OneSchool Global

Curriculum Policy

Authorisation Date: 10/2025
OSG Document Code: POL_UK_ED_Curriculum Policy_v8.1
Region: UK

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Policy Author Giles Bennett, Regional Director of Education	**Reviewed by** Regional Directors of Education and their team	**Approved by** OneSchool Global UK Board on **10/2025**
Local Document Code (if applicable)	**Associated Documents** Assessment, Recording & Reporting Policy Curriculum Handbook Personalised Pathway EAL Policy Learning Support (SEND) Policy Options Booklet SMSC Policy Teaching & Learning Policy RSE Policy Subject Selection Policy Independent school Standards	
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1. INTRODUCTION/POLICY STATEMENT

1.1 The curriculum supports the OneSchool Global vision for learning and enables “a global education ecosystem that develops life-ready students who learn how to learn”.

1.2 Curriculum foundations are based upon OneSchool values of integrity, care and compassion, respect, responsibility and commitment.

1.3 The curriculum is designed to meet the aptitude and needs for all students, with opportunity given for personalization as appropriate.

1.4 Students become self-motivated, lifelong learners, developing as team players and leaders.

1.5 The curriculum enables the students to be prepared for the opportunities, responsibilities and experiences of life in British society

1.6 Curriculum planning can be found in the documents “curriculum” (primary & secondary)

2. PURPOSE

2.1 OneSchool Global UK Maidstone Campus (hereafter ‘the Campus’) provides a curriculum designed to meet the needs of and be accessible to all students, therefore maximising the development of every student’s ability and academic achievement from Year 3 onwards.

2.2 This policy provides a framework that sets out the way that the curriculum is delivered Learning to Learn (L2L) as a signature pedagogy.

2.3 This policy ensures that students acquire speaking, listening, literacy and numeracy skills through discrete subjects and cross-curricular activities.

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2.4 The policy ensures that PSHE, RSE and careers education are core aspects of the curriculum.

3. SCOPE

3.1 This policy applies to all staff, students, trustees and parents of students in OSG UK Campuses

3.2 It underlines the commitment of every person involved in the Campus to support the principles of L2L permeating every area of the students' education

3.3 Regional Heads of Department work with teams of subject specialists across the whole of OneSchool Global UK to design and lead an individual subject area, fully supported by Teacher Academy.

4. DEFINITIONS

Term	Definition
CIMA	Chartered Institute of Management Accountants
EPQ	Extended Project Qualification
LAMDA	London Academy of Music and Dramatic Arts
PSHE	Personal, Social, Health and Economic Education
RSE	Relationships and Sex Education

5. POLICY STATEMENT

5.1 POLICY AIMS

5.1.1 All students have the opportunity to learn and make progress through a broad and balanced curriculum.

5.2 POLICY PRINCIPLES

Our curriculum will:

5.2.1 Provide full time supervised education for students of compulsory school age (constructed in accordance with section 8 of the) which gives students experience in linguistic, mathematical, scientific, technological, human & social, physical & aesthetic and creative education.

5.2.2 Enable students to acquire speaking, listening, literacy and numeracy skills.

5.2.3 Be delivered through English as the principal language of instruction.

5.2.4 Provide a PSHE curriculum delivered in accordance with the ethos and values of the school and with due regard of the protected characteristics set out in the Equality Act 2010 and which reflects the latest statutory guidance with regards to RSE.

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5.2.5 Provide an up to date careers guidance programme which is presented in an impartial manner to enable students to make informed choices and encourage them to fulfil their potential.

5.2.6 Complement the unique nature of our geographically diverse campuses and Virtual Classrooms.

5.2.7 Reflect the rapidly changing nature of society and enable students to develop the skills to be adaptable in their working lives

5.2.8 Reflect and promote a deep understanding of the OneSchool values; integrity, care and compassion, respect, responsibility and commitment.

5.3 POLICY

5.3.1 The curriculum provides full time education for students from Years 3 to 13; The timetable is built upon 29 x 50 minute sessions a week totalling 24.17 hours of curriculum time. The school year is 38 weeks. Year 11 have a condensed autumn term, completing their KS4 with public examinations, before starting KS5 in the spring term.

5.3.2 All sessions for students in Years 3 to 11 are supervised, some sessions will be classroom based and others in the learning centre; Years 12 and 13 students are encouraged to study independently in the learning centre with a named member of staff available. All students have the opportunity for online learning.

5.3.3 The curriculum enables the following areas of experience to be delivered:

5.3.3.1 Linguistic: The delivery of Literacy, English Language and English Literature develops student's communication skills and increases their command of language through listening, speaking, reading and writing. The campus also teaches other languages including French.

