Please find below information regarding all subjects your child will have the opportunity to study here at King Solomon. If you require any further information, please contact us at: info@kshsonline.uk

Mental Health and Wellbeing

Mental health is a state of well-being in which an individual realises his/her/their own abilities, can cope with the normal stresses of life, can work productively, and is able to make a contribution to the community." -
(WHO) World Health Organisation

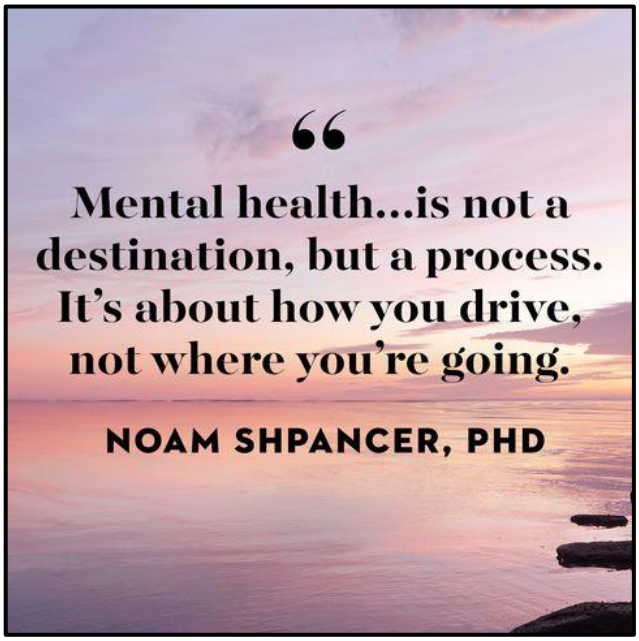
At King Solomon High School, we aim to promote positive mental health and wellbeing across our entire school community, including students, staff, and parents. We recognise the vital role Mental Health plays in the everyday lives and success of all individuals. Whilst we cannot always remove the challenges our students face, we can provide them with access to support to help them build resilience, emotional intelligence and coping mechanisms, forming a crucial part of their development. To encourage a supportive well-being culture, we have a wide ranging and comprehensive mental health provision in place such as:

Wellbeing Hub: (Safeguarding Team)	A space for students to drop in at break and lunch times to talk to a member of the safeguarding team about anything that worries them.
Buddy Programme: **(Assistant Head – Ethos)**	A system of buddying between students in the sixth form and younger students from Years 7 and 8. Sixth form buddies are trained to work with vulnerable students and can support them with a range of issues, particularly with the transition of primary to secondary school. This support may also include academic help and support with friendship building
Mentoring: **(School Mentor – Eloise Stumpo)** Typical Duration: 6-8 weeks Session length: 30 minutes	Trained mentor to help students with less complex mental health needs, providing them with additional support in school for those who may be struggling with low self-esteem, family issues or high levels of anxiety. Mentoring may also provide behaviour strategies for those students who are struggling to meet the expected standard of behaviour.
Mentoring: **(Switch Futures Programme – Ellick Coleman)** Typical Duration: 2-3 terms Session length: 30 minutes	A programme which focuses on coping with transition and life-changing events that affect long-term mental health and life choices and provide early-intervention. This programme includes positive activities, community and youth groups.
Counselling: **(External counsellor – Tony Stuart)**	Qualified counsellors will work with students who are most at risk, typically those who have experienced trauma, present with suicidal ideation or self-harm. They can also support students dealing with anxiety, depression, loss and difficult family/peer relationships. There can be close contact between our counsellors and wider mental health services such as CAMHS, with the potential to liaise or refer cases where appropriate.

(Bereavement counselling – Eden's Trust) Typical Duration: 6 weeks minimum up to 12 weeks maximum Session length: 45 minutes	The counselling model integrates talking therapy alongside creative, play and art-based approaches, especially in cases where there is early developmental trauma
PSHE Curriculum (Mr T Precious/Ms K Burack)	We have a comprehensive programme delivered to each year group to support positive mental health and well-being. This includes assemblies, drop down days and parent workshops. We work with organisations such as JAMI (mental health charity), Streetwise (enhancing personal safety and personal development of students to support their physical and emotional well-being), JWA (Jewish Women's Aid -educating our students around domestic violence awareness and abuse) and Papyrus (a UK charity for the prevention of young suicide) as well as other local professionals.

