



# **St Benedict's High School**

## **Vision, Values and Aims**

### **&**

## **Curriculum Rationale**





### **What does our curriculum aim to do?**

Help you to develop your God given gifts and talents in order to reach your potential.

Allow you to develop skills for life, work and learning.

Encourage you to be respectful, resilient and compassionate.

Provide you with new experiences and opportunities.

Support you to identify your goals and help you to achieve your ambitions.

### **How do we do this?**

We will live our lives by the Gospel Values.

We will work together to raise attainment for everyone.

We will develop your skills in Literacy, Numeracy, and Health and Wellbeing across all subjects.

We will provide learning experiences that are enjoyable, coherent, personalised and provide progression.

We will assess your learning in ways that are sensible, reliable and appropriate.

We will challenge you to be the best version of you possible.



## Curriculum Rationale – Summary

As a Catholic School we are committed to developing as a Community of Faith and Learning, providing the highest quality of education, and offering formation through the promotion of Gospel Values, through celebration and worship, and through service to the common good.

We seek to provide opportunities for young people to develop skills for learning, life and work. By ensuring a variety of learning pathways we support young people to move into positive destinations.

Through our desire to ensure excellence and equity for all students we will provide a curriculum which challenges and supports all. A curriculum which allows them to evidence Gospel Values in their daily lives.

Our whole school and departmental priorities ensure literacy, numeracy and health and wellbeing are at the heart of our curriculum. We seek to develop articulate, resilient and caring young people through high quality learning and teaching. We encourage leadership at all levels.

Through ongoing improvement planning and reflection our curriculum has been designed in order to support young people into positive and sustained destinations which meets local and national employment needs. This planning and reflection of learning is achieved through partnership working and, in particular, through pupil voice.

Universal personal support is central to our curriculum and pupil entitlements are key to our young peoples' experiences. We seek to ensure personal achievement allows for an integrated education and the formation of the whole person throughout S1-S6.

Through effective transition we provide a BGE which allows young people opportunity in all curriculum areas. Greater personalisation and choice are provided in S3, however our curriculum is flexible and is designed to meet individual need. Young people progress through 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> level learning to allow them to develop the skills required to achieve their potential in the Senior Phase.

Experiences beyond the classroom ensure young people have the opportunities to put the skills they have developed into practice and to provide context to learning.

Our senior phase is designed to provide all with the knowledge, skills and experiences required to succeed beyond school. Delivered as two distinct cohorts, this allows for greater opportunity to achieve in S4 and build on this achievement in S5/6. A range of learning opportunities are available including National Qualifications, Skills for Work, National Progression Awards, Work Experience and alternative provision to ensure a flexible curriculum tailored to individual need. By continuing to develop partnerships beyond the school we seek to provide a curriculum which supports learners into positive and sustained destinations.



## St. Benedict's High School – Our Vision, Values and Aims

St. Benedict's High School is a Roman Catholic community with an ethos centred on and inspired by the love of Christ, expressed through our shared vision, values and aims. Pupils, parents, staff and partners have been involved in establishing our vision and values. By ensuring we are challenging and ambitious we seek to present a vision which reflects the needs and aspirations of our Community of Faith and Learning.

### Our Shared Vision – Ora et Labora – Pray and Work

St. Benedict's is a community where all young people feel valued and included, where the achievements of our young people are recognised and celebrated. It is a community where everyone is treated with respect, the values of the Gospel are evident every day and we encourage high aspirations of excellence for all of our young people.

### Our Values

The values which underpin this vision and which shape our approaches, relationships, policies and behaviour are:

- Respect
- Love
- Trust
- Tolerance
- Integrity



### Our Aims

- To put faith into action to support everyone in our wider community and beyond.
- To fully develop the unique talents of all members of our community spiritually, morally, intellectually, socially and physically.
- To provide a safe, caring, inclusive and nurturing environment where everyone feels valued.
- To provide our young people with the highest possible standards of learning and teaching.
- To maximise the attainment and achievement of our young people.
- To nurture in our young people creativity and aesthetic appreciation.
- To work in close partnership with parents, the Church and the wider community.
- To ensure all of our young people progress into positive and sustained destinations.
- To provide opportunities for the personal and professional development of staff.



