



An introduction to our curriculum offer at The Sacred Heart Language College

September 2024

**'Confident in God's love for us
we commit ourselves to His service'**

CURRICULUM AT THE SACRED HEART

Our school Mission forms the basis for our curriculum, we strive for excellence in all that we do and seek to provide a high-quality education that will enable all in our community to discover and use the gifts and talents given to us by God. We believe that the curriculum is the 'lived experience of young people in and out of the classroom' (Dylan William) and, to that end, our curriculum aims to:

- excite and engage all in a love of learning
- challenge our pupils to develop as an individual with the skills, deeper cultural awareness and understanding of the world around them to be caring, confident and active members of their community
- provide a rich breadth of subjects and topics
- be coherent within and across subjects
- be vertically integrated to promote progress over time
- be appropriate for the stage of students' learning
- enable all students to access content and make outstanding progress
- be inclusive – diversity will be welcomed in a caring environment where everyone is valued
- ensure our students become responsible and independent learners.

Above all our community is designed that all can grow, thrive and flourish equipped with the skills and knowledge to continue their learning journey whether it be in further study, the world of work or general personal satisfaction and enjoyment.

ART

“Art washes away from the soul the dust of everyday life.”

Pablo Picasso

Art, craft and design represent some of the highest forms of human creativity.

In Art, while encouraging pupils to enjoy and recognise the importance of the subject and its creative value, we also aim to model how dedication for the subject can greatly contribute to the growth of resilience, independence and determination. Art, Craft and Design represent some of the highest forms of human creativity.

From the very beginning of year 7 to year 11, pupils are given a wide range of opportunities to develop observational skills through looking at objects, people, the natural world and man-made environments. Experimenting with techniques, styles and materials enables pupils to use acquired visual language not only as a form of self-expression but also to create successful and meaningful artwork. Pupils benefit from learning about the work of Artists, Architects, Designers and Craft workers from both past and present and different countries and culture. This enables them to make links with other subjects and make learning more coherent and meaningful. Galleries and/or Museum visits are organised by the department to give students opportunities to have direct experience of viewing art work and benefit from additional teams of educators who engage pupils through observation and discussion and often also practical workshops.

Aims

The Art Department in The Sacred Heart Language College aims to:

- Inspire and engage students, offering opportunities to gain knowledge and skills that will enable them to create their own Artwork and as a means of communication.
- Build skills and techniques and encourage students to acquire a critical understanding of how art, craft and design reflect and shape our history and contribute to culture, creativity and wealth of ourselves and our nation.

- Create opportunities for students to be proud of their individual achievements, with the belief that we can all succeed through perseverance.
- Contribute forming a resilient, positive and creative mind, which is key to problem solving. This consequentially can be very helpful in preparing young people for their own personal lives and for careers among others such as: Art Gallery Curator, Creative Officer or Art Director, Art or Art history lecturer, Multimedia Artist/Animator, Landscape Architect. Ultimately, to be well rounded, confident, and positive contributors to our society.

CHILD DEVELOPMENT BTEC TECH AWARD (KS4)

“Don’t educate your children to be rich. Educate them to be happy, so they know the value of things, not the price.”

Victor Hugo

This qualification is for learners interested in taking a vocational course alongside their GCSEs that will offer them an insight into what it is like to work the Early Years sector (which transects childcare, Early Years teaching, and healthcare roles), allowing them to make an informed decision about their future learning and career.

The Tech Award gives learners the opportunity to develop broad knowledge and understanding of child development and growth from birth to age five, looking at the impact of a wide range of social and environmental factors. The BTEC Tech Award also looks at how children learn through play, with specific regard to diversity and inclusion, and adaptations to promote learning and support the development, play and learning for children with different needs.

What is Assessed?

Component 1: Children’s Growth and Development

Learners will explore children’s growth and development aged birth to five years and understand expected patterns of development for children of different ages. They will also investigate the factors affecting growth and development of children from birth to five years old.

Component 2: Learning Through Play

Learners will develop an understanding of how play activities can influence children’s learning between the ages of birth and five years old. They will consider the different types of play in which children engage, and how activities can support children’s learning and progress across the five areas of development.

