

FHS

Francis Holland Schools

Curriculum Policy

Table of Contents

1. Policy Statement.....	3
2. Curriculum Aims for Pupils at Francis Holland Schools (pupils ages 4 -19, in years Reception to 13).....	3
3. Curriculum in Senior Schools (Pupils aged 11 to 19, Years 7 – 13)	4
4. Review	5
Appendix 1: Curriculum Policy at Francis Holland Regent’s Park	6
Appendix 2: Curriculum Policy at Francis Holland Sloane Square	10
Appendix 3: Curriculum Policy at Francis Holland Prep (Pupils aged 4 – 11, Years Reception – 6).....	13

Curriculum Policy

This policy applies to:

Francis Holland Regent's Park Francis Holland Sloane Square Francis Holland Prep

Where there are differences between the schools these have been clearly highlighted.

Related Policies:

Co-Curricular Policy

Safeguarding and Child Protection Policy

Online Safety Policy

PSHE Policy

RSE Policy

Learning Needs Policy

1. Policy Statement

Francis Holland Schools provides a curriculum for full-time, supervised education for pupils of compulsory school age which complies with statutory requirements (section 8 of the Education Act 1996). It provides for pupils above compulsory school age an appropriate programme of activities which allows scope for their talents and interests to develop and helps prepare them for the opportunities, responsibilities and experiences of adult life. This ensures pupils' present and future well-being and is framed within the schools' emphasis upon developing a safeguarding culture.

2. Curriculum Aims for Pupils at Francis Holland Schools (pupils ages 4 -19, in years Reception to 13)

The Schools aim:

- To offer a curriculum that is balanced, broad-based and academically challenging, with high standards of achievement and that is exciting in its content and delivery;
- To ensure that pupils acquire speaking, listening, literacy and numeracy skills;
- To give pupils experience in linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative education, speaking, listening and numeracy with content and skills appropriate to their ages and aptitude;
- To promote creativity and analytical thinking and problem solving which encourages initiative, adaptability and independence;
- To promote a life-long love of learning and preparedness for adult life including appropriate careers guidance for pupils receiving secondary education;
- To encourage spiritual, moral, social and cultural development, and respect for the environment;
- To offer personal, social and health education which reflects the Trust's aims and ethos and is responsive to the pastoral and safeguarding context;
- To maintain a preventative education by reinforcing PSHE and RSE themes through the whole curriculum;
- To make the curriculum accessible and stimulating (as far as is reasonably practicable), including for those with physical disabilities and for those with mild learning difficulties, so that all pupils have the opportunity to learn and make progress.
- To promote fundamental British values and ensure that courses do not undermine the values of democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

3. Curriculum in Senior Schools (Pupils aged 11 to 19, Years 7 – 13)

- **KS3 Curriculum**
All pupils study Art, Biology, Chemistry, Physics, English, a Modern Foreign Language, Geography, History, ICT/Computer Science, Latin, Mathematics, Music, PE, Religious Studies and PSHE (called Wellbeing at SSq).
- **Careers**
All pupils receive careers education and higher education guidance where appropriate. Pupils are helped to understand how their strengths, weaknesses and interests relate to the world of work; to learn about different careers and opportunities; to obtain individual guidance; to have some work experience; and to gain information about training, education and occupations beyond school.
- **Co-Curricular Activities**
The co-curricular programme provides opportunities to enhance and enrich the main curriculum as well as accommodate new interests. This includes opportunities for service in the local and wider community.
- **Promoting Fundamental British Values**
The promotion of the Fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (in accordance with Part 2, schedule 1 of the Education (Independent Schools Standards (England) (amendment) Regulations 2014) is embedded in the curriculum and referenced in departmental handbooks and/or schemes of work.

Respecting cultural and ethnic diversity is also addressed in the Modern Foreign Languages curriculum.

