

## 3.1 General Curriculum

We want the curriculum to enable all young people to become:

- **successful learners** who enjoy learning, make progress and achieve
- **confident individuals** who are able to live a safe, healthy and fulfilling life
- **responsible citizens** who make a positive contribution to society.

We adhere to the original principle of the National Curriculum that ‘each student should have a broad and balanced curriculum that is relevant to his or her needs’. We focus on students as:

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participators

Additional classes are included to raise literacy & numeracy levels for some students. Ofsted rated the curriculum of the whole school, including the Sixth Form, as “Outstanding” in 2007 and good in our 2009 inspection. Students are set challenging targets, based on Fischer Family Trust or ALiS figures, and we monitor each student’s progress, throughout their 5 - 7 years at school. A whole school Target Setting Day, involving parents and students, increases understanding of the challenges ahead. A tutorial period, in a vertical system, will further ensure that student welfare and progress is at the heart of our work. It will also enhance and develop students’ personal learning and thinking skills.

## 3.2 Academic Organisation

The academic work of the School is organised in **4 LEARNING ZONES**, each incorporating a number of different subject areas. In each Learning Zone there are Zone, House and Subject Leaders and the core subjects also have an Assistant Subject Leader:

<b>ENTERPRISE &amp; TECHNOLOGY - LONDON</b> (Floor 0)	<b>GLOBAL</b> (Floor 2)
<ul style="list-style-type: none"> <li>• Maths</li> <li>• Business Studies</li> <li>• Design &amp; Technology (D&amp;T)</li> <li>• Information &amp; Communications Technology (ICT)</li> </ul>	<ul style="list-style-type: none"> <li>• Science</li> <li>• Geography</li> <li>• Personal Social &amp; Health Education/Citizenship (PSHE)</li> <li>• Psychology</li> </ul>
<b>PERFORMANCE - ATHENS</b> (Floors 0/1/2)	<b>PEOPLE</b> (Floor 1)
<ul style="list-style-type: none"> <li>• Modern Foreign Languages (MFL)</li> <li>• Performing Arts             <ul style="list-style-type: none"> <li>○ Music/Music Technology</li> <li>○ Dance</li> <li>○ Drama/Theatre Studies</li> <li>○ Film Studies</li> </ul> </li> <li>• Physical Education (PE)</li> </ul>	<ul style="list-style-type: none"> <li>• English</li> <li>• Art &amp; Design</li> <li>• History</li> <li>• Law/Government &amp; Politics</li> <li>• Religious Education (RE)</li> </ul>

There are Coordinators for Special Educational Needs, Careers Education & Guidance and Work Experience, Outdoor Learning and Gifted & Talented students.

Students are taught in a variety of groups during Year 7. In some subjects groups are of mixed ability, in others re-grouping takes place by ability (e.g. sets in Maths). There are smaller classes for practical subjects (e.g. D&T, PE). The Secondary National Strategy (including Science, ICT and the Foundation subjects) enables some students to benefit from an additional focus in literacy and numeracy. Teaching Assistants give extra help to those with learning difficulties

in some lessons. A small number are withdrawn for basic skills development or extension work on an individual basis at times. Where subjects are grouped together in blocks, there is increased flexibility to reorganise and to support the needs of different abilities. During Years 8 to 11 setting and regrouping according to ability takes place in most subjects, although different subject areas take different approaches.

## 3.3 Key Stage 3 Curriculum

Year 7 students follow courses in English, Maths, Science, Design & Technology, History, Geography, French, Art, Performing Arts (Music, Dance, Drama), PE/Games, RE and Personal, Social & Health Education/Citizenship (PSHE). A weekly Information & Communications Technology lesson and a special study skills programme supports work in all subject areas. In Year 9 students have the opportunity to develop further their languages (including German) and performing arts skills, alongside key skills for education, life and further learning support.

