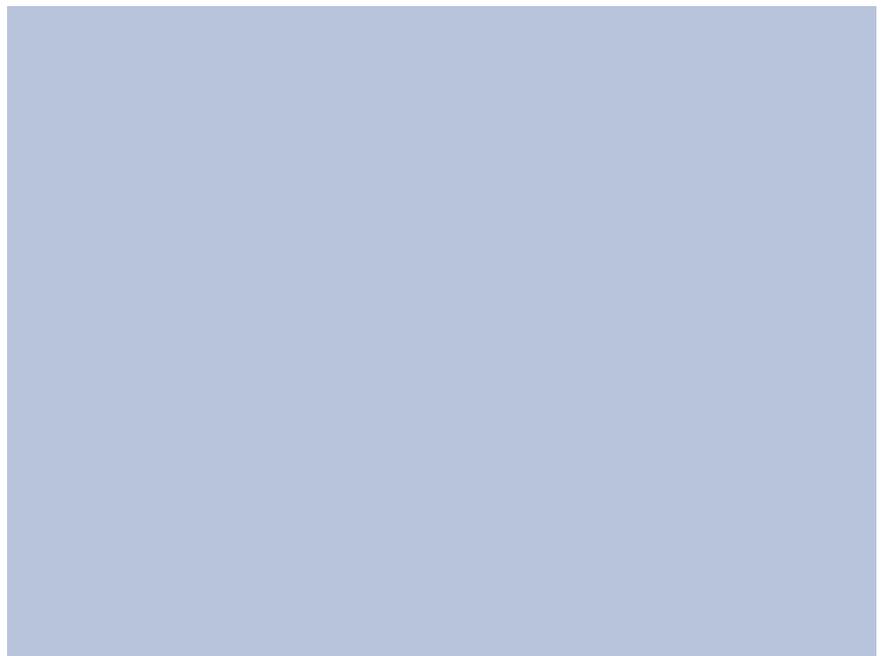


The Quality of Education: Purpose and Provision



St Christopher's:
A Church of England Academy



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Context

The school's sixtieth anniversary (2018-19) presented an opportunity to pose a series of interrelated, existential type questions :

**What is the purpose of our school?
What are we trying to achieve?
What is our vision?**

In thinking deeply about these questions we are fortunate in being able to draw on our own archive.

At St Christopher's official opening in November 1958 the aim of the school was clear and simple:

"The aim of St Christopher's Church of England Secondary School is to offer a broad education to all its pupils which will equip them to meet the challenge of modern life."

And later in the same piece, "a sound education must rest on the foundation of the Christian Way of Life."

Six decades on there remains much to recommend this original vision.

The Trust Deeds (to serve the church going families of east Lancashire), school motto (Ad Gloriam Dei), school prayer, current school mission statement and school virtues, offer a further explanation of what we do and why we do it.

All of these written sources, together with the actions and interactions of generations of pupils, parents and staff, have contributed to St Christopher's collective history and sense of identity with the past and vision for the future, one which takes its central and unswerving inspiration from the Church of England tradition of Christian faith and practice.

But how does all of this fit together? Are we able to offer a coherent and joined-up message, understood by all and widely shared? What then is the 'golden thread' that runs throughout and secures the whole?

Following a fruitful period of consultation involving governors, staff, chaplains and pupils we have agreed to shape an explanation of the school's purpose which springs from firm Biblical roots and will be evident in the manner in which it infuses and shapes the strategic and operational direction of the school. It will be the 'golden thread' and will place the idea of 'relationships' at the heart of our offer.

Foundation Scripture - Our Relationship with God

We have chosen Psalm 1 v1-3, as our Foundation Scripture.

Blessed is the one
who does not walk in step with the wicked
or stand in the way that sinners take
or sit in the company of mockers,
² but whose delight is in the law of the LORD,
and who meditates on his law day and night.
³ **That person is like a tree planted by streams of water,
which yields its fruit in season
and whose leaf does not wither-
whatever they do prospers.**

At the heart of this verse is the 'person', he or she who is able to choose and elects to resist evil and seeks to have 'use' for God and to 'meditate' or study (verses 1-2). The 'person', representing all members of our school community, staff and pupils alike, is nourished spiritually by an ever moving stream and able to flourish, even in testing times.

In some translations the psalm is entitled True Happiness and this complements our long held belief that pupils who are well-supported and fulfilled as unique individuals, made in the image of God, are more likely to prosper, academically but also as individuals and as members of different communities. Some translations use the word 'succeed' rather than 'prosper', perhaps mindful of any association with a reductive interpretation of prosperity as one associated with money and material wealth. We prefer to view prosperity in a wider sense, one which stands for flourishing, success, good health and growth.

Placing the prosperity of all at the heart of our purpose presents a vision of the future which is ambitious, compelling and full of hope.

Psalm 1 also serves to reflect our local context. East Lancashire continues to address the challenges of post-industrial Britain and it can be all too easy to think in terms of an area where the fruit was harvested many decades ago; thriving and noble mill towns characterised by a sense of comradeship and civic pride but now sadly searching for an identity and almost literally ‘withering’. Our purpose is to challenge this dystopian interpretation, replacing it with one which places God given prosperity at its heart.

In order for our school to prosper and in order for this to spill out into the community we commit ourselves to an education which is deeply Christian and based on a relationship with God - the most powerful antidote to the material short termism and moral vacuum offered by the secular world.

Deeply Christian

All pupils and staff are offered an ongoing and meaningful encounter with Jesus and the Christian faith and practice in a way that enhances their lives. This is a gift for all.

We believe that at the heart of Jesus’ mission is the notion of gift, not entitlement; servanthood not domination. The offer made by our school should be seen in this light – a hospitable community in which the prosperity of pupils goes alongside that of the teachers, other staff and governors - a blessing for all, not just for Christians. All associated with our community, especially pupils, experience spiritual development. The many Christians in our care experience preparation for a life of making gifts to others whilst those who are not Christian experience the gifts that Christ offers to all in a way of living that is wholesome (as God intended). In this sense we all learn to live well together in the midst of our diversity.

So what does it mean for St Christopher’s to be a ‘deeply Christian’ school?

- The actions and approaches of the school draw on Biblical sources. Actions are important but so are the foundations, inspiration and motivation for these actions.
- Actions should not be judged in isolation from their context. An approach adopted by a Church school, for example, a commitment to inclusivity, may affirm a shared human value, one found in community schools for example, but not for the same reason or motivation.
- There are numerous, daily occasions when Christian distinctiveness is at the forefront – the practice of prayer, collective worship, services, a strong RE department which helps pupils to think theologically.

Our commitment to all in our community reflects a belief in the worth of each person, rooted in each being created in the image of God and loved by God, and shaped by the teaching and example of Jesus. Jesus embodies the love and compassion of God for each person, and as Christians we are called to follow him in this, and to join together in demonstrating this with particular attention paid to the disadvantaged, excluded and persecuted.



Key Themes

From this vision, rooted in Scripture and from our ongoing model of education, founded on the Christian way of life, emerge three themes through which we are able to provide coherence, relevance and sustainability to our teaching, management of the day-to-day and leadership of ongoing improvements and innovation. These themes run through our whole approach, each in interplay with each other and all contributing to the promotion of prosperity for all.

- | | | |
|------|--------------------------------------|-----------------------------|
| i) | Knowing what it is to be fully alive | RELATIONSHIP WITH OURSELVES |
| ii) | Learning how to live well together | RELATIONSHIP WITH OTHERS |
| iii) | Securing wisdom and understanding | RELATIONSHIP WITH LEARNING |

i) Knowing what it is to be fully alive (RELATIONSHIP WITH OURSELVES)

Who am I? Why am I here? How then shall I live? (questions posed by former Chief Rabbi Jonathan Sacks in ‘Not in God’s Name’). These questions are at the heart of our offer to the young people in our care and for those whom we employ. We do not seek to offer neat answers based on a packaged faith to these questions but rather to ask them and to prepare pupils, students and staff to grapple with finding their own response.

Our school seeks to reveal that “The glory of God is the human person fully alive.” (Bishop Irenaeus of Lyons). And from this we can ask:

- What is it to be fully human?
- What type of school enables this to happen?

We are hopeful that pupils will echo the words of one former student: “After my time at St Christopher’s I don’t know what I want to be but I know who I want to be.”

ii) Learning how to live well together (RELATIONSHIP WITH EACH OTHER)

Too often in education we allow a false dichotomy to prevail that sets the pursuit of academic rigour against the need to pay attention to the well-being of children. Our school offers an unequivocal message that there is no such distinction – a good education should promote life in all its fullness (John 10:10).

But it is also a vision which accepts the reality of a living human community. We avoid the expectation of continual perfection and constant upward trajectories, understanding that there are times when we do feel weary and struggle to move forward. This approach acknowledges that prosperity occurs at different times and speeds (the fruit and the leaf, harvesting and withering).

“Not only does God call us to live life abundantly as individuals made in his image and likeness, he calls us to serve one another in community – living and flourishing together.”

Archbishop John Sentamu

Flourishing as part of a school community opens up the notion of character education and the central role that this plays in the curriculum and leadership processes. There are numerous ways across every subject that character can be developed, while the focusing on learning together and quality relationships is central to an effective classroom where children feel inspired and permitted to progress together, not simply alone.

We seek then to promote a vision where pupils can develop with confidence (a better word than resilience) and with a sense of self and hope in the context of a complex and intimidating world and where the promotion of dignity and respect is evident throughout. We acknowledge the ways in which our community can go wrong, seeing this as a cause for lament but not for despair as we seek to promote approaches and actions which will improve the quality of our disagreements and cope wisely when things go wrong. Bad experiences and wrongdoing do not have the last word.

iii) Securing wisdom and understanding (RELATIONSHIP WITH LEARNING)

It is through education that we progress and prosper. Education enables our young people to discover the liberty which comes through understanding, enabling them and preparing them to live prosperous lives, to change society, to create and find rewarding jobs, and to contribute as citizens of the region, country and wider world.

We are then a school which places great store on all pupils being able to experience academic success (prospering):

- to explore all that cannot be demonstrated to us in front of our eyes
- to access the vast repositories of human wisdom
- to understand the world around us
- to gain an insight into the different frameworks by which we can understand the big questions of the universe
- to encounter and wrestle with fundamental questions about God and faith
- to be introduced to the best that has been thought and said and to have an appreciation of human creativity and achievement

This academic success is seen across the whole range of traditional academic subjects and also areas such as music, drama, art, technology, sustainable development and sport.

The experience of academic success goes beyond the acquisition of knowledge and skills. Success for our pupils ought to mean more than having the knowledge in order to score highly in a pub quiz! We seek rather to promote understanding and see this as moving beyond the Ofsted definition of the word where it is described as the “connection of new knowledge with existing knowledge” to something richer, something associated with the development and promotion of wisdom.

Wisdom is a word rarely used in current discussions around education, although one experienced by the young Christ (Jesus ‘grew in wisdom’, Luke 2:52). It offers a way of encouraging the application of sound judgement and discernment to key concepts and practices associated with school life such as information, skills, assessment, measurement and critical thinking, as well as promoting an affirmation of what is of worth and a rejection, sometimes courageously, of that which is unwise. Teachers will have a clear grasp of the fundamental knowledge required in a scheme of learning but they will also have considered the wisdom that we are seeking to impart in the curriculum.

We want our pupils to experience a depth of learning which requires teachers to have a clear understanding of the relationship between knowledge, understanding and wisdom. The idea of the ‘knowledge based’ curriculum occupies much of current thinking about education but there are limitations to seeing this as the only way of thinking about the curriculum. The use of wisdom is at the heart of human existence, including basic survival, relationships and employment. All of these have clear knowledge requirements but human prospering is secured by moving beyond knowledge in order to draw on wisdom.

Wisdom is a shared conversation not a one-way transaction

Wisdom is not reliant on one expert, but seeks others views

Wisdom is reading slowly and widely

Wisdom is connecting and synthesising, re-using and rejecting

Wisdom loves detail, not just superficiality

Wisdom unleashes imagination

Wisdom needs diversity, not because it’s right but because it’s inherently better

Wisdom is making choices, sometimes between two seemingly good things

Wisdom is inherited from those in community and family around us

Wisdom always permits good questions, but has the confidence to articulate clear answers

Wisdom views mistakes with perspective

Taken together, our vision and the complementary themes, offer an approach which offers a habitable framework within which the operational and strategic work of the school can take place but also an approach which offers sufficient challenge and stretch to all.

This then is a school where human prospering is evident for all, as we educate pupils and students to know what it is to be fully alive, to live well together, to experience understanding and to gain wisdom.

Key Virtues

Our Christian understanding of human prosperity is not limited by our three key themes. Prospering is also evident when an individual exhibits virtuous elements of good character. This idea goes beyond mere values – those things which we consider to be important and which we treasure – to include our own character, the shaping of which is sculptured through schooling as pupils deposit small and regular amounts into the bank of key virtues.

Forgiveness

Promoting forgiveness allows us to nurture pupils by promoting a Christ-like forgiveness at every opportunity. Using Jesus as our example, and particularly his teaching in the Lord's Prayer, our pastoral staff and wellbeing team teach his principles to restore broken relationships, ensuring that following the reconciliation of pupils, 'whatever they do prospers.'

Friendship

We promote healthy friendships by doing all that we can to ensure that our pupils do not 'walk in step with the wicked'. This process is particularly evident during the process of transition from primary school when we pay particular attention to the composition of form groups and make good use of a formalised mentoring programme.

Hope

In our uncertain world we rejoice in the sure and certain Biblical Hope for the future. Bad experiences and behaviour, wrongdoing and evil need not have the last word.

Justice

Pupils can be confident that their actions will be treated justly. Justice is not seen in isolation from the complementary core virtue of Forgiveness as we recognise in reflecting the nature of God and what Christ achieved on the cross, we need both in our school community.

Love

Love underpins all that we do. Our mission statement is headed by Jesus' appeal to 'Love God, and love each other.' Love should be a primary fruit yielded by our tree-like pupils who are planted by those streams of living water that flow from the law of the Lord. After all, 'God is love' (John 1:8) and the more we love, the more we know God and reveal Him in our lives.

Peace

Our sincere hope is that our pupils will experience a life of internal and spiritual prosperity and know something of the holistic Biblical peace known by the Hebrew word: 'Shalom'.

Trust

Proverbs 3:5 implores us to 'Trust in the Lord with all (our) hearts, and lean not on (our) own understanding.' Again, we recognise that the need to offer our pupils the opportunity to trust God and to 'meditate' and 'delight' in the Law, the Word of the Lord!

Parents who send their children to our school, formed as it is around this clear sense of purpose, will not be disappointed. They can take comfort in the knowledge that their child is offered an encounter with Jesus Christ and with the Christian faith and with an education that embraces excellence and academic rigour within the wider framework of spiritual, physical, intellectual, emotional, moral and social development, all of which combined will allow their precious and unique child to prosper in all that they do.

The Purpose of St Christopher's (please see diagrams on pages 13 and 14)

Curriculum Aims

The curriculum is the central way in which we seek to bring life to the school's purpose. Our interpretation of what comprises the curriculum is broad and encompasses all learning and other experiences that we plan for our pupils and students.

The aims of the curriculum are to:

1. Offer a meaningful encounter with Jesus and the Christian faith and practice in a way that enhances the lives of pupils
2. Provide opportunities for all pupils to learn and achieve
3. Promote the moral, cultural, mental and physical development of all pupils at the school and of society
4. Prepare pupils for the opportunities, responsibilities and experiences of adult life.

The organisation, structuring and delivery of the curriculum also builds from the school's sense of **purpose**, particularly its promotion of educating for academic success and wellbeing. Our curriculum deliberately brings our pupils into contact with some of the greatest thoughts of all time (knowledge), enabling them to change how they think about the world (wisdom). The curriculum is selective, we cannot teach children all that has been thought and said. We can, however, introduce them to the conversation in which they can join with others, living and dead, to decide what 'the best' might be. Our curriculum serves as an invitation into this conversation.

Curriculum content, its selection and sequencing, is therefore such an important choice and weighty ethical responsibility. In selecting and providing for our curriculum we are reminded that we are not atomised individuals waiting to have our innermost passions discovered; we are, instead, part of God's kingdom on earth - an extended community of minds that stretches back into the past and will stretch beyond us into the future ('Jesus Christ is the same yesterday and today and forever' Hebrews 13:8).

We relish the opportunity to move beyond the National Curriculum and the confines of exam specifications, real and demanding though they may be, to the creation of a curriculum determined by teachers and within which there is scope to act and manoeuvre; a welcome shift from the decades old culture where the creative role of the school had become diminished, a narrowing had taken place of knowledge, and the professional contribution of teachers has been largely ignored.

However, these opportunities are not all new. We have long resisted, with varying degrees of success, the tide of centrally imposed restrictive accountability measures that narrow that which is prized. A curriculum for life, one which has moved away from a 'metric culture' to 'cultural capital', from the 'hot house' to the 'green house', is one which have long treasured and sought to promote.

Our curriculum provision, building on a vision which is deeply Christian, is one which is wary of commonly held and widely shared aims of education such as 'preparing young people for the 21st century'. How can we decide what is relevant to the ever-shifting 'now'? Or worse still, a curriculum which is deemed 'engaging' or 'relevant' by pupils. An approach of this sort is one where we would have completely lost our moorings.

We aim to promote academic success and wellbeing in an effort to secure and rejoice in the fullness of life and the prosperity of all.

In so doing young people will be supported in their journey to adulthood to be:

- Ambitious and capable pupils and students, ready to learn throughout their lives;
- Enterprising and creative contributors, ready to play a full part in life and work;
- Ethical and informed citizens of the local community, country and wider world;
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of families and communities.

The curriculum as a whole provides a clear 'map' made up largely of subjects taught discretely from one another in an effort to acknowledge and preserve their academic distinctiveness. This enables pupils to understand that each subject draws on its own knowledge, made up of those concepts, facts, processes, language, narratives and conventions which have changed over time and will continue to change.

A distinction is drawn therefore between substantive knowledge - the content that teachers teach as established fact - and disciplinary knowledge, a curricular term for what pupils learn about how that knowledge was established, its degree of certainty and how it continues to be revised by scholars, artists or professional practice. It is that part of the subject where pupils understand each discipline as a tradition of enquiry with its own distinctive pursuit of truth.

This approach, the dividing of subjects into academic 'islands', does not prohibit however the search for intelligent connections ('routes') between disciplines, particularly when there is the opportunity for pupils to grasp something of the School's purpose, for example in our work in promoting oracy or pupil leadership. We do avoid however want to avoid tokenistic box-ticking cross-curricularity.

Curriculum Structure

The formal curriculum is delivered primarily although not exclusively through taught lessons organised around five sixty-minute periods per day, organised as a two-week 48 lesson timetable.

Key Stage 3

The key stage 3 curriculum takes the National Curriculum (2014) as its starting point but it is planned, taught and assessed in a manner which is more ambitious than that prescribed.

Subject	Y7	Y8	Y9
Art	2	2	2
Computing	2	2	2
English	7	7	6
Geography	3	3	5
History	3	3	4
Mathematics	7	7	6
MFL	4	4	4
Music	2	1	2
PE	4	4	4
PSHE	1	1	1
RE	3	3	3
Science	6	6	6
Technology & STEM	4	4	3

Allocation of periods across a two week timetable of 48 lesson.

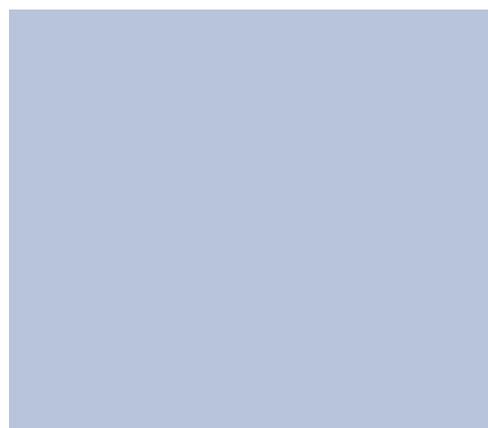
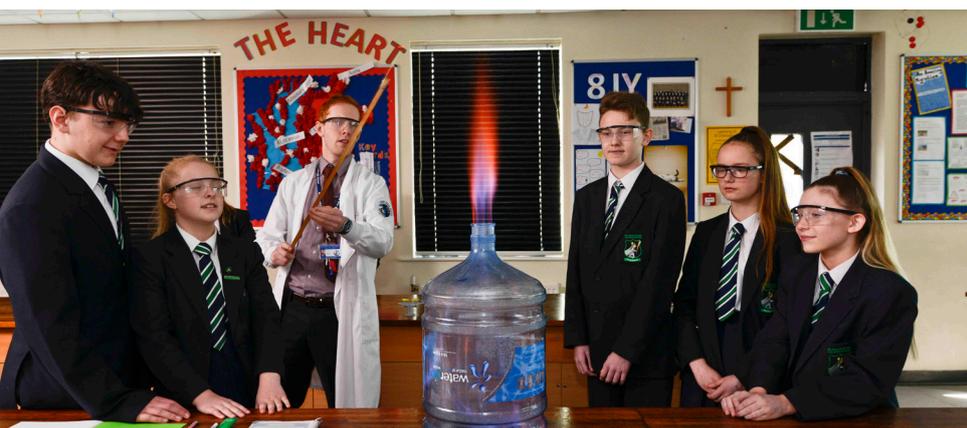
Key Stage 4

In years 10 and 11, all pupils follow a core curriculum of English, mathematics, science, RE, PSHE and games. In addition, pupils select three courses from a wide range of GCSE options.

All pupils are provided with the opportunity to study the EBacc suite of qualifications.

Core Subjects	Y10	Y11
English Language & Literature	8	8
Mathematics	8	8
Combined Science	10	10
RE	4	4
PE/Games	2	2
PSHE	1	1

Key Stage 4 core subjects and time allocation.



In addition to the core curriculum pupils are invited to make informed and appropriate options of other subjects to study. Three option subjects are selected giving pupils a total of nine examination courses to follow during this key stage.

Option Subjects for 2019-20 (offered)	Y10	Y11
Art	5	5
Biology	5	5
Business Studies	5	5
Chemistry	5	5
Design Tech	5	5
Drama	5	5
Enterprise & Marketing (Level 2)	5	5
Food Prep & Nutrition	5	5
French	5	5
German	5	5
Geography	5	5
Graphics	5	5
History	5	5
Music	5	5
Performing Arts (Level 2 Technical)	5	5
PE	5	5
Physics	5	5
Spanish	5	5
Sports Studies (Level 2)	5	5
Textile Design	5	5

Key Stage 4 option subjects (typical) and time allocation.

Key Stage 5

The school sixth form of 300 students opened in 2010 and has proven to be highly successful, offering the young people of east Lancashire with the opportunity to study as part of a school community which places their spiritual, moral, cultural and academic wellbeing at the heart of all that we do. It is a vibrant part of the school and one where students secure wisdom and understanding and learn how to live well together whilst discovering what it is to be fully alive.

Almost thirty A-level courses are offered in the Sixth Form. Most students continue to study four subjects throughout the Lower Sixth and continue with three of these in year 13. Each subject is allocated nine lessons (hours) across the two week timetable.

A-level subjects offered (2019 entry)

- Art
- Biology
- Business Studies
- Chemistry
- Classics
- Computing
- Economics
- English Language
- English Lit & Lang
- English Literature
- French
- Further Mathematics
- Geography
- German
- Government & Politics
- History
- Law
- Mathematics
- Music
- Performing Arts (BTEC)
- Physical Education
- Physics
- Product Design
- Psychology
- Religious Studies
- Sociology
- Spanish
- Textiles

In addition to the formal taught curriculum all lower sixth formers participate in an extensive enrichment programme which takes place on Wednesday afternoons.

Typical enrichment programme

- Aiming for Oxbridge
- Archery
- AS Film Studies
- Aspirations Programme
- Computer coding
- Dance
- Football/ Netball academy
- Judo
- Mindfulness
- Pathway to Medicine
- Sign language
- Work experience

Foundation Pathways

The Foundation Pathways course offers up to 25 young people with particular needs opportunities to gain pre-entry qualifications and to develop important life skills. The Pathways programme is a specialist provision aimed at those students requiring a more accessible, supportive and structured approach to their post-16 education. Pathways success is a clear demonstration of the school's commitment to a comprehensive and inclusive education, one promoting prosperity for all.



SCHOOL PURPOSE

St Christopher's: A Church of England Academy



Our relationship with God

Blessed is the one who does not walk in step with the wicked or stand in the way that sinners take or sit in the company of mockers,
² but whose delight is in the law of the Lord, and who meditates on his law day and night.
³ That person is like a tree planted by streams of water, which yields its fruit in season
and whose leaf does not wither - whatever they do prospers.

Our relationship with self

KNOWING WHAT IT IS TO BE FULLY ALIVE

Our relationship with others

LEARNING HOW TO LIVE WELL TOGETHER

Our relationship with learning

SECURING WISDOM AND UNDERSTANDING

Relationships characterised by shared virtues

FORGIVENESS

FRIENDSHIP

HOPE

JUSTICE

LOVE

PEACE

TRUST

Supporting curriculum aims

Offer a meaningful encounter with Jesus, the Christian faith and practice in a way which is life enhancing

Provide opportunities for all pupils to learn and achieve

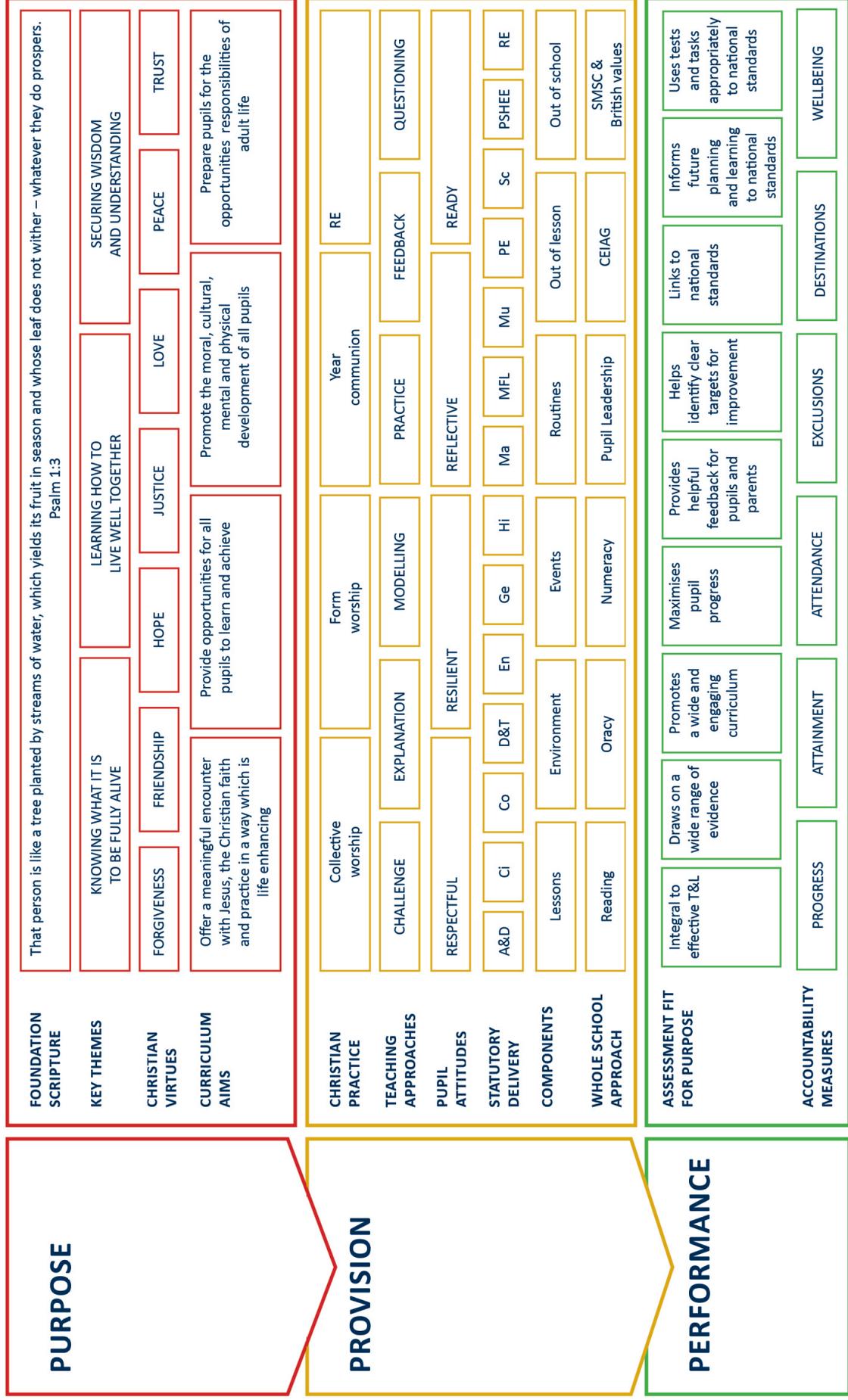
Promote the moral, cultural, mental and physical development of all pupils

Prepare pupils for the opportunities, experiences and responsibilities of adult life



PURPOSE, PROVISION, PERFORMANCE

St Christopher's: A Church of England Academy





Art - The Purpose of Study

Art at St. Christopher's is designed to engage, inspire and challenge pupils, equipping them with the knowledge, skills and resilience to experiment, invent and create. As pupils progress, they are encouraged to think critically and develop a rigorous and informed understanding of the subject. Schemes of learning encourage pupils to appreciate how art and design reflects history and contributes to the culture and diversity of the wider community.

