

SPECIALIST BUSINESS & SPORTS COLLEGE



King Edmund Community School

'Fit for Business in a Learning Community'

Supporting Learning Booklet

A Guide for Parents of Key Stage 4 Pupils who attend King Edmund
Community School

**Key Stage 4
2005 - 2007**

*"nine tenths of education is encouragement."
Anatole France*

KEY STAGE 4 SUPPORTING LEARNING BOOKLET

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Introduction

The essence of this booklet is summed up by the quote on the cover. Anatole France hits the nail on the head with the statement that,

“nine tenths of education is encouragement.”

Parents are their children’s “primary” educators. It is from our parents in our early formative years that we acquired much of our “learning toolkit” and our “learning power”. But as parents ourselves we need help and guidance from schools in understanding several things, such as:

How do we encourage our child?
How does my child actually learn? And
What are they supposed to be learning?

This booklet is our attempt to help you with these, and other, questions.

Behind Learning

For too long educators have seen children as “empty vessels” and teachers as the deliverers of the information that will “fill them up”; when filled to a certain capacity the child will be ready for testing.

Today, while accepting that of course information and knowledge are vital, we also concentrate a lot on learning skills and learning attributes. Parents play a fundamental role in developing in their children the attributes essential for successful learning and there is a great deal that they can do to promote successful learning. In particular, they can help with an area known as learning attributes or learning power.

Learning Attributes

Research into the brain and mind shows us that learning power is capable of being systematically developed. **Being a good learner for life has little to do with intellectual cleverness** and more to do with our attitude to ourselves as learners. This attitude to ourselves as learners is greatly influenced by our parents.

LEARNING POWER

We can break this into at least seven areas.

Resilience

This has a lot to do about knowing what to do when you don’t know what to do. Effective learners like a challenge and will “give it a go” even when the way forward lacks clarity. They know that learning can be hard for everyone but will keep going. They see problems and mistakes as learning opportunities.

The opposite is “fragility” and responding in a fight or flight way. This is something to avoid, and to develop the mindset that ‘there is no failure, only feedback’ is a desirable one.

Strategic awareness

Effective learners think about their learning. They see a task as a challenge and will face it in a thoughtful way. Over time they will develop a toolkit of approaches and this can include choosing the best place to do a particular task. They do not pretend to be working and when faced with a problem and sense frustration or disappointment they know how to repair their mood. **The opposite is “robotic”**, responding as if repeating previous approaches without thinking.

Changing and learning

Effective learners know that intelligence is not fixed and that they can get better at learning over time. Just as a sportsperson can improve with training, so positive learners know that their minds can get bigger, stronger and more resilient. **The opposite of this is “fixity”** or being stuck, rather than having a positive view of the future.

Critical Curiosity

Effective learners like to find things out, to unravel things and question what is actually going on. They like to ask the question, “Why”? Some children may have this attribute in a particular area, like football. To have it in one area means that transferring the power to other spheres is possible. **The opposite is “passivity”** and an expectation that others can impart understanding without engagement by the learner.

Learning relationships

Effective learners see others as partners in learning. Peers and others are a means to help with motivation and knowledge. While they enjoy working by themselves they enjoy sharing. They accept that inter-dependence is powerful. **The opposite is “being dependent”** and this can apply to an expectation that teachers are holders of all knowledge.

Creativity

Effective learners are flexible and will look for innovative and imaginative ways to approach tasks. They seem to be energised by ideas that apparently spring from their minds and are willing to take risks. They are stimulated by the visual. **The opposite is “literalness”** (taking things literally), and less effective learners prefer step-by-step guidance and doing things the way they have always been done because it feels safe.

Meaning making

From the moment of birth (some would argue before birth) we are connecting information with previously learnt information. Effective learners look out for links in their learning and see how things fit together. Learning thus becomes holistic and connected. The effective learner is able to see how “power” can come from allowing information to flow between areas of understanding. **The opposite of this is “fragmentation”**, and seeing ideas and information as existing in isolation.

Summary

This may sound complex to some and obvious to others. Your response to the information is in itself interesting. Some readers may think “Oh, I see that helps to explain.....”.

Others may start looking for ways to promote learning power in their children and others may think “I don’t need to know this” and reject the ideas. Your reaction is in itself a reflection of your own approach to learning. Is this approach reflected in your child or children?

We believe that the single most important thing parents can do to assist in their child’s work is to take an interest in them as learners. The rest of this booklet is designed to give you an outline of the GCSE programmes for study your child will follow in Key Stage 4, Years 10 and 11 at King Edmund Community School.

The approaches to learning and work habits that dictate success at Key Stage 4 and beyond will have been gained during Key Stage 3 and earlier. The child who becomes a powerful learner while young is rarely willing to sacrifice their progress in their mid-teens.

You will find in each subject profile a section headed “How Parents Can Help”. The purpose of this is to give suggestions on the ways in which you can be actively involved in your son or daughter’s learning.

If you have any questions, then please do not hesitate to contact the appropriate Head of Subject. Their names are included in the relevant section.

Homework and coursework

Homework is important for many reasons. Three of the most important are:

- **Inter-dependence** - It provides parents with an opportunity to support good learning habits and encourage their child;
- **Independence** - It indicates to the child that independent learning is very important;
- **Strategic awareness** - In itself is a fundamental part of learning. Not doing it can place the entire “learning journey” at risk.

In Key Stage 4 the expectation is that pupils do a minimum of 8 hours a week. Some of this will be spent on coursework at various points over the two years. If we multiply that by the 38 weeks of a school year we reach a minimum of 152 hours learning beyond school that is focused on school topics.

If a homework is completed quickly or for some reason isn’t set, then this can be seen as an opportunity to do some extra work in another subject, research a topic using the Internet or other resources, or consolidate learning using SAM LEARNING. If this happens then a comment from you in their personal organiser will show the teachers, tutor and Learning Coordinator, that your child is someone who is becoming an independent learner who is taking responsibility for their own success.

Coursework is clearly an important element of their GCSE studies. Independent study habits are crucial to success in this aspect of any GCSE course. There will be times when coursework will be supported in school, and at home your role is vital in enabling your child to get the very best out of this component of the GCSE.

We hope this booklet helps you to support your child as they progress with their learning.

