



Broadgreen International School Curriculum Aims



Curriculum Intent and Vision

We aim to foster the intellectual, social, creative, physical, moral and spiritual development of all our pupils. We see each child as a unique person with an individual identity. Each of us – pupil, school, home and the wider community – plays a vital role in realising our vision:

We aim to ***Excel Together*** because everyone matters.

With the shared involvement of every individual, we aspire to be a confident outward-looking community in which every member:

- Enjoys creative, dynamic and reflective learning
- Is supported, challenged and equipped for the future
- Values and takes responsibility for themselves and others
- Relies on and builds support and lasting relationships

Underpinning our aim is developing our understanding of our place in the world. This is defined in relations with:

- Myself – in the past, at the moment and in the future
- Others – family and friends, peers, neighbours and community
- Society – local, national and global

In order to help our young people develop we believe it is for students to explore all their talents and experience a wide range of opportunities. To this end we look to ensure our curriculum is broad, balanced, relevant and personalised. High quality, inclusive teaching ensures that planning and implementation meets the needs of all pupils and builds in high expectations for all pupils. Every year the curriculum offer is evaluated against the student profile and also the needs of Liverpool City Region and beyond.

Curriculum Aims

To create:

- Successful learners who enjoy learning; make good progress and achieve excellence
- Young people who do not fear failure but see it as an opportunity to grow
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who can make a positive contribution to society

It is essential that the curriculum is organised in such a way that it provides students with the opportunity to learn expected behaviours and be successful in their learning so that we can deliver our mission and aims.

Strategic Intent

To develop a curriculum which:

- Creates an aspirational high achievement culture
- Takes into account individual needs
- Allows everyone to experience success
- Raises standards of attainment

Curriculum Principles

- Clear progress over 7 years accelerating student progress.
- There should be depth before breadth. Maximise learning time in all subjects.
- Additional time is given to targeted students in English and Mathematics to ensure that they have the essential skills needed for life and to access the full curriculum.

- Targeted support and additional challenge, to give all students the opportunity to make at least national rates of progress.
- Embed CEIAG opportunities in all subjects in order to create high aspirations.
- Endeavour to ensure all students' progress is in line with national expectations.
- Deep Learning Days to support SMSC and raise aspirations.
- To support induction into secondary school for all Year 7 students.
- Additional time will be offered for sports, arts, catch-up and master classes through extended schools programme offered throughout the school year.

The Curriculum

We have a very broad KS3 Curriculum covering 14 subjects meeting all the national curriculum requirements. This is taught in 50 hours of contact time over 2 weeks.

Year 7 and 8

The curriculum includes:

- English – including English mastery
- Mathematics – including maths mastery
- Science
- Two Modern Foreign Languages (MFL) , French and Spanish
- Humanities – History, Geography and Religious Education
- Creative and Performing Arts – Drama, Music, Art & Design, Design & Technology and Food
- Computing
- Physical Education
- PSHEE
- Themed Curriculum

For students who are behind in their chronological reading age, additional support is provided through withdrawal to enable them to rapidly catch up.

Year 9 – 11

In Year 9 students begin to specialise to provide them with the opportunity to deepen their knowledge, skills and understanding of the subjects they choose to study at KS4. They will mainly embark on the examined course midway through Year 9. This curriculum is taught on 50 lessons over 2 weeks.

All students must study the following:

- English – Literature and Language
- Mathematics
- Science – Science Trilogy or Triple Science – Biology, Physics and Chemistry
- Religious Education (no external examination)
- Ebacc – At least one of History, Geography, MFL or Computing
- Physical Education – no external examination
- PSHEE – no external examination

Optional subjects (at least two of the following):

Additional English
 Art & Design BTEC
 Business Enterprise BTEC
 Catering
 Child Development
 Computing
 Construction BTEC
 Dance BTEC
 Design Technology
 Drama

Fashion & Textiles
French
Geography
Hair & Beauty NCFE
Health & Social
History
Interactive Media NCFE
Music RSL
PE
Photography
Psychology
Religious Studies
Spanish
Sport BTEC
Travel & Tourism BTEC

BTEC: Business & Technology Education Council
NCFE: Northern Council For Education
RSL: Rockscool Ltd

Pathways

We offer a range of pathways to external examinations in order to meet the specific learning needs of our students but to enable them all to be highly employable:

- **Yellow A Pathway** – Students who will complete triple science or higher tier trilogy science, MFL and Humanities (approximately 28%)
- **Yellow B Pathway** – Students who will complete trilogy science, MFL and or Humanities (approximately 50%)
- **Green Pathway** – Students who will complete trilogy science, MFL and or Humanities with a slightly more vocational offer (approximately 22%)

Note: All these pathways enable the opportunity to study for full Ebacc achievement if so desired.

Year 12-13

Broadgreen International School are proud to provide a unique programme of study in our delivery of the International Baccalaureate. Our students are able to follow the IB Diploma Programme and the IB Career-Related Programme. Both pathways offer a highly respected programme of international education that develop intellectual, personal, emotional and social skills needed to live, learn and work in a rapidly globalising world and we are extremely proud of our IB World School status. The IB encourages our students to play a fully active role within our wider school and community. The combination of academic and enrichment activities equips our students with all the skills that they need to acquire university places; apprenticeships or employment.

The DP

The International Baccalaureate (IB) Diploma Programme (DP) is an assessed programme for students aged 16 to 19. It is respected by leading universities across the globe. The DP curriculum is made up of six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay. Through the DP core, students reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service.

Through the DP, we are able to develop students who:

- have excellent breadth and depth of knowledge
- flourish physically, intellectually, emotionally and ethically
- study a language
- excel in traditional academic subjects
- explore the nature of knowledge through the programme's unique theory of knowledge course.



The CP

The key difference of the IBCP is the flexibility it offers students. There are three elements to the IBCP offer at Broadgreen International School:

- Two Diploma subjects
- One Vocational course
- The IBCP Core - Language Development; Service Learning; Personal and Professional Skills; Reflective Project (Year 13).

The three elements can be flexibly combined into a pathway that provides students the opportunity to set themselves achievable goals preparing themselves for the world of work, apprenticeships or university.



We view leaving sixth form with English and Maths GCSE at grade 4 or above vital for our pupils and as such, provide two timetabled lessons a week of English and Maths GCSE for those pupils who have not already achieved this. These lessons form a core element of their study programme. In addition to allocated lessons, a student's study programme will also include non-qualification activities, such as mentor periods, allocated independent study time and ongoing enrichment activities which may fulfil the requirements of the core elements of the IB DP and CP qualifications. It will also include work experience for a week during the term time. Students will also undertake an employability programme. This involves CV writing, guest speakers, timetabled UCAS sessions and mock interviews.

Deep Learning Days and extra-curricular

Deep Learning Days, when the normal lesson timetable is suspended, take place during the year. These days allow students to learn in different ways, covering subjects such as Staying Safe, British Values, World of Work and Healthy Living. The additional after-school enrichment programme includes a range of sporting activities, music (including band and choir), dance, drama, D&T club, robotics club, art club, IB club. This list is not exhaustive, but gives an indication of activities available. There is daily support for homework in the PLC.

