

Curriculum Guide

Year 9 Spring Term

ART & DESIGN

Overview:

The practical focus in Art & Design during year 9 will be on continuing to develop drawing skills and extend the range of materials and techniques used to develop practical work in order that pupils are prepared for a GCSE course if it is one of their option choices. The theme of the work covered in year 9 will be THE EVERYDAY.

Subject content:

We follow the new national curriculum guidelines for KS3 art and design and we aim to ensure that all pupils:

- ✓ produce creative work, exploring their ideas and recording their experiences
- ✓ become proficient in drawing, painting, sculpture and other art, craft and design techniques
- ✓ evaluate and analyse creative works using the language of art, craft and design
- ✓ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Literacy:

Literacy will be incorporated in artist research and analysis. There will be further subject specific vocabulary related to materials, techniques and processes.

SMSC:

The focus will be on SPIRITUAL & SOCIAL aspects of SMSC agenda and this will be delivered through the theme of THE EVERYDAY.

SEN support:

Individual pupils will have support in lessons when provided.

Stretch and Challenge:

Art club is available weekly with their own class teacher and specific sessions will be run for HPA pupils after their options.

Assessment:

Work will be triple-assessed each half term with pupils having the opportunity to give their ideas and set their own targets for improvement alongside teacher effort and working at grades.

Homework:

Art & Design homework will include : research and drawing tasks to be completed in their sketchbook that will be provided by school.

BIOLOGY

Overview:

Year 9 students follow the AQA Biology GCSE course.

Subject content:

- Microscopy and cells
- Cell division
- Cell differentiation
- Stem cells

Literacy:

Students learn a number of literacy skills across the scheme including:

- The correct use and definitions of scientific vocabulary
- How to write reports into scientific investigations including planning, analysing and evaluating
- Presenting reasoned explanations for everyday observation
- Debating scientific questions
- Extracting information from reports to draw their own conclusions about scientific phenomena

SMSC:

Students will explore how science impacts our everyday lives. There are strong links to SMSC in this unit. Students consider parental choice when looking at vaccinations and they explore subjects such as lifestyle choices when looking at heart disease amongst other things.

SEN support:

All units include differentiated materials in order to meet the needs of all students.

Stretch and Challenge:

Each unit contains standalone activities designed to extend the knowledge and understanding of those students. STEM club also runs to further engage those students with a passion for Science, Technology, Engineering and Maths

Assessment:

Students are assessed during the unit using extended questions on working scientifically, maths skills and with a summative test at the end of the unit

Homework:

Students should be set 1 homework per fortnight. Homework can take a number of formats, including:

- Online homework from the kerboodle website
- Worksheets around the topics covered

- Title pages / definitions of scientific vocabulary

CHEMISTRY

Overview:

Year 9 students follow the 21st Century Science Scheme.

Subject content:

The second unit of work is Material Choices, where students study:

- Properties of materials and how they are tested
- Crude oil, it's origins and applications
- Fractional distillation
- How properties of materials, especially polymers depend on the forces between molecules
- Nanotechnology

Literacy:

Students learn a number of literacy skills across the scheme including:

- The correct use and definitions of scientific vocabulary
- How to write reports into scientific investigations including planning, analysing and evaluating
- Presenting reasoned explanations for everyday observation
- Debating scientific questions
- Extracting information from reports to draw their own conclusions about scientific phenomena

SMSC:

Students will explore how science impacts our everyday lives. There are strong links to SMSC in this unit. Students consider the risks and benefits of nanotechnology, a fairly new, exciting and emerging scientific field.

SEN support:

All units include differentiated materials in order to meet the needs of all students.

Stretch and Challenge:

Each unit contains standalone activities designed to extend the knowledge and understanding of those students. STEM club also runs to further engage those students with a passion for Science, Technology, Engineering and Maths

Assessment:

Students are assessed during the unit using extended answer 6 mark questions and with a summative test at the end of the unit

Homework:

Students should be set 1 homework per fortnight. Homework can take a number of formats, including:

- Online homework from the kerboodle website
- Worksheets around the topics covered
- Title pages / definitions of scientific vocabulary

DESIGN AND TECHNOLOGY

Overview:

Pupils will follow a wide ranging Curriculum in Design and Technology during year 9 which operates on a carousel system. They will explore the design process through various disciplines within the subject area.

