



CURRICULUM POLICY

Queen's College, London

Due for review Summer 2027

Curriculum Policy

Queen's College, London ("the College"), operates at 43-49 Harley Street, [for pupils aged 11 to 18 years] and is referred to in this policy as the School unless otherwise stated.

Purpose of the Policy

This policy sets out how Queen's College, London structures, delivers and reviews its curriculum to ensure it is broad, balanced, inclusive and academically challenging, and that it meets statutory requirements while supporting pupils' personal, social and academic development.

Scope

This policy applies to all pupils aged 11–18 and to all staff involved in curriculum delivery, planning, assessment and enrichment across the School.

Curriculum Vision and Aims

The curriculum embraces all of the intended learning opportunities, experiences and outcomes that a pupil has in her time at the School. The curriculum will be planned and purposeful in its delivery. It will be monitored, evaluated and regularly reviewed. The overall aim of the curriculum is to:

- provide a curriculum which is broad, balanced, varied and academically challenging and which encourages pupils to fulfil their potential in many different areas relevant to their abilities, skills and interests;
- inspire pupils and stimulate their intellectual curiosity and creativity;
- encourage intellectual rigour and the ability to make informed judgements;
- help pupils to learn how to think, rather than what to think.

The curriculum is designed to provide for all pupils, in a safe and secure environment conducive to learning, the opportunities to:

- acquire and develop the knowledge, understanding, skills and qualifications necessary to:

- progress with confidence to flourish in the next stage of their life and education through a process which encourages them to engage in lifelong learning;
 - prepare for adult working life in a changing employment situation;
 - participate as effective citizens in a multi-ethnic society;
 - develop for themselves an active and healthy lifestyle;
 - realise their learning potential;
- develop a sense of personal and cultural identity that is confident and open to change and is receptive and respectful to other identities;
 - develop the key skills of literacy, numeracy and using digital technology;
 - develop problem solving, cooperative and interpersonal skills;
 - become receptive to new ideas and to make independent and informed decisions which affect themselves and others;
 - acquire an understanding of the social, economic and political issues of the world and of the interdependence of individuals, groups and nations;
 - appreciate the complex human interaction with, and dependence upon, the local and global environment and to develop a caring and responsible attitude towards it;
 - appreciate human achievement in the creative and expressive arts, science, technology, humanities and physical pursuits, and to experience a sense of personal achievement in some of these fields;
 - encourage spiritual, moral, social and cultural development.

In the curriculum models that follow there is an understanding that:

- all pupils – including those with physical disabilities and learning support needs – are entitled to, and should be offered, a comparable range of educational opportunities;
- there are differences in the abilities, aptitudes, interests and other characteristics of pupils which need to be catered for;
- fundamental British values will be promoted and that those values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths (or of no faith) and beliefs are not undermined;

- extra-curricular activities, such as College productions, charity fundraising activities, participation in College teams and visits all contribute to the total learning experience.

This curriculum policy is supported by appropriate written plans and schemes of work which take into account the ages, aptitudes and needs of all pupils, including those pupils with an Educational Health Care Plan.

The aims of the curriculum are to:

- provide full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, digital, technological, human and social, physical, aesthetic and creative education;
- ensure that pupils acquire speaking, listening, literacy, numeracy and digital skills;
- deliver personal, social, health and economic education which reflects the aims and ethos of the school, and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- provide access to accurate, up-to-date careers guidance (for pupils receiving secondary education) that is presented in an impartial manner and enables them to make informed choices about a broad range of career options; and helps encourage them to fulfil their potential;
- deliver (for any pupils below compulsory school age) a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
- provide (where the school has pupils above compulsory school age) a programme of activities which is appropriate to their needs;
- ensure that all pupils have the opportunity to learn and make progress;
- prepare pupils for the opportunities, responsibilities and experiences of life in British society.

The School will ensure pupils' experience includes the following areas:

Linguistic – We will develop pupils' communication skills and increase their command of language through listening, speaking, reading and writing.

