

SUPPORTING YOUR CHILD IN REACHING THEIR POTENTIAL

The Transition from Primary School

Everyone working at The Regis School (TRS) is committed to providing the best and most appropriate opportunities for each child. TRS staff work closely with colleagues in the partner primary schools to ensure the transition to TRS is as smooth as possible. Your child's time with TRS will usually start with a Learning Activity Day in the summer term followed by Family Evening and Transition Day in July when you are invited with your child to meet key members of staff. You will be given information about the new school and have the opportunity to ask any questions you or your child might have about their time at TRS. Jointly with our partner schools, we offer a range of opportunities for entrants prior to Year 7. The wide range of sporting and leadership developments already evident in partner schools is extended on transfer to TRS.

High Standards

We always expect the highest standards from our students and you have a role in supporting us with these. These expectations include:

- Attendance of at least 96% over the year
- Consistent punctuality to school and to lessons
- Perfect uniform at all times
- Correct equipment and PE kit at all times
- Respect of all others at all times
- Consistent high levels of effort
- Consistent high standards of learning
- Consistent completion of homework
- Highest level of care for others
- Never discriminate or be unkind to others

Uniform

At The Regis School students are expected to wear the school uniform outlined below. We believe that this creates a sense of identity and belonging and helps to remove the pressure and expense from parents/carers of passing teenage fashions. It also supports the notion that a uniform or dress code is representative of high expectations and standards, a professional environment, thus helping to create an effective learning environment. If a student fails to attend in full school uniform, contact will be made with home in order that the situation can be rectified. In some circumstances a student may be sent home to change or may be expected to complete their learning in the isolation room.

The Regis School Uniform

- Years 7-9 - White shirt (long or short sleeve)
- Years 10-11 – Blue shirt (long or short sleeve)
- The Regis School tie (different for each year group)
- Knitted v neck long sleeved jumper with sky blue stripe in the neck OR knitted v neck sleeveless jumper with sky blue stripe in the neck. No other sweatshirt or hoodie is allowed
- Black business jacket with school logo
- Full length tailored black trousers that are not stretch material and are loose at the ankle (minimum 6 inches diameter)
- Plain black school shoes
- Plain black socks
- Plain black belts only, no coloured belts or belts with a logo

Optional – Bespoke school skirt (available from our supplier) worn at original length and unaltered in any way.

A coat is advised for wet/cold weather.

Footwear

Students are expected to wear plain black leather or polishable school shoes. Students are not permitted to wear footwear such as, trainers of any colour (including plain black); plimsolls or canvas shoes; shoes with high heels; platforms; flip flops or sandals; boots of any kind; and any footwear that offers no protection from a health and safety point of view. Students are expected to wear plain ankle socks. These must be plain black, with no colour or pattern permitted. Students may opt to wear black, opaque tights.

If you are unclear of which footwear is suitable, please contact us at the school in order to avoid unnecessary expenditure.

Jewellery

Students are only permitted to wear one plain stud earring in each ear and a watch. No other jewellery is permissible, including bracelets, necklaces, rings, facial piercings (including nose rings or studs, tongue piercings), multiple piercings or ear stretchers/bars. This upholds health and safety requirements in practical lessons and reduces the risk of precious and sentimental items becoming lost or damaged at school. Clear retainers are not acceptable, and families are asked to consider timing any piercings to take account of this, as students will be asked to remove any jewellery item that is not in line with policy and will be given an automatic sanction.

Hairstyles

Hairstyles should be smart and in keeping with a formal learning environment. Unacceptable styles include skinhead or punk styles, and whole or partial colouring of an unnatural shade, e.g. blue, bright red and bleached hair. Razor cuts or shaved heads forming patterns to the scalp also come into this category.

Make-up and Nails

A light, natural looking make up is permitted. Excessive make up is not permissible, including heavy black eye make-up, false lashes or eyebrow make-up. All make up must be subtle. False nails or gel nails are not permitted. Nail varnish if worn, must be clear.

Chewing Gum and Energy Drinks

Chewing gum and Energy drinks are not permitted at any time on the school site. Students found chewing or drinking these will be disciplined under the school behaviour policy which may include a formal detention.

The Regis School PE kit

Compulsory for all:

- PE Regis branded polo shirt
- Rain jacket
- PE Regis branded shorts
- Trainers

Compulsory for Boys:

- Games jersey (Rugby Top)
- Socks (Black and red football length)

Optional items:

- Regis branded leggings (black)
- Socks (Black and red football length) optional for girls
- Fleece
- Regis branded skort (black)
- Studded footwear (highly recommended for the winter for both boys and girls)
- Shin pads
- Gumshield (highly recommended for girls and boys)
- TRS PE jumper/sweatshirt
- Towel

A thick polythene bag is useful for wet or muddy kit. A sports bag, shoulder bag or large drawstring bag to contain PE kit is essential.

Current School Uniform and PE kit suppliers:

JW Sports
55 High Street
Bognor Regis

Telephone: 01243 860266

Whilst the above guidance on school uniform and our expectations is not an exhaustive list, it is intended to give enough guidance to ensure our students are dressed appropriately for school and we thank our parents/carers for supporting us in this. Should you require any further guidance regarding the school uniform and our expectations please do not hesitate to contact us at the school.

ALL CLOTHING AND EQUIPMENT
SHOULD BE MARKED CLEARLY
WITH THE STUDENT'S NAME

Mobile Phones and Electronic Devices

Students are permitted to keep mobile phones in their possession, but they must always be switched off and kept in their bags. Any phone seen at any time on the school site will be confiscated.

Student use of mobile phones and personal electronic devices is prohibited throughout the school.

Responsibility for the safekeeping of the phone or headphones belongs to the student. It is their choice whether to bring a phone to school or not.

Phones / personal headphones will be confiscated if seen and the following sanctions imposed.

Infringements will be counted across the period of a school year.

- Infringement 1 – Green slip detention where the student will collect their phone at the end of the school day.
- Infringement 2 – as above.
- Infringement 3 – Green slip detention and parents contacted who will need to collect the phone from school.

Failure to give over a phone when asked will result in the student being placed in the study room all

day and an after-school detention given.

Confiscated devices will be taken to the respective year office. HoY / DoY will bring phones to the green slip detention for collection (Infringement 1 and 2).

A Rights Respecting School

“Education must develop every child’s personality, talents and abilities to the full” (UNCRC Article 29)

A Rights Respecting School is a school that puts the United Nations Convention on the Rights of the Child (UNCRC) at the heart of the school’s planning, policies, practice and ethos.

The UNCRC ensures young people have the right to be protected from harm, to be educated, to be healthy, to be treated fairly and to be heard.

The Gold Award is the highest given by UNICEF UK and shows a deep and thorough commitment to children’s rights at all levels of school life. The Regis School secured this award in 2015 one of very few secondary schools to do so and was accredited for a third time in January 2022.

UNICEF UK RRSA Programme Director, Frances Bestley, said: ‘It was clear from discussions with students and staff members during class visits and in the focus groups that there is a genuine sense of pride in belonging to The Regis School. There is a shared understanding of the importance of respect for each other’s rights, and how the Regis 10 helps to promote positive relationships and behaviours’.

