

Tudor Grange Academy Solihull

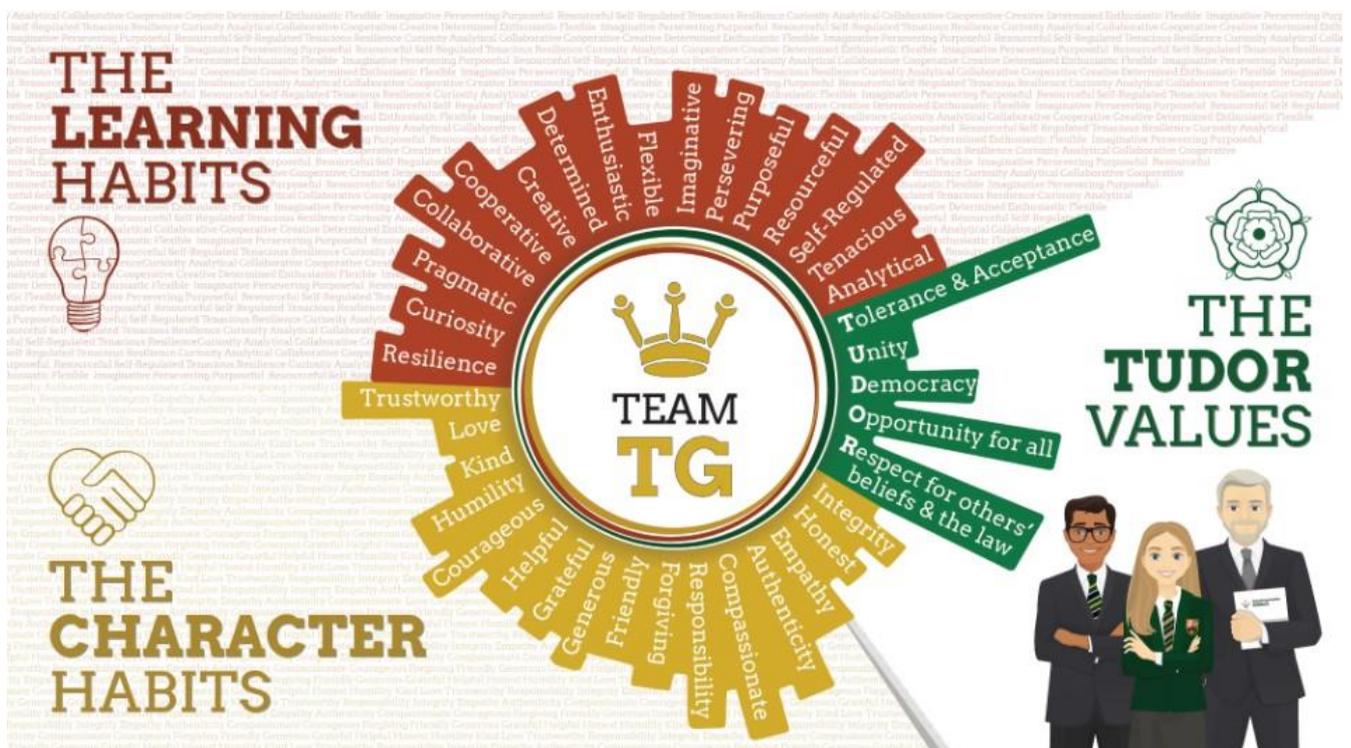
PERSONAL DEVELOPMENT NEWSLETTER

INTRODUCTION

Welcome to the third instalment of our Personal Development newsletter. We created this newsletter in response to your comments on the 2022-23 parent / carer survey where you indicated that you wanted more information about how we address the Personal Development of your child. Hopefully this newsletter continues to give you insight into some of the exciting activities that are taking place at TGAS.

THE TUDOR HABITS & VALUES SEPTEMBER 2023 REFRESH

Last year we surveyed students, parents / carers and staff to gather their thoughts on the Tudor Habits and Values. Thanks again to the hundreds of you that responded. We've considered your comments and have made some updates to the Habits and Values. On 7th November, we held a virtual parents evening where we launched this with parents. You can find the link to that recording here: [Virtual Parents Information Evening](#)



We've moved towards a more open, character-based approach to our work, that both staff and students have reported feels more intuitive and natural to use. We still have our three main categories of habits (or virtues) that we hope capture the sorts of traits that will support students to:

- Make wise decisions informed by a strong ethical foundation (The Character Habits)
- Hold themselves to high standards, be reflective in their approaches to their work and to manage their emotions to maintain motivation when challenged (The Learning Habits)
- Be ready to play an active and positive role in a democratic society (The Tudor Values)

