

Key Stage 3 – DRAMA

YEAR 7

Autumn 1: Fundamentals

Still images, mime, thought tracking and soundscapes. The purpose of this unit is to give them a well-rounded idea of what skills you need to be successful in Drama and how to work in groups and embrace creativity.

Autumn 2: Creating Drama

This looks at the many ways that you can create drama and theatre. Each lesson they will be looking at a different way they can create their own work. Through rehearsal and feedback, they will learn what techniques work for them and learn to create with other people. They will be using the fundamentals from autumn 1 as tools when they are creating.

Spring 1: Commedia Dell 'Arte

This is Year 7's first look at historical theatre. Commedia is a type of theatre that was around in the 1600s and was based around stock characters and physical comedy. They will be learning the elements of comedy taking elements from the fundamentals of drama and creating drama and transferring it to a more structured type of performance.

Spring 2: Romeo and Juliet

This is Year 7's first look at Shakespeare in Drama. In this unit they will be looking at the historical and social context of Romeo and Juliet as well as going in depth with key topics such as iambic pentameter and catalysts. The use of text throughout mimics the GCSE in component 1 on a KS3 level allowing for key text exploration throughout the unit.

Summer 1: Minty

Students will be learning and following the historical story of Harriet Tubman. By following her story they will be learning about key moments in history, exploring various techniques from creating monologues using poetry and creating performances based upon them. This explores the historical, and social context of Harriet Tubman's amazing story.

Summer 2: Greek Theatre

Students will be learning all about Greek Theatre, it's links to legends, stories, origins of theatre, historical and social context of the time. Through the use of practical tasks they will be learning theatrical techniques they can transfer to other drama. They will learn to understand the impact Greek Theatre has had on modern theatre and familiarise themselves with the classic stories we still use as fables today. In this unit there is a big focus on team building as Chorus was a technique used across Greek Theatre this allows development of key life skills.

YEAR 8

Autumn 1: Shakespeare

Students will be learning about Shakespeare. They will learn about four different Shakespeare plays learning how to identify key plot points, understand Shakespearian language, recognise key themes in plays, learn some British history and values while learn how Shakespeare effects still in day to day life.

Autumn 2: Horror

This offers many opportunities for year 8 learning, there combination of literacy, analysing of text and use of creative skills throughout the unit allowing them to expand on their Drama skills which will link to the GCSE and be transferable for other subjects. Extracts are taken from poetry, and texts are given to analyse and create from. Over all this is a unit which addresses KS4 required skills and allows students to try new techniques safely whilst being challenged.

Spring 1: Melodrama

In Melodrama students will be learning about a classic form of theatre. Melodrama helped originate most of the stories we see today, this historical form of theatre explores stock characters, several conventions, clear characterisation which helps with physicality. This unit also helps explore the concept of devising and analysing of video which are key skills for GCSE.

Spring 2: Voice

This unit explores a wide range of skills, students will be exploring techniques such as, pace, atmosphere, Laban's states of tension, radio drama, extracts and public speaking. The reason such a range of topics are explored in this unit is because voice is a section throughout GCSE and A Level that can get marked down easily. Not only that but exploring skills other than the practical allow for a wider range of techniques for students to call on. By looking at extracts and public speaking we are expanding them before they embark on KS4 with skills that will help them throughout their educational careers.

Summer 1: Physical Theatre

Physical Theatre focuses on the body and their physicality. By learning how to use and adapt their bodies into many situations it will increase creativity in the students and allow them to explore many techniques for creating theatre. The combination of movement and critical thinking means they will open up to new theatrical techniques they have not encountered before and can use throughout GCSEs.

Summer 2: Devising

Throughout Years 7 and 8 students have been taught various ways of 'creating Drama' in this unit they will combine the skills from KS3 to create their own piece of work based on a teacher given stimulus. This unit mimics the GCSE Component 2 to give them a chance to go through pitfalls before starting on their GCSE Drama journey at KS4.

This is an optional subject for GCSE, with more information in the Key Stage 4 booklet.

Key Stage 3 - GEOGRAPHY

With lessons made about current issues, we hope to make our students aware of the importance of the subject and how enjoyable, valuable and important Geography is to their everyday life.

YEAR 7

Autumn 1: Our connection to the world

Students will learn about local, national and global scale. This helps them to understand key issues such as Brexit and immigration and allows students to understand the complexity of different issues around the world.