The team from UNICEF were particularly impressed with the mutually respectful relationships between staff and students, the extensive charity and campaign work of the students and the links made across all subject areas to deepen understanding of children’s

rights. Below is a summary of their findings;

- The school's respect for and empowerment of young people is extremely clear and highly effective. This is evident in the role pupil voice plays in shaping key areas of school life and practice, particularly regarding learning and teaching.
- The school's work on health and wellbeing, in particular the consideration of mental health and emotions was notably strong, particularly the pupil-led elements of this.
- Young people feel listened to, that their views matter and that they can make a positive difference.
- Young people are actively engaged in raising awareness of children's rights in the community and supporting children globally to access their rights.
- Pupils feel that relationships are positive and that issues are dealt with fairly
- Pupils say they feel safe and know who to talk to if they have any problems or worries

The school regularly works with UNICEF on national and global projects and was chosen to be filmed for the Soccer Aid for UNICEF Playground Challenge. We also support other schools nationally on their Rights Respecting journey.

Students who are interested in leading our Rights Respecting work can become Rights Respecting Ambassadors.

You can follow our Rights Respecting Work on twitter @regisschoolrrs

A School of Character

In December 2021, The Regis School was designated a 'School of Character' by the Jubilee Centre for Character and Virtues at the University of Birmingham.

This reflects the extensive whole-school approach to character education, and the commitment to developing our student's character, talents and abilities to the full. The assessor and CEO, Tom Haigh, said,

"The Regis School has 'Aspiration', 'Pupil Leadership' and 'Cultural Capital' embedded centrally within its educational offer to its pupils.

The planned and intentional approach of putting pupil leadership central within the school's character strategy challenges any myths around leadership being something that other people are entitled to. The extensive opportunities for pupil leadership firmly gives the message that pupils from the Regis School can be leaders of the future.

Experiences that develop cultural capital allow children to develop an awareness of environments, activities and spaces that they may not naturally have access to.

Providing multiple pathways for pupil voice to feed into decision-making has contributed to the school's impressive understanding of the pupils' needs and perspectives.

All Schools of Character have an ethos that has been intentionally and consciously formed through the school's leadership. The Regis School is exceptional in the clarity that this ethos has. ... As a result, this ethos has shaped the culture so it is lived within the school and informs how staff and pupils communicate, behave and conduct themselves.

The character education contained within the school's tutor programme is thorough, well-designed and explicit.

The extensive extra-curricular offer at the Regis School is also an example of outstanding practice and essential for 'character sought.'"

Home/School Partnership

Students are most successful when staff and a child's family work closely together with the mutual aim of maximum progress and enrichment through the seven years that each young person spends at TRS. The tutor will be your normal first point of contact throughout the year. Please do not hesitate to contact your child's tutor or the Head of Year if you have an issue or require information. Heads of Department are also available to answer any queries you may have within their curriculum areas. Staff emails are available on our website.

You will be expected to attend a number of online parent meetings every year and will receive reports about your child's achievements and attitude to learning. Staff will contact you if they have concerns about your child's performance in their subject, or to report excellent effort or achievement. We accept contact via phone, in person or via email with all staff emails available on our school website. We regularly send home information and letters via email, the students or in the post and copies of most of these letters can be viewed on the school website.

Parents are also encouraged to provide additional support for TRS by supporting a wide range of school activities. Many parents work at the school as either teachers or support staff and this helps to strengthen the community spirit evident to all visitors.

The Tutor and Year System

A secondary school is always much bigger than a primary school, but the tutor group system is designed to offer maximum support to new students.

Students spend time with their tutor every day. The tutors have been specially selected for the qualities they possess to help your child make a smooth transition to

TRS. The school has a tradition of creating a warm and caring environment which nurtures all children. Leading the team of tutors will be a Director of Year and a Head of Year who coordinate a wide range of activities for the 300 students who make up the Year group – effectively a school within a school.

Students undertake a range of activities in Tutor Time including Education with Character sessions, whole group reading, ‘In the news’, careers and aspirations as well as year group assemblies. We aim to bring out the best in everyone.

Organisation of Groups

The maximum number of students who can be admitted into any one Year group is 300, students are the organised into X and Y bands with 150 pupils in each band. On entry, students’ data from Key Stage 2 (Year 6) will be used to rank order the students. From this data, we will then stream students and place them into 5 groups. The top 30 students on each side will be in stream 1 and so on until stream 5. There will be 5 groups in each band and the students will be taught their core subjects: English, maths and science, in their streams. Their other subjects will be taught in broadly mixed-ability grouping, but there may be some grouping changes made by subjects to suit the need of their subject areas.

More Able and Talented

At The Regis School, we expect the very best for, and from, our more able students. All students are stretched and challenged to ensure that they achieve their best possible academic outcomes; this is our ethos and it is reflected in the attitudes of many of our students. Our drive for academic excellence is supported by a range of high quality and inspirational extension opportunities which are chosen for our students to develop their analytical and critical thinking. We give young people the tools and

confidence to develop their independence, going the ‘extra mile’ to achieve high quality academic outcomes.

We provide high quality opportunities for our more able students to be supported in their academic studies and through a stimulating enrichment programme. The allocation of a member of the senior leadership team to oversee the progress of this group has ensured that as a school, we are able to quickly identify and address the needs of our most able students – based on a clear understanding of what the students need. More able students can meet as a group for assemblies and the emphasis is placed on achieving academic excellence and being proud to be part of a group who will achieve outstanding GCSE and A level results.

Our enrichment programme for more able students is exciting and engaging. Students have opportunities to attend conferences and workshops to experience STEM (Engineering) based opportunities as part of our Super Curricular programme. Students who are identified as being talented in a specific subject area are also given opportunities to extend subject knowledge and understanding beyond the curriculum, for example, by attending subject conferences at universities and engaging in accredited programmes such as Sports Leadership and Arts Award. We strive to broaden the minds of students and help them realise their potential. We work closely with our most able students through Key Stage 3 and 4, offering specific mentoring opportunities and ensuring that there are strong links between home and school to best support students through exam periods.

We continue our support for our most able students in the Sixth Form, as students have the opportunity to complete the Extended Project Qualification,

which requires research and writing at undergraduate standard. This helps to prepare students for degree standard academic study, as well as public speaking and presenting and thus supports applications to prestigious Russell group universities and opens many doors for successful higher education opportunities.

Homework and Independent Learning

Homework plays an important role in supporting, extending, and enriching the learning our students do in school. Forming positive habits and routines around learning at home and developing the skills required to work independently are both essential if students are to achieve their full potential in their examinations.

At TRS we set homework as follows; In Years 7 and 8 homework is set in English and Maths through online platforms, Sparx Reader and Sparx Maths. In Year 9 homework will be set in English, Maths, Science, History, Geography and French or Spanish. Other subjects may set enrichment homework to support students with their revision for in-class assessments.

In Years 10, 11, 12 and 13 homework will be set in all subjects being studied.

All students are set homework and expected to complete it. Most parents find that homework is not a problem if a child acquires this habit right at the start of Year 7. The school offers an extra-curricular homework club in the Academic Hub to provide additional support if needed. This is accessed by a wide range of students for a variety of reasons.

Parents are given access to their child’s homework through a platform called Arbor. Details of how to do this are shared with parents when their child joins the school.

