



Hurst



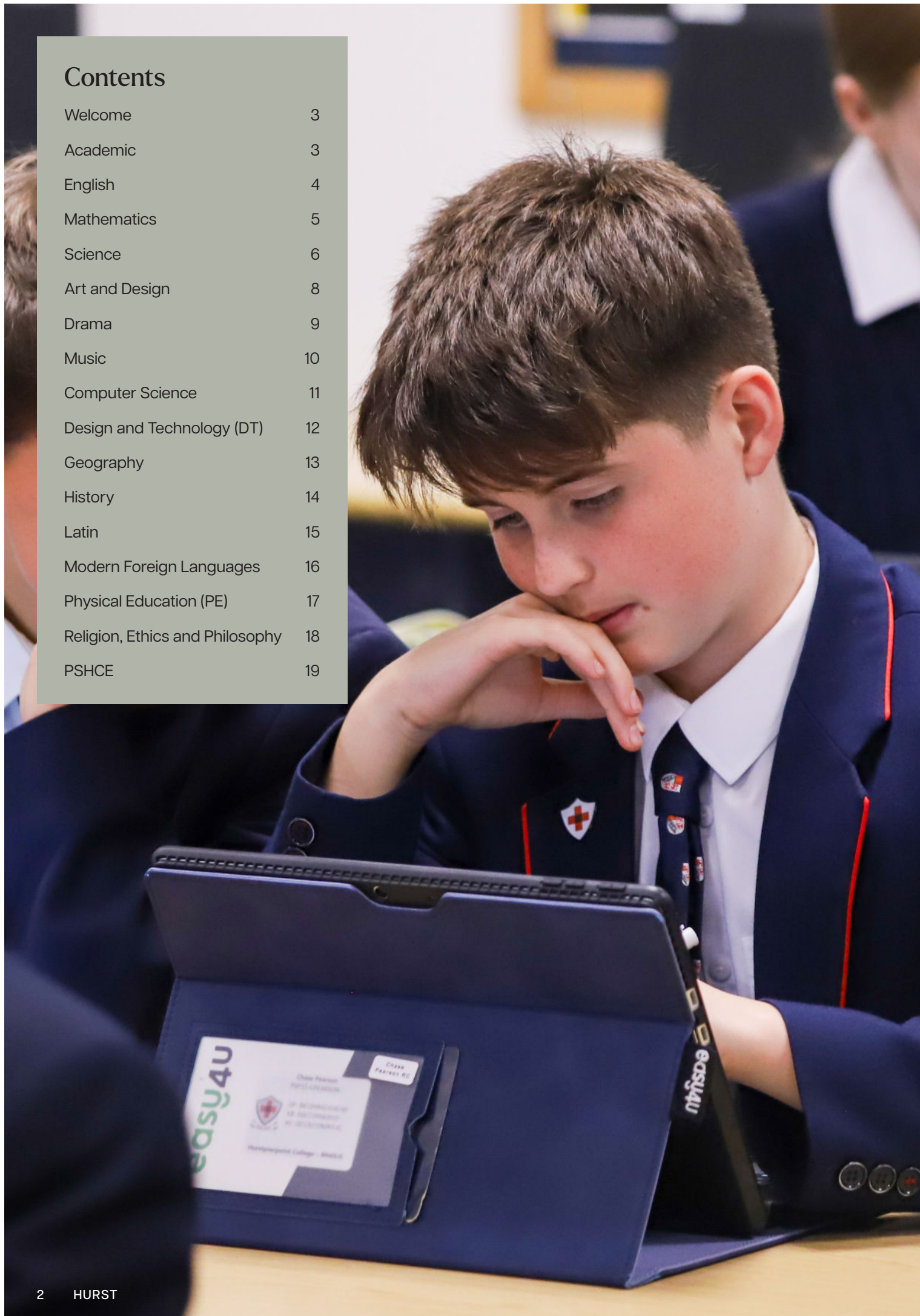
# Year 7

Curriculum overview  
2025–26

Senior Prep School

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# Welcome

In order to fulfil our aim: 'To provide an excellent all round education with a strong academic core for every child', we are committed to ensuring that every child at Hurst Prep is given equal opportunity to achieve their individual best.