Safeguarding

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and taking action to enable all children to have the best outcomes.



Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. To fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

In delivering safeguarding duties we will:

- provide a caring, positive, safe, and stimulating environment that promotes the social, physical and moral development of the individual child.
- identify concerns early and prevent concerns from escalating.
- establish and maintain a culture where children feel respected, secure and are encouraged to talk and are listened to when they have a worry or concern.
- establish and maintain an environment where school staff and volunteers feel well informed about safeguarding and child protection and are listened to when they have concerns about the safety and well-being of a child.

- ensure children know that there are adults in school whom they can approach if worried and that these adults will take action to deal with what worries them.
- ensure that children who have unmet needs are supported appropriately. This could include a referral to early help services or specialist services if they are a child in need or have been/are at risk of being abused/neglected.
- where there is a safeguarding concern, take the child's wishes and feelings into account when determining what action to take and what services to provide and ensure that there are systems in place for children to express their views and give feedback.
- when concerned about the welfare of a child, always act in the best interests of the child.
- work with parents to build an understanding of the school's responsibilities for the welfare of all children, including the need for referrals to other agencies in some situations.
- Include opportunities across the curriculum, including within IT for children to be taught about safeguarding and develop the skills they need to recognise danger, protect themselves from risks and stay safe from abuse; maintain an attitude of **"it can, and does happen here"** where safeguarding is concerned.
- ensure that staff feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding procedures and are familiar with the appropriate whistleblowing procedures
- maintain a culture of continuous improvement with regard to safeguarding and child protection arrangements

Special Educational Needs and Disabilities (SEND)

King Solomon High School is committed to ensuring that all students, including those with Special Educational Needs, have the opportunity to fulfil their potential. The Special Educational Needs Co-ordinator (SENCo), specialist teachers and a team of learning support assistants work together to support those identified as having needs that require provision that is additional to or different from others.

The SENCo works alongside a range of external agencies to optimise the impact of additional support. Support made by the school includes additional adult support for individuals and small groups of students within lessons; structured intervention programmes delivered to individuals and small groups outside the classroom for the targeted development of specific skills; support for the delivery of exam access arrangements such as use of a reader and scribe; tailored provision to meet individual needs, as detailed in Education Health Care Plans (EHCP). For some students, the nature of provision is determined by an EHCP. Provision and progress towards meeting expected outcomes is monitored and evaluated as part of a formal annual review procedure involving the school, the student, parents/carers and representatives from any relevant external agencies.

Please contact the SENCo for more information.

English at KSHS

"No matter what people tell you, words and ideas can change the world"

First and foremost, we have designed a curriculum that is aimed at fostering the enjoyment of reading: of discovering the magic of great storytelling, revelling in it, and continuing to find new narrative journeys to explore. We believe that if our students enjoy what they're reading, they'll make their best progress – and so nurturing creativity, curiosity and engagement is at the heart of everything we do. We have carefully selected texts that will allow the learner to travel back in time and experience alternative ways that others live in different countries and a different lifestyle to their own. We want our learners to be accountable, prepared and enthusiastic about the prospect of being an English student at KSHS. Therefore, students will be given a road map at the start of every year to show them the journey this year ahead will bring them.

Topics we study?

Year 7: The Island non-fiction writing task, London language analysis, Trash by Andy Mulligan, Richard III introduction to Shakespeare and Who am I? Identify Poetry

Year 8: Noughts and Crosses by Malorie Blackman, Horror writing, Blood Brothers by Willy Russell, Miss Havisham by Charles Dickens and food writing.

Year 9: Of Mice and Men by John Steinbeck, war poetry, Animal Farm by George Orwell, Protest writing Noughts and Shakepeare's Macbeth

Year 10 and Year 11: Literature texts in preparation for the GCSE include An Inspector Calls, Macbeth, Jekyll and Hyde and Power and Conflict Poetry (we use the AQA board).