Assemblies and Collective Worship

Students and staff come from varied backgrounds with differing beliefs and approaches to religious practice. Assembling together is an important part of creating a sense of community and provides a time to reflect on issues within and beyond the school.

Assemblies are led by the Director of Year and Head of Year to ensure content focuses on both academia and wider character education. We aim to focus on values and themes which will stimulate moral, spiritual, and ethical reflection and develop a sense of communal responsibility.

The assembly programme is closely aligned to our personal, social, health and citizenship education (PSHCE) curriculum.

Medical Conditions, Sickness or Injury during the School Day

The school has a number of qualified personnel, overseen by our Health Manager, who can administer first aid in the event of an accident or emergency. A student who becomes ill and cannot continue in lessons but does not require first aid should only be collected after the school has made contact with a named adult.

Parents are asked not to send children to school if it is known that they are very unwell, with sickness for example.

It is important that we have an up-to-date record of contact telephone numbers. Parents are asked to advise the school in writing of any changes.

Accidents that occur during the school day must be reported to the duty teacher. Skilled first aid is provided and any student, where appropriate, will be referred to hospital to which a parent should accompany their son/daughter.

It is the responsibility of the parent/carer to keep the school advised and up to date with any medical information relating to their child/ward.

Prescribed medication can be administered in school providing a Medication Authorisation Form has been completed and returned to The Regis School Medical department.

All prescribed medicine must be presented in its original container clearly displaying the prescribed dosage and the name of the student.

Special Educational Needs and Disabilities SEND

“Rights Respecting School principles also underpin the outstanding inclusion and support for all pupils’ and students’ well-being and happiness. Whatever their vulnerabilities, learning or health needs, the right care and practical help are put in place and make a difference.” Ofsted October 2018

The inclusion of students and helping them to develop their full potential is a priority for all staff at The Regis School. Independence is crucial to a developing young person, we actively support and encourage students to develop their independent skills when learning. We are committed to meeting the diverse individual needs of all students by working closely with parents, promoting successful learning opportunities and working creatively to remove any barriers to learning through a graduated approach to support.

Further details can be found in the SEND Local Offer and Policy on the school website.

Child Protection

The school has a legal duty to report any concerns regarding the safety and welfare of the students in its care. Where such concerns arise,

the school will, through the designated member of staff responsible for child protection, inform the appropriate agencies. It is the duty of these agencies to investigate the circumstances and to take any necessary action. Any information received where a student is deemed to be at risk cannot be kept confidential and must be referred on.

Access for disabled Students

The school is compliant with all requirements of the DDA. Hence there is total access to students, parents, staff and adult learners.

Drugs Education Policy

The Governing Body has approved a Drugs Education policy which outlines the school’s stance on drugs in school, describes the programme of drugs education through the Personal, Social and Health Education syllabus, and sets out the school’s response to a critical incident. A copy of the full policy is available to parents upon request

Charging Policy

TRS has adopted the guidelines laid down by United Learning regarding a charges policy.

Charges to students may occur where an activity is undertaken by the school, e.g. a school trip, musical instrumental lessons, when the cost of such an activity cannot be met from school funds.

When an activity takes place wholly in school time, which is additional to normal provision, we write to parents to request a ‘voluntary contribution’ to enable the activity to take place.

Sex and Relationship Education Policy

All students have a right to access a programme of sex education provided as part of the Personal, Social and Health Education syllabus. Our teaching aims to

support the development of students and prepare them for adult life and the responsibilities of parenthood.

Information is provided to help students to develop an understanding of key issues such as sexual development and behaviour, contraception and STDs. The centrality of integrity and moral values are emphasised, and students are helped to recognise the negative consequences of sexual activity. A copy of the full policy is available to parents upon request.

Damage/Insurance

Students are liable for the cost of non-accidental breakages in the school.

The School has no insurance for items lost or stolen, including bikes and phones. Parents are strongly advised to insure any such items under their household policy.

Complaints Procedure

Parents/carers who have a complaint are encouraged to discuss the matter with the Head of Department, Tutor or Director/Head of Year in the first instance. There is an escalation procedure from there through SLT up to the Principal. Any unresolved matters may be referred to the Local Governing Body. A full copy of our complaints policy is available on our website or from the school office.

Provisional Term Dates 2023-24

Autumn Term 2023

1 September 2023 to 15 December 2023
Half term is 23 to 27 October inclusive

Spring Term 2024

2 January to 28 March 2024
Half term is 12 to 16 February inclusive

Summer Term 2024

15 April to 23 July 2024
Half term is 27 to 31 May inclusive

The above dates are recommended WSCC Term and Holiday dates for the standard school year. **These dates have not been approved by the Local Governing Body and may be subject to alteration.**

On specified days within the term dates, schools will be closed for students.

At such times members of staff will be required to undertake professional development (in-service training) or other approved, educational activities.

SUBJECT INFORMATION

English

At The Regis School, we believe that English has a preeminent place in both education and society. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially, and spiritually. The study of English is key to our personal growth and, through the development of effective written and spoken communication, it is the foundation for all our learning. At TRS we ensure students leave with a wide range of powerful knowledge that allows them to not only become literate citizens, but citizens who can communicate their thoughts and ideas with the world. By reading a wide range of texts, we hope that children develop a love and appreciation for literature which will stay with them throughout their adult lives. By embedding a love and thirst for knowledge, we hope that this will allow students to perform well in terminal exams and pursue their ambitions at the next stage in their education.

To enable students to develop a love and appreciate for literature, we deliver a broad and balanced knowledge and skills curriculum looking at a variety of literature texts throughout all key stages. We teach an appreciation for the contribution that writers have made to popular culture in Britain and across the world. We want our children to understand how great writers have shaped thinking and captured the feeling and ideas of varying periods in time. Our children should leave TRS with an understanding of how important books and reading are.

The Key Stage 3 English curriculum is based around the United Learning curriculum. The curriculum is designed to ensure that students are secure in fundamental skills and knowledge before they move on to more complex ideas. At Key Stage 3 students study a variety of text types which are liked by common

themes. Students will be exposed to a range of fiction and non-fiction texts, which will develop their love of reading while also embedding key skills that will be needed at Key Stage 4.

At Key Stage 4, students will study for two English GCSEs – English Language and English Literature – following the AQA examination specification. The GCSE curriculum builds upon the skills and knowledge acquired in Key Stage 3. The English Language GCSE continues to develop students reading and writing skills with a focus on embedding more complex reading strategies and higher-level writing skills. In Literature, students will again study a range of texts, enhancing their ability to respond thoughtfully to poetry, plays and novels from a range of time periods.

Attainment in English is measured in twice-yearly examinations in Key Stage 3 and Year 10. These exams assess specific parts of the curriculum, but also measure how well students have embedded the key skills they have been taught. Teachers also use a variety of formative assessment strategies both in and between lessons to check that students have understood lesson content, allowing for misconceptions and areas of weakness to be addressed. In Year 11, students are assessed formally in the Autumn and Spring terms through mock examinations to prepare them for their GCSEs.

Our focus on reading also extends to homework and our extra-curricular programme. For Key Stage Three, homework is set through a platform called Sparx Reader, a digital tool which supports students in choosing engaging texts and which also monitors closely their participation in reading. Extra support for the completion of this homework is available in after-school clubs.