## Respect

*"Love one another warmly as brothers and sisters,  
be eager to show respect for one another"*  
Romans 12:10

Recognising our common humanity, created in the image and likeness of God, we show respect to one another. Our fundamental equality requires mutual respect in every thought and action.

## Love

*"A new command I give you: Love one another. As I have loved you, so you must love one another. By this everyone will know that you are my disciples, if you love one another."*  
John 13: 34-35

Our mutual respect is shown and bears fruit in love. That our love be not merely a word to describe an emotion, our energies and efforts are directed to those in greatest need, conscious that faith is shown in action.

## Trust

*"May the God of hope fill you with all joy and peace as you trust in him,  
so that you may overflow with hope by the power of the Holy Spirit."*  
Romans 15:13

Conscious of our respect and love for one another, we trust those who form us, as well as our fellow pupils, to pursue the common good and always avoid selfishness.

## Tolerance

*"With all humility and gentleness, with patience, bearing with one another in love."*  
Ephesians 4:2

Understanding that we will encounter and share our lives with others different from ourselves, we acknowledge the challenges in showing respect, love and trust for everyone in our school community. We undertake to strive to do all we can to live in peace with one another.

## Integrity

*"Pray for us. We are sure that we have a clear conscience  
and desire to live honourably in every way."*  
Hebrews 13:18

Seeking to remain true to our Catholic beliefs, we actively promote equality, fairness and justice in everything we say and do. We will follow the example set for us by Jesus in promoting a loving and caring environment where all show this respect, love, trust and tolerance.





# School Values



## -Respect-

Created in the image of God, we show respect to one another in every thought and action.

## -Love-

Our love is not merely a word to describe an emotion; our energies and efforts are directed to those in greatest need, conscious that faith is shown in action.

## -Trust-

We trust those who form us, as well as our fellow pupils, to pursue the common good and always avoid selfishness.

## -Tolerance-

Understanding that we will encounter and share our lives with others different from ourselves, we acknowledge the challenges in showing respect, love and trust for everyone in our school community.

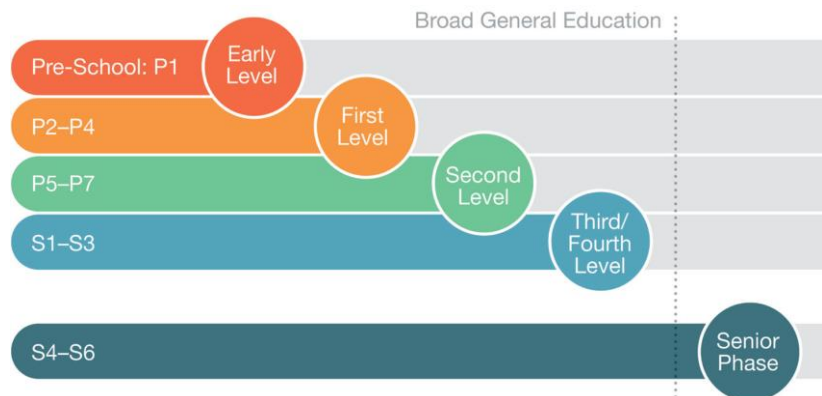
## -Integrity-

Seeking to remain true to our Catholic beliefs, we actively promote equality, fairness and justice in everything we say and do.



## Broad General Education Rationale

On leaving primary school, most pupils will have benefited from a wide range of learning experiences and be ready to take on the challenges of progressing their learning in secondary. The work undertaken in P6/7 in the primary is enhanced by strong cluster working with the secondary. The role of our transition teacher is of particular benefit in this process. There is a need to ensure that in the secondary we build on pupils' experiences across all curricular areas and wider achievements. During the early years of secondary education young people will extend their knowledge and skills as well as developing their strengths and interests further. It is an important stage in their education and they need to be engaged and challenged in their learning to ensure that their



motivation is sustained which will lead to a successful transition to the Senior Phase. The Broad General Education (BGE) phase is closely connected to the Senior Phase with the learning undertaken up until the end of S3 providing a strong foundation for choosing and specialising in a range of subjects.

At St. Benedict's High School the Broad General Education phase has a clear purpose - to ensure a strong platform for later learning and for successful transition to the new qualifications at the appropriate level for each young person. As they continue to develop the four capacities, the curriculum should enable each young person to:

- Experience learning across all eight curricular areas up until the end of S3.
- Achieve high levels of numeracy and literacy with opportunities to develop these across the curriculum.
- Develop Skills for Life, Learning and Work.
- Experience opportunities for personal development and achievement.
- Experience challenge and success.