- The College remains committed to all pupils pursuing at least one language (MFL or Latin) through to GCSE and this is a core requirement of the College.

- If a pupil decides to pursue a native language/ bilingual provision, this is not substitutionary for pursuing a GCSE in College.
- Customarily, we will not exempt pupils from languages provision lower down the College (i.e. in the School). If there is an exceptional need to consider a pupil being exempt from a language this will be a decision taken by the SENCo and the Deputy Head Academic, and will not be automated at the request of an Educational Psychologist or other external professional. This will also need the final authorisation of the Principal.
- If a language is withdrawn from the timetable of a pupil, for example due to severe dyslexia and this is understood to be in the best interests of the pupil, the College cannot automatically institute SEND provision in lieu of this. The pupil may instead need to access private study or another form of study support.

The College will not consider the withdrawal of a pupil from a language in Class 3, until we have acquired sufficient knowledge of the learning profile of the pupil. We would also like parents to consider the range of language provision as an opportunity offered by the College rather than in anyway disadvantageous.

Mathematical – We will ensure pupils can make calculations, understand and appreciate relationships and patterns in numbers and space, as well as develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of Mathematics will be developed in a variety of ways, including practical activity, exploration and discussion.

Scientific – We will increase pupils’ knowledge and understanding of nature, materials and forces, as well as develop the skills associated with science as a process of enquiry.

Digital – We will give specific opportunities for the pupils to develop skills linked to the digital literacy they will need via use of EdTech and where appropriate AI tools, to help prepare them for the contemporary world of research and work. We will encourage them to think critically about the dangers and harms associated with these tools, along with their strengths.

Technological – We will develop pupils’ technological skills, including the use of information technology (IT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

Human and social – We will teach pupils about people’s relationship with their environment, and how human action, now and in the past, influences events and conditions. The subjects of English, History, Geography and Religious Education / Philosophy, Theology and Ethics as well as the Future Frontiers course all make important contributions to this area.

Physical – We will aim to develop pupils’ physical control and co-ordination, their tactical skills and imaginative responses, as well as help them to evaluate and improve their performance. Pupils will also acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and creative – Pupils will experience the processes of making, composing, inventing and appreciating. There are aesthetic and creative aspects of all subjects, but some make a particularly important contribution, including Art, Music, Drama and the study of English Literature, because they call for personal, imaginative, and often practical, responses.

Legal and Regulatory Framework

The curriculum complies with the Independent School Standards Regulations and relevant statutory guidance, including requirements relating to British values, SMSC, Equality Act 2010, careers education and Relationships and Sex Education.

Roles and Responsibilities

- **Principal:** Oversight of curriculum intent and alignment with the College’s ethos
- **Deputy Head (Academic):** Curriculum design, implementation, evaluation and review
- **Heads of Department:** Subject curricula, schemes of work and progression
- **Teachers:** Delivery of the curriculum and adaptation to pupil needs
- **Pupils:** Engagement with curriculum opportunities and expectations

Key Stage 3 Curriculum

The subjects and their timetable allocations are based on a two-week timetable across a 6 period day (from 26-27), leading to a 60 period cycle. English, Geography, History, Philosophy, Theology & Ethics, Art, Music, Drama, Gym, Dance, PSHE, Science (including Biology, Chemistry and Physics in Class 1), and Computer Science and Digital Literacy are taught in form groups throughout Years 7, 8 and 9.

Thrive is a programme of study taught through Years 7 and 8 which takes as its focus critical thinking, ideas about resilience and ways in which kindness can be fostered within our community. Additional components include a module on the introduction to the political system. The components of the course are subject to evolution and variation. This in-house curriculum was developed in response to

pupil feedback about a gap in their learning. The development of Thrive involved a range of teachers across the College developing a bespoke curriculum for Queen's pupils. More details can be found here: https://my.chartered.college/impact_article/teaching-students-to-thrive-a-case-study-from-an-independent-london-secondary-school-for-girls/

In French, pupils are initially taught in form groups and are then organised in sets created across the year group from October of Year 7 onwards. Sets are reviewed at key intervals across Key Stage 3.

