



**St Nicholas' School**  
**Year Nine**  
**Curriculum Booklet**  
**2021**



## **INTRODUCTION**

### **School Attendance**

It is vital that all pupils attend school regularly, unless there are special circumstances. It should be noted that if a pupil is absent for more than six days each term, over the course of their time in the senior school, this will be equivalent to half a year and will significantly reduce their chances of good grades at GCSE. A national survey has shown that 90% of pupils whose attendance is as low as 85% are likely to achieve less than five GCSE pass grades. If your daughter does have to miss lessons for any reason, she will be expected to copy up the work and to try to understand it. She should always ask for help if she has difficulties.

### **School Events**

There are several events that pupils are required to attend. These include Open Days throughout the year and the Summer Fayre at the end of June. The dates of these events can be found in the school calendar. Non-attendance at these school events, without good reason, will affect a pupil's chances of becoming a school officer in Year 10.

### **Equipment**

All pupils should have the following equipment with them every day. All items should be clearly named.

- 30cm ruler
- pen and spare cartridges
- pencils
- pencil sharpener
- rubber
- coloured pencils
- highlighter pen
- scientific calculator
- scissors
- glue stick
- dictionary
- The Good News Bible
- Dictionaries for the modern languages studied.

### **The School Planner**

At the beginning of the year every pupil is given a school planner, in which to write her weekly timetable, add important events to the calendar and record all homework. It is designed to be an easy means of communication between home and school and should be signed by the form teacher and parents each week. The planner also includes the School Rules and parents need to familiarise themselves with these. The School Rules are also to be found in the Parent Handbook.

### **Keeping in Touch**

There is an opportunity to meet with your daughter's teachers during the Autumn Term and there will be an Options Evening in the Spring Term. You will find the dates on the school calendar. You will receive a combination of reports and grade sheets throughout the year.

If you have any concerns please make use of the planner, as mentioned above, or contact the office to make an appointment to speak to your daughter's form tutor.

### **Office 365**

The school is currently using Microsoft Office 365 as our VLE (Virtual Learning Environment). Through Microsoft Teams students will have access to online resources, class presentations and templates and they will hand in electronic assignments and have virtual classes as and when the need arises. There are currently various videos on Teams that are available for any help, but if your daughter needs additional assistance, they can contact the IT department.

## **Homework**

Year 9 pupils will have an average of 96 minutes each night, although additional pieces of work may occasionally be set in subjects such as music, textiles, food etc. Homework is likely to include reading tasks, question sheets, research, revision etc and will be used to encourage your daughter to work more independently. Written tasks normally need to be handed in the next day. Pupils may be asked to complete a piece of work on the computer, and this should be printed at home and submitted for marking in the same way.

Work on the computer may involve research using the internet but all pupils are given advice on the safe use of the internet in Computer Science lessons and as part of the PSHE course. All pupils are made aware of the ICT Acceptable Use Policy, which is a separate document.

Teachers aim to set work which can be completed in the time allocated. However, pupils do not all work at the same pace and, therefore, some pupils may find that it takes a little longer. If this is a problem, please contact the teacher concerned, using the planner, so that the teacher is aware, but your daughter may need to be encouraged to work faster. She needs to complete the task, if possible, to demonstrate what she can do and so that she gets sufficient practice in preparation for future examinations. Homework is not intended to be easy as pupils need to develop resilience, so that they can attempt challenging examination questions. You should, therefore, not expect your daughter to achieve full marks on a regular basis. Without struggle, there is no progress!

If work is not completed on time, or is not of a satisfactory standard, your daughter will be asked to do it again. If this happens on several occasions, you will be notified using the planner. The school also holds a weekly lunchtime detention for pupils who repeatedly fail to complete their work. A lack of commitment at KS3 could impact on a pupil's progress and, in turn, affect their GCSE Grade.