All pupils at Francis Holland Schools have a voice on the pupil-led School Council. The Council is led by the elected Head Pupil's Team and each class is represented by elected Form Captains. Debating is a key part of the co-curricular provision, providing opportunities for pupils to learn how to argue and defend points of view. Opportunities such as general elections are used to hold mock elections to promote fundamental British values and provide pupils with additional opportunities for discussion and debate.

Regular assemblies are held at least twice a week and provide additional opportunities to promote British values.

- **Review Of The Curriculum**
The Senior School curriculum is reviewed periodically by the Senior Leadership Team.
- **Learning Needs**
Provisions include any reasonable adjustments which need to be made in accordance with the Equality Act 2010 and which may include provision, free of charge, of equipment, assistance or services to aid those with specific learning needs.

4. Review

Policy author/s	RP: Deputy Head Academic SSq: Deputy Head Academic Prep: Deputy Head (Curriculum and Co-Curriculum)
This review	Autumn 2025
Approved by	Education Committee, Autumn 2025
This version published	16 th December 2025
Next review	Autumn 2027

The Francis Holland Schools Trust is an educational charity which manages three leading independent girls' schools in central London, across three sites.

Registered charity number: 312745

Registered office: Francis Holland Schools Trust, 35 Bourne Street, London SW1W 8JA

Appendix 1: Curriculum Policy at Francis Holland Regent's Park

This policy should be read in conjunction with the school's Accessibility Plan.
Religious Education is a compulsory part of education in years 7 – 9 inclusive.

- **KS3 Curriculum**
 - In Year 7 and Year 8, in addition to the subjects listed above, there are also lessons in Drama. Pupils study coding within their Computing lessons alongside learning how to effectively use Office 365. Pupils have lessons on futures (careers), research, oracy, digital, leadership and enterprise in a Life Skills programme which compliments the PSHE curriculum. A free choice of two Modern Foreign Languages (from French, German, Italian and Spanish) is offered from Year 7.
 - In Year 9, in addition to the subjects listed immediately above there is also a choice of classics options (Latin, Greek with Latin or Classical Civilisation).

- **GCSE Curriculum**

The compulsory core is English Language (GCSE), English Literature (GCSE), Mathematics (GCSE), a Modern Foreign Language (IGCSE) (from French, German, Italian or Spanish), and Science Triple Award (Science Dual Award for some pupils; IGCSE).

Three additional subjects may be added from the following, one of which must be a humanity (History, Geography, Classical Civilisation or Religious Studies):

Art, Classical Civilisation, Computer Science, Drama, Geography, History (IGCSE), Latin, a second Modern Foreign Language (which will be French), Music, Physical Education, Religious Studies.

Pupils also have the option of taking an eleventh GCSE, either as a stand-alone option or in conjunction with another subject. The options are:

- Classical Greek (This involves approximately two hours a week of lessons outside of the normal timetable).
- Further Mathematics GCSE which is taught to pupils in Mathematics sets 1 and 2 alongside the Mathematics GCSE curriculum.

Pupils in Year 10 and 11 embark on the Life Skills programme which is designed to prepare pupils for life after school. It covers the following themes across the two years: futures, research, oracy, digital and leadership and enterprise.

All pupils follow non-examined courses in PE and PSHE. After GCSEs, pupils undertake at least one week of work experience.

- **A-Level Curriculum**

Pupils have the option of taking three or four subjects in the Lower Sixth, though most pupils take three A levels and an elective course. These elective courses include the Certificate in Financial Education, the Engineering Education Scheme, Sports Leader Award, French for Business, Social Change and Cultural History and an Arts-based Zine Magazine.

The following A-level options are available:

Art, Biology, Chemistry, Classical Civilisation, Computer Science, Drama and Theatre Studies, Economics, English Literature, French, Geography, German, Greek, History, History of Art Italian, Latin, Mathematics, Further Mathematics, Music, Philosophy and Ethics (RS), Physics, Politics, Psychology, Spanish.

In addition, students follow the Life Programme which covers futures, research , oracy, digital, and leadership and enterprise.