GCSE Language
Paper 1
Exploration in creative reading and writing

Paper 2
Writers' viewpoints and perspectives

GCSE Literature
Paper 1
Jekyll and Hyde and Macbeth

Paper 2
An Inspector Calls, Power and Conflict Poetry and unseen poetry

GCSE Results

English Literature Grade 4-9 78%

English Language Grade 4-9 78%

A Level Results

English Literature A*- C 87% (60% A*-B)

English Language A*-C 78%

Maths at KSHS

Our Mathematics curriculum intent aims to ensure that all our students can learn mathematics to the best of their ability and where all pupils' needs are addressed positively and sensitively. Maths is for everyone; our curriculum covers the National Curriculum and is designed to inspire, engage, and equip learners with the right skills to reach their future goals, whatever they may be. Our pedagogy underpins a positive approach to the teaching of maths for understanding, using a spiral curriculum based on universal learning principles. Learning is based on recapping, recalling, and building on prior knowledge. When new concepts are explained, these are broken down into small connected and structured steps enabling students to apply their knowledge to a range of contexts. Our approach aims to see errors as a learning opportunity and to build resilience.

Our marking and feedback support our planning and addresses students' misconceptions promptly. Weekly Maths surgeries and interventions are timely and effectively planned to support our students. Our curriculum supports numeracy across the school in all subjects. Students are made aware of future mathematical options in their education, including post-16 studies, supporting, and advising them about Maths careers and future opportunities. Joining the Maths Challenge competitions and the Chess Club give our students cultural and collaborative opportunities, and develop their character, confidence, and independence, so that they contribute positively to the life of the school, their local community, and the wider environment.

In KS3, years 7 to 9 students are in set classes to differentiate lessons according to the students' needs. Students work out challenging mathematical questions, appropriate to each pupil's stage of development. In KS3, students follow a skills-based curriculum that focuses not just on the academic aspects of their study but also essential skills such as teamwork, leadership and time management which are key to student's success in kS4 and beyond.

GCSE Results

Maths Grade 4-9 76.1%

Maths Grade 7-9 27.3% (6% grade 9)

Further Maths Grade A*-B 75%

A Level Results

Maths A*- B 40%

Maths A*-C 55%

Websites for revision Some of the ways in which parents can help their child is with the following websites:

Hegartymaths https://hegartymaths.com/ (individual login details)

Corbett maths: corbettmaths.com

Dr frost maths: https://www.drfrostmaths.com/

Lower School

In Years 7 and 8 we follow the National Curriculum, building on the Science students have studied at primary school. Students study through observation and experimentation allowing them to build the necessary skills for GCSE. Biology, Chemistry and Physics topics are taught under the general title of Science.
Biology topics include Cells, Body Systems, Ecosystems and Health.
Chemistry topics include Particles, Reactions, Acids, Metals and The Earth
Physics topics include Forces, Light, Sound, Space, Electricity, Energy and Motion.

GCSE

Science at GCSE is a compulsory subject. Most students will study Combined Science GCSE which is worth two GCSEs. Higher ability students will study three separate Science GCSEs: Biology, Chemistry and Physics. Our GCSE results continue to be high compared to National Averages.
At GCSE students study topics that are at the forefront of Science today such as Genetic Modification, Preserving Biodiversity, Conservation of Energy, Pollution and Development of Medicines, alongside traditional areas such as The Periodic Table, Animal Coordination and Radioactivity.
Science GCSE contains a required practical element, students are issued with laboratory hand books to aid them with these.

Co-Curricular

All students are invited to join our STEM club where they have the opportunity to carry out their own investigations and projects alongside participating in borough wide competitions. We also run Astronomy and Robotics clubs for upper school students.
We have drop in clubs at lunchtimes, where students can get extra help with homework or a tricky topic, and GCSE revision sessions after school to help students achieve their potential.
Numerous trips and activities are run as students progress through the school starting with the Year 7 trip to participate in workshops at the Science museum and culminating in the Year 13 trip to attend an interactive lecture at Thorpe Park on the Physics of Rollercoasters.

