



COLEGIO
INTERNACIONAL
DE SEVILLA
SAN FRANCISCO DE PAULA

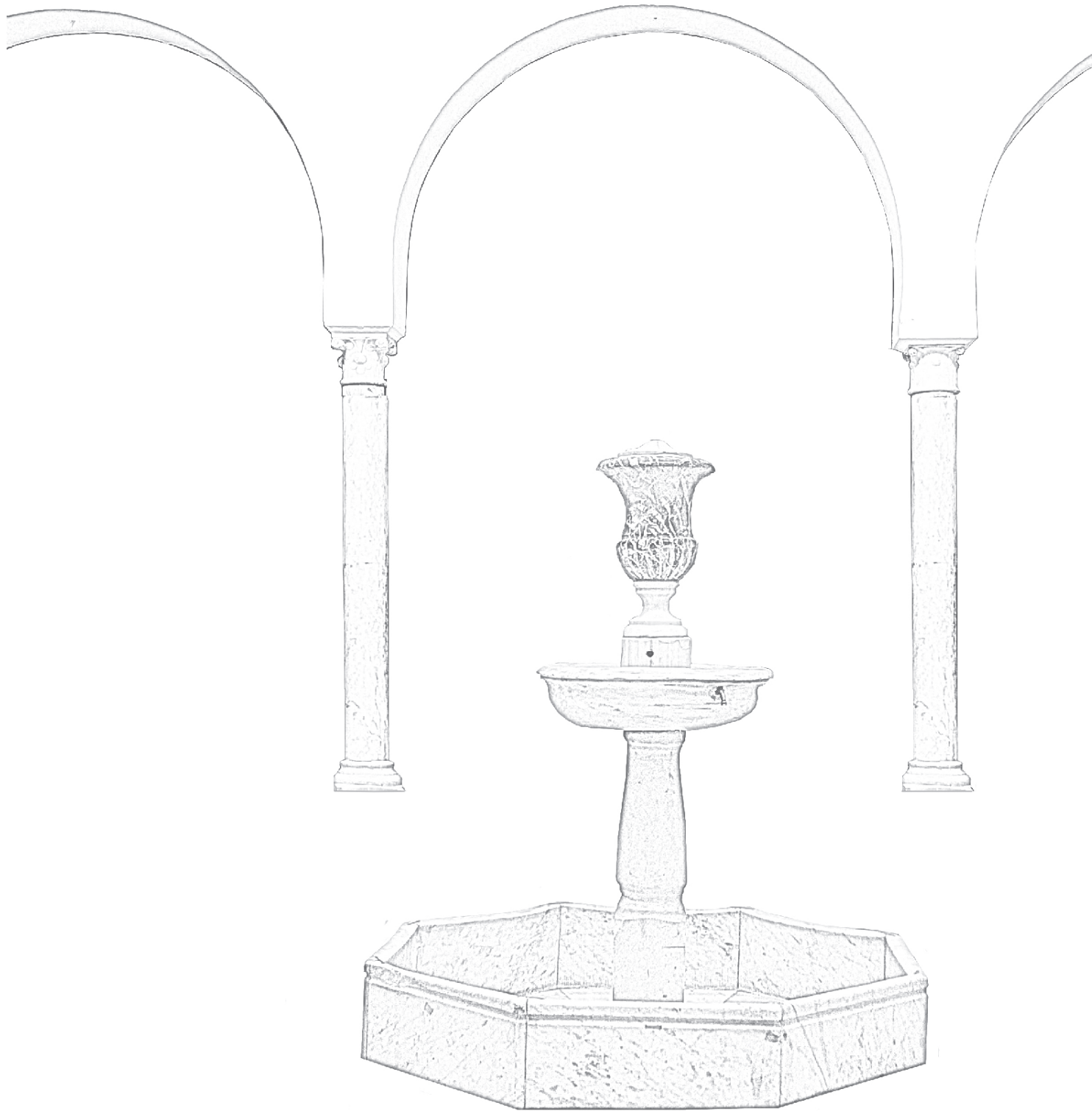
EDUCATIONAL OFFER 2026/27

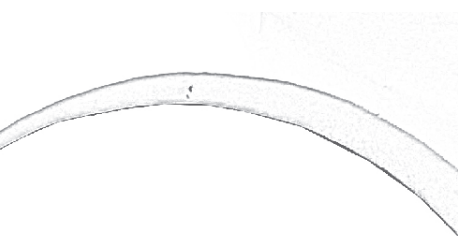
www.colegiosfpaula.com

**140 years of respect, work
and tradition of progress**

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About us

We have been a family School for four generations: more than two hundred professionals who strive for excellence to open the future to students; on our principles, respect and work, we have built a tradition of progress: by approach, content, resources, quality and personalisation, from Seville, a world first-class education.

Designing the education of the world to come

The best international education, based on respect and work, with a tradition of progress, to build a better future.



Our educational project

In a world that is evolving at breakneck speed, that is increasingly interrelated, that presents great challenges for sustainable development and in which life expectancy has increased significantly, the **ability** of educational centres **to keep up to date** is essential. That is why we are constantly innovating in methods, subjects and tools to provide our students with **an education adapted to the world of the 2040s**, when they will enter adult life.

We are independent, secular and open. We provide an education that contributes to **happiness through responsibility, culture, innovation, and ethical socio-economic progress.**

Our community is governed by respect for oneself, others and the environment and by **working** well to develop one's own abilities and achieve personal goals. We are characterised by the pursuit of **excellence** in all areas.

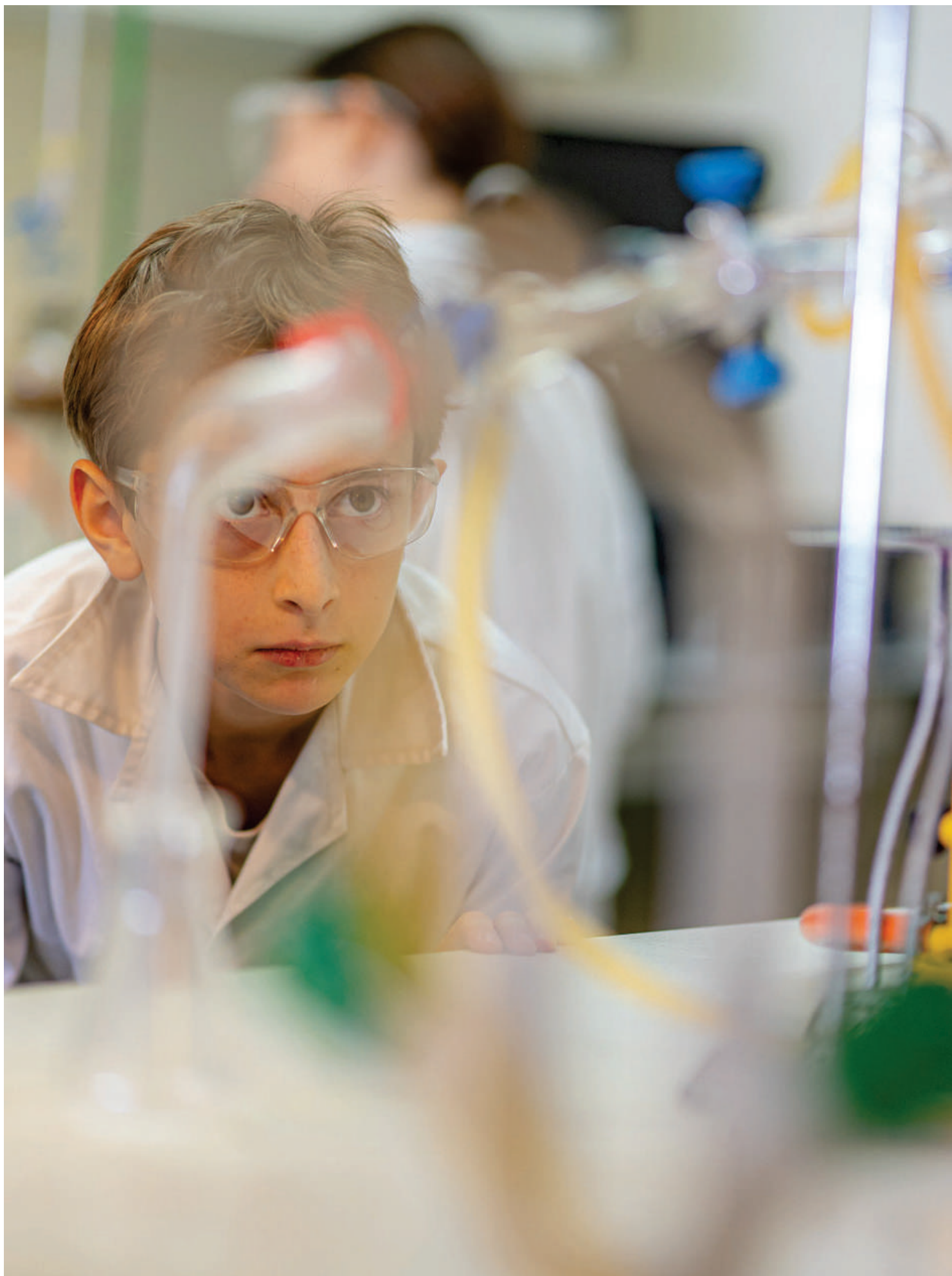
We have **the richest and most varied staff of experts**, with nearly two hundred professionals and **average ratios of 9,9 students per teacher and 15,4 students per classroom.** This is made possible by the fact that our classes are divided into language levels and electives. In addition, students enjoy instrumental diversification, reinforcement and linguistic support in small groups.

This forward-looking approach to education and our own conception of the pupil as a person and their learning process made us **the first school in Seville to incorporate the International Baccalaureate (IB) programmes** and the only one to apply them at all stages (Pre-School, Primary, Secondary and Baccalaureate).

The IB provides the common framework for our education, the fundamental aim of these programmes being to develop internationally minded people who, aware of their common humanity and shared responsibility for the planet, contribute to creating a better and more peaceful world.

On the other hand, our status as a Foreign Centre gives us **the freedom and agility to decide, design and implement the best solutions** for the different challenges that these times pose.

This results in a more personalised education, greater pedagogical innovation, a more diverse teaching team, as it allows us to recruit teachers from outside the European Union, and **fully accredited studies.** Our students can switch to the Spanish or any other European education system as all their studies up to Year 10 are automatically homologated. The School will take care of validation arrangements for Year 11 and Year 12 pupils.





Seven objectives for the student

The welfare and progress of the pupil always come first at our school. To this end, we share the responsibility of the family from before birth.

Our approach is personalised and varied. Seven learner-centred objectives underpin the curriculum, which offers our students a multitude of **age-appropriate opportunities**:

1

Developing an international and multicultural mindset.

33% of the faculty and 25% of the student body is foreign. Together, we have **forty-seven nationalities** represented in our schoolyard.

Living with other nationalities contributes to the development of empathy and open-mindedness. For its part, learning languages at an early age favours a greater capacity for concentration, greater agility and problem-solving skills, performing several tasks simultaneously with efficiency, establishing more connections between different concepts and memory, among others.

This is why our programme is bilingual from the age of 12 months and introduces multilingualism with Chinese at the age of two and French at the age of six. Most of our pupils finish school with at least a **C1 level in English and B2 in Chinese and French.**

We also encourage our students to spend time abroad, either **on transfers, exchanges or group stays abroad.** They can also become hosts for foreign students studying at the school.

2

Creating new knowledge.

We base learning on research, evidence and reasoning. Our students investigate, reason, decide, share, conclude and expose in their daily lives, becoming **the protagonists of their own learning.**

We have implemented the **most comprehensive information literacy programme** in Spain. From the age of three, our pupils learn to become independent users of information resources, knowing how to independently find the information they need and transform it into new knowledge.

One of the most valuable resources they have at their disposal in this respect is the School Library: **the largest school library** in Spain, with more than 100,000 volumes, generating 150 loans on average per day, managed by four full-time librarians. They also have the **fourth largest collection of old books** in Seville.

Another important pillar of their education is scientific experimentation, with **300 hours of practical work** from the ages of eight to sixteen. Our pupils enjoy the **best school laboratories** in Andalusia and **two full-time laboratory teachers.**





3

Acquiring and enjoying the value of culture.

Deeply linked to a thirst for knowledge, a passion for the arts fosters in our pupils' skills and competencies of great value as they grow and mature.

In our Pre-School, they begin to practise a string instrument and diversify in Primary to the instruments of the symphony orchestra. For this they have at their disposal **the best school musical equipment** in Europe, with almost 1000 instruments, and they practise instruments in small groups of five or six pupils in Pre-School and between three or four pupils in the rest of the stages.

They also enjoy **instrumental ensembles** and a close collaboration with the Teatro de la Maestranza and the Real Orquesta Sinfónica de Sevilla.

Those students who want to achieve a high level of music can achieve with our Integrated Music Plan the level corresponding to the **entrance exams to the Conservatory of Music** at the age of 16. Those students who acquire a high level of instrumental practice can join our **Youth Symphony Orchestra**.

4

Assimilating digital progress.

We are convinced that the appropriate use of digital resources maximises the learning possibilities of our students and accustoms them to their own use of these resources and to the evolution they undergo. That is why we teach them to use devices and media responsibly, both individually and in their interactions with others.

We introduce **computational thinking and robotics (STeAM)** from the age of three in an integrated and interdisciplinary approach. Our pupils use everything from bee-bots when they are younger to the most advanced LEGO robots and professional design and animation software, as well as Arduino, Raspberry-Pi and a wide variety of other resources.

From the age of eleven, they begin to work with **digital technologies** (applications, video games, 3D printing, virtual reality and augmented reality, among others) and incorporate the personal computer into their daily lives.

Technology occupies a preferential place in our programme and is nourished by the **largest school technology endowment** in Andalusia.

5

Developing autonomy, leadership and entrepreneurship.

The skills linked to entrepreneurship are vital for the professional future of our students, whether they decide to start an entrepreneurial venture or work for a third party. These skills range from **self-awareness, willingness, responsibility, financial literacy and communication of ideas.**

In that sense, we have entrepreneurship activities that focus on problem solving and helping others, enabling our students to become more aware of the world around them and to develop their creativity and leadership.

They learn to conceptualise, design and prototype products and services, are able to identify customer segments and study ways to create attractive and useful value propositions.

They can share their projects with our **CIS - SFP Entrepreneurship Ecosystem**, which brings together students and alumni with potential mentors and investors.

As a School, we integrate environment, companies, research centres and NGOs. NN. GG., forming a **lifelong learning community** that opens windows to the diverse realities of the world for our students.

6

Acquiring personal and social health skills and their projection into the world.

Our students receive a **holistic education** that helps them to face challenges with optimism and open-mindedness, to be confident in their own identity, to make ethical decisions, to join with others in celebrating the condition that unites us as human beings, and to be able to apply what they have learned to complex and unpredictable real-life situations.

