

**BEDE'S**  
EXCEPTIONAL

*Curriculum*  
**Years 7 & 8**

# Introduction from the Head of the Prep School

Welcome to Bede's Preparatory School 'where every child feels a sense of belonging and finds joy in their pursuit of brilliance.'

Bede's Prep is a vibrant, energetic and forward-thinking school, which focuses on promoting learning, personal growth and development. We provide pupils with a curriculum that is broad, stimulating and designed to facilitate the highest possible levels of attainment by those who follow it - programmes of study that imbue children with a wealth of skills, a depth of knowledge and an irrepressible curiosity. Every pupil will achieve personal excellence within a happy, safe and stimulating environment.

Our core values of compassion, courage, conscientiousness and curiosity shape a pupil's educational experience. A Bede's education is based upon academic rigour through excellent teaching, encouraging our pupils to explore, question, take risks, and develop their creativity, communication and teamwork — all central to successful life-long learning.

Our kind-hearted community is underpinned by generosity of spirit, mutual respect, warmth and compassion. By providing a festival of opportunities, we enable our pupils to discover new passions and develop new talents motivating them to be the best versions of themselves. Pupils are recognised and appreciated for who they are as individuals. They are supported and nurtured by teachers who really care.

Our exceptional pastoral care is evidenced as happy pupils who are engaged in their learning and actively involved in the wider life of the school embracing every opportunity provided to them. Pupils who are kind to themselves and each other and are gracious about success and failure.

Bede's provides an all-round education where academic pursuits are supported by wonderful co-curricular opportunities and where pupils learn lessons that books cannot give; courage and joy, resilience and self belief, developing into confident globally-minded young people.

I am incredibly proud to belong to such an amazing community where pupils and staff feel empowered, supported and valued.

I very much hope that you will visit us and I look forward to welcoming you in person to share the exciting and vibrant experience enjoyed by our pupils.

**Leigh-Anne Morris**  
Head of Prep School





# Introduction from the Deputy Head Academic

The curriculum for each year group at Bede's Prep School focuses on promoting learning, personal growth and development. We provide pupils with a curriculum that is broad, stimulating and designed to facilitate the highest possible levels of attainment by those who follow it - programmes of study that imbue children with a wealth of skills, a depth of knowledge and an irrepressible curiosity.

As the children move through the year groups, each curriculum also includes an ever-evolving and increasingly rigorous 'hidden curriculum' - a set of skills the children develop from the ways they are treated and the expectations set by their teachers, informed by communication between teachers, tutors and Heads of Year. This hidden curriculum is, like everything else at Bede's, tweaked and personalised to suit the needs, talents and propensities of each individual. What is right for one child may not be for another, and as such every pupil will finish their time at Bede's Prep with a uniquely distinguished academic record, a set of high personal ideals, and a clear set of aspirations particular to them.

Bede's is of course academically ambitious for its pupils, and our outstanding teachers work extremely hard to inspire them, drawing out passions for specific subjects and for learning in general. We aim for every pupil to achieve the very highest standards, and we can be a little bit demanding in our pursuit of excellence. To make it happen, all pupils have equal access to the curriculum regardless of gender, ethnic origin or special educational need, and all areas of the curriculum are valued equally, including academic subjects, the arts, music, practical activities and physical education.

Core to the success of our school, therefore, is the peerless systems of support and communication which enable parents, pupils and teachers to all know and understand what is happening and why, what has been accomplished, and what challenges are still to be overcome.

Most importantly though, everyone in the Bede's community believes that all children have significant contributions to make to their school and the wider world, and we therefore owe each girl and boy a quiet relentlessness in the pursuit of their very best.

With this in mind, it is important to ensure that pupils do not just make the progress that might be expected. Instead, through developing talented staff, pursuing innovative teaching methodologies, and by ensuring that pupils have a full and varied experience of what school can mean, we help them to achieve at levels they never thought possible both inside and outside of the classroom. Through this, they develop a true sense of pride, ambition and accomplishment both as individuals and as a collective, and we all acquire the knowledge of what a Bede's education really means.



# Pastoral

At Bede's Prep, we place children's wellbeing at the forefront of everything we do and consistently focus on each individual child's talents, needs, successes and emotional wellbeing, both in and outside of the classroom. We embrace our differences and together we celebrate diversity and inclusivity.

Our outstanding pastoral system meets the needs of all pupils by recognising that every child is unique and by crafting an environment where children feel they belong. Academic progress and reaching target grades are important, however, for this to happen, we know that children need to feel happy, safe, challenged and supported and we encourage our pupils to explore their passions and embrace venturing outside their comfort zones, knowing we are here for them every step of the way.

Within our pastoral system, each pupil has a Form Tutor, who has the responsibility of overseeing each child's progress and development in all areas of school life, from academic to extra curricula. The tutor acts as the first point of contact for parents at Bede's Prep, and works closely with families to monitor their child's wellbeing – from overseeing their overall mental health and academic progress, to giving pupils practical advice in areas such as how to manage their workload.

Our nurture provision is designed to offer additional support and guidance to pupils who may benefit from additional intervention to develop their social and emotional skills. These sessions aim to enhance their overall well-being and improve their academic performance by addressing specific areas of concern. Nurture sessions are delivered by our qualified nurture practitioners.

Alongside regular communication with tutors and teachers, parents are given more formal, structured updates from each of their child's teachers at parents' evenings and in regular reports throughout the school year.

Small class sizes play a big role in ensuring that every pupil benefits from focused attention on their academic support and pastoral care, not only by their teacher but also teaching assistants and other members of the school community.

From our dedicated pastoral team and Learning Enhancement department to pupil 'buddies' (who are assigned to new pupils when they join to help with the settling in process), each child benefits from a robust support system. When your child joins Bede's Prep, they will become part of a family unit in which everyone looks after each other.

This sense of community continues outside of the classroom too. Pupils across the year groups take part in a range of initiatives to promote empathy and support the local community, from charity fundraising events to beach and park litter picks in association with Plastic Free Eastbourne.

Pupils also enjoy a range of academic trips, including residential stays further afield which brings their classroom learning to life and builds lasting friendships with their peers that will stay with them throughout Bede's Prep and beyond.

By placing the child at the forefront of everything we do, we ensure that our pupils have the tools required to reach their academic potential and have the resilience to succeed in whatever they put their minds to.

**Matt Bennett-Tomlin**  
Deputy Head





# Introduction from the Heads of Senior Years

The senior years are where the secondary journey begins and the jump from Years 6 to 7 can often seem like a big leap. However, the advantage of making this step within a preparatory environment is that the gap is significantly reduced by the familiarity of remaining within a primary setting. One of the key skills that we focus on in the senior years is independence, encouraging pupils to manage their own homework schedules and take on more responsibility within the School. Year 7 is the time when many parents start to think about senior school choices and over the course of the academic year, our own Senior School offers all the children in Year 7 a Bede's Experience Day. Transition is an important aspect of an all-through education and the BE Day is just one example of supporting the children with this, as well as providing them with an insight into Senior School education at Bede's. For some, this is an important stage in their preparation for scholarships, and our Year 7 pupils have the advantage of making this leap in a calm, friendly and supportive environment. There is no doubt that Year 7 is an extremely busy year and it is certainly expected that, in addition to working hard in the classroom, our pupils will engage with the myriad of co-curricular opportunities available at Bede's. All of this happens against the background of the uniquely reflective environment created by Bede's Year 7 Form Tutors. They strive to provide excellent ongoing pastoral care for their pupils, particularly at a time when many children really begin to focus on self-regulation and building resilience as they navigate the path of adolescence. In addition, when they first arrive, all new children are given additional support by their 'buddies', who are members of their form group and are there to help foster a sense of belonging, promote friendships and of course, steer them through daily school life. At the start of the year, our pupils engage in team building challenges to promote integration and a sense of identity as a year group, this is followed by a variety of events, trips and outings to extend their understandings across the many strands of the curriculum, such as local trips to the Cuckmere as part of their Geography studies, to international destinations including Spain and France for language immersion courses.

**Will Atkinson**  
Head of Year 7



Although every year in a child's development is an important one, whether it be pre-preparatory, preparatory or senior, Year 8 is particularly significant in the independent sector. Although sandwiched between Year 7, effectively the start of secondary education, and Year 9, which assumes a higher status as they join their new senior schools, Year 8 is the pinnacle of their prep school journey. Pupils step into their final year with us and the experience for each individual will be different by the end. As they navigate this final stage of prep school life, they have the opportunity to experience new challenges, develop personal growth and build upon the skills that will see them through their senior school journeys. There will inevitably be ups and downs but our superb pastoral and academic teams help support the children throughout these experiences. Year 8 is also the period in which we see our pupils take on greater responsibilities by becoming Heads of School, School Prefects or Subject Champions, representing Bede's at events and undertaking other duties around the school, such as supporting our younger cohort at playtime or with reading. During the year, the demands of exams and scholarships often feel very real for the children and we therefore take huge pride in our welfare system, through which children are monitored, nurtured and provided with strategies and signposts to ensure every step of their journey is manageable and, dare I say it, fun! Although a busy academic year awaits them, it will be a balanced one, full of opportunities and concludes with the 'Leavers' Programme' in June; a diverse and innovative programme designed to give maximum enjoyment whilst broadening and enriching their learning in unforgettable ways. The vast majority of Year 8 pupils move up to Bede's Senior School in Upper Dicker and our pastoral and academic teams work closely with colleagues at the Senior School to ensure a seamless transition.

We really are two sites, one school!

**Laura Burdekin**  
Head of Year 8





# English

Our English curriculum in Years 7 and 8 is designed to develop and inspire each individual's love and curiosity of language and literature, yet is underpinned by the knowledge and skills gained in lower years. At Bede's, we are in a fortunate position to offer a coherent, creative and exciting curriculum that links to key themes and ideas that have been introduced in the junior years. In this way, we are able to revisit key concepts, extend and challenge understanding through a vibrant mix of rich talk, reading outstanding literature and writing across all genres.