The intention of art is to:

- actively engage pupils in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks learning by exploring with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work
- demonstrate safe working practices in art and design.

Art - Complementing the School Purpose

Foundation Scripture

The prosperity of all is at the heart of the art department. When pupils feel well-supported and fulfilled as unique individuals then they are more likely to succeed. The department prides itself on nurturing St. Christopher's pupils and takes great pleasure when they 'yield their fruits'. By encouraging pupils to learn from experimentation and exploration we hope to reduce the opportunity for 'withering' rather reflection and refinement. An environment of mutual respect enables pupils to flourish and grow; it is essential that pupils recognise their own worth and the worth of each person, like true Christians.

Key Themes

Schemes of learning are designed to encourage pupils to question and challenge accepted norms within society e.g. 'Creative & Critical Thinking' pupils explore how to create a portrait without physically drawing a person. By analysing the work of traditional and contemporary artists, pupils begin to understand and recognise shifts and changes within society e.g. in the year 8 'Community' project pupils explore developing architectural styles over time. Pupils are encouraged to know themselves through creative processes, learning to recognise their strengths and areas for development, e.g through self, peer, 1:1 and formal assessment.

The celebration of cultural diversity and community develop pupils' opportunity to learn how to live well together. Pupils investigate a range of local and global communities throughout KS3 gaining understanding, respect and appreciation of the values and beliefs of others. During this time pupils are encouraged to work collaboratively, developing their own skills whilst also learning from each other.

Through creative expression and comprehension, we hope that pupils will feel increasingly secure of themselves and gain a understanding, compassion and tolerance of others.

Christian Virtues

A key aspect of prosperity in art is based on trust, a learning environment forged from mutual respect and support, fostering creativity and friendship. Pupils need to feel safe to investigate and explore materials, methods and processes. A love for the subject and its possibilities is the ultimate aspiration however intellectual and emotional development for all is integral. It is hoped that all pupils regardless of whether they opt to continue to study art after KS3 will benefit from a greater understanding of the world and its aesthetic value.

Curriculum Aims

Knowledge, skills and understanding are embedded into 'Schemes of Learning.' Themes have been selected to support pupils' spiritual and cultural understanding whilst developing their confidence and skills with a range of media and techniques. Key topics consist of 'Creative and Critical Thinking,' Cultural Diversity,' 'Community,' 'Healthy Lifestyles,' 'Global Dimensions' and 'Developing Technologies'.

Through artistic endeavor pupils know what it is to be fully alive, enjoying opportunities to experiment, take risks and appreciate the fulfillment of the creative process.

Pupils learn how to live well together, being encouraged to celebrate their success and support one another's development. Peer and self-assessment allow pupils to reflect on their own progress and to acknowledge the creativity of others. Individual and group work combine, providing the opportunity for individual achievement, collaboration and negotiation.

Art aims to secure wisdom and understanding as skills develop, media and techniques building year on year. Pupils are encouraged to develop a resilient approach, embracing opportunities whilst acknowledging that not every piece of work needs to be beautiful if learning has occurred: the process and intellectual comprehension can be as valuable as the physical outcome.

The study of traditional and contemporary artists inform practice at all key stages. The ability to understand and see work in context is integral to pupil's comprehension of work and its impact.

Art - Complementing School Provision

Teaching Approaches

Schemes of Learning provide a framework however a strength of the Art department is its diverse skills set. Colleagues are provided with the creative opportunity to adapt and refine individual lessons to celebrate their specialism, illustrating professional judgements and discernment. We have found that this approach keeps Schemes of Learning fresh and engaging, motivating colleagues and pupils to explore and experiment. Resources and good practice are constantly shared throughout the department (and Art/ Technology staff.) It is an expectation that teachers will model specific outcomes and techniques providing opportunity for pupils to observe and ask questions deepening their knowledge. Open and personalised questioning aims to challenge pupils' understanding and encourages them to justify their thought process. Regular and varied feedback provides guidance for individual development in the form of: 1:1, class discussion, peer and self or formal assessment.

Schemes of Learning themes and intentions are shared with pupils so that they understand the bigger picture and take ownership of their outcome, remaining motivated to attain.

Pupil Attitudes

Pupil voice feedback and footfall within the department at lunchtime and afterschool sessions illustrate the popularity of the subject amongst pupils. The department prides itself on its inclusivity, taking time to get to know individuals and to adapt and refine Schemes of Learning to bring out the best of them, 'like a tree planted by streams of water, which yields its fruit in season.' Our learning environment is safe and nurturing both inside and outside of lessons, retention at KS4 and KS5 is reflective of pupil attitudes and opinions.

The aim of the department is ultimately to create well informed and resilient practitioners, but also to foster a love of the subject and a comprehension of the aesthetic that will increase pupil awareness and understanding of themselves, their environment and the global community.

Schemes of learning build on the National Curriculum equipping pupils with the knowledge and skills to experiment, invent and create their own works of art, craft and design. The department works hard to keep schemes of learning challenging and stimulating at all levels. **'The journey of exploration through the stages of development and refinement had been carefully planned and sequenced...The course of study had given the students the confidence to work independently and they responded well throughout' AQA GCSE Moderator 2019, 'It was clear tutors had gone out of their way in order to stretch and challenge the students with a broad and exciting course.'** AQA A Level Moderator 2019.

Engagement during the lockdown periods has been encouraging with many pupils embracing the opportunity to observe demonstrations and ask questions during live lessons, later developing their responses independently and resourcefully, taking a well-earned break from screen time. Department staff made themselves available to pupils through the use of school email and Synergy. With individual feedback pupils celebrated their successes or were provided with further guidance. An online gallery was created to promote interaction allowing pupils the opportunity to observe the work of others and take pride in their own creations, this can be viewed from the school website.

Extra-Curricular and Enrichment

Educational visits and artist workshops have been developed to enrich the specification. Visits and workshops provide pupils with the opportunity to experience and interact with artists and artwork, for example KS4 regularly attend Albert Docks to study the work on display in Tate Liverpool whilst a selection of KS4 pupils join L6 students for artist workshops from the RA or other prestigious artists (Ian Murphy). All A level students have the option of visiting the country's capital, observing work in Tate Modern as a minimum but also Tate Britain and the V&A Museum. The department has also been involved in 'Design Lab Nation.'

During the lockdown period pupils were encouraged to use their time for daily exercise productively, gathering primary sources, fostering increased awareness of the world around them, and promoting good mental health, staff created guidance videos and tutorials.

The art rooms are open every lunchtime and after school for two hours on a Friday and focus groups are being developed by department colleagues to nurture the disadvantaged or support the spiritual development of pupils with a key focus on KS3.

Prior to lockdown students have also worked together at A level to provide stimulus for the Altham branch of 'Age UK.' They considered a range of compositions that would trigger memories and start conversations for people struggling in the local community. Landmarks formed the main focus with a selection of mills and religious buildings combining to great effect. This piece is currently on display in the Common Room of the charity and was embarked upon with the support of subject ambassadors.

Critical studies form an integral part of a well-rounded art education therefore during the lockdown period pupils were guided to take advantage of a range of online exhibitions and artist developed resources. Acclaimed artist Alistair Gordon joined KS5 students for a Teams meeting, providing a live, interactive tour of his current portfolio and studio workspace.

Art - Meeting the Needs of All

Whole School / Cross Curricular Elements

Department staff have each contributed towards the school T&L Hubs (GAN challenging the most able, SPN Year 6-7 transition, JBE PPE). GAN has also completed GCE moderator training and joined the AQA team, this has enabled her to gain a deeper understanding of the specification and provided opportunity to observe in other centers. Standardising sessions have been developed internally to support colleagues in their marking and the application of the exam board specification at GCSE & GCE (including APR and AMN, who are now delivering art specifications in graphics and textiles.)

SPN has a lead role helping pupils transition from year 6 –7 and has worked with the 2021 intake during the summer holidays. JBE worked collaboratively with the Well-Being Team to develop an art therapy group to support and engage PPE and SEND pupils. With the return to more normal routines the department intends to continue the work of SDA developing links within the local community to celebrate art and its spiritual value alongside the RE department. As a department we are working to use metacognitive and cognitive approaches to enhance pupils' retrieval and comprehension skills whilst illustrating their knowledge and understanding with a focus on selected artists. Tasks have been designed to build at each key stage developing pupils' understanding and appropriate reading around the topics investigated. The aim is for pupils to be selective, analytical and relevant in the information transferred.

Meeting the needs of all

The department is constantly reviewing and refining schemes of learning to suit the ability and need of its individual classes and welcomes the return of SAN, a trusted colleague to cover JBE's maternity leave. The aim is to make every lesson count, engaging and stimulating pupils. PP funding is used to ensure all pupils can fully engage with the curriculum, developing coursework and homework independently, accessing the required specialist materials, this additional funding allows all art pupils to experience the curriculum enhancing educational visits. We pride ourselves on being inclusive in our approach with department staff prepared to go the extra mile for their pupils, for example JBE has enabled a SEND pupil to continue to assess GCSE Art by working with her in the home environment, this pupil outperformed her FFT predictions at GCSE, successfully joining the 6th Form to complete A level courses.

The department is working hard to restore successful pre-lockdown routines. Afterschool sessions are open to all but have specific focus during key periods of the term, enhancing coursework, challenging the most able, aiming for A/A*. The safe learning environment provided by the department encourages pupils to support and learn from each other, becoming increasingly independent. Lunchtimes are also put to beneficial use, supporting KS4 pupils to bridge the gaps that have in some cases developed during successive isolation periods and lockdown. It is widespread practice for passed A level students to return to the department, sharing their experiences of university and the world of work to motivate and support developing talent, this has also been an asset in reassuring KS5 students apply for university places during this period of Covid adjustment.

Computing - The Purpose of Study

“Those who can imagine anything, can create the impossible.”

Alan Turing

Digital literacy is also a key focus, allowing our pupils to use, and express themselves and develop their own ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Our pupils are nurtured to see, use and evaluate computational abstractions that help them model the state and behaviour of real-world problems and physical systems. Removing the complexity of details and decomposing down to key algorithms that use logical reasoning.

Pupils are introduced to multiple programming languages, styles and paradigms using them to solve a variety of computational problems. Structures used in everyday life are used to understand and devise, design and develop modular programs that use procedures or functions.

The diverse number systems (Binary, Hexadecimal) and Boolean logic are harnessed so that pupils are able to carry out operations in programs and algorithms to satisfy the necessity of efficiency and effectiveness of solutions.

Our pupils, whether progressing to KS4 or higher, understand a wide range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns.

Computing - Complementing the School Purpose

Foundation Scripture

‘Like a tree planted’ - Not like one growing wild, and as such our pupils are carefully cultivated, and like the advantages of soil and situ that have been chosen, our pupils are given the academic discipline through our Christian reasoning. Our facilities (hardware & software) and teachers are there to give the pupils the best advantages and opportunities for the modern digital world that has become such an integral part of everyday life.

‘By streams of water’ - Alluding to the custom of irrigation where streams are directed from a canal or river to different parts of the ground. We hope to give our pupils the building blocks of computing, not necessarily the final build, but the attributes to learn and grow in aspects they have not even thought of yet. Our schemes of learning give the pupils the precise educational curriculum both envisaged by the government and broadened by the knowledge and vision of our department.

‘Which yields its fruit in season’ - For those who further their studies within the department we offer through our Christian ethos an educational route towards GCSE, which can be achieved with earnest endeavour, with the ripening fruits of their labour rewarded. Within the department our KS4 offerings ensure there is a wide academic range available to fulfil the needs of all our pupils. At KS5, those with the calling to pursue a greater knowledge and understanding are given a deeper, more intellectual observation of the subject.

‘Whose leaf does not wither’ - As the pressures of the world around our pupils increase with both their academic development and their physical and psychological maturity, we offer consideration and support, so that they flourish rather than ‘fall’ and seek hope and not despair. The teaching of the subject is such that pupils observe competent modelling of the curriculum to enable understanding, while support for those who need it, is offered freely and consistently.

‘Whatever they do prosper’ - Overall, it is our aim, that we nourish each and every pupil by providing them with skills to be resilient, encouraging them to build positive social relationships that will take deep root, growing stronger as they find their purpose in life. Just as a tree extending its roots, putting forth, blossoms, leaves and fruit; our pupils will embrace change with confidence and positivity.

Key Themes

Importance (Knowing what it is to be fully alive):

Computer Science is the study of principles and practices that underpin an understanding and modelling of computation, and of their application in the development of computer systems. At its heart lies the notion of computational thinking, a mode that is supported and complemented by a substantial body of theoretical and practical knowledge, and by a set of powerful techniques for analysing, modelling and solving problems. Computational thinking influences many fields such as biology, chemistry, linguistics, psychology, economics and statistics. It empowers pupils to conceptualise and understand computer-based technology, and so are better equipped to function in modern society.

This is fundamentally a practical subject, where invention and resourcefulness are encouraged, but also there is an expectation to apply the academic principles they have learned to the understanding of real-world systems, and to the creation of purposeful artefacts. This combination of principles, practice, and invention makes it an extraordinarily useful and an intensely creative subject, suffused with excitement, both visceral (“it works!”) and intellectual (“that is so beautiful”).

The 'wider context' (*Learning to live well together*):

Computer systems have a profound impact on the society we live in, and computational thinking offers a new 'lens' through which to look at ourselves and our world.

- **Intelligence and consciousness.** Pupils are posed questions such as: can a machine be intelligent? ...be conscious? ...be a person? ...should they hold the ability to choose life or death?
- **The natural world.** We can model the living world, simulations of animal populations and weather conditions, discuss the outcomes and look for solutions.
- **Creativity and intellectual property.** Games, music, movies, gallery installations and performing arts are all transformed by computing and online experiences. The immersive world once read about in fiction is literally our pupils reality, as teachers we must show guidance and leadership.
- **Moral and ethical implications of using computers.** As our world becomes more interconnected, we should consider privacy and which information should be private and which open to scrutiny; we should question how the vulnerable or the digitally disenfranchised can be protected. Pupils are invited to question the status-quo, develop analytical scrutiny, look for bias and detect opinion, ever searching for 'fact'.

Discipline (*Securing wisdom and understanding*):

Education enhances pupils' lives as well as their life skills. It prepares young people for a world that doesn't yet exist, involving technologies that have not yet been invented, and that present technical and 'ethical challenges' of which we are not yet aware. To do this, education aspires primarily to teach disciplines with long-term value, rather than skills with short-term usefulness.

A "discipline" is characterised by:

- A body of knowledge, including widely-applicable ideas and concepts, and a theoretical framework into which these ideas and concepts fit.
- A set of techniques and methods that may be applied in the solution of problems, and in the advancement of knowledge.
- A way of thinking and working that provides a perspective on the world that is distinct from other disciplines.
- Longevity: a discipline does not "date" quickly, although the subject advances. Independence from specific technologies, especially those that have a short shelf-life.

These characteristics encompass foundational principles (such as the theory of computation) and widely applicable ideas and concepts (such as the use of relational models to capture structure in data). It incorporates techniques and methods for solving problems and advancing knowledge (such as abstraction and logical reasoning), and a distinct way of thinking and working that sets it apart from other disciplines (computational thinking). It has longevity (most of the ideas and concepts that were current 20 or more years ago are still applicable today), and every core principle can be taught or illustrated without relying on the use of a specific technology.

Christian Virtues

Each pupil in the department should know their own value and self-worth and be appreciated for their uniqueness. We strive to encourage our pupils to grow in confidence, independence and resilience and welcome challenges.

On a daily basis we aim to instil in all pupils St Christopher's core values and virtues. We aim to do this by modelling these values in all our lessons and interactions with pupils and colleagues.

Through our curriculum we aim to challenge the way our pupils think about the digital world in which they live and the impact this has on faith, culture and society. We endeavour to develop pupils who have a broad range of skills, knowledge and wisdom, and the means by which to utilise these beyond the classroom.

As a result we believe that our pupils will be empowered to flourish and prosper.

Curriculum Aims

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Are responsible, competent, confident and creative users of information and communication technology.

Detail Aims of Key Stages 3 and 4

Algorithms: A pupil should understand what an algorithm is, and what algorithms can be used for.

Key Stage 3

- An algorithm is a sequence of precise steps to solve a given problem.
- A single problem may be solved by several different algorithms.
- The choice of an algorithm to solve a problem is driven by what is required of the solution
- The need for accuracy of both algorithm and data

Key Stage 4

- The choice of an algorithm should be influenced by the data structure and data values that need to be manipulated.
- Familiarity with several key algorithms [sorting and searching].
- The design of algorithms includes the ability to easily re-author, validate, test and correct the resulting code.
- Different algorithms may have different performance characteristics for the same task.

Programs: A pupil should know how to write executable programs in at least one language.

Key Stage 3

- Programming is a problem-solving activity, and there are typically many different programs that can solve the same problem.
- Variables and assignment.
- Programs can work with different types of data [integers, characters, strings].
- The use of relational operators and logic to control which program statements are executed, and in what order
 - Simple use of AND, OR and NOT
 - How relational operators are affected by negation *e.g. NOT (a>b) = a≤b+.
- Abstraction by using functions and procedures (definition and call), including:
 - Functions and procedures with parameters.
 - Programs with more than one call of a single procedure.
- Documenting programs to explain how they work.
- Understanding the difference between errors in program syntax and errors in logic.
- Finding and correcting both kinds of errors.

Key Stage 4

- Manipulation of logical expressions, e.g. truth tables and Boolean valued variables.
- One & Two-dimensional arrays
- Programming in a low level language. Procedures that call procedures, to multiple levels. [Building one abstraction on top of another.]
- Programs that read and write persistent data in files.
- Programs are developed to meet a specification, and are corrected if they do not meet the specification.
- Documenting programs helps explain how they work.

Data: A pupil should understand how computers represent data:

Key Stage 3

- Introduction to binary manipulation.
- Representations of:
 - Unsigned integers
 - Text.
 - Sounds
 - Pictures
 - Video

Key Stage 4

- Hexadecimal
- Two's complement
- Signed integers
- String manipulation
- Data compression; lossless and lossy compression algorithms
- Problems of using discrete binary representations
- Representing fractional numbers

Computers: A pupil should know the main components that make up a computer system, and how they fit together (their architecture).

Key Stage 3

- Computers are devices for executing programs
- Computers are general-purpose devices (can be made to do many different things)
- Not every computer is obviously a computer (most electronic devices contain computational devices)
- Basic architecture: CPU, storage (e.g. hard disk, main memory), input/output (e.g. mouse, keyboard)
- Computers are very fast, and getting faster all the time (Moore's law)
- Computers can 'pretend' to do more than one thing at a time, by switching between different things very quickly

Key Stage 4

- Logic gates: AND/OR/NOT.
- Circuits that add. Flip-flops, registers (**).
- Von Neumann architecture: CPU, memory, addressing, the fetch-execute cycle and low-level instruction sets.
- Assembly code. [LittleMan]
- Compilers and interpreters (what they are; not how to build them).
- Operating systems (control which programs run, and provide the filing system) and virtual machines.

Communication and the Internet: A pupil should understand the principles underlying how data is transported on the Internet.

Key Stage 3

- A network is a collection of computers working together
- An end-to-end understanding of what happens when a user requests a web page in a browser, including:
 - Browser and server exchange messages over the network
 - What is in the messages [http request, and HTML]
 - The structure of a web page - HTML, style sheets, hyperlinking to resources
 - What the server does [fetch the file and send it back]
 - What the browser does [interpret the file, fetch others, and display the lot]
- How data is transported on the Internet
 - Packets and packet switching
 - Simple protocols: an agreed language for two computers to talk to each other. [Radio protocols “over”, “out”; ack/nack; ethernet protocol: first use of shared medium, with backoff.]
- How search engines work and how to search effectively. Advanced search queries with Boolean operators.

Key Stage 4

- Client/server model.
- MAC address, IP address, Domain Name service, cookies.
- Routing
- Deadlock and livelock
- Redundancy and error correction
- Encryption and security

Computing - Complementing School Provision

Extra-Curricular and Enrichment

- Algorithms Modular arithmetic, Hashing, Distributed algorithms, Optimisation algorithms and heuristics, Graphics [rotating a 3D model]
- Programming: Implementing recursive algorithms, Programming for the real world, Robotics, Object Oriented and Functional languages, App development, Developing for different environments Programming using SDKs and other hardware open source.
- Data: List, Graphs and Trees, Binary tree traversals, Pointers and dynamic data structures, Floating point representation, Computers Interrupts and real-time systems, Multiprocessor systems, Memory caches
- Communications and Internet: Asymmetric encryption, key exchange, Human Computer Interaction (HCI), Recognition of the importance of the user interface, Simple user-interface design guidelines

English - The Purpose of Study

As a team of passionate and knowledgeable teachers, underpinned by our shared values, we commit to:

- encourage highly aspirational ways of communicating, and appreciating our world
- develop strong relationships based on mutual respect
- foster independent and challenging thinking
- encourage a love of literature and an understanding of our English heritage.

“Imagination will often carry us to worlds that never were,
but without it, we go nowhere.”

We offer all pupils a high quality education helping them to communicate effectively, and to appreciate and respond to our world. We want our pupils to experience a wide range of literature and ideas, to be curious, to ask questions, to think critically, and to appreciate and produce good English. Through flexible teaching approaches, we aim to make the curriculum accessible to pupils of different abilities.

Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society.

The study of English helps pupils to understand and contribute to the infinite variety of our world (‘Knowing What It Is To Be Fully Alive’ and ‘Learning How To Live Well Together’).

It is our aim that all pupils will complete their studies as literate and intelligent contributors to their communities. We aim to inspire a life-long love of English and a foundation from which to build a love of literature.

The successful teaching of the subject will enable pupils to develop an understanding of the English Language and its literature as well as their contexts and learn to appreciate our rich and varied literary heritage. Pupils are encouraged to learn about and explore their cultural heritage, especially as research suggests this can be a limiting factor in career progression. This is explored through studying a range of different genres from different time periods. For instance the Gothic and Dystopian genre, and the Shakespearean, Dickensian, Victorian and modern day periods. Through independent research, and study of these texts, including an awareness of the importance of context, pupils will learn to analyse, evaluate and empathise. This will aid their path to becoming global citizens as being able to reason and think for themselves, is a desired commodity. This will in turn, open up opportunities in many different fields of work. Through the study of a wide range of texts, pupils will exercise textual skills such as close reading for both pleasure and information, analysis, interpretation, evaluation, comparison, deconstruction. They will acquire a wide vocabulary; an understanding of grammar and linguistic conventions and use these skills to widen and deepen their understanding of, and facility in the production of, and adaptation of, texts, using Standard English, for a wide range of audiences and purposes. This knowledge will aid them when they go forth into the wider community.

Successful teaching of the subject will, in addition, ensure that pupils will be competent in the arts of speaking and listening and through these medium be able to work collaboratively with their peers and be able to articulate clearly, their understanding and ideas. We aim to foster teamwork and leadership skills. These are transferable life skills and attitudes which are valued by future employers.

We endeavour to equip our pupils with the necessary knowledge and skills to enable them to have the widest choice when it comes to them making choices with regard to their future career path. For those who wish to continue their study of English language and/or English literature, we offer A-level courses. This will lead them to deepen their knowledge and enhance their skills.

English - Complementing the School Purpose

Foundation Scripture

The study of English encourages all to evaluate the world and “meditate on God’s Law” enabling them to keep them from the path of the “wicked”. Good literacy skills will enable our pupils to “yield their fruit” and to “prosper”.

Key Themes

The acquisition of knowledge is not limited to a collection of unrelated facts. Whilst English is a rewarding discipline in its own right, it is also a foundation on which study of all other subjects, and indeed the world, is built.

Pupils will learn to understand their place in the world. Through Literature, they will learn to understand and care for one another and the world. Language study will help them to rationalise and express their feelings. Lessons will be taught in such a way that encourages exploration of ideas and formation of views, as well as mutual respect.

Christian Virtues

Study of English is essential for the development of all the Christian Virtues of our school. It is only through developing pupils’ ability to understand, think and articulate that they can deepen their ability to understand and practise Forgiveness, Friendship, Hope, Justice, Love, Peace, Trust and Wisdom.

As a team of passionate and knowledgeable teachers, underpinned by our shared values, the English department promote Christian Virtues throughout their lives, professional and personal. We believe that our example should embed these virtues in our subject and our pupils’ lives.

Curriculum Aims – Main School

Within the framework of the National Curriculum, all pupils will be provided with opportunities to learn, develop and achieve. The curriculum is designed to encourage progression and for each year to build on the knowledge and skills acquired in the previous year(s).

All Teachers build on the knowledge and skills that pupils have been taught in previous years and decisions about progression are based on continuous assessment of pupils’ knowledge, skills and understanding. Pupils whose development is more advanced, are challenged through being offered opportunities for increased breadth and depth in reading and writing. Those who are less fluent have their knowledge, understanding and skills, consolidated, including through additional practice.

