



BIC Sa Porrassa



Secondary Curriculum 2026-27



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Excellence, as we understand it, is a journey rather than a destination, shaped by curiosity, discipline, care and opportunity.



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Our Curriculum at a Glance

A one-page summary of what follows. Every line of it is explained in more detail later in this document.

Stage	What your child studies
Years 7 to 9	English, Mathematics, Science, Lengua Castellana, Catalan, Ciències Socials, History, Geography, French or German, Physical Education, Art, Drama, Music and PSHE. Thirty-five periods a week, seven a day.
Years 10 and 11	A compulsory core of English, Mathematics, at least two of the natural sciences, Lengua Castellana, Catalan, Ciències Socials and Physical Education, with PSHE taught through drop-down days, plus three option subjects chosen by the student. Most subjects lead to an IGCSE, the International General Certificate of Secondary Education, taken at sixteen.
Years 12 and 13	Three or four A Levels, each taught for six periods a week, alongside the Extended Project Qualification, PSHE, Global Citizenship, Community Leadership and Physical Education.
Throughout	Digital and AI fluency, the human skills that decide how far knowledge travels, and a genuine say for students in how the school works. These are planned into subject curricula rather than added on top of them.
Qualifications	IGCSEs at sixteen and A Levels at eighteen, accredited by Cambridge International and Pearson, and recognised by universities worldwide.

If you read nothing else: our academic standards are the foundation, our students are known individually, and we teach the judgement to use new tools well rather than pretending they do not exist.



Introduction

At BIC, our curriculum blends the rigour of a British education with the flexibility and innovation an international school owes its students. It is designed to provide breadth, balance and progression, grounded in the English National Curriculum, while reflecting both the young people we teach and the world they will step into, which is not the world their teachers were prepared for.

Academic excellence is the foundation of everything that follows in these pages. Our IGCSEs and A Levels, the subjects we offer and the standards we hold students to are what families expect of us and what we expect of ourselves. But qualifications alone have never been the whole of an education. Character and values are inseparable from academic achievement, and we teach both deliberately. Results open the door. What a young person does once through it depends on judgement, on the ability to explain themselves, and on the appetite to keep learning.

Our approach strikes a deliberate balance between proven, evidence-based practice and future-ready pedagogy, using technology purposefully and teaching students to weigh what it hands them, while retaining the methods that underpin strong outcomes. It is regularly reviewed, evaluated for impact and adapted so that it remains relevant and responsive to the needs of our learners. Students, staff and parents all contribute, and students are told what has changed because they asked.

No two students arrive with the same starting point. Targeted English as an Additional Language provision, setting where it helps, and the work of our SEN Coordinator, Transition Lead and Wellbeing Lead mean that support is planned around individuals rather than averages, including the assistive technology that makes a subject accessible to a particular child. Being seen, supported and challenged as an individual is not a feature of the timetable here. It is a promise.

Our students study Catalan, Lengua Castellana and Ciències Socials alongside a British curriculum taught in English.

Everything we do is underpinned by our core values of Excellence, Respect, Responsibility, Integrity and Compassion. These guide our teaching, shape our culture, and ensure that students leave BIC not only academically successful, but as principled, confident and compassionate young people who can think for themselves, work with others and adapt as things change: prepared not just for their examinations but for the world those examinations open up.

Phil Brown

Head of Secondary



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Key Stage 3

Years 7 to 9 · Ages 11 to 14

Breadth, foundations, and the habits that everything
after this depends on.





Key Stage 3 (Age 11-14)

About Key Stage 3

Key Stage 3 (Years 7–9) is a critical phase of education, bridging the foundations of primary school with the more specialised pathways of Key Stage 4. Spanning the ages of 11 to 14, it is a transformative period in which students consolidate core knowledge, develop independence, and acquire the study skills needed to thrive in the later stages of their education.

Our three-year Key Stage 3 curriculum has been carefully structured to ensure breadth, balance and progression in line with the English National Curriculum and statutory guidance, while remaining responsive to our international context and local setting. This approach guarantees appropriate coverage across all subjects, while also embedding the global outlook that is essential to life at an international school and to the working lives beyond it.

The KS3 curriculum is deliberately sequenced and progressive, so that students build on what they already know and are well prepared for the demands of Key Stage 4. It fosters independence, resilience and academic discipline, while also nurturing the creativity, curiosity and enjoyment that characterise learning at BIC. Key Stage 3 is equally where the habits that matter later are built: presenting to a class, working in a team, and thinking clearly about what is found online.

We are committed to ongoing monitoring and evaluation of our curriculum, so that it remains effective, age-appropriate and relevant to the changing needs of young people. This includes regular review of outcomes and student progress alongside structured student voice, gathered through our student council, surveys and tutor time, and feedback from staff and parents. Where students ask for something to change, we tell them what we have done about it.