We are keen to develop in our pupils a wide knowledge and enjoyment of literature which extends across forms, genres and historical periods. For us, the text lies at the heart of our curriculum. It drives forward our knowledge of language, develops our pupils' critical response to texts and allows us to emulate and develop our own writing skills. Demanding, challenging and interesting work is an entitlement for all and we inspire high ambitions in all our students to push the boundaries of what they believe they can achieve.

At Bede's, we develop the essential skills needed to be effective and confident speakers, taking part in discussions and debates whilst supporting pupils in finding their own authorial voice. The exploration of vocabulary and use of high-quality talk and digital media in the classroom is key to fluent and confident writers. It is our view that pupils understand how grammar conventions are used through seeing it in quality literature and using these tools confidently in their own creative writing.

Our team of specialist English teachers are expert in identifying and fostering individual's creative talents and skills, encouraging the curiosity to question, reading with precision and refining the skills of expression to allow each individual to flourish.

## What skills will my child develop?

- A love of literature in its many forms
- Fostering independent learning
- Close and critical reading of texts
- Effective and confident speaking
- Refining the skills of expression in writing
- Independent Project Qualification - This is a skills-based qualification. Learners develop higher-order thinking skills that universities and employers look for, including analysis, evaluation and synthesis. It also builds their research, reflection and communication skills.

## Hints & Tips for Home

- [booktrust.org.uk](http://booktrust.org.uk)
- [bbc.co.uk/bitesize](http://bbc.co.uk/bitesize)
- [lovereading4kids.co.uk](http://lovereading4kids.co.uk)







**Sherry Wilson**  
*Head of English*

In the Autumn Term, whilst pupils are exploring the context of World War 1 in History, the Year 7 English course focuses on the visions of glory and bitter reality exposed in poetry written at this time. Through our study of language and close reading skills, we learn to analyse bias in propaganda posters, newspaper articles, letters and poetry. We revise and develop our knowledge of key poetic devices and analysis through studying leading writers such as Wilfred Owen to understand how language is used in poetry and why they are revealed in this way. In the run up to Christmas, we study the theme of 'Victims and Villains' in Victorian Gothic literature, focusing on the classics of Charles Dickens. Through discussion and analysis of language, structure and form in selected extracts, we explore how key Dickensian characters are created and transformed, creating our own original characters.

In the Spring Term, we join the Geography department to explore global issues and examine 19th and 21st century views on pollution and the climate. We take a stand on the issue of global warming and analyse key persuasive speeches in order to write our own formal letter. We develop our skills in speech writing and speech delivery through appraising the effectiveness and persuasive emphasis in well-known speeches such as Martin Luther's 'I Have a Dream'. Finally, we share, present and film a video message to share with our school community. In the second half of the Spring Term, we use the classic and poignant novel, 'Holes' by Louis Sachar, to develop our skills in close reading, making links and interpretations, and building on our interpretation of themes and symbolism introduced in the Autumn Term. We review how to critically respond to extracts in the novel through formal essays, embedded quotations and analysis.

The Summer Term sees the children reading and researching a range of modern, classic and unfamiliar poems that are linked by a theme. We develop our analysis of poetry and use form, tone and technique to create our own anthology of poetry. Finally, Year 7 use selected short stories and novel extracts to promote critical thinking and discussion across a broad range of themes such as identity, diversity, justice, equality, freedom and control.

With the start of Senior School very much on the horizon during Year 8, the children duly consolidate their knowledge and skills of reading critically, writing effectively in a range of forms and participating in structured discussions and debates. Poetry analysis skills are developed in the Autumn Term of their final year with us. Children are introduced to Shakespeare and the genres of comedy and tragedy. Through performance, comparative media study and reading of key scenes, we explore the overall structure in terms of character, plots and themes. Pupils develop their analytical skills to write a critical examination of the play as well as use their creativity to write an imaginative response to an event in the play from a character's viewpoint as well as adapting a scene for film. In the



second half of the Autumn Term, we revisit Gothic literature introduced in Year 7 to explore the development of the genre. Through a selection of key Gothic texts, we explore typical settings, archetypal characters and narrative structure. Our writing is driven by exploring and challenging main themes of the genre including the supernatural; mystery and suspense. Writing outcomes are exciting and may include a shift of viewpoint from the protagonist of the story, alternative openings and critical discussion of themes.

In the Spring Term, our focus is on writing and performing a mini-TED talk. We analyse what makes a successful speech through identifying rhetorical features that impact and manipulate audiences using quality non-fiction texts and well-known speeches. We evaluate arguments, develop our own opinion and present our viewpoints in a carefully structured speech. These speeches are celebrated in a mini-TED talk event in the theatre. Later in the term, pupils create a personal and reflective response to a range of rich, diverse and challenging poems linked to the theme of nature and place. Pupils develop a literary understanding and critical evaluation including making comparisons across poems and write their own poetry inspired by form, tone and technique in poetry studied.

Finally, in the Summer Term, pupils read 'The Bone Sparrow' by Zara Fraillon, a novel that focuses on diversity and community, justice and fairness in the world,

including the greatest threats to justice. We use the text to sensitively explore topical themes, including refugees, human rights abuses, diversity, courage, freedom and protest. Pupils examine the interesting narrative structure, language and character development, developing a personal and critical response to the novel using active reading, exciting discussion and written analysis. They write a new chapter in the style of the author as well as writing persuasively, inspired by themes in the book and rich class discussion.

Fostering independent learning is a fundamental part of the course across both years, with the children encouraged to express thoughtful, personal opinions and develop balanced arguments supported by textual evidence.

Most importantly, we instil in all pupils a love of literature in its many forms as well as a passion for critical reading, creative writing and self-expression.

We are lucky to live in an area which is immersed in a literary and artistic heritage and are thrilled to welcome visiting authors, take class trips to the theatre as well as organising readings and recitals.



# Maths

At Bede's Prep, our senior mathematics curriculum for Years 7 and 8 is designed to build on the solid foundation established in earlier years, while introducing more complex concepts and problem-solving techniques. We are committed to providing an enriching learning environment where pupils can deepen their understanding, develop critical thinking skills, and apply mathematics in meaningful ways.

Our approach focuses on integrating theoretical knowledge with practical application, ensuring that pupils not only understand mathematical principles but also see their relevance in real-world contexts. We employ a range of teaching methods, including collaborative learning, interactive activities, and technology-enhanced instruction, to cater to different learning styles and promote active engagement.

In Years 7 and 8, our curriculum covers a broad spectrum of topics including algebra, geometry, statistics, and number theory. We emphasise the development of analytical skills, logical reasoning, and the ability to solve complex problems, preparing pupils for more advanced studies and fostering a genuine interest in mathematics.

## What skills will my child develop? Hints & Tips for Home

- **Resilience and Reflection:** Pupils are guided to reflect on their work, embrace challenges, and understand that perseverance is key to success in mathematics.
- **Advanced Mathematical Understanding:** Pupils will delve into more complex areas of mathematics, including algebraic expressions, equations, and functions. They will develop a deeper understanding of geometric concepts, statistical analysis, and number theory.
- **Problem-Solving and Critical Thinking:** Our curriculum encourages pupils to approach problems systematically and creatively. They will learn to break down complex problems into manageable steps, evaluate different solutions, and develop critical thinking skills.
- **Logical Reasoning:** Pupils will enhance their ability to reason logically and make connections between mathematical concepts. This skill is essential for tackling advanced problems and understanding the underlying principles of mathematics.
- **Application of Mathematics:** We emphasise the application of mathematical concepts to real-world scenarios. Pupils will work on projects and tasks that require them to use their knowledge in practical and innovative ways.
- **Regular Revision and Practice:** Encourage consistent practice with a variety of mathematical problems. Use resources like DrFrostMaths and CorbettMaths for additional exercises, video tutorials, and interactive questions tailored to different topics and levels.
- **Real-World Applications:** Help your child see the relevance of mathematics in everyday life. Engage in activities that involve calculations, measurements, and data analysis, such as budgeting, planning events, or analysing sports statistics.
- **Encourage Independent Study:** Foster a habit of independent study by setting aside regular time for mathematics homework and revision. Encourage your child to explore topics of interest and seek additional challenges to deepen their understanding.
- **Support and Feedback:** Provide support and constructive feedback on your child's work. Discuss their thought processes, review their solutions, and help them identify areas for improvement, ensuring they stay motivated and focused.





**Shamara Brown**  
*Head of Maths*

At Bede's Prep, our mathematics curriculum for Years 7 and 8 is designed around the White Rose Maths scheme, which emphasises a mastery approach to learning. This approach ensures that pupils develop a deep, long-term, and adaptable understanding of mathematical concepts. The curriculum is structured to gradually increase in complexity, providing pupils with the skills they need to excel in mathematics as they transition to higher levels of education. The mathematics curriculum for Years 7 and 8 is designed to bridge the gap between primary education and the more rigorous demands of secondary school mathematics. Our aim is to ensure that pupils develop a deep understanding of mathematical concepts, alongside the ability to apply their knowledge to a wide range of problems with confidence and precision.

In Year 7, pupils transition to more advanced mathematical concepts, building on the solid foundations established in earlier years. The curriculum covers a broad range of topics, including number theory, algebra, geometry, and statistics. Pupils deepen their understanding of integers, fractions, decimals, and percentages, and are introduced to more complex algebraic concepts, such as simplifying expressions, solving linear equations, and exploring inequalities.

Geometry lessons in Year 7 expand to include the study of angles, properties of shapes, and transformations, including reflections, rotations, and translations. Pupils also explore ratio and proportion in greater depth, applying these concepts to a variety of problems. Throughout the year, our teachers will encourage pupils to explore mathematical ideas, reason logically, and solve problems with increasing confidence.

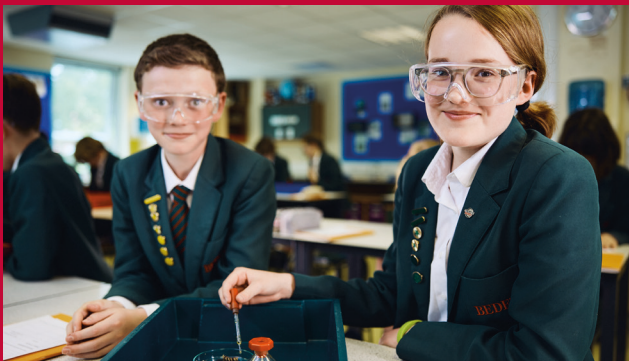
Year 8 is a crucial year, where pupils consolidate their learning and prepare for the transition to secondary education. The curriculum continues to build on the concepts introduced in Year 7, with a focus on developing fluency in algebra, including working with simultaneous equations and quadratic expressions.