Mathematics

The main priority of the Maths Department is to develop students' fluency across the broad range of mathematical skills that makes up our curriculum. We strongly believe that developing students' fluency will enable them to make links between concrete topics and abstract topics, consequently establishing themselves as logical problem solvers with strong mathematical reasoning.

Our maths curriculum will stretch and challenge students, and will support them to develop skills which are transferrable to many careers.

Every lesson starts with a 'starter grid' which consists of 6 questions to assess and improve students' ability in pre-requisite, current, and previously taught skills. Our scheme of work ensures that students revisit topics at increasing levels of complexity each year. The spaced retrieval practice of our starters prepares students with a firm grasp of each topic before they deepen and extend their knowledge and understanding.

New skills are carefully modelled with a scaffolded approach to provide students with the opportunity to understand each component of a topic before needing to pull the whole process together or combine these skills with other topics. We also assess students at the end of each topic so that they can demonstrate their progress and attainment, as well as allowing us to identify the right skills to develop in their starter grids.

Each year we have had an increasing number of students achieving the highest possible grades at GCSE and staying on with us to take A level maths. We are also one of a smaller number of schools to provide A level Further Maths, and we consistently achieve outstanding results in both qualifications.

Our maths teachers run regular revision sessions after school across both Key Stage 4 and Key Stage 5 throughout the year. They also run KS3 homework clubs after school to ensure that all students can access the support they need to complete their homework to the required standard.

Science

The Science Department at The Regis School believes very strongly that science should stimulate and excite pupils' curiosity about phenomena in the world around them. It should also satisfy this curiosity with embedded knowledge that has the flexibility to be applied in multiple contexts.

Because Science links direct practical experience with ideas, it can engage on many levels. The scientific method is about developing and evaluating explanations through experimental evidence and modelling. This is a spur to creative thought. Through Science, pupils understand how ideas contribute to technological change – impacting business, industry, medicine and improving the quality of life. Pupils recognise the cultural significance of science and trace its worldwide development. They learn to question and discuss science-based issues that may affect their own lives, the direction of society and the future of the world. We are lucky enough to have state of the art laboratories to support our students journey towards scientific excellence.

The Key Stage 3 Science curriculum is based on the updated National Curriculum. Units of subject material are taught and then assessed using a mastery approach. The mastery curriculum aims to ensure students are strong in key foundation ideas before moving onto ones that are more complex. By rigorously tracking these ideas, teachers over time can effectively ensure that no student moves onto the next stage of their science

education without the building blocks needed to be successful from the previous year. It is intended that the work carried out in Years 7, 8 and 9 will compliment and build on all the excellent science work carried out in Key Stage 2. Furthermore, it will also prepare students well for the demands of GCSE.

In Year 7 and Year 8 students will study six units each year. In Year 9 students will study seven units. These topics will have either a Biology, Chemistry or Physics theme. All the units place an important emphasis on developing specific practical skills as well as developing a student's knowledge and understanding. The United Learning mastery curriculum is a cross-chain assessment framework, which tracks and supports students to ensure they have achieved all the appropriate understanding for 'age related expectations'. By focusing on the threshold concepts, we hope to ensure steady progression through Key Stage 3 and a solid foundation for GCSE. We use twice yearly assessments to identify a student's attainment in science. These tests assess an aggregation of all the curriculum taught so far. This enables us to encourage the regular review of material and ensure we know what students have secured in their long-term memory.

Students in Year 10 will be following the AQA syllabus. We will be offering a Combined (trilogy) route for the majority of the cohort with an optional triple course of the separate sciences. In Year 11 students will complete these linear courses. For those students who wish to pursue their studies of Science into the Sixth Form, we offer A level courses in Biology, Chemistry and Physics. These courses will allow you to develop your understanding of the scientific world to a much greater degree. They will also prepare you for a wide range of higher education courses or employment opportunities.

The Science department is committed to developing students as resilient and reflective learners. We support students through regular self-reflection and teach the strategies needed for them to improve on their weaknesses. We are passionate about the applications of cognitive science to education and as such we will model the most effective learning strategies to all students to ensure they understand how best to learn and revise.

There are plenty of things going on after school in the Science Department to help you with your studies. In Year 7 and 8 there is a Science (STEM) Club, where you can explore the wider aspects of Science and its applications. We have recently taken part in CREST award projects and our recent science fair winners have been able to enter national competitions. The main activity in KS4 is on-going targeted interventions based on assessment data. This way students can have areas of weakness addressed throughout the year instead of waiting until the revision period.

Science lessons at The Regis School are fun and exciting and we are sure that you will think the same too. We look forward to discovering the next great scientists of our time!

Art

Art and Photography are thriving subjects in our school; our state-of-the-art facilities encourage students to explore creative ways of working with a wide range of media and software. In Key Stage 3 we are central to the core value of creativity. We strongly believe in giving students the chance to explore and enjoy a whole range of techniques using both traditional and new media. Content is underpinned with a critical and cultural understanding to encourage a life- time appreciation of Art in our local area and the world around us, both past and present. Working individually and in groups

we aim to provide a broad curriculum then ensures students work in a wide variety of ways, encouraging them to become individual and confident in their approach and for them to have their own ideas.

Art and Photography are popular options at Key Stage 4. Your child may choose to work in a range of artistic styles and in the photography option we teach both dark room practice as well as digital processes. At GCSE level in both Art and Photography students take even more responsibility for their learning and embrace the opportunity of expressing their ideas through many different approaches.

Display is important and integral to the department, inspiring students to aim high and see many different ideas and ways of working. Students enjoy seeing the excellent standard of art and photography both within the department and around the school.

Sixth Form Art and Photography students are encouraged to work in the art areas throughout the day, meaning that students see work that is ambitious and inspiring, as well as the creative process. Emphasis is on personal development at A Level and therefore a wide variety of content and skill is seen.

We value the importance of seeing Art for real and trips are organised, as well as inviting practising artists in to work with pupils as and when opportunities arise. We welcome every pupil who wants to utilise the art and photography facilities at breaks and every day after school and specific sessions for both KS3 and KS4 are run by teachers each week.

Business Studies

Business Studies is introduced as an option at Key Stage 4. The courses offered, combine favourably with many other subjects and make a significant contribution to helping

students in their chosen career pathways. The course offered is the BTEC Tech Enterprise where currently, the students do 3 components that cover wide-ranging topics from the requirements needed to start your own business to successfully running your own business as well as looking at how businesses cope with the changes to external environment. As it is a vocational course the subject is topical, and we use everyday examples to help the students understand the world of commerce.

There is a natural progression into post 16 education with an opportunity for accelerated learning.

Business Studies in the Sixth Form is an area of strength at The Regis School. Students have the opportunity to study A' Level Business Studies which build on the knowledge gained at GCSE. Although the course is also designed for students who have not studied Business Studies prior to the Sixth Form. The mechanics of Human Resources, Marketing, Operations Management and Finance feature heavily in this subject. This knowledge is then developed into giving the students the tools to be able to make decisions regarding the whole company and not just individual functions.

Computer Science

Computer Science at The Regis School equips pupils for a life in a digital age, it enables pupils to understand and change the world through logical thinking and creativity, and involves making links with mathematics, science, and design and technology. The core of computing is computer science, in which pupils are taught the principles of information and computation, and how digital systems work. Computing equips pupils to use information technology to create programs, systems and a range of interactive

digital media. It also ensures that pupils 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.