We encourage empathy and fairness, as well as collaboration inside and outside the classroom. From the age of 14 they can participate in **the Counsellors, Mentors and Cicerones Programme**, which helps to improve school coexistence in aspects such as the integration of new classmates and conflict resolution.

Our community actions towards the outside world are promoted through **AJAC (Youth Community Action Group)**, which is made up and self-organised exclusively by students.

Physical health is a fundamental pillar of the School, starting in the Pre-School with early stimulation through the **Basic Development Programme (PDB)**, which includes movement circuits in a homolateral pattern, cross pattern, limb relaxation techniques, crawling, crawling, brachiation and walking exercises.

In Primary and Secondary, our pupils take part in weekly **physical exercise** and try out individual and team **sports**, both during school hours and in a wide variety of extra-curricular activities.

7

Facilitating access to university.

The Vocational Guidance programme starts at the age of 13 with the dual aim of **helping pupils to choose a goal and supporting them to reach it.**

Students learn skills that will be of great use to them in their future careers and help them get to know the realities of some of the professions they are most interested in.

They get their first taste of their professional future with a unique **Organisational Stays Programme**, which gives them a two-week experience in the sector of their choice. This programme is compulsory in Year 11 (16 years old) and is open to students from the age of 15 (14 years old in the C-MYP) until they are 25 years old.

In the official exams, students from the School are always above average in the International Baccalaureate and achieve the highest averages in their environment in the PEVAU (formerly Selectividad), which allows them to **study the degree of their choice in Seville or anywhere else in the world.**





Individuation

Each pupil is unique and attending to that uniqueness has always been a maxim of the school. We accompany families from the moment they feel the desire for motherhood and fatherhood, establishing bonds of collaboration that promote the integral education of their children, from the time they are babies until they reach adulthood.

Beyond academic results, we help **each student to develop fully and happily, discovering their potential and creating their own path** in their school years with us.

We understand that **all students have qualities and strengths** that we can encourage, and even help them to discover, through a varied offer and continuous guidance. We are proud to accompany them from infants to young people in their day-to-day lives and are never cease to be amazed at what they are capable of achieving.

We are prepared to attend to each student in their diversity, **personalising the learning process and adapting it to the particularities of each student's context, favouring equity in education**. Our students benefit from individual adaptations, a programme of attention to specific educational support needs associated with high ability, a powerful reinforcement system, instrumental diversification in small groups and our linguistic reinforcement programme.

In addition to all of the above, we carry out continuous work in the **attention to difficulties and support for precocious children**, among other individual needs. For example, we carry out **special protocols for the detection of dyslexia** and the identification of **pupils with high intellectual abilities** in Kindergarten (K) for our 4 and 5 year-old pupils.



The **Intervention Plan for social, emotional and physical well-being** is developed hand in hand with the International Baccalaureate (IB) programmes. To prepare students for today's world we provide an education that contributes to happiness through responsibility, culture, innovation and ethical socio-economic progress that integrates the following aspects:

- Promoting physical and emotional well-being, interpersonal relationships, empathy and respect for the environment.
- Accompanying students so that they can build their personal and professional happiness from the assumption that life is the sum of the decisions that we make most of the time and to help them, in this way, to take responsibility for themselves.
- Understanding the value of democratic coexistence and solidarity based on respect for oneself and for others.
- Stimulating ethical and critical thinking, intellectual curiosity and rigour, creativity, innovation, willingness and resilience.
- Fostering awareness of world citizenship and the relationship with people from different countries, cultures or mentalities, absorbing the richness of each one.
- Educating in the assumption of obligations, rights and responsibility towards oneself, one's immediate environment and society in general.
- Providing individualised attention and follow-up to pupils and their families, attending to their different needs.

A transdisciplinary team, coordinated and acting on different levels of the development of our students' well-being, brings our individuation to life:

- The **Tutor** monitors the personal and learning progress of his/her pupils and ensures that they maintain respectful relationships with each other and with the school community and society.
- The **Guidance Service** attends to the diversity of students. It has five members, one for every three levels, **six times the average** for Spain and even above the UN recommendations.
- The **Individuation Team Leaders by stage** are an original figure in our School. Their aim is to ensure the optimal conditions for each pupil to reach their full potential, favouring the quality of learning.







Our Educational offer

Our educational offer is made up of the elements listed below, which are accumulated to provide the most complete training for our students.

Alongside these, there is an extensive programme of complementary activities (included in the curriculum) and extra-curricular activities (optional, not always within the school timetable), which is adjusted each year.

The educational offer incorporates the following components by stages in a cumulative way.

We share below the table of equivalences between the ages and the different nomenclatures of the courses in our school and the Spanish system to serve as a guide during the reading of this document:

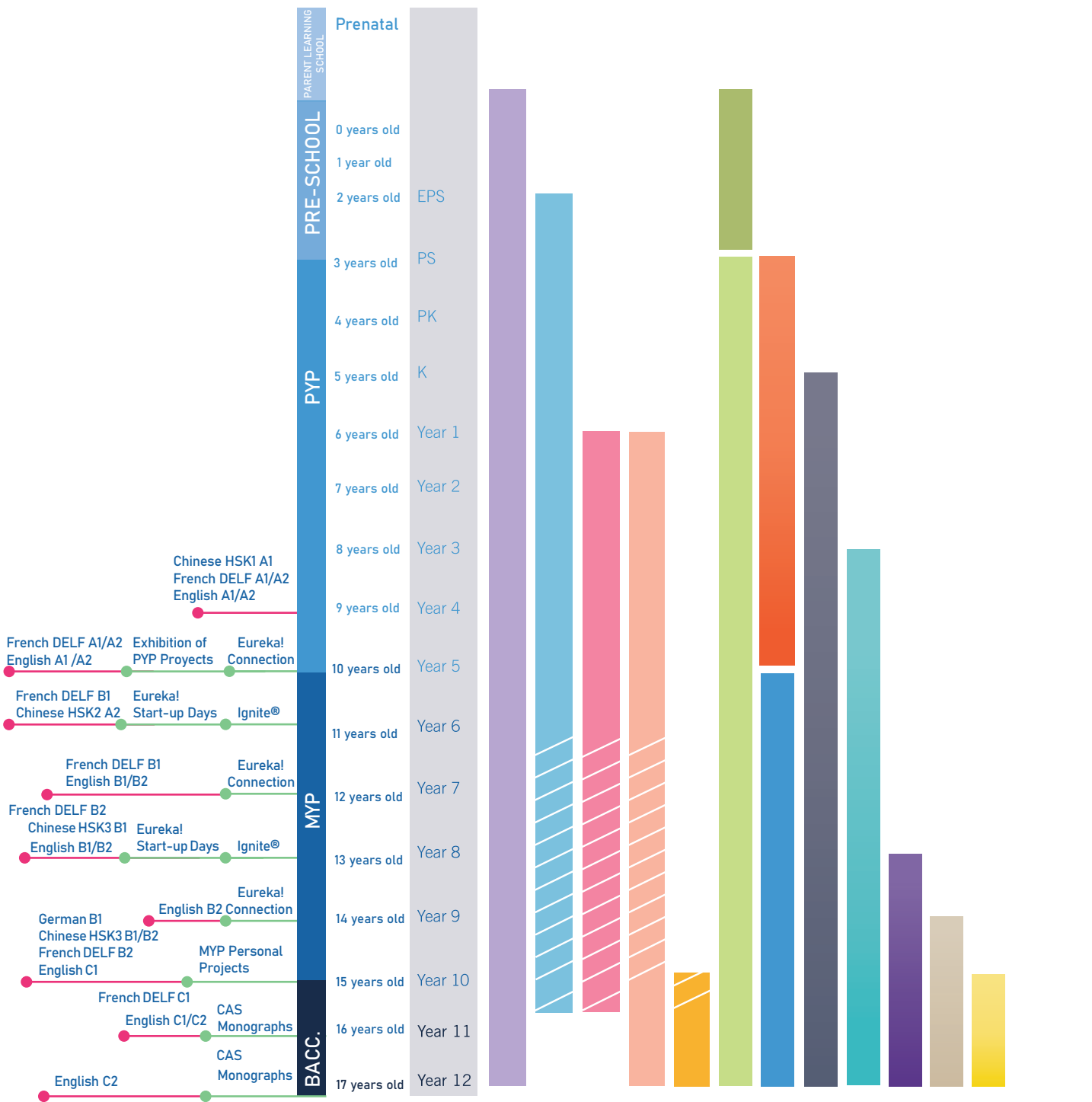
Parents' Learning Centre			
Student's age	Course in CIS-SFP	Full name of the course in CIS-SFP	Spanish system school year
Prenatal	EP	Parents' Learning Centre	It does not exist
Pre-School			
Student's age	Course in CIS-SFP	Full name of the course in CIS-SFP	Spanish system school year
0 years old	C	Crèche	First cycle of early Childhood Education, 1
1 year old	D	Daycare	First cycle of early Childhood Education, 2
2 years old	EPS	Early Pre-School	First cycle of early Childhood Education, 3
PYP (Primary Years Programme)			
Student's age	Course in CIS-SFP	Full name of the course in CIS-SFP	Spanish system school year
3 years old	PS	Pre-School	1st Pre-School
4 years old	PK	Pre-Kindergarten	2nd Pre-School
5 years old	K	Kindergarten	3rd Pre-School
6 years old	Year 1	First Year	1st Primary School Year
7 years old	Year 2	Second Year	2nd Primary School Year
8 years old	Year 3	Third Year	3rd Primary School Year
9 years old	Year 4	Fourth Year	4th Primary School Year
10 years old	Year 5	Fifth Year	5th Primary School Year
MYP (Middle Years Programme)			
Student's age	Course in CIS-SFP	Full name of the course in CIS-SFP	Spanish system school year
11 years old	Year 6	Sixth Year	6th Primary School Year
12 years old	Year 7	Seventh Year	1st Secondary School Year
13 years old	Year 8	Eighth Year	2nd Secondary School Year
14 years old	Year 9	Ninth Year	3rd Secondary School Year
15 years old	Year 10	Tenth Year	4th Secondary School Year
Baccalaureate (High School Diploma and IB Diploma)			
Student's age	Course in CIS-SFP	Full name of the course in CIS-SFP	Spanish system school year
16 years old	Year 11	Eleventh Year	1st Baccalaureate
17 years old	Year 12	Twelfth Year	2nd Baccalaureate

Curricular programmes

The following is a list of the most important programmes during the student's schooling:



CUCURRICULAR PROGRAMMES



- English language development
- Learning of Chinese
- Learning of Spanish
- Learning of French
- Learning of German
- Introduction to Music
- Instrumental Diversification
- STEaM Competences
- Digital Technologies
- Information Literacy Programme

- Laboratory practice
- Vocational Guidance
- Counsellors, Mentors and Cicerones Programme
- Organisational Internship Programme
- Electives
- Language certifications
These language levels are general indicators, there are always exception
- Entrepreneurship projects

Special milestones in the pupil's schooling include:

- our students prepare for official exams in English, French, Chinese and German during school hours. Marked years appear in which they generally reach levels between A1 and C1.
- our students have amazing, fun ideas, with great potential and full of imagination. We want to give wings to their dreams and help them to make them come true. This programme follows the Design Thinking methodology to help students materialise a science experiment, a communication tool or a design project.
- In the final year of the PYP, pupils carry out an extensive and in-depth collaborative project on real-life issues or problems. They collectively synthesise all the essential elements of the PYP so that they can share them with the whole school community on a day of celebration.
- divided into groups, we work for two consecutive days on business ideas framed around global challenges such as health, security, energy, space, food, education and governance. Each group presents its idea to the jury, made up of business people and entrepreneurs, who decide the winners of the edition.
- weekly preparation, for two and a half months, to make an original presentation of five minutes' duration and twenty slides of automatic transition on a free theme. In Year 6 it is carried out in English and in Year 8 in Spanish. We thus follow the Ignite model, which is particularly useful for training public speaking and presentation skills.
- In the final year of the MYP, students are required to reflect on their learning and the results of their work at this stage in a year-long individual project. The format and theme is their own initiative, allowing them to explore in depth aspects of their own interest and to get to know themselves better. A member of the school staff, chosen by each student, accompanies and guides them through the process.
- the Monograph is an independent, student-led piece of research, culminating in an essay of up to 4000 words. It is one of the core components of the International Baccalaureate Diploma Programme (IB options) and, as such, is compulsory for all IB students.



Parents' Learning Centre

Education begins long before schooling. In fact, before the birth of the new being. The previous desire for motherhood and fatherhood, the care during pregnancy, birth and breastfeeding, the attachment figures and the relationship that these figures establish with the baby are crucial to cementing a basis of trust that will allow it to relate to its environment in a healthy way. Subsequently, attention to their health and basic needs, as well as adequate stimulation and emotional care, will contribute to their constitution as human beings capable of facing the challenges that life presents them with.

The family must be permanently involved in this process of upbringing, accompaniment and education, and in order to carry out its functions appropriately, it needs information and training beforehand.

We have therefore developed a training programme for families who intend to have children, are pregnant or have babies up to 24 months.

The programme will deal with all those topics that enable families to deal with the care, education and upbringing of their children, providing them with knowledge and useful tools. It covers, among others, aspects such as prenatal care, pregnancy, childbirth, breastfeeding, evolutionary stages, warning signs, acquisition and development of skills, maturation, communication, socialisation, and the understanding of human behaviour and its management. All from a rigorous scientific perspective and with clear and understandable language.



Crèche and Daycare

Our babies and children will be immersed in an educational programme that offers them age-appropriate opportunities to learn through play and exploration, encouraging their individual development.

We adapt our activity to the **brain's own ways of learning**, helping personality, affectivity, well-being and cognitive growth to reach their highest levels. This includes sensory exploration, language and problem-solving development, as well as opportunities for socialisation. At the same time we schedule independent play time and the development of self-management skills in order to foster autonomy.

Children will be **cared for in a highly personalised way**, so that they grow up in a safe, nurturing and stimulating environment. They will participate in age-appropriate hands-on activities, art projects, interactive games and group time with their peers. From the age of 12 months, the teaching staff are native speakers to encourage the acquisition of English at an early age.

A sense of rhythm and aural discrimination are fundamental. A unique feature of our school is the excellent staff of musicians from all instrumental specialities on our teaching staff. Every day the children will receive a **fifteen-minute live concert** as a special form of stimulation and an introduction to the extensive musical programme for the following years.