Geometry work includes an introduction to trigonometry, with pupils learning about right-angled triangles and the Pythagorean theorem. Pupils also study statistics and probability, learning to interpret data, calculate averages, and understand basic probability concepts. Measurement skills are further refined, with pupils solving complex problems involving area, volume, and surface area. The curriculum ensures that by the end of Year 8, pupils are not only well-prepared for the mathematical challenges of secondary school but are also confident, resilient learners who can apply their skills in a variety of contexts.

By the end of Year 8, pupils at Bede's Prep are expected to have a solid mathematical foundation, strong problem-solving skills, and the confidence to tackle the challenges of secondary education and beyond.

The Mathematics Department welcomes visitors and has good links with the Senior School. During the Spring Term, the Year 7 pupils visit the Senior School for a day of fun mathematical challenges, which often involves solving logic puzzles and constructing bridges out of spaghetti.





# Science

The children are taught by science specialists in three well equipped laboratories supported by a science technician. Using a child centred approach to learning we aim to stimulate curiosity, interest and enjoyment in science. Children will begin to acquire a systematic body of scientific knowledge and gain a deeper understanding of the subject. They are encouraged to develop their experimental and investigative abilities through a wide variety of activities. Practical investigative work is employed extensively. The unique location of Bede's, at the foot of the South Downs and on the beach, provides ideal opportunities for practical investigations of the natural world.

The curriculum is tailored to encompass the general aims and objectives of the ISEB curriculum, but is not dictated by them. We aim to get the children enthusiastic and interested in this fascinating subject and give them a firm foundation of knowledge for their GCSE course. We work closely with the senior school to ensure the children are well prepared for the next step in their education so there is a smooth transition to the Year 9 curriculum. In addition there are a variety of visits and other activities that will enable the children to broaden their knowledge and experience. STEM projects and science clubs provide the opportunity for individuals to explore topics of their choice in more detail.

Small sets aid teacher assessment which is ongoing and focuses primarily on active participation in lessons and maintaining high standards in oral, written and practical tasks. Homework is set regularly to test knowledge and understanding. All children will study similar course content with extension activities that allow some to go deeper into a topic whilst others focus on reinforcing the basic scientific concepts. Attainment is formally assessed by end of topic tests when children complete a higher or foundation level assessment as appropriate.

## What skills will my child develop?

- Pupils recognise that scientific ideas are based on evidence
- In their own investigative work, pupils decide on an appropriate approach for example, using a fair test to answer a question recognising and explaining why it is fair.
- Pupils make a series of observations and measurements that are adequate for the task
- Pupils record their observations, comparisons and measurements using tables and bar charts.
- They begin to plot points to form simple graphs. They begin to communicate their conclusions with appropriate scientific language.
- Pupils suggest improvements in their work, giving reasons.

## Hints & Tips for Home

- [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize) - good video clips and questions to test knowledge
- [seneca learning.com](http://senecalearning.com) - KS3 revision slides followed by questions to check understanding
- Doc Brown's Chemistry KS3 Science has quizzes for Physics, Chemistry and Biology helpful to revise work covered
- Another useful resource is Science for Common Entrance Revision Guide 13+. This book consolidates revision, all the key information is in one place and there are 'test yourself' questions to help identify areas for further study





**Amy Turner**  
*Head of Science*

In Year 7 we begin the year with a detailed look at cells, the fundamental unit of all living organisms. The children use microscopes and relish the opportunity to make their own slides and observe unicellular organisms including amoeba and euglena. In Chemistry a series of practical activities aids learning about atoms, elements and compounds and how the elements are organised in the periodic table. They also explore a range of separating techniques. Physics topics include Space, looking at the night sky, the Earth, the Moon and beyond.. The children also enjoy working in the dark using ray boxes, mirrors and prisms to learn about light.

In Year 8 we begin with the fascinating topic of genetics and evolution. The children learn about environmental and inherited causes of variation and selective breeding always makes for fascinating discussions. In Chemistry practical work involves the reactions of metals with oxygen, water acid and displacement reactions. The children compete to produce a good loud 'squeaky pop' - the test for hydrogen. In Physics we study electricity, beginning with a series of problems to be solved. The children are challenged to make a circuit with a buzzer which stops when the switch is closed!

The Summer Term is an excellent time to study habitats, communities and populations and their feeding relationships. The location of Bede's at the foot of the South Downs and on the beach provides ideal opportunities for studying the ecosystems of the South Downs and upper and lower zones of the rocky shore. Practical work is used to reinforce the learning of these scientific ideas. Children are encouraged to make predictions and plan their own investigations, using a fair test to answer a question, recognising and explaining why it is fair. Where appropriate, they describe, or show in the way they perform their task, how to vary one factor while keeping others the same. At this stage they begin to repeat observations and measurements and to offer simple explanations for any differences they encounter. Children are introduced to different ways of displaying their results for example using graphs to point out and interpret patterns in their data. Finally, they are encouraged to consider their findings and suggest improvements to their method, giving reasons for the changes they would make if they were to repeat their investigation.

Pupils benefit from a number of extra-curricular activities including the Galactic Challenge, held at Bede's Senior School, which complements learning within the classroom. The challenge, set in the future, is to design facilities for a new research base on another planet. The children work in teams with students from other schools, to design robots to build the base and apply their scientific and mathematical knowledge to solve various problems, including the materials they may need to build the base as well as transportation challenges. The Salters



Festival of Chemistry provides additional opportunities for children in Year 8 to work with children from other schools, this time on a series of fun practical chemistry experiments in university laboratories. During science week all year groups are set different challenges including creating Harry Potter themed potions.





# Modern Foreign Languages

According to the National Curriculum “learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality language education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries”.

Pupils in Years 7 and 8 at Bede’s Prep School develop a sound grasp of the foundations of their chosen language, French or Spanish, including its core vocabulary, grammar, syntax and pronunciation. With five language lessons each fortnight, pupils develop their listening, speaking, reading and writing skills with different material. Teaching resources include a range of technology and an innovative approach to language learning. Languages are taught by specialist teachers, who are native speakers. A highlight for many is the trip they will take to either Spain or France

In the Spring term in Year 7 when they can immerse themselves in the culture and language.

## What skills will my child develop?

- Pupils develop their listening skills through listening to authentic materials as well as the target language spoken by their teacher.
- Pupils practice speaking in class and presentations.
- Pupils work on their reading skills with authentic and textbook materials.
- Pupils improve their writing skills through presentations at the end of each module.

## Hints & Tips for Home

- The children have access to online textbooks on [www.pearsonactivelearn.com/app/Home](http://www.pearsonactivelearn.com/app/Home)
- [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)
- <https://www.youtube.com/@BookboxFrench>
- <https://www.youtube.com/@BookBoxSpanish>



**Marie Alliot**  
*Teacher of French*



**Alexandra Cazorla**  
*Head of MFL*

The aim in years 7 and 8 is to ensure that all pupils understand and respond to spoken and written language from a variety of authentic sources. Across these years pupils will begin to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.

They will begin to write at varying lengths, for different purposes and audiences, using the variety of grammatical structures that they have learnt and discover and develop an appreciation of a range of writing in the language studied. Pupils are taught to identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied and use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.

Pupils will develop a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussions about wider issues. As their listening and speaking skills develop they will become more able to understand a variety of forms of spoken language, obtain information and respond appropriately as well as initiate and develop conversations, cope with unfamiliar language and unexpected responses, make use of important social conventions such as formal modes of address. Pupils will begin to express and develop ideas clearly and with increasing accuracy, both orally and in writing. As pupils read more they will develop comprehension skills, adapt materials from a range of different sources, understand the purpose, important ideas and details, and provide an accurate English translation of short, suitable material.

Pupils will read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression as well as to expand understanding of the language and culture.

Pupils engage with one of two equally lively interactive courses: 'Studio' for French and 'Viva' for Spanish. Both offer the Active Teach e-learning facility, which includes embedded audio-visual features, games and presentations.



Having started the course in Year 6, our French learners have already covered the first three or four modules of 'Studio 1', depending on their pace and style of learning, with Module 4 focussing on the topic of 'Our Town'. The Spanish course introduces the topics of holidays, food and arranging to go out.

In Year 7 French, the children cover the topics of holidays (using different tenses), free time (TV, films, books, sports), tourism (with a focus on cultural aspects in Paris), description (using a range of adjectives), and where you live.

In Year 8 French, the children learn to talk about their talents, describing themselves and social media, health and fitness and plans.

In Year 7 Spanish, pupils cover a variety of topics. In "Mi ciudad" ("My city"), pupils study irregular verbs, future tense and a range of vocabulary; in "Mis vacaciones" ("My holidays"), they learn about holiday vocabulary and the past tense; and in "Todo sobre mi vida" ("All about my life"), they learn to talk about free time activities and hobbies. "¡A comer!" ("To eat!") is a topic that covers food-related vocabulary and the future tense, and pupils also learn how to use the present, past and future tenses together. The last topic covered is "¿Qué hacemos?" ("What do we do?"). In this topic, pupils continue to learn how to use

the three tenses together and how to express getting ready every day using reflexive verbs.

In Year 8, pupils study the topic "Operación verano" ("Summer plans"), which covers holiday-related vocabulary as well as the grammar points of the comparative, superlative and imperative. This is followed by the topic of "Somos así" ("We are that way"), where pupils learn how to talk about what they like in the present and future tense. In the topic "¡Oriéntate!" They learn the jobs' vocabulary and the past tense. "En forma" is the last topic, and here they learn about diet and healthy habits.

Throughout Years 7 and 8 pupils learn about the different cultures and geography of Spanish-speaking countries around the world.

