

South England International School
URN: 18591
DfE Registration: 846/6030
www.southenglandinternational.com
Known as Brighton International School until January 2023



Policy on Curriculum

School Ethos

The curriculum encourages and contributes to equipping students to become life-long learners and responsible thinkers with a growth mindset. Students should leave the school believing they can achieve, knowing how to achieve and being able to reflect on their own achievements. Although their stay is relatively short, the positive learning experience should broaden awareness on which future learning can confidently be built. There is a particular focus on environmental issues and making a constructive contribution to society.



The vision, values and purpose of the owning company, South England Exchange Ltd., should be reflected in all aspects of the school.



and enriched by the SEI vision, values and purpose.

Having worked with international students for many years, South England Exchange Ltd

has founded SEI to focus on teaching Environmental Science for three reasons:

1. The common interest in the environment links our young people from all over the world.
2. Our students express a desire to work together for a global solution. We value this opportunity to create trans-national dialogue.
3. The curriculum for A Level Environmental Science offers vast potential for cross-curricular study.

The Students

SEI teaches the equivalent of year 12 with elements of year 11 and year 13. **Most students will stay one academic year.** This is a small school where individual routes are highly valued. Our students come from various countries and have many different aims. South England Exchange Ltd. has extensive knowledge of education systems in the sending countries, having worked with those students for 25 years. Several factors impact the schemes of work:

1. Some students aim to complete A Level courses in one year and come from an academic background which enables them to do this. 90% of students come from the equivalent of grammar schools. Grammar schools in some countries (particularly Italy) are specialised in areas such as sciences or languages, giving those students a head start.
2. Some students (particularly Spain and Mexico) are required to convalidate in their home country. This necessitates taking certain external examinations.
3. Many students will take an A Level in their own language. Only the cultural aspects of the curriculum are required.
4. Portuguese and Italian students may choose to take a Spanish A Level: The requirements are different to those of a UK student due to the similarities between the languages.
5. SEI teaches Environmental Science for a minimum of 8 hours a week. Both the AS and the A2 curriculum are in the first year.
6. Many students are considering university in various countries and therefore have an eye on the access requirements there.
7. PSHE is taught as Life in the UK. It is only mandatory in the first year.
8. SEI expects all students to obtain a C1 qualification in English. This is considered more suitable and challenging than GCSE English.
9. GCSE Maths is available to students if they have not achieved an equivalent level in their own country.
10. The few students choosing to stay for a second year are likely to have specific requirements and will require individual schemes of work. It is possible that some plan to stay one year and later extend.
11. Student plans change more frequently than in other schools because students arrive with less knowledge of GCSE and A Level systems.
12. Previous exposure to independent study varies vastly depending on education systems in the home country.
13. There are significant overlaps between the curricula of MFL A Levels and 'Life in the UK'.
14. Students are aged 15 to 17. SEI feels this impacts some subjects and schemes of work must be adapted accordingly.

Most students will return to their own country to graduate from high school there.

