Churchill Academy & Sixth Form

Guidelines for Courses and Information for Parents and Students
Year 8
2026-27

Preface

Dear Parents,

We look forward to continuing to work with you and your child as they settle into Year 8 at Churchill Academy.

We aim to keep parents and students informed about what we do, and this booklet has been written so that you are well informed about all the courses that your child is following. I hope that you will find it helpful.

The Year 8 Curriculum is delivered in mixed ability learning groups. introduced in English, French. With the support of their teachers our Year 8 students continue to develop the independent learning skills that they have gained in Year 7. There is explicit teaching of literacy across the curriculum and a focus upon the importance of reading.

At Churchill Academy we have an emphasis upon using our core values “Kindness, Curiosity, Determination” to equip students with essential personal learning and thinking and employability skills that will enable them to be: -

- effective participators in their learning
- creative in their thinking
- good team player
- independent enquirers
- self-managers

You will find more detailed information for each subject in the following pages of information. Should you need further information the Director of Faculty will be pleased to provide it.

I hope that Year 8 will prove to be the continuation of a bright career for your child here at Churchill Academy,

Yours sincerely,

Lucy James
Deputy Headteacher

Art and Textiles

Course Details

- Secondary Foundation Stage Art and Design
- Second year of a three year Scheme of Work.

Area of Study

In Year 8 students enjoy four lessons of art across the two week timetable. They will develop three main projects during the year, with each project having a Fine Art and Textiles outcome. This work will be complimented by a number of skills based lessons to extend their understanding of drawing techniques. Work is built upon the foundation of knowledge developed in Year 7.

The working process involves the use of a journal (sketchbook) to organise and develop their project work. This will include artist research, analysis, observational drawing and practical development using a variety of media. The aim is to allow students to build projects and to chronicle their progress towards a final Fine Art piece. Each project will also feature a textiles outcome that will utilise the research and development in the journal, but will also introduce key textiles processes and techniques.

Students in Secondary Foundation Stage explore a wide range of artists and develop skills using a variety of media in both 2D and 3D. Their progression will be regulated by regular assessment of journal work that will offer guidance to help students improve the quality of their work and enable them to move onto the next level of achievement.

Homework will aim to support classwork and extend the independent learning of students. Work will be set appropriately and marked regularly to provide feedback for students.

The three main projects that will be undertaken are:

- Portrait project. Students will investigate the portraiture of Van Gogh and develop stencil work inspired by Julian Opie. In Textiles they will look at the quilting techniques of Biza Butler.
- Illustration project. Based on the theme of Endangered animals and leading to a poster that incorporates text and image. They will then develop a block print inspired by animal print and develop this into a book cover for their sketchbook.
- Fauvism Project. Based on the work of the Fauvist artists - students will explore colour and develop oil pastel landscape. Weaving textiles outcome.

Those who enjoy producing art may also take part in the after school art club.

A voluntary contribution of £4.00 is requested at the start of the year to enable the department to purchase individual journals and more expensive materials such as acrylic paint and clay.

Dance

Within the Performing Arts carousel Year 8 students will have two sessions of Dance which are around 15 lessons each. They are expected to bring and wear their PE kit. Safe practice is taught to all students and remains a priority throughout the course. Learning and assessment focuses around the three key areas: create, perform and respond.

Areas of study

- Developing strength, stamina and flexibility.
- The more complex building blocks of choreography (more challenging choreographic devices, structure, action, relationship, space and dynamics)
- Developing creative skills - focussing on the selection and rejection of material.
- Developing skills of co-operation and collaboration, working in small groups.
- Developing confidence in performance skills and performing to an audience of peers
- Developing a contextual understanding of the history and diversity of the subject through looking at professional dance productions.
- Studying a variety of topics to widen student's movement vocabulary and provide a selection of starting points for creative tasks.

Assessment

- Students are assessed at the end of each topic and this is in line with each data capture. Some work is videoed, in order to allow students the opportunity to evaluate their own performances
- Students are involved in the assessment process and are encouraged to self and peer assess, and to set targets as a result of this process.

Session	Topic	Professional Work	Skills Developed
1	Street Dance	'Digitized' by Diversity	Team work and Creative Thinking
2	Craft of Choreography	'A Linha Curva' Itzik Galili	Team Work and Creative Thinking

Home Study

This will not be set every lesson but may on occasion require students to research topics and find props or costumes.