Central to our provision are the school values of Excellence, Respect, Responsibility, Integrity, and Compassion, which permeate every subject and aspect of school life. These values underpin a curriculum that is academically ambitious while also developing principled, empathetic, and responsible young people.

In summary, Key Stage 3 at BIC provides a coherent, ambitious and values-driven curriculum that is closely aligned with UK standards, rigorously monitored for impact, and enriched by international perspectives. It equips students with the academic foundations, personal qualities and global awareness they need to flourish in Key Stage 4, and habits of thought that outlast any syllabus.



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The Importance of Transition



We recognise that the move from Year 6 into Year 7 is one of the most significant steps in a young person's educational journey. The transition to secondary school brings new academic expectations, broader social environments, and greater personal responsibility. While this can be exciting, we are very mindful of the challenges it may present, and we place great importance on ensuring that every child feels supported, understood, and confident as they begin this new chapter.

Our transition process begins many months before the end of Year 6. With a dedicated Transition Lead overseeing the process, we have a carefully designed programme that provides a strategic and structured approach to this key stage. This includes opportunities for Year 6 students to get to know their future tutors, peers, and teachers, as well as to begin developing the organisational and study skills that will serve them well in secondary school.

In the final months of Year 6 and the first months of Year 7, transition is supported through a blend of tutor sessions, PSHE lessons, assemblies, and workshops. These sessions are designed to help students adapt academically, personally, and socially, while also offering practical guidance on time management, homework routines, and wellbeing. For students who need additional support, our Transition Lead, pastoral team, and Wellbeing Lead provide individual outreach, ensuring that no child feels left behind during this important stage.

By taking a planned, personalised and proactive approach to transition, we aim to make the move into secondary school a positive and empowering experience. Our measure of success is simple: that every child is known and valued from their first week with us. Our goal is that every student enters Year 7 not only ready to learn, but also feeling a strong sense of belonging, resilience, and excitement for the years ahead.



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Subjects at Key Stage 3

Subject	Periods per week	Notes
English	6	All students study English up to age 16. Targeted English as an Additional Language (EAL) support is timetabled alongside this for students who need it.
Mathematics	4	All students study Mathematics up to age 16. Taught in sets.
Science	4	Combined Science (Biology, Chemistry and Physics). All students study Science up to age 16.
Spanish / Lengua Castellana	3	Students follow Spanish / Lengua Castellana in sets which meet their current level. These courses all meet the Balearic requirement of three sessions per week.
Catalan	3	All students are required by law to study three sessions per week of Catalan. We have scheduled these so as to still allow full access to the rest of our core curriculum.
Ciències Socials / Coneixement del Medi	1	Taught in Catalan, in line with the Balearic requirement. In Year 7 (equivalent to 6è de Primària) this is Coneixement del Medi Natural, Social i Cultural; from Year 8 (1r d'ESO) it becomes Ciències Socials: Geografia i Història.
History	2	All students study History up to age 14. Taught in English.
Geography	2	All students study Geography up to age 14. Taught in English.
French / German	2	All students study French or German up to age 14. German is offered as either First Language or Foreign Language.
Physical Education	3	All students participate in Physical Education up to age 16.
Art	1	All students study Art up to age 14.
Drama	1	All students study Drama up to age 14.
Music	1	All students study Music up to age 14.
Digital Literacy and AI Fluency	–	Taught across every subject rather than in a single timetabled lesson, in four planned strands. Described in full later in this document.
PSHE	1	All students have one period per week, part of a planned Year 1 to Sixth Form programme.
Assembly	1	A weekly year-group assembly, timetabled as a period, often led by students.
Total	35	A full 35-period week (5 days × 7 periods).



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Example of a KS3 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Registration 08:45					
Period 1 09:05	English	Mathematics	English	Science	English
Period 2 09:50	Mathematics	English	Spanish	English	Ciències Socials
Period 3 10:35	Science	Geography	Catalan	Mathematics	Geography
Break 11:20					
Period 4 11:45	Catalan	Science	Mathematics	History	Spanish
Period 5 12:30	Spanish	German	Science	Catalan	English
Lunch 13:15					
Registration 14:15					
Period 6 14:30	History	Art	Drama	PSHE	German
Period 7 15:15	PE	PE	Music	PE	Assembly
End of Day 16:00					



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The Key Stage 3 Curriculum

In the links below you will find a description of the content covered in each subject, for each year group, across the year. Each overview also shows where the wider capabilities sit within that subject, from digital and AI fluency to oracy, collaboration and independent research, so that they are planned and visible rather than left to chance. Overviews for 2026-27 are published online at the end of September; those currently linked illustrate our curriculum design.