Component 3: Supporting Children to Play, Learn and Develop

Learners will develop an understanding of the impact of individual needs on a child’s learning and development investigate the role of an adult in play activities and how to adapt activities to promote the learning and support the inclusion of all children in play.

How is it Assessed?

There are two pieces of internally assessed work that is moderated by the exam board and one written exam that is externally assessed.

CLASSICS

“All who have meditated on the art of governing mankind have been convinced that the fate of empires depends on the education of youth.”

Aristotle

Classical Civilisation GCSE arms our students with powerful knowledge and tools from the ancient world that help them succeed in our modern one.

It is one of the most varied and interdisciplinary of all subjects, featuring a wide range of topics including the study of literature, history, art and religion.

Aims:

Our intent is therefore not only to teach the appropriate examination specification but also to:

- Provide students with the opportunity to study a wide range of topics and sources which will inspire and motivate them to engage further with the Classical world
- To encourage students to respond critically and engage with a wealth of sources and ideas, thus equipping them with advanced analytical skills
- To engender and foster a love of and genuine interest in the Classical world, regardless of prior knowledge and/or study
- To encourage students to develop an awareness and appreciation of the links between modern society and that of the Classical world and hence an enhanced awareness of what makes us 'human'.

COMPUTING

“Computers themselves, and software yet to be developed, will revolutionize the way we learn.”

Steve Jobs

Our world is digital, a better understanding of computer science will enable them to make informed choices in their ever-increasing digital world. This is imperative for all our pupils, not just simply those who will become the software engineers of the future. Every child in every school has the right to a world-class computing education. To do that we need to encourage, support, equip and train our students of computing. Computer science, is where pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building upon this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. This ensures that pupils become digitally literate – able to use, and express themselves and develop their creative ideas. Pupils are prepared for the future workplace and world, whilst staying safe in their ever-increasing digital world, simultaneously fully embracing the power of technology offered to them. We train our pupils not only for a G.C.S.E. but as much as possible with post-16 skills, relating to real-life situations wherever possible and feature cultural capital with the essential knowledge that children need to be educated citizens in the future.

Aims:

- Our pupils are prepared being guided how to learn, so they can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Our pupils are encouraged to be creative, responsible, competent, confident and users of computer science technology.
- Our pupils are coerced to become independent so they can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Our pupils are encouraged to achieve using evaluation and apply information technology, including new or unfamiliar technologies, analytically to solve problems.

DESIGN & TECHNOLOGY

"Design is intelligence made visible."

Alina Wheeler

The Design and Technology department is committed to delivering a curriculum accessible to all and provides the broadest possible range of opportunities for students, allowing students to become self-motivated and confident learners. Who can work independently and as part of a team. We aim to ensure that learners develop technical and practical competencies as well as the wider skills valued by employers. Our main priority is for students to be problem solvers who are not afraid of making mistakes. We hope our students will become responsible citizens who make a positive contribution to society.

The department firmly believes that students learn best by 'doing' and by allowing them to experiment and take risks, in a safe and positive learning environment. This is achieved through imaginative teaching that embraces new technologies and resembles modern industrial processes, whilst retaining the best of traditional practices. At the heart of this, is the desire to deliver a curriculum in which students produce high quality outcomes and develop their transferrable skills. Students must learn about the social and ethical responsibilities of designers and engineers and the importance of managing finite resources with care. Examination success has been consistently high for many years, many of our students achieving the higher grades.

Aims:

- To establish a safe learning environment which is conducive to learning, is stimulating, imaginative and relaxed where students feel supported and secure.
- To link many different curriculum areas in order to develop a set of transferable skills they can enjoy in school and use in their future working lives. Link their transferable skills to future career paths and employment possibilities.
- To enable students to combine their designing and making skills with knowledge and understanding, in order to design, make, analyse and evaluate products of high quality.
- To value the work of all students, using assessment as a means to monitor student progress, provide information in relation to attainment on a national scale and to form a basis for individual action plans.
- To build on prior learning from years 7 through to year 11.
- Examination success has been consistently high for many years, many of our students achieving the higher grades.

DRAMA

“Drama is life with the dull bits cut out.”