All sixth formers are taught the skills to prepare them for the Extended Project Qualification (EPQ). Pupils start working on the EPQ in the first term of the Lower Sixth and complete the project in the Autumn term of the Upper Sixth.

- **Subject Choices**

The school aims to allow pupils to follow their chosen options for GCSE or A Level, as the option blocks are designed around their choices. It is rare for any pupil's choices not to be accommodated.

Management of the Curriculum

Heads of Department are responsible for the management of the curriculum within their specific area. This includes content, schemes of work, methods of delivery, management of resources and appropriate differentiation etc. Full information is provided in department handbooks.

- **PSHE & RSE Curriculum**

The PSHE and RSE curriculum is drawn up by the PSHE coordinator reflecting the aims of Francis Holland School and aiming to develop the social, moral, spiritual and cultural development of pupils. It draws on the skills of the current staff as well as visiting speakers. A significant proportion of Citizenship is delivered within the main curriculum as well as in the Life Skills programme which includes economic education.

- **Careers**

The Director of Careers oversees the delivery of Careers education. Careers guidance forms part of the PSHE curriculum. A tailored careers course is taught as part of the Life Programme in each year group, including both Lower and Upper Sixth. External careers advice agencies are employed to assess and advise the Upper Fifth and Lower Sixth to ensure impartiality and enable pupils to make informed choices about a broad range of options. Pupils are also given individual guidance about A level options from senior members of staff, following on from the Sixth Form Open evening and the Sixth Form Subject Fair. There is an annual GCSE information evening for pupils and parents. The school also organises half-termly Careers events, with panels of industry experts, which are open to all pupils and their parents.

- **Promoting Fundamental British Values**

Religious Studies is compulsory in the Lower School. Pupils study a range of faiths and are taught tolerance and respect for those having different faiths or beliefs. These values are also reinforced in PSHE. Pupils learn about the rule of law and democratic process in History lessons as well as PSHE and the Life Programme.

Pupils in Years 8 and 9 have dedicated lessons on current affairs as part of the PSHE and curriculum. The sixth form weekly lectures and Life Programme lessons provide additional opportunities to explore British values.

Co-curricular activities, such as the Model United Nations, provide additional opportunities for pupils to learn about fundamental British values.

- **Learning Needs**

The Learning Enhancement department ensures that appropriate provisions are made in order that pupils with specific learning needs, including those with English as an additional language, are able to make progress.

Summaries of Educational Psychologists' reports are available on the MIS (ISAMS) and on the school SharePoint for each pupil identified as having learning needs. The Learning Enhancement department also ensures that where a pupil has an EHC plan, the education provided fulfils its requirements.

- **Able, Gifted and Talented**

By national standards, the academic calibre of the majority of pupils at Francis Holland Regent's Park is high. Many could be described as Able, Gifted or Talented (AGT) at some stage in their school career in academic, sporting, musical or artistic fields. We aim to support each pupil during her time here. In addition, there are some pupils who are exceptionally able or exceptionally talented and we aim to provide opportunities for those pupils to engage with across all year groups.

The following definitions broadly define the components of what each element of Able, Gifted and Talented means, and there is, understandably, some cross-over between each definition.

Able: refers to pupils who demonstrate high levels of competence or potential in academic subjects. These learners often grasp concepts quickly, perform well in assessments, and show advanced reasoning or problem-solving skills.

Gifted: describes pupils who show exceptional natural ability or potential in one or more areas, such as academia, music, art or sporting capacities.

Talented: refers to students who exhibit outstanding performance or potential in areas such as music, art or sport. Talent is often developed through practice and opportunity.