The habits you see on our poster are not meant to be exhaustive of each of the categories but instead indicate the sorts of character traits we hope to inspire students to work towards. Have a look at the recording to get a better idea of how we are working on this. [Virtual Parents Information Evening](#)

THE TUDOR VALUES

You will be aware that the Tudor Habits and Values are central to everything we do at Tudor Grange Academy. Our Tudor Values (Tolerance, Unity, Democracy, Opportunity and Respect) reflect our aim to support students to become active members of our democratic society. We use the description of 'active member of democratic society' because we believe that embodying values such as tolerance and respect is about action and not just words. We hope that our culture and curriculum will encourage students to not only become curious about the different backgrounds, cultures, beliefs, and experiences of all people in our community, but that they will use the knowledge they acquire to actively promote democracy, equality and diversity in our school and beyond.

RECENT STUDENT COUNCIL ACHIEVEMENTS



Much of the discussion in last year's final tutor, college and school council meetings revolved around how we can improve our communication with students about our common expectations for behaviour and relationships.

At TGAS we believe that it is important that we don't assume what students know and, like any other aspect of school life, we should teach students what good behaviour looks like and be explicit about what we want to see. We call this our taught behaviour and character curriculum.

Students helped us to develop the following slides that summarise our expectations in and out of lessons. You will see the links to character in each of the section headings. Parents / carers can find these slides in the centre of their child's planner. Every teacher uses these slides in lessons as a reminder to students about the routines they should follow.

CLASSROOM ROUTINES

LESSON ENTRY	LESSON START	DURING LESSON	LESSON END
<p>Be Punctual</p> <ul style="list-style-type: none"> • Arrive in good time • Use the quickest routes • Follow the one-way system 	<p>Be Prepared</p> <p>Get out your:</p> <ul style="list-style-type: none"> • Pencil Case • Planner • Exercise book • Whiteboard and Pen 	<p>Be Proud</p> <ul style="list-style-type: none"> • Complete your work to the highest standards • Own your achievements • Set out work clearly • Glue in loose sheets 	<p>Be Respectful</p> <ul style="list-style-type: none"> • Only pack up when told • Stand behind your chair
<p>Be Friendly</p> <ul style="list-style-type: none"> • Greet your teacher • Be polite to others 	<p>Be Organised</p> <ul style="list-style-type: none"> • Copy the date & title • Start the task provided • Put your hand up to ask for help 	<p>Be Considerate</p> <ul style="list-style-type: none"> • Use your partner voice • Put your hand-up • Sit up & make eye contact • Stay seated • Pass equipment; don't throw • If you are late, do not disrupt the class 	<p>Self - Regulate</p> <ul style="list-style-type: none"> • Leave your area tidy • Check your uniform • Leave quietly & calmly
<p>Be Respectful</p> <ul style="list-style-type: none"> • Remove your coat before you enter the classroom • Follow instructions immediately • Stay quiet for the register • Sit in your seating plan • Place your bag on the floor • Place your coat on your chair 		<p>Be Curious</p> <ul style="list-style-type: none"> • Ask questions • Listen attentively • Join in with discussions • Own your learning • Take the initiative • Set yourself goals 	
		<p>Be Resilient</p> <ul style="list-style-type: none"> • Keep a proactive mindset • Don't give up • Maintain your enthusiasm • Remain focussed on the task • Don't be distracted or distract others 	
		<p>Be Reflective</p> <ul style="list-style-type: none"> • Review your own work critically • Seek feedback • Check spellings and grammar • Use red pen for self-marking • Use your learning journey to make connections • Learn from your mistakes • Know your targets 	