Enrichment Activities

We have a number of trips, clubs and performance opportunities throughout the year which will be announced in lessons and details of auditions are on the dance noticeboard outside the Dance Studio.

Design & Technology

Course Details

Technology consists of two main subject areas: Product Design and Food & Nutrition. The Year 8 course is split into two 20 week rotations in which students design and manufacture the following high quality products:

Food	International cuisine – iconic dishes from around the world e.g. paella, curry, kebabs, pasta
Product Design	Pinball sweet dispenser Design movement inspired clock

During these fun practical projects students will learn about the entire Design Process. Year 8 Technology students learn how to carry out useful research before enhancing their creative design skills. Year 8 Technology encourages students to work independently while combining a diverse skill set to design, plan, manufacture and evaluate high quality products. We hope to inspire the next generation of designers, chefs, architects and engineers.

Assessment and Reports

As is the case with all subjects at Churchill Academy there will be two reported data collections over the year. In addition to this, each student will receive regular assessment levels and feedback based on their project booklets and practical skills. We hope that students that enjoy and succeed in Technology will join us to study at GCSE level.

Homework

During Year 8 Technology students will receive a range of long- and short-term pieces of homework. These tasks will be used to strengthen student knowledge and skills to make them more independent designers and manufacturers.

When students are studying Food & Nutrition, they are encouraged when appropriate and convenient to develop their practical skills at home. Students will also be asked to undertake a range of activities that will help build and support their understanding of the food curriculum they are studying.

Technology Lunch time clubs and Catch-up Sessions

We also offer a range of extra-curricular clubs in both Engineering and Food and Nutrition. These details are emailed to students and available in the Newsletter. There will also be food competitions held throughout the year as we want to see you putting what you have learnt in lessons to the test!

A voluntary contribution is requested at the start of the year to enable the department to purchase materials for the fun and engaging practical projects that students build and keep. As well as payment towards recipe folder that they will keep for life!

Drama

The four central strands of Drama

- Preparing
- Performing
- Responding
- Literacy

Areas of Study

Year 8 will study the following units on a carousel:

1. Injustice
2. Commedia dell'Arte

Assessment

In Year 8 all students will undertake a baseline assessment to measure their skills and knowledge in drama. They will regularly receive teacher feedback in lessons and undertake self and peer assessment with negotiated criteria.

The students will then be assessed formatively twice a year in order to inform reporting and measure attitude and progress.

Home Study

All students can benefit from regular visits to the theatre and getting involved in amateur dramatics, youth theatres or drama lessons outside school.

English

Areas of Study
During Year 8 all students develop their Speaking and Listening, Reading and Writing skills through a series of units that comply with the National Curriculum. English classes are currently taught in groups which comprise a mix of prior attainment.

Students work in exercise books and complete assessments in class. A formal exam will take place towards the end of Year 8.

The Year 8 curriculum consists of the following units:

- A class novel
- Gothic Short Stories
- Persuasive Speeches
- Macbeth

Home study
Students will be given at least two pieces of homework a term – this is designed to either extend their knowledge of the topic, practise their spellings or work on targets from class. Each unit has a Knowledge Organiser, which is a page of vocabulary linked to what is being studied during lessons, and revising these words will also be set for homework.

Reading
Reading is an important part of English and an important life-long skill. Indeed, teachers often observe that the student who reads, succeeds. We recommend, and aim to ensure, that students read between 6 and 18 novels a year. A reading list is provided to help students, and parents, who might need some guidance about book choices. In fortnightly library lessons, students' English teachers will regularly have 1 to 1 conversations with each student about their current reading habits.

Spelling, Punctuation and Grammar
Spelling continues to be a major focus in Year 8. Students are tested on a new set of 20 words at the beginning of every term (apart from the first). They are then required to learn any spellings they did not get correct by the end of the term. Extension lists are available to challenge top spellers.

When assisting students with spelling it is worth remembering the 'Look-Say-Cover-Write-Check' procedure. This involves the student *looking* at the correct spelling of a previously misspelt *word;* saying the word; *covering* the word and then *writing* it. If a student needs to 'peep' in order to complete the spelling that is acceptable. The students should then check their final spelling against the correct spelling. The above procedure may be repeated 3-5 times to improve the visual memory of that particular word.

