SBC

№1

The UK's Number One Multi-Campus Summer School

SBC is the highest-ranked summer school in the EL Gazette UK Language Centre Rankings and an EL Gazette Centre of Excellence. These rankings are based on British Council inspection results.

ADVENTURE PROGRAMMES

Future Global Leaders

12-16 years Headington Oxford



ENGLISH LEVEL
Minimum B1

COURSE LENGTH
2 weeks

ACADEMIC HOURS
15 per week

CLASS SIZE
15 max

START DATES
12-7 | 26-7

RESIDENTIAL OR DAY
Both

For full dates, fees and everything that's included – tuition, accommodation, meals and excursions – visit our website.

summerboardingcourses.com/prices

INTRODUCTION TO

Future Global Leaders

Future Global Leaders is a two-week English-language programme exploring politics, international relations and leadership. Students use English to discuss current and enduring questions, compare perspectives, negotiate with others and communicate their own ideas. Activities emphasise discussion, collaboration, debate and decision-making.

ACADEMIC CONTENT

15 hours of English-language learning through politics, international relations and leadership themes each week, using discussion, debate, collaborative scenarios and presentation activities.

ENGLISH LANGUAGE LEVEL

Students should have a minimum English level of B1 so that they can take part in discussion, understand programme materials and communicate their ideas during collaborative activities.

WHAT STUDENTS TAKE HOME

An SBC Certificate of Achievement and an individual end-of-course report reflecting participation and progress during the programme.



By the end of their course, we aim for each student to:

- enjoy learning and feel positive about their studies
- feel more confident using English, in lessons and in everyday situations
- speak more clearly, share ideas and opinions, and take part in discussions
- listen carefully, understand others and reply in English
- expand their vocabulary specific to their chosen subject
- work well in a team and solve problems together
- try new things and speak to new people
- practise English outside lessons during activities and excursions

For further information please scan here.

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12–16	Minimum B1	2 weeks	15 per week	15 max	Both	12-7 | 26-7	Oxford



About the programme

Future Global Leaders introduces students to selected ideas from politics, international relations and leadership while developing their English through meaningful subject content. Students encounter vocabulary and concepts connected with governance, diplomacy, global issues, decision-making and communication.

Lessons use accessible examples, discussion, debate and collaborative scenarios. Students might compare different approaches to leadership, consider how countries respond to a shared challenge, represent different viewpoints in a negotiation or discuss how decisions can affect different groups.

The programme is exploratory rather than specialist political or diplomatic training. Its purpose is to give students an age-appropriate introduction to global issues and leadership while providing regular opportunities to practise speaking, listening, reading and presentation in English.

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Key Learning Outcomes

1 POLITICAL & GLOBAL VOCABULARY

Develop and practise vocabulary connected with politics, governance, international relations, diplomacy, leadership and global issues.

2 PERSPECTIVES & DISCUSSION

Practise explaining viewpoints, listening to alternative perspectives and responding appropriately during structured discussions and collaborative activities.

3 DEBATE & NEGOTIATION

Use English to make a case, respond to arguments and work towards shared decisions through age-appropriate debate and negotiation tasks.

4 LEADERSHIP & COMMUNICATION

Explore different approaches to leadership while practising how to communicate ideas, make decisions and collaborate effectively with others.



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SUBJECT THEME

Decisions in a Connected World

Future Global Leaders uses political and international questions as a context for language learning and discussion. Students explore how individuals, governments and organisations may respond to shared challenges, how different interests can shape decisions and why people may reach different conclusions when considering the same issue. The emphasis is on communication, perspective and reasoning rather than promoting a particular political viewpoint.

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Academic Frameworks

The programme introduces selected concepts from politics, governance, diplomacy, international relations and leadership. English development is integrated throughout, with students using subject-related vocabulary in discussion, debate, reading, negotiation and presentation.

THE FUTURE GLOBAL LEADERS LEARNING FRAMEWORK

Learning typically begins with a question, issue or scenario. Students encounter relevant vocabulary and background information before considering different perspectives and discussing possible responses. They then apply what they have explored through debate, negotiation, collaborative decision-making or presentation, giving repeated opportunities to use English in context.

