



**ST GEORGE'S**  
BRITISH INTERNATIONAL SCHOOL ROME

# KEY STAGE 3 CURRICULUM OVERVIEW

Year 7 ■ Year 8 ■ Year 9





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# WELCOME TO ST GEORGE'S

**Welcome to St George's. From wherever in the world you will be joining us from - and we have over 90 different nationalities represented on our pupil body - your child will be assured of a warm welcome.**

Here at St George's we are proud of our internationalism, our excellent teachers, our academic success and our focus on developing well-rounded and successful individuals. Most of all, we are delighted with the young people we are helping to develop - they are kind, passionate about learning and are keen to leave their positive mark on the world.

As pupils enter our Senior School they begin their Key Stage 3 studies. For many of them this will be the first time that they will enjoy the benefits of subject specialist teaching across the entire curriculum. Our independence allows us to view the British curriculum as a baseline and develop the curriculum beyond this to ensure that the pupils are consistently stretched and challenged as they progress through the school. Key Stage 3 encompasses Year 7, Year 8 and Year 9 and culminates with the pupils moving on to their (I)GCSE studies in Year 10 with final examinations at the end of Year 11.

St George's has been consistently recognised as one of the top ten private schools in Europe and we are constantly pushing ourselves to achieve more. Our academic results at (I)GCSE and IB are ranked amongst the very top schools in Europe and beyond and much of this success comes from our



focus on the development of nine core attributes - what we call the Nine Cs: Competence, Contentment, Curiosity, Challenge, Commitment, Creativity, Compassion, Confidence and Cultural Understanding. If your child is new to Senior School, they will need to start to develop greater independence as they must organise themselves and their equipment, follow a timetable and take greater responsibility for ensuring that they meet deadlines. A pastoral tutor will help to support them through this process and our pastoral structure also includes Heads of Year and the Head of Lower School (Years 7-9).

We hope that you and your children find the information contained within these pages useful. If there are any questions that remain unanswered, please do not hesitate to contact any of us at the school. We look forward to hearing from you.

**David Tongue**  
Principal



# SENIOR SCHOOL OVERVIEW

In the Senior School we build on the learning that has taken place in the Junior Schools and develop this further so that all pupils can be successful learners in their own right and when measured against national and international standards.

We use the IB Learner Profile throughout the school to give pupils a clear view on the range of skills they need to have to be independent and successful learners:

Successful Learners				
Thinkers	Enquirers	Principled	Open minded	Communicators
Knowledgeable	Reflective	Risk Takers	Caring	Balanced

The school follows a two week timetable cycle (week A and week B) of six lessons per day. Each lesson is either 50 or 55 minutes. A combination of single and double lessons is used to maximise learning time whilst promoting frequent exposure to different subjects.

**To further enhance learning in the Senior School we:**

- Provide opportunities for learning, both inside and outside the classroom, within the timetable and off timetable and by tapping into the expertise of our parent body and visiting speakers.
- Ensure high expectations, consistent approaches and good progression throughout the school.

**Each Key Stage has a particular focus for learning:**

- In KS3 we shadow the UK National Curriculum but aim to adapt and enrich it wherever and whenever appropriate within an international context.
- In KS4 we offer a full IGCSE programme to all pupils.
- In KS5 we offer the full International Baccalaureate Diploma Programme to all pupils.





# CURRICULUM

**One of the advantages of an independent school is the possibility of tailoring the curriculum followed by pupils in each year. At Key Stage 3 St George's pupils follow a broad and balanced curriculum which builds on the UK National Curriculum and extends it and enhances it, taking into account our location in Italy, the international nature of the school and our very high academic standards.**

Both curriculum and assessment were entirely revised in 2017-18, following the demise of National Curriculum levels in the UK and the introduction of a more demanding suite of (I)GCSE courses at Key Stage 4. We are confident that the breadth of our curricular offer (pupils take sixteen different subjects at Key Stage 3, including non-examined PSHE, Citizenship and Well-being) and the gradual refining of skills and knowledge which is at the base of our 'spiral' curriculum provides a rich and varied learning experience, as well as a strong foundation for future studies at Key Stage 4 and 5.

