



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.

1.1 Policy Aims

This policy aims to:

- Outline the rationale for the curriculum offered at QEGS
- Provide detail about the curriculum offered at Key Stages 2-5

2. 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.

Our school values of Care, Contribute and Aspire are woven through our curriculum. Whilst 'Aspire' would seem to fit most naturally with the academic programme, boys learn in an environment that encourages kindness and understanding towards each other and a willingness to share academic interests and progress.



CARE

Act with kindness, honesty and integrity in all that we do, encouraging others to do the same.



CONTRIBUTE

Participate selflessly in our communities, and are committed to making a positive, lasting impact.



ASPIRE

Seek to become the best versions of ourselves, ready to live enriched and fulfilling lives.



In order to fulfil these aims, 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 (through the WoLLoW programme), geography, history, religious studies, Digital Skills, art, music (including singing), design technology and PSHE. This broad grounding is further complemented by courses in PE & Games and swimming. 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). Until Year 9, all pupils have the opportunity to study at least one Modern Foreign Language, Art, Computer Science, Design & Technology, Geography, History, Latin, Music and Religious Studies. Pupils develop their physical skills through Games and PE. In addition, all boys are involved in QEGS Enrichment & Development (QED) 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 (including digital accessibility), 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 an additional language, have the opportunity to learn and make progress. Learning and progress are monitored and recorded regularly through the school reporting and 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.

3. The Curriculum and Fundamental British Values

QEGS actively promotes British Values through our form programme, assemblies, PSHE and our student voice committees. We also actively promote British values through ensuring that our curriculum planning and delivery includes opportunities for exploring these values. We aim 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 supra-curricular activities.

Fundamental British values are promoted in the following ways:

Democracy:

Democracy is an important value at our school. Pupils have the opportunity to have their voices heard through our student voice committees. Children receive positive reinforcement e.g. Star of the Week in the Junior Section, an award to individual children who show they are modelling the values of the school.

The Rule of Law:

The importance of laws and rules, whether they are those that govern the class, the school or the country, are reinforced throughout regular school days. Our behaviour policy is aligned to an agreed set of expectations. Pupils learn the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Individual Liberty:

Pupils are actively encouraged to make choices at our school, knowing that they are in a safe and supportive environment. We provide boundaries for our children to make choices safely, through the provision of a safe environment and planned curriculum. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-Safety teaching and PSHE lessons. Pupils are given the freedom to make choices, e.g. signing up for extra-curricular clubs such as in our QEGS Xtra programme or choosing the level of challenge in some lessons, and are becoming increasingly more invested in their own learning.

Mutual Respect:

Our school ethos and behaviour policy are both based around the core values outlined previously alongside others such as 'respect' and 'responsibility'. These values determine how we live as a community at QEGS. Children and adults alike, including visitors, are challenged if they are disrespectful in any way.

Tolerance of Those of Different Faiths and Beliefs:

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity in our local community. Discussions involving prejudices and prejudice-based bullying are supported by learning in RSE and PSHE.

3.1 Careers Guidance

In Years 9-11, careers guidance is provided as part of the PSHE programme. Years 7 and 8 have their careers guidance delivered through departments during specified weeks in the term. 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, which we teach over a two-week 60 period cycle and the number of lessons is distributed 'per cycle'.

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.

4.1 KS2 Curriculum Model for 2024-25

Year 3	Periods	Year 4	Periods	Year 5	Periods	Year 6	Periods
English	13	English	13	English	13	English	13
Maths	12	Maths	12	Maths	12	Maths	12
Digital Skills	2	Digital Skills	2.5	Digital Skills	2	Digital Skills	2.5
Science	6	Science	6	Science	5.5	Science	6
MFL	2	MFL	2	MFL	2	MFL	2
Humanities	5	Humanities	5	Humanities	5	Humanities	5
RPE	1	RPE	1.5	RPE	1.5	RPE	1.5
Art	2	Art	2	Art	2	Art	2
DT	2	DT	2	DT	2	DT	2
Music	2	Music	2	Music	2	Music	2
Singing	1	Singing	1	Singing	1	Singing	0
PE	3	PE	3	PE	3	PE	4
Games	3	Games	3	Games	4	Games	4
Swimming	2	Swimming	2	Swimming	2	Swimming	1
PSHE	2	PSHE	2	PSHE	2	PSHE	2
Forest School	2	Forest School	1	Forest School	1	Forest School	1
	60		60		60		60

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

The school week is divided into 30 periods, each 50 minutes long, which 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, which develops into Computer Science in Years 8 and 9.