**Roger Gilbert
Headteacher**

SUBJECT: ENGLISH**Head of Subject: Mrs M.A. Wilcox****Teachers: Ms A. Strachan, Ms M. Jackson, Mr S. Ponsford, Mrs S. Rigby**

Aims: We aim to build upon the work done at Key Stage 3, continuing to develop their skills of Speaking and Listening, Reading and Writing. Students will continue to learn to formulate and express their ideas and opinions in a variety of forms for different purposes. They will learn to understand, respond to and, hopefully, enjoy literature of increasing complexity drawn from the English literary heritage and from different cultures and traditions, appreciating how authors achieve their effects. Accuracy and legibility continues to be of prime concern.

Course Content			
Year	Topic	Assessment	How parents can help
Year 10	Coursework: <ul style="list-style-type: none"> • Original Writing • Media • Shakespeare • Prose Study • Post-1914 Drama 	Each unit is marked on completion according to GCSE grading. Mock exam. Paper 1, English, June.	<ul style="list-style-type: none"> • Check deadlines • Ensure all deadlines are met • Encourage sound time management • Monitor homework • Ensure that child is properly equipped for lessons
Year 11	Exam. Preparation: <ul style="list-style-type: none"> • Reading for Understanding • Poetry of Other Cultures and Traditions • Poetry of Duffy and Armitage • Pre-1914 Poetry • Set Literature text • Extended Writing 	Regular writing of practice exam. questions. Mock exam. Paper 1 and 2 English, December. Mock English Literature paper, Easter.	<ul style="list-style-type: none"> • Encourage regular reading – especially of set texts for coursework and exams. • Encourage attendance at department workshops.
Coursework deadlines	One per term in Year 10 – set by each class teacher.		

Useful websites

English Resources www.englishresources.co.uk

English Resources provides a good range of language and literature learning materials for teaching or revising English at GCSE and A level. The site includes complete lesson plans, activity sheets, guidance, background and revision materials

Learn.co.uk www.learn.co.uk - large subscription based site from the Guardian, includes revision guide & planner, including tips for parents, also articles on exam techniques & a section on dealing with stress. Site also includes online lessons for Key Stage 4 & AS level subjects

www.bbc.co.uk/schools/11_16/English has four interesting and useful sites: Onion Street has a message board where they can get advice about work and on dealing with stress; 14-16 Bitesize English Language and Bitesize English Literature; and Blast which will advise on creative writing and how to get work published and enable students to chat to famous writers about their work.

Children's Express www.childrens-express.org

Key Stage 4 pupils can become journalists here. The Children's Express Foundation provides children with the opportunity to run their own online newspaper. The site is updated monthly and features stories from all over the world.

www.cpgbooks.co.uk lists very useful books for revision of a range of texts and topics studied for both coursework and exams.

SUBJECT: Mathematics

Head of Subject: Mr Randall

Teachers: Mrs Cocker, Mr Lord, Mrs Lord, Mr Snell

Aims:

- Develop basic practical maths skills that are needed for everyday life
- Broaden understanding of all areas of mathematics
- Through the study of mathematics of all sorts develop: logical thinking, problem solving skills and the discipline of reasoned argument
- Achieve the highest possible standard in GCSE mathematics

Course Content			
Year	Topic	Assessment	How parents can help
Year 10	Data Handling	Module 1 Exam (6 th March 2006) Coursework Module (January 2006)	Ensure Coursework is completed on time Check on revision progress at exam time Encourage attendance at revision sessions prior to exams
	Number, Fractions and Percentage	Module 3 Exam (28 th June 2006)	
	Number and Algebra	Assessed in Year 11	
Year 11	Number and Algebra	Module 5 Exam (June 2007) Coursework Module (October 2006)	Ensure Coursework is completed on time Check on revision progress at exam time Encourage attendance at revision sessions prior to exams
	Shape and Space	Module 5 Exam (June 2007)	
Coursework deadlines	Year 10 Data Handling Coursework 20 th January		
	Year 11 Number and Algebra Coursework End of Term 1		

Useful websites

www.samlearning.com

www.mymaths.co.uk

www.mathsyear2000.org

www.nrich.maths.org

www.cut-the-knot.com

www.bbc.co.uk/education

www.mathslessons.co.uk

www.ex.ac.uk/cimt

www.counton.org

www.4learning.co.uk

www.channel4.com.uk/learning/microsites/M/mathszone

www.learn.co.uk

www.funbrain.com

www.mathsgoodies.com

www.learner.org

www.mathsonline.co.uk

www.algebrahelp.com

www.aqa.org.uk – Information about exams and course content (GCSE Mathematics Specification B (Modular). All past exam papers are on this site.

SUBJECT: Single Award Science

Head of Subject: Mr W Rees

Teachers: Mrs A Hughes, Mr S Castellaro, Mr S Everitt, Mr A Parris

Mrs R Riggs

Aims:

The course should encourage students to:

- Acquire scientific knowledge and skills needed to apply to new and changing situations in a range of domestic, industrial and environmental contexts;
- Acquire an understanding of scientific ideas, how they develop, and the factors that may affect their development and their power and limitations;
- Plan and carry out a range of investigations, considering and evaluating critically their own data and that obtained from other sources, using ICT where appropriate;
- Evaluate in terms of scientific knowledge and understanding, the benefits and drawbacks of scientific and technological developments, including those related to the environment, personal health and quality of life, considering ethical issues;
- Select, organise and present information clearly and logically, using appropriate scientific terms and conventions, using ICT where appropriate.

Course Content			
Year	Topic	Assessment	How parents can help
Year 10	Life and Living Processes Materials and Reactions Energy and Electricity	Module Tests 30% of total marks 3 x 1-hour objective tests. Ten objective questions of different types. Two levels of entry, Foundation Tier (Grades C to G) and Higher Tier (Grades A* to D)	Purchase revision guides Check their work periodically, especially coursework Encourage students to revise thoroughly for the exams Avoid absence for the module exams Encourage students to hand in coursework
Year 11	Environment, Inheritance & Selection Patterns and Reactions Forces, Waves & Radiation	Written Paper 50% of total marks 1 x 1-hour. Structured questions including extended writing. Again, two levels of entry, Foundation Tier (Grades C to G) and Higher Tier (Grades A* to D)	Encourage students to seek help when unsure Encourage the use of SAM Learning.
Coursework deadlines	Coursework 20% of total marks. Internal assessment of investigative skills associated with Sc1 scientific enquiry. Coursework is ongoing throughout Year 10 & 11. A minimum of 2 pieces and a maximum of 4 pieces are required to be completed by December 2006.		

