

Bishop Stopford School

faith | justice | responsibility | truth | compassion

CURRICULUM OUTLINE

YEAR 9

2023 - 2024

Our Intent

At Bishop Stopford School, our aim is that every student should realise his or her unique potential. Our Christian ethos and core values are expressed in all that we do: the culture is articulated through highly productive relationships and there is a strong sense of identity and belonging. As a result, our curriculum nurtures and challenges, prioritises individual worth and social cohesion, and fosters independence and interdependence. Character development goes hand in hand with our striving for academic excellence. We want students to leave us happy and healthy, with a strong moral compass as well as with qualifications which have integrity.

Aspiration underpins our curriculum: it is designed so that no student is left behind or left out because of social-, learning- or other disadvantage. Both the taught and the wider curriculum are carefully planned to ensure that not only are students' basic skills secured, but they provide the foundation for future success. We aim to develop highly literate and knowledgeable learners who are creative, self-regulating and resilient. They have opportunities to develop depth as well as breadth, and because they are socially equipped, they can engage confidently with the wider world.

Underpinning Principles

- Leadership of the curriculum is active, reflective and research-informed.
- Our curriculum is unapologetically academic and knowledge-driven, ensuring Bishop Stopford students are engaged and thoughtful learners.
- Our curriculum is holistic: the spiritual, social and moral imperatives are as strong as the academic.
- Key Stage 3 lasts for Years 7-9 to allow the range of subjects to be studied and to build secure foundations for the two-year GCSE programmes of study.
- Curriculum is structured to ensure effective progression through the key stages and beyond school to further study or employment.
- Our curriculum enables *all* learners to progress, though development of a rich language base and challenge in every lesson.

Dear Parents

In order to build on the partnership between school and home we have established in Years 7 and 8, this curriculum booklet contains essential information about learning in Year 9.

This outline shows the teaching programme, which we trust, will lead to enjoyable and meaningful learning. Students, of course, learn much more than can ever be listed in a booklet. Social skills, positive attitudes and other qualities form an important part of what we are aiming to develop at Bishop Stopford. A wide range of extra-curricular activities also complements the planned timetable of lessons.

An overview of the timetable is given below:

	Number of lessons per fortnight	Organisation of teaching groups
Art & Design	2	mixed ability
Computer Science	2	mixed ability
Design Technology*	5*	mixed ability
Drama*		
English	6	mixed ability
Geography	3	mixed ability
History	3	mixed ability
Mathematics	6	setting
Modern Languages	6	setting
Music	2	mixed ability
Personal, Social, Health & Economic Education	1	mixed ability
Physical Education	4	setting
Religious Education	3	mixed ability
Science	6	setting
Tutorial	1	mixed ability

(Lessons last for one hour. Tutor groups consist of approximately 27 students).

*DT and Drama are taught in a carousel, with each block lasting between 7 and 8 weeks. Students will have one block of drama and 4 blocks of DT throughout the year.

We will be pleased to respond to any concerns you may have about teaching, learning and life in Year 9. In this way, we hope to build on the good foundations laid down in Years 7 and 8 and make this year a happy and fulfilling time.

Yours sincerely

Miss J Silverthorne

Head Teacher

Bishop Stopford School: Homework

As a school we place enormous value on homework and believe its purpose is to:

- Engender a love of learning and pique interest.
- Enable students to develop good habits; independence, responsibility, organisation and commitment.
- Support students to increase knowledge and develop skills.
- Strengthen the home-school relationship by providing parents an opportunity to engage with the curriculum studied by their child.
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Minimum entitlement (what every student will receive)

	How long should homework take?	Typical tasks
Key Stage 3 (Years 7,8,9)	Approximately 2.5 hours per week	Creative or research-based tasks Reading Revision and preparation for assessments Consolidation of knowledge Use of digital platforms for any of the above

Key Information

- Homework will be set on **EduLink**. Both you and your child will be able to see what has been set.
- Teachers will, wherever possible, spend time explaining the homework set in lessons.
- How subjects set homework will differ, as one model is not the optimal learning approach for all. So, for example, some subjects will set homework weekly; others may adopt a different approach. This will be shared in the Curriculum Booklets.
- Students will receive feedback on their homework. There will be *written* feedback on the tasks in red, above, either taking the form of peer, self or teacher marking. Other feedback provided will vary depending on task.
- To support students with homework:
 - 1) The school library is open at lunchtimes and students can complete homework there.
 - 2) There is an after-school Homework Club, available every day.