In the Spring Term, language immersion trips for Year 7 pupils to France and Spain follow in March. For the final exams, pupils will take listening, speaking, reading and writing papers, each worth 25% of the total mark. Our pupils typically achieve a high standard of competency and preparedness for the imminent demands of GCSE study.





# Art and Design

The teaching of Art and Design in Years 7 and 8 focuses on creating a stimulating and inspiring environment which promotes intelligent making, critical thinking, learning as a social activity, collaboration, mutual respect, learning as teacher / teacher as learner.

As pupils become more visually literate, they become more able to understand art as a form of visual and tactile communication and to have confidence and competence in reading and evaluating visual images and artefacts.

Pupils will be encouraged to consider a diversity of talents and their own creativity. They will be encouraged to develop an idea of themselves as 'creative' not just in relation to special art activities but as thinkers and decision makers. Creativity is not considered as a singular conception of ability that is somehow confined to individuals with a rare talent, but as a capacity within everyone to explore and experiment.

It is often thought that creative people are either born creative or not. However, at Bede's we believe that with the right formative encouragement there is a lot that can be done to help children learn about their creativity, across disciplines and in connection with other subjects. Recognising spontaneity and experimentation will encourage creativity and we consider every pupil to be an artist, fostering a "reach for the stars" approach whereby every pupil is encouraged to believe that their ideas have value and that they have the potential to learn new and challenging skills.

Using a range of materials and processes, including ICT, ceramics, printmaking, painting, collage, digital media, textiles, sculpture, illustration, and a variety of basic drawing techniques. Pupils will also have the opportunity to investigate art, craft and design in the locality and in a variety of genres, styles and traditions. (for example, in original and reproduction form, during visits to museums, galleries and on the internet).

## What skills will my child develop?

- Spiritual development, through helping pupils to explore ideas, feelings and meanings in their own creative work and to make connections with the experiences of others.
- Moral development, by helping pupils to identify and discuss how artists represent moral issues in their work.
- Social development, through helping pupils to learn to value different ideas and contributions and develop respect for the ideas and opinions of others.
- Cultural development, through helping pupils to recognise how images and artefacts can have an influence on the way people think and feel.
- Through comparing ideas, methods and approaches of their own and others' pupils will learn to self-evaluate as well as learn peer evaluation skills.
- Collaboration through ideas and expression is also key and pupils learn to value the ideas of others.

## Hints & Tips for Home

- |                                   |  |
|-----------------------------------|--|
| • Towner Art Gallery              | <a href="http://www.townereastbourne.org.uk">www.townereastbourne.org.uk</a>                                     |
| • National Gallery                | <a href="http://www.nationalgallery.org.uk">www.nationalgallery.org.uk</a>                                       |
| • Peggy Guggenheim Collection     | <a href="http://www.guggenheim-venice.it/inglese/default.html">www.guggenheim-venice.it/inglese/default.html</a> |
| • Washington D.C National Gallery | <a href="http://www.nga.gov/content/ngaweb/education/kids.htm">www.nga.gov/content/ngaweb/education/kids.htm</a> |
| • The National Portrait Gallery   | <a href="http://www.About.com/NationalPortraitGallery">www.About.com/NationalPortraitGallery</a>                 |
| • The Tate Online                 | <a href="http://www.tate.org.uk">www.tate.org.uk</a>   |
| • Young at Art                    | <a href="http://www.youngatart.co.uk">www.youngatart.co.uk</a>   |
| • Tate Kids                       | <a href="http://www.tate.org.uk/kids">www.tate.org.uk/kids</a>   |
| • Royal Academy of Arts           | <a href="http://www.royalacademy.org.uk">www.royalacademy.org.uk</a>   |





**Rachael Armitage**  
*Head of Art & Design*

During Years 7 and 8 pupils will have numerous opportunities for cross-curriculum development and to participate in local and national competitions which encourage creativity, such as the Young Engineers Challenge, the Eastbourne Carnival Poster Design Competition and the Festival of Flowers Schools Art Exhibition at Chichester Cathedral. There will also be the opportunity to enjoy a workshop at Bede's Senior School.

Pupils will also extend their learning through trips and visits within the local community and countryside including to local galleries such as the Towner Art Gallery in Eastbourne.

During Year 7, pupils will study artists who are inspired by nature such as Ernst Haeckel, Karl Blossfeldt, Angie Lewin, Andy Goldsworthy and Peter Randall-Page as well as William Morris. Pupils will themselves collect natural forms such as thistles and seed heads to work from.

Year 7 sees an introduction to observational drawing in pencil using line and tone, using a variety of 2B-6B pencils. Taking photographs of our natural environment and studying the change of season, we then experiment with a range of materials and processes from mark making; pastels, mono print, lithographs, collage, still life photography, paint, illustration and sculpture, function and form; 3D textured clay box.

In the Spring Term Year 7, everyone gets involved in the Towner Gallery Schools Exhibition which has a new theme every two years from which we draw from their given inspiration. This project culminates in a visit to the gallery to see the exhibition itself.

In the Summer Term, pupils complete the year by creating personalised 3D clay textured boxes, inspired by nature, along the way, developing their thinking and discussion skills, annotating work as individuals and groups, following a pattern of work which echoes that undertaken at GCSE level.

In Year 8, we begin with the fine art and illustration project informed by the likes of Albrecht Dürer Rhinoceros and Vladimir Gvozdariki. Through it, the pupils produce detailed illustrations of animals and experiment with machine illustrations too, before developing personalised masks inspired by the inside of clocks and interlocking machinery components.

The year concludes with a Summer project in pop art, logos and typography centred on the work of Michael Craig-Martin, Andy Warhol and Peter Blake. This sees the children using everyday objects, acrylic painting and complex colour-mixing while exploring linear composition, graphic communication and



advertising as an art form.

Out of this, the pupils develop a final piece which combines drawing skills, collage, painting and colour pencil tonal work, and an opportunity to work outside on the walls with "Tape Art". They are invariably enabled to leave Bede's Prep with a deep and rich portfolio of work that rivals what many children achieve at GCSE level.



# Computing

The focus of the Computing department is to ensure that pupils develop the essential knowledge, skills and understanding they will need in a rapidly changing world; one in which work and other activities are increasingly transformed by access to varied and developing technologies.

Enhanced capability in the use of Computing is promoted at Bede's Prep to ensure that pupils are able to make informed judgements about when and where to use technology to best effect, and to consider its implications and limitations.

In their weekly lessons with a subject specialist in our dedicated IT suite, Bede's Prep pupils in Years 7 and 8 study topics covering Computer Science, Information Technology and Digital Literacy strands. Advanced e-safety skills are taught, with a focus on safe social networking and approaches to protect oneself from online cybercrime.

Bede's Prep senior pupils enjoy year-on-year success in national competitions covering cyber security and computational thinking. They also enter coding competitions, where they compete against teams of pupils that are often older than themselves, and demonstrate their advanced skills.

By the time the pupils at Bede's Prep reach the senior year groups, they are expected to have already become fluent in the use of Office products, including tools for word processing, multimedia presentations and spreadsheets.

Years 7 and 8 also explore the more technical aspects of the subject, with computational thinking and programming skills at the heart of the curriculum. Pupils also engage with creativity tools to produce digital artwork and graphical designs.

Extra-curricular enhancement sessions are provided in areas including robotics, app development and Artificial Intelligence programming.

## What skills will my child develop?

- Secure knowledge of advanced e-safety techniques, including cybersecurity practices to protect personal and financial data.
- Fluency in all core office applications and competency with online collaborative tools.
- Experience of a variety of programming environments.
- Familiarity with the development of computing solutions over the years and how best to steer a path through future technological growth.
- An understanding of the technical abilities of devices, using computational thinking approaches to consider how the 'brain' of a modern computer functions, and how it can be programmed to perform specific actions.
- Knowledge of how Artificial Intelligence and Machine Learning systems operate

## Hints & Tips for Home

- [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- [www.bbc.co.uk/news/technology](http://www.bbc.co.uk/news/technology)
- [www.code.org](http://www.code.org)



The academic year for all pupils at Bede's Prep starts with a focus on online safety. Pupils are taught to understand a range of ways to use technology safely, respectfully, responsibly and securely. They are able to recognise inappropriate content, contact and conduct and know how to report concerns. Areas covered in this module in Years 7 are good password practice, protecting one's online privacy and identity, safe social networking practice and appropriate online communication. Pupils are urged not to rush into social networking, but knowing that many of this age will start to create online profiles, pupils discuss spoof social networking profile pages where they are challenged to identify examples of good and bad practice. Through this, they show awareness of their 'digital footprint' and work to ensure their privacy settings are secure

Year 8 pupils will also consider how social engineering techniques are used to elicit personal and financial data, and recognise how to identify such dubious activity. They study phishing scams and other types of email fraud, hacking and the risk it poses, computer viruses and other types of malware, protecting personal data and copyright law. This module allows pupils to start to prepare for adult life where the risks posed to their personal and financial data are considerable. A cyber security expert's role is to try to identify weaknesses in systems and know how to fix such vulnerabilities, and it is hoped that through our work, Bede's Prep pupils may one day be part of that elite group of individuals helping to protect us all.

Year 7 pupils explore Artificial Intelligence and Machine learning by building their own AI models; this essential skill prepares them for a future with autonomous systems where they are empowered to push the boundaries of human-machine interaction and also learn about computational thinking, a critical skill in the 21st century, this topic teaches the pupils to consider new ways for solving problems. It teaches them to break down problems into fundamental components, a technique which they can then apply to their work in areas such as programming. The pupils will undertake assessments of their understanding of algorithmic design, methods for searching data and the approaches that computers use to sort data. Pupils enter the UK Bebras Computational Thinking challenge, and Bede's Prep pupils regularly achieve in the top 10% nationally in this competition. Pupils learn coding through our Educational edition of Minecraft, where they construct programs for characters in a virtual 3D environment. In Year 8, pupils apply their computational thinking skills to text-based programming exercises in the Python language. They create programs that demonstrate the ability to print to an output device, handle user input, manipulate variables, use comparison operators and utilise loops for iteration.