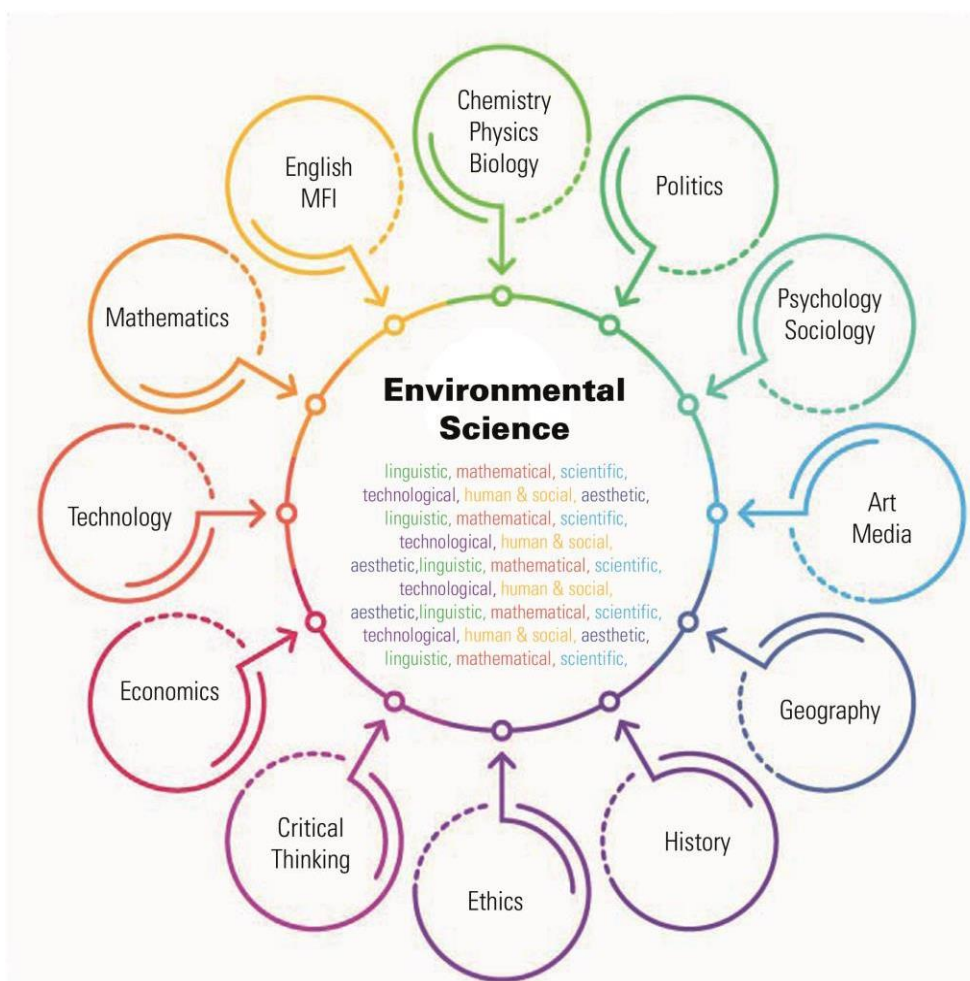
The Schemes of Work

SEI schemes of work must be flexible. **Accountability and transparency are essential.** Students and their parents can expect to be informed of progress through the scheme of work in relation to the intended length of study and the point at which the external exam can logically be taken. Each report must indicate progress in relation to aim. Aims can be changed appropriately if assessment is accurate. Schemes of work must be frequently evaluated due to the diverse educational backgrounds and aims of each cohort.

Subject	Scheme of Work	Comment
Spanish	AQA AS and A2, depending on previous level.	Native speakers likely. As MFL more likely at A Level. Split groups likely.
Italian	EDEXCEL AS and A2, depending on previous level.	Native speakers likely. As MFL more likely at GCSE.
German	AQA AS and A2, depending on previous level.	Native speakers likely. As MFL more likely at GCSE. Split groups likely.
Polish	AQA only A2	Only native speakers likely.
Environmental Science A Level	AQA AS and A2 adapted to SEI.	Second year students are rare and will require individual schemes of work.
English GCSE	No longer taught as Cambridge CAE is more suitable	
Mathematics GCSE		individual schemes of work.
Physical Education	SEI	Participation compulsory for year 11 age students/format flexible.
Aesthetic Education	SEI	Integrated in the Environmental Science SOW.
PSHE/RSE	SEI	Timetabled as 'Life in the UK/LUK'.

Environmental Science

The basis for Environmental Studies is the [AQA Environmental Science A Level](#). This subject is taught for a minimum of 8 hours per week. All students follow this course. The cross-curricular potential of this subject is to be maximised is therefore reviewed at each monthly meeting.



Linguistic

1. Please see scheme of work for Environmental Science. Teaching is to be cross curricular where possible. Elements of all fields are logged, reviewed and feedback is formative.
2. Please see schemes of work for Modern Foreign Languages. Most students take one MFL.
3. All students take English GCSE.

Mathematical

1. Please see scheme of work for Environmental Science. Teaching is to be cross curricular where possible. Elements of all fields are logged, reviewed and feedback is formative.
2. Please see scheme of work for GCSE Mathematics (only for students of compulsory school age who have not completed the GCSE equivalent in their home country).

Scientific

1. Please see scheme of work for Environmental Science. Teaching is to be cross curricular where possible. Elements of all fields are logged, reviewed and feedback is formative.

Technological

1. Please see scheme of work for Environmental Science. Teaching is to be cross curricular where possible. Elements of all fields are logged, reviewed and feedback is formative.

Human & social

1. Please see scheme of work for Environmental Science. Teaching is to be cross curricular where possible. Elements of all fields are logged, reviewed and feedback is formative.

Physical

1. Students of compulsory school age must have the opportunity to plan and participate in a regular, frequent and balanced programme of PE that, among other things, contributes to, and helps to sustain, a healthy and active lifestyle. SEI must offer **90 minutes of timetabled** PE per week. This will usually be Wednesday afternoon. SEI uses the facilities of Cardinal Newman School and ensures that appropriately qualified teachers lead courses. An exemption to PE will be granted for health reasons or if a student can document participation in a suitable physical activity through a local provider. All exceptions must be logged on Zoho.

Aesthetic

1. Please see policy on curriculum.
Students of compulsory school age must attend classes in Art.

The Qualifications

All students work towards the Diploma in Environmental and Cultural Studies which is awarded at the end of year one if a student has attended at least 90% of classes, completed all assignments and achieved at least a C grade on average. The diploma is an internally assessed, non-accredited certificate.

The basis for Environmental Studies is the [AQA Environmental Science A Level](#) (8 hours per week). All students follow this course. Most students will sit the exam at the end of the first year (year 12) and return to their own country to graduate from high school there. Other students will extend to a second year and enter the exam at the end of year 2.

Students will also follow the curriculum for Cambridge Advanced (C1).

Many students will additionally take an AQA A Level in their own language at the end of year 1. They usually only require teaching for Paper 2 (writing, film and text) and paper 3 (Research project).

Many students master a second foreign language and will sit the AQA A Level in year 1 or 2. The Italian A Level is Edexcel.

All students are expected to have achieved the equivalent to GCSE Maths in their own country prior to arrival in the UK. Teaching AQA GCSE Mathematics tuition must be provided to any student who has not achieved this level.

Some students will be attending year 12 whilst aged between 15.5 and 16 due to differing school structures abroad. Students under 16 are required to receive full-time supervised education which gives them experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. The students under 16 must attend classes in Mathematics (unless exempted due to level previously achieved) and Art in addition to the courses which all students take part in. Environmental Science must cover scientific, technological, human and social elements.

To be reviewed 05.01.2024