They should be encouraged to adopt an active and healthy lifestyle equipped with the skills needed for planning their future lives and careers.



# **Application of the Principles of Curriculum Design to the St Benedict's High School Broad General Education Model**

## **Breadth**

In S1 learning will take place across all the Experiences and Outcomes in the eight curriculum areas with some achieving Third Level by the end of S1. Pupils will participate in the BGE across all curricular areas until the end of S3. In S2 pupils will continue to learn across all curricular areas. This will ensure that all pupils develop a breadth of knowledge and experience at Third Level before progressing to Fourth Level. As pupils progress through the broad general phase they will engage with a widening range of experiences growing in confidence and competence in Skills for Life, Learning and Work in familiar and routine contexts.

Breadth will be further enhanced by a number of year group events such as the Energiser Project which is delivered via a S1 STEM Workshop. The S2 Mission Morning gives pupils an opportunity to see 'Faith in Action' in many contexts with a focus on social justice.

These experiences bring together many curriculum areas allowing pupils the opportunity to connect their learning in meaningful contexts.

## **Depth**

During the S1-S3 stage, depth of learning will be provided through opportunities for pupils to engage with increasingly demanding concepts, develop progressively more complex cognitive abilities and build and learn new skills. Many pupils will achieve outcomes in these curriculum areas at the Third Level by the end of S1/2 and the Fourth Level by the end of S3. In some cases, learning may stretch beyond Third and Fourth Levels in S3. Depth will be enhanced through actively seeking interdisciplinary opportunities to connect learning between subject areas, across curricular areas, special focus learning events and whole school opportunities.

## **Personalisation and Choice**

All pupils will experience a common curriculum in S1 and S2. Pupils will have opportunities for personalisation and choice across many aspects of their learning throughout S1 to S3. Towards the end of S2 pupils make their subject choices for S3 in addition to Maths, English, Spanish, RE, SE and PE. They choose one social subject, a science, a technology and an expressive art subject and one other. All pupils are surveyed to design the last column on the option choice form which changes every year based on pupil choice. In partnership with SDS the pupils receive a comprehensive option choice programme which includes an individual interview with an SDS worker and their parents.

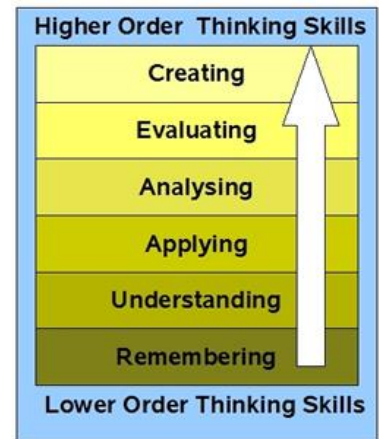
Teachers across the school will continue to work towards offering personalisation and choice in pupils' learning at classroom level.





## **Challenge and Enjoyment**

At St. Benedict's High School we will continue to have the highest possible expectations of what our young people can achieve. Through offering a truly Broad General Education until the end of S3, with choice at the end of S1/2, this structure provides an opportunity to challenge pupils to cover most Third Level Outcomes by the end of S1/2 and to reach Fourth Level Outcomes by the end of S3. As pupils progress through the Experiences and Outcomes they will develop increasingly complex Higher Order Thinking Skills including analysing, evaluating and creating



The design of our curriculum provides a number of enjoyable ways in which pupils can engage with the Experiences and Outcomes. Strategies such as co-operative learning, active learning and the use of technology all provide pupils with stimulating and engaging lessons matched to all learners' styles and abilities. Interdisciplinary projects and themed days will further enhance challenge and enjoyment.

## **Progression**

Young people should experience appropriate and challenging progression from primary into secondary and through the levels. We have established strong links with our associated primaries through our cluster leadership group and our own transition programmes. These contribute to a shared understanding of teaching methodologies across both sectors and along with moderation activities across Second and Third Level Experiences and Outcomes, we ensure that we build upon prior learning as pupils enter S1. Given the focus on literacy and numeracy, most young people should achieve Outcomes at the Fourth Level in these two areas.

