KINGSTON GRAMMAR SCHOOL

FOUNDED 1561

CURRICULUM POLICY

Introduction

Kingston Grammar School is a selective co-educational day school. This policy document outlines the aims of the curriculum as well as the way that the curriculum is constructed in each year group.

It takes into account the ages, aptitudes and needs of all students, including those with an EHC plan; and ensures that the curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

A number of other documents also relate to the curriculum policy and its delivery:

- SEND Policy
- EAL Policy
- Careers Policy
- PSHE Education Policy
- RSHE Policy
- SMSC Policy
- Departmental schemes of work
- Assessment & Reporting Procedures

Whole School Aim:

Our overall aim is to create an environment in which we work together to encourage the highest aspirations and promote independent thought, one which provides breadth of opportunity in a rich and diverse co-curricular programme, which expects everyone to show due respect for people, property and our environment and which develops in all of us a culture of service and personal integrity.

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Academic Aims:

The curriculum at KGS is one of the vehicles through which we attempt to achieve the stated aims of the School. The School offers a full-time programme of study for all its students. The academic curriculum at KGS enables all students to have equal access to a broad and balanced curriculum and to achieve the School's primary goal of enabling each child to achieve their full academic potential through providing a stimulating and supportive academic environment. We aim to:

- Provide a first class education to every student
- Ensure that all students have the opportunity to learn and make progress
- Meet the needs of the curriculum in all its forms and extend beyond its constraints
- Offer students a broad educational experience
- Challenge and inspire our students to aspire to the highest standards
- Encourage initiative and responsibility
- Encourage students to be curious and independent minded
- Offer a wide variety of inclusive opportunities to engage with school life via our many and varied academic opportunities
- Give students the skills to move on from school with confidence in their own abilities
- Effectively prepare students for the opportunities, responsibilities and experiences of life in British society
- Broaden students' understanding of people, perspectives and ideas
- Develop students with the willingness and skills to work effectively with others
- Develop an understanding of those things that enrich life beyond material possessions such as the exploration of the creative arts, religious truths, natural beauty and our relationships with others
- Build self-respect, self-esteem and the ability to show regard for people, ideas and our environment
- Engender humility, compassion and care
- Encourage students to listen and respond to the views of others and to value everyone equally
- Engender a spirit of mutual trust and co-operation
- Develop a sense of openness, honesty and integrity.

Through the curriculum we provide opportunities for all students to experience education in the following areas.

Linguistic:
Students develop their communication skills and increase their command of language through listening, speaking, reading and writing through a variety of subject areas (for example, by requiring all students to take English Language, as well as at least one modern foreign language to IGCSE level)

Mathematical:
Students develop their knowledge and understanding of mathematics in a variety of ways, including practical activity, exploration and discussion. They are encouraged to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly (for example, by requiring all students to take Mathematics to at least IGCSE level).

Scientific:
Students increase their knowledge and understanding of nature, materials and forces and develop the skills associated with scientific enquiry: observing, forming hypotheses, conducting experiments, recording and evaluating or assessing their findings in a safe environment (for example, by requiring all students to take all three Science subjects to IGCSE level).

Technological:
Students develop a range of IT and Computing skills in relation to information literacy, staying safe online, creating apps, programming, digital making and robotics and graphic design. Through Design and Technology, they are encouraged to work with tools, equipment, materials and components to produce good quality products in a safe environment. Evaluation of process and products are key to this. IT and Computing education is delivered as a discreet subject in First to Third Years as well as an option subject at GCSE. It is also integrated into the wider curriculum.

Human and Social:
Students will develop an understanding of the relationship between people and their environments. They explore how human action, now and in the past, has influenced events and conditions (for example, through students' experience of Geography, History, Religion and Philosophy, Government & Politics, Classical Civilisation, Personal, Social, Health and Economic Education (PSHE) including Relationships, Sex & Health Education (RSHE)).

Physical:
Students develop their physical control and co-ordination as well as their tactical skills and imaginative responses and are encouraged to evaluate and improve their performance. Students will also acquire knowledge and understanding of the principles of fitness and health (for example, by requiring all students to take PE and/or Games lessons every week throughout the School).