Autumn 2: Mapping our world

Students learn about key map skills which they will require in future lessons. These include how to work out 4 and 6 figure grid references, contour lines and map symbols. These skills are taught and practised over throughout the term to ensure students are able to answer exam style questions.

Spring 1: Why do places not develop equally?

Students focus on human Geography and learn why some countries are more developed than others. Students become really inquisitive to learn about the development gap and learn new definitions which also prepares them for future GCSE exams.

Spring 2: Are humans to blame for flooding?

Focus will be on physical Geography and students are taught about how flooding occurs. There is a great emphasis on ensuring students are able to differentiate and analyse different concepts within physical Geography.

Summer 1: Where is the UK today?

Students are taught about the UK as a regional case study and there is a great emphasis on the human Geography of the UK. This topic helps students understand where they are living and the difference between key regional areas on a map.

Summer 2: Should we help other countries prepare and deal with natural hazards?

In the last Half Term we look at different natural hazards and their formation. The aim is to make students explore different types of hazards to make them more aware of the risks around the world.

YEAR 8

Autumn 1: China: A new world

In our first Half Term we look at changing Asia and have our case study focus on China. Students enjoy learning about physical and human Geography of China. We look at issues such as the changing population structure and the effects of the One Child Policy.

Autumn 2: Why are hurricanes so destructive?

Students learn about hurricane formation and learn different case studies. The topic aims to make students aware of how different factors contribute to hurricane formation and how impacts can be so destructive on a local and national scale.

Spring 1: Are Africa's problems, just Africa's problems?

We will look at the physical and human Geography of some African countries focusing mainly on the Horn of Africa. Students learn about the problems that droughts can cause and complete the term by preparing group presentations.

Spring 2: Why do rivers shape the land?

Students learn about the different types of processes that rivers go through to make different landforms. They get the opportunity to create their own landforms in a classroom setting using only a few objects.

Summer 1: Is the world just getting more and more populated?

Students learn about population pyramids and the issues different countries face from overpopulation. The lessons are prepared to ensure students have a good understanding of regional Geography through the use of different case study examples.

Summer 2: Should HIC's pay to help LIC's cope with natural hazards

Students learn about different natural hazards and debate whether high income countries are responsible in helping lower income countries deal with the aftermath of natural hazards. This enables students to not only review their Geographical knowledge but emphasis is also given on their oracy.

Geography is an optional subject for GCSE, with more information in the Key Stage 4 booklet.

Key Stage 3 - HISTORY

History equips young people with the curiosity and analytical skills needed to be critical observers of the modern world. In history pupils, will:

- Extend their knowledge and understanding of specified key events, periods and societies in local, British and wider world history and the wide diversity of human experience.
- Engage in historical enquiry to become independent learners and critical and reflective thinkers.
- Develop the ability to ask relevant questions about the past, to investigate issues critically and make valid historical claims by using a range of sources in their historical context.
- Increase their awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.
- Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

Students will be assessed using the following four Assessment Objectives over the course of Year 7-11.

YEAR 7

Autumn 1: The Norman Conquest

Three Kings, two invasions and two horrendous battles. How did this all happen in only a year? And Why did William win?

Cause and Consequence

Autumn 2: Power in the Medieval Period

Who would say "I got the power" in Medieval England?

Interpretations

Spring 1: Islamic World and Medieval London

Mi Casa es Su Casa? How different was the Islamic world from Medieval London?

Similarity and Difference

Spring 2: The Tudors and Reformation

What was the significance of the Tudors?

Significance

Summer 1: The English Civil War

'Brother versus Brother' How did a country tear itself into two camps?

Cause and Consequence

Summer 2: Witch Craze

Did witches really live among us? Why did people believe in them?

Source skills

Change and Continuity

YEAR 8

Autumn 1: Industrial Revolution

How far does the Industrial Revolution deserve its name?

Continuity and change

Autumn 2: British Empire

Should Britain apologise for her Empire?

Interpretations

Spring 1: Rights of Black Americans

How far have the rights of black Americans changed?

Source skills

Change and continuity

Spring 2: Women's Vote

Why did women become citizens in 1918?

Causation

Writing a narrative

Summer 1: The Causes of the First World War

How did Europe divide into two armed camps? What happened at Sarajevo? Was the war always going to happen?