We hold high expectations for every pupil and hope that they delight in the challenging approach to the learning we provide.

Our focus is on individual attainment rather than on groups of pupils being defined by the set they are allocated. In order for our pupils to exhibit lifelong learning skills such as resourcefulness, reflectiveness and responsibility, the learning groups in the Senior Prep School are carefully crafted to encourage these behaviours.

# Academic

## Setting and Banding

In order to allow pupils to progress positively in their studies, they are placed into two different bands in Years 7 and 8 for Maths. Pupils are initially allocated according to test results and assessments. The groups are reevaluated following internal assessments at the end of the Michaelmas term.

## Challenge Grades

At the beginning of Year 7 a Challenge Grade is set for each pupil in each of their subjects. These grades are aspirational, set on an individual basis for pupils to be working towards. With focus, determination and a good work ethos they are grades that we think a pupil should be capable of achieving in their end of Year 8 exams.

## Challenge Grade Reviews

Periodically, teachers provide written feedback in each subject for each individual pupil, outlining their performance since the last review and giving guidance and targets for pupils to work on, these are known as Challenge Grade Reviews. This is similar to receiving frequent small reports for each subject throughout the year, each including constructive and positive guidance for development for each individual pupil. We feel strongly that this is much more beneficial than one long report at the end of the academic year. In Years 7 and 8 Challenge Grade Reviews are addressed to the pupils.

## Challenge Grade Scores

Challenge grades are set for all subjects.

A Challenge Grade of an A, B or C will be set for all pupils in all year groups. Pupils in Year 8 who have a Challenge Grade of an A, who consistently achieve a score of +1 in the majority of their subjects, on their review, can interpret this as working at potential scholarship level.

Scores have the following meanings:

- +1 means working above the Challenge Grade
- ✓ means working at the level of the Challenge Grade
- 1 means working below the Challenge Grade
- 2 means working well below the Challenge Grade and is a cause for concern

If at any time you have any questions about any aspects of academic life in the Senior Prep School, do please feel free to contact:

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# English

## Aims of the department

To teach pupils the necessary skills to communicate their thoughts and ideas clearly and accurately in both written and spoken word.

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To encourage pupils to produce written and spoken work in a variety of different linguistic styles.

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To develop enthusiasm and confidence when discussing literature.

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To give the pupils an appreciation of the importance of language, literacy, and literature by studying a Shakespearean play, the Gothic genre, and poetry which explores diversity and identity.

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To fulfil and make pupils aware of the requirements of IGCSE Language and Literature in preparation for their senior school careers.

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To ensure that each child is aware of their assessment focus and knows how to improve their work.

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To ensure that each pupil reaches their potential for the Year 7 exams and is prepared for and enthusiastic about English in Year 8 and beyond.

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## Curriculum Overview

### Writing

Pupils will be working on producing imaginative and persuasive texts to a high standard. Texts produced will be appropriate to task, reader and purpose and organised and presented effectively. Pupils will therefore be able to write according to the requirements of a range of genres: creative narratives, letters, articles and speeches. When writing both analytically and creatively, paragraphs will be well considered with varied and cohesive sentences for clarity, purpose and effect.

Pupils will also learn how to write analytically (focusing on drama and poetry) using clear scaffolds as guides (like 'PEA').

### Spelling, Punctuation and Grammar (SPaG)

Pupils will be taught spelling, punctuation and grammar (SPaG) both through the literary texts on the syllabus and in stand-alone lessons and activities. They will learn to write with technical accuracy of syntax, higher level punctuation and be able to select and extend vocabulary choices. Spelling is reinforced through marking and there is particular focus on homophones and recapping of spelling rules covered in Years 3 to 6.

## Reading

Focus on character and themes.

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Analysis of texts (concentrating on characters and themes) ranging from Shakespeare to present day poets.

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Keeping reading records, extending individual reading habits, and sharing a love of reading a range of texts with each other.

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Class texts: 'A Midsummer Night's Dream', an anthology of Gothic Fiction extracts and an anthology of poems about identity.