Aesthetic and Creative:
There are aesthetic and creative aspects to all subjects, but those that make a particularly strong contribution to the processes of making, composing and inventing are art, music, drama, the study of literature and dance as they call for personal, imaginative, and often practical, responses (for example, through the study of Art, Music and Drama; studying English literature to IGCSE and developing creative writing through English language to IGCSE).

Spiritual, Moral and Cultural:
Students develop their moral and spiritual side and their ability to empathise. They develop a knowledge and understanding of different cultures (for example, through their study of Religion and Philosophy, Geography, Language, Personal, Social, Health and Economic Education (PSHE), School assemblies and Tutor periods).

These subjects play a key role, however, the areas listed above are communicated through a range of different subjects as well as through more general aspects of a student's experience in school, such as through the tutorial programme, assemblies, the Careers programme and the co-curricular programme.

Ensuring access to the Curriculum for all Students

The School recruits well-qualified subject specialists to allow each area of the curriculum to be taught by those with a high level of subject expertise.

Training and professional development opportunities are provided for all staff to enhance the delivery of the curriculum and to keep teachers informed of current initiatives and developments relating to their subject areas. The staff appraisal system identifies training needs which benefit the delivery of the curriculum.

Heads of Departments prepare schemes of work which ensure that the curriculum is delivered effectively with regard to adaptation, the needs of individual students from all ethnic and social groups, the most able and gifted (MAG) and those who are experiencing learning difficulties (SEND).

Learning Support

The needs of all students, including those with special talents and those with learning difficulties, are addressed. The Deputy Head (Academic) together with HOYs and HODs monitor academic progress in order to provide any necessary support. Through careful monitoring and tracking of progress (using Academic Tracking spreadsheets created and managed by the Senior Data Analyst) we are able to identify students who would benefit from additional support.

Students with learning difficulties are supported by our Learning Support Department. Our SEND policy sets out the rationale and procedures via which we identify and assist those with Special Educational Needs, which includes those with an Educational Health Care (EHC) Plan.

English as an additional language – *see also EAL Policy*

In order to cope with the high academic and social demands of Kingston Grammar School, students must be proficient communicators in English language. The School is able to provide additional support as well as make necessary Access Arrangements for those who are in the process of learning to use English as an additional language for educational purposes. These procedures and provisions are outlined in the EAL Policy.

Review and Evaluation

Heads of Departments are responsible for their departmental development plans which share the same aims and timescale as the school strategic plan. Development plans are reviewed and evaluated on an annual basis.

Heads of Departments' meetings are held twice a term, and Curriculum Working Parties are set up when required to focus on specific areas of the curriculum, assessment, or academic reporting.

The Curriculum to GCSE

In the First Year all students follow a core curriculum of English, Mathematics, Science, Art, Design and Technology, Drama, Geography, History, ICT, Music, Physical Education (including Games), PSHE (including RSHE), Religion and Philosophy, Latin and two modern foreign languages chosen from French, German, Italian and Spanish. Towards the end of the Autumn Term of this year, students are grouped by ability for Mathematics.

In the Second Year, all students continue with their two selected modern foreign languages. At this stage teaching of the separate sciences of Biology, Chemistry and Physics begins.

The Third Year offers the School's first subject options, which also allows each student to review their language choices. They may either choose to continue with one or both of their language options from their first two years or opt for Spanish *ab initio*. Our most able linguists can select a maximum of three languages at this stage. In addition to their language choice, students may select three further subjects from Art, Drama, Design & Technology, German, Latin, Music and Religion & Philosophy. All students follow a core programme of English, Mathematics, Biology, Chemistry, Physics, Geography, History, IT, PSHE (including RSHE) and a Games afternoon.

Final choices of subjects for GCSE are made in time for the start of the Fourth Year. All students take IGCSE courses in Mathematics, Science (Triple or Dual Award – as decided by the Science staff), a Modern Foreign Language and English Language & Literature. They also follow GCSE courses in three further option subjects from Art, Design & Technology (3 different options), Drama, French, Geography, German, History, Italian, Latin, Classical Greek (available only to students in the top Latin set), Music, Religion & Philosophy and Spanish. The top Mathematics

sets in the Fifth Year will finish the IGCSE course content in time to complete a course in Additional Mathematics before the end of the year. The IGCSE Maths exam is still sat in June.

