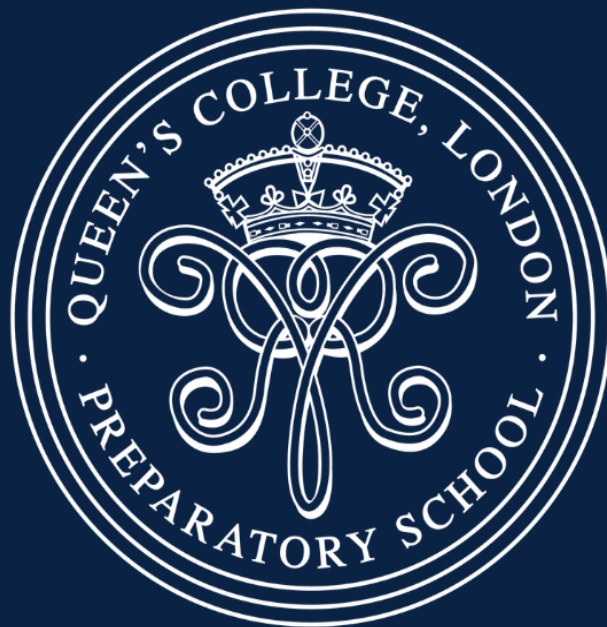




CURRICULUM POLICY

Queen's College Preparatory School
(including Early Years Foundation Stage)

Due for review Summer 2027

Curriculum Policy

Queen's College Preparatory School operates at 59-61 Portland Place [for pupils aged 3-11] 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 Preparatory School 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 from pre-school to year 6 and to all staff involved in curriculum delivery, planning, assessment and enrichment across the School.

Legal and Statutory Framework

This policy reflects the requirements of the Independent School Standards Regulations and relevant statutory guidance, including the Early Years Foundation Stage (EYFS) Framework, the Equality Act 2010, SEND Code of Practice, and guidance relating to British values, PSHE and Relationships Education.

Roles and Responsibilities

- **Co-Heads of Preparatory School:** overall oversight of the curriculum and its alignment with the School's ethos
- **Deputy Head (Academic):** curriculum development, implementation and review
- **Subject Leaders:** curriculum planning, schemes of work and progression
- **Teachers:** delivery of the curriculum and adaptation to pupils' needs
- **Pupils:** active engagement with curriculum opportunities

Curriculum Vision and Aims

The curriculum embraces all 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 aims of the curriculum follow closely the principles of education at the School and, in so doing we aim 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 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 IT;
- develop 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 productions, charity fundraising activities, participation in house 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 and numeracy 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.

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 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 and communication technology (ICT); 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, 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.

The Prep School Curriculum

We recognise our responsibility to prepare pupils for an ever-changing future in which they will use and implement the wide range of skills and learning we have instilled in them, in various walks of life.

To achieve this, we have adopted a creative approach to the delivery of our curriculum. This is to ensure our pupils not only receive the vital knowledge they require but also have apt experience applying their skills and learning in a variety of challenging contexts designed to promote thinking, problem solving and collaboration.

Each half term, a year group will use a fun and engaging focus topic from which all other learning will stem. Below is an overview of the creative curriculum topics each year group will cover.

Creative Curriculum Topics across the Preparatory School

Our creative curriculum links the knowledge and skills gained from individual subject areas in a meaningful context, deepening understanding and application through inspirational and age-appropriate topics.

The Preparatory School is comprised of:

- **The Early Years Foundation Stage:** Pre – School and Reception
- **Pre-Prep:** Years 1 and 2
- **Prep:** Years 3 to 6

As such, our curriculum subject policies are organised to reflect the different stages of development of our pupils.

Through the delivery of a creative curriculum, we still ensure each subject is given due coverage to allow our pupils to experience the broad and balanced education we believe in.

