

St Boniface Curriculum STATEMENT

St Boniface Context

- SBC is a Roman Catholic boys' comprehensive school in Plymouth of 330 students in Years 7 to 11.
- As a faith-based school, we accept students of all faiths and we foster their spiritual development, no matter what faith they practice, during their years with us.
- We serve boys within our community in Plymouth with higher levels of deprivation, with 35% of students eligible for Pupil Premium funding
- Our community is multicultural compared with other Plymouth schools and above national levels of SEND students attend our school. We are in the highest quintile for SEND students nationally.
- Our New Group Reading Test outcomes tell us that attainment on entry is relatively low in literacy, reading and writing, with 42% of students in Years 7 and 38% in Year 8 below Standard Age Score. Our boys are close to average attainment in Maths on entry.

Curriculum Intent

We are a Faith school; nourishing and fostering spirituality is part of our core purpose. It is essential that the curriculum is organised in such a way that it provides students with the opportunity to 'Do Good through Honour, Integrity Service', to learn expected behaviours and be successful in their learning so that we can deliver our mission (to Do Good through Honour, Integrity and Service) and so that all students leave our school ready to embrace their chosen career path.

The school continues this tradition today to create:

- Successful learners who enjoy learning; make good progress and achieve excellence.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who can make a positive contribution to society as local and global citizens.

St Boniface Hallmarks

The St Boniface Hallmarks are the essential **characteristics, values** and **activities** of our faith based learning community. The 7 Hallmarks concisely and beautifully express the values and are related to the 7 Catholic Virtues within our curriculum design.

1. ***Faith: We proclaim by our lives even more than by our words that God is good.***
2. ***Temperance: We honour the dignity and sacredness of each person.***
3. ***Justice: We educate for and act on behalf of justice and peace in the world.***
4. ***Charity: We commit ourselves to community service.***
5. ***Hope: We embrace the gift of diversity.***
6. ***Fortitude: We create community among those with whom we work and with those we serve.***
7. ***Prudence: We develop holistic learning communities which educate for life.***

FAITH: We proclaim by our lives even more than by our words that God is good.

- We believe, even in the midst of today's reality, that God is good, and we stand firm in our commitment to honour that goodness in ourselves, in others, and in our world.
- We value life as an on-going spiritual journey of deepening relationships with self, others and God.
- We create decisions and policies that reflect the mission and values of St Boniface - to Do Good through Honour Integrity and Service and that also reflect the Catholic Virtues and are thus sensitive to the various stakeholders.

- We make decisions respecting, and informed by, traditions and teachings of the Catholic Church and in particular the Catholic Virtues of Faith, Hope, Charity, Fortitude, Justice, Prudence and Temperance.

TEMPERANCE: We honour the dignity and sacredness of each person.

- We develop and appreciate relationships that respect individual differences.
- We create environments that encourage the development of the whole person.
- We dedicate time, space, and personnel in support of the individual's spiritual/personal journey.

JUSTICE: We educate for and act on behalf of justice and peace in the world.

- We educate on behalf of justice and are willing to take socially responsible actions against injustice (e.g., issues of discrimination against gender, sexual orientation and racial discrimination).
- We ground our action on behalf of justice in the spiritual practice of reflection-action-reflection.
- We infuse classroom experience with global perspectives and integrate classroom learning with civic and cultural interactions.
- We live and act with reverence for the Earth and the environment.
- We commit ourselves to create just systems and relationships within our learning community.
- We make conscious the effect our decisions and actions will have on the lives of the poor by making choices which are rooted in the Gospel.
- We foster responsible global citizenship and to that end we commit ourselves to the practice of dialogue, nonviolence and conflict resolution.

CHARITY: We commit ourselves to community service.

- We integrate service-learning (community-based learning) into the academic curriculum and co-curricular activities.
- We ground our service in the spiritual practice of reflection-action-reflection, and we incorporate this process into our service-learning commitments.

HOPE: We embrace the gift of diversity.

- We welcome to our community people of diverse cultures, ethnicity, race, socio-economic circumstances, gender, age, sexual orientation and faith traditions.
- We develop educational programs which expand our knowledge and understanding of the diversity in our world community and which celebrate the richness of that heritage.
- We initiate strategies and support services which respect individual learning styles and which build the self-esteem of each student.

FORTITUDE: We create community among those with whom we work and with those we serve.

- We foster a spirit of friendship and 'brotherhood.'
- We value and implement community-building activities, both social and spiritual, between and among all members of our learning community.
- We design and foster collaborative processes wherever possible; we ground decision-making in active participation and the principle of subsidiarity.
- We create interactive and collaborative educational experiences.
- We create an atmosphere of open and direct communication.

PRUDENCE: We develop holistic learning communities which educate for life.

- We design and implement academically excellent educational experiences.
- We create curricular/cross-curricular interactions that facilitate student-centered learning/teaching environments.
- We actively support the intellectual, emotional, spiritual, psychological and social growth of the members of our learning community.
- We provide an environment and appropriate training for leadership development.

- We foster educational activities that develop self-directed learners capable of self-evaluation, critical thinking and creative responses to life situations.
- We work with and within a risk-taking and flexible organisation which exhibits compassionate and socially responsible actions in response to issues of justice, bases its curriculum on cross-cultural perspectives and understandings and respects and explores the unique and complementary roles and gifts of women and men in society.

We have a broad KS3 Curriculum covering 15 subjects meeting all National Curriculum requirements. This is taught in 25 hours of contact time each week through our KS3 curriculum. Teachers have reviewed schemes of work, and evaluated pedagogical approaches to ensure students are challenged and taught with rigour.

A fundamental aspect of our curriculum that underpins and enriches the learning experience is our Guided Reading programme. Taking place on 3 mornings a week, students are exposed to, and immersed in, challenging texts that support their understanding of the world and their cross curricular learning – providing the context to knowledge and vocabulary that will support them on their journey.

Ubuntu and Kairos are delivered in years 7 and 8 in addition to Religious Studies lessons. Ubuntu, 'I am who I am because of others', focuses on respect, listening, belonging, kindness, forgiveness, understanding and tolerance. Kairos introduces students to making a difference in their community and the wider community. These subjects are unique to our school and ensure all students, no matter what their background, understand what it is to be a St Boniface student (to Do Good; Honour, Integrity, Service) and are given the opportunity to reflect and develop this aspect of their life.

All students take RS GCSE as a core subject and to make sure our students are work ready, we deliver employability along with the core subjects and three option subjects. Our option subjects are organised into option blocks and students are free to select a subject from each block (see implementation). PSHE and PE remain in our curriculum, as being healthy in mind and body is integral to our mission.

Curriculum Intent

Each subject makes a contribution to opening students' eyes to the possibilities in the world around them and equipping them with the skills necessary to explore that world in full. The intent in these subjects is that students:

Art: develop an understanding that art is the path towards the visual literacy which every citizen needs in order to maximize awareness and appreciation of the world we inhabit in order to live effectively and productively.

English: develop a love of Literature and Language which encourages them to explore their own understanding of the world and themselves.

Geography: should enquire about the relationships and interactions between mankind and the environment and develop an awareness of the global future.

History: develop an interest in and enjoyment of studying the past whilst acquiring transferrable skills, habits of mind and concepts essential to the 21st century citizen.

ICT: are equipped with the digital skills needed to succeed in school, further education and life.

Kairos: are encouraged to see themselves as a citizen of the world. One of the key messages from the course is that 'This is a time to act, a time to make a difference'.

Maths: should develop an appreciation for the role that numbers, patterns and functions play in our society, as well offering an opportunity to reflect and appreciate the intricate and beautiful ways in which these patterns are constructed and realised in God's world.

Modern Foreign Language: develop a range of skills to become both culturally and linguistically aware of the world around them, equipping them with the knowledge needed in a global community.