**Assessment**

Pupils will sit two sets of examinations, one in January and one in May/June. Parents will be informed of the results in a school report or grade sheet. Reports will show a set or year average for each subject, so that it will be possible to see how your daughter is achieving compared to her peer group.

## **CURRICULUM SUPPORT**

We realise that pupils develop at different rates and that some pupils benefit from a little extra help. The school, therefore, offers Curriculum Support to help students achieve their best by learning strategies to overcome any barriers to learning. This support is provided by trained staff to meet students' individual needs.

Pupils may be tutored in small groups or they may be given additional help within a lesson. A few girls may be offered Curriculum Support instead of one foreign language.

Members of Curriculum Support staff also liaise with subject teachers to ensure that students receive the support they need in class. Small classes enable subject teachers to provide pupils with additional help and scaffolding for their learning.

If you are concerned that your child may have learning difficulties, such as dyslexia, please contact the curriculum support department in the first instance [csdept@st-nicholasschool.co.uk](mailto:csdept@st-nicholasschool.co.uk). We will be able to talk with you and your child about their needs and advise you as to your next steps.

JCQ guidelines mean that we cannot accept a privately-arranged dyslexia report as evidence for GCSE access arrangements, e.g., 25% extra time. The school must complete a Form 8 before the assessment is begun and use an assessor with whom we have a relationship – we currently refer students to Anne Mitchell.

## **GIFTED AND TALENTED**

A number of pupils show a flair for a particular subject and differentiation during lessons enables them to be challenged. They are also encouraged to take part in various competitions, visits and enrichment activities.

## **ENGLISH**

The Department broadly follows the National Curriculum aims which are to develop the ability of pupils in the areas of speaking, listening, reading and writing.

### **Speaking and Listening**

Pupils will be required to show in a series of spoken tasks that they can: recount personal experiences; share and exchange ideas and views; do an individual presentation; plan and take part in group discussion and presentation; be aware of the need to vary the language used to suit the situation; use the grammar and vocabulary of spoken English.

### **Reading and Writing**

Pupils will be required to read a range of texts and texts from other cultures. They will study a Shakespeare play, as well as other novels and poetry, including 19<sup>th</sup> Century texts. Figurative language will be taught and revised. They will be following the AQA language scheme. They will write to: imagine, explore, entertain, inform, explain, describe, persuade, argue, advise, analyse, review, summarise, compare and comment. Pupils are encouraged to use ICT and to redraft their writing. Grammar and punctuation rules will be taught and will continue to be reinforced.

### **Presentation**

Pupils will be required to spell common words, write in a cursive style, and present finished work clearly and accurately.

### **Homework**

Homework is set twice a week. It should be handed in promptly and checked for spelling and grammatical errors. Pupils should use homework to consolidate work done in class as well as to assist their individual learning, for example by wider reading and research, and extended writing. It should also be used to build up their resilience; they should persevere when faced with demanding tasks.

## **MATHEMATICS**

Depending on which group they are in, pupils will study all or most of the topics listed below. Year 9 builds on the work covered in both Years 7 and 8. They use Maths Frameworking 3.1, 3.2 or 3.3.

Topic areas covered:

Percentages

Equations and formulae

Polygons

Using data

Applications of graphs

Pythagoras' Theorem (*Circles and Enlargements*)

Fractions

Algebra

Decimal numbers

Surface area and volume of cylinders (*3D shapes*)

Solving equations graphically

Compound units (*Distance, speed and time*)

Right-angled triangles (*Similar triangles*)

Each chapter is assessed using the review questions at the end.

The above work, and that from Years 7 and 8, will be examined twice, once in January and again in May/June.

*Italics indicates only in Book 3.1.*



## **Homework**

Pupils will be given two homework tasks each week. The tasks will be varied and will include exercises supporting and reinforcing class work, investigative problem-solving and occasional research. They will be designed to take 30 minutes, but some pupils may take a little longer. However, if homework regularly takes too long, pupils should speak to the teacher concerned. It is vital that pupils attempt to complete every task. Homework is designed to develop independent learning and resilience, in preparation for GCSE.