FOUNDATIONAL VOCABULARY

Leadership, government, governance, democracy, policy, decision, diplomacy, negotiation, international relations, cooperation, conflict, organisation, perspective, argument, evidence, compromise, responsibility, representation.



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Time to Shine

Time to Shine gives students an opportunity to bring together the global themes and English-language communication practised during the programme. Working collaboratively, students prepare a presentation or response connected with leadership or a global issue and share their work with an audience.

Students may explore a global question, propose a response to a shared challenge or present different perspectives on an issue. The format can vary according to the project and class, with the emphasis on clear communication, teamwork and explaining the reasoning behind their ideas.

1 PROJECT: WEEK ONE

Students explore a suitable issue or leadership theme, gather relevant information and identify different perspectives. They begin discussing possible responses while developing the vocabulary needed to explain their ideas.

2 PROJECT: WEEK TWO

Students organise and refine their ideas, prepare their presentation and rehearse how they will communicate their reasoning before sharing the completed project at Time to Shine.

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Course Objectives

Future Global Leaders combines English-language development with an accessible introduction to politics, international relations and leadership. Students practise discussion, collaboration and critical thinking while considering how people and organisations respond to complex questions.

MODULE 1

Politics & Governance

Explore some of the ways societies organise leadership and decision-making. Students encounter political vocabulary, compare accessible examples and practise explaining different viewpoints in English.

MODULE 2

International Relations & Diplomacy

Consider how countries and international organisations may cooperate, negotiate or disagree over shared issues. Students explore these ideas through discussion and structured collaborative scenarios.

MODULE 3

Leadership, Debate & Negotiation

Consider different approaches to leadership and practise making a case, listening to alternative positions, responding to others and working towards decisions through debate and negotiation activities.

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Academic Difficulty

No previous study of politics or international relations is required. Students should be comfortable working at a minimum B1 level of English and willing to discuss ideas, consider different perspectives and contribute to collaborative activities. Topics are introduced at an age-appropriate level, with guidance provided as students encounter unfamiliar vocabulary and concepts.



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CASE STUDY

Responding to a Shared Challenge

Students might be given a fictional scenario in which several countries or groups need to respond to a shared problem. Each group receives information about different priorities and concerns before discussing possible solutions. Students explain their position, listen to others and work towards an agreed response, practising negotiation and communication without being required to reproduce real diplomatic processes.



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Fieldwork Research

Excursions and wider programme activities may provide additional contexts for considering history, society, leadership and public life. Students can use observations and new information as starting points for later discussion or project work in English. Specific activities may vary between sessions.

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ACADEMIC EXPERIENCE

Programme Benefits

Every student receives an SBC Certificate of Achievement recognising completion of the Future Global Leaders programme, together with an individual end-of-course report reflecting their participation and progress during the programme.



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Is this programme for you?

Future Global Leaders is suitable for students aged 12–16 with a minimum B1 level of English who are curious about politics, international relations or leadership; enjoy discussing ideas and hearing different viewpoints; want to practise debate and negotiation; and would like to develop their English through collaborative global themes.



DOES THIS SOUND LIKE YOU?

YOU ENJOY A GOOD DEBATE.

You like hearing different viewpoints, explaining what you think and discussing questions that do not always have one simple answer.

YOU'RE INTERESTED IN THE WIDER WORLD.

Politics, international relations or global issues interest you, and you'd like an accessible introduction to these topics.

YOU WANT TO COMMUNICATE WITH GREATER CONFIDENCE.

You want to practise presenting, negotiating and contributing to group discussions in English.

Sound familiar?

Future Global Leaders could be for you →

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SAFEGUARDING & WELFARE

Safe days, settled nights

Sending your child abroad is a big decision. So we start with your child's wellbeing, and build everything else – lessons, activities, boarding life – around it.