Music: develop their musical skills to communicate effectively through written appraisal, performance and composition and to develop their confidence and self-esteem through all aspect of music.

PE: achieve their potential and lead healthy and active lifestyles.

PSHE: are encouraged to form their own informed opinions whilst respecting the rights of others to hold different ones and to develop the skills required and develop an understanding of the issues which will help them to navigate life's twists and turns.

RS: are encouraged to think about meaning and purpose in life from beginning to end and to reflect and wonder who and why. They are expected to evaluate viewpoints and reach justified conclusions based on evidence.

Science: are encouraged to understand the world in an engaging and scientific manner, to make informed decisions based on evidence, to encourage curiosity and solve problems whilst considering the bigger picture and the future impact. Pupils are armed with practical skills which will allow them to become successful citizens.

Technology: develop confidence in both their own ability to design and create, whilst also equipping them with the skills to work by utilising the designs of others.

Ubuntu: learn about the school ethos and our community whilst also developing an understanding of self-worth.

Curriculum Implementation

Our fundamental aim is to meet the individual needs of all students across the full ability range by delivering a differentiated and supported curriculum which has high expectations, encourages active learning, delivers academic success and builds self-worth.

For students below age-related expectations or behind in their chronological reading age, additional support is provided through withdrawal to enable them to rapidly catch up. These interventions are completed 1:1 or in small groups either within tutor times, in class through paired reading opportunities or in small groups via timetable reductions. The intensity of intervention is delivered dependent on the individual need of the student.

The Learning Support Department also coordinates a reduced enhanced curriculum for a small cohort of students within each year group. This curriculum offer is provided for those students identified as having a high level of need via primary school transition. This curriculum entitled the 'Learn for Life' programme enhances a students' functional Numeracy and Literacy skills whilst developing essential life skills needed for life beyond the classroom. It acts as a vehicle for the personalised development of students with more acute learning needs.

Our additional whole school lunchtime and after-school enrichment programme includes a range of sporting activities, art, science and STEM. There is daily support for homework in the library and for physical fitness in the gym.

More specifically, the chief aims of the education provided by lessons, extended work and curriculum enrichment activities are as follows:

Year 7 -9 Implementation

The curriculum includes:

English, Mathematics, Science, Religious Education, French, History, Geography, Music, Art and Design, Technology, Computer Science, Physical Education, PSHE, Ubuntu (Y7) / Kairos (Y8).

Dimension Days, when the normal lesson timetable is suspended, take place during the year. These days allow students to learn in different ways such as off site, with external providers and a range of students. These days cover subjects as follows:

Date	Yr 7	Yr 8	Yr 9
October	Cultural Day- Day of the Dead	Cultural Day- Day of the Dead	Environmental awareness - RS day
March	Ubuntu	Eden Project	Alternative physical activity provision
July	Know your city - geography and history trip to the Barbican	Careers in health	Mental health awareness

Year 10-11 Implementation

In Year 10 students start their KS4 subjects that they will study to GCSE. This curriculum is taught in 25 lessons each week, each lesson lasting 60 minutes. Students are able to select three subjects that are organised into three option blocks. We believe in students having choice in the subjects that they study and have kept breadth to the curriculum by not requiring the students to study Ebacc but staying true to choice principles.

All students must study the following:

English – Literature and Language, Mathematics, Trilogy Science, Religious Education, with Physical Education (two hours per week, non-examination), PSD and Employability.

Optional Subjects (3 of the following):

Computer Science, History, Geography, French, Art & Design, Sport Science, Food, Product Design.

Dimension Days cover the subjects as follows:

Date	Yr10	Yr11
October	Enterprise day	Careers Fayre
March	Maths	Science
July	English orals	

MATHS

Intent

Mathematics is the means of looking at the patterns that make up our world and the intricate and beautiful ways in which they are constructed and realised. Numeracy is the means of making that knowledge useful.

Mathematics contributes to the school curriculum by developing students' abilities to:

- Calculate
- Reason logically, algebraically and geometrically
- Think creatively to solve problems
- Handle data
- Make decisions
- Form links between other subjects such as Science, Geography, Technology and Music

The subject transcends cultural boundaries and its importance is universally recognized. Mathematics helps us to understand and change the world we live in. We aim to develop a thirst for knowledge in mathematics that allows our students to see the difference maths and logistical reasoning can have in their world; particularly in sport, music and decision making. We want them to have strong foundation in mathematics that provides the confidence needed to develop a rich web of mathematical knowledge and the self belief to apply that in a range of scenarios.

As Mathematics teachers we aim to:

- To set challenging targets with high expectations for all students. (5)
- To offer a variety of approaches to teaching and learning that engage and motivate students from different backgrounds and differing abilities (5)
- To plan for individual needs of students by: ensuring ample time is given to modelling and scaffolding, differentiation is used appropriately, hooks are used fittingly to engage. (6 -)
- To ensure a smooth transition for students between Key Stages by providing a well sequence, progressive curriculum, that meets the unique needs of mathematics and it's spiral nature.
- To explore enrichment opportunities outside the curriculum to enhance students' enjoyment of mathematics. (3 - civic interactions)

Objectives

By the time our students leave us they will be able to:

- Perform basic numeracy skills(7 - learning for life)
- Perform the basic mathematical skills needed in his chosen career or for entry to higher or further mathematical education (7 - Learning for life)
- Understand that mathematics is likely to be encountered in daily adult life (7)
- Reason clearly and logically, setting out a rational argument with confidence(2)
- Identify patterns encountered in diverse situations and to extrapolate from these (6)
- Approach problems systematically; choosing appropriate techniques for their solution (6)
- Follow logical instructions clearly expressed(6)
- Experience satisfaction in and enjoyment of his mathematical achievements (2)
- Obtain any formal mathematical qualifications needed for his chosen career (7)
- Obtain his best possible results at KS3 and KS4 (7)
- Acquire the logical abilities characteristic of a mathematician

Curriculum

Mathematics is a spiral curriculum which means that parts of all topics will be revisited each year throughout students' school life, building on these each time to develop their mathematical knowledge bank. What a student covers may vary depending on which pathway he is on.

The following are key skills that we encourage parents to support their sons in developing:

Year 7

- Mental methods for addition, subtraction, division and multiplication

Year 8

- Fraction, decimal percentage equivalents

Year 9

- Written methods for addition, subtraction, division and multiplication with fractions and decimals. Calculating area and perimeter for different objects.

Year 10/11 Higher

- Solving quadratic equations, calculating percentage increase, understanding index laws

Year 10/11 Foundation

- Using Pythagoras, simplifying expressions, calculating a percentage and fraction of an amount

Assessment

Lessons involve a wide range of activities to encourage students to think beyond the boundaries and discuss their ideas with others, such as:

- Varied card sorts that challenge thinkers and help eradicate misconceptions (5)
- Quick fire starters that ensure students have the necessary knowledge to go further in their subject
- Retrieval starters that allow students to regularly revisit key concepts
- Individual work to ensure students have the confidence to demonstrate their abilities in exams
- Plenaries that allow students to use their linguistic skills and improve their ability to explain mathematical concepts using correct written English. (2)
-

Each topic in KS3 contains enrichment lessons where students cover set mathematical objectives in a contextual situation. For example, when studying sequence in Year 7 students could look at various streets in Plymouth and recognize patterns so they can make predictions for builders of a fictitious street. In Year 10 students covering standard form may calculate the volume of soil that was removed in order to create space for the channel tunnel.

