



Curriculum at Bishop Justus

We have an exciting and innovative curriculum which is well matched to the needs of students in each year group. We deliver a knowledge rich curriculum to promote equality and diversity.

“School leaders have put building students’ knowledge at the centre of their curriculum plans.”

“Subject leaders organise lessons in sequences so that it is clear how students build their knowledge and skills across the year groups, including the sixth form. Leaders ensure that students revisit previous learning through quizzes and tests.”

Ofsted 2020

Students in years 7 and 8 follow a three-year Key Stage 3 curriculum (this will extend to year 9 in the next academic year.) Students will be set in subjects such as Maths, Science and Languages based on prior attainment. Additional courses such as Latin are provided for those students who have met or exceeded Key Stage 2 expectations. All students have the opportunity to study at least one language. All students will have the opportunity to participate in a course that equips them with the skills to have the right tools for learning and encourages curiosity for education.

Students have excellent progression routes through GCSE, BTEC or other applied Level 2 qualifications. In addition to traditional core subjects, Religious Education (RE) is provided for all students leading to a GCSE qualification, with many selecting to continue this in the 6th form. The core Religious Studies (RS) provision in the 6th form can be the basis of the extended projects which can form a part of the AQA Baccalaureate qualification. Study in the 6th form extends learning and provides a transition between school and further or higher education, training, apprenticeships and employment. The A level and BTEC courses are enhanced by the wider curriculum which includes: work experience, PSHE, leadership opportunities and volunteering.

ART AND DESIGN (Key Stage 3, Key Stage 4 and 6th form)

Key Stage 3 students are taught a wide range of visual language skills, from drawing and painting to sculpture and digital image making. Students are encouraged to develop independent outcomes, whilst learning about artists from other times and cultures. Students have the option to attend extracurricular clubs in fine art or photography.

Art and Design is a practical based course, which enables students to explore a range of artistic practices. The course is ideal for creative students who are looking to develop their artistic ability. Students develop their skills in a wide range of disciplines such as drawing, painting, printmaking, sculpture and photography. Through contextual studies work, students develop their understanding of the work of artists and art movements and use this information to develop their own project ideas. They have the opportunity to further engage in the work of artists through trips to London galleries in Years 10 and 11. Students develop projects based around themes set by their class teacher. From a GCSE Art and design course you can progress on to an A Level in Fine Art, an A Level in Photography, or an A Level in Graphic Communication. An Art and Design qualification is an ideal starting point for a student aiming to pursue a career in the creative industries.

BUSINESS STUDIES (Key Stage 4 and 6th form)

Business Studies is a subject which:

- teaches students about business and enterprise; -- applies theories to real life examples;
- provides a relevant and stimulating curriculum.

Business Studies is offered in Key Stage 4 as a single award GCSE subject. Throughout the course students will investigate local and national businesses; this will lead to opportunities for visits where theoretical knowledge can be applied to real business. For those students following the extend curriculum, an economics module will also be part of the course.

The 6th form A level course takes students through the entrepreneurial spirit and endeavour required in setting up in business as a sole trader, through to medium sized organisations and finally global businesses. This A level focuses on finance, marketing, operations and personnel and is encapsulated by risk and reward. Students are encouraged to take a keen interest in current business news to enable them to draw on this knowledge under examination conditions. For example, is the credit crunch really over or have the underlying issues been papered over and what does it mean for businesses?

Alternatively, students can follow the BTEC Level 2 or 3 Diploma Business Studies courses which are vocational and designed to give learners the knowledge, understanding and skills that they need to prepare for employment. They provide knowledge of business activity and helps develop skills commonly required in business organisations. While the BTEC assesses through traditional exam assessment and coursework; it is the equivalent to two A Levels and thereby enables progression to University.

COMPUTER SCIENCE (Key Stage 3, Key Stage 4 and 6th form)

The Computer Science qualification will, above all else, be relevant to the modern and changing world of computer science. Computer Science is a practical subject where students can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. The Computer Science qualification focuses on computational thinking, helping students to develop the skills to solve problems and design systems that do so. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills, as well as use text based programming language to design and code solutions in Python.

DANCE (Key stage 3 and Keys Stage 4)

Dance students will strengthen their technical and expressive skills, as well as their knowledge and understanding of dance through three key areas of assessment; performance, choreography and critical appreciation of dance. In Key Stage 3, students will develop a broad foundation of dance study. They will learn to work co-operatively and creatively in groups to create dances in a range of styles whilst exploring key terminology, knowledge and understanding in preparation should they wish to continue with Dance at Key Stage 4. We also encourage all students to broaden their knowledge and appreciation of dance as an art form in order to enrich and enhance their opportunities and to inspire them to see more dance outside of school.

In Key Stage 4 students will develop skills in a range of dance styles, including jazz, ballet, contemporary, street, international and modern dance. Students will learn to choreograph dances both as soloists and in groups in response to a range of themes and ideas. In addition, they will study professional dance works which will further enhance and broaden their theoretical understanding of dance as a creative art form. Dance students will also have various opportunities to perform at dance events both at school and within the local community. Studying dance at KS4, can lead to further study and pathways within the performing arts. Moreover, it enhances lifelong creative and expressive skills, raises self-esteem and can have a positive impact on overall health and well-being.

DESIGN AND TECHNOLOGY (Key Stage 3, Key Stage 4 and 6th form)

Design and Technology is a challenging subject which encourages students to develop a curiosity about their environment and the world around them.

“Design is the process of making things better for people”. --- Richard Seymour

“Design is a problem-solving tool, a tool for development, management & presentation. It is a process involving research, experimentation, practical skills, evaluation & reflection”. --- The Design Museum

“Design is not just about how something looks, but how it works”. --- James Dyson

These statements reflect the importance of Design and Technology within the school curriculum. Students are prepared to participate in tomorrow’s rapidly changing technologies. Our economy demands that children should understand how products are designed and made and the importance of products in the world around us. Design and Technology is a challenging subject which encourages students to develop a curiosity about their environment and the world around them. It also provides opportunities for the development of personal skills. Students learn to solve problems, model new situations, evaluate and develop thinking skills.