GCSE Exam Results

Biology GCSE

2022 Grades 7-9 58%

2022 Grades 4-9 100%

2022 National 7-9 18%

4-9 92%

Chemistry GCSE

2022 Grades 7-9 69%

2022 Grades 4-9100%

2022 National 7-9 18%

4-9 93%

Physics GCSE

2022 Grades 7-9 56%

2022 Grades 4-9 100%

2022 National 7-9 18%

4-9 94%

Geography at KSHS

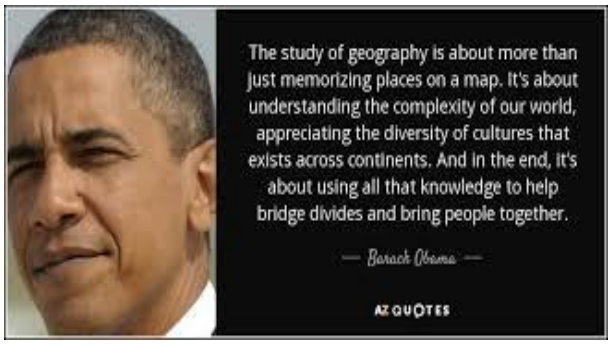
We have designed an enquiry-based curriculum that is taught in Years 7 to 9 and is aimed at developing important Geographical skills. Students start by considering their local area and progress through the three years to study the hazards created by our restless earth, our climate, sporting Geography, ecosystems, river systems, coasts and other places and cultures around the world. Throughout Key Stage 3 students are encouraged to question the world around them, define their role within it and challenge misconceptions.

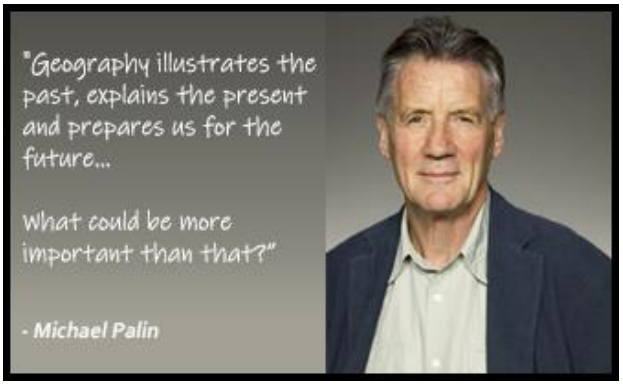
At GCSE a broad range of both Physical and Human Geography is covered at differing scales with both a UK and Global based unit of study. Students are faced with the challenges we all face at national and international levels such as climate change, resource consumption and conflict. Field work is an essential component of the course with students given the opportunity to study in both a rural (Brecon Beacons) and urban (Stratford) environment. A-Level focuses on traditional areas such as plate tectonics whilst also challenging students to solve contemporary Geopolitical problems such as future energy and water security.

Bothe GCSE and A-Level are taught using Edexcel specifications.

Career prospects

- Politics
- Law
- Teaching
- International development and aid
- Town planning
- Transport sector
- Conservation
- Surveyor
- Climatologist
- Human rights
- Geology
- International relations
- Environmental consultant





GCSE Results

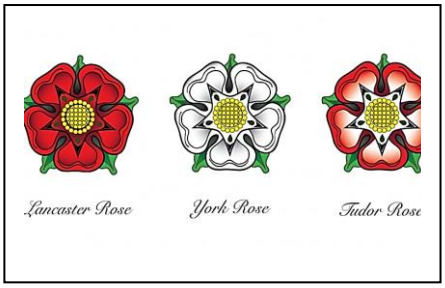
Geography Grade 4-9 81%

Geography Grade 7-9 36.1%

A Level Results

A*- B 69.2% A*- C 77%

History at KSHS



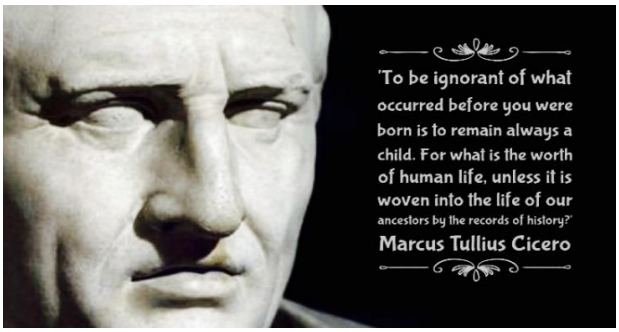
We have designed a curriculum that is taught in Years 7 to 9 to meet the Key Stage 3 requirements for both knowledge and skills. We follow a skills-based curriculum to ensure that all students reach a position after three years where they are capable of progressing to GCSE should they choose to do so. We mainly study British History, starting with Saxon England and focusing on key events such as the Peasants Revolt, the Civil War and the creation of the Union. Students get away from Britain by studying some North American History, whilst British based topics such as the Crusades and the Empire take students around the world.

