

St. Thomas More High School
**CURRICULUM, ASSESSMENT
AND EXTENDED LEARNING
GUIDE
YEAR 9
AUTUMN TERM 2021**



LEARNING AND ACHIEVING AT ST. THOMAS MORE HIGH SCHOOL

At St Thomas More High School we believe it is very important that parents and staff work together in providing the best possible learning environment and we value the support and encouragement that parents can provide.

This booklet is designed to provide you with a brief overview of what your son will be learning in each of his subjects over the next term. The guide also contains information regarding assessments and Extended Learning that will take place in each subject.

As you read through each of the subject descriptions you will be able to discover the topics being studied, together with other details which may help you to support your son. By giving you this information you may be able to select newspaper articles, television programmes or local visits which will support your son's studies. You will also be in a better position to discuss your son's progress with his teachers at the Parent Consultation Evenings.

The subjects which form your son's curriculum have been set to give them the broadest range of learning opportunities. At St Thomas More High School, our well qualified staff use their expertise and the wide range of resources available to them to ensure that all students have the opportunity to make progress through their curriculum.

We hope you find this booklet useful, but if you have any specific subject queries please do not hesitate to contact the Heads of Department whose contact details are listed at the back of this booklet.

EXTENDED LEARNING POLICY

The Aim of Extended Learning....

Students, parents and teachers working together to develop independent and enquiring learners

What is our expectation?

Our expectation is that students, parents and teachers will all work together to extend students' learning and challenge their interests, by encouraging them to think beyond the four walls of St Thomas More's classrooms.

We anticipate this working in the following ways:

- Teachers will offer pupils opportunities to extend their learning in a variety of ways
- Parents/Carers will take the time to support, encourage and inspire students to develop their knowledge and understanding at every opportunity
- Pupils will take these opportunities provided to them and even work on their own initiative to develop their learning and their interests through the help, support and encouragement of both their parents and their subject teachers.

What will Students be doing at home?

How will students learning be extended?

Teachers will extend students learning in a variety of ways. Students will be provided with three types of extended learning activities:

- ★ **Extended Learning INDEPENDENT**
- ★ **Extended Learning ASSESSMENTS**
- ★ **Extended Learning CHALLENGES**

EXTENDED LEARNING INDEPENDENT	EXTENDED LEARNING ASSESSMENTS	EXTENDED LEARNING CHALLENGES
<ul style="list-style-type: none">★ If a student has completed all his ASSESSMENTS and CHALLENGES the teacher will also set guidance on how a student can further extend their knowledge. They should always have something to do.	<ul style="list-style-type: none">★ These tasks are the MINIMUM that a teacher will be expecting a student to complete outside of the classroom.★ The extended learning ASSESSMENTS are ESSENTIAL activities a student must undertake to be successful in a particular subject.★ They will be set and marked at least twice a half-term.	<ul style="list-style-type: none">★ These are EXTENSION activities that will be set by teachers to STRETCH and CHALLENGE students outside of the classroom.★ The extended learning CHALLENGES should be undertaken if a student is aiming for TOP LEVELS/GRADES in a particular subject OR has a particular INTEREST in that subject.

Extended Learning INDEPENDENT

All students should be:

- ★ Collecting, organising and making revision notes on the topics covered
- ★ Highlighting any areas where you are unsure and making a note to discuss it with your teacher
- ★ Collecting, organising and interpreting information about forthcoming topics and issues by way of reading, watching television programmes, listening to podcasts or researching on the internet
- ★ Participating in the department virtual learning environment to develop higher order thinking skills by adding comments to news articles, and discussing with peers (including reflecting on and questioning their point of view)
- ★ Practising exam technique and revising subject content by answering examination style questions.
- ★ Using the revision guides that are subject and exam board specific to enhance your learning and help your revision

Extended Learning Rewards & Sanctions

How will pupils be rewarded?

Pupils will be rewarded for their efforts. Such rewards may include:

- Receiving merits
- Receiving certificates for a particular subject and/or on a whole school level
- Being entered into a raffle
- Spotlights in lessons and/or assembly

How will student's progress be assessed?

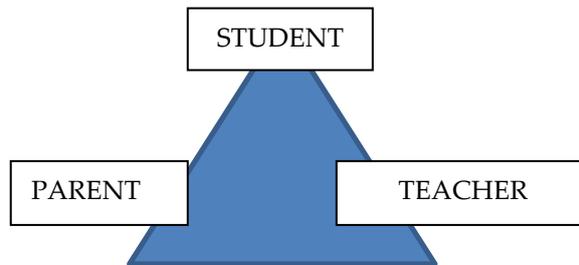
All students will be assessed twice every half-term in each of their subjects in line with our school's marking policy to ensure they are continually working towards their targets and goals. Some tasks may involve students preparing for these assessments. From these assessments students will be given constructive feedback to help them improve and they will be expected to respond to this feedback in order that they might progress.

Will sanctions be set if extended learning challenges are not completed?

At the discretion of the teacher, some extended learning tasks may be set as a mandatory piece of work for the whole class to complete which will be expected to be handed in by a certain date. If this is the case, then this will be made clear to the student, they should keep a record of it in their planner and the instructions of the challenge will be placed on TEAMS as a record for both students and parents. If the student has not completed this challenge, then there may be a sanction set by the teacher as a result.

How will this work?

The following is a diagram to help put an image to our vision:



- ★ *The triangle represents one object with three points – all three must work together in order to achieve.*
- ★ *Students are at the top of the triangle – they are both parents and teachers combined focus. They are the ones we hope will aspire to and achieve great heights as a result.*
- ★ *Parents and teachers are at the base of the triangle – to truly extend pupils' learning beyond the classroom, to challenge and inspire them to progress they must be supported by both their parents and teachers.*

SUBJECT SPECIFIC CURRICULUM, ASSESSMENT AND EXTENDED LEARNING GUIDES

SUBJECT: ENGLISH

HALF-TERM 1	
Synopsis	<p><u>Transition to GCSE unit</u> Students study a range of texts in order to prepare and consolidate skills for language paper one (Creative and Fiction), Language Paper 2 (Transactional and Non-Fiction), and some introductory Literature analysis skills based on poetry.</p>
Assessments taking place	<p>Mid: reading assessment End : writing assessment</p>
Extended Learning Challenges taking place	<p>Challenge:<i>Complete 1 Language Paper 1 and 1 Language Paper 2</i></p> <p>Students should also be working towards completing the following INDEPENDENT Extended Learning tasks on a weekly basis:</p> <ul style="list-style-type: none"> • Learning the weekly spellings as set in the spelling books (to be tested weekly in lessons). • Working towards a book review based on a current or recently finished book (please see the 'The Reading Corner' section below for more information and resources). <p>3. Alternative tasks are as follows:</p> <ul style="list-style-type: none"> • Redrafting once per week based upon teacher or peer feedback. • Making improvements to any Reading Burst Monday or Creative Writing Friday tasks undertaken in lessons. • Creating revision resources based upon topics covered that week e.g. power points, cue cards, revision posters, quizzes. • Reading a broadsheet newspaper on a daily basis (The Guardian), BBC online news and visiting BBC Bitesize website to complete revision tasks online. <ul style="list-style-type: none"> • Use the following playlist on Youtube to revise the questions for paper one: https://www.youtube.com/watch?v=hMhQIX9DCcQ&list=PLqGFsWf-P-cAlttnXkEvJXCxqT-ZzFqAN&index=1 <p>Individual EL also set by class teacher.</p>