Product Design

Our economy demands that you should understand how products are designed and made and the importance of products in the world around us. It also provides opportunities for the development of personal skills. Students learn to solve problems, model new situations, evaluate and develop thinking skills. We encourage students to become autonomous and creative problem solvers; to combine practical skills with an understanding of aesthetics, function, social and environmental issues and industrial practices. We enthuse and motivate students to become good innovators. In order to make effective design choices in relation to which materials, components and systems to utilise, students will need a breadth of technical knowledge and understanding that includes all disciplines within the subject. The course can lead on to a wide range of design careers such as a product designer, interior design, graphic design or jewellery design, to name but a few.

Fashion and Textiles

When choosing to study Fashion and Textiles students gain skills which are invaluable in any area of study, including increased independence, visual awareness, creative thinking and problem solving, research and analytical skills and presentation skills. The course can lead on to a wide range of textile based design careers such as a fashion designer, garment technologist, pattern cutter or fashion buyer, to name but a few. Fashion and Textiles is an ideal subject for students who enjoy practical work such as drawing and designing and physically making things. While some written, critical and analytical skills are required, the emphasis of the course is on practical work. In order to make effective design choices in relation to which materials, components and systems to utilise, students will need a breadth of technical knowledge and understanding that includes all disciplines within the subject.

The Level 2 Certificate in Hospitality and Catering

Technical Awards and the vocational equivalent of GCSE qualifications. It is aimed at 14-16 year olds studying their Key Stage 4 curriculum who are interested in any aspect of Hospitality and Catering and in the context of cooking for health.

It will provide learners with experience of using different cooking techniques and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food or broaden their knowledge about the food and nutrition and hospitality industry.

This qualification aims to:

- focus on an applied study of the food and cookery occupational area
- offer breadth and depth of study, incorporating a significant core of knowledge and theoretical content with broad-ranging applicability
- provide opportunities to acquire a number of practical and technical skills.

DRAMA (Key Stage 3, Key Stage 4 and 6th form)

Drama offers students the opportunity to experience and explore all aspects of theatre, developing performing and directing skills in both scripted and devised drama. The course develops independent learning, self-confidence, communication skills and lateral thinking, alongside an understanding of the role of drama both in society and as an art form in theatres. During the three year course students will study play texts and explore the social, cultural and historical themes to deepen their understanding and context of the plays. Students will also hone their evaluative skills by reflecting on and writing about their own work and the work of others. Emphasis is placed on positive teamwork to solve creative and logistical problems. Commitment to rehearsals and to the creative process when working collaboratively with others is vital. Drama GCSE can lead on to further study of drama and performing arts, it can also play a valuable role in developing lifelong collaborative and creative skills.

ENGLISH (Key Stage 3, Key Stage 4 and 6th form)

Language

The new English Language specification allows for a wide range of fiction and non-fiction texts spanning the 19th, 20th and 21st centuries. Students will be encouraged to make connections between their readings and analyse the writer's craft. Reading and writing will be equally weighted for final English Language qualifications, with speaking and listening remaining in the teaching programme. Students will develop skills to use more challenging writing skills including narrating and arguing.

Becoming skilled in how to shape language to emphasise meaning is the basis of the students' lessons. Students become confident and articulate, stimulated to try out new ideas and expressions with attention to accuracy and detail. Students are taught to be creative in speaking, writing, reading and listening, exploring the potential and power of words in conveying thoughts, feelings and new imaginations.

We deliver an inspiring curriculum that allows students to be skilled at crafting their language whilst developing the critical skills and cultural understanding needed to participate in modern society.

Literature

The new English Literature specification allows for a wealth of literature to be covered including: 19th century novel, a Shakespearean play, poetry from 1789 and British fiction or drama from 1914. Students will also be presented with an unseen text in the examination. The texts we are planning on covering include: Macbeth, An Inspector Calls, Lord of the Flies, A Strange Case of Dr Jekyll and Mr Hyde and a poetry anthology.

"The difficulty of literature is not to write, but to write what you mean; not to affect your reader, but to affect him precisely as you wish." Robert Louis Stevenson

Students are assessed on a regular basis by their teachers and develop the skills of peer and self--assessment to aid them on their journey to becoming reflective and independent learners. Students work towards GCSE qualifications through studying both English Language and English Literature. English continues to be a popular subject in our 6th form with many students progressing to the English literature course.

FILM STUDIES (6th form)

Film Studies is a key stage five subject and it is designed to deepen students' understanding, appreciation and enjoyment of film. It is considered one of the major art forms of the twentieth century, and one that is developing new modes of expression and exhibition in the first decades of the twenty-first century. It is an exciting opportunity for students to study the history, development and future of film, alongside gaining practical knowledge and experience of film making on the Film Studies course. The course explores the relationship between the film and the individual by analysing how films create meanings and produce both intellectual and emotional responses. Additionally, the aesthetic and sensory qualities of film are emphasised as integral to a study of the interaction between films and spectators. The study of film producers and audiences explores issues of production and consumption: the supply of and demand for films. Some of the recurring debates within film culture will also be examined. These include the global dominance of Hollywood, strategies for supporting indigenous film and the significance of fandom. During the course there are two areas of study, where students will undertake practical projects to explore film form and then theoretical exploration into British and American film.

GEOGRAPHY (Key Stage 3, Key Stage 4 and 6th form)

Geography is not only up-to-date and relevant, it is one of the most exciting, adventurous and valuable subjects to study today. So many of the world's current problems boil down to geography, and need the geographers of the future to help us understand them. Global warming, sustainable food production, natural disasters such as earthquakes and tsunamis, the spread of disease, the reasons for migration and the future of energy resources are just some of the great challenges facing the next generation of geographers. Geography is recognised for its academic 'robustness' and, most importantly, it also helps young people into the world of further education and the workplace. We know this is true because so many employers prize the knowledge and skills that studying geography can provide, be it knowing how the world works, planning research and report writing, working in a team, using new technologies and communication skills and much more. You will find geographers working in a wide range of jobs, from financial services to planning, working in the environment to travel and tourism, or in international charities and retail.

Students learn to respect other cultures and develop a sense of responsibility towards the wider community and environment. They are given the opportunity to investigate places and themes from a local to global scale including exploration through practical fieldwork, map reading, model making and experiments. Students develop their decision-making skills, exploring values and attitudes to changes taking place in environments. Students develop ICT skills needed in the modern workplace. Applications include the use of Geographical Information Systems to process and analyse data.