To ensure a more personalised curriculum the following occurs:

- Tier of entry in Year 11 will be based on results of the two Year 11 Maths mocks
- All students are exposed to assessment in lessons, homework and more formal end of topic tests each half term. Some movement between sets may then occur following these assessments.
- Initial baseline assessment in year 7

- 1 hour end of topic test 3 times per year.
- End of year assessment in June
- SATS style test at the end of Year 8.
- Larger end of Year 9 test (2 x 1 hour papers)
- Full GCSE Maths paper at the end of Year 10
- 2 full sets of mock papers in November and March of Year 11
- Terminal examination at the end of Year 11

ENGLISH

Intent

The English Department aim to develop the whole child and to equip them with the language and communication skills which enable them to perform to the best of their ability in all subjects, not just English.

Our aims are:

- To provide a safe and positive learning atmosphere which caters for all learning needs and to motivate students to reach their full potential. (1, 4)
- To acknowledge the relevance of students' own experiences and value their individual contributions. (1, 4)
- To develop confident students who are effective communicators and reflective thinkers, equipping them with skills which allow a confident participation in adult and student life. (4)
- To develop a love of Literature and Language which encourages exploration and understanding of the world and themselves. (1, 2, 3, 4)
- In essence we want to open students' eyes to the possibilities in the world around them and to equip them with the skills necessary to explore that world in full.

The key hallmarks that are reinforced through our curriculum are:

1. **Temperance: We honour the dignity and sacredness of each person.**
2. **Justice: We educate for and act on behalf of justice and peace in the world.**
3. **Hope: We embrace the gift of diversity.**
4. **Prudence: We develop holistic learning communities which educate for life.**

Curriculum

Years 7 & 8

Year 7

- Term 1: Shakespeare (4)
- Term 2: The World of Dickens (2)
- Term 3: Nature Poetry (1, 3, 4)
- Term 4: The Modern Novel (1, 2, 3, 4)
- Term 5: Changing the World non-fiction (2)
- Term 6: Greek Myths or Fables (4)

Year 8

- Term 1: Gothic Texts & Creative Writing (4)
- Term 2: Shakespeare Play (4)
- Term 3: A Modern Novel (1, 2, 3, 4)
- Term 4: Relationships Poetry Study (1, 3, 4)
- Term 5: Play Scripts (4)
- Term 6: Chaucer or Greek Myths (4)

Year 9

In this year we consolidate and extend the skills required at GCSE in preparation for year 10.

- Term 1: 19th Century Texts (Conan Doyle) (2, 4)
- Term 2: War Poetry (2, 4)
- Term 3: Descriptive Writing (4)
- Term 4: Analysing Structure (4)
- Term 5: Relationships in Shakespeare (1, 2, 4)
- Term 6: A Modern Novel (1, 2, 3, 4)

Key Stage 4

At GCSE, students gain 2 GCSEs in English, AQA GCSE English Language and AQA English Literature. We begin to introduce the students to the skills necessary for success at this level from year 7 and revisit and develop their practice each year in preparation for the 2 year GCSE.

GCSE Literature texts studied

Shakespeare – *Romeo and Juliet, Macbeth, Much Ado About Nothing or The Merchant of Venice*
(1,2,4)

Nineteenth Century Novel – *A Christmas Carol, Frankenstein or The Strange Case of Dr Jekyll & Mr Hyde*
(2,4)

A Modern Text – *An Inspector Calls or Lord of the Flies*
(1, 2, 4)

Poetry – 15 poems from an anthology collated by AQA (Power and Conflict) alongside unseen poetry analysis.

(1, 2, 3, 4)

GCSE English Language

A range of non-fiction texts from the 19th century to the present day are studied in preparation for the English Language exams. There are two exams in this subject where the students are asked to analyse unseen texts. One paper is about fictional texts, and the other is a comparison of non-fiction texts.

(1, 2, 4)

- <http://www.aqa.org.uk/subjects/english/gcse/english-language-8700>
- <http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

Target Setting

Students are set clear next-steps targets following each end of unit assessment. These targets are recorded in the front cover of students' exercise books along with their end of year or GCSE target grade.

SCIENCE

Intent

In Science our boys receive high quality, stimulating lessons that develop their substantive knowledge and conceptual understanding of the three scientific disciplines of biology, chemistry and physics. We are passionate about doing so in a hands-on manner which develops the students' scientific enquiry skills and arms them with the expertise to understand the uses and implications of science today and for the future.

Our aims:

1. the boys will be taught essential aspects of the knowledge, methods, processes and uses of science (7)
2. to provide the foundations for understanding the natural world and to enhance their lives in an increasingly technological society (3)
3. to provide the platform for more advanced studies, establishing the basis for a wide range of careers (2)

The key hallmarks that are reinforced through our curriculum are:

2. *Temperance: We honour the dignity and sacredness of each person.*
3. *Justice: We educate for and act on behalf of justice and peace in the world.*
5. *Hope: We embrace the gift of diversity.*
7. *Prudence: We develop holistic learning communities which educate for life.*

Curriculum

Key Stage 3

We deliver the Secondary Science Framework, including How Science Works, which puts the pupils learning in context and encourages them to evaluate the impact of developments on society (3, 5). Through building up a body of key foundational knowledge and concepts, our boys are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena (7). They are encouraged to understand how science can be used to explain what is occurring, predict how things will behave and analyse causes (7).

At KS3 our curriculum embeds core concepts and skills in preparation for KS4 and pupils should be able to make connections between subject areas and start to use modelling and abstract ideas to develop and evaluate explanations (7).

Our students will have 6 hours per fortnight based in our laboratories.

Topics covered include:

Biology (2, 3, 5, 7):

- Cells and organisation, Reproductive systems, Nutrition, Ecosystems, Respiration, Plant science, Genetics and Human body systems and health

Chemistry (3, 7):

- Different states and reactions, The Periodic Table, Solutions, Rocks and the Earth, Chemical reactions, Acids and alkalis, Chemical properties and the Atmosphere

Physics (2, 3, 7):

- Waves and sound, Space physics, Light, Forces and motion, Energy and matter and Electricity

Key Stage 4

We follow the AQA GCSE Trilogy Science, which is a combination of all 3 science disciplines. The course consists of an equal split of Biology, Chemistry and Physics. We start a bridging curriculum in year 9, which gives pupils a supported transition from the KS3 knowledge into GCSE. We teach the topics in year 9 in an order we feel aids understanding and progression, giving them the confidence and knowledge to succeed in year 10 and 11.

GCSE Trilogy Biology topics (2, 3, 5, 7):

Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, variation and evolution and Ecology

GCSE Trilogy Chemistry topics (3, 7):

Atomic structure and the periodic table, Bonding, structure, and the properties of matter, Quantitative chemistry, Chemical changes, Energy changes, The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere and Using resources

GCSE Trilogy Physics topics (2, 3, 7):

Energy, Electricity, Particle model of matter, Atomic structure, Forces, Waves, Magnetism and electromagnetism

15% of the GCSE will consist of practical skills, which will assess pupils' understanding of required practicals we complete over the KS4. There is a weighting for mathematical ability, which is also examined, with 10% of Biology, 20% Chemistry and 30% Physics test papers.

RELIGIOUS STUDIES

Intent

Religious Studies (RS) at St Boniface is a core academic subject. We have high expectations of success for our students.[6] The subject teaches students to think well.[7] RS asks about meaning and purpose in life from beginning to end.[1] It gives space for individual reflection and wondering who and why. Questioning is encouraged. We explore Christianity through the Catholic tradition, along with other principal religions and world views[5], and how they affect the fabric of personal and social life. RS does not shy away from identifying the reality of evil, injustice and suffering [3] and it opens up visions of how life for all the world's citizens may be transformed[2, 3, 4] by truth, beauty and goodness.[1] Critical thinking and creative learning lie at the heart of RS.[7]

Curriculum

Year 7

- Term 1: Prayer - Communicating with God [1]
- Term 2: The Bible - Hearing the word of God [3, 7]
- Term 3: The Sacraments - Living by the Grace of God [1]
- Term 4 & 5: The Church - Living as the People of God [3, 6]
- Term 5 & 6: Sikhism - A different expression of faith [2, 4, 5]

Year 8

- Term 1: Islam [2, 4, 7, 5]
- Term 2: Heroes of Faith [
- Term 3: Jesus [1, 2, 3, 4, 5, 6, 7]
- Term 4 & 5: Pilgrimage [6]
- Term 5 & 6: Religion in Film [7]

We deliver the Catholic Christianity course set by AQA (Route B). The students cover Component 1: Catholic Christianity in Year 9 and 10 and Component 2: Perspectives on faith in year 10 and 11. Two exams are sat in May of Year 11.

