

CURRICULUM POLICY

August 2026

1. CURRICULUM AIMS

The Curriculum Policy at EIFA International School ("EIFA", "we", "our", "us" or the "School") outlines the background and content of our unique curriculum offer.

Our curriculum aims/intends to:

- Provide a broad, balanced, relevant curriculum taught bilingually which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical creative education to stimulate the imagination and the intellect, to foster creativity, independence and a love of learning
- Support pupils' spiritual, moral, social and cultural development
- Encourages pupils to explore a breadth of academic, cultural, aesthetic, creative and sporting interests
- Ensure that pupils acquire speaking, listening, literacy and numeracy skills in French and in English
- Offer the highest standards of teaching, that is thought-provoking and enjoyable, and challenges each pupil to reach his/her full academic potential
- Complement the academic curriculum with an inclusive and stimulating and varied programme of extra-curricular learning and enrichment activities
- Equip pupils with the knowledge and cultural capital they need to succeed in British Society or their next destination
- Equip pupils with the skills necessary for their continuing education and employment; and
- Promote our EIFA values which are based on British and French values.

2. LEGISLATION AND GUIDANCE

The curriculum reflects the French Programme of the Education Nationale, with the Cambridge International curriculum used to inform the teaching and progression of English/English Literacy across Years 1 to 9. The School's curriculum is further developed through the EIFA Curriculum in Years 7 to 9.

Special Educational Needs and Disability Code of Practice: 0 to 25 years and the [Equality Act 2010](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [EYFS statutory framework](#)

Independent School Standards Regulations and associated DfE guidance.

3. ROLES AND RESPONSIBILITIES

3.1 The Board of Directors

The Board of Directors will monitor the effectiveness of this policy and hold the Head of School to account for its implementation.

The Board of Directors will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and/or disabilities (SEND)
- The School implements the relevant assessment arrangements for the Diplôme National du Brevet, where appropriate
- It participates actively in decision-making about the breadth and balance of the curriculum; and
- Pupil wellbeing is promoted and sustained across the School.

3.2 Head of School

The Head of School is responsible for ensuring that this policy is adhered to, and that:

- The curriculum is appropriately planned and sequenced, with clear learning outcomes and end points, and takes account of pupils' ages, aptitudes and needs, including pupils with SEND and EHC plans.
- The length of time provided for teaching the required elements of the curriculum is adequate
- Requests to withdraw children from curriculum subjects are managed, where appropriate
- The School's procedures for assessment meet all requirements of our Examining Board
- The Board of Directors is advised on whole-school targets in order to make informed decisions; and

3.3 Other staff

Other staff will ensure that the School curriculum is implemented in accordance with this policy.

- The Directors of Studies are responsible for reviewing schemes of work and ensuring that the curriculum is applied to the highest possible standards
- The Directors of Studies ensure that pupils are set ambitious targets through benchmark assessments at the start of the academic year. The Directors ensure that pupils reach their end of year targets through continuous and rigorous assessment across the year
- The Directors of Studies monitor the progress of pupils in their own areas and set appropriate interventions depending on our pupils' needs
- The Special Educational Needs Coordinator (SENCo) is responsible for ensuring that Special Educational Needs and/or Disabilities (SEND) pupils are able to reach their full potential and that appropriate arrangements are made for SEND pupils to be assessed fairly in a way that does not disadvantage them
- The Pastoral Lead is responsible for making sure that positive behaviour management is promoted and that excellent behaviour for learning promotes excellent learning
- The Pastoral Lead and PSHE/RSE lead are responsible for promoting pupil wellbeing in all areas of the curriculum
- Other Curriculum leaders are responsible for reviewing and maintaining schemes of work in their specific areas.

4. ORGANISATION AND PLANNING

4.1 Curriculum Organisation

Overview	
Reception	EIFA Early Years curriculum designed to meet relevant French and UK/EYFS learning goals and delivered bilingually in French and English.
Year 1 to Year 7	French curriculum and Cambridge International Primary Curriculum
Year 7 to Year 9	Two main influences for our Middle School, Cambridge Lower Secondary Curriculum and the French programme of the Education Nationale

4.2 Curriculum Approach

EIFA's aim is to provide a broad, balanced and ambitious programme of study delivered in two languages and is designed to be suitable both for pupils studying at EIFA for their whole school life, as well as for those pupils joining us for shorter periods.