Most learners will progress to study at the Fourth Level in chosen areas at appropriate points during S1-S3. This model provides opportunities for pupils to progress across all curricular areas. The introduction of choice within the Broad General Education should ensure that there are appropriate progression routes at the end of S3 as pupils move into the Senior Phase.

## **Coherence**

Taken as a whole, learning activities should combine to form a coherent experience with clear links between different aspects of learning. Subject departments within curriculum areas will work closely together in order to ensure a coherent experience for pupils within the curriculum area and across the Experiences and Outcomes. Emerging practice in the school such as the interdisciplinary projects timetables across Technologies and Expressive Arts will ensure our Broad General Education is coherent allowing pupils to make connections across their learning.

## **Relevance**

Pupils should understand the purpose of their learning and the activities they are engaged in. Courses should be planned so that pupils understand the relevance of their learning to their lives, present and future. This curriculum model aims to enhance relevance through offering choices in S1/2 that focus on personal development, are innovative, and will enhance Skills for Life, Learning and Work.



## The Senior Phase Rationale

By the end of the Broad General Education (S1-S3) most pupils will have benefited from a wide range of learning and experiences through the broad and general education. They will have progressed at different rates and many will have reached high levels of literacy and numeracy. Almost all pupils will have covered most of the Third Level Experiences and Outcomes and many will have covered Experiences and Outcomes at Fourth Level in all eight curricular areas. Other pupils with Additional Support Needs will have covered a number of Early, First, Second and Third Level Experiences and Outcomes appropriate to their individual needs and circumstances. They will have built a strong platform for later learning and for a successful transition into the Senior Phase and the new qualifications.

The Senior Phase at St Benedict's High School should have a clear purpose:

- to enable all pupils to undertake a range of national qualifications at the appropriate level to ensure post school progression into a positive destination.
- to further develop the knowledge, skills and qualities to support our pupils to take a meaningful and worthwhile place in society.
- to further develop the Skills for Life, Learning and Work.
- to experience opportunities for personal development and achievement.
- to experience challenge and success.
- to encourage an active and healthy lifestyle.
- to support planning for their future lives, careers and lifelong learning.
- relevant opportunities to engage with outside parties through college courses and purposeful work experience.



# **Application of the Principles of Curriculum Design to the St Benedict's High School Senior Phase Model**

## **Breadth**

The Senior Phase will cover three years with exit points as appropriate to individual pupil aspiration and plans. In S4 of the Senior Phase pupils will study seven subjects as well as RE, SE and PE, including Maths and English. This will ensure all pupils leave the Senior Phase with a qualification at the highest level they are capable of. All S5 pupils will study five subjects at an appropriate level, which may include a college course. S6 pupils will study a minimum of four subjects, leaving one column free for community involvement. In addition to college courses on offer at West College Scotland, S6 pupils also have access to consortium arrangements across all Renfrewshire secondary schools.

Breadth will be further enhanced by viewing S4-S6 as an integrated phase as pupils build on their qualifications over the three years. Breadth will also be achieved through ensuring a number of achievements, personal development and vocational opportunities are offered as an integrated part of the curriculum. In order to further support the purpose of the curriculum, especially Health and Wellbeing, all pupils will receive two periods of PE (in S4), two periods of RE and a period of Social Education.

## **Depth**

During the Senior Phase depth of learning will continue to be provided through opportunities for pupils to engage with increasingly demanding concepts, develop progressively more complex cognitive abilities and build and learn new skills. This will be provided through working towards National Qualifications at the appropriate level for each individual pupil as well as whole school personal development opportunities. The senior phase will allow depth of study at different levels depending on pupil interest, aptitude and aspiration.

## **Personalisation & Choice**

By the end of S3 all pupils will have covered a broad and general education. Personalisation and choice will be further increased in the Senior Phase with pupils choosing seven options in S4 and five options in S5/6. Personalisation and choice will be further enhanced through continuing to work with other Local Authority schools in offering extended choices especially at Advanced Higher Level. As well as this, and a choice in the column structure, extensive vocational choices are offered through the partnership with West College Scotland. This offers pupils a greater degree of flexibility of choice. Pupils will have an opportunity to study at the various levels across the entire Senior Phase. They will also be offered greater personalisation and choice through a number of curricular and whole school opportunities to develop new skills and further develop their own interests. This is further enhanced through the introduction of Caritas, First Aid courses, Saltire and Youth Achievement Awards.