Year 9

- Creation [4 - care for the environment]]
- Incarnation [2 - Sanctity of Life]
- The Triune God [7]
- Redemption [1]

Year 10

- Church and the Kingdom of God [6, 4 -Catholic Charities and Social Teaching]
- Eschatology. [2 - Dignity in end of life care]
- Judaism (beliefs) [5]
- Judaism (practices) [2, 5]

Year 11

- Religion, relationships and families [1, 2, 5, 6]
- Religion, peace and conflict. [2, 3, 5]
- Consolidation of all units and exam preparation

33% (2 hour exam; three questions from four)

Assessment

Key Stage 3

Each unit of work is assessed by written graded assessments on a termly basis (6-8 weeks). These assessments follow the examination technique required for success at GCSE and as such are an excellent grounding for KS4.

Key Stage 4

Every student takes GCSE RS. They complete an assessment at the end of each of the modules covered over the three years and complete two mock exams in Year 11. In addition to these formal assessments, students are regularly tested on key words and given at least one practice exam question each lesson. These are designed to prepare them for two final GCSE exams taken at the end of Year 11.

History

Intent:

As part of a Faith school, nourishing and fostering spirituality is an integral part of our History curriculum. In History we provide opportunities to 'Do Good; Honour, Integrity Service' by ensuring our History curriculum contributes to the creation of:

1. Successful learners who enjoy learning; make good progress and achieve excellence.

In History this means students:

- *Gain a big picture framework (overview) of the past that they can slot other knowledge (depth) into.*
- *See that some events are viewed as more significant than others and this view of significance can change.*
- *Realise that history is constructed from contemporary evidence, much of which is unreliable (though still useful).*
- *Understand that history isn't the past but is a construct and appreciate that people construct the past based on their own beliefs, views, and contexts.*
- *Are able to see how, when and why change happens – and to see the extent and pace of change, and how change isn't always progressing.*
- *Develop their appreciation and knowledge of the language of history by bumping into key terms (parliament, church, capitalism etc) in different contexts.*
- *Write (and talk) increasingly well and with more and more sophistication.*

2. Confident individuals who are able to live safe, healthy and fulfilling lives.

In History this means students:

- *Have a real appreciation of the social, political, cultural, religious and economic 'angles' of history.*
- *See things from the eyes of the people in the past and know that different people saw things differently. Also, students should be able to see that ideas and actions of people in the past are in some ways similar but in other ways different to our own.*

3. Responsible citizens who can make a positive contribution to society.

In History we do this through the 7 Hallmarks of:

1. ***Faith: We proclaim by our lives even more than by our words that God is good.***

2. **Temperance:** *We honour the dignity and sacredness of each person.*
3. **Justice:** *We educate for and act on behalf of justice and peace in the world.*
4. **Charity:** *We commit ourselves to community service.*
5. **Hope:** *We embrace the gift of diversity.*
6. **Fortitude:** *We create community among those with whom we work and with those we serve.*
7. **Prudence:** *We develop holistic learning communities which educate for life.*

(See highlighted sections for implementation of Hallmarks)

As a Department we aim to demonstrate Lucy Worsley's view of History (Britain's Biggest Fibs) that

'Lots of people remember their history lessons from school as dates and battles, kings and queens, facts and figures. But the story of our past is open to interpretation. And much of British history is a carefully edited and even deceitful version of events. You might think that history is just a record of what happened. Actually, it's not like that at all. As soon as you do a little digging, you discover that it's more like a tapestry of different stories woven together by whoever was in power at the time.'

Implementation:

As our intent focuses on gaining substantive **and** disciplinary knowledge (both knowledge and conceptual thinking are interlinked) each unit and sequence of learning is built on an enquiry question. By encouraging students to join up their thinking by answering the EQ, the teacher is asking the student to think deeply about the prior learning they have undertaken. A well-crafted enquiry facilitates a knowledge-rich approach to history and allows us to guide students through complex and contrary histories.

We are committed to reviewing the implementation of our curriculum to ensure it lives up to our intent. Curriculum development is continual. Over the past 5 years our curriculum development has focused on:

- 2017-19: Increasing the regularity and challenge of the teaching of sources and interpretations.
- 2019-20: Adapting the curriculum for online delivery, embedding local History into every KS3 topic.
- 2020-21: Adapting the curriculum for online delivery, increasing diversity & ensuring we are teaching controversial topics sensitively.
- 2021-22: Consistency in starters and plenaries, scaffolding & modelling and disciplinary literacy.

Key Stage 3

Year 7, Theme: Changing Lives

- How did the Black Death change Britain? An introduction to medieval Britain, including a case study on the Black Death. (1)
- How should Plymouth remember the Mayflower? An investigation that explores Plymouth's relationship with the wider world and introduces students to the concept of interpretations. (2, 3, 5)
- How did Britain become modern? A study of life in Britain from the Industrial Revolution to the Titanic that includes crime, health and women (5, 3, 2)

- How has Plymouth been affected by war? A study of WW1 and its impact on Plymouth. (3 & 4)

Year 8, Theme: Rules and Ruled

- Why did so many want to be King of England in 1066? A study of Anglo-Saxon England and the events of 1066. (6, 3)
- How did Henry's divorce impact Britain? A study of the causes and consequences of the Reformation. (1)
- What lay behind Britain's transatlantic slave trade? A study of the causes and consequences of the slave trade. (2, 4, 5, 6)
- How and why did the Allies win World War Two? A study of the events of World War Two. (3,4)

Year 9, Theme: Rules and Ruled continued & followed by a Developmental Study

- How and why did Hitler go from loser to leader? To what extent did Germans become Nazis? A study of the rise of Hitler and his dictatorship in Germany between 1933-39. (3)
- How should we remember the Holocaust? A study of the Holocaust in Germany between 1933 & 1945 (3, 7)
- Development study: Medicine in Britain, c.1250 - present (1, 4)

KS3 Homework

For each of the units in Key Stage 3, students will be set an Independent Homework Task related to the unit they are studying. This task is designed to encourage our students to become independent and active learners. The homework will be set towards the start of each unit and will be due at the end. As there is always a choice of task, they allow students to deepen their understanding in an area of the unit they are particularly interested in. It also helps students develop time management skills as they are encouraged to spend 30 minutes a week on the task; rather than complete it in one go. On the due date, students participate in a 'show and assess' lesson where they get a chance to show their work to the other students in the class.

Key Stage 4

Years 10 & 11

Students complete the Edexcel Specification B: Schools History Project GCSE studying:

- Medicine In Britain, 1250-present (1,4)
- Anglo-Saxon and Norman England, c1060-88 (1, 3, 6)
- The American West, c1835-1895 (2, 3, 5)
- Medicine on The British Sector of the Western Front, 1914-18 (3, 4)
- The USA, 1954-75 Conflict at home (Civil Rights) and abroad (The Vietnam War). (3,5,4)

KS4 Homework

All homework at GCSE is set through Google classroom & Class Charts, to which students receive an invite at the start of the course. Students should expect homework on a weekly basis. This will be a mix of; tasks that consolidate learning for the current unit, tasks on Historyhomework.com which consolidate and revise learning from previous units and participating in an essay competition honing the writing skills needed for GCSE. Google classroom also includes all of the key documents a student needs, such as knowledge organisers and personalised learning checklists as well as links to a wealth of revision material.