HALF-TERM 2

Synopsis	<p>Edgar Allan Poe – Selected Tales</p> <p>Students study a range of Edgar Allan Poe stories to introduce them into nineteenth century literature and to help them to consolidate skills for literature paper one at GCSE level. They work on analysis, evaluation and inference skills and develop a deep knowledge of this time period in order to provide a foundation for further study later on.</p>
Assessments taking place	<p>Mid: reading assessment</p> <p>End: literature assessment</p>
Extended Learning Challenges taking place	<p>TASK: Create your own Gothic story.</p> <ul style="list-style-type: none"> • It could be in the design of a board game (for example Cluedo/ Monopoly). • Or it can be a written essay. <p>It should include:</p> <ul style="list-style-type: none"> • abandoned/decaying settings • supernatural events • supernatural beings • rising action and tension <p>You will need to plan it carefully to make it work.</p> <p>1. All students are expected to complete one Extended Learning CHALLENGE set by teachers via the MICROSOFT TEAMS AREA per half term.</p> <p>2. Students should also be working towards completing the following INDEPENDENT Extended Learning tasks on a weekly basis:</p> <ul style="list-style-type: none"> • Learning the weekly spellings as set in the spelling books (to be tested weekly in lessons) • Working towards a book review based on a current or recently finished book (please see the 'The Reading Corner' section below for more information and resources). <p>3. Alternative tasks are as follows:</p> <ul style="list-style-type: none"> • Redrafting once per week based upon teacher or peer feedback. • Making improvements to any Reading Burst Monday or Creative Writing Friday tasks undertaken in lessons. • Creating revision resources based upon topics covered that week e.g. power points, cue cards, revision posters, quizzes. • Reading a broadsheet newspaper on a daily basis (The Guardian), BBC online news and visiting BBC Bitesize website to complete revision tasks online. • Research and make notes on the historical background (context) of the stories being studied. <ul style="list-style-type: none"> • Use the following websites to research the Gothic further: <ul style="list-style-type: none"> https://www.bl.uk/romantics-and-victorians/themes/the-gothic https://www.britannica.com/art/Gothic-novel <p>Individual EL also set by class teacher.</p>

SUBJECT: SCIENCE (Trilogy)

HALF-TERM 1

Topics being studied (in	<p>B1.1 Cell Biology</p> <ul style="list-style-type: none"> • Microscopy • Magnification and resolution
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<p>chronological order)</p>	<ul style="list-style-type: none"> • Types of microscope • RP1 Microscopy • Animal and plant Cells • Eukaryotic and prokaryotic cells • Orders of magnitude • Cell specialisation <p>P1.2 Electricity</p> <ul style="list-style-type: none"> • Basic circuits • Electrical charge and current • Current and voltage • Resistance • RP: Resistance • RP: Ohm's law • Circuit devices • Resistance in series and parallel • Mains electricity • Electrical appliances • Electrical power • The National grid • Energy demands • Energy from wind and water • Energy from Sun and Earth • 16) Energy and the environment
<p>Assessments taking place/ Assessment Methods*</p>	<p>At the end of each unit there is a 50 minute exam to identify strengths and areas to develop. Students will then be given the opportunity to complete support or extension work as appropriate. Your son should ensure he is well prepared for these assessments using the resources provided in teams.</p>
<p>Extended Learning Challenges taking place</p>	<p>If your son has completed his extended learning (homework) and has revised and reviewed his work, we also provide Extended Learning Challenges. There are three types each term:</p> <ul style="list-style-type: none"> • Science in context: An opportunity to research and make a presentation on an aspect of science that affects our every day lives. • Careers: An opportunity to find out about careers in a range of science areas. • Make: A practical activity to carry out at home. <p>These can be found in his Science Teams resources. They should be completed and returned to his class teacher. These challenges are designed to engage the boys in activities that will stimulate and extend. He will be recognised for his efforts with a school certificate</p>
<p>Link to any key docs/revision lists etc.</p>	<p>Materials to support your son's progress can be found in the resources section of his "Teams"</p> <p>These are organised by topic area and include.</p> <ul style="list-style-type: none"> • Text books • Glossaries • Knowledge summaries • Practice questions • Links to online resources <p>Please encourage your son to make regular use of these to support his progress</p>

HALF-TERM 2

<p>Topics being studied (in chronological order)</p>	<p>C1.1 Atomic structure and the periodic table</p> <ul style="list-style-type: none"> • Atoms, elements and compounds • Making compounds • Mixtures • Chromatography • Distillation • Development of the model of the atom • Atomic structure • Atomic and mass number • Electronic structure • The periodic table • Metals and non- metals • Group 0 • Group 1 • Group 7 <p>P1.1 Energy transfer</p> <ul style="list-style-type: none"> • Energy stores and systems • conservation of energy • Kinetic energy • Potential energy • Elastic Potential energy • Energy dissipation and efficiency • Improving efficiency • Work done • Energy and power • Conduction • 11) Heating and insulating buildings
<p>Assessments taking place</p>	<p>At the end of each unit there is a 50 minute exam to identify strengths and areas to develop. Students will then be given the opportunity to complete support or extension work as appropriate.</p> <p>Your son should ensure he is well prepared for these assessments using the resources provided in teams.</p>
<p>Extended Learning Challenges taking place</p>	<p>If your son has completed his extended learning (homework) and has revised and reviewed his work, we also provide Extended Learning Challenges.</p> <p>There are three types each term:</p> <ul style="list-style-type: none"> • Science in context: An opportunity to research and make a presentation on an aspect of science that affects our every day lives. • Careers: An opportunity to find out about careers in a range of science areas. • Make: A practical activity to carry out at home. <p>These can be found in his Science Teams resources. They should be completed and returned to his class teacher. These challenges are designed to engage the boys in activities that will stimulate and extend. He will be recognised for his efforts with a school certificate</p>
<p>Link to any key docs/revision lists etc.</p>	<p>Materials to support your son's progress can be found in the resources section of his "Teams"</p> <p>These are organised by topic area and include.</p> <ul style="list-style-type: none"> • Text books • Glossaries • Knowledge summaries • Practice questions • Links to online resources <p>Please encourage your son to make regular use of these to support his progress</p>