Students learn in many ways:

- making decisions about issues facing the environment;
- solving mysteries;
- engaging in debates and role-play;
- writing reports;
- delivering speeches and writing letters to gain empathy with those experiencing geographical phenomena such as cyclones, flooding and volcanic eruptions;
- working in teams;
- carrying out fieldwork investigations;
- using equipment to pond-dip, survey slopes, measure cliff heights and record features of micro climate.

Students are given the opportunity to learn on site in classrooms and in the school grounds and wetlands or through visits to venues such as Bromley, Canterbury, Italy and the Kent Coast. We are also part of the Bromley Geography Project involving a number of Bromley schools which is sponsored by the Royal Geographical Society and has a focus on sustainability.

Independent work programmes are encouraged both in class and for homework, developing investigative and research skills. Geography is a GCSE option for students and has attracted a diverse group of young people who show great interest in the subject and commitment beyond the classroom. At 6th form level, students consider the impacts of flooding, the changing structure of population, the health of the world's population and many other future important topics. They take part in a weekend residential visit as well as undertaking fieldwork as an integral part of their studies.

POLITICS (6th form)

Politics is taught at A-Level and, due to the extraordinary times in which we live, has seen a dramatic rise in entries across the country. We look at current British and American politics, considering issues that appear regularly in the news and in public debate. For example, we consider the issue of sovereignty in the United Kingdom - will Brexit restore this to the Westminster Parliament? Does Westminster actually have power anyway given the freedoms given to Scotland, Wales and Northern Ireland? And, if we live in a democracy, why and to what extent are Prime Ministers able to do what they want between elections? Similar controversies pervade the USA and, in the political ideologies part of the course, we look at the beliefs and philosophies underpinning modern politics.

The course is assessed through three examinations; there is no coursework. Politics complements other Arts and Humanities A Levels such as History, RE or English Literature, or can work equally well as a contrast to more scientific subjects.

HEALTH AND SOCIAL CARE (6th form)

Health and Social Care is a subject which enables those interested in working within the health sector, children & young people's sector, the social sector or judiciary sector and gives an insight as to the demands and expectations that they may encounter.

At 6th form, students can choose to study the BTEC Level 3 which is vocational and designed to give learners the knowledge, understanding and skills that they need to prepare for employment within the world of Health and Social care.

Work is assessed through traditional exam assessment and coursework; it is the equivalent to one A Level and thereby contributes to progression to University.

All students complete 3 compulsory units: Human Lifespan Development, Working in Health and Social Care, Enquiries into Current Research in Health and Social Care. Students also complete two optional units which can include: Sociological perspectives, Psychological perspectives, Supporting Individuals with Additional Needs and Physiological Disorders and their Care.

HISTORY (Key Stage 3, Key Stage 4 and 6th form)

History is about people, in all their complexity; their successes and failures, great kindnesses and great crimes, and their sheer unpredictability. It is a Belgian dwarf dissecting stolen bodies and disproving centuries of scientific understanding, an evil German leader being elected by millions of respectable, decent people, or a British doctor accused of turning people into cows. History, like the people we study, is naturally intriguing, and also gives a sense of perspective which is of huge value; an awareness that others have travelled this road before. Crucially, history helps us not to take others'

claims at face value, but to see if they stand up to the facts and argue convincingly for our own views. It is therefore great preparation for a wide range of careers (graduates range from Anita Roddick to Sebastian Coe via Sacha Baron Cohen) including anything involving analysis, use of evidence or working with people.

“Not to know what took place before you were born is to remain forever a child.” Cicero

All successful leaders and societies have appreciated the value of history in helping them make sense of the present. This well-regarded department is strongly committed to delivering a dynamic and relevant curriculum which inspires students and enables them both to respect the past and to prepare for 21st century adult life.

INFORMATION TECHNOLOGY (IT) (Key Stage 3)

We value IT in KS3 and believe that students need to have a foundational understanding of the different means of communication and the functional uses of the Microsoft package. Students in KS3 learn IT by supporting English, which includes learning how to construct formal and informal emails, prepare impressive CVs and both create and deliver effective presentations. They learn how to complete logical calculations using quite complex formulae, to create budgeting systems and to use financial programs, developing Mathematical skills, by experiencing the varied uses of spreadsheets and databases.

LATIN (Key Stage 3 and Key Stage 4)

Latin may be an Ancient language but it is a relevant and vibrant a subject which sharpens students' linguistic skills. Learning Latin gives the student an understanding of the mechanics and structure of any modern language (French, Spanish, Italian, German, Romanian, Portuguese), including our own (60% of English comes from Latin). It will also hone logical, intellectual, and writing skills, which are so important for the academically gifted students. The inclusion of Latin on one's CV or UCAS application form may well be a door opener to the most prestigious universities. Students who have an interest in furthering their education into ancient or medieval history, classics and classical civilisation, modern language, law, medicine, theology, philosophy and the sciences, will find background knowledge of Latin of great assistance.

At KS3 students study basic grammatical structures and vocabulary that will enable them to translate small and simple texts into English. They also study elements of the Roman civilisation; Roman Houses, Roman Theatres, Religious Beliefs, Gladiators and the Eruption of Vesuvius. At the end of Year 8 students sit two tests which corresponds to 50% of the final mark and complete a research project on one aspect on Roman Culture.

At KS4 students will study more detailed grammar and need to learn a list of 440 words that will enable them to translate an unknown text. Additionally, students study 110 lines of literature, this year and next year OCR has offered some options and we have opted for the **Druids** and **Boudicca**. Finally, students will study aspects of the Roman Civilisation and their influence in Roman Britain, for example, Roman Houses, Entertainment, Roman baths, Architecture, Religious Beliefs, Life after death, Funeral rituals and the Roman Army.

MATHEMATICS (Key Stage 3, Key Stage 4 and 6th form)

We promote a positive and confident attitude towards mathematics, whilst preparing students for the examination appropriate to age and ability. Mathematics equips students with uniquely powerful ways to think logically, to develop a range of strategies essential in all problem solving and to question their understanding. It helps them to prepare for the rigour of a modern society.

