



Queen Elizabeth Grammar School

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QEGS Curriculum Policy

1. Purpose of the Policy

The purpose of this policy is to outline the curriculum offered at QEGS.

2. Policy Aims

This policy aims to:

Outline the rationale for the curriculum offer at QEGS

Provide detail about the curriculum offer at key stages 2-5

3. Introduction and Overview

The school's academic aim is to fulfil an individual's intellectual potential within an inspirational and distinctively boy-centred learning environment. Our teaching is tailored to try and get the very best out of bright boys. It seeks to play to their innate strengths whilst scaffolding weaknesses. Lessons are characteristically designed to be transitive, well-paced and founded on excellent subject knowledge.

In order to fulfil this aim, pupils in Years 3-11 are given experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education through the core and extended curriculum. Pupils acquire skills in speaking and listening, literacy and numeracy through the core curriculum.

In Years 3-6 all pupils follow a core curriculum of English, mathematics, science (biology, chemistry and physics), modern foreign languages, geography, history, religious studies, ICT, art, music, design technology and PSHE. This broad grounding is further complemented by courses in PE & Games, swimming and singing. Boys in Year 3-6 have the opportunity to participate in Forest School and Outdoor Education on a regular basis. PSHE is taught as part of the form tutor programme.

All pupils in Years 7-11 follow a core curriculum of English, mathematics, sciences (biology, chemistry and physics) and (until Year 9) at least one Modern Foreign Language. They develop their physical skills through Games and PE. In addition, all boys are involved in QEGS Enrichment & Development (QED - see below), and PSHE.

The curriculum is devised to be accessible to all and does not discriminate against pupils in accordance with Part 6 of the Equality Act 2010. We endeavour at all times to make appropriate and individual adjustments to educate pupils according to need, so that all pupils, including those with exceptional ability and those with particular learning needs, make progress in line with their academic potential. Subject matter appropriate for the ages and aptitudes of all pupils is provided through departmental schemes of work. Departmental teaching programmes are designed so that all pupils, including those who are exceptionally able or have a statement or EHC plan, or are identified as having a special need, or have English as a second language, have the opportunity to learn and make progress. Learning and progress are monitored and recorded regularly through the school reporting and grading assessment procedures. All pupils who have a special educational need are given further support, delivered by a specialist SEND team. Statemented pupils or pupils with EHC plans are in receipt of an Individual Education Plan, which ensures that their education fulfils the requirements of the Statement or EHC plan.

Fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs are actively promoted throughout the

school, both in assemblies, form tutor time, and across the general academic curriculum, as well as in the PSHE programme. We actively encourage respect for other people and pay particular regard to the protected characteristics set out in the 2011 Act. The school does not discriminate between pupils because of any form of disability, race, colour or ethnicity, religion, belief or the lack thereof, or because of sexual orientation (including transgender). We strive to fulfil our second stated aim of encouraging pupils to develop high moral standards of personal behaviour, and qualities of tolerance, altruism and understanding of others both in school and within the wider community, by working with our parents and by insisting on these qualities in all aspects of school life, both within the classroom and beyond.

The taught curriculum, as well as the extended curriculum, including PSHE and form tutor time, aims to prepare pupils for the opportunities and responsibilities of adult life, developing a range of character attributes such as resilience and tenacity, so that the pupils' experience of school provides an effective preparation for the experiences of life in British society and beyond. A wealth of enrichment opportunities exists to stretch the most able and arouse the curiosity of all. These include numerous field trips, weekly clubs and many extra and super curricular activities.

In Years 9-11, careers guidance is provided as part of the PSHE programme. In the Sixth Form, careers and specialist UCAS guidance is offered to all pupils. The careers programme is presented impartially and provides pupils with an informed approach to their post-16 and post-18 options. The programme encourages all to become aware of their strengths, skills, interests and potential, and how these relate to the prerequisites of the modern labour market. We avoid all gender-based stereotyping of careers with regard to boys' future place in the world of work. The importance and value of work experience is highlighted, with opportunities for a wide range of experience promoted from Year 11 onwards, and particularly to Sixth Form pupils. Departments promote career opportunities in their subject areas.