In Food students have double practical lessons, so can really build on the skills from previous years. Time management and independent working is key to all practical tasks. Students are encouraged to adapt recipes to make them their own. They will focus on 'Foods of the World', sauce based dishes and quality desserts. Theory work is more technical and looks at the working characteristics of ingredients in a range of products.

Subject content:

Design Technology (Product Design)

Pupils analyse existing products to design and make a small storage box in pine, looking at construction techniques, measuring and marking out, the application of finishes and surface decoration. The focus of this project is skills based and a deeper understanding of timbers and manufactured boards.

Design Technology (Electronics/ Product Design)

The Mini mood light (small USB powered light) project introduces pupils to printed circuit boards and develops their soldering skills as well introducing chips and the concept of inputs and outputs. It also combines an element of product design to house the circuit, allowing students to look at manufacturing processes like vacuum forming.

Food Technology

Design and Make Task – linked to the data and Sainsbury's 3 Star Chef Award Scheme

- Food from around the world
- planning techniques
- classification of sauces and gelatinisation
- adapting designs for different consumer groups
- food commodities
- standard components

All recipes will link to the theory work to demonstrate the key issues of the lesson before. The focus will be on dishes of the world.

Literacy:

Opportunity for written tasks, reading of instructions (the putting into practise), listening skills in demonstrations and group work. Pupils will also develop their speaking skills in small groups and to the whole class.

SMSC:

This continues to be a strength in all disciplines within the subject. Group work is still important in all practical tasks due to the sharing of areas / tables and equipment and completing the washing up stage in food and tidying up in both areas! Pupils are aware of the needs of others. In Food recipes will be adapted according to individual requirements and costing and cultural influences will be paramount.

SEN support: Is suited to individual needs.

Stretch and Challenge:

Extension tasks are available across the schemes. In Food the practicals enable the more able pupils to put their own slant on recipes, whilst showing individual flair and independent working. Evaluations are able to be completed to show higher order skills.

Assessment:

Assessment is broken down in to 4 strands in Product Design and pupils are given feedback on strengths / areas of development in each strand as well as an overall grade for the practical.

In Food each practical is assessed individually, design and written work is marked regularly. An assessment passport gives clear feedback on points of strength and targets for improvement.

Homework:

This varies and includes written and design tasks, research tasks as well as preparing ingredients for the practical lessons in the food element of the course. The multicultural research task encourages students to show creativity and higher order research skills with analysis.

Drama

Overview:

Spring term 1:

Students are introduced to Shakespeare's Macbeth. They will explore plot, character motivation and begin to gain confidence in accessing the language.

Spring term 2:

The Craig and Bentley case of the early 1950s is the focus of students' exploration. The backgrounds of the two characters and the events following on from their robbery of the sweet factory are examined.

Literacy:

The literacy focus for term 2 is reading. Students will read Shakespeare and examine the language closely.

SMSC:

Spring term 1: The focus will be on the moral dilemmas that Lady Macbeth and Macbeth are faced with.

Spring term 2: Students' focus on this historical and controversial event in history will raise many questions about the British justice system and whether the punishments that were given were fair.

SEN support:

Individual pupils will have support in lessons when provided.

Stretch and Challenge:

Drama club is available weekly. One to one intervention.

Assessment:

Work will be triple-assessed each half term with pupils having the opportunity to give their ideas and set their own targets for improvement alongside teacher effort and on track for grades.

Homework:

Drama homework will include evaluation tasks whereby learners must analyse and evaluate their own and their peers' work.

ENGLISH

Overview:

Students begin the term by studying Poetry. The unit focuses on students responding in detail to poems, probing the subtext of and appreciating how particular linguistic choices combine to create effects on the reader.