Useful websites

- www.samlearning.com (Pupils will be told how to log on)
- www.bbc.co.uk/schools/ks4bitesize/science (14-16 only)
- www.innerbody.com (Click on an organ system)
- www.kidshealth.org (Click 'kids' then 'staying healthy')
- www.schoolscience.co.uk
- www.sciencenet.org.uk
- www.howstuffworks.com
- www.uksafari.com
- www.newscientist.com
- www.science-active.co.uk
- www.webelements.com
- www.chem4kids.com

SUBJECT: Double Award Science

Head of Subject: Mr W Rees

**Teachers: Mrs A Hughes, Mr S Castellaro, Mr S Everitt, Mr A Parris,
Mrs R Riggs**

Aims:

The course should encourage students to:

- Acquire scientific knowledge and skills needed to apply to new and changing situations in a range of domestic, industrial and environmental contexts;
- Acquire an understanding of scientific ideas, how they develop, and the factors that may affect their development and their power and limitations;
- Plan and carry out a range of investigations, considering and evaluating critically their own data and that obtained from other sources, using ICT where appropriate;
- Evaluate in terms of scientific knowledge and understanding, the benefits and drawbacks of scientific and technological developments, including those related to the environment, personal health and quality of life, considering ethical issues;
- Select, organise and present information clearly and logically, using appropriate scientific terms and conventions, using ICT where appropriate.

Course Content			
Year	Topic	Assessment	How parents can help
Year 10	Humans as Organisms Maintenance of Life Metals Earth Materials Energy Electricity	Module Tests 30% of total marks. 6 x 1-hour objective tests. Ten objective questions of different types. Two levels of entry, Foundation Tier (Grades C to G) and Higher Tier (Grades A* to D)	Purchase revision guides Check their work periodically, especially coursework Encourage students to revise thoroughly for the exams Avoid absence for the module exams Encourage students to hand in coursework
Year 11	Environment Inheritance & Selection Patterns of Chemical Change Structures & Bonding Forces Waves & Radiation	Written Papers 50% of total marks. 2 x 1-hour questions including extended writing. Again, two levels of entry, Foundation Tier (Grades C to G) and Higher Tier (Grades A* to D)	Encourage students to seek help when unsure Encourage the use of SAM Learning.
Coursework deadlines	Coursework 20% of total marks. Internal assessment of investigative skills associated with Sc1 scientific enquiry. Coursework is ongoing throughout Year 10 & 11. A minimum of 2 pieces and a maximum of 4 pieces are required to be completed by December 2006.		

Useful websites

- www.samlearning.com (Pupils will be told how to log on)
- www.bbc.co.uk/schools/ks4bitesize/science (14-16 only)
- www.innerbody.com (Click on an organ system)
- www.kidshealth.org (Click 'kids' then 'staying healthy')
- www.schoolscience.co.uk
- www.sciencenet.org.uk
- www.howstuffworks.com
- www.uksafari.com
- www.newscientist.com
- www.science-active.co.uk
- www.webelements.com
- www.chem4kids.com

SUBJECT: Business Studies

Head of Subject: Miss S Warrillow

Teachers: Mr R Gilbert and Mr Roy Malcolm

Aims:

- To gain an understanding of the dynamics of business activity
- To understand the relationship between business theory and practice
- To develop skills of selection, interpretation, application and evaluation

Course Content			
Year	Topic	Assessment	How parents can help
Year 10	<ul style="list-style-type: none">• Business Structure, Control and Organisation• Marketing• Production	Regular class tests	<ul style="list-style-type: none">• Encourage students to watch business related television programmes• Encourage students to be observant of the business world. E.g. when shopping
Year 11	<ul style="list-style-type: none">• People in organisations• Accounting and Finance• Revision	<ul style="list-style-type: none">• Written Examination-75%• Coursework-25% (Business Enterprise)	<ul style="list-style-type: none">• As above• Encourage students to read business sections of the newspaper• Make ICT facilities available to students for coursework if possible
Coursework deadlines	Friday 11 th March 2006		

Useful websites

www.bized.ac.uk

www.enterprisezone.co.uk

www.bbc.co.uk/schools/gcsebitesize/business

[http://www.revision-notes.co.uk/GCSE/Business Studies](http://www.revision-notes.co.uk/GCSE/Business_Studies)

www.times100.co.uk

www.europa.eu.int

www.carol.co.uk

SUBJECT: Business and Communication Systems

Head of Subject: Miss S Warrillow

Teachers: Mr D Rigby and Mr W Grimshaw

Aims:

- To understand business concepts and ideas
- To understand different methods of communication systems and their application in the workplace
- To be able to choose, design and use Information and Communication Systems to carry out a range of tasks and solve business problems

Course Content

Year	Topic	Assessment	How parents can help
Year 10	<ul style="list-style-type: none">• The Business Environment• Workplace Organisation• Human Resources• Communication• ICT in the business Environment	<ul style="list-style-type: none">• Regular 'in class' tests	<ul style="list-style-type: none">• Encourage students to watch business related television programmes• Encourage students to be observant of the business world. E.g. when shopping
Year 11	Computer Applications in the business environment: <ul style="list-style-type: none">• File Management• Word Processing• Spreadsheets• Charts• Databases	100% examination comprising of: <ul style="list-style-type: none">• Theory Paper- 33%• Practical Paper- 67%	<ul style="list-style-type: none">• Make IT facilities available to students if possible
Coursework deadlines	Not applicable		

Useful websites:

www.bized.ac.uk

www.enterprisezone.co.uk

www.bbc.co.uk/schools/gcsebitesize/business

[http://www.revision-notes.co.uk/GCSE/Information Technology/index.html](http://www.revision-notes.co.uk/GCSE/Information_Technology/index.html)

<http://www.revision-notes.co.uk/GCSE/>

www.times100.co.uk

www.europa.eu.int

www.carol.co.uk

<http://www.bbc.co.uk/schools/gcsebitesize/ict/>

www.aqa.org.uk Course Website

SUBJECT: GCSE ICT

Head of Subject: W Grimshaw

Teachers: W Grimshaw, K Lane

Aims: This GCSE helps prepare candidates for a world increasingly dominated by the use of ICT systems, which influence every aspect of everyday life. Studying ICT will help provide the analytical, communication and technical skills that are needed by active participants in this exciting and dynamic world. The course will provide an essential foundation for any further courses including those specific to the use of computers and new technology such as AS or Advanced GCE, vocational and occupational courses.