Mathematics is the only subject that sets by ability. This is done to ensure appropriate levels of challenge

and support. Setting is decided by the Head of Department based on baseline testing (CAT4 tests), prior achievement and teacher judgement, and is reviewed regularly throughout the year.

English is not taught in sets, but pupils requiring language support in Years 7, 8 and 9 are withdrawn from third language lessons.

The PSHE programme follows a wide ranging discussion-based curriculum involving Emotional Health, Friendships and Families, Sex education, Careers, and much more, all appropriate to the year group.

Well-being lessons weave through the current PSHE (Personal, Social, Health and Educational) programme supporting themes and ideas. The aim of these lessons is to encourage awareness, connection to others, an appreciation of our community, a philosophical enquiry into meaning, and an acquiring of self-knowledge, to allow each student to be able to build a 'toolkit' that helps them transform the way they approach life and work.

# ASSESSMENT

**Our bespoke assessment system has been devised with the first and foremost aim to support teaching and learning. In each year, attainment in each subject is assessed using one of four worded descriptors (thresholds): developing, securing, advancing and excelling. Across Years 7, 8 and 9, each threshold will show increasing levels of demand in terms of expectation, so that a student working within that threshold will be on the flightpath towards their GCSE target grade.**

We are aware that this way of reporting attainment may be novel to many pupils and parents. Please refer to our booklet 'KS3 Assessment without levels - A quick guide for parents to assessment in Years 7, 8 and 9' for further details on assessment.

Please note that assessment at Key Stage 3 is internal only. No public examinations are taken, with the exception of GCSE Italian in Year 9.





# TIMETABLE

The Senior School timetable follows a two-week cycle (Week A and Week B) with six periods per day. The total number of lessons in each two-week cycle is 60, which are divided as follows:

Subject	Number of periods per subject	Total number of periods
English, Mathematics, Science	7	21
Italian, Physical Education (PE)	5	10
One language from French, German, Latin or Mandarin	4	4
Art, Design & Technology, Drama, Geography, History, Music	3	18
Computer Science	2	2
Citizenship	1	1
Well-being	1	1
Assembly, Tutorial, Personal Social and Health Education (PSHE)	1	3
<b>TOTAL</b>	<b>25</b>	<b>60</b>







# **HOMEWORK AND INDEPENDENT STUDY**

Pupils in Key Stage 3 are set between three and four subjects for homework each night. Homework tasks vary according to age and subject but are set in order to develop student independence and learning. Pupils are provided with a homework timetable at the beginning of each year. The Firefly portal contains useful resources to support pupils in their learning.

The Library is open after school and many pupils choose to work there. Computers and internet access is provided here and in one of the designated Computer Rooms for research during lunchtimes and after school. Our Librarian is always happy to help pupils select resources. We encourage all pupils to make use of the wide range of books and DVDs available for loan.



## **WELL-BEING**

The subject of well-being has gone from strength to strength since its introduction to St George's five years ago.

Year 7 focus on aspects of community including friendship and kindness. Pupils are also introduced to short mindfulness exercises. The pupils have enjoyed learning through drama and collaborative activities.

Year 8 focus on ways in which they learn and this has included looking at teaching strategies as well as learning to encourage more independence. The pupils have also done projects on empathy to help them understand other peoples feelings.

Year 9 focus on preparing them for their future studies in GCSE and IB. Their lessons include coping with exam stress, decision making and goal setting. This year they have also been introduced to an exciting new initiative called Decider Life Skills. These are 12 skills that help the pupils cope with particular situations. They have thoroughly enjoyed this and are now supporting the junior school pupils with this initiative.

The pupils have enjoyed having the opportunity to reflect on themselves and their learning in a dynamic and supportive environment.





## PASTORAL CARE

At every stage of their time at St George's, we want to ensure that every individual is fully supported so that they can enjoy all aspects of their education and achieve at the highest levels in everything they do. We are particularly aware that our families come from around the world and may be with us for relatively short periods of time, so supporting transitions is a key focus for our pastoral system.