When completing written tasks, pupils will be expected to present their work neatly and think about the layout of their solutions. These factors will be considered when the work is marked. Their methodology should be clearly shown.

## **SCIENCE**

The pupils begin the AQA Biology, Chemistry and Physics GCSE courses in Year 9. They have two periods of each science every week.

Throughout the courses, the pupils will develop their ability to plan, carry out and evaluate their own experiments. They will also learn how to obtain and analyse information relating to topical issues and draw their own conclusions. If a pupil misses any lessons, she will be expected to catch up the work and may be asked to carry out any experiments at lunchtime, as the student's knowledge of the practical work carried out will be assessed in exam questions in Year 11.

Pupils must provide lab-coats for all practical lessons; otherwise, they will be unable to take part.

During Year 9 the girls will study:

### **BIOLOGY**

- Cell structure and transport - microscopy, cell structure, movement of substances into and out of cells
- Cell division - mitosis, meiosis and stem cells
- Organisation and the digestive system – structure and function of the digestive system and the function of enzymes
- Organising animals and plants – the heart and circulatory system, breathing and gas exchange, tissues and organs in plants

### **CHEMISTRY**

- Atomic structure
- The periodic table
- Structure and bonding
- Quantitative chemistry

## **PHYSICS**

- Conservation and distribution of energy, including heat transfer.
- Energy Resources
- Electric Circuits and electricity in the home.

### **Homework**

Pupils will be given one homework task per science each week. The tasks will be varied and will include research, accounts of experiments, worksheets, revision etc. They will be designed to take 30 minutes, but some pupils may take a little longer. However, if homework regularly takes too long, pupils should speak to the teacher concerned. Occasionally, pupils will be asked to complete an extended task over a few weeks. It is vital that pupils attempt to complete every task and show evidence of this, even if something seems challenging. Homework is designed to develop independent learning and resilience, in preparation for GCSE.

When completing written tasks, pupils will be expected to use their own words, present their work neatly and think about their spelling and grammar. These factors will be taken into account when the work is marked. Pupils should also get into the habit of proof-reading their work before it is submitted for marking, as this will be a vital skill at GCSE.

## **COMPUTER SCIENCE**

Computer Science is a compulsory subject for pupils during Key Stage 3. Lessons contain a mixture of Digital Literacy, Information Technology and Computer Science – including coding.

All pupils sit an external examination - OCR Functional Skills in ICT - during Year 9. Computer Science is then offered as a GCSE option at Key Stage 4.

The Scheme of Work is continually evolving owing to the rapid changes in technology and its use. We aim to deliver a vibrant and cohesive Scheme of Work that is topical and relevant and fits the needs of our pupils.

A range of consolidation topics will be covered in Year 9 during 2021 - 2022 to focus the girls on preparing for the Functional Skills examination in the Spring Term. There will also be a substantial computing content to equip our pupils with vital skills and build a solid foundation for those pupils taking Computer Science at GCSE.

The curriculum will include:

- ✓ E-safety
- ✓ Functional Skills topics:
  - Internet research
  - Spreadsheets
  - Effective selection and presentation of information
  - Email
  - File and folder organisation
- ✓ Computer Science and computational thinking
- ✓ Computer coding using Python
- ✓ Digital trends and the impact of technology

Computer Science lesson material will be available on Microsoft Teams. Office 365 will be used during lessons and the resources will also enable girls to catch up with work at home in the event of a lesson being missed for any reason.

## **MODERN FOREIGN LANGUAGES**

In Year 9 the girls study the two languages selected at the end of Year 8. Each girl will have to select at least one of these two languages to study for GCSE.

### **FRENCH**

French lessons are conducted mainly in the target language. Pupils continue to develop the skills for clear communication, as well as gaining an insight into life in the French-speaking world. "Studio 3" is used in Year 9. All girls need a French-English dictionary for work in class and at home.

