

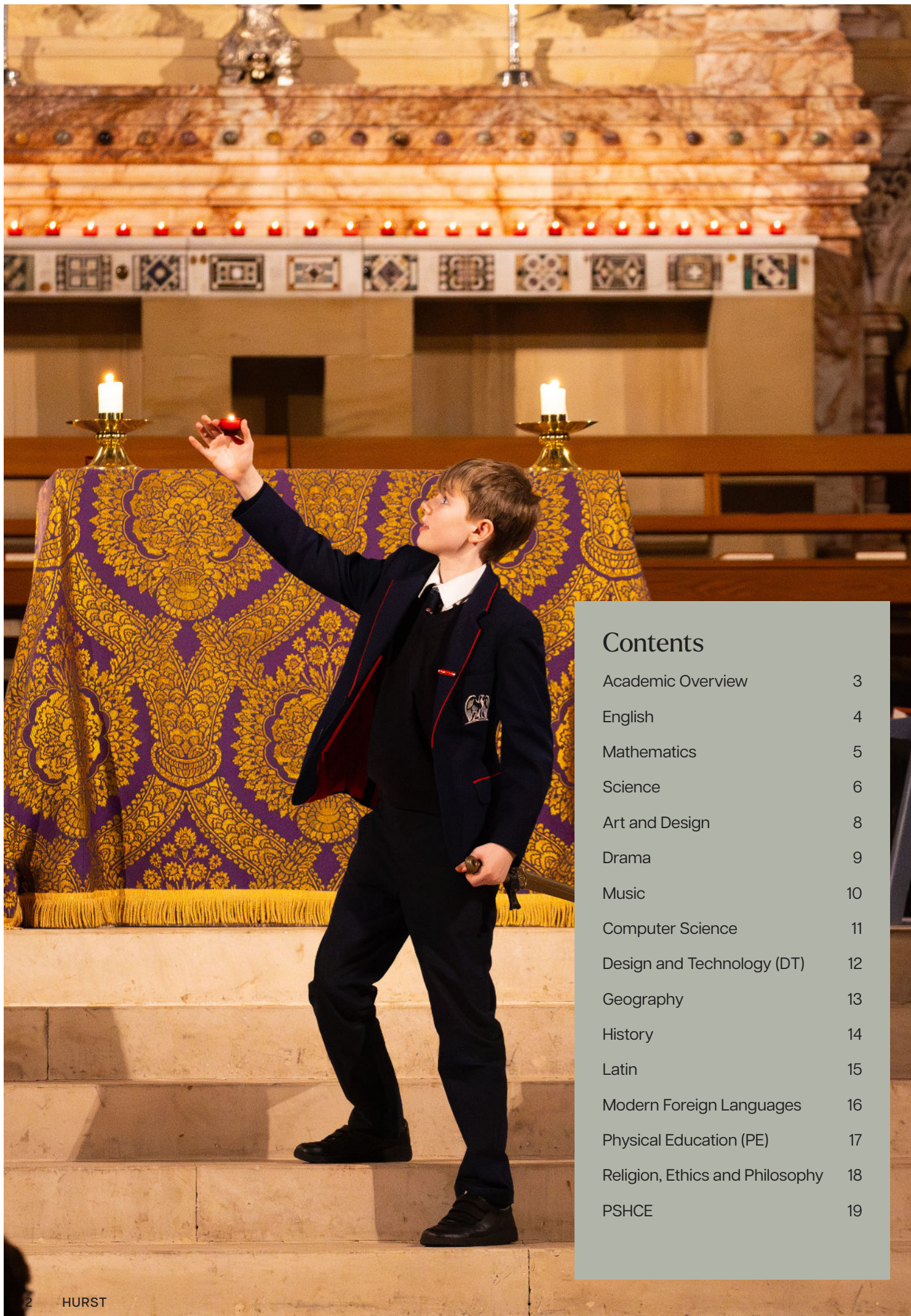


Hurst

Year 8

Curriculum overview
2026–27

Senior Prep School



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Academic Overview

Welcome to the SPS academic curriculum, a place where ambition, curiosity and knowledge come together to shape this phase of every pupil's academic journey at Hurst.

At the heart is a belief that every pupil can achieve their visions of excellence. Our curriculum is designed not only to develop deep subject knowledge and intellectual confidence, but also to nurture independence, resilience and a lifelong love of learning. We challenge all pupils to aim high, embrace opportunity and take pride in their progress. By doing this, they will achieve their own personal best.