## 3.4 Key Stage 4 Curriculum

Year 10 students continue with a core curriculum that includes English (language and literature), Maths, a Science course (core, additional, applied and triple), PE, Personal Social & Health Education/Citizenship (PSHE) and 5 further option courses. Some students are directed to take a Modern Foreign Language as part of their balanced curriculum. The options are based on a free choice model, with guidance given on combinations and balance. Some students follow a Study Support programme, which includes a regular work-based placement, while some follow a more vocational model with a one day per week College based course. This year some students have taken the chance to take up one of the four Diploma courses offered at Level 2 through the local Forum of schools. To ensure that our curriculum covers all of the compulsory elements, and also teaches further vital key skills, a KS4 statutory programme covers ICT, RE and Work Related Learning.

Most courses lead towards certification at GCSE with OCR National, BTEC, Diploma, Certificate of Achievement, ASDAN and Key Skills accreditation in some subject areas. The college day release course in 3 subject areas is offered to some students at NVQ Level 1 or BTEC National. Some students have the opportunity to take up to 15 GCSE examinations, with most taking 9 or 10. Students continue to receive careers education and guidance throughout the two year programme, with a two week work experience placement for all students at the start of Year 11, plus additional work related opportunities for some, where appropriate.



## 3.5 Sixth Form Curriculum

The Sixth Form is an expanding area of the school and we currently offer 23 A level courses (see separate Guide). All students study AS General Studies and take part in a growing Enrichment programme. They are given the opportunity to gain a wide range of extra qualifications. Most go on to study at University or College. UCAS references are written by personal mentors, subject staff and the Head of Sixth Form, Ms Fisher, along with students' personal statements. This provides a very personal touch to this very important application. All students receive individual guidance and support from their tutors during tutorials as well as during private study periods. Student progress towards target grades is closely monitored using a system of 'Working At Grades' (WAGs). The students have their own facilities in which both to study and socialise. There is a Sixth Form Council run by the students. Ofsted rated the 'Care, guidance & support' and 'Personal development & well-being' in the Sixth Form as outstanding and 'Standards & achievement' as good. In 2008 and 2009, value-added results in the Sixth Form were amongst the best for schools and colleges in Shropshire.

## 3.6 Assessment & Reporting

The school values the special relationship between students, parents and staff. As technology is progressing, we are trying to find more and better ways to keep you informed of your son/daughter's progress at school. Parental access to student information will be piloted during the academic year 2010-2011, through the school's Learning Gateway. There are important security issues to be resolved before we can roll out this ICT based system but it should provide up-to-date information on attendance, rewards, assessment and timetabled classes.

None of this will replace our commitment to keeping you informed on an approximately termly basis. There is a special Target Setting Day during the Autumn Term to which parents and students are invited for individual interviews during a school closure day. This sets the scene for improving progress by reviewing the previous year, identifying strengths and agreeing important areas for improvement. This is the chance to discuss items in a private session, usually with your son/daughter's tutor.

More formal consultation evenings are arranged at an appropriate time in the school year for each Year Group. These occasions provide the opportunity for parents to discuss students' progress and development with specialist subject teachers and other relevant staff. This should help to identify and evaluate progress since the Target Setting Day. The last of the three points of contact within year is a full written report. This document is a summation of attainment, attitude and subject skill levels, with an overview by the tutor and a member of the House or senior leadership team.

## 3.7 Gifted & Talented Programme

### **Aims:**

- To ensure that all students with high potential have the opportunity to become high achievers.
- To increase the range of opportunities available to gifted and talented students.

We identify and track progress of the gifted and talented cohort of William Brookes School. This is done at every report interval (at least twice per year group). All departments have extension materials and alternative provision available for our high attainers. We try to organise extra sessions with specialists, wherever possible, whilst encouraging our students to be independent learners. We reward and encourage a positive ethos where it is fine to succeed.

Some departments arrange for GCSE entries in Year 10 and AS level teaching in Year 11.

Celebrations such as the annual Presentation Evening and regular Assemblies, as well as our Newsletter and the School Blog, provide opportunities to recognise high achievement. Head's Commendations and other elements of our regular Rewards & Sanctions policy ensure that high achievement is accepted as the norm and receives praise routinely.

## 3.8 Homework

Homework is, and always has been, an integral and important part of the teaching and learning process at William Brookes School, with homework assignments normally being closely related to current classroom activities. Obviously homework demands will vary from subject to subject, but the following points apply to all areas of the curriculum.