Future Year 7 pupils participate in a transition week in the June prior to their entry. During this programme they have an opportunity to meet their Head of Year and future teachers, visit their new classrooms, participate in teambuilding activities and meet new friends.

In the Senior School, all pupils belong to a tutor group, which meets each morning at the beginning of the school day prior to Period 1. The tutor supports all aspects of their education and is the first point of contact for parents who have any questions about their child's education and progress. Each year group is led by a Head of Year who oversees all aspects of a student's school life, with a particular focus on the progress every individual is making.

As well as being in their tutor group, everybody at St George's is a member of a House. The Houses run a wide variety of activities and competitions that all pupils and students are encouraged to get involved in. The activities are organised by the Heads of House and range from sporting activities to writing or Maths competitions and to Drama and Music. We encourage everybody to get involved!







## CO-CURRICULAR

Lunch breaks and after-school are packed with voluntary activities, clubs and societies for all year groups. Many are specifically arranged for Key Stage 3 pupils. The range of activities offered includes sports, music, drama, art and more. We also have our own St George's Football Academy running on Saturday mornings, as does the Top Hat Stage and Screen School. Late Bus services are provided to facilitate pupils taking part in the after-school clubs.

As well as all of this daily activity, there are numerous day or field trips organised by teaching staff, plus many longer residential trips, most of these falling within May Week where each year group has an opportunity to participate in a week of activities. Some of our recent destinations have included Iceland, Berlin, the Italian Alps and Umbria. Pupils are often involved in charity events and fundraising. In particular, these efforts support the Zambian Orphans Appeal (ZOA) a charity established and supported by St George's.



## ENGLISH

The aim of the English curriculum is to develop and extend the pupils' confidence and skills in reading, writing, speaking and listening whilst kindling their excitement for language and enthusiasm for literature. The overview has been developed to be flexible so that teachers can respond to the needs of their pupils whilst operating within the secure parameters of an agreed and proven framework. Much of the content is, therefore, based on the 'best' elements of the 2001, 2011 and new 2013 UK English National Curricula, the American NCTE Standards for Language Arts and the Middle Years Programme of the IB.

In Years 7, 8 and 9 pupils complete six units of work each lasting approximately seven weeks. Accepting that creativity and innovation are essential to good teaching and learning, this framework leaves space for teachers to add extra work according to their enthusiasms as well as the interests and identified needs of the pupils. By completing units focusing on specific genres, it is possible to build in both an element of iteration and, more importantly, progression.

Core units are underpinned by generic skills that are taught across the units. These include guidance on: private reading; discussion, interaction and collaborative working; spelling, vocabulary and grammar; planning, drafting and presentation.





# MATHS

**During Key Stage 3 the pupils develop their knowledge in four strands Number, Algebra, Geometry and Measures, and Statistics.**

In all topics pupils are encouraged to approach the mathematics they learn in two particular ways; firstly understand the knowledge and skill, and then secondly apply the knowledge or skill in a variety of contexts. By the end of Year 9 all pupils should be able to: solve problems involving fractions, decimals, percentages, ratio, and proportion; work with expressions, complex linear equations and formulae; solve problems involving the measurements of a variety of shapes; process and interpret data; and consider the likelihood of different outcomes from an event. Learning happens through a variety of

methods including discovery based learning, project work, whole class discussion, as well as the traditional practice that is required to consolidate key skills. Many pupils go well beyond the core learning outcomes and begin mathematical learning from the Higher tier of the IGCSE Mathematics course. In all cases the Maths Department is driven by two goals: that pupils should progress in their understanding and that they should enjoy the subject.

The most able pupils are also entered in the UKMT Maths Challenge at Junior level (Years 7 and 8) and intermediate level (Year 9) in order to stretch even further their abilities, and some are invited to attend a Gifted and Talented Maths Club.