24/7
On-site pastoral support

1:6
Staff-to-student ratio on programme

100%
DBS-checked, trained residential staff

Speak to our Student Experience team →

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SAMPLE TIMETABLE

Week 1

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Wake-up & Breakfast | 07:00 - 09:00						
 Arrival Day	Welcome Talk | 09:00 - 09:30			Thorpe Park Excursion		
	Government and Governance 09:30 - 10:30 Explore vocabulary connected with government, governance and leadership, comparing accessible examples of how societies organise authority and decision-making.	**How Decisions Are Made** 09:00 - 10:30 Consider how leaders, representatives and institutions make decisions, discussing the importance of rules, responsibility, participation and competing priorities.	**Democracy, Policy and Representation** 09:00 - 10:30 Explore how policies can reflect different interests and perspectives, practising how to explain who may support or challenge a particular decision.		**Cooperation and Conflict** 09:00 - 10:30 Examine why countries and groups cooperate or disagree, using structured examples to identify shared interests, tensions and possible areas for compromise.	**Diplomacy and International Organisations** 09:00 - 10:30 Consider how diplomacy and international organisations can support cooperation, using discussion to explore negotiation, communication and collective responses to shared issues.
	Break | 10:30 - 11:00				Break | 10:30 - 11:00	
	Time to Shine: Choose a Global Question 11:00 - 12:30 Select a suitable global issue or leadership theme, identify the central question and begin gathering relevant vocabulary and background information.	**Time to Shine: Map the Perspectives** 11:00 - 12:30 Identify different groups or viewpoints connected with the issue, discussing why their priorities, concerns or preferred responses may differ.	**Time to Shine: Explore Possible Responses** 11:00 - 12:30 Generate several responses to the challenge and compare their strengths, limitations and likely effects on different groups.		**Time to Shine: Agree the Group Position** 11:00 - 12:30 Negotiate within the team to decide which response or combination of ideas they will present and what reasoning supports it.	**Time to Shine: Time to Shine Showcase** 11:00 - 12:30 Present the completed Week One global leadership project, explaining the issue, different perspectives and proposed response while answering audience questions thoughtfully.
	Lunch | 12:30 - 13:30				Lunch | 12:30 - 13:30	
	Multi-Activity 13:30 - 15:00	**Multi-Activity** 13:30 - 15:00 / **Optional Extra**	**Multi-Activity** 13:30 - 15:00 / **Optional Extra**		**Multi-Activity** 13:30 - 15:00	**Multi-Activity** 13:30 - 15:00
	Break | 15:00 - 15:30				Break | 15:00 - 15:30	
	Multi-Activity 15:30 - 17:00	**Multi-Activity** 15:30 - 17:00 / **Optional Extra**	**Multi-Activity** 15:30 - 17:00 / **Optional Extra**		**Multi-Activity** 15:30 - 17:00	**Multi-Activity** 15:30 - 17:00
	House Time | 17:00 - 18:30				House Time | 17:00 - 18:30	
Dinner | 18:30 - 19:15						
Evening Event 19:30 - 21:00	Evening Event 19:30 - 21:00	Evening Event 19:30 - 21:00	Evening Event 19:30 - 21:00	House Evening 19:30 - 21:00	Evening Event 19:30 - 21:00	Evening Event 19:30 - 21:00
House Time | 21:00 - 22:00						
Lights Out | 22:00						

Please note: Sample timetables shown are examples and may be subject to change.