5.1 KS3 Curriculum Model for 2025-26

Year 7	Periods	Year 8	Periods	Year 9	Periods
Maths	7	Maths	6	Maths	7
Digital Skills	2	Computer Science	1	Computer Science	1
Sciences	9	Sciences	9	Sciences	9
English	7	English	6	English	6
First MFL (Fr or Sp)	5	First MFL (Fr or Sp)	6	Lang (Fr or Sp/Gm or Ln)	4
Latin	3	Latin	3	Lang 2 (Fr or Sp/Gm or Ln)	4
Art	3	Art	3	Art	3
DT	3	DT	3	DT	3
Music	2	Music	3	Music	3
PE	2	PE	2	PE	2
Games	4	Games	4	Games	4
Geography	3	Geography	3	Geography	3
History	3	History	3	History	3
RPE	2	RPE	3	RPE	3
PSHE	1	PSHE	1	PSHE	1
QED	4	QED	4	QED	4
	60		60		60

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. Additionally, in Year 9, optional subjects are taught in sets rather than form groups.

Linguistically, all pupils in Year 7 and 8 study Latin. In Year 7, pupils have a choice of French or Spanish as their first language. This continues in Year 8. Pupils in current Year 8 will have the opportunity to study a second Modern Foreign Language in Year 9 (2025-26) by choosing to cease the study of two other subjects, if they wish.

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 subjects). Boys who have selected to take separate sciences will do so in the same curriculum time as boys taking Trilogy and therefore will sit 10 GCSEs at the end of Year 11, (see below for further details). A modern foreign language is optional, though a significant number of our boys continue to opt to study a modern language, and this is our strong recommendation.

English Language and English Literature are currently taught separately though lessons can be used for additional work in either subject where necessary; for example, Language lessons may be used to complete the reading of a literature text.

In addition to these core subjects, pupils in Years 10 and 11 choose four further subjects chosen from a list of fourteen (see below), taught 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 pupils may add Ancient 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 pupils will gain the opportunity to study additional content as part of their courses, 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 complement to their GCSEs.

6.1 KS4 Curriculum Model for 2025-26

Year 10	Periods		Year 11	Periods
Maths	6		Maths	7
English	8		English	9
Science	12		Science	12
Option 1	6		Option 1	6
Option 2	6		Option 2	6
Option 3	6		Option 3	6
Option 4	6		Option 4	6
Ss/Fp	1		Ss/Fp	1
PSHE	1		PSHE	1
Games	4		Games	2
QED	4		QED	4
	60			60

6.2 GCSE Subjects

The table below details the GCSE subjects which are currently 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
AQA	Higher Project Qualification

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

The Sixth 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 WGHS. Careers and University Entrance guidance is offered to all pupils. Senior Games run 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 (e.g. LNAT, BMAT and other Admissions Tests, and Oxford & Cambridge applications).

7.1 KS5 Curriculum Model for 2024-25

Year 12	Periods		Year 13	Periods
Option 1	12		Option 1	12
Option 2	12		Option 2	12
Option 3	12		Option 3	12
Option 4			Option 4	
Study	17		Study	17
EPQ	1		EPQ	1
Form Period	1		Form Period	1
PSHE	1		PSHE	1
QED	4		QED	4
	60			60

7.2 A Level Subjects

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
EdExcel	Art and Design (Fine Art)	Joint
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	Joint
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	Joint

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 usually 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 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. 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.