Subject Overviews		
Year 7	Year 8	Year 9
English / English as an Additional Language Mathematics Science Spanish Llengua Castellana Catalan & Coneixement del Medi History Geography French / German First Language / German Foreign Physical Education Performing Arts Music Art	English / English as an Additional Language (EAL) Mathematics Science Spanish Llengua Castellana Catalan Ciències Socials (Catalan) History Geography French / German First Language / German Foreign Physical Education Performing Arts Music Art	English / English as an Additional Language (EAL) Mathematics Science Spanish Llengua Castellana Catalan Ciències Socials (Catalan) History Geography French / German First Language / German Foreign Physical Education Performing Arts Music Art



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Key Stage 4

Years 10 and 11 · Ages 14 to 16

Depth, choice, and the first qualifications that follow a student anywhere.





Key Stage 4 (Age 14-16)

About Key Stage 4

Key Stage 4 builds on the foundation laid at Key Stage 3. Spanning the ages of 14 to 16, it is the stage at which students study in greater depth and prepare for the internationally recognised International General Certificate of Secondary Education (IGCSE). It is also the stage at which choice arrives: alongside a broad compulsory core, every student chooses three option subjects, and the pathway they follow begins to become genuinely their own.

Our Key Stage 4 curriculum is designed to provide a comprehensive and rigorous education that prepares students for the demands of IGCSE examinations. IGCSEs are highly regarded qualifications, recognised for their academic rigour, breadth of content and international standing. They provide a solid foundation of knowledge and skills, and lead naturally into A Level study.

IGCSEs matter for several reasons. They offer a broad education across a wide range of subjects, so that students can explore different disciplines and find their strengths.

They are also internationally recognised, which means our students' achievements are understood and valued by universities and employers wherever they apply.

IGCSE study also develops the skills that outlast any syllabus: critical thinking, problem solving, independent study, and the ability to construct and defend an argument under pressure. We teach these deliberately rather than as a by-product of examination preparation. They are, in the end, what a university interview actually tests.

We provide a supportive and structured environment in which students can thrive in their IGCSE studies, and a wide range of subjects through which they can pursue their interests and develop real expertise. Option choices are made in conversation with tutors and subject teachers who know each student individually, so that a pathway is chosen rather than fallen into. Our teachers then provide the guidance and targeted instruction students need to succeed.

For full details of our Key Stage 4 programme, including our list of subjects, please see the [iGCSE Options Book](#).

Subjects at Key Stage 4

As detailed in our [Options Book](#), all students in Key Stage 4 study a compulsory core of English (7 periods), Mathematics (4), at least two of the natural sciences (3 periods each), Spanish or Lengua Castellana (3), Catalan (3), Ciències Socials in Catalan (1) and core Physical Education (2). PSHE, RSE and Careers are taught through drop-down afternoons across the year rather than a weekly period. Alongside this core, students choose three option subjects, each taught for 3 periods per week, according to their interests and academic strengths. A third science, the



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humanities, the creative subjects, Computer Science and IGCSE Physical Education all sit within these option blocks.



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Example of a KS4 Timetable

*An illustrative timetable. Subjects in green are 'Options' subjects, which appear only if chosen.
On published dates, lessons are replaced by drop-down afternoons for PSHE, RSE and Careers.

	Monday	Tuesday	Wednesday	Thursday	Friday
Registration 08:45					
Period 1 09:05	English	English	Catalan	Mathematics	Spanish
Period 2 09:50	Mathematics	Chemistry	English	English	History*
Period 3 10:35	Biology	Mathematics	Business*	Art*	Catalan
Break 11:20					
Period 4 11:45	Spanish	History*	Chemistry	Biology	English
Period 5 12:30	Business*	English	Spanish	Ciències Socials	Business*
Lunch 13:15					
Registration 14:15					
Period 6 14:30	Catalan	Art*	Mathematics	Chemistry	Art*
Period 7 15:15	PE	Biology	History*	English	PE
End of Day 16:00					



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The Key Stage 4 Curriculum

Below you will find links to the content covered by each department over the course of Key Stage 4, including key topics, skills, and the opportunities for support available in each subject.

Subject Overviews	
Year 10	Year 11
<u>English / English as an Additional Language (EAL)</u> <u>Mathematics</u> <u>Biology</u> <u>Chemistry</u> <u>Drama</u> <u>Music</u> <u>Physics</u> <u>Lengua Castellana</u> <u>Spanish</u> <u>Catalan</u> <u>Ciències Socials (Catalan)</u> <u>PE (core)</u> <u>PE (iGCSE)</u> <u>Psychology</u> <u>Geography</u> <u>History</u> <u>French</u> <u>German First Language / German</u> <u>Foreign</u> <u>Business Studies</u> <u>Art</u>	<u>English / English as an Additional Language (EAL)</u> <u>Mathematics</u> <u>Biology</u> <u>Chemistry</u> <u>Drama</u> <u>Music</u> <u>Physics</u> <u>Lengua Castellana</u> <u>Spanish</u> <u>Catalan</u> <u>Ciències Socials (Catalan)</u> <u>PE (core)</u> <u>PE (iGCSE)</u> <u>Psychology</u> <u>Geography</u> <u>History</u> <u>Computer Science</u> <u>French</u> <u>German First Language / German</u> <u>Foreign</u> <u>Business Studies</u> <u>Art</u>



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Key Stage 5

Years 12 and 13 · Ages 16 to 18

Specialism, independence, and the year before the rest of their lives.



