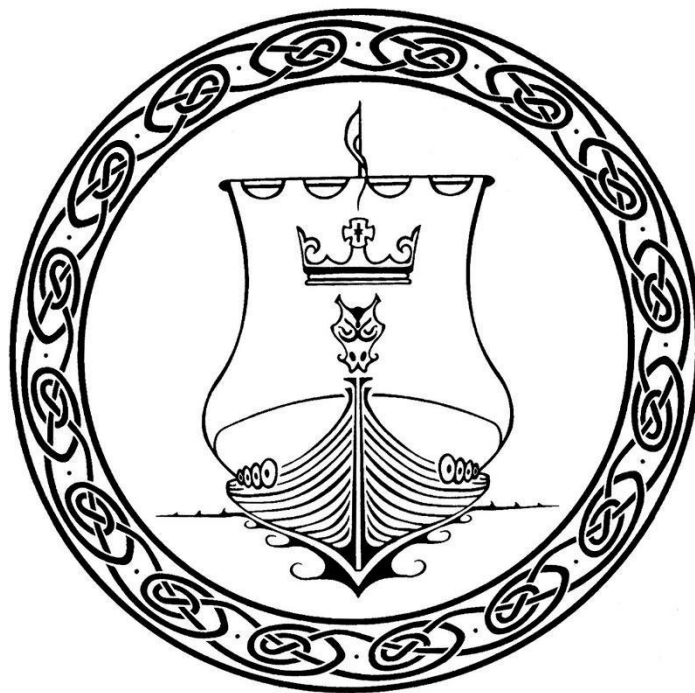




Queen Elizabeth II High School

Curriculum Policy



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1. Aims

The QEII High School Curriculum is designed to equip our students with a responsive and ambitious, knowledge-rich curriculum that empowers young people to have the currency of choice for their futures. As part of the school's curriculum, students learn to face challenges within school and in their wider life with courage, aspiration, respect, and endeavour and develop the necessary attributes to become community leaders of the future

The curriculum acknowledges the importance of building students' cultural capital and curiosity, building an awareness of the world beyond their frame of reference. The curriculum offer and experience aspire to ensure that all students have equity of experience and opportunity to access an aspirational curriculum.

The school's curriculum provision is divided into 4 areas (see Appendix 1) i.e.

- Essentials Curriculum which builds on the school's inclusive, caring culture and ethos
- Enhancement Curriculum which fosters personal development and social understanding
- Academic Curriculum which sequences knowledge, understanding and skills to aid learning
- Enrichment Curriculum which offers enriching opportunities and experiences for all

This policy concerns itself with primarily with the Academic Curriculum referenced above with the other Curriculum aspects being covered in other relevant policies listed in section 7 of this document

The Academic Curriculum aims to:

- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations so they can flourish in life
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health and wellbeing
- Promote a positive attitude towards learning
- Ensure equal access to learning with high expectations for every pupil and appropriate levels of challenge and support
- Provide subject choices in key stages 4 and 5 that support pupils' learning and progression, and enable them to work towards achieving their goals
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment
- Reflect the context and needs of both the local and global community and prepare students to make a positive contribution to society.

2. Legislation and guidance

This policy reflects the requirements of the Isle of Man Education Act 2001 and the Education (Curriculum) Order 2011 and the Articles of Government for the School. It also reflects requirements for inclusion and equality as set out in the IOM Equality Act 2017. The Department for Education, Sport and Culture (DESC) has a curriculum statement, Essentials for Learning (E4L) which sets out principles and guidelines which all schools should consider. For further information see <https://e4l.sch.im>.



3. Roles and responsibilities

3.1 School Governors

The school governors will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. They will be consulted by the head teacher on the curriculum, having regard for the age, ability, aptitude and special educational needs of pupils at the school.

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- The curriculum meets statutory requirements, including equality of access and opportunity for all students
- Proper provision is in place for pupils with different abilities and needs including children with SEN and protected characteristics
- Any proposed changes to the curriculum are reported to the Governing Body and approved by governors
- Requests for modification to the curriculum for individual students are considered and decisions are made in the best interests of the individual student, taking into account protected characteristics and legal requirements, in addition to costs and staffing implications
- The curriculum is delivered by appropriate teaching staff within the budget and through a balanced timetable.

3.3 SLT member with responsibility for Curriculum

The member of SLT with responsibility for Curriculum is responsible for:

- Leading strategic development of the school's curriculum through working with relevant stakeholders such as Governors, Heads of Subject and other relevant school leaders
- Working with staff, students and parents to run relevant 'Options' processes to facilitate students in KS4 and KS5 to specialise in specific subjects as appropriate
- Devising the school's timetable through working with the Headteacher, Heads of Subject and other relevant stakeholders
- Leading collaboration of QEII with UCM and Castle Rushen High School & Ramsey Grammar School to maximise student choice and curriculum flexibility at KS4 & 5
- Leading Middle Leaders' meetings when required/ as appropriate when curriculum matters are under discussion

3.4 Heads of Subject/ Directors of Key Stage

Heads of Subject and Directors of Key Stage are responsible for:

- Selecting (within DESC guidelines and procedures) qualifications for students to study at KS4 and KS5 which are engaging and appropriate for students in line with the aims of the school and Department
- Devising schemes of learning for their subject(s) which ensure full coverage of any required content for KS3 and prepares students for relevant assessment at KS4 and 5



- Monitoring the delivery of the above schemes of learning by staff within their departments
- Assessing and evaluating the quality of the curriculum in their subject(s) and reporting on this through the Quality Assurance Framework (QAF)
- Keeping up to date with developments in their subject area so that the curriculum is relevant and contemporary
- Ensuring that teaching and provision in their subject is accessible to all students.