# SCIENCE

**Science at Key Stage 3 nurtures curiosity, perseverance and enquiry. It is the discovery, understanding and application of knowledge about the natural, material and physical world around us. At every stage practical investigation is key and pupils build skills in scientific investigation techniques and use of equipment throughout the three years.**

Years 7 and 8 follow a combined science course. Numeracy and literacy are an integral part of the course and the pupils gain confidence with the use of scientific terminology and apply mathematical skills as they work scientifically. In Year 7, pupils explore the themes of cells and organ systems, particle chemistry, acids and alkalis, forces, energy and electricity. At Year 8 the topics of nutrition and respiration, the periodic table, waves and energy transfers are explored.

In Year 9, there is the opportunity to focus on each of Biology, Chemistry and Physics as separate subjects while scientific skills are extended and improved. This pre-IGCSE course allows the pupils to become familiar with some of the science they will meet in the following years and to experience a range of practical investigations at a more advanced level. There is the chance to participate in extra activities, including the British Biology Challenge and a collaborative project.

In Science, pupils learn cooperation and teamwork as they work on pair and group investigations and activities while also developing the independence connected with individual research and investigation design.





# LANGUAGES

The Language programme in Key Stage 3 at St George's is varied and offers pupils the opportunity to start new languages as well as consolidate their skills, if they have already started any of the languages that we currently offer. The Languages we offer in Key Stage 3 are French, Mandarin, German and Latin, alongside Italian, which is studied by all pupils in Years 7, 8 and 9.

## Italian

Italian is part of the core curriculum in Key Stage 3 and pupils receive five lessons per cycle (two weeks) in Years 7, 8 and 9. Pupils are grouped according to their proficiency in the language, from beginner's level to mother-tongue ability. Therefore we offer three courses in each year:

- 1.** Beginner's programme: pupils who have no or little Italian embark on this course which covers the basics of the language (vocabulary and grammar) through the study of topics related to everyday life.
- 2.** Continuation intermediate course for pupils who have already acquired some knowledge of Italian: pupils develop their linguistic skills through the study of grammar, vocabulary, topical and cultural themes. The program of this course is aimed at preparing pupils for the GCSE Italian exam, which they all take at the end of year 9.
- 3.** Advanced programme for mother-tongue and advanced learners: pupils refine their Italian language skills (advanced comprehension, writing for different

purposes and oral skills) and study some literature of different genres, reading two books a year. They cover prose and poetry, they are also exposed to non literary texts, and start learning literary terminology to help them develop their analytical skills.

At the end of Key Stage 3, all pupils from the intermediate and the advanced groups sit the Italian GCSE exam early.

## French, German, Latin and Mandarin

In addition to the Italian programme, all pupils also study another foreign language in Key Stage 3, for four periods during each two-week cycle.

In Year 7, pupils are introduced to all four languages (French, German, Latin and Mandarin) through a carousel during the first term of Year 7, for a period of four weeks per language. At the end of the carousel, pupils choose the language that they would like to continue studying for the rest of Key Stage 3.

French, German and Mandarin follow similar programmes of study, where pupils will learn vocabulary in the context of everyday life based on the communicative skills. The final aim is to sit the IGCSE examination at the end of Key Stage 4. In Latin also, the course is a pre-GCSE course and covers the basic principals of the Latin language and aspects of the culture and history of the Romans.





# ART AND DESIGN & TECHNOLOGY

Our Key Stage 3 Art and Design & Technology programme is designed to help each student to develop the practical, theoretical and investigative skills necessary to engage in the critical, creative and cultural exploration of the world around them. Not every student will go on to study art or design at a higher level. However, through proactively discovering, and subsequently attempting to resolve, individual and collective problems in surprising, innovative and appropriate ways, they may develop the foundations for a lifetime of learning and creativity.



# DESIGN & TECHNOLOGY

Key Stage 3 pupils have one double lesson and one single lesson per cycle in DT. The range of media and approaches covered in DT includes graphic design, packaging, mechanisms, three-dimensional design, CAD, CAM, resistant and semi resistant materials. A typical project might include the investigation of the work of a range of contemporary designers leading to the production of a working prototype using woods and plastics. Trips, such as the recent Year 9 visit to the MAXXI Museum, allow pupils to critically evaluate architecture and design.



