



# Curriculum Overview

A brief introduction to each of our curriculum areas introducing staff and an outline of course content at Key Stage 3 and 4 with a special focus on Year 7





## ENGLISH

**STAFF** Mr R Garry, Subject Leader for English  
Mrs E Jebb (in charge of Key Stage 3)  
Mr R Hollands  
Miss B Sadler  
Miss A Watkins  
Mr B Seager: Head of Drama

English is a core subject at both Key Stages 3 and 4. We have five dedicated English classrooms, each resourced with an interactive whiteboard. The Library Resource Centre is situated next to the department, allowing access to an excellent range of books and computer facilities, including netbooks for use in the classroom.

### KEY STAGE 3

**Throughout Key Stage 3 the schemes of work are focused on developing the students' ability to be:**

- **Accurate**- ability to write in good standard English and to spell and punctuate effectively
- **Creative**- ability to write in a range of genres and for a range of audiences
- **Critical**- ability to read and respond to written and media texts with understanding and increasing critical acumen
- **Articulate**- increasing ability to express ideas and to converse with others as well as presenting their points of view persuasively

Through our thematic schemes of work, and assessment processes, we aim to enrich students' understanding of real and imagined experience in non-fiction, fiction and media texts, encouraging independent thinking and increasing their knowledge of the English Language: its history, its beauty and its ability to describe their experiences and those of others.

Knowledge and skills are regularly assessed through a series of assessments across the Key Stage and form part of the information for the reporting process. Many of the assessment activities are given a real-world context.

#### Year 7

- In Year 7 students build on their primary school knowledge and further develop their skills in reading, writing, speaking and listening.
- This is achieved by studying, and talking about a range of fiction, non-fiction and media texts.

#### Year 8:

- Students continue to develop their knowledge and skills through the study of poetry, fiction and non-fiction, drama, and media. Students build on the foundations of skills and knowledge established in Year 7 by working through a progressively more challenging curriculum.
- Students are given a range of opportunities to learn through talk and to articulate increasingly sophisticated arguments and responses.

#### Year 9

- Students study Animal Farm and dystopian literature; Poetry and Structure and Macbeth
- In Year 9 the students begin to study texts which advance their skills and knowledge in line with the expectations of work at GCSE, but they do not start their GCSE until Year 10.

**KEY STAGE 4 (Years 10 and 11)** AQA course in English Language and English Literature, leading to two GCSEs.

# MATHEMATICS



**STAFF** Mrs E Griffiths, Subject Leader  
Mr M Osmond, Deputy Subject Leader  
Mrs R Morris  
Mrs R Hughes  
Miss A Moreton  
Mr G Davies

The mathematics department occupies the top floor of the main teaching block and consists of five teaching rooms all equipped with a projector, interactive whiteboard and a shared set of 16 laptops for student use. Students are encouraged to make use of the online resource 'MyMaths' - a learning tool that students can access at lunchtime and from home.

## KEY STAGE 3

### Year 7, 8 and 9

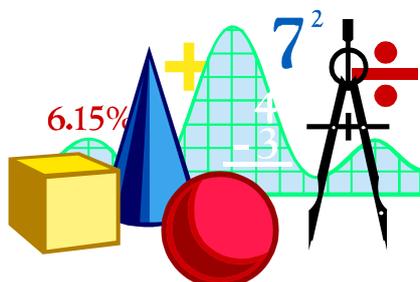
Students are set for mathematics. The main themes of number, measures and statistics, algebra and geometry are reviewed and developed several times over the year, alongside a programme of investigations and projects. There is an emphasis on problem solving, fluency, reasoning and real-life application. ICT is used to deliver and support teaching when appropriate.

## KEY STAGE 4

Study for the AQA GCSE in mathematics begins after the February half term of Year 9 following completion of the Key Stage 3 course.