Course Content			
Year	Topic	Assessment	How parents can help
Year 10	Ogmore Towers Project. This will involve Design, Spreadsheet, Word Processor and research.	The unit is assessed as a whole project that will be moderated by an external examiner	Ask about progress and to see work in progress. Give suggestions as to what they see as a little confusing in work. But mainly to check that the student is continuing to develop the work
Year 11	Database or Spreadsheet project on either Ogmore Towers or a small restaurant management system. Preparation for two exams at end of year.	The unit is assessed internally but may be moderated by an external examiner.	As Above, and to encourage revision as Easter approaches.
Coursework deadlines	Ogmore Towers project to be finished by end of Year 10. Spreadsheet or DataBase to be finished by April in Year 2.		

Useful websites

Sam Learning, BBC bitesize and any of the numerous web sites that offer help for ICT Hardware.

It is advisable to use a search engine to find these sites, Google, Yahoo etc.

SUBJECT: Physical Education/Games

Head of Subject: Mr S Revett

Teachers: Mrs H Bell, Miss E Park, Miss E Luckman, Mr A Mayo

Aims:

- develop and apply their knowledge, skills and understanding of physical education through selected practical activities
- develop their knowledge and understanding of the different factors that affect participation and performance and demonstrate their relationship
- understand the role of rules and conventions in selected activities
- promote their understanding of the health benefits and risks associated with taking part in physical activity
- develop the skills necessary to analyse and improve performance
- support their personal and social development through adopting different roles in selected activities when working with others.

Course Content			
Year	Topic	Assessment	How parents can help
Year 10	<ul style="list-style-type: none"> • Health, Fitness and the factors affecting Performance. • Principles of Training. • Practical Sport (Basketball, Hockey, Badminton, Softball, Rounders) Exercise Training Programme	<ul style="list-style-type: none"> • Regular ‘in class’ tests of theory component. • Regular assessment (which contributes to 60% of final mark) of ability to acquire and develop individual and group skills; selection and application of individual and group skills; understanding, ability to observe and apply rules and conventions; ability to analyse and improve own and others performance; ability to adopt different roles in activities 	<ul style="list-style-type: none"> • Encourage students to revise topics on a regular basis. • Encourage students to attend extra curricular activities in a variety of sports. • Encourage students to analyse the performance of players and officials when watching sport. • Encourage students to participate in sports outside of school • Encourage skill development and the analysis of performance rather than the winning of the game. • Make IT facilities available to students if possible
Year 11	<ul style="list-style-type: none"> • Factors Affecting Individual Performance and Participation. • Social and Cultural Factors Affecting Participation • Practical Sport (from Rugby, Football, Dance, Netball, Gymnastics, Trampolining) 	<ul style="list-style-type: none"> • Regular ‘in class’ tests of theory component. • Regular assessment of practical component (as above) 	<ul style="list-style-type: none"> • As above Encourage students to start a structured revision plan from the February half term.
Coursework deadlines	Ongoing Practical Coursework. Exercise Training Programme June 2006		

Useful websites:

<http://www.bbc.co.uk/schools/gcsebitesize>

www.aqa.org.uk Course Website

SUBJECT: Design and Technology (Food Technology)

Head of Subject: Mrs J Suleman

Teachers: Mrs J Grecian

Aims: Food Technology is concerned with designing and making food products through practical skills and the understanding of how foods work together and provide nutrition for the body. Students will be expected to demonstrate a wide range of techniques to create, develop and communicate solutions to problems. They will learn through:

- analysing and evaluating products and processes
- focused practical tasks to develop and demonstrate techniques
- developing ideas, planning and making products
- considering past and present design and technology and moral issues

Course Content			
Year	Topic	Assessment	How parents can help
Year 10	<ul style="list-style-type: none">• Building skills and understanding through a range of focused practical tasks and theory.• Food manufacturing.• Nutrition• Basic foods	Students sit a mock examination in year 10. Classwork is assessed in line with the school's feedback policy.	Ensure students have correct equipment – pencils, rubber, ruler and pen. A3 portfolios are available for £1.30 to keep A3 work protected. Please help students to meet all homework deadlines.
Year 11	Designing and making the Major coursework project, 'Brunch'	Students sit a mock examination in year 11. Classwork is assessed in line with the school's feedback policy.	Access to a computer and colour printer at home is an advantage. Please help students by providing ingredients for practical lessons when required.
Coursework deadlines	Y11- The design folio and practical work must be completed and submitted by the end of the Spring term 2007.		

Useful websites

The following websites have been recommended to all the food students and will provide useful information for the research section of the design folio:

www.nutrition.org.uk

The British Nutrition Foundation - nutritional knowledge and advice

<http://www.foodtech.org.uk>

The food industry; case studies with video clips of activities in industry and in the classroom.
The study in one module illustrates the unit operations in Food Manufacture

<http://www.dtonline.org/>

A range of information on food products

SUBJECT: Design and Technology (Resistant Materials)**Head of Subject: Mr S. Ashley****Teachers: Mr J Padgett****Aims:**

To use skills, knowledge and understanding to design and make quality products using wood metal and plastics.

To develop innovative ideas.

To develop investigation skills and the use of technology.

To analyse and evaluate products.

Course Content			
Year	Topic	Assessment	How parents can help
Year 10	Plastic food tongs Wooden paperknife Jointed wooden box Metal wall bracket Metal candlestick Start of major coursework design folio	Students sit a mock examination in year 10. Classwork is assessed in line with the school's feedback policy. The major coursework is marked for each section during the Summer term and contributes to the final coursework grade.	Ensure students have correct equipment – pencils, rubber, ruler and pen. A3 portfolios are available for £1.60 to keep A3 work protected. Please help students to meet all homework deadlines. Access to a computer and colour printer at home is an advantage.
Year 11	Continuation of folder work. Practical GCSE project Focussed revision	Students sit a mock examination in year 11. The major coursework is marked for each section during the year and contributes to the final coursework grade.	
Coursework deadlines	Y11- Making to be completed by the end of January 2006 The design folio and practical work must be completed and submitted by the end of the Spring term 2007.		