4. Key Stage 2 Curriculum (Years 3-6)

The school week is divided into 30 periods, each 50 minutes long, although we teach over a two-week 60 period cycle and the number of lessons is distributed 'per cycle'.

The core curriculum consists of English, mathematics, science (biology, chemistry and physics), modern foreign languages, geography, history, religious studies, ICT, art, music, design technology and PSHE. This broad grounding is further complemented by courses in PE & Games, swimming and singing. PSHE is taught as part of the form tutor programme.

	22-23					22-23					22-23					22-23				
Year 3	Periods	%		Year 4	Periods	%		Year 5	Periods	%		Year 6	Periods	%						
En	13	21.7		En	13	21.7		En	13	21.7		En	13	21.7						
Ma	12	20.0		Ma	12	20.0		Ma	12	20.0		Ma	12	20.0						
ICT	2.5	4.2		ICT	2.5	4.2		ICT	2	3.3		ICT	2.67	4.5						
Sc	6	10.0		Sc	6	10.0		Sc	5.5	9.2		Sc	6	10.0						
MFL	2	3.3		MFL	2	3.3		MFL	2	3.3		MFL	2	3.3						
HUMAN	5	8.3		HUMAN	5	8.3		HUMAN	5	8.3		HUMAN	5	8.3						
RPE	1.5			RPE	1.5			RPE	1.5			RPE	1.67	2.8						
Ar	2	3.3		Ar	2	3.3		Ar	2	3.3		Ar	2	3.3						
DT	2	3.3		DT	2	3.3		DT	2	3.3		DT	2	3.3						
Mu	2	3.3		Mu	2	3.3		Mu	2	3.3		Mu	2	3.3						
Sing	1	1.7		Sing	1	1.7		Sing	1	1.7		Sing	0	0.0						
PE	3	5.0		PE	3	5.0		PE	3	5.0		PE	4	6.7						
Ga	3	5.0		Ga	3	5.0		Ga	4	6.7		Ga	4	6.7						
Swim	2	3.3		Swim	2	3.3		Swim	2	3.3		Swim	1	1.7						
PSHE	2	3.3		PSHE	2	3.3		PSHE	2	3.3		PSHE	2	3.3						
Forest	1	1.7		Forest	1	1.7		Out Ed	1	1.7		Out Ed	0.66	1.1						
	60	100.0			60	100.0			60	100.0			60	100.0						

Boys in Year 3 and 4 engage in Forest School on a carousel every 2 weeks, and in Years 5 and 6 there is a regular Outdoor Education provision which the boys participate in on a carousel basis.

5. Key Stage 3 Curriculum (Years 7-9)

The school week is divided into 30 periods, each 50 minutes long, although we teach over a two-week 60 period cycle and the number of lessons is distributed 'per cycle'.

The core curriculum consists of English, mathematics, three separate sciences (biology, chemistry and physics), French, geography, history, religion philosophy and ethics (RPE), art, music, drama, and design technology. This broad grounding is further complemented by courses in PE, PSHE and QED. In Year 7, Digital Skills are delivered as a separate subject before being embedded across the curriculum in Years 8 & 9.