Central to this journey are our outstanding learning behaviours. We expect every pupil to actively engage in their learning: to think critically, ask thoughtful questions, reflect on feedback and persevere when learning is challenging. By embedding these habits, pupils develop the confidence to take risks, the discipline to stay focused and the curiosity to explore beyond the classroom.

Learning at Hurst is dynamic and purposeful. Whether in lessons, independent study or co-curricular pursuits, pupils are encouraged to collaborate, communicate and think creatively. They learn not only what to think, but how to think; preparing them for future study and life beyond school.

This booklet outlines the opportunities, expectations and pathways within our curriculum. It is designed to support pupils and parents in understanding how learning is structured and how their version of excellence can be achieved.

We look forward to seeing every pupil flourish academically as they make the most of all that our curriculum has to offer.

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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Aims of the department

To refine the pupils' communication skills allowing them to express their thoughts and ideas clearly and accurately, in the written and spoken word.

To hone pupils' skills in producing written work in a variety of different linguistic styles.

To ensure that pupils are aware of the relevant assessment foci and how to improve their work.

To cement a love of Literature fostered in Year 7 through enthusiastic teaching and discussions of the set texts and associated authors.

To give pupils an appreciation of the importance of language, literacy, and literature in our lives by studying a GCSE standard novel which promotes diversity and acceptance, Shakespeare, and poetry and non-fiction from a range of genres.

To fulfil the necessary requirements for the iGCSE English Language and Literature and thus fully prepare pupils for Shell and GCSE English.

To ensure that each pupil reaches their full potential for the Year 8 exams, thoroughly enjoys engaging with literature, and is therefore prepared for Shell and beyond.

Curriculum Overview

Writing

Pupils will work on producing sophisticated and persuasive and discursive writing with confidence. Texts produced will be appropriate to task, reader and purpose and be organised and presented effectively. Pupils will study and then recreate a range of different genres: letters, journalistic articles, biographies and speeches. In both creative and analytical writing, pupils' paragraphs will carefully structured with varied, cohesive sentences utilised for clarity, purpose and effect. Consequently, pupils will be able to include more sophisticated punctuation and linguistic devices. When writing analytically, pupils will focus on writing using the PEAZ format as a guide to structure their writing and thinking and thus develop their analysis of language, structure and form.

Spelling, Punctuation and Grammar (SPaG)

Pupils will be taught spelling, punctuation and grammar (SPaG) through their study of Literature and in stand-alone lessons and activities. They will learn to write with syntactical accuracy, using higher level punctuation and an extensive vocabulary. Spelling is reinforced through marking and there will be a particular focus on high frequency words, subject specific vocabulary and more complex polysyllabic words.

Reading

A focus on theme, characterisation and genre.

Analysis of texts including 21st century prose, Shakespearean drama, poetry and a range of non-fiction texts.

Pupils will be given the opportunity to share what books they are reading in their own time, thus promoting and normalising a love of reading.

Class texts: 'Noughts and Crosses', 'Macbeth' and an anthology of Sonnets.

Speaking and Listening

All pupils will be encouraged to confidently voice their own opinions and support those of their peers through class discussions and activities. Pupils should be able to verbally engage with and accept a variety of different readings of our set texts and associated authors using specific examples from the text in question where necessary. Throughout each term, pupils will be expected to produce short presentations to display their understanding of and engagement with the respective texts.

Mathematics

Aims of the department

Mathematics should be taught as a subject in its own right, as well as a powerful tool for understanding other subjects and navigating everyday life.

In Year 8, our aim is to develop pupils' confidence, curiosity and enjoyment of the subject, enabling them to build secure foundations for future study. We strive for every pupil to reach their full potential, taking pride in their progress and achievement.

We place particular emphasis on deep understanding, encouraging pupils to think critically and mathematically, rather than relying on memorised rules or procedures. Through this approach, pupils develop resilience, problem-solving skills, and an appreciation of mathematics as a coherent and logical subject.

Curriculum Overview

Number	• Standard form • Percentages
Algebra	• Algebraic manipulation • Expressions, equations and formulae • Inequalities • Graphs
Geometry	• Construction • Mensuration of 2D shapes • Surface area • 3D shapes and volume • Polygons • Transformations • Measures • Pythagoras • Trigonometry
Statistics	• Statistical measures

Science

Aims of the department

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

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

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

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

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

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

Curriculum Overview

Michaelmas Term

This term begins with the 'Nutrition and Transport' topic. This allows pupils to explore the physiology of digestion and circulation. They will then move onto the topic 'Matter' which extends the Year 7 concepts of particles and provides practical exploration on the concepts of density and diffusion. Finally, pupils will explore 'Waves' where they will learn the fundamentals of the physics behind light and sound.