A range of different strategies and resources are employed to stretch the most able, whilst supporting those who have yet to acquire the necessary knowledge and/or skill. Many different strategies are employed to cater for diverse needs. For instance: scaffolding tasks; the utilisation of visualizers (installed in each classroom) to facilitate the sharing of material produced by the pupils, both exemplar texts and texts used to help illustrate common errors, as well as teacher exemplars. White boards are used to as a non-threatening tool to check recall and encourage whole class participation, whilst also providing immediate feedback to the teacher. Learning styles are also taken into account, kinaesthetic, visual and aural, and lessons are planned accordingly. A teacher might, for instance use graphic images on a set of cards for the teaching of review writing; short video clips to underpin context; handouts for pupils to annotate. Teachers also challenge pupils by presenting them with abstract concepts to encourage their higher level thinking skills

Pupils’ oracy skills are developed through questioning techniques, and pair and group work, to encourage pupils to express their ideas coherently, using spoken Standard English. Targeted questioning is a key teaching strategy used to stretch the more able - as well as to support those who, for instance, need to be refocussed in order for them to make progress - causing them to question themselves.

Peer assessment and self-assessment is planned into lessons to encourage critical evaluation and reflection. Current research and pedagogy is considered, particularly in the areas of metacognition including the importance of interleaving, spacing, revisiting and the framing of questions to aid the retention of knowledge.

To further deepen pupils’ knowledge of their culture, extracurricular activities and visits are arranged, for instance author visits, theatre trips, and a cultural weekend in London has been a yearly occurrence for many years. In Year 11, all pupils are invited to participate in a revision weekend and to ensure that it is inclusive, PP pupils are funded by the school. The department participates in a yearly literature quiz competition involving local schools. Lunchtime activities are also arranged, for instance a drama club, debating club and the opportunity to study for the English Speaking Board qualifications.

We believe in building strong relationships with pupils and encourage them to ask for help and advice. Regular revision/help sessions are held after school. The department encourages a positive attitude and nurturing environment, through a policy of mutual respect and clear expectations.

The English department considers reading a key skill for pupils to acquire. We believe all pupils should be able to read a range of texts critically and with comprehension and this is taught in lessons. However, we also wish pupils to enjoy reading. To this end, all pupils in Years 7, 8 and 9 are encouraged to read a book of their choice at the beginning of lessons; a range of class readers aimed at appealing to a range of different tastes are used in KS3; a different Shakespeare play is studied in each year at KS3; reading homework is set; library lessons are a feature of the timetable in Year 7 and 8; Accelerated Reader is used in Years 7 and 8 to encourage and expand pupils' reading skills, and expanded into Year 9 for less confident readers; the school library is open before school, during break and lunchtime, as well as after school and pupils are encouraged to read the range of texts available to them; the School Librarian encourages pupils to use the library by running competitions such as design a bookmark and by getting pupils involved in the Lancashire Children's Book of the Year. The department also takes part in National Book day wherein pupils dress up as a literary character and compete in library competitions. A range of vocabulary is necessary to enable pupils to understand and appreciate texts and different strategies are used to promote this. For instance: teaching an awareness of etymology and morphology; regular spelling tests; studying key vocabulary from a text prior to the text being shown to pupils; challenging vocabulary logs; vocabulary windows.

English is unique in that, as well as allowing measurable levels of achievement in terms of acquisition of skills and knowledge, achievement is also demonstrated in more abstract ways as pupils understanding and ability to communicate develops. There will be discrete units of work in, for example, Formal Letters or Persuasive Writing, but all this contributes to, and underpins, a continuous, linear improvement in general literacy. By the end of Year 9, pupils will have experienced most of the main genres, and had opportunities to practise the creation of pieces of work from many of these. In Years 10 and 11, the genres will be revisited, and augmented by new ones which will contribute to the broad and balanced curriculum required for the GCSE.

Curriculum Aims – Sixth Form

The A-levels in English Language, English Literature and English Literature and Language are designed to foster our students' academic independence and to engage their interest in and enjoyment of their chosen subject. In the course of their studies, students will read widely and independently across a range of genres. They will learn to analyse texts in detail and become proficient in assessing both literature and language in terms of culture, tradition and historical context. The ability to critically engage with diverse texts will enhance a student's own creativity and give them a greater awareness of the power of language and equip them with the expertise to use language to communicate effectively in terms of purpose and audience. Study at A-level provides students with an introduction to the discipline of advanced literary and linguistic analytical methods; it presents them with the opportunity to read widely and make creative and informed responses. Moreover, the study of both language and literature provides students with the opportunity to undertake independent and sustained studies which develops their skills as producers and interpreters of texts allowing them to develop intellectual autonomy. The academic approach outlined above will provide our students with skills that will enhance their employability and help them prepare for their adult life in both public and private contexts. Furthermore, the study of English facilitates the fostering of cherished British values such as tolerance, respect and freedom of expression. An understanding of these values is, we believe, essential to a productive contribution to a free society.

It is the intention of the English Department to ensure that the curriculum is made accessible and stimulating to all students who have chosen to study the subjects. We aspire to foster a love of literature and language. We wish to enable our students to appreciate both the relevance and the utility of literature and language within their daily lives. We seek to encourage students to explore the universal and timeless nature of the human condition as it is presented and explored throughout literature. We further seek to encourage students to explore mankind's unique capacity for language and its primary function of allowing humanity to communicate within and across our cultural and geographic communities. It is our belief that such explorations will inevitably enhance our students' sense of compassion in fidelity to our mission statement.

Foundation Pathways - The Purpose of Study

In 2018-19, national figures show that 5.9% of people aged 18 – 64 with a learning disability were actively employed. In Lancashire the figure was 1.8%. Prospects for young people with a learning disability are staggeringly deficient. The overriding purpose of the Pathways programme is to provide an opportunity for students with additional learning needs to prosper by championing and supporting them on a journey into discovering skills and capabilities that may not have been previously recognised or explored.

Foundation Pathways is a full time, structured, challenging Study Programme that is individually tailored for every student to ensure maximum development and progression towards career goals. It combines the elements of:

1. Substantial qualification (BTEC Introductory Vocational Award at either Entry 2/3 or Level 1) to prepare for further study, supported internship or employment.
2. English and maths for those students who have not achieved a Grade 4 at GCSE (Edexcel Functional Skills English and Maths at Entry 1 – 3, Level 1 & 2 or GCSE study if appropriate).
3. Work experience in Year 13 to give the students the opportunity to develop their career choices and to apply their skills in real working conditions.
4. Personal and social development activities to develop students' character, broader skills, attitudes and confidence. (Courses include: Accessing the Community, Independent Living, Enrichment, Enterprise, BTEC Home Cooking Skills).

The course far exceeds the recommended 600 hours per year (approx. 1000 hours) to ensure full coverage and maximum opportunities for progression in all areas.

Foundation Pathways - Complementing the School Purpose

Foundation Scripture

God shows no partiality towards those with exceptional academic talents; all are equal and deserve equal chances to flourish and prosper. The tree planted by the streams of water does not grow rapidly, but slowly and steadily; its strong foundations and established roots providing the nourishment required to yield fruit. Through love, patience, reassurance and guidance staff provide students with the necessary tools to bolster them against barriers and difficulties encountered during classes and beyond which extends comfort zones and drives academic and social progress.

Key Themes

Securing Wisdom and Understanding

Learning how to Live Well Together

Knowing what it is to be fully alive

Students arrive on the course with various needs, difficulties and issues. These can sometimes be in direct opposition to each other; for example, one student may need to move constantly or have great difficulty not shouting out and another may have sensory processing issues which requires total silence. These students have to learn how to 'cope' with each other in the classroom. By encouraging open, honest conversations students can often, with support, come to an agreed compromise on how to move forward and learn to live together. This leads to an increased wisdom and understanding of both their own and others' needs and provides practical support on how to self-manage difficulties more effectively in everyday situations.

An engaging programme of activities with numerous teaching and assessment methods closes gaps and helps students to recognise and explore prospective career paths. They begin to appreciate their potential to make a valued, valid contribution to their families and communities, whether through paid or voluntary employment opportunities. Progress files containing qualification certificates gained, overwhelmingly positive references from employers, excellent examples of completed work and photographs of the students 'in action' demonstrates how they are beginning to recognise what it means to be fully alive.

Christian Virtues

Students engage in form time worship tutorials where discussion and self-expression are actively encouraged. Christian virtues are explored alongside those of other beliefs; discussion 'rules' are devised by students and then displayed to act as a reminder of the need for empathy, self-control and respect. Kindness towards others is demonstrated and modelled by and between staff and students at all times.

Students complete enterprise activities and organise events (MacMillan Coffee Morning, for example) where money is raised for a charity of their choosing. Some students also choose to participate in the sixth form enrichment Charity Committee with those from the A level cohort where events and fun activities are organised to raise money for local groups and causes.

Achieving a greater degree of independence is a frightening prospect for many Pathways students as they may have had 1:1 support during their school careers. A high degree of trust between students and staff is critical to facilitating the high levels of academic and social progress expected; encouragement and reassurance from staff bolsters the students and gives them the courage to try new, challenging learning experiences.

Curriculum Aims

Provide opportunities for all students to learn and achieve

By providing courses and teaching support that is tailored to their academic levels and individual needs, students learn and achieve qualifications that will support them in their preparedness for further study or employment.

Promote the moral, cultural, mental and physical development of all students

Part of the programme of personal and social development includes a series of lessons developed by the British Army from the DfE Character Education Framework Guidance (Nov 19) on 'Respect, Resilience, Integrity, Courage and Compassion'. These sessions focus on promoting positive moral attributes and virtues through interactive, engaging, age appropriate activities.

Prepare students for the opportunities and responsibilities of adult life

On entry to the programme, all students are audited using the Preparation for Adulthood Outcomes toolkit which focusses on the skills necessary for adult life. During 1:1 weekly tutorials with their keyworker, students will track where they are currently, where they want to be and what they need to be able to do to get there. Termly targets based on individual outcomes are developed in conjunction with the student which may focus on personal care, independent travel, meal preparation, sleep or organisational ability. Students have their own area of the 'board' in their form room where 'speech bubbles' are written detailing achievements, successes and positive steps towards achieving their personal targets.

BTEC Pre-Introductory / Introductory Vocational Studies (12 hours per fortnight)

After gleaning information from a student's previous school, qualifications gained, communicating with parents and during interviews with the student themselves, students are placed into a vocational group appropriate for their academic level. This can be either Entry 2, 3 or Level 1. The BTEC qualification provides the opportunity to identify learning goals and develop research and employability skills through the completion of two mandatory units along with completion of units dedicated to specific vocational sectors.

The portfolio-based approach to assessment supports the development of communication skills such as extended writing and drafting, critical skills of analysis, teamworking, working from a prescribed brief, working to deadlines, presenting information effectively, accurately completing tasks and processes and study skills such as research and time management.

Reformed (2019) Functional Skills English & Maths (6 hours each per fortnight)

The reformed functional skills qualifications provide a foundation for progression into employment or further technical education and develop skills for everyday life. There is now a much greater emphasis on employment and educational progression within these qualifications, which are accredited from Entry Level 1 to Level 2. For those students for whom GCSE study is deemed not appropriate, functional English and maths is delivered in small, intensively supported, ability streamed groups and final exams can be paper-based or online.

On entry students complete initial diagnostic assessments in both English and maths which provide information on level of academic ability, strengths and areas for improvement.

Functional English (Entry 1, 2, 3, Level 1, 2)

Functional English gives students the opportunity to demonstrate their ability at an appropriate level to read, write, speak, listen and communicate in English. The curriculum is planned in such a way so that students can apply these skills to a range of purposes in a workplace and in other real-life situations.

Entry Level 1 – 3 qualifications give students the opportunity to:

- listen, understand and respond to verbal communication in a range of familiar contexts;
- acquire an understanding of everyday words and their uses and effects and apply this understanding in different contexts;
- read with accuracy straightforward texts encountered in everyday life and work, and develop confidence to read more widely;
- write straightforward texts and documents with clarity and effectiveness and demonstrate a sound grasp of spelling, punctuation and grammar.

Level 1 and 2 qualifications given students the opportunity to:

- listen, understand and make relevant contributions to discussions with others in a range of contexts;
- apply their understanding of language to adapt delivery and content to suit audience and purpose;
- read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing;
- write texts of varying complexity, with accuracy, effectiveness and correct spelling, punctuation and grammar.

Edexcel Functional Maths (Entry 1,2,3, Level 1, 2)

Edexcel Functional Maths qualifications give students the opportunity to demonstrate a sound grasp of the underpinning skills and basics of mathematical problem-solving skills appropriate to the level, and the ability to apply mathematical thinking to solve problems in familiar, real-life situations. Exams consist of non-calculator and calculator assessments of various lengths and can be paper based or online.

Students at Entry Level work towards being confident in their use of fundamental mathematical knowledge and skills and demonstrate this by applying their knowledge and skills to solve simple mathematical problems or carry out simple tasks.

At Levels 1 and 2 students demonstrate their ability in mathematical skills and their ability to apply these, through appropriate reasoning and decision making, to solve realistic problems of increasing complexity. They will also be introduced to new areas of life and work so that they are exposed to concepts and problems which, while perhaps not of immediate concern, may be of value in later life. They also develop an appreciation of the role played by mathematics in the world of work and in life generally.

For those students that have achieved a Grade 4 in English or maths, the flexibility of the timetable allows for alternative, accredited courses to be completed. Currently, two students on the programme have achieved their GCSE Maths so they, with the support of a TA, are completing Coding and Web Design courses offered by the Institute of Coding in collaboration with the University of Leeds. These will underpin their present knowledge and skills and better prepare them for the IT based programmes they wish to complete at FE college. One student that held no previous English qualifications but showed a particular aptitude for the subject joined GCSE classes in main school and despite difficulties with the COVID situation achieved a Grade 5.

Foundation Pathways - Complementing the School Purpose

Other accredited courses completed by all students:

BTEC Level 1 and Level 2 Home Cooking Skills (3 hours per week)

BTEC Level 1 Planning and Participating in Work Experience (3 hours per week)

BTEC Entry 3 / Level 1 Performing Arts (3 hours per fortnight)

These courses assist in the academic and social progression of students and lead to improved outcomes for all, particularly in the areas of independence, social skills, working with others and speaking, listening and communication.

Foundation Pathways - Complementing the School Provision

Teaching Approaches

Teaching approaches within Pathways are flexible, adaptable and inclusive by design. Prior to any teaching taking place, teachers are armed with information on specific student needs through the EHC plan provision requirements, previous qualifications achieved, transition information gathered from past teachers or the school SENCO and taster session attendance.

Learning outcomes are presented in a multi-sensory manner with differentiated tasks, visual aids or scaffolding resources provided as required. Sensory considerations are taken where necessary and students are given the time they need to formulate written or verbal responses. Careful consideration is given to how information and instructions are presented in order to prevent cognitive overload and increase anxiety, which has often been a barrier to learning in the past for many of our students. Modelling or the demonstration of both academic and practical tasks as well as behaviour expectations allow for greater understanding, and role plays within a 'safe space' provide practice opportunities for real-life scenarios. Close reading strategies and active listening are taught explicitly throughout the curriculum to improve comprehension and ability to follow increasingly complex instructions. Metacognitive approaches are encouraged to facilitate the recognition of learning style, needs and the transferability of newly acquired skills and knowledge to other areas of the curriculum and 'real-life'.

Individual feedback against specific learning criteria is provided for all students to progress and the small teaching groups allow this to happen regularly in both verbal and written format.

Trips, Visits and Enrichment Opportunities

Along with the personal development opportunities within the Pathways timetable, students are also encouraged to participate in sixth form enrichment activities to develop wider skills, increase their social circles and learn to communicate with peers outside their immediate friendship groups. Students are currently part of various groups, including Charity Committee, Craft Club, Photography Club (lunchtime) and Sport and Recreation.

Trips, visits and residential are a valuable component of the Pathways curriculum as they promote independence and increase self-esteem and confidence. Past trips have included visiting Harry Potter Studios, YHA Mankinholes and Bradford Film Museum, Kielder Forest (Calvert Trust) 3 day residential and smaller trips such as visits to local supermarkets and shops to buy ingredients or supplies for enterprise activities.

Transition: In and Out

Students are often recommended for the Pathways programme by the SENCO at their school or parents discover it through word of mouth. They, along with their parents or TA, are given the opportunity to visit the sixth form and see classes 'in action'. If a student decides to apply and it is decided that the programme is appropriate for them, they will participate in a number of taster sessions that are offered after they have left school, where discreet testing and observations take place. As much information as possible is gathered from the student, their parent or carers, school staff and EHC plans to inform future curriculum planning. Regular parent group meetings and parents' evenings provide the opportunity to discuss any concerns, issues and to give or receive feedback regarding student progress.

On transition out of the programme Year 13 students are given careers advice, guidance and information about opportunities available to them locally in their weekly 'Transitions' session. Parents or carers are given local college open evenings and events dates and times and they can discuss any concerns or issues at a dedicated parent group meeting that is held in the autumn term of Year 13. Through extensive conversations, supported taster visits and providing up to date information through the annual review process, students have the confidence, skills and abilities to take the next advancing step towards their chosen careers.

Geography - The Purpose of Study

How can we understand how the streams of water get to the tree, without understanding the water cycle and surface water flows?

Or how the seasons pass that cause the leaf to grow and wither, without understanding meteorological and atmospheric changes, including why more leaves are growing in the UK but more are burning in the USA and Australia?

Or how the fruit is yielded, without understanding different ecosystems and the changes with interactions of people that have changed them to yield more fruit from the same seed?

Indeed, we can see the importance of Geography transfer through the verse into our students' learning. Our purpose is to translate these geographical concepts from the outside world into the classroom; to allow students to secure wisdom and understanding of key natural and human processes and interpret and evaluate them within a changing place; and then allow students to return this learning back into the "untidy" real world that they experience and apply it to features they encounter, and the important human-environment relationships of the current century.

"Geography is a subject which holds the key to our future"

Michael Palin, Former President of the RGS

The purpose of studying Geography is to open students' eyes to the wider world surrounding them and to give them the building blocks to understand this world and the human-environment relationships within this. It is the aim of the Department that students will leave lessons as more rounded individuals that understand their own sense in the wide world, whether it be in their local place, or their global responsibility. This underlines the school purposes of knowing what it is to be fully alive, and learning to live well together. We aim to teach in a thematic approach that allows students to compartmentalise knowledge and then make links between human and physical parts of the discipline. We also want to ensure that our subject is relevant to real world discussions so that students can see the place of Geography in a modern classroom. We value the ideal of Geography as a subject that should be studied with an "outdoor mind", and the curriculum introduces students to the subject in real world contexts through case studies and place based lessons. We also ensure the high value of fieldwork, by giving pupils this experience in every year at the school, as this displays the acquisition of wisdom as deeper learning that covers understanding both within and without the classroom. Overall, we place the highest value on students enjoying and achieving in the subject – this should be the purpose of all learning in a school environment; to keep students wanting to know more, to study further and engage with their world in an informed and confident way.

Geography - Complementing the School Purpose

Foundation Scripture

The foundation scripture of the school's curriculum underpins the key aims of the teaching staff in the department – to encourage students to grow through understanding, analysis and evaluation in their confidence in the study of Geography. As the tree grows, students will want to investigate the different branches of the disciplines of human and physical Geography, and may go on to specialise in these in their A Level studies on their independent non-examined assessment. For others, the image of the stream can depict knowledge trickling up the curriculum, as students study a range of core foundations of the subject through Key Stage 3 that they can then build on at Key Stage 4. We intend to give students access to the broadest range of geographies, whilst acknowledging our key role in getting students to achieve to the best of their ability throughout the rigours of a GCSE syllabus. The aim of my staff is to provide these roles to ensure student development remains focussed and that they feel confident to 'prosper'.

Key Themes

Knowing what it is to be fully alive – students in Geography gain a unique perspective on the concept of being fully alive by studying what it is in the world that contributes to our sense of purpose and sense of place. Geography derives from the Greek for 'writing about the earth' and everything in it that drives our world today.

Learning how to live well together – human-environment interactions are at the core of modern Geography and these are not just taught within the curriculum, but discussed, analysed and evaluated to give students confidence to engage with current Geographical issues to which they will inevitably become a party. Sustainability is a key theme in life, and this pervades the study of Geography throughout all key stages and a manner of different topics, from climate change to the sustainability of populations and resources. Another part of learning to live together is through appreciation of geographical issues within the local community and working together to identify these, and students work together on specific fieldwork issues in every year of the curriculum.

Securing wisdom and understanding – from looking at the humble origins of mountains and volcanoes, to evaluating complex issues on local migration and responses to flooding, students will develop an idea of the bigger picture of the world around themselves, learning to "think like a Geographer" in the process. Our curriculum engages basic themes and then builds the challenge at Key Stage 4, where students can understand these concepts in more detail. Field trips and international visits allow students to develop their understanding in a real world context, something the Department encourages as one of its key aims

Christian Virtues – the love and nurture of nature, and the understanding of how people invest in their place link our subject intrinsically with Christian virtues. Students will hopefully invest in their local environment showing joy and respect, whilst evaluating issues of justice on a global scale within discussion of migration or responses to climate change. The promotion of excellent relationships within the classroom, founded on Christian virtues, is very important to every member of staff in the Department, forming a key foundation of our teaching.

Curriculum Aims

Our aim in Geography, is to teach a broad and challenging curriculum to inspire a love of the subject inside and outside the classroom. We aim to encourage students to enjoy their learning and to achieve, as students that enjoy and achieve leave the classroom feeling validated and wanting to study further. We follow the National Curriculum at Key Stage 3, but overall maintain breadth of curriculum and application to places both local (fieldwork) and worldwide (case studies). At Key Stages 4 and 5, we aim to develop students' investment in the subject whilst acknowledging the demands of exam syllabi and the importance of student achievement in order to progress to future paths. Our major curriculum aims are:

- **Broad** - to cover many topics, physical and human, so pupils can enjoy the whole spectrum of experiences within Geography
- **Preparation for the next level** - provides basis for transition, with opportunities offered to students to sample work from future Key Stages
- **Inspirational** - mix of different lesson activities so that students are challenged and motivated
- **Challenging**
- **Developing** - key skills within Geography lessons
- **Relevant** and up-to-date teaching as our world changes constantly

Geography - Complementing School Provision

Teaching Approaches

The Geography Departments uses a diversity of teaching approaches to encourage all different learners to achieve within the curriculum. The Department encourages independent teaching strategies by valued professionals in order to attain the best results with their own style – no one style can be adopted by everyone. Lessons introduce **challenge** and variety to students in their approaches. Standardisation is regulated through topic tests and Milestone assessments which all students complete throughout their course. Assessment is regular and is used to inform progress, and students are encouraged to improve their performance through regular **feedback**, which is often directed by staff using **modelling**. Many different teaching strategies are used to give lessons a particular “Wow” factor, and members of the Department have led staff training on Outstanding teaching, **Questioning** and Partnerships in Excellence.

Pupil Attitudes

One of the core values of the teachers within the Department is strong relationships with pupils. We value this very highly, as this encourages students to see staff as approachable and to act as role models for good behaviour, which develops **respect**. This leads to students enjoying lessons and being **ready** to achieve well, and cements Geography as the strongest optional subject for Key Stage 4, and one of the strongest for Key Stage 5 as well. High expectations are maintained for all students, and students feel valued and supported in their lessons, leading them to be **resilient** when they find learning challenging, and **reflective** on their progress.

Going beyond the National Curriculum

Although the National Curriculum provides the foundation for our curriculum, we try to extend the reaches of students within the frameworks provided. During lessons, students are often offered opportunities for discussion about further geographical issues that surround current topics, and recent case studies are brought into work at every possible opportunity. Fieldwork is offered for every year group and local issues around school are studied at Key Stage 3. We also provide constant links from Key Stage 3 to 4, and 4 to 5 as my staff are particularly knowledgeable about stretching and challenging pupils, with every member of staff teaching every Key Stage.

Extra-Curricular and Enrichment

Fieldwork is an important part of geographical learning and our subject needs to be relative to the world outside of the classroom. At Key Stage 3, students carry out a small investigation around the school that is relative to their topic at the time, but also augments practical skills and relationships, and gives them experience outside the learning environment. At Key Stage 4, we run fieldwork visits to Sabden and Accrington to complete the obligatory elements of the syllabus, and we also run a highly successful and oversubscribed overseas field trip to Catalonia and Barcelona, which augments students’ experiences of the subject and encourages them to learn to live well together. At Key Stage 5, we run fieldtrips to Betws-y-Coed and then into the local area, specifically tailored to the topics that students have selected for their independent investigation. We also run our overseas field trip to Iceland, a trip that often inspires a lifelong love of Geography even after student have left for university. On top of this, members of staff give up their time to run a plethora of revision sessions for Key Stages 4 and 5 which serve to solidify students’ knowledge from their lesson learning

Whole School / Cross Curricular Elements

Many of the themes within Geography are further investigated in other subjects, such as climate change in both Science and Religious Education. Many members of the Department are involved in the promotion or organisation of the school’s successful Duke of Edinburgh’s Award, which offers students opportunities to get outside and achieve in challenging circumstances. Also many staff within the Department volunteer for a myriad of other projects around school, involving their other titular roles or just to engage with the achievement of pupils away from their lessons. We are certainly one of the busiest Departments in the school! Within lessons, links are made to further research opportunities for students, and we maintain a subscription to “Geofile” for further reading, particularly at A-level. Study and essay skills are taught throughout the Key Stages, with students from Year 7 onwards becoming familiar with GCSE command words, skills and structures that are necessary to a successful Geographer. **Numeracy and Oracy** are key points of the curriculum and used constantly throughout year groups.

Geography - Meeting the Needs of All

Differentiation is used within classes, and students are encouraged to aspire to their own targets at all times. Pupil Premium funding has been recently used to support revision schemes, and also to provide extra resources for disadvantaged pupils. It is also used to support PP applications for overseas trips. Although we are strictured by the lack of a tiered exam structure, and therefore have to follow this in all formal tests to all years for clarity and equality, we make strong efforts to breakdown extended assessments for students with additional needs so that they don't get left behind. Challenge is provided to students in all lessons, and we interweave higher level vocabulary and command words throughout in order to accelerate student learning, often to the next level in their Geography journey.

Overall, our Department is proud to maintain our focus on "Enjoying and Achieving" within lessons and outside of the curriculum. This forms the backbone of the Geography staff's purpose and maintains our strong personal relationships and high expectations of students. This underpins our purpose and intent within the school curriculum.

Geography Long Term Plans (KS3)

Topic	Year 7	Year 8	Year 9
Term 1	My Places (mini-place and intro to Geography)*	Population and Migration*	Natural Hazards*
Term 2	UK and Rivers and Flooding*	Brazil and Rainforests*	Development, Globalisation and China*
Term 3	Settlement and Urbanisation*	Global Sustainability*	Weather and Climate Y9 Exams
Term 4	Settlement and Urbanisation (traffic)* Y7 Exams	Environmental Concerns Y8 Exams	EU Country Study (mini-topic)
Term 5	Geology/Cold Environments	Coasts	Tourism
Term 6	Traffic Fieldwork	School Environment Fieldwork	Microclimate Fieldwork

* Topic appears on end of year exam

Geography Long Term Plans (KS4)

Topic	Year 10	Year 11
Term 1	Natural Hazards **	Rivers Fieldwork (Conclusions and Evaluation) Human Fieldwork Economic Change*
Term 2	Natural Hazards **	Economic Change* / Living World
Term 3	Urban Environments **	Y11 Exams Living World
Term 4	Urban Environments **	Challenge of Resource Management
Term 5	River Landscapes **	Geographical Applications (booklet) Revision
Term 6	Coastal Landscapes * Y10 Exams Physical Fieldwork (Aims to Graphs) Barcelona Trip	

* Topic appears on Year 11 PPE

** Topic appears on Year 10 and Y11 PPE

“Not to know what happened before you were born is to remain forever a child”

Cicero

History teaches us about the past in order to grasp the causes of the present, and so the future. The skills we wish to impart have changed little over time, in 1944 the Historical Association suggested, ‘the study of history can and should give boys and girls some of the kind of knowledge indispensable both as a foundation for any real understanding of the world of to-day and as a basis for culture of any kind.’

