

Curriculum Policy



This policy includes guidelines and an overview of the curriculum of the school.

Greater details will be found in each specific department and year group handbook and schemes of work.

August 2024

References to Hartland children should be read as pupils in the Primary phase and students in the Secondary phase of the school and are interchangeable.

This policy will be reviewed annually.

Further detailed breakdowns of the different contents and options of Key Stages can be found on the School Website.

Purpose

At Hartland International School, the overall curriculum incorporates and celebrates everything that takes place that is organised and promoted by the school. It includes every experience the student is exposed to. Aligned with the National Curriculum for England, our curriculum is adapted to meet the diverse needs of our international student body and the cultural context of the United Arab Emirates (UAE). We are committed to offering a stimulating and challenging curriculum and strive for academic excellence in a well-disciplined, friendly and supportive community of over 100 nationalities which encourages all to succeed. We believe that if students feel happy and secure, they will flourish and grow as individuals.

In the drive for this excellence, we are determined on our commitment to harness each child's curiosity, using real life examples in our teaching and interactions, to ensure that all make exceptional progress. Through the eyes of the child, the world comes alive through this inquiry-based learning approach. Children are often taught outside of their classrooms through hands-on investigations around the school and in the wider UAE community and overall, learning in our school transcends individual subjects. We are confident that our passion for and commitment to learning instils the highest aspirations for all in our school community.

We encourage our children to think and to question, equipping them with the skills that they will need to enjoy a successful future in a growing, competitively challenging world. We will encourage and support the aspirations of our children and our families, and in time we are committed to taking our young people to the entrance hallways of some of the most prestigious universities around the world.

Our curriculum is designed to provide a comprehensive and balanced education that fosters academic excellence, personal growth, and global citizenship. This policy outlines our commitment to delivering a curriculum that not only meets the standards set by the British Schools Overseas (BSO) inspectorate but also reflects our school's unique ethos, known as "The Hartland Way

Aims and Objectives

Our curriculum aims to:

- Provide a broad and balanced education that meets the needs of all students, including students of determination and those with specific learning needs and overall encourages intellectual, physical, and creative development.
- Foster a passion for lifelong learning and critical thinking.
- Develop students' personal and social skills, promoting values such as compassion, empathy, kindness, and honesty in line with The Hartland Way.
- Prepare students for the challenges of the future by integrating innovation and technology across subjects.
- Equip students with the knowledge, skills, and understanding necessary to succeed in a rapidly evolving global society.
- Develop an appreciation of British culture and values in keeping with the NCfE which does not undermine UAE law and tradition.
- Respect and incorporate the cultural diversity and traditions of the UAE whilst also promoting the fundamental British values of different forms of government, the rule of law, individual liberty, and mutual respect and tolerance for others.
- Encourage respect and tolerance for other people, in particular in regard to their protected characteristics, age, disability, religion, race, gender and beliefs.

Enrichment is an Entitlement at Hartland

The learning experience does not begin and end in the traditional setting of the classroom. We thrive to ensure that the Hartland Way is as varied, diverse and interesting as possible, introducing students to many different facets of life.

As an integral part of our curriculum, our children are invited to spend up to four hours per week broadening their knowledge and skills. We encourage students to build both on current talents and work on developing new ones by choosing a balanced range of activities from those on offer. We encourage students to develop a set of skills and values which, when combined with their academic and enrichment skills, will equip them for life.

In addition, we will comply with the requirements of the regulatory educational body in terms of subjects, their delivery and allocation of hours in the curriculum model.

Our curriculum policy adheres to the standards outlined by the British Schools Overseas inspectorate, ensuring:

- A broad and balanced curriculum that promotes spiritual, moral, social, and cultural development.
- Effective preparation of students for the opportunities, responsibilities, and experiences of life in a global context.
- Compliance with local regulations and respect for the values and traditions of the UAE.

PSHE at Hartland

Pastoral care for students at Hartland International School ensures each and every child's wellbeing through a nurturing approach. Our dedicated pastoral team is committed to making every student feel respected and heard, promoting resilience, empathy, and belonging through kindness and inclusivity.