For the second half term, learning is centred on creating a piece of first person narrative writing. Imaginative writing is assessed for Content and organisation and sentence structure, punctuation and spelling.

Subject content:

Half term 1

Poetry

Formative assessment: READING

Analysis of a poem

Summative assessment: READING

Analysis of a poem

Spoken Language: Group Discuss

Half term 2

Narrative Writing

Formative assessment: WRITING (Fiction)

1st person narrative– use GCSE mark scheme

Summative assessment: WRITING

1st person narrative – use GCSE mark scheme

Literacy:

Across year 9, students build on their literacy skills from Key Stage 3 through exploration of a range of texts and genres. They are also coached in writing skills and are given the opportunity to write for a full range of purposes, for different audiences and in different forms. The assessment of reading and writing alternates throughout the year for all KS3 groups. Speaking and listening skills are intrinsic to the schemes of learning and activities take place throughout the year; the value of verbal communication is at the forefront of all lessons.

SMSC:

Throughout both schemes of learning in this term, students will engage with social and emotional issues which arise from discussion of themes and characters in the texts we study. In addition to the content of the texts, collaboration and team work is intrinsic to all schemes of learning in English.

SEN support:

We have a range of texts which are chosen by the teacher in order to tailor lessons to the needs of individual classes. In addition, resources within schemes of learning are further differentiated to match the needs of individuals.

The English team also work closely with Learner Support to ensure that second adults are deployed in order to be highly effective and provide the necessary support in a meaningful and structured manner.

Stretch and Challenge:

We have a range of texts which are chosen by the teacher in order to tailor lessons to the needs of individual classes and to provide stretch and challenge for all students. In addition, the exemplar materials provide students with a model which is suitably aspirational.

Assessment:

Students' progress will be formally assessed at the end of each half term but this will be the summation of the continuous assessment in students' exercise books where targets are reviewed and updated regularly. As part of their work in exercise books, students will produce one formative assessment (as outlined above) for which they will receive detailed feedback in preparation for their summative assessment task. Summative assessment tasks are produced under controlled conditions and the levels awarded contribute to the year's overall Teacher Assessment.

Homework:

English department policy is that homework should evolve from and support or extend work in class. Tasks may be research, reading or writing based.

GEOGRAPHY

Overview:

Students start studying topics that will be covered at GCSE this is as a foundation for the work at GCSE rather than following the exam syllabus exactly.

Subject content:

Unit 3: Population: Students study how population changes on a global and national scale because of births, deaths and migration. We look at how some countries try to control their populations, including China's One Child Policy.

Unit 4: Emerging Asia: Students study the Asian giants – China and India. We look at the physical geography of these places. We try to understand how China managed its Economic Miracle and look at some of the negative impacts of this economic growth.

In India we look at the Monsoon – the causes and the consequences before looking at India's IT industry. Students also look at the impact of clothes manufacture in Bangladesh.

Literacy: Students have to discuss the positives and negatives of migration before reaching an overall judgement. Students have to describe and explain climate graphs. Students have to describe distribution patterns on maps.

Numeracy: Students draw line graphs to show population growth. Students draw population pyramids and climate graphs. Students have to interpret data in a variety of forms – percentage, ranked, scored etc.

SMSC: Students have to make judgements about issues such as China's One Child Policy – does a government have the right to dictate how many children its population can have?

SEN support: Teachers are aware of individual needs and will prepare resources to reflect this.

Stretch and Challenge: Students are given the opportunity to complete GCSE style questions.

Assessment:

The population unit is examined through looking at the positive and negative impacts of migration from Mexico to the USA.

Students are assessed by their decision on whether the Three Gorges Dam has had a positive or negative impact on China and the World.

Students also do an assessment to test their understanding on the causes and impacts of the Indian Monsoon.

Homework: Students have the opportunity to research different parts of the world, find out just how many of our possessions are "made in China" and reach decisions about issues of population growth and pollution.

History

Overview:

The Spring term will begin with the later stages of World War I, before moving onto the Russian Revolution, 1920s USA, a Days that Shook the World unit and Winston Churchill's role in World War II.