In their studies of binary code, Year 7 pupils learn to understand how decimal



numbers are represented using binary in a computer system, and learn to carry out simple operations in this language. The aspects covered include an understanding of the appropriate terminology, such as 'bits' and 'bytes', and how text can be represented on a computer. The pupils enjoy code-breaking games and produce an image that is encoded using binary. This work is then developed with an understanding of how computers use logic, where the principles of the Boolean terms AND, OR and NOT are investigated. The role of the various devices is discussed, including how a modern processor 'talks' in binary to achieve its amazing feats.

In our final module in Year 8, we take a step back from modern devices and look at the history of the PC. Top secret codebreakers, war time battles and amazing discoveries are explored as we consider where it all began. The pupils will learn about key personalities, including Charles Babbage and Alan Turing,

and consider how creations including The Difference Engine and Colossus were used, and how they form the basis of modern computing. They undertake code-breaking simulations, and investigate how encryption is still used on modern computer systems. They then consider their future use of technology when we look at the latest developments in artificial intelligence and machine learning.



# Geography

Geography is the integrated study of the earth's places, peoples, environments and societies. It is concerned with the interaction between people and their physical environment. The department's aims are to give pupils opportunities to gain an understanding of their surroundings, allowing them to interpret them rationally, with sensitivity and with an appreciation of the complexity of human relationships and interactions. Geography is seen as the subject best placed to deliver understanding and performance in sustainability and environmental issues and so a further aim of the department is to promote environmental awareness and stewardship.

Ultimately, we want to prepare our pupils for the further study of geography when they leave the Prep School. By the end of their time with us we want pupils to have really enjoyed their geography and realise its importance to them. They should feel well equipped with a range of skills to enable them to make sense of the world around them, their place in it and how we interact with the natural and built environments and with each other. We want children to see, enjoy and understand the world and processes which happen on, above, and below the surface with new analytical eyes.

Broadly speaking, the educational philosophy of the Geography department is to:

- Promote active engagement with the subject matter.
- Allow pupils to draw on personal experiences as often as possible.
- Use the local area as an extension of the classrooms.
- Provide challenging, yet accessible activities and opportunities for all learners.
- Develop a sense of fascination, exploration and increased understanding of the outside world.
- Develop an appreciation of cultural differences, values and empathy.
- Develop understanding of the increasing interconnectedness of the world's peoples.
- Develop genuine concern for the impacts humans have on the environment and engender a sense of environmental stewardship.

Perhaps it was Michael Palin who explained the importance of the subject the best when he said, "Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?"

## What skills will my child develop?

- Examine real situations (especially through examination case studies).
- Use, interpret and draw maps of all types and scales.
- Use and analysis of photographs.
- Selection, comparison and classification of information.
- Development of literacy, numeracy, graphicacy (visual literacy), oral and ICT presentation skills.

## Hints & Tips for Home

- [www.geographyinthenews.rgs.org](http://www.geographyinthenews.rgs.org)
- [www.bbc.co.uk/weather](http://www.bbc.co.uk/weather)
- [www.airpano.com](http://www.airpano.com)
- A few recommended iPad Apps: Google Earth, Planet Earth 3D, EarthViewer, CountryStats, World Figures, WorldFactbook, QuakeFeed, I Am Learning: KS2 Geography, KS3 Geography, Geo Map Tap, TapQuiz Maps, Geomaster Plus, Fotopedia Heritage, National Geographic World Atlas





**Adam Brewer**  
*Head of Geography*

Year 7 begins with a study of rivers. Beginning with the location of some major world rivers to boost location knowledge, we then focus on drainage basin features and characteristics along a river's journey from source to mouth. We are very fortunate to have the whole length of the Cuckmere River within easy reach so we visit various stages of it to bring learning in the classroom to life. Creative opportunities abound in this topic, with play dough modelling, group memory diagram exercises, acting out erosion and transportation processes and even valley and waterfall cakes help to provide a good variety of learning experiences.

In the second half of the term, Year 7s apply their knowledge and understanding of rivers with a more detailed study of the Cuckmere estuary; its changing management, the iconic landscape and how it might develop in the future. Children will complete an individual project and a decision-making exercise as to 'What should happen with the Cuckmere?'

In the Spring Term, we focus on Transport and Industry. We consider the importance of transport to people and organisations and how it can have positive and negative effects on people's quality of life. Big issues such as HS2 and Heathrow Airport's third runway proposals are studied and debated, emphasising the importance of understanding the conflicting arguments behind such wide reaching projects. We also cover the classification of industry and how this, not only changes over time, but varies between countries at different levels of economic development. Using OS maps to examine industrial location factors and why different industries locate where they do comes next, before a case study of Apple iPhones as an example of a globally produced product.

In the Summer Term, with the warming weather, we turn our attention again to our surroundings as we study coasts. We are ideally placed to study coastal processes of erosion and weathering and visits to the local beach and cliffs at Birling Gap (from a safe distance!) really bring this topic to life. The formation of coastal features such as caves, arches and stacks, beaches and spits is central to this physical topic. Children learn how and why the coast is defended in different ways and develop an appreciation of why some places are afforded protection and others are not.

Year 8 begins with the theme of 'Weather and Climate', which starts with understanding the important differences between the two and what 'elements' make up the weather and how these are observed and recorded. We move on to climatic factors and how they combine to create patterns of temperature and rainfall across the British Isles, whilst making important comparisons with other parts of the world with contrasting climates. Children learn about the influence of air masses on our weather before contrasting depressions with anticyclones.

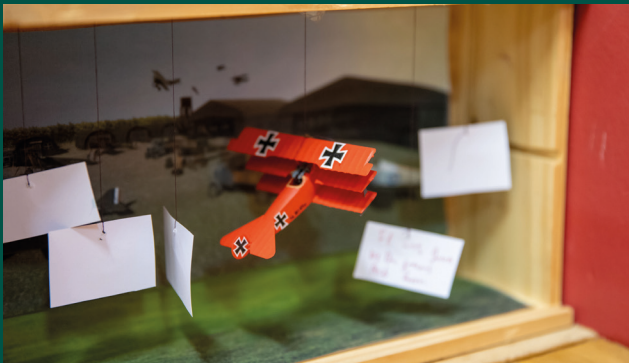


In the Spring Term, the focus is on the ever popular Plate Tectonics, which builds upon learning in previous years, with greater depth and complexity. The earth's structure and what happens at the different plate boundaries are covered before tackling case studies of volcanic eruptions and earthquakes. Previously these have been the eruption of Eyjafjalljökull, Iceland in 2010 and the Nepal Earthquake of 2015, but the department is always on the alert for more recent examples. Important contrasts are made between the effects and responses of such natural hazards in developed and developing countries.

The short half of the summer term prior to the end of year exams is spent on the topic of population; how changes in birth and death rates combine to affect

population change, why some areas of the world and this country are densely or sparsely populated. This topic culminates with a case study of India's rapid population growth; its causes, effects and possible solutions.

Finally, to round off their learning about Settlements, Year 8 visit the Queen Elizabeth Olympic Park in east London as part of their studies, to study an example of urban regeneration which was planned with sustainability and environmental sensitivity at its heart. Through examination of photographs, map evidence, video and socio-economic data, the students are able to appreciate how this area has been transformed socially, economically and environmentally.



# History

History at Bede's is a dynamic and engaging subject that challenges pupils in many ways. The teaching of history not only develops analytical skills, but also crucial life skills such as essay writing, the articulation of arguments and how to use evidence effectively. The teaching of history will encourage students to understand the present world more deeply by studying the past as well as developing key skills that are applicable to many other subjects. Our philosophy is to foster a love for the subject and to ultimately test not what candidates learn by heart but what they know, understand, and can do. Our curriculum is taught by history specialists who have a real love for the subject and provide the children with a unique learning experience.

We want our students to understand how we are informed about the past and the importance of analysing evidence. However, it must be remembered that history is brought alive by the telling of good stories and it is these stories that fire the imagination of pupils and should ignite a lifelong interest in learning about real people and their lives and how we can use this to inform the present and future. As Mark Twain said, 'History does not repeat itself, but it often rhymes'.

There is plenty of flexibility to allow for pupil learning above and beyond the syllabus. Pupils are encouraged to carry out their own research by using textbooks, library research and intelligent use of podcasts, internet sources and AI.

## What skills will my child develop?

- A lifelong love of history
- Analytical skills
- Life skills such as essay writing
- The articulation of arguments
- How to use evidence effectively in essay writing

## Hints & Tips for Home

- Share- either using books at home, or alternatively through the school or your local library.
- Keep an eye out for historical documentaries or movies on TV.
- Tell them about your family history! You may have stories to do with what they are studying. Even if the stories don't match the topics- still share! Once these tales are gone, they are gone!
- Visit local historical sites - many of them are free and have incredible back stories.
- Introduce them to useful historical websites such as [www.spartacus-educational.com](http://www.spartacus-educational.com)
- Ask them about what they are studying in class.





## Phil Betts

### *Head of History*

In Year 7 we study First World War I, including the causes of the war, the key alliances and the assassination of Franz Ferdinand as well as the experiences of those who fought in the trenches as well as the changes in technology with the arrival of tank warfare. This includes the opportunity to complete a small project on the event.

We then take a brief look at the Renaissance before starting our Tudor project, which continues into Year 8, by starting with the War of the Roses, and pupils learn about Edward III, York vs Lancaster, the Princes in the Tower and the Battle of Bosworth before finishing the year studying Henry VII.

In Year 8 we begin by studying Henry VIII, including his 'Great Matter' and the resulting fall-out.

We also cover Edward VI, followed by an exploration of Lady Jane Grey & Mary I and then the reign of Queen Elizabeth I, the difficulties of her rule, the concept of a female queen, the Act of Supremacy and religious settlement, Mary Queen of Scots and the Spanish Armada.

As pupils cover these topics, they will develop a range of skills including evidence collection; covering the provenance of information, considering the limitations and usefulness of different historical sources.

Pupils will undertake revision, focussing on the Tudors, key advisors and religious change. Examination skills will be developed and pupils will learn how to reach judgements on examination questions, based on direct uses of sources, the evaluation of evidence sources and the addition of supporting points which demonstrate their own knowledge.