## Extra-Curricular Activities

Through the specialism we are able to offer a variety of extra-curricular opportunities in mathematics. In recent years these have included participation in the national UKMT awards, regional competitions and visits to inspirational mathematics lectures at Keele University. We also host a 'Maths at Work' event for year 9 students.



# SCIENCE



**STAFF** Mrs C Jones, Subject Leader for Science  
Mrs V Lee  
Dr G Ward  
Mr C Thorley  
Mrs S Hammerton  
Mrs K Mould

The science department has five laboratories equipped with projectors and interactive whiteboards. There is a set of wireless networked laptops available to support teaching and learning. All staff have iPads for use in lessons and we have textbooks, revision guides and online resources to support the curriculum.

## KEY STAGE 3

At Key Stage 3 we aim to develop a sense of excitement and curiosity about natural phenomena. Students are encouraged to understand how science can be used to explain observations, predict how things will behave and then analyse and evaluate the results.

### Year 7

Through units of work students are introduced to biology, chemistry and physics. There is an emphasis on learning and developing the thinking and practical skills which will enable students to become competent scientists. Students are encouraged to buy a revision guide to support their learning throughout Key Stage 3.

### Year 8

The curriculum continues to rotate around topics based on biology, chemistry and physics, developing more in-depth knowledge as it progresses.

### Year 9

Students begin the GCSE Science course. All students are taught by subject specialists in biology, chemistry and physics. To facilitate this, students rotate around three teachers throughout the year. Students also have the opportunity to participate in the British Association of Science CREST Awards on a scientific research project of their choosing; the best projects are entered into a national competition.

## KEY STAGE 4

Year 10 students continue to be taught by subject specialists. Students either study for Triple Science leading to a GCSE in Biology, Chemistry and Physics (taken as an option) or take Combined Science, which covers topics from biology, chemistry and physics and is equivalent to two GCSE's. In addition, we run GCSE Astronomy after school.

### Extra-Curricular Activities

As a science college, we offer a variety of different opportunities in science beyond the curriculum. These include residential visits, involvement in STEAM week, trips to see Science Theatre shows, to hear talks from eminent scientists and to get involved in science at work events to help inspire our next generation of scientists.

# ART & DESIGN



**STAFF** Miss S Keeling

All students study art for 1 hour a week throughout KS3.

It is intended that students study a broad range of topics and experience a range of materials whilst developing their key skills and knowledge.

It is intended that all students will have opportunities to excel through a balanced curriculum which values improved proficiency of skills alongside opportunities for students to demonstrate creative thinking and endeavour.

Students are inspired through contemporary and historic art traditions as well as cultural application of art practice.

As the course progresses our students are prepared for increasingly independent study at KS4.

The department encourages all students to take pride in their work and to strive for the highest academic and personal standards.

## KEY STAGE 3

### Year 7

In Year 7 students will investigate colour and pursue projects that encourage them to develop skills in drawing, painting, print making collage and textiles. Students will be exposed to both historical, contemporary and cultural artists. The skills covered in Year 7 underpin subsequent development of artistic practice in Key Stage 3.

### Years 8 and 9

Throughout Key Stage 3 students are offered a range of artistic experiences and practical activities from the following areas: drawing, painting, model making and sculpture. Students will look at a range of artists, craft persons and designers to underpin their studies as well as use a sketchbook to support classroom work and independent study. Much emphasis is placed on students showing initiative and a willingness to develop and extend ideas in an imaginative way, whilst taking responsibility for their own learning.

## KEY STAGE 4

Students may choose to follow a GCSE examination course in Art and Design; a course which encourages breadth and depth in more than one material area of study. The syllabus facilitates opportunities for independent endeavour where students can negotiate their own syllabus content and work to their strengths and personal interests continuing from the foundation established in Years 7, 8 and 9.

# COMPUTING

**STAFF** Mr C Parkes



Computing has one dedicated computer suite of 31 new computers and shares the facilities in the Learning Resource Centre, which hosts 28 new computers. There is a high capacity laser printer and scanner available, sets of microbits and spheros are used for coding.