SCHOOL SITE ROUTINES

CORRIDORS & STAIRS	RESTAURANT, CAFÉ & TOILETS	BREAKTIME	AFTER SCHOOL
<p>Be Responsible</p> <ul style="list-style-type: none"> • Follow the one-way systems • Respect others' space • Avoid walking in large groups • Avoid unnecessary physical contact • Walk don't run • Keep moving 	<p>Be Responsible</p> <ul style="list-style-type: none"> • Queue sensibly • Avoid unnecessary physical contact • Walk don't run • Remain calm 	<p>Be Responsible</p> <ul style="list-style-type: none"> • Stay in designated areas: Playground, toilets & eating areas only • Stay out of all other corridors • Only gather in small groups • Don't throw food or drink 	<p>Be Responsible</p> <ul style="list-style-type: none"> • Use the pedestrian crossings • Keep moving on the pavements • Don't play around near the road • Wear a bike helmet • Wear your uniform with pride
<p>Be Considerate</p> <ul style="list-style-type: none"> • Keep belongings close • Keep noise to a minimum • Don't distract others in classrooms • No eating in corridors • Don't touch others' belongings 	<p>Be Considerate</p> <ul style="list-style-type: none"> • Keep noise to a minimum • Leave the area as you would like to find it • Use the bins provided • Avoid overcrowding tables • Don't move tables • Don't touch others' belongings 	<p>Be Considerate</p> <ul style="list-style-type: none"> • Keep noise to a minimum • Ball games in Oak playground only • Use the bins provided • Respect others' space • Use respectful language • Don't touch others' belongings 	<p>Be Considerate</p> <ul style="list-style-type: none"> • Keep noise to a minimum • Walk in small groups • Use respectful language • Give other pedestrians space • Avoid gardens and private property • Don't touch others' belongings
<p>Be Kind</p> <ul style="list-style-type: none"> • Be polite to staff • Follow instructions immediately • Report any concerns immediately • Be friendly and inclusive towards others 	<p>Be Kind</p> <ul style="list-style-type: none"> • Be polite to staff and dinner supervisors • Follow instructions immediately • Report any concerns immediately • Be friendly and inclusive towards others 	<p>Be Kind</p> <ul style="list-style-type: none"> • Be polite to staff • Follow instructions immediately • Report any concerns immediately • Be friendly and inclusive towards others 	<p>Be Kind</p> <ul style="list-style-type: none"> • Be polite to staff and members of our community • Follow instructions immediately • Report any concerns immediately • Be friendly and inclusive towards others

NATIONAL POETRY COMPETITION 'MOTHER TONGUE OTHER TONGUE'

We had some great news at the end of the summer term when we heard that two students from TGAS were winners in the national poetry competition, 'Mother Tongue Other Tongue'. The two winners were:

Other Tongue KS3 winner: Alissa Law

Mother Tongue KS3 winner: Kiruthika Suresh

A highly commended mentions goes to Lujain Bawabj for their commendable performance.

Mother Tongue, Other Tongue Poem:

By Alissa Law, Year 8.

- Tout a commencé par une ligne.
- Une marque simple et insignifiante
- Un petit bourgeon sur un arbre énorme
- Qui s'épanouirait en une belle fleur
- Lentement la ligne a commencé à voyager
- Torsion et culbute
- Envolée et embardée
- Un oiseau exubérant prenant son envol
- A travers un ciel de papier
- La ligne convertie en
- Formes et motifs
- Plus de lignes, lignes, lignes
- Combiner, combiner
- Comme des millions d'étoiles alignées
- Marquage complexe
- Créer une image magnifique
- Parfaitement imparfait
- Un éventail de formes et de motifs
- Encore plus de lignes, lignes, lignes
- L'artiste admire son travail
- Et ne peut s'empêcher de sourire
- Que son dernier chef d'oeuvre
- Tout a commencé par une ligne.

Mother tongue Other tongue
competition

Kiruthika Suresh E9 Year9
poem - urdu

மனதிலிருந்து வேண்டும்
வாய்க்கிணி வேயினிமை வேண்டும்
நினைவு நல்லது வேண்டும்
செருவ் தின பெருள் கூக்புல வேண்டும்
கொடி பெய்யுபுல வேண்டும்
கைவச மாயது விரைவில் உவண்டும்
தனரும் கிண்பும் வேண்டும்
சூரணியிலே பெருமை வேண்டும்
கன் திறந்தி வேண்டும்

காரியத்தி லுறுதி வேண்டும்
பெண் விடுதலை வேண்டும்
பெரிய கடவுள் காக்க வேண்டும்
மண் பயிலுற வேண்டும்
வானாகியிரு சென்புல வேண்டும்
உணமை நின்றிட வேண்டும்
ஒம் ஒம் ஒம் ஒம்

Let the mind be firm
Let the speech be sweet
Let the thoughts be noble
Let one attain words over
Let all dreams come true
And quickly too
Let there be happiness and wealth
And fame in this world
Let the eyes be open
Let one be determined in achieving one's goals
Let the women attain freedom
Let God protect us all
Let the land be fertile
Let us feel heaven here
Let the truth prevail
Om Om Om Om

my brief
This poem talks about all good things that should take place in Earth. This poem is written in my mother tongue, Tamil. Tamil is a very important language, however it is very little known. Tamil is the oldest language that exists which is still spoken today. I am very proud to have grown up in Tamil Nadu, the home town of the language. This poem is written by a very famous Tamil poet called Subramania Bharati. This particular poem is very important to me. As it teaches me about the good deeds and values in life. I attend a Tamil language school and this is our school song. It teaches us what life should be, and that we should put in steps as to how we make this happen.