# ART

Through the course of Key Stage 3 Art pupils will undertake complex and ambitious projects in a range of media including ceramics, painting, drawing, critical writing, animation, printmaking and 3D media. A typical year in Key Stage 3 Art at St George's may span techniques as diverse as large scale sculptural work and spray painted stencils. Homework tasks in Art at St George's are often extended and open-ended. They are designed to encourage and enable diverse creative responses.

Pupils are able to attend a range of Art Club sessions each week. These include our school media group: GTV and the 'A Team' club for particularly able and enthusiastic artists. Art trips are run to local museums and other inspirational locations. Our pupils' Key Stage 3 artwork is often entered successfully for local, national and international competitions.



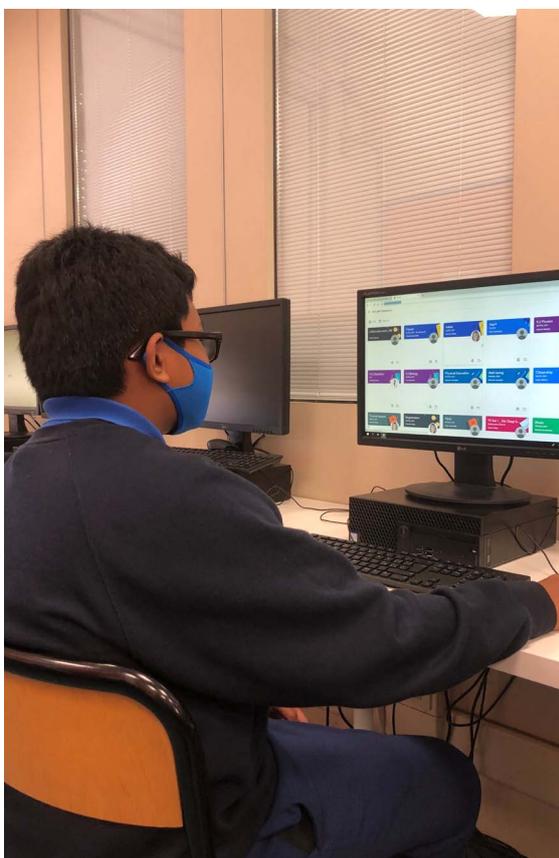


## CITIZENSHIP

In Year 7, pupils build on their knowledge of world religions, as a means to understanding different cultures and beliefs. They visit the Rome Mosque and Synagogue and also La Storta Cathedral.

In Year 8, knowledge of different religions becomes a 'springboard' for exploring broader issues, such as rites of passage and growing up, education, attitudes to marriage and death, social justice and discrimination. Pupils are encouraged to get involved in activities such as the 'Bridges to the World' sponsored walk.

In Year 9, pupils explore rights and responsibilities within society. They look at documents such as the Universal Declaration of Human Rights. They find out about political conflict and how conflict can be resolved. Pupils focus on the lives and work of key figures such as Mohandas Gandhi and Martin Luther King.



## COMPUTER SCIENCE

During Key Stage 3 Computer Science our pupils complete a number of projects each year using a variety of software tools. In line with the Computing Curriculum in the UK, the emphasis for much of the work is on "computing", reflecting the need for today's young people to be able to engage in critical computational thinking skills.

Programming is therefore a recurring feature and the children will learn to use graphical languages such as Scratch, as well as more traditional programming languages such as Visual Basic, allowing them a flavour of what computer science is all about. Some of the work still remains firmly "IT" in nature, such as learning to use a spreadsheet, making a database, creating websites and image editing, ensuring our pupils stay ahead with digital literacy. Internet safety and being aware online are important features as we aim to ensure our pupils are digital citizens of the 21st Century.





## DRAMA

**At St George's, Drama is an important subject encouraging pupils to not only creatively examine the world in which they live but to also understand what it means to look at life from different points of view.**

Pupils acquire the following skills through the study of Drama: creativity, imagination, emotional intelligence, creative problem solving, leadership abilities, effective communication, public speaking, resilience, tolerance, empathy and, above all, the ability to perform under pressure – all invaluable skills for any future career.

