



FELIXSTOWE
INTERNATIONAL COLLEGE
FRIENDSHIP THROUGH EDUCATION

Curriculum Policy

Version Date:	July 2026
Signed:	Principal
Review cycle:	1 year
Date of next review:	July 2027

1. Curriculum aims

Our curriculum aims to provide individuals with a focused pastoral, cultural and academic experience in a supportive, safe and caring environment. Our intent is to ensure that our curriculum is broad, balanced, relevant and personalised. It is designed to enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations. We promote a positive attitude to learning and provide equal access to learning, with high expectations for every pupil and appropriate levels of challenge and individualised support, so that all pupils have the opportunity to learn and make progress.

Our curriculum and co-curricular programme provides subject choices that support pupils' learning and progression, and enables them to work towards achieving their goals. It is designed to support pupils' physical development and responsibility for their own health, and to enable them to be active. It aims to develop pupils' independent learning skills and resilience, to equip them for further and higher education and employment, and – reflecting our international community – to prepare all pupils effectively for the opportunities, responsibilities and experiences of life in British society.

Relationships and sex education (RSE), personal, social, health and economic education (PSHE), British culture and values, respect for other people (paying particular regard to the protected characteristics set out in the Equality Act 2010) and spiritual, moral, social and cultural (SMSC) development are all embedded within our assemblies, weekly worship and prayer meetings, our taught curricular subjects and our co-curricular study programmes.

2. Legislation and guidance

As an independent school, the College is not subject to the Academies Act 2010 or a funding agreement, and is not required to follow the National Curriculum. This policy is instead written to meet Part 1 of the Schedule to the Education (Independent School Standards) Regulations 2014, under which the proprietor must ensure that:

- A written policy on the curriculum, supported by appropriate plans and schemes of work, is drawn up and implemented effectively (paragraph 2(1))
- Pupils of compulsory school age receive full-time supervised education which gives them experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education (paragraph 2(2)(a))
- Pupils acquire skills in speaking and listening, literacy and numeracy (paragraph 2(2)(b))
- Personal, social, health and economic education is provided which reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 (paragraph 2(2)(d))
- Pupils receiving secondary education have access to accurate, up-to-date careers guidance, presented in an impartial manner, that enables them to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential (paragraph 2(2)(e))
- Where the school has pupils above compulsory school age (our sixth form), a programme of activities is provided which is appropriate to their needs (paragraph 2(2)(g))
- All pupils have the opportunity to learn and make progress (paragraph 2(2)(h)), and are prepared effectively for the opportunities, responsibilities and experiences of life in British society (paragraph 2(2)(i))

- Relationships and sex education is provided to all pupils receiving secondary education, in accordance with section 34 of the Children and Social Work Act 2017 and paragraph 2A of the Independent School Standards, having regard to the DfE's statutory RSHE guidance

The DfE published revised statutory guidance on Relationships Education, Relationships and Sex Education and Health Education in July 2025, which applies to proprietors of independent schools and comes into force on 1 September 2026. The College will deliver its RSE/Scholar programme in line with the revised guidance from September 2026, including its requirements on consultation with parents, transparency about teaching materials, and new content on online risks such as AI-generated deepfakes.

This policy also reflects the requirements for inclusion and equality set out in the Special Educational Needs and Disability Code of Practice 2015 and the Equality Act 2010, the Gatsby Benchmarks of good career guidance (as updated in 2024), Standard 19 of the National Minimum Standards for Boarding Schools (May 2026) on boarders' access to a good range of activities and free time, and Part 2 of the Independent School Standards (paragraph 5), which requires the school to actively promote fundamental British values and pupils' SMSC development.

3. Roles and responsibilities

3.1 The Advisory Board

The Advisory Board, on behalf of the proprietor, will monitor the effectiveness of this policy and hold the Principal to account for its implementation. The Advisory Board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school has a written curriculum policy, supported by appropriate plans and schemes of work, which is implemented effectively and provides a broad and balanced curriculum covering the seven areas of experience required by the Independent School Standards, with enough teaching time provided to cover them
- Proper provision is made for pupils with different abilities and needs, including pupils with special educational needs (SEN) and pupils with English as an additional language (EAL)
- PSHE and RSE are provided in accordance with the standards and statutory guidance, and the school's written RSE policy is published and kept up to date
- It participates actively in decision-making about the breadth and balance of the curriculum
- All pupils receiving secondary education are provided with access to accurate, impartial and appropriately resourced careers guidance