Key Stage 5 (Age 16-18)

About Key Stage 5

KS5, or Key Stage 5, represents the final stage of secondary education and serves as a crucial stepping stone towards higher education or career pathways. Covering the ages of 16 to 18, it is the period in which students specialise in their chosen subjects and pursue Advanced Level qualifications, commonly known as A Levels. A Levels are renowned for their academic rigour, their depth of study, and the habits of mind they build.

A Levels are highly regarded for several reasons. Firstly, they give students genuine mastery of specific subjects, allowing them to explore their academic interests in depth and develop specialised knowledge. A Levels foster critical thinking, analytical skills, and independent study habits, preparing students for the intellectual demands of university education.

The rigour and breadth of A Level courses make them highly valued by universities and colleges worldwide. They are internationally recognised, opening doors to higher education across the globe. Universities often require specific A Level subject combinations and grades for admission to particular degree programmes. The depth of study provided by A Levels enables students to pursue specialised fields of study, making them better equipped for university coursework.

A Levels also offer a pathway into employment, locally and internationally. Employers value them because they demonstrate a young person's ability to tackle complex material, think critically and see demanding work through.

The BIC Sixth Form curriculum includes an expectation that students participate fully in the life of the whole school. Alongside their A Level programme, Sixth Form students attend Global Citizenship lessons and take part in our Community Leadership programme.

Global Citizenship asks students to consider their lives, now and in the future, as participants in and contributors to a global context. It builds the human skills that carry the most weight afterwards: communication, persuasion and presentation, collaboration, adaptability and resilience. Community Leadership asks each student to help someone, somewhere, for an hour a week, and builds leadership through practice rather than theory. Alongside their studies, students are supported through the university application process, wherever in the world they choose to apply, by tutors who know them well. A range of named leadership positions is open to students who wish to take that further, and Sixth Formers hold real responsibility for aspects of how the school runs.

For full details of our KS5 programme of study, our Sixth Form Prospectus [can be found here](#), where you will find a full list of our subjects and entry requirements.



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Subjects at Key Stage 5

As detailed in our [Sixth Form Prospectus](#), each A Level subject is taught for 6 periods per week. Year 12 students typically study four subjects and Year 13 students three. All students also receive 2 periods per week of PSHE, covering the life skills and information most relevant to their lives after school, 2 periods per week towards their Extended Project Qualification (EPQ), and 1 period per week of Physical Education. The EPQ in particular asks students to research independently, manage a long project and defend their conclusions to an audience, which is as close as school comes to the work of a first undergraduate year. Because independent study matters so much at this stage, all students also have a number of Private Study periods in which they direct their own learning. Using unstructured time well is not a gap in the timetable; it is one of the things we are teaching.

Example of a KS5 Timetable

*Please note that this is an illustrative timetable. The subjects shown in green are 'Options' subjects which means that they would only show up on your timetable if you have chosen to study them.

	Monday	Tuesday	Wednesday	Thursday	Friday
Registration 08:45					
Period 1 09:05	Mathematics	EPQ	Physics	Mathematics	Private Study
Period 2 09:50	Economics	Psychology	Mathematics	Private Study	Economics
Period 3 10:35	Psychology	Physics	PE	EPQ	Private Study
Break 11:20					
Period 4 11:45	Physics	PSHE	Economics	Physics	Psychology
Period 5 12:30	Private Study	Private Study	Psychology	Economics	Mathematics
Lunch 13:15					
Registration 14:15					
Period 6 14:30	Economics	Mathematics	Private Study	Psychology	Physics
Period 7 15:15	Mathematics	Economics	Physics	PSHE	Psychology
End of Day 16:00					



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The Key Stage 5 Curriculum

Subject Overviews	
Year 12	Year 13
<u>Biology</u> <u>Business Studies</u> <u>Chemistry</u> <u>Computer Science</u> <u>Drama</u> <u>Economics</u> <u>English</u> <u>French</u> <u>Geography</u> <u>German</u> <u>History</u> <u>Mathematics</u> <u>Further Mathematics</u> <u>Physics</u> <u>Politics</u> <u>Psychology</u> <u>Sociology</u> <u>Spanish</u> Travel & Tourism <u>Art</u>	<u>Biology</u> <u>Business Studies</u> <u>Chemistry</u> <u>Computer Science</u> <u>Drama</u> <u>Economics</u> <u>English</u> <u>French</u> <u>Geography</u> <u>German</u> <u>History</u> <u>Mathematics</u> <u>Further Mathematics</u> <u>Physics</u> <u>Politics</u> <u>Psychology</u> <u>Sociology</u> <u>Spanish</u> <u>Art</u>