Pupils practically explore a new project each half term studying different theatre forms and genres from around the world. Each year group gains experience in creating, performing and evaluating creative practical work together and they complete the year by devising their own performance, inspired by a variety of stimuli.

Topics explored throughout Key Stage 3 include mime and silent movie techniques street theatre, Italian Commedia dell'Arte, Japanese Kabuki Theatre, monologues and duologues, Greek Theatre, production (costume, set, lighting, sound) and non-naturalistic experimental and physical theatre.



## GEOGRAPHY

**Geography is a very special subject. It combines knowledge, skills and understanding from across myriad of subjects and is linked directly to our everyday lives and the world around us.**

Year 7 begins at the beginning- the Big Bang! And from then on we delve into the ice ages, travel into Africa, investigate our local area and learn how to explain how landforms such as waterfalls, cirques and rift valleys form. Into Year 8 the voyage continues, starting with a day at the beach as we investigate the formation of features and the impact of humans. We continue to learn about different cultures and demographic systems through Asian countries and we then challenge the pupils to master a real twenty-first century skill, the use of Geographic Information Systems (GIS).

In Year 9 we continue to raise our expectations, and those of the pupils by beginning the IGCSE syllabus. This not only allows those who are going to choose IGCSE Geography in Year 10 (which most pupils do) to begin to develop exam based and essential topographic skills, but continues raising the awareness of all pupils in topics that are fundamental to humanity- migration, globalisation and climate change.





# HISTORY

Throughout Key Stage 3 pupils study a comprehensive history programme which allows them to gain a wide breadth of historical knowledge of international history. Hence, the course starts with the Romans in Year 7 and finishes with the USA 1919 to 1929 in Year 9.

The programme is enhanced by a variety of day trips which include an excursion to the Capitoline Museum and the Forum in Year 7, a full day spent in the Vatican Museum in Year 8, plus a guided tour of the Vigna di Valle Aircraft Museum in Year 9.

During the course, pupils focus on skills such as evidence gathering, chronology, interpretation and the use of sources. One of the major aims of Key Stage 3 History is to prepare the pupils for studying this popular subject at IGCSE level and this is one of the reasons we have introduced IGCSE topics in Year 9. This raising of expectations in the final year of Key Stage 3 has enabled pupils to approach their IGCSE History course with confidence based on sound knowledge and understanding of the requirements of History in Key Stage 4.

# MUSIC

Music at Key Stage 3 enables pupils to develop skills in composing, performing and listening through a variety of topics such as Music of Latin America (Year 7) and Film Music' (Year 8). In Year 9, pupils are introduced to the Musical Futures approach in which they have much greater control and involvement in their choice of topic. Throughout Key Stage 3, Music in the curriculum is based on small group work, coupled with some whole class performing and individual listening activities. All pupils are encouraged to sing in class and to develop their Music Technology skills, alongside developing their understanding of the Theory of Music.

For those who wish to pursue their interest in music outside of the classroom, there are ample opportunities. Pupils can learn to play an instrument (including voice) with one of the Visiting Instrumental Teachers (VITs) and this would normally involve an additional lesson each week on a one-to-one basis. Pupils taking individual lessons on an instrument often sit examinations with the Associated Board of the



Royal Schools of Music or with Trinity College London, both of which offer internationally recognised qualifications.

Pupils are encouraged to participate in the co-curricular music programme and can choose from:

- Percussion Ensemble
- Middle School Choir (Years 7 and 8) or Senior Choir (Years 9 - 13)
- Orchestra
- Chamber Music
- Additional Theory of Music
- Jazz Band
- 'Harmonix' vocal ensemble
- Ukulele ensemble
- Rock Band

Our ensembles perform in some of the most prestigious venues in Rome, such as the Auditorium, Parco della Musica and St Paul's within the Walls. The music department regularly collaborates with the Drama department to produce stage musicals.