SAMPLE TIMETABLE

Week 2

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Wake-up & Breakfast | 07:00 - 09:00						
	**Multi-Activity** 09:00 - 10:30	**Multi-Activity** 09:00 - 10:30 **Optional Extra**	**Multi-Activity** 09:00 - 10:30 **Optional Extra**		**Multi-Activity** 09:00 - 10:30	**Multi-Activity** 09:00 - 10:30
	Break | 10:30 - 11:00				Break | 10:30 - 11:00	
	Multi-Activity 11:00 - 12:30	**Multi-Activity** 11:00 - 12:30 **Optional Extra**	**Multi-Activity** 11:00 - 12:30 **Optional Extra**		**Multi-Activity** 11:00 - 12:30	**Multi-Activity** 11:00 - 12:30
	Lunch | 12:30 - 13:30				Lunch | 12:30 - 13:30	
	Negotiation and Compromise 13:30 - 15:00 Take part in a structured negotiation where groups have different priorities, practising listening, proposing solutions and working towards an acceptable shared decision.	**Leadership in Practice** 13:30 - 15:00 Compare different approaches to leadership and consider how communication, responsibility and decision-making can affect a group facing a challenge.	**Making a Case in Debate** 13:30 - 15:00 Build and present an argument using reasons and evidence, then listen to opposing positions and respond respectfully to alternative perspectives.		**Responding to a Shared Challenge** 13:30 - 15:00 Work through a fictional global scenario, balancing different priorities and proposing a collaborative response that groups can explain and defend.	**Communicating Decisions** 13:30 - 15:00 Practise presenting a decision or proposal clearly to an audience, explaining priorities, compromises and the reasoning behind the final response.
	Break | 15:00 - 15:30				Break | 15:00 - 15:30	
	Time to Shine: **Refine the Argument** 15:30 - 17:00 Use feedback to strengthen reasoning, clarify evidence and acknowledge important alternative perspectives without losing the group's central position.	**Time to Shine:** **Develop Supporting Material** 15:30 - 17:00 Prepare simple visuals, key points or scenario information that help the audience follow the challenge, perspectives and proposed response.	**Time to Shine:** **Rehearse Debate and Delivery** 15:30 - 17:00 Practise presenting the proposal and answering challenges, focusing on clear arguments, respectful responses and effective teamwork.		**Time to Shine:** **Final Negotiation and Questions** 15:30 - 17:00 Review the group's position, anticipate difficult questions and practise explaining where compromise was necessary and why particular choices were made.	**Time to Shine:** **Time to Shine Showcase** 15:30 - 17:00 Present the completed global leadership project, explaining the issue, different perspectives and proposed response while answering audience questions thoughtfully.
	House Time | 17:00 - 18:30				House Time | 17:00 - 18:30	
Dinner | 18:30 - 19:30						
Evening Event 19:30 - 21:00	Evening Event 19:30 - 21:00	Evening Event 19:30 - 21:00	Evening Event 19:30 - 21:00	House Evening 19:30 - 21:00	Evening Event 19:30 - 21:00	Prom Night 19:30 - 21:00
House Time | 21:00 - 22:00						
Lights Out | 22:00						

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SBC TEAM

Meet Our Staff

At SBC, our staff support students all summer: in lessons, in activities and in daily life. They help students settle in, feel more confident and enjoy their time with us in a safe and friendly place.

Below are some staff who have worked with us in past summers. They show the kind of experience and skills we look for when we choose our staff.



Natalia

TUTOR

MA Careers Guidance, BSc Psychology

The Tutor plans and teaches lessons in their subject. They use discussion, activities and real-life examples to help students understand the subject and take an active part in every class.

> Summer schools are really important because they give students the chance to learn and grow outside of a normal classroom environment...it's a great time to build confidence, become more independent, meet new people and discover interests they might not have explored before. At this age, students are developing their identity and becoming more confident in making their own choices, so having new experiences in a supportive environment can make a big difference.
>
> My role is to support students in developing their understanding of psychology through engaging lessons, discussions, and activities. I aim to make the subject accessible and enjoyable while encouraging students to think critically, ask questions, and build confidence in their ideas. My role is also important in creating a supportive environment where students feel comfortable sharing their perspectives and learning from each other.

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Sarah

SUMMER SCHOOL DIRECTOR

Holds the CELTA, DELTA and IHCYLT, has managed young learner centres in Spain, and has trained teachers around the world for Cambridge and the British Council.

The Summer School Director is responsible for the whole summer school. They plan, organise and oversee every part of it, from bookings to daily life on campus. They lead the staff team and make sure students spend their summer in a safe, well-organised place where they can get the most from their time with us.

> I genuinely believe in the immersive, communicative power of summer and Easter school. I see the growth in children and teenagers as they learn to use what they already know and build on it. We have the opportunity to send everyone back home as a slightly more confident, slightly more aware young person: whether that is in language learning, building relationships or in their place in a global community of shared understandings and community living. There is so much potential to unlock in a supportive, safe and engaging environment where everyone can learn to approach new challenges spend time with people we wouldn't ordinarily meet in everyday life.

Jude

DIRECTOR OF STUDIES

Taught English for more than 20 years in five countries and online, works as an examiner, materials writer and teacher trainer and is completing doctoral research in TESOL.