Alfred Hitchcock

Vision:

The vision of the Drama department is to encourage students to develop a passion for Theatre, Drama and Performance. Drama gives all students a chance to develop culturally, emotionally, intellectually, socially, spiritually and allowing them to express and accept the opinions of others. We believe Drama lessons can play a key role in such development as during the schemes of work the students play out different identities and personalities. They learn about themselves and the world in which they live. It is a vibrant part of the curriculum that sits comfortably alongside English. Through the carefully designed curriculum and programmes of study students develop an understanding theory and practical side of Theatre and Drama. At the same time students are developing essential transferable life skills such as: empathy, co-operation, creativity and confidence.

Aims:

Drama plays a special part of the KS3 Curriculum. Through Drama students learn

- to speak fluently so that they can communicate their ideas and emotions to others or to communicate in a sophisticated way.
- to listen as an audience and become a part of a cultural event.

We believe that oracy skills are vital for all students to be able to access the curriculum. In Drama we actively teach students how to use their voices in a wide range of meaningful ways. We show them how to use a range of different discourses. They learn how to use pitch, tone and volume to add texture to their voices. Above all they learn how to hear their own voice, feel empowered by the sound they can make. They learn to see the potency of their voice for their audiences. To fully equip our students, we teach them how to decode the vocabulary needed to excel in Drama. We also work on their literacy skills in reading and writing about drama. All the skills of language are essential to participating fully as a member of society; students, therefore, who do not learn to confidently speak, listen and perform are effectively disenfranchised.

ENGLISH

“The world is a book, and those who do not travel read only a page.”

St Augustine

English is a vital core subject as it provides our students with the tools they need to succeed in all subjects. The lower school curriculum is carefully planned, as it builds on the pupils' learning from Primary school at Key Stage 2. The lower school curriculum ensures that all students have a strong grasp of English before they start working towards their GCSEs. Students study a range of rich and engaging texts from a wide variety of authors. In lower school all students study at least three of Shakespeare's plays, Dickens, War Poets and celebrated classic and contemporary authors. We encourage the students to learn how to think for themselves and ask questions about the topics we are studying together. We want them to become creative learners, to be confident, articulate, to be able to discuss and debate intelligently.

We also encourage the students to become independent learners who will carry on loving English and Literature for the rest of their lives. All students have regular reading lessons in the study

centre, all students are actively encouraged to read for pleasure and take part in many reading competitions.

The English department has a long history of excellent examination results and achievements. We are really proud of our students. These outstanding outcomes are as a result of the personalised well-balanced programme we offer integrating the core skills needed to thrive in English. Students are encouraged to take an active role in their learning. In class they will be exposed to a variety of literary and canonical texts. These will help them to develop their cultural capital as well as their analytical skills. Thus, when the students are examined in year 11 they have developed an ability to think independently drawing on all the solid foundations they have been given in the lower school.

As well as reading for pleasure the department runs a range of exciting competitions. We have a range of reading clubs, poetry clubs, and creative writing clubs. We also take part in national days like National Poetry Day and World Book Day. These punctuate the year so there is always something our students can get involved in.

GEOGRAPHY

'Geography explains the past, illuminates the present, and prepares us for the future'

Michael Palin

Geography stimulates interest, enjoyment, and a sense of wonder about people and places. The department strive to enable pupils to build on their own experiences and make sense of the dynamically changing world around them. We have high expectations that encourage all to become well-informed global citizens who can critically question and analyse the geographical challenges that shape societies and environments. The department endeavours to inspire all pupils to actively explore the importance of sustainability and the responsibility we hold to protect our planet now and in the future. Pupils experience a range of stimulating learning experiences both inside and outside the classroom, including fieldwork investigations which are an essential element of geography. The variety of learning experiences aim to develop a lifelong love of geography whilst equipping pupils with key skills need for life such as decision-making, leadership, and resilience.

Aims:

- To stimulate an interest in and a sense of curiosity about people and places at a local, national, and global scale.
- To encourage questioning, investigation and critical thinking about the issues that affect pupil's lives, now and in the future.
- To inspire all pupils to become stewards of the earth by exploring the importance of sustainability and the individual responsibility we hold to protect our planet.