We aim to:

- *Enable pupils to maximise their potential within and outside the curriculum;*
- *Ensure that there is a shared purpose regarding our Able, Gifted and Talented pupils and a consistent approach across the school which promotes good practice, flexible and independent learning, and the use of a variety of teaching styles incorporating higher level thinking skills;*
- *Create an atmosphere that encourages excellence and is accepting of difference.*

Identification:

- We have three discrete ways of identifying pupils as AGT:
 1. Baseline testing (such as MidYIS, YELLIS and ALIS) and external examination results;
 2. Scholarship and Exhibitions awarded primarily at 11+ and 16+;
 3. Recommendations from Heads of Departments.
- The register is reviewed annually.
- We do not formally identify pupils as Able, Gifted and Talented to avoid potential demotivation; the list is confidential and should not be discussed with pupils.

Staff are provided guidance on how to use the AGT Register to support teaching and learning.

Appendix 2: Curriculum Policy at Francis Holland Sloane Square

- Curriculum Aims

To acquire an understanding of learning for the real world that fosters the development of 7 Cs:

- curiosity,
- creativity,
- collaboration,
- communication,
- confidence,
- commitment,
- craftsmanship.

- KS3 Curriculum

- In year 7 pupils also have lessons in Touch Typing.
- In year 8 pupils begin to study a second Modern Foreign Language (German or Spanish) and also have lessons in debating.
- Learning is also enhanced through TIPS (Thinking innovatively and problem solving) and Trips week during the summer term of years 7, 8 and 9, where pupils are encouraged to develop the 7 Cs
- All pupils learn about online safety in their computing lessons in addition to Wellbeing lessons

- GCSE Curriculum

The compulsory core is English Language, English Literature, a modern foreign language, Mathematics, the Dual Award or triple science

Three additional subjects (two if a pupil takes triple science) may be added from: Art, Classical Civilisation, Computer Science, Drama, Geography, German, History, Latin, Music, Physical Education, Spanish and Theology and Philosophy.

All pupils follow non-examined courses in Physical Education and Wellbeing

Some pupils have assigned, supervised study periods. In addition, some pupils also study Further Mathematics, which is an AQA Level 2 Certificate

In addition to their GCSE course, pupils also participate in a weekly enrichment programme entitled the 'Westmacott' programme. The Westmacott Programme is a bespoke enrichment course for Years 10 and 11 that continues into the Sixth Form. Designed to complement GCSEs and A Levels, it helps students develop the skills and confidence needed for Sixth Form, university, and the world of work.

Delivered as a weekly double lesson in mixed Year 10 and 11 groups, the programme combines core units focused on decision-making, problem-solving, communication, teamwork, creative thinking, and data interpretation with a choice of electives such as *An Introduction to Law*, *Italian Language & Culture*, *Art Capitals*, and *Skills for Innovation*.

The Year 11 course, during the autumn term, explores issues relating to the future of the good society through an interdisciplinary approach that continues to foster the 7 Cs.

- A-Level Curriculum

Most pupils take three subjects at A level, although some with a particular interest and aptitude may take four, most commonly 4 A-Levels is taken to accommodate Further Mathematics.

The following A-level options are available:

Fine Art, Biology, Chemistry, Classical Civilisation, Computer Science, Drama and Theatre, Economics, English Literature, French, Further Mathematics, Geography, German, Politics, History, History of Art, Latin, Mathematics, Music, Physics, Psychology, Spanish, and Theology and Philosophy.

In addition to their A-Level options, pupils also take part in a wide-ranging enrichment programme entitled the 'Westmacott' programme. Core enrichment includes a programme of Advanced Study Skills leading to the Extended Project Qualification (EPQ). It also includes Wellbeing and PE as non-examined courses as well as electives on programmes such as Model United Nations, Tycoon in Schools, Volunteering and Debating.

