

The Curriculum in Block 3

Courses starting in
September 2018

BEDALES SCHOOL

The Curriculum in Block 3

This booklet outlines the structure and content of our unique Block 3 curriculum. The curriculum is designed to fulfil the school's main academic aim, which is "to develop inquisitive thinkers with a love of learning who cherish independent thought". It builds on John Badley's conviction that education should fully involve the "head, hand and heart" and it places the development of high quality relationships at the heart of everything we do. Small tutor groups will spend a significant amount of time together, and with their "Badley Tutor" who will oversee their experience alongside two carefully selected 6.2 students – "Badley Seniors" - allocated to each group. It is also intended to be a rich preparation for study further up the school, and to constitute a sound basis for public exam success, as well as preparing students for the broad and stimulating demands of Bedales Assessed Courses in Blocks 4 and 5, alongside their GCSEs and IGCSEs.

As far as possible, we want students to experience the full spectrum of Bedalian subject areas during their first year. However, there is a finite number of hours in the day, and some hard decisions are necessary, especially in the area of languages. For those who are particularly keen linguists, some sacrifices are needed elsewhere in order to make room to do things properly. More detail follows on the next page.

Block 3 curriculum structure

We believe in breadth of experience at this stage, and giving students the opportunity to make informed choices towards the end of the year about those areas they wish to specialise in for GCSE / BAC. We are also keen not to overload students, nor cause them to feel as though they are dragging themselves through a relentless sequence of tasks. We want our students to have adequate private study time to do their prep, and still time to undertake important developmental activities, like reading, on which we place a high priority. We recognise that most Bedalians will undertake a range of extra-curricular activities, too, whether that is singing, tennis, dancing or playing a musical instrument, and we want our system to be sufficiently flexible to allow students to do all of the things they want to, with enough time to do them well. To this end, we strongly advise that students embark on a programme that has a minimum of 5 private study periods in it out of the possible 52 sessions per week. Some tough choices may be necessary to achieve this. So, bear in mind that the target number of curricular periods is no more than 47, to which some extra-curricular activities may be added.

(Number of 35 minute periods per week is in brackets – most are in doubles)

Section A: Compulsory areas for all:	Section B: Languages ¹
<ul style="list-style-type: none"> • Maths (5) • English (4) • Science (6) • Sport ²(6) • Outdoor Work (2) • Well-Being and Global Awareness (2) <p>(25 periods)</p>	<ul style="list-style-type: none"> • French (3) • German / Spanish (3) • Russian (3) • Latin(3) <p>(6-9 periods)</p>

¹ Most students take either two or three languages. The benefit of taking at least two is that these support one another, and enable a confident and informed choice about which language(s) to take on to GCSE. All students are expected to take at least one **modern** language to GCSE.

² With some students opting to take a course in Classical Music during one of these double periods.

Section C:

In addition, most students take the following, but there is flexibility around these for students who will otherwise be overloaded

- History (2)
- Geography (2)
- Philosophy, Religion & Ethics (2)
- Drama & Dance (2)
- Art (2)
- Design (2)

(Max 12 periods)

So, a student who opts for two languages, say Russian and French, in Section B will be able (and expected) to do all of the subjects in Section C, since their overall curricular load will be 47 periods (25+8+14). This gives them the necessary 5 private study periods.

A student who opts for **three** languages in Section B, say, French, Spanish and Latin, will need to de-select one subject from Section C in order to ensure that they have 5 private study periods. Our experience is that students with fewer than this will not have sufficient time to complete their preps satisfactorily, and will not have time to read, or practice musical instruments, for example. Parents should indicate on their language choices form which subject from section C students will NOT take if they pursue three languages.

Parents and students should be conscious, when they choose extra-curricular activities, that these are very often timetabled within private study slots, and thus eat into designated prep time. We will, of course, adjust things as far as we can to enable students to pursue their interests, but it is important to strike a balance between indulging students' appetites for a wide range of activities and ensuring that they do not bite off more than they can chew!