Assessment

Students are assessed in a variety of ways against four assessment objectives:

A01: Knowledge and understanding

A02: Concepts of History (cause, consequence, change, continuity, significance)

A03: Evaluating primary evidence.

A04: Evaluating interpretations of History.

Key Stage 4

The final exams will consist of 3 papers:

Paper 1:

- Medicine In Britain, c1250-present
- Medicine on The British Sector of the Western Front, 1914-18

Paper 2:

- Anglo-Saxon and Norman England, c1060-88
- The American West, c1835-1895

Paper 3:

- The USA, 1954-75 Conflict at home (Civil Rights) and abroad (The Vietnam War).

Geography

Intent

St Boniface's College Geography Department aims to inspire students' curiosity and fascination about our world and its people. Geography is as relevant as ever to our daily lives. We seek to develop global citizens by exploring our own place in the world, our values and responsibilities to other people, to the environment and to the sustainability of the planet.(2,3,4,5) Geography is about the dignity of people in making decisions and the impacts of those decisions (2.Temperance). Our curriculum focuses heavily on Charity(4) and social and environmental Justice (3) through the impacts of a changing physical and human world.

We aim to equip the students with a broad range of personal learning and thinking skills such as teamwork, independent enquiry and creative thinking - all highly valued by employers in a wide variety of career opportunities.

In the study of Geography you will:

- expand your knowledge about diverse places, people, resources and natural and human environments
- develop a deep understanding of the Earth's key physical and human processes.
- consider what places are like, how they are changing and that the past also helps shape the present world we live in.
- appreciate the world as a whole and understand that natural and human landscapes and environments are interdependent and interconnected.
- explore issues facing a diverse range of places and people now and in the future
 - think critically about different viewpoints when investigating places.
- become a Geographer! Curriculum:

Implementation

Key Stage 3 Year 7

- Fantastic Places - Looking at key formations and processes in some of our amazing places (Svalbard, Tuvalu (3) Death Valley, Totem Pole - Tasmania)
- River processes and flooding.(4)
- The UK - Our Island home (5,6).
- Laudato Si - Care for our common home.(3,4,6)

Year 8

- Tectonic hazards (3,4)
- Ecosystems and rainforests(2,3)
- Atmospheric Climate Change.(3)
- Development and the Bric economies (3,5,6).

Year 9

- Conflicts (2,3,4)
- Weather and Climate
- Restless oceans
- Global fashion (3)
- Coastal processes and management

Key Stage 4 Years 10 and 11

Students follow the AQA Geography GCSE (9-1) specification (8035).

Paper 1 Living with the physical environment (35%)

- The challenge of natural hazards (Natural hazards, Weather hazards, Tectonic hazards and Climate change)
- The living world (Ecosystems, Tropical rainforests and Cold environments)
- Physical Landscapes in the UK (River landscapes in the UK and Coastal landscapes in the UK)

Paper 2 Challenges in the human environment (35%)

- Urban issues and challenges
- The changing economic world
- *The challenge of resource management (Resource management and Energy) Paper 3*

Geographical applications (30%)

- Issue evaluation (pre- release material)
- Fieldwork (4 days of fieldwork are a requirement)

MFL - French

Intent

MFL aligns with St Boniface's mission (to Do Good through Honour, Integrity and Service) by fostering pupils' curiosity in languages and moulding them into global citizens of the world. Our aim is that they leave us as more culturally, globally and linguistically aware of the world around them. We are a Faith school; nourishing and fostering spirituality is part of our core purpose. Within MFL it is essential that our curriculum is organised in such a way that it provides students with this opportunities to fulfill the school's ethos.

MFL intends to create:

- Thoughtful individuals who appreciate and respect the diversity of the world in which we live.
- Confident individuals who show fluency and spontaneity in their language skills and can engage in and discuss a variety of topics.
- Responsible individuals who will take language learning further, equipping them to study and work in other countries.

Implementation

MFL (French) is currently taught in KS3 and KS4. Students have 5 lessons per fortnight in KS3 and 4 lessons a fortnight in KS4. In KS3 (years 7-9) we favour organising content by communicative functions, using high-frequency structures with a big focus on reading and listening as modelling. For each macro-unit students are given a sentence builder modelling the target construction. We then focus on a variety of vocabulary building activities followed by narrow reading texts, listening activities, translation tasks based on consolidating retrieval practise and then structured output in writing and speaking. Language is carefully recycled with lots of interleaving practise which allows for stronger retention of language. In KS4 (years 10-11) we follow the AQA syllabus and study the following themes.

- **Theme 1: Identity and Culture:** Relationships with family and friends, technology in everyday life, free time activities and customs and festivals in French speaking countries.
- **Theme 2: Local, National, International and Global areas of Interest:** Home, town and region, social issues, the environment, poverty and homelessness, travel and tourism.
- **Theme 3: Current and Future Study and Employment:** Life at school, my studies, education post 16 and career choices.

Teachers within the MFL Department have a passion for languages and sound subject knowledge, with expertise in external examining boards. Teachers will blend the four key skills of Reading, Writing, Listening and Speaking into lessons in order to prepare our students to achieve highly in GCSE.

In **Year 7** the units of work focus on:

- Describing yourself and other people: students are given the opportunity to describe themselves whilst recognising similarities and differences in others (1 and 2)
- Counting to 100: students are given regular opportunities to practise numerical skills in French, including age, birthday and talking about family members' ages.

- Students discuss saying where I live and where other people live embracing the gift of diversity (5).
- Grammar: Students are taught the full conjugations of Avoir and Être in the present tense.
- Students describe people, relationships, and express opinions saying how they get along with others. (6)
- Students are taught how to ask questions to deepen their understanding of the topic including the use of the conditional tense in the topic of pets (what animals would you like to have and why).
- Grammar: The present indicative of 'travailler' and conjugations of 'ER' regular verbs.
- Topic of jobs: Students talk about jobs their family and friends do whilst focusing on their own aspirations. Recycling of the conditional tense (3 and 7).

In **Year 8** the work enhances that of Year 7 by focusing on:

- Exploring different countries on the topic of holidays and looking at different French speaking countries (5)
- Grammar: Past tense to describe a past holiday with opinions.
- Studying different festivals and looking at different celebrations across the world. Dimension Day focus on El día de los Muertos with links to Art and Food Technology (5).
- Free time, leisure and sports activities. Recycling of the past tense and comparing it to the present.
- Describing where you live and fostering global citizenship. Comparing and contrasting our society to others (3)
- Link back to sports to introduce the future tense with the challenge of using all three tenses in a piece of writing.

In **Year 9** we focus upon building foundations for the GCSE:

- We look at talking about personal relationships, talking about future plans, marriage and family life (1)
- Grammar: Future tense, adjective agreements and the position of adjectives in sentences.
- Recap of free time activities using the past tense building upon the knowledge in year 8 to grasp more complex structures including the past conditional.
- House and home indicating location: looking at where others live in the world and comparing houses and living conditions (5 and 6)
- Grammar: Prepositions and expressing quantities.
- Looking at the world around us and the environment: Discussing environmental problems and their solutions (4 and 6)
- Grammar focus: Using future expressions with 'if' structures.