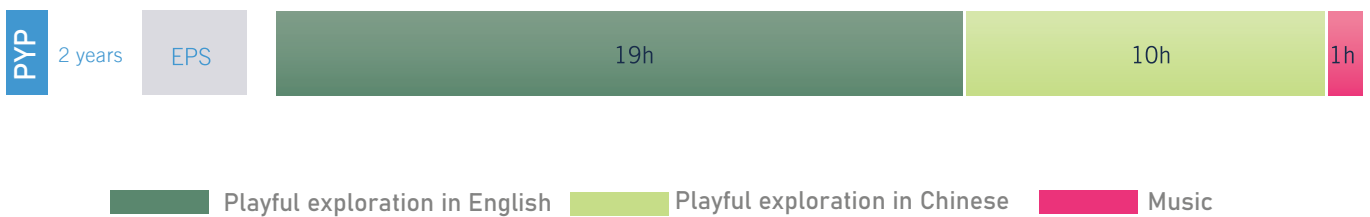




EPS

Our pupils learn about themselves and the world around them using English and Chinese as their vehicular languages. The introduction of **these languages at an early age** will be fundamental for cognitive development and the acquisition of correct pronunciation. In addition, they learn about music and movement to further improve their sense of rhythm and auditory discrimination. The weekly distribution of the 30 teaching hours would therefore be as follows in EPS:

CURRICULAR EPS ITINERARY (30-HOUR WEEKLY DISTRIBUTION)





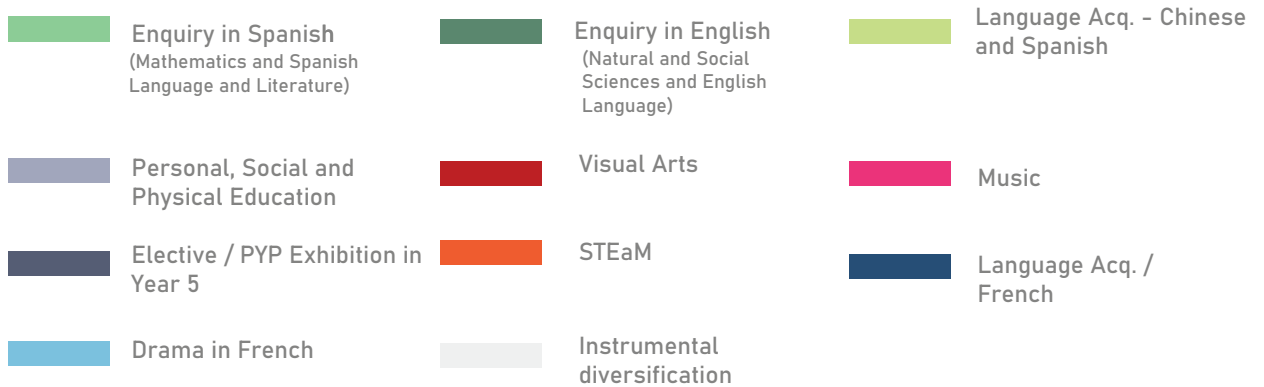
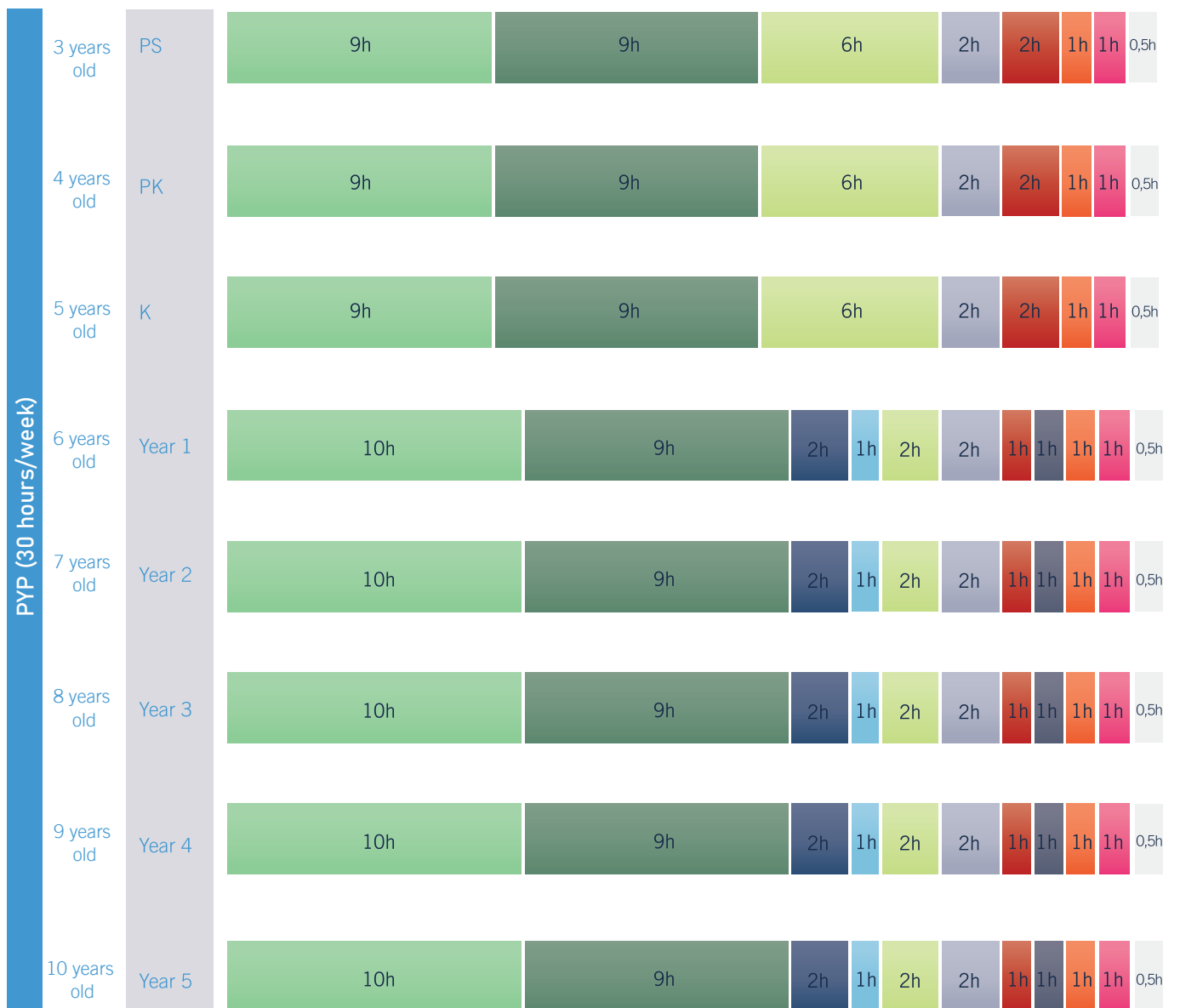
PYP (from PS to Year 5)

From the age of 3, the Primary Years Programme (PYP) of the International Baccalaureate begins, which in our School is characterised by:

- **Bilingual programme with an introduction to multilingualism.** Our pupils learn Chinese and, from the age of six, French too.
- **Information Literacy Programme (ALFIN).**
- **Experimental science skills** programme from the age of 8.
- **Instrumental Diversification Programme.** Pupils start with string instruments and diversify to all symphonic instruments from the age of 7, in Year 2.
- Optionally, families can choose the **Integrated Music Programme**, which integrates most of the practice hours into the regular class timetable and establishes the School itself as the sole centre of studies.
- Introduction to Computational Thinking and Robotics (**STeAM** - Science, Technology, Engineering, the Arts and Maths).
- **Entrepreneurship Skills** Programme (from Y5)
- **Social, emotional and physical well-being** programme.
- Protocol for **detecting dyslexia and high abilities** from the age of 5.
- Selection of **electives**

The PYP is materialised in the following curricular itinerary by levels (distribution of net hours out of the total of 30 hours per week of class):

CURRICULAR PEP ITINERARY (WEEKLY DISTRIBUTION)







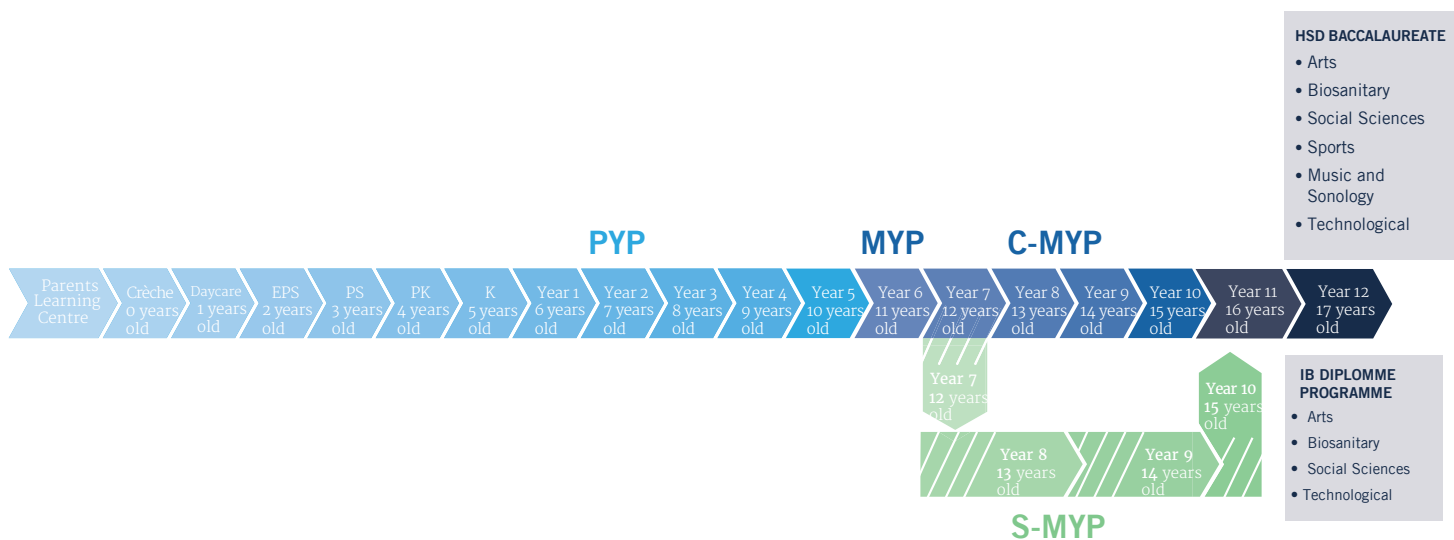
MYP (from Year 6 to Year 10)

At the age of 11, our students begin the Middle Years Programme of the International Baccalaureate (MYP), which in our School is characterised by the following features:

- Our students **incorporate the personal computer into their daily lives** and use the Office package.
- Introduction to **digital technologies** (applications, video games, 3D printing, virtual reality and augmented reality, among others).
- **Vocational Guidance** from the age of 13.
- Optional stays programme in organisations (Y9C and Y10).

Based on the International Baccalaureate, the findings of UNESCO's International Bureau of Education and numerous international studies, **our Middle Years Programme combines subjects and a set of additional activities that prepare students for a changing world that they will have to build.** The content has been redesigned and coordinated across all subjects and projects or units of enquiry to facilitate understanding of the many facets of the complex reality of the world. This renewed version of the programme replaces the one we had in place.

TIMELINE



The C-MYP is our innovative response to an increasingly diverse and uncertain world. We have used the freedom afforded to us by our status as a foreign school to completely redesign our educational approach. And we have done so by following the conclusions and recommendations of studies, analyses and proposals from numerous national, foreign and international, public and private organisations.

The programme developed (competence-based MYP, C-MYP) is based on the International Baccalaureate's own **Middle Years Programme**, within the framework of the **seven major competences** defined by UNESCO for the development of the curriculum of the future as the backbone, and incorporates a **strong emphasis on digital technologies** and our extensive experience in **individualised attention**.

The International Bureau of Education (IBE), part of UNESCO, defines the term competency as: "the ability to interactively mobilise and ethically use information, data, knowledge, skills, attitudes and technology to effectively engage and act in diverse 21st century contexts and to achieve individual, collective and global benefits". The seven competences it defines and that underpin our programme are:

1. **Lifelong learning.** Habit of constant learning. Curiosity. Love for culture and for delving into different subjects.
2. **Self-management.** Entrepreneurship skills; adaptability, self-confidence, design thinking and creativity; resilience; responsibility.
3. **Interactive use of tools and resources.** Skills in various fields and technologies; physical health; responsible consumer; use of intellectual, cultural, linguistic, material, technical, fiscal, physical and virtual resources; human-machine interaction in Industry 4.0; use of multiple technologies, etc.
4. **Interaction with others.** Ability to collaborate fruitfully with others, seeking justice, balance and equitable progress.
5. **Interaction with the world.** Multilingualism, multiculturalism, social, local and global awareness and engagement; leadership skills.
6. **Expression in multiple codes.** Fluency in languages, mathematics, digital environment, culture, health, finance, media and its updates; micro-skills such as digital, cultural, financial, health and media literacy.
7. **Transdisciplinarity.** Practical integration of multiple disciplines to address complex issues.

In addition, our C-MYP:

- avoids closed syllabuses, leaving plenty of room (and a lot of class time) for student enquiry;
- poses the challenge of using drones, telepresence robots, virtual reality, augmented reality, Arduino and 3D printing, among other technologies, creatively by the students;
- systematically promotes storytelling, improvisation and contact with innovative people;
- involves self-assessment and peer and family assessment, in addition to teachers;
- specifically encourages enquiry, analysis and creativity;
- ends each of the large blocks of work with a final product;
- and requires such products to achieve “individual, collective and global good”.

