

HAILEYBURY BHALUKA

Curriculum Policy

HBB-POL-[xx] | 2026–27

Document control

Policy number	HBB-POL-[xx]
Policy title	Curriculum Policy
Policy owner	Assistant Head: Curriculum & Assessment
Senior leader responsible	Headmaster
Governor oversight	Education Committee
Approved by	Board of Governors
Date approved	August 2024
Version	1.0 (2026–27)
Review cycle	Annual, in T3, ahead of timetable construction for the following year
Next review	T3 2027
Published	School website and staff handbook
Applies to	All students in Years 7–13 and all teaching staff

Version history

Version	Date	Summary of changes	Author
1.0	October 2026	New policy in HBB-POL format, built from the AY26-27 timetable (updated 01.09.26)	Assistant Head: Curriculum & Assessment

1. Purpose, scope and intent

1.1 Purpose

This policy defines the planned curriculum at Haileybury Bhaluka. It sets out the structure of each phase, the subjects offered, the time allocated to them, and the arrangements for personal development, inclusion and review. It meets the curriculum expectations of the COBIS Patron's Accreditation and Compliance standards, the International Baccalaureate (IB) Diploma Programme and Cambridge International.

1.2 Scope

The policy covers all taught and co-curricular provision for students in Years 7 to 13, day and boarding. In 2026–27 the school has classes in Years 7 to 12; Year 13 provision begins in 2027–28 as the first IBDP cohort completes the Diploma.

1.3 Curriculum intent

Our curriculum gives every student a broad and balanced education that is British in structure, international in outlook and rooted in Bangladesh. We aim for students to:

1. Achieve excellent outcomes in Cambridge IGCSE and the IB Diploma, opening routes to leading universities in Bangladesh, the UK and worldwide.
2. Become confident, fluent communicators in English and in Bangla, with a further modern language.

3. Develop the traits, skills and values set out in the school's Learner Framework: the Cambridge learner attributes, the IB learner profile and Approaches to Learning, the Haileybury Habits and the High Performance Learning (HPL) Advanced Cognitive Performance characteristics and Values, Attitudes and Attributes.
4. Understand Bangladesh's language, history and culture alongside a global perspective.
5. Grow as healthy, responsible and caring young people through personal development, sport, the arts, service and boarding life.

1.4 Principles

- **Breadth and balance.** Every student studies English, mathematics, science, Bangla, a language, the arts, computing and physical education through Key Stage 3.
- **Coherent progression.** Key Stage 3 builds the knowledge and skills needed for IGCSE; IGCSE builds the foundations for the IB Diploma.
- **High expectations for all.** HPL principles shape planning so that every student is stretched, with support where needed.
- **Equality of access.** Boys and girls have equal access to every subject, option and activity. Option blocks are built around student choice wherever staffing allows.
- **Cultural respect.** Content is selected and taught with sensitivity to the religious and cultural context of Bangladesh, consistent with the school's values.

2. Curriculum structure

2.1 The school week

The academic week runs Sunday to Thursday across three terms, T1, T2 and T3. Each day has five 60-minute teaching periods, giving 25 periods a week; a sixth period is used for some Year 11 and Year 12 lessons.

Time	Session
08:30–08:45	Tutor time
08:45–09:45	Period 1
09:45–10:45	Period 2
10:45–11:00	Break
11:00–12:00	Period 3
12:00–13:00	Period 4
13:00–14:00	Lunch
14:00–15:00	Period 5
15:30–16:30	Period 6: Activities programme

Supervised evening prep and a Saturday prep session are part of the boarding and day programme; see the Homework (Prep) Policy.

2.2 Key Stage 3: Years 7–9

All students follow a common curriculum of ten subjects, with no options. Programmes of study draw on Cambridge Lower Secondary and the English National Curriculum, adapted to prepare students for IGCSE.

2.3 Key Stage 4: Years 10–11 (Cambridge IGCSE)

Students follow a two-year IGCSE programme of a compulsory core plus three option blocks.

- **Core:** English (First Language or English as a Second Language), Mathematics, Science, Physical Education (non-examined).
- **Science:** Year 10 studies 6 periods of science; Year 11 is taught as Biology, Chemistry and Physics (2 periods each), leading to Combined or separate sciences.
- **Option blocks (Year 10, 2026–27):**

Block	Choices
A	Business · Computer Science
B	Art & Design · Global Perspectives · Additional Mathematics
C	Bengali · French

- **Option blocks (Year 11, 2026–27):** Block A Art & Design, Business or Computer Science; Block B Art & Design or Business; Block C Bengali. Additional Mathematics is taught as an extra 2 periods.

A typical student sits 8 to 9 IGCSEs. Option blocks are reviewed each year in T2 with students and parents before the timetable is built.