Who can I contact at school to discuss homework?

- Your child's form tutor
- Your child's Head of Year (Mrs Glue)
- Your child's Key Stage Leader (Mr Stevenson)

Year 9 Curriculum Mapping

The diagram below identifies the key opportunities for cross-curricular study in Year 9. Such opportunities enable students to see the links and the inter-dependency of their different subjects, to strengthen their understanding of the key topics and concepts studied and to make their learning vivid, real and memorable.

	Art	Computer Science	Design	Drama	English	Geography	History
Art							Guernica
Computer Science	Going audio-visual				Dystopia	Cyber Security	
Design/Food						Vegetarianism	
Drama	Commedia Dell'arte				Verbatim Theatre		Commedia Dell'arte
English	Representations of dystopia					The Working class north	Gothic linked to rise of empire. Apartheid WW1 Darwinism
Geography			Global fashion				
History					WW1/WW2		
Maths	2D Shapes Reflections Symmetries Enlargement				Maths Vocabulary	Statistics and data handling – pie charts	
MFL						Environment and Social Issues	14 th of July / 11 th November
Music				Film Music			
PSHE		Online behaviour			Topic Vocabulary	Fair Trade	Anti-Semitism
PE					Disciplinary Literacy		
RE							
Science			Making materials (Ceramics)			Earth and Atmosphere	

Subject where the topic is taught

Year 9 Curriculum Mapping

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	Maths	MFL	Music	PSHE	PE	RE	Science
Art			Composition				
Computer Science	Data Science			Online safety			
Design/Food	Area and Volume						Chemical and physical changes in cooking
Drama			Use of sound tracks	Drink driving		Contemplating the afterlife	
English				Aging Writing about our world			Darwinism
Geography						Climate Change & Refugee Crisis	Climate Change & Hazards
History						Holocaust	
Maths							
MFL					Tour de France		
Music							
PSHE	Saving and Money Management					Anti-Semitism	Contraception
PE				Healthy Lifestyles			
RE							
Science							

Subject where the topic is taught

Important Dates Year 9

Month	Item	Date
September	School opens School photos	31 st August 2023 14 th September 2023
October		
November		
December		
January	Reports issued	19 th January 2024
	Progress Review/Options Event	24 th January 2024
February		
March		
April		
May		
June	Reports issued	12 th July 2024
July		



Faculty: Expressive Arts

Department: Art

Faculty Introduction:

The Year 9 course gives a wide experience in Art, as well as preparing students for GCSE, should they select it as an option.

Topics/Modules to be covered:

Painting analysis

- Guernica

Art with a message

- Symbolism/Cubist response

Artist Study

- Cubism
- Painting response

Portraiture

- Identity

Assessment:

All projects assessed and recorded in individual student assessment booklets. Verbal targets for improvement set throughout and formal assessment at the end of each project.

Homework:

Homework may not be set on a weekly basis but will usually amount to three hours per term. Consolidation/extension tasks maybe set over a number of weeks to complement classwork. Tasks include experimental work/drawing/research/planning.

Enhancement Activities:

- Art Club
- The opportunity to display work around the school and in local exhibitions

Equipment required:

Students are advised to have the following items:

- B pencil
- Blendable coloured pencils



Faculty: Technologies

Subject: Computer Science

Faculty Introduction:

A high-quality Computer Science education equips students to use computational thinking and creativity to understand and change the world. Computer Science has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which students are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming.

Building on this knowledge and understanding, students are equipped to use information technology to create programs, systems and a range of content. Computer Science also ensures that students become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Topics to be covered in the year will include:

- Unit 1 – Cyber Security
- Unit 2 – Programming in Python
- Unit 3 – Media Animation
- Unit 4 - Impact of Technology

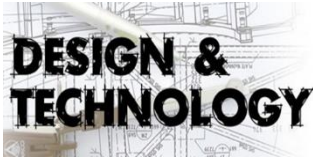
Assessment:

The students will be assessed using a mixture of teacher assessment and end of unit tests, depending on the topic.