Subject content:

The causes of the Russian Revolution are explored, as well as the reasons for the economic boom in the USA. Days that Shook the World will include events such as the moon landings and the use of the atomic bomb in 1945. Churchill's role in WWII will initially focus on the key events of 1940, including the Dunkirk evacuation and the Battle of Britain.

Literacy:

Literacy skills are addressed from the start of the year in History lessons, with connectives being a key focus for development, in addition to continuous work on spelling, punctuation and grammar. Literacy title pages are completed for each unit, addressing key words and definitions. Teacher and peer assessment is used to improve Literacy skills.

SMSC:

The Spring Year 9 History course provides many opportunities for SMSC development. Lessons will encourage learners to develop relationships by working collaboratively and having opportunities for class discussion. There will be detailed investigations into society, politics and culture in Britain, Russia and the USA.

SEN support:

The SEN department at Great Sankey is incredibly skilled and well resourced: the History department works closely with support staff to ensure that effective strategies and materials are used to support learner development.

Stretch and Challenge:

The History department Schemes of Learning clearly identify opportunities in every lesson for learners to be stretched and challenged, whether this is through further evaluation of an issue or an enhanced element of problem solving.

Assessment:

There will be an assessment based on a judgement question in Spring 1 and 2, assessing students' ability to describe, explain and evaluate. Knowledge tests will also be used to judge progress as well as formative judgement questions. Source skills will be practiced frequently, particularly in the area of inference and reliability.

Homework:

The History department sets homework in line with the school homework policy. Homeworks are intended to be pieces which will take understanding acquired in the classroom further, encouraging students to develop a deeper awareness of the issues involved. Creativity is also a key element of many homeworks, particularly project-based work.

ICT and Computing

Overview:

Students will develop their skill set using a variety of pieces of software to ensure they are all competent users of ICT. They will also increase their theory knowledge on ICT and Computing topics through a range of experiences inside and outside of the classroom.

Subject content:

Software

Fireworks

Greenfoot

Presentation

Word processing

Theory

Cryptography

Programming - Java

Literacy:

Keywords and definitions are recorded by all students to show they know and understand the keywords for each topic

SMSC:

(S)(M) Customer details and the risks associated with companies holding them

SEN support: 'Scaffolding' is used within lessons

Help sheets are available to guide students on how to access the required tools within a piece of software

Stretch and Challenge:

All students are taught the essential tools within a piece of software but to achieve higher levels they are required to independently find how to use the more complex ones. Students might be asked to research a certain topic in more detail to allow them to access higher levels. Students are asked to evaluate their work and justify why they have used certain tools or techniques

Assessment: Effective self-assessment and peer-assessment is a skill our students develop. This is done against a set criteria allowing students to assess their work and allows them to set targets to help them improve. Verbal feedback is given every lesson to ensure students are progressing. Every student is given an assessment level at the end of a unit of work. This can help a student to see how they are progressing.

Homework: Homework's are set based on the software and/or topics they are studying at the time. These homework tasks can help to broaden a student's knowledge of a topic.

Year 9 Foundation Mathematics

Overview:

The syllabus is broken down into 2 / 3 week units based on the KS3 National Curriculum.

We set in ability groups based on KS2 performance and teacher assessment.

All the sets cover broadly the same elements of the syllabus, appropriate to their level of ability.

Subject content:

Algebra 3 – Sequences

Number 4 – Percentages

Revision Assessment and Review

Shape 2 – Perimeter and Area

Algebra 4 – Solving equations

Ratio 1 – Ratio and Proportion

Probability 1 - Probability

Literacy:

Starter and plenary activities are designed to make sure learners use mathematical vocabulary correctly and develop communication skills.

SMSC:

The learning atmosphere in the classroom promotes mutual respect and a co-operative team building ethos. The resources used are multicultural and show the diverse backgrounds of both famous mathematicians and the techniques we use. Where relevant the topics are related to real life situations.

SEN support:

Our lower ability sets are supported by TAs as well as our departmental assistant.