Notes on individual elements of the curriculum

English

English is approached primarily through the reading of novels, stories, poems and plays. Pupils are encouraged to think, write and talk lucidly and critically about what they have read. As well as providing stimulus for the imagination and for discussion of social, ethical and personal questions, we hope that the study of literature will increase awareness of the potential of language as a medium of expression. This is developed through detailed examination of how language is being used to precise effect in particular contexts and it is hoped that a growing critical awareness will filter into the pupil's own creative use of language.

The study of the language spreads beyond its specifically literary uses and any examples of English in use are potential grist to the English teacher's mill. Journalism, diaries, letters, biography and travel writing, for example, provide a wide range of writing for study. Over the year pupils will build up a portfolio of written work which will form part of their end of year assessment.

As pupils develop their own writing, their work is regularly corrected to improve basic accuracy. We would like to think that most will be familiar with a vocabulary of essential grammatical and literary terms before they reach us, but inevitably some will not be, and therefore some time is spent in Block 3 reinforcing this.

Mathematics

Pupils are taught in five groups. In addition to reinforcing fundamental skills, the course provides a firm foundation for the IGCSE course in Blocks 4 and 5. The curriculum areas studied in Block 3 are:

- Number and Algebra (including indices, simple equations, simultaneous equations and sequences)
- Shape, Space and Measures (including the circumference and area of a circle, Pythagoras' theorem, trigonometry of right angled triangles, areas of plane figures, volumes of prisms and straight line geometry)
- Handling Data (including mean, mode and median and frequency distributions)

The progress of each pupil is carefully monitored by regular testing and there is an end of year examination. More able pupils have the opportunity to enter the UK Intermediate Mathematical Challenge, which is a national contest.

Science

Biology

In Block 3 we concentrate on the fundamental topics of Biology and all the material studied is relevant to the IGCSE course. Alongside factual content, we stress the development of scientific thinking (observation, hypothesis formulation and testing), report writing and presentation, IT skills, number skills and graph plotting.

The topics covered are:

- Cells, Tissues and Organs – a study of the organisation of plants and animals, how substances move into and out of cells.
- Respiration, the chemical processes going on inside living things.
- Nutrition, including diet and digestion, including the role of enzymes.

Lessons are conducted in an enquiry-based manner; seeking evidence, preferably from our own observation, and using experimentation (where possible) to verify hypotheses. Assessment is through preps, interim tests and a final end of unit test.

Chemistry

The Chemistry curriculum at Bedales is spiral and assumes no prior knowledge. Chemistry is studied using skills similar to, and co-ordinated with, those in Biology and Physics. Throughout the course, emphasis is placed on developing good practical, observational and recording skills and from those observations making sound conclusions. Experiments are learning experiences and we hope that the students gain skills in evaluating experiments so that they can be improved. In addition, good practice in scientific writing and diagram drawing is encouraged. Some experiments and lessons will involve the use of ICT and the internet. The sources are also evaluated.

The topics studied are:

- The periodic table and the metal non-metal division.
- The reactivity series through oxygen affinity and the extraction of iron
- REDOX reactions
- Word equations, naming and applying formulae to compounds
- Electrochemistry, cells and electrolysis

Progress through the course is assessed by the performance of pupils in preps and through end of topic tests. Other techniques widely employed include question and answer in class and also general discussion. At the end of the course students will evaluate their own performance and so will take with them improved skills for the next cycle of science education and for Block 4.

Physics

Physics in Block 3 introduces many of the key concepts that form an integral part of the work required for the IGCSE. In combination with Biology and Chemistry the emphasis is on developing scientific thinking and analytical skills to select, organise and present information clearly and logically, using appropriate scientific terms and conventions. While the mathematical demands are reduced, the patterns and principles emerge that will be developed at a later stage. An appreciation of the importance of accurate experimental work is built through developing practical skills and safe laboratory methods. The topics covered aim to develop an enjoyment of science and also an appreciation of its significance in wider contexts.