Cause and Consequence

Summer 2: Germany and Russia 1918-45

How similar was life under Stalin and Hitler?

Similarity and Difference

Significance

This is an optional subject for GCSE, with more information in the Key Stage 4 booklet.

Key Stage 3 - PE

YEAR 7

Autumn 1: Basketball

Students have the opportunity to improve their ability in basketball skills and how they can be used in a game situation.

Autumn 2: Football or Table Tennis

Students have the opportunity to improve their football skills and techniques. They are encouraged to consider how to adopt their approach in a competitive situation.

Spring 1: Table Tennis or Gymnastics

Students have the opportunity to refine their table tennis techniques, especially the forehand, backhand and serve.

Spring 2: Gymnastics or Football

Students have the opportunity to improve their balance coordination and aesthetic movements.

Summer 1: Athletics

Students investigate sprint starts, running techniques, throwing techniques, jumps and track events.

Summer 2: Rounders

Students have the opportunity to improve their batting, bowling and fielding skills.

YEAR 8

Autumn 1: Netball or Football

Students develop their own skills, apply them to more competitive game situations and reflect on their own skills.

Autumn 2: Football or Netball

As above.

Spring 1: Table Tennis or Gymnastics

As well as the skills and techniques of table tennis, students learn the rules of the game and can umpire a match. They have the opportunity to analyse their own performance.

Spring 2: Gymnastics or Table Tennis

Students have the opportunity to develop further balances, rolls and the ability to choreograph routines.

Summer 1: Cricket

Students have the opportunity to practice batting, bowling and fielding and analyse their performance to improve further.

Summer 2: Athletics

As well as developing skills from Year 7, students become competent in measuring and recording data. They analyse their own and others techniques and suggest ways to improve.

All students have PE on their timetables throughout Key Stage 4 as part of a healthy lifestyle. It is optional to choose it for GCSE.

Key Stage 3 - CHINESE

Learning across Year 7 focuses on a range of practical skills in the Reading, Writing, Speaking and Listening of Chinese.

YEAR 7

Autumn 1 and 2: Introduction to Chinese

Students learn about the culture and language of China, and begin to learn greetings and basic phrases.

Spring 1 and 2: Family and Home

Students learn how to talk about themselves and their families in this scheme of learning.

Summer 1 and 2: Food and Drink

This is an important part of Chinese culture, and students enjoy learning about this topic, so they can read, write and speak about food.

Learning in Year 8 encourages students to see the importance of languages in the world around us, in the curriculum, and anticipates that many of them will choose Chinese as a GCSE option.

YEAR 8

Autumn 1 and 2: School Life

Straight from the summer holidays, students learn the language and grammar necessary to talk about their holidays.

Spring 1 and 2: Hobbies

Students start to deepen their understanding of how to read and talk about what they do and what they enjoy.

Summer 1 and 2: Holidays

As the summer holidays approach, students learn the language of travel and place.

This is an optional subject for GCSE, with more information in the Key Stage 4 booklet.

Key Stage 3 - SPANISH

Learning across Year 7 focuses on a range of practical skills in the Reading, Writing, Speaking and Listening of Spanish.

YEAR 7

Autumn 1: Mi vida

Students will learn the language and grammar necessary for talking about themselves and their lives.

Autumn 2: Mi tiempo libre

Students focus on the vocabulary and structures to enable them to read and write about what they do in their spare time.

Spring 1: Mi insti

Students use the topic of their school to develop more knowledge of the Spanish language.

Spring 2: Mi familia y mis amigos

Students will investigate and learn more about the skills necessary to talk and write about their friends and family.

Summer 1: Mi ciudad

Students spend this Half Term putting all the language together from the first part of the year, to be able to talk about the city in which they live.

Summer 2: Mi ciudad and summer project

London is such a vibrant world city that this scheme of learning leads in well to an end of year project that consolidates knowledge across all the units of learning in Year 7 and prepares students for the challenges of Year 8.

Learning in Year 8 encourages students to see the importance of languages in the world around us, in the curriculum and anticipates that many of them will choose Spanish as a GCSE option

YEAR 8

Autumn 1: Mis vacaciones

Straight from the summer break, students learn the language and grammar necessary to talk about their holidays.

Autumn 2: Todo sobre mi vida

This scheme of learning encourages students to read and write about all aspects of their lives.

Spring 1: Que hacemos?