Our aim is for pupils to be able to transfer seamlessly to British, French or International schools at any point in their schooling.

EIFA is not academically selective and therefore the programme takes account of the range of ability in each class. All pupils at EIFA should have opportunities to develop individual strengths and should make progress against their personal goals.

Where a pupil has an Education, Health and Care Plan (EHCP), his/her educational needs are fulfilled according to his/her requirements, and every pupil is supported to reach his or her potential whatever their backgrounds or needs.

EIFA encourages learning opportunities outside the classroom as much as possible, through a robust programme of educational and residential visits.

4.3 Curriculum Implementation

EYFS

Children in Nursery and Reception classes study a bespoke curriculum designed by the Director of Studies - Early Years, to meet the goals of both the French and UK Early Years curricula. The curriculum is delivered in French and English. Children are taught in English and French on alternate days so that half of the input is received in each language over a two-week period. In line with the French curriculum, children have afternoon naps/periods of quiet relaxation and after lunchtime, play in the park.

The curriculum in the Early Years focuses on the three prime areas of learning most essential for children's readiness for future learning and healthy development: Communication and Language, Physical Development and Personal Social and Emotional Development.

Four specific areas of learning which build on the prime areas are Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Year 1

Year 1 is considered part of the Early Years (Maternelle) Stage in the French system. At EIFA, pupils follow the French curriculum from this year alongside the Cambridge Primary curriculum. The curriculum is delivered bilingually in French and English

Each class has both an English-speaking and a French-speaking teacher who are responsible for teaching English and French literacy, Mathematics, Discovering the World (Science, History, Geography topics) and ICT. All subjects are taught in both French and English.

Teachers are supported by teaching assistants in every class. Subject specialist teachers deliver lessons in Art, Music and PE teaching in either English or French. Weekly outdoor learning sessions continue.

Positive relationships are promoted through our Personal and Social Health, Economic Education (PSHE) curriculum, pupils are taught how to show and treat others with respect and how to help themselves and others when they are upset.

Junior School - Year 2 to Year 6

Pupils have a broad and balanced curriculum with plentiful opportunities for active and personalised learning, both independently and collaboratively. Pupils learn the following subjects in either English or French or sometimes in both languages: English Literacy, French Literacy, Science, Maths, History, Geography, Religious Education, Art, Music, Dance, and Drama Clubs, PSHE, and PE.

English Literacy is taught using the Cambridge International curriculum as a framework, while other subjects are planned with reference to the French Programme of the Education Nationale.

The teachers take charge of the class for an equal amount of time over a two-week period meaning all subjects are taught in both French and English. In Year 2, teachers are supported by teaching assistants.

Religious Education (RE) is taught by the celebration of different cultural and religious feasts and festivals across the year. Children are encouraged to respect and show tolerance to those of different faiths and of no faith.

In Year 5 and Year 6, History, Science and Geography are taught as discrete subjects.

Subject specialist teachers deliver lessons in Art, Music and PE. Outdoor Learning continues in Year 2. Class sizes are capped at 20 and are usually closer to 15.

In the Junior School, subjects are often taught in cross-curricular manner with, for example, work in Art supporting topics studied in Science, Geography, History and Literacy.

The Junior School also participates in whole-school events such as: Semaine de la presse (Media Week), World Poetry Day, Genes for Jeans and the French Telethon, web-radio broadcasts, World Book Day and Tolerance Day.

There is a full programme of day trips for each class to support the curriculum and the older pupils also participate in residential trips.

Middle School - Year 7 to Year 9

The curriculum in the Middle School is designed to be a broad and balanced curriculum and to support the development of research and independent-learning skills, as well as learning how to be part of a global community. The academic content of the curriculum is also designed to ease potential transfers into the British, International and French education systems.

Subjects studied from Year 7 to Year 9 include: English and English Literature, French, Spanish, German, Maths, Chemistry, Physics, Biology, PSHE, History, Geography, Sports, Art, Music, French for French learners (FLE) and English as additional language (EAL).