Subject Allocation Across Queen's College Preparatory School

	Pre School	Rec	FI	FII	FIII	FIV	FV	FVI
English	9	16	19	19	16	16	19	16
Maths	6	15	16	18	16	15	17	16
Science	1	4	5	5	4	4	6	6
Humanities	1	4	5	5	4	4	4	6
RE	1	1	2	2	2	2	2	2
Computing	-	3	3	3	3	3	3	3
French	3	2	2	2	3	3	3	3
Art	3	3	3	3	3	3	3	3
Dance	3	2	2	2	2	2	2	2
P.E.	11	4	8	5	12	11	12	12
Drama	-	-	-	-	2	2	2	2
Music	3	4	4	4	4	4	3	3
PSHE	1	1	1	2	2	2	2	2
SMSC	1	1	1	1	1	1	1	1
Philosophy	-	-	1	1	1	1	1	1
History of Art	-	-	-	-	-	2	2	-
Classics	-	-	-	-	-	-	2	2
Spanish	-	-	-	-	-	-	-	2
<i>Total</i>	43	60	72	72	75	75	82	82

The Early Years Foundation Stage

Overarching Principles

The EYFS is based upon four principles:

- A unique child
- Positive relationships

- Enabling environments
- Learning and development

All areas are equally important and interconnected. The overarching principles underpin the delivery of our curriculum in all subjects across the EYFS. Our learning and development is categorised into:

Three prime areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Along with four other specific areas of learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

At the Preparatory School we believe that these areas are of equal importance and are interdependent in promoting the development of a rounded child. This cross-curricular learning along with the overarching principles set the foundations of our creative curriculum followed in the later years.

In addition to this, our pupils in the EYFS also benefit from specialist teaching in computing (from Reception) dance, art, music, French and PE.

For further information pertaining to the EYFS curriculum, assessment and planning, please refer to the Early Years Foundation Stage Policy.

Pre-Prep and Prep

Our creative curriculum and curriculum content and coverage across the Pre-prep and Prep reflect the content of the National Curriculum, the ISEB syllabus and requirements of the London Consortium of Independent Schools, leading to 11+ Common Entrance examinations during Year 6.

We fully prepare our children for the wide array of senior school entrance exams they will face at 11+, facilitating the successful and smooth transfer of pupils into secondary education. We do so whilst providing a full and broad and balanced curriculum, ensuring our pupil's education is not narrowed in any way.

For further details relating to individual subjects, curriculum coverage and long-term plans, including any schemes of work used to deliver our curriculum, please refer to our individual subject policies.

As children progress through the school their curriculum is further enriched by the addition of specialist teaching in Classics, Spanish, history of art, philosophy and drama.

Equal Opportunities

The content of the programmes of study and schemes of work are appropriate for the ages and aptitudes of our pupils to ensure that all have an opportunity to learn and make progress. We have a policy of strict non-discrimination on grounds of race, sexual orientation, religion, physical ability/disability or class, which is supported in all curriculum areas. It is expected that, a wide diversity of teaching methods and resources be used, to reflect the differing backgrounds and needs of the pupils. We integrate the Fundamental British values through our creative curriculum which support the wellbeing and emotional literacy of the pupils.

SEND and Learning Support

All pupils, regardless of their age and ability, have the opportunity to learn and make progress. This is the responsibility of all staff members. We aim to meet the requirements of any pupils with any special educational and learning support needs, including those who are more able, adapting the teaching methods and resources as necessary. Children with an education, health and care plan (EHC) making an application for a place with us will be considered for a place in accordance with our Admissions Policy and Procedures. A place will be offered if we believe that it can provide an appropriate learning environment and that it is able to fulfil the child's needs, as set out in their EHCP. The school further recognises its duty to be guided by the SEN Code of Practice with reference to pupils with EHCPs. For details of provision for pupils with specific needs, please consult the SEND and Learning Enhancement Policy Document.

Spiritual, Moral, Social and Cultural Education

Spiritual, moral, social and cultural education helps children develop personal qualities and an informed view of the world, which are valued in a civilised society; for example, kindness, empathy, honesty, respect for difference, moral principles, independence, self-respect and respect for others. We seek to teach these qualities across the curriculum, the wider curriculum and throughout school life.

Spiritual

Beliefs, religious or otherwise, inform our pupils' perspectives on life and their interest in, and respect of, different people's feelings and values. The curriculum promotes a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. Pupils are encouraged to use imagination and creativity in their learning and develop a willingness to reflect on their experiences.

Moral

The curriculum promotes the ability of pupils to recognise the difference between right and wrong and apply this understanding in their own lives. This includes developing an understanding of the consequences of their actions and an interest in investigating and offering reasoned views about moral and ethical issues.