Computer Science at The Regis School aims to ensure that all pupils are able to:

- understand and apply the fundamental principles and concepts of computing
- analyse problems in computational terms, and have repeated practical experience of writing computer programs
- become responsible, competent, confident and creative users of information and communication technology
- use basic office software to complete a work-based activity.

At Key Stage 4 we have two options available to students

GCSE in Computer Science

Computing is a course that looks at the basic underlying concepts that helps our computers run today. How do they work? How do they communicate?

Students will be able to work with the equipment and look at all aspects from how the hardware operates to programming applications.

Students who complete this course will be well suited to go on to engineering, computing or science related courses at a higher level.

BTEC Technical Award in Digital Information Technology

The BTEC gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment, development of key skills that prove their aptitude in digital information technology, such as project planning, designing and creating

user interfaces, creating dashboards to present and interpret data

Students will learn processes that underpin effective ways of working, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct.

They will develop knowledge that underpins effective use of skills, process and attitudes in the sector, such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

Students who complete this course will be well suited to go on to study of a vocational qualification at Level 3, such as a BTEC National in IT, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the digital sector.

Creative Technologies

Technology is part of the core curriculum at Key Stage 3. In Years 7, 8 and 9 our students experience an introduction to three materials areas engaging in a variety of workshop and kitchen experiences.

In Year 7 Food Preparation and Nutrition: Students learn the principles of health and safety in relation to food preparation. They revisit the Eatwell Guide and consider the importance of healthy eating. They explore nutritional and functional properties of food, food choice and provenance and sustainability issues. All of these issues are explored in theoretical and practical ways, with students learning to make a range of predominantly savoury dishes.

Textiles: Students begin by learning the health and safety procedures in a Textiles workshop and later the safety procedures for using a sewing machine. They explore

methods of applying colour to fabric. They use the sewing machine for both decorative and functional purposes. They learn how to use inspirational imagery to design, decorate and construct a soft mobile phone holder.

Product Design: Students learn the health and safety procedures expected in a workshop and specifically those related to woodworking tools. They learn to measure, mark and cut timber with a variety of tools. They learn how to join electronic components into a circuit and combine these skills with shaping timber to make a mood lamp.

In Year 8 Food Preparation and Nutrition: Students will plan, cook and prepare a range of predominately savoury dishes from British and international cuisine. They will study factors affecting food choice and research food provenance, looking at environmental impact and sustainability issues surrounding food. They will explore the benefits of a balanced diet, particularly focussing on carbohydrates and proteins, and the link between diet and well-being. They will make a selection of staple dishes from around the World such as bread, rice and pasta.

Textiles: Students will develop skills learnt in Year 7 by developing machine skills and learning to manipulate fabric in more textural ways. They will take inspiration from an art movement to design a cushion that meets the needs and interests of a specific client that they will identify.

Product Design: Students will review health and safety procedures. They will explore shapes and forms in the natural World to improve their design ideas. They will develop their use of tools and equipment learnt in Year 7 to include a wider range of specialist machinery when working with timber and plastics. They will

produce a posable mobile phone stand.

In Year 9 Food Preparation and Nutrition: Students will explore technical skills in baking, with a focus on the function of fats in the diet and in a range of recipes. They will practise a variety of skills used when working with fat before designing and creating their own 'showstopper'.

Textiles: Students will learn professional standards of construction and finishing and apply these techniques by producing a fashion accessory. Students will be able to make more independent decisions about decorative themes and methods of production using year 7 and 8 knowledge to help them.

Product Design: Students will refine and develop practical skills learnt in year 7 and 8 and produce a 'skills board' to record their achievements. They will practise professional techniques in design generation and communication before producing a desk tidy.

We run many after school clubs for all year groups. There are Master Classes for students from Year 7 onwards for all students to develop their skills and vocational interests and gain a wider experience in all areas of the Creative Technologies. Regional and national competitions include the 'Young Chef of the Year Rotary Competition' and 'Greenpower F24'. We run a STEM club for Year 7 to give students a wide range of experiences and skills in technology.

In KS4 we offer a suite of qualifications to build on the skills and interests nurtured during KS3:

- GCSE Food Preparation and Nutrition
- GCSE D&T: Textiles
- GCSE D&T: Product Design
- WJEC Engineering Vocational Award

The Food Preparation and Nutrition GCSE is an exciting and creative course which focuses on practical cooking skills and will ensure students develop greater understanding of nutrition, food provenance and the working characteristics of food materials. Students will also learn about British and international culinary traditions, food security and food safety. At the heart of the qualification is a focus on developing practical cookery skills and a strong understanding of nutrition.

The GCSE in Design and Technology is an opportunity for students to demonstrate their innovation by designing and making new products whilst learning through practical experimentation; this is central to students enjoying and becoming successful in the Textiles and Product Design courses. Core course theory considers materials and techniques from a broad range of design and technology materials areas, and there is also specialised knowledge learnt in the history, current uses and new technologies of specialist textile and resistant materials and techniques.

Year 10 will encourage students to apply skills independently in their own design challenges. Understanding the role of the designer in improving the world around us is an important element of this course. The context for a Non-Examined Assessment will be set by the exam board during the summer term of Year 10 and the completion of this will be the focus of the early part of Year 11. Students will be able to guide their work to areas that interest them and could create products with any number of potential uses.

There are two dedicated textiles workshops and product design studios with two dedicated computer areas. We have the facilities to make quality products through computer aided manufacture as they do in industry, including laser cutting, transfer

printing and high-quality computer aided embroidery. All these facilities, and more, allow students to explore what is available in industry and helps them make some very high quality, professional products.

In September 2022 we are launching the Engineering vocational award.

In KS5 students can study:

- A-Level Design and Technology: Fashion and Textiles
- A-Level Design and Technology: Product Design

Many of our Sixth Formers go on to university to study Fashion and Textiles design and business courses as well as Product Design courses with options for car design and computer game design at universities such as Herriot Watt, De Montfort, Portsmouth, Epsom and Swansea. Students are also well prepared for engineering and textile apprenticeships at local companies such as Rolls Royce and Dometic.

Criminology

KS5 – WJEC

This is a new and exciting subject that delves into the complex and multi-layered world of crime. Criminology has elements of Psychology, Law and Sociology and complements studies in Humanities. The course covers all aspects of crime, from what kind of people commit crimes to punishments and prisons. Students will analyse the different types of crime, consider revolutionary criminological theories, and study the process of criminal justice from crime scene to court room through a range of case studies. Students will debate key issues in Criminology, including the effectiveness of prisons, the aims of punishment, and the strengths and weaknesses of Criminal Justice agencies.

English as an Additional Language

The Regis School prides itself on a very welcoming approach to the EAL (English as an Additional Language) students. Since approximately 19% of our students use English as an additional language, it is crucial for the school community that the language acquisition is encouraged and promoted across the curriculum.

TRS utilises a significant number of strategies to foster English acquisition and to make sure the linguistic development follows its natural patterns.

We have put robust systems in place to make sure that our EAL community's needs are met. Our EAL students' achievement and progress are monitored on a regular basis, and additional provision and support are available where necessary. Students for whom English is an additional language can rely on experienced staff members to provide comprehensive and curriculum-related linguistic support.