The PSHE (Personal, Social, Health and Economic) curriculum at Hartland International School is a vital part of the holistic education offered to students. Rooted in the school's values of respect, empathy, and global citizenship, the PSHE programme is designed to equip students with the knowledge, skills, and attitudes necessary for leading healthy, safe, and fulfilling lives. It covers a broad range of topics, including emotional well-being, relationships, personal safety, digital responsibility, and financial literacy, all tailored to be age-appropriate and culturally sensitive. Delivered through interactive lessons delivered during tutor time, assemblies, and pastoral sessions, the curriculum encourages open dialogue, critical thinking, and reflective practice. By fostering self-awareness and social understanding, PSHE at Hartland supports students in becoming confident, resilient, and compassionate individuals both within the school and in the wider community and encourages respect for all individuals, with particular regard to the protected characteristics of age, disability, religion, race, gender, and beliefs, thereby fostering an inclusive and respectful school environment.

In Key Stage 1, the 'Heart to Hart' programme fosters strong teacher-student relationships for a personalised experience. Students engage in our "HoW" Curriculum – Hartland on Wellbeing. Through this we deliver lessons centered on wellness and developing a growth-mindset which encourages children to learn how to identify and manage emotions whilst building resilience. In Key Stage 2, we prioritise termly "Heart to Hart" meetings to ensure students feel heard and supported, complemented by weekly PSHE lessons within our broader HoW programme. This programme incorporates the YouHQ wellness app, empowering students to

set personal wellbeing goals independently. YouHQ enhances student voice, enabling direct wellbeing check-ins with pastoral staff, further supporting holistic care and promoting a strong sense of community among students, teachers, and parents.

In the secondary phase where form tutors deliver the programme, discussions on current affairs, ethics, and moral responsibility help students understand their roles as global citizens with an appreciation of British societal and UAE values. It delivers a comprehensive and coherent programme that promotes students' personal development, health and well-being, economic understanding, and preparation for life in modern British and global society. Through carefully structured and age-appropriate content, students explore topics such as emotional literacy, healthy relationships, digital safety, financial capability, citizenship, and mental health awareness. The curriculum fosters respect for diversity, the rule of law, individual liberty, and mutual respect and supports students' spiritual, moral, social, and cultural (SMSC) development, ensuring they leave school as well-rounded, responsible, and globally aware young adults. Our approach encourages critical thinking, student voice, and ethical reflection, equipping learners with the resilience and values needed to navigate the complexities of an ever-changing world and university life in the UK and globally. The Heart to Hart programme and the use of YouHQ enhances student voice, enabling direct wellbeing check-ins with pastoral staff, further supporting holistic care and promoting a strong sense of community among students, teachers, and parents.

The inclusive approach offers additional support in small groups or one-to-one settings through a dedicated primary phase counsellor. A Gifted and Talented coordinator challenges more able students. Regular communication with parents ensures collaborative support. The school's facilities, including a gym, swimming pool, library, auditorium, sports pitches, and ICT suite, enhance academic and extra-curricular activities, creating a supportive environment. These facilities promote a well-rounded education, supporting the physical, emotional, and social growth of each child, helping them develop into confident, independent, and socially skilled individual.

Curriculum Structure

Our curriculum follows the structure of the National Curriculum for England, organised into key stages:

- Early Years Foundation Stage (EYFS): FS1 and FS2
- Key Stage 1: Years 1 and 2
- Key Stage 2: Years 3 to 6
- Key Stage 3: Years 7 to 9
- Key Stage 4: Years 10 and 11
- Sixth Form: Years 12 and 13

Each key stage builds upon the previous one, ensuring continuity and progression in learning.

Early Years Foundation Stage

FS1 and FS2 (Ages 3 – 4)

We understand the importance of providing a great start to a child's education, igniting their passion for learning as they grow.

Hartland offers an academic but fun, stimulating and caring environment, ensuring each child's safety as they develop the confidence needed to take on new challenges. We recognise that each child is uniquely talented. Our goal is to encourage them to achieve their full potential across a wide range of activities, developing new talents as well as stretching the things that they are already good at.

In our Foundation Stage, dedicated teachers encourage and promote 'active' learning throughout all the areas of the Early Years Foundation Stage Curriculum (EYFS), celebrating each child's achievements and preparing them for a smooth and happy transition into the Primary School.

The curriculum sets out what most children are expected to achieve by the end of the Foundation Stage. It is organised in seven areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

Teachers encourage and extend each child's natural curiosity and enthusiasm as they build their range of skills. Children will learn in groups, pairs and individually across an array of different activities as we discover their learning styles and preferences. Digital Technology is woven seamlessly into the lessons, ensuring that all children are confident interacting with technology as a learning tool.