At Key Stage 3, students are taught to confidently apply the fundamentals of mathematics, with problems becoming increasingly more complex over time. Regular assessments allow students and parents to clearly track progress and identify areas of weakness. Students are encouraged to reason mathematically and solve problems by applying their knowledge through both individual work and group projects focusing on functional skills. We run a gifted and talented club for Key Stage 3 and regularly enter students for both individual and team mathematics competitions. We also run a number of clubs offering help with homework and extra support.

GCSE Mathematics will be taught over 3 years and will cover the areas of, number, algebra, ratio, proportion and rates of change, geometry and measures, probability and statistics.

The main reason for studying Mathematics is that it is features in every aspect of our lives and is enjoyable and interesting. Students get a real sense of satisfaction and accomplishment when they are able to solve different problems. Having a good understanding of mathematics is important to all areas of education and careers.

Mathematics provides us with a language made up of numbers and symbols that we can use to investigate the different patterns and structures that we come across in our lives. Mathematics is about logical analysis, deduction and calculation within these patterns and structures. When patterns are found, often in widely different areas of science and technology, the mathematics of these patterns can be used to explain and control natural happenings and situations.

Mathematics is a popular 6th form subject. It works well in combination with any other A level choice, but combines particularly well with Further Mathematics for students wishing to go on to study Engineering or Mathematical Sciences at degree level.

MEDIA STUDIES (Key Stage 4 and 6th form)

Through a combination of theoretical and practical study, students learn about a wide variety of representations of individuals, communities and societies in the media. They look at the conventions employed within the various media forms and use this knowledge and understanding to produce their own media texts including magazines, short films, animations and advertisements. We have two media suites, both with iMac computers, running professional media software. Our media studio houses a six metre green screen, with high quality lighting and filming equipment for a range of practical production requirements. University courses range from practical to theoretical options. Some popular courses include film studies, media and cultural studies and film production. After completing courses in Media Studies there are many career paths available. These are dependent on which industry is of interest. The industries include: film; television; graphic design; animation; advertising; marketing; interactive media; gaming; radio; communications; music and photography.

MODERN FOREIGN LANGUAGES (Key Stage 3, Key Stage 4 and 6th form)

Students begin their language journey in our school by studying a course in Linguistics. Year 7 students will be encouraged to foster a love of language through a detailed examination of what a language is, how theirs has evolved, and how it defines them as people. They will explore the development of the English language and its influences, from Latin and Norman French to Wycliffe's Bible and the Windrush; they will explore their own identity and how they fit into society through idiolect, sociolect and a range of formality registers; they will study word origins and meanings, grammar and syntax, and how these have been adapted for different texts and purposes; and they will study how they can adapt and use their own language in a formal, journalistic style to express their views on all they have learned.

Modern Foreign Languages promote the concept of global citizenship and open-mindedness towards other cultures. On a purely academic level, success in languages continues to be well-respected in the academic sphere as a discipline which requires a wide variety of skills (listening, speaking, reading and writing) and which is an excellent way to develop interpersonal skills and an appreciation of the way other people live.

Teachers promote active listening in the classroom and the use of the target language where appropriate. We use a variety of teaching and learning strategies, including differentiation, to ensure that all students can access learning through their preferred learning styles. The learning environment has outstanding accommodation which includes a language laboratory. A good range of subject specific software, authentic material from the Internet, MP3 recordings and videos all enrich the curriculum provision.

The Key Stage 3 curriculum provides students with knowledge of one or both of the school's specialist languages (French and Spanish). Many students continue to study a language at Key Stage 4 with successful outcomes contributing to the new EBACC measure. Students who speak a language, other than English, at home are encouraged to take a GCSE in this language in year 9, since this provides an additional qualification for those gifted in languages. In 6th form, students currently follow courses in French and Spanish.

More and more universities look for academic success in one or more modern foreign language and studying a language at Key Stage 5 can be a good indicator of the ability and personality of the student. The A level course will equip students with the tools needed for further exploration of the language studied whatever their ultimate personal objectives: academic study, the world of work or leisure pursuits. At this time with competition for jobs, knowledge of one or more European languages could be an important factor in a selection process.

Possible career pathways include: Travel and Tourism, Journalism and Media, Education, Psychology, Politics, Business and Commerce, Science, Teaching and Translation.

MUSIC (Key Stage 3, Key Stage 4 and 6th form)

The support and opportunities offered at all Key Stages, made possible through previously being a Specialist Music school, makes Bishop Justus one of the leading schools in the country for music education. Music making plays a vital role in life at the school. Instrumental tuition is provided by specialist visiting teachers from the Bromley Youth Music Trust and all students are actively encouraged to participate in the many different ensembles offered.

We are equipped with state of the art resources and students are able to develop creative skills using the technology available. This includes two professional recording studios which run both Logic and Sibelius software. There is a dedicated Key Stage 4 and 6th form teaching area with MAC machines also running Logic and Sibelius.

In years 7 and 8, students are introduced to a wide variety of activities from students forming their own bands and learning instruments such as electric guitar and drums, to developing music technology skills in Logic. In year 9, students have the chance to begin GCSE Music or a V Cert NCFE in Music Technology. Students can continue their musical study in the 6th form through an A Level in Music or Music Technology.

Bishop Justus students participate in many successful public performances throughout the year. Students are regularly invited to perform in local events as part of our community commitment.

Students have many opportunities to attend music specific educational trips to enhance their learning across all Key Stages including live orchestral concerts and West End shows. Music at Bishop Justus also aims to embark on an annual European tour, which is open to all music students.

Studying music at Key Stage 4 extends the skills required of an 'all round' musician. Listening tasks improve analytical skills, covering a wide range of styles and eras. Performing is currently assessed through solo and ensemble recitals on any instrument of choice, recorded on a regular basis. Composing focuses on improving understanding of harmony, melody and rhythm in order to create original, successful pieces of music.