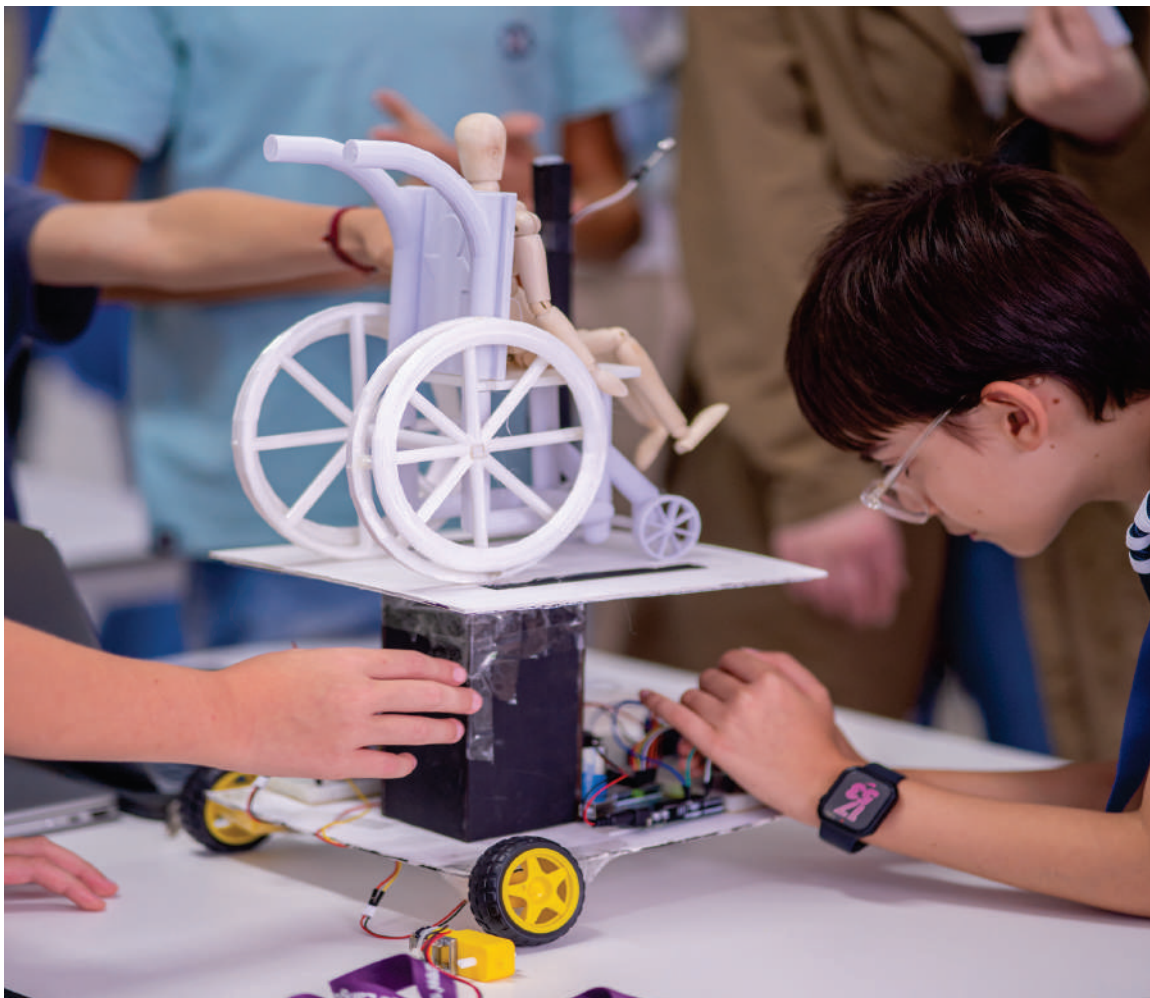
The content is not organised according to traditional subject areas, but integrates in addition a varied set of curricular contributions grouped into the following modules:



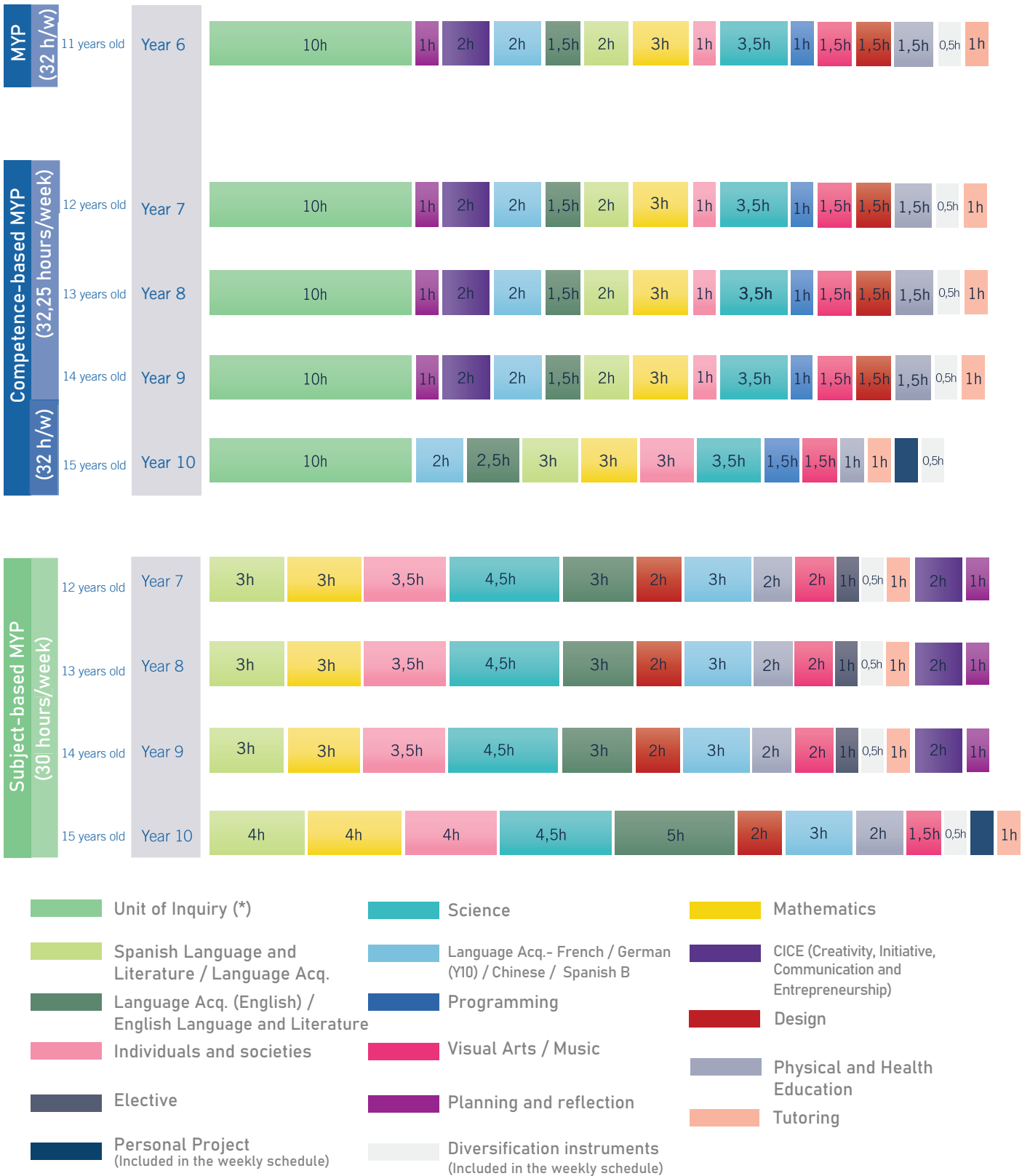
- **Five major transdisciplinary units of enquiry** aligned to the six IB global contexts.
- **A wide and varied programme of creativity development, through:**
 - **Five annual focuses on a passion:** individual research on a topic of their choice, at the end of which students share their learning with the group.
 - **Five individual monthly storytelling and passion sessions:** individual presentations in a selected language, using a particular technique or form of expression.
 - **Twelve fortnightly sessions with entrepreneurs, researchers and artists** who share their personal experience, the difficulties they have encountered, their determination, their passion and their perseverance.
- **A specific entrepreneurship programme**
 - In Year 6 and Year 8, through a two-day structure following the Startup Weekend scheme.
 - Year 7 and Year 9, weekly sessions for two and a half months, Eureka Connection!
 - Year 6 and Year 8 also prepare individual Ignite® type public presentations on a weekly basis for two and a half months.
- **Weekly planning and organisation sessions** to work on self-discipline and autonomy, as well as group collaboration.
- **Daily mindfulness sessions** to enhance students' self-control and concentration.
- **Physical exercise** to promote wellbeing and fitness.
- **Specific training in future studies and scenario planning** to help them understand the inherent uncertainty of life and the importance of individual commitment.
- **Access to the Library and specific information literacy training** led by our team of experts, who run the most active and richest school library in Spain.
- **Individual attention** by the Tutorial Staff and our Guidance Service.
- **Weekly subject-specific sessions** with experienced teachers to set individual objectives and priorities, as well as to facilitate progress in the subject.
- **Weekly programming sessions** adapted to the level and maturity of each student, focusing on the programming aspects of the units of enquiry.

- High exposure and practice with **exponential digital technologies**. Some of them are: artificial intelligence, virtual reality, augmented reality, blockchain, wearable technology, social networks, sensors, drones, surface robots, audiovisual communication, machine learning, big data and 3D printing.
- Emphasis on **values formation** as an essential part of the approaches, analysis, activities, attitudes and outcomes of each stage of the course.
- A study tour related to one of the units of enquiry.

The different distributions of work areas of S-MYP and C-MYP are materialised in the following curricular itinerary by levels (distribution of net hours over the total of 30 hours per week of class):



S-MYP / C-MYP CURRICULAR ITINERARY (WEEKLY DISTRIBUTION)



(*) Unit of Inquiry: application of knowledge and deeper exploration in Sciences, Individuals and Societies, Spanish Language and Literature, English Language and Literatures, Mathematics, Design, Visual Arts, and Coding

Baccalaureate (Year 11 and Year 12)

On reaching Baccalaureate, our students can choose between two qualifications depending on their interests and objectives: the High School Diploma (HSD, US Diploma) and the double degree of HSD and International Baccalaureate Diploma (IB). Both pathways are fully and equally **equivalent to the spanish national diploma** when it comes to choosing and gaining **access to university in Spain**.

The IB Diploma Programme is distinguished by the method employed, which focuses on the **development of specific skills linked to students' subsequent academic and professional careers**.

The International Baccalaureate has its own tests at the end of the cycle, the result of which is valid for studying both in Spain (depending on the regulations of the different Autonomous Communities) and abroad. It is the **most recognised and prestigious educational programme in the world**.

Students who opt for this modality and who wish to enter university in Andalusia will have to take the specific tests of the Admission Phase of the PEVAU (Baccalaureate and University Entrance Exams) to complete their mark, in cases where the access mark is particularly high. In Madrid, other regions of Spain and abroad, the International Baccalaureate marks are accepted at universities without additional exams.



PD students who achieve proficiency in all the subjects in which they have enrolled also obtain the HSD diploma, which gives them two Baccaureate diplomas.

On the other hand, our HSD is distinguished by the combination of a **specific focus on thorough preparation for the PEvAU** (Baccaureate and University Entrance Exams), a focus on a wider range of professional fields and the incorporation of aspects of the International Baccaureate, which our teachers use in their US Diploma classes.

For their design and execution we have worked with professionals and companies of the highest prestige in their fields; some of these itineraries include extensive dedication to pre-professional internships.

Students who opt for this modality have to take the complete PEvAU tests (both the Access Phase and the Admission Phase).

Our students can choose from a wide variety of modalities in each Baccaureate option, designed both for those who prefer a more general option if they have not decided on a university course and for those who prefer a more specific content according to their interests. During the vocational guidance process, a specific effort is made to accompany each student in deciding on the pathway that best suits their needs and goals.

Personalised access to Baccaureate

The personalised route to access the Baccaureate is an educational modality designed for students who have a Secondary Education qualification and which offers those who, due to their previous characteristics, require it (academic level or low level of Spanish) a course adapted to their needs and previous knowledge for the first year of their enrolment, thus enabling them to take our Baccaureate during the following two years. This approach seeks to guarantee a successful transition to the Baccaureate through individualised treatment that takes into account the particularities of each student.

Main characteristics of the first adaptation course:

- Initial diagnosis: at the start of the process, a detailed evaluation of the student's knowledge, skills and competences will be carried out in order to establish a personalised learning plan.
- Academic flexibility: according to the needs detected, a programme will be structured that will allow the Baccaureate stage to be taken at a more suitable pace and with the study of Spanish as a vehicular language that allows for progressive consolidation of learning.
- Personalised support: students will have access to tutorials and continuous monitoring to guarantee their academic and personal progress.
- Holistic approach: as well as reinforcing academic content, the programme includes guidance in study skills, time management and motivation, preparing students to successfully face the challenges of both the stage and their future. The personalised route to Baccaureate is an opportunity for students to develop their full potential in an environment adapted to their needs, ensuring an enriching and satisfying academic experience.

CAS - Creativity, Activity and Service

The **Creativity, Activity and Service (CAS) programme** is an essential component of the International Baccalaureate Diploma Programme for IB and HSD students. It is conceived as a **continuous project lasting at least 18 months**, aimed at contributing to the students' holistic development by fostering personal, social and ethical growth through meaningful experiences beyond the classroom. It includes the mandatory completion of at least one **collaborative CAS project**.

Our CAS programme is based on the following principles:

- Holistic education, balancing academic, personal and social development.
- Ethical and responsible commitment to the school, local and global community.
- Active, planned and sustained participation in CAS experiences.
- Development of leadership, collaboration and personal initiative.
- Systematic practice of critical reflection, understood as an in-depth analysis of actions, decisions, values and generated impact.

Our CAS Offerings:

School Event Organisation

C A S

Fosters creative expression, collaborative work and service to the school community

Academic and Extracurricular Mentoring and Support

C A S

Responds to a real educational need and promotes social responsibility and service learning.

Green Areas and Recycling

C A S

Connects with the local environment through sustainability and environmental commitment.

Volunteering with External Organisations (AJAC)

C A S

Encourages student leadership, social commitment and the understanding of diverse social realities.

Sports School and Sporting Events

C A S

Promotes healthy habits, teamwork and engagement with the sports community.

Marketing and Communication

C A S

Use of creative talents with a real purpose and a specific target audience.

Chess Club

C A S

Fosters cognitive development, leadership and collaborative work.

School Space Decoration, Management and Maintenance

C A S

Applies real creative processes—from planning to execution—to improve the educational environment and community well-being.

Lab Assistant

C A S

Strengthens responsibility, collaborative work and the practical application of scientific knowledge.

Library Assistant

C A S

Encourages personal initiative, responsibility and collaborative learning.

Mentor Club / Running Club

C A S

Fosters initiative, responsibility and collaborative learning.

Involvement in the School Behaviour Policy

C A S

Promotes responsibility, personal initiative and commitment to the school environment.

Support for Extracurricular Activities

C A S

Fosters responsibility, collaborative work and meaningful learning through hands-on activities.



Integrated Music Plan (PIM) (voluntary and mostly during school hours)

This is a high-performance, custom-designed plan for those students who wish to reach the level required for the **entrance exams to the Higher Conservatory at age 16** in the instrument of their choice.

Voluntary in nature, it integrates most of the practice hours into the regular class schedule and establishes the School itself as the only study center, which allows our students to **make the most of their time and effort**.

The information tables for each level of this Curriculum detail how the PIM is carried out.

Common to all levels

Admission level requirements will be established and the formation of a minimum group of six students of the same level will be required, although they do not need to play the same instrument.