Lent Term

Pupils will start the lent term with a study on 'Reproduction and Inheritance' which will provide a foundation for understanding complex ideas about DNA and variation at GCSE. They will then complete 'Reactivity' which will explore the reasons behind the behaviour and reactions of different elements in the periodic table. They will complete the term by working through the 'Magnetism' topic which will also provide some practise in experimental design.

Summer Term

Pupils will complete the final topic 'Earth Science' which explores the chemistry of fuels and the impact of humanity on our planet. Preparation and revision of the KS3 course will then take place to prepare Year 8 pupils effectively for their end of year examinations. Over the course of the year the pupils will also strengthen their practical skills through completion of their 'Practical Challenge'.

How much carbon dioxide is in a can of fizzy drink?

By Annabel Russell, Bella Streeter, Florence Saunders, Lucas Butler, Thomas Goodridge, Arthur Reading

Method

- Put the rubber bung into the fizzy drink bottle.
- Make sure the delivery tube connects the bottle to the measuring cylinder.
- Open the bottle (or squeeze gently if it's already open) so the CO_2 escapes and travels through the tube.
- The gas bubbles into the measuring cylinder, it will displace the water.

- Fill a large tank with water.
- Fill a measuring cylinder with water, turn it upside down and place it under the tank.
- Insert the delivery tube into the measuring cylinder while it is under the tank.

Art and Design

Aims of the department

To inspire and excite pupils through creative expression.

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

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

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

To contextualise the integral place of Art in society and its importance historically.

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

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

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

To develop the art skills of all pupils to purposefully and confidently control media.

Prepare all pupils for their transition to the Senior School and offer guidance about routes within education and the work place.

Curriculum Overview

Michaelmas Term: *Natural Forms*

Pupils will make a series of close up studies of organic objects; key drawing skills will be refreshed concentrating on tone and form. It will encourage pupils to find the extraordinary detail within the every day. The drawings and paintings produced will act as research to fuel a clay sculpture. Coiling will be taught to pupils as a clay process, promoting logical and careful working. Pupils will be encouraged to be ambitious in the style and scale of their work and will study Kate Malone and Karl Blossfeldt for inspiration.

Lent Term: *Aqua*

Under the sea live a myriad of amazing creatures. Fish come in a million shapes and sizes from huge silver tailed beasts to twirling jelly fish. Their structures and colours are magnificent and have proved inspirational to artists for centuries. In this project we will revisit key drawing skills particularly concentrating on texture. This will lead to an exploration of collage relief through printmaking. Pupils will have the opportunity to use a professional printing press and etching ink to explore collograph printing, inspired by the traditional Japanese techniques of Gyotaku.

Summer Term: *Harmony*

This project will encourage pupils to consider their own identity and how to express that within an art work. Pupils will be encouraged to consider their character traits, memories, hopes and dreams to create a piece that encapsulates their identity at this point in their personal development.

As a class we will discuss balance and encourage pupils to look at their life to create harmony. Pupils will collect personal resources that relate to their own identity taking ownership of their art.



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.

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

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

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

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.

Curriculum Overview

Pupils receive a 1 hour lesson each week. Topics will cross over and link to English, History and PSHE. 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: *Remote*

Building on the concept of individuals who speak out while studying the classic text *Antigone* in Year 7, this National Theatre commissioned play about protest, power and protecting your identity is a modern exploration of similar, timeless themes and is a natural bridge into studying Drama at GCSE in Shell.

Lent Term: *Macbeth*

A thorough theatrical exploration of one of the most famous plays of all time, from the point of view of performer, director and designer.

Summer Term: *Commedia dell'arte and Puppetry*

A two-part taster in the classic European improvised comedy of 'stock' characters and a National Theatre inspired series of workshops in making puppets and bringing them to life through the three principles of puppetry: focus, breath and weight.

Production

The annual production will take place in the Lent 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 and musical theatre 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 perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.

To develop the interrelated skills of performing, composing and appreciating music.

To understand how music is influenced by the time, place and purpose for which it was written.

To develop Music Technology skills.

Curriculum Overview

Michaelmas Term

Ground Bass and Variations

Video Game Music

Lent Term

Dance Music

Summer Term

Pop Music



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 8, pupils will further develop their programming techniques and will work on creating a series of programs using the LiveCode 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, leading on to pupils developing their own version of the Flappy Bird game. The skills developed can be used by pupils to develop programs of their own design, which ultimately can be used on a range of desktop and mobile devices.