Geography

Geography is the study of place and the relationship between people and their environment. In Geography students study the physical features of the earth such as rivers and plate tectonics as well as the human features for example the built environment and population. Geography plays a central role in all our lives on a daily basis and it is vital to learn and understand how our world operates and our place in this system.

KS3

Geography in Key Stage 3 is taught through a range of modules where students will develop key knowledge of people, place and the environment. In addition, each module will cover a range of basic geographical skills such as map

reading, interpreting graphs and evaluation.

KS4 Geography – Edexcel Geography B

In GCSE Geography students further develop their geographical knowledge of place and their geographical enquiry skills. The course has 3 key themes of global geographical issues, UK geographical issues and people and environmental issues. Students will learn to apply their knowledge from the classroom to their lives outside of school and have the opportunity to carry out research.

KS5 Geography – Edexcel

In the Sixth Form, Geography has been a popular and successful subject, with many students going on to higher education. Geography (and its related subjects like Geology and Environmental Science) opens a variety of career opportunities in industry, commerce, local and central government and education.

Fieldwork is compulsory as part of the course and the students will investigate both physical and human geography over 4 days which will provide an introduction to the nature and process of a high-quality geographical enquiry

Health and Social Care

Health and Social Care is introduced as an option at Key Stage 4. It is concerned with the health and well-being of all individuals at all ages. The courses offered combine favourably with all other subjects and make a significant contribution to helping students in chosen career pathways. We currently run the BTEC Level 2 in KS4

BTEC is a vocational option, suitable for students wishing to follow a work-related learning qualification suitable for a range of industry sectors.

There is a natural progression into post 16 education with an opportunity for accelerated learning.

At Sixth Form level Health and Social Care is also offered as a Level 3 triple BTEC Diploma and is a real strength in the school. Results are consistently high with students consistently outperforming their target grades. Students who have studied this have gone on to have successful careers in the Health and Social Care industry as well as the Nursing and Child Care industries.

History

KS3

At Key Stage 3 students study a broad range of historical events and develop a variety of historical skills. During your time in history you will study the history of Britain and the wider world from 1066 and cover topics such as the Reformation, an evaluation of the British Empire, the abolition of slavery and World War II. Students are assessed against skills linked to progression to GCSE.

We aim to offer a range of learning experiences for students of all abilities, and use resources suited to all ability levels. Children work to develop skills as independent learners by answering a range of enquiry questions.

KS4 – Edexcel

In GCSE History students will study 4 modules: Nazi Germany, History of Medicine, the Cold War and Elizabethan England. These are all assessed through examinations at the end of the course.

KS5 – OCR

In the Sixth Form History is a very popular subject. Student's knowledge is extended by learning about new periods in history such as the French Revolution and Napoleon, Britain 1930-97, Civil Rights in America and through an

independent study. Students are pushed to think critically about evidence and to develop their own opinions about historical controversies.

Modern Foreign Languages

¡Hola! Bonjour! Guten Tag! Cześć!

The MFL Department at The Regis School is passionate about teaching and learning new languages. We believe that knowing another language is a superpower which can help you to communicate with others, break down cultural barriers, and explore your place in the wider world. As linguists, we are creative, scientific, inventive, and proud to celebrate the diverse world we live in.

Through studying the words, sounds and rules of a new language, pupils gain a greater understanding of their own language, culture, and identity, fostering a linguistic ability and cultural capital that will help them to broaden their horizons and become truly global citizens. Not only is being able to communicate in other languages an enriching and impressive achievement, studying a language creates opportunities as, in an ever-changing workplace, being able to communicate in another language is a highly desirable skill.

The Key Stage 3 Modern Foreign Languages curriculum builds upon the updated National Curriculum. Pupils study either French or Spanish, and they learn the building blocks of that language (grammar, vocabulary and phonics) through a series of interrelated units. Lesson activities such as our memory starters, retrieval quizzes and low-stakes testing on mini-whiteboards, develop pupils' understanding of grammatical concepts, starting with opinions and future tense in Year 7 and introducing past tense in Year 8. Recall activities, where we review prior knowledge, are interleaved throughout all the units we teach, with concepts and skills revisited, built upon, and developed in new

contexts across key stages, so that by Year 9 students can focus on embedding the use of the three tenses and vocabulary they have learnt in their previous two years. Students build up their knowledge of grammatical constructs, vocabulary and phonics through increasingly challenging reading, writing, speaking and listening resources. They study four broad themes in each year, from describing other people and animals in year 7 to holidays in year 8. Emphasis is placed on celebrating the differences in cultures in French and Spanish speaking countries and in Year 9, pupils learn about festivals and traditions around the world.

Focussing on one language at Key Stage 3 gives pupils the skills and knowledge to be able to continue to GCSE level in Key Stage 4. When students join languages in Year 10, they will follow the Edexcel exam specification, studying topics that will be familiar from Years 7, 8 and 9: Identity and culture, town and local area, school, future aspirations, and international and global events and issues. Students consolidate and build on their understanding of basic grammar concepts, such as forming the present, past and future tenses, and increase their vocabulary knowledge so that they can discuss topics in an increasingly authentic and interesting way. We have a wide range of films, series, and books available that pupils are welcome to watch or read as a way of improving their knowledge and increasing cultural capital. There is also the opportunity for pupils to continue studying MFL as an A level in the Sixth Form.

The MFL department at The Regis School is extremely passionate about developing resilient learners with excellent pronunciation and vocabulary recall skills for success, not just at KS4 and 5, but as lifelong learners. Making mistakes plays a key role in enabling pupils to gain the ability and confidence to speak in a different language. So, our

teaching encourages pupils to become more independent and resilient by including activities that build self-efficacy. Pupils who feel successful in their learning have a very clear idea on how to make progress and, to progress in learning a new language, pupils must have strategies for revising vocabulary both inside and outside of the classroom. Therefore, we model meta-cognitive skills throughout our lessons to enable pupils to turn their weaknesses into strengths.

The MFL department is passionate about using languages in the real world and in previous years MFL pupils have had the opportunity to travel to Paris, Naples and Cologne. We also have a letter writing exchange to French and Spanish speaking schools, which is a great opportunity for pupils to use their skills to communicate with native speakers around the world. We host “highflyers” clubs afterschool, for our talented linguists and a German club for beginners. We also run several competitions in-school throughout the year, including a Duolingo championship and a passport stamp challenge based on our in-class vocabulary tests. We encourage our students to take part in national language competitions, such as the Oxford University Flash Fiction competition, and the International Book Club for Schools.

To quote anthropologist-linguist Edward Sapir: “Language is an anonymous, collective and unconscious art; the result of the creativity of thousands of generations.” MFL is for extroverts, who want to showcase their communication skills, introverts who are happier sitting at home with a book, analysing the origins of words, and everyone in between. Study MFL at The Regis School for the chance to add your own ingenuity to the creativity of thousands of generations.

Music

In Music, the emphasis is on developing students’ creativity as well as their understanding and enjoyment of music. Students learn a wide range of basic music skills throughout key stage 3. Pupils compose and perform their own choice of music as well as learning about the importance of music in society and different cultures. Our music rooms are extensively equipped with a vast range of music technology. Additionally, we have a recording studio and rehearsal spaces for small groups and bands. We encourage pupils to make full use of these facilities after school.

