



CONTENTS

1. Aim
2. General Principles
3. Specified Matters
4. Legislation: Independent School Standards, Part 1 Paragraph 2

4 pages

1. Aim

The aim of this policy is to help achieve and maintain compliance with Paragraph 2 of the Independent School Standards Regulations (ISSR) and any subsequent modification to the legislative requirements. The whole of Paragraph 2 is included below. There are essentially four requirements.

1. Firstly that a written curriculum, with plans for its delivery together with detailed schemes of work, is drawn up and implemented effectively.
2. Secondly that the curriculum must explicitly provide for six specified matters (Acronym: **BOUCLE**):
 1. Breadth of Subjects;
 2. Oracy, literacy & numeracy skills;
 3. Understanding Self and Others (ie PSHE education);
 4. Careers guidance;
 5. Learn and make progress (all pupils).
 6. Effective preparation for life in British society.
3. Thirdly that the curriculum must be appropriate for **all** pupils, including those with special needs.
4. Fourthly that the curriculum must not undermine the fundamental British values. These are defined as Democracy, Individual Liberty, Rule of law, Tolerance (Acronym: **DIRT**).

2. General Principles

Wotton House International School (WHIS) is an International Baccalaureate (IB) Middle Years Programme (MYP) school. We aim to offer a broad and balanced learning programme that both prepares for success in exams and offers diverse enrichment opportunities for holistic growth.

1. IB World Schools share a common philosophy—a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision.
 1. Only schools authorized by the IB can offer its four academic programmes: the Primary Years Programme (PYP), MYP, the Diploma Programme (DP) or the Career-related Programme (CP).
 2. The mission statement of the IB is as follows: “The IB aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IB works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”
2. We offer an ambitious curriculum that is intellectually challenging and rigorously assessed. We value learning that will encourage active participation, critical thinking and the freedom to learn from mistakes. Our curriculum provides students with the intellectual breadth and depth as well as the high level skills necessary for demanding, professional employment.
3. Students in Years 7-11 follow the MYP framework. In Years 10 and 11 we teach a balanced curriculum which includes preparation for GCSE or iGCSE examinations in some of the core MESH subjects (normally Maths, English Language and English Literature) and helps acquisition of the learning competencies to develop into independent learners. It may be possible to offer GCSE examinations in some other subjects but this needs careful discussion of the pros and cons. We believe that the full MYP is a guarantee of a broad and challenging Key Stage 4 education.
4. **Review:** Staff meet regularly throughout the school year to review and plan timetabling, options and curriculum innovation. Some of these meetings are purely electronic. The group always includes the Principal and subject

heads. Other members of staff may join the team at different points in the year as appropriate. Any proposed changes to the curriculum are required to be discussed in this forum. All changes of any nature are subject to final approval by the Proprietor.

5. **Accountability:** we are inspected by the International Baccalaureate every five years and have to provide supporting documentation annually. Our implementation is also reviewed by the Advisory Board on at least an annual basis.
6. **Prep School:** students in Years 4, 5, 6 and 7 are in our Prep department. They follow the Cambridge Primary Curriculum. This provides for the following subjects: Art and Design, Digital Literacy, English, Global Perspectives, Maths, Music, Physical Education and Science. In addition our Prep students study Spanish.