It could lead onto higher education music related courses that along with further training could result in employment in the music industry such as a film composer, professional musician, and sound technician. It will also provide students with the skills, understanding and knowledge to access employment in many other industries. Assessment is divided between three components:

- Component 1: Understanding Music = 1hr 30 mins listening exam (40%)
- Component 2: Performing Music = 1x solo performance + 1x ensemble performance (30%)
- Component 3: Composing Music = 1x Composition to a brief + 1x free composition (and written logbook) (30%)

MUSIC TECHNOLOGY (Level 2 Technical Award)

Studying Music Technology at Key Stage 4 extends the skills studied at Key Stage 3 which are required of a sound engineer and studio technician, as well as some aspects of a composer/performer. Students also further their knowledge of Logic Pro and manipulating sounds, in addition to learning new skills such as recording live audio and learning how sound equipment works. It could lead onto higher education music technology related courses, which along with further training, could result in employment in the music industry. It will also provide students with the skills, understanding and knowledge to access employment in many other industries. Assessment is divided as follows:

Units covering the following topics result in the creation of an evidence portfolio for each (50%) as well as two final examinations, one written (15%) and one practical (35%).

- Unit 1: Using a digital audio workstation
- Unit 2: Creating Music
- Unit 3: Studio Recording
- Unit 4: Sound Creation

PHYSICAL EDUCATION (PE) (Key Stage 3, Key Stage 4 and 6th Form)

The Bishop Justus PE Department aims to provide every learner with the opportunity to succeed and develop in a safe, positive and stimulating learning environment, regardless of their ability and sporting experience. We aim to make every learner a lifelong participant in physical activity by offering a varied curriculum and extra curriculum programme. We will provide opportunities for students to develop leadership and coaching skills as well as achieving academic qualifications. With us, students will develop skills needed, not only in physical activity, but wherever life may take them. Throughout KS4, KS5 and in the 6th form we offer the opportunity for students to be part of numerous extra curricular clubs ranging from football to girls' rugby, cheerleading and cricket as well as many more.

At KS3 students will participate in a wide range and varied curriculum of sports to continue to develop their core skills and techniques from KS2 and develop their knowledge and understanding of not only the skills required for the sport itself, but the rules and regulations, along with developing

confidence and ability to work individually and as a team. They should be able to understand what makes a performance effective and how to apply these principles to their own and others work. Students should finally develop confidence and interest to get involved in exercise, sports and activities out of school and how sport benefits long term health. At KS3 students will also begin to develop their knowledge in key terminology which is linked to the GCSE criteria. This is achieved in lessons as well as through homework tasks to consolidate their learning in the lessons but also become independent learners through research tasks on the sporting topic areas they are participating in at the time.

In Key Stage 4, all students study core PE where the development from the skills learnt at KS3 will be progressed. In Year 9 students will be put into pathways to focus on different genres of sports for example, a creative pathway will include dance, gymnastics, fitness through Zumba etc. In Year 10 students will study Sports Education where they will learn about roles, organisation and responsibility within sports competitions and tournaments. They will be given different roles within teams, such as manager and equipment organiser, that they have to fulfil to gain points as well as participating in the activity. Some students will also be given the opportunity to take the Sports Leaders Award Level 1. Through Sports Leaders, students deliver a variety of different events to youngsters from local primary schools and work with the school sports coordinator, who is based at Bishop Justus. At year 11, students have the opportunity to go offsite and practise activities such as golf, horse riding and swimming or attend the gym. This is to encourage them to continue to participate in sport beyond their school curriculum time and set them up for the future.

GCSE PE (Edexcel) gives students an opportunity to develop theoretical knowledge of sport (60%) and how the body works while also analysing and improving their practical skills (40%) in a wide range of sports. Students are assessed on their ability to analyse their own and others' performances, which helps develop a more thoughtful and technically aware student. The GCSE course contains theory knowledge on Anatomy and Physiology, Sports Psychology and how Socio-cultural issues affect participation, along with students being assessed in three practical sports.

A Level PE and Level 3 BTEC Sport are currently on offer in the 6th form. The A Level course consists of 2 years of study with external exams on how aspects of sport affect participation and elite performers. This is through the development on from GCSE in Anatomy and Physiology, Biomechanics, Sports Psychology, Technology in Sport, Skill Acquisition and Socio-Cultural influences. BTEC Sport offers a more coursework based subject of study along with external exams that also have a focus on Anatomy and Physiology, Coaching, Business in Sport along with a wide range of other topics.

In the 6th form, the school also participates in 6th form inter-school competitions as well as giving students the opportunity to lead the development of younger students through their involvement in sporting events throughout the year. There is also opportunity for progression from the Sports Leaders Level 1 or 2 into Sports Leaders Level 3.

PSYCHOLOGY (Key Stage 4 and 6th form)

Psychology is the science of mind and behaviour. Psychologists study everything about people with the aim to explain why people behave as they do; through examination of both nurture and nature explanations of human behaviour.

At Key Stage 4, students are provided with the opportunity to study Psychology at GCSE level. GCSE study provides the foundation for understanding how we, as individuals, develop through our biology and the influences that we have during our childhood. All students should learn the four main approaches which underpin psychological theory: biological, behavioural, social learning theory and psychodynamic and the essential skills used within practical research.

The GCSE is divided into two units which are externally examined and cover the following topics:

- Memory – explanations of both memory and forgetting
- Perception – how we as individuals see and interpret the world around us
- Development – how we as human develop both in terms of our biology and through environmental interactions
- Social influence – incorporates aspects of Sociology to examine how the presence of others can influence our behaviour
- Language, thought and communication
- Brain and neuropsychology – structures of the brain and their functions
- Psychological problems – within this unit focus is primarily on depression and addiction

At Key Stage 5, students develop their knowledge gained from GCSE, questioning now the role that Psychology has upon the individual and society as a whole. Applications of Psychology into the world of forensic science, child development, substance abuse and mental disorders such as schizophrenia allow students to assess the importance of how we develop and the various treatments and interventions that are available.

RELIGIOUS EDUCATION (RE) (Key Stage 3, Key Stage 4 and 6th form)

“Use knowledge as a kind of scaffolding to help build a structure of love and understanding. Your knowledge is useful when it is used to promote love, and becomes useless, even harmful, when separated from such an end.”