Students start to deepen their understanding of how to talk about what they do and what they enjoy.

Spring 2:

A comer Students learn about the important cultural aspect of food and drink and mealtimes.

Summer 1:

TV and Pelicula Films and TV programmes are the subjects around which the learning is focused this Half Term.

Summer 2: Operacion Verano

The summer project brings together all the elements studied through the year to ensure those who continue are well prepared for GCSE and those who do not have achieved a competency in the Spanish language.

This is an optional subject for GCSE, with more information in the Key Stage 4 booklet.

Key Stage 3 – DESIGN TECHNOLOGY

Learning in Year 7 involves a carousel of activities between Design Technology, Food Technology and Art. Each student has 1 term of each subject throughout Year 7.

YEAR 7

Half Term 1:

Students begin with a focus on Health and Safety in the workshop and move on to consider the design process and plan of manufacture. The project is to design and create a key ring using the coping saw, scroll saw, filing and pillar drill.

Half Term 2:

Students investigate the work of different designers: Harry Beck, Ettore Sottsass, Gerrit Reitveld, Charles Rennie Mackintosh and Raymond Tempplier. Students develop their skills of product analysis, idea development and prototyping, and plastics and their properties. They also look at sustainability. The project is to design and create a clock using the coping saw, scroll saw, filing, pillar drill and sanders.

In Year 8 Design Technology students continue to follow a carousel of activities between Design Technology, Food Technology and Art and Design. Students rotate half yearly between Food and DT.

YEAR 8

Term 1:

Students recap Health and Safety in the workshop and are then introduced to 2D Design and CAD/CAM. They investigate woods and design and develop ideas for a night light project. Students investigate wood joining methods, looking at finger joints. They develop skills with the Tenon saw, filing, filling, sanding and isometric drawing.

Term 2:

Students explore building a circuit and electrical components. They complete their projects and develop skills in rendering and evaluating.

This is an optional subject for GCSE, with more information in the Key Stage 4 booklet.

Key Stage 3 – ART

YEAR 7

Half Term 1:

Students investigate natural forms, looking at tone, colour and painting technique. They look at observational drawings, and develop skills in watercolours, colour mixing, blending, brushing composition, enlargement and annotation of development to explain the processes used.

Half Term 2:

Students develop their natural forms further, through pattern, abstraction, texture, line and mark making, printmaking technique and collage technique. They learn how to research, present and write about artists work using appropriate language.

YEAR 8

Term 1:

Students investigate birds and bugs through mixed media composition and a sculpture challenge. The final outcome is a mixed media product, with students working in layers to explore art media.

Term 2:

Students explore buildings and surroundings, with realism, tonal drawings, mark making. Through Art Deco they look at the history of the school building, and develop one point perspective, drawing experiments and explore suitable choices for materials and techniques to represent their chosen ideas.

Term 3:

Movement and action forms the focus of learning, using an animal in motion, colour, shape and markmaking. Photoshop and a whole class animated gif form the final outcome, allowing a comic/manga personal response and sketchbooks showing development work.

This is an optional subject for GCSE, with more information in the Key Stage 4 booklet.

Key Stage 3 – FOOD TECHNOLOGY

Learning in Year 7 involves students planning, preparing, cooking and presenting a selection of dishes to meet particular requirements such as dietary need, lifestyle choice or specific context.

YEAR 7

Half Term 1:

Students have an introduction to food, nutrition, safety and basic skills. Practical tasks include fruit salad, cous cous, bolognese/ratatouille, fruit crumble.

Half Term 2:

Students develop knife skills, further investigate the importance of fibre and eatwell guide and current dietary guidelines. Practical tasks include Thai green curry, bread rolls and citrus cheesecake.

YEAR 8

Term 1:

Students learn about food from around the world. Practical tasks include Moroccan chicken, vegetable pilaf, Macaroni cheese and shepherds pie.

Term 2:

Skills include methods of cake making as well as world foods and more detailed units on nutrition. Practical skills include chicken chow mein, quiche lorraine and pineapple upside down pudding.

This is an optional subject for GCSE, with more information in the Key Stage 4 booklet.

Key Stage 3- Music

YEAR 7

Autumn 1

Find Your Voice

This is our first project aimed at encouraging pupils to use their voices to create and explore music by learning how to sing melodies, harmonies and even beatboxing.