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### Speaking and Listening

Throughout the year, pupils will have opportunities to speak individually, in pairs and in groups during a variety of tasks. Presentation work and verbal feedback of ideas are an integral part in lessons. Pupils will gain confidence in sharing their opinion, and responding to the opinions of others.

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# Mathematics

## Aims of the department

Mathematics should be taught as a tool for understanding other subjects, for coping with everyday situations, as a subject in its own right and for enjoyment.

Our aim is that each pupil should reach their full potential in the subject, to enjoy it and have enthusiasm for the subject and the satisfaction of achievement within it.

We believe it is essential for pupils to gain a thorough understanding of the material and not simply learn a set of rules or procedures to apply.

Curriculum Overview	
<b>Number</b>	<ul style="list-style-type: none"> <li>• Measures</li> <li>• Integers</li> <li>• Decimals</li> <li>• Fractions</li> <li>• Degree of accuracy</li> <li>• Percentages</li> <li>• Ratio and proportion</li> <li>• Applying numbers</li> <li>• Powers and roots</li> </ul>
<b>Algebra</b>	<ul style="list-style-type: none"> <li>• Algebraic manipulation</li> <li>• Expressions, equations and formulae</li> <li>• Graphs</li> <li>• Sequences</li> </ul>
<b>Geometry</b>	<ul style="list-style-type: none"> <li>• Mensuration of shapes</li> <li>• Similarity</li> <li>• Construction</li> <li>• Measures</li> <li>• Angles, lines and triangles</li> <li>• Symmetry and transformations</li> </ul>
<b>Statistics</b>	<ul style="list-style-type: none"> <li>• Graphical representation of data</li> <li>• Statistical measures</li> <li>• Probability</li> </ul>

# Science

## Aims of the department

To promote enthusiasm and interest in the physical and natural world.

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To provide pupils with practical skills and experiences, with due regard to safety, and an understanding of the process of scientific investigation.

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To develop an awareness and understanding of the importance of Science and scientists to our lives.

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To enable the pupils to use ICT, when appropriate, to enhance their learning and understanding of the subject.

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To introduce skills needed to study the Sciences at KS3 and in the Senior School.

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The aim of the teaching is so that each child reaches their full potential in this exciting subject.

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## Curriculum Overview

### Michaelmas Term

The term will begin with an introduction to the 'Lab' and how scientists work. Pupils will learn how to plan investigations and how to work safely. Pupils will then complete the topic 'Discovering Science' which provides an introduction into the important foundation concepts across the three Sciences. This will include an examination of the 'Particle Model' and how substances change state. Pupils will also understand how to use a Microscope to view cells and will learn how cells are structured and function. Pupils will finally look at how forces influence objects including a focus on the role of friction.

### Lent Term

This term, pupils will dive deeper into Science by studying the topic 'Exploring Science'. They will understand how an object's speed can be measured and calculated. They will also explore the Periodic table through learning about Elements, Compounds and Mixtures. Pupils will then examine the energetics of organisms by exploring the reactions of Respiration and Photosynthesis, looking at the organs and processes that facilitate these reactions. They will also strengthen their investigative skills, looking at how experiments can be improved and data best displayed.

### Summer Term

Now that pupils have covered the fundamentals of Science, pupils look more closely at three key topics. This includes 'Energy and Electricity' where pupils will look at the rules of electrical circuits and how energy may be transferred. Pupils will look at 'Reactions', how new substances may be made and how to summarise different types of reactions with equations. Pupils will finally examine 'Environmental Science' and explore how ecosystems work and the challenges of climate change, pollution and extinction.



# Art and Design

## Aims of the department

To inspire and excite pupils through creative expression.

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To build confident, resilient and independent learners who are willing to take risks and experiment.

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To extend the visual communication skills of all pupils through the formal elements of art, increasing competence in a variety of media.

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To promote critical understanding by evaluating art work, ensuring that all opinions and ideas are valued.

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To contextualise the integral place of Art in society and its importance historically enabling pupils to form judgements about the meanings and stories within art.

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To encourage open mindedness and a broad cultural understanding, to enable pupils to question automatic perceptions and delve deeper.