SUBJECT: BIOLOGY

HALF-TERM 1

Topics being studied (in chronological order)	Cell Biology Cells are the basic unit of all forms of life. In this section we explore how structural differences between types of cells enables them to perform specific functions within the organism. We will explore how plants harness the Sun's energy in photosynthesis in order to make food and how animals and plants oxidise this food in a process called aerobic respiration to transfer the energy to perform its functions. Also how anaerobic respiration does not require oxygen.
Assessments taking place/ Assessment Methods	At the end of each unit there is a 50 minute exam to identify strengths and areas to develop. Students will then be given the opportunity to complete support or extension work as appropriate. Your son should ensure he is well prepared for these assessments using the resources provided in teams.
Extended Learning Challenges taking place	Independent learning booklet: https://drive.google.com/open?id=1Mo1_wyGdO5TdPAvPJzodzCBDtcu6wQVS
Link to any key docs/revision lists etc.	Materials to support your son's progress can be found in the resources section of his "Teams" These are organised by topic area and include. <ul style="list-style-type: none">• Text books• Glossaries• Knowledge summaries• Practice questions• Links to online resources Please encourage your son to make regular use of these to support his progress

HALF-TERM 2

Topics being studied (in chronological order)	Disease This section will explore how we can avoid diseases by reducing contact with them, as well as how the body uses barriers against pathogens. Once inside the body our immune system is triggered to destroy the pathogen and prevent disease. When at risk from unusual or dangerous diseases our body's natural system can be enhanced by the use of vaccination. Since the 1940s a range of antibiotics have been developed which have proved successful against a number of lethal diseases caused by bacteria.
Assessments taking place/ Assessment Methods	At the end of each unit there is a 50 minute exam to identify strengths and areas to develop. Students will then be given the opportunity to complete support or extension work as appropriate. Your son should ensure he is well prepared for these assessments using the resources provided in teams.
Extended Learning Challenges taking place	Independent learning booklet: https://drive.google.com/open?id=1Mo1_wyGdO5TdPAvPJzodzCBDtcu6wQVS
Link to any key docs/revision lists etc.	Materials to support your son's progress can be found in the resources section of his "Teams" These are organised by topic area and include. <ul style="list-style-type: none">• Text books• Glossaries• Knowledge summaries• Practice questions• Links to online resources Please encourage your son to make regular use of these to support his progress

HALF-TERM 1

Topics being studied (in chronological order)	<p><u>4.1 - ATOMIC STRUCTURE AND THE PERIODIC TABLE</u></p> <p><u>4.1.1 - A simple model of the atom, symbols, relative atomic mass, electronic charge and isotopes</u></p> <ul style="list-style-type: none"> ✓ 4.1.1.1 - Atoms, elements and compounds ✓ 4.1.1.2 - Mixtures ✓ 4.1.1.3 - The development of the model of the atom ✓ 4.1.1.4 - Relative electrical charges of subatomic particles ✓ 4.1.1.5 - Size and mass of atoms ✓ 4.1.1.6 Relative atomic mass ✓ 4.1.1.7 Electronic structure <p><u>4.1.2 - The periodic table</u></p> <ul style="list-style-type: none"> ✓ 4.1.2.1 - The periodic table ✓ 4.1.2.2 - Development of the periodic table ✓ 4.1.2.3 - Metals and non-metals ✓ 4.1.2.4 - Group 0 ✓ 4.1.2.5 - Group 1 ✓ 4.1.2.6 - Group 7 <p><u>4.3 - QUANTITATIVE CHEMISTRY</u></p> <p><u>4.3.1 - Chemical measurements, conservation of mass and the quantitative interpretation of chemical equations</u></p> <ul style="list-style-type: none"> ✓ 4.3.1.1 - Conservation of mass and balanced chemical equations ✓ 4.3.1.2 - Relative formula mass ✓ 4.3.1.3 - Mass changes when a reactant or product is a gas ✓ 4.3.1.4 - Chemical measurements <p><u>4.3.2 - Use of amount of substance in relation to masses of pure substances</u></p> <ul style="list-style-type: none"> ✓ 4.3.2.1 - Moles (HT only) ✓ 4.3.2.2 - Amounts of substances in equations (HT only) ✓ 4.3.2.3 - Using moles to balance equations (HT only) ✓ 4.3.2.4 - Limiting reactants (HT only) ✓ 4.3.2.5 - Concentration of solutions
Assessments taking place	Introduction to Chemistry Assessment
Extended Learning Challenges taking place	Every 2 weeks students are to go over what they have learnt in class using BBC bitesize: (AQA): https://www.bbc.co.uk/bitesize/examspecs/z8r997h To tackle past exam questions available on Teams
Link to any key docs/revision lists etc.	<p>Materials to support your son's progress can be found in the resources section of his "Teams" These are organised by topic area and include.</p> <ul style="list-style-type: none"> • Text books • Glossaries • Knowledge summaries • Practice questions • Links to online resources <p>Please encourage your son to make regular use of these to support his progress</p>

HALF-TERM 2

Topics being studied (in chronological order)	<p>4.1.2 - The periodic table</p> <ul style="list-style-type: none"> ✓ 4.1.2.1 - The periodic table ✓ 4.1.2.2 - Development of the periodic table ✓ 4.1.2.3 - Metals and non-metals ✓ 4.1.2.4 - Group 0 ✓ 4.1.2.5 - Group 1 ✓ 4.1.2.6 - Group 7 <p>4.1.3 - Properties of transition metals</p> <ul style="list-style-type: none"> ✓ 4.1.3.1 - Comparison with Group 1 elements <p>4.3.2 - Use of amount of substance in relation to masses of pure substances</p> <ul style="list-style-type: none"> ✓ 4.3.2.1 - Moles (HT only) ✓ 4.3.2.2 - Amounts of substances in equations (HT only) ✓ 4.3.2.3 - Using moles to balance equations (HT only) ✓ 4.3.2.4 - Limiting reactants (HT only) ✓ 4.3.2.5 - Concentration of solutions <p>4.3.3 - Yield and atom economy of chemical reactions</p> <ul style="list-style-type: none"> ✓ 4.3.3.1 - Percentage yield ✓ 4.3.3.2 Atom economy <p>4.3.4 - Using concentrations of solutions in mol/dm³ (HT only)</p> <p>4.3.5 - Use of amount of substance in relation to volumes of gases (HT only)</p>
Assessments taking place/ Assessment Methods	Progress Assessment – 4.1 – ATOMIC STRUCTURE & THE PERIODIC TABLE
Extended Learning Challenges taking place	<p>Every 2 weeks students are to go over what they have learnt in class using BBC bitesize: (AQA): https://www.bbc.co.uk/bitesize/examspecs/z8r997h</p> <p>To tackle past exam questions available on Teams.</p>
Link to any key docs/revision lists etc.	<p>Materials to support your son's progress can be found in the resources section of his "Teams" These are organised by topic area and include.</p> <ul style="list-style-type: none"> • Text books • Glossaries • Knowledge summaries • Practice questions • Links to online resources <p>Please encourage your son to make regular use of these to support his progress</p>