The following areas are covered:

- the social life of a teenager, including social media and music tastes
- healthy lifestyle, including sport and fitness, healthy eating, making plans to get fit
- careers, including what kind of jobs interest them, the importance of foreign languages for work prospects, what they used to do when they were younger and future work plans
- holidays, including planning a trip, extreme sports, describing a past holiday, visiting tourist attractions
- the wider world, including rights and responsibilities, personal priorities, what makes them happy, injustice

Throughout the year, the pupils work in the past, present and future timeframes, using a variety of tenses according to their ability. They are introduced to a range of more complex areas of grammar.

Homework is set twice a week. Work must be set out neatly with the date and title in French. All work should be checked carefully for spelling and syntax mistakes before handing in. Typical tasks include a short piece of writing, grammar exercises, a page from their workbook, learning vocabulary for a spelling and comprehension test or memorising a presentation to deliver to the class. Most girls will be able to complete the tasks independently, but should be encouraged to use their own resources (textbook, dictionary) to achieve the

required accuracy.

The use of translation software is strongly discouraged, as it does not help the girls learn and it produces largely inaccurate French.

French is available for study at GCSE.

## **MODERN FOREIGN LANGUAGES**

### **SPANISH**

In Year 9 pupils can study Spanish. They spend the year building on their skills from Year 8. Most lessons are conducted in the target language.

Topics covered in Spanish include describing home and the local area, as well as using the future tense. Food and drinks, having a healthy diet and discussing the daily routine are also studied. Emphasis is on oral work, dialogues and role-plays as well as developing use of grammar and verb tenses.

Homework is set once a week. Work should be set out neatly with the date and title in the target language, and should be checked thoroughly before handing in. Accuracy of grammar and spelling are vital in these subjects. Most girls should be able to complete the tasks independently. Girls should supplement their homework with regular independent vocabulary learning.

## **CHINESE MANDARIN**

In Year 9 pupils can study Mandarin. They will build on the skills learnt in previous years.

Topics covered in Mandarin include: occupations and future plans, home and garden, relationships with friends, money and shopping, environment and health, fashion and entertainment, travel and custom, media and technology, describing people and more complex sentence structures.

All lessons include a variety of activities and teaching methods.

Homework is set once a week. Work should be set out neatly with the date and title in the target language, and should be checked thoroughly before handing in. Accuracy of grammar and spelling are vital in these subjects. Most girls should be able to complete the tasks independently. Girls should supplement their homework with regular independent vocabulary learning and practicing writing Chinese characters by heart.

French, Mandarin and Spanish will be offered as an option subject for GCSE. It will be compulsory to study one of them and possible to study two.



## **HISTORY**

In Year 9, emphasis is placed on the analysis and evaluation of source material, enabling pupils to make substantiated judgements, in the context of the historical events studied. In the Autumn Term, the pupils study The British Empire as part of Britain 1750-1900. This is followed by a study of the First World War and its aftermath. In the Spring Term, pupils consider the causes and key events of the Second World War. The Summer Term is spent studying a different aspect of History: Health and the People. This enables pupils to gain an understanding of how medicine and public health developed in Britain over a long period of time. Health and the People forms part of the GCSE course and will be a useful introduction for those continuing History in Years 10 and 11.

Girls will consolidate their skills of dealing with evidence and assessing its utility as well as building on Year 7 and 8 work for how to approach different styles of examination questions. They are encouraged to take part in discussion and express themselves clearly and cogently.

The topics studied include:

- The Industrial Age; The British Empire
- Challenges for Britain, Europe and the wider world 1901 to the present day.
- Health and the People: an introduction.

History is offered as an option subject at GCSE.