In Year 7, pupils undertake an introductory course of language and linguistics. In addition to covering some fundamental ideas about the nature of language, these lessons are also used, on a termly carousel basis, to cover some basic introductory Italian and Spanish. Pupils then opt to study one of these languages alongside French during Years 8 and 9. These groups may be organised into sets depending on the number of pupils opting to study each subject.

In Mathematics, pupils will be taught in sets from October of Year 7. Sets are reviewed at key intervals across Years 7 to 9. In 2025-6, there will be four sets in Years 8-9 and 5 in Year 7.

In Year 7, pupils study introductory Latin and Classical Studies in form groups. In Year 8, pupils study Latin in form groups. In Year 9, pupils continue to study Latin in sets created across the year group: over the course of Year 9, sets may study Latin throughout the year or study Classical History and Literature without Latin. Sets are reviewed at key intervals across Year 9. In Year 9, pupils study AI literacy on a fortnightly basis, beginning with the foundations of generative and agentic AI before critically applying their understanding to a project in the summer term, in conjunction with the computer science department.

Key Stage 4 Curriculum

The Key Stage 4 curriculum has recently been reviewed. Pupils in Year 10 and 11 now follow the same curriculum model. The timetable is based on a two-week timetable across a 6 period day (from 26-27), leading to a 60 period cycle.

Year 10 and 11 Curriculum

All pupils study a common core curriculum of:

- **English:** pupils study for separate GCSEs in **English Language and English Literature** and are taught in four sets across both Years 10 and 11. Seven lessons are allocated per fortnight.

- **Mathematics:** pupils are taught in sets organised across the year groups and are allocated 7 lessons per fortnight. In 2026-27, there will be four sets in Year 10 and Year 11.
- **Future Frontiers (in Year 10 only):** pupils are taught in form groups and allocated four lessons per fortnight.
- **PSHE:** pupils are taught in form groups or may have talks which are addressed to the whole year group; two lessons are allocated each per fortnight.
- **PE:** all pupils have four lessons per fortnight of core PE.

Pupils choose four or five subjects from the list below, of which at least:

- One of which must be a **Modern Language** (French, Spanish or Italian) or Latin. If pupils chose to study two Modern Languages, one of these must be French. Where there are two groups for Modern Languages, these groups will be organised into sets.
- Two of which must be a **Science** (Biology, Chemistry, Physics or Computer Science). Pupils can study up to four Science subjects.
- Each subject from the list below is allocated 6 lessons per fortnight. Pupils study either nine or 10 GCSE subjects in total, including Future Frontiers. Pupils who study nine GCSE subjects have an additional six lessons of supervised Private Study each fortnight.

Art	Dance	Latin	Spanish
Biology	Drama	French	Music
Chemistry	Geography	Italian	Philosophy,
Computer	History	Chinese	Theology & Ethics
Science			Physics

Key Stage 5 Curriculum

Pupils select three A-level subjects from the list below to study in Years 12 and 13, leading to A-level qualifications in each of the three subjects being awarded at the end of Year 13.

Art and Design	History of Art
Biology	Italian
Business	Latin

Chemistry	Mathematics
Drama and Theatre	Further Mathematics
Dance	Music
Economics	Physics
English Literature	Politics
French	Psychology
Geography	Religious Studies
History	Spanish

In some cases, pupils may be permitted to study four A-level subjects over two years. This is only by agreement of the Deputy Head Academic at the point in Year 11 when subject choices are made and only under one of these two conditions:

- One of the subjects is Further Mathematics (and the pupil reaches the minimum GCSE Mathematics grade required for the study of this subject);
- The pupil gains six or more 8 or 9 (or A*) grades in their GCSE mock examinations which are sat in November of Year 11 (and the pupil then goes on to gain the minimum required GCSE grades for the study of these subjects). Discussions will take place with each pupil intending to embark on 4 A-levels.