In **Year 10** we build upon the skills set out in year 9 through:

- Students will consider the impact of technology on our lives and look at the ways in which we communicate (1)
- Grammar: Aller, Faire and other common irregular verbs,
- Students will describe international festivals in more detail, making use of social and cultural contexts when reading (5 and 6)

- Students will be taught the importance of living a healthy lifestyle, examining what impact drinking and smoking can have. (1 and 3)
- They will then take this further by looking at social issues and how we can help in society. We look at volunteering and how we can make a difference. We discuss charities and they work that they do (1 and 4)
- Grammar: Conjugations of Pouvoir and Devoir and using il faut with the infinitive.
- Culture: Examining different literary texts and poems in the reading and listening papers (5 and 7)

In **Year 11** we build up to prepare for the final exams:

- Career choices: We discuss their choices post 16 and look at the topic of work experience. We look at different career paths that languages could take you in (1 and 3)
- We look at the writing paper and re-cap talking about special occasions and memorable days in school. We also recap future personal plans and goals (5)
- We examine the criteria for the top marks in the written paper in preparation for mock exams.
- Grammar revision: We recap all tenses in a variety of topics guided by the questions for the speaking exam. We ensure level 9 phrases and idioms are included in the writing and speaking practise.
- We ensure all students have taken and gone through past papers in order to prepare them for their final GCSE.
- Exam techniques and skills.

Impact

Through following the MFL curriculum it is hoped that:

- Learners at St Boniface will become more confident communicators and see a developed language proficiency.
- The impact of the curriculum will see an increased respect for other cultures and a sense of global community.
- Learners are ready to move to the next stage in education, employment or training. They will have embodied the school vision statement of 'Dream, Believe, Achieve'. Where applicable, they gain a GCSE French qualification that allows them to go on to destinations that meet their aspirations.

Intent

The intent of the Art & Design department is to create and maintain an environment where young people feel safe and supported in their learning. [4,7] We want our students to love Art! We encourage young people to challenge preconceptions, take risks and to show resilience especially in challenging their own assumptions of Art. We want to build our young people's self-esteem and develop their confidence so that they are able to take ownership of their learning and celebrate their successes. [2,4,6] We aspire for every young person to develop a lifelong love of learning and to be reflective in their practice. We want them to have no limits to what their ambitions are and want to have career aims to be illustrators, graphic designers, fashion designers, curators, architects or printmakers. Essentially teaching our young people how to learn so that they can improve and potentially master a technique or idea. These skills are transferable across all disciplines and are essential in their education and personal development, developing them as a whole to have the ability to access the right side of their brain creatively. Our Art & Design curriculum is designed to engage, inspire and challenge pupils, whilst equipping them with the knowledge and skills to be able to experiment, invent and create their own works of art. Students are given repeated opportunities to explore a variety of art-based skills predominantly in drawing, but also in painting, printing, collage, textiles, 3D work, photography and digital art. Where possible the department tries to offer activities that do not have a predefined outcome or expectation whilst providing opportunities for self-directed learning with stretch and challenge. Staff are well trained and able to help young people where appropriate, however a strong emphasis is placed on their ability to learn and solve problems independently.

Curriculum Implementation

- Art is taught at KS3 for 2 hours and KS4 for 5 hours across a 2 week timetable. KS4 is currently a 2 year course in Years 10 and 11.
- A safe environment with high expectations of behaviour and learning as well as close monitoring of equipment and modelling safe practice. [3,4,5,6,7]
- Well planned series of lessons designed to stretch and challenge learners appropriately. [5,7]
- A variety of formative assessment opportunities as part of the planned learning activity with assessment drawing tasks to build confidence and ability. [5,7]
- 5 in 5 starters embed knowledge and understanding of Art & Design
- Every student has a progress tracker in the front of their books to track their own progress over time and develop future work.
- Every student is given the opportunity to learn the skills of drawing, painting, printing, sculpture and digital art through the exploration of an initial key artist, craft maker or designer and their work [2,3,4]
- Through in-depth discussion, the pupils explore how their art can share commonalities with famous art and use subject-specific vocabulary to discuss key artworks and their own work. [2]
- In the development of confident art critics, the pupils share their opinions and make informed observations about what will improve their own practical work. [6]
- Opportunities to reflect and develop, including through the use of sketchbooks, and chances for self and peer-assessment are planned into each unit of study
- Multi disciplinary courses offered at KS4 - both in Fine and Photography to enable students of all abilities to be creative. [7]
- After-school and/or lunchtime sessions available where appropriate for inventions at KS4.
- Opportunities for exploratory, self-directed learning. [2]
- Students have the opportunity to take work home regularly and share in their achievements. [4]
- Peer mentoring to model and encourage good working practice.

- Visits to museums and galleries as well as links with local facilities and workshop opportunities. [2,3,4]
- Cross-curricular links are promoted to allow students to deepen their understanding across the curriculum, including the use of technology, and artworks from year group specific historical, geographical and scientific contexts such as working with MFL in a Dia de los Muertos project and Science with chromatographic and insect based work. [1,2,3,5,6,7]
- Classroom and corridor displays that celebrate learning and inspire students [7]

Key Stage 3

In Years 7 8 and 9 students study for one hour per week, in mixed ability groups. The curriculum introduces students to the Foundation Skills being the fundamental building blocks to creating a composition in Art. They will study the visual elements: Line, Shape, Tone, Texture and Colour, using these elements of design to produce a drawing of a teddy bear at the beginning and end of this topic. They will also be introduced to the work of others in order to inspire them as artists and understand the contextual aspect. [2,4,6] Students are assessed in each topic on their creativity and their ability to draw, craft and make. In Year 8 students have the opportunity to be bolder with their choice of materials and are introduced to the 3D element of clay. They also expand on their drawing skills by producing prints and larger scale pieces.

Key Stage 4

This is a 2 year course starting in Year 10. Students study the use of a range of different media from pencil to printmaking and paint to plaster. They will work mainly in sketchbooks but also larger scale on paper to produce a portfolio of work to exhibit for moderation at the end of the course.

The course is divided into: a portfolio component (60%) and an externally set assignment (40%)

At the start of Year 11 students will begin their 'mock' assignment which will prepare them for their final externally set assignment at the end of the year. This component allows for a 12 week study period followed by a 10 hour exam under controlled conditions. All work is assessed using 4 assessment criteria of equal weighting: Develop, Refine, Record and Present.

Impact

The impact of this curriculum design will enable students to make positive progress over time across key stages relative to their individual starting point and their progression of skills. [7] Our Art & Design curriculum will also lead students to be enthusiastic Art & Design learners, evidenced in a range of ways, including student voice, their final outcomes and presented in their sketchbooks. It has been designed to engage with and stretch our young people whilst giving them the opportunity to deeply embed the foundation skills and offer a variety of differing techniques in Art. This enables the students to be well prepared for opportunities to study Art & Design courses at a higher level.

We ensure that students who are achieving well, as well as those who need additional support, are identified, and additional provision and strategies are planned in and discussed with class teachers. Invention is offered at lunchtime and after school for those in KS4 who need that extra bit of support. Achievements are celebrated in classrooms with the use of Artwork of the week and corridor displays. We aim to develop our future artists and their appreciation of the art around them.

Intent

We develop the musical skills of each and every child. We enthuse and challenge our young students with a rich and well developed curriculum. We offer them opportunities to communicate effectively through performance and composition. We offer opportunities to develop their confidence and self-esteem through all aspect of music. (2, 6)

Our aims are:

- To enjoy all aspects of music
- To motivate our students to achieve their full potential
- To develop confidence in our students through successful performance or achievement in composition
- To develop their own sense of music within their lives.