Homework

- Sometimes an extended piece of homework may be given which would not be expected to be completed in one homework, but over two or more allocated slots depending on the nature of the task. Pupils are expected to organise themselves so that they do not leave such tasks to the last minute, but plan their time accordingly.
- Pupils are expected to proof-read their work and review spelling, punctuation and grammar.

## **GEOGRAPHY**

In Year 9, pupils build on the skills they have acquired in Years 7 and 8 and develop a much deeper understanding of low income countries, high income countries and newly emerging economies. Physical and human topics are covered which will form part of the GCSE curriculum for those girls who continue to study Geography in Years 10 and 11. The girls complete a study of urban regeneration in London for their fieldwork

Topics studied include:

- The Development Gap. Indicators of development and how to measure development. Factors affecting development.
- The climate of the UK and the factors affecting it.
- The Living World: this unit will look at ecosystems in theory and then consider 2 large scale ecosystems in detail, probably the tropical rainforest and hot deserts.
- Natural Hazards: Tectonic hazards – this unit will look at plate tectonics and consider the effects and responses to earthquakes.
- Natural Hazards: Weather hazards – this unit will look at global circulation patterns, tropical storms and weather hazards in the UK.

Homework will be set weekly although some tasks may extend over several homework slots and girls will need to organise themselves so that they have time to complete the task.

Some tasks may involve research using the internet or other sources and girls will be expected to write up their research in their own words. Word processed work should always be printed off at home in advance of lessons.

Girls should develop the habit of checking their work for spelling and grammatical errors and will be given a vocabulary check list to help.

Geography is offered as an option subject at GCSE.

## **RELIGIOUS STUDIES**

The teaching of Religious Studies provides spiritual, moral, social and cultural development.

This year, the girls will follow a syllabus which incorporates examining and evaluating Religious Philosophy and Ultimate Questions. This is covered in four units. The topics are predominately taught through an analysis of Christian theology and compared and contrasted with other major belief systems.

### **Religion and God**

An analysis of the theories of major philosophical religious thinkers, such as Thomas Aquinas, Friedrich Nietzsche and Immanuel Kant.

### **Religion and Science**

An analysis of current scientific and religious accounts of the origins of the universe.

### **Religion and the Problem of Evil and Suffering**

An analysis of the reasons for suffering and whether there is a purpose.

### **Religion and Immortality**

An analysis of beliefs and teachings about life after death.

## **CLASSICS**

In Year 9, there are two lessons of Classics each week. All pupils visit the Roman baths in Bath.

Extra English and Curriculum Support will be offered, instead of Latin or Classical Civilisation, where appropriate.

## **LATIN**

Pupils who studied Latin in Year 8 continue with the subject in Year 9, but there will be more focus on the historical background than previous years.

Language aspects covered include:

- Participles and infinitives
- Adjectives
- Relative clauses
- Pluperfect tense
- Genitive and vocative cases
- Pronouns
- Imperatives

Background topics include:

- Slavery
- Londinium and Camulodunum (Britain's first city)
- The Druids and Boudicca
- Military life at Aquae Sulis
- The Romans and the Mediterranean Sea

Latin is offered as an option subject for GCSE.

Pupils will be given one homework of 30 minutes each week. The tasks will be varied (translations, learning vocabulary and grammar, historical projects, etc.) and they aim to develop independent study. Girls should develop the habit of checking their work for spelling and grammatical errors.

There are resources, worksheets and web links in Teams designed to reinforce the material studied in class.

## **CLASSICAL CIVILISATION**

The pupils who took Classical Civilisation in Year 8 continue with the subject in Year 9.

The course focuses on an introduction to the GCSE course:

- The Greek Gods and Heroes: Theseus, Perseus, Jason, Heracles.
- Love in mythology: Orpheus and Eurydice, Persephone and Hades, Venus and Mars.
- History of Rome from its foundation to the first Emperor, Augustus.
- GCSE course starts in the summer term: Roman leisure and entertainment (linked to our trip to Bath).