- Astronomy – the Earth's place in the solar system, galaxy and universe.
- Domestic Electricity – its applications and hazards.
- Current Electricity – electrical circuits and their uses.
- Waves – wave properties and sound waves.
- The Electromagnetic Spectrum.
- Heat Transfer.
- Energy resources – the future of the world's energy supply.
- Radioactivity – sources, uses and dangers.

Assessment is through regular preps, assignments and topic tests. There will also be a formal presentation of individual research on the final topic and a synoptic examination at the end of the course.

History

Students join us in Year 9 from many schools and have pursued different routes through the National Curriculum Key Stages. By 'shadowing' rather than following the National Curriculum we are able to study topics in greater depth than is allowed for in Key Stage 3. We hope to offer students new experiences by selecting topics from the later stage of the chronological coverage and focusing on the more complex issues. Factual content *is* important but we are also determined to present students with challenging ideas.

We begin the year by examining the subject of History itself and great men and women in History. We look at the contribution of individuals to History and consider what might qualify some for 'Greatness'. This leads to a brief project by students in which they select, study and present their chosen 'Great' figure from History. In the process they will learn about research: how to use the library, how to use the Internet responsibly and even how to use a book! We then embark on a study of World War One, looking at causes, women's roles

in the war, some key individuals (Haig, Lawrence of Arabia for instance) and the campaigns of the Somme and Ypres, leading to a 'Battlefields Tour' in the second term where we visit Belgium and France. Here pupils have an opportunity to trace the history of members of their family and to see how they were involved in the war. In the third (Summer) term, we study Nazi Germany and prepare students for the move into Block 4. Over the course of the year, we hope to find something that appeals to all students.

In History, we are attempting to develop the student's understanding of the process of historical argument by encouraging them to collect, sift and evaluate evidence. We also aim to improve their skills, such as reading, note-making, the construction of coherent explanations and extended writing, which we hope they will further develop in the BAC course. A wide range of resources will be used during the year, including ICT software and the Internet, alongside more traditional sources of information. Where possible, we draw on students' knowledge and experiences in other subjects and environments.

Geography

Geography is the subject that underpins our understanding of the world, its peoples, places, landscapes and environments. If we fail to understand and manage the world and its resources sustainably, then the human race itself will ultimately falter. We are in a new age - the Anthropocene - the first age when the world as a whole is dominated by one species, humankind.

Geography is unlike any other subject in that it bridges the sciences and humanities. Students might one day find themselves managing large datasets and applying statistical techniques to explore the difference between correlation and causation whilst on another occasion be perfecting the nuances of their arguments to persuade the reader of whose responsibility it is to tackle global inequality.

The Block 3 Geography course introduces students to a variety of geographical topics, challenging students' preconceptions of the discipline. Students are taught through an enquiry-led approach with an emphasis on developing skills intended to ultimately create independent learners. The Block 3 course mirrors the BAC Geography programme in both format and assessment. The syllabus is underpinned by regular fieldwork and assessed through a variety of approaches including extended writing, debate and the production of a short video. Fieldwork is also a key focus for the course and students are introduced to geographical investigation through research of the weather and climate around the school site. Ultimately, students will begin to understand the importance of Geography in tackling many of the world's most pressing global issues.

Autumn	Spring	Summer
<p>Interpreting Landscapes <i>How can we interpret and understand landscapes?</i> Ullswater, Lake District Park Ranger Skype Interview Annotated Map Place / Space</p>	<p>Weather & Climate <i>Where is the windiest / coldest / wettest / sunniest place in the school?</i> School Site Dissertation Poster Processes</p>	<p>Resources: Energy, Food, Water <i>Is there enough for everyone?</i> Crystal Museum, London Local Supermarket Debate Sustainability</p>
<p>Globalisation <i>Is globalisation benefiting everyone?</i> Rana Plaza Speaker Presentation or Video Interdependence</p>	<p>Borders <i>Are borders opening or closing?</i> School Site Extended Essay Scale</p>	

Philosophy, Religion and Ethics

How do we know what we think we know? Can we prove what will happen in the future on the basis of past experience? Is every opinion valid? Is everyone entitled to think what they like? Are religious stories anything more than myths? What truths do myths convey? If God is all loving, how come he allows war? How can we be content? How can we learn to deal with suffering?