We want homework to:

- \* be matched to students' capabilities and interests;
- \* involve independent learning skills wherever possible;
- \* be a means of enabling students to extend their thinking and working;
- \* be a practical link between home and school;
- \* enable students to take an active responsibility for their own learning.

Class time alone does not provide sufficient opportunities to cover all aspects of subjects taught or to do the necessary follow-up work.

Homework time allows students to:

- prepare ideas and collect material **before** lessons, or to carry out further research, individual enquiry, extended writing or appropriate reading **afterwards**;
- practise at greater length the skills and techniques taught in class;
- acquire personal study skills and develop the habit of organising their own study time as they progress up the school.

Students should be left in no doubt as to the length of each homework and the number of subjects they are to receive on any particular night.

### How Much?

The nature of homework itself makes it more difficult to organise and control than classwork. It is not only undertaken without the direct supervision of a teacher but it is also subject to pressure from other activities and it takes place in a variety of home conditions. For these reasons it is not possible to state precise amounts of time which should be allocated. As guidance, the following is the maximum parents should expect to be set:

- **Year 7-8:** 45 - 90 minutes per day, with a series of extended projects in Year 8
- **Year 9:** 1 - 2 hours per day
- **Years 10-11:** 1½ - 2 hours per subject area per week
- **Years 12-13:** dependent on individual subjects, but some guidance should be given

Time will be allowed during the lesson for homework to be noted in the student planner. It is important that it is filled in correctly and kept up to date as it is a valuable record for staff, students and parents. If the work is set to last over a number of homework allocations this should be clearly marked in the Planner at the time the work is set. Parents are asked to check their child's student planner and sign it on a weekly basis, adding any comments they may feel appropriate.

The Library and computer bases are open at break and lunchtimes for individual use. The Library and computer facilities are also open for supervised student use after school until 17.00 from Monday to Thursday. Students are also able to use their own tutor rooms if they wish. The Library and computer facilities are also open after school until 17.00 from Monday to Thursday, for supervised student use. The Librarian, Mrs. Herdson, is able to advise and guide students if they require information during this time and a teaching assistant is also on duty on Wednesdays to support students with special educational needs.

Communication is the key! If you are worried about any aspect of homework, for example too much or even too little on certain nights, or problems caused by other commitments, then the following procedure should help.....

- If there is a problem with one particular subject, then first contact the relevant subject teacher or Subject Leader.
- If there is an overall problem with homework in a number of subjects then please contact your child's tutor or House Leader.

- If you receive a communication from school (either an email, a letter or a telephone call) we do ask that it is treated very seriously. If your child receives a note in the planner or a detention for failing to complete or present homework, we ask you to support our efforts to encourage your child to establish a normal homework routine.

A deterioration in the quality of homework presented becomes the shared responsibility of both home and school.

*An additional, fare-paying bus service to Broseley, Ironbridge and Madeley leaves school daily at 17.15.*

### How can Parents Help?

We ask parents to support us in seeing that homework is done conscientiously and in the best possible conditions. A room where your child can study quietly and comfortably, without distractions, is the ideal.

There are many ways in which you can encourage and support your child in the completion of homework...

1. By checking the presentation of the work, including spelling and handwriting.
2. By testing what has been set to be learned.
3. By listening to and reading what has been written.
4. By asking for explanations about the subject being studied.
5. By making available internet access and/or basic reference books for consultation  
(e.g. dictionary, atlas, encyclopaedia).
6. By ensuring the supply of basic equipment (pens, pencils, calculator, etc).
7. By checking through your child's student planner, seeing that all the work has been done and then signing it.

## 3.9 Performing Arts

As key elements of our school's main specialism, Dance, Drama/Theatre Studies, Film Studies and Music are all based in the new Edge Arts Centre, in the heart of the new school. All these curriculum areas share a range of specialist facilities and provide a range of courses and extra-curricular opportunities.

The **Music** department has two large teaching rooms equipped with 'state of the art' music making technology enabling Years 7 - 9 and GCSE students to gain experience of Creative Music Technology in a totally 'hands on' environment. Keyboards, guitars and percussion instruments are also available as teaching resources.