## **Challenge & Enjoyment**

During the Senior Phase at St. Benedict's High School we will continue to have the highest possible expectations of what our young people can achieve. Through offering choices in personal development, vocational options, leadership opportunities and extra-curricular activity, our pupils will continue to be challenged to develop as well rounded, responsible and confident young people. Enjoyment comes from the satisfaction of having pushed oneself and successfully completed a difficult concept or skill. Our approach to tracking and monitoring and providing universal support in the Senior Phase through assertive mentoring, Pastoral Care and SLT, will enhance our approach to challenging our pupils.



## **Progression**

Young people should experience appropriate and challenging progression from the Broad General Education into the Senior Phase. The main progression routes that will be available to pupils based on their prior achievement, interests and aspirations are shown on the Senior Phase Progression Routes diagram. All levels from National 4 to National 6 are delivered in the Senior Phase as well as National 7 for a number of subjects and also National 3 where appropriate to support learners' needs.

## **Coherence**

As with the Broad General Education, learning activities in the Senior Phase should combine to form a coherent experience with clear links between different aspects of learning.

## **Relevance**

In the Senior Phase pupils should continue to understand the purpose of their learning and the activities they are engaged in. Courses should be planned so that pupils understand the relevance of their learning to their lives, present and future. This curriculum model aims to enhance relevance through offering a wide range of subjects and experiences. There will continue to be focus on developing Skills for Learning, Life and Work based on the school's framework. This will be further enhanced in the Senior Phase through links with business partners, work experience opportunities, community involvement and further and higher education partners. For pupils with Additional Support Needs, the Senior Phase will continue to be at the heart of learning, equipping our pupils with the skills they will require to lead successful and independent lives.



# Curriculum Plan

## Broad General Education (S1-S3)

- Learning will take place across all the Experiences and Outcomes in the eight curriculum areas.
- Young people will experience a challenging gradient of progression.
- Most young people are expected to move onto Third Level Experiences and Outcomes when they enter S1.
- Many young people will progress to study at Fourth Level at appropriate points during S1 to S3.
- The Fourth Level Experiences and Outcomes will provide opportunities for specialisation and depth.
- Interdisciplinary Learning will provide opportunities to extend and deepen understanding.

## Transition from P6 to S1

- Strong curriculum links are developed with Associated Primary Schools over P6 and P7 through our Cluster Transition Programme that involves visits by P6 and P7 pupils to St Benedict's and by secondary staff in a number of departments visiting Primary Schools to work with pupils. Our Project Leaders for Numeracy, Literacy and STEM have established strong links with our primary colleagues to enhance the transition programme and to work towards common teaching methodologies.

## S1 Curriculum

Language	Mathematics	Science	Social Studies	Technologies	Expressive Arts	Health & Wellbeing	Religious & Moral Education
<b>8</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>2</b>
English (4) Spanish (3) Literacy (1)	Mathematics (4)	Integrated Course (3)	Geography (1) History (1) Modern Studies (1) (Rotation)	ICT (1) Technical (2) Home Economics (2)	Art & Design (2) Music (2)	PE (3) Social Education (1)	RE (2)

## S2 Curriculum

Language	Mathematics	Science	Social Studies	Technologies	Expressive Arts	Health & Wellbeing	Religious & Moral Education
<b>7</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>4</b>	<b>4</b>	<b>2</b>
English (4) Spanish (3)	Mathematics (4)	Integrated Course (3)	Geography (1) History (1) Modern Studies (1) (Rotation)	Computing (1) Technical (2) Home Economics (2) Business (1)	Art & Design (2) Music (2)	PE (3) Social Education (1)	RE (2)



## **S3 Curriculum**

- The S3 curriculum provides the opportunity to explore subjects in depth, to move on to the Fourth Level Experiences and Outcomes and to begin to prepare pupils for Senior Phase qualifications.
- The introduction of Lab Skills and Scottish Studies courses in S3 allows pupils the opportunity of gaining a level 5 qualification in Science and Social Subjects where it would have been unlikely to achieve in the discrete subjects.
- ASDAN is offered to pupils who would struggle to gain a qualification in Spanish.