Throughout these two years all students continue with lessons in Physical Education and PSHE (including RSHE).

The allocation of lessons to subjects up to the end of the Fifth Year is set out in the following table. **C** represents core subjects followed by all students, and **O** represents option subjects.

	1st Year	2nd Year	3rd Year	4th Year	5th Year
English	C	C	C	C	C
Maths	C	C	C	C	C
Science	C				
Biology		C	C	C	C
Chemistry		C	C	C	C
Physics		C	C	C	C
Geography	C	C	C	O	O
History	C	C	C	O	O
Religion and Philosophy	C	C	O	O	O
French	O	O	O	O	O
German	O	O	O	O	O
Italian	O	O	O	O	O
Spanish	O	O	O	O	O
Latin	C	C	O	O	O
Greek*			O	O	O
Art	C	C	O	O	O
Design & Technology	C	C	O	O	O
Drama	C	C	O	O	O
Music	C	C	O	O	O
PSHE (including RSHE)	C	C	C	C	C
ICT	C	C	C		
PE	C	C	C	C	C
Games	C	C	C	C	C

* Greek is followed by top set Latinists who will study both Latin and Greek ('Gratin') within the Latin allocation

Where a subject may be dropped after one or two years, its syllabus is carefully designed so that the shorter period of study will be of value in itself.

Lesson Allocation

The School operates on a two-weekly timetable of 60 periods over a fortnight (30 per week). This is separated into 6 periods per day, with some double lessons mainly in the Sixth Form.

Tutor Period/ Assembly	8.35 – 8.55
Period 1	9.00 – 9.50
Period 2	9.50 – 10.45
Break	10.45 - 11.10
Period 3	11.10 – 12.00
Period 4	12.00 – 12.55
Lunch	12.55 – 2.05
Period 5	2.00 – 2.50
Period 6	2.50 – 3.45

Please note that lessons 2, 4 & 6 are 55 minutes to allow for transition between each lesson.

Lesson Allocations for the Academic Year 2026 – 27 (lessons per fortnight)

	1st Year	2nd Year	3rd Year	4th Year	5th Year
English	7	7	7	7	7
Maths	7	7	7	7	7
Science	8				
Biology		3	4	5	5
Chemistry		3	4	5	5
Physics		3	4	5	5
Geography	3	3	4	6	6
History	3	3	4	6	6
Religion and Philosophy	2	3	4	6	6
French	3	3	4	6	6
German	3	3	4	6	6
Italian	3	3	4	6	6
Spanish	3	3	4	6	6
Latin	3	4	4	6	6
Greek			4	6	6
Art	3	2	4	6	6
Design & Technology	3	2	4	6	6
Drama	2	2	4	6	6
Music	2	2	4	6	6
PSHE (including RSHE)	2	1 (plus 1 on rotation with ICT)	1	1	1
ICT	2	1 (plus 1 on rotation with PSHE)	1		
Computer Science				6	6
PE	4	4	4	2	2
Games	4	4	4	4	4

The Sixth Form Curriculum

In the Sixth Form, students normally study three A level subjects with the exception of those additionally studying Further Maths or AS Further Maths. Students progressing into the Sixth Form may, with the School's prior agreement, study fewer A level subjects or follow an alternative programme of study.

The School keeps each student's programme of study under review and may require changes to that programme, including a reduction in the number of subjects studied, where academic progress, attendance, engagement, wellbeing or other relevant factors indicate that this would be in the student's educational best interests.

Thirteen periods per fortnight are allocated to subjects in the Lower Sixth (except AS Further Mathematics 15 and Further Mathematics 22); thirteen periods per fortnight to each subject in the Upper Sixth (AS Further Mathematics 15 and Further Mathematics 19). Modern linguists spend at least one period per subject per week in conversation practice with a language assistant.