Autumn 2

Hooks and Riffs

We will explore music that is based upon repeating patterns – Hooks, Riffs and Ostinatos. We will explore a range of music from Bolero to Queen.

Spring 1

Rhythm and Pulse

We will focus on **rhythm** and pulse by developing a feeling and awareness for both while talking about the difference. We will also explore music from Africa where pupils will be challenged to **compose** and notate a piece of music for their end of project assessment.

Spring 2

Instruments of the Orchestra

We will begin by exploring different instruments and sections that belong within the orchestra while also focussing on pieces such as Britten's "Young Persons Guide to the Orchestra" to enhance learning.

Summer 1

Form and Structure

We will explore question and answer phrases to help compose melodies, as well as looking at both binary and ternary form as a simple approach to composing musical structure.

Summer 2

Folk Music

We will develop our knowledge of Folk as a genre to help create and perform their own musical arrangements of traditional folk songs.

YEAR 8

Autumn 1

Off-Beat

We will explore reggae and the culture the music comes from. We will also be learning about how the importance of bass lines, off-beat chords and hooks are a key feature of music in this genre.

Autumn 2

Music and Space

We begin by exploring the work of Holst's "The Planets" looking for connections between music and space to provide a stimulus for composition work.

Spring 1

Samba de Janeiro

We will explore the polyrhythmic style of Latin American Samba and identify its music in African and Portuguese roots. We will look at the importance of steady beats and the pulse, while also exploring looping rhythms, polyrhythms, call and response and improvisation.

Spring 2

Blues and Jazz

We will be developing our knowledge of bass lines and chords while explore the origins and development of Blues and Jazz by focussing on the use of the 12 bar blues, walking basslines, blues scales and the use of swung rhythms as important features in these styles.

Summer 1

Film Music

This is going to give pupils with experience of being film soundtrack composers and will challenge them to use a variety of music devices while focussing on Action, Thriller, Western and Horror movie soundtracks.

Summer 2

Rock and Pop

In this project we will explore the popular song learning how different artists and groups create different musical arrangements of the same song as well as getting the opportunity to compose their own.

This is an optional subject for GCSE, with more information in the Key Stage 4 booklet.

Key stage 3- Computer Science

Year 7

Autumn 1 and 2 Welcome to Computing @ PHS

This unit teaches student how to do some of the key things they need to on the school computers, including setting up folders, accessing and searching the web, and using G Suite. Students also learn on how to use technology safely.

Spring 1 Scratch This unit of work teaches an introduction to programming using the Scratch programming language. Students will be introduced to programming inputs, variable storage, outputs, sequencing and selection.

Sprint 2 Understanding Computers This unit is designed to teach students what a computer system is, the various components of a computer system and their purpose. Students will also learn about the purpose of the CPU, RAM, Hard Drive and I/O devices, Memory and Software and how the all function together.

Summer 1 Microbit This unit introduces students to the Micro:Bit device and teaches them how to program a variety of applications including a digital dice, digital compass and games console (pong). The unit uses both the 'Blocks' and 'Python' programming language.

Summer 2 Introduction to HTML This unit teaches the basics of HTML enabling students to create a mini website. Students learn how to add text, images and hyperlinks, plus formatting techniques including fonts, text size and alignment.

Year 8

Autumn 1 Python Programming

In this unit, students will be introduced to programming in the Python programming language. They will learn how to print messages to the screen, ask the user to input data and stores this data in variables. They will also understand how computers make decisions and consequently learn how to program IF statements.

Autumn 2 Spreadsheet Modelling

The unit is centred around creating a financial model for a TV show. Students start by looking at different types of model and then use basic spreadsheet techniques to create and format a simple financial model to calculate the expected income from viewers' voting. The model is then extended to include sales from merchandising, with the introduction of "what if" scenarios. Students will finally create a seating plan, book seats and calculate income from seat sales.

Spring 1 Animation

In this unit students will learn basic graphic drawing and animation techniques such as frame-by-frame animation and tweening, working with layers and adding simple interactivity and ActionScript. They will undertake a creative project to plan, create and evaluate a short animation of their own, as well as studying professionally made animations.

Spring 2 Application Development

The aim of this unit is to teach students how to build their own apps using a web-based app builder. It will give them all the tools and resources to build a working web app which can be used on any HTML5 compatible device. In the unit they will evaluate existing apps, mock up their own designs and build, test and evaluate their own apps.