The Director of Studies leads all teaching at the campus. They place students in the right groups, supervise teaching and run training sessions for teachers. They also check that course content meets the right standard, lead the specialist teachers who develop new course material, and give all teachers the support and resources they need.

> The students who come to SBC are at a point in their lives where they are approaching some big decisions. Many older students are thinking about university, often wanting to study abroad, and younger students are developing their own interests. It is also, perhaps even more importantly, a time in their lives where they are developing social skills and naturally wanting to make connections. Coming to SBC gives students the opportunity to not only develop their academic and career prospects through some of our specialist courses...but also to experience an atmosphere where they can make real connections and find friends for life. On top of that, they have the chance to try out exciting activities that they have never done before, and visit a number of iconic

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ALWAYS MOVING.

Always Learning.

At Headington, learning doesn't stop when students leave the classroom. New ideas are introduced through interactive lessons, and brought to life through collaborative activities and practical Time To Shine projects that encourage students to apply what they've learned, all while building confidence, communication and teamwork. Students return home with stronger English, new friendships and a deeper understanding of subjects such as science, business, medicine and art. Alongside their personalised certificate and reference letter, they leave with the confidence that comes from stepping outside their comfort zone. For parents, the reassurance is simple: every day is purposeful. Your child spends every day fully engaged — academically challenged, physically active and surrounded by an international community of friends.

HEADINGTON, OXFORD: 35 ACRES, MINUTES FROM THE CITY

Headington School has a 23-acre campus in a quiet residential part of Oxford. It is close enough to the city for Oxford to be part of the programme, and it also gives students space, playing fields and a calm routine. Students live and study on the same site. This means short walks between lessons, activities, meals and their boarding house, and students stay in a supervised setting all day.



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ACCOMMODATION

Headington has five boarding houses with boys and girls housed separately. Most rooms are single or twin rooms, with some small dorms; every room has a desk and wardrobe. Bathrooms are shared and cleaned regularly, and each house has a common room where students can relax. A House Parent runs each house with help from a residential staff team, and staff are on site 24 hours a day. A weekly laundry service is included.

ACADEMIC FACILITIES

Lecture hall, theatre, art studio, dance studio and campus-wide Wi-Fi. Classes are capped at 15 students.

SPORT & RECREATION FACILITIES

Sports hall, swimming pool, tennis courts and 23 acres of grounds and playing fields are used as part of the activity programme.

DINING

Modern dining hall serving three meals a day. Dietary requirements: vegetarian, vegan, halal and others: are catered for where notified at booking.

LOCATION & SETTING

Headington School, Oxford. A green, self-contained campus in a residential Oxford suburb, with the historic city centre and the university colleges close enough to visit as part of the programme rather than as a day trip.

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Every Afternoon Is Different

In the afternoons, there is a full timetable of sport, creative workshops and outdoor challenges. Students choose what suits them, and staff encourage them to try something they have never done before. In the evenings, the whole campus comes together. This is when students from different countries make friends, when quieter students can take a bigger part, and when the campus feels most lively.

ACTIVITIES INCLUDE:

Football · Tennis · Volleyball · Arts & Crafts · Karaoke · Fashion Show · Talent Show · Drama · Quiz Night · Punting · Film Night · Disco · **Optional Extras:** Adventure Sports & Tennis Academy

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EXCURSIONS: HEADINGTON OXFORD

Three Full Days Beyond the Campus

Every two-week course includes three full-day excursions to well-known UK cities and attractions. SBC staff go with students all day and plan a full timetable for each trip, so time away from campus is structured and supervised.



LONDON

See iconic landmarks, visit museums and cultural attractions, and experience the energy of one of the world's great cities.



OXFORD

Explore museums, historic landmarks and the unique atmosphere of one of the world's most famous university cities.



THORPE PARK

Over 30 thrilling rides and roller coasters for a day of pure adventure. A day the students talk about all the way home.

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ADD EVEN MORE

To Your Summer

TENNIS ACADEMY

Focused coaching sessions where students develop technique, footwork and match play in a structured, supportive environment using Headington's on-site tennis courts. Suitable for all levels – from beginners learning the basics to experienced players looking to sharpen their game.