Enhancement Activities:

Lunchtime and after school computer use with Internet access.

- Coding Club
- Cyber discovery
- E-Safety week activities
- Lunchtime and after school computer use with Internet access.
- Raspberry pi competitions.



Faculty: Technologies

Subject: Design Technology

Faculty Introduction:

Within Key Stage 3, students follow a varied programme of study which covers all aspects of the National Curriculum.

Students cover all modules of work on a carousel basis. In line with GCSE options, Year 9 modules are designed to give an insight into the GCSE units of work

Topics/Modules to be covered:

- Textiles
- Food Preparation & Nutrition (2 modules)
- Product Design

Homework:

Within Year 9 homework comprises one set piece for each project designed to both test and broaden a student's knowledge.

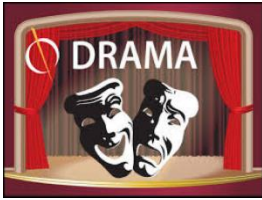
Enhancement Activities:

All students are actively encouraged to enhance the presentation of their work by the use of ICT. Facilities are available at lunchtimes.

We also take part in a Regional STEM Day

Texts to be issued:

Texts are used during lesson time for specific learning objectives as and when required.



Faculty: Expressive Arts

Subject: Drama

Faculty Introduction:

Drama in Year 9 is taught as part of a carousel. Having been introduced to working from play scripts in Year 8, Year 9 starts with the exploration of a verbatim play script: *Too Much Punch for Judy*. The play tells a true story about a drink driving incident with tragic consequences. Students respond to the text by learning about the social issues presented and using what they know and what they guess to shape their understanding of character and plot. They build upon their knowledge of Naturalism and Non-Naturalism from Year 8, to discover stylised and abstract theatre.

In the second half of the block, students build upon their exploration of theatre history by discovering the origins of the quintessentially British stage production: Pantomime. Students learn about Jacques Lecoq's 7 stages of tension and stock characters from Commedia dell'arte. Their experiences of Commedia dell'arte further intensifies the students' character work and their fundamental knowledge of theatre.

Topics/Modules to be covered:

- *Too Much Punch For Judy*
- Pantomime

Assessment:

- Group work
- Vocal and Physical Skills
- Characterisation
- Analysis and Evaluation
- Devising Process
- Delivery
- Style, Genre, Conventions

Enhancement Activities:

- Involvement in Drama Club and School Production
- Theatre visits

Texts to be issued:

Too much Punch for Judy text to be provided in lessons.

Homework

Students are set weekly knowledge and understanding tests. They will be given six drama terms and tested on the spelling and definition of these in the next lesson.



Faculty: English

Subject: English

Faculty Introduction:

All students follow a range of units of work covering the key skills of reading, writing, grammar and vocabulary and spoken English. A wide range of literature is at the heart of our work.

Topics/Modules to be covered in the year:

- The Novel: a study of a heritage novel.
- Shakespeare: *Much Ado About Nothing*.
- Poetry: An anthology of poetry based on 'Our Lives'.
- Viewpoints: A study of viewpoint writing and the creation of strong written voices.
- Dystopian Writing: a unit developing narrative writing skills.

Assessment:

- Each unit has a summative assessment using the Bishop Stopford Assessment levels.
- These assessments receive 'What Works Well/Even Better If' comments and require a 'My Response Is' from the student.

Homework:

Students follow a programme of homework which aims to develop literacy skills and consolidate the work they have been doing in class lessons. This homework should take approximately 30 minutes. Teachers might, at times, give students homework which extends their class work, such as preparing work for an essay.

Enhancement Activities:

- A variety of competitions
- Book Week (including visits by writers)



Faculty: Modern Languages

Subject: French (Second Language)

Faculty Introduction:

Students in Sets 1 and 2 in Bands A and B will continue studying French as a second language.

They will have 2 lessons a fortnight of French and 4 of their first language Spanish.

Students study five modules of work. Modules comprise language for communication, with the associated vocabulary and grammatical structures. There are also opportunities for ICT and independent reading.

