



Secondary Curriculum Policy

Key Stages 3, 4 and 5

ACTIVE

Policy owner / lead	Simon Lowe
Approved by	Not recorded in source policy
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1. Introduction

The ABC International School broadly delivers the National Curriculum for England (NCE) in Key Stage Three and the Cambridge International Education IGCSE and A Level specifications at Key Stages Four and Five. This provides all students with a broad, balanced, and engaging education. This policy outlines how the curriculum is structured, delivered, and monitored across all Secondary Phases

2. Vision and Mission

Our vision underpins our school curriculum. The curriculum is how the school achieves its objective of offering an outstanding, holistic education that will lead to our students being successful in further education and beyond. To provide an excellent teaching and learning environment for the development of our students and staff so that all may realise their full potential. To ensure our students will benefit not only from being in Vietnam but also from the opportunity of learning alongside adults and students from many parts of the world, thereby facilitating the total development of each child within an ever-changing global community.

3. Curriculum Aims

Our curriculum aims are underpinned by our school values. Specifically, the aims of our curriculum are to:

- Support the academic, social, moral, cultural, linguistic, creative, intellectual, emotional, and physical development of each student.
- Ensure equal opportunities for all students within a multicultural environment
- Provide high-quality learning experiences that enable each student to reach their full potential.
- Facilitate the high achievement of all students so they can access outstanding opportunities in Further Education.
- Enhance self-esteem and foster an appreciation of personal achievements within a caring and secure environment.
- Stimulate natural curiosity about themselves, their cultures, and the world.
- Promote social awareness and empathy through relevant, context-driven learning.
- Cultivate independent learners who demonstrate respect for their own education and the well-being of others.
- Offer a broad and balanced curriculum to meet the needs of all students.

4. Curriculum Content

Key Stage 3

In Key Stage 3, learning follows the National Curriculum for England and Wales, supplemented by additional subjects.

- Subjects: Maths, Science, English, History, Geography, Music, Art, Drama, French, Mandarin, Design and Technology, Business Studies, Computer Science and Relationships, Social, Health and Economic Education (RSHE).

Key Stages 4 and 5

Our curriculum follows the IGCSE (Key Stage 4) and A Level (Key Stage 5) Cambridge International Education syllabi - globally recognised qualifications.

- **IGCSE Subjects:** English Language (First Language), English Literature, Maths, Additional Maths, Co-ordinated Science, Biology, Chemistry, Physics, Design and Technology, Information Technology, Computer Science, French, Mandarin, History, Geography, Business Studies, Economics, Art, Music, Drama and Physical Education.
- **A-Level Subjects:** English Literature, Maths, Additional Maths, Further Maths, Biology, Chemistry, Physics, Design and Technology, Information Technology, Computer Science, French, Mandarin, History, Geography, Business Studies, Economics, Art, Music, Drama and Physical Education.

Cross-curricular links are used where appropriate to deepen understanding and contextualise knowledge, as well as providing students with opportunities to extend their learning of the subject outside of the classroom.

Curriculum Provision Relevant to Vietnam

We value the integration of the local culture and context of Vietnam within our curriculum. While we provide a comprehensive international education based on the National Curriculum for England, we ensure that our students also develop an understanding and respect for Vietnamese traditions, history, and society.

- **Local Context:** Where appropriate, our curriculum incorporates relevant elements of Vietnam's history and geography, fostering an appreciation for the country's rich cultural heritage.
- **Respect for Vietnamese Values:** Students engage with local traditions and festivals, promoting respect for Vietnamese customs and norms. Community outreach programs and charity initiatives further support this engagement.
- **Curriculum Compliance:** In line with Vietnamese educational standards, Religious Education (RE) is not taught as a formal subject in the curriculum. The curriculum does not include religious instruction or political content that may conflict with national guidelines. Instead, we promote universal values such as respect, tolerance, and cultural understanding through PSHE and wider curriculum experiences.

This balanced approach ensures that students receive a high-quality international education, aligned with the National Curriculum for England, while respecting the cultural and legal context of Vietnam and ensuring full compliance with Decree 86/2018/ND-CP.