There are ample instrumental teaching rooms and a private study area for A level students, which is equipped with up to date recording, sound design and composition facilities.

There is an extensive range of extra-curricular activities for students to participate in music making.

**For students in Years 7-9**, musical education focuses on the structure of music, and allows students to study a range of musical genres from Classical to Rap. Each unit of work undertaken covers the four strands of the National Curriculum: listening, composing, performing and appraising. Throughout the course, students are encouraged to develop their creativity through a variety of media, instruments and music technology.

**GCSE:** From Year 10, students can opt to study Music to GCSE. Instrumental lesson support is provided for eligible students.

**A level:** Students have the option of studying Music or Music Technology (or both!). Again, instrumental lesson support is provided for eligible students.

**Approach:** Classes in Year 7 are taught in mixed-ability groups, Years 8 and 9 are set by ability within performing arts subjects. Our approach is active, involving work with instruments and voices. Students are encouraged to see music in the context of the whole spectrum of arts and to use words, images and movement to complement their music.

**Instrumental Lessons:** In partnership with Shropshire Music Services, the school offers instrumental lessons to students on a variety of instruments. These lessons are scheduled and taught mostly in school time. Many students are also members of the County's Choir, Orchestras and Wind Bands, which give regular recitals.

**Dance** is part of the Performing Arts Department, and works on a carousel with Music and Drama. It is a compulsory subject at KS3 and is available as an option at GCSE and A level.

We have an extensive extra curriculum programme including productions and provide many opportunities for students to work with professional companies through workshops and theatre visits.

**The Drama & Theatre Studies** department aims to create a culture where a full range of drama activity is regularly available to our students and the local community.

Drama is taught to all students in Years 7, 8 and 9 to give them the experience that helps them to decide whether or not to choose it as a GCSE option. It is also part of the English curriculum throughout KS3. Our A level Theatre Studies course combines practical work with set text study, and is a popular complement to English Literature and Art.

The **Film Studies** A level is designed to introduce students to the formal aspects of analysing film as well as offering an overview of the history of cinema and the film industry. In the first year, we concentrate on mainstream British and American Cinema. In the second year, we move on to World Cinema and other film forms. There are opportunities for creative work, with students making their own individual or collaborative films in the second year.

### **Creative & Media Diploma**

From September 2020, William Brookes Performing Arts team is delivering the new Creative & Media Diploma to Year 10 students from the 4 secondary schools in the South East Learning Forum. This Diploma helps to prepare students for a future career or further study in the creative and media sectors by giving them the skills and experience they need to succeed at the level they are studying. What's different about the Diploma is that businesses in the industry are investing their time to help students do this.

**Student performances and productions** during 2009-2010 have included:

- Presentation Evening performances
  - Joint fundraising concert with Much Wenlock Choirs
  - *Discovering the Ramayan* with The Fetch Theatre Company
  - Music Express 1
  - *Telling Wilde Tales* (Y8 Drama club)
  - Acoustic concert (all years)
  - Sixth Form Panto
  - Carol Service
  - *Antigone* (Y12 AS students)
  - *The Taming of the Shrew* (Y11 AS students)
  - Primary Schools Dance Festival (all partners primary schools + contributions from WBS)
  - *The Trial* (A2 students)
  - Music Express 2
  - Live Arts Festival
  - *Kiss me Kate* (whole school musical)
  - *The Pillowman* (small independent group of Year 13 students)
  - AS Theatre Studies previews
  - Summer Concert (all years)
  - *The W Factor* ('Pop Icon' contest for all years)
  - Summer Dance (all years, individuals and groups)
  - *The Bacchae* (Y11 post GCSE production)
- + a full scale 'rock gig' each term

## 3.10 Information & Communication Technology

ICT is taught to all year groups at Key Stage 3. ICT is also offered as a 2 year applied GCSE course in Years 10 and 11 and as a module in the KS4 statutory curriculum. In the Sixth Form, it is taught as an applied A level at AS and A2. ICT is an important element of all subject areas across the curriculum.