Pupils in Year 8 will prepare for and sit an examination assessment designed to provide experience and practise akin to what will be expected going into the senior school. Bede's has a thriving History department where significant numbers of former prep students ultimately choose History as a GCSE option, and with excellent links between prep and senior History departments, members of the senior school team will be regular visitors to us.





# Drama

At Bede's, we want to encourage meaningful participation and enjoyment of drama and theatre, inside and outside of school. We believe in 'Drama for All', and offer opportunities to engage on a range of different levels. Pupils are taught drama skills and techniques during lessons and pupils are encouraged to seize the many opportunities available to perform. In the Drama department, we are committed to excellence. We share a love of performance and collaboration and a desire to inspire pupils to share this. We are fortunate to have drama specialists, who teach the curriculum, activities and LAMDA, and as the children grow up, we gradually scale up the ambition and complexity of the skills taught, productions staged and the scripts we study.

Drama is an art form that is a practical activity, an emotional process and an intellectual discipline. At its core are the concepts of communication, shared experience, understanding and empathy. Drama involves the creation of imagined characters and situations which are enacted within a safe environment and a designated space. Like all arts subjects, drama helps children to make sense of their world and their place within it. Drama enables children to express themselves creatively, imaginatively, and to communicate with others effectively. It is a vital way of communicating in school and in public life. It builds confidence, teaches respect for others, and aids understanding of different needs, cultures, and lives. Drama is an effective teaching tool, as practical learning is crucial to understanding and becomes a valuable learning method when employed to illuminate other areas of the curriculum.

## What skills will my child develop?

- Developing confidence
- Team building and collaboration
- Development of empathy and an awareness of others
- Presentation skills and transferable 'life' skills
- Development and improvement of creativity

## Hints & Tips for Home

- For LAMDA information: <https://www.lamda.ac.uk/lamda-exams/our-exams>





**Laura Burdekin**  
*Head of Drama*

In Year 7 and 8, the children have a fortnightly Drama lesson within the timetable. This is led by a specialised teacher, offering expert knowledge and experience, in a range of skills. During these lessons, the children are encouraged to work collaboratively and creatively in a fun, supportive and respectful environment.

In Year 7, this starts with the children revisiting a wide range of performance skills, such as, freeze-framing, mime and movement, physical theatre, characterisation, improvisation and the power of words. They then go on to learn, in more depth, about the development of character, the use of mime alongside spoken word, as well as the importance of positioning, voice control and intonation, and focus points. We also seize the opportunity to engage in performance poetry, on a variety of themes. We use the Trestle Theatre masks to develop mask performance and physical theatre, as well as touching upon theatre practitioners linked to these styles. We encourage the children to watch and analyse live theatre performances, usually closely linked to our English curriculum.

In Year 8, the year follows a similar pattern, exploring many of the curriculum skills in more depth. The children are encouraged to take directorial or stage manager roles, in group tasks, as well as leading and participating in skills-based warm up games and workshop tasks. The children are able to research a theatre practitioner of their choice and share their style of work with the group. A range of scripts are used to allow the children to explore a range of genres, enabling them to tap into a variety of characters and styles. The children build up to their final production which involves a large cast performance of a chosen play or musical. Some children may opt to focus on the technical aspects of performance, learning about the sound, lighting and set design.

For our budding thespians, who wish to consider Scholarships to future schools, there is a specialised Year 7 and 8 Drama Masterclass. This prepares the children for their senior school entrance audition and sets challenges of performance and creativity. The sessions rotate between the Prep and Senior Drama facilities, offering a wide range of expertise and different performing spaces. The children will also have the opportunity to work with senior pupils, exploring what is involved at GCSE and beyond. We will also provide opportunities for the Masterclass children to take part in workshops in collaboration with the senior students. Further opportunities for Drama, in Year 7 and 8, include active clubs, as part of the co-curricular programme, and individual or small group LAMDA lessons, with a specialised teacher.



By the time the children leave Year 8, we hope that every individual will have enjoyed a taste of theatrical life or will have developed a sense of how they might best communicate their ideas – verbally and physically – with others.

The smallest step in confidence can define progress and yet there are ample opportunities for those who wish to continue their dramatic studies, to excel at a higher level.



# Dance

Bede's Prep Dance offers a wide range of styles available from Nursery through to Year 8, either via specialised dance classes during the school day on the Dance Programme or through our clubs and activities. Pupils can do: Ballet, Contemporary, Modern/Jazz, Tap, Street, Musical Theatre and Choreography. Whether students want to learn purely for fun or if they are looking to train for a career in the Performing Arts, then Bede's Prep Dance offers them everything they need to fulfil their ambition.

All classes are taught by professional dance subject specialists and all classes are delivered at the highest possible standard.

The aim of dance in Years 7 and 8 is to help develop the dancers' skills, technique and love of dance. All dancers in Year 7 and 8 are part of the Bede's Prep Dance Programme, where they are trained to a high standard, putting them in a good position to audition for the Bede's Legat Dance Academy at the Senior School and apply for dance scholarships.

## What skills will my child develop?

- Strong dance technique
- Self discipline and strong work ethic
- Creativity
- Confidence and self belief
- Independence and teamwork

## Hints & Tips for Home

- [www.istd.org](http://www.istd.org)
- [www.royalacademyofdance.org](http://www.royalacademyofdance.org)





## Nicci Ullah

### *Head of Dance*

Bede's Prep Dance Programme is aimed at dancers who have a particular talent or interest in the subject. The programme consists of weekly classes in three core disciplines- Ballet, Modern and Tap. Examinations can be taken in the Royal Academy of Dance (RAD) for Ballet and the Imperial Society of Teachers of Dance (ISTD) for Modern and Tap.

Each of these three core disciplines trains the dancers in a different way. Ballet is the foundation of all dance and teaches pupils a good strong classical technique, which assists them, not only in all other dance styles, but in a general healthy lifestyle too. The RAD syllabus aims to create dancers who make innovative, artistic and lasting contributions to dance.

With the thoughtfully planned and well-trying ISTD Modern examination syllabus, which combines modern dance, jazz and other dance styles, pupils are trained to become disciplined and versatile dancers who have a professional attitude towards dance. The ISTD Tap exams and Medal Tests are recognised internationally for their quality and excellence and teach the pupils all about rhythm, timing, dynamic and percussive dancing.

When pupils join the full Dance Programme, they receive more intense dance training which includes a combination of the exam work as outlined above, as well as free work classes.

Dance Programme students can also audition for the opportunity to work with the teachers at the Bede's Legat Dance Academy, based at Bede's Senior School, on a weekly basis. At Legat they will have classes in Contemporary, Ballet and pointe work. These classes are designed to stretch and challenge the pupils both physically and creatively. It also gives the pupils an insight into Legat and what to expect from those classes in the future, putting them in an excellent position to continue their Bede's journey to the Senior School and Legat.

All pupils involved in the Dance Programme and/or clubs and activities will be involved in the yearly Dance Showcase as part of the Bede's Prep training. The Dance Showcase is a big event in the Bede's calendar. All dancers taking part get the opportunity to work on specially choreographed dances in all disciplines they study, to perform in front of their friends and family. The show is run as professionally as possible giving the pupils a real insight into the dance world and what it truly takes to put on a show! The pupils gain so much confidence from these performances as well as learning many additional skills like performance quality, performing under pressure and teamwork, to name a few.

All Bede's pupils also get the chance to enter the yearly Choreography Competition. To enter, pupils need to choreograph their own dance. This can be



either a solo, duet or small group in any dance style they choose. They get to choose their own music and costume too. This is a great way to help enhance the pupils' creativity skills, as well as help them learn how to put together a dance, using skills such as musicality, timing, coordination, planning and dance structure. It also helps the pupils use inspiration from their teachers, alongside performances and shows they may have seen. The pupils gain so much confidence from doing this and it is great for the teachers to see the pupils being free and innovative.

Each year the pupils get to join the Legat students on a trip to the MOVE IT dance convention in London. This is a fantastic opportunity for the Bede's Prep pupils, as they don't only get a chance to browse the stalls, but they also get a chance to watch performances from professional companies and dance colleges, as well as take part in a number of dances classes taught by industry professionals.





# Music

In the senior years at Bede's Prep, we believe it is increasingly important to use the pupils' own taste and perspective to inspire and motivate learning. A deeper understanding of musical structures and organisation is gained through music lessons which focus largely (but not solely) on more contemporary music, in a variety of genres. It draws on the music the pupils enjoy listening to, and uses technology to give pupils the opportunity to produce the sort of music they like to listen to and to consider music as a medium for other forms of entertainment, e.g. the use of music in film or video games. Composition and evaluation of music are key skills which are developed in the senior years.

There are many opportunities for pupils to perform individually and with others, including the hugely popular intersection music and carol service.

## What skills will my child develop?

- Pupils learn how pop songs have mass appeal across all age ranges and in a variety of contexts.
- Pupils learn to use different scales and modes while making their own 'cover songs' in a folk style.
- Pupils learn about the characteristics and features of polyrhythmic music and make connections with contemporary minimalist styles.
- Pupils learn how Foley (sound effects) and musical suggestion can be used to accompany music in films and on TV and make their own soundtracks

## Hints & Tips for Home

- The most useful way to support your children at this stage is to support their instrumental studies (but consider that repetitive practice and pieces that fail to capture their interest can sap their passion).
- Help create a practice environment free from competing distractions, such as electronics, phones and other interruptions.
- Try to capture their interest and engage their creative spark by finding music which inspires them to mastery; some children set overly high standards for themselves and become frustrated and self critical if they fail to achieve them.
- Encourage them to enjoy the journey and offer exposure to as much music as possible along the way.
- Encourage your child to sing and make music with others for enjoyment.
- There are many apps for music making that pupils often enjoy using, which they have access to via the 'Composing tools' post in Google Classroom. Pupils have 'blended' lessons in school and can usually choose to use either instruments (including the keyboard suite) or apps on devices to complete tasks in the way that suits them best.