Topics/Modules to be covered:

- Holidays
- School
- Jobs and future plans
- Healthy living
- Festivals and celebrations

Assessment:

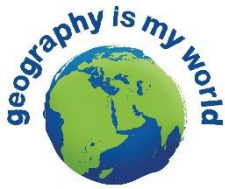
- 3 common assessments per year, one of which is an end of year exam
- 3 end of module pieces of formally marked work
- Targets for improvement identified

Homework:

There will be one learning homework of 30 minutes a week.

Texts to be issued:

Students will use a range of resources in lessons as well as access to online resources.



Faculty: Humanities

Subject: Geography

Faculty Introduction:

“Geography can inspire us to think about our own place in the world, our values and our rights and responsibilities to other people and the environment. Geography brings theory down to earth.”

By the start of year 9 students have had the opportunity to look at the UK and the wider world, and the design of the curriculum for year 9 builds on this wider understanding by looking in depth at a variety of environmental and ethical topics. We start the year looking at the impact of humans on the usage of water, energy and food sources around the globe and in the UK. Students are then provided with the opportunity to apply their geographical understanding to current issues by examining the impact that globalisation is having on their own lives and on others. This is coupled with geopolitical issues such as the role of migration and the causes and effects of conflict in the Middle East, including the asylum debate and other very topical subjects such as plastic pollution and climate change. Students complete year 9 exploring the structure of the earth, the theory and processes of tectonics, in addition of the impacts they have on specific populations in Italy and Nepal.

Students are taught in mixed ability groups for 3 sessions a fortnight.

Topics/units to be covered:

- The Challenge of Resource Management
- Global Fashion
- Topical Geography
- Climate Change
- Natural Hazards

Assessment:

- End of topic assessments.
- WWW/EBI mid-assessment feedback.
- End of year exam.
- GCSE Hazards exam practice.

Homework

Homework tasks will include research prior to learning, independent tasks, planning for presentations or developing revision skills. This will take approximately 30 minutes per fortnight although sometimes homework will be set less frequently but will require more time.

Enhancement Activities:

- Challenge tasks within each lesson
- Humanities House Challenge competition
- Disaster Management Session



Faculty: Humanities

Subject: History

Faculty Introduction:

The focus in Year 9 is on the 20th Century world.

Topics/Modules to be covered:

- Protest movements (Women and Civil Rights)
- The First World War
- The Second World War
- The Cold War
- Genocide (including the Holocaust)
- Local history project

Assessment:

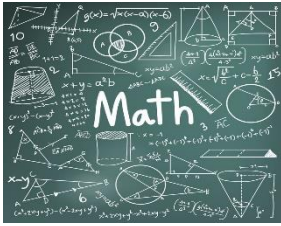
- Specific assessment exercises are given by the Bishop Stopford Assessment system
- Targets for improvement identified.

Homework

Some homework may be research, planning or revision; some will be finishing extended writing tasks or assessments. Students will receive approximately 30 minutes of Homework per fortnight, although sometimes Homework will be set less frequently but will require more time to complete (e.g in preparation for formally marked work and assessments).

Texts to be issued:

Exploring History textbooks are kept and used at school.



Faculty: Mathematics

Subject: Mathematics

Faculty Introduction:

Students will follow the KS3 National Curriculum Scheme of Work with the following aims:

- Become **fluent** in the fundamentals of Mathematics
- **Reason** mathematically eg giving reasons, explaining answers, developing a “proof”
- **Solve problems** by breaking down a question and applying their mathematical knowledge

Students are placed into one of eight sets for Mathematics, covering topics to differing depths. During the year they are regularly assessed and will have opportunities to move groups. Students will spend time ensuring they have mastered a concept before moving on.

Scientific calculators and maths equipment must be bought by all students and brought to all lessons.

Subject Content:

Content from Year 7 and 8 will be reviewed/covered at various stages for students who need more time to consolidate.

Number:

Fractions, decimals and percentages, indices, standard form and bounds

Algebra:

Simplifying algebraic expressions, expanding brackets, factorising, solving equations, rearrange formulae, expand/factorise/solve equations using quadratics, solve simultaneous equations, find the equation of a line, use and solve inequalities.