## KEY STAGE 3

### Year 7

Students are taught how to use technology safely, respectfully, responsibly and securely. Students will undertake creative projects that involve selecting, using, and combining multiple applications. Computational thinking will be used to solve real world problems. Students will be introduced to programming languages that are visual and textual based.

Year 7 students also have the opportunity to build and race a rocket powered car based on the Bloodhound SSC. There is a national competition which the whole year group enters. Last year our fastest car ran at just over 80 miles per hour.

### Years 8 and 9

Students will learn about the hardware and software components that make up computer systems. Students will be able to understand the use of binary digits in computer systems and learn how to code in a variety of ways. They will use a variety of coding languages to programme a computer.

For Years 7, 8 and 9 – students will be given user I.D.'s for IDEA which is a national award scheme run.

## KEY STAGE 4

At Key Stage 4 students may opt for GCSE Computer Science. The Computer Science GCSE course gives learners a real, in-depth understanding of how computer technology works. The course also provides excellent preparation for higher study and employment in the field of computer science. The course develops critical thinking, analysis and problem-solving skills through the study of computer programming. Students will progress in Python programming to a high level.

## Extra-Curricular Activities

In Robotics club students get the opportunity to solve problems using Lego robots.

The club takes place at lunchtime in the DT department.



# DESIGN AND TECHNOLOGY



**STAFF** Mr A Walker, Subject Leader for Design & Technology  
Ms S Keeling  
Mr M Carthy  
Mrs I Chorr  
Mr P South

Design and technology help to prepare pupils for the developing world. The subject encourages pupils to become creative problem-solvers, both as individuals and as part of a team. Through the study of design and technology they combine practical skills with an understanding of aesthetic, social and environmental issues. The subject helps all pupils to become discriminating and informed consumers and potential innovators. It should assist pupils in developing a greater awareness and understanding of how everyday products are designed and made

## Aims

- Students will develop understanding that all Design & Technological activity takes place within contexts that influence the outcomes of design practice.
- Students are able to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes.
- To encourage students to take design risks using creativity and imagination to design and make prototypes
- To give students opportunities to solve real and relevant problems, considering their own and others' needs, wants and values.
- Students will develop a broad knowledge of materials, components, technologies and practical skills.
- To provide opportunities for students to critique, evaluate and test their ideas and products and the work of others.
- To demonstrate safe working practices in design and technology
- To help children understand and apply the principles of nutrition and learn how to cook.

## Implementation

The delivery of the Programme of Study will involve students moving between the different material areas: Food, Textiles, Resistant Materials, Graphics, Electronics and Construction. As they move through the areas the content will build on previous experiences and topics will be revisited in increasing complexity to develop further understanding.

We are constantly looking for ways to extend the STEM content in project work across both Key Stages. This provides exciting opportunities for students to apply their knowledge and understanding from other STEM subjects to design and make challenges including robotics, animatronics and mechanical engineering.

## KEY STAGE 3

### Year 7

Activities are varied and provide opportunities to design and make products with a particular focus on safe working practice. The projects give students experience of using equipment they may not have encountered before. Each project involves elements of design, manufacture and evaluation and introduces some of the wider issues in design, such as sustainability.

### **Years 8 and 9**

As students' progress into Years 8 and 9, the project work becomes more sophisticated; students start to apply their own design thinking using the skills and techniques covered in Year 7. They will develop a more independent approach to problem solving and an increased breadth in their knowledge of materials, components, technologies and practical skills.

The workshops are frequently busy out of lesson time as students are very keen to complete their work to a high standard and take it home.

### **KEY STAGE 4**

Students can opt to take one or more of the suite of GCSE subjects that are currently offered in Design and Technology, including GCSEs in Design and Technology, Food Preparation and Nutrition and the BTEC Certificate in Construction and The Built Environment.