In PRE, we ask big questions, and we learn how best to understand, tackle and answer them. Students will get a bedrock of understanding of key questions in Philosophy, Religion and Ethics, as well as develop analytic and evaluative skills – thinking skills for the future. We aim to create an environment of enquiry, questioning, reasoning, discussion, and development of ideas. Students don't just form opinions – they learn to build on a gut reaction by considering evidence and different views, and then forming conclusions.

In Block 3, students study PRE (Philosophy, Religion and Ethics) for two periods a week. The course leads into the BAC PRE course in Blocks 4 and 5. The whole Block 3 PRE course centres around the idea of narratives: how stories can aid a depth of understanding and thoughtful analysis of big ideas. In the Autumn term, Block 3s consider the sense in which myths can convey truth, and create their own creation myths. Then, using some lesser-studied parables of Jesus, we consider some highly contentious ethical questions about forgiveness, the meaning of life, and whether intentions matter more than consequences.

In the Spring Term, to complement their work on the First World War, and prior to the Battlefields trip, students complete a podcast project on the subject 'Where is God in War?' which requires philosophical argument, persuasive speaking, and empathetic engagement with issues of war and peace. When they return after Half Term, we then study Buddhist parables, and relate their messages to tough dilemmas about how we should live.

The course ends in the Summer Term with a focus on stories told in philosophy to get a particularly difficult point across. By looking at these thought experiments, students will be able to engage with topics not usually taught until university level, such as the possibility of Artificial Intelligence and the nature of justice.

Modern Languages

Block 3 students study at least two languages as this gives students a greater understanding of how languages work, which tenses are which and how to use and manipulate verbs and vocabulary through the constant reinforcement of learning the same techniques across two languages. For those students who only plan to study one modern language for GCSE, it also helps them make an informed decision as to which language to pursue, with the added benefit of gaining a deeper understanding of different cultures, people and lifestyles.

French

Most students will have studied French prior to Bedales and thus many students feel most comfortable continuing their French studies in order to build upon the foundations which are already in place and thus take more confident steps toward the French GCSE. The course features a rigorous and comprehensive approach to grammar teaching as well as motivating and challenging topics and tasks, set in authentic contexts. We follow the Expo 3 Green textbook: family and relationships, hobbies, new technology, a Battlefield project as preparation for the trip to France and Belgium in February, holidays (using different tenses), home and local area and a project of a student's own choice. The four skills of speaking, writing, listening and reading are covered and more than one skill is used in each lesson. Every week, pupils are given a learning prep (vocabulary or grammar) and a short written prep.

German, Spanish and Russian

Beginners' courses in German, Spanish and Russian are offered in Block 3. The courses assume no prior knowledge of the language. These courses are designed for students taking an express route to GCSE in three years and aim to cover all the basics during the first year. German suits students who enjoy logic in their language, while Spanish suits students who enjoy expressing themselves in a similar way to French. Russian suits students who are ready to get to grips with a logical language, but with a new alphabet.

Lessons in a number of other languages such as Italian, Russian, Chinese and Japanese can be arranged on a private basis, leading to GCSE where appropriate.

Latin (with Greek)

The aim of the Block 3 Latin course is to consolidate the work students have done at their prep schools and further develop their understanding of Latin so that they are well placed to continue to GCSE if they choose to do so. Formal training in grammar and exercises to develop fluency in reading Latin are supplemented by the use of audio-visual and ICT resources. Latin's influence on English and other European languages is stressed throughout the course. As well as the Latin language the course explores many aspects of Roman and Greek civilisation, including mythology, entertainment, art and history and we use the very popular Cambridge Latin Course as our chosen textbook. Some students will have studied Latin to Common Entrance standard at their previous school; however, it is possible in some cases for beginners to join the course. A prior consultation with the Head of Classics is necessary in such cases.