GCSE History follows the Edexcel exam board syllabus and takes students through a broad sweep of time. This includes crime and punishment across a thousand years, Elizabethan England, the Cold War and a topic focussing on the USA: Conflict at home and abroad.

At A-Level students follow the OCR specification and diversify into different time periods to get a wider range of Historical events including topics such as The War of the Roses and The Witch craze. More modern history is studied through a whole unit on Apartheid and Reconciliation.

Career prospects

- Politics
- Law
- Business analyst
- PR officer
- Teaching
- Museums archivist
- Museum curator
- Art galleries
- Librarian
- Journalist
- Accountancy
- International development
- Finance Local and central government



GCSE Results

History Grade 4-9 77%

History Grade 7-9 37.5%

A Level Results

A*- B 62% A*- C 90.5%

Social Sciences at KSHS

At GCSE and A-Level our students have the opportunity to study Social Sciences in the form of Psychology, Sociology and Health and Social Care.

Sociology: GCSE and A-Level

AQA Sociology is the study of social life, social change, and the social causes and consequences of human behaviour. Sociologists investigate the structure of groups, organisations, and societies, and how people interact within these contexts. Since all human behaviour is social, the subject matter of sociology ranges from a range of relevant and engaging topics such as education, the family, beliefs in society and crime.

Psychology: A-Level

AQA Psychology is the scientific study of the mind and behaviour. Psychologists are actively involved in studying and understanding mental processes, brain functions, and behaviour. The field of psychology has strong connections to the medical sciences, social sciences, and education and covers a range of topics from memory, social influence, psychopathology, relationships, and aggression.

Health and Social Care: C-Tech

This qualification is a Cambridge Technical Level and is equivalent to an A-Level. It is designed to give learners a broad introduction to the health and social care sector. Students will develop their interest in health, early years (care and education), social care and issues affecting the care sector as they create project-style work and investigate real situations.

Career Prospects

- Psychiatrist
- Forensic Psychologist
- Psychotherapist/Counsellor
- Educational Psychologist
- Sport and Exercise Psychologist
- Occupational Psychologist
- Social Worker
- Police Officer
- Local Government Services
- Youth work
- Family support worker
- Parole Officer
- Nurse/Midwife
- Physiotherapist

Results Highlights

Sociology: 4-9 90%

Psychology: A*-C 88%

ART

GCSE & A Level Results 2022

Grade 4-9 = 93.1%

Grade 7-9 = 48.3%

A* - B = 100%

"Art is a very wonderful thing and the study of art is a wonderful adventure. Such an adventure leads into an exciting world that is immense and varied. Once discovered and entered, this world can never be forgotten for the treasures it has to offer - its meaning and its beauty - can make our life richer and more exciting."

Fred Gettings

Our department actively uses art to encourage students of all abilities to feel alive and alert to their environments and emotions. We help them to look closely at what is around them and through a planned strategy of teaching key, technical skills, students learn that their outcomes can often reflect emotional states as well. We use the multi-cultural intake of King Solomon School and student's individual identities as a further driving force to present a view of the world from a range of perspectives with the intention of generating understanding and tolerance between different groups.

We teach the following technical skills: Drawing, Painting, Printmaking, Collage, Sculpture and Lens Based Image Making.

GCSE results have been consistently high and exhibitions at the end of the course have been a rewarding experience for the students who have participated in them and those that have visited. It is the high point of our year in the department and a real celebration of our contribution to the school.

Food & Design & Technology at KSHS

Innovation and enterprise is at the heart of the Food & Design and Technology department here at King Solomon High School. With that ethos in mind, we have developed a curriculum that encourages students to recognise that Design and Technology is a dynamic and forever evolving area in the changing world in which we live today.

We focus on developing student's practical skills and building their confidence in a variety of disciplines and require students to make practical use of knowledge from other curriculum areas, in order to combine their creative, analytical and logical skills with knowledge and understanding to design and manufacture quality products, develop computer designed solutions, produce innovative creative products and adopt a sustainable mindset.