Every fortnight, students will also have a dedicated writing lesson (we call this the writing workshop lesson) where they closely focus on grammar, punctuation and their individual writing targets. We believe in repeated practice over time to help students develop their skills.

English Faculty Mission Statement

We aim for our students to develop the confidence to articulate perceptive, independent thinking in front of others; to become curious, creative learners who will empathise and question the world they see before them, embracing difference; to persevere and take pride in their work; to leave us with a secure level of literacy, and to acquire a passion for language and a love of great literature.

Ethics and Philosophy

Course Details
The Ethics and Philosophy course at Secondary Foundation Stage aims to do the following:

a) To enable students to learn about belief systems and human experience, including religious traditions and their own beliefs and values. This incorporates Attainment Target 1 for Ethics and Philosophy – Learning about Religions.
b) To enable students to think about their own human development in its personal, social, moral and religious dimensions and in terms of the wider community to which we belong. This incorporates Attainment Target 2 – for Ethics and Philosophy – Learning from Religious and Human Experience.

Areas of Study
- What do Muslims believe?
- What do Rastfarians believe?
- What do Buddhists believe?
- Religious Rebels

Ethics and Philosophy does not seek to impose any particular religious view or interpretation on students, but rather to help the students understand that living in a multi-cultural society it is important to understand the wide diversity of culture and belief today.

Setting
All classes are mixed ability in Ethics and Philosophy.

Assessment
There will be formal assessments at the end of each unit of work.

Home Study
3 Homework Projects will be given during the year. These projects will last several weeks. Guideline sheets will be issued to each student.

Resources
All courses are well resourced on The VLE where parents and students can access lesson plans, power points and other resources. Students would benefit from keeping up with current affairs by following the news.

Geography

Course details

In Year 8, students are encouraged to ask questions of the world around them. Every topic and lesson introduces a hook to real life, and how the work being undertaken is relevant to the students. Each lesson in a module then helps to answer a key overall question that has been posed. There is a mix of both physical and human geography, and students make links between the two and identify the relationship between the natural and human world. They also begin to explore differing views and cultures and how this can impact on quality of life. A number of key geographical skills are explored throughout the year including map skills, fieldwork skills, problem solving and decision making, and cross curricular links with literacy, numeracy and ICT.
Course duration – 1 year

Subject content

- Atlas and Map Skills
- Development
- Investigating Africa
- River Environments
- Investigating the Middle East

Assessment
Assessment will take the form of in class tests at the end of each unit and an in-year exam during Year 8 exams week.

Home Study
Homework will take the form of a guided reading homework followed by a knowledge quiz, a mid-topic task that could be written or a piece of creative work, and revision as preparation for an end of topic test.

Resources:
Further details of all courses can be found on The VLE. Students would benefit from keeping up with current affairs by following the news or regularly visiting the following websites: -

https://www.geographyinthenews.org.uk/
https://www.rgs.org/
https://www.nationalgeographic.com/

History

Course details
Students follow the Secondary Foundation Stage National Curriculum. In Year 8, students will gain a knowledge and understanding of the world in the 17th - 19th centuries.
Areas of study
Students will study the following topics in Year 8:

- **The US and French Revolutions** (Term 1)
  Students will learn the causes of the American and French Revolutions and the impact they had.

- **The British Empire** (Term 2)
  Students will learn about the rise of the British Empire with a case study on India.

- **The Transatlantic Slave Trade** (Term 3)
  Students will learn about the reasons for the slave trade and investigate its eventual abolition.

- **The Industrial Revolution** (Term 4)
  A major study into the impact of the Industrial Revolution on Britain.

- **Suffrage** (Term 5)
  Students will learn about the Chartist and Suffrage movement for working class men and women.

- **Migration through Time**
  A breadth study investigating themes of migration to Britain through history.

Assessment
Students will be assessed each term to cover the historical skills that students have developed throughout Secondary Foundation Stage.

Home Study
Students have home study on a termly basis. Homework will be a combination of quizzes, projects and revision for assessments.

Although the department is unable to issue textbooks for students to use at home, reference copies will be available in the school library for use in the lunch hour and after school. Your teacher will also be able to provide you with a variety of relevant website addresses for independent research.