As part of a Church school, the History department has a moral duty to operate alongside other departments within a caring and supportive community, preparing them for the opportunities, responsibilities and experience of their adult life. Indeed, as our foundation scripture illustrates, ‘that person is like a tree planted by streams of water, which yields its fruit in season.’ The study of History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity (‘Knowing What It Is To Be Fully Alive’) and the challenges of their time (‘Learning How To Live Well Together’).

The purpose in the department is to embed these values alongside fostering a historical curiosity and love of learning in every student. As the National Curriculum suggested in 1999, ‘In history, pupils find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view—skills that are prized in adult life.’ Our success as a department, and within the school, depends upon the extent that their ‘leaf does not wither - whatever they do prospers’, binding us intrinsically to our school foundation scripture.

All pupils will experience a high quality of education helping them to secure a coherent knowledge and understanding of Britain’s past and that of the wider world. It is our aim that all pupils will complete their studies having acquired a coherent and chronological understanding of the British nation, from the earliest times to the present day, including the way in which Britain has influenced and been influenced by the wider world. Pupils will also gain an understanding of significant aspects of world history including characteristic features of past non-European societies. The successful teaching of the subject will enable pupils to develop an understanding of historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.

Pupils will consider the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

It is hoped that all pupils, regardless of whether they opt to continue to study the subject after the age of fourteen, will gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

History - Complementing the School Purpose

Foundation Scripture

The teaching of History encourages all to 'prosper'. It is an appropriate and important academic discipline which requires pupils to tackle challenging topics, concepts and skills. There will be times when individual pupils, groups and even classes will experience a sense of 'withering' but even during these difficult times it is hoped that they will have the confidence to continue and flourish through initiatives such as the 'History Projects' or the annual KS3 essay competition.

Key Themes

The acquisition of knowledge is not limited to a collection of unrelated facts. Pupils are taught to use this information in a manner which exhibits discernment and the ability to show a grasp of historical concepts and perspective – of wisdom and understanding. For example, pupils will confront abstract terms such as 'government', as well as skills such as 'evaluating utility', and be able to apply these to events throughout the centuries.

Pupils will learn how to live well together through their understanding of their place in the ongoing story of the past. They will learn from the lives of great men and women, from conflict and peace, seeking to draw out lessons that are relevant to their own lives. Lessons will be taught in such a way that encourages collaboration and cooperation whilst not shying away from topics and content which are controversial or open to debate such as the impact of empire or industrialisation.

By studying the past it is hoped that pupils will comprehend the joy of 'being fully alive' in the here and now, by being alert to their place within the great sweep of history. Engagement with the subject is paramount to embedding a love of learning and this comes first and foremost from the teachers own engagement with the content, sharing their own passion for History with their pupils as we cement the school objective of 'Knowing what it is to be fully alive'. Opportunities to reward broader engagement such as extra-curricular trips to Skipton Castle (Yr7), Liverpool Slavery Museum (Yr8) and the WWI Battlefields (Yr9) deepen understanding of our pupils place in the world.

Christian Virtues

Arguably too much of the study of History includes reference to significant battles or wars. The medieval period for example is commonly described as beginning with the Battle of Hastings and ending with the Battle of Bosworth Field. The study of cataclysmic events of this sort offers rich opportunities for explicit references to the school's Christian virtues. Peace, often fragile and faltering, follows conflict and how central to this are the values of Trust, Justice and Friendship? The National Curriculum encourages the study of Christian changes through the Medieval Church, questioning morality and humanities vulnerability with the Black Death, and can give us opportunities to explore the Christian virtues at the core of our school through treatment of others with 20th century study of the Holocaust.

The promotion of Christian Virtues is evident also in the ethos and atmosphere of the History classroom. We hope that all pupils will learn to love the subject and be provided with opportunities for work which will help to establish new friendships with classmates.

Curriculum Aims

All pupils will be provided with opportunities to learn and achieve. On some occasions this will be apparent on a lesson-by-lesson basis with new knowledge taught and tested as part of a one off piece of work. This will typically be the case for aspects of social history where a topic will sit entire of itself and with few links to wider themes or skills. The study of 17th century Witchcraft would be an example of this. More often however, learning will take place around a key line of enquiry, taught over a period of lessons and which will introduce new substantive knowledge whilst deepening an understanding of the disciplinary approach to the study of History. An example of this is the study of 'causation', a concept which pupils will be introduced to in year 7 when they study the reasons for the outcome of the Battle of Hastings, but will return to in subsequent years, increasing their understanding and deepening their comprehension, with the causes of Henry's break with Rome, the causes of the Industrial Revolution or even the causes of the Wall Street Crash. By the time that pupils reach year 9 and study the causes of the Second World War they will be able to analyse and evaluate a range of complex and interrelated causes which will require of them a sophisticated and nuanced response. In this way pupils' learning and achievement is driven by a curriculum which is at times cumulative, segmented and spiral.

Pupils will also be expected to develop a moral understanding of the past. In years 8 & 9, for example, pupils will study controversial topics such as Slavery and the Holocaust. During this work teachers will encourage a response from pupils which is empathetic towards individual acts and one which shows an understanding of different cultures and times. The study of social history, including that of the local area through the establishment of power in Norman Lancashire, the Pendle Witch Trials or the tragedy of the Accrington Pals in July 1916; will enable pupils to secure a cultural understanding of their own community, in contrast with homework assignments which include independent research of a non-European culture.

In learning about the past all pupils are helped to prepare for adult life. The study of History allows for the teaching of British values such as the evolution of democracy (elements which can be seen throughout key stage 3 from a study of the Magna Carta in 1215 to the advent of universal suffrage in the 20th century) and respect for the law. An understanding of the antecedents of these values is helpful in allowing pupils to prepare to take up an active role in civic society.

History - Complementing the School Provision

Teaching Approaches

Teachers ensure that all pupils feel confident to contribute in lessons, and that they are rewarded for doing so. It is important to ensure that our teaching reflects the values and virtues we hope to instill in all pupils.

Regular assessments using the GCSE marking criteria are carried out for all pupils in order to gauge their progress as part of our mission of 'securing wisdom and understanding'. Through individual and whole class feedback, pupils learn how to improve their work, with department marking policy ensuring that all learners receive the feedback needed to progress. Opportunities to improve work are found in the 'fix-it time' initiative at KS3, whilst collective feedback sheets are used in KS4 to correct common examination technique mistakes.

Pupil Attitudes

The department has always, and continues to, place the embedding of a love of learning at the heart of our curriculum. The study of History at St Christopher's provides an opportunity for all to engage positively with the acquisition of knowledge, the regular assessment of this acquisition through a variety of approach and assessment, and to encourage all to share the same desire to achieve and prosper.

Going Beyond the National Curriculum

Whilst the National Curriculum provides a framework to guide our teaching at St Christopher's, it is not seen as a limit on what we aim to teach, with opportunities throughout our curriculum to go beyond the confines of the prescribed topics. This can be seen in our homework projects, essay titles – most recently the 'most significant scientific discovery since man landed on the moon' encouraged a history of recent scientific breakthroughs – and individual units such as local studies of the Pendle Witches. Furthermore, the lunchtime lectures for KS5 students have provided numerous opportunities to explore topics outside of our curriculum model, most recently history colleagues delivering lectures on The Berlin Olympics of 1936 and the Stonewall Riots.

Extra-curricular and Enrichment

We actively promote History outside the classroom in 'learning to live well together', through a variety of activities, including a whole school KS3 History Essay Competition, trips at KS3 to Skipton Castle, Liverpool Slavery Museum and at KS4 to Leeds Medical Museum. We also run foreign residential visits to the WWI battlefields and KS4 trips to Germany. At KS5 Students have had opportunities to attend lecture days at local universities as well as performances of Greek plays (Classical Civilisation alongside English Literature). Working alongside the History department under its joint leadership, the Classical Civilisation department also runs a lunchtime 'Classics Club' to support the engagement of KS3 pupils with topics not on the curriculum such as the design and development of Greek Theatre.

Whole School / Cross Curricular Learning

Much like the tree in the school's foundation scripture, the study of History at St Christopher's cannot be seen as standing alone but as root and branch, interconnecting with subjects across the school curriculum. Through opportunities for cross-curricular learning, pupils prosper as learners who bear fruit in all seasons.

Alongside the school, in History the enhancement of literacy is paramount, be it in Historian's opinions, descriptive writing or the investigation of primary information. Opportunities for pupils to read independently and with the class are taken wherever possible.

The department has always worked collaboratively with other subjects on projects across the school curriculum such as the R.A.C.E initiative through the PE department, emphasising the use of European languages through keyword acquisition – particularly at KS4 - or promoting an interest in the sciences through our Essay Competition. Extra-curricular activities also encourage cross-curricular learning such as the Battlefields Pilgrimage with Blackburn Diocese and the pupils proposed legacy project in collaboration with the Eco/Sustainability initiative group to create a new garden terrace within school promoting the memory of the sacrifice of the Accrington Pals.

Meeting the Needs of the Most Able

The History department endeavors to challenge all pupils and the SOW at KS3 specifically identifies opportunities for challenge within each lesson which teachers can implement. A focus on GCSE skills throughout Y7-11 gives a coordinated response to bridging the gap between KS3 and KS4 study

Homework at KS3 is focused on the 'Projects' which are organised by class teachers from a shared grid of potential ideas given out at the beginning of the year. This includes opportunities for stretch and challenge from the 'challenge' tasks with all pupils expected to complete at least one of these, alongside the self/peer assessment used to judge each piece of work.

At KS4 there are regular opportunities for the development of complex thinking, whilst the History intervention group consists of those High Ability Boys the department is targeting to improve their current progress. This group is supported with tailored sessions each week and regular monitoring, alongside our existing platform of learning support for the wider KS4 cohort, including direct support for those PP students whom we feel this is appropriate for.

Law - The Purpose of Study

The A-level law course is designed to give students an understanding of the role of Law in today's society and to raise their awareness of their rights and responsibilities in our judicial system and in wider society. By learning about legal rules and how and why they apply to real life, students also develop their analytical ability, decision making, critical thinking and problem-solving skills. These skills will help prepare our students for higher education and employment as they are highly sought after. The course is designed to be really enjoyable for students with interesting and up to date cases, engaging topics across three broad areas of law (criminal, tort and contract) and relevant, linking to stories in the news.

The course will help students to:

- Develop competence in using legal skills through substantive law
- Demonstrate their ability to analyse a scenario by identifying the key facts from which legal issues arise
- Analyse, when forming a legal argument, legislation by applying the rules and principles of statutory interpretation and analyse case law by applying the doctrine of precedent
- Analyse, apply and evaluate the legal rules and principles in areas of private and public substantive law
- Construct clear, concise and logical legal arguments which are substantiated by legal authority, using appropriate legal terminology
- Construct a persuasive argument including instances where there are no clear legal precedents or there are conflicting precedents to solve a problem
- Analyse and critically evaluate legal issues by identifying different perspectives, being able to support their identification of the strongest viewpoint and demonstrating the ability to counter alternative viewpoints

The A-level law course focuses on:

The Nature of Law and the English Legal System

Understanding the distinction between legal rules and behaviour norms and criminal and civil law. Knowing the role law plays in society, the meaning and importance of fault in civil and criminal law. The distinction between law and morality and the diversity of moral views in a pluralist society. The relationship between law and morality and its importance and how the law can be used to impose moral values. The meaning of justice and the various theories of justice put forward by legal philosophers, the extent to which the law and legal system achieves justice. An understanding of the constitutional doctrine of the rule of law and its application to law making, the legal system and substantive law.

Parliamentary law making; Green and White Papers, the formal legislative process, influences on Parliament, Parliamentary Supremacy and its limitations, the advantages and disadvantages of the influences on parliamentary law making.

Delegated Legislation; the types of delegated legislation, parliamentary and judicial controls on delegated legislation, the reasons for the use of delegated legislation and the advantages and disadvantages of delegated legislation.

Statutory Interpretation; the rules of statutory interpretation, intrinsic and external aids, the impact of the Human Rights Act and European Union law on statutory interpretation, the advantages and disadvantages of statutory interpretation.

Judicial Precedent; the doctrine of judicial precedent, the hierarchy of the courts including the Supreme Court, stare decisis, ratio decidendi, and obiter dicta, law reporting online and the reasons for it, the operation of judicial precedent: following, overruling and distinguishing, the advantages and disadvantages of the doctrine of judicial precedent.

Law Reform; the work of the Law Commission: reform, codification, consolidation and repeal. The advantages and disadvantages of reform through the Law Commission.

The European Union; the institutions of the European Union, the different sources of European Union law: treaties, regulations and directives, the impact of European Union law on the law of England and Wales.

Civil Courts and Alternative Dispute Resolution; a basic understanding of civil courts including the three track and appeal system. Other forms of dispute resolution – the tribunal structure and the role of tribunals. The roles of mediation and negotiation.

Criminal Courts and Lay People; understanding of the classification of offences and the appeal system, criminal courts sentencing powers. The role and powers of magistrates in criminal courts and the role of juries in criminal courts. The advantages and disadvantages of using juries in criminal courts.

Legal Personnel and the Judiciary; understanding of the different roles of barristers, solicitors and legal executives and their regulation. Types of judges and their roles in civil and criminal courts. The independence of the judiciary and the reasons for and advantages of judicial independence and the methods by which it is achieved.

Access to justice and funding; understanding of sources of legal advice and help. Private funding and public funding for criminal and civil trials.

Criminal Law

Rules and principles concerning elements of criminal liability and liability for offences against the person, property and attempt.

Theory in criminal law; harm as a basis for criminalising conduct. Autonomy, fault and individual responsibility. Principles in formulating rules of criminal law such as fair labelling, correspondence, maximum certainty and no retrospective liability.

Elements of liability; actus reus, omissions and state of affairs, causation, consequences, mens rea, negligence, transferred malice, strict liability and contemporaneity.

Fatal Offences Against the Person; murder, voluntary manslaughter and involuntary manslaughter.

Non-Fatal Offences; assault, battery, assault occasioning actual bodily harm, grievous bodily harm and grievous bodily harm with intent.

Property and Preliminary Offences; theft, robbery and attempt.

Defences; insanity, automatism, intoxication, self-defence/prevention of a crime, duress of threats and duress of circumstance.

Tort

Rules of tort law; liability and fault in actions for negligence, occupier's liability, nuisance and vicarious liability and associated defences and remedies.

Theory of tort law; understanding of public policy factors which govern the imposition of a duty of care in a claim for physical injury to people and damage to property, understanding of policy factors in economic loss and psychiatric injury, factors governing the objective standard of care in an action for negligence, understanding of the factors governing the granting of an injunction as a remedy and the way in which conflicting interests are balanced, understanding of the nature and purpose of vicarious liability.

Liability in negligence for physical injury to people and damage to property; duty of care, the neighbour principle, the three part Caparo test, breach of duty and the objective standard of care, damage factual and legal causation (remoteness of damage).

Liability in negligence for economic loss and psychiatric injury; economic loss caused by negligence acts and negligent misstatements, liability for psychiatric injury sustained by primary and secondary victims.

Occupiers liability; liability in respect of visitors (Occupiers' Liability Act 1957), liability in respect of trespassers (Occupiers' Liability Act 1984)

Nuisance and the escape of dangerous things; private nuisance, the rule in Rylands v Fletcher.

Vicarious Liability; nature and purpose of vicarious liability, testing of employment status and other areas of vicarious liability.

Defences; contributory negligence, consent (volenti non fit injuria), defences specific to private nuisance and the rule of Rylands v Fletcher.

Remedies; understanding of compensatory damages for physical injury to people, damage to property and economic loss; understanding of the principle of mitigation of loss, injunctions.

Contract Law

The rules of contract law; rules concerning formation, terms, vitiating factors, discharge of contract and associated remedies.

Theory of contract law; freedom of contract balanced with the need to protect the consumer, the distinction between offers in unilateral contracts and invitation to treat, outline of acceptance including the rationale for the postal rule and its evolution for electronic communications. Rationale for consideration and of the relationship between consideration and privity and between consideration and economic duress. Nature and effectiveness of exemption clauses, nature and effectiveness of remedies including specific consumer remedies.

Essential requirements of contract; offer and acceptance, consideration and privity, intention to create legal relations.

Contract Terms – General; express and implied term. Conditions, warranties and innominate terms.

Contract Terms – Specific; Consumer Rights Act s9-11, s20, s23, s24, s49, s52, s55, s56.

Contract Terms – Exclusion Clauses; the nature of exclusion clauses and limitation clauses. Common law control of exclusion clauses, incorporation. Statutory control of exclusion clauses Unfair Contract Terms Act 1977 and Consumer Rights Act 2015

Vitiating Factors; misrepresentation (nature, types and remedies), Economic Duress (definition and remedies).

Discharge of contract; performance, breach (actual and anticipatory breach), frustration.

Remedies; compensatory damages (recoverable loss, causation, remoteness and mitigation), equitable remedies of specific performance and rescission, termination of contract for breach.

Law - Complementing the School Purpose

Foundation Scripture

But whose delight is the law of the Lord,
and who meditates on this law day and night.

The Law department seeks to help students understand law and the legal system are flawed as they reflect humans search for truth and justice, virtues which can only truly be found in God. Every student which joins the department is given help and support so that they may achieve all they are capable of and use all their God-given gifts. The department is alive to the fact that not every student will excel in the subject but all will be given the opportunity and the encouragement to achieve their very best.

Key Themes

- Knowing what it is to be fully alive
- Learning to live together
- Securing wisdom and understanding

The Law curriculum teaches students their roles and responsibilities as active members of society, we help them to understand the norms, rules and law which they must abide by to live a safe and fulfilled life. In law we discuss extensively the harm principle and what it means to have personal freedom but also how to live together, respecting and tolerating others, respecting their personhood and property and ensuring that debate and discussion can occur without intolerance. We allow students to develop a strong sense of self-worth and the confidence to challenge legal issues and the operation of our judicial system. Our classrooms are an environment where students feel they can question and explore issues without the criticism of others. Students are encouraged to critically reflect on the experiences that different groups may have in the justice system, whether that is systemic and institutionalised racism or barriers to entry for legal professions such as the Law Society and the Bar. We carry out analysis of whether the law should play a role in enforcing moral rules and how problematic it can be if the law is seen to be treating like situations in ways which are not alike. The study of sentencing in crime, damages in tort and remedies in contract law all show how the legal system tries to balance conflicting viewpoints and help people to live together after arbitrating a dispute. Law is a challenging and demanding A-level and in the substantive law there is a lot of new and technical information which students much learn in the jurisprudence element of the course we hope students develop wisdom as they wrestle with difficult ideas such as what is justice? What is the role of the law? Is a law goes against divine law should it be followed?

Christian Virtues

Christian virtues are explored throughout the curriculum. Justice is the most obvious virtue the subject makes reference to. The theme of justice runs throughout the whole specification including trial by jury, the use of lay magistrates, access to funding and other non-substantive topics. The law on fatal and non-fatal offences especially, is analysed by discussing the inequity between offences and sentences and the injustice created by mandatory life sentences. The law on defences gives the students the opportunity to discuss the relationship between law and justice and the balancing conflicts of interests between victims and defendants and how as a society we must be prepared to love and forgive those who appear to do wrong. Human rights law also allows the student to recognise the law and their own responsibility to create a society where justice for all is paramount, including the rights of childhood offenders to rehabilitation and those in society whose moral views are different to main stream views also when religious practice need protecting for example wearing religious symbols or articles of clothing. Discussing theories of justice such as Utilitarianism and Distributive justice develops a sense of fairness in the students which they can promote in their everyday lives. Other virtues such as forgiveness are explored when studying the aims of sentencing such as restorative justice and rehabilitation, giving the students a wider and deeper understanding of how forgiveness benefits not only the person to be forgiven but the forgiver. Restorative justice case studies show how no matter how desperate a situation is if a person is given hope they can overcome obstacles. In the future this will help students in difficult times they may face as adults. In Law patience is found in the hierarchy of the courts and the role of appeals, where justice if not achieved in a first trial maybe corrected through judicial appeals and the Criminal Cases Review Commission.

Curriculum Aims

Provide opportunities for all students to learn and achieve

Every lesson begins with a quick quiz case test which recaps students learning and helps them to recall the many essential statutes, cases and principles which must be learnt and references for a top grade. All students participate in this activity and sharing their answers, their achievements are celebrated by giving out stickers for those who achieve well and the repetition over days and weeks help students to recall. Students are always asked to participate in helping to decode scenarios and apply their legal understanding to new situations. They are given workbooks which they can fill in and add to in lessons and this will ensure they always have the notes necessary to learn from in their own time. ALPs are used as a guide to students' achievement but as A-level law is a new subject and one that students very often really excel at having never studied it before the department is keen to ensure students have more personalised goals and high expectations of what they can achieve.

Promote the moral, cultural, mental and physical development of all students

The curriculum asks difficult and important questions which challenge students and question their understanding of issues such as euthanasia, abortion, whether consenting behaviour between adults should be criminalised, whether a law is a law because it is made by the correct procedure or whether it requires a deeper moral element. Mental health is discussed through the topics of diminished responsibility and the insanity defence and how those with mental health issues are treated by the legal systems.

Prepare students for the opportunities and responsibilities of adult life

Students are aware of the chance they may have to play an active role in the judicial system through the use of jury trials and come to an understanding of what that responsibility would be like. Legal issues by their very nature involve differing viewpoints and adversarial approaches but students are taught to be respectful and tolerant in their dealings with others and in mock trials for example follow the procedures of a courtroom. Many of the students who study law continue to pursue it at undergraduate level and are supported by the department to take up this challenging and rewarding career.

Law - Complementing the School Provision

1. Challenge

Students begin every Law lesson with a challenge through a 10 mark quick quiz to help test their recollection of the important factual knowledge (case names/statutes/keyterms) they need to know for their exams. The subject is new to all students and presents an immediate challenge, however this is navigated by the fact the Department focuses on Law-making and the Legal System in the first term of the first year. This helps to introduce students to the foundational principles of how laws are made and implemented and who is involved in the legal system before they move onto the even more challenging substantive law topics and applying their knowledge to lengthy scenario questions.

2. Explanation

The Department is confident in their knowledge and ability to provide thorough explanations of the topics in the course, staff keep updated through the use of the Law Review magazine which has a section dedicated to new cases which can link to the specification. Staff and students also regularly discuss cases which are in the news and staff explain and make links as to how these cases fit and can be used in student responses. Students are provided with workbooks for each topic which include all the important information they need to learn but staff complement this by working through them with students and explaining and illustrating concepts and checking student understanding.

3. Modelling

Modelling is used regularly to help prepare students for the application to scenarios skills which must be highly developed and follow a very clear, structured and methodical approach in order to achieve the highest mark band. Students are regularly asked to plan scenario questions and then staff will work with the whole class to write up a strong answer together, addressing common pitfalls and modelling the language and approach students should take. Staff use resources provided by AQA to show other student responses to exam questions, our students are asked to analyse these and pick out the strengths and weaknesses before then examining the commentary provided by the exam board. We have also recalled papers from our own students who have done particularly well, anonymised these and provided them to students for reference and the department regularly used the mark schemes and examiner's reports to show students exactly what they need to do to achieve well. In lesson staff will use the language of the law, case names and statutory phrases regularly.

4. Practice

As explained above exam scenario questions are used at the end of every new topic to check students' knowledge and understanding and help to illustrate what they are required to do in the exam. Students complete low stakes practice through planning questions with their peers and the teacher and checking their answers against the mark scheme in lesson. Additionally they complete exam style questions in timed conditions for milestone assessments and also for homework. Students practice their knowledge of key terms, statutes and cases every lesson through quick quizzes at the start of every lesson.

5. Feedback

Students are given immediate feedback to their case knowledge in the opening case test of every lesson. For longer written pieces of work they receive personalised written feedback in the form of "What Went Well" and "Even Better If". When returning assignments the teacher will also verbally address common mistakes and ways to address these as well as elements completed particularly well. After more demanding milestone assessments and PPEs students will be given detailed feedback sheets which include mark schemes and examiners commentary which the teacher then talks through with students so they can ask questions and check their understanding and what they can do to improve.

6. Questioning

Every lesson begins with ten quick quiz questions asking students to recall key information from previous lessons and even the previous year's work. Questions are used to check students understanding of topics and in consolidation exercises, helping students to create helpful revision materials. Questions are at the heart of preparation for the A-level exams with regular practice of the different styles of questions students will face; multiple choice, 5 mark, 12 mark, 15 mark and extended 25 mark scenario questions.

In their first lesson of Year 12 all student receive a departmental handbook. This clearly lays out to students the content of the course; what they will learn and when. The department's high expectations regarding behaviour, homework and independent study are all written for them to refer to, including additional tasks and resources which will help them to achieve. Lessons are positive and fun, there is a friendly competitive atmosphere imbued by the lesson by lesson case tests and all students feel comfortable enough to contribute to feedback, discussions and by asking questions themselves.

To encourage students to think about the subject beyond the four walls of the classroom regular reference is made to legal issues in the news and students are directed to the Law Pages of the broadsheet newspapers as well as legal podcasts such as "Law in Action", "Criminal", "Lawyer2Lawyer", "Rights Up" and "Law Pod UK". Students have access to Law Review Magazine in S1 and on Synergy there is a "Resource Library" which includes past papers, exam advice and additional reading which can be accessed by all students on the course. Mock trials have been used to help students understand the workings of the legal system and the different roles involved in a trial. The Law Department has worked with the Politics Department to take groups of students to the Palace of Westminster and for guided tours around the UK Supreme Court. It is a subject of pride within the department that may student choose to apply to study Law at University. Staff assist with the writing of personal statements, help students to find suitable work experience and recommend additional reading and study tasks such as the Open Learn courses.

The Law Department does not have specific entry requirements we welcome all students who have achieve a place at the Sixth Form. As a new subject to almost all students the Law Department offers the opportunity for students to start afresh and commit themselves to a subject which they are often extremely motivated and enthused by. Although ALPs grades are taken into consideration the department does not limit what students can achieve and has often had some wonderful final results which go far beyond a student's predicated grade.

“The study of mathematics, like the Nile, begins in minuteness but ends in magnificence”.

Charles Caleb Colton

To enable everyone in our modern society to live well together, they must understand, comprehend and use the diverse nature of mathematics. It is a highly creative and interconnected discipline which has developed over centuries, used too as a tool to solve some of the great mysteries of God's creations, the myriad of applications of a simple sine curve or the Golden ratio being prime examples. Blessed, therefore, is the one who can use mathematics in whatever form to advance our understanding of science and nature further so that life on earth may be sustained for future generations.