Curriculum

Key Stage 3

- Rhythm & Pitch (Composition and Performance)
- Vocal Ensemble (Christmas Concert Performance) (1, 4, 6)
- Instruments of the Orchestra (Appraisal)
- Music for Adverts (Composition)
- Calypso & Ukulele (Performance)(7)
- World Music (Appraisal) (5)

- Folk Music (Performance)
- Rap (Composition & Performance)
- Garage Band (Music Technology)
- Blues (Performance) (2)
- Music for Film (Appraisal & Composition)

Assessment

All students are assessed on entry to the school. This is formed by an assessment of the performance ability and key musical knowledge of each student. Some students have had prior learning in a musical instrument and this will form an expectation of a higher degree of ability in the early Key Stages. This Value Added ability will form the basis of an assessment which will be adapted throughout their musical experience. The teacher will allow all students opportunities whenever possible to exhibit their skills.

Key Stage 3

Individual targets are formed and developed through the first three modules. Students will complete 6 assessments each year. These 12 modules are balanced throughout the whole of KS3 to deliver assessment of performance, composition and appraisal in all elements of music and musical genres. Student work is assessed both paired and individually. Assessment is completed in class time and balanced with homework. All assessment will be given a further target for achievement and transferred to their music progress log, which is kept in their class folder.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Intent

PSHE aligns with St Boniface's mission (to Do Good through Honour, Integrity and Service) by getting students to reflect upon the impact their actions and decisions have on others and aims to equip students with some of the softer skills required to embark upon their chosen career path.

PSHE intends to create:

- Thoughtful individuals who appreciate and value diversity.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who can make a positive contribution to society.

Implementation

Personal, Social and Health Education (PSHE) is taught across all year groups from Year 7 – 11 students have 1 lesson per fortnight which revolves around the key themes of:

- Health and Wellbeing
- Relationships and Sex Education (RSE)
- Living in the wider world

All lessons have an active learning approach and very often contain discussions, debates and role plays. Students are encouraged to form their own informed opinions whilst respecting the rights of others to hold different ones.

In **Year 7** the units of work focus on:

- Who am I? where students are given the opportunity to explore their own beliefs and values, recognise similarities and differences and begin to build feelings of self worth (1)
- Puberty and Hygiene- students are taught the changes which happen for both boys and girls during puberty but have a greater depth for male puberty
- Mental wellbeing where students begin to recognise stress triggers and look at ways to manage stress
- Relationships – students begin to think about different types of relationships, recognise the difference between banter, bullying and peer pressure and will begin to consider coping strategies (2, 6)
- British Values –students learn about the British values, how these link with fundamental human rights and consider how to be a good citizen (2, 5)

In **Year 8** the work enhances that of Year 7 by focusing on:

- Healthy living – students look at the impact drugs, alcohol, smoking and diet have upon health, wellbeing and society. Students begin to consider ways in which to resist peer pressure.
- Work related learning- students are introduced to the Plymouth Employability Passport which is an independent project which runs for the duration of the year. In addition they will learn about key employability skills and research different job sectors. (6)

- Citizenship and Parliament – students learn about what makes a good citizen, local and national government, and how democracies work. (3,6,)
- Managing Money – students learn about different types of savings accounts, borrowing, interest and budgeting
- Relationships and sexuality – students will learn about different types of sexuality and be able to recognise unhealthy behaviours such as coercion and control. Students will be taught to challenge homophobic and misogynistic behaviours. (2,3,5)

In **Year 9** we focus largely upon personal safety and diversity through:

- Staying safe online – students are taught to recognise the signs of grooming and radicalisation and county lines. How media can manipulate the truth and reflect upon your online profiles and online bullying. Students will also be taught the law regarding sexting and pornography.
- Behaviours in society – students learn how to communicate effectively with different groups of people and they consider the impact of antisocial behaviour on other people.(2,3,4)
- First aid – students learn basic first aid techniques to help them treat everyday ailments such as cuts and grazes through to what to do for cardiac arrest (4)
- Cultural diversity – students consider what draws young people into gang membership, the richness diversity brings to our lives, understand what discrimination might look like and the importance of equality acts. (5)

In **Year 10** we build upon SRE through:

- Students will consider the emotional and physical implications of a sexual relationships
- They will learn about different sexualities, discrimination and how to approach your sexuality with friends and family (2, 3)
- Students will understand what Consent might look like, how it should be freely given and that it can be withdrawn at any time. (2)
- Students will be taught how to identify and treat STI's and methods of contraception.
- Students will look at the stages of pregnancy and labour along with the impact of being a teenage parent. Students will also be taught about abortion. (2)
- Students will consider the Catholic Church view on sexual relationships and will consider why people might choose to abstain. (1,2)
- Students will consider what skills they need in order to thrive independently, such as maintaining a budget, housework and maintaining health.

In Year 11 we focus upon maintaining good health through:

- Healthy relationships - Students are taught to recognise the signs of an abusive relationship and the law relating to sexual abuse, rape and explicit messaging under the age of 18. (2,3,5)
- Mental health – students are taught about the most common mental illness in young people along with the 5 steps to wellbeing approach to mindfulness (2)
- Money management – students are taught about taxation, pensions and wages, managing financial risks in order to alleviate financial stress in the future

- Maintaining health – students are taught about self-examination, especially for testicular cancer, the impact of social media upon mental wellbeing and the importance of maintaining overall health.

Impact

Through following the PSHE curriculum it is hoped that:

- Students will be able to reflect upon and share their life experiences and have a mutual respect of others.
- Students are able to maintain healthy and fulfilling lives.
- Students will recognise and challenge discrimination of all forms.

PHYSICAL EDUCATION

Aims

Here at St Boniface's we aim to ensure all of our students leave their compulsory education with a desire to lead a healthy and active lifestyle, equipped with the knowledge, the confidence and the skills to do so. Also, as a faith school we want to provide all students the opportunity to fulfil their God given potential as an individual and as a member of a successful team and school community.

Intent

- Understand the positive physiological and psychological effects of physical activity on your body. (2)
- Develop resilience through sport. (6)
- Recognise intrinsic and extrinsic motivation.
- Know how you measure your own fitness levels.
- Develop a range of skills in order to engage in a broad range of sports and activities.
- Knowledge of rules and tactics in a broad range of sports and activities. (5)
- Be able to work effectively as part of a team.
- Recognise good leadership qualities in another person. (2)
- Demonstrate good leadership qualities in yourself.

Implementation

- Curriculum that has a broad range of activities that includes opportunity to take part as an individual and as part of a team. (4)
- Aligned curriculum that aims to develop mastery but not based solely on skill. (3)
- Clear focus on the whole person in sport and activity rather than just their skill levels.
- Tailored curriculum in year 10 focused on the personal development of the individual. (2)

Impact

- Students who leave school as members of sports teams, gyms and physically active groups. (6)
- Participation and engagement in lessons to be high.
- High levels of regular participation from all groups of students at extracurricular activities.
- Large numbers of students who choose PE at KS4.
- KS4 examination results that are inline with and exceeding school ambition and national averages.

- Sports leaders who are confident and proud to lead sporting events for different groups of students.

Curriculum

KS3:

Students study the following activities during Years 7 – 9:

- Physical Literacy (Year 7, Year 8 for selected nurture groups)
- Net wall Games
- Invasion Games
- Health Related Fitness
- Striking and fielding
- Extreme movement
- Athletics

(1,2,3,4,5,6,7)

KS4:

Year 10 - Sport Education

In year 10, students take part in the sports education model where they compete in a variety of different sports, for one single team throughout the year. Over the course of the term they will have the opportunity to take on a variety of roles from the coach to the kit man. These roles will give all players a sense of purpose and ownership to the success of their teams developing essential skills needed in sport and in life.

All students will take part in a unit of HRF where they have the opportunity to create 3 week training programs which can be used when they leave school. (2,3,4,5,6,7)

Year 11:

In year 11 students will have the opportunity to decide between taking part in traditional sports, alternative sports and health related fitness activities. These choices allow students to take part in activities they have developed skills in throughout their time at school or develop new ones. It will also give students the chance to exercise their right and ability to choose the activities they would like to take part in to maintain a healthy active lifestyle when they leave school.