3. Specified Matters (BOUCLE)

1. **Subject Breadth.** Students in the MYP follow a broad curriculum which covers eight subject groups which we divide into 2 categories:
 1. MESH: Maths, English, Science, Humanities (aka Individuals and Society)
 2. SLAD: Sports, Languages, Art, Design
In terms of the ISSR the MESH subjects cover: mathematical, speaking / listening / literacy skills, scientific, human and social education. The SLAD subjects cover: physical, linguistic, aesthetic and creative, technological education.
 3. Lessons encourage in-depth inquiry where subject knowledge and understanding is learnt through the Global Context areas. The MYP schemes of work are under continual development by our teachers and tailored to the individual needs of learners. Approaches to Learning and teaching are framed around the Key Concepts and these link understanding gained in one subject to another to develop thinking and understanding beyond the domain of subject content. This Concept-based provision increases significantly in intellectual challenge through to Year 11.
 4. Involvement in weekly outdoor education at the Wilderness Centre enables students to develop social and personal skills more broadly. Interdisciplinary learning is being embedded into the taught curriculum to connect knowledge and understanding across the academic disciplines and to develop intellectual curiosity.
2. **Oracy, Literacy and Numeracy:** because the IB philosophy is to encourage enquiry-based learning it is heavily dependent on basic skills of listening and speaking. We encourage debate and informed discussion both during lessons and at lunchtimes. Literacy and Numeracy are explicitly tracked and Booster lessons provided if needed.
 1. We have a specific policy document for Language learning.
3. **Understanding Self and Others:** PSHE and SMSC. Personal, Social, Health and Economic Education is designed to support students and ensure that they develop deeply the skills and knowledge necessary to manage their lives. It is delivered along with SMSC (Spiritual, Moral, Social and Cultural studies) to support and guide students' physical, moral and emotional wellbeing and development. These are key to students' health and happiness and for learning to be both enjoyable and productive. Our PSHE provision explicitly encourages our pupils to develop respect for other people, paying particular regard to the characteristics protected under the Equality Act (2010).
 1. We have specific policy documents for both PSHE and SMSC.
 2. The protected characteristics are as follows: Disability, Race, Sex, Gender reassignment, Religion, Age, Marriage, Pregnancy, Sexual orientation (anagram: Dr S Gramps)
4. **Careers Planning and Advice:** Careers are at the core of WHIS. We often host resident entrepreneurs who the children work with under supervision. We have weekly assemblies with a focus on careers and invite a wide range of speakers to give talks to the pupils. We are also building up a network of local businesses with whom we will set up work experiences so that all of our pupils can have a variety of opportunities to discover their vocations.
 1. We have a specific policy which outlines our Careers provision.
5. **Learn and Make Progress.** As a non-selective school with mixed ability students, we develop our own detailed schemes of work for the benefit of all students equally. Through careful differentiation we plan for every student to be given the same opportunity to learn and make progress.
6. **Effective Preparation.** Our goal is to "develop in every young person the values, skills and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment." (DfE guidance: Careers Guidance and Inspiration in Schools, March 2015)
 1. **Political Impartiality:** The teaching of all subjects at WHIS maintains political impartiality and precludes the promotion of any partisan political views. Where pupils are presented with political issues, teachers ensure that pupils are given opposing views in order that they receive a balanced presentation overall.
7. We have a separate **Sex and Relationships Education (SRE)** Policy.

4. Legislation: Independent School Standards, Part 1 Paragraph 2

- 2.—(1) The standard in this paragraph is met if—
- (a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - (b) 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 British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- (2) For the purposes of paragraph (2)(1)(a), the matters are—
- (a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), 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) n/a (where the principal language of instruction is a language other than English)
 - (d) **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 the protected characteristics set out in the 2010 Act;
 - (e) for pupils 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;
 - (f) n/a (where the school has pupils below compulsory school age)
 - (g) n/a (where the school has pupils above compulsory school age)
 - (h) that all pupils have the opportunity to **learn and make progress**; and
 - (i) **effective preparation** of pupils for the opportunities, responsibilities and experiences of life in British society.

An additional section, 2a, was added to the ISSR by the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017 from 1 September 2020. These make relationships and sex education compulsory as follows:

Relationships education – for pupils receiving primary education (essentially age 5 to the end of Year 6). There is no parental right to withdraw pupils.

Relationships and sex education – for pupils receiving secondary education (essentially Year 7 and above), subject to a limited parental right to withdraw pupils.

Paragraph 2a Relationships and sex education

- (1) The standard in this paragraph is met if the proprietor—
- (a) ensures that every registered pupil who is provided with primary education at the school is provided with relationships education,
 - (b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2),
 - (d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools,
 - (e) makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b),
 - (f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and
 - (g) publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.
- (2) Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil’s parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the headteacher considers that the pupil should not be so excused.
- (3) Sub-paragraph (1)(a) and (c) do not apply to a pupil who is under compulsory school age.

Surprisingly the ultimate source of statutory requirements around curriculum essentially remains the Education Act of 2002. Although this definition strictly only applies to maintained schools the wording is striking (our emphasis):

78 “A balanced and broadly based curriculum which (a) promotes the spiritual, moral, cultural, mental and physical development of pupils and of society and (b) prepares pupils for the opportunities, responsibilities and experiences of later life.”

Revision Control Table	
Drawn up by	Nick Shaw
Date	1/6/17
Review schedule	Annual
Review	1/6/18 by DS; 1/6/19 by DS; 10/06/20 by DS; 01/05/21 by DS; 10/9/22 by DS
Next review	10/09/23