It is essential that all of our pupils are encouraged to build upon their understanding of number, the foundations of the structure of “quantity”, to realise that generalisations of most aspects of mathematics can be expressed algebraically; a concept that many find hard to comprehend. Pupils are shown how various strands of mathematics can be combined to solve problems necessary for our existence and success, from applications in science and industry to being financially literate.

We endeavour to enrich every pupil with as much understanding as possible so that they are able to succeed in whatever path life takes them down. For some, this will require a deeper study for which we are able to accommodate at A-level. All pupils will need to be able to select and apply a diverse range of skills from their comprehension of a given scenario and use them accurately to derive an appropriate solution.

Mathematics - Complementing the School Purpose

Foundation Scripture

Being able to use mathematics enables us all to prosper. Being able to use and apply requires mastery, gained by learning through thoughtfully prepared varied and frequent practice building confidence and resilience in every pupil, for those who do not wither.

Key Themes

- Knowing what it is to be fully alive
- Learning to live together
- Securing wisdom and understanding

Through carefully planned focussed mastery exercises, pupils are taught key skills which build upon previous knowledge. With careful validation and filling in gaps where necessary, pupils are shown how to secure wisdom and understanding. Wherever possible the interconnections with and between the various strands in mathematics are highlighted so they can see “the big picture”.

There are often times in lessons when pupils are encouraged to discuss a variety of different mathematical problems. Learning how to live well together involves having the ability to listen, compromise and explain, often using language explicitly chosen to articulate their explanation to both their peers and teachers is an essential life skill to develop.

Christian Virtues

All groups and abilities of pupils will be given the opportunity to learn and achieve well, with meaningful and deliberate practice and exposure to demanding and thoughtful problems to comprehend and solve. Not only will these help to prepare them for their professional and personal responsibilities in adult life, but they will be encouraged wherever possible to make conjectures and identify trends or patterns in their results, exercising their mental development in the process.

Mathematics programmes of study are by necessity organised into apparently distinct domains, but we endeavour at every opportunity to demonstrate how common skills can be easily transferred between them. In key stage 2, pupils would have been exposed to a method of multiplying large numbers together, where a similar process could be applied in the preliminary stages of manipulating algebraic expressions before a more abstract process is followed.

Mathematical activities are provided to support pupils with the mental challenge of thinking ahead for their future. In key stage 4, for example, pupils take part in study skills days, part of which focus on the social and cultural applications of finance. Choosing a utility provider, or learning about taxation and pension contributions as percentage of earnings and how this will affect take home pay, for example.

Complementing School Provision

Curriculum Aims

It is expected that the majority of pupils will move through the prescribed National Curriculum programmes of study for mathematics at broadly the same pace. In reality, by the beginning of key stage 3 it is evident that some pupils have not yet firmly grasped the skills needed to encounter new links across the domains, and others are fluent in their understanding of the primary objectives, and need exposure to new challenges in mathematics. This therefore requires a small degree of ‘streaming’ by prior ability. But whatever the ability of the class some core and routine teaching strategies are deeply embedded in all lessons. A key skill of the teacher is the ability to assess each pupil’s understanding of what has been taught, because each foundation stone that is missed will weaken the understanding in the next steps of learning. Our teachers are equipped with a tool box of skills which aim to assess pupils’ progress in a variety of ways; the reflective use of mini-whiteboards for example are a regular and key component of our lessons. They provide pupils with an informal and non-threatening way of expressing their mathematics and of receiving feedback. We find that many small misconceptions are rapidly fixed with a variety of respectful teacher-pupil and pupil-pupil interactions.

Teaching Approaches

Pupils are only able to learn if they comprehend the explanations and examples given by their teachers. They are therefore exposed to a variety of techniques to embed each skill or objective. This can vary between concrete-pictorial-abstract models in the learning processes to carefully posed thought provoking counter-questions from the teacher.

Varied and frequent practice is used regularly for all pupils and students of all abilities, and we follow current research and teaching pedagogy closely, noting the significance of interleaving and spacing in the exercises that pupils complete to embed their understanding.

Mathematics - Complementing School Provision

Pupil Attitudes

The study of mathematics at St Christopher's provides a great opportunity for all pupils, no matter their ability, to engage with the reinforcement of prior knowledge, the thrive through the acquisition of new knowledge. Pupil's are given all of the tools to help them achieve with knowledge organisers for every unit and also MathsWatch tasks to encourage them to achieve and prosper.

Going Beyond the National Curriculum

The provision of study of mathematics goes beyond the scope of the national curriculum in several ways. More able pupils in key stage 4 are invited to follow the level 2 qualification in further mathematics in order to better prepare them for their A-level studies. Further mathematics is also offered at A-level for those students who have a deeply rooted curiosity of the subject, many of whom go on to study it at some of the best universities in the country. Towards the end of key stage 3, pupils in year 9 will undertake a prolonged statistical study which allows them to make hypotheses between a number of variables and use their data handling skills that they have learned to analyse and test their conjectures.

Whole School Approaches

We are all teachers of literacy, and even more so now in mathematics than ever before as the problems that we seek to solve become increasingly more complex. Reading each question carefully and having a firm grasp of the variables and constraints is therefore vital in reaching a solution. In a similar vein, all staff in school are teachers of numeracy, however they encounter it in their subject area. The maths team have gone to considerable lengths to reinforce the strategies and techniques employed in a wide variety of numerical calculations to avoid any confusion caused by teachers teaching different methods to what the pupils are used to. Programmes of study have been examined across several subjects to ensure that specific content has been covered in their mathematics lessons so that the pupils have the necessary tools available to them wherever possible.

Meeting the needs of all

As a team we regularly review our schemes of learning to ensure that the order enables each pupil to use prior knowledge to extend their knowledge base further and that they meet the need of all groups as a whole. In the department we have a set structure which should enable all pupils to prosper. The use of a starter task to assess previous knowledge is pivotal to ensure that they are ready to move on, the use of whiteboards within lessons can quickly highlight any misconceptions that may have been encountered and also the regular retention homeworks are used to aid pupils master additional topics to those within the lessons. In addition to this, the learning environment that we create for each pupil, encourages support amongst peers and nurtures pupils into becoming independent learners.

COVID 19

During lockdown, the maths department continued to deliver and provide high quality lessons throughout from the relevant place in the schemes of learning. In light of any disruption caused due to COVID 19, the maths department will seek to implement the following:

- Use of retention starters to recap work completed during lockdown.
- Revision classes will start during October and the overview for topics covered during each week will be provided in advance so pupils can select the sessions that they feel they need to improve on.
- Mrs Whistlecroft has been employed to deliver catch up sessions for those pupils who are most behind their targets.
- The unit overviews have been updated to include prior knowledge whereby pupils can identify areas that they need to revisit, and they can address these concerns by using MathsWatch.

“A different language is a different vision of life.”

Federico Fellini

The MFL Department is committed to ensuring that all pupils and students develop the skills and confidence to understand our multicultural society and to use their skills to communicate in the wider world effectively, therefore learning how to live well together. We aim to create resilience in our learners and foster a lifelong love of languages, through a variety of teaching methods and activities. The department works collaboratively, in planning and through sharing ideas and resources to ensure that there is consistency within the MFL classroom. The skills of listening, reading, writing, speaking and translation are practised on a regular basis with all classes in all key stages, helping to develop a love of the language they are studying. Pupils are given opportunities to listen to, read and respond to a range of material, including literary and authentic texts, encouraging them to eventually read independently in the target language. They also develop the ability to transcribe single words and short sentences. Our teaching encourages them to express and develop their ideas clearly in their own written and spoken work, including a wide range of vocabulary, as well as giving and justifying opinions. They learn to speak with increased confidence, initiating and developing conversations, with a focus on clear pronunciation and good intonation, in order to equip them with the knowledge and confidence to use their language skills with native speakers and in real life situations. In written work, accurate spelling and punctuation are also key. The necessary grammar structures are taught explicitly, as these provide the foundations for language learning. This enables pupils to identify and use key tenses in all three time frames (past, present and future), as well as manipulating key grammatical structures, including idiomatic expressions. Although the curriculum is delivered through themes, our emphasis is firmly based around the acquisition of transferable skills and language, thus enabling pupils to use a variety of structures and vocabulary in a range of different contexts.

Modern Foreign Languages - Complementing the School Purpose

Foundation Scripture

Pupils tend to flourish in the early days of learning a language, but when difficult grammar concepts and structures, which they cannot relate to their own native language, are introduced, there is a tendency among some to become demotivated. Learning a language is a lifelong journey, and although our pupils and students may come across difficult parts in this journey, when they feel like they may be withering, we aim to provide them with the encouragement that they need to continue their journey and blossom into competent linguists

Key Themes

The very nature of learning another language encompasses the theme of learning how to live well together, through learning about other countries and their customs and cultures. We aim to provide our pupils with opportunities to experience the wider aspects of language learning by teaching them about key festivals and traditions in the countries of the languages they are studying and providing extra-curricular clubs.

Christian Virtues

Through learning about other countries pupils develop greater awareness of cultural differences and embrace the Christian virtues of tolerance and understanding.

Curriculum Aims

We are gradually implementing a 'teaching backwards' approach in KS3, by starting with what the end objective is for each topic/module and then working backwards. This approach also involves regular retrieval practice to ensure that skills, structures and vocabulary are firmly embedded into pupils' long-term memory. Big texts and knowledge organisers are used for this purpose.

Modern Foreign Languages - The Provision of Study

“Learning another language is not only learning different words for the same things, but learning another way to think about things.”

Flora Lewis

The current curriculum model for MFL was introduced in September 2021. Spanish is still taught in Years 9 to 11.

- Y7-8:** Most pupils study four hours of French per fortnight. The top sets in both X and Y bands study French for three hours and have two hours of German.
- Y9:** Pupils study French for two hours and either German or Spanish for two hours.
- Y10-11:** Pupils choose whether or not to continue with their languages into Y10 and Y11 for GCSE.
- Y12-13:** Students follow the Edexcel A-level specification in French and German and have nine hours of study per fortnight.

Pupils are set target grades based on their FFT data, and these are broken down into end of year targets for each stage of their language learning.

In KS3 pupils follow a carefully designed SoW which firmly embeds all the necessary skills, vocabulary and grammar structures, starting each new module with a 'BIG' text and a knowledge organiser, which aim to show pupils the end goal at the start. This provides pupils with a clear model.

In Y10-11 pupils follow the AQA SoW which prepares them thoroughly for the demands of the GCSE exam and lays the foundations for further study of their chosen language.

The MFL department endeavours to make learning languages fun and meaningful, providing students with opportunities for both collaborative and independent work in each lesson. The departmental marking policy is based around 'what went well, 'even better if, and 'next steps' statements, which provide pupils with constructive feedback on their work. Time is regularly built into lessons to enable pupils to act on this feedback, and therefore improve their work.

Support and Intervention for Lost Learning

We have adapted our schemes of learning to make provision for learning lost due to the Covid pandemic. Additional resources will be made available to enable students to catch-up on vocabulary and structure to enable future progress.

Modern Foreign Languages - Complementing the School Provision

We actively promote MFL outside the classroom, through a variety of activities, including a foreign film club, a games club and competitions. MFL is promoted across the school through cross-curricular projects such as the European Week of Languages, Spirituality Week, Numeracy and Literacy. For example, pupils learn to tell the time in their respective languages, how to understand the Euro currency so that they are able to use it effectively when they travel to other European countries in the Euro zone, all of which involve practising numeracy skills. Numeracy in MFL is also practised through the weekly numeracy challenges which include problems in French. With regard to literacy, explicit links are made during lessons linking grammatical points such as tenses to English.

The department works hard to meet the needs of all pupils, regardless of their background or ability, both within and outside the classroom. (We are keen to encourage them to participate in extra curricular activities such as residential trips, whether that be through financial support to disadvantaged pupils or actively supporting SEN pupils through providing extra staff on a one to one basis on trips where needed.)

Our departmental marking policy makes pupils more reflective, resilient and ready to take on new challenges through responding to feedback. This involves a 'what went well', 'even better if' and 'next steps' approach, encouraging pupils to reflect on what they have done well, and also how they can improve this particular piece of work and subsequent tasks.

“One should not aim at being possible to understand but at being impossible to misunderstand.”

Marcus Fabius Quintilian

Pupils in KS3 are assessed through end of module assignments, which are graded in line with GCSE criteria.

Regular assessments using the GCSE and A-Level marking criteria are carried out for all pupils/students in order to gauge their progress. Through individual and whole class feedback, pupils learn how to improve their work, and to learn from theirs and others' mistakes and successes. Improvement and reflection time (DIRT) is built into MFL lessons in order to allow pupils to act on such feedback, and helps identify clear targets for improvement.

Detailed analyses of pupil performance at GCSE and A-level are undertaken every year, in order to pinpoint any areas for improvement. These analyses are used to inform future planning, teaching and learning and therefore maximise pupil progress.

Teachers ensure that pupils feel confident to contribute in lessons, through the use of praise, peer work and peer assessment, and that they are rewarded for doing so. They are taught that making mistakes is all part of the learning process. Support is offered both on an informal basis by staff, as and when needed, and also in the form of support sessions at lunchtime or after school.

Music - The Purpose of Study

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

We believe that pupils deserve a broad and ambitious music curriculum, rich in skills and knowledge, which ignites curiosity and prepares them well for future learning, in music, performing arts or employment. Our music curriculum aims to:

- Develop a thorough understanding of music, through performing, composing listening and analysing
- Develop self-confidence through performance, both through lessons and extra-curricular participation in the departments many ensembles
- Develop resilience as a key skill for all pupils that can transfer across subjects
- Encourage creativity through composition skills
- Understand the complexities of music through analysis of a wide range of genres from different musical and cultural perspectives
- Encourage personal development through ensemble performances and group compositions
- Understand that music is everywhere in society and can be appreciated in any shape or form that a student chooses, across a wide variety of genres
- Understand how music can support the development of life skills, such as confidence, self-awareness, perseverance and discipline and provide a holistic experience that they can take beyond their musical studies
- Develop their cross-curricular skills of problem solving, perseverance, diligence, team work, time management, organisation, responsibility and cultural history
- Gain a sense of achievement through performance.
- Make aware that music is for all regardless of background or ability and can have an enriching effect on a pupil's life
- Instil a life-long appreciation of music across a variety of genres and cultures
- Develop analytical and critical thinking skills
- Develop techniques such as mastery in practical lessons that can be utilised throughout the curriculum.

The Elements of Music are the foundation for the curriculum across all key stages and all schemes of learning focus on and develop these from Year 7 through to A-level. They are the building blocks of music.

The curriculum is wide and varied covering all aspects of music from the European Classical Tradition, Popular Music, Folk and Traditional Music to World Music. The curriculum ensures that all pupils sing, perform, compose and listen to and appraise music with good analytical skills employing subject specific language. The importance of involvement in extracurricular activities cannot be underestimated for the impact it can have on a pupil's life, such as learning an instrument, taking a dance or drama class, joining one of the department's many ensembles or participating in concerts, events and the school musical.

In order to reflect the National Curriculum Statements the academic curriculum is broad and varied in order to capture the enthusiasm of pupils and also deepen and broaden their knowledge of all things musical. The areas of study; Composition, Performance, Listening to and Appraising music are based in the Elements of Music and these are developed from Key Stage 3 – 5. These are the foundation blocks of every piece of music from a simple keyboard melody to studying a piece of music at A-level such as Mahler's 6th Symphony.

In composition all pupils learn to compose music in a structure and in various genres at KS3 which leads directly into the exam board composition requirements at KS4 and 5. Knowledge and Understanding is built upon throughout the key stages to enable this. Pupils are encouraged to effectively analyse and appraise music using the correct technical vocabulary with effective application in order to build knowledge and demonstrate understanding through the ladders of assessment. The pupils can see clear progress through these across Key Stage 3, through the use of milestone assessments and they also provide a clear and appropriate base for further study at Key Stage 4.

All pupils are invited to study an instrument and provision is made for any disadvantaged pupils (those eligible for the pupil premium) to undertake this free of charge.

Staff, within their own teaching and planning, are encouraged to structure and scaffold lessons in light of the class they are teaching whilst ensuring the SOL is covered in its entirety. All staff are expected to adhere to the Scheme of Learning and to ensure that there is consistency across all key stages with all students completing the same work, scaffolded where necessary. Any resources produced by staff are expected to be shared across the department, having been discussed at a departmental meeting and for all pupils and students to have access to these. Book scrutiny by the DoM ensures that this takes place and can identify any areas of concern. All lesson materials are engaging, link to the ladders of assessment and help the pupils to develop an inquiring mind about music and to seek further study and curriculum enrichment.

Our music curriculum is about learning IN and THROUGH music and the transference of the skills gained to all aspects of a pupil's life.

Music - Complementing the School Purpose

Foundation Scripture

Music is the key gift that we have in order to praise God, whether that be through our voice or the use of an instrument. Therefore it contributes to that flourishing that is clearly seen in Psalm 1. It could be argued that all other aspects of music are secondary to this primary use of employing music to glorify God. **'To sing is to pray twice'** Augustine.

As music teachers, if we do our job correctly both as teachers and mentors for our pupils, then we will send them out into the world ready to serve God in all they do, to be like the tree that flourishes and bears much fruit that is evident in a young person's life. If we model a life built upon the foundations of a living relationship with Jesus in which we demonstrate love for all and value everyone we create empathy for others in our young people. If we have built resilience through musical skills then trials become easier to bear as a young person gets older. If we have built the techniques of mastery then these can be applied through life. Overcoming the battle of a musical phrase that seems impossible to play in a rehearsal, through practice and determination, can provide an exemplar for life. This clearly reflects our foundation scripture and will encourage all students to build the skills required in life to prosper.

The Music Department seeks to value and respect all pupils and students and to see in all of them the image and likeness of God. Each student has an intrinsic value, unique to them to be developed and nurtured in order for them to flourish, not just as musicians, but as young people who can bear much fruit in their community and abroad.

Drawing out potential in a young musician, of any ability, helps them to develop and flourish not just as musicians but as young people. Aiming for excellence in musical skills within a student's own level and potential, develops and cultivates skills that are invaluable.

Staff working as a team with students in performance and composition drive forward academic achievement as potential is realised and skills developed. Working together as a team in an ensemble, in a production, on a concert tour builds essential social skills, encourages good and healthy relationships and creates within students a value for each other avoiding them sitting in the company of mockers.

Rehearsals often create an environment where pupils feel comfortable talking to each other and sharing difficulties helping them to heal each other in love and friendship. This has a direct impact on their studies helping them to overcome barriers and challenges that could otherwise hinder progress and academic success.

Music is everywhere in life and harnessing the skills required to perform, compose or appraise it will ensure a student planted by a stream of water, whose life glorifies God and who cannot but succeed and prosper in life.

Key Themes

Our curriculum in Music supports the ethos statement of the school. In many ways, music throughout the school forms part of the ethos of the school from curriculum to worship to performances. Music is deeply embedded in the life of the school.

The curriculum is carefully designed in order for all students to be able to develop their potential as young musicians and for all students to work together to improve, refine and develop these skills. Through this nurturing of musical talent, across a wide range of abilities, all students can learn how to live well in society, with each other, and most importantly how to contribute positively to society.

Knowing what it is to be fully alive

What better example could we have of what it feels to be fully alive than that of a musical performance whether as a performer in a classroom, as a performer in a concert or as a listener to a concert. Music speaks to the soul and communicates emotions and feelings that we often have no words for. Music aids mental health and often provides an escape from everyday troubles. Through improving the ability to develop listening and appraising skills across all three Key Stages from listening to a piece of programme music at year 7 level to the same for A-level provides a growing sense of wonderment and amazement at the intricacies of music and the feeling of being alive reflected in compositions. Exploring the Western Classical Tradition throughout the key stages, with the sacred music of Haydn and Bach, the requiems of the late Romantic Period or the intricacies of music in the 20th Century, allows students to explore their own emotions as they listen to the music. This heightens any sense of 'being alive' a student may have.

Learning how to live well together

Performing a duet in a class keyboard performance and mastering the intricacies of a group performance to performing on a concert stage as part of a choir or band teach team building and working together skills like nothing else can. Learning to rely on other musicians within the mix, learning to maintain their own part with security and assurance, learning to adjust for your fellow musicians demonstrates most ably the ability to live well together.

Performing on a concert tour and living and performing with the same people for over a week, often in demanding circumstances, teaches more life skills in one week than anything else could possibly do. Building empathy with others, understanding others and taking them at face value for who they are breaks down barriers of wealth, culture and ability. Helping others practically and emotionally on a demanding tour or concert builds empathy and love for others.

Securing wisdom and understanding

Wisdom can only be found through the fear of God. A respectful fear and one in which a student aims to get things right. Building a set of music skills which are transferrable across life is invaluable to gaining wisdom and understanding in all things.

Composing a piece of music and learning how to refine and develop this aids understanding across a wide set of other subjects and skills. Persevering through a difficult rehearsal, and supporting your fellow musicians through this, provides wisdom in how to deal with the challenges of life. Understanding a piece of music composed in the 20th Century and all the intricacies and challenges of chromaticism, tonality and structure can offer an insight into the mind of a composer and an understanding therefore, of how the mind works in communicating music and becoming a critical thinker in analysing it.

Christian Virtues

Christian virtues are taught through the curriculum throughout all three Key Stages. Love for one another as you work together for a performance at Key Stage 3 or an A-Level recital, supporting one another in love is clear. And amusingly the hope here that the other person will indeed get it right!

Living and working together in lessons of performance and composition and performing the music develop fortitude as you strive to improve skills and performance level. It is the not giving up that counts and the wonderful sense of achievement as you master something that was previously unobtainable. This demonstrates fortitude within a student that they can reflect in life.

Perhaps the most important value that music can convey is one of love. Love for our fellow musicians, love for the poor and marginalised at a charity concert, love for each other and lifelong friendships formed across a bond of music making and striving for excellence. The 'music gang' is one to be involved, non-judgemental, totally accepting and a loving and supporting environment.

Curriculum Aims

Music can offer pupils and students an opportunity to explore their faith and beliefs. Through performing sacred music at a high level in one of the school choirs to listening to a movement from the Verdi Requiem in a GCSE lesson, music affords the performer or listener the time to absorb it and reflect. Studying a piece of world music such as the Sitar music of Ravi Shankar can allow other faiths and beliefs to be explored. In the study of Blues music and the 12 bar blues songs in year 8 a focus on life and all its trials can help a student explore some of life's greatest challenges. Studying the music of the African slaves and its influence on Jazz music can allow us to see mistakes that have been made and the importance of not making these again. All of these add to the rich musical culture that we have in the West.

Provide opportunities for all pupils to learn and achieve

Music at St. Christopher's is inclusive for all regardless of background, the ability to pay for music lessons or academic ability. All pupils can study a musical instrument of their own choice from across the broad spectrum of all orchestral instruments, guitar or keyboards. All instrumental teachers are carefully appointed and offer students of all abilities a clear structured course with progression towards graded examinations. The department's ensembles offers the opportunity for all musicians of all abilities to participate in, perform, gain valuable ensemble skills and make progress playing music with others. In classroom music every lesson is differentiated to allow all students to access it. There is clear progression through the Department's ladders of assessment and departmental meetings offer the opportunity for staff to share good practice and lesson ideas and resources. Book scrutiny and lesson observations allow the DoM to observe good practice and to ensure that all pupils are learning and achieving across each key stage.

At Key Stages 4 and 5 difficulties to student's success are identified early and extra support and provision put in place. All students can access these extra sessions. Further resources are employed to raise pupil standards and expectations and extra examination practice questions and support are offered. Pupils at Key stage 4 are often mentored by a senior music captain or a member of staff.

Promote the moral, cultural, mental and physical development of all pupil

Music can provide the most amazing support for students who are struggling with their mental health and it helps to support them as they get involved with others, build friendships and encourage one another. Playing a musical instrument either in class or in instrumental lessons build good physical stamina and often aids those who suffer from Asthma. Singing is good for all of the above and could be described as 'food for the soul'. If we sing we lift our own hearts, feel a sense of purpose and achievement and develop as young people and adults alike. Music helps us to 'escape' from the realities of life for a while and then return stronger to face them.

Experiencing another culture on a concert tour, meeting with students from another school abroad, performing with the African Children's Choir all aid to a student's cultural development and acceptance of other cultures. It makes the world a much friendlier place!

Prepare pupils for the opportunities and responsibilities of adult life

'Music is the only reason I have the confidence and ability to work with other people.' Sixth Form Student.

Singing together in a choir, in class, playing together in a band, learning a musical instrument whilst overcoming difficulties and striving for excellence build essential skills to success in life. A rich curriculum offering a multitude of opportunities for students can give them a love of music which will transfer to their own children. The value of music in a young person's life is priceless.

Understanding their own limitations as they perform, compose or listen to music, being able to build skills and knowledge to overcome these and the sense of achievement as they succeed should never be underestimated. What better preparation could there be as we set them out into the adult world and all the challenges it presents?

Discussing the emotional and intellectual meaning of music in class discussions from Year 7 to 13 creates an emotional intelligence within students.

Music - Complementing the School Provision

Teaching Approaches

All departmental staff use a variety of teaching approaches in order to get the best out of the students. All members of staff have a wide and diverse skills set and this is used to the fullest in curriculum lessons and in ensemble and choir practises. Modelling is often very successful and for the A-level student higher level questioning in order to tease out the intricacies of a piece of music have proved to be successful in raising student attainment.

Structured and good feedback at Key Stage 3 is invaluable – and building in some reflection time into lessons for students to act on the feedback has met with much success.

In performance and composition lessons peer and self-evaluation in line with the ladders of assessment has proven to show good development of both compositions and performance. This has also built confidence amongst the students.

Perhaps the most important teaching strategy we have is one of encouragement – at whatever the level the student is at. Encouraging a performance of a simple piano piece to a performance of an A-level recital piece gives confidence thus building better skills and mastery of technique.

Pupil Attitudes

Music is popular amongst many of the students and this is evident in the uptake for Music lessons, the constantly full department at lunchtime as students meet and chat and make music together. Pupil voice has given key insights into the curriculum popularity and this has been used after a departmental inspection.

Being able to run an annual concert tour with between 50 – 60 participants each year and the always oversubscribed school musical, shows the musical nature of the pupils and their pleasure at being involved. Getting to know the pupils and students at these events has been invaluable and the positions of Music Captain are well fought for every year!

All the Department's ensembles have many members from year 7 – 13 and are popular with excellent attendance each week.

Going beyond the National Curriculum and / or Exam Board Specifications

If a student leaves with a love of music in any genre and an appreciation and understanding of that then we have done our jobs well. If an A-Level student progresses on to study music at Conservatoire then enter the profession, having joined us with limited skills in year 7 then we have nurtured and shaped talent and given them a musical future.

We strive for excellence in all ensembles and drive the students to master technical passages that should be beyond them. In the Key Stage 5 curriculum we study a vast amount of additional music allowing a greater understanding of the historical and stylistic areas of study and encourage the students to write about these in their essays.

We are exploring and using the new Model Music Curriculum and have developed a scheme of learning that is robust, teaches many skills, builds teamwork and resilience within a student. We aim to teach them a huge variety of musical skills and encourage them to apply these across the board.

Extra-Curricular and Enrichment

There are huge opportunities for all pupils and students to get involved in. The department has several ensembles covering the entire ability range from beginner to advanced.