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Digital Literacy and AI Fluency at BIC

Preparing young people to thrive in a digital world is not an optional extra at BIC. It is woven into the fabric of how every subject is taught, and we treat digital and AI literacy as a core literacy, alongside reading, writing and numeracy, rather than as enrichment for the few who are already interested.

The skills that matter most are not confined to a computer room. Thinking clearly with technology, judging information critically, communicating through digital tools and using artificial intelligence wisely and ethically belong everywhere, and so that is where we teach them: in the science laboratory, the design studio, the mathematics classroom, the humanities essay, the languages project. A skill learned in the context where it matters is a skill that endures. A skill learned in isolation is too often forgotten the moment the lesson ends. This reflects how digital competence is now understood internationally: as a literacy that runs through everything, in the way that reading and numeracy do.

There is a fairness argument here as well as an educational one. Students will meet these tools whatever a school decides; the ones with the most support at home will simply meet them first and best. A school that stays quiet about AI does not protect its students from it. It leaves some of them to work it out alone.

Four strands appear explicitly in the curriculum documentation of every subject, so that progression is planned and visible rather than left to chance. Embedding of this kind only works if somebody owns it, so the strands are reviewed as part of our annual curriculum cycle rather than left to look after themselves. Where a strand is thin in a subject, that is a curriculum action rather than an accident.

Digital literacy and fluency. Confident, capable use of the tools students rely on at university and at work: documents, spreadsheets, data handling, research and presentation tools, and the ability to organise and present information clearly and professionally across subjects.

Computational and logical thinking. Breaking complex problems into manageable steps, recognising patterns and reasoning systematically: the thinking that underpins coding but applies far beyond it, together with an age-appropriate understanding of how computers and algorithms work, so that technology is understood rather than simply consumed.

Online safety, wellbeing and citizenship. Staying safe, healthy and responsible online, including privacy, security and a critical eye for misinformation, alongside an understanding of one's own digital footprint and the expectation of behaving ethically and respectfully in digital spaces. Our expectations here are set out clearly and shared with families, so that what we ask at school and what is asked at home line up.

Artificial intelligence: understanding and responsible use. Understanding what AI is, what it can and cannot do, and where its limits and risks lie. Using AI tools thoughtfully and with integrity as an aid to learning, while developing the judgement to question and verify what they produce.



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The fourth strand is where the case for this approach is strongest, and it is planned as a progression rather than a single conversation. Students begin with what these systems are and are not capable of, and with the discipline of using them for a purpose rather than out of habit. As they move up the school they learn to interrogate what an AI produces: to notice where it is confidently wrong, where it is quietly biased, and what it has quietly left out. Older students take on the ethical and social questions that follow, and by the Sixth Form we expect discernment, which is the judgement to decide whether to act on an output at all. The destination is a young person who can work with these systems as a thinking partner and direct where they go, rather than following where they lead.

Our own use of AI in school is governed by a published policy and a completed data protection impact assessment, which between them address privacy and data security, academic integrity, bias, accessibility, and the requirement that a person and never a system remains accountable for any decision about a child. That framework is documented and reviewed, and benchmarked against recognised international guidance on AI adoption in schools. None of it scales faster than the trust behind it, which is why we explain what we are doing before we do it.

No tool replaces a teacher. Technology earns its place in this school when it hands time back to the adults, so that they can spend it on the things only a person can do: noticing the child who has gone quiet, and having the conversation that changes what a young person believes they are capable of.