HALF-TERM 1

Topics being studied (in chronological order)	<p>Topic 1: Energy Conservation and dissipation of energy</p> <ul style="list-style-type: none"> • Know the energy stores and how energy is transferred between them. • Understand and use the principle of conservation of energy. • Understand and use the relationship between energy and work. • Be able to calculate kinetic, elastic and gravitational potential energy and re-arrange the equations when necessary. • Know how and when energy has be dissipated. • Be able to calculate efficiency of electrical appliance and make comparisons. • Be able to calculate power and how it relates to energy.
Assessments taking place/ Assessment Methods*	<p>*All modules are assessed 2 weeks after the completion of that module in an assessment that happens in one lesson. A second lesson is set apart to go over that assessment (DIRT).</p> <p>There will be an exam to mark the halfway point of this topic at the end of the half term.</p> <p>Each module starts AND ends with a spelling assessment focusing on the key vocabulary that will be taught and used within that module. All of these spelling assessments are available on Teams</p>
Extended Learning Challenges taking place	<p>Every 2 weeks students are to go over what they have learnt in class using their revision guides OR using the BBC bitesize resource (AQA): https://www.bbc.com/education/examspecs/z8r997h</p> <p>To tackle past exam questions available on Teams.</p>
Link to any key docs/revision lists etc.	<p>Materials to support your son's progress can be found in the resources section of his "Teams" These are organised by topic area and include.</p> <ul style="list-style-type: none"> • Text books • Glossaries • Knowledge summaries • Practice questions • Links to online resources <p>Please encourage your son to make regular use of these to support his progress</p>

HALF-TERM 2

Topics being studied (in chronological order)	<p>Topic 1: Energy Energy transfer by heating Energy resources</p> <ul style="list-style-type: none"> • Know how energy is transferred by conduction. • Understand the relationship between heat and infrared radiation. • Be able to define and calculate specific heat capacity. • Know how to experimentally find the specific heat capacity of a material. • Know about methods for insulating buildings and be able to make comparisons to identify superior techniques. • Be able to summaries a range of different methods to generate electricity. • Be aware of the main energy concerns we currently have when it comes to keeping up with demand.
Assessments taking place/ Assessment Methods	<p>*All modules are assessed 2 weeks after the completion of that module in an assessment that happens in one lesson. A second lesson is set apart to go over that assessment (DIRT).</p> <p>There will be an end of topic exam at the end of this half term.</p> <p>Each module starts AND ends with a spelling assessment focusing on the key vocabulary that will be taught and used within that module. All of these spelling assessments are available on Teams</p>
Extended Learning Challenges taking place	<p>Every 2 weeks students are to go over what they have learnt in class using their revision guides OR using the BBC bitesize resource (AQA): https://www.bbc.com/education/examspecs/z8r997h To tackle past exam questions available on Teams</p>
Link to any key docs/revision lists etc.	<p>Materials to support your son's progress can be found in the resources section of his "Teams" These are organised by topic area and include.</p> <ul style="list-style-type: none"> • Text books • Glossaries • Knowledge summaries • Practice questions • Links to online resources <p>Please encourage your son to make regular use of these to support his progress</p>

SUBJECT: Religious Studies

HALF-TERM 1

Topics being studied (in chronological order)	Religion, peace and conflict 1.1 Biblical perspective on violence and bullying 1.2 Forgiveness and reconciliation 2.1 –Justice 2.2 -Just war theory 3.1 Nuclear war and weapons of mass destruction 3.2 –the consequences of modern warfare 4.1 -religion as a reason for violence and war 4.2-Pacifism 5.1-the role of religion in conflicts of the twenty-first century 5.2 -terrorism 6.1 torture, radicalisation and martyrdom 6.2-conflict resolution and peace-making
Assessments taking place/ Assessment Methods	Assessment: test Religion peace and conflict: research a war from the twentieth century and explore whether it was a JUST war. Try to consider a range of views and add a conclusion.
Extended Learning Challenges taking place	Religion peace and conflict: Prepare a presentation on either Aquinas or Augustine, explaining why they are considered so important in our faith.
Link to any key docs/revision lists etc.	Textbook: Catholic Christianity for AQA spec B Online textbook available at Kerboodle: https://www.kerboodle.com/users/login?user_return_to=%2Fapp Revision guide: AQA GCSE Religious Studies B: Catholic Christianity with Islam and Judaism Revision Guide: ISBN-13: 978-0198422877

HALF-TERM 2

<p>Topics being studied (in chronological order)</p>	<p>Perspectives on Faith: religion, human rights and social justice</p> <ul style="list-style-type: none"> • Human dignity and religious freedom (13.1) • Human rights (13.2) • Rights and responsibilities (13.3) • Responsibilities of wealth (13.4) • Wealth creation and exploitation (13.5) • Greed, materialism and the sacrifice of wealth (13.6) • Catholic teachings about poverty (13.8) • Contrasting views on fighting poverty (13.9) • The work of CAFOD and Christian Aid (13.9) • Racial prejudice and discrimination (13.10) • Equality (13.11) • Justice, racial equality and racial prejudice (13.12)
<p>Assessments taking place/ Assessment Methods</p>	<p>Assessment: test</p> <p>Extended Learning: "It is wrong for the Catholic Church to be so wealthy when so many people are poor". Evaluate this statement. Be sure to include more than one point of view, and refer to Catholic beliefs and teachings in your answer.</p>
<p>Extended Learning Challenges taking place</p>	<p>Research a specific case of racism that happened recently in the UK. What happened, and how did the victim, authorities and public respond? Present your findings as an article.</p>
<p>Link to any key docs/revision lists etc.</p>	<p>Textbook: Catholic Christianity for AQA spec B</p> <p>Online textbook available at Kerboodle: https://www.kerboodle.com/users/login?user_return_to=%2Fapp</p> <p>Revision guide: AQA GCSE Religious Studies B: Catholic Christianity with Islam and Judaism Revision Guide: ISBN-13: 978-0198422877</p>