Wind Band, Concert band, Jazz Band, String Orchestra, Orchestra, Senior Vocals Girls' Choir, Cantores SATB Sixth Form and Senior Student Choir, Guitar Group, Flute Ensemble, Junior Choir and Music Theory and GCSE Composition groups.

The annual concert tour takes the jazz band and two senior choirs on tour abroad. Trips are organised to King George's Hall to see the North West's top orchestras. Several concerts are arranged within the community supporting local churches and charities and the Department is well known in the east of the County.

The choirs perform regularly at Diocesan events and services and also compete in local and national competitions. They have also been regular competitors at the International Eisteddfod in Llangollen and in the BBC Choir of the Year Competition where they have been awarded Choir of the Day.

Our rock musicians regularly rehearse within the department and many have gone on to secure recording contracts with their bands. For curriculum enrichment we encourage pupils at Key Stage 3 to come along and work on their performances and compositions at lunchtime and at Key Stage 4 we have clinics at lunchtime to help them progress and achieve or exceed their target levels. At KS5 one to one support is offered to all students where necessary.

Whole School / Cross Curricular Elements

There have been several cross curricular events with other departments to provide a holistic approach for students. When studying Holst's, The Planets Suite, pupils gained a musical understanding of the work, made the planets in art, wrote about their planet in English and then these were displayed in Accrington Town Hall as part of a project with Blackburn Symphony Orchestra. Pupils were invited to attend the live performance of the work and this was very successful.

Reading time is allowed in most lessons as we cover the history of music from the Renaissance Period to the 21st Century. Silent reading time is used as well as sharing reading throughout the class. At Key Stage 5 all students are encouraged to read round the subject and are provided with a reading list, often given books to read and then these are discussed as a group in lesson.

As part of the whole school HDS has complete the Leadership Pathways Programme, the Diocesan Christian Leadership Course and is also the SLE in music for the East Lancashire Teaching School. HDS is also an examiner for three examination boards and a moderator for music with AQA.

The Department has a reputation within the County – one of where music is encouraged and developed, where every student can learn to the best of their ability and most importantly to succeed. Many of the school musicians play in County Ensembles.

PSHEE - The Purpose of Study

Learning in PSHEE promotes wellbeing and enables pupils to navigate what can be a risky and complex world. Pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work under the main themes of Health and Wellbeing, Relationships and Living in the Wider World. When delivered well, PSHEE education has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. A high quality PSHEE programme covers economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk. It should equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

We believe that relationships and sex education is important for our pupils and our school because it involves learning about emotional, social and physical development. RSE involves developing skills and forming positive beliefs, values and attitudes. High quality relationships and sex education creates a safe school community in which pupils can learn, grow and develop positive, healthy behaviour. Relationships and sex education is an entitlement for all pupils. It aims to enhance the self-worth and confidence of each individual and encourage mutually respectful relationships. Good quality RSE encourages empathy towards others, subsequently supporting pupils in making positive life choices.

PSHEE - Complementing the School Purpose

We are committed to providing high quality PSHEE. Our curriculum closely follows the guidance issued by the PSHEE Association and it is underpinned by the Christian ethos of the School. We help our pupils to understand the importance of stable and loving relationships, respect, love, care, family life and marriage.

PSHEE encompasses elements of the Citizenship curriculum and places the health and wellbeing of our pupils at the top of the agenda. The PSHEE curriculum promotes the fundamental British Values through discrete lessons which are taught across years 7 to 11.

We intend that PSHEE will help to support our pupils in their journey to becoming healthy, independent, resilient and responsible members of our society. This complements the school purposes of knowing what it is to be fully alive and learning to live well together.

Foundation Scripture

The teaching of PSHEE encourages all to 'prosper'. Through exploring the key themes within PSHEE it is hoped that our pupils will have the confidence to question and flourish.

“We have different gifts, according to the grace given to each of us. If your gift is prophesying, then prophesy in accordance with your faith; if it is serving, then serve; if it is teaching, then teach; if it is to encourage, then give encouragement; if it is giving, then give generously; if it is to lead, do it diligently; if it is to show mercy, do it cheerfully.”

Romans 12:6–8

“Do not judge with appearances, but judge with right judgement.”

John 7:24

Key Themes

Pupils are enabled to develop skills and attributes such as resilience, self-esteem, risk management, team working and critical thinking in the context of three core themes: Health and Wellbeing, Relationships and Living in the Wider World.

Christian Virtues

Teaching in PSHEE complements Christian virtues, through exploring the key themes in PSHEE of health, wellbeing, relationships and the wider world it is impossible not to think closely about trust, justice and friendship.

The promotion of Christian virtues is also evident in the classroom. We hope that all pupils will learn to thrive whilst promoting tolerance of different lifestyles and viewpoints and respectful attitudes to others. Each year commences with the establishment of ground rules, facilitating an environment where pupils may express themselves safely, in confidence and without ridicule.

Curriculum Aims

We closely follow the programmes of study provided by the PSHEE Association. A distinction is made between the topics covered in KS3 and KS4, showing age appropriate lesson content with particular regard to relationships, health and wellbeing. Knowledge and understanding is built upon as pupils move through the school, in the same way as other curriculum disciplines. We endeavour to enable our pupils to become more resilient and improve their own self-esteem, risk management, teamwork and critical thinking through relevant topic content and challenging learning activities.

Teaching and learning in PSHEE focuses on the core elements of health and well-being, relationships and living in the wider world. Pupils are taught discrete citizenship lessons covering the law, democracy and fundamental values of British society.

The key themes at KS3 and KS4:

- Emotional wellbeing
- Respectful relationships
- Online safety and media
- Being safe
- Being healthy

PSHEE - Complementing the School Provision

Day to day teaching in PSHEE encompasses a wide variety of teaching approaches. Safe learning environments are sought where pupils are able to feel comfortable. The PSHEE lead also facilitates St. Christopher's LGBT+ group supporting our pupils in an informal weekly drop in session. Reading is promoted within lessons using various stimuli and there are numerous opportunities to develop oracy skills throughout discussions. PSHEE is delivered so that the needs of all pupils are met and pupils build the skills and knowledge which will help them to prepare for adult life.

“Success comes from knowing that you did your best to become the best that you are capable of becoming.”

All pupils will experience a fully inclusive curriculum that focusses on developing the whole person, through a wide range of activities that engage pupils to live a full and healthy lifestyle. The study of Physical Education will enable pupils to become physically confident in a variety of demanding activities and it will also provide pupils with the opportunity to excel in different competitive situations.

The curriculum will develop a greater understanding of different sports and physical activities by making links through skills, techniques and tactics. Pupils will gain knowledge of what makes a performance effective and how to apply these principles to their own and others' work. We want pupils to become confident in their work by demonstrating resilience in their learning and a desire to succeed. The PE curriculum is designed 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

The successful teaching of the subject will equip pupils with the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and wellbeing.

Physical Education - Complementing the School Purpose

Foundation Scripture

The teaching of PE encourages all pupils to give the best account of themselves in each activity regardless of their starting point. Perseverance is a key trait to enable pupils to 'prosper' in PE and pupils are encouraged to embrace challenges in sport which can be transferred to all aspects of life.

Key Themes

Pupils will learn to live well together through working together collaboratively in team and individual sports, by showing good sportsmanship, being gracious in defeat and showing humility in victory. Each activity requires pupils to provide constructive feedback that will improve their own and others' work, therefore it is imperative that pupils demonstrate empathy.

Pupils will secure wisdom from developing theoretical knowledge and understanding of the factors that underpin physical activity and sport, using this to improve performance. They will also gain understanding of the contribution that physical activity and sport make to health, fitness and well-being.

Pupils will know what it is to be fully alive by accomplishing challenging activities and pushing themselves to succeed. Pupils will experience the release of serotonin through sustained periods of activity, which not only improves their physical well-being, but also their mental health.

Christian Virtues

The teaching of PE significantly promotes virtues of forgiveness, friendship and love. In PE and school sport, mistakes are often made and it is important for pupils to understand how to cope with such decisions. Using positive role models in sport will influence how our pupils behave in the classroom and also outside the classroom.

The promotion of friendships is evident in lessons as pupils are required to work collaboratively and cooperatively together especially in team sports. In theory lessons, pupils will work together in pairs and small groups to either present or research key topics that will embed knowledge.

We hope that pupils develop a love for PE that will spread beyond the classroom or sporting arena. We hope that pupils at St Christopher's engage in physical activity long after they leave the school as they have developed a real passion to lead a full and healthy lifestyle.

Curriculum Aims

The teaching of PE will enable pupils to gain a deep moral understanding of team work, fair play and co-operation. Pupils will receive an enriching foundation in KS3 that will pave the way for them to flourish in KS4 and KS5. Pupils who opt for GCSE PE, they will explore different cultures and gain an insight into participation trends of sportspeople from varying backgrounds. Throughout the key stages, pupils will grasp the important role that physical activity plays in their physical and mental development. We are closely working with organisations like Youth Sport Trust, to support and educate key pupils with poor mental health, providing them with coping strategies to enable them to be happy and successful.

The Year 7 curriculum takes more of a technical approach towards Physical Education, working on key skills and techniques, which will later be applied in progressively difficult tactical situations in years 8 and 9. During this time, the focus is more about decision making in team sports, and complex movements in aesthetic activities, such as gymnastics and dance. Although pupils will be able to achieve on a lesson by lesson basis, this developmental approach will enable them to see the full extent of their progress by the end of each unit of work. Pupils in year 9 are actively encouraged to reflect on what they learned in year 7, so as to further highlight their journey.

As pupils move forward, they embark upon various challenges that life can throw at you. Our Physical Education curriculum reinforces the need to maintain a healthy lifestyle, to ensure that you are in the best position for success and dealing with the stresses of adult life. Throughout the course, pupils are constantly focusing on key skills, such as problem solving, self-confidence, resilience and inter-personal skills, all of which will be required post compulsory education.

Physical Education - Complementing the School Provision

The teaching of Physical Education is fully inclusive, with pupils taking ownership of their own learning. Metacognition strategies are used, to enable pupils to feel empowered when it comes to their own progression and success in the subject. Pupils are encouraged to reflect on their learning objectives and how they are achieving them, including where necessary, what measures need to be taken to further progress. During lessons, pupils must take responsibility for organising themselves, being fully equipped for class, whether it be a practical or a theory lesson. Routines are well established, so that pupils arrive to class ready to learn, knowing that teachers expect them to bring the best version of themselves.

A vast extra-curricular timetable is in place, with a whole array of different sports and opportunities for pupils to engage with. The timetable is also updated termly, to mirror the curriculum, as pupils encounter new sports, thus giving further scope for a broad extra-curricular timetable, tailored to suit all needs. It is designed to be fully inclusive, providing opportunities for those pupils who simply want to find enjoyment in a particular sporting activity, as well as catering for those who want to hone their skills in a specific discipline, and enjoy the competitive element of Physical Education. There is also a sports council in place, which alongside form group sports captains, provides a platform for pupils to express their views, as well as develop leadership roles.

The Physical Education scheme of learning provides plenty of cross-curricular opportunities, such as links to science through applied anatomy and physiology, with particular reference to the cardiovascular and respiratory systems, and biomechanics (with a strong numeracy content as well). Pupils also gain an insight into the skill of map-reading, as they venture into orienteering in years 7 and 8, which complements the Geography curriculum. Literacy skills remain at the forefront of our curriculum, particularly in our theory lessons, where they are encouraged to read various texts relating to our topics, to extend their knowledge and understanding, as well as to help them to apply our content to real-life situations. We also spend quite a lot of time working with exam-based materials, ensuring that pupils are familiar with the wording of questions, and are able to dissect them in order to accurately answer them and access all of the marks available. Although at first glance this in itself is quite specific to Physical Education exam questions, the technique involved, as well as specific questioning terminology, is very much a cross-curricular skill.

Politics - The Purpose of Study

The A-level politics course is designed to be lively, relevant and controversial. The department aims to help students understand their own place in the world and the power they have to change the world around them in meaningful ways. A quick glance at the news headlines is all it takes to understand this is one of the most interesting and engaging subjects for young minds to study. The course is firmly rooted in news and current affairs from the UK and the US. Not only does the course provide students with detailed knowledge and understanding of these two political systems it also provides them with research skills, enhance written communication and the ability to express and debate difficult ideas. The course is designed to do all these things but the department aims to go further; cultivating confident young people who are not afraid to get their voices heard and want to actively engage with the world around them.

The course is designed to help students:

- comprehend and interpret political information
- critically analyse and evaluate the areas of politics studied
- construct arguments and explanations leading to reasoned conclusions
- identify parallels, connections, similarities and differences between aspects of the areas of politics studied
- construct and communicate arguments and explanations with relevance, clarity and coherence
- use appropriate political vocabulary
- make connections between the different areas of politics studied
- make comparisons across two political systems.

Politics as a subject is inherently synoptic. The course also aims to give students a complete and holistic understanding of the subject by requiring that they inter-relate areas of content within each module and when appropriate across modules.

The Government and Politics Course Focuses on:

Government and Politics of the UK

The nature and sources of the British Constitution. Issues and debates around recent constitutional changes and individual and collective rights. The structure, processes and work of Parliament. The effectiveness of Parliamentary scrutiny, discipline and representativeness.

The relationship between the Prime Minister and their Cabinet. How policy is made and the relationship between the Executive and Parliament. The UK Judiciary and the role of the Supreme Court. The power of the court and its impact on government, legislation and policy making.

The roles, powers and responsibilities of the different devolved bodies in the United Kingdom. The debate surrounding devolution in England and the impact devolution has had on UK Politics.

The nature of democracy and the development of suffrage in the UK. Patterns of participation, different forms of participation and debates surrounding how and why people participate.

Electoral systems which are used in parliamentary elections and in elections to devolved bodies of the UK, the advantages and disadvantages of these electoral systems. Case studies of three key elections- 1983, 1997 and 2019

The origins, ideas and development of the three main UK parties. Arguments surrounding the development of a multi-party system in the UK and the impact on governance and policy due to these changes.

The types and methods of pressure groups and their influence on political parties, the government and the media. Debates surrounding the impact pressure groups have on democracy in the UK.

The aims of the EU and the extent to which they have been achieved the impact of the EU on UK politics and policy making.

Government and Politics of the USA and Comparative Politics

The nature and significance of the US Constitution. The framework of government and the significance of the constitutional principle on politics in the USA.

The structure, role and powers of US Congress, debates surrounding its functions, powers and effectiveness. The relationship between the Congress and the executive branch of government.

The sources of presidential power supported by relevant examples. The difference between enumerated powers and the informal powers of the President. The constraints on the President's ability to exercise their powers. The relationship between the President and EXOP, the Federal Bureaucracy and Federal Agencies. The imperilled and the imperial Presidency.

The process of selection and appointment of Supreme Court judges and the current composition of the courts. The nature of judicial power, the significance of judicial review and examples of landmark rulings. The significance of the judiciary

The Electoral Systems used in the USA and the main characteristics of the presidential and congressional campaigns. Candidate selection in primaries, caucuses and at the nominating conventions. The factors which determine electoral outcomes – finance, media and issues, incumbency and leadership. Direct democracy at state level and an evaluation of its impact. Analysis of the main variable in US voting behaviour and the links between parties and their core voting coalitions. Split ticket voting and absenteeism in the US elections.

The two main political parties and their ideologies, values, policies and traditions. The factions which exist within parties and the debates concerning their weakness. The dominance of two party politics and significance of parties and independent candidates.

The extent of political pluralism in the USA, typologies of pressure groups. The methods and tactics used by pressure groups to influence and the different levels of Government targeted. Funding of candidates, iron triangles and lobbying. The relative power of pressure groups and political parties. Debates concerning the power and influence of pressure groups in the USA.

Protection of American rights and liberties under the Constitution, Bill of Rights, Amendments and Supreme Court decisions. The role of pressure groups in supporting rights. the impact of civil rights on us politics in relation to abortion, race, freedom of speech, the right to bear arms.

Comparative politics – analysing and explaining similarities and differences between UK and USA in structural, rational and cultural ways.

Political Ideas

Liberalism - debates around the nature of liberalism. The core ideas and values concerning the individual and freedom. The study of key thinkers and their impact on liberal thinking about the state, society, the economy and human nature.

Conservatism - debates around the nature of conservatism. The core ideas and values concerning the individual and freedom. The study of key thinkers and their impact on liberal thinking about the state, society, the economy and human nature.

Socialism - debates around the nature of socialism. The core ideas and values concerning the individual and freedom. The study of key thinkers and their impact on liberal thinking about the state, society, the economy and human nature.

Feminism - debates around the nature of feminism, core feminist views and values concerning equality of treatment, recognition of gender differences and affirmative action. Analysis of liberal and radical feminism as well as differences and post-feminism. The study of key thinkers and their views on human nature, the state, society and the economy.

Politics - Complementing the School Purpose

Foundation Scripture

Knowing that all we are, all we have and all we do is through God the Politics Department focuses on each student as “fearfully and wonderfully made”. Students are to be treated holistically and with the belief that if they can be “watered” through a compassionate but challenging education then they will go on to flourish and use all of the gifts given to them by God. The department acknowledges that these gifts will vary from student to student and not all will necessarily excel in the subject but all will be supported and encouraged to do their very best.

Key Themes

- Knowing what it is to be fully alive
- Learning to live together
- Securing wisdom and understanding

The Politics curriculum teaches students about their role in their communities, country and the wider world. It encourages students from the moment they embark on the course to learn more about themselves by finding their voice and then using their voice to advocate for others and for themselves. The topic of participation particularly focuses on how students can find causes which are important to them and advocate for their own interests, discussions surrounding electoral participation prepare them for their civic duty of voting in the many and varied elections in the UK. Students are encouraged to analyse how different groups and communities have been negatively treated both in the UK and the USA and explore how laws and judicial decisions have effected these groups, while also considering the work which remains to be done particularly through the topics of civil rights and feminism. Politics will always require that student consider issues from various points of view and requires an understanding that there is often not a right answer but different answers supported by different people or groups and using different evidence. Critical analysis and debate are always encouraged but this is always done with tolerance and respect and the understanding that people and ideas can change through gentle education and conversation rather than confrontation.

Christian Virtues

Christian virtues are explored throughout the curriculum. In Politics, patience is found in analysing the work of pressure groups working to influence the Government and change policy which can sometimes take years, an example such as Greenpeace whose advocacy for climate action was ignored for decades has now been vindicated. Hope is demonstrated through the candidates and political parties which stand for office but also in the lives of voters who cast their ballot with the hope and desire for continuity or change. Most importantly love is fostered, first and foremost a love for the subject, the department works hard to enthuse students and support them so they feel loved and in turn will love coming to their lessons and love the subject, passing on their interest to the wider Sixth Form community and family and friends at home.

Curriculum Aims

Provide opportunities for all students to learn and achieve

The lessons are created and delivered to ensure that every student has an opportunity to participate in every lesson. Students are always asked to contribute their answers, ideas and opinions and are praised for their involvement in the lesson. Students ALPs target grades are used to ensure work and expectation for each student is personalised and they are both challenged and supported to achieve their very best.

Promote the moral, cultural, mental and physical development of all students

Students are challenged in lessons to consider many and varied ideas and viewpoints. The course requires that they critically analyse the key ideologies which underpin the UK's main political parties and the UK and USA's political parties as well. Through the topic of civil right and the judiciary students are presented with the fight for rights which minority groups have had to pursue and encouraged to think about how they would respond in similar circumstances.

Prepare students for the opportunities and responsibilities of adult life

The curriculum keenly stresses the importance of political engagement and participation in both formal and informal ways and helps students understand the role they play in a healthy democracy through active citizenship. It is gratifying to note that past students have gone on to stand for election and win seats as parish councillors and MPs. Students are also prepared to be understanding, tolerant and respectful in their dealings with others even when they disagree with them, whether that be about Politics or wider issues. More generally the skills and knowledge gained through the course will certainly prepare them for undergraduate study or other career opportunities.

Politics - Complementing the School Provision

1. Challenge

Every lesson in the Politics department is based around a challenging question which through the course of the lesson/lessons students should explore through a range of activities and then feel confident in providing an answer to. Undergraduate textbooks, political autobiographies and other specialist materials are used to encourage challenge. Students are often set independent research tasks which challenge them.

2. Explanation

The department is confident in their knowledge and ability to provide thorough explanations of the topics in the specification but also of wider political issues as teachers keep up to date through a range of news sources and encourage students to do so too. Explanations are given verbally and there are often activities which encourage lots of class discussions however the department is very aware that students need to translate these activities into long form notes which they can work on and revise from in the future. Almost all lessons have an accompanying PowerPoint where written explanations and instructions are provided. Whenever more freeform discussions or activities have taken place in class these are always followed by “consolidation” activities which require students to reflect on their learning so information and explanations are recorded in their notes.

3. Modelling

Modelling is used most often to help students develop the exam skills they need to complete the extended essay questions. Planning past paper questions together with their teacher modelling how to challenge the question, create sustained analysis and employ keyterms is done at least once through every topic of the course. Students are also given successful responses from previous students to analyse and activities are built around finding various strengths. Modelling takes place every lesson in the key terms used, technical language and academic explanations which the teacher provides.

4. Practice

Students are given the opportunity to practice all the skills they will require in their final exam through the activities and homework. They regularly complete 9 mark and 25 mark essay questions independently. In addition student practice planning essays in pairs and as a class and complete “Iceberg Analysis” activities and “Outstanding Paragraph” activities to drill into and allow them to practice how to achieve the top levels of sustained analysis. Students practice using key-terms and up to date examples through discussions and their answers in lessons.

5. Feedback

Students are given personalised feedback to every written essay in the form of “What Went Well” and “Even Better If”, there are also some assessments which are returned with “No Grade” so as to encourage students to really read and take on board the personalised feedback. When returning assignments the whole class will have verbal feedback as to some of the key mistakes being made and what was required to get the best marks. After milestone assessments there will be one on one feedback provided for some students and all students are encouraged to share plans before they write essay or to discuss their feedback once it has been returned to them.

6. Questioning

Every lesson in Politics is framed around a challenging question and questions play a central role in every lesson. They are used to help students recall at the beginning of the lesson through “Quick Quizzes” or “Blankety Blank” games or to place the lesson and help students recall what they have previously learnt. Questions are used to challenge students thinking and encourage them to keep up to date with the news by asking them about certain current events. Questions are also used in consolidation activities and to prepare students for the questions they will face in the exam.

There are high expectations for all students laid out from their first lesson both verbally by their teacher but additionally through the Politics Handbook which they are all given. This gives clear instructions about behaviour in lessons, homework and independent study. Students are encouraged to mirror the positive attitude of the teacher and become enthusiastic about the Politics course and the activities which take place. The atmosphere in lesson is positive, encouraging and supportive combined with a desire to do well for all. Students are made to feel comfortable about contributing as this is expected from day one and there are opportunities for every student to hear their own voice in every lesson. This gives the students a feeling on being on their toes and being involved in the subject.

To inspire a love of the subject beyond the specification, students are regularly encouraged to discuss what is happening in the news and when there are important events such as General and Presidential Elections these will be followed at the beginning of each lesson with reference to the headlines and key news stories of the day. There is a large selection of book particularly about American Politics which have been made available to student in S1, along with copies of Politics Review Magazine and students are regularly recommended podcasts, television shows and films which link to the UK and USA courses such as The West Wing and The Thick of It. On Synergy “Resource Libraries” have been created where students can find broader resources to use in their own time to supplement their independent study.

The Politics Department has organised for students to attend BBC filming of Question Time and two attended BBC events at Political Party Conferences in Manchester. There have also been trips to Westminster organised with the Parliamentary Education Unit and tours round the Supreme Court. The Department has led the Sixth Form trip to Washington and New York for five years, giving students the opportunity to visit the United Nations, Congress, the Supreme Court and the 'Newseum' as well as tour the Mall and visit the Lincoln Memorial.

Though there are high expectations the department caters for all students and does not have any specific entry requirements. It is often the case that students who have not achieved particularly well previously/in other subjects do well in Politics because they are "bitten by the Politics bug" and their interest in the subject, along with advice and support from their teachers helps them to exceed expectations. Close attention is paid to ALPs target grades but these do not limit what students can achieve. Those who find extended writing tasks are supported one on one with feedback at the end of lessons or in lunchtimes. The department will work with the Head of Year to support students who are struggling to adjust to the demands of the course and give students the opportunity to repeat work and have it remarked or complete additional tasks to improve.

Psychology - The Purpose of Study

The purpose of the Psychology department at St. Christopher's Sixth Form is to offer students an engaging and stimulating course to discover insights into the reasons behind human behaviour, helping them to gain not only a better understanding of others around them, but of themselves too. The Psychology curriculum will enable our students to value the importance of psychological research and will promote a curiosity of the human behaviour and the mind, equipping them with the necessary scientific knowledge, skills and vocabulary to develop a better understanding of human behaviour. We do this using quality teaching which ensures students understand underlying psychological principles and can apply them in a variety of familiar and unfamiliar contexts. We want students to be able to think analytically and reach logical conclusions based on scientific evidence.

The course is designed to:

- Develop essential knowledge and understanding of different areas of psychology and how they relate to each other
- Develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods
- Develop competence and confidence in a variety of practical, mathematical and problem-solving skills
- Develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
- Understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society

Lesson materials are engaging to promote topical discussion and encourage students to develop an enquiring mind. As a knowledge-based curriculum, we believe that knowledge underpins and enables the application of skills. Content is delivered to students and then built upon through a variety of practice questions, with regular quality feedback being given to support student progress. The knowledge acquired then allows students to develop their analytical and critical thinking skills.

The Psychology course focuses on:

- Introductory Topics: the study of Memory, Social influence, Psychopathology and Attachment.
- Psychology in Context:
 - Different perspectives to the study of human behaviour (biological psychology, behaviourism, social learning theory, cognitive psychology, psychodynamic and humanistic perspectives)
 - Biopsychology (the influence that our genetics, neurology and physiology has on behaviour)
 - Research Methods in Psychology
- Issues and Topics:
 - Issues and Debates (gender and cultural bias, free will and determinism, holism and reductionism, nature and nurture, idiographic and nomothetic)
 - Gender, Stress, and Forensic psychology

Psychology - Complementing the School Purpose

Foundation Scripture

Psalms 1 is directly referring to knowing the LORD as the source of life (cf. Jeremiah 9v23-24), as the source of living water, and that it is only in true relationship with Him that we can be like that plant that flourishes, bearing the fruit of the Spirit in good times and under trial – all fruit that is not of temporary value but of eternal treasure.

The Psychology department seeks to honour the image of God in each student. The material creation was made by God to be developed, cultivated, and cared for in an endless number of ways through human work. As teachers of Psychology whenever we draw out the potential of the students to help them flourish, we are following God's pattern of creative cultural development. This applies to the endeavours of both students and staff in respects of academic development and performance, as well as the personal development of students. Furthermore, the gospel reminds us that God himself intervened to heal the brokenness, and this compels us to contribute to that progress in the Psychology Department through our support both pastorally and academically with all our students. We often need outside help (from God or friends or mentors or opportunities), and so we aim to identify potential barriers to our students' success and provide interventions to help them overcome those challenges.

