



## 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, Geography, History, Computing, Music, and Religious Studies in mixed-ability tutor groups.

Students have 4 hours each of Design Technology and 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 3 bands with 5 classes per band, all of mixed ability. PE is taught across 2 bands with 5 classes in each which are grouped by ability in PE as the year progresses.

Students have 7 hours of Mathematics, 8 periods of French and English/Drama, and 6 periods of Science. Students are set for English and Mathematics, in 10 sets across 2 half-year groups (5 classes in each band) to allow for effective intervention for literacy and numeracy support. Students also have 1 hour of PSHE taught in mixed-ability tutor groups.

We offer 'Enrich' to 60 of our most able students (20% of Year 7s) who have 1 hour per week built into their curriculum to develop their super-curricular knowledge and skills using material from the University of Oxford to prepare them for a pathway that may include applying to an elite university. In Year 8, these students build on their Enrich skillset to complete the Scholars Programme run by The Brilliant Club where they are taught by PhD tutors to produce a 5,000 word academic assignment and visit two Russell Group universities.

### 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, and Music in mixed-ability tutor groups. They also have 3 hours each of Geography, History, and Religious Studies, also in mixed ability tutor 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 of mixed ability. PE is taught in 2 bands with 5 classes in each, grouped by ability.

Students have 6 hours each of Languages and Science, 7 hours of Mathematics, 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 set for English and Mathematics, in 10 sets across 2 half-year groups (5 classes in each band) to allow for effective intervention for literacy and numeracy support.

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, History, and Religious Studies, and 2 hours each of Computing, Art, and Music. All these subjects are taught in mixed ability tutor groups, except Art which is taught in 3 third-year groups (3 sets per third of the year group).

Students have 3 hours of Design Technology and 4 hours of Physical Education in mixed, 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 3 bands with 4 classes per band, all of mixed ability. PE is taught across 2 bands with 6 classes in one band and 4 classes in the other, all grouped by ability as the year progresses.

Students have 6 hours each of Languages and Science, 7 hours of Mathematics, and 8 hours of English/Drama. They are set for Mathematics and Languages in 9 sets across 2 half-year groups (5 and 4) and in Science in 9 groups across the year in 3 groups of 3 sets. 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 set for English in 9 sets across 2 bands (5 groups in one band, and 4 in the other) to allow for effective intervention for literacy support. Students also have 1 hour of PSHE taught in mixed-ability tutor 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 of Science (and are accredited for a double science option unless they study Triple Science as one of their option choices) and 7 hours of English. All of these subjects are setted in 9 sets across 2 half year groups (5 and 4.)

Students follow a core programme in ICT (2 hours), Physical Education (3 hours) and PSHE/Religious Education (1 hour). They also study 4 options subjects for 5 hours. The 25 options are GCSEs in: Fine Art, Art Photography, 3D Art, Business Studies, Sociology, Product Design, Food Technology, DT Fashion and Textiles, Drama, Media Studies, Geography, History, Creative ICT, Computing, Music, French, Spanish, German, Physical Education, Religious Studies, Triple Science, and Mandarin. We also offer BTEC Level 2 Health & Social Care, and Sport.

## 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, 10 hours of Science (and are accredited for a double science option unless they study Triple Science as one of their option choices) and 6 hours of English. All of these subjects are setted in 9 sets across 2 half-year groups (5 and 4.)

Students follow a core programme in ICT (2 hours), Physical Education (3 hours) and PSHE/Religious Education (1 hour). They also study 4 options subjects for 5 hours. The 25 options are: Fine Art, Art Photography, 3D Art, Business Studies, Sociology, Product Design, Food Technology, DT Fashion & Textiles, Drama, Media Studies, Geography, History,

Creative ICT, Computing, Music, French, Spanish, German, Physical Education, Religious Studies, Triple Science, and Mandarin. We offer the Athlete Development Pathway to 10 boys and 10 girls in each year group who have additional sports performance coaching inside and outside of their curriculum.

## **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.

### **Year 7**

The curriculum starts with an introduction to team building and considers what it means to be a good friend. Students then transfer these skills to suggest responses to the questions 'What does it mean to be a good citizen?' As students mature, the course allows them to explore aspects of conflict resolution including bullying and cyber bullying. In addition, students consider their own safety with an introduction to first aid and discussions about some of the risks associated with alcohol, and other legal and illegal drugs. One of the highlights of Year 7 PSHE is the visit to Skillzone. Students are invited to visit Skillzone in Gloucester 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.

### **Year 8**

The curriculum revisits topics such as bullying and alcohol. 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, and staying safe online.

### **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. Students have the opportunity to question local Magistrates about the juvenile justice system, and work with the police to consider the consequences of advertising a house party on social media. 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.

### **Key Stage 4**

There is a focus on healthy relationships, including discussions on contraceptives and the changing nature of today's families. Students also consider their own mental health.

### **Careers and Work-Related Learning**

Right from Year 7, students consider what it means for a business to belong to a job family all the way up to Key Stage 4, where they think about the role of work experience, taxes, and ways to earn their own money.