# DRAMA

**STAFF** Mr B Seager



There are two dedicated drama studios for lessons and also our main school hall giving access to a stage for rehearsals, performances and assessments with lighting and sound.

## KEY STAGE 3

### Years 8 and 9

Drama is introduced to students as a discrete subject in Year 8. Students study a range of performance genres including physical theatre and monologues and develop an understanding of how drama communicates with an audience through the application of skills. Students gain practical knowledge of how to devise and script a performance.

In Year 9 students work on pantomime and participate in devising and creating their own performances. Students also explore a range of theatrical styles including Theatre in Education and practical Shakespeare. Students are also encouraged to develop their grasp of how to use a play script to convey ideas to an audience.

## KEY STAGE 4

Students can opt to study GCSE Drama, a course that allows them to devise, perform, direct and produce their own drama. The course is a combination of practical and examination and involves devising a piece of theatre, studying a published play and performing scenes from it. There is a final written examination based upon the play studied and a live performance seen. To prepare students for this GCSE, there is a need to participate in theatre visits, workshops and live performances through school.

Students are given the opportunity to perform through participation in the Shakespeare Schools Festival at Theatre Severn. Here they work with directors and acting coaches, learning aspects of delivery in the speaking of Shakespeare's lines and the important aspects of interpretation and performance. Following on from this, students perform in the school Showcases demonstrating the range of dramatic techniques and stagecraft they have been taught.

Watching live and streamed live performances such as Peter Pan at the National Theatre also enhances the students' understanding and experience of the theatre.



# GEOGRAPHY



**STAFF** Mr P Lee, Subject Leader for Humanities  
Mr M Jervis  
Mr J Seager  
Mr B Seager  
Mr B Finch

The humanities department is housed in four specialist rooms. Resources include a wide range of textbooks, maps, digital mapping and other source materials, a suite of computers and access to a set of laptop computers.

Teaching rooms are well-placed to take advantage of the school's Library Resource Centre and other information technology suites, which are made full use of to enhance and extend students' learning in the humanities subjects.

Throughout Key Stage 3 and Key Stage 4 we take students to a range of different locations locally, regionally and nationally.

## KEY STAGE 3

### Year 7

In Year 7 students study:

- 'What is Geography?' - Making Connections
- Settlement
- Map Skills
- Exploring Britain
- Tourism
- Sustainable Management



### Years 8 and 9

In Year 8 students study:

#### Autumn Term

- Weather and Climate
- Tropical Rain Forests
- Rivers and River flooding
  
- China
- Russia

In Year 9 students study:

- Plate Tectonics
- Extreme Weather
- Climate change
- Ecosystems

## KEY STAGE 4

Key Stage 4 students can opt to study GCSE Geography where they cover:

- The challenge of natural hazards, the living world and physical landscapes of the UK
- Urban Issues and challenges, the changing economic world, the challenge of resource management
- Issue evaluation and fieldwork.

# HISTORY



**STAFF** Mr P Lee, Subject Leader for Humanities  
Miss E Weston  
Mr J Bird  
Mr B Finch

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## KEY STAGE 3

### Year 7

In Year 7 students study:

- What is history? Tools for history
- The Normans
- Medieval Monarchs
- The Black Death
- Personal History Project



### Years 8 and 9

In Year 8 students study:

- Who was the most successful Tudor monarch?
- The English Civil War
- Legacy of the French Revolution
- Universal Suffrage
- Civil Rights in America

In Year 9 students study:

- The World Wars
- The Holocaust
- American West c1835 - 1895

The Year 9 Trenches trip is an annual three-day visit to the World War battlefields and towns of Northern France and Belgium. This is an annual collaborative visit with Belvidere School which has been taking place for over 15 years. We spend one day in Belgium visiting cemeteries, the town of Ypres and taking part in the Menin Gate service, whilst the second day focuses on France, visiting a range of memorials and commonwealth cemeteries.