CULTURE DAY:

In conjunction with the sixth form, our EDI Group (Equality, Diversity & Inclusion) ran, their first 'Culture Day'. This was something requested by many students through the school council in the summer. It was a fantastic day with much food, music, henna (face-paint) tattoos and writing each other's names in different languages. This is the first of, what we hope to become, annual celebrations and we look forward to repeating and expanding this next year.



BLACK HISTORY MONTH 2023

This year the theme of Black History Month was:

CELEBRATING THE SHEROES AMONG US
A SALUTE TO PIONEERING BLACK WOMEN IN BLACK HISTORY MONTH

B:IM 2023
SALUTING 500 SISTERS

We would like to take the opportunity to publicly thank the parents / carers and students that worked with us to develop our assemblies and tutor time reading materials that we used throughout October. The school is still currently adorned with hundreds of posters of amazing black women who have left a lasting legacy. Students attended an assembly as well as a number of tutor time sessions across the month. These activities compliment work that students complete throughout their curriculum at TGAS which examine black and other minority voices, views and experiences.

CITIZENSHIP VISITS AND VISITORS

This term has been a busy time for the citizenship team with Year 9 and Year 10 both enjoying year group events.

YEAR 9



At the beginning of November, Year 9 were offered the opportunity to visit the National Museum of Justice in Nottingham. The museum is based in a building that has been used as a jail since the 1400s and the students were able to learn about and experience what it was like to be a prisoner, meeting characters from the past and experiencing their daily life and challenges during different periods of history.

Students then learnt about the differences between civil and criminal law including some recent High Court cases. They discovered more about our modern court and prison system before competing in a Dragons Den team activity, pitching suggestions for reforming the prison system, reducing reoffending, and dealing with anti-social behaviour.

The culmination of the day saw students re-enacting a real court case, in the old official court room. Everyone had a role - judge, prosecution, defence and jury. We learnt about the disquiet around the 1832 Reform Bill and the real-life stories of some of the people who were caught up in the riots around Nottingham, deepening their understanding of the price that so many paid in the fight for fairness, equality and the universal suffrage that we often take for granted today.

YEAR 10

In October Year 10 heard from two visitors who currently work in the justice system: Tim Gurrey who has worked for the Prison service for nearly 30 years in all ranks and doing a number of different roles; and HHJ (His Honour Judge) Avik Mukherjee who spoke with us about his experiences as a Barrister and as Crown Court Judge here in Birmingham.

For the last 4 years Tim has been the National Ambassador for prison officers, which means he has visited all 108 public sector prisons and been involved with staff well-being, recruitment, training and development. Tim shared his knowledge and understanding of the impact and consequences of crime and also spoke about the possible career options that working for the Prison and Probation Service offers.

Avik has had a varied career, including being a criminal Barrister for over 20 years, before being appointed to the Circuit Bench in 2015. He also mentors students at Nottingham Trent and Derby universities and was appointed as a Diversity and Community Relations Judge in 2016.

TRIPS COMPLETED THIS YEAR

Yr11 RSC Macbeth 28/09/23
6th form PGL Osmington Bay - 20/10/23
Yr9 &Yr10 Bronze in school training event - 20/10/23
Yr12 A level Lectures - 03/10/23
Yr10 RSC Macbeth – 05/10/23
Yr7 Blackwell Adventure - 17/10/23
Y13 Geography Trip – Norfolk 01/10/23
Yr12 Birmingham Crown Court Visit - 12/10/23
Yr12 A-level Politics trip to Parliament -16/10/23
Yr11 Longbridge Geography Visit – 07/11/23
Yr9 Citizenship and History Trip - 13/11/23

UPCOMING TRIPS THIS TERM

Yr12 Rolls Royce – Civil Engineering Day - 20/11/23
Yr7 & Yr8 RSC The Box of Delights - 30/11/23
Yr12 Lord Mayors Quiz – 30/11/23

EQUALITY, DIVERSITY & INCLUSION GROUP

In addition to running the very successful culture day the EDI group are working on a number of other projects.

Firstly, they have recently helped leaders to review and quality assure some **student, parent / carer and teacher questionnaires** to help us get a better understanding of what we are doing well and what things we need to do better. Students have been sent their questionnaires very recently and you will receive yours in the next couple of weeks.

Secondly, the EDI group are planning a series of cultural film events over the year for families to attend. We are really excited to announce the first film, 'Hidden Figures'. We plan to run this event in the first Spring half term. Watch this space! (pun intended)



HIDDEN FIGURES



AMNESTY GROUP

This is the first term we have run our Amnesty group and we already have a committed group of 15 regular attendees to the club (Tuesday week B in MF4 from 3:00 to 3:45).

Our year 11 students are completing a write for rights. They will be writing a letter to help support the release of someone of their choosing who has been wrongfully convicted/ incarcerated as a result of trying to defend human rights internationally.

