



Policy Title	Curriculum Policy
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THE BRITISH SCHOOL
YANGON

A NORD ANGLIA EDUCATION SCHOOL

Overview

The curriculum at 'The British School Yangon' (BSY) is carefully designed to enable pupils to experience a high-quality education which ensures that every child achieves the highest academic standards, and leaves BSY with the values, attitudes, and attributes which will serve them well in later life.

As a school, we are committed to supporting each individual child's development irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender.

Introduction

'Create Your Future'



This policy describes the curriculum from EYFS - Yr 13 and is supported by detailed schemes of work for each subject area and other programme policies.

The curriculum refers to all the planned activities that are organised to promote learning, personal growth and development. Our aim is to ensure children grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills and achieve their true potential. As a means of fostering creativity, joy of learning and independence, we value a broad curriculum.

The curriculum observes the principles of Nord Anglia Education and incorporates aspects of the English National Curriculum, UK examination boards and the various enrichment programmes that we, at BSY, offer.

We endorse the curriculum aspirations set out by the DfE that are relevant to our international setting. As an independent, international school we are not bound to follow the English National Curriculum, and instead we select the parts that are most suitable for our pupils and context.



Aims and Objectives

BSY Curriculum aims to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development.
- Support pupils' physical development and responsibility for their own health and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Have a high academic/vocational/technical ambition for all pupils.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Provide subject choices that support pupils' learning and progression and enable them to work towards achieving their goals.
- Develop pupils' independent learning skills and resilience
- The curriculum aims are underpinned by our values:
 - ***Adventure, Kindness, Courage and Integrity.***
- Our school values the importance of kindness, so our curriculum provides plenty of opportunities for collaborative working that allows the students to model kindness both in and out of the classroom.
- Our school values the importance of integrity, so our curriculum promotes, honesty, cooperation and 'doing the right thing'.
- We reinforce our values through our behaviour policy, for example our holistic, experiential approach to teaching positively advocates for our Adventure and Courage values.



Primary School

This section refers to the content, skills and concepts of the curriculum we teach our pupils. It carefully considers both the individual subject areas of the curriculum as well as the links which exist between these subjects, and which are made accessible with a cross-curricular approach in our teaching (where appropriate).

In the Primary school, through learning we aim for each child to:

- Achieve the highest academic standards and reach their full potential.
- Leave with the values, attitudes and attributes to serve them well in later life.
- Develop awareness of and curiosity for a wide range of subjects.
- Encourage a questioning approach to learning.
- Develop independent learners.
- Nurture and celebrate creativity.
- Develop skills of communication and co-operation.
- Making learning fun by providing enjoyable learning experiences from which children can derive pleasure and satisfaction.
- Set problem-solving problems within and across subject areas.
- Enable the application of a range of skills and techniques.

Early Years Foundation Stage

In our Early Years provision we shadow the Early Years Foundation Stage curriculum guidance and the more recently updated Development Matters. This framework ensures that our pupils are given the best possible start to their education. There are three Year groups in our Early Years provision, Pre-Nursery, Nursery and Reception.

Through the provision in Early Years we underpin our curriculum with the characteristics of effective learning:

- Playing and Exploring;
- Active Learning;
- Creative and Critical Thinking.

These areas are crucial to ignite the children's curiosity and enthusiasm for building their capacity to learn, form relationships and thrive. We also support children in the four specific areas of learning:



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- Literacy;
- Mathematics;
- Understanding the World;
- Expressive Arts and Design.

The Key Stage 1 & 2 curriculum is largely based on the key concepts and goals of the English National Curriculum without the constraints of SATs. The focus is on acquiring skills academic skills in preparation for the future learning and on developing personal attributes and soft skills, through experiential learning such as MIT challenges, Global Campus initiatives as well as trips, visits & opportunities. As a school, we adapt the National Curriculum to ensure that the content is culturally relevant for our pupils.

The Early Years curriculum is delivered through a wide range of rich opportunities in which children can develop their relationships and personal skills alongside subject-related learning. Many of these experiences are provided through high-quality play activities, either child-initiated or adult-led; they may take place indoors or outdoors. We believe play helps children to practice and reinforce their learning in a low-stakes and enjoyable way. In addition to this, we provide specialist teaching in PE, music and languages (Spanish or Mandarin and Myanmar). These are underpinned by the specific and prime areas of learning.