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To enable pupils to create work they feel a personal connection with, empowering them to take ownership and pursue independent lines of enquiry.

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To develop a basic awareness of the history of art and an appreciation of current contemporary practises.

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## Curriculum Overview

### Michaelmas Term: *Echoes*

Pupils will investigate the process of abstraction by studying still life and the basic shapes held within it. This will inspire abstract patterns and compositions. Allowing pupils to follow the journey from realism through cubism to abstraction.

### Lent Term: *The World Turns*

Pupils will be encouraged to investigate current news events focusing on mans impact on the planet. They will use a variety of secondary and primary resource material to make a variety of studies relating to man-made and organic forms. This visual research will inspire a mixed media 2D response, using text, photography and collage. Throughout the project pupils will be encouraged to express their own ideas and opinions through their work. This work will encourage their role as global citizens increasing their awareness of important issues relating to the future of the planet.

### Summer Term: *Machines Take Over*

Pupils will study the shapes held within machines through a broad range of drawing techniques. Pupils will invent mechanisms as a series of illustrations that focus on detail and pattern inspired by the artist Paolozzi. Ideas could be humorous or serious allowing pupils to let their imaginations take over. These exciting ideas will be constructed as assemblage into a mechanical clay sculpture/tile or pot.

# Drama

## Aims of the department

To engage pupils in a creative process that promotes the development of their speaking, listening, communication, critical thinking, and performance skills.

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To study in some detail theatrical techniques and acquire new skills.

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To further develop vocal and physical techniques to strengthen public speaking.

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To study cross-curricular topics and address them from a creative and critical thinking point of view.

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To encourage all pupils to express themselves in a positive, confident manner and to reflect on their own and the group's progress orally and in writing.

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## Curriculum Overview

Pupils receive a 1 hour lesson each week. Topics will cross over and link to English, History and PSHCE. Each class will study topics through which they will develop their performance skills as well as learn to assess their work and that of others critically and sensitively.

### Michaelmas Term: *Alice In Wonderland*

Dive into the Rabbit Hole with this immersive series of workshops, exploring a full range of vocal and physical drama techniques and individual, paired and ensemble performance work.

### Lent Term: *Antigone*

Pupils will learn about the six elements of Greek Tragedy: plot, character, spectacle, music song and thought, while exploring timeless themes such as morality, power, social justice and gender.

## Summer Term: *Kidz Be Feral*

*"I'm a free spirit, a wild child and a renegade, I have a fiery soul that cannot be tamed, a free spirit that cannot be maimed."* A jocular theatrical exploration of free spirited children in art, literature and history.

## Production

The annual production will take place in the Summer term. Participation is optional. Pupils will have the opportunity to take principle and supporting roles as well as learn about set, costume and design elements. If pupils do not wish to perform, they will be encouraged to help either backstage or with front of house. Through this production pupils will further develop their performance skills in acting, singing and dance.

# Music

Music is a unique way of communicating that can inspire and motivate pupils. It is a vehicle for personal expression and it can play an important part in the personal development of people. It helps pupils feel part of a community. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject.

We provide opportunities for all pupils to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgments about the quality of music. We encourage all pupils to take part in practical music making, thus developing their self-confidence, self-discipline, responsibility and ability to co-operate with others.

Our Senior Prep School Music Curriculum is designed to encourage pride and creativity in the process with very little emphasis on the final outcome. There is no examination and no prep, but a genuine focus on low-stake imaginative thinking.

## Aims of the department

To develop a strong awareness of various rhythmic patterns and to be able to feel a pulse without any metronome support.

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To be able to perform keyboard arrangement accurately and fluently from a variety of styles.

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To understand how to read traditional notation using the Treble Clef.

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To demonstrate secure singing technique with a clear understanding of harmony and unison.

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To recall and apply key musical terminology in classroom discussions and appraisal questions.

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## Curriculum Overview

### Michaelmas Term

Musical Theatre

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Folk Music

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### Lent Term

Rhythm and Pulse

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Rhythms of the World

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### Summer Term

Minimalist

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# Computer Science

## Aims of the department

Computer Science is a subject area which allows pupils to understand how the technology they use on a daily basis works, and to develop the necessary skills in order to develop into the next generation of digital creators and developers, and not just consumers of information and technology.