HEALTH & SOCIAL CARE (BTEC Tech Award – Y11)

“It is health that is real wealth, and not pieces of gold and silver”

Mahatma Gandhi

In the UK, about 3 million individuals work in the Health and Social Care sector: This is 1 in 10 persons, and the need for professionals will continue to increase as the UK population ages.

The health and social care course is a vocationally-related qualification offering an engaging and inspiring approach to learning and assessment. It is our aim to offer a rich KS4 option curriculum that will give students access to KS5 and will open the doors to a wide range of career opportunities.

About the health and Social Care curriculum:

- In line with and following Pearson’s/ BTEC’s guidance and specification (new specification in 2022)
- Designed to allow a whole term of preparation for the external exam, as previous years showed this assessment was the most challenging for students.
- Designed to develop the seven care values throughout.
- Designed to develop pupils’ ability to seek and respond to feedback in order to develop independence and specialist knowledge.
- Designed to raise student aspirations. The study of care values is at the heart of Health and Social Care which develops skills such as empathy, compassion, commitment, tolerance and empowerment. This enables our students to become educated citizens who contribute to society in a positive way. The curriculum within Health and Social Care supports the ethos within the school as the subject is broad, balanced and relevant to the needs of students and employers.

Aims:

- To ensure students grow intellectually, socially and morally through their commitment to Health and Social Care. To ensure students develop empathy and compassion, whilst challenging stereotypes and discrimination
- To ensure students gain employability and life skills
- To ensure students have a knowledge and understanding of the vast opportunities offered within the Health & Social Care sector

HISTORY

“How can we understand our present or glimpse our future if we cannot understand our past?”

Stephen Fry

History invites pupils to engage with the stories of people from the past. It fosters an understanding of the experiences of people from all levels of society, from different backgrounds and different countries, at different times. Through the study of history, we learn about the causes of wars and revolutions, the significance of individuals, changing social attitudes and the importance of politics, religion, science and technology throughout time. The aim of our teaching is to develop a lifelong love of history whilst equipping our students with the skills needed for life, such as empathy, interpretation, analysis, research methods and leadership.

We encourage students to be creative and critical thinkers by providing a knowledge rich curriculum which gives them opportunities to question and investigate areas of history which have

caused much academic debate. Pupils experience a range of stimulating learning activities, including independent projects which are embedded into units within Key Stage 3 allowing pupils to produce models, video blogs, posters and essays on topics as diverse as how Empire influenced interior design in Britain to the role of art in propaganda.

Aims:

- To foster a fascination with the past and a love of the subject that pupils take with them into adulthood.
- To inspire students to find out more about the history all around them, outside of the classroom – and to share and celebrate their experiences with us.
- To challenge pupils to think critically about the world around them and to recognise the difference between opinion and fact and be confident in forming well-supported judgements based on evidence.

INCLUSION

“An inclusive education finds a place for all and does not select in an elitist way the beneficiaries of its efforts”

Pope Francis

The aim of the inclusion department is to help improve the experience and outcomes for pupils with Special Education Needs and/or Disabilities and for pupils learning English as an additional language. As a fully inclusive school we believe that all pupils, irrespective of their circumstances, are entitled to a broad and balanced curriculum which enables them to achieve their best and make a successful transition to adulthood.

The department comprises four Learning Support Assistants and six Graduate Interns with a variety of specialisms and the Head of Inclusion (SENCO). We support pupils with a wide range of needs including communication, learning, sensory, physical and emotional difficulties. These needs are generally met through high quality differentiated teaching and support in the classroom setting but individuals and small groups may be withdrawn for focussed intervention as required. We work closely in partnership with pupils, parents/carers, teachers and outside agencies to overcome barriers to learning so pupils can reach their full potential.

MATHEMATICS

“Wherever there is number, there is beauty.”

Proclus, Greek philosopher

Mathematics at The Sacred Heart is creative, challenging and designed to enable our pupils to display their curiosity and inspire them to be deep thinkers who marvel at the beauty and power of mathematics in the world around us.

Aims:

- to promote numeracy and confidence in handling mathematical ideas in ordinary life
- to learn how to use mathematics in scientific and technical fields
- to develop and encourage the ability to handle abstract concepts
- to appreciate the advantages the quantitative approach brings to a wider range of real life problems

We are fortunate to have a team of highly skilled maths teachers and five specialist teaching bases.