Social

The curriculum promotes the development and application of a range of social/interpersonal skills in different contexts, including working and socialising with others from different religious, ethnic and socioeconomic backgrounds. Pupils are encouraged to develop a willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Interest in, and understanding of, the way communities and societies function at a variety of levels, is promoted as appropriate to the ages of our children.

Cultural

Pupils develop an understanding and appreciation of how cultural influences shape the heritage of different peoples and nations. Pupils are encouraged to develop a willingness to participate in, and respond to, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. Pupils develop an interest in exploring, understanding and respecting cultural diversity. The extent to which they understand, accept, respect and celebrate diversity is demonstrated by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

Personal, Social and Health Education

As well as being integrated into all curriculum areas, PSHE (including Citizenship) lessons are timetabled for all pupils in Pre - School to 6 with a scheme of work for each year group, which is resourced appropriately. Teachers have the freedom to use these sessions in different ways in response to situations that arise with the pupils in their forms. Form teachers are normally responsible for the delivery of Circle Time/PSHE lessons. The Head of Prep/PSHE oversees the delivery of the subject. In accordance with the School's aims and ethos, assemblies, RE lessons and Form times

are also seen as important opportunities to expand the pupils' awareness of the wider world and of moral issues, individual responsibilities and human qualities, including the teaching of British Fundamental Values and Protected Characteristics throughout the curriculum. Opportunities for health education are also utilised in PE and science. Furthermore, teachers take every opportunity to allow the pupils to reflect on the wider world and their contribution to the common good.

Relationships and Sex Education

In the Pre-prep and Prep, Relationships Education is taught in the Summer Term and is taught in line with the PSHE scheme of work (see PSHE subject policy).

Sex Education is currently non-statutory. Before teaching any content, the resources and curriculum (including vocabulary) will be shared with parents, and parents will have the right to withdraw their daughter after consultation with the Co-Heads.

Education Visits and Special Events

Educational visits are an important part of the curriculum. They enrich and enhance the pupils' learning. Teachers are encouraged to organise visits appropriate to the curriculum and also to look at the possibility of visits to school by other professionals, experts etc. This area is overseen by the Educational Visits Co-ordinator to ensure there is a range of trips, visits and workshops across the year in different subject areas.

Curriculum Enrichment

From the moment they enter the school we ensure our pupils have a broad, well-rounded educational experience. Music, dance, drama, art and PE are important parts of the curriculum. We make full use of our central London location to provide activities that bring learning to life at every opportunity. The pupils are taught French by a specialist native French speaker from Pre - School onwards. Following senior school entrance examinations in January, the Form VI pupils develop their independent learning and research skills through a variety of cross curricular enrichment projects in their studies of mathematics, English, science and history. As part of this they undertake visits, attend workshops, create performances and take part in specialist curriculum days and sporting activities.

Outdoor Learning

In Pre – Prep we acknowledge and support that EYFS education should encompass outdoor learning in as diverse of a way as possible. This is through time in our

onsite outdoor space, daily visits to our parks and gardens, Forest School and educational visits. To further enrich our curriculum and also improve well-being and health across the school we aim to deliver one outdoor lesson a week. In Prep this will be timetabled in and will generally be non-core subjects such as French, music, art, humanities, RE, PSHE or where appropriate maths and/or English. We aim to invigorate and excite our learners, providing them with opportunities to interact with the environment around them and actively engage in their learning.

Empower

In September 2025 we launched The Empower programme (TEP) across the school. This equips students with the knowledge, skills, and mindset to thrive in a rapidly evolving global landscape.

TEP goes beyond a traditional curriculum approach to help pupils to have skills employers and society value whilst embedding our core values further. Its purpose is to empower pupils to make a positive contribution and have a purpose in our communities now and in the future as responsible citizens through:

- Acts of Kindness
- Working together
- Project work
- Having a greater awareness of the world around them.
- Understand the importance of lifelong learning
- Challenging the status quo

The vision of TEP is that the programme will:

- Develop skills for life beyond the classroom
- Encourage agency and independence (Pupils to lead learning/ inquiry)
- Provide meaningful real-world connections
- Align with our school's values (creativity, courage, compassion, curiosity, collaboration)
- Encourage use of AI and machine-led learning to support creative thinking and innovation
- Posing and solving questions, having created a plan of action
- Presenting finding using any tangible means!
- Teachers to guide and encourage pupils to make their own discoveries

There are four key topic areas of: Philanthropy, Digital Literacy, Entrepreneurs and Global Citizens which will be introduced through initially core Teaching time in Form VI of 40 mins a week. In Reception – Form V we will introduce a project in Form Time which is worked upon in one to two sessions a week. Themes and skills will build

throughout the year and across year groups with practical, discussion and project based learning using one of our 4 main topic areas.