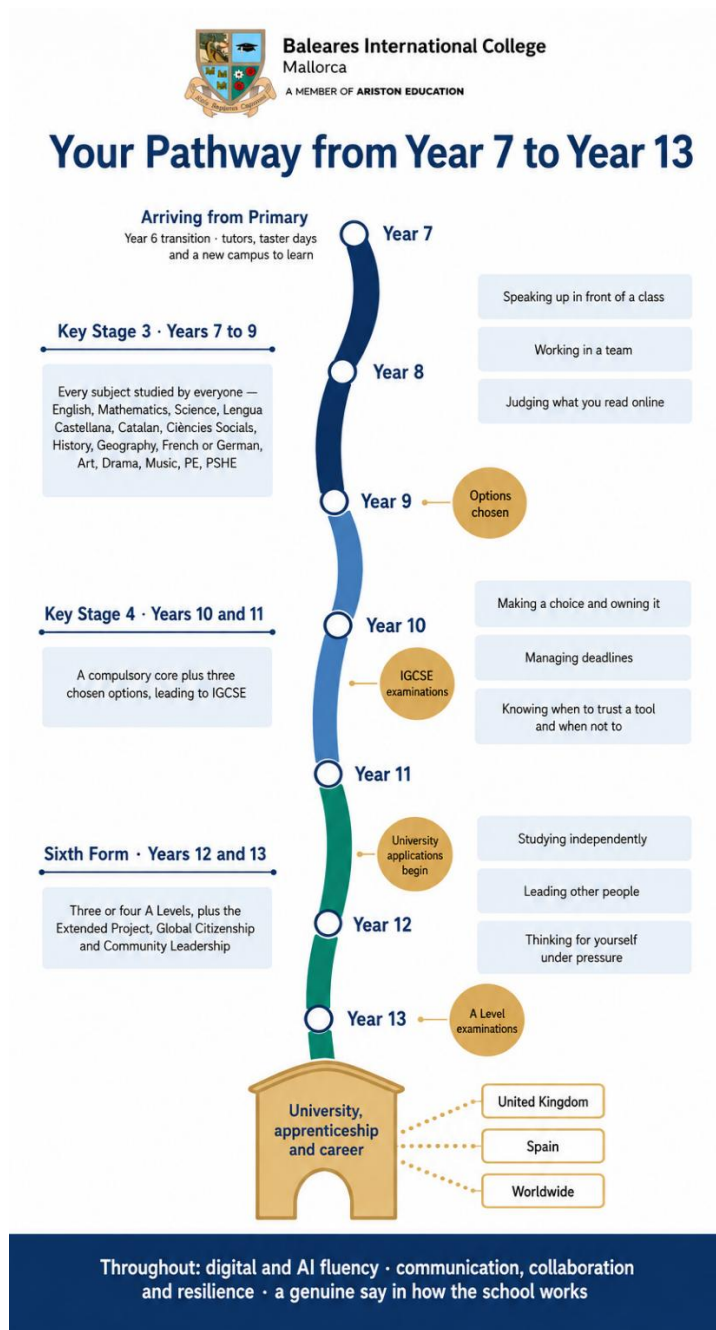
Students who wish to specialise further study Computer Science at IGCSE and at A Level, and arrive at that choice already fluent in the tools and confident in the thinking it demands.

Universities and employers are not looking for young people who once sat a single computing examination. They are looking for people who can think, adapt, evaluate information and use technology and AI responsibly in whatever field they enter. That is what this approach is designed to produce, for every student rather than only for those who opt in.



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Your Pathway from Year 7 to Year 13





Homework at BIC

In order to foster independent study skills and reinforce the content covered in lessons, we have implemented a structured schedule for homework across all subjects at our school. This ensures that students have dedicated time to develop their learning habits, consolidate understanding, and avoid being overloaded with multiple assignments on the same day.

Parents often ask how much homework to expect, so it is worth being plain about it. As a guide, students in Year 7 should expect around forty minutes each evening, rising by about five minutes a year as they move up the school. In the Sixth Form the shape of the work changes rather than simply growing: students should expect roughly an hour of independent study for every lesson they attend, and much of it is reading, preparation and revision rather than set tasks.

Year group	Roughly what to expect each evening
Year 7	40 minutes
Year 8	45 minutes
Year 9	50 minutes
Year 10	55 minutes
Year 11	1 hour
Years 12 and 13	About an hour of independent work for every lesson attended

These are guides rather than stopwatches. Some evenings will be lighter and some heavier, and a piece of work that takes one student thirty minutes may take another an hour. If homework is regularly taking your child far longer than the times above, or far less, that is worth a conversation with their tutor rather than something to worry about alone.

All homework for every year group is clearly set out on students' Outlook Calendar, which serves as the first point of reference for students, parents, tutors, and teachers. This central schedule makes it easy for everyone to see which tasks are due on which day, ensuring clarity and consistency across the school.

Alongside this, all students and teachers also have access to the online learning platform Teams, which can be used to post resources, set tasks, and allow for digital submission and feedback where appropriate. This provides an additional layer of flexibility and support, particularly when teachers wish to share materials or track progress online, and students are taught to use these platforms purposefully rather than merely competently.

By combining a carefully balanced homework timetable with clear communication and the effective use of digital tools, we help our students to manage their workload, build independence and take responsibility for their own learning, which is the habit that university and work reward most.



Reporting to Parents

Knowing how your child is getting on should not depend on waiting for an examination result. Our reporting cycle is designed so that information arrives regularly, in a form you can act on, and so that there are proper opportunities to sit down and talk about it.