**Alex Farley**  
*Head of Music*

Pupils start Year 7 by exploring four features that are integral to a good pop song: the role of riffs, the interaction of lyrics with the music, how the song is put together and the centrality of a memorable melody. They also consider the role of the music video in pop music and explore 'interactive' music videos which generate an experience that varies each time. They then explore the use and arrangement of existing material in cover versions, and especially acoustic cover versions, and link this to the use of different modes and scales in folk melodies from a time when easy and immediate access to new music was less straightforward. Pupils explore the structure and effect of chords in jazz music; the use of chord sequences and walking bass lines in jazz and the use of jazz chords in music from stage and screen. They then explore the way African drumming music uses cyclical patterns and polyrhythms; the use of different polyrhythmic textures and musical conventions by minimalist composers and the use of repetitive and changing rhythmic and melodic motifs in different styles of minimalist music. In the Summer Term pupils learn how music can enhance a special occasion, and consider the challenge of composing music to a brief or commission for a particular occasion or audience. They finish the year by combining the previous two topics into an exploration of how music is used for special occasions in the Nile delta; characteristic instruments of the region; cyclical and polyrhythmic drumming textures; free and metrically organised rhythms and melodies and call and response rhythms.

Year 8 begins with a study of how film music uses sound effects, background music and character motifs; can change the viewer's interpretation of a scene; uses extended structures featuring continuity between contrasting scenes and refers to different musical styles. Pupils then explore the broad conventions of impressionist music and how it creates a general impression of an event, place or object. They look at timbres, the use of chromatics, whole tone scales, ancient modes and non-Western scales as well as non-functional chords and clusters to evoke particular effects and moods. Pupils learn about the effect of contrasting improvised and organised musical ideas in a piece of music; devices used for melodic decoration; the use of minor scales and raga to evoke moods and how to improvise with a sense of style and awareness of genre. They continue this theme by exploring the ways in which improvisation, rhythmic and melodic, has remained a strong feature within a wide range of musical styles, genres and traditions. They finish the term exploring some interesting scale patterns through listening, improvising and performing activities. Pupils explore the ways in which different musical traditions have used music to describe aspects of the night. They study musical styles such as the nocturne and programme music, and a range of expressive musical devices.

The topic is a firm favourite - jazz improvisation. Pupils learn about the key



characteristics of jazz music, and how to compose and perform jazz music using improvisational techniques consistent with the genre.

Many pupils who have individual or paired instrumental or vocal lessons are reaching higher grades by this stage. Some pupils may choose to apply for a music scholarship to their next school, and are supported throughout this process by the music department. There are many musical performances in a typical year, including instrumental or instrumental family concerts, the carol service,

inter-section music, open mornings, prize giving, year group plays, choral and orchestral days and music exam concerts. Pupils also frequently take their music making out into the local community to support charities. There are many ensembles and activities available for pupils at higher grades in these years. Music theory lessons are available for musicians at higher grades to support their practical music making.





# Physical Education

PE at Bede's in Years 7 and 8 encompasses a curriculum leading towards the transition to senior school. The pupils experience a variety of activities to contrast with and complement their games programme. The programme leads through five modules: Fitness with Cross Country as the focus; Basketball; Gymnastics; Racquet Sports and Athletics. These modules enable them success as individuals as well as within groups and teams and the opportunity to take ownership of their own health and fitness.

Within the department we aim to generate a deeper understanding of body systems, diet, nutrition and wellbeing. This feeds into the ethos which runs throughout both our Prep and Senior Schools, which promotes the holistic care of body and mind. At Bede's we don't just want our pupils to be fit for school, we want to promote and encourage fitness for life by giving our pupils the tools to work with, whatever their level, body type or personal preferences within sport and exercise.

We aim to promote and encourage healthy and positive attitudes towards fitness in body and mind.

## What skills will my child develop?

- Pupils learn the specific functions of the cardiovascular and respiratory systems in relation to cross country training.
- Pupils develop their understanding of hand/eye coordination through the skill acquisition required to play basketball.
- Pupils develop and build core strength, agility and flexibility whilst practising and performing gymnastic routines, using the vault and on the trampoline.
- Pupils develop agility, speed, coordination and balance and improve fitness levels.





**David Byrne**  
*Director of Sport*

Year 7 marks the start of the transition to our Senior School and is very much a two-year programme, leading through to Year 8. Our senior students at the prep experience a more focussed, theoretical element to enhance the very practical nature of the subject. In a world very much governed by the 'visual', our pupils are under more pressure than ever to conform to unrealistic ideals. Positive experiences in PE are a key way to support body image. It is the one subject that can help students to focus on how their bodies move and value what their bodies can do rather than how they look.

With ever growing connections between the healthy body and healthy mind, our curriculum works to enable our students to take ownership of their physical and mental health by encouraging them to understand that there are many ways to exercise and how best to link the process to the desired outcome - and enjoy themselves on the way.

At Bede's Prep we are fortunate in the geography of our site; the shingle beaches and hill runs of the South Downs provide not just a stunning setting but the very practical terrain to enhance the first Fitness Module focussing on Cross Country. We open our eyes as often as our lungs to breathe in the surroundings and revel in the outdoors whilst practising Base Runs, Progression Runs, Interval, Fartlek Training, Sprints, Hill Repeats and Tempo Runs. Every level is catered for with added emphasis on running as a 'squad' within the lessons and supporting the achievements of all.

Basketball is a great team game to focus on the progression of hand eye coordination through the various skills and combinations required to play the game, from shooting, foul shooting, lay ups, finishing moves, passing, dribbling and ball handling, footwork - jump stops, pivoting and jab steps, rebounding, defense and offense. Footwork drills, one-legged drills, core work, speed drills, hand-eye-foot coordination and working with reaction balls are all beneficial. Learning to play basketball in PE lends transitional skills to the core sports that we focus on in our games sessions and helps build camaraderie and teamwork as well as being really good fun.

Gymnastics is synonymous with movement and in the senior years the students consolidate their learning from previous years as well as strength, agility, technique, control, balance and other basic motor skills. The development of fundamental movement skills is essential and our curriculum can cater for the ranging abilities within our classes in order to extend everyone with achievable activities on floor, vault and trampoline. In addition to the fitness attributes of gymnastics there are also positive associations between FMS and a child's social skills, self-esteem and academic performance — so it is important for overall



wellbeing and development, not to mention being an outlet for choreography and expression through movement.

In our racquet sports lessons, pupils develop skills such as strategy and competitive doubles and singles play, while in early years we focus on short tennis, juniors move to badminton but in the senior years at the Prep, we play volleyball in the second half of our Spring Term. Volleyball also improves muscle strength and tone. The activities required when playing volleyball strengthen the upper body, arms, shoulders, thighs, abdominals, and lower legs. In addition, volleyball improves hand-eye coordination, reflexes, and balance. Last but not least, volleyball teaches teamwork and communication and is a great social activity which is hugely popular in Europe, not just in the sports halls but on the beaches as well. It is a great leveller, with our pupils almost all starting at base level - it encourages them to do away with self-consciousness and, using any part of their bodies, simply keep the ball off the floor as a team.

The strand units of our Athletics curriculum include running, jumping, throwing as well as developing an understanding and appreciation of athletics more broadly. The emphasis in the Athletics programme is on providing opportunities for the pupil to challenge him/herself to run faster or for a longer period, to throw an implement further and to jump further or higher.

Our PE Curriculum outlines the specifics of each of the strands and encourages the success of the individual, with the aim to compete against oneself as much as anybody else in order to improve; the lessons we learn about being competitive in sport are so important and emulate so much of what we experience in our wider lives - to win and lose graciously are such important testaments to the character of our pupils. What we hope to instill in our Bedians, is the desire to keep trying and never give up.



# PSHE

Bede's Prep follows the 'Jigsaw Curriculum', which brings together PSHE topics, compulsory Relationships and Health Education in Years 3–6 and compulsory Relationships, Sex and Health Education in Years 7 and 8, emotional literacy, mindfulness, social skills and spiritual development. It is designed as a whole school approach, with all year groups working on the same theme (puzzle piece) at the same time at their own level. During the academic year, the children will solve 6 different puzzle pieces and these are:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Furthermore, our partnership with 'Votes for Schools', regularly gives a voice to children on issues that affect them most. Whilst also providing a further opportunity for them to learn about British values, rights and responsibilities and also what it means to be a member of a diverse society.

## Hints & Tips for Home

- Encourage your child to manage their own hygiene, for example showering regularly as their body changes and they go through puberty.
- Provide a homework station resourced with a computer, printer and also materials, such as craft materials, reflecting your child's interests.
- Encourage your child to help you plan and cook healthy recipes. Take them shopping and involve them in decision-making.
- Make time for simple activities such as board games to encourage teamwork and help children learn about turn-taking and resilience when they do not win.
- Give plenty of positive encouragement and praise to build self-esteem, and when they do something wrong, help them reflect on why their behaviour was dangerous/unkind/selfish/rude and think of how they could have handled the situation instead.
- Use documentaries and other media to discuss issues around our place and responsibilities in society. Also, use the Votes for Schools materials posted in your child's Google PSHE/Form Room to discuss topical issues.





**Jacqui Howell & Laura Burdekin**  
*Senior Leadership Team*

#### **Bede's aims to:**

- Develop pupils' love of learning and work with a purpose
- Teach the children to respect the ideas and beliefs of others and to develop a sense of curiosity, enterprise and fun
- Teach pupils that in school, as in life, the more they put in, the more they take out
- Give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens
- Support them to thrive as individuals, family members and members of society
- Equip the children with skills to build positive relationships and stay safe in these relationships, including online
- Prepare them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times
- Help them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential
- Give pupils the opportunity to learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities
- Help them to become more mature, independent and self-confident.
- Teach pupils about the wider world and the interdependence of communities within it
- Develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions
- Learn how to take part more fully in school and local community activities.
- Support and encourage the children as they begin to develop into young adults, facing the changes of puberty and transfer to their senior school, building skills for resilience
- Understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media
- Learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning
- Guide the children, to positively support those around them, empathise and resist bullying.





# Philosophy & Religion

Theology, Philosophy and Religion are, we believe, a vital under-pinning to any education. As thought-provoking and academically rigorous subjects in their own right, they offer both a breadth and a depth of learning that is unparalleled but in addition to that they challenge pupils to consider the very nature of their existence, its origins and its possible meanings.