Useful websites

Structures

<http://www.ideers.bris.ac.uk/at-bristol/index.htm>

Technology Student. Com

<http://www.technologystudent.com/>

The Design Museum

<http://www.designmuseum.org/digital/index.php>

Obtain the ProDesktop installation disc from ICT office for CAD drawings

SUBJECT: Design and Technology (Graphic Products)

Head of Subject: Mr S Ashley

Teachers: Mr S Ashley

Aims: Graphic Products is concerned with both visual design skills and the production of 3 dimensional products. Students will be expected to demonstrate a wide range of graphic techniques to create, develop and communicate solutions to problems. They will learn through:

- analysing and evaluating products and processes
- focused practical tasks to develop and demonstrate techniques
- developing ideas, planning and making products
- considering past and present design and technology and moral issues

Course Content			
Year	Topic	Assessment	How parents can help
Year 10	<ul style="list-style-type: none">• Engineering Drawing• 3D sketching and rendering• CAD CAM• Packaging design• Promotional design• Research and design for major coursework project.	Students sit a mock examination in year 10. Classwork is assessed in line with the school's feedback policy. The major coursework is graded A-E for each section during the Summer term and contributes to the final coursework grade.	Ensure students have correct equipment – pencils, rubber, ruler and pen. A3 portfolios are available for £1.60 to keep A3 work protected. Please help students to meet all homework deadlines. Access to a computer and colour printer at home is an advantage.
Year 11	Designing and making the Major coursework project 'Point of Sale Display Unit'.	Students sit a mock examination in year 11. The major coursework is graded A-E for each section during the year and contributes to the final coursework grade.	

<p>Coursework deadlines</p>	<p>Y10 The following coursework sections are to be completed by the end of the Summer term 2006:</p> <ol style="list-style-type: none"> 1. Bubble chart- opportunities for design 2. Analysis of 2 ideas for project 3. Brief and Research plan 4. Research market/ client/ context 5. Product Analysis- fonts, logos, names 6. Product Analysis- point of sale displays 7. Research views of users 8. Research Materials and Processes 9. Summary/ analysis of research 10. Specification 11. Design and development of point of sale display unit <p>Y11 The following coursework sections are to be completed by the end of the Spring term 2007:</p> <ol style="list-style-type: none"> 12. Card development of point of sale display unit 13. ProDesktop design & development- point of sale display unit 14. Design & development of name & logo (graphic theme) 15. Design & development of leaflet 16. Presentation sheet- completed final design 17. Orthographic projection 18. Plan and Cutting List 19. Completed leaflets & cards 20. Completed display unit 21. Survey for evaluation 22. Final Evaluation 23. Photo, proposed modifications 24. Industrial practices- ideas for multiple production
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<p><u>Useful websites</u></p>	
<p>Structures Technology Student . Com The Design Museum</p>	<p>http://www.ideers.bris.ac.uk/at-bristol/index.htm http://www.technologystudent.com/ http://www.designmuseum.org/digital/index.php</p>
<p>Obtain the ProDesktop installation disc from ICT office for CAD drawings</p>	

SUBJECT: Design and Technology (Textiles)**Head of Subject: Mr S. Ashley****Teachers: Mrs J Suleman****Aims:**

To develop skills, knowledge and understanding when using fabrics to design and make quality products.

To research and develop imaginative designs and ideas.

To explore how products are manufactured and marketed

To analyse and evaluate products.

To look at how the environment is affected by chemicals involved in fabric production

Course Content			
Year	Topic	Assessment	How parents can help
Year 10	Embellishing fabrics A tapestry pin cushion A needle case A batik product Construction methods A product using a commercial pattern Manufacturing Start the preparation of folder for the GCSE coursework.	Written and practical assessments using GCSE gradings plus continual verbal advice. Self assessment Year 10 Summer exam	Ensure pupil has correct equipment – pencils, coloured pencils etc. A small pair of embroidery scissors will be essential. Some fabric will need to be provided. Ensure all deadlines are met. Encourage computer access
Year 11	Continuation of folder work. Practical GCSE product Focussed revision	On-going assessment with written comments and grades. Regular verbal feedback. Mock exam.	Ensure pupil has correct equipment – pencils, coloured pencils etc. Ensure all deadlines are met. Provide the fabric and pattern promptly in the Autumn term, when required, to avoid a delay in the completion of the chosen product.
Coursework deadlines	Y10 Usual homework deadlines Sections of folder work have separate deadlines Y11 All design and planning folder work completed by end of term 1. Making completed by approx end of January 2006 Final deadline about Easter holiday 2006		

Useful websites

Obtain Prodesktop installation disc from ICT office.

SUBJECT: French GCSE**Head of Subject: Mrs C.Ainslie****Teachers: Miss C. Buliard**

Aims: To enable students to make progress in the 4 skills of listening, speaking, reading and writing in order to be successful in the GCSE examination.

Course Content

Year	Topics	Assessment	How parents can help
Year 10	Self and family, daily routine, health & healthy lifestyle, daily routine, arranging to go out, travel and transport, holidays, accommodation, media, shopping, school, part time jobs, careers, work experience, future education & work, free time, hobbies, pocket money, weather.	-Regular in-class assessments of all 4 skills and of vocabulary. -One coursework piece of approximately 200 words to be written by the end of December. -A second coursework piece to be completed by Easter, and a third by the end of the summer term. -School examination in all 4 skills in the summer term.	-Ensure that students have a French dictionary. -Test students on vocabulary. There are ways of doing this even if parents do not speak French e.g. look at the English word and ask the student to say and spell the French word for it. If possible, proof- read coursework. -Ensure that at least one hour per week is spent on French homework. Look at the tasks set, in the student's organiser. -If possible, provide contact with a French speaking country by encouraging pen-friend links, taking part in the local Cesson exchange or organising trips/holidays to France
Year 11	House & home, home town & local environment, finding the way, staying abroad, life in other countries, public services, money, tourist information, eating out	-Regular assessments of vocabulary and all 4 skills in class. -Mock examinations in all 4 skills in November/December	-Test students on vocabulary. -Encourage students to attend extra classes after school, especially in the lead-up to the speaking exam in May. -Encourage students to work together on speaking tasks such as role-plays.
Coursework deadlines	Piece 1 – end of December term Piece 2 – Easter Piece 3 – July		

Useful websites

www.MFLgames.co.uk

www.realfrench.net

www.parlez-vous.org

SUBJECT: Geography

Head of Subject: Mr. M R Walter

Teachers: Mr. D Rigby, Mr. R Malcolm

Aims:

To acquire knowledge and understanding of a range of places, environments and issues.

To develop a sense of place and an appreciation and awareness of how people and environments interact.