ICT/Computing

Course Details

- Secondary Foundation Stage
- Course duration = 3 years (Year 7, 8 & 9)
- Exam Board = National Standards for the ICT Curriculum

Areas of Study

In year 8 pupils will cover the following units:

- Unit 1: Animation
- Unit 2: HTML and Web Authoring
- Unit 3: App Development
- Unit 4: Summer Term Project (Office Skills)

Assessment

Pupils are assessed at the end of each unit; the assessment structure is as follows:

- Work produced in ICT is assessed via the teacher marking their work including through observation.
- There is an exam style assessment during Year 8.
- Vocabulary and skills in ICT are assessed via peer and whole class assessment.
- Pupils are encouraged to set targets for improvement at the end of each completed unit.

Advice to Parents

At the start of each year pupils are shown how to log onto the 'Remote Server'. This is a system which allows pupils to work from home and access the software we use in school. This is actively encouraged and further information can be found on:
http://www.churchill-academy.org

Mathematics

Course Details
In Year 8, we aim to develop students' concepts of mathematical thinking and inquiry through project-based learning. This is a continuation from Year 7, running up until the end of the Christmas term. This means that students spend multiple weeks investigating a maths problem in depth and being taught the mathematical techniques required as they arise in the project. Students develop approaches to tackling mathematical problems and are expected to communicate their thinking both verbally and in writing.

To help structure the class work, each project has a list of key concepts and skills that are being taught. Midway through, a short key skills test is taken. At the end of November there will be a longer assessment, formally conducted in the Hall, which will cover all of the skills learned during the first two terms.

The key mathematical concepts covered in the first two terms are:

- Area and perimeter
- Properties of shapes
- Pythagoras's Theorem
- Sequences

Setting
Students are placed into sets at the end of the Christmas term in Year 8. We take care to make sure that each student is placed into the set where they will make the most progress. The decision is made based on students' assessment results, attainment in the classroom, and the professional judgement of their teachers. In-class assessments help us to track students' progress and regularly review their set placement.

Course details
The key mathematical concepts taught in Year 8 are: Area, Volume and Density; Equations, Inequalities and Sequences; Percentages, Indices and Standard Form; Angles; Circles and Data Analysis.

Homework
The majority of homework in Year 8 is set on www.sparxmaths.uk. Students practise the key mathematical skills that are covered in lessons. We would encourage you to ask your child about Sparx Maths and show you their account page. You will be able to see the tasks that they have been set and the results that they have achieved so far.

It is essential that students bring their own mathematical equipment to each lesson. The full list of necessary equipment can be found on the Academy website. It includes a ruler, a pencil and a scientific calculator. We would welcome parental support in ensuring students have these items with them in school every day.

Extra-curricular
Our highest-achieving students are entered for the UKMT Maths Challenge, which takes place in school in April. It is a 60 minute, 25 multiple choice question challenge. Encouraging mathematical reasoning, precision of thought and fluency to make students think. Success in this can lead to students being invited to further rounds.
Axiom Maths is also offered to some students who take on interesting, challenging mathematical investigations and problems, specifically on topics that students would not see in their normal maths lessons. The focus of the Axiom sessions is to explore the mathematics at hand, as opposed to simply being taught what to do.

Modern Foreign Languages

In Year 8 students continue with the language they started in Year 7.

The Secondary Foundation Stage MFL Course aims to:

- Develop language skills and language-learning skills to encourage pupils to become increasingly independent learners and users of French and Spanish.
- Increase pupils' cultural awareness about France and Spain and other countries that speak these languages, through project work / class and homework research.
- Encourage pupils to use their knowledge with growing confidence and competence to understand what they hear and read, as well as being able to express themselves in the spoken word and in writing.
- Allow pupils to reflect independently or collaboratively on what they have learned and how they have learned.

Topics will include:

1. Where you live and local region
2. Celebrations and daily life
3. Shopping
4. Holidays

In addition, greater emphasis is placed on the manipulation of language structures and the use of different tenses to broaden students' linguistic capabilities.

Enrichment Activities

We try to run trips to France or Spain during Curriculum Enrichment Week each year. We also run a highly successful Language Leader Award programme open to all students in year 8-10 in terms 5 & 6. This programme trains and supports students to deliver their own language lessons to Year 6 students on their Induction Day in the summer term. In addition, it helps support students' language skills; develops their confidence, leadership, and time management and teamwork skills.