Ratio, Proportion and Rates of Change:

Share in a ratio and combine ratios, direct and inverse Proportion, similarity and congruency

Geometry and Measures:

Understanding angle facts and solving angle problems, including parallel lines and polygons, Pythagoras and Trigonometry, transforming shapes, area of 2D shapes, volume and surface area of 3D shapes

Homework and Assessment:

- Students will be issued with a Maths Curriculum Booklet which includes details of the topics to be studied that year, as well as assessment records and glossaries.
- Four formal assessments each year which could influence group changes. Students will be given reflection time and targets to improve. Students will be informally assessed regularly through class questioning, teacher and peer marking of classwork and homework.
- Students will each have a starter book which consolidates previous learning and identifies strengths and weaknesses.
- Homework is set for 40 minutes up to twice per week. Homework is generally further practice/consolidation of the topic covered in class, so usually needs to be completed by the next lesson. Assessment revision tasks may take slightly longer to complete.
- Maths Help is available weekly for extra assistance with homework or classwork.
- The school has a MathsWatch subscription. Each student will have a password and login provided at the beginning of the year. MathsWatch can be used for homework, revision or enrichment.

Enhancement Activities:

- Extension activities for students who are showing clear understanding of topics
- MathsWatch and Maths Help.
- Termly literacy and cultural challenges
- The most able mathematicians enter the UK Intermediate Mathematical Challenge.



Faculty: Expressive Arts

Subject: Music

Faculty Introduction:

Students develop their musical skills through topics which allow them to cover the National Curriculum. All topics are taught with an integrated approach to the three disciplines of performance, composition, listening and appraising.

Topics/Modules to be covered:

- Ostinato composition- motifs and texture
- Film Music – arranging and composing leitmotifs / character themes, underscore and storyboarding.
- Reggae - Ensemble performing
- Short 'set works' listening, performing, keywords and context.
Individual Keyboard skills, building on skills from Year 7 and 8. Bach's Toccata & fugue in Dm

Assessment:

- Continuous assessment using the Bishop Stopford Assessment system
- Tasks set and feedback sent via firefly.
- Targets for improvement identified through verbal and/or written feedback

Homework:

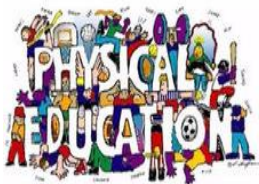
No homework is set in Year 9 though students are encouraged to practise at home, whenever possible. Music is available for optional practice between lessons.

Enhancement Activities:

- A wide variety of choirs and instrumental ensembles are open to all students throughout the year.
- Carol service
- End of term concerts
- Showtime – open to all.
- Ukulele ensemble - open to all. Junior choir open to all, senior choir for confident singers.
- Visiting professional workshops.

Texts to be issued:

None



Faculty: Physical Education

Subject: Physical Education

Faculty Introduction:

All students will experience an ambitious PE curriculum, which challenges them every lesson, nurtures their talents and enables them to learn about and through physical activity.

We aim to:

- equip them with the fundamental and advanced skills to participate in a range of activities with competence and confidence;
- develop their understanding of rules, conventions and key knowledge related to health and well-being to enable them to participate in physical activities in a safe and beneficial way;
- give them the opportunity to foster desirable personal qualities, leaving them socially equipped to become valued members of their community, both in and outside of physical activity;
- to challenge them cognitively, giving them opportunities to develop creativity, solve problems and acquire critical evaluation skills
- prepare them for the next stage of their physical activity journey; whether they choose to study examination PE, participate in competitive sport or become recreationally physically active

We want all students to develop a positive association with being physically active, so that they choose to include physical activity in their future lives. They can then experience the life-enhancing benefits it brings, continuing to be healthy and happy individuals.