Language development is a core skill at this stage. Children will be encouraged to communicate their ideas using an increasing range of words and structures across a diverse range of themes.

The delivery of Arabic Language is a core part of the Foundation Stage curriculum even though not required legislatively, as we introduce children to the rich tapestry of this most important of languages. Touching upon the key elements of the Moral Education and Social Studies curriculum frameworks, we promote an understanding of the Arab world and our UAE community.

Primary School (Ages 5 - 11)

As children move through KS1 and KS2, they learn to make decisions and seek greater independence in their learning, we will continue to stretch the range of challenges that they are exposed to. They will be encouraged to explore key topics across the subject areas, building their depth of understanding. Our contextual teaching style will enable students to connect their learning to the real world, making learning come alive and ensuring that the skills that they have gained are not forgotten in the months and years ahead.

Through the primary phase, specialist Maths and English provision is also offered through our specialist teachers and our Inclusion Team for those with learning challenges and those who are especially gifted in these areas.

Key Stage 1

As our children transition from Foundation Stage to the Primary School, we introduce greater structure and formality to their school day.

Students in Years 1 and 2 follow the National Curriculum for England, focusing on foundational skills in core subjects. English lessons emphasise reading, writing, speaking, and listening, using high-quality texts to build literacy. A strong emphasis is placed on the teaching of phonics to develop essential literacy skills, enabling children to read with greater fluency and comprehension. Mathematics lessons apply concepts to real-life situations, enhancing problem-solving and analytical skills. Teaching is enriched through the use of concrete materials, allowing children to develop a strong sense of number practically and pictorially. Inquiry-based Science lessons foster curiosity and hands-on exploration.

Specialist subjects include Art, Physical Education, Music, and Arabic where specialist teachers develop students' creativity, motor skills, and auditory abilities and language skills. The cross-curricular approach ensures a clear progression of skills and knowledge and will stretch each child's thinking, developing their abilities to observe, question and engage in investigative work across all curriculum areas.

Key Stage 2

Key Stage 2 offers a rigorous education based on the National Curriculum for England, deepening students' knowledge and skills across core and specialist subjects. In English, students engage with a variety of texts to enhance their reading, writing, speaking, and listening skills. Mathematics covers a wide range of concepts, encouraging creative problem-solving and participation in challenges like the Primary Maths Challenge. Inquiry-based science promotes curiosity and hands-on experimentation.

Specialist subjects include Art, Design Technology, Computing, Drama, PE, MFL and Music, guided by specialist teachers to foster creativity, physical fitness, and musical appreciation. Our programme equips them with knowledge, critical thinking, and essential life skills such as collaboration, presentation, and even healthy debate.

Secondary School and Sixth Form (Ages 11-18)

Our secondary curriculum provides an all-round education, combining academic excellence with a wealth of enrichment opportunities. It has been designed to develop independent learning, resilience and confidence and our belief is that it will provide our students with immediate advantages in gaining places in top universities and, later on, in the workplace.

Years 7-9 (Key Stage 3)

In the first three years in the Secondary School, our students follow a broad and balanced curriculum. We closely follow the expectations of the National Curriculum for England, but also add a wider international

dimension that extends learning beyond normal age-related expectations. During Year 9 we provide a dedicated programme to ensure students are fully supported in making their GCSE/IGCSE choices. Alongside the academic programme, we offer a full Enrichment programme and students are encouraged to engage in sporting, creative and community-based activities. Designed to explore future careers as well as stretching natural talents, the secondary enrichment courses inspire, challenge and engage our students.

Years 10-11 (Key Stage 4)

Students in Key Stage 4 engage in a rigorous academic programme designed to prepare them for GCSE and IGCSE examinations. They follow a core curriculum that includes English, Mathematics, and Sciences, alongside a range of elective subjects tailored to their interests and future aspirations. Elective subjects offered include History, Geography, Business Studies, Computer Science, Art and Design, Drama, Music, Physical Education, and Modern Foreign Languages (to check all available subjects, please check our **GCSE Options Booklet for 2025-2026**).