Course Content			
Year	Topic	Assessment	How parents can help
Year 10	Water Land forms and People People and Place	Exam Coursework 15%	Learn key words Buy their own course book Visit places use relevant websites
Year 11	Climate the Environment and people People work and development	Exam Coursework 10%	Websites Use revision guides
Coursework deadlines	Bristol coursework Greenhouse Effect Oral	- May in Year 10 - January in Year 11	

Useful websites

www.actionaid.org.uk

www.cafod.org.uk

www.oneworld.org/itdg

www.environment-agency.gov.uk

www.rivernet.org

www.dams.org

www.countryside.agency.gov.uk

www.urbanobservatory.org/

www.bbc.co.uk/weather

www.eco-portal.com

www.sustainabledevelopment.org

SUBJECT: History

Head of Subject: Ms D Longley

Teachers: Ms D Longley, Mrs C Ferguson and Miss H Stirk

Aims:

- To know and understand the past
- To understand the skills of using historical evidence
- To understand different historical concepts such as cause
- To be able to select historical information and deploy that information in written answers including the planning of longer structured answers

Course Content			
Year	Topic	Assessment	How parents can help
Year 10	<ul style="list-style-type: none">• The American West 1875-1890 or• The History of Health and Medicine• The First World War	<ul style="list-style-type: none">• Regular 'in class' tests• Coursework after Christmas This forms 25% of the total.• Year 10 Examination	<ul style="list-style-type: none">• Encourage students to watch the news and any documentary type programs• Encourage students to be diligent and revise for tests. Many tests are short answer type and can be used easily with parents. Sometimes the test is given out so students can learn the answers off by heart.
Year 11	<ul style="list-style-type: none">• The History of Health and Medicine or• Nazi-Germany• The History of Sport and Leisure	<ul style="list-style-type: none">• Regular 'in class' tests• Year 11 - Trial Examination	<ul style="list-style-type: none">• Maintain the pressure by helping youngsters revise.• Encourage youngsters to aim for at least the minimum target grade during the 'Trial period'.
Coursework deadlines	Coursework is set during the Spring and Summer terms. There are individual questions so it is not expected in at the same time. However a letter may be sent home if the student is absent and has not been able to catch up. This would normally follow a long period of request from the teacher.		

Useful websites:

www.bbc.schools/history

any website that follows a relevant history program

www.bbc.co.uk/learningguide

www.channel4.com/learning

SUBJECT: Humanities**Head of Subject: Ms D Longley****Teachers: Ms D Longley****Aims:**

- To know and understand the condition of humanity
- To understand the skills of using in forming views about the human condition
- To understand different concepts such as prejudice and conflict
- To be able to select information and deploy that information in written answers including the planning of longer structured answers

Course Content

Year	Topic	Assessment	How parents can help
Year 10	<ul style="list-style-type: none"> • Culture and Beliefs • Persecution and Prejudice • Environment • Personal Research Study 	<ul style="list-style-type: none"> • Regular 'in class' tests • Coursework after Christmas This forms 25% of the total. • Year 10 Examination 	<ul style="list-style-type: none"> • Encourage students to watch the news and any documentary type programs • Encourage students to be diligent and revise for tests. Many tests are short answer type and can be used easily with parents. The test is given out so students can learn the answers off by heart.
Year 11	<ul style="list-style-type: none"> • Conflict and Cooperation • The Pattern of Family Life 	<ul style="list-style-type: none"> • Regular 'in class' tests • Year 11 - Trial Examination 	<ul style="list-style-type: none"> • Maintain the pressure by helping youngsters revise. • Encourage youngsters to aim for at least the minimum target grade during the 'Trial period'.
Coursework deadlines	Coursework is expected in at the end of the Summer Term. A letter will be sent home if the student is unable to submit the work.		

Useful websites:

www.bbc.co.uk/news

any website that follows a relevant history program

www.bbc.co.uk/learningguide

www.channel4.com/learning

www.channel4/news

www.itv/news

SUBJECT: Religious Studies – ‘Short Course’ GCSE

Head of Subject:

**Teachers: Mr A. Ball; Mrs C. Ferguson; Mr R. Malcolm; Mr H. Newington;
Miss H. Stirk.**

Aims: The aim of the course is to help students make informed choices about issues that they will face in their home life, employment and in the wider community. Not only will it help individuals in their own decision-making but it will also help them to appreciate other points of view – even if different from their own. It is not about making students religious but rather encouraging them to think for themselves about religious, social and moral issues.

Course Content			
Year	Topic	Assessment	How parents can help
Year 10	<ol style="list-style-type: none"> 1. <i>Belief in God</i> – different approaches. 2. <i>Matters of Life and Death</i> – ethical issues such as Abortion and Euthanasia 3. <i>Marriage and family Life</i> – issues around marriage, divorce and family life, 	At the end of each of the five units there will be an assessment relating closely to the GCSE exam paper format.	<ol style="list-style-type: none"> 1. By encouraging students to complete home work and revise for assessments. 2. By encouraging students to discuss at home issues they have been considering in school. 3. By encouraging students to search and use the media for relevant information
Year 11	<ol style="list-style-type: none"> 4. <i>Social Harmony</i>- issues around gender and race. 5. <i>Wealth and Poverty</i> – different approaches and points of view. 	There will be a trial examination in December – followed by the final exam in May/June	By encouraging students to develop revision strategies and timetables – in plenty of time – for both the ‘trial’ exam and the final exam at the end of the course.
Coursework deadlines	There is no coursework. Assessment is by a two – hour examination, covering all five units at the end of the course.		

Useful websites

- www.bbc.co.uk/education/revision
- www.bbc.co.uk/education/webguide
- www.churchnet.org.uk
- www.theresite.org.uk

- www.cem.org.uk
- www.channel4.co.uk/education
- www.cofe.anglican.org
- [www.revision-notes.co.uk/GCSE/Religious Studies](http://www.revision-notes.co.uk/GCSE/Religious_Studies)
- www.bbc.co.uk/schools/gcsebitesize
- [www.revisiontime.com/gcse religious](http://www.revisiontime.com/gcse_religious)
- www.faithnet.org.uk/ks4re.htm
- www.edexcel.org.uk/quals/gcse/rs/gcse/1481

SUBJECT: Art

Head of Subject: Mrs C Hopcroft

Teachers: Miss K Elkington

Aims: All students, through following a broad programme of study and using a variety of materials and media are to produce two or three units of work and a final piece. Students will be given the opportunity to develop an understanding of work by other artists, art movements and cultures. Finally all the work should be underpinned by a social moral spiritual and cultural education and this should be evident in their personal response.