Sixth Form students take the BTEC Music Performing course; this is the National Extended Certificate in Music, which is equal to 1 A level pass. Part of the course requires students to give public performances in their own choice of musical style. Composition and technology work are also part of the course and students use our high-quality digital recording facilities.

There are a wide variety of extra-curricular clubs available to students which provide opportunities to develop and extend instrumental and vocal skills. Students are encouraged to join the choir and there are also opportunities for each year group to become part of ‘The Regis Rock School’. The ‘West Sussex Music Service’ and ‘Inclusive Music and Movement’ provide a wide range of lessons on instruments, so pupils are able to continue any tuition they started in junior school, or to start lessons at any time.

We encourage pupils who are studying Music in Years 10-13 to take up lessons to support them with their Level 2 BTEC Tech Award Music Practice course at Key Stage 4. Various instrumental groups rehearse each week after school together, with additional sessions for BTEC students.

Musicians take part in concerts, shows and main events throughout the year, including Awards Evening, 'The Big Sing', 'Musicality', and charity performances. The Music department is also heavily involved in the school's annual large-scale musical production and we provide a range of opportunities for pupils to watch and participate in public performances.

PE

At The Regis School we are blessed with a large variety of facilities which allow for a broad range of activities and sports to be taught. You will have the chance to continue to access familiar activities such as netball, football, cricket, rugby and rounders and try new activities such as trampolining, climbing, handball and softball. In addition, you will have the opportunity to develop leadership skills through programmes and qualifications that run throughout all key stages at the school. For those who wish to apply to be a sports leader, opportunities will arise to work with students in younger year groups and from local primary schools.

At Key Stage 4 students can opt to study a BTEC tech award in Sport (Equivalent to one GCSE) which enables students to work both practically and in a theory setting. It also provides the baseline knowledge required to study sport and PE at key stage 5.

In the sixth form we offer a range of Level 3 BTEC courses which enable our students to study degree courses as some of the best universities in the country. Currently we offer the Extended Diploma in Sport (equivalent to three A-Levels), the Diploma in Sport (equivalent to two A Levels) and the Extended Certificate in Sport and Exercise Science (equivalent to 1 A Level). In addition to this through the sixth form provision there will be the opportunity to continue the Sports Leadership qualification as well as

other enrichment activities. One highlight of the week is the staff vs sixth form sport on a Friday.

The outstanding facilities at the school are enjoyed by all our pupils, including significant use of the Arena Sports Centre facilities and the Gym. Whole school events such as the Winter, Summer and Paralympic Sports Days are accessible to all students and give the opportunity to experience a variety of different roles such as participant, coach, leader or official.

You will have access to a varied and exciting programme of extra-curricular activities taking place on 4 out of 5 week days. We have specialist teachers and coaches who run these activities to a high standard as well as opportunities to try sports that you may never have taken part in. We encourage each of you to take part in at least one activity a week and are always looking to increase the number of activities on offer should there be the demand. Extra-curricular fixtures provide further opportunities for students to compete in a variety of sports activities locally, regionally and nationally.

Performance Studies

Dance

We provide regular opportunities for pupils to perform and share their achievements in Dance, including the GCSE Dance shows, KS3 dance clubs, and local performances. Pupils enjoy, achieve and stay healthy through the dance curriculum at The Regis School.

Pupils have the opportunity to continue their Dance studies at GCSE level in Years 10 and 11 and follow the AQA Dance syllabus which involves performing, choreography as well as learning and studying set works and set phrases.

Drama

In Drama lessons, students actively engage in an experiential and practical mode of learning that blends intellectual and emotional experience. This offers a unique means of enquiry that contributes to the students being able to develop a strong sense of self and understanding of the world.

Across all key stages acting, staging, design and presentation skills are taught through the study of a range of texts and topics which enable students to devise, interpret, analyse and evaluate dramatic forms and style. This inevitably develops confidence and self-esteem and also provides students with a range of skills and understanding transferable to a wide variety of pathways - not just within the performing arts but all professions that require, interpersonal skills, teamwork, leadership, creativity, problem solving and the ability to present ideas.

In Year 7, the students' first project is based around the theme of 'science fiction', helping to frame their understanding of Drama as a highly imaginative subject, which encourages us to be curious about the world and what it means to be human. Following this, other first year topics include a historical murder mystery, exploring life as 'Evacuees' and 'African Theatre'. In Year 8, students continue to develop confidence, creativity and collaboration skills whilst exploring genres such as melodrama and silent film, visiting an abandoned manor house and developing the story of its inhabitants, as well as practically exploring Shakespeare's Romeo and Juliet and other key texts. With a firm understanding of how to create work, students in Year 9, use their knowledge of drama to explore more serious issues and themes and learn how to present more sensitive content. More serious projects are contrasted with light-hearted topics such as exploring a comedic play

text that parodies Alfred Hitchcock's 1935 film: The 39 Steps.

The GCSE Drama course is a popular and highly successful option in Years 10 and 11. The course is fun and exciting and provides the opportunity for all students to further develop their confidence and communication skills. We offer the opportunity for students to be entered as both performers and designers which involves developing design skills for lighting, sound, set or costume. The syllabus we follow is Edexcel.

At Sixth Form level, we offer the Level 3 BTEC Performing Arts Foundation Diploma course for students who wish to develop their performance understanding as well as their acting skills at a high level. This course prepares students in the Sixth Form for a wide variety of higher education opportunities.

The school has two fully equipped drama studios with brilliant sound and lighting equipment. In these spaces, we present a range of students' work to audiences. Events of this nature which are put on by the department include: a large-scale production and smaller productions of GCSE and BTEC Sixth form work.

Extra-curricular clubs provide opportunities for pupils to further develop the skills learnt in lessons and develop their creativity. We also arrange opportunities for students to experience a range of performances through trips and visits from professionals, including links with the Chichester Youth Theatre and Chichester Festival Theatre. Our Sixth Form drama students are encouraged to develop their leadership skills by running extra-curricular clubs and delivering a Theatre in the Community project in the summer term. We also have links with local theatres and theatre practitioners, providing students with a range of professional experiences.

Politics

KS5 – Edexcel students study the political systems of the UK and USA. Issues investigated include democracy and participation, the representative process and what it entails to govern both countries. Politics also involved the study of the influence of the mass media on both the USA and UK political systems and the study of key political ideologies Socialism, Conservatism, Liberalism and Feminism.

Religious Studies

You will study Religious Studies (RS) from Year 7 to Year 11 and will take RS as a GCSE subject. Over the course of your time at The Regis School you will explore the beliefs and practices of major world religions such as Hinduism, Islam, Judaism and Christianity. You will also look at important topics like equality, justice and extremism, and what different religions have to say about these. You will learn about atheism, and examine philosophical and ethical questions such as 'Is there a God?' and 'How can someone decide what is right and wrong?'

RS will give you the opportunity to reflect on your own beliefs, and to consider the opinions of others who have different views to you, both religious and non-religious. RS is not about becoming religious, and it's extremely relevant even for those who don't have a religious belief. You will get to learn about the beliefs of people whose lives may look very different to yours and to enjoy seeing the way in which religious belief influences lots of our society today, including our films, laws, art, books and food.