All pupils are challenged to achieve their best with problem solving and application of prior learning at the heart of all lessons.

Pupils have access to a maths clinic and opportunity to share their knowledge in events such as the Junior and Intermediate Maths Challenges.

MODERN LANGUAGES

"To learn a language is to have one more window from which to look at the world."

Chinese Proverb

Language learning is at the heart of our school curriculum. It not only teaches students the necessary skills needed for their GCSE but also enables them to develop a sense of international curiosity, both of which are essential to succeed in our multilingual and multicultural world.

In Year 7, French or Spanish will be allocated to students. They will then continue this language until their GCSE in Year 10. If other languages are being spoken fluently at home, these students may also have the opportunity to sit their home language as an extra GCSE.

Our department consists of a well-qualified and dynamic team of language specialists. Strong links have been established with the local community, including local primary schools, as well as wider world through our regular residential trips to Spain and France.

in addition to the excellent daily classroom experience, the Languages curriculum is brought to life through our many extra-curricular activities such as:

- regular residential trips to France and Spain
- a student leadership initiative called 'Lead Learners'
- frequent whole-school cultural and linguistic events, such as Día de los Reyes and Mardi Gras
- students teaching French/Spanish to a local primary school
- extra-curricular clubs on French/Spanish culture and language

MUSIC

"To sing is to pray twice."

St Augustine

At the Sacred Heart Language College, the music curriculum aims to engage and inspire pupils to develop a love of music as well as their talents as musicians. Pupils are given many opportunities to compose, perform, listen to and analyse a wide range of musical traditions, styles and genres. Pupils will learn to express their opinions using musical vocabulary and develop their skills in all elements of music appreciation, increasing their self-confidence, creativity and sense of achievement. We offer an extensive extra-curricular programme including choirs, orchestra, Samba Drumming and Irish music whilst providing opportunities to display their gifts and talents in our annual Christmas Carol Service and Summer Concert.

Aims:

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

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

At Sacred Heart we aim to ensure all pupils:

- Gain a firm understanding of what music is through listening, performing, composing and evaluating across a wide variety of historical periods, styles, cultures and musical genres.
- Develop a curiosity for music and understand the importance of all types of music.
- Appreciate the value of music in the wider community and are able to use their musical skills, talents, understanding and experiences to involve themselves in the subject.

THE PASTORAL CURRICULUM

“You learn to speak by speaking, to study by studying, to run by running, to work by working; and just so, you learn to love by loving. All those who think to learn in any other way deceive themselves.”

Saint Francis de Sales

Citizenship, PSHE and Careers

At the Sacred Heart Language College students follow a pastoral curriculum. This is delivered in the following ways:

- in morning tutor lessons (35 minutes each day)
- in PSHE lessons
- through assemblies
- during lessons in other subjects, especially Religious Education, History, Geography, Science, and English

The pastoral curriculum is built around the Catholic Social Teachings of dignity, option for the poor, care for creation, solidarity and peace, dignity of work and community. Each teaching provides a theme for a half term.

Our pastoral curriculum has embedded the citizenship and PSHE national curriculum. We have placed an emphasis on supporting pupils' wellbeing and tackles issues that can affect their ability to learn, such as anxiety and unhealthy relationships. Furthermore, our pastoral curriculum also helps pupils to develop skills and aptitudes - like teamwork, communication, leadership and resilience - that are crucial to navigating the challenges and opportunities of the modern world

This curriculum aims to:

- encourage pupils to play a helpful part in the life of The Sacred Heart Language College
- help pupils to be aware of Catholic Social Teachings and understand how they can be lived out in our local and wider communities
- promote equal opportunities by encouraging respect for different national, religious and ethnic identities
- develop pupil self-confidence and decision-making skills

- through debate, discussion and other learning techniques, pupils are encouraged to develop key skills of communication, problem solving and decision making
- the curriculum also aims to develop students sense of self-respect and social responsibility

Personal, Social & Health Education (PSHE)

- Education for personal and social development is essentially concerned with the development of inter-related qualities and dispositions which we believe are fundamental to living a moral life. Pupils explore values and attitudes across a range of subjects, e.g. healthy eating, bullying, personal safety, financial awareness. Sex education and drugs education are also integral to the programme. Students are also taught about the institutions and ideals that underpin the workings of a democratic society

Careers

Careers education encourages pupils to reflect upon:

- their own identity, feelings, characteristics and skills
- career aspirations and ambitions
- relationships in the wider world
- the world of work – careers education will prepare pupils for the challenges
- different pathways post GCSE

PHOTOGRAPHY (KS4)

“In Anybody can be a great photographer if they zoom in enough on what they love”

David Bailey

Course Description:

AQA Photography is defined here as the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images.