As a school with a Christian tradition we concentrate on Christian Theology in our studies but it is certainly not taught in an evangelical manner and the emphasis is very much on pupils being able to form a coherent and substantiated argument rather than encouraging them to accept a particular point of view. This is supported by teaching staff who have a genuine love and great knowledge of the subjects and who continue to learn and to develop their own ideas at every opportunity.

## What skills will my child develop?

- Pupils develop investigative skills.
- The importance of evaluation and debate is taught, emphasising the value of evidence-based arguments.
- Pupils develop a greater sense of empathy, developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow.

## Helpful Resources

- Encourage your child to read beyond the classroom and find out more about religions or societal attitudes
- Discuss current affairs with your child. Explain how actions around the world can impact a variety of different people.
- Watch documentaries or programmes that explore differences between individuals.
- Visit places of cultural importance, such as places of worship or sites of historical significance.
- Read through your child's homework or class books, challenging their assumptions and supporting them at times of confusion.





**Sam Brown**  
*Head of Philosophy & Religion*

In the Theology and Religion component, pupils study the beliefs, teachings and practices of a religion in depth, considering its philosophical foundations as well as its external appearances. This is a fascinating opportunity to explore the beliefs that have shaped the modern world. We will study the beliefs of another religion, allowing us to compare and contrast the different world views. At this stage pupils will produce a project based on one of the five major religions, Christianity, Islam, Judaism, Hinduism and Sikhism.

In Philosophy, we begin by looking at what the subject is and examine a philosophical question such as how we can decide what is right and wrong as well as questions around how we decide which societal rules to follow.

Pupils learn the etiquette of debate and the importance of accepting other people's viewpoints. We study the key philosophers and look at the question of morals, stereotypes, the existence of evil and the arguments for and against religion.





# English as an Additional Language (EAL)

At Bede's we welcome and value the cultural, linguistic and educational experiences that pupils who have English as a second language bring to the School. Our aim is to ensure that every child's experience with us is a fulfilling and enjoyable one, both academically and emotionally.

We recognise that children, who are learning English as an additional language, are immersed into a 'world' that they may not fully understand. We are also aware that EAL pupils may feel frustrated by their ability to communicate their understanding of a subject in English but recognise that they may be advanced in a subject. It is our role to support these children, providing them with the necessary tools in order to meet their full potential.

Our aim at Bede's is to ensure that every child feels comfortable and confident in their surroundings; to enable EAL pupils to become confident and fluent in English speaking and listening, reading and writing so that they are able to fulfil their academic potential and to ensure that every child is able to participate fully in school life and become part of the community at Bede's.

On arrival at Bede's all EAL children will have their reading, writing, speaking and listening skills assessed in order to ascertain the level of support they need.

An individual Provision Map and Learning Plan will be created for each child. This plan is available to all members of the Bede's teaching staff and will include a list of recommendations in order for the teacher to support the EAL pupil.

The EAL specialist will work closely with classroom/subject teachers to help support EAL students to access the curriculum and where appropriate, EAL pupils will be supported by a teaching assistant in the classroom to enable the pupil to complete tasks with understanding.

## What skills will my child develop?

- Pupils will develop their English reading, writing, speaking and listening skills.

## Helpful Resources

- <https://learnenglishteens.britishcouncil.org/>
- <https://www.bbc.co.uk/learningenglish/>



# Learning Enhancement

Bede's welcomes a broad range of pupils to the school and all children are seen as individuals and as having an entitlement to personal, social and intellectual development while being given the opportunity to meet the highest standards of which they are capable. Pupils at Bede's have a right to a broad, balanced, relevant and appropriate curriculum and a wide range of activities. Each pupil with special educational needs should have their needs identified and met in order for them to reach their academic, emotional and social potential and achieve independence in learning and behaviour by the time that they leave school.

Pupils are nurtured to enhance literacy, numeracy, and organizational skills. With tailored guidance and resources, they build a strong foundation in reading and maths, while mastering effective study strategies. This holistic approach empowers students to excel academically and prepares them for a bright future.

On arrival at Bede's all children with SEN needs will have their reading and numeracy skills assessed in order to ascertain the level of support they need. An individual Provision Map and Learning Plan will then be created for each child. This plan is shared with all members of the Bede's teaching staff and will include a list of recommendations in order for the teacher to support the LE pupil.



**Jacqui Howell**  
*Head of Learning Enhancement*

# Academic Enrichment Programme

The Academic Enrichment Programme (AEP) is an exciting opportunity for pupils from Year 7 and 8 in the Prep School, as well as in Year 9 at the Senior School, to be further stretched and challenged. This innovative programme is aimed at our most academically able pupils and those with higher learning potential, to discover and liberate the very best of themselves by extending their potential in an intellectually rigorous and challenging academic environment.

Pupils participating in the AEP receive further support and mentoring, which is delivered through the programme. Furthermore, it dovetails seamlessly with the Prep School's broad and balanced curriculum, which is already based soundly on stretch, challenge and differentiation for all abilities. Any pupils not taking part in AEP attend the exciting Creative Carousel lessons.

## Overview

During the two years pupils will receive specialist teaching across all academic subjects designed around 21st Century skills; critical thinking, creative thinking, communicating and collaborating (the 4 C's). It will also incorporate aspects of subjects in:

- English
- Maths
- STEM - Science, Technology, Engineering and Mathematics
- Humanities
- Latin

Lecture and debate - each subject leader or subject specialist staff will lecture on a topic not usually included in the curriculum: For example:

- *Should we spend millions to preserve historical relics?*
- *Will the development of artificial intelligence harm or benefit humankind?*
- *Should we protect properties affected by coastal erosion?*

These lectures will lead to debates by helping pupils to develop their ability to enquire through discussion, reading, critical thinking and disputing in a sophisticated and incisive way.

In collaboration with the Senior School, the AEP pupils will contribute to the 'Bede's SHAPE Magazine' a journal filled with diverse articles and philosophical queries that they have developed within their AEP lessons.

As part of the AEP, pupils are involved in various specialist visits and events, some of which are based at the Senior School, such as the upcoming Bede's Model United Nations delegation which aims to inspire communication, critical thinking and deepen knowledge.





# Green Flag Award Winner

Bede's Prep School's Eco Committee, comprising enthusiastic representatives from Reception to Year 8, boasts a remarkable three-year legacy of progress in enhancing the school's environmental practices. Their relentless dedication empowers students to effect change not only within the school but also in the broader community and beyond.



At the core of the Eco Committee's endeavors lies the youth-led Eco Schools program. Bede's Prep School proudly holds the prestigious Green Flag Award (with Distinction) for two consecutive years. This achievement is a source of immense satisfaction, underscoring our collective commitment to positive action.

The Green Flag accreditation from Eco-Schools serves as a well-deserved recognition, celebrating the environmental achievements of our students. It instills confidence and motivation, reinforcing their lifelong engagement with ecological issues. Moreover, it positions Bede's Prep as a forward-thinking institution dedicated to environmental education.

The Eco Committee's initiatives encompass beach clean-ups, local litter removal, energy monitoring, and compelling eco-awareness campaigns. They have orchestrated fundraisers for environmental charities, recycling campaigns, and impactful events like the electrifying 'Black Out' day. Through these efforts, Bede's Prep School is fostering responsible stewards of the environment while leaving an enduring mark on sustainability.

# Eco Literacy

At Bede's School, eco-literacy is at the heart of our educational ethos, seamlessly integrated into our curriculum across all subject areas. Our approach ensures that pupils encounter environmental themes consistently throughout their learning journey. Whether they are dissecting texts in English that delve into ecological issues, crafting persuasive letters to address government policies, investigating coastal erosion and pollution in Geography, or delving into the intricate science of global warming, environmental awareness is a recurring and vital element.

Nestled in an exceptionally picturesque location, with the breathtaking Downs nearby and the serene sea within reach, we recognize the paramount importance of engaging with our local environment. Outdoor learning is not just encouraged but celebrated, fostering a deep connection to nature. Our thriving Forest School and Beach School sessions bear testament to this commitment, consistently captivating our pupils.

Through our eco-literate curriculum, Bede's Prep empowers pupils with the knowledge and skills to become environmentally responsible citizens. They emerge not only academically accomplished but also as passionate advocates for sustainability, poised to make meaningful contributions to our community and the wider world. Our curriculum equips them to navigate complex environmental challenges and drive positive change.



# The Discover Programme

The Discover Programme is an innovative cross-curricular series of lessons that will provide challenging learning opportunities for all pupils in years 7 and 8.

The programme aims to take pupils on a journey of discovery, both of themselves as learners and of the world around them. The breadth of study ranges from developing an understanding of classical civilisations and their legacy for today's society to experimenting with new technologies and working creatively to apply their knowledge of current advertising techniques.

The programme aims to challenge pupils' thinking, encouraging independence and problem-solving. The '4 C's' of critical thinking, creative thinking, collaboration and communication lie at the heart of each lesson. Pupils are encouraged to see beyond the imagined parameters of individual subject areas and to apply practical skills to a broad range of challenges and topics, building confidence by nurturing creativity and sparking new ways of thinking.

Taught in a carousel of four blocks of learning, pupils will experience a new teaching style and fresh approach each term. The lessons are carefully curated to build skills in year seven that are deepened and extended in year eight. Examples of learning blocks include:

- an exploration of debating techniques and roles, with challenging and imaginative topics explored through discussion and debate.
- participation in a multi-media advertising project.
- working collaboratively to complete extended projects which require a wide range of skills such as organisation, financial management and presenting.
- creation of online games using new technologies and exploring how technology has evolved.
- Learning about classical civilisations and the cultural and linguistic legacy we still draw upon today.

Whilst all pupils will work towards similar outcomes, there will be additional academic challenge opportunities for those pupils identified as demonstrating higher learning potential. However, we will look to nurture and celebrate the skills of pupils who excel in particular academic areas or skills throughout the year as well as providing enrichment events that will be inclusive to all pupils. .





**BEDE'S**  
EXCEPTIONAL

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