Classical Civilisation is offered as an option subject for GCSE.

Pupils will be given one homework of 30 minutes each week. The tasks will be varied (historical projects, essays, research, etc.) and they aim to develop independent study. The girls will be encouraged to use critical thinking and, when completing written tasks, use their own words with accurate grammar.

There are resources, worksheets and web links in Teams designed to reinforce the material studied in class.

## **TEXTILES**

In Year 9, the girls study Textiles for half a year and Food Technology for the other half of the year.

They are given the challenge of designing and making a bag, using mainly re-cycled fabrics. The aim of the course is to develop an understanding of the design process for new products and to give the opportunity to learn different decorative techniques. They will have the opportunity to embellish their bags using the skills that they learned in Years 7 and 8, as well as new techniques including use of stencils and printing. They will be required to source a denim garment for recycling and other notions for decoration, depending on their design ideas.

The pupils will be expected to complete a piece of practical or written homework each week. They are expected to read through their work and review their spelling, punctuation and grammar as a matter of good practice.

This subject is offered as a GCSE option in Year 10.

## **FOOD**

Food is taught for three lessons each week, which is grouped together and carried out as one session. The subject is taught on a term and a half rotation, with one half of year 9 studying Food with the other in Textiles, before they then swap over.

In Year 9, we aim to enrich pupils' interest in food, looking ahead as a potential subject option for GCSE. With this in mind, pupils will carry out a number of practical tasks, which develop and tune their culinary skills and enable them to produce complex and highly skilled dishes. In year 9 these dishes include; making pasta, pastry and breads, learning how to make sushi, complex knife skills, and cake making. Theory work is focussed on teaching a variety of elements appropriate to cooking such as; health, safety and hygiene in the kitchen, healthy eating, dietary requirements, food provenance, food heritage and the science of ingredients and processes.

Practical tasks include:

- Pasta
- Pastry
- Breads
- Sushi
- Chicken curry and rice
- Pasta Bolognese
- Celebration cakes

Pupils will be expected to provide the majority of their ingredients for practical tasks, with some difficult to transport items being provided (eggs, oil etc) for a small fee. They will be given a practical demonstration of the dish in one lesson and will be expected to bring in the ingredients to make it the next. This will mean that they will have a week's notice to buy ingredients. In addition to ingredients, pupils will be expected to bring in a suitable container so that they can take their food products home.

The pupils will be expected to complete a written task for homework each week, which often is an evaluation of their practical task. They

are expected to neatly present all work to a standard that they would be happy to have put on display.

Food Preparation and Nutrition is offered as a GCSE option in Year 10.



## **MUSIC**

Pupils in Year 9 follow a broad music course which builds upon the skills developed in Year 8. Listening, performing and composing form the core activities for each of the three units of work.

### **The Baroque Era and Fusion**

Pupils will develop their understanding of the key musical features of the Baroque era. They will learn about musical devices, including ground bass and ornamentation. Pupils will use Pachelbel's Canon in D as the basis for their composition. Pupils will also explore fusion, looking at how Baroque music has been combined with other musical styles.

### **Minimalism**

Pupils will explore the roots and background to minimalist music from the 1960s. They will learn about the key composers, musical devices and its legacy on the music composed today. Pupils will listen to and study important works from the minimalist era, which will enable them to compose their own piece of original minimalist music.

### **Film Music**

This unit develops pupils' ability to analyse and create effective film music. They will listen to a wide range of examples from different genres, including Romance, Western, Horror, Thriller and Action. Pupils will learn how to create a storyboard as well as how to use music to enhance and reflect the events and emotions of a film.

Pupils will also have the opportunity to take part in choirs, orchestras and other ensembles as well as taking part in school-based workshops.

## **ART**

The girls will take on more demanding tasks, which will be sustained and developed in greater depth. These projects will provide a challenge for the most talented girls but, at the same time, provide a platform for the other pupils to build up their confidence and produce work of which they can be proud.