Our Middle School pupils are also offered an ambitious programme of Enrichment sessions aimed at offering non-formal learning activities to their social and personal development and skills for life, and work in ways that textbooks and traditional lessons can't. Our broad range of Enrichment lessons includes Model United Nations Club, Newspaper editing, Coding and Robotics.

EIFA focusses on tailoring the education offered to the individual pupil, therefore a pupil arriving with limited French, for example, might be offered additional language support instead of German or Spanish. Language Assistants can be deployed in lessons as well if a pupil's language skills are limited.

In Years 7 to 9, pupils follow the EIFA Curriculum, which draws on the French Programme of the Education Nationale and relevant international curricula. Cambridge International materials and curriculum frameworks are used specifically to support the teaching and progression of English/English Literature.

Bilingualism is still promoted in all year groups and teachers will draw on resources written in French or in English. We also harness the linguistic talents of our pupils, and we have language ambassadors preparing specific projects in English or in French.

All pupils are required to bring a laptop to School (preferably a MacBook) and the use of technology is integrated into lessons.

4.4 Planning and Curriculum Maps

All subject areas produce annual and medium-term planning documentation which is reviewed regularly and overseen by the Directors of Studies. Planning documentation is expected to include information about the language of instruction, teaching methods and learning activities to ensure a coordinated approach to teaching throughout the School and to provide breadth, balance and logical sequencing of topics.

All pupils acquire speaking (otherwise called oracy), listening, literacy and numeracy skills.

English/English Literacy curriculum planning is informed by the relevant Cambridge International curriculum framework to ensure clear progression in knowledge and skills across Years 1 to 9.

4.5 Public Examinations

As part of our curriculum, pupils may be prepared for external public examinations where appropriate. The school offers the DELF (Diplôme d'études en langue française) and, for eligible candidates at the end of Year 9, the Diplôme National du Brevet (Brevet des collèges). These qualifications recognise pupils' attainment in French language proficiency and broader academic achievement within the French education framework.

4.6 Our EIFA Values

At EIFA, our values underpin all aspects of school life and are central to our aim of developing confident, compassionate and responsible young people who are prepared to contribute positively to society and the wider world. Our values are Cooperation, Respect, Responsibility, Determination and Curiosity.

We encourage pupils to demonstrate cooperation by working positively with others, listening to different perspectives and contributing to the school and wider community. Respect is promoted through valuing ourselves, others and the diverse cultures, beliefs and backgrounds represented within our international community. Responsibility encourages pupils to take ownership of their learning, behaviour and decisions, and to understand their responsibilities towards others and the wider world. Determination helps pupils to persevere, overcome challenges, learn from mistakes and strive to achieve their personal best. Curiosity encourages pupils to ask questions, explore ideas, think critically and develop a lifelong love of learning.

These values are embedded throughout the curriculum and wider life of the School. They are promoted through teaching and learning, PSHE, form time, pastoral provision, enrichment activities and relationships across the school community. Through these values, EIFA aims to develop pupils who are respectful, responsible, resilient, curious and willing to work cooperatively with others, ready to embrace future opportunities and make a positive contribution to society.

4.7 Personal and Social Health, Economic Education, Wellbeing and Citizenship

PSHE and Citizenship is a compulsory element of the curriculum for all pupils at EIFA. It is taught by form tutors, in one dedicated lesson per week in the Senior School and by class teachers for younger year groups.

In the Junior School, pupils also study the French programme for moral and civic education which has a strong focus on democratic values, as well as a citizen's rights and responsibilities in a democracy. As well as these discrete sessions, teachers also discuss the key themes when appropriate in other lessons, for example equality and prejudice in History or relationships in Literature.

Teaching is complemented, occasionally, by presentations from outside speakers. EIFA uses the Jigsaw programme to allow the School to focus on key themes as a whole.

At EIFA, we aim to promote positive mental health and wellbeing for our whole School community; pupils, staff, parents and carers, and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health.

We recognise that pupil's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Persistent mental health problems may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age.

We take a whole-school approach to promoting positive mental health that aims to help pupils become more resilient, be happy and successful and prevent problems before they arise. Pupils have access to a wellbeing session with the Pastoral Lead as well as a positive mental fitness coach, who visits the School on a weekly basis.