- **Stretch and Challenge**
Every pupil should be stretched and challenged according to their ability and interests. The school recognises that some pupils are especially able, gifted and/or talented and particular provision is made as appropriate. A range of scholarships are awarded (academic, music, drama, art, sport and ballet) and a scholarship programme supports the development of these pupils. All pupils can access the enrichment programmes, but some enrichment groups such as the Curious Club and the Scholastic Society are by invitation only and use data to identify the academically most able. There are frequent opportunities in diverse contexts across the life of the school for pupils to shine in areas of special ability.
- **Subject Choices**
The school aims to allow pupils to follow their chosen options for GCSE or A Level. The options blocks for both GCSE and A Level are created prior to choices being made, and are based upon subject combinations that have been selected over recent years.
- **Management of the Curriculum**
The Deputy Head Academic, Senior Deputy Head (Teaching & Learning), and Heads of Department are responsible for the management of the curriculum within their specific area. This includes content, schemes of work, and management of resources. Full information is provided in department handbooks.
- **Wellbeing (formerly Life Skills/PSHE) Curriculum**
The Wellbeing curriculum, incorporating RSE, is drawn up by the Head of Wellbeing in conjunction with the Senior Deputy Head Pastoral, reflecting the aims of Francis Holland School and aiming to develop the social, moral, spiritual and cultural development of pupils. It draws on the skills of the current staff as well as expert visiting speakers.
- **Learning to Learn Programme**
Wellbeing is complemented by an integrated learning to learn programme that runs from years 7-13. This seeks to make the latest research on learning and well-being in a digital age available to pupils, parents and teachers.
- **Careers**
The Director of Futures oversees the delivery of Careers education components throughout the school. Futures and Careers are included in the Wellbeing programme for Years 7-10 including consideration of values, skills, job possibilities, understanding work-life balance, and external speakers the school hold a bi-annual Careers Fair open to both schools. The school holds a bi-annual Careers Fair open to both schools as well as hosting a variety of external professionals who come in to speak to the students about their career paths.

Years 9 and 11 are given extensive advice and individual attention for choosing GCSE and A level options. In the sixth form, the school host about 10 international university visits each academic year,

an American Universities Information Evening and a Post 18 Information evening for pupils and their parents. During the sixth form the school operates a 'Working Lunch' programme where external professionals and alumnae visit to give informal presentations to pupils about their jobs to ensure they have impartial information about a broad range of careers. The summer term enrichment programme for Year 12 supports UK, international and other post 18 future plans and the school have a day off timetable to assist with this.

- **Co-Curricular Activities**

Please see the Co-Curricular Policy for further details.

- **Promoting Fundamental British Values**

Fundamental British Values are promoted throughout the curriculum. In particular, pupils learn about the rule of law and democratic process in History lessons as well as in Wellbeing

Pupils in Year 8 have dedicated lessons in Debating, where they learn to engage in a reasoned way with different perspectives. Theology and Philosophy develops mutual respect and tolerance and fosters an appreciation of individual liberty.

Co-curricular activities, such as Debate Club, MUN and the Feminist Society, provide additional opportunities for pupils to learn about fundamental British values.

- **Review of the Curriculum**

The curriculum is reviewed periodically by the Senior Leadership Team

- **Learning Needs**

The Head of Learning Strategies ensures that appropriate provisions are made in order that pupils with specific learning needs, including those with English as an additional language, are able to make progress. All staff are required to read and implement information on any pupil that they teach who has specific needs. The Head of Learning Strategies and the Prep School Head of Learning Strategies also ensures that where a pupil has an EHC plan, the education provided fulfils its requirements.

- **Information about the Curriculum**

A brief summary of the subject taught, for each year group, is provided with prospectus information. The following documents exist:

Years 7-9 Academic Booklet

Years 10-Sixth Form Academic Booklet

GCSE Booklet

Sixth Form Prospectus (which includes A Level subject guide)

Year Ahead Booklet (for individual year groups)

There is also an opportunity for pupils and parents to talk to Heads of Department about their subjects at the Year 9 options event in the spring term and the Sixth Form Information Evening in the autumn term. Curriculum summaries for each subject, across every year group are available on MySchoolPortal

Appendix 3: Curriculum Policy at Francis Holland Prep (Pupils aged 4 – 11, Years Reception – 6)

- **Building on the Early Years Foundation Stage (EYFS) Curriculum**
The School has an exemption from the EYFS, however the curriculum is in line with the Statutory Framework for the EYFS.