The lower school students are in the process of trying to contact Solihull council to seek advice and lobby for improvements in the area around the environment and the safety of young people. They are hoping to secure a councillor to come in to speak to the group about the issues they wish to raise in our local area.

ECO COMMITTEE

We now have over 20 'eco-warriors' who are making the school site and wider community a more environmentally friendly place to be. Litter picking has had a big impact in making the site more presentable and we are moving on to looking at ways of utilising the plethora of leaves and turning these into compost for the Willow garden.

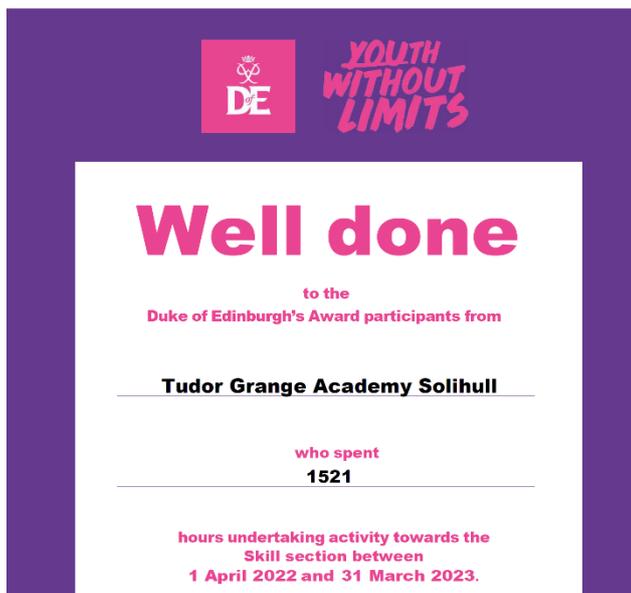
We had our first external visitor who came in on Thursday 9th November from 'ModeShift' to work on the launch of new initiatives to encourage more students to use sustainable transportation.

We are also working with the Forestry Service to plant some new hedgerows and fruit trees near to the new 3G pitch. This will be taking place in the spring term 2024.



DUKE OF EDINBURGH

Well done to all Year 9 participants who attended the DofE Bronze Training Event before half term. They endured some very wet weather on the Friday when out for their day walk and showed great focus and resilience to ensure they still developed their navigational skills in the most difficult of conditions. On the Saturday, participants planned their assessed expedition routes, developing their first aid skills and refining their campcraft. All participants approached the sessions with diligence and integrity.



With the training event complete we now enter a bit of a hiatus over the winter months. Participants must show self-regulation and integrity by making sure they keep up the work on the Volunteering, Skills and Physical sections and continue to upload information about this to edofe. Dates for Bronze, Silver and Gold Expeditions for the 2024 season have been confirmed and we are in the process of finalising destinations, more details will follow in due course. We also have a few spaces still available for any students in Year 10 that would like to undertake their Silver Award. If you would like more information, please speak to Mr Fryer or Miss Rollason.

We would also like to recognise the achievements of our previous cohorts of DofE who have won an award for the number of hours they devoted to the skills section of their award.

ASSEMBLIES AND TUTOR TIME

We use assembly and tutor time as a key moment each day to help students to reflect on what it means to have good character and to live a good life. We try to cover a range of topical issues, annual celebrations and content linked to the Tudor Habits and Values.

Autumn Half Term 1

- Principal's welcome – Safety and Wellbeing at TG

- College Welcome Back – Team TG (College leaders)
- Tudor Habits & Values 2023
- Black History Month 2023
- Good Mental Health
- Learning habits /New Reports
- Wider Curricular – Making the best of your opportunities

Autumn Half Term 2

- Remembrance Day
- Anti Bullying Month 2023
- Report reflection activities
- Online Safety
- Multilingualism
- College assembly – Reflections on this term

READING IN TUTOR TIME

We recognise the importance of reading for students' emotional and academic development. As a result, we are committed to giving students as many opportunities as we can to read during the school day. For the past few years we've been using two tutor times a week for our Register, Read, Respond programme which exposes students to different texts as well as introducing new vocabulary. To develop students' personal development, we often choose texts that expand students' horizons, tackle social issues or that challenge stereotypes. Please encourage your child to continue reading texts that they enjoyed the extract from and any other fiction or non-fiction texts they show an interest in. The Digital Library we have subscribed to gives free access to a wide range of books and can be accessed [here](#).