Year 7	Periods	%	Year 8	Periods	%	Year 9	Periods	%
Ma	7	11.7	Ma	6	10.0	Ma	7	11.7
Dg	2	3.3	Dg	0	0.0	CS	1	1.7
Sc	9	15.0	Sc	9	15.0	Sc	9	15.0
En	7	11.7	En	6	10.0	En	6	10.0
Fr/Sp	5	8.3	Fr	4	6.7	Fr	0	0.0
ML1	0	0.0	ML1	0	0.0	L1	4	6.7
ML2	0	0.0	ML2	4	6.7	L2	4	6.7
Ln	3	5.0	Ln	2	3.3	Ln	0	0.0
Ar	3	5.0	Ar	3	5.0	Ar	3	5.0
DT	3	5.0	DT	3	5.0	DT	3	5.0
Mu	2	3.3	Mu	3	5.0	Mu	3	5.0
PE	2	3.3	PE	2	3.3	PE	2	3.3
Ga	4	6.7	Ga	4	6.7	Ga	4	6.7
Gg	3	5.0	Gg	3	5.0	Gg	3	5.0
Hi	3	5.0	Hi	3	5.0	Hi	3	5.0
RPE	2	3.3	RPE	3	5.0	RPE	3	5.0
PSHE	1	1.7	PSHE	1	1.7	PSHE	1	1.7
QED	4	6.7	QED	4	6.7	QED	4	6.7
	60	100.0		60	100.0		60	100.0

At Key Stage 3, most subjects are taught in Form groups apart from Maths which is set from Year 9 based on prior learning and ability, to allow progress appropriate to the current attainment level.

Linguistically, all pupils in Year 7 & 8 study Latin. In Year 7, pupils have a choice of French or Spanish as their first language. This will continue in Year 8.

In current Year 8, everyone can study a second modern foreign language (German or Spanish) in addition to French. In Year 9, pupils then opt for two choices from French, Latin or Spanish/German.

6. Key Stage 4 Curriculum (Years 10-11)

Boys will normally sit nine GCSEs, which will include mathematics (set by ability), English Language, English Literature, and at least the Combined Science (Trilogy) option (which counts as 2 option choices). A modern foreign language is optional, though a significant percentage of our boys continue to opt to study a modern language, and this is our strong recommendation.

In addition to these core subjects, pupils in Years 10 and 11 sit four further subjects chosen from a list of fourteen (see below) in mixed ability groups. Thus there is the flexibility for boys to play to their strengths whether it be languages, the humanities or the creative arts.

Some students add Greek or Photography as an extra-curricular subject at lunchtime. Boys with exceptional performance in their mock exam will be offered the opportunity to study AQA Further Maths Level 2 Certificate as an additional qualification. Based on assessments of their ability, progress and enthusiasm for Science, some students will gain the opportunity to study 'Further Science' as part of their course, leading to three separate GCSE qualifications in Biology, Chemistry and Physics.

There are further opportunities to develop independent learning skills through Study Skills lessons alongside PSHE, PE and QED. HPQ (the GCSE version of EPQ) is undertaken by some boys in Year 11 as a compliment to their GCSEs.

Year 10	Periods	%	Year 11	Periods	%
Maths	6	10.0	Maths	7	11.7
English	8	13.3	English	9	15.0
Science	12	20.0	Science	12	20.0
Option 1	6	10.0	Option 1	6	10.0
Option 2	6	10.0	Option 2	6	10.0
Option 3	6	10.0	Option 3	6	10.0
Option 4	6	10.0	Option 4	6	10.0
Ss/Fp	1	1.7	Ss/Fp	1	1.7
PSHE	1	1.7	PSHE	1	1.7
Games	4	6.7	Games	2	3.4
QED	4	6.7	QED	4	6.7
	60	100.0		60	100.0

The table below details the GCSE subjects which are offered to boys in Key Stage 4.

In Year 10, all subjects have 6 periods per cycle except English with 8.

In Year 11, all subjects have 6 periods per cycle except English with 9 and Mathematics with 7.

Awarding Body	Subject Title
AQA	Art and Design/Photography
AQA	Biology
EdExcel	Business
AQA	Chemistry
OCR	Classical Civilisation
AQA	Design Technology: Product Design
Eduqas	English Language
CAIE	English Literature
AQA	French
AQA	Geography
AQA	German
OCR	Classical Greek (at lunchtimes only)
AQA	History
EdExcel	Computing
Eduqas	Latin
EdExcel	IGCSE Mathematics
AQA	Further Mathematics (Set 1a and 1b only)
AQA	Music
OCR	Physical Education
AQA	Physics
AQA	Religious Studies
AQA	Combined Science; Trilogy
AQA	Spanish

7. Key Stage 5 Curriculum - The Sixth Form (Years 12-13)

The 6th Form caters for pupils aged 16-19 and a programme of activities appropriate to their needs is provided. A number of subjects are taught jointly with our sister school WGHS. Careers and University Entrance guidance is offered to all pupils. Senior Games runs concurrently with QED on Wednesday afternoons.