Whole School:

Each year every student will spend at least one full term in either of our fitness suites. They will begin in year seven to understand the parts of the body that can and should be developed whilst in the gym as well as the components of fitness. In year 8 they will know how to test the components of fitness and in year 9 they will look at creating their own training sessions. In order to combine this knowledge and skill, time in the fitness suite at KS4 will focus on combining training sessions in order to create training programmes. These can be used when students leave school. We regard HRF as one of the most important units pupils cover here, it allows us to teach our students how to use readily available facilities with confidence, safely and effectively ensuring they are able to live a healthy active lifestyle beyond school.

Examination P.E

The department offers a qualification in OCR Cambridge National Sport Science.

Typical units covered in Sport Science are:

- Reducing the Risks of Sports Injuries (Exam)
- Applying Principles of Training
- The Bodies Response to Physical Activity
- Sports Nutrition

Assessment

Students are assessed in three strands in PE from years 7-11.

1. Physical ME - These are the practical skills students learn and develop in a range of activities. This also includes their levels of physical fitness.
2. Tactical ME - Developing a range of tactics and strategies to overcome an opponent or improve their own ability.
3. Social ME - The social and essential skills that help to create a positive member of society.

Combining these strands allows us to focus on the whole child no matter what their skill and experience in sport and physical activity is. It allows for the greatest amount of personal development as well as skill development.

Design Technology and Food & Nutrition

Intent

As part of a faith school we focus on developing confidence in both students' own ability to design and create, whilst also equipping them with the skills to work by utilising the designs of others. We provide opportunities to embrace the gift of diversity and offer opportunities to educate for life.

Implementation

- We encourage students to enhance their **creativity** and **imagination**, while designing and making products that solve real and relevant problems within a variety of contexts, considering their own and other's needs, wants and **values**.
- Students 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.
- Students have the opportunity to understand making healthy food choices and understand the importance of a balanced diet. Students have the opportunity to plan, prepare and produce a range of dishes which demonstrate a **balanced** diet in line with the Eatwell Guide.
- During their time in Technology they acquire a **broad range of subject knowledge and draw on disciplines** such as mathematics, science, engineering, computing and art.

Impact:

High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

The key hallmarks that are reinforced through our curriculum are:

Temperance: We honour the dignity and sacredness of each person.

Hope: We embrace the gift of diversity.

Fortitude: We create community among those with whom we work and with those we serve.

Prudence: We develop holistic learning communities which educate for life.

Design Technology

The Design and Technology department aims to be an inspiring, rigorous and practical subject area. We encourage students to enhance their creativity and imagination, while designing and making products that solve real and relevant problems within a variety of contexts, considering their own and other's needs, wants and values. During their time in DT they acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Students 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 well-being of the nation. (5, 6, 7)

Key Stage 3 Design Technology

Year 7

- **Metal Bug Project** - Looking at metals and their properties, focusing on developing skills in practical lessons. This will be the first time for a large number of students in a workshop so will look at the importance of health and safety. Introduction into a variety of different tools and pieces of equipment. (7)
- **Pop-Up Card Project** - Continuing to develop a vast understanding of different disciplines within the subject of Design and Technology. Exploring card, paper and boards as the material focus. Continuing to develop designing and practical skills. Building on an often small understanding of D&T. (7)
- **Memphis Clock Project** - Within the third project of the year, looking at wood and design as the topic. Focusing on where we draw inspiration from and how to communicate this in a variety

of ways. (6)

Year 8

- **CAD/CAM Headphone Tidy Project** - Moving forward in developing students' technology capabilities from simple computer based skills into CAD and CAM. Looking at 2d Design and the Laser Cutter as well as 3D Printing and TinkerCAD or similar programs. Still continuing to express the importance of design and development of skills.
- **Bug House Project** - Revisiting wood as a material but in more detail, looking at the impacts on the environment and how to use materials at a sustainable rate. Developing not only designing skills but also practical skills further ensuring students have a vast knowledge and understanding in D&T. (7)

Year 9

- **Wooden Storage Box Project** - Looking at skills within the workshop, focusing mostly on the practical element. Honing in on their ability to make something to a high standard based on their previous skill set. Revisiting in more detail the subject of Timbers and impacts on the environment.
- **Technical Drawing Project** - A graphics based project but with a strong focus on drawing skills and abilities. Developing drawing skills and observational drawing skills. Looking at technical ways in which designs, products and/or architecture can be communicated.

Key Stage 4 Design Technology

At KS4 we study AQA Design & Technology which involves 50% written Exam and 50% NEA. The course allows students to develop their practical and technical skills

Year 10

- Unit 1 Theory and Practice NEA; Investigation & Research. **Design Brief & Specification. Designing Development**
- Unit 2 Theory and Practice NEA; **Design Development and Manufacturing.**
- Unit 3 Theory and Practice NEA; **Manufacturing. Testing & Evaluation.**
- NEA Preparation

Year 11

- NEA (AQA Design & Technology 8552) and Unit 6 & 7 Theory - *links to NEA work.*
- NEA (AQA Design & Technology 8552) Unit 4 and Theory (AQA Design & Technology 8552)
- Unit 5A & 5B Theory (AQA Design & Technology 8552)

Food and Nutrition

We aspire to equip all students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and **healthy eating**. Our curriculum will encourage students to cook and enable them to make informed decisions about a wide range of further learning opportunities and career pathways as well as develop vital **life skills** that enable them to feed themselves and others affordably and nutritiously, now and later in life (2, 5, 7)

Key Stage 3

Students have the opportunity to build a repertoire of cookery skills and nutritional understanding through a range of group tasks, independent investigation and developing their creative ideas. We strive to ensure students are equipped with the necessary skills

Through food and nutrition, students will:

- Prepare and cook dishes, taste food and perform investigations hygienically and safely;
- Prepare, cook and serve an increasingly complex range of dishes with precision;
- Demonstrate their understanding of food provenance, production and processing. (7)
- Apply their healthy eating and nutrition knowledge; (6)
- Demonstrate and apply their awareness of consumer preferences and the reasons for choices made. (2, 7)
- Apply their knowledge of food science in a practical and meaningful way.

Progression has been built into the schemes of learning to enable pupils to acquire, develop and secure knowledge and skills over the three years. (7)

Key Stage 4

At KS4 we follow the **EDUQAS Food Preparation and Nutrition** course which equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life. (5, 6, 7)

The course is split into 2 components, Component 1 (Written Examination 50%) and Component 2 (Food Preparation and Nutrition in Action NEA 50%)

The components teach and embed a broad range of topical areas;

1. Food commodities
2. Principles of nutrition
3. Diet and good health (7)
4. The science of food
5. Where food comes from (3 and 7)
6. Cooking and food preparation

Encourage the development of high skills and **resilience** in a safe environment, allowing students to demonstrate commitment and act on feedback. (5)

Empower students to enable them to follow a recipe and substitute ingredients and cooking methods as appropriate, demonstrating an understanding of **food choices** e.g. veganism, allergies and healthy eating. (7)

Develop understanding that will allow students to become discriminating consumers of food products, enabling them to participate in society in an active and informed manner. (**Responsibility**)

Engage with students to encourage them to understand the environmental factors which affect the inequalities in food distribution on a global scale and give them an understanding of the need to minimise 'food waste' starting with their own practise. (7)

Allow students to **explore** a number of multicultural perspectives concerning food. Students will enhance their understanding, appreciation and acceptance of people from a variety of cultural backgrounds through the preparation of food from different countries. (2)

Encourage our students to develop an awareness and acceptance of **diversity** within our community. (2)

Our hope is that through Food & Nutrition, students are provided with a context through which to explore the richness, pleasure and variety that food adds to life.