Autumn Half Term 1

- 'Report from Ground Zero.' By Dennis Smith: A veteran firefighter, recounts the stories of other emergency service people after September 11th. How are emergency services **INTEGRAL** to society?
- 'There Will Be Lies.' Nick Lake: A book written from the perspective of a deaf teenager called Shelby who lives in Arizona. How can it make characters more meaningful to **IMPLY** part of their character or backstory, rather than just telling you?
- Saluting Our Sisters - Dr Maggie Aderin-Pocock MBE is a space scientist, author, inventor and TV presenter: "As I have grown older I have become to see my minority position as an advantage"
- Saluting Our Sisters - Chinyere Nwanoku OBE is the founder member and principal bassist of the 'Orchestra of the Age of Enlightenment': "I was not interested in just playing music by our dead white friends"
- 'Atomic habits' by James Clear: What is **INTRINSIC** to your character? What is the importance of becoming intrinsically motivated to change for the better?

Autumn Half Term 2

- 'No more remembrance days?' The Guardian Newspaper : How far do you think the way Britain nationally approaches Remembrance is **ADEQUATE**? How might you suggest changing it?

- '5 minutes with Paralympic cyclist Jody Cundy': How did Cundy **ADAPT** his mindset to win in Rio after a difficult loss in London? To what extent do you think Jody Cundy achieved redemption at the Rio Paralympics? Why?
- 'Divergent' by Veronica Roth: Are there any times when you think it is better to not **ADHERE** to what is expected?
- 'Anne Frank's Autobiography': How are the worlds of the German Nazi officers and Anne Frank **ADJACENT** to each other?

PERSONAL DEVELOPMENT LESSON THEMES FOR THIS TERM

RSHE

We cover much of the practical elements of personal development curriculum in our RSHE lessons which take place on a Tuesday morning for one hour. Here's a summary of the topics that each year group has been, and will be, studying this term.

In section below we have included the blurb at the top of the student learning journey for this term. We encourage you to look at your child's book and the learning journey as this will give you an even better understanding of the exciting work they are doing.

Year 7:

In the first half term we focus on the ways that different types of family relationships can affect us. We will look at the different types of family and the different types of relationships within the family. These relationships can include different type of legal aspects including marriage and civil partnerships. We will also look at the issues that can arise in families that can cause tension or upset including separation, divorce and bereavement. We will finally look at how and where you can access support should you be affected by any of these issues.

In the second half term we focus on the ways that we can keep ourselves and those around us safe and healthy. We will start by looking at the issues of road safety including as a pedestrian, cyclist and car user including a session run by Solihull Council on the issues surrounding road use in Solihull. We will then look at some issues surrounding knives and the crimes associated with knives and the potential risks. Finally, we will look at the issues of first aid and undertake some basic first aid lessons including how to cope with choking, heavy bleeding and the use of defibrillators. This will hopefully support you in making safe and responsible decisions as well as giving you the confidence to handle the risks you may encounter.

Year 8:

In the first half term we focus on the ways that different types of relationships can affect us. We will look at the different types of relationships and the ways that these can be positive or negative. These relationships can include different features including talking about emotions, developing trust and supporting each other. They can also develop into unhealthy or damaging relationships and we will examine the features of these. We will finally look at how and where you can access support should you be affected by any of these issues.

In the second half term we focus on the ways that you can keep yourself and those around you safe. We will start by looking at the issues associated with gangs and weapons including the possible consequences of being involved in these. We will then look at ways that we can keep ourselves safe online, including the issues of cyberbullying, social media and explicit images and videos. We will also look at the possible legal consequences and the implications for future employment and success in life.

Year 9:

In the first half term we focus on the ways that different types of relationships can affect us and how we can create healthy relationships both with others and ourselves. We will look at the different types of relationships and the ways that these can be positive or negative and the best ways to approach these. We will look at the issues of unrealistic relationships. Then, we will look at the issues surrounding sex and gender as well as sexuality. We will finally look at how and where you can access support should you be affected by any of these issues.

Year 10:

In the first half term we focus on the ways that different types of relationships can affect us and how we can create healthy relationships both with others and ourselves. We will look at the different types of relationships and the ways that these can be positive or negative and the best ways to approach these as well as how to improve these. We will look at the issues of victim blaming, double standards and abusive relationships. We will finally look at how and where you can access support should you be affected by any of these issues.

HEALTHY LIVING

Our healthy living curriculum complements many of the topics we cover in RSHE lessons. In addition, our healthy living lessons give students the exciting opportunity to put some of this theoretical knowledge to practice, preparing meals and treats for them and their families. We are proud that we are able to provide this curriculum that runs throughout the whole of Key Stage 3.

In section below we have included the blurb at the top of the student learning journey for this term. We encourage you to look at your child's book and the learning journey as this will give you an even better understanding of the exciting work they are doing.

