



Dear Parent/Carer

**YEAR 11 CURRICULUM, STUDENT WELL-BEING, AND HOW BEST TO SUPPORT YOUR CHILD  
HALF TERM 3**

The Curriculum at St. James' is the foundation of everything that we do in school, and full information about what your child will be learning at Key Stage 4 can be found on the school website at [www.stjamesheadle.co.uk/curriculum](http://www.stjamesheadle.co.uk/curriculum). Here, you will find whole school and faculty curriculum statements which sum up our vision of what a knowledge-rich, properly sequenced and challenging education should look like. By clicking on each faculty icon, you will be taken to the curriculum 'progression grids' for each subject, which outline what will be taught each half term and how it will be assessed.

In Half Term 3, this is what is intended to be studied in the Year 11 core curriculum. For your child's option subjects, please consult the school website at [www.stjamesheadle.co.uk/curriculum](http://www.stjamesheadle.co.uk/curriculum). Please be aware that due to the current restrictions, the delivery of the curriculum may be subject to change:

SUBJECT	TEACHING CONTENT	ASSESSMENT
English	Students will study a range of example nonfiction pieces of text from a range of contexts. Focus: reading skills including inference, analysis and comparison.	Exam-style questions. Summative assessment; Key disciplinary knowledge Writers' viewpoints and perspectives Features of non-fiction text types
Mathematics	Manipulating algebra Iteration Substitution Equations: Quadratic and simultaneous equations Graphical solutions Revisit solving linear equations Linear simultaneous equations	Practice exam papers given fortnightly from HT3 onwards
RE	God as One, Creator, Law Giver, Judge Shekhinah Messiah Abrahamic Covenant Mosaic Covenant Ten Commandments Pikauch Nefesh The 613 Mitzvot Free Will and the Mitzvot	Ongoing formative and summative assessment



Science	<p>We learn about forces and their interactions, forces in motion and Newton's Laws of Motion. Engineers analyse forces when designing a great variety of machines and instruments, from road bridges and fairground rides to atomic force microscopes</p> <p>We learn that the Earth's atmosphere is dynamic and forever changing. The causes of these changes are sometimes man-made and sometimes part of natural cycles.</p>	<p>Students will be assessed by a series of end of topic tests followed by a larger assessment at the end of the term</p>
PE	<p><u>Boys</u> Table Tennis / Basketball</p> <p><u>Girls</u> Football Handball</p>	<p>Ongoing formative and summative assessment</p>
PSHCE	<p><u>RSE</u> – Life to the Full; Self-Worth; Respect and dignity for ourselves and others</p> <p>Addiction The pull of short-term highs, understanding maturity and growth</p> <p>Eating Disorders</p> <p>Understanding needs and their relation to our wellbeing</p> <p>Birth Control Appreciating that sex includes the gift of fertility</p> <p>Pornography</p> <p>Sexual desire and making it a part of authentic love</p> <p>STIs The reality of STIs and their impact, sexual choices and consequences and how to rethink behaviour that causes harm</p> <p>Coercive Control</p> <p>Recognising the simultaneous differences and connections</p>	



	between rape, victim-blaming, coercive control, sexism, and misogyny can lead to a more just, aware and respectful society with happier, healthier relationships.	
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**Supporting your child**

This remains a challenging time for all of us – parents, staff and most of all our students. As always, there are many people in school who can support both you and your child during this time. Equally, as parents, it is important to remember the following points about how to support your child

- Speak to your child about what they are doing – this could be through asking them what they have done, testing them on what they have written etc
- Ensure that they have regular breaks and get a good night’s sleep – work in chunks of time, turn off mobile phones and devices an hour in advance of going to bed
- At the same time, reassure them – at home and in school, we want to challenge our students to do their very best, but we also need to understand the stressful time that we have all gone through (and continue to go through)

Yours faithfully

Dr. S. Guscott  
Deputy Headteacher (Curriculum and Pastoral)