

Bennett Memorial School Curriculum 2016/17

Curriculum Aims

- Our curriculum embodies the school's Christian values as understood in the tradition of the Church of England. We want our students to enjoy the experience of an education that is distinctive in character, sensitive to their needs, rich in variety and of high academic quality.
- A core purpose is to provide children with opportunities to develop an understanding of the Christian faith. We follow the view of the National Society of the Church of England that "the starting-point for a Christian curriculum is the experience of God, through the love of Christ, which leads to an understanding of the world, of humanity and a hope for the future." The key position of RE within the curriculum, the range and variety of our worship, and the involvement of the school in reaching out to those in need reflect our priorities as a Church of England school.
- The Bennett curriculum aims to prepare young people for life in a diverse and complex society, and so we not only aim to enable them to be grounded and confident in their own beliefs, but also to be knowledgeable about and respectful of those of other beliefs, and none. The RE programme therefore teaches students about Christianity in its diversity of tradition, and also about the belief systems of religions other than Christianity. The RE and the wider curriculum equip students with an understanding of Christian and other perspectives on major ethical issues and enables them to think critically as they develop their own viewpoints.
- Understanding and learning how to make a positive contribution to a diverse and complex society is a key focus in the personal and citizenship education that students receive (PACE). Students learn about the principles of equality and the rule of law. Positive attitudes about vulnerable groups in society are directly explored and developed. Students also learn, through their PACE curriculum, the nature of democratic participation in Britain today, as well the features of the British parliamentary system. In both history and geography students learn about the characteristics and development of democracy in this country. In a sustained programme of school debates all students in years 7-10 are regularly encouraged to engage with an exploration of individual liberty in the context of the rule of law.
- Students follow a curriculum which teaches them to recognise the power of rational explanation and seeks to develop a sense of excitement and curiosity about natural phenomena. They are encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. This approach is followed not only in science but across the curriculum. The school teaches National Curriculum science.
- The quality of our relationships as a school community directly affects the way the curriculum is experienced by students. If they learn in an orderly atmosphere where they are trusted and affirmed, encouraged to think independently, and about the needs of others, where high expectations are made of them, where their achievements are celebrated and where Christian values such as the pursuit of justice, respect for others who may think differently, the challenge of service and duty, including active participation in an open and democratic society, the experience of trust, forgiveness and reconciliation are put into practice, then they will learn in a deep way and be well prepared for life ahead.
- For Bennett a central aspect of our Christian ethos is the uniqueness and value of each member of our school community. Our Christian values of love, hope and faith provide students and the wider community with a framework that aims to allow them to become confident, informed, active and engaged citizens who contribute towards building more cohesive and sustainable communities. This is about going beyond issues of equality and valuing diversity, important as they are, and recognising the innate worth and dignity of each other.
- Through both the taught curriculum and a rich and inclusive co-curricular offer we aim to promote the character, resilience and virtues which equip young people well for the challenges which will face them. Determination, optimism, ability to work with others and to lead teams, to deal with failure or setbacks constructively are aims which transfuse all that we do.

- We believe that the cognitive development afforded by study of the subjects included in the English Baccalaureate (English, mathematics, science, humanities, and languages) provide a necessary framework for intellectual growth. Our underlying approach to learning and achievement is the growth mindset which emphasises progress through hard work and practice and affirms the view that young people can, with hard work and outstanding teaching, literally become more intelligent and able to achieve more highly. It is for this reason that we believe a 'high value' curriculum is the right aspiration for Bennett students.

Year 7 and 8

- Students study art, design and technology, English, French or German, geography, history, ICT, mathematics, music, Personal and Citizenship Education (PACE), philosophy, physical education, religious education, science. In year 7 all students complete the 'License to Cook' programme.
- In order to provide students with particular strength in the languages domain with further challenge sixty students in each year group follow a languages specialist pathway including Latin in year 7 and 8. This does mean that these students pick up design technology only in year 8.
- Students with special educational needs are given support by the Special Needs Department. Students are normally supported in lessons although, where appropriate, they are given a programme of individual support. Some students benefit from a literacy support programme including one-to-one reading and spelling and grammar intervention.