Year 7:

In the first half term there is an emphasis on health and safety and personal and food hygiene. Students will be introduced to the processes and procedures of working in a food area/kitchen. The recipes will start basic to allow students to familiarise themselves with how to use the equipment safely and confidently. The theory element of the subject will focus on one of the government's healthy eating guidelines -The Eatwell Guide. Students will be encouraged to link the knowledge gained in these theory lessons to the practical lessons, in which they can modify the recipes to be healthier and nutritious.

[Year 7 Learning Journey – Autumn 1](#)

The focus this half term is for students to recognise the importance of understanding, selecting and eating seasonal produce. Students will have the opportunity to use seasonal ingredients in the selected dishes, e.g., toppings for their pizza, fruit for their crumble. Additional topics covered will be recognising where food comes from, increasing demand for food banks and tips on reducing their carbon footprint and minimizing food waste.

[Year 7 Learning Journey – Autumn 2](#)

During Year 7 students will learn to cook: omelette, fruit salad, pizza, scones, fruit crumble, spaghetti carbonara, chicken curry, chilli con carne and fajitas.

Year 8:

In the first half term there was a focus on cake making methods. The selected recipes allow students to understand the science behind different cake making methods such as raising agents, mechanically trapping air and combining ingredients to aerate food products. Students will familiarise themselves with how to safely use the oven, use specialist equipment in a safe manner and prepare food areas hygienically.

[Year 8 Learning Journey – Autumn 1](#)

This half term students will be focusing on savoury dishes - carbohydrates. The selected recipes will allow students to understand the science behind making bread and thickening a sauce. Students will familiarise themselves with the importance of measuring accurately, the function of core ingredients and mastering basic nutritional meals from scratch.

[Year 8 Learning Journey – Autumn 2](#)

During year 8, students will learn to cook: rock cakes, victoria sponge, dough balls, vegan brownies, fajitas, mac & cheese, sweet & sour chicken, nachos and stir fry.

Year 9:

The first half term is essential for students to understand the fundamentals of nutrients and identify the government advice in relation to a balanced diet. Students learn each of the macro and micro-nutrients, their functions and where they can source them. They will also learn about deficiencies linked to a lack of these key nutrients. All four dietary government guidelines will be covered so they can make appropriate decisions when selecting healthy and nutritional meals.

[Year 9 Learning Journey – Autumn 1](#)

This half term will focus on macro-nutrients. Students will learn about each of the macronutrients (protein, carbohydrates & fats), These are nutrients the body requires in large amounts. Students will learn about the glycaemic index and which fats to reduce and which fats to incorporate in the diet. The practical element of the topic will include pastry making (choux) and preparing, making and selecting ingredients for a focaccia bread.

[Year 9 Learning Journey – Autumn 2](#)

During year 9, students will learn to cook chicken goujons, poached egg & fanned avocado, chocolate eclairs, fresh pasta & homemade tomato sauce, homemade pizza and Eton mess.

CITIZENSHIP

We want all students to be able to play an active and positive role in society. A couple of years ago we made the decision to introduce citizenship lessons into the curriculum. With the appointment of our citizenship coordinator Mrs Richards we are now looking to expand our provision and we are looking at extending the range of trips and volunteering activities that we can introduce to the school to enable students to play a more active role in their community. Watch this space.

In section below we have included the blurb at the top of the student learning journey for this term. We encourage you to look at your child's book and the learning journey as this will give you an even better understanding of the exciting work they are doing.

Year 7:

In the first half-term students discover what the subject of Citizenship is all about and why we study it. We introduce and explore issues of fairness, democracy, rules, social change and how we can be part of making society a better place. Throughout this topic we will make links and connections to our Tudor habits and values and students' roles as a citizen of our school. We develop a range of key skills such as discussion skills – speaking and listening, evaluation skills - being able to weigh up information, and use it to make and justify a decision, and investigation skills.

[Year 7 Learning Journey – Autumn 1](#)

This half-term we investigate the concept of identity and consider how and why it changes. This will help students to understand why community is important and how communities need to adapt and change to meet the needs of the people within it. We will consider how different communities locally, nationally and globally are connected and how we are a part of it all. We develop skills of being creative, working collaboratively and being reflective. Students use case studies and statistics to weigh up and evaluate the evidence before reaching a conclusion.

[Year 7 Learning Journey – Autumn 2](#)

Year 8:

This unit, in the first half term, builds on our learning from Year 7 on Government and Parliament. We will recap on some key ideas but deepen our knowledge and look more widely at how the UK is run, with a focus on Scotland, Wales and Northern Ireland. We consider how the country is managed and the role of MPs and political parties. We investigate the political spectrum and our own views. Finally, we demonstrate our understanding of what we have learnt by working together to create our own Political Party and hold a campaign. This provides opportunities for students to develop personal development skills such as being creative, negotiating and learning to compromise, presentation skills and resilience.