5. Curriculum Planning and Organisation

Planning occurs at three levels:

- **Long-Term Plans:** Outline the topics covered across the year and ensure coverage and progression.
- **Medium-Term Plans:** Developed to ensure that learning is sequenced effectively and incorporates key knowledge and skills as well as opportunities for cross-curricular learning, opportunities for wider, extended learning and identifies potential misconceptions.
- **Short-Term Plans:** Prepared by class teachers and informed by formative assessment.

Specialist coaching is provided in PE, Swimming, Music and Drama.

6. Inclusion, British Values and PSHE Education

We are committed to delivering a curriculum promoting inclusion, equal opportunity, and respect for all learners. Our curriculum reflects the diverse needs of our school community, including students with Special Educational Needs and Disabilities (SEND), those with English as an Additional Language (EAL), and high-attaining learners. Differentiated teaching and appropriate support ensure students can access a broad, balanced, and challenging education. Please refer to our **Support for Learning Policy** for further information regarding SEND and our **EAL Policy** for provision related to English as an Additional Language.

We actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for different faiths and beliefs. These values are integrated throughout the curriculum and daily school life, fostering a culture of respect, understanding, online safety and global citizenship.

In Secondary, Personal, Social, Health, and Economic Education (PSHE) is central to our provision. PSHE supports children's emotional development, social skills, and understanding of the world around them. Through age-appropriate learning experiences, students are encouraged to value and respect others, including through learning about protected characteristics such as race, disability, gender, and sexual orientation.

While our students are educated in Vietnam and within a global context, the curriculum, based on the National Curriculum for England, also prepares them for the responsibilities and experiences of life in British society. This includes exploring themes of democracy, rights, and respectful citizenship, equipping students to contribute thoughtfully in diverse communities.

7. Career guidance

We provide students with the knowledge, skills, and confidence to make informed choices about their future education and career pathways in a global context. Our approach is student-centred, collaborative, and inclusive, with all students receiving bespoke support from our team of university guidance counsellors. We offer a range of interview preparation sessions, personal statement workshops and host visits from leading universities from across the world.

8. Assessment and Monitoring

Curriculum implementation is monitored through planning reviews, lesson observations, learning walks, and work sampling. Internal and external school data are used to focus school action plans. Departmental and Year Group monitoring and evaluation reviews (MERS) are used biannually to support heads of departments in developing their curriculum areas. These are led by SSMT in partnership with the Heads of Departments.

Heads of Department and senior leaders ensure that high standards are consistently maintained and areas for improvement are identified. Monitoring provides valuable insights into school performance, guiding strategic decisions and highlighting strengths and areas for growth. This process also informs necessary adjustments and fosters a culture of continuous improvement. Monitoring is closely linked with professional development (CPD), ensuring that staff training is relevant and targeted to identified needs, thereby supporting effective teaching and enhancing student outcomes. Please refer to the **Assessment Policy** for details on our formative and summative assessment practices, data usage, and reporting processes.

8. Roles and Responsibilities

- **Class Teachers:** Plan and deliver the curriculum effectively, ensuring progress and achievement for all students through inclusive and responsive teaching.
- **Heads of Year:** Promote consistency, high expectations, and collaboration across year groups, supporting the academic and pastoral development of students.
- **Heads of Department:** Lead on curriculum intent, implementation, and impact within their subject areas, ensuring coverage, progression, and high standards.
- **Senior Management Team (SMT):** Provide strategic oversight, monitoring, and evaluation of curriculum quality, ensuring alignment with the school's vision and priorities.

9. Review and Evaluation

The Secondary Leadership Team will review this policy annually to ensure it reflects current practice and UK statutory requirements. Input will be sought from teachers, department heads, and other relevant stakeholders, including parents and students, as appropriate.

Last reviewed: April 2026 S. Lowe

Document control and version history

Version	Date	Owner / reviewer	Summary of changes
1.0	October 2026	Simon Lowe	Transferred to the ABCIS School Policy Template. Original policy wording, bullet points and numbering retained. Next review August 2027.

Final publication checklist

- ✓ Formatting issue date and next review date recorded.
- ✓ Original policy wording, bullet points and numbering retained.
- ✓ Final document rendered and visually checked before publication.
- ✓ Superseded original retained in the Secondary Curriculum Policy archive.
- ✓ Current controlled version stored in the live Secondary policy folder.