3.4 Teaching staff

Teachers will ensure that the school curriculum is implemented in accordance with this policy. They will contribute to the evaluation and development of the curriculum in their subject areas.

4. Organisation and planning

4.1 Academic Curriculum Approach

- The QEII Academic Curriculum is based around a 'knowledge-rich' approach. Departments carefully consider what subject knowledge students deserve to know to give them sufficient 'cultural capital' to both continue their study of a subject in the future and thrive in society. Schemes of learning are carefully sequenced to ensure that pupils' knowledge and understanding of a subject builds upon prior learning and that gaps in knowledge and misconceptions are addressed.
- Schemes of learning should also reflect the principles, aspirations and dispositions outlined in the DESC's 'Essentials for Learning' ('E4L') curriculum statement as and when appropriate
- Information about the curriculum, schemes of learning and assessment will be posted on the school website for parents and other interested persons
- Careers education and guidance and Relationships and Sex Education will be taught according to DESC policies and guidelines.

4.2 Curriculum Design

- Students in years 7 to 9 study a compulsory 'broad and balanced' curriculum which conforms with the relevant Isle of Man legislation
- Students in years 10 and 11 study a compulsory core of English Language, Mathematics, Science, Careers and RE/ Citizenship. Students then chose 4 additional subjects from a range available at level 1 or 2. Additional subjects are also available via collaboration with University College of Man
- Students in years 12 & 13 generally study 3 subjects at level 3. There is a wide choice of both academic and vocational subjects available, the range being amplified through collaboration with Ramsey Grammar School and Castle Rushen High School
- Heads of Subject are responsible for the design of the curriculum within their own subject area. Heads of Subject should ensure that all Schemes of Learning that are developed in line with the Curriculum Approach information above. They should match any requirements of an awarding body where relevant and/ or the DESC Curriculum Order 2011.



4.3 Extra-Curricular Provision & Enrichment

The school encourages students to further develop both their love of learning and their wider skill set through a wide programme of extra-curricular and enrichment opportunities. These are published on the school's website.

5. Inclusion

Teachers set high expectations for all pupils. Teachers will also take account of the needs of pupils, with consideration for their specific characteristics and aptitudes. They will use appropriate assessment to set ambitious targets and plan structured work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN and disabilities
- Pupils with English as an additional language (EAL)
- Teachers will access/ consult any relevant Continuum of Learning and Inclusion (COLI) documents when planning lessons so that pupils with SEN, disabilities, EAL and other protected characteristics can study all subjects, wherever possible, and remove barriers to learning and achievement.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through an annual Curriculum Review led by the member of SLT with responsibility for curriculum and intermediate updates from the Headteacher through regularly scheduled Governors' meetings.

The school's Senior Leadership Team will review the curriculum at least annually as part of the Quality Assurance processes.

Heads of Subject monitor the way their subject is taught throughout the school as part of the Quality Assurance framework by:

- Lesson observations/ dips/ visits
- Work scrutiny/ book trawls
- Pupil interviews/ pupil voice

Heads of Subject also have responsibility for monitoring the way in which resources are purchased, stored and managed.

This policy will be reviewed every two years by the member of SLT with responsibility for Curriculum. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy

Date of Last Review: November 2025 JKI

Date of Next Review: November 2027



- Equal opportunities policy and the Equality Act
- Teaching & Learning Policy
- Homework policy
- Examinations Policy
- Whole School Literacy policy
- Enrichment Policy
- Relationship and Sex Education policy



To equip our students with a responsive and ambitious, knowledge-rich curriculum that empowers young people to have the currency of choice for their futures. We want students to face challenges within school and in their wider life with courage, aspiration, respect, and endeavour.

Our curriculum acknowledges the importance of building students' cultural capital and curiosity, building an awareness of the world beyond their frame of reference. Our bespoke provision develops necessary attributes to become community leaders of the future.

Key aims for improving our curriculum offer and experience include ensuring that all students have equity of experience and opportunity to access the aspirational curriculum.

Our curriculum provision maps our Essentials Curriculum - which builds our inclusive, caring culture and ethos; our Enhancement Curriculum - which fosters personal development and social understanding; our Academic Curriculum - which sequences knowledge, understanding and skills to aid learning; and our Enrichment Curriculum - which offers enriching opportunities and experiences for all. Together, these elements provide not just a broad and balanced academic experience but also a wealth of treasured and enriching experiences for all the children and young people we educate.

Essentials	Enhancement	Academic	Enrichment
<i>We believe in safety, respect and responsibility</i>	<i>We believe that education supports personal growth</i>	<i>We believe in a rich, broad and balanced curriculum</i>	<i>We believe in education beyond the classroom</i>
Attitudes to Learning	Assemblies	30 lessons per week	Trips and Visits
Positive Behaviour	PHSE	Curriculum Maps	Events and Performances
Habits of Study	Mental Wellbeing	Cross Curricular Links	Charity Work
Learning Routines	Relationship and Sex Education	Reading	Duke of Edinburgh
Inclusion	Celebration	Extended Learning	Student Technology Team
High Expectations	Mentoring	Online Learning	Rainbow Flag
Care Values- Courage, Aspiration, Respect, Endeavour	Students Visas	Professional Development Framework	Student Council
	Tutor Programme	Learning Support	Praise
	Careers and Work Experience	Vocational Opportunities	Junior Achievement
	Student Voice		Lunchtime and After School Clubs