## KEY STAGE 4

The course covers the topics students would have studied at this point; American West c1835 – c1895.

Key Stage 4 students opt to study GCSE History where they cover:

- Medicine in Britain c1250-present and The British sector of the Western Front, 1914-1918: injuries, treatment and trenches
- Early Elizabethan England, 1558-1588
- Weimer and Nazi Germany 1918-1939.

# MODERN FOREIGN LANGUAGES



**STAFF** Ms J Thompson, Subject Leader for MFL  
Miss L Taylor, MFL teacher and EAL Coordinator  
Mrs S Manders

The department consists of two specialist language teachers (French and Spanish) who teach in dedicated language rooms equipped with a projector, interactive whiteboard, audio equipment and modern digital resources for both Key Stages.

## KEY STAGE 3

During KS3, students access French and Spanish through a variety of topic areas using a wide range of strategies to suit different learning styles. Students are taught for a minimum of two hours per week, rotating French and Spanish weekly: week 1 is French and week 2 is Spanish. In this way there is an equal exposure to both languages throughout the Key Stage. Students have the opportunity to extend their language skills from their language learning in Primary School, as well as developing their knowledge and understanding of the countries where French and Spanish are spoken. They are also encouraged to develop other essential skills such as creativity, studying independently and working as part of a team. Learning is supported by a host of enrichment activities, including a French trip in Year 8 and a visiting Theatre Company for Years 8 and 9.

During Year 8 and 9 exam weeks, students complete a reading assessment including a translation for the Target Language into English, and a listening assessment. The duration of each assessment is 45 minutes. Writing and speaking skills are assessed throughout the course.

GCSE themed content starts after Christmas in Year 9 for both languages.

## KEY STAGE 4

We offer GCSE courses in French and Spanish which students can opt to take. The courses develop students' skills in speaking and listening, reading and writing. Throughout the eight modules, the emphasis is on developing a student's ability to communicate effectively in a variety of different situations and to be able to manipulate the language independently. Their skills are developed through a range of contexts, including:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment.

Students are examined in the four skills, each skill accounting for 25% of the total marks available.



# MUSIC



**STAFF** Mr G Sassano  
and a team of dedicated peripatetic teachers

The Music department consists of one dedicated classroom, a recording suite, drum room, keyboard room, peripatetic room and three practice rooms. In addition, there is a dedicated performance area in the classroom with a stage.

## KEY STAGE 3

### Year 7

Over the course of the year, Year 7 students study the core areas of listening and appraising, performance and composition through six well-structured and engaging units such as Cartoon Music, Music of Africa and an Ensemble Project. During each unit students develop their instrumental skills through the use of percussion instruments and keyboards and start to create arrangements. Musical notation is taught from the start to set the foundation for music learning.

### Years 8

During Year 8 students learn about The Blues, Film music, Ensemble skills and the Orchestra. They develop many arrangements through the use of percussion instruments and keyboards and develop their improvisation skills. In addition, Year 8 students are introduced to cutting edge musical software, which is used to input their compositions.

### Year 9

In Year 9 students continue developing their improvisation and arranging skills which extends to looking at The Beatles, Parodies, Battle of the Bands and an introduction to GCSE performance.

## KEY STAGE 4

Students can opt to take GCSE Music. The syllabus consists of the three main areas: listening and appraising, performance and composition. The three main skills are studied through the following areas of music:

- Western Classical Tradition 1650-1910
- Popular Music
- Traditional Music
- Western Classical Tradition Since 1910

Students are provided with the opportunity to showcase their performance skills at events staged throughout the course.

### Instrumental Lessons

Instrumental lessons on an individual or group and on any instrument, basis can be organised through the school with the Shropshire Music Service at a competitive rate.

### Extra-Curricular Activities

A wide variety of opportunities for participation are on offer for all students ranging from the school singing group to keyboard and WebbRock to numerous student bands.