All A-level subjects are allocated 11 lessons per fortnight.

Aside from those pupils taking four A-level subjects, pupils in the Sixth Form, starting with the Year 12 cohort, undertake an additional, timetabled qualification. They select from one of the options below (which are run each year subject to a certain minimum number of pupils selecting that option but are also subject to variation):

- An **Extended Project Qualification (EPQ)**. This involves a taught skills element of two lessons per fortnight and a weekly meeting of at least 15 minutes (but longer as necessary) with a supervisor.
- The **Young Enterprise Company programme**
- **Model United Nations.**
- **Duke of Edinburgh Gold Award.**
- **Level 2 Sports Leadership Award**

For two terms of Year 12, each Wednesday afternoon is dedicated to **voluntary work** in the local community or some other **work experience**.

Year 12 and 13 pupils have two periods of compulsory **PE** per week. All members of the Sixth Form are invited to continue to play in other College sports.

All pupils in the Sixth Form have two periods of **PSHE** per fortnight.

Subject Choices

The Deputy Head Academic, in consultation with the Senior Leadership Team, Heads of Department and Heads of Section as appropriate, administers the subject choice programme for GCSE and A-level study: timetable blocks are constructed around the options which pupils make and so, in almost all cases, pupils' subject choices are accommodated.

Changes of subjects after the deadline for subject choices may be accommodated only with the agreement of the Deputy Head Academic and where the timetable allows it.

PSHE Curriculum

There are timetabled PSHE lessons for all year groups; the programmes of study are devised by the Head of PSHE in consultation with the relevant Head of Section, Assistant Head Pupil Development and the Deputy Head Pastoral. The PSHE programme is delivered primarily by Form Tutors and the Head of PSHE, with Heads of Section and outside speakers contributing as appropriate.

The aims of the programme reflect both the ethos of Queen's College, London and the PSHE guidance provided by the PSHE Association, DFE and ISI. Spiritual, Moral, Social and Cultural (SMSC) development of pupils is embedded in the programme; the programme also aims to make pupils aware of the nine legal protected characteristics. Economic education is incorporated as appropriate. See the PSHE policy for further details as well as our statement on SMSC and Fundamental British Values.

Relationships and Sex Education (RSE)

The RSE curriculum is developed to meet statutory government guidance for independent schools. RSE is not delivered in isolation; it is firmly embedded in all curriculum areas, including PSHE. The main content is delivered in PSHE lessons and is supported in Science lessons. RSE is delivered to all year groups in the College via PSHE and the compulsory subject content is age and developmentally appropriate. It is taught sensitively and inclusively, with respect to the backgrounds

and beliefs of pupils and the wider College community with the aim of providing pupils with the knowledge they need to keep safe and healthy. Materials used reflect the needs of all pupils. Age, developmental stage and cultural backgrounds of the pupils are considered in relation to any material used.

RSE is normally delivered within the PSHE lesson context so is taught primarily by Form Tutors or the Head of PSHE. On occasion it may also be delivered by external speakers, or other staff involved in the provision of RSE, for example the Assistant Head Pupil Development, Deputy Head Pastoral, College Nurse or Heads of Section. See the Relationship and Sex Education Policy for further details.

Careers Education

Futures & Innovation

Students are fully prepared for life beyond Queen's through our extensive Futures & Innovation programme. Initiatives focus on developing employability and enterprise skills; these include resilience, creativity and critical thinking, confidence, working with others, independence and leadership. Throughout their time at Queen's, students will be fully prepared to make choices about their future path and educated about how careers are already evolving and likely to change further over the next decade and beyond.