It is an intended priority to ensure that every child feels secure, confident and happy at school and this is achieved by working in close partnership with parents. Parents are a child's first and most influential teachers and thus children entering Early Years will have already acquired many skills. In the Early Years, we aim to harness and build upon these skills, equipping our pupils with the confidence and successes that will take them forward to having a desire for lifelong learning: giving them the values, attitudes & attributes that will serve them well in later life and striving for all our pupils to achieve the highest academic standards.



Key Stage 1 and 2

The Key Stage 1 & 2 curriculum is largely based on the key concepts and goals of the English National Curriculum without the constraints of SATs. The focus is on acquiring skills academic skills in preparation for the future learning and on developing personal attributes and soft skills, through experiential learning such as MIT challenges, Global Campus initiatives as well as trips, visits & opportunities. As a school, we adapt the National Curriculum to ensure that the content is culturally relevant for our pupils.

Structure of the Primary School Day

The school day starts for Primary school at 7.50am with daily registration, pupils then commence their lessons at 8.10am. Children have 1 hour 20 mins break time throughout the day. Optional ECAs are available at the end of the school day (Year 1-6). The end of the school day is staggered as follows:

Year Group	Term 1 and 2 End Time	Term 3 End Time
Pre-Nursery and Nursery	2.30pm	2.30pm
Reception	2.30pm	3.00pm
Year 1 - 6	3.00pm	3.00pm

Subject distribution in EYFS

All Prime and Specific areas of these areas are equally important in supporting children's overall development, and practitioners in early years settings plan activities and experiences that cover all of these areas to ensure a broad and balanced curriculum.

The specific distribution of time and focus within these areas may vary depending on the individual needs and interests of the children, as well as any specific curriculum requirements set by the school or early years setting.



The subject distribution in Year 1

Subject	Taught by	Number of lessons per week
English	Class Teacher	5 (1hr each)
Reading	Class Teacher	4 (30mins each)
Phonics	Class Teacher	5 (30mins each)
Mathematics	Class Teacher	5 (1hr each)
Science	Class Teacher	2 (1hr each)
Humanities	Class Teacher	1 (1hr)
PSHE	Class Teacher	1 (30mins)
Art	Class Teacher	1 (1hr)
Computing	Class Teacher	1 (1hr)
Library	Specialist	1 (30mins)
PE	Specialist	1 (1hr)
Music	Specialist	1 (1hr)
Mandarin/Spanish	Specialist	1 (1hr)
Myanmar	Specialist	1 (1hr)
Swimming	Specialist	1 (1hr)



The subject distribution in Year 2-3

Subject	Taught by	Number of lessons per week
English	Class Teacher	5 (1hr each)
Reading	Class Teacher	4 (30mins each)
Mathematics	Class Teacher	5 (1hr each)
Science	Class Teacher	2 (1hr each)
Humanities	Class Teacher	1 (1hr)
PSHE	Class Teacher	1 (30mins)
Art	Class Teacher	1 (1hr)
Computing	Class Teacher	1 (1hr)
Library	Specialist	1 (30mins)
PE	Specialist	2 (1hr each)
Music	Specialist	2 (1hr each)
Mandarin/Spanish	Specialist	1 (1hr)
Myanmar	Specialist	2 (1hr each)
Swimming	Specialist	1 (1hr)

The subject distribution in Year 4-6

Subject	Taught by	Number of lessons per week
English	Class Teacher	5 (1hr each)
Reading	Class Teacher	4 (30mins each)
Mathematics	Class Teacher	5 (1hr each)
Science	Class Teacher	2 (1hr each)
Humanities	Class Teacher	1 (1hr)
PSHE	Class Teacher	1 (30mins)
Art	Specialist	1 (1hr)
Computing	Class Teacher	1 (1hr)
Library	Specialist	1 (30mins)
PE	Specialist	1 (1hr)
Music	Specialist	2 (1hr each)
Mandarin/Spanish	Specialist	1 (1hr)
Myanmar	Specialist	2 (1hr each)
Swimming	Specialist	1 (1hr)



Secondary School

This section refers to the content, skills and concepts we teach our pupils. It carefully consider both individual subject areas of the curriculum as well as the links which exist between these subjects.