2.4 Sixth Form: Years 12–13 (IB Diploma Programme)

All Sixth Form students follow the full IB Diploma: six subjects (three at Higher Level and three at Standard Level) and the Core of Theory of Knowledge (TOK), the Extended Essay (EE) and Creativity, Activity, Service (CAS).

IB group	Subjects offered (2026–27)
1 Studies in language and literature	English · Bengali
2 Language acquisition	French
3 Individuals and societies	Economics · Business Management
4 Sciences	Biology · Chemistry · Physics
5 Mathematics	Analysis and Approaches · Applications and Interpretation
6 The arts, or a second choice	Visual Arts · Environmental Systems and Societies · Computer Science · Chemistry

Entry to the Sixth Form follows the Admissions Policy, [to confirm: normally at least six IGCSE passes, with grade 6 or above in subjects to be taken at Higher Level]. The IB Diploma Programme Coordinator approves each student's subject combination.

3. Subjects and time allocation

The tables below show 60-minute periods per week, taken from the AY26-27 timetable (updated 01.09.26). Key Stage 3 and Year 10 have 25 periods a week, Year 11 has 27 and Year 12 has 29, including Period 6 lessons and shared option slots.

3.1 Key Stage 3 (Years 7–9)

Subject	Y7	Y8	Y9
English	4	4	4
Mathematics	4	4	4
Science	3	3	3
Bengali	3	3	3
French	3	3	3

Subject	Y7	Y8	Y9
Computer Science	2	2	2
Art & Design	2	2	2
Physical Education	2	2	2
Bangladesh Studies	1	1	1
Library (reading)	1	1	1
Total	25	25	25

3.2 Key Stage 4 (Years 10–11, IGCSE)

Subject	Y10	Y11
English / English as a Second Language	4	4
Mathematics	4	4
Science	6	6 (Biology 2, Chemistry 2, Physics 2)
Physical Education	2	2
Option Block A	3	3
Option Block B	3	3
Option Block C	3	3
Additional Mathematics	in Block B	2
Total	25	27

3.3 Sixth Form (Year 12, IB Diploma)

Component	Periods
Group 1: English or Bengali	4
Group 2: French	4
Group 3: Economics or Business Management	4
Group 4: Biology or Physics	4
Group 5: Mathematics AA or AI	4
Group 6: Visual Arts, ESS, Computer Science or Chemistry	4
Theory of Knowledge	1
Total	25 (29 timetabled, as Group 3 classes are split across extra periods)

Higher and Standard Level classes are currently allocated the same 4 periods. Over two years this gives roughly 240–260 teaching hours per subject, meeting the IB's 240 hours for HL and exceeding the 150 hours for SL. TOK at 1 period a week falls short of the IB's 100 hours and needs further time through tutor or Core sessions.

Time allocations are set annually by the Assistant Head: Curriculum & Assessment and approved by the Headmaster. Any change of more than one period a week to a subject is reported to the Education Committee.

4. Bangladesh context, personal development and the wider curriculum

4.1 Bangla and Bangladesh Studies

Bangla is taught to all students for 3 periods a week in Years 7–9 and in Year 11, and offered in Year 10 (Block C) and as an IB Group 1 subject. Bangladesh Studies is taught for 1 period a week in Years 7–9. Provision is designed to meet the requirements of the Ministry of Education and the Directorate of Secondary and Higher Education for English-medium schools. [To confirm: arrangements for non-Bangladeshi students, e.g. Bangla as an additional language or French in its place.]

4.2 Personal, social, health and economic education (PSHE)

PSHE, including age-appropriate relationships education, is delivered through tutor time, assemblies, the boarding programme and drop-down days. Content is planned to the school's PSHE scheme of work and taught with regard to the cultural and religious context of families in Bangladesh. Safeguarding themes, including online safety and consent, are covered in every year group.

4.3 Wellbeing, library and reading

Years 7–9 have a weekly timetabled library period to build reading for pleasure. Wellbeing is supported through tutor time and the pastoral and boarding teams; see the Wellbeing and Mental Health Policy.

4.4 Careers and university guidance

Students receive a planned programme of careers education from Year 9, including guidance on IGCSE options in Year 9, IB subject choice in Year 11, and university applications (UCAS, US, Bangladesh and other destinations) in Years 12–13.

4.5 Distinctively Haileybury: activities and weekends

The daily activities programme (15:30–16:30) and the weekend programme extend the curriculum through sport, music, drama, clubs, service, leadership and the Student Council. Sixth Form students record relevant activities as part of CAS. Participation is expected of all students and is tracked against the Learner Framework.