KS4 – AQA Religious Studies A

50% of the RS GCSE which you will study examines the beliefs and practices of the largest two religions in the world, Christianity and Islam. You will explore their

beliefs about God, holy books, festivals, worship, and much more

The other 50% of RE GCSE examines what Christians, Muslims, and non-religious people believe about different topics, such as:

- Life and death; including how the universe originated, animal experimentation, abortion and euthanasia and how humans should treat the environment.
- Crime and punishment; including how and why criminals should be punished, why people commit crime, and methods of punishment such as the death penalty and prison
- The existence of God; including whether there is a God or not, whether miracles exist, and how religious believers can have knowledge about God
- Human rights and social justice; including human rights, homophobia, racism, sexism, and beliefs about wealth and poverty

KS5 – AQA Philosophy and Ethics There are two components Philosophy of Religion, and Ethics and Religion

In section A, Philosophy of religion, students study:

- Arguments for the existence of God
- Evil and suffering
- Religious experience
- Religious language
- Miracles
- Self and life after death.

In section B, Ethics and Religion, students study:

- Ethical theories
- Issues of human life and death
- Issues of animal life and death
- Introduction to meta ethics
- Free will and moral responsibility
- Conscience
- Bentham and Kant.

KS4 – AQA

Students have the option to study Sociology at GCSE. Sociology is the study of society which focuses on three main questions; what is happening in society? Why is this happening? And what can be done about it? As such, students will look at social research into how equal and fair our society is. They will look at various explanations offered to explain why inequality exists. They will then go on to look at government policies/laws which have been introduced to tackle inequality all the while evaluating to what extent they agree with what they have discovered.

Debate and an awareness of current affairs are at the heart of learning in sociology. Students develop analytical skills that enable them to evaluate different perspectives and think critically about social issues. They will be expected to carry out their own sociological research projects using methods such as questionnaires, interviews and observation.

KS5 – AQA

In the Sixth Form students study the role of the Family and the Education System, Beliefs in Society and Crime & Deviance in shaping individuals and the whole of contemporary UK society and the wider world. Sociological theory and methods run as a central theme through each topic ensuring students are aware of how to support their arguments with evidence. They will be introduced to topics such as Post-Modernism and Globalisation.

Examination Results 2018-2022

At A-Level and BTEC Level 3:

	2018	2019	2020	2021	2022
A Level A*-B	36	44	60	62	66
A Level A*-C	58	69	89	83	88
A Level A*-E	96	98	100	99	100
A Level Average Points per Entry	29.71	31.63	38.62	39.71	39.66
BTEC D*-D	49	80	83	68	84
BTEC D*-M	83	95	100	93	97
BTEC D*-P	100	100	100	100	100
Applied General A*-B	n/a	n/a	n/a	n/a	50
Applied General A*-C	n/a	n/a	n/a	n/a	75
Applied General A*-E	n/a	n/a	n/a	n/a	100
Applied General Average Points per Entry	28.88	33.55	35.88	36.0	37.36

At GCSE

	2018	2019	2020	2021	2022
Basics (4+/C+ in English and Maths)	56	61	63	70	70
Basics (5+ in English and Maths)	37	35	39	47	53
Attainment 8	41.92	44.37	46.24	48.05	47.15
9-7 or A*/A	15	16	20	25	22
5 9-4 or A*-C Including English and Maths (C+/4+)	48	58	59	68	67
5 9-1 or A*-G	93	95	95	94	93
English 4+/C+	69	71	72	78	76
Maths 4+/C+	62	69	72	77	74
% of students achieving EBACC (4+)	14	17	13	16	26
Two Sciences	50	61	64	61	64

Awarded Grades 2022

Data correct at 30th August 2022

Subject at GCE A2	A* %	A %	B %	C %	D %	E %	A*-E %
Art	33	33			33		100
Biology	7	40	27	13	13		100
Business Studies			75	25			100
Chemistry		17	33	33	17		100
Further Maths	50	50					100
Geography		23	31	46			100
History		20	60	20			100
Maths	21	21	16	16	26		100
Photography	100						100
Physics		25	25	13	38		100
Product Design			33	67			100
Psychology	6	18	47	18	12		100
Sociology	5	19	52	24			100

Subject at Extended Project Level 3	A* %	A %	B %	C %	D %	E %	A*-E %
Extended Project			100				100

Subject at Level 3 Applied Diploma	A* %	A %	B %	C %	D %	E %	A*-E %
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Criminology	8	42	25	21	4		100
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Subject at Level 3 Applied Certificate	A* %	A %	B %	C %	D %	E %	A*-E %
Criminology			50	50			100

Subject at GCSE	9 %	8 %	7 %	6 %	5 %	4 %	3 %	2 %	1 %	9-4	9-1
Art	3	8		22	39	11	8	8		83	100
Computer Science	10	30	20		10		30			70	100
Dance					40	20		40		60	100
Design and Technology		6	14	20	14	16	14	10	2	71	98
Drama	11	11	15	19	19	11	11	4		85	100
English Language	3	3	10	18	24	14	18%		4	72	100
English Literature	2	4	6	18	25	21	8	10	3	77	98
Food Technology		2	6	8	24	18	29	8	4	57	98
French	2	6	6	6	24	27	24	2	2	71	100
Geography	4	6	15	10	23	15	11	8	7	72	97
German	2	2	4	16	12	20	35	6		57	98
History	6	5	11	20	14	9	17	8	7	64	95
Maths	7	8	10	11	26	15	5	1	5	76	97
Polish	44		11	11	22		11			89	100
RE	6	19	13	6	19	6	25		6	69	100
Russian	60		20	20						100	100
Science Biology	13	19	31	13	19	6				100	100
Science Chemistry	19	19	31		19	6	6			94	100
Science Physics	31	19	19		25	6				100	100
Sociology	5	8	11	20	17	13	7	7	9	74	96

Subject at GCSE	9-9 %	9-8 %	8-8 %	8-7 %	7-7 %	7-6 %	6-6 %	6-5 %	5-5 %	5-4 %	4-4 %	4-3 %	3-3 %	3-2 %	2-2 %	2-1 %	1-1 %
Science Combined	1	2	2	4	2	6	6	4	15	12	9	13	7	5	7	3	3

Subject at BTEC Award Level 1/2	D* %	D %	M %	P %	L1P %
Music	50	15	19	8	
PE	27	14	23	19	6

Subject at BTEC Tech Level 1/2	D* %	D %	M %	P %	L1D %	L1M %	L1P %
Business	2	2	18	35	16	2	
Health and Social		30	9	26	17	11	2
ICT		27	18	18	27	9	
Media Studies	22	7	26	30	15		

Subject at BTEC Level 3 Extended Certificate	D* %	D %	M %	P %
Health and Social Care				100
Media	60	40		

Music			100	
Sport	33	50	8	8

Subject at BTEC Level 3 Foundation Diploma	D*%	D%	M%	P%
Performing Arts	67	33		

Subject at BTEC Level 3 Diploma	D*D*%	D*D%	DD%	DM%	MM%	MP%	PP%
Sport	20	40	40				

Subject at BTEC Level 3 Extended Diploma	D*D*D*%*	D*D*D%*	D*DD%*	DDD%*	DDM%*	DMM%*	MMM%*	MMP%*	MPP%*	PPP%*
Health and Social Care			14	43	29	14				
PE	17	33	17	17	17					