Saint Augustine of Hippo (Letter 55, 33)

Vision

The vision for Religious Education in Bishop Justus Church of England School is to enable and challenge students to flourish as loving and thinking human beings in their communities and the wider world. For this reason, we not only promote a rigorously academic curriculum but also foster students' curiosity and ability to question critically and think deeply beyond the confines of exam based specifications and curriculums. Philosophical enquiry is therefore pivotal to enable this vision to materialise into the RE classroom through discussion. However, it is particularly important that the dialogue is such that it is a collaborative journey where students respectfully challenge each other (and through the skilful questioning of the teacher) to explore their thinking deeply in a caring community. Philosophical enquiry is not the end goal though, because as a Christian school, we reject the notion that we live in a 'post-truth' society and begin instead from the premise that there is truth and meaning and purpose in life. Theological enquiry therefore is encouraged, where debate begins out of an exploration into the beliefs of the world religions and particularly of Christian theology. The task is difficult as, although the teacher is objective and challenges the students to critically evaluate religious beliefs and practices, we live in a pluralistic society and indeed RE teachers and students are of different faiths and none. Opinions are not accepted freely but challenged and students are encouraged to see how beliefs and ideas impact upon everyday life and become actualised in reality. Our measure of success is not just the 'outstanding' progress of students during their time here, verified by their success in GCSE and A-level examinations, but also that students are loving and thinking beings who go and 'live life to the full' (John 10:10).

Aims of RE

Bishop Justus accepts and shares the aims of Religious Education as laid out by the Church of England Education Office because it is a church school and therefore is distinctive. These aims are:

- To enable students to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable students to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling students to express ideas and insights.

To contribute to the development of students own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

As a Church school there is also the expectation that all students are religiously literate and as a minimum students are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
 - Show an informed and respectful attitude to religions and world views in their search for God and meaning.
 - Engage in meaningful and informed dialogue with those of other faiths and none.
 - Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.
- It is also the expectation that all students receive a GCSE qualification in RE by the end of KS4.

Teaching and learning

RE has a high profile within our school curriculum and is comparable with other core curriculum areas. Quality teaching in RE helps generate respect for different views and interpretations where real dialogue takes place. Learners develop and use a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion and world views as lived by believers. Key cross-curricular skills such as reading, writing, observation, and discussion are practised. Rigorous assessment based on knowledge and understanding of core religious concepts shows that attainment is high and progress significant in developing an understanding of Christianity and a range of other world religions and on other world views as appropriate.

RE offers a wide variety of teaching and learning experiences, understanding that students learn best in different ways. Students will experience opportunities to learn and express themselves through an enquiry based style of learning by:

- Listening to the teacher and each other.
- Reading of texts.
- Seeking information for themselves in libraries and on computers.
- Discussion with the teacher and other students.
- Pair and group work.
- Using a range of media such as artefacts, pictures, photographs, music and drama.
- Visits and visitors.
- Artwork.
- Outdoor learning.
- Time for reflection.

SMSC

Although, all subjects in the curriculum and the school as a whole have an equal duty to promote students' Spiritual, Moral, Social and Cultural development, RE is particularly well placed to do this. RE develops students' capacity for cultural understanding and moral enquiry particularly strongly, both through curriculum content and the personal characteristics required to participate in RE.

Equal Opportunities

Religious education will challenge stereotypes, misinformation and misconceptions about race, gender and religion. It seeks to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. All questions, views, and opinions will be treated with sensitivity and respect.

Assessment

In most cases, assessments will be based on or at least broadly in line with examination content and question styles and will be marked in accordance with the exam board mark schemes and sample assessment materials. Teachers will be trained in order to assess students work as robustly and accurately. Standardisation and moderation of assessments is a department standard operating procedure.

Time allocation

At Key Stage 3 students, receive 3 hours of RE per fortnight with one in three lessons at KS3 is taught through Philosophy for children (P4C). At KS4 (GCSE) students receive 4 lessons per fortnight and in year 11 students have 3 lessons per fortnight. For those whom choose to study Religious Studies at KS5 (A level), students have 10 hours of RS lessons per fortnight. Additionally, RE is delivered to the whole 6th form through termly 'REflection' weeks. During 'Reflection' weeks, students explore RE topics in morning form time and additional sessions (for example off timetable for a morning or an afternoon).

Curriculum

In Key Stage 3, Bishop Justus has developed its own curriculum which follows key recommendations of the Bromley Local Agreed Syllabus and has selected the following religions and worldviews for focused study: Buddhism, Hinduism, Islam, Judaism and Sikhism, Secularism and post-modernism. However, two thirds of the curriculum is devoted to the study of Christianity through 'Understanding Christianity'. This is delivered through both discrete and overt units and themes.

For the academic year 2017-18, the courses at KS4 and KS5 are listed below:

KS4

KS4 Eduqas Religious Studies GCSE Route A:

- Component 1: Religious and Ethical Studies in a Modern World (from Christian Perspective and non-religious perspective) (2 hour written exam from Summer 2018)
- Component 2: Study of Christianity (1 hour written exam from Summer 2018)
- Component 3: Study of Islam (1 hour written exam from Summer 2018)

KS5

KS5 OCR Religious Studies A-Level H573 (last assessment at Bishop Justus Summer 2018)

In September 2017, we moved to the Eduqas A-Level (A120U30-1), only the full A level course will be taught, with no further AS examinations taking place:

- Component 1: A Study of Religion (Option A: Christianity) 2-hour examination (2019)
- Component 2: Philosophy of Religion – 2-hour examination (2019)
- Component 3: Religion and Ethics – 2-hour examination (2019)

SCIENCE (Key Stage 3 and Key Stage 4)

At Key Stage 3, students follow an engaging, exciting and practical curriculum in a suite of laboratories that provide a pleasant learning environment and are well equipped for learning in the 21st century. Key Stage 4 is now offered over three years and there are two options. AQA Combined

science is compulsory where students will receive a double award at the end of year 11. Some students may wish to choose AQA Triple Science which is a more detailed and challenging course that results in three separate GCSE's. Regardless of final qualification, Key Stage 4 students are taught the three subject specialisms as discrete subjects.

GCSE study in the sciences provides the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. All students should learn essential aspects of the knowledge, methods, processes and uses of science. They should gain appreciation of how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas that relate to the sciences and that are both inter-linked and of universal application. GCSE Combined Science, a double award GCSE course, provides students the opportunity to investigate and understand these key ideas, incorporating learning from across each of the three sciences (biology, chemistry and physics). Students will get hands-on with a range of practical investigations, which are integrated into the course content, to create an interactive learning experience.