Assessments

Day-to-day formative assessment is carried out by both the teacher and pupils; short summative assessments testing listening, reading, writing and translation are carried out formally at the end of each term. Students' speaking skills are formally assessed twice a year, as well as informal in-class assessment and feedback.

Home Study

Homework is set once a week. A range of different linguistic skills and cultural awareness will be reinforced through home study across each term. All students are expected to complete homework tasks set. We recommend that pupils have the use of a good dictionary at home, such as Collins Easy Learning Dictionary. https://www.wordreference.com/ is an excellent online dictionary. Usborne Language books are also a useful learning tool. Please encourage pupils to learn vocabulary at home - test them and encourage them to pay attention to spelling. When a vocabulary test is set, the vocabulary list is posted for students on Google Classroom and the words can be practised using https://quizlet.com/. In addition, https://www.languagesonline.org.uk/ is a free languages website that provides similar vocabulary/grammar practice, it can be accessed through the student home page.

Music

Music education at Churchill Academy encourages active involvement in different forms of music-making, both individual and communal, helping to develop a sense of group identity and togetherness. However, Music lessons are not just about music making; we try to nurture pupils' critical skills, their ability to listen to and appreciate a wide variety of music and musical contexts, and to make judgements about musical quality.

Lessons are delivered as part of the Performing Arts Carousel which allows each class to study each discipline in depth for a period of time before moving onto the next discipline. They will study Music twice in a year, amounting to approximately one term per each "rotation".

Project 1 – Film Music & Music Technology
Students will learn about the techniques used by film composers in order to tell a story through their music. They will explore melody, rhythm, tempo and tonality and discover the effects these elements can have on the emotions of the listener. We will also be learning to use Cubase and how to compose music to film on a computer. Activities and tasks will be done both individually and in pairs, allowing for collaboration with others. Skills learned in Y7 will be of benefit here as work is primarily achieved through playing keyboard.

Project 2 – Harmony and Ensemble
Students will develop their understanding of music theory through playing a large variety of songs in different keys using "primary" chords. They will learn the relationships these chords can have and how they have been used by songwriters and composers over centuries. They will be able to bring in their drumming or guitar skills when playing in bands formed in the classroom. This will all build towards a final performance in the lesson.

A selection of performances and compositions are recorded in class throughout the year for assessment purposes.

All of their experiences in Music and Music Technology will help students make a choice to specialise in two Performing Arts disciplines moving forward in Year 9. These options are taken near the end of Year 8.

Home Study
Due to the practical nature of Music and the need for specialist equipment, it is difficult to give home study on a regular basis. We do, however, set some short assignments on Google Classroom to help consolidate their musical understanding at several points throughout each unit of work. Where students have access to any music, whether live or pre-recorded, please encourage them to listen to a wide variety of musical styles. If students play an instrument, they will be encouraged to bring instruments into the class lessons where appropriate.

All students in Years 7 and 8 are invited to take part in the Massed Junior Choir performances at the school Christmas Concerts in December. We also have a Year 7 concert at the end of Term 1 where students can volunteer to play or sing solos or ensemble pieces of their choice.

Instrumental & Vocal music lessons are offered through North Somerset Music Service and our own instrumental teachers. Please email jes@churchill-academy.org if you would like further information about booking lessons.

Physical Education

Physical Education Purpose of Study

To provide an environment for all to learn and thrive. Have fun and develop a love for Physical Activity and Sport