Stretch and Challenge:

All sets are given extension examples to challenge the most able. We enter our most able students for the UK Mathematics Challenge as well as holding our own events for the gifted and talented. We also use a variety of web sites to enrich the mathematical experience for our learners.

Assessment:

We use homework and Assessment Passports to assess our learners on a week to week basis as well as a formal assessment at the end of the term.

Homework: This is set and marked in line with school guidelines.

Year 9 Higher Mathematics

Overview:

The syllabus is broken down into 2 / 3 week units based on the KS3 National Curriculum.

We set in ability groups based on KS2 performance and teacher assessment.

All the sets cover broadly the same elements of the syllabus, appropriate to their level of ability.

Subject content:

Number 5 – Percentages

Revision Assessment and Review

Shape 2 – Perimeter and Area

Algebra 4 – Real life Graphs

Shape 3 – The Circle

Algebra 5 – Solving Equations

Ratio 1 – Ratio and Proportion

Literacy:

Starter and plenary activities are designed to make sure learners use mathematical vocabulary correctly and develop communication skills.

SMSC:

The learning atmosphere in the classroom promotes mutual respect and a co-operative team building ethos. The resources used are multicultural and show the diverse backgrounds of both famous mathematicians and the techniques we use. Where relevant the topics are related to real life situations.

SEN support:

Our lower ability sets are supported by TAs as well as our departmental assistant.

Stretch and Challenge:

All sets are given extension examples to challenge the most able. We enter our most able students for the UK Mathematics Challenge as well as holding our own events for the gifted and talented. We also use a variety of web sites to enrich the mathematical experience for our learners.

Assessment:

We use homework and Assessment Passports to assess our learners on a week to week basis as well as a formal assessment at the end of the term.

Homework: This is set and marked in line with school guidelines.

MODERN FOREIGN LANGUAGES

Overview:

In Year 9 students continue with the language that they have studied in Years 7 and 8. For the current Year 9, this is either French or Spanish. Wherever possible students will be exposed to authentic materials and situations in the four skill areas of speaking, listening, reading and writing.

Year 9 is a GCSE foundation year. We follow the AQA specification.

In the speaking component, students are required to fulfill a variety of tasks ranging from role-plays in everyday situations to eliciting information, responding to questions and to holding conversations on prescribed topics. In the listening component, students work from a variety of materials including audio material and video extracts. They are expected to understand specific details of what they hear and extract relevant specific information. In the reading component, students are expected to understand instructions, signs and notices on public display and to extract information from a wide variety of materials. In the writing component, students will complete a range of writing tasks using a variety of stimuli and models, including letters, emails, articles and other authentic sources.

Spring term 1 - GCSE context: LEISURE

- Cinema and films
- Television
- Books and magazines
- Hobbies
- Free time activities

Spring term 2 - GCSE context: LIFESTYLE

- Revision of food and drink
- Mealtimes
- Diet/healthy eating
- Healthy lifestyle
- Giving advice

Literacy:

There is a strong focus on grammar and vocabulary learning and acquisition in Year 9 and we aim to build on, consolidate and extend the grammar covered in Years 7 and 8. Tenses and more complex grammatical structures are studied in greater detail.

Students are encouraged to write accurately and to understand and use grammatical terms. They will be expected to spot mistakes and make corrections. They will produce longer and more complex pieces of writing in line with GCSE expectations.

Text handling skills and strategies for comprehension are also a key focus in Year 9, as is the development of dictionary skills. Students are encouraged to use glossaries and dictionaries to look up unfamiliar vocabulary on an on-going basis. They are also introduced to verb tables.

Students also learn vocabulary regularly, including the spellings. This should access the Memrise vocabulary learning site (www.memrise.com). This encourages vocabulary learning and accurate spelling. Individual teachers will also create their own courses for students to complete.

SMSC:

By their very nature languages encourage students to develop their communication and social skills, express opinions and points of view and consider cultural differences. We use authentic materials and aim to develop a wider cultural awareness of countries across the world where French and Spanish are spoken.