Biology (Key Stage 4 and 6th form)

Students have the chance to gain a good understanding of human biology, organisms, evolution and the environment. The course will help put Biology in the context of students' everyday lives with topics ranging from 'keeping healthy' to 'humans and their environment'. The course is designed to help them understand how science can be used to explain the world in which they live and the impact of humans. Teachers are encouraged to develop students' practical skills with hands-on work which helps to engage and enthuse them. Students can see how science is used to solve problems ranging from cures for infectious diseases to creating biofuels. It can open the doors to future careers in medicine and the life sciences.

Chemistry (Key Stage 4 and 6th form)

Chemistry gives students the opportunity to gain a good understanding of: the nature of substances and how they react together; how chemistry is used in business and industry and how our use of raw materials in fuels and manufacturing can affect the global and local environment. The course will be designed to help students understand how to formulate a scientific approach to understanding and explaining the world and solving problems. Many of the materials considered are substances that students will come across in their daily lives like drinking water, vegetable oils and metals. This helps engage students by putting their learning in context. Students are encouraged to develop practical skills with hands-on work which helps make the subject come alive in the classroom.

Physics (Key Stage 4 and 6th form)

Physics offers students the chance to gain a good understanding of: the use and transfer of energy waves, radiation and space, the application of physics. Physics is designed to give students the tools and concepts they need to be able to construct a scientific approach to solving problems. Students will learn to ask and answer questions about the fundamental laws that govern natural phenomena. Students are likely to be engaged by the aspects of the specification that they can relate to their everyday life, such as the efficiency of electrical appliances and braking distances, as well as larger concepts like nuclear fission and fusion and evidence of the Big Bang.

SOCIOLOGY (Key Stage 4 and 6th form)

Sociology gives students the opportunity to reflect on their own experience of the social world and gain an understanding of the experiences of others. We develop active citizens who understand their own values and roles in society and can have a positive impact on the lives of others. Through the study of institutions in society such as education systems, the criminal justice system, the family and political groups, students gain an understanding of how a society functions and the importance of the

underlying values on which a society is founded. Sociology develops independent researchers who can plan and carry out social research, analyse and evaluate results.

To enable students to gain an insight into life in other cultures, exploration of life documentaries through visual media forms a key part of learning. Students are expected to carry out practical research and opportunities to carry out interviews, questionnaires, observations and content analysis of the media are created within lesson and homework time. News media reports and work of sociological researchers are used as a starting point for discussions of sensitive issues such as racism, sexism and ageism. Students are encouraged, but never coerced, into sharing their own experiences. The use of specific sociology books in the Learning Resource Centre is encouraged through a range of self-directed study sheets to improve students' independent learning tools.

Sociology attracts students from a wide range of socio-economic backgrounds which adds to the vibrancy of learning. Students are able to use their skills to help with school self-evaluation. Successful visits to the Houses of Parliament and Woolwich Crown Court are offered to enhance learning at GCSE. Many students continue their studies in the 6th form and are joined by students studying the subject for the first time.

EXTENDED CURRICULUM

Students do not restrict their engagement in school life to the timetabled curriculum, but participate in activities from 8.00am in the morning. The extended day includes a wide variety of curriculum based support or extension opportunities. Examples of the curriculum based clubs include: art clubs, which have allowed students to prepare for public exhibitions; or science and technology clubs which have led to success in national competition. The excellent catering facilities encourage students to come together in the school bistro. There is also a wide range of other opportunities.

Debating

Bishop Justus is recognised for the quality of the debating society. Students have participated in the Bromley Debate Challenge, the Pan--London event, the London School of Economics Debate Challenge and the Oxford Schools Debate Challenge. These competitions not only enable students to compete at the highest level, but also to visit, in the case of the LSE, the university itself. In addition to competitive debating, the school also provides opportunities to develop public speaking. The 6th form students are very active in debating and public speaking, running their own 6th form society and leading the younger students.

Duke of Edinburgh's Award

This is an extracurricular opportunity offered to students from Key Stage 4. To gain the bronze award students will need to show commitment to developing three areas: Physical, Volunteering and Skill. For this they will need to set themselves a challenge or goal for each and show commitment to it for between 3 and 6 months. There is also an expedition section to the award; for this students need to complete a 2 day, 1-night expedition. They plan a route to walk, staying overnight at a campsite on the journey. Students have to pack and carry all the equipment (including tents) that they will need for the weekend. In the 6th form, students have the opportunity to gain the silver award; this requires longer commitments to the different activities, and a 3 day, 2-night expedition.

Music

Music groups provide opportunities for a wide range of interests and abilities. These range from a samba band and ukulele group to wind, strings and jazz groups. Soloists, bands, choirs and ensembles have many opportunities to perform in school at both events and in competition. Bishop Justus students participate in many successful public performances throughout the year. Students are regularly invited to perform in both local events, as part of our community commitment, but also take opportunities to perform to wider audiences. Students have many opportunities to attend music specific educational trips to enhance their learning at both Key Stage 3 and Key Stage 4 including live

orchestral concerts and West End shows. Music at Bishop Justus embarks on an annual European tour which is open to all music students.

Sport

The extensive extracurricular programme of support links to outside clubs and agencies and provides opportunities to compete at local, county or national level. The house system supports inter house competitions in all year groups. School teams have been increasingly successful in a variety of sports including rugby, cricket, football, netball, athletics and golf with additional individual achievements in sports such as swimming, diving, gymnastics, athletics and martial arts. Older students also have opportunities to take a lead role, including sports leadership awards.

Student Leadership

Students of all ages are encouraged to take a lead. They have opportunities to participate in the student council, mentor other students or run activities. Primary partnerships provide additional opportunities for student leadership. Younger students may take a lead as librarians, whereas older students have opportunities to become prefects, support community activities, or to work with teachers in support of subject activities. 6th form has a key role leading clubs and mentoring younger students.

Student Voice

Student council takes a representation of students from each year group. Students come discuss and debate how to resolve issues that face them on a day to day basis in the school. They critique leadership policies and are often research to improve teaching and learning across the school. The students take a lead on charity events and aid in driving this to fund projects in the local community and further afield. They partake in dialogue with leadership to make the school a better place for all students and staff.