5.3.3.2 Mathematical: Through Numeracy, Mathematics and Science students will make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically, solve problems and express themselves clearly. Mathematics is also developed in a cross-curricular way through a range of teaching and learning activities e.g. statistical analysis in Geography, and symmetry and patterns in Art.

5.3.3.3 Scientific: The study of Physics, Chemistry and Biology increases students' knowledge, understanding and develops scientific skills associated with the process of enquiry. An integrated, age-appropriate Science course is delivered across key stage two.

5.3.3.4 Technological: The emphasis on digital learning develops technological skills which include the use of ICT; developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products. Digital Literacy and E-Safety underpin all practice.

5.3.3.5 Human and social: History, Geography, Citizenship, PSHE (including RSE) and Science enables students to understand people and their environment, and how

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human action, now and in the past, has influenced events and conditions. Enterprise, Business Studies, Law, Global dimensions and Accounting strengthen this offer.

5.3.3.6 Physical: A commitment to student wellbeing ensures that a planned programme of physical activities is delivered which enables them to understand the basic principles of fitness and health. In addition students develop control and co-ordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. The Sports Leaders Award enhances this provision throughout the school.

5.3.3.7 Aesthetic and creative: Art and creative subjects contribute to the processes of designing, making, composing and inventing by using a range of resources and artefacts. Opportunities to explore other cultures is embedded and facilitated in the curriculum delivery.

5.3.4 Religious Education is not taught as a discrete subject, however, opportunities to learn about faiths and cultures are provided through PSHE, Citizenship and enrichment days.

5.3.5 Curriculum mapping enable effective differentiation tailored to the age, aptitudes and needs of all students including those with special educational needs and disabilities and those with Education, Health and Care Plans (EHCPs) to ensure equality of opportunity. The curriculum is also designed to stretch and challenge our able, gifted and talented cohort.

5.3.6 The curriculum is underpinned by a clear assessment framework for students' performance with attainment criteria focused on every student's progress from Year 3 onwards.

5.3.7 The curriculum is designed to foster and support the Spiritual, Moral, Social and Cultural (SMSC) development of all students. This curriculum develops and fully promotes the Fundamental British Values (FBV) of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and belief. The curriculum is actively designed to support citizenship and enable students to make a valuable contribution to their community at a local, national and international level. The curriculum reflects our commitment to our responsibilities with regards to the Prevent Duty.

5.3.8 The curriculum is designed to ensure the safety of our students, physical and emotionally, in all aspects of their lives, including e-safety. Safeguarding lies at the heart of our school and our curriculum is designed to ensure our students have the knowledge, skills and competencies required to keep themselves and others safe. All secondary students benefit from OSG Aware training which strengthens our safeguarding curriculum and provision of RSE.

5.3.9 A curriculum that provides for enrichment opportunities to broaden student's experience through programmes of educational visits, visiting speakers, LAMDA course (Year 6 upwards) and extra-curricular house activities.

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5.3.10 Personalised provision is planned with all stakeholders including students and parents and lead by the SEND Team with Campus Principal approval in line with principals of Learning Support and More Able Policy.

6. PROCEDURES

6.1 CURRICULUM MODEL

The curriculum model provides for core and foundation studies in Key Stages 2, 3 & 4 supported by enrichment and extra-curricular activities.

6.1.1 Years 3 – 6

6.1.1.1 During Years 3-6, provision has been designed to build seamlessly upon the KS1 curriculum and to ensure effective transitions from one year to the next. It provides a solid foundation for transition to secondary and encourages students to develop key independent learning skills through a self-directed learning framework. There is a focus on developing the core skills of speaking, listening, literacy and numeracy and opportunities for cross-curricular learning ensuring breadth and balance. Rising Stars assessments are used to measure pupil progress through KS2 with Cambridge Insights assessments as indicators of attainment and to benchmark current and future progress.

6.1.2 Years 7 - 8

6.1.2.1 In Years 7 and 8, the curriculum builds upon the primary phase to ensure a seamless transition through key stage 3 to iGCSE and beyond; embedding the over-arching ‘Learning to Learn’ philosophy as well as the core skills of speaking, listening, literacy and numeracy.

6.1.3 Years 9 - 11

6.1.3.1 iGCSE courses will begin in Year 9 and will last for three years (Year 9-11). The three-year iGCSE programme allows more time for content delivery alongside self-directed learning and deeper study. Students requiring support benefit from personalised provision during their GCSE studies.