In the Senior school, our curriculum is knowledge-rich and skills-based, and through learning we aim:

- For every child to achieve the highest academic standards and reach their full potential.
- For children to leave with the values, attitudes and attributes to serve them well in later life.
- To raise awareness of and curiosity for a wide range of subjects.
- To build on knowledge and skills both within and across the subject areas.
- To encourage a questioning approach to learning.
- To develop independent learners.
- To nurture and celebrate creativity.
- To develop skills of communication and co-operation.
- To make learning engaging and relevant.
- To set problem-solving opportunities within and across subject areas.
- To enable the application of a range of skills and techniques.
- To ensure that students are able to access the future they envision for themselves.

Structure of the Secondary School Day

The Senior School runs a weekly timetable of 5 periods per day. There is five minutes 'transition time' between each lesson, which allows for movement around the site, and ensures a timely start to the lesson.

Start Time	End Time	Activity
7.50	8.10	Registration
8.10	9.00	Period 1
9.05	9.55	Period 2
10.00	10.20	Break
10.25	11.15	Period 3
11.20	12.10	Period 4
12.15	1.05	Lunch
1.10	2.00	Period 4
2.05	2.55	Period 5



Key Stage 3

The Key Stage 3 curriculum is largely based on the key concepts and goals of the English National Curriculum without the constraints of external examinations. The focus is on acquiring skills academic skills in preparation for the (i)GCSE course and on developing personal attributes and soft skills, through experiential learning such as MIT challenges, Global Campus, MUN and Expeditions.

Subject	KS3 average weekly allocation	
	in mins	in hours
Maths	240	4
English	240	4
Science	240	4
MFL*	180	3
Computing or ICT	120	2
Humanities (Geo/His)	240	4
Creative Arts **	240	4
Sports	120	2
PSHE/Assembly	60	1
Enrichment/ASC	60	1

In the subjects of Maths, English, Science, Computing and Humanities, schools generally follow a programme like that set out in the English National Curriculum for Key Stage 3.

In the subjects MFL, Creative Arts and Sports, schools follow programmes described in their schemes of work.

* Schools will need to include a time allocation to deliver any statutory local languages.

** Creative Arts include Music and Art



Key Stage 4 (Years 10 & 11)

We offer a minimum of nine (i)GCSE subjects. Recommended time for each optional subject is 180 minutes (about 3 hours) per week. For Mathematics, students receive 240 minutes (about 4 hours) and for English Lit and Lang. 300 minutes (about 5 hours) per week.

Obligatory Subjects

Every student is expected to complete:

- Mathematics
- English Language and Literature and/or ESL
- Science: coordinated or single science

The choice of examination boards is at the discretion of the Principal and Head of Secondary.

Subjects

Recommended options for which there should be a time allocation of 180 minutes (about 3 hours) per week:

- The Arts: Art and Music
- Modern Languages (Including any local requirements)
- Geography
- History
- Economics/Business Studies
- PE
- Computer Science

Additional Curriculum Content

- [PSHEcurriculum](#)/Assembly time 60 mins
- CORE PE 60 mins

Currently we are an accredited examination centre for Cambridge Assessment International Examinations



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Key Stage 5 (Years 12 & 13)

We offer a minimum of two to three subjects. The choice of examination boards is at the discretion of the Head of Secondary in consultation with the Head of School.

Subjects

Recommended options for which there should be a time allocation of 300 minutes (about 5 hours) per week:

- Modern Languages (Including any local requirements)
- Geography
- History
- Economics
- Business Studies
- PE
- Computer Science
- Maths
- English
- Biology
- Chemistry
- Physics
- Psychology

Additional Curriculum Content

- PSHE/Assembly time 60 mins
- CORE PE 60 mins
- IPQ 120 mins

Currently we are an accredited examination centre for Cambridge Assessment International Examinations



Inclusion

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

- More able students
- Pupils with low prior attainment
- Pupils with SEND
- Pupils with English as an additional language (EAL)

SEND

If students have special educational needs or disabilities, our school does all it can to meet their individual needs. In most situations subject teachers can provide the resources and educational opportunities to meet individual student needs, within normal class organisation and differentiation.

