Curriculum Policy

Colegio Internacional Meres

Spain

September 2026

Registered in England Cognita Limited No 5280910 Registered Office: Seebeck House, One Seebeck Place, Knowlhill, Milton Keynes MK5 8FR

1 Introduction

1.1 The aim of this policy is to ensure that our curriculum supports our school's value system and enables us to meet our objective of providing our students with educational excellence based on:

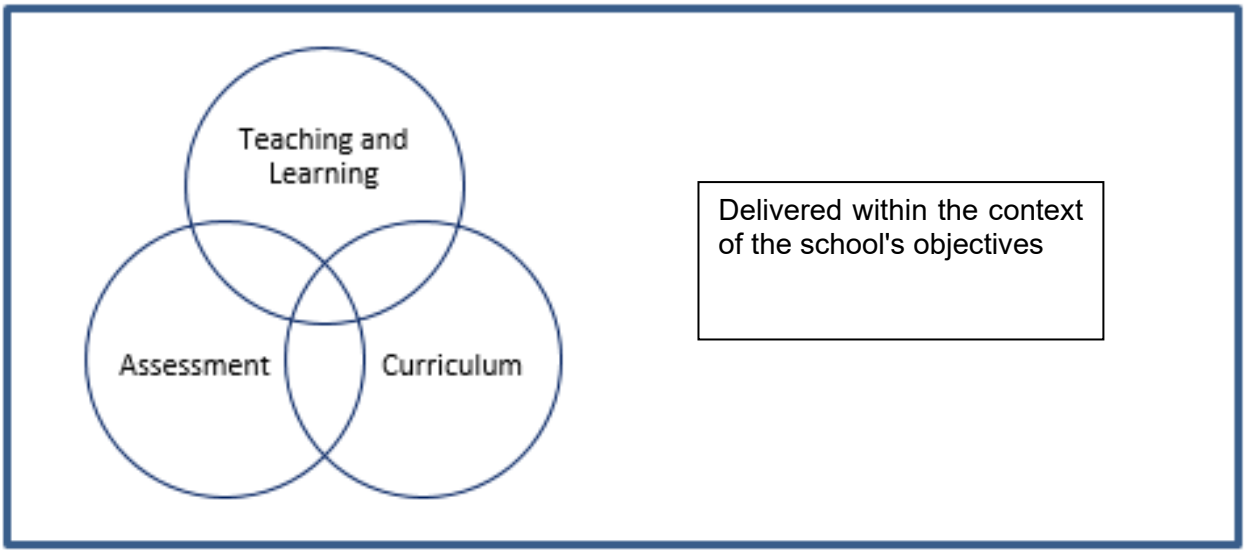
- A solid training in values
- Development of skills and competencies.
- Language proficiency. • Extensive curricular learning.

The School's Model of Excellence integrates the essence of the Educational Project of the IBO model (www.ibo.org) and the Spanish Educational Model.

1.2 This policy applies to all students, including in the Infant stage.

1.3 For us, the curriculum is defined as "the complete learning experience that we provide to our students, which includes not only the lessons taught but also the daily habits, behaviors, events, activities and other opportunities that our students come into contact with on a daily, weekly and annual basis and that aim to encourage all of them to progress in the best possible way and achieve high standards".

1.4 A well-structured and coherent curriculum is a basic element of the three pillars of education that underpin any successful school model – namely teaching, learning and assessment – and which are understood as follows:



1.5 Our goal is to provide a curriculum that helps students develop an eagerness to learn. We believe that the curriculum, both in and out of class, which includes everything we say and do, should create an environment in which questioning and debate, critical thinking, the freedom to learn from one's own mistakes are encouraged, and each individual ventures to take risks in the academic field.

1.6 Our curriculum gives our students the opportunity to integrate the various aspects that make up the training: linguistic, mathematical, scientific, technological, social and humanistic, physical, aesthetic and creative. In our view, the curriculum should instill in students:

- A taste for continuous learning throughout life.
- An ability to exercise independent and critical thinking.
- Resilience, awareness, and self-control.
- Self-confidence without falling into arrogance.
- Authentic interests that go beyond the experiences we provide them in the classroom.

1.7 In all aspects of the school's life, we actively promote global values, understood as democracy, rule of law, individual freedom, mutual respect and tolerance towards those who profess different faiths and religions.

1.8 Our curriculum complies with the educational laws, decrees, orders, resolutions and educational regulations in force in our autonomous community.

2 Curriculum Taught

2.1 In general terms, our curriculum follows the Spanish curriculum, reinforcing linguistic competence in several languages, mathematical competence and Physical Education.

2.2 We integrate the Spanish curriculum and the International Baccalaureate programs (PYP, MYP, PD)

2.3 All our students study the double degree in Baccalaureate and can obtain the IBO Diploma (www.IBO.org) and the National Baccalaureate degree.