The following subjects are available in the Sixth Form:

Art	French	Mathematics
Biology	Further Mathematics	AS Further Mathematics
Business Studies	Geography	Music
Chemistry	German	Philosophy & Theology
Ancient History & Civilisation	Government & Politics	Physical Education
Design & Technology	Greek	Physics
Drama & Theatre Studies	History	Psychology
Economics	Italian	Spanish
English Literature	Latin	

All students in the Lower Sixth and Upper Sixth attend a PSHE session every other week. Lower Sixth students also take part in our bespoke Accelerator programme and Upper Sixth students attend a lecture. These focus on topical issues, current affairs, areas of general academic interest, careers or matters relating to higher education or personal, social, health and economic education, including relationships and sex education.

In addition to this all students take part in one of the Games options on Wednesday afternoons. They also have two Academic Enrichment lessons per fortnight, selected from one of the following options:

- Extended Project Qualification (EPQ) Level 3
- AS Thinking Skills
- Thermodynamics (in-house course)
- Social & Political Thought (in-house course)
- Institute of Leadership & Management – Level 3 Award
- Language extension courses – depending on demand.

All of these courses are designed to engage students in topical discussion and debate, or to sharpen their skills in argument and research in preparation for the completion of an Extended Project.

Careers Education - *see also Careers Policy*

All students have access to accurate, up-to-date, and impartial careers guidance. This support enables them to make informed choices about a wide range of career pathways and helps them to realise their full potential. We use the Gatsby Benchmarks for Good Careers Guidance as a framework to shape and evaluate our careers provision.

The Gatsby Benchmarks:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

We provide a blend of careers education and tailored guidance from Second to Upper Sixth. The advice offered is impartial and inclusive, with a clear commitment to avoiding all forms of stereotyping. While guidance is available to all, it is particularly focused on students at key transition points, such as during GCSE and A Level subject selections. Students gain employability skills and career awareness through: The Tutor Programme, PSHE lessons, Co-curricular activities, a range of careers-focused events that increasingly harness our Kingstonian alumni community.

They are encouraged to reflect on their strengths, interests, and personality traits to help guide future decision-making. Although careers education is included across all year groups, there is a specific emphasis from Second Year to Lower Sixth to help students consider their longer-term goals early on. We work closely with Morrisby to support informed decision-

making: Second Year students explore job roles and pay differentials in the Autumn Term PSHE program module world of work using UNIFROG, Third Year students use *Morrisby 12+* to explore suitable GCSE options, Fourth Year students complete a psychometric profile to identify career interests and strengths. In the Autumn Term, they receive a one-to-one careers interview, with guidance notes shared with students via UNIFROG. Drop-in sessions are organised for students during lunchtimes throughout January to offer additional options guidance for making final A Level choices or other progression routes. This process helps ensure subject decisions align with students' future aspirations and do not restrict their university or career pathways.

From Fifth Year onwards, students begin exploring university and apprenticeship options in depth.

In Lower Sixth, each student receives:

- One-to-one guidance as required, shared with students and tutors via UNIFROG
- Encouragement to set up a LinkedIn profile, join the Young Professionals network and attend alumni events including signing up for alumni mentoring
- Opportunities to attend external events and employer encounters through our local schools partnership (Tiffin Girls & Boys, The Kingston Academy)

In January of Lower Sixth, students and parents are introduced to Unifrog, a platform to support research into higher education, apprenticeships, and career paths. The Higher Education Evening in the Spring Term officially launches the university application cycle. Support continues throughout the process from tutors and the Careers & Universities team.

We provide structured support to help students prepare strong applications through:

- UCAS and Personal Statement Days
- Talks from recent KGS leavers sharing their post-school experiences
- Information on gap years, enrichment courses, and summer schools.

Students are encouraged to pursue the most appropriate post-school pathway for their individual goals — whether university, apprenticeships, or employment.

Each year, we offer dedicated support for students applying to:

- Medicine, Veterinary Medicine, and Dentistry
- Oxford or Cambridge

This includes:

- Extension classes from early in Lower Sixth
- Fortnightly Oxbridge tutorials to develop academic thinking
- One-to-one support from specialist staff
- Practice interviews with external experts
- Guidance on admissions tests and personal statements

- One-to-one interview coaching for healthcare-related applications

We also collaborate with external organisations and partner schools to broaden the support available and provide high-quality preparation opportunities such as Multiple Mini Interview practice and Thinking Skills session in partnership with the Philosophy Foundation.