PYP

From PS to K

(3-5 years)

Total: 1 and a half hours

Area	Hours / week
<ul style="list-style-type: none"> Individual Instrument Within school hours during Inquiry (individual class with a separate Teacher) 	0,5
<ul style="list-style-type: none"> Introduction to musical language (Choir, performance, listening, reading and movement) Specific small group classes during the PYP Music hour 	1
Total hours	1,5

From Year 1 to Year 5

(6-10 years)

Total: 3 hours

Area	Hours / week
<ul style="list-style-type: none"> Musical language (singing, reading, listening and theory) Coincides with the collective Music hour 	1
<ul style="list-style-type: none"> Individual Instrument class (30 min. during school hours and 30 min. outside school hours) 	1
<ul style="list-style-type: none"> Instrumental ensemble Y1-Y4: During the Elective hour Y5: During the Y5 Exhibition hour 	1
PIM students in Y5 will carry out a musical project for the PYP Exhibition	
Total hours	3

MYP

Year 6

(11 years old)

Total: 4.5 hours

Area	Hours / week
<ul style="list-style-type: none"> Individual Instrument 30 minutes in Inquiry Unit and 1 hour (30 minutes outside school hours plus 30 minutes in CICE) 	1,5
<ul style="list-style-type: none"> Musical language In the two hours of General Music 	2
<ul style="list-style-type: none"> Instrumental Ensemble* C-MYP: During Tutorial hour S-MYP: During the elective 	1
*Sinfonietta for symphonic instruments/Chamber Music for non-symphonic instruments	
Total hours	4,5

Year 7

(12 years old)

Total: 4.5 hours

Area	Hours / week
<ul style="list-style-type: none"> Individual Instrument C-MYP: 30 minutes in Inquiry Unit and 1 hour (30 minutes outside school hours plus 30 minutes in CICE) S-MYP: 30 minutes in core subjects and 1 hour (30 minutes outside school hours plus 30 minutes in CICE) 	1,5
<ul style="list-style-type: none"> Musical language In the two hours of General Music 	2
<ul style="list-style-type: none"> Instrumental Ensemble* C-MYP: During Tutorial hour S-MYP: During the elective 	1
*Sinfonietta for symphonic instruments/Chamber Music for non-symphonic instruments	
Total hours	4,5

Year 8 and Year 9
(13-14 years old)
Total: 4.5 hours

Area	Hours / week
<ul style="list-style-type: none"> Individual Instrument C-MYP: 30 minutes in Inquiry Unit and 1 hour (30 minutes outside school hours plus 30 minutes in CICE) S-MYP: 30 minutes in core subjects and 1 hour (30 minutes outside school hours plus 30 minutes in CICE) 	1,5
<ul style="list-style-type: none"> Harmony and History of Music* *In the two hours of General Music 	2
<ul style="list-style-type: none"> Instrumental Ensemble* C-MYP: 30 minutes in Inquiry Unit and 1 hour outside school hours S-MYP: 30 minutes in core subjects and 1 hour outside school hours 	1
*Sinfonietta for symphonic instruments/Chamber Music for non-symphonic instruments	
Total hours	4,5

Year 10
(15 years old)
Total: 5 hours

Area	Hours / week
<ul style="list-style-type: none"> Individual Instrument C-MYP: 30 minutes in Inquiry Unit and 1 hour outside school hours S-MYP: 30 minutes in core subjects and 1 hour outside school hours 	1,5
<ul style="list-style-type: none"> Musical Analysis* 	45 minutes
<ul style="list-style-type: none"> History of Music* 	45 minutes
<ul style="list-style-type: none"> Chamber Music Outside school hours 	1
<ul style="list-style-type: none"> Instrumental Ensemble C-MYP: During Tutorial hour S-MYP: During the elective 	1
*Sinfonietta for symphonic instruments/Chamber Music for non-symphonic instruments	
Total hours	5

Year 11 and

Year 12

(16 and 17 years old)

Only for students enrolled in the Baccalaureate of Music and Sonology

Year 11

Total: 4 hours

Area	Hours / week
<ul style="list-style-type: none"> Chamber * 	1
<ul style="list-style-type: none"> Instrument * 	1,5
<ul style="list-style-type: none"> Analysis and History of Music * 	1,5
Total hours	4

Year 12

Total: 4.5 hours

Area	Hours / week
<ul style="list-style-type: none"> Chamber * 	1
<ul style="list-style-type: none"> Instrument * 	1,5
<ul style="list-style-type: none"> Orchestra * 	2
Entrance exams will be held for orchestral practice * Outside school hours	
Total hours	4,5



PRE-SCHOOL

PARENT'S SCHOOL

Prenatal to 24 months

CRÈCHE

DAYCARE

EARLY PRE-SCHOOL

Crèche (0 years old)

We address all those topics that allow us to deal with the care, education, and upbringing of children, providing families with knowledge and useful tools from the initial desire for motherhood and fatherhood up to 24 months.

The format will be adapted to the topics covered in each session and to the interests of the group, also including workshop-talks, various group activities, or sharing sessions.

Our goal is to provide high-quality care for babies that meets their basic needs and promotes their development in a safe, warm, and stimulating environment, which is essential for their well-being, helping to foster a strong bond between the caregiver and the child. It is also important to offer opportunities for babies to explore and discover their environment, as this helps their physical and cognitive development.

By providing a special space to play, we help create an ideal environment for babies to grow and learn. It is important to continue monitoring the needs of babies and make the necessary adjustments as they grow and develop.

Daycare (1 year)

Quality childcare for young children involves creating a stimulating and supportive environment that meets the child's needs in all areas of development. This includes encouraging exploration and learning through age-appropriate materials, ensuring safety, promoting physical, social, and emotional development, and establishing structured daily routines for meals, sleep, and activities. Language development and a healthy diet are also important to support the child's overall growth and development. By providing this type of care, you can help your toddler develop the skills and abilities they need to thrive and reach their full potential.

Our actions are guided by the pursuit of:

- The utmost attention, the most comprehensive service, and the greatest comfort for the family.
- The highest cognitive and personal development, as indicated by neuroscience.
- Intense exposure to English with native speakers.
- Act as a link for school education and subsequent entry into university.

Areas	Hours / week
• English language	19
Includes Basic Development Program	10
• Acq. Languages - Chinese	1
• Arts - Music and movement (in Spanish)	
Total hours	30

Solid linguistic foundations acquired through play and enjoyment, in addition to 15 minutes a day of the Basic Development Program, a series of pre-established physical exercises that promote the formation of neural connections and through which students improve their motor skills, helping to improve academically as well as facilitating the teaching of different areas of education.

EPS Early Pre-School (2 years)



PYP

PRIMARY SCHOOL

From 3 to 10 years old

PRE-SCHOOL
PRE-KINDERGARTEN
KINDERGARTEN
YEAR 1
YEAR 2
YEAR 3
YEAR 4
YEAR 5

COMMON TO ALL LEVELS

In core subjects, the School **offers educational support hours** specifically designed to reinforce the teaching and learning process. During these periods, there are **two teachers** in the classroom, which allows for greater individualised attention, **better detection of students' needs**, and a more tailored pedagogical response to different learning rhythms and styles. This organisation promotes closer and more effective support, contributing to the academic progress and comprehensive development of each student.

PS
Pre-School
(3 years old)

Areas	Hours / week	
▪ Spanish Language and Literature*	5	2.5h of support
▪ English Language and Literature	5	3h of support
▪ Acq. Languages - Chinese	6	
▪ Mathematics (in Spanish)*	4	2h of support
▪ Natural and Social Sciences (in English)	4	2h of support
▪ Personal, Social, and Physical Education (in English)	2	
<small>Includes Basic Development Program</small>		
▪ STEaM (in English)	1	
▪ Arts - Visual Arts (in English)	2	
▪ Arts - Music (1h. in full group plus 30 min. of instrument in small groups, in Spanish)	1	
Total hours	30	

*The Spanish and English sessions will include, according to the schedule, 15 min of breakfast integrated into the educational activity.

Areas	Hours / week	
▪ Spanish Language and Literature*	5	2.5h of support
▪ English Language and Literature	5	3h of support
▪ Acq. Languages - Chinese	6	
▪ Mathematics (in Spanish)*	4	2h of support
▪ Natural and Social Sciences (in English)	4	2h of support
▪ Personal, Social, and Physical Education (in English)	2	
<small>Includes Basic Development Program</small>		
▪ STEaM (in English)	1	
▪ Arts - Visual Arts (in English)	2	
▪ Arts - Music (1h. in full group plus 30 min. of instrument in small groups, in Spanish)	1	
Total hours	30	

*The Spanish and English sessions will include, according to the schedule, 15 min of breakfast integrated into the educational activity.

Within the common schedule for all PS-PK students:

The Teaching Team develops the **Well-being Plan** in a transdisciplinary manner during daily teaching activities.

Tutorial follow-up through the roles of Tutor and Co-tutor.

Musical Training:

- **Musical Diversification Program:** 30 min. of instrument in small groups.
- **Integrated Music Plan:** see information on pages 47 and 48.

PK
Pre-Kindergarten
(4 years)

K

Kindergarten

(5 years)

Areas	Hours / week	
▪ Spanish Language and Literature*	5	2.5h of support
▪ English Language and Literature	5	3h of support
▪ Acq. Languages - Chinese	6	
▪ Mathematics (in Spanish)*	4	2h of support
▪ Natural and Social Sciences (in English)	4	2h of support
▪ Personal, Social, and Physical Education (in English)	2	
Includes Basic Development Program.		
▪ STEaM (in English)	1	
▪ Arts - Visual Arts (in English)	2	
▪ Arts - Music (1h. in full group plus 30 min. of instrument in small groups, in Spanish)	1	
Total hours	30	

*The Spanish and English sessions will include, according to the schedule, 15 minutes of breakfast integrated into the educational activity.

Areas	Hours / week	
▪ Inquiry in Spanish: Spanish Language and Literature and Mathematics	10	2h of support
Per week: 1h in Library and 2h of Spanish Language and Literature (for students who are acquiring the language)		
▪ Inquiry in English: English Language and Literature and Natural and Social Sciences	9	3h of support
Per week: 1h in Library, 1h in language enrichment and 1h biweekly in Laboratory.		
▪ Acq. Languages - French	2	
▪ Acq. Languages - Chinese / Spanish	2	
▪ Personal, Social and Physical Education (in English)	2	
▪ STEaM (in English)	1	
▪ Arts - Drama (in French)	1	
▪ Arts - Visual Arts (in English)	1	
▪ Arts - Music (1h. in full group plus 30 min. of instrument in small groups, in Spanish)	1	
▪ Elective from Year 1 to Year 4 (see table on next page and appendix) / PYP Exhibition in Year 5	1	
▪ Tutoring		
Total hours	30	

Within the common schedule for all K and Y1-Y5 students:

The Teaching Team develops the **Well-being Plan** in a transdisciplinary manner during daily teaching activities.

Tutorial follow-up through the roles of Tutor and Co-tutor.

Public speaking and study techniques will be included in the subjects of Spanish Language and Literature, English Language and Literature, and Natural and Social Sciences.

Musical Training:

- **Musical Diversification Program:** 30 min. of instrument in small groups.

YEAR 1
(6 years old)

YEAR 2
(7 years old)

YEAR 3
(8 years old)

YEAR 4
(9 years old)

YEAR 5
(10 years old)



Elective Subjects(Y1-Y4)

You can consult each elective and its description in the appendix.

All electives will follow a vertically structured syllabus and will be taught entirely in Spanish.

- Chess
- Instrumental Ensemble
1 elective hour, with preference given to students in the Integrated Music Programme (Elective) and Music Classroom.
- Math Olympiad
- Theatre

Minimum number of students: 10 | Maximum number of students: 20



YEAR 6

MYP

11 years old

Reinforcement: academic reinforcement sessions are offered outside of school hours, focusing on both **core subjects** and other areas of special relevance due to their **innovative nature**. These sessions are complementary in nature and are designed to support students who require additional guidance, to delve deeper into certain content, or to consolidate key learning.

YEAR 6

(11 years old)

Areas	Hours / week	
▪ Planning and reflection (in English/Spanish)	1	
▪ Unit of Inquiry (in English/Spanish)	10	
▪ CICE (Creativity, Initiative, Communication and Entrepreneurship) (in English/Spanish)	2	
▪ Acq. Languages - French, Chinese*, Spanish *In the case of newly enrolled students, it will be necessary to carry out a placement test to determine the academic pathway.	2	1h of support
▪ Spanish Language and Literature / Spanish Language and Adapted Literature	2	1h of support
▪ English Language and Literature / Acq. of English Language	1,5	1h of support
▪ Mathematics	3	1h of support
▪ Individuals and Societies (in Spanish)	1	1h of support
▪ Sciences (in English)	3,5	1h of support* (in Spanish or English)
▪ Programming (in English)	1	0.75h of support
▪ Arts - Visual Arts (in English) / Music (in English)	1,5	
▪ Design (in English)	1,5	
▪ Physical Education and Health (in English)	1,5	
▪ Tutoring	1	
Total hours	32,5	

Optional

- **Assisted study and review classroom for Sciences and Mathematics** 11.25h
- **Spanish Language Acquisition Immersion Program. Levels A1, A2, B1 and B2. Adaptation and/or removal of subjects according to the schedule.** 5h



COMPETENCE-BASED MYP

From 12 to 15 years old

YEAR 7
YEAR 8
YEAR 9
YEAR 10

COMMON TO ALL LEVELS

Reinforcement: academic reinforcement sessions are offered outside of school hours, focusing on both **core subjects** and other areas of special relevance due to their **innovative nature**. These sessions are complementary in nature and are designed to support students who require additional guidance, to delve deeper into certain content, or to consolidate key learning.

YEAR 7

(12 years old)

YEAR 8

(13 years old)

YEAR 9

(14 years old)

Areas	Hours / week	
• Planning and reflection (in English/Spanish)	1	
• Unit of Inquiry (in English/Spanish)	10	
• CICE (Creativity, Initiative, Communication and Entrepreneurship) (in English/Spanish)	2	
• Acq. Languages - French, Chinese (from Y6 to Y9)*, Spanish	2	1h of support
*In the case of newly enrolled students, it will be necessary to carry out a placement test to determine the academic pathway.		
• Spanish Language and Literature / Spanish Language and Adapted Literature	2	1h of support
• English Language and Literature / Acq. of English Language	1,5	1h of support
• Mathematics	3	1h of support
• Individuals and Societies (in English/Spanish)	1	1h of support
• Sciences (in English)	3,5	1h of support* (in Spanish or English)
• Programming (in English)	1	0.75h of support
• Arts - Visual Arts (in English) / Music (in English)	1,5	
• Design (in English)	1,5	
• Physical Education and Health (in English)	1,5	
• Tutoring	1	
Total hours	32,5	

Optional

- Assisted study and review classroom for Sciences and Mathematics 11.25h
- Spanish Language Acquisition Immersion Program. Levels A1, A2, B1 and B2. Adaptation and/or removal of subjects according to the schedule. 5h

Areas	Hours / week	
• Inquiry Unit (in English)	10	
• Acq. Languages - French, German*, Chinese**, Spanish and Arabic	2	1h of support
*Only for students who have previously taken the subject		
**In the case of newly enrolled students, it will be necessary to take a placement test to determine the academic pathway.		
• Spanish Language and Literature / Spanish Language and Adapted Literature	3	1h of support
• English Language and Literature / Acq. of English Language	2,5	1h of support
• Mathematics	3	1h of support
• Individuals and Societies (in English)	3	1h of support
• Sciences (in English)	3,5	1h of support
• Programming (in English)	1,5	
• Arts - Visual Arts (in English) / Music (in English)	1,5	
• Physical Education and Health (in English/Spanish)	1	
• Tutoring	1	
Total hours	32	

Optional

- Assisted study and review classroom for Sciences and Mathematics 11.25h
- Spanish Language Acquisition Immersion Program. Levels A1, A2, B1 and B2. Adaptation and/or removal of subjects according to the schedule. 5h

YEAR 10

(15 years old)



MYP

From 12 to 15 years old

YEAR 7
YEAR 8
YEAR 9
YEAR 10

COMMON TO ALL LEVELS

In core subjects, the School **offers educational support hours** specifically designed to reinforce the teaching and learning process. During these periods, there are **two teachers** in the classroom, which allows for greater individualised attention, **better detection of students' needs**, and a more tailored pedagogical response to different learning rhythms and styles. This organisation promotes closer and more effective support, contributing to the academic progress and comprehensive development of each student.