This term students have the opportunity to compare typical British foods, meals and lifestyles with those in the target language countries. They will also consider what constitutes a healthy lifestyle, and whether their own habits are healthy or not.

Students regularly work in pairs and groups, and conduct whole class surveys. Mutual respect is encouraged and expected as a matter of course. Students also have regular opportunities to consider their own preferences, and to compare and contrast them with those of others.

Our Foreign Language Assistants also work with groups of students thus giving them an authentic context for their learning, as well as a real insight into the target language country.

SEN support:

Materials are differentiated to meet the needs of all students.

TA support will be provided in some lessons for individuals as required

Stretch and Challenge:

Challenge cards are used

The textbooks contain extension sections at the end of each module (En plus / ¡Extra!)

Students are encouraged to undertake more advanced listening, comprehension and grammar exercises at www.thisislanguage.com. Teachers will set differentiated tasks for students to complete.

Assessment:

The department operates a policy of continuous assessment with students' targets reviewed and updated regularly. Work is TIM assessed at least twice per half term. Self and peer assessment opportunities are provided on an on-going basis in lessons

Progress tests take place at the end of each half term.

Progress test 1 (Spring 1)

- Listening and reading – hobbies and free time

Progress test 2 (Spring 2)

- Mini controlled speaking assessment – are you fit and healthy?

Homework:

Year 9 students should receive around 1 ½ hours (max 2 hours) homework every two weeks.

We recognise that pupils enjoy doing different types of activities, and we aim to address all learning styles. Typical homework tasks will include:

- Reading activities: comprehension and text handling exercises which are appropriate to the level of the class
- Writing tasks
- Vocabulary learning
- Grammar exercises
- Learning of grammar
- Gap-fill activities
- At least one research task per term

Music

Overview:

A further ensemble performance unit and a focus on popular music styles.

Subject content:

During the ensemble performance unit, students have another opportunity to form their own band and perform a song. They are given more flexibility in what they can play, and some students have the opportunity to try out guitars and drums.

Students develop their performance skills in a unit focused specifically on different styles of popular music. They explore hip-hop, reggae and rock music in detail, learning about the history of these styles and the culture behind them, as well as learning pieces written in each style.

Literacy:

Students use literacy skills when using related vocabulary, following learning resources and working with song lyrics.

SMSC:

Students use social skills when working in groups on their performances.

There are links to culture through the use of popular songs and focus on popular music styles.

SEN support:

- Simplified keyboard parts
- Using alternative phrases in place of advanced terms
- Extra support from staff

Stretch and Challenge:

- Harder songs to perform
- Advanced parts for group performances
- Addition of vocal harmonies

Assessment:

Assessment is carried out at the end of each unit in the form of an ensemble performance or written test.

Homework:

Online tasks on Moodle, focusing on group performances and popular music styles.

PE

Overview:

Physical Education lessons aim to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lifestyles

Two of the lessons each fortnight are used to deliver the Physical (fitness training) and Skill (sports leadership) sections of Bronze Duke of Edinburgh award, which all learners are given the opportunity to participate in.

Subject content:

Year 9 PE builds upon the work from year 8 and prepares the learners for GCSE study. Activities are followed on a rotational basis, each block of work lasting 6 weeks (6 lessons). Activities include:

Boys - Rugby, football, and badminton.

Girls - Handball, invasion games (football, rugby), gymnastics, dance and badminton

Literacy: Focus on key words and sports specific terminology.

SMSC: Fair play, sportsmanship and respect are promoted in all lessons.

SEN support: Groups are setted by ability. TA's actively support lessons.

Stretch and Challenge: Groups are setted by ability allowing the more able to be extended. The department also offers an extensive extracurricular programme including competitive sports teams.

Assessment: Continual teacher assessment, formal assessment at the end of the block of work. Learners are also given the opportunity to carry out self-assessments.