An example of a progression grid within Empower:

Year Group	Entrepreneurial Focus	Skills Developed	Real-World Links / Examples
Reception	Curiosity & Imagination	- Explores ideas through play - Shows interest in how things work - Expresses creativity in storytelling and building	- Creating a pretend shop in role play - Building models from recycled materials - Asking "what if?" questions
Year 1	Problem Solving & Teamwork	- Works with others to solve simple problems - Shares and takes turns - Communicates ideas clearly	- Building a structure with blocks as a team - Planning a class bake sale setup - Working together in a classroom business game
Year 2	Making Choices & Understanding Value	- Makes simple decisions based on needs/wants - Begins to understand value of money - Follows steps to complete a goal	- Deciding what to sell at a class fair - Handling pretend money in role play - Choosing resources wisely when designing
Year 3	Planning & Organisation	- Sets simple goals and plans steps to reach them - Understands basic budgeting - Uses feedback to improve an idea	- Planning and pricing items for a mini-market - Using templates to design packaging - Organising a class fundraiser
Year 4	Innovation & Risk Taking	- Generates original ideas and prototypes - Learns from trial and error - Begins to assess risks and rewards	- Creating a new toy or product from scrap - Testing a game with classmates - Presenting an idea to the class 'Dragons' Den' style
Year 5	Marketing & Communication	- Understands how to persuade and promote - Uses digital tools to present ideas - Begins to identify target audiences	- Making posters or videos for a charity event - Writing persuasive pitches - Surveying classmates to improve product design
Year 6	Leadership & Financial Literacy	- Leads a team through a project - Tracks income, expenses and calculates profit - Understands ethical and sustainable business practices	- Running a social enterprise for a cause - Creating a simple business plan - Managing a class pop-up shop with real money

Co-Curricular Activities

At the Preparatory School we offer a range of optional after school co-curricular activities and clubs, run by teachers and other professionals from Monday to Thursday. The co-curricular programme forms an integral part of the curriculum enrichment we offer to our pupils. The activities offered vary from term to term and wrap around care is offered from 7:30am to 6pm. The Co-curricular Coordinator oversees this area of the curriculum, under the direction of the Deputy Head (Academic).

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 SENDCO, Learning Enhancement team and all teachers provide support for those pupils with specific learning needs. All staff have access to the Learning Enhancement Register and Provision map which is updated regularly and used to

share all access arrangement and learning support provision with all staff. Changes are communicated to staff through email and at staff meetings. Throughout the year the register is updated as new pupils join or individual needs are identified. The SENDCo provides the teaching team with detailed information on all pupils who require learning support.

The needs of more able pupils 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 or Music scholars.

Information About the Curriculum

Summary information about the curriculum is provided on the Preparatory School website, with more details of the programmes of study provided on the Parent App. A booklet for Little Corgis to Form VI is produced and uploaded to the Parent App and sent out to parents. This is an overview of the subjects and specific topics covered within these subjects across the year along with key skills lists for core subjects.

Use of external tutors

The Preparatory school 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.

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 our Learning Enhancement department comes into play and offers support both within lessons and as extra targeted interventions too.

The Preparatory school 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 Preparatory school 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 of their academic needs, so in

principle the Preparatory school views the use of private tutors as unnecessary for most pupils.

The Preparatory school 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.' However, evidence does suggest that there can be positive effects from high quality strategic tutoring intervention¹. 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 School 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 risk of methods being taught, that differ from those taught by subject teachers, 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 Preparatory school 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.

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

¹ [Undertaking complex but effective instructional supports for students: A systematic review of research on high-impact tutoring planning and implementation](#)

Policy information

Policy Title	Curriculum Policy
Version	v. Approved
School	Queen's College Preparatory School
Category	Curriculum, Teaching & Learning
Statutory policy	Yes
Policy owner 1	Head, Prep School
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