SUBJECT: Geography

HALF-TERM 1 & 2

Topics being studied (in chronological order)	<p><u>The Living World</u></p> <p>Small-Scale Ecosystems</p> <p>Food Chains and Food Webs</p> <p>How does Change affect Ecosystems?</p> <p>Biomes/Global Ecosystems</p> <p>Tropical Rainforest Environments</p> <ul style="list-style-type: none">• Climatic Characteristics• Vegetation Characteristics• Soil Characteristics• Plant and Animal Adaptations• Changing Rates of Deforestation• Causes of Deforestation• Impacts of Deforestation• Value of Tropical Rainforests• Sustainable Management of Tropical Rainforests <p>Hot Desert Environments</p> <ul style="list-style-type: none">• Climatic Characteristics• Vegetation Characteristics• Soil Characteristics• Plant and Animal Adaptations• Biodiversity and Interdependence• Thar Desert: Opportunities• Thar Desert: Challenges• Causes of Desertification• Strategies to Reduce Desertification
Assessments taking place	<p>Ongoing assessment of practice exam questions in exercise book</p> <p>Baseline assessment in Week 3</p> <p>Tropical Rainforest End of Topic Test</p> <p>Hot Desert End of Topic Test</p> <p>Living World End of Topic Test</p>
Extended Learning Challenges taking place	<p><i>Complete all of the 'Stretch Yourself' questions on pages 52-77.</i></p> <p><i>Make a set of revision notes (e.g. mindmap, revision cards, etc.) for this topic in preparation for your End of Unit Test. These can be re-used for End of Year exams and your real GCSEs.</i></p>
Link to any key docs/revision lists etc.	<p>Exercise Book</p> <p>CGP GCSE Revision Guide (available to purchase from the school at a discounted rate)</p> <p>MICROSOFT TEAMS AREA</p> <p>BBC Bitesize Revision (https://www.bbc.com/education/topics/z2tqwxs)</p> <p>Seneca Learning (https://www.senecalearning.com/)</p> <p>Planet Earth Series</p> <p>I Bought a Rainforest Series</p> <p>Amazon with Bruce Parry Documentary Series</p>

SUBJECT: History

HALF-TERM 1

<p>Topics being studied (in chronological order)</p>	<p><u>Road to War:</u></p> <ol style="list-style-type: none"> 1. The Treaty of Versailles 2. The League of Nations 3. International Treaties in the 1920s 4. The Hinge Years 5. Italian Invasion of Abyssinia 6. Appeasement 7. Hitler’s Actions leading up to WW2 8. Timeline of Events 9. What was the most significant cause of war 10. Interpretation skills lesson 1 11. Interpretation skills lesson 2 12. Interpretation skills lesson
<p>Assessments taking place</p>	<p>There will be one essay and one source question assessment. At the mid-point week and final week of each half term.</p>
<p>Extended Learning Challenges taking place</p>	<p>Students will be given a research task Students will be given an interpretation question</p>
<p>Link to any key docs/revision lists etc.</p>	<p>Revision docs will be on the MICROSOFT TEAMS AREA Students can also access BBC bitesize</p>

HALF-TERM 2

<p>Topics being studied (in chronological order)</p>	<p><u>The Cold War:</u></p> <ol style="list-style-type: none"> 1. Communism and Capitalism 2. The Yalta and Potsdam Conference 3. The Soviet Takeover of Eastern Europe 4. The Truman Doctrine 5. The Berlin Airlift 6. The Cold War in the 1950s 7. Causes of the Cuban Missile Crisis 8. The Cuban Missile Crisis: 13 Days 9. Timeline of the Cold War 10. Who was responsible for the Cold War?
<p>Assessments taking place</p>	<p>There will be one essay and one source question assessment. At the mid-point week and final week of each half term.</p>
<p>Extended Learning Challenges</p>	<p>Students will be given a research task Students will be given an essay or source question</p>
<p>Link to any key docs/revision lists etc.</p>	<p>Revision docs will be on the MICROSOFT TEAMS AREA Students can also access BBC bitesize</p>

SUBJECT: Computer Science

HALF-TERM 1	
Topics being studied	Python Programming – Introduction
Assessments taking place	Programming feedback with teacher 1:1 (Week 3) Systems Architecture (Week 6)
Extended Learning Challenges taking place	Weekly Homework Sheets / Relevant Programming Tasks on Python IDLE
Link to any key docs/revision lists etc.	<i>KS4 Computer Science Page</i>
HALF-TERM 2	
Topics being studied	Unit 8 – Data Representation <ul style="list-style-type: none">• Units• Numbers• Characters• Images• Sound• Compression
Assessments taking place	Unit test 9 th December
Extended Learning Challenges taking place	Will be set on TEAMS
Link to any key docs/revision lists etc.	<i>Year 9 Computer Science Resources page on Teams</i>

SUBJECT: BTEC Tech Award in Digital Information Technology

HALF-TERM 1	
Topics being studied (in chronological order)	<p>Component 1 Exploring User Interface Design Principles and Project Planning Techniques</p> <p><i>Investigate user interface design for individuals and organisations</i></p> <p>A1 What is a user interface A2 Identifying Audience needs A3 Applying Design principles to a user interface</p>
Assessments taking place	<p>Learning aim A: Investigate user interface design for individuals & Organizations assessment. Hand out date: 24/09/19 Hand in date: 20/10/19</p>
Extended Learning Challenges taking place	<p>Create a user interface for a simple log in system using HTML</p>
Link to any key docs/revision lists etc.	<p>See MICROSOFT TEAMS AREA</p>
HALF-TERM 2	
Topics being studied (in chronological order)	<p>B: Use project planning techniques to plan and design a user interface A4 Designing an efficient user interface C1 Develop a user interface</p>
Assessments taking place/ Assessment Methods (estimated dates if applicable)	<p>Learning aim B: Use project planning techniques to plan and design a user interface assessment 29/10/19– 20/10/19</p> <ul style="list-style-type: none"> • B2 Create a project plan - Hand out: 29/10/19- Hand in: 22/11/20 • B3 Create an initial design – Hand out 26/11/19– Hand in: 07/12/19 • C1 Developing a user interface 10/12/19 – 19/01/20
Extended Learning Challenges taking place	<p>Develop a user interface for an embedded system</p>
Link to any key docs/revision lists etc.	<p>See MICROSOFT TEAMS AREA</p>