Summer 1 Introduction to HTML

This unit teaches the basics of HTML enabling students to create a mini website. Students learn how to add text, images and hyperlinks, plus formatting techniques including fonts, text size and alignment.

Summer 2 HTML and CSS

Students will be reminded of some basic HTML syntax (as covered in the year 7 unit) and will be introduced to CSS so that they can understand how to better present their webpages. They will learn how to add gradient backgrounds, add page borders, curve images and reorganise content on the page with the help of DIV tags.

This is an optional subject for GCSE, with more information in the Key Stage 4 booklet.

Key Stage 3 - PRE

YEAR 7

Learning involves engaging with the 6 major world faiths whilst also solving philosophical problems and exploring ethical dilemmas. Students will be encouraged to develop their communication skills through debate but most importantly they will be encouraged to listen to each others world views in a safe and open minded environment. This curriculum is designed to represent the multicultural, multi faith society in which the students live to enable them to be active contributors to life in modern Britain.

Autumn 1: What is Religion?

Students will explore the concept of God and discuss the different ways in which God is described. Students will learn the difference between faith and fact incorporating different world views of atheism, theism and agnosticism with reference to ancient faiths.

Autumn 2: A Study of Hinduism

Students will explore Hindu beliefs about God, the Hindu Mandir, Puja and key principles within Hinduism such as ahimsa. The students will be encouraged to create links between their own faith and that of one of the oldest faiths in the world.

Spring 1 and 2: Evil and Suffering

Students will know what types of evil and suffering there are in the world and will use this knowledge in order to explore what the explanation for the existence of evil and suffering is according to the 6 major world faiths. Students will also explore humanism and the atheist response to evil and suffering with the unit culminating in an expression of their ideas on the issues raised in a House Competition.

Summer 1: A Study of Christianity

Students will explore Christian beliefs about God, the different sects of Christianity, the Church and its different layouts, discussions regarding who Jesus was and an understanding of His impact on the world across the Abrahamic faiths. Students will be encouraged to discuss and create links between their own faith and Christianity.

Summer 2: A Study of Sikhism

Students will explore Sikh beliefs about God and the 10 Human Gurus, the significance and status of the Guru Granth Sahib along with an extensive study of equality in Sikhism. Students will learn about the layout and importance of the Gurdwara along with key Sikh teachings such as the 3 principles of Sikhism. Students will be encouraged to discuss and create links between their own faith and Sikhism.

YEAR 8

Students will continue to build on their communication skills, their empathy and ability to respond to 'big questions.' Students will also begin exploring key skills required at GCSE in preparation for their options choices and will evaluate religious teachings and practices, whilst reflecting on the significance of religious impact in society today. Students will be encouraged to explore how the media portrays different world views and will be encouraged to explore their own opinions and faiths in conjunction with the units of study followed.

Autumn 1: Life After Death

Students will explore the reason for a belief in a life after death and will understand the consequences of good and bad actions according to each of the 6 major world faiths. They will , and be able to link these consequences to the faiths' beliefs about life after death. Students will be able to compare each religious belief to their own and evaluate which stance they identify with the most. This module will culminate in a debate, 'Is there a life after death?'

Autumn 2: A study of Judaism

Students will explore key practices and beliefs in Judaism. Students will understand the importance of the Patriarchs of the faith, the events that shaped Judaism and the festivals and celebrations affecting Jewish people today.

Spring 1 and 2: Religion, Peace and Conflict

Students will explore the different types of conflict in the world and understand the different methods of achieving peace. Students will focus on religions involvement in both peace and conflict and will produce their findings in the form of a case study project and will explore the Just War Theory and discuss its relevance to conflict in the world.

Summer 1: A Study of Buddhism

Students will explore the life story of Buddha along with the significance of key events in his life and will discuss and compare key Buddhist teachings to their own worldviews. Students will explore the Dhammapada and its importance in Buddhism along with the lifestyle of Buddhist Monks and will be encouraged to discuss and create links between their own faith and Buddhism.

Summer 2: What are ethical dilemmas?

Students will use their knowledge of the major faiths to answer ethical dilemmas from a variety of perspectives and will address issues such as the 'Trolley Problem' and the 'Balloon Debate.'

All students study PRE during Key Stage 4 as a compulsory non-examined subject. It is also available as an optional subject for GCSE, with more information in the Key Stage 4 booklet.