| Year 7 | Lessons per fortnight | Lessons per fortnight Languages Path |
|--------------------------------------|-----------------------|--------------------------------------|
| <i>English</i> | 7 | 6 |
| Maths | 7 | 7 |
| Science | 5 | 5 |
| RE | 2 | 2 |
| Core PE | 4 | 4 |
| PACE | 1 | 1 |
| <i>Language 1 (French or German)</i> | 5 | 5 |
| Art | 2 | 2 |
| Music | 3 | 3 |
| <i>History</i> | 3 | 3 |
| <i>Geography</i> | 3 | 3 |
| ICT | 2 | 1 |
| Food | 2 | 2 |
| <i>Technology</i> | 2 | |
| <i>Latin</i> | | 4 |
| Philosophy | 2 | 2 |
| Total per fortnight | 50 | 50 |

| Year 8 | Lessons per fortnight | Lessons per fortnight Languages Path |
|-------------------------------|-----------------------|--------------------------------------|
| English | 7 | 6 |
| Maths | 7 | 7 |
| Science | 6 | 6 |
| RE | 2 | 2 |
| Core PE | 4 | 4 |
| PACE | 1 | |
| Language 1 (French or German) | 5 | 5 |
| Art | 3 | 3 |
| Music | 3 | 3 |
| History | 3 | 3 |
| Geography | 3 | 3 |
| ICT | 2 | 1 |
| Technology | 2 | 2 |
| Latin | | 3 |
| Philosophy | 2 | 2 |
| Total per fortnight | 50 | 50 |

Year 9

- English and mathematics remain central to the curriculum and students continue to study within a framework broadly defined by the National Curriculum, laying foundations for their GCSEs to come.
- Students continue to study core PE.
- Students in year 9 study biology, chemistry and physics intensively as part of a foundation course for GCSE sciences.
- In religious education, all students laying the foundations for their GCSE RE course.
- For the rest of their curriculum students study five further subjects from: art, computing, food and nutrition, French, geography, German, history, Latin, music, product design, textiles. They are expected to continue to study at least one language subject and either history or geography from this list.

| Year 9 | Lessons |
|----------------------|---------|
| English | 7 |
| Maths | 6 |
| Biology | 3 |
| Chemistry | 3 |
| Physics | 3 |
| RE | 5 |
| Core PE | 3 |
| Language 1 | 4 |
| History or Geography | 4 |
| Option 1 | 4 |
| Option 2 | 4 |
| Option 3 | 4 |
| Total per fortnight | 50 |

Years 10 and 11

All students follow a core curriculum, and then choose additional subjects from a range of possibilities. Breadth and balance is maintained as it is normally expected that all students will study separate sciences, a modern language and either history or geography. Core GCSE subjects include the following: English – for all students this leads to two GCSEs, English Language and English Literature, Mathematics, Chemistry with Biology, or Physics, or both– each studied as a discrete subject with a specialist teacher

- Students are normally expected to continue to study at least one language subject to GCSE.
- All students study at least one of either history or geography to GCSE.
- Students also study two further GCSE courses from the following list of courses: art and design (fine art or photography), biology, computer science, drama, food studies, French, German, geography, history, Latin, media studies, music, physics, product design, Spanish and textiles.

Having completed their GCSE course in religious education all students continue a core programme in this subject with some studying AS Critical Thinking, some completing either L2 or L3 projects in the RE field.

| Year 10 | Lessons |
|----------------------------|---------|
| English | 7 |
| Maths | 7 |
| Chemistry | 5 |
| Biology or Physics | 5 |
| RE | 4 |
| Modern or Ancient Language | 5 |
| History or Geography | 5 |
| Option 1 | 5 |
| Option 2 | 5 |
| Core PE | 2 |
| | 5 |
| Total per fortnight | 0 |
| | |

| Year 11 | Lessons |
|----------------------------|---------|
| English | 7 |
| Maths | 7 |
| Biology | 4 |
| Chemistry | 4 |
| Physics | 4 |
| RE | 2 |
| Modern or Ancient Language | 5 |
| History or Geography | 5 |
| Option 1 | 5 |
| Option 2 | 5 |
| | |
| Core PE | 2 |
| | 5 |
| Total per fortnight | 0 |

Sixth Form

- In year 12 students study 3 or 4 A level courses or the equivalent from a very broad range of over 30 subjects. There is a strong emphasis upon students complementing these with an Extended Project qualification.
- Students who have not yet secured the C grade threshold in either mathematics or English language are expected to undertake GCSE courses in these subjects as a priority in the Sixth Form

Decision-making within this curriculum framework is carefully supported by an advice and guidance process involving both briefings and individualised interviews with students and their parents

Parents can obtain more detailed information about Bennett's curriculum regarding particular courses or phases by contacting the school enquiries@bennett.kent.sch.uk

Details of examination courses in years 10 and 11 are published on the Parents Information Page of the school website and for the Sixth Form in the Sixth Form Prospectus