£295 Per Week

ADVENTURE SPORTS

A two-day experience combining water-based and land-based adventure. Students take part in activities such as canoeing, kayaking or sailing, building confidence and teamwork in a fully supervised setting. The second day brings a paintball session focused on strategy, communication and collaboration. For students who enjoy a challenge, the outdoors and working as a team.

£295 Per Week

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THEIR SUMMER ENDS.
THEIR JOURNEY CONTINUES.

The SBC Future Pathways Programme



WHAT IT IS

A seven-month online programme for SBC students aged 12 to 17, running from September to April. Students choose one of two pathways, then complete one large project during the programme, supported by four live online workshops with SBC staff.

WHAT YOUR CHILD GETS

Four live online workshops delivered by experienced SBC staff. One extended project completed across the programme. A Personal Strengths Profile to help them understand how they learn and work with others. Personalised feedback on their finished project. An SBC Future Pathways Certificate and Reference Letter.

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HOW IT WORKS: THE FOUR STAGES | FUTURE PATHWAYS PROGRAMME

SEPTEMBER

Discover Your Strengths: students complete a Personal Strengths Profile and choose their pathway. The first workshop helps them generate ideas and choose a project.

NOVEMBER

Build Your Project: students learn how to turn an idea into an achievable project, covering research, planning and organisation, with a Q&A with SBC staff.

JANUARY

Bring Your Ideas to Life: students develop their projects and build practical skills linked to their pathway, such as communication, creativity, leadership, collaboration and problem solving.

MARCH

Prepare Your Final Submission: the final workshop covers presenting ideas clearly and preparing work for submission.

APRIL

Time to Shine Online: students submit their project and a short presentation, either live at the online Time to Shine event or as a pre-recorded video. Selected students are invited to showcase their work at the live event.



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FUTURE PATHWAYS PROGRAMME





THE KIND OF PROJECTS STUDENTS TAKE ON

Students choose one of two pathways. Future Leaders identify a challenge in their school or local community, research possible solutions and develop an action plan that creates real impact. Creative Thinkers explore an issue they care about and bring their ideas to life through a creative project, such as a podcast, documentary, campaign or digital media concept.

WHY IT MATTERS

At SBC we aim for students to come home from our programmes feeling more confident, with new friends and new ideas about what they can do. Future Pathways gives them a way to keep developing once they are back home. Over seven months, they manage their own project, solve problems and learn to present their ideas clearly. It also helps them stay in touch with SBC during the year, before the next summer.

ELIGIBILITY, DATES & INVESTMENT

- Open to SBC students aged 12 to 17.
- Runs September to April.
- £249 for the full programme.
- Every student who completes the programme receives personalised feedback, an SBC Future Pathways Certificate and a Reference Letter.
- Projects are reviewed by SBC staff, with awards for creativity, leadership, innovation and impact.

First prize

a free SBC summer programme (subject to availability and eligibility)

Second prize

a one-to-one mentoring session in a chosen subject

Third prize

a £500 SBC voucher.

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HEAR FROM OUR FAMILIES

What parents and students say

"I had an incredible experience. The most unforgettable two weeks of my life. I loved being here with my friends and sharing this with them. Also, knowing such amazing people from other countries was amazing. People here are so kind."

Julieta
Student, Headington

"I wanted my son to improve his English, discover new horizons and meet other teenagers from other continents and cultures. As SBC checked all the boxes I registered my son for a two week program in Oxford. When reading the material distributed to parents prior arrival, I was very impressed by the level of professionalism. Upon arrival, my son immediately felt welcome and supported. He spent two intensive weeks and enjoyed every moment. He loved the classes, his professor of economy, the sport activities as well as the excursions. He very much welcome the academic messages conveyed during his economy classes. When he talks about his experience in Headington, he has a large smile on his face and sparkles in his eyes and looks forward to taking part to another SBC program next year with his friends."

Onenne
Parent, Headington

AGES	ENGLISH LEVEL	COURSE LENGTH	ACADEMIC HOURS	CLASS SIZE	RESIDENTIAL OR DAY	START DATES	LOCATION
12–16	Minimum B1	2 weeks	15 per week	15 max	Both	12-7 | 26-7	Oxford

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