Topics/Modules to be covered:

- **Games Activities:** hockey, football, rugby, netball, handball, rounders, cricket, basketball, badminton, tennis, volleyball, softball, handball and dodgeball
- **Athletics Activities:** athletics
- **Body Management:** health related fitness

Assessment:

- Three assessment strands within PE; Physical (Body), Cognitive (Brain), Personal (Behaviours) which are assessed at the end of each block
- Short and long-term reports based on aggregated end of block assessments
- On-going self, peer and teacher assessment in lessons

Enhancement Activities:

- Inter-house competitions – various activities
- Level 3 School Games (winter and summer) in some activities.
- School teams are organised in all the major games and activities, with practices at lunchtimes and with matches after school.
- The school enters a team in the district cross country and athletic championships. Talented students are put forward for selection at district/county level.



Faculty: Relationship & Sex Education

Subject: PSHE

Faculty Introduction:

PSHE helps students to develop inter-personal, communication and social skills. Topics are divided between:

- A tutorial led by the students' form tutor.
- Personal, Social and Health Education lessons, taught by a member of the Personal, Social and Health Education team.

Enhancement Activities:

- Enterprise days
- Work Related Learning
- Anti-Bullying Week activities
- Children's Mental Health Awareness Week activities

Topics/Modules to be covered:

Personal, Social and Health Education

- **Relationships and Sex Education**: Consent and the law. FGM and the law. Delaying sexual activity. Why have sex? Relationships and partners. Contraception. Sexual harassment and stalking.
- **Celebrating Diversity and Equality**: Fair trade. Peace war and conflict. Women's rights and equality.
- **Staying Safe Online and Offline**: Types of addiction. Drugs classifications. Cannabis. Party drugs and other illegal drugs. Volatile substances.

Tutorial

- **Life Beyond School**: From future to success. First Aid. Importance of happiness. What is anger? Saving and money management. Employment and financial management. Social media and online stress.
- **Rights, Responsibilities and British Values**: Extremism. What is terrorism? Proud to be British. Radicalisation. Counterterrorism. Anti-Semitism.
- **Health and Wellbeing**: Self-esteem. Media and airbrushing. Dealing with grief and loss.

Homework:

Homework is not set in PSHE

Withdrawal: Parents have the right to withdraw their child from lessons on contraception as part of the RSE programme of study. The request for withdrawal from these lessons should be made in writing to pwilson@bishopstopford.com at the start of the academic year.



Faculty: Humanities

Subject: GCSE Religious Studies

Faculty Introduction:

For Year 9, in order to further their knowledge and skills, students engage with the following schemes of work – Anti-Racism and Ethics, before moving onto their GCSE content. All students start the Full Course GCSE in the AQA Religious Studies Syllabus A (8062) which examines philosophical questions about the nature of God as well as religious teachings and practices. The students will sit the exams in Year 11.

Topics/Modules to be covered:

- Anti-Racism – Equality and Justice
- Ethics – Utilitarianism

GCSE Content

Students consider different beliefs and attitude to religious and non-religious issues in modern British society. They should be aware that the religious traditions of Great Britain are, in the main Christian, and that religious traditions in Great Britain are diverse.

Paper 1

- Christianity – Beliefs and Teachings
- Christianity - Practices

Assessment:

After every topic, students will complete a GCSE style assessment.

Each question tests:

- Knowledge
- Understanding
- Evaluation

Homework:

The majority of student homework will be consolidation and exam practice. Students will be set homework through GCSE Pod and Seneca.

Enhancement Activities:

- Documentaries
- Online resources – GCSE Pod and Seneca
- Visiting speakers and visits may be possible to places of worship

Texts to be issued:

A range of textbooks are available for use in lessons but are not taken home. Main textbooks available through Kerboodle.



Faculty: Science

Subject: Science

Faculty Introduction:

Year 9 science culminates in an assessment which draws together learning from Years 7, 8 and 9. Students are placed in their GCSE sets at the end of Year 9. This setting is determined according to their accumulated assessment scores from Year 9. Both bands are assessed together, with the top 58 students invited to take Triple science. All other remaining students will be entered for either Trilogy – Higher or Foundation.

Topics/Modules to be covered:

- Genetics and evolution
- Making materials
- Forces and motion
- Plant growth
- Reactivity
- Electromagnets
- How science works

Assessment:

- End of topic tick tests
- End of Term tests (Winter/Summer KS3 SATS)
- Internal tests on transition topics to GCSE in Biology, Chemistry and Physics.
- Required practical investigation work.