Course Content:

The themes change each year and the ones listed below are for the current Year 10 and Year 11.

Year	Topic	Assessment	How parents can help
Year 10	Pop Art 2 projects on this theme A new unit will be started after Easter	Against assessment objectives 1, 2, 3 and 4	Homework is an extension of the work in class and Y10 and Y11 Students should spend 1 hour on this. All students need somewhere to work at home. Students may need to use the internet to get extra resource materials or use library books. Students may need to collect materials to use in class or draw from objects at home. Parent help and support is greatly appreciated.
Year 11	Natural Form 1 In Year 10 this year group studied the Americas	Against assessment objectives 1, 2, 3 and 4	N.B. All students may work after school on Wednesday in the Art Rooms
Coursework deadlines	Y10 Project 1, 19 December 2005 Y10 Project 2, 31 March 2006 Y11 Project 1 19 December 2005 Y11 All coursework and final pieces to be completed and handed in 31 March 2006.		

Useful websites

www.nationalgallery.org.uk

www.vam.ac.uk

www.ashmol.ox.ac.uk

www.artchive.com/ttpsite.htm

www.artcyclopedia.com

www.arttex.com

www.tate.org.uk

www.natgalscot.ac.uk

www.louvre.fr

www.wwar.com

www.photography-museum.com

SUBJECT: DRAMA

Head of Subject: Mr C Haskins

Teachers: Mr C Haskins

Aims:

- To respond to a variety of stimuli with originality
- To present and perform work as an individual to an audience
- To work collaboratively
- To evaluate one's own work and the work of others

Course Content			
Year	Topic	Assessment	How parents can help
Year 10	"Hell Close" "A Taste of Honey" "The Tell-Tale Heart" Technical Skills "Protest" (NB – this unit is part of the final examination)	GCSE criteria – Band 1 -5	Read, help, support students with lesson-by-lesson Diaries Organisation of written Coursework
Year 11	"Animal Farm" Devised Performance Scripted Performance	GCSE criteria – Band 1 - 5	Read, help, support with lesson-by-lesson Diaries. Organisation of written Coursework
Coursework deadlines	YEAR 10 – "Protest" written coursework should be completed by the end of the Summer Term YEAR 11 – "Animal Farm" written coursework should be completed by the end of Term 1. Practical examinations take place between March and May (at the very latest)		

Useful websites

SUBJECT: Music**Head of Subject: Mrs M Sparkman****Teacher: Mrs M Sparkman****Aims:**

To provide opportunities for the students to develop confidence with their musical performance and composition work.

To encourage listening skills both to evaluate others and themselves as performers.

To develop skills using music technology.

GCSE - Edexcel

Course Content The strands of listening, composing and performing are addressed separately by necessity. Links between the three strands are of equal importance.

Year	Topic	Assessment	How parents can help
Year 10	Background studies relating to composers. Listening to a wide range of musical styles. Composition. Performance skills	Written activities. Listening tests and informal assessments. Written compositions Performances throughout the course.	Read, help and support students with researching composers or styles of music. Instrumental practice. Organisation of written Coursework
Year 11	Continuing as in year 10 but developing greater skills in each strand.	Recording compositions and performances to enter as coursework. Minimum one composition and recorded performance per term.	Encourage regular practice with their instrument/singing voice. Encourage student to join as many musical clubs at school as possible, even in a supporting role.
Coursework deadlines	YEAR 10 –Regular composition and performances. <u>At least one composition for each term.</u> YEAR 11 – As for year 10. <u>Final and completed composition pieces must be completed, written (Music technology) and recorded by the end of April for submission as coursework to the exam board. Performance will be examined in May. The Listening paper (written) is also in May.</u>		

Useful websites

www.vanBasco.co.uk Karaoke programme.

www.musicatschool.co.uk Quizzes and games to support a wide range of musical items.

www.bbc.co.uk/bitesize/music Quizzes and general all round useful site. This has teacher support online.

www.drumbum.com Anything you need to know about drums and drumming.

www.411drums.com/drums-tips Drum tabs and information for drummers and drumming.

www.drumming.com Drumming, and associated info.

There are various websites to be found for lyrics to songs.

www.a-zlyrics.com is one of them.

To find guitar tab and lyrics you need to ask Google, or similar, for lyrics+tab to

It is possible to find drum, guitar and keyboard lessons online.

Please ask for details at school if your son/daughter would like to have instrumental lessons at school. Instruments may be hired from a variety of sources if he/she doesn't have their own. Assisted purchase schemes also exist through the Music Service.

SUBJECT: HEALTH AND SOCIAL CARE

Head of Subject:

Teachers: Mrs. C. Ferguson and Ms. J. Haworth

Aims:

- To increase knowledge and understanding of services through investigation and evaluation.
- To develop awareness of the influences on health and well-being.
- To recognise the importance of stages of development of an individual
- To prepare students for progression to further training or employment in the health, social and early years sectors.

Course Content			
Year	Topic	Assessment	How parents can help
Year 10	Promoting health and well-being.	Coursework (33% of the final double GCSE)	By monitoring their work and making sure they are completing tasks set.
	Understanding personal development and relationships.	Examination (34% of the final double GCSE)	By testing students regularly, and particularly before the exam in June 2006.
Year 11	Health, social care and early years services	Coursework (33% of the final double GCSE)	By providing background information on case studies and local services. By monitoring their work and making sure they are completing tasks set.
Coursework deadlines	YEAR 10 – July 2006 YEAR 11 – Easter 2007		

Useful websites

Year 10 –

www.nutrition.org.uk

www.bbc.org.uk/health and then healthy living

www.eatwell.gov.uk

www.ash.org.uk

www.givingupsmoking.co.uk

www.channel4.com/gcsease

user name: kingedmund

password: harrisb

Year 11

www.doh.uk

www.southglos.gov.uk

www.nhscareers.nhs.uk

www.socialworkcareers.co.uk

www.ageconcern.org.uk

www.channel4.com/gcsease

username: kingedmund

password: harrisb

SUBJECT: Child Development

Head of Subject: J Suleman

Teachers: Mrs J Suleman

Aims:

- To develop knowledge and understanding of the pre –school child.
- To study family groupings and lifestyles and consider how this affects the child.
- To study sexual reproduction, contraception and family planning.
- To follow the growth of an embryo to the birth of a baby and follow the stages of pregnancy for the mother.
- To complete a child study and a board prescribed task to revisit the topics covered and improve