2.4 We reinforce languages by submitting all students to official language certifications.

3 Specific Educational Support Needs

3.1 Our curriculum is inclusive. For those students who have special educational needs or difficulties that affect their learning, the school has a strong *Learning Support Department*, headed by the *Special Educational Needs Coordinator (SENCO)*.

3.2 Our Specific Educational Support Needs Policy details the support we offer.

4 Spiritual, moral, social and cultural development

Our curriculum is inclusive. For those students who have special educational needs or difficulties that affect their learning, the school has a strong Guidance Department that supports all students through programs, interventions, and accommodations. Our Special Educational Needs and Disability Policy details the support we offer.

We approach spiritual, moral, social, and cultural development in a way that actively promotes a set of principles that:

- Allow students to develop their self-knowledge, self-esteem and self-confidence.
- They serve as a basis for pupils to distinguish between right and wrong and to respect the provisions of criminal and civil law in England.
- Encourage students to take responsibility for their behaviour, to show initiative and to understand how they can contribute to improving the lives of the people who live and work in the locality in which the school is located and, more broadly, to improving society as a whole.
- Enable pupils to acquire general knowledge about and respect public services and bodies in England.
- Promote tolerance and harmony between diverse cultural traditions by allowing students to value and respect both their own culture and that of others.

- Instill a sense of respect for others, with a special emphasis on characteristics that deserve special protection.
- Promote respect for democracy and support participation in democratic processes.

4.1 We consistently oppose any behaviour or opinion that is discriminatory or extremist.

4.2 In addition, our approach to spiritual, moral, social and cultural development gives all students the opportunity to:

- Understand how citizens can influence decision-making through the democratic process.
- To value that the rule of law protects all citizens and its existence is an indispensable condition to guarantee security and well-being.
- Understand that there is a separation of powers between the executive and the judiciary, and that while some public bodies such as the police and the military may be accountable to Parliament, others, such as the courts, retain their independence.
- Understand that freedom of worship is protected by law.
- Accept that all people who profess other faiths or religions different from their own, or who do not profess any, must be respected and tolerated, and that this should not motivate behaviour based on prejudice or discrimination.
- Understand the importance of identifying discrimination and fighting it.

5 Religious education and personal, social, economic and health education

5.1 Our school chooses to comply with the legal requirements that oblige charter schools to offer religious and sex education, as well as with the government guidelines of an informative nature that urge other aspects of personal, social, economic and health education (known as *Personal, Social, Health and Economic Education, PSHEE)* to be covered in the program.

5.2 Our PSHEE programme takes the form of specific lessons given by our teachers to all students. We deliver one PSHEE session each week. Certain aspects of the programme can be covered by inviting subject matter experts, as lecturers from outside the school, or with teachers with a special interest or exceptional knowledge in a particular topic. In addition to these separate sessions, PSHEE training is also included in the regular curriculum, for example dealing with social issues in English Literature, health issues in Biology and Physical Education, or citizenship topics in History and Religion. We also organise sessions on topics such as bullying, alcohol and drug use and sexual relationships, as well as career guidance and economic education.

6 Co-curricular activities

6.1 We complement the curriculum that takes place during school hours with a wide variety of activities. We encourage our students to be part of different groups and participate in activities of artistic expression, theater, music or sport, among others. On the other hand, we organize thematic days or weeks, such as Book Week, Mathematics Week, Science Week, Art Week or Anti-Bullying Week.

6.2 We also regularly take students to places that deserve special interest. The visits, some with the possibility of stays or camps, are organized annually and aim to help develop the independence of the students, as well as teamwork and a sense of responsibility in an environment other than school

6.3 The School has a CAS (Creativity, Action and Service) Programme that is the backbone of solidarity, participation, commitment and solidarity activities with the local and global environment from Infant to Baccalaureate.

7 Other opportunities

7.1 At our school, we aim to provide education for life. Our curriculum covers other aspects that equip students with skills, knowledge and experiences for adulthood, such as:

- Career guidance and higher education.
- Leadership training.
- Student councils.
- Community service.
- Trips and excursions.
- Fundraising activities.
- Companies and activities of various kinds.
- Sports practices.

8 Liability

8.1 This policy is reviewed and evaluated annually by the Director and the Strategic Leadership Team. However, all staff must ensure its implementation and compliance.

8.2 In assessing the use and impact of this policy, the school leadership team will determine the extent to which a curriculum is being implemented that:

- Serve to achieve the objectives of the school.
- Integrate expectations, attributes, and an eagerness to achieve high standards and high student progress.
- Promote participation and arouse a desire to learn.

Ownership and consultation	
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Public	
Public	All School Staff

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