# PERSONALISED LEARNING

## STAFF

Deputy Headteacher/SENCo

Head of Personalised Learning and Transition and Asst. SENCo

Assistant Head of Personalised Learning and Asst. SENCo

Personalised Learning Lead

Mr G Davies

Mrs K Mould

Ms S Keeling

Mr C Parkes

Teaching Assistants:



Mrs S Harris (HLTA)

Mrs S Bunn

Mrs L Mansell

Mrs A Mills

Mrs N Birring

Miss A White

Mrs L Zaza

Mrs E Bowden

Miss E Blakeway

Miss E Price

Mrs B Butcher

Mrs R Richards

Mrs S Harper Stevens

Forest School Leader:

Miss F Louise

Learning Mentor:

Mrs K Phillips

Librarian/Reading Champion

Mrs L Bourne

The aims of the Personalised Learning Department are:

- to enable all students to access a broad, balanced curriculum;
- to enhance the self-esteem of the students;
- to enable students to acquire the skills and knowledge so that they may achieve their full potential;
- to develop a resource of learning materials;
- to provide expertise and support for students and staff across the curriculum.

When your son or daughter is admitted to Mary Webb School and Science College, we assess his or her learning needs by taking into account:

- information from their primary school;
- reports from outside agencies who may have been involved;
- Key Stage 2 results and Year 6 teacher assessment;
- assessments of their reading, spelling and writing ability carried out on entry to the Mary Webb School and Science College;
- information from parents and carers.

All students spend the majority of their time in mainstream lessons. Some teaching assistants support SEND students with high needs and those needing additional support for literacy and numeracy. Provision is also made for students exceeding the expected standards for their age.

In addition, some students benefit from intervention sessions to ensure that they have a secure grasp of essential skills in literacy and numeracy. Any student who needs support with literacy or numeracy can seek help from the Personalised Learning Department. There are always members of staff available at break and lunchtimes.

Homework club runs on a Tuesday and a Thursday after school until 4.30 pm. Students need to complete a permission letter to attend.

# PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION (PSHCE)



**STAFF** Mr M Jervis Key Stage 4 Leader  
Miss S Pugh Key Stage 3 Leader

*plus all tutors and guest speakers*

PSHCE is delivered by the tutor to their tutor groups. PSHCE aims to develop students' knowledge and understanding of personal, social, health and citizenship education. This is achieved through units of work supported by a wide and ever-increasing range of resources. Students have a weekly one hour lesson but these are supported by six curriculum days spread throughout the year.

## KEY STAGE 3

### Year 7

Through units of work, students take a look at health and wellbeing, friendships and relationships and living in the wider world. A short unit covering mental health, including understanding body/feelings, gauging feelings, developing positive coping strategies and anxiety in transition is also explored.

### Years 8 and 9

Students build on the work completed in Year 7 with a focus on:

- physical and emotional changes and how to manage these positively;
- how to keep healthy and a recognition that an appropriate balance between work and leisure can promote physical and mental health; including self-esteem and confidence, resilience framing and failure;
- basic facts and laws about school rules, alcohol, illegal substances and the risks of misusing prescribed drugs;
- relationships and sex education delivered by a specialist team;
- developing good relationships and respecting the differences between people;
- making informed decisions about their futures in Key Stage 4 and 5 respectively.

## KEY STAGE 4

Key Stage 4 further develops the above core issues at age appropriate stages. Curriculum days provide the opportunity for more in-depth studies into citizenship.

The main focus at Key Stage 4 is preparing students for life beyond school and how to interact and contribute in a positive manner.

Mental health will be taught as a short unit of work, supporting students in building coping strategies.

Career education is provided in a number of ways at Mary Webb School. Independent advice and guidance is provided by outside speakers, through PSHCE and on curriculum days. The school employs a Careers Adviser who provides students in each year group with independent guidance albeit with more focus on Years 10 and 11 to ensure they are fully prepared for life beyond secondary school.