In Year 7 pupils will be introduced to programming techniques, and will work on creating a series of programs using the Scratch Programming Language. Pupils will learn how to design an algorithm to solve a problem. Programming elements such as input and output, control statements and loops will be explored with practical examples. The skills developed can be used by pupils to develop programs of their own design.

## Curriculum Overview

Pupils receive a 1 hour lesson once a week.

In the Michaelmas Term pupils will explore what makes a good App design, and will work in teams to design and pitch an idea for an App of their own, using the AppLab programming environment.

This leads on to the Lent Term with pupils examining how programs are made and pupils quickly become involved in creating their own programs through a range of practical tasks in Scratch. Following this, key skills are developed in Spreadsheet modelling using a real world scenario.

In the Summer Term the concept of Machine Learning is explored with practical examples used to explore how this concept is affecting our everyday lives.

## Topics

Programming

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App design

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Spreadsheet Modelling

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Machine learning

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# Design and Technology (DT)

## Aims of the department

To provide theory, design and manufacture opportunities using wood and plastic.

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To produce creative design work and realistic outcomes.

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Over a three year cycle; to provide a foundation on which to build for GCSE.

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Enable pupils to be familiar with a relevant body of knowledge, skills, principles and vocabulary in the design and construction of projects, each year.

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Enable pupils to work both independently and co-operatively with each other.

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Employ teaching methods and resources that allow all pupils (irrespective of their gender, academic ability, etc.) to have equal access to Design and Technology.

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Develop the child's enthusiasm for design and its role in everyday life.

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Develop the child's skills with manufacturing techniques using both hand tools and simple machinery.

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Enable each pupil to understand the importance of the drafting techniques taught and to utilize them effectively in manufacture.

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Stimulate and/or maintain student interest, enjoyment, curiosity and concern about technological aspects of their environment.

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All pupils will be given a safety brief, safety rules and workshop guidelines before undertaking any work in the DT department.

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## Curriculum Overview

Pupils are taught Design and Technology 1 hour per week and will be set DT prep.

### Project – Sweet Dispenser

Pupils will learn about woods and plastics, the different categories and types of each material, their properties, their raw materials and how they are processed from them.

They will learn about the basics of the design process, including how to present their design ideas in three dimensions and how to annotate them. They will develop the skills to evaluate their own work and the work of each other. They will then design and manufacture a sweet dispenser out of wood and plastic.

# Geography

Geography should be the most exciting subject in the school. It is hoped that a study of Geography will widen pupils' horizons and help them have a greater understanding of the environment and community (local, national and global) in which they live. It should encourage a spirit of adventure and build upon a pupil's natural desire to seek out facts and opinions, so becoming a cultured and balanced person. With even a little knowledge and sensitivity that person can help others to understand the world around us.

It is the aim to enable each child to reach his or her full potential in each area of Geography. We aim to promote and foster a child's intellectual curiosity. To do this we must not only develop skills and attitudes, but also teach material and subject knowledge.

## Aims of the department

Provide a foundation of geographical knowledge and understanding, ideas and skills for all pupils, which may be useful in later life.

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Foster pupils' sense of wonder at the beauty of the world around them; developing a sense of place and relative location.

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Develop an understanding of the characteristics of different physical and human environments and the processes which have affected their development.

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Provide understanding and empathy for other peoples and their different cultures both within our own society and elsewhere in the world.

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Develop an awareness of people's role in interacting with each other and the environment and the various opportunities, decisions, constraints and spatial differences.

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Encourage a sense of care and personal responsibility for the Earth and its people, the environment and the use of resources.

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## Curriculum Overview

### Michaelmas Term

River processes and resulting landforms.

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River flooding causes, effects and responses.

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### Lent Term

Geographical skills: OS map skills, Graph formation and interpretation.

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Using GIS to study geography.

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### Summer Term

Basic settlement location and growth theory.

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Preparation for the Summer End of Year Test.