Reinforcement: academic reinforcement sessions are offered outside of school hours, focusing on both **core subjects** and other areas of special relevance due to their **innovative nature**. These sessions are complementary in nature and are designed to support students who require additional guidance, to delve deeper into certain content, or to consolidate key learning.

YEAR 7
(12 years old)

YEAR 8
(13 years old)

YEAR 9
(14 years old)

YEAR 10
(15 years old)

Areas	Hours / week
• Planning and reflection (in English/Spanish)	1
• CICE (Creativity, Initiative, Communication and Entrepreneurship) (in English/Spanish)	2
• Spanish Language and Literature / Spanish Language and Adapted Literature	3 45min of support
• English Language and Literature / Acq. of English Language	3 1h of support 45min of support
• Acq. Languages - French, Chinese, Spanish	3 45min of support
*In the case of newly enrolled students, it will be necessary to take a placement test to determine the academic pathway.	
• Mathematics (in Spanish)	3 45min of support
• Sciences (in English)**	4,5 2h of support** 45min of support
• Individuals and Societies (in Spanish)	3,5
• Physical Education and Health (in Spanish)	2
• Design (in English)	2
• Arts - Visual Arts (in English) / Music (in English)**	2
• Elective (see table on page 53 and appendix)	1
• Tutoring (in English/Spanish)	1

Total hours 31

**Students who need linguistic support will receive 2h of the total hours each week in Spanish.

Optional

- Assisted study and review classroom for Sciences and Mathematics 11.25h
- Spanish Language Acquisition Immersion Program. Levels A1, A2, B1 and B2. Adaptation and/or removal of subjects according to the schedule. 5h

Areas	Hours / week
• Spanish Language and Literature / Spanish Language and Adapted Literature	4 45min of support
• English Language and Literature / Acq. of English Language	5 1h of support 45min of support
• Acq. Languages - French, German*, Chinese**, Spanish	3 45min of support
*Only for students who have previously taken the subject	
**In the case of newly enrolled students, it will be necessary to carry out a placement test to determine the academic pathway.	
• Mathematics (in Spanish)	4 45min of support
• Sciences (in English)**	4,5 2h of support**
• Individuals and Societies (in Spanish)	4
• Physical Education and Health (in Spanish)	2
• Design (in English)	2
• Arts - Visual Arts (in English) / Music (in Spanish)	1,5
• Tutoring (in English/Spanish)	1 45min of support
• Personal Independent work by students outside school hours.	

Total hours 31

**Students who need linguistic support will receive 2h of the total hours each week in Spanish.

Optional

- Assisted study and review classroom for Sciences and Mathematics 11.25h
- Spanish Language Acquisition Immersion Program. Levels A1, A2, B1 and B2. Adaptation and/or removal of subjects according to the schedule. 5h



Elective Subjects (Y7–Y9)

You can consult each elective and its description in the appendix.

- Chess (in Spanish)
- Artistic Gymnastics (in English)
- Instrumental Ensemble (in Spanish)
- Graphic and Logo Design (in Spanish)
- Drama Club (in English)
- Business Plan Development (in Spanish)
- Climbing (in Spanish)
- Sports Fundamentals (Orienteering, Sailing and Skiing) (in Spanish)*
- Film History (in Spanish)
- Automotive Engineering (in Spanish)
- Public Speaking Workshop (in Spanish)
- Math Olympiad (in Spanish)
- Projects Layout (in Spanish)
- Photography (in English)

Limit of 10 students

*Each sport will be complemented by a weekend activity.



YEAR 11

HIGH SCHOOL DIPLOMA

Baccalaureate 26/27: 16 years old

Preparation for the Spanish University Entrance Test (PAU)

ARTS
BIOMEDICAL
SOCIAL SCIENCES
SPORTS
COMPUTER SCIENCE
MUSIC AND SONOLOGY
TECHNOLOGY

COMMON TO ALL LEVELS

In core subjects, the School **offers educational support hours** specifically designed to reinforce the teaching and learning process. During these periods, there are **two teachers** in the classroom, which allows for greater individualised attention, **better detection of students' needs**, and a more tailored pedagogical response to different learning rhythms and styles. This organisation promotes closer and more effective support, contributing to the academic progress and comprehensive development of each student.

Reinforcement: academic reinforcement sessions are offered outside of school hours, focusing on both **core subjects** and other areas of special relevance due to their **innovative nature**. These sessions are complementary in nature and are designed to support students who require additional guidance, to delve deeper into certain content, or to consolidate key learning.

Arts

(Visual Arts,
Image and Design)

HSD

*Equivalent to
Spanish Baccaulaureate

Common subjects	Hours / week
• Creativity, Activity and Service (CAS)	
• Tutoring	1
• Theory of Knowledge	2
• History of America	3
• Spanish Language and Literature I	3
• English I	5
Includes 1 hour for Cambridge exam preparation	
• Art History I	3
• Artistic Drawing I	3
• Technical Drawing I	4
• French I / German I*	3/3
*A minimum number of students is required	
Total hours	27

Supplements

• Spanish Language	2h
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It will be mandatory for all students determined by the Department.

Optional

• Computer-Aided Design (CAD)	2h
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It will be optional for those who do not need the Spanish Language

Biosanitary

HSD

*Equivalent to
Spanish Baccaulaureate

Common subjects	Hours / week
• Creativity, Activity and Service (CAS)	
• Tutoring	1
• Theory of Knowledge	2
• History of America	3
• Spanish Language and Literature I	3
• English I	5
Includes 1 hour for Cambridge exam preparation	
• Mathematics I / Mathematics Applied to Social Sciences I	4/4 45min reinforcement
• Biology I	5 45min reinforcement
• Chemistry I	4 45min reinforcement
Total hours	27

Supplements

• Spanish Language	2h
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It will be mandatory for all students determined by the Department.

Optional

• Applied Anatomy I	2h
It will be optional for those who do not need the Spanish Language	
• Assisted study and review classroom for Sciences and Mathematics	11.25h

Social Sciences

HSD

*Equivalent to Spanish Baccalaureate

Common subjects	Hours / week
• Creativity, Activity and Service (CAS)	
• Tutoring	1
• Theory of Knowledge	2
• History of America	3
• Spanish Language and Literature I	3
• English I	5
Includes 1 hour for Cambridge exam preparation	
• Mathematics Applied to Social Sciences I	4 45min reinforcement
• Economics	4
• French I / German I*	3/3
*A minimum number of students is required	
• Geography I / Law and International Relations	3/3
Total hours	28

Supplements

• Spanish Language	2h
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It will be mandatory for all students determined by the Department.

Optional

• Assisted study and review classroom for Sciences and Mathematics	11.25h
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Sports

HSD

*Equivalent to Spanish Baccalaureate

Common subjects	Hours / week
• Creativity, Activity and Service (CAS)	
• Tutoring	1
• Theory of Knowledge	2
• History of America	3
• Spanish Language and Literature I	3
• English I	5
Includes preparation for the Cambridge exams	
• Mathematics I	4
• Biology I	5
• Training	5
Outside school hours and outside the School.	
Total hours	28

Supplements

• Spanish Language	2h
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It will be mandatory for all students determined by the Department.

Optional

• Assisted study and review classroom for Sciences and Mathematics	11.25h
• Chemistry I (in order to be eligible for 14 points in PAU)	4h

Computer Science HSD

*Equivalent to Spanish Baccaulaureate

Common subjects	Hours / week
▪ Creativity, Activity and Service (CAS)	1
▪ Tutoring	2
▪ Theory of Knowledge	3
▪ History of America	3
▪ Spanish Language and Literature I	5
▪ English I	1h of support
Includes 1 hour for Cambridge exam preparation	
▪ Mathematics I	4 45min reinforcement
▪ Physics I	5 45min reinforcement
▪ Programming I	4
Total hours	27

Supplements

▪ Spanish Language	2h
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It will be mandatory for all students determined by the Department.

Optional

▪ Assisted study and review classroom for Sciences and Mathematics	11.25h
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Music and Sonology

(only for Integrated Plan or Conservatory students)

HSD

*Equivalent to Spanish Baccaulaureate

Common subjects	Hours / week
▪ Creativity, Activity and Service (CAS)	1
▪ Tutoring	2
▪ Theory of Knowledge	3
▪ History of America	3
▪ Spanish Language and Literature I	5
▪ English I	1h of support
Includes 1 hour for preparation for the Cambridge exams	
▪ Musical Technological Fundamentals	2
▪ Recording and Postproduction Techniques	2
▪ Sound Design	2
▪ Conservatory Electives / Integrated Music Plan*	5
*Outside school hours and outside the School.	
Total hours	25

Supplements

▪ Spanish Language	2h
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It will be mandatory for all students determined by the Department.

Optional

▪ Mathematics Applied to Social Sciences I	4h
▪ Art History I	3h

Common subjects

Hours / week

• Creativity, Activity and Service (CAS)		
• Tutoring	1	
• Theory of Knowledge	2	
• History of America	3	
• Spanish Language and Literature I	3	
• English I	5	1h of support
Includes 1h for preparation for the Cambridge exams		
• Mathematics I	4	45min reinforcement
• Physics I	5	45min reinforcement
• Technical Drawing I / Chemistry I	4/4	

Total hours

27

Supplements

• Spanish Language	2h
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It will be mandatory for all students determined by the Department.

Optional

• Assisted study and review classroom for Sciences and Mathematics	11.25h
• Computer-Aided Design (CAD)	2h

It will be optional for those who do not need the Spanish Language Supplement

*Equivalent to Spanish Baccalaureate



YEAR 11

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

Baccalaureate 26/27: 16 years old

ARTS
BIOMEDICAL
SOCIAL SCIENCES
TECHNOLOGY

COMMON TO ALL LEVELS

In core subjects, the School **offers educational support hours** specifically designed to reinforce the teaching and learning process. During these periods, there are **two teachers** in the classroom, which allows for greater individualised attention, **better detection of students' needs**, and a more tailored pedagogical response to different learning rhythms and styles. This organisation promotes closer and more effective support, contributing to the academic progress and comprehensive development of each student.

Reinforcement: academic reinforcement sessions are offered outside of school hours, focusing on both **core subjects** and other areas of special relevance due to their **innovative nature**. These sessions are complementary in nature and are designed to support students who require additional guidance, to delve deeper into certain content, or to consolidate key learning.

It is **mandatory** to take 3 Higher Level subjects and 3 Intermediate Level subjects.

All subjects must reach a minimum number of students in order to be offered.

Arts

IB

Common subjects

Hours / week

• Monograph	
• Creativity, Activity and Service (CAS)	
• Tutoring	1
• Theory of Knowledge	2
• Mathematics: Analysis and Approaches SL	4
• Visual Arts SL	3
• History HL	4
• Biology SL (in English)	3
• Artistic Drawing I	3

To choose from the following blocks:

• English B HL + Literature HL	4+4	1h English reinforcement
• English A HL + Literature HL	4+4	1h English reinforcement
• English A HL + Spanish B HL	4+4	1h English reinforcement

Total hours

28

Supplements

• Spanish Language	2h
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It will be mandatory for all students determined by the Department.

Optional

• Assisted study and review classroom for Sciences and Mathematics	11.25h
• Mathematics Applied to the Sciences.SS Preparation for the PAU for MAE SL	1h

Common subjects

• Monograph	
• Creativity, Activity and Service (CAS)	
• Tutoring	1
• Theory of Knowledge	2
• History SL	3
• Mathematics: Analysis and Approaches SL*/HL	4/5 45min HL reinforcement

*Optional: 1 hour of PAU preparation can be added (Total: 5 hours)

• Biology HL	5	45min of support
• Chemistry HL (in English)	5	45min of support

To choose from the following blocks:

• English B HL + Literature SL	4+3	1h English reinforcement
• English A HL + Literature SL	4+3	1h English reinforcement
• English A HL + Spanish B SL	4+3	1h English reinforcement

Total hours

27/28

Supplements

• Spanish Language	2h
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It will be mandatory for all students determined by the Department.

Optional

• Assisted study and review classroom for Science and Mathematics	11.25h
• Applied Anatomy I	2h
• Mathematics Applied to the Sciences.SS Preparation for the PAU for MAE SL	1h

Biosanitary

IB

Social Sciences

IB

Common subjects	Hours / week
<ul style="list-style-type: none"> Monograph Creativity, Activity and Service (CAS) Tutoring Theory of Knowledge History HL Mathematics: Analysis and Approaches SL/HL* 	 4/5 45min HL reinforcement
*Optional: 1 hour of PAU preparation can be added (Total: 5 hours)	
<ul style="list-style-type: none"> Business Management SL Biology SL (in English) 	 4 3 45min of support
<i>To choose from the following blocks:</i>	
<ul style="list-style-type: none"> English B HL + Literature HL English A HL + Literature HL English A HL + Spanish B HL 	 4+4 1h English reinforcement 4+4 1h English reinforcement 4+4 1h English reinforcement
Total hours	26/27

Supplements

- Spanish Language 2h

It will be mandatory for all students determined by the Department.

Optional

- Assisted study and review classroom for Sciences and Mathematics 11.25h
- Mathematics Applied to the Sciences.SS 1h
Preparation for the PAU for MAE SL

Technological

IB

Common subjects	Hours / week
<ul style="list-style-type: none"> Monograph Creativity, Activity and Service (CAS) Tutoring Theory of Knowledge History SL Mathematics: Analysis and Approaches HL Physics HL (in English) Chemistry SL 	 5 45min of support 5 45min of support 4 45min of support
<i>To choose from the following blocks:</i>	
<ul style="list-style-type: none"> English B HL + Literature SL English A HL + Literature SL English A HL + Spanish B SL 	 4+3 1h English reinforcement 4+3 1h English reinforcement 4+3 1h English reinforcement
Total hours	27

Supplements

- Spanish Language 2h

It will be mandatory for all students determined by the Department.