Curriculum Overview

Pupils receive a 1 hour lesson once a week. Key programming concepts are introduced in the Michaelmas Term and pupils quickly become involved in problem solving by controlling a virtual robot. In the Lent Term key programming concepts are explored through the use of a high level language. In the Summer Term pupils extend their programming skills through the use of the Python programming language.

Topics

Programming

Robotics

Game Design

Computational Thinking

Design and Technology (DT)

Aims of the department

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

To build on the work completed in Year 7, whilst still allowing access to the projects for those who are new to the school.

To introduce Computer Aided Design and Manufacture.

To produce creative design work and realistic outcomes.

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

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

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

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

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

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

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

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

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

Curriculum Overview

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

Michaelmas Term

Project – Pewter cast jewellery

Pupils will design and make a small piece of jewellery from pewter whilst also having the opportunity to include other materials in their designs. Designs for MDF moulds will be first drawn by hand then in a computer aided design (CAD) program called TS design. These moulds will be cut on the laser cutter and then cast by hand. Pupils will learn about a range of methods for finishing their piece of jewellery.

Lent and Summer Terms

Project – LED light

Pupils will develop their skills working with a range of common workshop tools and machines, as well as building on their CAD skills learnt in the first term through the production of a LED light. The base for the light will be marked out using templates, then hand cut and fabricated in plywood into which pupils will solder in the required electronics. If desired, designs for their light can be drawn by hand, then in TS design before being engraved and cut on the laser cutter. The LEDs will fluoresce their designs in a range of colours.



Geography

Aims of the department

The Geography Department should foster personal and academic development in a caring and challenging environment so that each pupil can achieve his or her full potential in the subject.

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.

We aim to:

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

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

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

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

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

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

Curriculum Overview

Michaelmas Term

Population

Lent Term

Coasts

Summer Term

Tourism

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 8, the pupils focus on a study on Slavery, Empire and Industrialisation. The topics allow pupils to develop both breadth and depth of knowledge while also building on emerging sources skills relating to questioning and analysis.

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

Sugar, Slavery and Empire

The origins of sugar

How sugar spread to Europe and the Caribbean (1100–1500)

Transatlantic sugar (1500–1800)

The human cost of sugar

The effect of industrialisation on sugar (1800–1900)

The sugar crisis (1900–present)

Lent Term

The Industrial Revolution and the colonisation of Australia

The origins of the Industrial Revolution

The working lives of men

The working lives of women

The working lives of children

Claiming Australia

Creating a convict colony

Aboriginal Australians

Settlers

Summer Term

India – A Case Study

East India Company Rule (1757–1803)

Rule to Rebellion (1803–1859)

The British Raj (1859–1905)

Latin

Latin in Year 8 builds on the foundations established in Year 7 with the continuation of the Cambridge Latin Course. We will find out what might have happened to the characters after the eruption of Vesuvius and will explore the topic of Roman Britain.

Aims of the department

To ensure pupils are confident with the elements of the Latin language learned in Year 7 and are able to apply them throughout this year.

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.

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.

To ensure all pupils have access to the Classical world.

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

Curriculum Overview

Michaelmas Term

Pupils will start with some solid revision to rebuild that strong linguistic platform from last year: pupils should have a sound understanding of the nominative, accusative and dative cases and present, imperfect and perfect tenses. They will meet infinitive verb forms, adjectives and will become more adept at translating longer passages. Culturally, the main topics are client kings and slavery in Roman Britain.

Lent Term

This term pupils continue working through the textbook. Linguistically, they will now meet the pluperfect tenses, as well as the genitive case. Pupils will see the irregular verbs met in Michaelmas in this new tense too, as well as, including, of course, more vocabulary. The cultural element moves on to examine the Romans in Egypt, specifically looking at relationships between the Romans, Greeks and Egyptians, differences in lifestyle and the magnificence of Egyptian architecture. Many modern parallels can be drawn from this as well as interesting discussions on religion, multiculturalism and tolerance.

Summer Term

In their last term of Year 8, pupils aim to complete the course and the rules of Latin grammar and syntax which form the basis for study at GCSE. The background element sees them learning about the Egyptian gods and the Roman gods.

Latin and the study of the Roman culture is an academic challenge for all pupils, testing them linguistically and intellectually but it is a challenge upon which they can thrive.