[Year 8 Learning Journey – Autumn Term 1](#)

To complete our studies on Politics for Year 8, we will use our knowledge from the last half-term to investigate the process of voting and how elections work by holding our own election and voting for the parties students created. We will conclude by holding a debate which will provide you with an opportunity to develop key skills which will help with other subjects such as RE, RSHE and English. Our second topic is Rights, Justice and the Law. Our focus will be on equality and fairness. This directly links with our Tudor Values and Habits and will allow us to consider how we can make our school, community and country a fairer place.

[Year 8 Learning Journey – Autumn Term 2](#)

RELIGIOUS EDUCATION & ETHICAL STUDIES

We are really proud of our how diverse our school and local community is. Our Religious studies & Ethical studies lessons are designed to give students the opportunity to explore the views and beliefs of people from different religions, cultures and backgrounds through important and topical issues.

In section below we have included the blurb at the top of the student learning journey for this term. We encourage you to look at your child's book and the learning journey as this will give you an even better understanding of the exciting work they are doing.

Year 7:

This unit will revisit and build upon work done at KS2, so will help lay the foundations for a knowledge rich learning journey throughout students' time at TGAS. This unit aims to address any inconsistencies in students' knowledge and understanding before we can progress onto the more challenging topics. This unit also introduces the higher order thinking skills, particularly analysis (of key quotes and teachings) and evaluation (of key beliefs and practices).

[Year 7 Learning Journey – Autumn](#)

Year 8:

This unit builds upon your foundation knowledge of religious texts and leaders/prophets from year 7 by looking at the first core teachings in many faiths. Many faiths begin their holy texts with an account of creation, so it seems logical to begin with these concepts after our introduction to religion. We also examine the role that faith plays in

both science and religion. This unit also continues to develop your evaluative skills by asking you to examine, compare and conclude which aspects of the theories presented are most reliable/believable to you.

[Year 8 Learning Journey – Autumn](#)

Year 9:

This unit will introduce key philosophical concepts related to the existence of God. We will examine key arguments for and against the existence of God and then you will be able to draw your own conclusions – do you believe God exists or not and why? We will also look at the role of faith in both science and religion and develop our evaluative and analytical skills through an examination of the evidence for and against the existence of God.

[Year 9 Learning Journey – Autumn](#)

Year 10:

This unit begins with investigating the different approaches to the roles of men and women from both religious and secular viewpoints. We will also begin to look at the concept of gender as a sociological construct and issues surrounding gender identity. We will then examine the issues surrounding equality relating to sex, gender and religion including scrutinising the beliefs about homosexuality within religions.

[Year 10 Learning Journey – Autumn](#)

Year 11:

This unit examines the historical experiences of the civil rights movement and how this influenced society today. You will also evaluate how far, society today, practices and promotes equality and parity between different races. We will also look at the issues raised by the Black Lives Matter movement and consider how far institutional racism is still present in the world today.

[Year 11 Learning Journey – Autumn](#)

CAREERS

Each year, every year group has a dedicated half term of careers lessons during their RSHE time (you can find the themes and lessons [here](#)). Over the last term we've also run a number of exciting careers events and experiences. Below are a few examples of what's been going on. Year 7-9 careers units are taught in the Spring and Summer terms.

Year 10:

Unifrog is used in Year 10 to gain an understanding of successful job applications and interviews. Through this, students will learn about the importance of work experience when applying for jobs and how they can better prepare themselves for their future. There are many opportunities inside and outside of school life to help students prepare for the workplace. They will be notified of these, through use of Show My Homework, and are encouraged to take advantage of these.

We are excited to launch a new Work Experience scheme for our Year 10 students this academic year. Students who have been successful in securing a placement will be out in the world of work during Monday 18th – Thursday 21st December 2023. We are looking forward to students having this opportunity and are grateful to all companies who have agreed to take in a student (or students).

Year 11:



During this final year of secondary education, our students will need to start applying to their Post-16 options, whether this be to a Sixth Form, college, apprenticeship or traineeship. Assemblies, 1:1 guidance meetings and RSHE lessons will provide students with the information, advice and support they need during this year. Unifrog has a huge range of resources to help and support students with these applications; developing their employability, create outstanding CVs, personal statements and covering letters. They will also learn how to “market” themselves in job applications and how to make the most of career advice.

Making sure students are fully informed on their possible next steps, ASK delivered an assembly to Year 11 on apprenticeships, alongside Josh Reader, an alumnus of TGAS, who shared his own exciting apprenticeship journey with the students. Thank you to Dan and Josh for giving up their time to inspire the next generation.