3.2 Principal

The Principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Advisory Board
- They manage requests to withdraw children from curriculum subjects, where appropriate – including parents' right to request that their child is withdrawn from sex education within RSE (other than content taught within the science curriculum) up to and until three terms before the child turns 16, after which the child can choose to receive it

- The school's procedures for assessment meet the requirements of the qualifications offered and the school's own assessment framework (as an independent school, national statutory assessment arrangements do not apply)
- The Advisory Board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum, and is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. Subject leads follow a monitoring calendar of tasks throughout the year so that each curriculum is under continual development and review. Subject leads complete subject action plans and various audits to identify areas for development, as per the 'Subject lead monitoring calendar', and maintain the schemes of work that support this policy.

4. Organisation and planning

Our curriculum is divided into four key areas: taught subjects (KS3, GCSE, A-level), the 'RSE/Scholar' programme, the 'Careers/Tutorials' programme and the 'Electives' programme. Throughout their time at FIC, all pupils complete their studies in their chosen subjects alongside our bespoke RSE/Scholar, Careers and Electives programmes. Each programme is tailored to specifically meet our students' academic and pastoral needs. Together, these four areas provide every pupil of compulsory school age with full-time supervised education giving experience across the seven areas required by the Independent School Standards:

Area of experience	Where it is provided at FIC
Linguistic	English language and literature; Mandarin; weekly English conversation and public speaking lessons; EAL support across all subjects
Mathematical	Mathematics at all key stages; further maths and core maths options
Scientific	Physics, chemistry and biology at all key stages; science club
Technological	Computing at KS3; use of individual electronic devices across the curriculum; STEM careers strand
Human and social	Humanities (geography, history, philosophy and ethics) at KS3; geography, history and psychology at GCSE; economics, history, geography and psychology at A-level; PSHE within the RSE/Scholar programme
Physical	Physical education, sport and supervised physical activities within the timetable and the electives/co-curricular programme [school to confirm and specify current PE and sports provision – see Record of Changes]
Aesthetic and creative	Art and design, music and drama at KS3; art and design at GCSE and A-level; school band; arts award

RSE/Scholar programme

Our RSE/Scholar programme is designed to prepare all students for both current and future study success. All students will leave FIC fully prepared for employment and further education. They all attend 1:1 tutorials for both academic and pastoral support. The intent of the RSE/Scholar

programme is to ensure that all individuals become masters of essential advanced skills, including independent research, teamwork, study techniques, time management, managing stress, public speaking, debating and living independently. The programme delivers the College's statutory relationships and sex education and its PSHE provision; from September 2026 it is planned and delivered in line with the DfE's revised RSHE statutory guidance (July 2025), including consultation with parents on content, transparency about teaching materials, and updated content on online safety, AI-generated deepfakes, and healthy relationships. Please refer to our RSE policy, published on the school website, for further details, including the parental right of withdrawal from sex education.

Careers programme

Our Careers programme is bespoke to each year group and follows the Gatsby Benchmarks (as updated in 2024). During their time at FIC, all students follow our careers programme of study. This includes personal statements and curriculum vitae, preparing for university life, interview skills, work experience placements, STEM careers, a holistic approach to career decisions, achieving personal career goals, university open days and becoming a successful student at university. Each student receives careers guidance through an external careers adviser, ensuring the guidance is accurate, up to date and presented in an impartial manner that enables pupils to make informed choices about a broad range of career options, as required by the Independent School Standards. Guidance takes account of pupils' aspirations in the UK and in their home countries.

Electives programme

The electives programme at FIC intends to provide our ESL students with extensive opportunities to improve their English ability and develop their understanding of British culture, supporting their effective preparation for the opportunities, responsibilities and experiences of life in British society. Our English-as-a-first-language students have the opportunity to learn about Korean and Mandarin culture. Electives include community work, church youth group, debating club, science club, school band, Bible reading, eco school, Mandarin club and Korean club, work placements at local primary schools, and volunteering at charity shops and charity events. Opportunities are continually reviewed and updated to support student needs. For boarders, the electives and activities programme also forms part of the school's provision under NMS Standard 19, giving boarders access to a good range and choice of activities and appropriate free time outside teaching hours.

English conversation and public speaking

At Felixstowe International College all our ESL students attend weekly conversation lessons, and all students attend our weekly public speaking lessons. Many students find public speaking challenging. It is considered a core life skill, and our aim is for all our pupils to enjoy speaking and sharing views and opinions, to have the skills to express themselves and have their voices heard, and to hear and respond to others, in a multitude of ways.