# PHYSICAL EDUCATION

At St George's we pride ourselves on providing a quality physical education programme which helps all pupils develop their health-related fitness, physical competence, cognitive understanding, and positive attitudes about physical activity, so that they can adopt healthy and physically active lifestyles.

We want our pupils to be the best they can be across a range of team and individual activities whilst also developing the many elements of the "silent" PE curriculum such as determination, perseverance, teamwork, communication, fair play, competitive spirit, tolerance and controlling emotions. Most importantly, however, we want our pupils to have fun and enjoy being physically active in order to create a habit for lifelong healthy and active lifestyle.

We are fortunate enough to build our curriculum around wonderful facilities that include two state of the art astro turf fields, an athletics track with 2 jumping pits, multiple outdoor court spaces and an indoor dome.

We deliver a broad and balanced curriculum within Physical Education at KS3 including invasion games such as football, basketball, and handball; fitness; net games such as volleyball and badminton; orienteering; track and field athletics; and striking & fielding games such as softball and rounders.

Pupils are assessed in four main areas:

- developing competence and skills
- using tactics & strategies to overcome opponents
- analysis & evaluation of performance to improve
- knowledge of how the body responds to training, exercise & fitness

A wide range of co-curricular opportunities are offered that support these activities and enable pupils to represent the school in RISA leagues and tournaments throughout the year. Within school we have a House system where pupils can represent their House in sports and other co-curricular competitions.

Pupils in Key Stage 4 & 5 are offered the opportunity to become Sports Leaders and follow a program of study that enables them to become a teacher, coach, organiser or official in a variety of activities whilst working with pupils in Key Stages 1, 2 & 3.





## PSHE

Pupils in Key Stage 3 are taught Personal, Social, Health and Economic Education one lesson per cycle. The programme of study is closely linked with our whole school ethos and is designed to enable our pupils to develop the knowledge, skills, understanding and attributes necessary to thrive as individuals and to contribute to our global society.

The core themes studied in Key Stage 3 link to the topics studied later in Key Stage 4 and 5. The areas studied include:

- Health and well-being
- Relationships
- Living in the wider world.



## WELL-BEING

KS3 pupils have one Well-being lesson every two weeks. The course coincides with the current P.S.H.E. (Personal, Social, Health and Educational) Programme supporting themes and ideas. Pupils also have the opportunity to work on whole school initiatives in collaboration with the Well-being Team, the Student Council, the School Counsellor and Heads of Year.

In Year 7 focus on exploring the nature of happiness through discussion, debate and creative activities. We then go on to explore active Listening and positive engagement; empathy, compassion in action, and the power of kindness; and the neuroscience of how we learn. Pupils connect with new skills and then teach others and finish the year sharing their strengths and core values thinking about 'how' they want to affect others and 'how' they want to be in the world.

Year 8 are embarking on an exciting new Well-being project - the DBT STEPS-A curriculum. This programme teaches practical skills for regulating emotions, reducing impulsive behaviours, solving problems, and building and repairing interpersonal relationships. The DBT STEPS-A curriculum has an evidence-based approach and is part of a research project with the trainers in the UK. This project, together with the delivery of the DOT B Mindfulness in Schools course, reinforces links with the School Counsellor. These two

strands will equip pupils with the tools to step out into the world of work and play with confidence and joy.

Year 9 focus on a number of projects to support their growth as they draw closer to meeting the demands of the GCSE and IB Courses. These projects include the following: ECO well-being and making a difference; Digital awareness; Meeting the challenge – handling the distracted mind, building and celebrating resilience; and Positive self- image- nurturing a growth mind set. Pupils also redefine their core values and learn The Life Decider skills – a CBT programme aimed to support reducing impulsivity and build the ability to keep in balance and respond rather than react to challenging situations.

For all KS3 pupils the broader aim of these lessons and workshops is to encourage awareness, connection to others, an appreciation of our community, a philosophical enquiry into meaning, and an acquiring of self-knowledge, to allow each student to be able to build a 'toolkit' that helps them transform the way they approach life and work.





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