Optional

- Assisted study and review classroom for Sciences and Mathematics 11.25h
- Computer-Aided Design I (CAD) 1h

It will be optional for those who do not need the Spanish Language Supplement



YEAR 12

HIGH SCHOOL DIPLOMA

Baccalaureate 27/28: 17 years old

For students enrolled in Y11 during the 2026/2027 academic year

Preparation for the Spanish University Entrance Test (PAU)

ARTS
BIOMEDICAL
SOCIAL SCIENCES
SPORTS
COMPUTER SCIENCE
MUSIC AND SONOLOGY
TECHNOLOGY

COMMON TO ALL LEVELS

In core subjects, the School **offers educational support hours** specifically designed to reinforce the teaching and learning process. During these periods, there are **two teachers** in the classroom, which allows for greater individualised attention, **better detection of students' needs**, and a more tailored pedagogical response to different learning rhythms and styles. This organisation promotes closer and more effective support, contributing to the academic progress and comprehensive development of each student.

Reinforcement: academic reinforcement sessions are offered outside of school hours, focusing on both **core subjects** and other areas of special relevance due to their **innovative nature**. These sessions are complementary in nature and are designed to support students who require additional guidance, to delve deeper into certain content, or to consolidate key learning.

Arts

HSD

Common subjects

Hours / week

▪ Creativity, Activity and Service (CAS) Until December		
▪ Tutoring	1	
▪ Theory of Knowledge	2	
▪ History of Spain	5	
▪ Spanish Language and Literature	4	
▪ English II	4	1h of support
▪ Art History II	3	
▪ Artistic Drawing II	3	
▪ Technical Drawing II	4	
▪ French II / German II	3/3	
Total hours	29	

Supplements

- Spanish Language 2h

It will be mandatory for all students determined by the Department.

*Equivalent to the Spanish Bachillerato

Biosanitary

HSD

Common subjects

Hours / week

▪ Creativity, Activity and Service (CAS) Until December		
▪ Tutoring	1	
▪ Theory of Knowledge	2	
▪ History of Spain	5	
▪ Spanish Language and Literature	4	
▪ English II	4	1h of support
▪ Mathematics II/Mathematics Applied to Social Sciences II	5/4	45min of support
▪ Biology II	5	45min of support
▪ Chemistry II	4	45min of support
Total hours	30/29	

Supplements

- Spanish Language 2h

It will be mandatory for all students determined by the Department.

Optional

- Assisted study and review classroom for Sciences and Mathematics 11.25h
- Applied Anatomy II / Extension of Mathematics Applied to the Sciences.SS 2h/2h

*Equivalent to the Spanish Bachillerato

Social Sciences

HSD

*Equivalent to the Spanish Bachillerato

Common subjects	Hours / week
<ul style="list-style-type: none"> Creativity, Activity and Service (CAS) Until December Tutoring Theory of Knowledge History of Spain Spanish Language and Literature English II Mathematics Applied to the Sciences.SS Business and Business Model Design Geography II / Marketing / French 	 1 2 5 4 4 4 4 5 4/3/3
	1h of support 45min of support
Total hours	29/28/28

Supplements

- Spanish Language 2h

It will be mandatory for all students determined by the Department.

Optional

- Assisted study and review classroom for Sciences and Mathematics 11.25h

Sports

HSD

*Equivalent to the Spanish Bachillerato

Common subjects	Hours / week
<ul style="list-style-type: none"> Creativity, Activity and Service (CAS) Until December Tutoring Theory of Knowledge History of Spain Training 	 1 2 5 5
Outside school hours and outside the School	
<ul style="list-style-type: none"> Spanish Language and Literature English II Mathematics II Biology II 	 4 4 5 5
	1h of support 45min of support 45min of support
Total hours	31

Supplements

- Spanish Language 2h

It will be mandatory for all students determined by the Department.

Optional

- Assisted study and review classroom for Sciences and Mathematics 11.25h
- Chemistry II (optional to be able to opt for 14 points in PAU) 2h

Computer Science

HSD

*Equivalent to the Spanish Bachillerato

Common subjects	Hours / week
<ul style="list-style-type: none"> • Creativity, Activity and Service (CAS) Until December • Tutoring • Theory of Knowledge • History of Spain • Programming II Contents: java, python, machine learning • Spanish Language and Literature • English II • Mathematics II • Physics II (in Spanish) 	<p>1</p> <p>2</p> <p>5</p> <p>4</p> <p>4</p> <p>4</p> <p>5</p> <p>5</p>
Total hours	30

Supplements

- Spanish Language 2h

It will be mandatory for all students determined by the Department.

Optional

- Assisted study and review classroom for Sciences and Mathematics 11.25h

Common subjects	Hours / week
<ul style="list-style-type: none"> • Creativity, Activity and Service (CAS) Until December • Tutoring • Theory of Knowledge • History of Spain • Spanish Language and Literature • English II • Conservatory Electives/Integrated Music Program* *Each case will be studied with the Conservatory • Musical Technological Fundamentals • Recording and Postproduction Techniques • Sound Design 	<p>1</p> <p>2</p> <p>5</p> <p>4</p> <p>4</p> <p>6</p> <p>2</p> <p>2</p> <p>2</p>
Total hours	28

Supplements

- Spanish Language 2h

It will be mandatory for all students determined by the Department.

Optional

- Artistic Fundamentals / Mathematics Applied to the SciencesSS II 4h/4h
- Art History 3h

*Equivalent to the Spanish Bachillerato

Music and Sonology

HSD

*Equivalent to the Spanish Bachillerato

Common subjects

Hours / week

▪ Creativity, Activity and Service (CAS) Until December		
▪ Tutoring	1	
▪ Theory of Knowledge	2	
▪ History of Spain	5	
▪ Spanish Language and Literature	4	
▪ English II	4	1h of support
▪ Mathematics II	5	45min of support
▪ Physics II	5	45min of support
▪ Technical Drawing II / Chemistry II	4/4	45min Chemistry reinforcement

Total hours

30

Supplements

▪ Spanish Language	2h
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It will be mandatory for all students determined by the Department.

Optional

▪ Assisted study and review classroom for Sciences and Mathematics	11.25h
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*Equivalent to the Spanish Bachillerato



YEAR 12

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

Baccalaureate 27/28: 17 years old

For students enrolled in Y11 during the 2026/2027 academic year

ARTS

BIOMEDICAL

SOCIAL SCIENCES

TECHNOLOGY

COMMON TO ALL LEVELS

In core subjects, the School **offers educational support hours** specifically designed to reinforce the teaching and learning process. During these periods, there are **two teachers** in the classroom, which allows for greater individualised attention, **better detection of students' needs**, and a more tailored pedagogical response to different learning rhythms and styles. This organisation promotes closer and more effective support, contributing to the academic progress and comprehensive development of each student.

Reinforcement: academic reinforcement sessions are offered outside of school hours, focusing on both **core subjects** and other areas of special relevance due to their **innovative nature**. These sessions are complementary in nature and are designed to support students who require additional guidance, to delve deeper into certain content, or to consolidate key learning.

It is **mandatory** to take 3 Higher Level subjects and 3 Intermediate Level subjects.

All subjects must reach a minimum number of students in order to be offered.

Arts

IB

Common subjects	Hours / week
• Monograph	
• Creativity, Activity and Service (CAS)	
• Tutoring	1
• Theory of Knowledge	2
• Mathematics: Analysis and Approaches SL	4 45min of support
• Visual Arts SL	3
• History HL	4
• Biology SL (in English)	3 45min of support
• Artistic Drawing II	3
• Art History	4
<i>To choose from the following blocks:</i>	
• English B HL + Literature HL	4+4
• English A HL + Literature HL	4+4
• English A HL + Spanish B HL	4+4
Total hours	32

Supplements

- Spanish Language 2h

It will be mandatory for all students determined by the Department.

Optional

- Assisted study and review classroom for Sciences and Mathematics 11.25h
- Mathematics Applied to the Sciences.SS 1h
Preparation for the PAU for MAE SL

Common subjects	Hours / week
• Monograph	
• Creativity, Activity and Service (CAS)	
• Tutoring	1
• Theory of Knowledge	2
• History SL	3
• Mathematics: Analysis and Approaches SL/HL	4/5 45min HL reinforcement
• Biology HL	5 45min of support
• Chemistry HL (in English)	5 45min of support
<i>To choose from the following blocks:</i>	
• English B HL + Literature SL	4+3 1h English reinforcement
• English A SL/HL + Literature SL	3/4+3 1h English reinforcement
• English A SL/HL + Spanish B SL	3/4+3 1h English reinforcement
Total hours	26/27/28

Supplements

- Spanish Language 2h

It will be mandatory for all students determined by the Department.

Optional

- Assisted study and review classroom for Sciences and Mathematics 11.25h
- Applied Anatomy II 2h
- Mathematics Applied to the Sciences.SS 1h
Preparation for the PAU for MAE SL

The subjects shaded in blue are those that prepare for the PAU exam (formerly Selectividad)

Biosanitary

IB

Social Sciences

IB

Common subjects	Hours / week	
• Monograph		
• Creativity, Activity and Service (CAS)		
• Tutoring	1	
• Theory of Knowledge	2	
• History HL	4	45min of support
• Mathematics: Analysis and Approaches SL	4	
Optional: 1 hour of preparation for the PAU can be added (Total: 5 hours)		
• Business Management SL/HL	4/5	45min of support
• Biology SL (in English)	3	
<i>To choose from the following blocks:</i>		
• English B HL + Literature HL	4+4	1h English reinforcement
• English A SL/HL + Literature HL	3/4+4	1h English reinforcement
• English A SL/HL + Spanish B HL	3/4+4	1h English reinforcement

Total hours 25/26/27

Supplements

- Spanish Language 2h

It will be mandatory for all students determined by the Department.

Optional

- Assisted study and review classroom for Sciences and Mathematics 11.25h
 - Mathematics Applied to the Sciences.SS 1h
- Preparation for the PAU for MAE SL

Common subjects	Hours / week	
• Monograph		
• Creativity, Activity and Service (CAS)		
• Tutoring	1	
• Theory of Knowledge	2	
• History HL	3	
• Mathematics: Analysis and Approaches HL	5	45min of support
• Physics HL (in English)	5	45min of support
• Chemistry SL	4	45min of support
<i>To choose from the following blocks:</i>		
• English B HL + Literature SL	4+3	1h English reinforcement
• English A HL + Literature SL	4+3	1h English reinforcement
• English A HL + Spanish B SL	4+3	1h English reinforcement

Total hours 27/28

Supplements

- Spanish Language 2h

It will be mandatory for all students determined by the Department.

Optional

- Assisted study and review classroom for Sciences and Mathematics 11.25h
- Computer-Aided Design II (CAD) 2h

The subjects shaded in blue are those that prepare for the PAU exam (formerly Selectividad)



YEAR 12

HIGH SCHOOL DIPLOMA

Baccalaureate 26/27: 17 years old

For students enrolled in Y11 during the 2025/2026 academic year

Preparation for the Spanish University Entrance Test (PAU)

BIOMEDICAL
SOCIAL SCIENCES
TECHNOLOGICAL

COMMON TO ALL LEVELS

In core subjects, the School **offers educational support hours** specifically designed to reinforce the teaching and learning process. During these periods, there are **two teachers** in the classroom, which allows for greater individualised attention, **better detection of students' needs**, and a more tailored pedagogical response to different learning rhythms and styles. This organisation promotes closer and more effective support, contributing to the academic progress and comprehensive development of each student.

Reinforcement: academic reinforcement sessions are offered outside of school hours, focusing on both **core subjects** and other areas of special relevance due to their **innovative nature**. These sessions are complementary in nature and are designed to support students who require additional guidance, to delve deeper into certain content, or to consolidate key learning.

Biosanitary

Common subjects	Hours / week	
• Creativity, Activity and Service (CAS) Until December		
• Tutoring	1	
• Theory of Knowledge	2	
• History of Spain	5	
• Spanish Language and Literature II	4	
• English II	4	1h of support
• Mathematics II / Mathematics Applied to the SciencesSS II	5/4	45min of support
• Biology II	5	45min of support
• Chemistry II	4	45min of support
Total hours	30/29	

Supplements

- Spanish Language 2h

It will be mandatory for all students determined by the Department.

Optional

- Assisted study and review classroom for Sciences and Mathematics 11.25h
- Applied Anatomy II / Mathematics Applied to the SciencesSS 2h/2h

*Equivalent to the Spanish Bachillerato

Social Sciences

Common subjects	Hours / week	
• Creativity, Activity and Service (CAS) Until December		
• Tutoring	1	
• Theory of Knowledge	2	
• History of Spain	5	
• Spanish Language and Literature II	4	
• English II	4	
• Mathematics Applied to the Sciences.SS	4	45min of support
• Geography II / Marketing / French	4/3/3	
• Business and Business Model Design	5	
Total hours	29/28	

Supplements

- Spanish Language 2h

It will be mandatory for all students determined by the Department.

Optional

- Assisted study and review classroom for Sciences and Mathematics 11.25h

*Equivalent to the Baccalaureate

Common subjects	Hours / week	
▪ Creativity, Activity and Service (CAS) Until December		
▪ Tutoring	1	
▪ Theory of Knowledge	2	
▪ History of Spain	5	
▪ Spanish Language and Literature II	4	
▪ English II	4	
▪ Mathematics II	5	45min of support
▪ Physics II	5	45min of support
▪ Technical Drawing II / Chemistry II	4/4	45min Chemistry reinforcement
Total hours	30	

Supplements

- Spanish Language 2h

It will be mandatory for all students determined by the Department.

Optional

- Assisted study and review classroom for Sciences and Mathematics 11.25h

*Equivalent to the Spanish
Bachillerato



YEAR 12

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

Baccalaureate 26/27: 17 years old

For students enrolled in Y11 during the 2025/2026 academic year

BIOMEDICAL TECHNOLOGICAL

COMMON TO ALL LEVELS

In core subjects, the School **offers educational support hours** specifically designed to reinforce the teaching and learning process. During these periods, there are **two teachers** in the classroom, which allows for greater individualised attention, **better detection of students' needs**, and a more tailored pedagogical response to different learning rhythms and styles. This organisation promotes closer and more effective support, contributing to the academic progress and comprehensive development of each student.

Reinforcement: academic reinforcement sessions are offered outside of school hours, focusing on both **core subjects** and other areas of special relevance due to their **innovative nature**. These sessions are complementary in nature and are designed to support students who require additional guidance, to delve deeper into certain content, or to consolidate key learning.

It is **mandatory** to take 3 Higher Level subjects and 3 Intermediate Level subjects.

All subjects must reach a minimum number of students in order to be offered.