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# History

The study of History is so much more than dates and facts; it is a meaningful exploration through time, encouraging a natural curiosity to question and developing the skills to find the answers. It is the ability to formulate enquiry skills and develop a pupil's own opinions that will help them become successful historians. Importantly, it is this sense of wonder and excitement that is at the heart of the teaching of History.

Throughout Year 7, the pupils take a chronological approach to British medieval history and focus on a development of source skills while also extending their knowledge of key people, events and historical debates within the period.

## Aims of the department

Foster an enthusiasm for the study of History.

Provide an understanding of the past and the way the past impacts the present and the future.

Develop an ability to question the evidence and the confidence to form and justify personal perspectives.

Encourage an awareness and understanding of historical terminology and chronology.

## Curriculum Overview

### Michaelmas Term:

#### *William I to Henry II*

The son of William the Conqueror.

Henry I

The Anarchy (Stephen and Matilda).

The role of the Medieval Church in daily life.

Henry II and the murder of Thomas Becket.

### Lent Term:

#### *Richard I to Edward I*

Richard I and the Third Crusade.

King John and Magna Carta.

Henry III and the First Parliament.

Edward I and the creation of a United Kingdom.

### Summer Term:

#### *The Black Death and the Peasants Revolt*

The causes and symptoms of the Black Death.

The causes of the Peasants' Revolt.

The events and consequences of the Revolt.

The end of the Middle Ages.

# Latin

Latin in Year 7 is the start of an exciting adventure for some and the continuation for others of the one begun in Year 6. Pupils not only learn the Latin language, but about Roman civilization, history, art and creative writing and access one of the most impressive ancient cultures ever to have existed.

The Romans have caught the imagination of many people over many centuries so we in the Classics Department champion this with the study of a wide variety of cultural elements. To do this, we use an excellent textbook: the Cambridge Latin Course. Book 1, studied throughout Year 7, is based around a family living in Pompeii up to (and including) the devastating eruption of 79 AD.

## Aims of the department

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To ensure pupils gain a thorough grounding in Latin grammar, and are able to see how this links to the grammar they are learning in English and Modern Foreign Languages.

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To ensure pupils develop an understanding of the Roman culture so that they can use this to engage and respond to issues inherent in the modern world.

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To ensure all pupils have access to the Classical world.

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To provide a safe classroom environment where all pupils feel they can contribute to classroom activities and ultimately learn effectively.

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## Curriculum Overview

### Michaelmas Term

Some pupils will start Latin from scratch and will, by Christmas, have been exposed to the rudiments of the language such as noun cases, verb tenses and vocabulary. Others will go through the basics of Latin which they learnt over the course of their time in the Junior Prep School and will gain a deeper understanding of this grammar by building on the foundations of the previous year through English to Latin translation.

Pupils will be encouraged to make links between this work and that which they are doing in English to encourage some cross-curricular consolidation. Pupils will also learn about several areas of the Pompeian, and thus Roman, world such as houses, daily life, towns and the forum. They will be translating passages of prose and plays, answering comprehension questions on set passages, and perhaps even translating English into Latin.

### Lent Term

Pupils continue working through the textbook. Thus, they build upon the foundation of the Michaelmas term with greater practice of the grammar alongside the introduction of more cases, plurals and more tenses. Grammar work on adjectives and adverbs also occurs. Culturally they examine the topics of Roman theatre, slavery, the Underworld and gladiators.

### Summer Term

Pupils complete most of the textbook with the knowledge of the present, imperfect and perfect tenses, the nominative, accusative and dative cases and all of the vocabulary given in the book. This is the foundation for learning Latin throughout the school, and is the basis for GCSE and A Level. We also examine Roman baths, education, local government and the eruption of Vesuvius.

# Modern Foreign Languages

We believe that learning a Modern Foreign Language is a vital life skill that cultivates global awareness, academic resilience and cultural empathy, while developing excellent communication and cognitive skills that benefit pupils across all areas of the curriculum.

Our vision is to inspire a love of language learning through a dynamic and enriching programme that lays strong foundations for success at GCSE and beyond. In Year 7 pupils can study two Modern Foreign Languages – French and Spanish. They continue with their choice into Year 8.