Key Themes

Our curriculum in Psychology supports the ethos statement of the school. The contents and structure of the curriculum provide opportunities for students to better understand (i) their relationship with themselves through gaining insight into their own behaviours, (ii) their relationship to others so that they can learn how to live well in society, and (iii) gain wisdom and understanding to enable them to make effective decisions and choices about their own behaviour and its impact.

Knowing what it is to be fully alive

Studying A-level Psychology helps to increase a student's self-awareness of their own thinking and behaviour through studying behaviours through a variety of topics, such as psychopathology, stress and memory. By increasing a student's understanding of themselves in these areas it enables them to change and alter their behaviour. The knowledge gained from studying Psychology has the potential for students to have a better understanding of mental health (abnormality, depression, OCD, phobias), society (conformity, obedience, social change), and a grasp of how the mind works in relation to memory which can directly impact their academic performance.

Learning how to live well together

In relation to the above, Psychology increases a student's understanding of others. Through learning about human behaviour, students can better understand and interpret the behaviour of others, offering explanations that go beyond the surface level, and consider a wider range of factors. This has the potential to help a student move beyond stereotypes and prejudices they may come across. In particular, cultural and gender bias is considered in depth. Furthermore, much of the Psychology course considers treatments for a range of behaviours (e.g. stress, OCD, criminal behaviour) which encourages students to be outward looking in society for how they can help others.

Securing wisdom and understanding

From a basis of having an improved understanding of themselves and others, students are better equipped to make wiser decisions in life. This can be through something as profound as the knowledge of attachment in relation to the impact motherhood can have on the long-term development of a child, to using their knowledge of human behaviour to change their behaviour in such a way to impact others for good. Additionally, Psychology is based on scientific principles, and as such trains students to be critical thinkers, drawing conclusions based on the available evidence.

Christian Virtues

Throughout A-level course, various topics engage students in key Christian virtues. For example, hope is clearly on display in the various ways that psychological research can be applied to benefit the lives of people. This can be through treatment methods for mental health issues, to helping people manage stress, to understanding differing ways of dealing with offending such as restorative justice. In relation to friendship, much of Psychology considers the influence that others can have on our behaviour, whether that been through conformity and obedience, or through the key role that social support can play in managing stress. In essence, Psychology draws attention to the impact our behaviour can have, for good and bad, upon others and as result can provide insight for students to behave in ways to build and maintain friendships. Furthermore, the virtue of love overflows in the many attempts of psychology to improve the lives of others through application of insights gathered from research evidence. This can very powerfully be seen in the significant area of attachment and the role of the caregiver for the long-term development of children.

Curriculum Aims

Offer a meaningful encounter with Jesus, the Christian faith and practice in a way which is life enhancing

As a Sixth Form that provides for students of all faiths, Psychology helps to engage students in critical thinking so that they can learn the skills needed to thoughtfully consider and form conclusions about their own beliefs and others. Psychology considers the biases that we can all hold and can be blind to, and through shining a light on such ways of thinking it can potentially help students to evaluate ideas, beliefs, and competing theories so that they can have a more reasoned set of beliefs.

Provide opportunities for all pupils to learn and achieve

For the Psychology department the implementation of the A-level curriculum is carefully designed to cultivate within the students the key skills of critical analysis, independent study, application of knowledge to real world scenarios, and research methodology. The course material has been carefully crafted and refined so that students are provided with, and set tasks to, discover the essential information. Our students need to be connected to the accurate sources for them to achieve, and the expertise of the teachers following their years of exam marking and developing CPD ensures the high-quality source for student success. This is maintained through departmental meetings where good practice is shared, including lesson ideas and resources, work scrutiny, and assessment moderation. The most recent Departmental Review for Psychology rated us Outstanding in our provision.

The Psychology Department aims to identify potential barriers to our students' success and provide interventions to help them overcome those challenges. This is the implementation of the VESPA principles in the department, where intervention is focused along these strands.

As a Psychology Department our intervention and support process involve:

- **Online Textbook and Revision materials:** The psychology has department again subscribed to online materials that will further enhance student access to resources and materials to improve their learning. Each student will have their own personal login that gives them access to online textbooks for the course as well as additionally material to develop and assess their understanding.
- **OneDrive resources:** Students have access to all new material on OneDrive, including some extension materials on OneDrive, which provide stretch and challenge.
- **Intervention and Support:** lunchtime intervention and support sessions are run on a regular basis each week. Some of these sessions will be revision focused, assessment focused, and skills based.
- **Student mentoring:** further support to students through U6 students working with both L6 and U6 students. This ranges from help with organisation to essay writing.

Promote the moral, cultural, mental and physical development of all pupils

Our students are introduced to a wide variety of viewpoints from some of the most influential psychologists throughout history. We study the impact that their work has had on the world we live in and students are encouraged to make links between their studies and real-life examples. They are expected to analyse the relative contributions of competing theories in order to discuss their impact on our understanding of human behaviour and society as a whole. In addition to our aims, our curriculum purpose includes revisiting and building on existing knowledge. We ensure the level of challenge is high enough for the most able, with scaffold and support available for students who need it.

Prepare pupils for the opportunities and responsibilities of adult life

Through an understanding of their own behaviour, and that of others, studying Psychology for our students has the potential to equip and inspire our students in adult life. This could be directly through shaping the way they parent their own children (through studying attachment), to choosing a career that directly works with those suffering from mental health issues, to going further with the knowledge of child development to, for example, train as a Speech and Language therapist. Studying Psychology develops a range of valuable skills including critical analysis, independent thinking and research, as well as a deeper understanding of the dynamics of human interaction and communication. This comes through a range of opportunities and responsibilities that occur in the classroom through group tasks, and individual projects as well as wider curricular opportunities such as: conducting research investigations, completing an independent psychology study project, role of Psychology Ambassador, trips to events. As a result, Psychology helps prepare our students for adult life.

Complementing the School Provision

Teaching Approaches

Key to the teaching of A-level Psychology are the six principles from 'Making Every Lesson Count'.

1. Challenge - *the provision of difficult work that causes pupils to think deeply and engage in healthy struggle.*

In lesson students are working towards the objectives based on the exam specification. This sets a high standard for all students to achieve, and whilst some may need more support and guidance, the end point is the same. These expectations include the quality of their organisation, the level of detail of the completed workbooks, the acting on feedback, and the regular completion of revision materials throughout the year. In order to encourage these expectations high quality of work from students is shared, and regular reviews of student folders as part of work scrutiny are conducted.

2. Explanation – *the skill of conveying new concepts and ideas. Explanations should be tethered to something pupils already know about; explanations should allow for the limited capacity of the human memory to hold on to a number of new items at once; explanations should aim to transform abstract ideas into concrete ones.*

As teachers of the specific topic of Memory, we are aware of the need for explanation to take into account Working Memory and so make explanations that connect to prior learning but not in a way that overloads. Activities used to explain different topics often use different examples and stories, as well as videos, to help illustrate more difficult abstract concepts. Many concepts for students, particularly in Biopsychology, can be difficult for them to understand, and as a result, evaluation of this material becomes even harder. This is why we explicitly talk about this upfront and emphasise the importance of effective strategies to consolidate this terminology. We take the time in places to explain the etymology of a word, and use mini active recall tasks in lessons to provide opportunities for long term retention of these concepts to lighten the cognitive load later on.

3. Modelling – *'walking' students through problems and procedures, and in doing so sharing thought processes which pupils will then apply themselves.*

The nature of the Psychology course lends itself to explicit discussion about cognitive processes and the science behind how the mind works. Consequently, discussion of meta-cognition with the students is on show, with the modelling of how to ask questions to think critically about content, and ways of linking ideas together. Live modelling often happens with essay writing construction, and the development of evaluative paragraphs, most notable in effectively linking evaluative points to the question at hand. Regular use of exemplar material is shared with students, whether this is from a suitable essay produced from the class, or from a previous student. These are photocopied and shared with students, or more explicit tasks are used with images of the paragraphs on Ppt. Of particular emphasis in developing writing skills for our students is the focus on the way students verbally answer questions in class as they often go together – "if you can say it, you can write it."

4. Practice – *the need to do something many times in order to achieve independence. This is deliberate practice with the guidance of a teacher*

This happens in a number of different ways that develop and progress throughout the course as students have more knowledge and a better understanding of the expectations we have for work. For example, at the beginning of a new A-level subject, there is naturally dependence on teacher explanation for new concepts, evaluative skills particularly in the area of Research Methods and Issues and Debates. Early on students are given more explicit teaching and opportunities to apply straight away (i.e. in the Approaches topic). This evaluative knowledge then becomes less structured as we study new topics in order to encourage students to actively recall the earlier content thus strengthening their long term memory connections. In their booklets evaluative points are structured and more formally written for them, and then reduced as the year progresses. This also applies to Research Methods practicals, and the teaching of essay writing.

5. Feedback – *we as teachers need to show pupils what they need to aim for, set them off and then keep them on track through feedback, before letting them know that they have got there.*

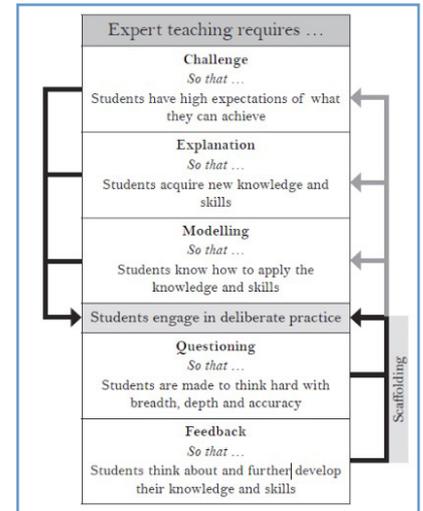
Following formative assessments D.I.R.T marking is employed with Symbol marking that allows for individual improvement tasks for work. Often in day to day lessons the teacher will provide verbal feedback directly to students during work and activities. With essay writing, students self-assess their evaluative paragraphs by highlighting/identifying the component parts. This immediately gives them feedback as to the structure of what they have written, and gives them the opportunity to make improvements there and then.

6. Questioning – *promotes deeper understanding and allows for the testing of misconceptions.*

Questioning techniques are employed that are based on the levels of Socratic questioning: Getting pupils to think; challenging and probing pupils' assumptions; demanding evidence; looking at alternative viewpoints and perspectives; exploring implications and consequences; questioning the question.

Additionally, the material of A-level Psychology lends itself to a range of other Teaching Approaches:

- **Research Methods Practical:** these are specifically topic designed investigations that progress in line with the students understanding of Research Methods. They allow students to apply their understanding of a topic and specifically their Research Methods skills in real research. It is crucial as part of the A-level for the students to have as much experience as possible of conducting research. This is why for each topic there is a Research Methods Practical.



Pupil attitudes

Pupil attitudes are promoted and encouraged firstly through high expectations in the classroom and in the quality of the work completed, but most importantly through the supportive culture with the teacher. This includes teacher's positively encouraging the resilience and growth mindset needed for students to achieve, and showing them the effective study strategies needed for them to succeed. Some ways this is facilitated include additional Study Support sessions outside of class time and mentoring with U6 Psychology Ambassador students.

To inspire and promote a deeper interest in students to engage them in the subject, aspirational trips and talks are held with former students now studying Psychology at a higher level, as well as strong links with Lancaster University's Psychology department. One of the inherent features of Psychology is that relatability and clear application of the content to the student's everyday lives and by showing them the impact it can make to their understanding of themselves and others can help foster student attitudes. The Psychology Ambassador role is also an opportunity for students to further engage in the subject and share their passion for Psychology with others. When younger prospective students can see the enjoyment they have for Psychology it helps instil in them an anticipation to study the subject should they start with us in the Sixth Form.

In terms of assessments, the importance placed on actively learning from feedback in order to improve work further helps to develop student attitudes so that they can see where they are at and how to make progress next time. Finally, at the end of the academic year we gather feedback from students about their experiences of the course, topics they liked, teaching methods they enjoyed, and we use this to improve our teaching methods to improve student attitudes.

Going beyond the Exam Specification

In addition to items mentioned above such as the involvement with Lancaster University with projects, events, and seminars, one way that we encourage the students to go beyond the exam specification is with the Psychology Independent Project. This requires students to read a range of articles, listen to podcasts, read a book, and watch a film which are all Psychology related and write a short reflection on each one. This helps to foster an interest in the subject beyond the course and opens up resources and areas of interest that students would encounter in the course. Beyond this, OneDrive resources contain an array of independent learning opportunities such as articles and research journals.

Extra-curricular and enrichment

Extra-curricular opportunities cover a range of areas. Firstly, we make the most of links with local universities and events organised, including Manchester university and their Psychology Science event, UCLAN lectures on forensic psychology, and direct links with Lancaster University already mentioned above.

Regularly throughout the year books, films and podcasts are regularly referred to and students encouraged to explore.

As part of UCAS applications, subject specific advice is provided for those students applying for a Psychology based degree.

Whole school/cross-curricular elements

Psychology is a multi-disciplinary subject and as such relates to a number of subjects:

- Ability to communicate persuasively in written form using critical consideration of research evidence
- Statistical analysis and an understanding of the scientific process
- Scientific understanding of the biological processes underpinning and influencing human behaviour, including the impact that biological treatments such as medication can have on the impact of human behaviour

To help encourage and develop reading with our A-level Psychology students the following is done:

- Use of articles during class activities – extended reading tasks with questions
- Homework tasks that require use of online textbook/online webpages
- Psychology Independent Learning Project – articles and book to read
- Other student work – essays as exemplars that students read, assess and annotate

Meeting the needs of all

In order to do our best to meet the needs of all students in Psychology:

- All students have access to the same materials: workbooks, online textbook, books, articles etc.
- Study Support sessions outside classroom time provided
- OneDrive resources provided online
- Clear guidance and support with effective study strategies and revision
- Ambassador mentoring
- Ambassador role for aspiring students
- Extension activities and higher-level activities for aspiring students
- In connection with Access Arrangements, access support in assessments is provided, with additional technology use where required, as well as the adaptation of teaching materials (printing/colour) and seating arrangements for students.

Religious Education - The Purpose of Study

The aims of Religious Education, as informed by the Statement of Entitlement for Religious Education, are:

- To enable pupils to encounter the person and ministry of Jesus Christ, as the centre of the Christian religion that shaped British culture and heritage and influences the lives of millions of people today;
- To enable pupils to learn about other major religions, their impact on culture and politics, art and history, and on the lives of their adherents;
- To develop understanding of all religious faith as the search for and expression of truth;
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own faith and beliefs.

The outcomes for pupils at the end of their education at St. Christopher's are that they are able to:

- Think theologically and reflect critically on ultimate questions;
- Reflect critically on the truth claims within religions and beliefs;
- Analyse, interpret and apply sacred texts, particularly the Bible;
- Recognise that faith is commitment to a particular way of understanding and responding to God and the world;
- Analyse and explain the varied nature and traditions of the Christian community;
- Make a well-informed response to the claims of Jesus Christ and the Christian Faith;
- Respect those of all religions and beliefs in their search for meaning;
- Reflect critically on shared and diverse beliefs and practices.

Religious Education - Complementing the School Purpose

Religious Education at St. Christopher's, complements the whole school curriculum purpose and plays an important role in supporting the school's duty to provide a broad and balanced curriculum.

Foundation Scripture

Our deepest desire is that all our pupils (and staff) are blessed as they are enabled through their RE lessons to not walk in step with the wicked, or stand in the way of sinners or to sit in the company of mockers. Pupils are encouraged to meditate on the Law of the Lord – the Bible, underpinning, as it does, our curriculum from Y7 through to Y11. We proactively promote “delight” in God's Law, confident that our pupils leave us aged 16 or 18 like “trees planted by streams of water which yield (their) fruit in season.... Whatever they do prospers.” We are constantly humbled by the countless examples of ex-pupils who get back in touch with us to tell us of their exploits all across the earth, working for Christian charities as courageous advocates for justice and social change. Often, these individuals are fuelled by a Biblical faith that was cultivated during their time with us. One recent example was a girl who left our 6th form to train with a Christian charity in America before spending several months rescuing human trafficked working girls from the streets of Bangkok, before going on to serve in Uganda. Such pupils are living embodiments of our Foundation Scripture.

Key Themes

Securing wisdom and understanding

The RE curriculum aims to provide opportunities for all pupils to learn and achieve. Religious Education at St. Christopher's is a stimulating, interesting and enjoyable subject for all pupils, whilst remaining academic, creative, challenging and rigorous. The knowledge, skills, wisdom and understanding outlined throughout our units of study are designed to promote the best possible progress and attainment for all pupils.

Religious Education at St. Christopher's promotes an enquiry approach in which pupils carefully consider issues of beliefs and truth in religion. This approach is carefully layered to become more demanding and complex over time. For example, the Archbishop of York's young leaders' award in Year 8 builds on the strong scriptural foundations laid in Year 7 through our 'Bible: the big story' unit. This gives pupils ample opportunity to put their faith into practice through community action projects, empowering them to, in the words of the award scheme: 'be the change they want to see.' The Year 9 curriculum then carefully blends the Diocesan 'Illuminating Pathways' scheme of work with the GCSE Specification so that pupils receive the best of both worlds and are therefore fully prepared for their GCSE studies in Years 10 and 11. This enables pupils to evaluate thoughtfully their own and others' views in a reasoned and informed manner, thereby securing wisdom and understanding.

Learning how to live well together

Religious Education at St. Christopher's recognises the changing nature of society, including changes in religious practice and expression, and the influence of religion in the local, national and global community. As such it prepares pupils for the opportunities, responsibilities and experiences that may come to them in later life. Religious Education at St. Christopher's seeks to develop pupils' awareness of themselves and others. There is a deliberate and relentless focus on the shared human experience that is at the core of all religious belief and practice. For example, a study of the temptations of Christ in Year 7 includes a focus on why 11 and 12 year olds might find themselves doing things that they really don't want to be doing in certain contexts. Using the life of Christ as our example, we then look at how to overcome this difficulty. This helps pupils to gain a clear understanding of the significance of religions and beliefs in the world today and to learn about the ways different faith communities relate to each other.

Knowing what it is to be fully alive

St. Christopher's RE curriculum plays a significant role in promoting pupils' spiritual, moral, social and cultural development (SMSC) and prepares all pupils for the opportunities, responsibilities and experiences of living life in all its fullness.

Through Religious Education programmes of study, pupils are enabled to appreciate their own and others' beliefs and cultures and how these impact on individuals, communities, societies and cultures. A particularly effective example here is the Diocesan 'illuminating pathways' unit on 'How does the Media portray Islam?' Barriers of prejudice and misunderstanding are dismantled for our pupils here as they are empowered to see things as they really are; especially important for our church school pupils, growing up in 21st century East Lancashire.

The programmes of study aim to promote religious understanding, discernment and respect and to challenge prejudice and stereotyping. A sense of self-worth, encouraged through the units, helps pupils to reflect on their uniqueness as human beings, share their feelings and emotions with others and appreciate the importance of forming and maintaining positive relationships. This is true throughout our work, but can be seen especially in units such as: 'What happens when courage and faith collide?' in Year 7; 'Do sacred texts enable individuals and groups to support faith in times of crisis?' in Year 8; and 'What is the impact of difference and diversity on faith communities?' in Year 9. As a result, the impact of and connections made, underpin lifelong learning for the future and help pupils know what it is to be fully alive.

Core Virtues

Religious Education at St. Christopher's actively promotes the school's core virtues of forgiveness, friendship, hope, justice, love, peace and trust, as well as respect for all and care of the environment. We achieve this through the content of our curriculum, as well as our staff ensuring that they do not miss any opportunity to reinforce our core virtues as part of their routine classroom delivery. Religious Education places emphasis on pupils valuing themselves and others and the celebration of diversity in society through understanding similarities and differences.

Religious Education - Complementing the School Provision

The Religious Education department's approaches to teaching reflect the rich and diverse skill set of our 6 subject specialists in the department. All are highly qualified, experienced, take full responsibility for their own CPD and are empowered to teach to their strengths. Our academic outcomes for pupils speak for themselves.

Religious Education is compulsory for all up to and including KS5 at St. Christopher's, and pupils' positive attitudes towards the subject are not taken for granted. Occasionally, in consultation with parents, we deem it to be in the best interests of a small minority of pupils for us to take advantage of AQA's short course GCSE provision. The momentum of decades of high achievement and the good reputation of the department amongst parents ensures that undesirable pupil attitudes are rarely witnessed.

The RE department is closely connected to the worshipping life of the school at all levels, and pupils make this connection explicitly when prompted. The many and varied expressions of that worshipping life including lunchtime and after school clubs, means that we can state with confidence that our extra-curricular and enrichment provision is extremely healthy. Although this spiritual extra-curricular provision is separate and distinct from the RE, the two are closely connected and complement each other well. We ensure that we take the opportunity annually to visit both Jewish and Islamic places of worship to support our delivery of the GCSE Specifications, and we provide pupils with a rich diet of guest speakers every year, especially in preparation for their examinations. Innovative strategies to improve exam performance, such as the implementation of GCSE VIVA (Oral) exams have characterized our approach in recent years.

Every opportunity is taken to make whole school and cross-curricular links, especially with reading, where we provide ample opportunity to study sacred texts from Year 7 through to Year 11. RE is literacy-rich, and pupils have many opportunities to be supported in their literacy learning through subject specific emphases, especially on texts, and the ability to write well argued, balanced answers, with logical chains of reasoning and a justified personal conclusion. Oracy is explicitly promoted in RE lessons too. In tackling controversial ethical issues and creating reasonable thinkers, our belief is that "if pupils can say it, they can write it." There is always a strong emphasis on discussion and debate. We play our part to support numeracy across the curriculum wherever possible, drawing graphs, drawing attention to any simple calculations as well as focusing on the most effective ways to financially help the poor. Much of our emphasis on environmental awareness at both key stages supports pupils' learning in Science and Geography. We proactively promote an appreciation of spiritual art and music, and engage in a relentlessly holistic approach, including body, mind and spirit, much of which supports the PE curriculum. For example, our department has published sport-based revision materials with a spiritual 'thought for the day' focus. We explicitly promote the value of learning modern foreign languages by making links to ancient languages when studying holy books. The RE department's emphasis on the ethics of modern technology supports the work of the Technology department.

Our all-inclusive approach in the RE department, reflecting the school's Christian Virtues in all we do, means that all, ranging from the most able, through to those with particular SEND needs, especially including PP pupils, and all in between, are provided for, to the best of our ability. Everything we do, including all visiting speakers and external visits are deliberately accessible to all, and none are excluded.

God is in all things which makes everything worthy of our investigation.

All pupils and students will experience high-quality Science education which provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science changes lives and is vital to the world's future prosperity from vaccinations to drug delivery to developing X-rays and making wise decisions about the way in which we use the Earth's resources sustainably. With this we will make sure all our pupils and students are taught essential aspects of the knowledge, methods, processes and uses of Science. Through building up a body of key foundational knowledge and concepts, pupils and students are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena ('Knowing What It Is To Be Fully Alive').

Our ambitious and challenging platform of learning, links throughout to the National Curriculum, but is not limited by it. Through this, we can be sure to develop critical thinking, analytical skills and the ability to carry out high level problem solving. With these skills our pupils and students develop the necessary skills to work effectively with one another and with those of different opinions ('Learning How To Live Well Together'). Pupils and students will understand the important role we all have to play in dynamic ecosystems in order to use the planet's resources sustainably for the benefit of future generations. Through the study of Science, the world becomes richer with a beauty that goes beyond what we can immediately feel or see. We become deeply connected to each other, the world and the universe. A culmination of all this allows our pupils and students to become compassionate stewards of our global community, rooted strong like an evergreen, never withering, only prospering.

Through our challenging platform we hope to ensure that our pupils and students go on from their time studying with us to be aware of the big ideas underpinning scientific knowledge and understanding ('Securing Wisdom And Understanding'). Regardless of whether or not our pupils and students go on to study Science at a further level, we hope to see our pupils and students using their skills to connect their learning across their life whether it be; understanding disease, insulation, braking distances, rates of reaction or understanding optimum growing conditions of plants.

Science - Complementing the School Purpose

Foundation Scripture

Being rooted strong like an evergreen, never withering, only prospering has both a Scientific meaning but also an important message which is weaved through our curriculum. Pupils and students in Science will be given the opportunity to 'Prosper' frequently with opportunities within lessons and beyond in activities such as enrichment or trips. Perhaps most important is that Science has ability to help guide curiosity and support understanding of our own place in the changing world through different mechanisms including adaptations, human care for the environment and through complex food webs, this will enable our pupils and students to flourish and 'Prosper' in this amazing, wonderful puzzle of a universe. Like with an evergreen, our pupils and students will be supported to prevent a sense of 'Withering' ensuring they flourish and thrive when encounter a difficult climate.

Key Themes

The knowledge in which our pupils and students acquire is vast within the three Science disciplines. It is our aim to teach our pupils and students that ideas do not stay within a topic but are used across the three disciplines and in real world examples. By ensuring this is happening we are attempting to develop not only knowledge but 'Wisdom' and 'Understanding' across our curriculum. We ensure this by using 'Low stakes high frequency testing' of all the disciplines and topics within lessons.

Pupils and students must work collaboratively within a Science lesson and learn skills in communication, problem solving and understanding. Pupils and students work to emulate collecting results from Scientific experiments from previous scientists and do this by working together. Not only does teamwork play a big part in Science lessons but having the ability to debate and respectfully disagree with opinion on topics such as ethical use of stem cells, the role of genetic engineering or the uses of radiation is imperative too. We teach our pupils and students the importance of 'Learning To Live Well Together'.

Understanding of the universe and our role in it is the ultimate goal, whether that be a subatomic particle like a quark, or how this links to the structure of an atom, or how this fits into the formation of a cell, or further than this in the formation of the universe. In your journey of understanding this, you can really appreciate 'What It Is To Be Fully Alive'.

Christian Virtues

Many pupils and students believe that faith and Science cannot sit hand in hand together. This mindset is something that at St Christopher's we endeavour to change. Often the study of Science focuses purely on fact and for pupils and students it is important to understand where faith is weaved into these facts. The theory of the Big Bang always gets questions such as 'So there is no God then?' or 'If we have evidence for evolution, is the story of Adam and Eve made up?'. We work hard to answer these questions supplying sound reasoning as to why both faith and Science can go hand in hand. Science is not just a subject of theories and numbers either, it allows us through gained knowledge to move forward in peace and hope, to a world without food or energy poverty through innovation. Through collaboration between nations Science has acted as a key diplomatic glue, allowing friendship and trust between nations as we aim towards a collective goal of a better world. Pupils and students have great opportunity to discuss and reason with one another in topics such as these and we endeavour to ensure this happens in a caring, empathetic and understanding Christian manner. Science is a great force for good in the world, bringing relief and hope to those with little, enriching the lives of all. The sense of being part of a community that looks forward with hope and optimism is an aspiration that pupils and students are encouraged to embrace; it is easy to walk in the way of the selfish, to seek only for personal gain, to criticise and disparage but we are called to meet the challenges of the future in a way that enriches both corporately and individually. In doing so, we encourage friendships and relationships which aren't always built on identical thinking, but relationships from unique individuals built on our Christian virtues such as forgiveness, peace and trust

Curriculum Aims

Our pupils and students are given access to a carefully crafted spiral curriculum which is rich in knowledge and application. Some topics sit almost independently but most fit throughout the potentially 7-year curriculum which increases in its complexity and difficulty. A specific example of this is how the complexity of an animal or plant cell increases over the 7-year curriculum. In our 7-year curriculum we teach not only content but skills which are imperative for all three Scientific disciplines and across other subjects too. Graph work is a very good example of this, from year 7 we start to develop skills such as identifying variables and knowing which axis to place them on. This knowledge deepens further in the years to follow in ways such as; knowing which type of graph to draw, appropriate lines of best fit, interpreting data and developing conclusions based on data giving scientific reasons why.