At all points of the course we supplement the material in the text book with our own resources, which aim to consolidate information learned, create new opportunities for pupils to push themselves and give all the ability to immerse themselves in the Ancient World.

Modern Foreign Languages

We believe that learning a modern foreign language (MFL) is a valuable life skill that fosters global awareness, academic resilience and cultural understanding, while developing 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 curriculum that lays strong foundations for future success at GCSE and beyond. Building on the foundations established in Year 7, pupils in Year 8 continue studying their chosen language(s) and further develop their linguistic knowledge, communication skills and cultural understanding.

Aims of the department

Foster a lifelong interest in language learning.

Provide language-learning experiences that are enjoyable, accessible and engaging.

Develop pupils' awareness and appreciation of other cultures.

Develop pupils' listening, speaking, reading and writing skills, while promoting transferable literacy skills across languages.

Curriculum Overview

As their confidence grows, pupils become increasingly independent in listening, speaking, reading and writing, applying their language skills in a wider range of real-life contexts.

Lessons remain active, immersive and engaging, with an increasing emphasis on communicating accurately and effectively in real life contexts. Lessons are conducted primarily in the target language and continue to develop confidence through:

Pair and group work that promotes collaboration

Regular listening and speaking activities to build fluency and confidence

Creative and purposeful tasks that make language learning meaningful and enjoyable

French

Curriculum Overview		
Michaelmas Term	Lent Term	Summer Term
Likes/dislikes: food My town My house	My weekend plans TV and internet	Holidays (present tense): transport, countries and activities Holidays (future tense): transport, countries and activities

Spanish

Curriculum Overview		
Michaelmas Term	Lent Term	Summer Term
School: uniform and facilities Future studies Daily routine	Free time, (present tense) Holidays (present tense): transport, countries and activities Holiday (future tense): transport, countries and activities	Current house Ideal house

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
Pupils will have six PE lessons this term, three tennis and three fitness testing. Tennis - Developing the Forehand and Backhand Groundstrokes - Improving the Serve and Return - Tactical Play and Court Coverage Fitness Testing Start up fitness Tests - Counter Movement Jump - Plank 20m sprint test 30–15 Intermittent Fitness Test Foundation physical competency - Bodyweight Squat - Hip Hinge - Push up - Single Leg Squat - Landing competency score & Standing Broad Jump/Hurdle Jumps Landing - Running Posture Assessment	Pupils will have five or six PE lessons this term split across swimming and badminton. Swimming - Mastering Front Crawl and Backstroke - Improving Breaststroke and Butterfly Techniques - Stamina Building and Technique Refinement – Timing and Power Badminton - Mastering Basic Strokes and Footwork - Developing Net Play and Shot Variety - Improving Smashes and Defensive Play	Pupils will have three or four PE lessons this term focused solely on athletics. Athletics Where time and weather constraints allow: - Track: All Track events, Hurdles and Relay - Jumps: High Jump, Triple Jump, Long Jump - Throws: Shot Put, Discus, Javelin - Practice for IAPS and Sports Day

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

In Year 8, 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 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.

The Year 8 syllabus will prepare pupils for their continued studies in this department in the Senior School and is designed with the purpose of extending their critical thinking skills in addition to building on the skills they have developed throughout their time in the Prep School.

Aims of the department

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

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

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

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

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

Curriculum Overview

Michaelmas Term

Introduction to Buddhism

Who was the Buddha and how did he become enlightened?

Key teachings in Buddhism: karma, nirvana and samsara

How do Buddhists live their lives?

Lent Term

Introduction to Philosophy

What is truth, and how do we know what is true?

Epistemology – can we trust our senses?

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

Summer Term

Ethics in Action – an introduction to morality

Utilitarianism and Situation Ethics

Ethical Issues: wealth and poverty, animal ethics, artificial intelligence

Recap, Revision and Examination

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.

Hurst

Curriculum Overview

Michaelmas Term	Lent Term	Summer Term
Relationships and Sex Education The focus for this term is on Relationships through considering aspects of citizenship. Topics covered: • Different kinds of family • Changing relationships • British Values and Citizenships • Identity and Community • Bias and Stereotypes • Discrimination and Protected Characteristics • Managing Conflict and Disagreements	Healthy Lifestyles • Body Image • Healthy Eating with Sodexo • Understanding Ai • Signs of a scam and sextortion • Bullying and Banter	Living in The Wider World • Careers Talk - Developing Soft Skills • Spiritual Hurst: Creation and the Environment • Place2be - Wellbeing toolkit • Review of the year

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