**During their ICT lessons at Key Stage 3**, students are taught skills in using a variety of Windows based applications and are given the confidence to be able to develop further their computer skills in all other subject areas. We have also built into the curriculum an opportunity for students to work on video and sound editing projects, using our Apple Mac hardware.

**There are two dedicated, networked computer rooms available for ICT lessons**, one of which will be a state of the art Apple iMac suite for video and sound editing. There are additional hardwired computers based in the Library, Music suite, and other Learning Zones. There will also be sets of Laptops, Netbooks, PSPs, iPod touches, Apple Macbooks and iPads distributed in each Learning Zone for use across the curriculum. All of these devices will be linked through the wireless network, giving students access to the Internet and their own resource folders. There are also interactive whiteboards or projectors in all subject areas. Students are given their own username and password so that they can log on to the network and save their work to their personal folders. E-safety is taken very seriously and all students must sign up to an ICT users' code. E-safety is also a key unit at the start of the Key Stage 3 ICT curriculum.

**All computers are networked and provide access to the internet.** Students are also given an e-mail address through the Shropshire Learning Gateway, the schools' virtual learning environment (VLE). They are expected to make use of these facilities to support their work throughout the curriculum. Computers are available for individual student use at lunchtimes and in the library after school from Monday to Thursday. There will also be a wealth of mobile devices (iPods, PSPs, iPads and Netbooks) for students to book and use where necessary.

## 3.11 Physical Education

Our Physical Education Department aims to involve all students in a wide variety of both individual and team activities throughout the school, with an emphasis placed on preparation for post-school leisure, weekends and evenings. We will be based in the new Leisure Centre and take full advantage of the range of facilities provided, including the swimming pool and fitness suite.

**In Key Stage 3**, students are introduced to a range of activities required by the National Curriculum including Games, Athletics, Swimming and Gymnastics, with an element of choice in Year 9. In these areas we try to develop confidence, co-ordination and co-operation with others.

Students are encouraged to take on responsible roles like leading, coaching, choreographing, officiating, managing a team or mentoring and to be responsible for their own and others' safety. Working in groups and teams in different activities provides opportunities for students to learn to work with others and form good relationships.

In PE students engage in competitive, creative, artistic, aesthetic and challenging activities that require them to become self-aware and deal with their emotions, for example when winning or losing or when being supportive of others. They are required to develop planning and evaluating skills and learn about health related exercise. However, our main emphasis remains in improved physical skills and performance. In Key Stage 4, students select four main study areas and, in addition, follow complementary activities which we try to relate to the wider recreational field and the promotion of an active lifestyle.

**In Years 7 and 8** students are taught in a combination of mixed or single gender and mixed ability groups. In Year 9 students are still taught in mixed gender groups but are set in groups that are based on performance in Years 7 and 8.

**In Years 10 and 11** students can opt for the Junior Sports Leadership Award (JSLA), where they learn how to lead and organise a group of people in a variety of activities.

**Clubs** for many sports are offered at lunchtimes and these give the students the opportunity to improve in the sports they most enjoy. They are open to everyone, and teams are chosen from students who regularly attend the clubs to represent the School in a particular sport. Students not selected to represent the school are nevertheless able to experience competition through various in-school events. There are strong links with the Wenlock Olympians, Wenlock Netball Club, Much Wenlock Cricket Club and other local clubs and teams.

**All students are expected to wear school uniform PE kit and to remove any jewellery before beginning the lesson.** The Department expects high standards of commitment and **non-participants should still get changed** and follow the lesson, participating in umpiring, scoring or evaluating other students. When a student is injured there is usually some or part of an activity that they can undertake and they are expected to bring their kit. For example, if a student has broken their fingers they could participate in dance or if they have a knee injury they could participate in a throwing event in athletics.

Examination courses are offered in Key Stage 4 (GCSE PE) and in the Sixth Form (A level PE). The Department delivers a comprehensive programme for all Sixth Form students as part of the Recreation & Leisure course.