Language	Mathematics	Science	Social Studies	Technologies	Expressive Arts	Additional Subject	Health & Wellbeing	Religious & Moral Education
<b>7</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>2</b>
English (4) Spanish (3)	Mathematics (4) Numeracy(1)	Biology Chemistry Physics Lab Skills	Geography History Modern Studies Scottish Studies	Business Computing FHT Graphic Com. Woodwork	Art Music PE Dance	Populated from pupil survey	PE(3)  Social Education (1)	RE(2)

## **Responsibility of All**

### **Literacy and Numeracy**

- All departments have made explicit in their course plans their contributions to Literacy and Numeracy Outcomes. The Project Leaders, in collaboration with their working groups, develop improvement plans to lead and support departments to deliver the outcomes.

### **Health and Wellbeing**

- All departments have made explicit in their course plans their contribution to Health and Wellbeing outcomes. Our Health and Wellbeing Project Leaders drive the agenda forward throughout the school. Our Hearty Lives initiative has proved to be very successful in this area.



## Senior Phase

### S4 Curriculum

- Pupils will continue to study seven subjects to the qualification stage.
- English and Mathematics will be compulsory.
- Four periods will be allocated to each subject.
- All S4 pupils are allocated a staff mentor who meets with them a minimum of four times a year during SE.
- An extensive programme of supported study after school and on Saturday mornings offers additional support.
- A very successful Easter school operates to prepare pupils for the SQA exams.

Language	Mathematics	Science	Social Studies	Technologies/ Spanish	Expressive Arts/ Spanish	Additional Subject	Health & Wellbeing	Religious & Moral Education
4	4	4	4	4	4	4	3	2
English (4)	Mathematics (4)	Biology Chemistry Physics Health Sector	Geography History Modern Studies	Administration Business Computing FHT Graphic Com. Woodwork Spanish	Art Music PE Spanish	Populated from pupil survey ASDAN	PE(2)  Social Education (1)	RE(2)

### S5 Curriculum

- Pupils will study five subjects.
- Social Education will include the one-to-one assertive mentoring programme.
- There will be no compulsory subjects.
- PE and SE are delivered on a rotational basis.
- Six periods will be allocated to each option.
- A variety of NPAs are included to widen opportunities for progression including Business Info Tech, Practical Electronics, Lab Skills, Health Sector, Games Design, Photography and Sports Leader.

Option 1	Option 2	Option 3	Option 4	Option 5	Health & Wellbeing	Religious & Moral Education
6	6	6	6	6	1	2
					Personal Support	RE



## **S6 Curriculum**

- Pupils will study four or five subjects.
- In addition to all the subjects offered in S5, Higher courses in RMPS, Psychology and Politics are available to S6 students.
- College course and consortium arrangements enhance the learning opportunities in St Benedict's.
- Opportunities will be provided for pupils to participate in community work, either within St Benedict's or within the local community and associated primary schools.
- Pupils will be encouraged to participate in the CARITAS Award.
- Pupils will support younger pupils in a variety of ways such as acting as S1 Buddies, participating in the Paired Reading Programme, assisting with the BGE Homework Club and assisting in classrooms as Peer Support.
- The S6 Leadership team will contribute to the whole school community in a variety of different roles.
- Pupils will also lead and assist with a number of extra-curricular activities.

Option 1	Option 2	Option 3	Option 4	Option 5	Health & Wellbeing	Religious & Moral Education
6	6	6	6	6	1	2
				Community Involvement	Social Education	RE





# Curriculum Summary

## S1 & S2 Curriculum

Language	Mathematics	Science	Social Studies	Technologies	Expressive Arts	Health & Wellbeing	Religious & Moral Education
<b>7</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>4</b>	<b>4</b>	<b>2</b>
English (4) Spanish (3)	Mathematics (4)	Integrated Course (3)	Geography (1) History (1) Modern Studies (1) (Rotation)	Computing (1) Technical (2) Home Economics (2) Business (1)	Art & Design (2) Music (2)	PE (3) Social Education (1)	RE (2)

## S3 Curriculum

Language	Mathematics	Science	Social Studies	Technologies	Expressive Arts	Additional Subject	Health & Wellbeing	Religious & Moral Education
<b>7</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>2</b>
English (4)  Spanish (3)	Mathematics (4) Numeracy(1)	Biology Chemistry Physics Lab Skills	Geography History Modern Studies Scottish Studies	Business Computing FHT Graphic Com. Woodwork	Art Music PE Dance	Populated from pupil survey	PE(3)  Social Education (1)	RE(2)