Key Stage 3 Study Programme

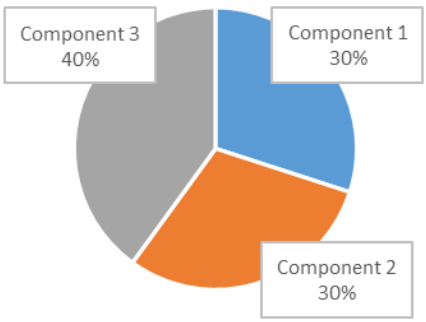
In year 7 – 9 students will complete a full academic year in the following subjects:

Food Technology
Systems & Control
Resistant Materials
Graphic Design
Throughout the year, learning will cover a broad range of technical disciplines and we use a skills-based assessment approach where students will analyse, design, implement, and evaluate practical products. They are assessed on their ability to demonstrate skills related to the discipline and the quality of the finished product.

Media at KSHS

Media Studies aims to deliver effective, up to date, media training across a range of skills and disciplines. We combine academic study, practical assignments, workshops and trips to give students a comprehensive introduction to the Media industry.

WEIGHTING



ASSESSMENT OVERVIEW

Component One - Exploring Media Products

Pearson-set assessment, which includes two main tasks (chunked into smaller tasks). Internally assessed and externally moderated. Exploration of a variety of video / audio-based, print-based and digital media.

Component Two - Developing Digital Media Production Skills

Pearson-set assessment, which includes two main tasks (chunked into smaller tasks). Internally assessed and externally moderated. Exploration and production of print-based media texts.

Component Three – Create a Media Product in Response to a Brief

Pearson-set practical assessment undertaken in exam conditions across 10 hours of supervised sessions. Externally assessed.

OVERVIEW

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in the Creative Media sector. Platforms explored include FILM, TELEVISION, MAGAZINES, NEWSPAPERS, VIDEO GAMES and ONLINE MEDIA.

"Where can this take me?"

FURTHER & HIGHER PATHS:

A-Level **in Media Studies;** ***BTEC Level 3*** **in Media Production →** ***BA (Hons)*** **in Media Production; Animation; Communication; Marketing…**

CAREER PATHS:

Researcher (£35K)
Cinematographer (£50K)
Director (£65)
And many more…

Jewish Studies at KSHS

Jewish Studies and Jewish life at King Solomon High School

As a Jewish school, faith values and learning are not just at the heart of the curriculum, but at the very foundation of school life. We look to develop 'the whole person', creating a community of learners who understand the values of respect, tolerance, kindness and responsibility to ourselves and others.

Our school motto exemplifies this:

If I am not for myself who will be for me

If I am only for myself, who am I

If not now, when!

(Ethics of the Fathers 1:14)

We are, first and foremost a community, 'Kehila', welcoming of every student and keen to explore and celebrate the wonderful diversity amongst us. This involves listening, sharing and learning from and about each other! Our Jewish Studies curriculum affords us plenty of opportunities to do just that, through formal lessons and informal, practical programmes to make our learning together come alive! We embed the values of charity (tzedakah) and acts of kindness (chessed) into all aspects of school life and our year is punctuated with opportunities to help others!

'Who is wise? One who learns from every person' (Ethics of the Fathers).

What do we learn at Key Stage three?

The Jewish calendar and all its festivals. special days in the British calendar, such as Remembrance Day, as well as special days in other faiths. Places of worship and Holy Books of Judaism and other faiths.

Shabbat, the holy day of rest; what this means for Jewish people, as well as considering days of rest in other faiths and thinking about how we use our time! The Jewish dietary laws, Kashrut and how we should treat animals.

Stories from the Torah teach universal values; the kindness of Abraham and the consequences of jealousy and resentment in the story of Cain and Abel, the book of Jonah and the values behind the Ten Commandments.

We study the Holocaust and connect it to our responsibility to stand up against intolerance and prejudice. We also look at the historical connection between Jewish people and the Biblical Land of Israel, as well as learning about the country of Israel today.

Heroes and role models, past and present inspire students to take an active role in our wider community.

Key Stage four

All students take religious studies at GCSE, AQA exam board syllabus A. This explores Jewish beliefs and practices in depth, as well as considering interesting and relevant themes, such as social justice, peace, medical ethics and relationships. The syllabus also includes a unit on Islam. The course is interactive and challenging, developing skills in debating, forming an argument using a variety of evidence and valuing and respecting diversity.