Homework:

In line with Bishop Stopford School Homework guidelines. Homework tasks include creative or research-based activities, reading, revision, preparation for assessments, consolidation of knowledge and use of digital platforms for any of the previously mentioned tasks. In addition, students are expected to use time at home to formally assess key work and assessments.

Enhancement Activities:

- Information and additional homework tasks are available on the VLE
- Science, Technology, Engineering and Maths (STEM) Activities
- Transition (KS3 into KS4) modules

Text books:

A KS3 revision guide can be purchased from the Science Faculty. Additional workbooks are available.



Faculty: Modern Languages

Subject: Spanish

Faculty Introduction:

Students study six modules of work. Modules comprise language for communication, with the associated vocabulary and grammatical structures. There are also opportunities for ICT and independent reading.

Topics to be covered:

- School and school life
- Home and local area
- Jobs and future plans
- Technology
- Social issues and the environment
- Holidays

Assessment:

- 3 common assessments per year.
- 3 end of module pieces of formally marked work
- Targets for improvement identified

Homework:

There will be one learning homework of 30 minutes a week, followed by a vocabulary test in class or a piece of writing to follow up class work.

Texts to be issued:

Viva 3 used in class, where appropriate to do so. Students are expected to bring their own bi-lingual dictionary to lessons.

Students also have access to online resources.

Careers Education, Information, Advice and Guidance (CEIAG)

Introduction:

We live in a time where the pace of change is more rapid than at any point in history. Changes in society and the nature of work (including the use of technology and the influences of the global market) will have a profound effect on patterns of employment. To meet these challenges, the CEIAG programme helps our students to develop the knowledge, confidence and skills they need to make well informed, considered choices and plans which enable them to progress smoothly into further learning and work, now and in the future.

The CEIAG programme for Year 9 is delivered through the tutorial programme. It is mapped to the learning outcomes of the Career Development Institute's (CDI) Career Development framework.

Topics

One of the key decision points for students in Year 9 is when they choose GCSE options. The CEIAG programme helps students to make well-informed and realistic decisions about which options to take. This includes raising their awareness about the opportunities available and developing their key skills.

- **Introduction to CEIAG** - introducing students to career planning concepts and how these can help them plan for their futures.
- **Decision making** - students take part in activities to appreciate the importance of having accurate and relevant information when making decisions.
- **Introduction to the careers library** - raising students' awareness of the range of careers information available in the school library and online.
- **Key skills** - students identify the key skills needed for work and education.
- **Self-awareness and challenging gender stereotypes** – students will explore the topic of gender stereotypes in the world of work.
- **Career exploration** (2 lessons) – students will explore and practice information handling and research skills to locate careers information.
- **Option choices** - students identify the full range of opportunities available to them in school.

These lessons are supported with a workbook containing all the completed activities and reference resources to assist with learning and transition to Key Stage 4.

Enrichment activities

- **Careers help and advice** - parents and students are welcome to book an appointment with the Careers Adviser. Email: careers@bishopstopford.com
- **Careers Talks** – Year 9 students are welcome to attend any of the careers talks arranged at lunchtimes across the year.
- **Enterprise Day** – Students spend a full school day working with Employer Ambassadors developing skills across core employability competencies through a range of entrepreneurial and group activities. This activity is delivered by the Young Enterprise Company.
- **Progress Review Evening** - an opportunity for students and parents to meet with the school's Careers Adviser
- Students who are looked after, attract Pupil Premium funding or have an Education Health Care Plan (EHCP) have an interview automatically arranged with the Careers Adviser.

Quality Assurance

The CEIAG programme at Bishop Stopford School is delivered to nationally accredited standards. The school are holders of a national Quality in Careers Standard.

Enhancement Activities

Trips and Visits: Voluntary Contributions

The viability of trips and visits is entirely dependent on parents recognising their value, and therefore supporting them with voluntary contributions. There is no obligation to contribute, and students will not be deselected because of a lack of parental contribution. However, information regarding trips or visits will state processes for cancelling a trip and returning monies, should the school not receive sufficient voluntary contributions for the activity to go ahead. Consideration for students facing financial hardship will be detailed in any information issued.

Notes