This stage emphasizes the development of independent learning skills, critical thinking, and a global perspective. The dedicated faculties, renowned for their subject knowledge and pedagogical skills, ensure that students are well-supported and challenged to achieve their highest potential. Furthermore, students benefit from a structured programme that helps them make informed decisions regarding their subject choices and future educational pathways.

Years 12 and 13 (Post-16 / Key Stage 5)

We offer a full range of traditional A-levels along with BTEC options. Our team of Tutors, Advisors and Counsellors are available to both our students and our parents who will guide students through these choices. Sixth Form University Advice is offered during the academic year through Higher Education Information Evenings, Higher Education Subject Specific clinics, our “Lunch With” careers programmes and discussions, UCAS specific sessions, access to University Fairs and visits from UK, US and leading global universities and the personalised tutorial programme. Subjects offered are annually reviewed to meet the needs of the growing cohort of students and our **Sixth Form Options Booklet** gives details on courses available.

The curriculum is designed to prepare students for higher education and future careers, emphasizing independent learning, critical thinking, and research skills. A key component of the academic programme is the Extended Project Qualification (EPQ), an independent research project that allows students to explore a topic of personal interest, further developing their research and analytical skills.

Hartland's Sixth Form also includes a Life Skills Programme covering topics such as personal finance, careers guidance, and basic cooking, ensuring students are well-prepared for life beyond school. Regular assessments and personalized support from experienced educators help students stay on track to achieve their academic goals and gain entry to leading universities worldwide. Participation in the Model United Nations, the International Award of the Duke of Edinburgh Award Scheme and Debating challenges are on offer and details of these can be seen in our Enrichment Programme.

We believe that with the right support, teaching and guidance, our students will continue to graduate from Hartland and take their place at the world's top universities. We are confident that they will be courageous leaders, compassionate supporters and excellent decision makers, ready to make a difference on the global stage.

The Hartland Diploma

Our Sixth Form has a strong focus on delivering an outstanding academic experience combined with a rich and varied programme of extended study courses. The Hartland Sixth Form Diploma provides students with a holistic and well-rounded education to enable them to be as competitive as possible when applying to top universities around the world. This will support them in their future career and provide them with opportunities to flourish as individuals.

The Diploma includes seven modules or strands in the area of personal development. On completion of each module, credits are awarded that contribute to the overall award. At the end of Year 13, students will be awarded the Hartland Diploma at Gold, Silver or Bronze level, depending on the credits out of the possible 50 credits available that they have gained over the duration of the courses.

The seven strands of the Hartland Diploma provide an opportunity for students to develop intellectual, moral, civic and performance virtues.

Who was consulted?

This policy has been reviewed and redefined by specialist staff as the school has evolved and grown and is done on an annual basis.

Roles and responsibilities of Principal and other staff

- The Head of Secondary and Head of Primary are responsible for the implementation of the Curriculum policy and ensure that the curriculum offered meets the needs of all students, in the context of the country in which the school is situated.
- School staff are responsible for ensuring the policy and procedures are followed in school, and for contributing to curriculum development and delivery. They play a fundamental role in ensuring that every student experiences a personalised programme.
- The Principal will ensure that all local and external statutory elements of the curriculum, and those subjects which the school chooses to offer, have appropriate and up-to-date and relevant schemes of work and curriculum overviews that reflect the aims of the school and indicate how the needs of individual students will be met.
- The Principal with members of the Leadership Team in planning the actual timetable and model, will ensure that the amount of time provided for teaching the curriculum is adequate and is reviewed annually. This includes ensuring that statutory requirements are in place for the teaching of subjects such as Arabic, Islamic Education, Moral Education and Social Studies.
- Where appropriate, leaders will ensure that the procedures for external assessment such as GL and CAT tests, meet all requirements as set out. School leaders will also ensure that all requirements as set by external examination boards for GCSE/IGCSE/BTEC and A-level are also met.
- The Head of Inclusion with the SLT, where appropriate, will advise and support parents to ensure that the individual needs of specific students are met by permanent or temporary disapplication from some courses of the curriculum.

Date for review

August 2025

Relationship to other policies, guidelines and statements:

- Teaching and Learning Policy
- Inclusion SEND Policy
- Primary Curriculum Rationale (supplementary guidance)
- Gifted and Talented Policy
- English Language Learning Policy
- Assessment and Recording Policy
- Enrichment Entitlement and Extra-curricular Provision

Signed.....Date.....

School Principal