



Curriculum Years 7 - 11

Year 7

In a 2-week cycle of 50 1-hour periods per cycle (25 per week, 5 per day), students study 2 hours each of Art, Computing, Music, and Religious Studies in mixed ability groups, and 3 hours of Geography and History also in mixed ability groups.

Students have 3 hours of Design Technology and 4 hours of Physical Education in mixed groups. In Design Technology they follow a carousel programme across the disciplines of Textiles, Food Technology, Graphics and Product Design which are taught across 5 bands with 3 classes per band, all mixed ability.

PE is taught across 3 bands with 4 classes in each which are grouped by ability in PE as the year progresses.

Students have 7 hours each of Mathematics English, and Science, and 6 periods of Modern Foreign Languages.

Students will experience teaching of all four languages taught at Bournside during Year 7 – French, Spanish, Mandarin and German. MFL is taught across 3 bands with 3/4 classes per band – mixed ability classes.

Students are not set for English, Science or Mathematics.

Students also have 1 hour each of PSHE and Drama taught in mixed-ability groups.

Year 8

In a 2-week cycle of 50 1-hour periods per cycle (25 per week, 5 per day) students study 2 hours of Computing, Art, RS and Music in mixed-ability groups. They also have 3 hours each of Geography and History, also in mixed ability groups.

Students have 3 hours of Design Technology and 4 hours of Physical Education in mixed ability, smaller groups. In Design Technology they follow a carousel programme across the disciplines of Textiles, Food Technology, Graphics and Product Design which are taught across 5 bands with 3 classes per band, all mixed ability.

PE is taught in 2 bands with 6 classes in each, grouped by ability.

Students have 6 hours of Languages, and 7 hours each of Mathematics and Science, and 8 hours of English/Drama. Students either study French, French and Spanish or French and German (6, 3/3, or 3/3) based on their choice at the end of Year 7.

Students are not set for English.

In Mathematics, they are set in 10 sets across 2 half-year groups (5 classes in each band) to allow for effective intervention where needed.

Science is taught in mixed ability groups. Language groups are dependent on language option choice. Students also have 1 hour of PSHE taught in mixed-ability tutor groups.

Year 9

In a 2-week cycle of 50 1-hour periods per cycle (25 per week, 5 per day) students study 3 hours each of Geography and History and 2 hours each of Computing, Art, RS and Music. All these subjects are taught in mixed ability groups.

In Design Technology they follow a carousel programme across the disciplines of Textiles, Food Technology, Graphics and Product Design which are taught across 5 bands with 3 classes per band, all mixed ability.

PE is taught in 2 bands with 6 classes in each, grouped by ability.

Students have 6 hours of Languages, and 7 hours each of Mathematics and Science, and 8 hours of English/Drama. Students either study French, French and Spanish or French and German (6, 3/3, or 3/3) based on their choice at the end of Year 7.

Students are not set for English.

In Mathematics and Science, they are set in 10 sets across 2 half-year groups (5 classes in each band) to allow for effective intervention where needed.

Students also have 1 hour of PSHE taught in mixed-ability groups.

Year 10

Students study the core required plus 4 option subjects. In a 2-week cycle of 50 1-hour periods per cycle (25 per week, 5 per day) students study 8 hours of Mathematics, 9 hours each of Science and English. All of these subjects are setted in 10 or 12 sets across 2 half year groups.

Students follow a core programme in Physical Education (2 hours) and PSHE/Religious Education (2 hours).

Students study 4 options subjects for 5 hours. The 23 options are GCSEs in: Fine Art, Art Photography, 3D Art, Business Studies, Sociology, Product Design, Food Technology, Drama, Media Studies, Geography, History, Creative ICT, Computing, Music, French, Spanish, German, Physical Education, Religious Studies, and Mandarin.

We also offer BTEC Level 2 Health & Social Care, and Sport and a Level 2 Business Vocational course.

Year 11

Students study the core required plus 4 option subjects. In a 2-week cycle of 50 1-hour periods per cycle (25 per week, 5 per day) students study 8 hours of Mathematics, 9 hours of Science (some follow a double-award Science programme and some study single Sciences) and 8 hours of English. All of these subjects are setted in 9-12 sets across 2 half-year groups.

Students follow a core programme Physical Education (3 hours) and PSHE/Religious Education (1 hour).

Students study 4 options subjects for 5 hours. The 23 options are GCSEs in: Fine Art, Art Photography, 3D Art, Business Studies, Sociology, Product Design, Food Technology,

Drama, Media Studies, Geography, History, Creative ICT, Computing, Music, French, Spanish, German, Physical Education, Religious Studies, and Mandarin.

We also offer BTEC Level 2 Health & Social Care, and Sport and a Level 2 Business Vocational course.

PSHE

Personal, Social, Health, and Economic Education (PSHE) is a subject studied by all Bournside students across both Key Stages. It allows students to consider different aspects of society including what it means to be a good citizen, politics, the police, and the justice system. It also gives students the opportunity to discuss and assess potential risk-taking behaviour including healthy living, drug and alcohol abuse, and discrimination.

PSHE is taught through a variety of methods within the classroom as well as further enrichment from visits to Skillzone in Gloucester, the opportunity to complete Advanced Cycle Training, and input from outside companies.

In Year 7, the PSHE curriculum starts with transition to secondary school and personal safety in and outside school. Students then learn about financial decision-making including saving, borrowing and budgeting. As students mature, the course allows them to explore aspects of diversity, prejudice and bullying as well as healthy and puberty in the spring term. In addition, students will look at friendships, including online and relationship boundaries FGM and how to develop healthy relationships. Towards the end of the academic year students will develop their skills and aspirations with regard to their futures. We join with the careers department to look at careers, teamwork and raising their aspirations. One of the highlights of Year 7 PSHE is the visit to Skillzone, where they can experience 6 key areas of potential risk for example walking down alleys, the activities within a police custody unit, and examining the risks associated with home, fire, and roads.

In Year 8, students start by looking at the risks associated with drugs and the pressures relating to drug use. The curriculum revisits topics such as bullying and alcohol. In our tutor program we also ask questions about global safety with a focus on conflicts around the world. Students think about how they stand up for who they are and question their roles within the school community and their wider local and global communities too. Students consider child exploitation, identity and relationships.

In Year 9 students get to grips with the topics that may affect our young people in today's world. We discuss and debate the UK's political system including voting and using pressure groups to create change. They work with the police to be able to identify if someone is being groomed to commit crime and gang exploitation. Students think about current affairs such as racism and homophobia and suggest ways to prevent discrimination in our society, and consider the role of safe sex within healthy relationships.

During Years 10 and 11, there is a focus on healthy relationships, including discussions on contraceptives and the changing nature of today's families. We discuss mental and ill health as well the impact of the media and influences. We support our students with their next steps and prepare them for the workplace. Students also consider their own mental health, personal values and relationship challenges. We discuss radicalisation and extremism and revisit peer influences and positive role models. Our PSHE curriculum is spiral so we have opportunities to revisit topics as our students continue their journey at Bournside.