## Aims of the department

To foster an interest in learning other languages.

To introduce pupils to language learning in a way that is enjoyable, accessible and fun.

To help pupils to develop their awareness of other cultures.

To develop their listening, speaking, writing and reading skills in both English and their second or third languages.

## Curriculum Overview

The Year 7 language curriculum is designed to be active, immersive and highly engaging. The focus is on building confident communicators who are comfortable using the target language in real-life contexts. Lessons are conducted primarily in the target language and emphasise:

Pair and group work to encourage collaborative learning

Regular listening and speaking activities to develop fluency

Creative tasks that make learning meaningful and enjoyable

## French

Curriculum Overview		
Michaelmas Term	Lent Term	Summer Term
Friends and Family Likes/dislikes: Free Time	Likes/dislikes: School subjects Describing teachers Free time, what I and others do	Weekend plans Summer holiday plans

## Spanish

Curriculum Overview		
Michaelmas Term	Lent Term	Summer Term
Introducing myself: Name, age and birthday. Describing myself; Hair and eyes and physical details. Where I live and where I am from. Likes/dislikes: School subjects and teachers Likes/dislikes: Free time activities	Family members and relationships Describing myself and others; hair and eyes Describing; physical and characteristics Pets Jobs and opinions Comparing people Weekend plans	Likes/dislikes; food What I am going to eat

# Physical Education (PE)

## Aims of the department

Become skilful and intelligent performers.

Acquire and develop skills, performing with increasing physical competence and confidence, in a range of physical activities and contexts.

Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking.

Develop pupils' ideas in a creative way.

Set targets for themselves and compete against others, individually and as team members.

Understand what it takes to persevere, succeed and acknowledge others' success.

Respond to a variety of challenges in a range of physical contexts and environments.

Take the initiative, lead activity and focus on improving aspects of their own performance.

Discover their own aptitudes and preferences for different activities.

Make informed decisions about the importance of exercise in their lives.

Develop positive attitudes to participation in physical activity.

## Curriculum Overview

Michaelmas Term	Lent Term	Summer Term
<p>Pupils will have six PE lessons this term, three tennis and three fitness testing.</p> <p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>• Forehand and Backhand Groundstrokes (Technical Focus)</li> <li>• Serving and Returning (Tactical Awareness)</li> <li>• Matchplay and Assessment Skills (Application Under Pressure)</li> </ul> <p><b>Fitness Testing</b></p> <p><b>Start up Fitness Tests</b></p> <ul style="list-style-type: none"> <li>• Counter Movement Jump</li> <li>• Plank</li> <li>• 20m sprint test</li> <li>• 30–15 Intermittent Fitness Test</li> </ul> <p><b>Foundation physical competency</b></p> <ul style="list-style-type: none"> <li>• Bodyweight Squat</li> <li>• Hip Hinge</li> <li>• Push up</li> <li>• Single Leg Squat</li> <li>• Landing competency score and Standing Broad Jump/ Hurdle Jumps Landing</li> <li>• Running Posture Assessment</li> </ul>	<p>Pupils will have five or six PE lessons this term split across swimming and badminton.</p> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• Front Crawl – Technique and Efficiency</li> <li>• Backstroke – Technique and Control</li> <li>• Breaststroke – Timing and Power</li> <li>• Confident swimmers will also be assessed on Butterfly</li> </ul> <p><b>Badminton</b></p> <ul style="list-style-type: none"> <li>• Developing Basic Badminton Strokes and Footwork</li> <li>• Mastering Serve and Return Techniques</li> <li>• Game Play and Tactical Awareness</li> </ul>	<p>Pupils will have three or four PE lessons this term focused solely on athletics.</p> <p><b>Athletics</b></p> <p>Where time and weather constraints allow:</p> <ul style="list-style-type: none"> <li>• Track: All Track events, Hurdles and Relay</li> <li>• Jumps: High Jump, Triple Jump, Long Jump</li> <li>• Throws: Shot Put, Discus, Javelin</li> <li>• Practice for IAPS and Sports Day</li> </ul>

# Religion, Ethics and Philosophy

Religion, Ethics and Philosophy (Religious Studies) enables pupils to explore complex issues and build skills in listening, empathy, communication, enquiry and independent learning.