Areas of Study

In Component 1 and Component 2 students are required to work in one or more area(s) of photography, such as those listed below:

- portraiture
- location photography
- studio photography
- experimental imagery
- installation
- photo-journalism
- fashion photography.

How is the course assessed?

The course is made up of two components. Both components are essentially made up of personal responses to a starting point and practical study.

- Component 1: Portfolio 60% of total GCSE
- Component 2: Externally set assignment. You will be given a period of preparation then a 10-hour period of sustained focussed study in which to realise your intentions. 40% of total GCSE

PHYSICAL EDUCATION

“Remember that bodily exercise, when it is well ordered, as I have said, is also prayer by means of which you can please God our Lord.”

St Ignatius

We aim to develop the physical talents of all the girls within the school and promote sport as an enjoyable and rewarding subject. All pupils will gain a comprehensive understanding of popular sports, how their bodies respond to exercise and with a willingness to continue with a sporting activity post 16.

The PE staff work hard to ensure that every girl achieves her full potential and that all forms of natural talent are encouraged. The many clubs and practices form an integral part of our curriculum and many hours are dedicated to these, both at lunchtimes and after school.

The Duke of Edinburgh Award has been built into the extra-curricular activities and has encouraged the pupils to become independent young women.

Pupils can choose PE as a GCSE subject. The course comprises of 40% practical work and 60% theory. The girls have to study at least four activities in depth and also learn how their bodies respond and react to exercise, along with factors that may affect participation.

RELIGIOUS EDUCATION

*“I will instruct you and teach you in the way you should go;
I will counsel you with my loving eye on you.”*

Psalms 32:8

We strive as a core subject at the Sacred Heart to:

- Ensure we are embodying the school's mission statement.
- Providing opportunities for pupils to know, understand and experience God's love.
- Assist students in becoming aware of their gifts and talents and in the development of these.
- Direct students in how they can use their gifts and talents as part of our community.

We understand each pupil to be a gift from God and therefore promote the living out of Gospel values in our curriculum.

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

Aims:

1. To provide comprehensive and challenging content which is the basis of knowledge and understanding of the Catholic faith
2. To ensure that pupils deepen their religious understanding and can communicate their views in a coherent manner (religiously literate)

3. To present a vision of the Church's moral and social teaching and be able to analyse trends in contemporary culture and society
4. To increase awareness of faith and traditions of other religious communities in order to develop respect and understanding.
5. To develop skills to ensure that pupils relate their Catholic faith to daily life
6. To enable students to understand the clear relationship that exists between faith, life and culture.

Furthermore, RE skills of critical thinking and evaluation are sought by higher education and employers – particularly in law, education, social work, politics, medicine, administration and the media.

SCIENCE

“Nothing in life is to be feared, it only to be understood. Now is the time to understand more so that we may fear less.”

Marie Curie

Science is the systematic and logical approach to discovering how things in the universe work. Advances in science are transforming our world at an incredible pace. We aim to inspire the next generation of scientists by developing their knowledge, methods, processes and uses of science. Our vision is for our pupils to develop a deeper understanding of the working of the world and be confident to ask questions and engage in scientific discussion. We strive to educate the pupils to be well rounded citizens that can talk about Science in everyday life and have an awareness of current issues and the impact of humans on the environment.

Aims:

- We ensure that all pupils are equipped with scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics to understand the uses and implications of science, today and for the future.
- We ensure that all pupils develop a sense of excitement and curiosity about natural phenomena through different types of scientific enquiries including but not limited to: designing investigations, predicting how organisms/chemicals interact, conducting experiments, building arguments, analysing causes and explaining concepts confidently.