# PHYSICAL EDUCATION

**STAFF** Mrs V Jevons, Subject Leader for Physical Education  
Miss S Pugh  
Mr D White  
Mr J Seager



Our facilities include a sports hall, fitness studio, multi-purpose area with floodlights, basketball courts, two football pitches, a rugby pitch, a cricket wicket, six rounders pitches, a 400 metre athletics track, two netball courts, three badminton courts and two tennis courts.

## KEY STAGE 3



Our Key Stage 3 programme of study enables students to experience activities from the following areas: outwitting opponents, accurate replication, exploring and communicating ideas, performing at maximum levels and learning to exercise safely and effectively. This provides students with a balanced physical education curriculum allowing them to acquire, develop and apply skills in a wide variety of different sports.

### Year 7

During the autumn and spring terms in Year 7, students participate in problem solving, principles of games, netball, football, gymnastics, dance, and net games. During the summer term, students participate in athletics, cricket and rounders.

### Years 8 and 9

During Years 8 and 9 students continue to be offered a variety of activities during their two hours of timetabled physical education per week.

## KEY STAGE 4

At Key Stage 4 students have the opportunity to experience other activities as well as build on activities from Key Stage 3. These activities include aerobics, archery, crown green bowls, golf, trampolining and tennis. Students are also encouraged to develop the complementary skills of umpiring, coaching and leading small groups in warm-ups and practice situations and working with local primary school students.

Physical education is a core subject at Key Stage 4 and students study for a BTEC in Sport Award. BTEC enables students to study the theory of physical education, which includes developing training programmes, principles of training, leadership styles and rules, regulations and skills in two specific sports and develop their practical skills.

### Extra-Curricular Activities

There is a wealth of opportunity to participate in at school, county and regional level. Whether for recreation or competition, the activities we offer are open to all students; from archery to trampolining - just ask about the variety available.

# RELIGIOUS EDUCATION



**STAFF** Mr P Lee, Subject Leader for Humanities  
Miss Weston  
Mr J Bird  
Mr M Jervis  
Mr P Lowe-Werrel  
Ms J Thompson  
Mr B Finch  
Mrs S Manders

The religious education course aims to develop knowledge and understanding of a range of religious beliefs and practices and enables students to experience a variety of cultures and world-views. Through asking and answering questions, we encourage students to consider and realise their own beliefs by learning more about the world around them. Studying religious education prepares students for adult life and citizenship in today's society.

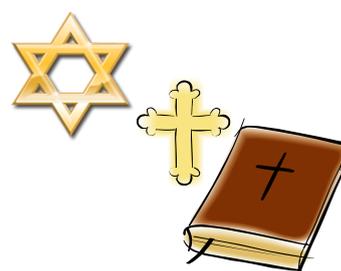
Throughout Key Stage 3 and Key Stage 4 we take students to a range of different locations locally, regionally and nationally.

## KEY STAGE 3

### Year 7

In Year 7 students study:

- What is belief?
- Where can we find meaning?
- Who is God?
- How do I Show What I Believe?



### Years 8 and 9

In Year 8 students study:

- What is authority?
- Do you have to be religious to care for the world?
- Do you have to be religious to care for the Poor?
- How should I treat the world?
- Should I treat people differently?

In Year 9 students study:

- Is science or religion true?
- How will it all end?
- What are Christian beliefs.

## KEY STAGE 4

Religious education is a core subject at Key Stage 4. All of our students follow a non-examined course, studying contemporary religious, social and moral issues. Through this course, students may explore:

- Christian beliefs
- Marriage and the family
- Muslim beliefs

Students can opt to increase this offer and choose to study the GCSE course where they will investigate:

- Christian beliefs
- Marriage and the family
- Christian practices
- Matters of life and death
- Muslim beliefs
- Crime and punishment
- Muslim practices
- Peace and conflict