Our results at GCSE in 2022 were excellent, with more than 80% of students achieving grades 4-9 and 34% of students attaining levels 7-9.

6th form journey

Students have the option of studying Religious Studies to A level, OCR board. This fascinating and challenging course offers philosophy, ethics and Jewish thinking at a high level. Students who take this course gain valuable skills highly respected by universities. Results at A level in 2022 were outstanding, with 100% of students achieving grades A*-B.

All sixth form students take part in ATID, a weekly enrichment session covering a wide range of topical issues impacting on their lives now and post school. This is run together with a broad range of community partners and touches on issues including mental health, careers, racism and ethical debate.

GCSE Results

Religious Studies Grade 4-9 84.3%

Religious Studies Grade 7-9 34.3%

A Level Results

A*- B 100%

Digital Enterprise Technologies at KSHS

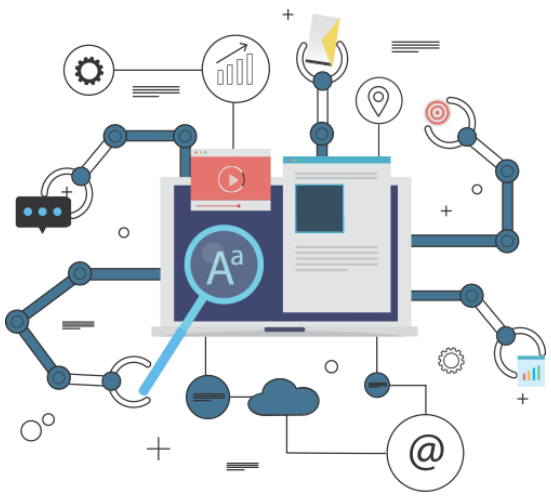
Digital learning and enterprise are at the heart of the **Digital Enterprise Technologies** department here at King Solomon High School. With that ethos in mind, we have developed a curriculum that encourages students to recognise that **Computer Science**, **Information Technology** and **Business Studies** are forces for changing the world for the better.

We focus on developing student's computing and business skills and building their confidence in a variety of disciplines, which require students to make use of knowledge from other curriculum areas. Maths, English, Science, Design Technology and Media all have elements that feature in our varying curriculum. Allowing students to combine their creative, analytical, and logical skills, with knowledge and understanding of other subjects, allows them to develop computational solutions, produce innovative information technology assets and adopt an enterprising mindset.

Key Stage 3 DET Programme

In Year 7, 8 and 9, students will complete weekly lessons of Computer Science / Information Technology. Our KS3 curriculum that all students' will study include:

- HTML Website Design
- Algorithms in Scratch; 2D games maker
- Digital Literacy and Staying Safe Online
- Programming in Kodu; 3D games maker
- Introduction to Computing
- Computer Threats
- Adobe Photoshop image manipulation
- Programming in Python
- Introduction to Excel Spreadsheets
- Pre-Production Skills in Movies
- Algorithms and Flowcharts
- Human Computer Interface
- Computer Networks



Key Stage 4 DET Programme

For **Business Studies**, students can take this course as an option in KS4 (Years 10 and 11) and can follow it through to KS5 (Years 12 and 13). The KS4 course is a Cambridge National Enterprise and Marketing (J837). The KS5 course is a Cambridge Technical Business Extended (05835).

For **Computer Science**, we follow OCR J277 at GCSE level (KS4), and the OCR H446 A Level qualification (KS5). This is also an option course that students can take in KS4 and follow through to KS5.

With **Information Technology**, students can take the Cambridge National Information Technology (J836) at KS4 level and the Cambridge Technical Information Technology Extended (05839) course at KS5 level.

Modern Foreign Languages at KSHS

Modern Foreign Language (MFL)

We are proud to say that historically we have always achieved excellent GCSE and GCE results in all languages and well above the national average, including achieving in the top 2% nationally! All students learn Spanish and Ivrit (Modern Hebrew).

Opportunities and support:

Redbridge Speaking Competition – Year 7-10 students all got through to the Finals and won First place in Spanish.

Some of our Upper School students have had the opportunity to work on their leadership skills by teaching Year 6 Spanish as well as to get involved with lunchtime and afterschool clubs.