- All students across the College are given access to Unifrog which includes careers lessons (taught through PSHE and selected form times), labour market information (LMI) linked to London boroughs, virtual work experience opportunities and a personal online locker which allows them to record their personal achievements. The careers lessons follow the CEIAG framework, fulfilling the the Gatsby benchmarks, a framework for careers guidance in schools.
- All Class 2 students take part in the Tycoon Enterprise Programme, within their Thrive lessons. This allows students to understand and apply information covered in lessons such as budgeting, effective marketing, working together as a group and presenting effectively.
- All Class 1 students take part in an Experience Haus workshop, developing cross-curricular design and thinking skills, applying this to a 'real-world' scenario before presenting their ideas. This is an excellent opportunity for students to work with an award-winning design company, considering how they may apply various types of thinking to how they learn in school.
- All IJ students are given free access to the Morrisby Online Test, which takes place in school and also includes a one-to-one interview with a Morrisby

advisor. This is completed prior to choosing A Level options and gives them a clearer idea of academic strengths, skills and future careers.

- All I Senior students are given free access to MyUniChoices, which is followed up with a one-to-one interview with an external interviewer to discuss their results and work experience. MyUniChoices provides a detailed report, following completion of the test. This allows students to research different degree options, providing crucial information in the summer term, when they may be visiting universities.
- I Seniors also complete the 'Introduction to Professional Skills' course on Wednesday afternoons in Michaelmas Term, prior to beginning their work experience in October. This includes a mock graduate recruitment assessment day .
- I Senior students take part in a work experience/voluntary service programme during Wednesday afternoons, which gives them an invaluable experience of life outside of Queen's and allows them to build and understand important employability skills. As an enrichment option, they may choose to take part in Young Enterprise which is an excellent way of learning more about how companies operate.
- Our biennial Careers Fair takes place in March (most recently in 2026) – students are thoroughly prepared beforehand, through PSHE and form time, through Careers Fair booklets. Prior to the fair, they research companies who will be in attendance as well as preparing important questions to ask. This helps students to understand various workplaces and sectors and allows them to understand the links between their subjects and future careers.
- Students are also engaged in initiatives, such as the Girls Human Rights Festival – all students are given the opportunity to apply for ambassador positions and to be part of a Human Rights Hub which allows them to plan and take part in talks with people from various legal professions and those aligned with human rights causes.
- Individual and impartial advice is given to students, from different members of staff including: Deputy Head Academic, Assistant Head (Futures & Innovation), Director of Senior College and Deputy Directors of Senior College, Director of Junior College, Director of School and an external universities admissions advisor
- Queen's College London now holds the Quality in Careers Standard which has been awarded following a thorough audit of our Futures & Innovation programme
- We are developing

Extracurricular Activities

There is a wide range of extracurricular activities on offer at the College which take place outside lesson times, and these are listed on the College website. These provide opportunities to develop interests beyond the curriculum, further the SMSC development of pupils and include voluntary work in the local community or other work experience for all pupils in Year 12.

Access to the Curriculum for All Pupils

Heads of Department prepare Schemes of Work which ensure that the curriculum is delivered effectively with regard to differentiation, the needs of individual pupils from all ethnic and social groups, the more able and those who are experiencing learning difficulties. Planning of differentiated tasks and activities in lessons is to ensure that subject matter and level is appropriately challenging for all our pupils.

The Director of Neurodiversity and Adaptive Learning (SENCo) provides support for those pupils with specific learning needs. All staff have access to the Learning Support List on ProvisionMap, which is updated regularly and used to share all access arrangement and learning support provision with all staff. Changes are communicated to staff through ProvisionMap and at staff meetings. Throughout the year the register is updated as new pupils join or individual needs are identified. The SENCo provides the teaching team with detailed information on all pupils who require learning support.

The needs of more able pupils – as identified using MidYIS baseline data – are met through carefully differentiated tasks and activities in lessons and through the extensive extra-curricular programmes. There is a programme of extra-curricular activities specifically tailored for pupils who are Academic, Art, Drama, Sports or Music scholars.

Academic scholars follow a tailored programme throughout their school career. In years 7 and 8 the focus is on exploring individual interests through the creation of a portfolio of work. In years 9 and 10 the pupils choose between ICCG – a qualification in Ancient Greek, the HPQ (Higher Project Qualification), or the CREST award – involving scientific experimentation. Senior scholars focus on external competitions as well as mentoring younger pupils in an academic capacity.