## 3.12 Personal, Social & Health Education

All students have one hour per week of Personal, Social & Health Education (PSHE), including Citizenship. This important subject, which became statutory in April 2002, is taught by a specialist team of 2 teachers, who have both obtained the new DFE qualification in PSHE and 1 the new DFE qualification in Democratic Citizenship. The curriculum includes careers and work-related education, drugs, relationships and sex education, aspects of SEAL, environmental awareness and local, national and global politics and interdependence.

At Key Stage 4, all students take the GCSE Citizenship (Short Course). The new full GCSE is now available as an option subject. It not only offers students the opportunity to acquire skills and knowledge in these areas, but also allows them to develop and express opinions in a supportive context, whilst understanding both their rights and responsibilities. The school was a pilot member of the Shropshire Schools for Health scheme and much of the work in PSHE is linked to this initiative. All lessons embrace the 5 themes of the *Every Child Matters* framework.

The school works with a variety of outside agencies to enable students to become active citizens within the local, national and global community e.g. the Red Cross who train students to become peer educators, UNICEF who work with a 'Respecting Rights' student steering group, CHOICES substance misuse team, the Road Safety Team and the Probationary service.

## 3.13 Relationships & Sex Education Policy

### Introduction

RSE is provided as part of the Personal Social and Health Education curriculum to all students in KS3 and KS4 according to statutory requirements and guidance [0116/2000] and drawing on good practice locally [*Schools for Health*] and nationally [*HMI 433: 2002*]. Opportunities are provided for KS4 students through workshop activities and annual health shows. In April 2009 RSE became a statutory part of the curriculum.

RSE is considered to be one of the most important components of the PSHE course and central to personal development, social integration and a healthy lifestyle. The taught RSE programme has been accredited through *Schools for Health*, the county NHSS scheme. The programme builds on work done in KS2 and includes participation by the School Nurse and other health professionals including CHAT workshops. It complements teaching on human growth and reproduction in the KS3 Science Curriculum. As with all PSHE courses, RSE is taught by a team of experienced specialists who have received specific training.

**The context in which all RSE teaching is presented is that of stable relationships** and, as such, it underlines the importance of marriage/stable partnerships and includes parenting skills.

### Rationale

- The RSE programme does more than simply offer facts about physiology and reproduction and aims to meet student needs for reassurance about their feelings, relationships, behaviour and self-image
- Students can expect the opportunity to express themselves in a safe and trusted environment, where they can develop their thoughts and build skills necessary for responsible decision-making, including managing risks, good communications and, eventually, healthy, stable and fulfilling relationships.
- A central aim of PSHE generally and RSE in particular, is to build student self-esteem and a sense of responsibility for themselves, their learning and their actions. If students feel good about themselves, they will be more likely to take care of themselves, show consideration for others and develop caring, non-exploitative relationships, whilst resisting being exploited themselves. Students learn to resist pressure by knowing how to manage risk through assertiveness.

## **Objectives**

- To promote an atmosphere where questions of a sensitive nature can be asked and answered openly without embarrassment and where trust and confidentiality are assured
- To enable students to develop knowledge, communication skills and understanding to inform their decision-making
- To enable students to understand external influences and pressures from the media and their peers and to remain independent
- To enable students to develop the ability to form positive, non-exploitative relationships
- To enable students to understand personal, psychological, emotional and physical changes which affect them and others
- To enable students to understand the process of human reproduction
- To underline the importance of family life in all its varieties
- To inform students of sources of further information and advice in and outside the school
- To enable students to know what is and is not legal in matters relating to sexual activity

## ***The values which are promoted include:***

- Respect for self and others
- Taking responsibility for one's actions at all times
- Honesty and loyalty in relationships
- The importance of, and responsibilities implicit in, family life
- Sensitivity to the needs and views of others
- To underline the physical, emotional and moral implications and risks of certain types of behaviour
- To recognise and to accept the differences of others

## **RSE Programme**

The programme, as currently taught, makes use of a wide variety of resources and teaching and learning styles, including formal tasks, discussion, small- group work, role-play, quizzes and ICT stimuli. Work is self, peer and teacher assessed and evaluated and includes the following:

### ***Year 7***

Review of work covered in KS2; the importance of family life and the responsibilities of parenthood; revision of the physical and emotional aspects of sex and reproduction, including pregnancy and childbirth; forming relationships, the range of sexualities and reference to contraception. This work is complemented by the Science curriculum and by the visit of a nurse-advisor.