In Year 7 we cover:

Introductions / greetings, family, pets / professions, school life, my area/environment, sports and free time. Group projects on fashion and clothes.

Rewards and competition:

In Languages we love to praise our students. One of our most popular forms of rewards are our “tiquitos”. Earning 4 tickets leads to a reward point and there is a prize draw each half-term across all year

GCSE Results

Spanish Grade 4-9 94.4%

Spanish Grade 7-9 41.6%

A Level Results

A*- B 86%

A* - C 100%

Performing Arts (Drama + Music) at KSHS

Performing Arts

Performing Arts is an imperative subject at KSHS where students engage in both music and drama. Not only does it allow your pupil to develop their creative skills, but it also helps to hone their emotional intelligence, language and communication skills, improves self-confidence and self-belief and equips them for life.

All students learn both music and drama from year 7 onwards and additionally students can take extra co-curricula lessons in a specific instrument, acting tuition, be a part of clubs (technical and performative), be an integral member of the musical cast/orchestra or tech crew, be mentored by the Royal Central school of speech and drama or take trips into London to see cutting edge theatre and music along with so many more opportunities. In our department, in year 7, we introduce your pupils to dramatic and musical elements, script work focusing on Elizabethan Theatre, African drumming, Classical music and Greek theatre.

Year 10 – 13 Curriculum

In Performing Arts, we have two pathways' students can take. They can either complete GCSE and A level Drama and Music or complete a Cambridge technical in Performing Arts. Performing Arts is highly sought after by the top Russell Group Universities even if you are not wanting to do a degree specifically related to Performing Arts due to them recognising the wide and vast array of transferable skills that it offers students. With this in mind we have created an engaging curriculum which can be tailored to all students depending on their interests both performative and technical.

Other Experiences

- Old Vic Club – Year 9
- Chanukah Concert
- KS3 Performance Evening
- School Musical
- English National Opera Alliance
- Regular opportunities to see live theatre and music being performed.

Co-Curricular Clubs:

- School Choir
- Theatre Technology
- Young Scriptwriters
- KS Sinfonia
- Stagecraft
- Costume Design Club
- Music Technology

See our school website for more information about our:

- **Music Tuition:** https://kshsonline.uk/curriculum/co-curricular-programme/music-tuition/
- **Acting:** https://kshsonline.uk/curriculum/co-curricular-programme/acting-tuition/
- **Public Speaking Tuition:** https://kshsonline.uk/curriculum/co-curricular-programme/acting-tuition/

Physical Education KSHS

The philosophy of '**Sport for All**' in PE at King Solomon High School aims to deliver an exciting and enjoyable experience for all students acquiring the skills and knowledge in line with the National Curriculum. The broad and balanced curriculum aims to recap, recall and build on prior knowledge using a range of physical activities. Through a carefully structured programme, we aim for students to build their physical, social and mental skills, enabling them to fully participate in a range of roles in Physical Education.

All students at King Solomon High School have the opportunity to participate in an extensive co-curricular programme, which develops students confidence in applying their skills in competitive situations.

Year 10 – 13 Curriculum:

Two pathway options in PE

PE GCSE

Cambridge National Sports Studies

Cambridge Technical Level 3 Sport & Physical Activity

Career prospects

- Coach
- Teacher
- Fitness Instructor
- Personal Trainer
- Nutritionist
- Physiotherapist
- Sports Development Officer
- Sports Psychologist
- Sports Scientist

Year 7,8,9 Curriculum Includes:

- Football
- Table Tennis
- Athletics
- Rounders
- Netball
- Basketball
- Trampolining
- Cricket
- Short Tennis
- Fitness
- Badminton

Extra-Curricular Clubs:

- Football
- Rugby
- Trampolining
- Badminton
- Futsal
- Netball
- Table Tennis
- Athletics

Competitive Sport:

Teams compete in a variety of competitions, locally, regionally and nationally. We also provide students to opportunities to compete in Inter form competitions at the end of each term. We hold our annual whole school sports day towards the end of the academic year. Our PE Awards evening is a fantastic ceremony celebrating students sporting success at the end of the year.

GCSE Results

Grade 4-9 92.5%

A Level Results

A*- B 80% A* - C 100%