If a student's needs go beyond what can be offered by the school, with the support of the counsellor, parents are guided on the next steps. This may include one-to-one support within the class, provided by parents.

EAL

An English as an additional language programme is provided for pupils who are otherwise unable to access mainstream lessons in class due to lack of English.

If a student's needs go beyond what can be offered by subject teachers, a referral is made, and the student is given one-to-one, or small group support through an EAL programme.



Organisation and planning

The curriculum is planned in three phases.

- **A long-term overview** for each subject/year group/phase indicates which topics are to be taught in each term. This long-term plan is reviewed on an annual basis.
- **Schemes of work** (medium-term plans) give clear guidance on the objectives and teaching strategies for each topic. In foundation subjects, the focus is on skills identified in the English National Curriculum and public examination syllabuses. There is no set format for our schemes of work (they can vary from subject to subject) however they include the following distinct elements:
 - Relevant curriculum/syllabus learning objectives
 - Time allocations
 - Assessment opportunities and formats
 - Opportunities for differentiation
 - Resources and suggested teaching strategies
 - Development and application of relevant subject skills
- **Lesson plans** (short-term plans) are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities to challenge students of all abilities. These can vary from subject to subject.

Culture and geographical context

BSY offers an education based on British standards and practices the curriculum incorporates both British culture and heritage and local culture and heritage. We utilise the opportunities provided by our location to teach the curriculum in ways that enrich the delivery of skills and make them more relevant to the learner.



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We value our Myanmar context and culture and hold events through the year to recognise the importance of Myanmar holidays and festivals as well as those of other cultures represented in our school community. We adhere to the formal government requirements regarding Myanmar students' exposure to Myanmar language and culture. This, we feel is important so that we can equip our Myanmar students with a deeper awareness and understanding of their country; its history, language and geography.

Field trips, residential visits and After School Clubs

To enrich the curriculum, it is an expectation that topics are enhanced by experiences provided by field trips and residential visits. These experiences should be linked to skills taught in class and should be relevant to the current topic being taught at the time.

We plan for students in KS2 and Senior School students can experience a residential trip each year of varying lengths. While not compulsory, there is a strong expectation that every student will participate. Every effort is made to ensure trips are accessible to all students.

Trips are focused on providing challenge that fosters independence and resilience in varying contexts. Trips should take place in the host country in so far as it makes them more affordable and accessible to pupils.

Through our membership of **FOBISIA** (currently the only school in Myanmar), children are afforded opportunities to take part in sporting, academic and leadership events and competitions.

BSY offers experiences beyond the classroom for students to develop their knowledge, skills and abilities in many areas. Events and activities are planned in good time and are reflected in the annual school calendar.



After School Clubs (ASCs)

The school offers over 45 After School Clubs (ASC's) offered by both BSY staff and external providers in a wide range of disciplines from rock climbing, sports coaching to scuba diving.

Academic subjects	<ul style="list-style-type: none">• Educational trips• Subject days/weeks• National Awareness Days/weeks• FOBISIA Events
Sports	<ul style="list-style-type: none">• Focus on swimming, athletics, football and basketball, in an annually recurring schedule to ensure continuity and progression.• Inter--house competitions: swimming, athletics, football, basketball, other• Local, national and international inter--school competitions• Year-round individual sports (e.g. table tennis)• FOBISIA Events
Music	<ul style="list-style-type: none">• Student recitals• Talent show• FOBISIA Events
Art	<ul style="list-style-type: none">• Student Art exhibitions• FOBISIA Events
Other	<ul style="list-style-type: none">• Plays and musical productions.• Pupil- led assemblies.• Competitive public speaking events• MUN• Student Leadership: House Captains, Sports, Eco and Social Impact• Student Council/Pupil Voice• Duke of Edinburgh International Award (Years 10-13)• Expeditions: Snowsports and Tanzania (Service)• FOBISIA events



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Staffing and Resources

1. The school's SLT is responsible for developing the overarching vision for the curriculum;
2. The Head of School are responsible for mapping the curriculum and monitoring its delivery;
3. Heads of Key Stage are responsible for producing and monitoring curriculum planning through curriculum maps, schemes of work and weekly plans.

Related Policies

This policy links to the following policies and procedures:

BSY Assessment & Reporting Guidance

BSY Inclusion Policy