SUBJECT: SPANISH

HALF-TERM 1

Topics being studied (in chronological order)	<p><u>Theme: Local area, holiday and travel - !Desconectate!</u></p> <ul style="list-style-type: none"> - Discussing holidays and weather - Saying what you do/did in the summers - Talking about holidays - Saying what you did on holidays - Describing where you stayed
Assessments taking place/ Assessment Methods	<p>Baseline Assessment first lesson after the holidays EL Writing Assessment Week beginning 23th September 2019 – Weather report EL Writing Assessment Week beginning 7th October 2019 – Holidays Ongoing Listening, Reading and speaking skills during lessons</p>
Extended Learning Challenges taking place	<ol style="list-style-type: none"> 1. Make a holiday brochure. 2. Make a table with country, nationality and capital city in Spanish. 3. Make a wordsearch or crossword with all the new adjectives.
Link to any key docs/revision lists etc.	<p>GCSE Verb Pack – important to learn all of your verbs and vocabulary</p>

HALF-TERM 2

Topics being studied (in chronological order)	<p><u>Theme: Local area, holiday and travel - !Desconectate!</u></p> <ul style="list-style-type: none"> - Continue with describing where you stayed - Travel and Tourism – booking accommodation and dealing with problems - Giving an account of a holiday in the past
Assessments taking place/ Assessment Methods (estimated dates if applicable)	<p>EL Writing Assessment Week beginning 4th November 2019 – Roleplay of a problem/booking accommodation EL Writing Assessment Week beginning 25th November 2019 – Holidays in the past tense Ongoing Listening, Reading and speaking skills during lessons End of Module/Term Assessment – Listening, reading, writing and speaking skills to be assessed</p>
Extended Learning Challenges taking place	<ol style="list-style-type: none"> 1. Create a grammar booklet. Start with a section on ‘preterite tense’ phrases. 2. Add a section to your grammar booklet on the ‘future tense’. 3. Create a Spanish Christmas Card
Link to any key docs/revision lists etc.	<p>GCSE Verb Pack – important to learn all of your verbs and vocabulary</p>

SUBJECT: Media and Film Studies

Half Term 1 – Introduction (Skills)

Students will be introduced to the key skills and terminology required through analysis of a range of different media texts.

Extended Learning Challenge

Find 2 print and 2 television adverts to analyse in detail using skills learned.

Ongoing

Review notes and feedback as directed.

Keep a glossary of new key terms.

Read a newspaper / magazine weekly.

Year 9 – Half Term 12 – Magazine Front Covers / Film Posters

Students will study the first 2 set products and will study the codes and conventions of film posters and magazine front covers.

Extended Learning Challenge

Research the history of film posters and find an example from each decade to analyse.

Ongoing

Review notes and feedback as directed.

Keep a glossary of new key terms.

Read a newspaper / magazine weekly

SUBJECT: ART

Extended learning is an important part of the course and support in this area is valuable.

Students will be issued with a hardback sketchbook within which they will complete their weekly Extended Learning tasks. These tasks will help them practise skills that they have learnt in class as well as complete their research into the works of Artists and will also enable them to plan for the large scale work they will be producing in school. **THIS SKETCHBOOK IS THE KEY TO THEIR SUCCESS IN THIS SUBJECT.** A range of art materials at home would be useful. Tasks will include the following:

- Drawing from direct observation
- Mixed media work
- Taking and editing digital photographs
- Researching the work of Artists linked with the student's area of study
- Annotating work in the sketchbook using subject specific vocabulary

SUBJECT: MUSIC

Half Term 1 – Introduction (Skills and Notation)

Students will be introduced to the key skills and terminology required through analysis of a range of various pieces. This will include an introduction to Grade 1 music theory and beyond.

Extended Learning Challenge

Melodic Dictation Tasks, Rhythmic Dictation tasks, composition recordings and performance practice.

Ongoing

Practice your instrument (Solo performance).

Attend Music Enrichment activities.

Keep a glossary of key terms.

Practice your ensemble music pieces.

Year 9 – Half Term 2 – Songwriting and Folk Music

Further note and music theory work. Students to view dotted notes, ties, melody construction (disjunct, conjunct etc.), chord numerals and harmony through the lens of folk music. New concepts will build students' understanding of how music is put together, to help students write their own folk song. Moreover, students will enhance their pieces through inversions, modes and understanding of keys.

Extended Learning Challenge

Melodic Dictation Tasks, Rhythmic Dictation tasks, composition recordings and performance practice.

Ongoing

Practice your instrument (Solo performance).

Attend Music Enrichment activities.

Keep a glossary of key terms.

Practice your ensemble music pieces.

Composition Tasks

SUBJECT: BTEC Business

HALF-TERM 1	
Topics being studied (in chronological order)	<p><u><i>We will be starting the BTEC Business qualification they in term 3 of year 9. Until then we will be completing an additional qualification called Lessons in Financial Education (LiFE) programme (from the London Institute of Banking and Finance)</i></u></p> <p>Unit 1</p> <ul style="list-style-type: none">- Money and sources of money- Storing money safely- Spending and budgeting- Saving and selling

Assessments taking place	Class tests on new materials Extended Learning tasks
Extended Learning Challenges	Create a monthly budget for an average family of four (please make sure you include all inflows and outflows)
Link to any key docs/revision lists etc.	Revision lists on teams Revision Booklets on teams
HALF-TERM 2	
Topics being studied (in chronological order)	<u>Unit 1</u> <ul style="list-style-type: none"> - Borrowing - Insurance -
Assessments taking place/ Assessment Methods	Unit 1: 20 stand-alone multiple-choice questions and 5 sets of stimulus material each with 3 associated questions (total marks 35)
Extended Learning Challenges taking place	Create a presentation to encompass different types of borrowing and how it affects consumers - get some links to real life business examples (both positive and negative)
Link to any key docs/revision lists etc.	Revision lists on the Teams Revision Booklets on the Teams

SUBJECT: GCSE Business

HALF-TERM 1

Topics being studied (in chronological order)	<p><u>Unit 1 Business in the Real World</u></p> <ul style="list-style-type: none"> - Purpose of Business - Reasons for starting a business - Basic functions and types of Business - Business Enterprise and Entrepreneurship
Assessments taking place	<p>Baseline Assessment in first week</p> <p>EL1 – Complete the case study – Elon Musk – P9 Textbook (and in your extended learning booklets) at the beginning of October</p>
Extended Learning Challenges	<p>Create a presentation to encompass different types of copyright and how they have been infringed in the business world – get some links to real life business examples</p>
Link to any key docs/revision lists etc.	<p>Revision lists on Teams</p> <p>Revision Booklets on Teams</p> <p>Extended Learning Booklet on the Teams and in your folders</p> <p>CGP GCSE Business Studies for AQA students 9-1 – which can be purchased through the school but can be bought through Amazon here and the accompanying workbook which can be purchased here</p>