Homework: N/A

PHYSICS

Overview:

Year 9 students follow the AQA Physics GCSE

Subject content:

The first unit of work is Forces, where students study:

- The nature of forces
- Representing forces
- Balanced and unbalanced forces
- Turning forces
- Equilibrium
- Stability

Literacy:

Students learn a number of literacy skills across the scheme including:

- The correct use and definitions of scientific vocabulary
- How to write reports into scientific investigations including planning, analysing and evaluating
- Presenting reasoned explanations for everyday observation
- Debating scientific questions
- Extracting information from reports to draw their own conclusions about scientific phenomena

SMSC: Students will explore how science impacts our everyday lives. There are strong links to SMSC in this unit. Students consider the dangers associated with absorbing radiation, and how society handles the balance between benefit and risk.

SEN support: All units include differentiated materials in order to meet the needs of all students.

Stretch and Challenge: Each unit contains standalone activities designed to extend the knowledge and understanding of those students. STEM club also runs to further engage those students with a passion for Science, Technology, Engineering and Maths

Assessment: Students are assessed during the unit using extended answer 6 mark questions and with a summative test at the end of the unit

Homework: Students should be set 1 homework per fortnight. Homework can take a number of formats, including:

- Online homework from the kerboodle website
- Worksheets around the topics covered
- Title pages / definitions of scientific vocabulary

PSHE

Overview:

Sex and Relationships, Relationships, The Language of Sex, STI, Contraceptives, Staying safe, Sexual stereotyping, Contraception Talks with Rhian Moore (school health visitor)

Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

SRE is set within a wider legislative context. The 2006 Education and Inspections Act laid a duty on Governing Bodies 'to promote the well-being of pupils at the school'. The duty came into effect in September 2007. Since that date, an equivalent requirement has been placed on new academies through their funding agreements

Subject content:

To have better understanding of the different types of relationships they have in their lives.

To test and develop knowledge and understanding of self-presentation relevant to sex and relationships

For learners to gain fuller understanding of their personality type and to realise how this impacts upon the nature and dynamics of the relationships we have.

To have an awareness of STIs and how best to avoid contracting them

To have identified the risks of pregnancy, STIs and show an understanding of how a woman can get pregnant

Literacy: Speaking and listening. Reading/interpretation

SMSC: Students will explore their beliefs and experiences, feelings and values, enjoy learning about oneself, others and the surrounding world and will reflect.

SEN support: Form tutors will be aware of the different needs of their students in their form and will have various strategies in place for this. All lessons have a detailed lesson plan in order to help the tutors prepare lessons that will meet the needs of all students.

Stretch and Challenge: Within the SoL there are various resources and extension tasks aimed at the HPA students

Assessment: Throughout the year PSHE is assessed by the teacher during lesson time. Self and peer assessment will take place also.

Religious Studies

Overview:

Over the course of three years, students study the Edexcel GCSE which is made up of two units, Religion and Life and Religion and Society.

This term, students will be studying Peace and Conflict.

Subject content:

Students will study;

- The United Nations
- Reasons for warfare
- Religious organisations and world peace
- The just war theory
- Bullying
- Religious conflicts within families
- Forgiveness and reconciliation

When looking at each topic students will consider non-religious, Christian and Muslim attitudes as well as developing their own opinions on these issues.

Literacy: reading, poetry, writing, speaking and listening, key terms, presentations

SMSC: Students are encouraged to understand impact religion has on the lives of those around them whilst reflecting on their own beliefs and what they value.

SEN support: Lessons are planned with every student in mind and resources are differentiated.

Stretch and Challenge: Higher ability students are positioned in groups to take on a coaching role with other students. 'Challenge' questions are set during lessons. Work is differentiated to stretch the more able. More stretching text when considering the design and causation argument as well as key philosophers critiques.

Assessment: Students have the opportunity to take ownership of their own work through peer and self assessment. Books are marked on a regular basis with feedback given on how to make continued progress as well as opportunity to apply that feedback to their previous work. An end of unit test will take place. Regular practice exam questions take place.

Homework: Homework will be set every other lesson. It may be a research task, a written or creative task. Creative homework's may be set to cover a number of lessons.