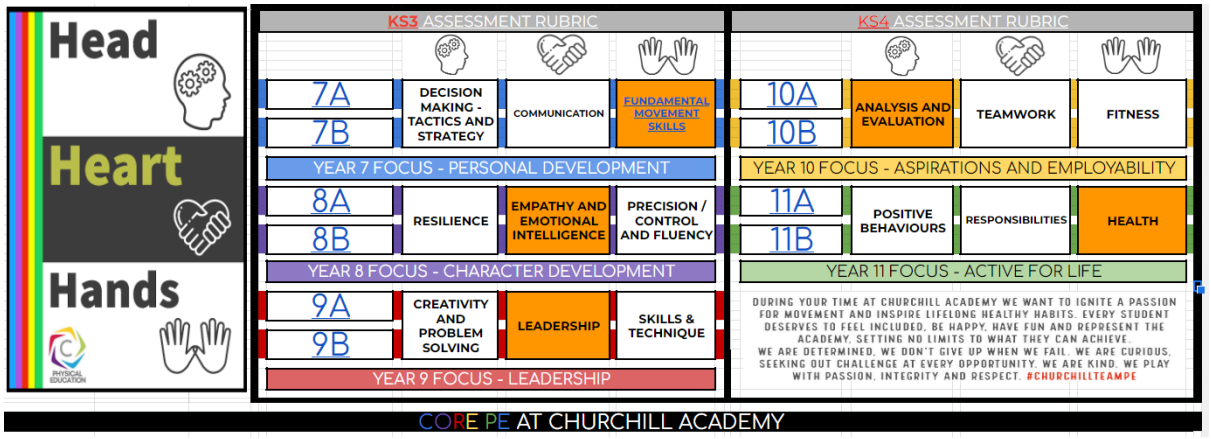
During your time at Churchill Academy we want to ignite a passion for movement and inspire lifelong healthy habits. Every student deserves to feel included. Be happy, gain confidence, have fun and represent the Academy, setting no limits to what they can achieve. We are determined, we don't give up when we fail, we are curious, seeking out challenges at every opportunity, we are kind, we play with passion, integrity and respect.

The Curriculum is based on a Head, Heart and Hands approach.

Head - refers to your knowledge and understanding of the sport or activity. It involves demonstrating your ability to show creativity in problem solving using the appropriate technical and tactical knowledge in a range of activities. You will also develop your knowledge of responsibilities, health and the human body.

Heart - focuses on the social and behavioural aspects of Physical Education, where we develop our communication, leadership skills, teamwork and emotional intelligence as well as displaying positive behaviours

Hands - This concept refers to your technical ability to perform the skills in isolation, and in games with precision/control and fluency. We also look at our own personal fitness, motor competence and develop healthy habits.



The national curriculum for physical education aims to ensure that all pupil's:-
Develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities
Lead healthy, active lives

In year 8, The Focus is on Character Development. Pupils build on and embed the physical development and skills learned in key stages 1 and 2 and Year 7 they become more competent, confident and expert in their techniques and apply them across different sports and physical activities. They learn to understand what makes a performance effective and how to apply these principles to their own and others' work. Themes linked to Key Stage 4 examinable content will be embedded into lessons to give students understanding of some basic

physiological principles that allow individuals to be physically active. Students should develop confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Activities include:

INVASION GAMES	NET / WALL GAMES	STRIKING AND FIELDING GAMES	ATHLETICS	GYMNASTICS	OAA	HEALTH, FITNESS AND LIFESTLYE	TARGET GAMES
RUGBY	BADMINTON	CRICKET	SPRINTS	FLOOR ROUTINES	ORIENTEERING	CIRCUITS	GOLF
NETBALL	TABLE TENNIS	ROUNDERS	MIDDLE DISTANCE	PARTNER WORK	TEAM CHALLENGES	HITT	FOOT GOLF
HOCKEY	TENNIS	SOFTBALL	JUMPS	APPARATUS	TOUGH MUDDER	DAILY MILE	LAWN BOWLS
FOOTBALL	VOLLEYBALL	DANISH LONGBALL	THROWS	RHYTHMIC	CAPTURE THE FLAG	COUCH TO 5K	VORTEX CHALLENGE
BASKETBALL	SHORT TENNIS	CRICKET ROUNDERS	RELAY		TEAM BUILDING	PILATES	
HANDBALL			HURDLES			FITNESS SUITE	
ULTIMATE FRIZBEE			CROSS COUNTRY			ROWING	

A wide range of physical activities and team sports are provided at lunchtime and after-school, students are encouraged to pursue their particular interests. Commitment to Extracurricular and school sport is celebrated with House colours.

At the end of each term Physical Education also sends out students of the term certificates, which are delivered by PE staff to pupils to say well done, positive phone calls home also happens throughout the terms.

The PE Faculty would like to also formally recognise and reward students who take part in Physical Activity and Sport outside of school. We have a Sports Honours Board; students are encouraged to apply for should they participate to a high standard outside of school.