Teaching in the EYFS setting follows the required seven areas of learning and development:

Three prime areas:

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

Four specific Areas:

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

All areas are delivered through a balance of adult-led and child-initiated activities. Pupil progress in relation to the early learning goals is recorded, assessed and monitored through the EYFS profiles. The School keep these in mind when planning, and when making observations of children, to ensure the School are tracking their progress. Further details can be viewed in the EYFS Policy.

- **The Prep School Curriculum**
The Prep School curriculum is based on, and goes beyond, the National Curriculum (2014), as well as meeting the requirements of the 11+ syllabus.

Pupils in the Prep School are entitled to:

- A broad and balanced curriculum ensuring the continuity within and across Key Stages
- Progression
- Differentiation to ensure that all pupils reach their full potential
- Monitoring, evaluation and feedback

The following subjects are taught in the Prep School:

- English
- Mathematics
- Science
- Computing
- History
- Geography
- French & Spanish
- Music
- Art
- Physical Education
- Personal, Social & Health Education, incorporating RSE (Years 5 & 6) & Friendology
- Ballet (Reception to year 3)
- Debating (years 5 & 6)
- Religious Education
- Drama
- Map of the Modern World: Current Affairs (Years 4, 5 & 6)

- **Promoting Fundamental Values**

There are many opportunities within the Curriculum to promote Fundamental British Values for example in PSHE, History and Religious Education, Debating, and Current Affairs, in addition to regularly promoting Fundamental British Values in assemblies.

Co-curricular activities, such as Debate Club and Christian Union provide additional opportunities for pupils to learn about fundamental British values.

- **Information about the Curriculum**

In the Prep School, parents in each class are invited to a curriculum meeting at the start of the academic year. Curriculum overviews are disseminated at the start of each term.

- **Co-Curricular Activities**

The co-curricular programme provides opportunities to enhance and enrich the main curriculum as well as accommodate new interests. This includes opportunities for service in the local and wider community. Please see the Co-Curricular Policy for further details.

- **Learning Needs**

Provisions include any reasonable adjustments which need to be made in accordance with the Equality Act 2010 and which may include provision, free of charge, of equipment, assistance or services to aid those with specific learning needs.

The Head of Learning Strategies ensures that appropriate provisions are made in order that pupils with specific learning needs, including those with English as an additional language, can make progress. All staff are required to read information on any pupil that they teach who has specific needs. The Head of Learning Strategies ensures that pertinent training is given to all staff, and, where a pupil has a statement, the education provided fulfils its requirements.

- **Stretch and Challenge**

Every pupil should be stretched and challenged according to their ability and interests. The School recognise that some pupils are especially able, gifted and/or talented and particular provision is made as appropriate. Appropriate challenge is expected to be incorporated in every lesson, to extend those more able. There are frequent opportunities in diverse contexts across the life of the school for pupils to shine in areas of special ability.

- **Management of the Curriculum**

The Head of the Prep School, Deputy Head Academic of the Prep School and Heads of Department/Directors are responsible for the management of the curriculum within their specific area. This includes content, schemes of work, methods of delivery, management of resources and appropriate differentiation.

- **PSHE Curriculum**

The PSHE curriculum, incorporating RSE and Friendology, is drawn up by the PSHE Coordinator. It reflects the aims of Francis Holland School and aims to help them understand how they are developing personally and socially, and tackles many of the moral, social, and cultural issues that are part of growing up. PSHE is taught throughout the Prep School from the EYFS onwards (by Class Teacher) and, for all other year groups, by our PSHE coordinator, with the class teacher also present. Further details can be viewed in the PSHE (RSE) Policy.

- **Review of the Curriculum**

The Head of the Prep School along with the Senior Leadership Team reviews the curriculum periodically and where necessary. Regular feedback is sought from pupils, as part of the academic pupil voice strategy, with this feeding in to how the curriculum is shaped.