## S4 Curriculum

Language	Mathematics	Science	Social Studies	Technologies/ Spanish	Expressive Arts/ Spanish	Additional Subject	Health & Wellbeing	Religious & Moral Education
<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>2</b>
English (4)	Mathematics (4)	Biology Chemistry Physics Health Sector	Geography History Modern Studies	Administration Business Computing FHT Graphic Com. Woodwork Spanish	Art Music PE Spanish	Populated from pupil survey ASDAN	PE(2)  Social Education (1)	RE(2)

## S5 Curriculum

Option 1	Option 2	Option 3	Option 4	Option 5	Health & Wellbeing	Religious & Moral Education
<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>1</b>	<b>2</b>
					PE/SE	RE

## S6 Curriculum

Option 1	Option 2	Option 3	Option 4	Option 5	Health & Wellbeing	Religious & Moral Education
<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>1</b>	<b>2</b>
				Community Involvement	Social Education	RE



### Lucy's learning journey

<b>S4</b>	English Nat 4	Maths Nat 5	Spanish Nat 5	Modern Studies Nat 5	Physics Nat 4	Business Management Nat 5	Art Nat 5	Admin Nat 5
<b>S5</b>	English Nat 5	Maths Higher	Business Management Higher	Art & Design Higher	Admin Higher			
<b>S6</b>	English Higher	Modern Studies Higher	Business Management Higher	Volunteering OLOP Primary School	NPA Photography			
<b>Leaver Destination</b>	University - Business							

### Kieran's learning journey

<b>S4</b>	English Nat 5	Maths Nat 5	Spanish Nat 5	Geography Nat 5	Physics Nat 5	Music Nat 5	Business Management Nat 5	Art & Design Nat 5
<b>S5</b>	English Higher	Maths Higher	Spanish Higher	Business Management Higher	Art & Design Higher			
<b>S6</b>	Spanish Adv Higher	Music Higher	RMPS Higher	Volunteering Riverbrae School	English Adv Higher			
<b>Leaver Destination</b>	University - Languages							

### Amy's learning journey

<b>S4</b>	Chemistry Nat 5	Biology Nat 5	English Nat 5	Maths Nat 5	Modern Studies Nat 5	PE Nat 5	Business Management Nat 5	Spanish Nat 5
<b>S5</b>	Chemistry Higher	Biology Higher	English Higher	Maths Higher	Spanish Higher			
<b>S6</b>	Chemistry Adv Higher	Biology Adv Higher	RMPS Higher	Psychology Higher	Head Girl Duties			
<b>Leaver Destination</b>	University - Medicine							



## Nathan's learning journey

<b>S4</b>	English Nat 4	Maths Nat 4	Graph Com Nat 4	History Nat 4	Chemistry Nat 4	Business Management Nat 4	PE Nat 5	
<b>S5</b>	English Nat 5	Maths Nat 5	History Nat 5	PE Higher	Practical Electronics NPA			
<b>S6</b>	English Higher	Sports Leader NPA	Psychology Higher	Health Sector NPA	Community Involvement			
<b>Leaver Destination</b>	Sport Science							

## Daniel's learning journey

<b>S4</b>	English Nat 5	Maths Nat 5	Spanish Nat 5	Modern Studies Nat 5	Physics Nat 5	Computi ng Nat 5	Graph Com Nat 5	Art & Design Nat 5
<b>S5</b>	English Higher	Maths Higher	Physics Higher	Graph Comm Higher	Art & Design Higher			
<b>S6</b>	Art & Design Adv Higher	Modern Studies Higher	Computing Higher	Photography NPA	Community Involvement			
<b>Leaver Destination</b>	Building Design/ Architecture							

## Mekkia's learning journey

<b>S4</b>	English Nat 3	Maths Nat 4	ASDAN	Geography Nat 4	Health Sector Nat 4	Art & Design Nat 5	Hospita lity Nat 4	History Nat 4
<b>S5</b>	English Nat 4	Drama Nat 5	Art & Design Nat 5	History Nat 5	Child Care WCS			
<b>Leaver Destination</b>	College - Childcare							



# **St. Benedict's High School**

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