Extended Project Qualification (EPQ 1, 2 and 3)

The Extended Project Qualification is currently optional for all year groups, offering academic extension and the opportunity to produce a single piece of work showing evidence of planning, preparation, research and independent working. Students can choose to submit their project, which is recognised and highly valued by universities: the EPQ is considered significant evidence of a student's readiness for university, and the subject matter chosen provides useful additional material for a university statement, CV and job interviews.

KS3 and GCSE years

Our curriculum accentuates personal enquiry and independent study, as well as appealing to the unique strengths and ambitions of each student.

KS3: all pupils study maths, English language, English literature, physics, chemistry and biology, art and design, humanities (geography, history, philosophy and ethics), computing, music, Mandarin and drama.

GCSE: all pupils study higher tier maths, English language, physics, biology and chemistry. In addition, pupils can choose to study higher tier English literature, art and design, geography, history, psychology, further maths, Mandarin, arts award and EPQ level 2. We do not have the capacity to offer separate foundation-level courses, and as such can only enrol students onto our GCSE programmes if their ability is suited to higher-tier examinations; suitability is assessed as part of the admissions process (see the admissions policy), and reasonable adjustments are made for individual pupils in line with the Equality Act 2010. We are careful to listen to pupil demand, and where possible we will find creative ways to facilitate courses where pupil numbers are small.

A-levels

It is important that students are enthused by their chosen subjects. It is also vital that their choices allow them to fulfil their ambitions in gaining a place at their chosen university on a degree course they want to study. Offered subjects are based on student choice and include mathematics, further mathematics, core maths, biology, chemistry, physics, psychology, history, geography, economics, and art and design. Our A-level choices are reviewed every year in light of our cohort's strengths and ambitions, with new A-levels added when demand arises. The sixth-form programme, together with the careers, tutorials and electives programmes, constitutes the programme of activities appropriate to the needs of pupils above compulsory school age required by the Independent School Standards.

Planning and resources

Short-, medium- and long-term planning expectations: schemes of learning highlight the content and order of delivery, and constitute the plans and schemes of work supporting this policy required by paragraph 2(1) of the Independent School Standards. Suggested resources and activities are often highlighted, but not required. Resources available to support curriculum delivery: all students have access to their own electronic device, a science lab, secure and filtered wifi internet access, projectors, textbooks and excursions.

5. Inclusion

Teachers set high expectations for all pupils, and use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment – prior knowledge of international students is often varied, so all new students complete baseline tests in maths and English in order to provide subject teachers with relevant starting points in ability and knowledge (noting that we offer higher tier only for GCSE courses, with suitability assessed at admission)
- Pupils from disadvantaged backgrounds – while not currently applicable to our cohort, provision would be made should the need arise
- Pupils with SEN – please refer to the SEN policy; teachers plan lessons so that pupils with SEN and/or disabilities can study every subject wherever possible, with reasonable adjustments made so that there are no unnecessary barriers to any pupil achieving
- Pupils with English as an additional language (EAL) – subject-specific vocabulary is made explicit in all subjects, weekly English conversation lessons provide further support for

improving pupils' spoken English, and all students are encouraged to actively participate in group activities and class discussions

Teachers will also take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English and support them to take part in all subjects.

6. Monitoring arrangements

The Advisory Board monitors whether the school is teaching a broad and balanced curriculum which covers the areas of experience required by the Independent School Standards, and whether this policy is implemented effectively, through: curriculum review during learning walks; Advisory Board meetings each half term; and review of student and parent feedback.

The senior leadership team monitors the way each subject is taught throughout the school by following a schedule of learning walks, lesson observations, book scrutinies and scheme-of-work scrutinies (see the academic monitoring calendar). The senior leadership team also has responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the Principal – and additionally during the 2026/27 review to confirm implementation of the revised RSHE statutory guidance from 1 September 2026. At every review, the policy will be approved by the Principal and shared with the full Advisory Board.

7. Links with other policies

This policy links to the following policies and procedures:

- Teaching and Assessment policy
- PSHE/SMSC/British values policy
- RSE policy (published on the school website)
- SEN policy
- EAL provision and admissions policy (baseline assessment and suitability for higher-tier courses)
- Statement of boarding principles and practice (boarders' activities programme)