In Year 7, pupils will study a religious, ethical, and philosophical module across each term of the academic year. Through frequent class discussions and debates, pupils will be given opportunities to investigate contemporary issues, current affairs and various thought-provoking questions in order to develop their critical thinking and engage reflectively with the world around them.

Pupils will be challenged to develop the way in which they present balanced views and reach overall judgements, through honing their essay writing skills. Through their engagement with REP, pupils will refine the way in which they think critically about a given topic, proving opportunity for further independent thought.

Pupils have the opportunity to pursue a philosophical topic of interest to them through 'deep dive' lessons, which provide time and space for pupils to think deeply about questions, concepts and worldviews, whilst being supported in their thinking by teaching experts.

## Aims of the department

To develop pupils' knowledge and understanding of different religions and other worldviews.

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To offer opportunities for personal reflection and spiritual development, and to explore personal beliefs and values.

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To learn about morality and ethical teaching, enabling pupils to make reasoned and well-informed judgements.

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To encourage empathy and understanding through building awareness of the diversity of thought and belief in the world today.

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To develop pupils' sense of identity and belonging, preparing them for life in multi-cultural society.

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## Curriculum Overview

### Michaelmas Term

What is Islam all about?

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What are the Five Pillars of Islam, and why are they important?

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Key festivals for Muslims: Ramadan and Eid

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What do Muslims believe about the afterlife?

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### Lent Term

An introduction to Philosophy of Religion

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The Cosmological Argument

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The Design Argument

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'Big Questions Project' – independent research and reflection on a philosophical question

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### Summer Term

An introduction to Human Rights

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Human Rights Heroes

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Human Rights and Conflict

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Recap, Revision and Examination

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# PSHCE

(Personal, Social, Health, Citizenship and Economic Education)

## Aims of the department

The PSHCE programme of learning aims to give pupils the knowledge and skills they need to lead confident, healthy, independent lives, build strong relationships and to become informed, active, responsible citizens.

There are three core ‘themes’ that are covered throughout the year, these are: Relationships, Healthy Lifestyles and Living in The Wider World. Each year group at Hurst will be looking learning about these three themes at the same time of year so the content is built upon year on year. The Chaplain will come to deliver ‘Spiritual Hurst’ sessions during these lessons to get the pupils

to think about some big moral and philosophical questions.

Pupils are taught bi-weekly by their tutor, supported by Ms Siobhan McCurdy as Head of Department, with occasional visiting speakers, throughout the year to compliment the lesson content. The scheme of work is reviewed and updated annually.

Pupils will cover topics relating to Relationships, Sex and Health Education, supporting them to learn the building blocks of healthy, respectful relationships – in person and online; this will consider a range of different types of family and friendships dynamics.

Pupils work with supporting resources and workbooks and their work is assessed through surveys, observations, debates, role play, written work and self-reflection.

The content outlined below in the Curriculum Overview may change to respond to the needs of the year group at the time however it gives an illustration of the topics planned to be covered. The exact timings of the lesson delivery will vary.

## Curriculum Overview

Michaelmas Term	Lent Term	Summer Term
<p><b>Relationships and Sex Education</b></p> <p>The focus for this term is on Relationships and the introduction of themes around Sex Education which will be built on over the next few years at Hurst.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> <li>• Dealing with change</li> <li>• Changing friendships</li> <li>• Building connections</li> <li>• Healthy online friendships</li> <li>• Hurtful behaviour</li> <li>• Introduction to consent</li> </ul>	<p><b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"> <li>• Puberty and Emotional Wellness</li> <li>• Menstrual wellness</li> <li>• Understanding stress</li> <li>• Building stress resilience</li> </ul>	<p><b>Living in The Wider World</b></p> <ul style="list-style-type: none"> <li>• All fun and games (risks about online gaming)</li> <li>• Careers – Curriculum to career paths</li> <li>• Careers – Non-traditional career paths</li> <li>• First aid</li> </ul>

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