CAREERS EDUCATION, INFORMATION ADVICE AND GUIDANCE (CEIAG)

The Gatsby Benchmarks of good career guidance and standards of excellence are used for our CEIAG service delivery.

We offer our students careers education through the curriculum. The taught curriculum for students begins with investigation into working life, going on to explore diverse sectors of commerce, trade and industry with guidance centred on skills and roles required within organisations, student pathways and subject choices. This includes work experience (compulsory for all Year 12), work related learning, and accessing opportunities and events to meet individual needs. Careers education activities range from whole year groups attending exhibitions or conventions, smaller groups attending taster days in relevant institutions to one to one work shadowing. In accordance with the new careers strategy, we are working towards offering every student seven encounters with employers - at least one each year from Years 7 to 13.

We offer careers advice through in-depth explanations. Information and resources about courses, occupations and career paths are available to all students through a well-resourced careers library and recommended websites.

All students have access to careers guidance for deeper intervention in which their skills, attributes and interests are explored in relation to their career options. With many course choices taking place in Year 8, emphasis is on students understanding the need for high achievement and the importance of considering their individual strengths and skills and where they may lead them in the future.

The Guidance Team organise bespoke internal and external events to raise awareness of and support access to career goals. These opportunities are available to all Year groups and our support is also available to students after they have left 6th form.

Providers of technical education and apprenticeships are given the opportunities to talk to all students. *(Please refer to our Provider Access Policy on the school website).*

In Key Stage 4, the focus shifts towards post Brexit and 21st century employability skills, financial awareness and career knowledge. All staff are able to advise students about careers related to their particular area of study. Year 11 students receive impartial careers advice through interviews with an independent careers company which ensures that their pathway choices support their career aims. This service is continued by the Guidance Manager who offers careers guidance interviews and support to students in Year 7 to 13, especially at the Year 11 and 13 transition points.

Targeted students receive employability skills, including job search, completing applications and formal mock interviews.

Students, especially girls are encouraged to consider jobs in science, technology, engineering and maths (STEM).

Every young person is presented with two choices after the age of 16: an academic route, traditionally via A levels and university, leading to graduate jobs, and a technical route for those seeking to gain the technical knowledge and skills required for entering skilled employment.

Clear information about the development of the new technical T or Tech level qualifications will be provided to students, parents/carers and teachers.

In Years 12 and 13, dedicated CEIAG continues with students being required to fully consider all of their available options, be that entering the workforce, Further Education or Higher Education.

All students are offered guidance for career management irrespective of which option they pursue. A comprehensive range of opportunities is provided including volunteering within the school, local community and the wider community setting. Visiting institutions of Further and Higher Education, Summer University and outreach events with various corporations and organisations are all available, as is the opportunity to participate in Career Ready which has specific qualifying criteria. All 6th form students undertake 2 weeks' work shadowing in Year 12; peer mentoring and support not only enriches the student experience, but proactively builds individuals work experience, employability skills and strengthens UCAS and job applications.

Additional careers guidance support is provided for students with different needs. This includes, young people with special educational needs and disabilities (SEND), Most Able students and Student Premium learners.

We currently hold the Investors in Careers Award for good quality CEIAG. We will be assessing our careers programme against the Gatsby benchmarks and working towards achieving a Quality in Careers Standard award which is the new formal accreditation for CEIAG.

LEARNING ACCESS AND ELA (EVERY LEARNER ACHIEVES)

Through Learning Access, we ensure that all students with additional educational needs are enabled to make good academic progress, realise their potential and become independent learners. Prior to arrival, information is sought from each student's previous school and where additional needs have been identified as requiring intervention programmes, this is established as soon as possible.

Students identified as requiring school action benefit from a differentiated curriculum prepared, planned and delivered by the subject teacher. This means they will not usually need additional support from other adults. The learning access director monitors student progress and works with subject leaders to provide additional advice and resources.

Students identified as those with Special Educational Needs or have an Educational, Health and Care Plan receive additional support and will often have focused support from teaching assistants. Progress is reviewed regularly and the emphasis of support will be based on the needs of the student balanced with the needs of others in the class. An Education Support Plan will be written based on formal assessments undertaken within school and by external agencies. This will detail the student's main areas of difficulty and provide subject staff with a more defined list of suggested strategies that may need to be used. Behavioural Support Plans (BSP) and Pastoral Support Programmes (PSP) may be written at this stage. All staff in the school have access to the SEN register and guidance for specific support strategies. Advice is sought from outside agencies as necessary and may involve more specific observations and assessments.

ACCESS ARRANGEMENTS FOR EXAMINATIONS

When a student needs specific help in order to be able to take examinations, he or she will be assessed to establish this need in line with the strict guidelines from NAA and JCQ. These usually occur in year 10 and the beginning of year 12. If a student successfully obtains specific access arrangements, this will be communicated to parents/carers via a letter and to the students via a learning conversation with the learning access director.

MORE ABLE STUDENTS

At Bishop Justus Church of England School, we are committed to recognising, developing and supporting the individual strengths of all students. We are dedicated to recognising and responding to the needs of all more able students. The more able students are often identified through characteristics which include a wide vocabulary, a powerful memory, intense curiosity and concentration, a wide general knowledge, a vivid imagination and strong feelings and emotions. Individual talent is recognised and supported either through in school provision or support for out of school activity. Each department has a criteria for identification and plans to challenge students in lessons.

Academic achievement can be enhanced by parents in a variety of ways, such as supporting interests through outings and visits, actively encouraging hobbies, reading together and developing curiosity through asking questions. More able children often like playing games, solving puzzles and enjoy interacting both with adults and their peers. Within school, the curriculum is structured to meet the needs of all students. Students are encouraged to demonstrate independence in their learning and to extend their learning within and beyond the classroom. Opportunities are created for students to reflect on their learning and pursue their personal interests. We are creating a growing awareness for students and parents with our new Stretch & Challenge section of the website and regular newsletters, and new opportunities with challenging reading lists, support to identify and access external university taster courses, and challenge projects in KS3 and KS4. We are dedicated to identifying each student's abilities, gifts and talents throughout their whole school journey.