Throughout our curriculum we have ensured we promote development beyond just knowledge. Within Science we study topics which pupils and students may already have developed opinions on. We encourage our pupils and students to debate and air their views whilst reminding them of the Science behind their opinions and we endeavour to ensure this happens in a caring, empathetic and understanding Christian manner. When teaching topics which may be controversial such as 'Abortion', 'Genetic engineering', 'Nuclear power' and 'Sustainable use of Earths resources', we ensure we discuss the cultural and moral implications of these, whilst again, reminding the pupils and students what the Scientific facts are surrounding the topics are.

Science is such an important subject for our pupils and students in a multitude of ways. For our pupils and students to be prepared for adult life they must know; the differences of diseases, how to prevent the spread of infection, treatments, being more energy efficient, how we can protect our environment against global warming and much more. It is, however, the acquisition of higher aspirations and the transferable practical, mathematical and independent study skills that we are most proud of in our Science pupils and students. With knowledge like this, our pupils and students can go on to become compassionate stewards of our global community.

Science - Complementing the School Provision

Teaching Approaches

The Science department is one which is extremely rich in excellent subject knowledge. The most difficult concepts and topics are taught to all pupils and students using a plethora of well researched pedagogical approaches which we use consistently across the department. Appropriate challenge is provided by building on knowledge and understanding from previous topics, giving students the confidence to form appropriate links and apply various concepts between topics. Challenge is promoted through the deployment of effective questioning techniques by teachers in all lessons either verbally or using tried and tested department-based resources. Teachers often model good practise through well planned and structured lessons, that give clear and memorable explanations. As a team we have developed a consistent bank of models embedded into our Schemes of Learning which we use throughout the 7-year curriculum. Constructive feedback on written and verbal responses enables pupils and students to understand how to improve further, this takes a different look throughout the Key Stages but is centred around pupils and students given feedback which they can act upon to aid progression. Model answers are provided, and teachers show pupils and students how to progress and focus on key and command words, and then modelling how to structure clear and coherent responses. Every lesson and homework task provide an opportunity for pupils and students to practise using their Scientific knowledge, understanding and skills.

Pupil and Student Attitudes

Our pupils and students arrive 'Ready' to learn, and in doing so they start lessons positively enabling learning to happen promptly. Pupils and students are encouraged to take control of their own learning becoming 'Reflective'. Our pupils and students respond to teacher feedback with the use of the 'Pink Pen of Progress'. Our pupils and students have developed a 'Resilience' helped by using the 'Pink Pen of Progress' this has been instilled into the and now they are not afraid to get things wrong but are actively encouraged to improve all work that they can. Pupils and students appreciate the hard work and expertise of their teachers and in Science we have worked hard to foster relationships built on strong foundations of 'Respect'. This enables the learning atmosphere of our classrooms to be positive and hardworking.

Going Beyond the Exam Specification

We are extremely proud in which we as a Science department go beyond the specification and national curriculum. Springboard is a unique scheme set up this year which has a primary goal of pairing up sixth form students with AGT pupils in year 7 and 8 to work on a Science project which will culminate in an evening of presentations to parents, pupils and staff. We encourage our Students are encouraged to challenge and further themselves through their involvement in the British Biology and Chemistry Olympiads, and by their attendance at appropriate lunchtime lectures hosted by a variety of teachers across the department. By teaching current and relevant subject content, it is hoped that students will develop a strong interest in continuing their studies of Biology, Chemistry or Physics beyond A-level, as well as entering a Science related career or profession. Linked to these, we ask students alongside a teacher to visit our pupils in main school to deliver a session named 'Brains on Fire'. This is an evening which allows our more able pupils to have their 'Brains Set on Fire' metaphorically speaking. In these sessions a topic is chosen within Science which is explored way beyond the curriculum to get them thinking further than what is on offer normally.

Extra-curricular and Enrichment

Pupils and students are provided with many opportunities to develop their understanding of Science outside of the classroom. Many trips are run by the dedicated Science department. Science Live which enables pupils and students to listen to a range of Scientists that are working at the cutting edge of their specialisms. A 5-day residential trip to the Eurospace Centre in Belgium where pupils get to step into the shoes of an astronaut. A trip to Chester Zoo and the Blue Planet Aquarium which allows students to see a wide variety of animals and appreciate their adaptations, the threats to their survival and important conservation work carried out by the scientific community. A trip to the Large Hadron Collider at CERN in Geneva is an extremely popular trip for students and enables them to experience cutting edge research into quantum mechanics and particle Physics. The "Pathway to Medicine" enrichment programme supports and encourages students who are interesting in careers in Medicine, Veterinary Medicine and Dentistry. Each lunchtime we open our Science café to any pupils and students requiring support in their homework, classwork or just general curiosity in Science. We are supported not only by Science staff, but a dedicated group of pupils and students who are on hand to help one another and those who require it. The department has a very well established and well attended Science club which brings Science alive once a fortnight after school.

Whole School / Cross-curricular Elements

Our 7-year curriculum is structured to develop a range of competent numerical and reading skills and allows pupils and students to see the significance of these by teaching them at the same time as the subject content. In Science we teach the importance of good Spelling, Punctuation and Grammar. In pupils and students work we highlight the importance of this through our use of 'DEAL' and '6 marker' activities. Each year a small number of year 10 and year 12 students apply to become Subject Ambassadors and this important leadership role is vital on Taster Days and Open Evenings, as well as through the mentoring of younger students and pupils. Pupils in KS3 are given the opportunity to read beyond the National curriculum with the use of 'Topic Boxes'. When pupils are given topic boxes they get to engage with material which is related to the topic they are being taught but with the chance to go further than they have been taught in lesson. In sixth form students are given the opportunity to read ahead in lessons and in personal study. They also provided opportunities to read through key ideas and concepts for consolidation. Starter and plenary activities in lessons often require students to read passages on their own and then apply their understanding through questions. Wider reading is encouraged through the learning library in each of the sixth form labs and in the student handbooks.

Meeting the Needs of All

We believe that pupils and students with special educational needs should have equal access to a broad, balanced, inclusive and relevant curriculum which is differentiated to meet their individual needs. All our pupils and students will be provided support where required through differentiated work, sometimes with additional help from teaching assistants. Our more able pupils are paired up with some of our aspiring Scientists from our sixth form in our programme named 'Springboard'. During this time our pupils are supported by the students to work on a project before this finally culminates in the pupils' parents and members of staff being invited to the showcase at the end of the year.

Sociology - The Purpose of Study

The purpose of sociology A-level is to provide all students, despite background or disadvantage with the opportunity to understand, appreciate and enjoy the sociology curriculum and to achieve their full potential.

It offers an introduction to the subject in an engaging, holistic and effective way, providing the skills valued by HE providers, such as critical analysis, independent thinking and research. Students will gain skills of knowledge and understanding, application, analysis and evaluation. Sociology will appeal to a whole range of students, whether they have studied this before or not.

The key features of sociological theories, perspectives and methods and the design of research, including the strengths and limitations, are integral parts of each topic and synoptic links are highlighted throughout the course.

Students also follow two core themes: socialisation, culture and identity and social differentiation, power and stratification and these themes are understood and applied to particular substantive areas of Sociology.

Additionally, students must understand the significance of conflict and consensus, social structure and social action, and the role of norms and values. The central focus of study should be on contemporary British society, as well as understanding British society within its globalised context.

The schemes of work has been carefully planned, designed and sequenced in such a way that its content and coverage is appropriate and ambitious for all learners to cumulatively develop their knowledge and understanding of the study of society and human behaviour. The curriculum's purpose is to flow seamlessly, allowing knowledge and understanding at different transition points to inform the next stage.

Sociology - Complementing the School Purpose

Foundation Scripture

Sociology is an important subject for understanding the mercurial contemporary world and as a discipline students will learn and appreciate a range of world issues influencing themselves and others. They will become a critical analyst in this process. In addition to this learning, students will gain skills of resilience and confidence and a belief to be aspirational, prosper and achieve their full potential and flourish.

Key Themes

The relationship between students and staff has always been a reciprocal one, built on positive, collaborations throughout the two-year journey together. Students will secure wisdom and understanding during this journey, as they seek to develop in maturity, as an individual and between one another, as they learn how to communicate and live well together. Sociology will challenge existing thinking and enhance an appreciation of alternative perspectives. Students are encouraged to develop a love of learning, trust and respect one another in a safe yet structured environment, gain wisdom, be ambitious, have self-belief and prosper. Due to the contemporary nature of sociology they will understand the importance of the society and the world we all live in and the need to fully understanding the world we all share and the importance of the responsibility we all play with one another. We should seek to develop the relationship with ourselves, as responsible citizens, as we learn about the exploitation and oppression of minority people as highlighted by significant sociological perspectives.

Christian Virtues

Sociological and political perspectives are taught throughout this course, which often challenge a number of students existing worldviews. Despite the different approaches, students are always encouraged every lesson to be respectful of one another's viewpoints. The classroom environment is one built on trust and friendship between one another. The classroom is a conduit for each person to believe different things and be respectful of others differences, sociologically as well as politically. The outcome of which allows students to understand and appreciate the commonality of all of us as human beings in a global world, united by friendship, love and peace.

Curriculum Aims

All pupils will have the chance in every lesson to learn and achieve in a systematic manner. Each sub-topic is linked to the past paper questions to share good practice, with formative and summative assessments on the 6 topic areas built in. Family & Household; Education, Research Methods, Theory, Crime & Deviance & Belief Systems. The subject is taught to accept diverse society and create a moral understanding of the world we live in.

Students will develop a mature and resilient understanding of society and benefit from learning challenging course content, such as understanding different belief systems, economies and ways of life, in preparation for their responsibilities in the adult world.

Sociology - Complementing the School Provision

Teaching Approaches

The students encounter a two-year journey, during which they are carefully guided by the teacher with a deep level of understanding of sociology, as well as the contemporary aspects of British society and our role in the global world. The lessons are structured, planned and sequenced in a way which builds the knowledge and skills base of each student.

Students receive their own individual work packs, which forms the basis of each lesson. These packs cover all aspects of the course outlined in the first section of this document and form the basis of the scheme of learning. All materials are continually being updated to reflect changes in society. The materials and the lessons are appropriate for all students, as well as offering students to opportunity to access stretch and challenge where possible. Assessments are also build into the materials/lessons enabling students to put theory into practice in preparation for the exam. In addition, for this preparation, one key aspect of sociology is to share good practice with previous students work. Lesson also include past paper analysis & assessments reflect this strategic approach. Students are also encouraged to make connection to the wider synoptic elements of the course, this being another important element of the lessons and preparation beyond the classroom. The 6 key teaching approaches, challenge, explanations, modelling, practice, feedback, questioning naturally become a feature of each lesson and home learning.

Pupil and Student Attitudes

Every lesson is set with a tone of high expectation, with a readiness and willingness to learn. Learning from our mistakes is actively encouraged, in order to build resilience. The students are encouraged to be reflective in their approach to learning, make mistakes and improve, achieved through independent work, group work & formal assessments, such as self-evaluation and individual targets formalised in the assessment feedback sheets and student handbooks.

Going Beyond the Exam Specification

As sociology is constantly changing with new perspectives and theories, as well as new events to theorise, such as the summer riots in 2011, Brexit and the ubiquitous use of social media for example, students have their own designated One Drive folder reflecting live updates. This often allows us to gain valuable A02 skills and understand the contemporary aspects of the course.

Extra-curricular and Enrichment

Additional reading sources continue to be encouraged such as Sociology Review, British Sociology Association, 'Discover sociology', BBC news app, but additional sources such as tutor 2u & Gojimo.

Additional study support continues for period 6-7 every Thursday evening. Sessions are extremely well attended.

SAMS programme-(the mentor scheme) whereby Student Ambassadors in year 13 assist other in their own year group as well as those struggling in y12.

Individual one-to-one sessions have been affective through the ILP scheme.

A new Higher Education display is present in S3 to raise aspirations to continue the transition process.

Remote access to additional materials, such as articles, revision notes, model answers.

Wider use of video tutorial using Hue Intuition is proving very effective as an alternative source of assessment feedback.

Whole School / Cross-curricular Elements

According to the British Sociological Association and from my own teaching practice sociology complements other subjects, such as English Literature, Politics, Law, Psychology, as well as providing a significant number of skill areas, such as reading, writing, oracy and pupil leadership. This is evidenced during extra-curricular reading, assessments, group work with presentations and questioning throughout lessons.

Meeting the Needs of All Pupils

Irrespective of background or disadvantage, all pupils are treated with an equal amount of respect and are allowed full access to the sociology curriculum. The lessons and materials are highly differentiated to meet the needs of all students. Often student far exceed their expected target grade, as they have the opportunity to flourish in this subject if they choose to embrace it.

Technology - The Purpose of Study

The Technology department educates pupils and students to respond to ever changing real world problems with enthusiasm, creativity and innovation. We aim to build pupils' confidence and interest, so they are able to draw on a wide array of taught and researched knowledge and skills to iteratively design and produce relevant solutions to problems, in the form of new products and systems.

Pupils are encouraged to learn to explore and investigate problems, explore possibilities, generate solutions, evaluate and manage risks, self-evaluate and develop a resilient, enterprising attitude across a wide range of diverse design contexts. Developing a critical understanding of how people shape technology and how technology shapes people's interactions with each other and the natural world is important.

Pupils learn about the sources, handling, processing, properties and functions of a wide variety of materials and are taught the hands on practical skills and knowledge of how products are designed and made. They are then challenged to utilise and consolidate these experiences with their own acquisition of conceptual skills and personal research, also applying their learning from across the wider school curriculum (particularly from science, mathematics and art) to find creative, innovative, workable solutions to problems. Pupils progress in their learning by taking on more challenging and complex problems, utilising a wider variety of materials and processes and by increasing both the depth and breadth of their understanding.

The subject also encourages pupils to learn to work both individually and co-operatively and to consider and serve a wide variety of different clients, with differing needs and values, both in our communities and across the wider world.

Through Technology, pupils enjoy learning the important transferable life skills and attitudes, highly valued by employers, of problem-solving, teamwork, decision making, communicating, resilience, analytical skills, applying both scientific principles and number, utilising ICT and modern technologies, as well as developing their ability to innovate, creatively think, understand health, safety and wellbeing issues such as the assessment of risk and the importance of good nutrition and develop hands on practical skills. Pupils also learn to balance functionality with social, moral, ethical, cultural, health and safety, economic, environmental and sustainability issues.

Through studying the curriculum subject of Technology we also endeavour to help pupils become global citizens and open up and raise awareness of, a very wide range of diverse possible career pathways and opportunities, throughout the design, manufacturing, engineering, retailing and creative industries.

Technology - Complementing the School Purpose

Foundation Scripture

Whether pupils only get to study Technology at KS3 or continue to GCSE or as students at A-level, the Technology curriculum, enables pupils and students not only to prosper academically and enrich their potential career opportunities but also to grow in self-confidence, interest and resilience preparing them to actively contribute to solving problems for the good of all in their own families and communities and our wider ever changing world. Their understanding of nutrition and the wider impact of Technological developments should enable them to make more informed decisions to support their own good health and that of the whole planet. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and wellbeing of the nation.

Key Themes

The study of Technology develops in our pupils the creative, technical and practical expertise needed to perform everyday tasks confidently and to make personal decisions about how to participate fully and successfully in an increasingly technological world when they for example, begin to understand and apply the principles of nutrition and learn how to cook or make personal decisions about the recycling and use of materials in their own homes.

By building and applying a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wider range of users they also learn how they can positively influence the lives of others around them and reach out into the wider world, enabling us to better live well together.

Through Technology we also develop our pupils' ability to critique, evaluate and test their ideas and products and those of other people leading onto lifelong learning, continually increasing their wisdom and understanding and encouraging them to actively question the use of technological developments in the wider world. For many this leads onto fulfilling and rewarding jobs making valuable contributions as citizens but also challenging society when they see a need for change.

Christian Virtues

Through the study of Technology we offer many varied opportunities for our pupils and students to explore the school's Christian virtues. Some design challenges are too large to tackle alone and designs are often enriched by an element of collaboration or teamwork, such as the work done by Year 8 on the environmentally friendly pop up stall project, where pupils benefit from friendship and trust. Through the evaluation of past and present design and technology, they develop a critical understanding of its ability to impact on daily life and the wider world, giving hope that there are solutions to a wide variety of problems waiting to be developed and hope for the future of the planet. When pupils apply wisdom to improve the world and lives of others even in the smallest ways, they exhibit a deeper love of each other and the world. Many of our projects look into the deeper environmental aspects of design for example our Year 9 Trashion project using recycled materials.

Curriculum Aims

In Technology all pupils work through a wide range of unique projects each year, carefully structured so each is focussing on different concepts, knowledge, understanding, materials and skills, providing the opportunities and support for all pupils to learn and achieve and making best use of our facilities and staff expertise. Pupils are, where possible, grouped to enable projects to be best tailored to their specific learning needs and initially pupils are exposed to a very broad range of materials, knowledge, skills and concepts, in more familiar contexts later being allowed to specialise more to encourage greater comprehension, complexity, unfamiliar contexts to be explored and a greater depth of understanding in the areas of study deemed of most value and interest to them.

Pupils and students are encouraged to understand developments in technology, its impact on individuals, society and the environment, and the moral responsibilities of designers, engineers and technologists. Pupils also study a range of cultures that are less familiar to them, for example in the Year 8 family ready meal project, providing opportunities to research and understand a variety of values, needs and wants. Technology also promotes pupil mental wellbeing by teaching them to work through design problems in an iterative way where thought leads to action, resulting in further thought and action as pupils resolve design problems and address design opportunities. The subject also addresses pupils' and students' physical development through creative and practical activities where they are taught to select from and accurately use a wider range of tools, equipment, materials and components, according to their functional properties and aesthetic qualities, to perform practical tasks. For example, the Year 7 boat project covers the basics of cutting, shaping, joining and finishing of wood and plastic. There are also staged focused practical tasks throughout the food modules of work where pupils are taught specific technical knowledge, designing skills and making skills starting with salads for knife skills and progressing to items like filled pastry products. Physical development is also supported through the teaching of food nutrition and health which is built up, beginning with understanding the Eatwell Guide in Year 7.

Pupils and students are provided with opportunities and experiences to understanding the interests, needs, problems and preferences of a wide range of people as an essential part of designing for a client or user group. This may involve visiting locations and people outside school, such as the extracurricular Design Lab Nation project with Year 9, inviting experts into school and using media to enable pupils to explore less familiar surroundings.

Technology also aims to prepare pupils and students for the responsibilities of adult life through the teaching of food preparation and nutrition, a wide variety of other practical skills and teaching safe and hygienic practices helping them to develop the appropriate knowledge of the various hazards involved in the use of equipment, materials and their storage relevant to future lives. Pupils and students also understand how key events and individuals in design and technology have helped shape the world and how Technology will continue to do so.

Technology - Complementing the School Provision

Teaching Approaches

In Technology a wide variety of teaching approaches are used regularly which promote active learning, inspiring, exciting and motivating pupils to learn. It is very often the case that the very nature of designing and making products creates an automatic challenge, but the level of challenge in tasks is also deliberately manipulated for different groups and individual pupils to stretch even our most able Technologists. Questioning is often also used as a teaching strategy to support pupils and students to help them focus on the most important aspects or neglected aspects of their work and to get them to look or think more deeply. Pupils and students are also taught to question design contexts and what is presented to them through research, exploring existing products and ideas, conducting scientific investigations and reformulating problems. Demonstrations and modelling good practice, tailored to specific groups or individuals are also frequently used teaching approaches that pupils tell us they value. Planned practice of skills and techniques are used to build independence, quality and confidence, and pupils are encouraged to actively seek a range of feedback on their designs, from peers, clients or interested parties, as well as their teachers, to help them evaluate and develop their designs.

Pupil and Student Attitudes

Technology teaching here at St Christopher's wholeheartedly promotes pupil and student attitudes of being respectful, resilient, reflective and ready. Not only are we respectful to one another, learning to share design ideas and critical feedback in a positive, productive, enriching way, but we also teach respect for our environment by considering material sourcing, sustainability and renewal or recycling. Proper respect for equipment and resources is also cultured, particularly in terms of our health and safety routines. Resilience is also a quality taught by the department as seeing design problems through to successful engaging elegant solutions, that are innovative, fully functioning, original and aesthetically appealing for the intended user, involves much trial and error and disappointing setbacks which must be overcome. Pupils and students also need to be constantly reflective about their own work and that of other designers and to this end pupils are taught a range of testing and evaluative strategies and praised for innovative thinking rather than stereotypical responses to the challenges set. We also require pupils to attend lessons ready to learn but more than this we teach pupils to organise and plan their work to become more successful often working to time constraints by making time plans in food lessons, cutting lists and ingredients lists, production flowcharts and equipment lists.

Going Beyond the Exam Specification

Whilst we work closely to National Curriculum guidance and always have an eye to building the knowledge and skills demanded in the wide range of examination specifications we offer, Technology is an ever evolving subject with new materials, processes and technologies constantly being developed, transforming the designed and made world. It is therefore a real challenge for teachers to try to keep up to date with these new and emerging technologies to keep the teaching current and relevant. We have therefore developed and continually seek to adapt our own school Technology curriculum to specifically meet the needs of our pupils and students, influenced by our local environment and employment opportunities.

Extra-curricular and Enrichment

We routinely teach Technology in pre-planned blocks of time that usually are delivered in the form of a design task along with the associated skills, knowledge and learning needed to have success. These focus on a wide range of specialist materials, processes and design contexts to provide a wide yet balanced Technology education. Staff also routinely run lunchtime and afterschool sessions for pupils who are willing to put in extra time to enrich their projects or for those needing extra teacher attention or support. We aim to create a happy, hardworking, productive, environment where pupils feel supported and secure taking on real learning challenges. We also run successful clubs such as our Lego Club at lunchtime and frequently plan and support other school events such as the Eco-Fayre, Help the Homeless sleep out and Soup Kitchen, and the Spirituality day, Sheikh Languor. Engaging in extra-curricular events we feel also greatly enriches pupil and student learning and their love of the subject. We have therefore taken part in the Design Lab Nation Project linking with local designers, the V & A museum, the London Art Gallery trip, the Institute of Manufacturing "Make It in Manufacturing" trip and an A level visit to Leyland trucks. We also give pupils opportunities to put their designing and making skills to the test and compete against pupils from other schools in various competitions. These have included the "Army STEM workshops" with Year 7, "Make it" with Year 9 at Burnley College, "Engineering Because" at Nelson and Colne College with Year 10, the Young Chef of the Year Competition and the ongoing highly successful "Roots and Shouts Awards" in London with Dr Jane Goodall to which we take our "Trashion Show".

Whole School / Cross-curricular Elements

Technology is very much a subject where cross curricular knowledge and understanding is reinforced, connected and applied to real life contexts. The subject has been described as “the appliance of Science” and whilst it is true that there is a great deal of applied scientific understanding, such as the conditions for bacterial growth, the chemistry of cooking, biomimicry (the technique of investigating the materials, structures and systems in the natural world and using this inspiration to develop new ideas for the made world) and the applied forces used in mechanisms, it connects and reinforces so many more areas of learning. Reading skills are practiced when researching contexts, existing products and ideas, when following instructions or plans and when analysing client feedback which can also be in written form. Numeracy is used to weigh and measure materials, angles, and the flow of electricity, timings, speed and distances. Ratios are used in pastry recipes as well as gearing systems and scale drawings and models. Mathematical modelling is also taught as a way of modelling functional aspects of designs using numeracy, prior to making, such as nutritional analysis, and for the collection and analysis of test results in the form of graphs, charts, rating and ranking scales. Designing and communicating new product ideas and possible solutions to problems uses a set of skills which also draw on oracy, written communication, ICT and artistic skills and might take the form of, annotated sketches, detailed plans, 3-D modelling, oral and digital presentations.

Teamwork and leadership are valuable skills we also endeavour to foster, for example by the use of pupils as “Technology Technicians” to support other pupils in textiles or in our Year 8 STEM project where the challenge is such that it requires a strongly led team to work together to be able to complete in the time.

With such a diverse range of possible career pathways and opportunities, linked to Technology, at all levels, in the design, manufacturing, engineering, retailing and creative industries, we also see it as important to bring as many of these to the attention of our pupils as possible and show them that the skills they are learning with us are valued by employers and transferable to the workplace.

Finally Technology by its very nature deals with and develops a deeper understanding of many social, moral, cultural and spiritual issues as previously explained in the “Curriculum Aims” section, supporting this cross curricular aspect of learning. We also actively aim to promote British values, preparing pupils and students for life in modern Britain. For example pupils and students learn to apply British health and safety law to their designs and are taught health and nutrition advice specific to the British diet whilst we promote mutual respect and tolerance of those of different faiths and beliefs.

Meeting the Needs of All Pupils

Both class lists on synergy and our Technology assessment system, help us to quickly identify all pupils end of year targets and any special learning needs (SEND or PP), although we are also fully aware, that in reality, there can be quite some deviation from targets, based on Maths, English and Science tests and progress in Technology. Sometimes even some of the most academically able struggle with Technological designing and making, whilst for some who find pure academic study hard they really enjoy and excel in the subject. We also make and pass on comments about the class and individual pupils to the next teacher to help them quickly get a feel for the group and get the most out of the pupils. Although in KS3, we teach repeated modules in each year group we are very mindful that the modules need adjusting for classes of differing ability and for individual pupils. To this end we always try to plan into our modules, enrichment opportunities, to stretch the most able but taking their work deeper, extension activities to challenge able pupils further and support resources and materials for those that struggle. An example of this is in the Year 8 Graphics based project, where some pupils are challenged to design their own net for complex shaped boxes whilst the majority create a straight forward net and the least able are given a ready-made net template to choose from. Similarly, in Food lessons, basic recipes are provided but more able pupils are taught to adapt and change them in light of the challenge set. Where pupils have an attached learning support assistant we are always grateful for these and liaise with them closely to ensure the pupil’s needs are best met. This personalised approach continues into KS4 and A level where pupils are guided into individual projects which will best allow them each to showcase their talents and for the teacher to provide individual support. Therefore differentiation is achieved by task, support and outcome.

We provide a nurturing environment, scaffold activities, use exemplar work and module responses, use practical activities and experimental learning and encourage the transfer of learning between contexts. All technology staff also offer extra-curricular one to one interventions and support. We also try to ensure the impact of homework on learning is consistently positive by focussing it on a specific part of a project or specific target connected with an element of learning so it is an integral part of learning, rather than an add-on. We also try to make the purpose of homework explicit to learners and ensuring that the focus is upon the quality of homework and not necessarily the quantity, as well as providing feedback on homework that is specific and timely.

Finally we endeavour to try to remove financial barriers to learning by bidding for PP funding to provide equipment and resources where necessary along with revision and homework materials. We have also tried to include PP pupils in extra-curricular activities such as the Design Lab Nation project.

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