HALF-TERM 2

Topics being studied (in chronological order)	<p><u>Unit 1 Business in the Real World</u></p> <ul style="list-style-type: none"> - Dynamic Nature of Business - Business Ownership and the different types - Business Aims and Objectives - Purpose of setting objectives and the role of objectives in running a business - Changing objectives - Use of objectives in judging success
Assessments taking place	<p>EL2 – Complete the case study – Snapchat Case Study – P19 Textbook (and in your extended learning booklets) in November</p> <p>EL3 – Complete the case study - 3.1.2 Ownership Case Study Grahams Guitars in December</p>
Extended Learning Challenges taking place	<p>Produce a reflection on a recent experience where you received good or bad customer service. Where was it? What made it good or bad and what could be done to improve it if it was bad? – What aims and objectives could the business set to develop and improve customer service?</p>
Link to any key docs/revision lists etc.	<p>Revision lists on Teams</p> <p>Revision Booklets on Teams</p> <p>Extended Learning Booklet on Teams and in your folders</p> <p>CGP GCSE Business Studies for AQA students 9-1 – which can be purchased through the school but can be bought through Amazon here and the accompanying workbook which can be purchased here</p>

SUBJECT: GCSE PE

HALF-TERM 1	
Topics being studied (in chronological order)	Functions of the skeleton Classification of bones Structure of the skeleton (bone labels) Classification of joints Range of movement at joints
Assessments taking place/ Assessment Methods (estimated dates if applicable)	End of ½ term exam on skeletal system and joints(short & long answer questions) Class-based questions to test recall of knowledge
Extended Learning Challenges taking place	Exam style question(s) – Function of the skeleton/classification of bones - Provide structure/scaffolding for lower ability pupils Blank template of skeleton, pupils to add on bone and joint labels
Link to any key docs/revision lists etc.	GCSE Bitesize - https://www.bbc.com/education/examspecs/zxbg39q Pearson Edexcel Specification - https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html Free Apps – PE GCSE Revision Guide / Discover Human Body / Human Anatomy & Physiology
HALF-TERM 2	
Topics being studied (in chronological order)	Ligaments, tendons and cartilage (function & location) Classifications of muscle type Muscle labels Antagonistic pairs – linked to RoM Muscle fibre types
Assessments taking place/ Assessment Methods	Extended question on antagonistic muscle contractions End of ½ term exam focusing on muscular system & how the Musculo-skeletal works effectively
Extended Learning Challenges taking place	Group presentation - Linked to an elite performer, how does the muscular system enable them to perform so effectively. Exam question(s) on the muscular system. Research/pre-read up a section of the muscular system and create a mind-map/poster
Link to any key docs/revision lists etc.	GCSE Bitesize - https://www.bbc.com/education/examspecs/zxbg39q Pearson Edexcel Specification - https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html Free Apps – PE GCSE Revision Guide / Discover Human Body / Human Anatomy & Physiology

SUBJECT: Design and Technology

HALF-TERM 1	
Topics being studied (in chronological order)	<p>Theory Core Content:</p> <ul style="list-style-type: none"> • Materials: Types, Properties, Processes, Joining Techniques, Finishes <p>Woods: Wooden Box Project</p> <ul style="list-style-type: none"> • Manufacture/Make – Practise Joints <p>Metals: Coat Hanger Project</p> <ul style="list-style-type: none"> • Manufacture/Make – Decorative Filing, Marking Out, Shaping
Assessments taking place	<ul style="list-style-type: none"> • Practical Assessments <ul style="list-style-type: none"> ◦ Marking Out (Wood and Metal), Shaping of Metals, Wooden Joints • Core Content Theory Exam Style Assessment
Extended Learning Challenges taking place	<ul style="list-style-type: none"> • Independent Revision on content covered in lessons • Product Analysis: Material Choice
Link to any key docs/revision lists etc.	<ul style="list-style-type: none"> • All pupil resources available on MICROSOFT TEAMS AREA under <i>Year 9 GCSE Technology</i>
HALF-TERM 2	
Topics being studied (in chronological order)	<p>Theory Core Content:</p> <ul style="list-style-type: none"> • Materials: Types, Properties, Processes, Joining Techniques, Finishes <p>Woods: Wooden Box Project</p> <ul style="list-style-type: none"> • Manufacture/Make – Wooden Box Storage Unit <p>Metals: Coat Hanger Project</p> <ul style="list-style-type: none"> • Manufacture/Make – Drilling, Riveting, Dip coating
Assessments taking place/ Assessment Methods	<ul style="list-style-type: none"> • Practical Assessments <ul style="list-style-type: none"> ◦ Marking Out (Wood), Joining of Materials (Wood and Metal), Assembled Product • Core Content Theory Exam Style Assessment • End of Unit Assessment
Extended Learning Challenges taking place	<ul style="list-style-type: none"> • Independent Revision on content covered in lessons • Sustainability and LCA product investigation
Link to any key docs/revision lists etc.	<ul style="list-style-type: none"> • All pupil resources available on MICROSOFT TEAMS AREA under <i>Year 9 GCSE Technology</i>

SUBJECT: Food Preparation and Nutrition

HALF-TERM 1	
Topics being studied (in chronological order)	<p>Theory Core Content:</p> <ul style="list-style-type: none"> • Health, safety and hygiene <ul style="list-style-type: none"> - Knife skills - Personal hygiene - Cross contamination - Temperature control - Using a temperature probe - Buying and storing food - Types of food poisoning bacteria
Assessments taking place/ Assessment Methods	<ul style="list-style-type: none"> • Knife skills – Vegetable cuts • Practical Assessment <ul style="list-style-type: none"> ◦ Chicken stir-fry • Core Content Theory Exam Style Assessment (w/b 29th Oct)
Extended Learning Challenges taking place	<ul style="list-style-type: none"> • Independent Revision on content covered in lessons • To watch Food related TV programmes e.g. Masterchef, Great British Menu, The Bake Off etc • Cook at home – photograph
Link to any key docs/revision lists etc.	<ul style="list-style-type: none"> • All pupil resources available on MICROSOFT TEAMS AREA under <i>Year 9 GCSE Technology</i>
HALF-TERM 2	
Topics being studied (in chronological order)	<p>Theory Core Content:</p> <ul style="list-style-type: none"> • Cooking methods <ul style="list-style-type: none"> - Why do we cook food - Heat transfer - Water based cooking methods – inc effect on nutrients - Fat based cooking methods – inc effect on nutrients - Cooking with a dry heat – inc effect on nutrients • Using a microwave
Assessments taking place	<ul style="list-style-type: none"> • Practical Assessment – tomato and bacon pasta • Practical Assessment - scones • Core Content Theory Exam Style Assessment (w/b 7th Jan)
Extended Learning Challenges taking place	<ul style="list-style-type: none"> • Independent Revision on content covered in lessons • To watch Food related TV programmes e.g. Masterchef, Great British Menu, The Bake Off etc • Cook at home – photograph
Link to any key docs/revision lists etc.	<ul style="list-style-type: none"> • All pupil resources available on MICROSOFT TEAMS AREA under <i>Year 9 GCSE Food Technology</i>