Course Content

Year	Topic	Assessment	How parents can help
Year 10	Family groupings Anatomy, reproduction and contraception. Pregnancy and the birth of the baby The stages of growth and development	Students sit a mock examination in year 10. Classwork is assessed in line with the school's feedback policy. The major coursework is marked for each section during the Summer term and contributes to the final coursework grade.	Ensure students have correct equipment – pencils, rubber, ruler and pen. Please help students to meet all homework deadlines. Access to a computer and colour printer at home is an advantage. Check that the visits to the child chosen are being made in the Spring term and that these are being recorded . Encourage regular revision sessions Provide materials that will be required for the Board prescribed task.
Year11	of the pre school child Food and nutrition The child study The planning and making of an activity for the study child. Using the activity with the child and then evaluating it. Decision making when rearing children. Revision for the mock exam The Board prescribed Task Revision		
Year 11	Continuation of folder work. Practical GCSE product Focussed revision	Students sit a mock examination in year 11. The major coursework is marked for each section during the year and contributes to the final coursework grade.	
Coursework deadlines	Y10 Usual homework deadlines Y11 The Child Study must be completed by October . The Board prescribed task and the practical section - final deadline about March		

Useful websites

SUBJECT: Vocational and Independent Provision (VIP)**Head of Subject: Miss C. Buliard****Teachers: Miss C. Buliard**

Aims: This course has been offered to a selected number of students to enable them to have the opportunity to widen their learning. Students are working in a small group so that they can develop their communication skills, their confidence and their ability to work with others. Students are following the ASDAN scheme and they are working towards a Bronze Award in Year 10 and a Silver Award in Year 11. Students are learning about the world of work and are expected to show commitment and responsibility towards independent learning. Students will be involved in an extra week of work experience in Year 10 and in Year 11.

Course Content			
Year	Topic	Assessment	How parents can help
Year 10	- Information Handling - Industry and Commerce - World of Work	Students are required to produce a portfolio, where they file evidence that they have met the requirement of the challenges set in each unit. (Bronze Award)	- help students with homework set every week. - answer students' questions about the world of work.
Year 11	- The Community - The Environment - Number Handling	Students are required to produce a portfolio, where they file evidence that they have met the requirement of the challenges set in each unit. (Silver Award)	- help students with homework set every week. - answer students' questions about the world of work.
Coursework deadlines	N/A		

Useful websites

VIP is a new course so this list will be developed as the course progresses.

SUBJECT: Certificate of Personal Effectiveness (COPE)

Head of Subject: Mrs Winyard

Teachers: Mrs Winyard

Aims: This course has been offered to a selected number of students to enable them to have the opportunity to widen their learning. Students are working in a small group so that they can develop their communication skills, their confidence and their ability to work with others. Students are following the ASDAN scheme and they are working towards a COPE certificate Year 11. Students are learning about the world of work and are expected to show commitment and responsibility towards independent learning.

Course Content			
Year	Topic	Assessment	How parents can help
Year 10	Students are given the opportunity to choose the challenges they want to work on.	Students are required to produce a portfolio, where they file evidence that they have met the requirement of the challenges set in each unit.	- help students with homework set every week.
Year 11	Students are given the opportunity to choose the challenges they want to work on.	Students are required to produce a portfolio, where they file evidence that they have met the requirement of the challenges set in each unit.	- help students with homework set every week.
Coursework deadlines	N/A		

Useful websites :

COPE is a new course so this list will be developed as the course progresses.

SUBJECT: SEN

Head of Subject: Mrs E Clark

Mrs S Lord Mrs D Drew
Mr T Curtis Mrs J Jones
Mr R Wathen Mrs G Whitlock

Aims:

- To offer a high quality education to every student with special educational needs.
- To enable students to achieve their full potential by supporting learning and developing self-esteem and confidence.
- To facilitate the inclusion of all students with special educational needs wherever possible.

Students with special educational needs have access to:

- In-class support from Teaching Assistants – Year 7 to 13.
- Monitoring and regular review of provision by means of Individual Education Plans, Annual Reviews for students with statements, Pastoral Support Plans, annual reports, daily reports and classroom observations.

The school operates an open-door policy, whereby parents are invited to contact the Head of Learning Support if they have any concerns over the provision of their child.

SUBJECT: HEARING IMPAIRED RESOURCE BASE (HIRB)

Head of Unit: Mrs K Winyard

Mrs D Ansley

Aims: The HIRB aims to support the inclusion of hearing impaired students in the mainstream class. Staff of the HIRB provide in-class, one-to-one and small group, support, depending on the need of any individual. INSET training is provided by HIRB staff for all new staff, and teaching students, and they are available at all times for advice or help.

As well as academic support, the HIRB can provide access for hearing-impaired students to deaf adult role models as well as to other hearing impaired students.

Both the HIRB staff and students are an integral part of the mainstream school. All teachers in the mainstream are teachers of the hearing impaired.

SUBJECT: CITIZENSHIP

Head of Subject: Miss H Stirk

Taught through tutor and pastoral times; Through existing subjects; Assemblies; In extra-curricular activities and special events; In the community; In the home; through volunteering; School council; Peer education; Events e.g. Citizenship week; Charity fundraising; Visits by outside speakers; Respect for the environment; Work experience

Aims: Citizenship helps young people to understand the rights and responsibilities they have as members of society. It also helps to create a positive ethos, good relationships and mutual respect. Citizenship Education is based on active learning and engagement with issues, which affect student lives. It provides important opportunities for pupils to develop an understanding of their world and gain confidence in skills such as learning to think and discuss.

Further information about Citizenship will be available later this year

Useful websites

www.nc.uk.net

SUBJECT: PSHE

Head of Subject: Miss H Stirk

Taught through a whole school approach in curriculum time once a week; through tutor and pastoral times; Assemblies; in extra-curricular activities and special events; In the community; In the home; Peer education; Events e.g. Drugs Awareness; Visits by outside speakers.

Aims: Personal, Social and Health Education (PSHE) gives students the opportunity to acquire the knowledge, skills and understanding they need to develop their confidence, sense of responsibility and to make the most of their abilities. It enables students to reflect on and assess their strengths in relation to personality, work and leisure and to adopt a healthy, safer lifestyle and develop good relationships learning to respect the differences between people.

Course Content

Further information about PSHE will be available later this year

Useful websites

www.nc.uk.net