### ***Year 8***

Work centres on relationships and developing an understanding of the needs in a relationship, skills to cope with pressures to conform or difficulties in relationships. HIV/AIDS is covered and issues of homophobia, sexism and body image are considered.

### ***Year 9***

Topics covered include gender differences in attitudes to sex and relationships, teenage pregnancy and its implications, safer sex, STIs [including HIV/AIDS], contraception and love and relationship before sex – the Delay and Respect programme.

### ***Year 10***

Work here reinforces knowledge and skills relating to safer sex including the risks of alcohol and sex and provides detailed information on sexually-transmitted infections and contraception, in addition to the teacher-taught activities.

### ***Year 11***

In addition to activities designed to revise and consolidate work covered already, there is a topic on parenthood and its implications [including the opportunity to 'take home a baby']. Additional sessions cover issues of medical ethics, including abortion and fertility.

### Consultation and Review

This policy will be reviewed regularly every three years and reviews will include input from the School Council, Governors' Health & Safety Committee, parents and outside agencies.

### Links to other policies

RSE and this policy are to be seen in conjunction with complementary school policies on confidentiality and working with outside agencies.

## 3.14 Religious Education

**In Years 7, 8 and 9**, Religious Education is a discrete subject taught in mixed ability groups, following guidelines laid down by the Shropshire Agreed Syllabus. **In Key Stage 4** it remains a compulsory element and is taught in the statutory curriculum. **In Years 10 and 11**, Religious Studies can be taken as an examination course to GCSE. In Years 12 and 13 Religious Studies is offered at A level. The RE Department's Aims should be seen as complementing the School Aims.

- To help students recognise the influence that religion has had, and continues to have, on our lives, and the values which society seeks to uphold and transmit.
- To help students to understand the nature of religious practices and belief.
- To encourage awareness of, and respect for, religious differences within our multi-cultural society, and our local community.
- To develop an awareness of a spiritual dimension to life and the effect that it may have on individuals.
- To help students recognise the variety of ways in which religious belief can be expressed, through language, religious traditions and behaviour.

Parents have the right to withdraw their child from these lessons (or from assemblies) on religious grounds.

## 3.15 Work Experience

All students in Year 11 have the opportunity to undertake a two-week placement at the start of the autumn term as part of a longstanding Work Experience scheme. All students take part in a comprehensive programme of activities to prepare them for their placement including 'Finding your Placement' and 'Health & Safety' presentations from the Shropshire, Telford & Wrekin Education Business Partnership. Some planning and preparation takes place in the PSHE and Work Related Learning programmes, as do a number of follow-up activities. A Work Experience Diary is given to every student, from which they can learn basic Health & Safety Information, Personal Learning & Thinking skills, as well as recording their thoughts from the working day. Students are awarded a Work Experience Achievement Certificate on successful completion of their placement.

Year 10 and 11 Community & Vocational Studies students undertake a one day work placement each week throughout the academic year, as part of their course. The Key Stage 4 Diploma course also includes significant employer engagement and experience of work forms an important element of the programme.

Some Lower Sixth students undertake a short period of work experience, in which they work on subject or vocationally related placements. These placements may require the student to live away from home and A level French students are encouraged to consider work experience in France, often with Much Wenlock's twin town Cysoing or the school's exchange partner, le Collège de Vouvray.



## 3.16 Y11 Destinations

	2009		2008	
	Number	%	Number	%
Continuing in Education	137	86.7	140	82.8
E2E and other non-employment	5	3.16	10	5.9
Full-Time Employment	9	5.89	8	4.7
Voluntary and personal development activities	0	0	1	0.6
Part-Time Employment	0	0	1	0.6
Unemployed	1	0.63	7	4.1
Not Active	1	0.63	0	0
Moved out of contact	5	3.16	2	1.2
Refused Response	0	0	0	0
	158	100	169	100