SUBJECT: Maths – Foundation Tier

HALF-TERM 1	
Topics being studied (in chronological order)	1.1 Place value and ordering numbers 1.3 The four rules 1.2 Order of operations and BIDMAS 2.1 Systems of measurement 2.2 Conversion factors 2.3 Scale drawings 2.4 Nets 2.5 Using an isometric grid
Assessments taking place	Chapter 1 and 2 Test week before half term
Extended Learning Challenges taking place	Pupils are expected to be regularly reviewing and revising topics covered, in preparation for the tests. As well as this, class teachers will be setting extended learning tasks that will need to be completed. These include exercises from text books, question sheets, mymaths tasks and revision for chapter/topic tests. Please check MICROSOFT TEAMS AREA for individual tasks set.
HALF-TERM 2	
Topics being studied (in chronological order)	3.1 Frequency tables 3.2 Statistical diagrams 3.3 Line graphs 3.4 Statistical averages 4.1 Angles facts 4.2 Triangles 4.3 Angles in a polygon 4.4 Regular polygons 4.5 Angles in parallel lines 4.6 Special quadrilaterals 4.7 Bearings
Assessments taking place/ Assessment Methods	Chapters 1-4 test week before Christmas holidays
Extended Learning Challenges taking place	Pupils are expected to be regularly reviewing and revising topics covered, in preparation for the tests. As well as this, class teachers will be setting extended learning tasks that will need to be completed. These include exercises from text books, question sheets, mymaths tasks and revision for chapter/topic tests. Please check MICROSOFT TEAMS AREA for individual tasks set.

SUBJECT: Maths – Higher Tier

HALF-TERM 1

Topics being studied (in chronological order)	1.1 Solving real-life problems 1.2 Multiplication and division with decimals 1.3 Approximation of calculations 1.4 Multiples, factors, prime numbers, powers and roots 1.5 Prime factors, LCM and HCF 1.6 Negative numbers 2.1 One quantity as a fraction of another 2.2 Adding, subtracting and calculating with fractions 2.3 Multiplying and dividing fractions 2.4 Fractions on a calculator 2.5 Increasing and decreasing quantities by a percentage 2.6 Expressing one quantity as a percentage of another
Assessments taking place	Chapter 1 and 2 Test week before half term
Extended Learning Challenges taking place	Pupils are expected to be regularly reviewing and revising topics covered, in preparation for the tests. As well as this, class teachers will be setting extended learning tasks that will need to be completed. These include exercises from text books, question sheets, mymaths tasks and revision for chapter/topic tests. Please check MICROSOFT TEAMS AREA for individual tasks set.
<h3>HALF-TERM 2</h3>	
Topics being studied (in chronological order)	3.1 Statistical representation 3.2 Statistical measures 3.3 Scatter diagrams 4.1 Patterns in number 4.2 Number sequences 4.3 Finding the nth term of a linear sequence 4.4 Special sequences 4.5 General rules from given patterns 4.6 The nth term of a quadratic sequence 4.7 Finding the nth term for quadratic sequences
Assessments taking place	Chapters 1-4 test week before Christmas holidays
Extended Learning Challenges taking place	Pupils are expected to be regularly reviewing and revising topics covered, in preparation for the tests. As well as this, class teachers will be setting extended learning tasks that will need to be completed. These include exercises from text books, question sheets, mymaths tasks and revision for chapter/topic tests. Please check MICROSOFT TEAMS AREA for individual tasks set.

SUBJECT: CPSHE

HALF-TERM 1	
Topics being studied (in chronological order)	<p>RSE lesson</p> <ol style="list-style-type: none"> 1. Love people, use things. <ul style="list-style-type: none"> • Objectification in casual sex, pornography, or masturbation. <p>Other CPSHE topics covered: <i>*anything highlighted in red is the 'health' part of CPSHE curriculum</i></p> <ol style="list-style-type: none"> 2. First Aid <ul style="list-style-type: none"> • How to do the basics in first aid
Assessments taking place	In lesson assessment during topics
Link to any key docs/revision lists etc.	<p>www.tentenresources.co.uk/parent-portal RSE lesson parents portal</p> <p>Username: opp-stm-ss Password: rse-parent-yellow</p>
HALF-TERM 2	
Topics being studied (in chronological order)	<p>RSE lesson</p> <ol style="list-style-type: none"> 3. In control of my choices <ul style="list-style-type: none"> • Love and lust, shame and regret- keys issues when thinking about or choosing to delay sexual intimacy. <p>Other CPSHE topics covered: <i>*anything highlighted in red is the 'health' part of CPSHE curriculum</i></p> <ol style="list-style-type: none"> 4. Mental Health <ul style="list-style-type: none"> • Social anxiety • Suicide • Self-harm • Self esteem • Happiness and positivity
Assessments taking place	In lesson assessment during topics
Link to any key docs/revision lists etc.	<p>www.tentenresources.co.uk/parent-portal RSE lesson parents portal</p> <p>Username: opp-stm-ss Password: rse-parent-yellow</p>

How to contact Heads of Department

Subject	Head of Department	Contact Email Address
English	Mrs Cotgrove	dcotgrove@st-thomasmore.southend.sch.uk
Maths	Ms Clarke	eclarke@st-thomasmore.southend.sch.uk
Science	Mr Jones	sjjones@st-thomasmore.southend.sch.uk
Biology	Mr Jones	sjjones@st-thomasmore.southend.sch.uk
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Physics	Miss Pierce	apierce@st-thomasmore.southend.sch.uk
Religious Studies	Mr Griffin	pgriffin@st-thomasmore.southend.sch.uk
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D&T / Food and Nutrition	Mr Hollingsworth*	jhollingsworth@st-thomasmore.southend.sch.uk
Business Studies / BTEC Business	Mrs Lindsay	alindsay@st-thomasmore.southend.sch.uk
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* Interim subject contact.