



CURRICULUM POLICY

Introduction

British International School of Ljubljana (BISL) offers a broad and varied curriculum. At BISL we are committed to providing all students with high quality curriculum that leads to a consistently high level of student achievement and attitude. This policy summarises our expectations and common working practices, which reflect the aims and objectives of the School and support its vision.

Rationale

This policy offers clarity about what our curriculum provides, defining the curriculum that is in place and is being delivered in classrooms across the school.

Aims

BISL School is committed to developing a balanced and broad structured curriculum to provide the highest possible standards of teaching and learning. In the core subjects – English, Mathematics (EY and Primary) and Science (Secondary), students work towards curriculum expectations, while other subjects follow the programmes of study as required by the National Curriculum.

Teachers may use curriculum requirements as a starting point but are expected to add their own creative ideas. Lessons are delivered with a cross-curricular approach and links are made to real life experiences wherever possible.

Regular staff/ departmental meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Long term curriculum plans are based on the UK National Curriculum and exam board syllabus. Short and Medium Plans are based upon previous assessment data, student needs and subject expectations.

The aims of the BISL curriculum are to:

- Provide a curriculum that caters for all students, is planned to continuously build on students' knowledge and skills, supporting as well as challenging them to be prepared for life beyond school.
- Promote a positive attitude towards learning, promoting life-long learning and developing skills such as resilience, independence, reflection, collaboration.
- Support students' growth, activity, healthy lifestyle, spiritual, moral, social and cultural development through PE, science and PSHE lessons.
- These aims are underpinned by the BISL core values: Excellence, Respect, Responsibility, Integrity and Compassion. For example, through the BISL house system, group work in lessons, and leading



assemblies.

- In Key Stage 4 and 5 offer a range of subjects that support students' progression and goals.
- Promote the learning and development of our youngest children in our Early Years provision and ensure they are ready for Key Stage 1.

Roles and Responsibilities

It is the responsibility of the classroom teacher to follow the subject specific planned curriculum. It is the role of the Middle Leaders in Primary (Subject and Key Stage coordinators) and Secondary (Heads of Department) to oversee the curriculum and monitor the progression through the year groups which is overseen by Assistant Principal in Primary, Director of Teaching and Learning.

The PSHE programme is delivered during registration/form periods twice per week. This programme is monitored and overseen by the SENCO.

Please see the Teaching and Learning Policy for further information regarding inclusion and supporting SEN/EAL students.

Early Years

The Early Years Curriculum is based on the Early Years Foundation Stage Statutory Framework. The prime areas covered are Communication and Language, Physical Development and Personal, Social and Emotional Development. The Development Specific Areas covered are Literacy, Mathematics, Understanding the World and Creative Development

These areas are interlinked and overlapping and are enhanced by the Free-Flow learning approach.

Primary

The Primary curriculum is based on the UK National Curriculum covering both Core and Foundation Subjects. English and Maths are taught in isolation whereas Science, History, Geography, Art and Design and Computing are taught cross-curricular through Topic lessons. Languages (Slovene and French), Music and Physical Education are taught in isolation by Specialist teachers.

Secondary

The Secondary curriculum is based on IGCSE/AS and A2 syllabus from AQA and Cambridge exam boards. At Key Stage 3 the curriculum is based on the UK National Curriculum and has been adapted to suit the needs of our students in preparation for international qualifications.

In years 10 and 11, for IGCSEs all students study English Language and Literature, Mathematics, Science, as well as attending PE lessons (non-examination). They are also required to choose an additional three subjects from History, Geography, Economics, Business, Enterprise, Psychology, Computer Science, Music,



Art and Design, Slovene, French, and German.

In years 12 and 13, AS and A2 students all attend PE lessons and choose four subjects from History, Geography, Economics, Business, Psychology, Music, Art and Design, French, English Literature, Mathematics, Biology, Chemistry and Physics.

This policy also links to the Teaching and Learning Policy, the Assessment and Reporting Policy and the Feedback and Homework Policies.

Monitoring and Review

This policy will be reviewed annually by the Director of Teaching and Learning.

Approved by: Mel Hitchcocks, Principal, July 2025.

Date of next review: July 2026.