There will be opportunities to try new techniques in Art and Design and these will be produced in 2 and 3 dimensions. Projects will be linked to Art History, Contemporary Art and other cultures. Drawing skills will be developed and use of computers, photography and i-pads for research will be encouraged. Pupils will have the opportunity to work with greater independence and personal interpretation of a given theme, using a choice of media, will extend the most creative pupils.

The Year 9 curriculum will prepare pupils for the challenge of GCSE and provide a broad appreciation for those who do not take the examination option.

Each term the pupils will be working to a theme, and projects and outings may be arranged with other departments to develop cross-curricular links.

There is the opportunity to attend Art Club as an extra-curricular activity and to be involved with productions that take place during the year.

## **DRAMA**

### **Year 9**

In Year 9, all pupils have one lesson of Drama each week.

### **Autumn Term**

The work this term is focused on a series of “Short, Sharp, Skills” lessons. The girls will increase their performing skills, working as a whole class, in small groups and individually, on a variety of acting exercises.

### **Spring Term**

“Eye Contact and Violence” is the title of this term’s topic! Starting with the basics, the girls will undertake a stage fighting course of lessons, culminating in an in-school performance of their new skills.

### **Summer Term**

Following a group practical examination piece, the girls will work collaboratively on a Film Project. In small groups they will write, rehearse, film and edit their own pieces.

## **ASSESSMENT**

Examinations are held in the Spring and Summer Terms, which consist of a practical and written paper (50% each). A monologue is performed in the Spring Term and a group piece for the Summer Term practical examinations.

The girls are also formally assessed on a termly basis and given the opportunity to complete a self-evaluation form at the end of each term.

All pupils have the opportunity to take part in the annual Senior Production. Tuition provides the foundation and basis for the study of GCSE Drama.

## PHYSICAL EDUCATION

In Year 9, the pupils are taught across a range of activity areas. Each activity area will bring with it different qualities, skills, rules and tactics. The pupils will also be taught about the importance of physical health and well-being. The focus will be on building on their current knowledge and understanding and maintaining participation and performance. The pupils will develop their teamwork, sportsmanship and leadership skills. They will advance their individual skills and tactical knowledge and learn how to best apply them effectively in competitive situations to gain an advantage. Their knowledge of the rules should be sound, and they will be able to self-officiate. Greater emphasis is placed on analysing their own and others' performance and considering ways of improving it - this is good preparation for those considering GCSE PE. They will try taking on the roles of official and coach and lead warm-ups, drills, select team formations and tactics, and help others.

We will start the year off exploring the core sports, in which they will have opportunities to represent the school and compete in regular inter school fixtures throughout the Autumn and Spring Terms. In the Summer Term we will look at the sports they can compete in, in that term including preparing for Sports Day! There will be opportunities for the pupils to further progress their skills and gameplay in lunchtime and after-school clubs. We enter local leagues as well as friendly fixtures and district competitions. Some girls go on to represent the area and Hampshire from the district competitions in the relevant activities.

The following table is a guide to the activities that will be covered:

AUTUMN TERM	SPRING TERM	SUMMER TERM
Netball Hockey Football Basketball Cross Country Health & Fitness	Netball Hockey Football Basketball Badminton Dance	Cricket Rounders Athletics Tennis

## **PERSONAL, SOCIAL AND HEALTH EDUCATION**

The PSHE course throughout the school incorporates life skills, health education, careers and citizenship. The material is chosen to take into account the ethos and aims of the school.

The year 9 course covers;

- Peer influence, substance use and gangs.
- Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation.
- Learning strengths, career options and goal setting as part of the GCSE options process
- Respectful relationships, families and parenting, healthy relationships, conflict resolution, and relationship changes.
- Healthy lifestyle; Diet, exercise, lifestyle balance and healthy choices, and first aid.
- Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography.
- Employability skills and online presence.