Year 11, depending on subject pathways and examination requirements.

Students may have the opportunity to take one or two AS Level subjects in Year 11.

All students registered as Egyptian continue to study the Egyptian Ministry of Education curriculum in Arabic, Religion and Social Studies.

Key Stage 5

Most students at The Royal British International School remain until the end of Year 11. Some students may continue into Years 12 and 13 to study additional AS or A Level subjects.

- IGCSE, AS and A Level subjects offered are reviewed annually and published in the KS4/KS5 options booklet.
- The school selects appropriate examination boards and examination sessions to best meet students' needs.

Current Subjects:

IGCSEs and AS/AL subjects being offered are reviewed every year and are clearly listed in the KS4/5 options booklet.

The school decides on the suitable examination board for each subject and on the examination session that is appropriate for each individual subject.

4. Assessment and Progress Tracking

As part of curriculum planning, all departments are required to identify and plan for key assessment points within their schemes of learning. These may take the form of summative assessments or, where appropriate, subject-specific key assessed pieces, such as extended writing in English. Key assessments are designed to assess curriculum intent, support accurate judgements of attainment and progress, and inform teaching, intervention and reporting. The timing, format and purpose of key assessments are agreed at departmental level and quality-assured by middle and senior leaders to ensure consistency, fairness and alignment with whole-school assessment expectations.

Exam Preparation:

Teachers in KS4 and KS5 focus on the skills required for IGCSE, AS and A Level examinations, including revision strategies and examination techniques.

Personalised Learning:

Support is tailored to individual learning needs to ensure all students can achieve their potential.

Additional support lessons are provided when students are not meeting expected progress targets.

Examinations:

- KS3 students sit formal internal examinations at the end of each academic term aligned to the British National Curriculum objectives and the school's KS3 curriculum.
- KS4 and KS5 students complete mock examinations and formal assessments to prepare for external examinations.

Reporting and Feedback.

Reports on progress and attainment are issued to parents at the end of each term, with opportunities for parent-teacher consultations twice per year. Assessment results for summative assessments are also uploaded on to the google classrooms.

4. British Values

- The school actively promotes the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- These values are embedded across the curriculum and wider school life and are reflected through the school's Royal School Values.

5. Safeguarding

- Through the curriculum, PSHE lessons, assemblies and targeted learning opportunities, students are taught how to keep themselves safe both within school and in the wider world.

6. Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set targets and plan challenging work for all groups, including:

- More able students
- Students with low prior attainment
- Students with SEN

Most of our students have English as an additional language (EAL). Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

7. Curriculum Documentation

The following documentation is available.

- The curriculum policy
- Long term and medium term plans
- Curriculum overviews for each year group with specific subject-by-subject information for parents on what is taught and when.