Personal, Social, Health and Economic Education (PSHE)

Our Personal, Social, Health and Economic Education programme has been developed to reflect and support the school's aims and ethos, and is rooted firmly in our values of aspiration, respect, integrity and engagement. PSHE education encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010; and seeks to promote students' mental health and emotional wellbeing.

PSHE includes Relationships, Sex & Health Education (RSHE).

PSHE at KS3, KS4 and KS5 is delivered through timetabled lessons, with support on pastoral matters in our tutorial time and a busy schedule of visiting speakers. Related matters are taught across the curriculum and especially in ICT and Religion and Philosophy, although all departments contribute in a variety of ways. For more information on this aspect see the KGS SMSC policy and KGS RSHE policy.

The government statutory guidance for RSHE is embedded in every year group at KGS through a combination of PSHE lessons and external specialists in drop-down sessions.

The following is a snapshot of the themes and statutory topics that each year group covers in their PSHE lessons throughout the year – see overleaf.

PSHE programme 2026 - 27

Year/ Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
1st Year	Living in the Wider World	Living in the Wider World	Relationships	Relationships	Health & Wellbeing	Health & Wellbeing
	Our Democracy	Being a citizen	Understanding Identity	Friendships and self-care	Healthy body and mind	Wellbeing skills
2nd Year	Living in the Wider World	Living in the Wider World	Relationships	Relationships	Health & Wellbeing	Health & Wellbeing
	World of work	Financial decision making	Discrimination and the media	Values, influences and consent	Emotional wellbeing	Exploring risk
3rd Year	Living in the Wider World	Living in the Wider World	Relationships	Relationships	Health & Wellbeing	Health & Wellbeing
	Citizenship	The State	Relationships with others	Consent and relationships	Coping strategies	Exploring influence
4th Year	Living in the Wider World	Living in the Wider World	Relationships	Relationships	Health & Wellbeing	Health & Wellbeing
	Media and influences	First Aid	Consent and coercion	Influence of others	Sexual health	Fertility
5th Year	Living in the Wider World	Living in the Wider World	Relationships	Relationships	Health & Wellbeing	Study leave
	Substance use and gambling	Organised crime	Family life	Dealing with relationships	Helping others	
Lower Sixth Form	Living in the Wider World	Living in the Wider World	Relationships	Relationships	Health & Wellbeing	Health & Wellbeing
	Turning 18	Independence	Relationships beyond school	Living with others	Staying safe	Staying safe
Upper Sixth Form	Living in the Wider World	Living in the Wider World	Relationships	Relationships	Health & Wellbeing	Study leave
	Turning 18	Finance	Relationships with yourself	Relationships with others	Personal health	

Tutor time activities often discuss PSHE themes for each year group; however, these sessions can also be used to deal reactively as issues arise in each year group. There is also flexibility so that issues in current affairs and other timely events can be discussed and debated within tutor time. Heads of Year and Heads of Department meet regularly with the Head of PSHE and the Senior Wellbeing and Mental Health Lead to ensure that the programme offered is relevant to our student population as well as following any statutory guidance from the DfE.

External and internal specialists

External speakers talk to students about a range of issues including relationships, sex and health education, the use and abuse of alcohol and drugs, the dangers and consequences of risky decision making, self-harm, self-respect and body image and the influence of screen time on the developing teenage brain.

There are at least two pastoral sessions for each year group per academic year, when the students are taken out of lessons to take part in workshops and talks focusing on a key issue and given by an outside expert. A snapshot of what this looks like follows:

YEAR	TOPICS
First Year	Bonding Day; Online Safety; Show Racism the Red Card session
Second Year	RSHE, Anti-Bullying
Third Year	Online safety; LGBT+ Inclusion; RSHE with Beyond Equality & Everyone's Invited
Fourth Year	Consent; Substance abuse & harm reduction
Fifth Year	Staying safe at parties and festivals, Everyday Sexism

In addition, staff from the Combined Cadet Force lead a series of workshops teaching First Aid to Fourth Year students.

The Upper Sixth Form students have a fortnightly lecture on a variety of subjects from external speakers.

For a full outline of how we cover the Spiritual, Moral, Social and Cultural development of students please refer to the SMSC Policy.