4.6 Physical education

All students in Years 7–12 have 2 periods of PE a week. Girls and boys have equal access to the full range of sports, with single-sex groups where appropriate.

5. Inclusion and adaptation

The curriculum is adapted so that every student can access it and make strong progress. This section also serves as the curriculum element of the school's IB Inclusion Policy.

- **Learning support (SEND).** Students with identified needs have a learning support plan. Teachers adapt tasks, resources and assessment; access arrangements for IGCSE and IB examinations are applied for by the Examinations Officer with the Head of Learning Support.
- **English as an Additional Language (EAL).** Most students learn in English as a second or additional language. Language for learning is taught in every subject. At IGCSE English as a Second Language is offered alongside First Language English, and targeted EAL support is provided in Key Stage 3.
- **High Performance Learning.** HPL is the school's framework for stretch and challenge. Departments plan for the HPL Advanced Cognitive Performance characteristics and Values, Attitudes and Attributes, and the most able are extended through Additional Mathematics, Global Perspectives, Masterclasses and competitions.
- **Changes to an individual programme.** Any reduction in a student's curriculum, such as dropping an option to receive support, is agreed by the Assistant Head: Curriculum & Assessment with the student and parents, and recorded.

6. Roles, monitoring and review

6.1 Responsibilities

Role	Responsibilities
Board of Governors	Approves this policy; holds leaders to account for breadth, balance and outcomes through the Education Committee
Headmaster	Ensures the curriculum meets the school's aims and regulatory requirements; approves time allocations and option blocks
Assistant Head: Curriculum & Assessment (policy owner)	Designs the curriculum model and timetable allocation; leads option and IB subject-choice processes; monitors quality and outcomes; reviews this policy annually
IB Diploma Programme Coordinator	Manages IB requirements, including the Core (TOK, EE, CAS), subject combinations and IB policies
Heads of Faculty	Write and review schemes of work and assessment for Years 7–13; quality-assure teaching; analyse results
Teachers	Plan and teach to schemes of work; adapt for all learners; assess and report using the school's four-level scale
Tutors and boarding staff	Deliver tutor-time PSHE and support prep, reading and wellbeing
Head of Learning Support and EAL lead	Advise on adaptation; coordinate support plans and access arrangements
Examinations Officer	Manages Cambridge and IB entries, access arrangements and exam regulations

6.2 Monitoring

The quality and impact of the curriculum are monitored through:

- Annual review of schemes of work by each faculty, reported to the Assistant Head: Curriculum & Assessment.
- Lesson visits, work scrutiny and student voice, including the Student Council.
- Analysis of attainment and attitude to learning data each term, and of IGCSE and IB results each year.
- Option uptake by gender, nationality and prior attainment, to check equality of access.
- An annual curriculum report to the Education Committee in T1, which feeds the School Self-Evaluation (SEF).

6.3 Review

This policy is reviewed annually in T3 by the Assistant Head: Curriculum & Assessment. Changes are approved by the Board of Governors before the new academic year.

7. Related policies

This policy should be read alongside the following. Policy numbers are to be confirmed against the 2026–27 HBB-POL register.

Policy	Number	Link to this policy
Assessment, Recording and Reporting	HBB-POL-[xx]	Four-level scale, reporting cycle, data use
Marking and Feedback	HBB-POL-[xx]	Feedback expectations in every subject
Homework (Prep)	HBB-POL-[xx]	Evening and Saturday prep
Teaching and Learning	HBB-POL-[xx]	Pedagogy, HPL, lesson expectations
Learner Framework	HBB-POL-[xx]	Traits, skills and values taught across the curriculum
Learning Support (SEND) and Inclusion	HBB-POL-[xx]	Adaptation and access arrangements; IB Inclusion Policy
EAL and Language	HBB-POL-[xx]	Language support; IB Language Policy
Academic Integrity	HBB-POL-[xx]	IGCSE coursework and IB assessment; IB requirement
Admissions (including Sixth Form entry)	HBB-POL-[xx]	Entry criteria for IGCSE and IBDP
Examinations	HBB-POL-[xx]	Entries, access arrangements, regulations
PSHE and Relationships Education	HBB-POL-[xx]	Personal development content
Careers and University Guidance	HBB-POL-[xx]	Options and university advice
Behaviour, Rewards and Sanctions	HBB-POL-[xx]	Subject awards, rewards for effort
Safeguarding and Child Protection	HBB-POL-[xx]	Safeguarding in the curriculum, online safety
Equality, Diversity and Inclusion	HBB-POL-[xx]	Equal access to subjects for all students
Co-curricular and Activities	HBB-POL-[xx]	Activities, weekend programme, CAS
Boarding	HBB-POL-[xx]	Prep, reading and boarding-house curriculum