Science

Year 8 pupils will start their science studies with “Working and Thinking Scientifically”. This programme will build on their y7 work to give them a deeper understanding of safety in the laboratory, key scientific skills, understanding how to plan a valid investigation and then to record, present, analyse and evaluate data. .

Pupils will then study science topics from biology, physics and chemistry following the Smart Activate scheme of work.

At the end of each topic pupils will review the topic and then sit a short assessment. Pupils will sit longer, cumulative assessments at Christmas, at Easter and in the summer term which will test pupils’ knowledge and understanding of all the work they have studied so far.

Units of Study

Term of study	biology	chemistry	physics
1 and 2	8B1 health and lifestyle	8C1 the periodic table	8P1 electricity and magnetism
3 and 4	8B2 biological process	8C2 separating techniques 8C3 metals and other materials	8P2 energy
5 and 6	8B3 ecosystems and adaptation 8B4 inheritance	8C4 the Earth	8P3 motion and pressure

Principles for KS3 science

We will build on pupils’ natural curiosity about the Universe using both practical and written work. Using regular opportunities for practical work we will develop key soft skills like teamwork and communication. We will develop the pupils’ scientific knowledge as well as their literacy and numeracy skills. We aim to empower pupils to be responsible citizens who can evaluate information and make informed decisions.

Homework and Independent learning

Pupils will receive weekly homework using Sparx Science which should take them around 20 minutes to complete. Sparx Science adapts the level of challenge based on each pupil’s responses. Parents can discuss with teachers if they feel it would be beneficial to adjust the homework duration or level of challenge. Pupils who do not have access to IT at home can complete the homework using computers at school. Pupils can also complete additional independent study on Sparx science. Parents are able to monitor the work that pupils have completed using the Sparx parents portal.

Knowledge organisers will be available for all of the topics studied in the y8 Google classroom. These provide a useful overview of the key content that has been covered and are a good starting point for revision.

PSHE

Course details
In Year 8 all learners are able to develop their knowledge and understanding of Personal Wellbeing and Financial Capability through a one hour timetabled lesson each fortnight in addition to two whole school focus days on 'Healthy relationships' and 'Health and wellbeing'. The course also includes awareness of study skills, moral, spiritual and cultural education as learners' progress through the school.

Areas of Study for Year 8
The Year 8 curriculum of taught lessons follows the statutory guidelines on Relationships, Health and Well-Being and Living in the Wider World.

Teachers will focus on self-awareness, personal development, aspects of safety, understanding differences and showing empathy, and learning about careers and the world of work. The lessons are built strongly on the academy values of kindness, curiosity and determination which will enable the learners to become well rounded and responsible members of our community.

In addition to this we have guest speakers throughout the year, these include Everyone's invited, CPR with the air ambulance and the St Giles Trust.

The topics that are covered in Key Stage 3 include:

Health and wellbeing:
- The changing adolescent body
- Mental wellbeing and physical wellbeing.
- Healthy eating
- Addition and drugs

Relationships:
- Different types of relationships- family, romantic, peer.
- Values in relationships
- Setting boundaries
- Online relationships and the media.
- Bullying and child on child abuse
- Sexting

Living in the wider world:
- An introduction to Unifrog
- Interests and skills profiles
- Developing leadership skills
- Looking at aspirations for careers.

The content is suited to each year group within Key Stage 3

Student progress is measured by regular knowledge tests and checks.

Academic support – Student Services

The work of the Student Services Team supports the inclusion of all students across the school by identifying and working towards the removal of barriers to learning. Students are also supported with social and emotional well-being needs. These barriers may be academic, social or both, and particularly affect those students in vulnerable groups. Our SEND team work with the pastoral team to ensure that there is a coherent Quality First Teaching plan for students with identified needs. Intervention support is delivered mainly by supporting students in class, but also through withdrawal groups or 1:1 sessions as appropriate.

Teachers and Teaching Assistants working within Student Services are experienced and highly qualified. The quality of their relationships with students and positive partnerships with parents promote success. Staff working within Student Services have high expectations for each student to be fully included in mainstream learning and academy wide provision. This inclusive approach ensures all students have the opportunity to work to achieve their full potential and to build resilience and curiosity in their learning so that they can make significant progress.