Information About the Curriculum

Summary information about the curriculum is provided on the College website, with more details of the programmes of study provided on the Parent App. A booklet for Years 7 - 11 is produced and uploaded to the Parent App and this summarises the

examination specifications followed for each subject in Years 10 and 11 – a more detailed GCSE booklet is circulated at the Year 9 information evening as part of the GCSE choices process. The College website gives full details of the curriculum followed in Years 12 and 13. There is an area of the website related to Teaching and Learning, which showcases and evidences particular initiatives including through podcast discussions on the theme of ‘Resilient Ready’ launched in January 2024.

Use of external tutors

The College aims to offer the highest possible standard of Teaching and Learning and to differentiate this as appropriately as possible for each learner. This relies on our comparatively small class sizes, which allows for each teacher to gain greater knowledge of the needs of each pupil, and to seek to differentiate their teaching as appropriately in light of this understanding. This represents a normal approach to high quality teaching. As a body of learners, the pupils need to take increasing responsibility for their own dispositions to learning as they move through the College. As such, in the context of classroom learning they should know when they are working at an expected level, and where there are opportunities to stretch and develop themselves academically.

It is expected that from time to time, some pupils will require some strategic intervention outside of the classroom, to support their extension in a subject or support with parts of their learning that needs greater focus. This is where subject specific clinics matter, hosted at a lunchtime or after school, with a subject specialist, who can provide this opportunity for a strategic reflection. Pupils can work with some structured guidance or look to address a certain area for development or extension. This support will usually take place in a small group setting, depending on how many pupils decide to opt for use of the subject clinic (these sessions are compulsory for some pupils). Additionally, a subject teacher or a Head of Department can be available to meet to discuss a particular question related to the subject or to consider a particular point emerging from a test or an examination. This takes place on an ad hoc basis and can be requested by a pupil at any time.

This form of general intervention is different from the specific support offered by the Neurodiversity and Adaptive Learning Department which offers ongoing support to a pupil with a specifically assessed learning need and separately paid for support sessions with a specialist member of staff. The College cannot offer one-to-one tutoring, in addition to the above. This moves beyond the remit of mainstream educational provision, and whilst it is understood that some parents may choose to make use of private tutors, this will be in addition to the provision that the College can reasonably offer. It is important to note that, for the vast majority of Queen’s

pupils, the education already provided in school should be sufficient to meet all their academic needs, so in principle the College views the use of private tutors as unnecessary for most pupils.

The College cannot offer quality control of tutoring provision that parents may choose and parents should be aware that concerns do exist in this area as to the nature of 'shadow education.'^[1] However, evidence does suggest that there can be positive effects from high quality strategic tutoring intervention.^[2] Whilst we are conscious that intervention is useful for some pupils, in some subjects for a specific length of time to aid understanding and increase confidence, as a College, we do not recommend that the tutor work on homework tasks on a regular basis with the pupil (unless this is declared to the classroom teacher). It is important that our teachers know at what level each pupil is working independently so that they have a full picture of their pupils' progress. Similarly, we believe in the importance of independent learning skills and an overreliance on tutor input does not allow for the vital development of these skills.

If parents wish to accelerate their daughter's progress, for instance before a public examination, with some one-to-one input, we recommend using a tutor with experience of teaching the specification so that examination technique and learning done in the classroom is suitably reinforced and the risks of tutors teaching a different method of approaching a particular type of task is reduced. Parents or pupils could ask the Head of Department or classroom teacher for a possible suggestion, if such a scenario arises.

It should be noted that the College is committed to successful implementation of Educational Technology, and there is evidence that the use of these technologies can supplement mainstream learning and areas for focused curriculum development, which can often replace the need for private tuition.^[3]

Full time members of the teaching staff at QCL are not permitted to offer any tutoring in term time, to member of the QCL pupil body, or external pupils.