6.1.3.2 At the end of Year 8 students will have the opportunity to opt for 2 creative / practical subject from a selection of IGCSE courses.

6.1.3.3 IGCSE enables examinations to be taken during November of the students Year 11 programme thus facilitating a January start for Sixth Form provision.

6.1.3.4 GCSE Citizenship is part of our core curriculum and the exam is taken at the end of year 10.

6.1.4 Years 12 & 13

6.1.4.1 There is wide range of post-16 courses, including level 2 & 3 vocational courses and ‘A’ level options. Students are encouraged to study three level 3 courses or as appropriate to their needs.

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6.1.4.2 All post-16 students access a core curriculum including EPQ, PE, LAMDA and PSHE including careers.

6.1.4.3 Vocational education is supported for all students through the OSGAccelerate and other vocational courses where necessary, the availability of a selection of online business-orientated courses.

6.2 ABLE, GIFTED & TALENTED

6.2.1 The needs of Able, Gifted & Talented Students are supported in line with the AGT Policy.

6.3 CANVAS

6.3.1 Central to our culture of Self-Directed Learning and the Learning To Learn Framework (our pedagogical approach encompassing Assignment, Lesson and Study) is the ability of students to access their via the canvas online platform. Through Canvas, students can access Assignments, lessons and resources, they can collaborate, access virtual classrooms and upload their work. Feedback can be given on Canvas, by the teacher, during and at the end of an Assignment, as work can be submitted, teachers can mark work online and students will receive feedback and next steps. Parents also have access to Canvas and the gradebook ensures live reporting.

6.4 CAREERS

6.4.1 Careers education is a theme in PSHE from Year 3 through to Year 13, and guidance is presented impartially to help students make informed option choices at GCSE and post 16.

6.4.2 Full details of the Careers Programme is detailed in the Careers Policy.

6.5 PSHE

6.5.1 This is a discrete subject in Years 3 to 13 Careers and employability, E-Safety, Economic Education, Personal Finance Safeguarding, Healthy Lifestyles, Mindfulness and Study Skills will be recurrent threads across the core themes and key stages.

6.5.2 Respect and a culture of tolerance for other people, with particular regard to the protected characteristics under the Equality Act 2010, is actively promoted.

6.6 RELATIONSHIP AND SEX EDUCATION

6.6.1 Current regulations for RSE are met for Primary and Secondary students within the PHSE, Safeguarding and Science curriculum. OSG Aware is delivered to all students from Year 7 to 13, This is a bespoke programme to support the delivery of RSE.

6.7 SELF DIRECTED LEARNING

6.7.1 “SDL is an instructional strategy where the students, with teacher guidance, decide what and how they will learn. It can be done individually or with group learning, but the overall concept is that students take ownership of their learning.” (Garland 2016)

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6.7.2 It is crucial to understand that Self-Directed Learning is not confined to a space, or a time or specific allocation on a timetable. Self-Directed Learning is a way of life, it's a culture of learning that drives success.

6.7.3 Our pedagogy is self-directed learning, the system we use to support self-directed learning is the Learning to Learn Framework (Assignment, Lesson, Study)

6.7.4 Within "The Study" a vital part of the learning experience is "The Tutorial" where students have access to a subject specialist in either a small group or 1-to-1 tutorial.

6.8 SPIRITUAL, MORAL, SOCIAL & CULTURAL

6.8.1 Opportunities for SMSC are embedded within and across the curriculum to actively promote fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance both of different faiths and beliefs.

7. LEGISLATION

7.1 Relationships Education, Relations ships and Sex Education (RSE) and Health Education July 2025

7.2 The (Education) Independent Schools (England) Standards Regulations 2014

7.3 Education Act 1996

7.4 Equality Act 2010

7.5 Children and Social Work Act 2017

8. VERSION CONTROL

Document Code	Date	Version No.	Nature of Change
QSC/11	05.08.19	4.1	REBRANDED
QSC/11	07.02.20	4.2	Minor updates – dates and titles
QSC/11	31.7.2020	4.3	Updated to reflect RSE requirements
QSC/11	28.7.21	5.0	Updated to reference R12 and Safeguarding curriculum.
QSC/11	10.8.22	6	Minor amends to include OSG Aware and LAMDA
QSC/11	26/7/23	7	Amends to update to iGCSE and include ICT.
QSC/11	31.8.24	8	Removal of ONE. Addition of 5.3.10
POL_UK_ED_Curriculum Policy_v8.1	10/2025	8.1	Updated references to OSG terminology and current practice.

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