Pupils in the Sixth Form normally take three A levels. A number of pupils take a fourth which could be Further Mathematics, or occasionally another subject.

In addition, there is provision for Pastoral Support and Personal, Social and Health Education as well as the school's QED enrichment programme. The majority of pupils are also expected to undertake the EPQ qualification, or the LIBF Certificate in Financial Education to provide extra stretch and challenge, complemented by a number of academic societies and specialist support (eg LNAT, BMAT and other Admissions Tests, and Oxford & Cambridge applications).

Year 12	Periods	%	Year 13	Periods	%
Option 1	12	20.0	Option 1	12	20.0
Option 2	12	20.0	Option 2	12	20.0
Option 3	12	20.0	Option 3	12	20.0
Option 4		0.0	Option 4		0.0
Study	17	28.3	Study	17	28.3
EPQ	1	1.7	EPQ	1	1.7
Form Period	1	1.7	Form Period	1	1.7
PSHE	1	1.7	PSHE	1	1.7
QED	4	6.7	QED	4	6.7
	60	100.0		60	100.0

The table below details the A Level subjects which are offered to boys in Key Stage 5.

All subjects normally have 12 periods per cycle.

Awarding Body	Subject Title	Taught
OCR	Art and Design (Fine Art)	QEGS
AQA	Biology	QEGS
AQA	Business	Joint
AQA	Chemistry	QEGS
OCR	Classical Civilisation	Joint
OCR	Computer Science	Joint
AQA	Design Technology: Product Design	QEGS
AQA	Drama and Theatre Studies	Joint
AQA	Economics	Joint
AQA	English Language	Joint
OCR	English Literature	Joint
AQA	French	Joint
EdExcel	Further Mathematics	QEGS
EdExcel	Geography	QEGS
AQA	German	Joint
AQA	Government and Politics	Joint
OCR	History Modern	QEGS
OCR	Latin	Joint
EdExcel	Mathematics	QEGS
Eduqas	Music	Joint
OCR	Physical Education	Joint
AQA	Physics	QEGS
AQA	Psychology	Joint
EdExcel	Religious Studies	Joint
AQA	Spanish	Joint
AQA	Extended Project Qualification	QEGS

8. QED (QEGS Enrichment & Development)

QED is designed to add that vital edge to boys' academic diet. Top universities and employers look for high grades but also for sparks of creativity, resilience, teamwork and leadership; QED is designed explicitly to foster these.

Every boy at QEGS is involved in QED on Wednesday afternoons. They choose from a menu of about 100 activities (see separate brochure).

Each QED activity consists of a 7 week block. During the academic year boys will be able to take part in up to five different QED activities thus customising a small part of their timetable. Q1 commences near the start of the Autumn Term, with Q2, Q3, Q4 and Q5 running through the remainder of the academic year.

QED, in addition to our other extra-curricular provision, means that we are confident that our third stated aim of encouraging participation in a wide array of extracurricular opportunities is fulfilled. Boys are able to find their niche, and develop self-confidence and their personal skills, such as leadership, teamwork and tenacity in myriad ways. QED is an integral aspect of our provision which we know our boys love.

9. Related Policies and Guidance

Careers Education and Guidance Policy

10. Monitoring, Evaluation and Review

The Directors of Studies will monitor the implementation and effectiveness of this policy, review it annually to reflect any changes to the curriculum and report to the Head.

11. Key Contacts

Mark Fitzsimons, Director of Studies
Angela Eggleston, Director of Studies
Richard Thompson, Head of Junior Section