^[1] [Private Supplementary Tutoring: What Implications for Classroom Learning? | Unesco IIEP Learning Portal](#) [Accessed 25/7/24]

[Governing private tutoring for public good: Lessons from international experiences | PROSPECTS \(springer.com\)](#) [Accessed 25/7/24]

^[2] [Undertaking complex but effective instructional supports for students: A systematic review of research on high-impact tutoring planning and implementation \(ed.gov\)](#) [Accessed 25/7/24]

^[3] [Technology Integration in the Classroom: Tools and Strategies for Educators \(reachandteach.net\)](#) [Accessed 25/7/24]

Sensitive Materials on the Curriculum

From time to time, in certain subjects sensitive material will be engaged with in the curriculum. Certain subjects are more disposed to a necessary engagement with these topics. Typically, these would be PTE, English, Drama, Biology and History.

Common examples that might be considered under the heading 'sensitive materials' might be:

- An image of an aspect of war if a pupil was studying the context of World War II or the Vietnam war. These could be images that might appear in a textbook or online footage, appropriately illustrating in an age-appropriate way difficult parts of the context of war.
- In an age-appropriate way the exploration of an act of violence in a piece of English literature.
- In Philosophy, Theology and Ethics, abortion and euthanasia will be explored (as ideas) as a normal part of engaging in medical ethics, and the surrounding debates as to definitions of parameters of life and death.
- In Biology, when exploring the themes of animal rights, it would be appropriate for an image or clip of battery farming to be shown in order to convey the nature of the modern industrial food industry.

Appropriately framed and analysed difficult and sensitive materials, constitute a legitimate and necessary part of the school curriculum and this part of the policy is designed to outline how responsibility for respective parties is defined. Most importantly the pupils and teachers who engage respectfully with such parts of the curriculum, help to ensure that the educational experience is as positive as possible.

As teaching professionals, the responsibility lies upon the teacher to set up and warn where there might be a difficult or challenging idea to be discussed in the curriculum, so that the class is aware of it and prepared, for example for a use of a piece of language and idea, or perhaps an image which will be encountered. Typically, this should be done in the preceding lesson. It is for the pupils to act respectfully in these areas of the curriculum so they can be explored with maturity and discretion.

It will not be customary for parents to be forewarned about any parts of the curriculum in this regard other than sharing of curriculum themes on the PSHE programme.

If a pupil feels that an idea, word or image has landed inappropriately, they should first of all seek to mention this to the class teacher at an appropriate juncture – typically at the end of a lesson or a conversation at break or lunch time. If the pupil

feels unable to do this, then they should speak to either their Head of Year or the Head of Department. If for any reason a pupil does not consider this possible, then they can speak directly to the Deputy Head Academic.

If a parent feels, on behalf of the pupil, that there has been an inappropriate engagement in a classroom setting they should, as a first port of call, make contact with the Head of Year or Head of Section. Normally the Head of Section will engage with the Head of Department and the Deputy Head Academic to explore the parameters of the subject matter and to consider whether the material could be better approached in a different way. A conversation and follow-up meeting should take place between the class teacher, the Head of Department and the Deputy Head Academic.

In each of these instances, the teacher operates as a non-partisan and non-political gatekeeper to the idea or the questions to be explored. Underpinning the ethos here is of course the idea that in a sensitive and age-appropriate way challenging aspects of curriculum content should still be engaged with, in a supportive and careful way. In no way does the College seek to censor its teaching professionals, but it does seek to remind teachers to operate within these parameters. It should also be made clear, that concerns about approach to classroom practice apply only in very occasional situations.

Policy information

Policy Title	Curriculum Policy
Version	v. Approved
School	Queen's College London
Category	Curriculum, Teaching & Learning
Statutory policy	Yes
Policy owner 1	Deputy Head, Academic
Policy owner 2	
Approval	Council
Submission to Council	Required
Publish on website	Required
Date of last review	Summer 2026
Approved by SLT	Approved
Staff notified	In progress
Review date	Summer 2027