A report is sent home every half term. It gives an attainment grade for each subject alongside a score for attitude to learning, which tells you as much about how your child is approaching their work as any grade does. These are deliberately short and frequent: they are designed to be read in a few minutes and to catch a drift early, while there is still time to do something about it.

At the end of the academic year, a full written report from each subject teacher gives the longer view: what has been covered, what has been achieved, and what the next steps are.

Twice a year we hold Academic Review Days, when parents, students and teachers meet in person to look at progress together. Students attend these meetings themselves, because a conversation about a young person's learning goes better when the young person is in the room.

Alongside the formal cycle there are information evenings, subject events and parent workshops through the year, and tutors are available between times. If something is worrying you, please do not wait for the next report. Contact your child's tutor.



Examinations at BIC

At BIC, we place great importance on preparing students for formal assessments in a structured, age-appropriate way. Our examination cycle is designed both to provide a clear measure of progress and to build the skills and resilience needed for success in public examinations later in school life.

In Years 7 to 10, all students sit internal end-of-year examinations in May. These assessments are carefully tailored to the content studied during the year, ensuring they are age-appropriate while gradually introducing the structure and discipline of formal examinations. They give a clear measure of the year's progress and as vital preparation for the more demanding qualifications that lie ahead. They also teach students to meet a disappointing result, understand why, and come back stronger.

In Years 11, 12, and 13, students sit public examinations at the end of the summer term. These are accredited and assessed by external examination boards, principally Cambridge International and Pearson. These qualifications are formally recognised worldwide and represent the culmination of years of academic study.

Students who require special access arrangements for examinations, due to identified learning needs or specific circumstances, will have these provided in line with our policy and the guidance of our SEN Coordinator. This ensures that every student is able to demonstrate their knowledge and skills on a fair and equitable basis.

In the weeks before examinations, students receive explicit guidance on technique and preparation, helping them to approach assessment with confidence and calm. This structured approach builds the resilience and self-management students need at IGCSE, A Level and beyond.

As the tools available to students change, so does the work of preparing them to use those tools honestly. Students are taught explicitly what counts as their own work, where AI and digital tools can legitimately support revision, and where their use crosses into academic misconduct. Coursework and controlled assessment are supervised in line with the requirements of the examination boards. Our internal assessment is designed to ask for the thinking as well as the product, the working and the reasoning and not only the finished answer.

Our provision is externally assured: BIC is inspected under the British Schools Overseas framework and is a member of the Council of British International Schools (COBIS) and the National Association of British Schools in Spain (NABSS). We track every year group against standardised baseline measures, so that attainment is understood as value added.



PSHE, RSE and Careers at BIC

PSHE (Personal, Social, Health and Economic education), alongside RSE (Relationships and Sex Education) and Careers guidance, forms a core part of the holistic development of our students. These subjects ensure that young people gain the knowledge, skills, and attributes they need to navigate life's opportunities and challenges, to stay healthy and safe, and to be prepared for the pathways open to them beyond school.

At BIC we are committed to ensuring that our curriculum meets and exceeds [UK government requirements](#) in these areas. We have mapped out a 13-year PSHE, RSE and Careers journey from Year 1 through to Sixth Form, ensuring that all content is taught in a carefully sequenced, age-appropriate way. This mapping is explicitly aligned with government-approved roadmaps, consulting [the PSHE Association Programme of Study](#), statutory [RSE guidance](#), and the [Gatsby Benchmarks](#) for Careers, the recognised national standard for careers provision.

We deliver this provision whilst remaining sensitive to our local context here in Mallorca and responsive to the diverse international backgrounds of our students. Our curriculum reflects both the realities of life in our community and the global perspectives necessary for students who may continue their education or careers in a wide variety of countries and cultures.

PSHE is timetabled as a discrete subject in Key Stage 3, where students have a weekly lesson, and in the Sixth Form, where they have two periods each week. At Key Stage 4 it is delivered differently. In Years 10 and 11, PSHE, RSE and Careers are taught through a programme of dedicated drop-down afternoons across the year, timetabled and published to families in advance.

These sessions are led by our English and Science teams, whose subject expertise maps closely onto much of the statutory content: relationships, consent, identity and the discussion of difficult questions through text and dialogue in English; health, the body, substances, risk and the science of wellbeing in Science. The same planned programme governs what is taught and when, so content and sequence are identical to those a weekly lesson would follow. The model is a deliberate one. Subjects of this weight are better served by sustained, uninterrupted time than by a single period between examination classes, and they are better taught by specialists who already know these students well.

Across all key stages, key themes are also woven into the wider curriculum, so that learning is relevant and connected rather than compartmentalised. Students may consider the effects of alcohol as part of their science course, or explore relationships through literary texts in English, and then meet the same themes again, directly and deliberately, in their PSHE programme. This integration allows students to explore these ideas within the context of their wider academic studies, and to apply what they learn.