Biosanitary

Common subjects	Hours / week
• Monograph	
• Creativity, Activity and Service (CAS)	
• Tutoring	1
• Theory of Knowledge	2
• History SL	3
• Mathematics: Analysis and Approaches SL/HL	4/5 55min HL reinforcement
• Biology HL	5 45min of support
• Chemistry HL (in English)	5 45min of support
<i>To choose from the following blocks:</i>	
• English B HL + Literature SL	4+3 1h English reinforcement
• English A SL/HL + Literature SL	3/4+3 1h English reinforcement
• English A SL/HL + Spanish B SL	3/4+3 1h English reinforcement
Total hours	26/27/28

Supplements

- Spanish Language 2h

It will be mandatory for all students determined by the Department.

Optional

- Assisted study and review classroom for Sciences and Mathematics 11.25h
- Applied Anatomy II 2h
- Mathematics Applied to the Sciences.SS 1h
Preparation for the PAU for MAE SL

Common subjects	Hours / week
• Monograph	
• Creativity, Activity and Service (CAS)	
• Tutoring	1
• Theory of Knowledge	2
• History SL	3
• Mathematics: Analysis and Approaches HL	5 45min of support
• Physics HL	5 45min of support
• Chemistry SL	4 45min of support
<i>To choose from the following blocks:</i>	
• English B HL + Literature SL	4+3 1h English reinforcement
• English A HL + Literature SL	4+3 1h English reinforcement
• English A HL + Spanish B SL	4+3 1h English reinforcement
Total hours	27/28

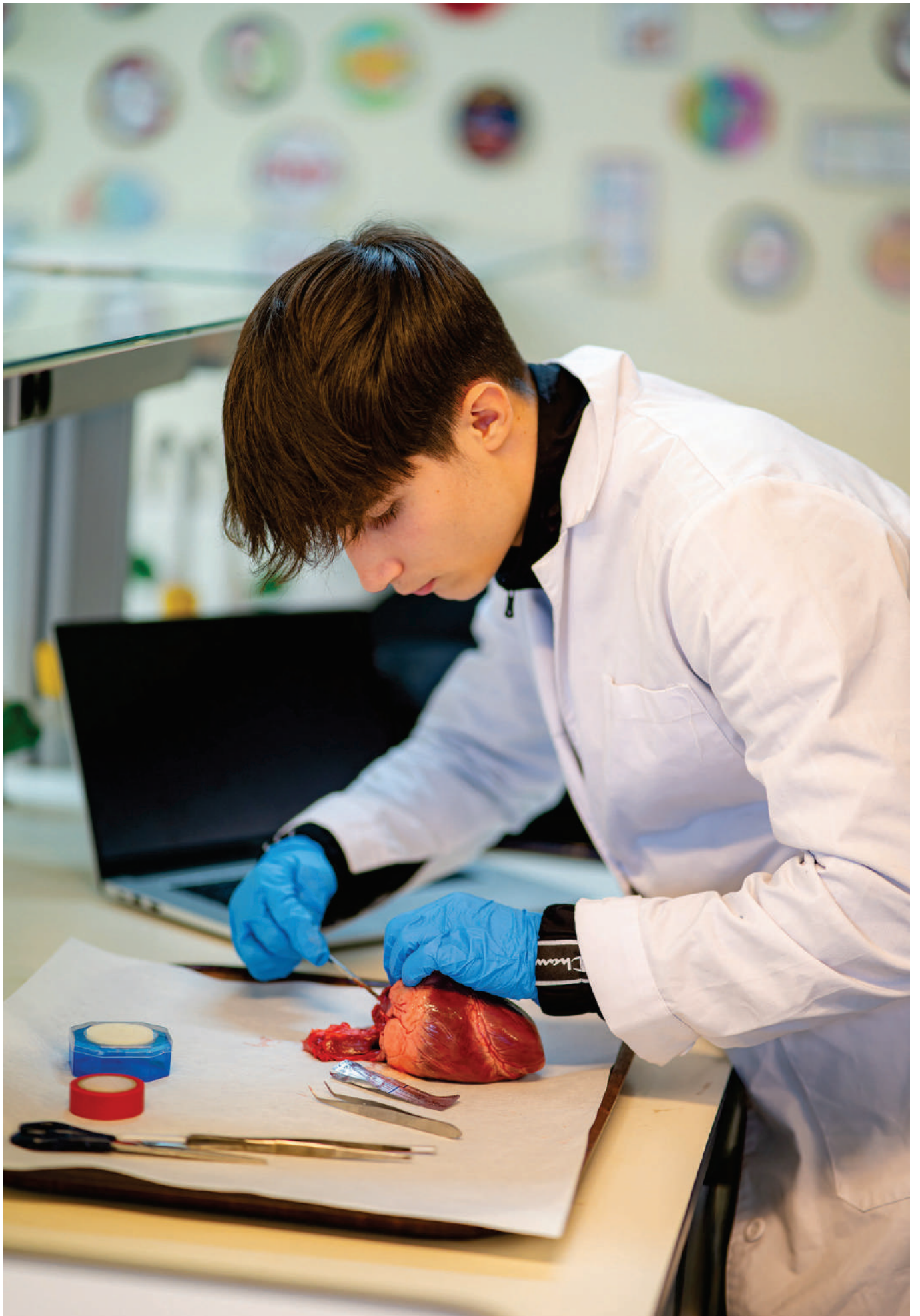
Supplements

- Spanish Language 2h

It will be mandatory for all students determined by the Department.

Optional

- Assisted study and review classroom for Sciences and Mathematics 11.25h
- Computer-Aided Design II (CAD) 2h





Electives

Electives Y1 to Y4

Chess (Y1-Y4)

Numerous studies have revealed the benefits of teaching Chess at school, especially at an early age. Of these benefits we would like to highlight the following:

- They increase attention span and concentration.
- They learn to calculate, visualise, analyse, plan, solve problems, make decisions and structure their logical thinking.
- They forge values such as respect, responsibility, solidarity, patience, tolerance, discipline and the correct acceptance of victory and defeat, among other virtues.
- They exercise both brain hemispheres, improve creativity, enhance memory, increase reading ability and improve concentration.

Department: Physical Education

Instrumental ensemble (Y1-Y4)

Group where the pupils will perform with instruments or voice musical pieces adapted to their level.

Objectives:

- Develop the ability to play in a group with other students, being able to perform the part of the work assigned to them.
- Develop the autonomy and competence with the instrument necessary to adapt to the discipline of an orchestra or chamber group.

(This subject is compulsory for PIM students and optional for other students (PIM students will have priority in group formation). Ideally a group of no more than 10 students for the correct functioning of the test).

Department: Performing Arts

Mateolympics (Y1-Y4)

MatheOlympics is an optional subject designed for students with a passion for mathematics who wish to develop their skills and abilities to compete in mathematics competitions and Olympiads at local, national and international level. This course combines mathematical rigour with creativity, challenging students to explore advanced concepts and solve problems in innovative ways.

Department: Mathematics

Theatre (Y1-Y4)

This optional subject, taught in Spanish, offers students a unique opportunity to develop their creativity, confidence and communication skills through theatre. Throughout the course, they will explore acting techniques, body language, improvisation and teamwork, as well as learning the basics of staging. Through dramatic games, performances and text analysis, students will strengthen their capacity for expression, empathy and collaborative work. An ideal subject for those who wish to discover the world of theatre and enhance their personal development in a dynamic and participative environment.

Department: Performing Arts



Electives Y6 a Y9

Chess

Numerous studies have revealed the benefits of teaching Chess at school, especially at an early age. Of these benefits we would like to highlight the following:

- They increase attention span and concentration.
- They learn to calculate, visualise, analyse, plan, solve problems, make decisions and structure their logical thinking.
- They forge values such as respect, responsibility, solidarity, patience, tolerance, discipline and the correct acceptance of victory and defeat, among other virtues.
- They exercise both brain hemispheres, improve creativity, enhance memory, increase reading ability and improve concentration.

Department: Physical Education

Artistic Gymnastics (in English)

The sessions within this subject will include specific warm-up exercises and physical conditioning to develop flexibility, stamina, coordination and agility. In addition, skills development will be practised where students will train and progress through the British Gymnastics skills Proficiency and advanced skills awards, focusing on skills based on the floor, high bar and pommel horse. The skills that will be developed through gymnastics include balances, rotations, jumps and flights.

Department: Physical Education

Instrumental ensemble

Group where the pupils will perform with instruments or voice musical pieces adapted to their level.

Objectives:

- Develop the ability to play in a group with other students, being able to perform the part of the work assigned to them.
- Develop the autonomy and competence with the instrument necessary to adapt to the discipline of an orchestra or chamber group.

(This subject is compulsory for PIM students and optional for other students (PIM students will have priority in group formation). Ideally a group of no more than 10 students for the correct functioning of the test)

Department: Performing Arts



Graphic and logo design

The aim of this subject is to approach graphic design as a fundamental method of expressing creativity through the design of logos.

Design is part of culture and of the basic teachings in any educational process. Creativity is the key to our progress as a society and graphic and visual design is one of the best mechanisms for expressing it.

Logotypes as part of visual and graphic design are part of our daily lives, although we are so used to them that they often go unnoticed. Logotypes have been with us for centuries and have emerged as a sign of identity for groups, people and objects.

Objectives:

- To learn about the origins of logos and graphic design.
- Understand the differences between brand and logo.
- Know the process of designing a logo and use this knowledge efficiently.
- Be able to differentiate a good design and logo from one that is not.
- Knowing and creating different types of logos according to the needs of the brand.
- Identify the factors that influence our brand perception.
- Identify the appropriate font for each logo.
- Use the correct proportions in logo design.

Department: Visual Arts and Technology

Drama club in English

The aim of the course will be to introduce students to various plays and genres, considering how different texts require different skills when performed on stage. Naturally, students will develop their English pronunciation and intonation while learning how to manipulate and adapt them to have different effects on the audience. Students will explore the dramatic genre through scenes from classic plays, such as Oliver Twist, The Wizard of Oz, Macbeth and many others, covering a wide range of eras and genres. Students will work on:

Objectives:

- Body language.
- How to work on a script.
- Expression of emotions with and without words.
- Intonation and pronunciation.
- Improvisation.
- Public speaking.
- Design.
- Address.

Department: English Language and Language Acq.

Business plan development

This course teaches students how to develop a project not only from a marketing point of view, but also from an economic and treasury point of view.

Department: Individuals and Societies

Climbing

This subject fosters the following benefits for students:

- It develops decision-making, which speeds up their thinking, as they have to anticipate situations and make decisions that allow them to move forward in the right way.
- It helps them to become more independent and to overcome their problems by finding solutions to the obstacles that may arise both in climbing and in life.
- It allows them to improve themselves and gain self-confidence as they watch, being aware of their progress, favouring their self-esteem, and contributing to improve their concentration and attention.
- It improves their flexibility and strength.
- As it is a very dynamic activity, it allows children to combat stress, nervousness and excess energy, favouring their relaxation.
- It helps children socially, promoting cooperation and trust between peers.

Department: Physical Education

Photograph (in English)

Introduction to photography with topics such as exposure, types of lenses, telephoto lenses, lighting, natural lighting, studio lighting, history of photography through the study of some past and present photographers, rules of photographic composition, photographic post-production techniques using freeware software and poster creation.

The course will be organised around themes such as 'Indirect Portraits', 'Investigation of Space', 'Solitude', 'Silhouettes'.

Requirements: students must have a Digital Reflex Camera.

Department: Visual Arts and Technology

Sports Fundamentals (orienteeing, sailing and skiing)

Sports Fundamentals is an optional subject that offers students the opportunity to learn and practise three sports: orienteeing, sailing and skiing. Through a combination of theory, practice and training, students will develop fundamental skills, technical knowledge and strategies specific to each sport.

The course includes a comprehensive approach that combines classroom sessions and practical activities in suitable environments. In addition, students will be able to participate, optionally and complementarily, in two weekends dedicated exclusively to the intensive practice of each of the sports disciplines.

- To promote physical and mental development through the practice of outdoor sports.
- To encourage teamwork, autonomy and decision-making in dynamic environments.
- To provide unique experiences that strengthen technical skills and appreciation of each discipline.

Sports Fundamentals is ideal for students who wish to explore new sports, perfect their skills and enjoy practical experiences in natural environments.

Department: Physical Education

History of cinema

The approach of the course is to see film as a formidable catalyst of energies, synergies, aesthetics and diverse social realities.

Palpits of life and art furrowed by millions of irises on one side and cameras on the other.

Through its history, we will travel through the thousand and one visions that the creators of the seventh art have had and still have of the world and existence, and we will understand how they contribute to reflecting and defining the world and the immediate culture that surrounds us.

Department: Individuals and Societies

Automotive engineering

This subject is aimed at students interested in the automotive industry and technological advances in this sector. In this course, students carry out a structural study of the automobile, including, in ascending order:

- Tyres.
- Chassis.
- Suspension systems.
- Braking systems.
- Engines: types and operation.
- Bodywork and aerodynamics.

Department: Mathematics

Matheolympics

MatheOlympics is an optional subject designed for students with a passion for mathematics who wish to develop their skills and abilities to compete in mathematics competitions and Olympiads at local, national and international level. This course combines mathematical rigour with creativity, challenging students to explore advanced concepts and solve problems in innovative ways.

Department: Mathematics

Projects layout

This is a class to learn how to use text layout tools such as Publisher or Canva, with the aim of making students' work attractive and well presented.

These tools are not only useful for academic work, but also for the creation of posters, organisation of events, advertising/selling products, etc.

The objectives are:

- Developing creativity through the creation of attractive projects
- Work with Y10 students on an attractive design for their Personal Project.
- To get to know different tools useful for the layout of projects.
- Encourage group work and organisation.
- Acquire an awareness of the importance of the presentation, layout and design of an academic work.

Department: Visual Arts and Technology

Public Speaking Workshop

According to the dictionary of the Royal Spanish Academy, the definition of oratory is 'the art of speaking eloquently.' Taking this definition into account, the activity that we propose consists of promoting this art in our students by means of a public speaking workshop.

- To promote the values of collaboration, cooperation and tolerance.
- Working on skills within the Learning Approaches: communication, social, self-management, research and thinking. Suspension systems.
- To put into practice the attributes of the International Baccalaureate learning community profile. We want our students to be enquiring, reflective, good communicators, thinkers, bold, open-minded, informed and educated, supportive, principled and balanced. We believe that all of these attributes are developed through this activity.
- Promoting interdisciplinarity through the proposed topics, which is one of the bases of MYP teaching, and which can be of all kinds, for example, Human Rights, the importance of languages, 21st century education, the development of technology, etc.
- Encourage continuity within IB programmes.
- Training the future leaders of tomorrow, where the power of words is increasingly a reality.

Department: Spanish Language and Literature





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