We promote healthy lifestyles through teaching pupils about the value of regular exercise, eating a balanced diet and knowing the benefits of sleep. By the end of their schooling, we expect our pupils to be able to make the right choices when it comes to their own diet and avoiding the use of other substances.

Additionally, our PSHE curriculum affords opportunities to be responsive to arising issues, and E-safety awareness is taught throughout the curriculum.

The principles underpinning our PSHE curriculum development are to develop the skills they need to be happy, successful and productive members of society; to be able to respond positively to the increasing challenges they experience; to develop the knowledge and capability to take care of themselves and to know how and where to seek support if problems arise.

4.8 Relationships, Health Education and Relationships and Sex Education

Relationship Education (RE) and Relationship and Sex Education (RSE) is provided, appropriate, for the pupils' ages and stages of development and in line with statutory guidance from the DfE.

EIFA uses the Jigsaw programme to allow the School to focus on key themes as a whole. The relationships element focuses on developing the skills necessary to establish and manage key relationships, as well as giving the pupils the tools and confidence they need when they encounter unhealthy relationships. The pupils are also informed about the organisations and people they can contact should they ever need more information or support.

The relationships element also focuses on developing the skills necessary to establish and manage key relationships, as well as giving the pupils the tools and confidence they need when they encounter unhealthy relationships.

The biological side of sex education is covered as part of the science curriculum, while PSHE sessions focus on the relationships element.

For further details, please refer to our Relationships and Sex Education Policy, available on our website: www.eifaschool.com.

4.9 Careers and Higher Education

Our careers education aims to prepare pupils for professional life through making curriculum links with the wider professional world. Our provision was planned and prepared with the support of a qualified Academic Advisor who provides our pupils and parents with impartial careers advice.

We ensure that we provide our pupils with key knowledge about careers and the labour market through a programme of industry speakers and workshops organised by professionals, many of whom stem from our parent body.

Careers education starts from Year 7 when pupils are taught to reflect on their strengths and weaknesses. They are encouraged to develop aspirations, set themselves ambitious goals and reflect on their own successes and areas where they need to develop further. Careers education continues into Y8 and Y9 when pupils start to make informed decisions about their future. They explore a range of professions on the job market as well as the rewards and motivations of different roles.

All Middle School pupils will have the opportunity to meet with professionals and discuss potential routes into certain professions.

5. Inclusion

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

- More able pupils
- Pupils with low prior attainment
- Pupils with Special Educational Needs and/or disabilities (SEND)
- Pupils with English as an additional language (EAL) or French as a second language (FLE)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

When a pupil has specific, measurable, achievable, relevant, and time-bound (SMART) targets, a Learning Support Plan and/or an Education, Health and Care Plan (EHCP) in place, teachers will ensure the strategies and recommendations listed in the plan are followed when planning lessons.

Teachers are also responsible for assessing the learning and progress of pupils with SEN. The Special Educational Needs Coordinator (SENCo) and SEN Teaching Assistants will support teachers in putting provision in place for SEND pupils. Teachers will communicate regularly and work in collaboration with the SEN Team.

Teachers will also take account of the needs of pupils whose first language is not English or French. Lessons will be planned so that teaching opportunities help pupils to develop their English or French, and to support pupils to take part in all subjects. Teachers will communicate and work in collaboration with the EAL and FLE teachers.

6. Monitoring arrangements

The Senior Leadership Team monitors the way each subject is taught throughout the School by completing Lesson Observations, Book looks, Learning walks and pupil voice interviews. This helps us identify any gaps in our curriculum. Any groups or pupils requiring support in a particular subject are offered remedial support through extra lessons or a targeted differentiation programme.

Directors of Studies and curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the Head of School and the Senior Leadership Team. At every review, the policy will be shared with the Board of Directors.

7. [Links with other policies and documents](#)

This policy links to the following policies and procedures:

- Assessment Policy
- Special Educational Needs and/or Disabilities (SEND) Policy
- Monitoring of Teaching and Learning Policy
- Curriculum Maps
- Safeguarding and Child Protection Policy