We also recognise that the cultural landscape is constantly evolving, and with it the needs of young people. Our PSHE, RSE and Careers curriculum is therefore regularly reviewed and refined to remain current, relevant and impactful. A key part of this process is consultation, with



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students as well as with parents. Students tell us, through the student council, through surveys and through their own evaluations of the programme, what has been useful and what has not, and the programme changes accordingly. We welcome and value parent feedback and input on the content of our PSHE programme, ensuring that it reflects the values and expectations of our school community as well as statutory guidance. In addition, we actively encourage parental participation in our Careers programme, drawing on the diverse expertise, industries and backgrounds represented within our parent body to enrich and broaden the opportunities available to our students.

Through this integrated, progressive and consultative approach, every student has access to a comprehensive, externally benchmarked programme that balances personal wellbeing, relationships and preparation for the world of work. In doing so, we equip our students not only with academic knowledge, but with the resilience, values and life skills needed to thrive as responsible, confident and compassionate young people wherever life takes them.

Our PSHE curriculum reflects our school's aim and ethos and encourages respect for other people. We pay particular regard to the protected characteristics set out in the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. The teaching of any subject at BIC precludes the promotion of partisan political views, and where political issues are raised we ensure that students are offered a balanced presentation of opposing views and the discernment to weigh them for themselves.

In addition, we promote the **spiritual, moral, social and cultural** development of our students. As a British international school, our PSHE curriculum actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for those of different faiths and beliefs. We teach these alongside the civic context of Spain and the many national backgrounds our students bring with them, so that young people leave BIC able to participate thoughtfully wherever in the world they find themselves. We promote the principles that enable students to develop their self-knowledge, self-esteem and self-confidence, to distinguish right from wrong, and to respect the law.

One of our school values is **responsibility**. We encourage students to accept responsibility for their own behaviour, to show initiative, and to understand how they can contribute positively to the lives of those living and working in our locality and to society more widely. PSHE gives students a broad general knowledge of, and respect for, public institutions and services, and for the responsibilities of citizenship in Spain.

Another of our school values is **respect**. We aim for harmony between different cultural traditions by enabling students to appreciate their own culture and the cultures of others. We encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010, as well as respect for democracy and participation in democratic processes, including respect for the basis on which law is made and applied.



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All of this rests on a simple foundation. Every child has the right to learn and grow in an environment that is safe, and safeguarding is the responsibility of every adult who works here, not of one person with a title. Our PSHE and online safety provision is designed with that in mind, and is reviewed alongside our safeguarding policies.

By following **current guidance from the Department for Education** and the PSHE Association, and by integrating PSHE within our wider curriculum, we give our students the tools and knowledge to navigate the complexities of life. By delivering these lessons in a relevant and interconnected way, we empower students to make informed decisions, develop strong personal values, and become responsible citizens who contribute positively to society.



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How We Design and Review Our Curriculum

A curriculum that is never examined becomes a habit. Ours is reviewed on an annual cycle. Each department reviews its schemes of work against outcomes, against the four digital and AI strands, and against what students and teachers say about how the year actually went. Senior leaders sample that work rather than take it on trust, and the conclusions inform the following year's plan, our staff development programme and, where necessary, the timetable itself.

Our thinking is informed by evidence rather than fashion. We draw on the Education Endowment Foundation's guidance on effective teaching, feedback and homework, on the curriculum research reviews published by Ofsted, on the subject associations and examination boards our departments work with, and on the Gatsby Benchmarks for careers. Where the evidence is genuinely contested, as it is in parts of the debate about technology in classrooms, we say so rather than pretend otherwise.

We also submit our work to outside scrutiny, through inspection under the British Schools Overseas framework and through our membership of COBIS and NABSS. We track every year group against standardised baseline measures, so that we can see the progress a student has made and not merely the grade they finished with.

If you would like to discuss any part of the curriculum, whether you are a parent, a governor or a teacher considering joining us, your first point of contact is your child's tutor or the relevant Head of Department, and beyond them the Head of Secondary. We would always rather have the conversation than have the question go unasked.



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Extracurricular at BIC

Learning at BIC does not stop at four o'clock. Our extra-curricular programme is where much of the character and confidence our students are known for is actually built: in rehearsal rooms and on sports pitches, in debating and Model United Nations, in the school radio studio, in house competitions, in the Duke of Edinburgh's International Award, and in service, fundraising and leadership across the school, where an idea has to survive contact with a real audience.

These activities are not an addition to the curriculum. They are where communication, collaboration, resilience and leadership are practised in public, in front of an audience that is not a teacher with a mark scheme. They are also where student voice is most visible: the programme changes each year because students ask for it to, and new activities regularly begin as a student's proposal.

For full details of the activities on offer after school, please see our ECA brochure, which is emailed to all parents by our ECA coordinator during the first half term.