Latin is studied during the autumn term and students can consolidate and enlarge their knowledge of vocabulary, grammar and syntax during this time. In the spring term we spend about four weeks on an excursus, introducing Classical Greek to the class; this is done in a more formal manner than is used by the Cambridge Latin Course and it reinforces the grammatical understanding of how both Latin and Greek build meaning. There is also the challenge of mastering a new writing system – the Greek alphabet – and above all a rich series of exercises in building vocabulary. When we resume the study of Latin, the lessons learned and re-learned in the study of Classical Greek pay very rich dividends indeed. Students are also given the opportunity to explore the fascination of exploring the language the Romans admired, and of keeping up with it at GCSE and beyond. At the end of the year, students are well placed to begin either of the intensive new 9-1 courses in Classical Greek or Latin, or both. While it may seem early to think about such things, the structure of the course enables those students who wish to pursue a study of Classics at the best universities worldwide to be in an enviable position by the time they reach the Sixth Form.

Art

The underlying object of Art in year 9 is to provide a really accessible and enjoyable course for all abilities with an emphasis towards fun and individual creativity. In addition to this course is the availability of a generous provision of “activity/after school Art sessions”, that can complement the provision for Art, at this level, if more ambitious projects are wished to be followed by pupils.

The Art department offers pupils the opportunity to investigate and gain Aesthetic experiences; Observation; Impression; Expression; Communication; Manipulation; Environmental; and Social and Art Historical. It is intended that during the course pupils should gain some experience of a wide variety of

techniques within a sophisticated artistic development process comparative to the style of teaching offered by the schools BAC Courses in the following year.

Three termly projects are undertaken, that all have an interest in promoting observational drawing skills and the perception of images through individual creativity. In 2D Art a range of inventive printmaking techniques are explored in collography. In 3D Ceramics students experiment with a range of coiling, pinching slabbing, inlay and sgraffito. In sculpture the principles of modelling in 3D are explored with assemblage and the building of structures. The main objectives are to develop confidence in creative thinking and skills and to inform the pupils in making their choices of creative options for the following year.

Design

In Block 3 students experience three term long modules in Design. These modules are designed to develop both hard practical making skills and soft designing and thinking skills in readiness for a BAC in the subject in Block 4.

Workshop

The course is designed to give experience with the basic hand tools and some machine tools that are found in the Bedales workshop. In the small projects that are undertaken, emphasis is placed on practical work with accuracy and safety prioritised. Most of the work at Block 3 is based around the use and manipulation of wood.

Fashion

The course is designed to give the pupils an introduction to the equipment and techniques used within the textiles and fashion studio. This is achieved through a design and manufacture project with emphasis on practical work. The techniques covered include sewing by hand and machine with surface embellishment techniques also taught.

Design Lab

In addition to the practically based modules students also experience a module focussed around designing and problem-solving techniques as well as useful and transferable skills in drawing, researching and computer generated graphics and image manipulation. Students will also gain some computer control skills, both in preparation for incorporating technology into future design work, and as a taster for GCSE computing in Block 4.

Music

Members of Block 3 who are keen to develop their knowledge of music may opt to attend a weekly music class throughout their first year at Bedales. Having initially secured an understanding of the rudiments of music, students will be taken to more advanced levels of theoretical knowledge. They will also study the development of western notation, tuning systems and score textures. An appreciation of musical forms and historical styles will be encouraged through the analysis of scores and, albeit at an elementary level, the working of technical exercises in harmony and counterpoint. Case-studies will be made of various important composers through the use of both audio and visual media i.e. printed scores, CDs and DVDs. As the year progresses, students will have their aural perceptions developed through the writing down of rhythms and melodies dictated to them from the piano. The course is focused on western classical traditions, but *popular music* as well as *non-western music* and *experimental music* will also be included.

Drama & Dance

Our study of Drama and Dance encourages a love of the subjects as well as introducing the disciplines those subjects require for success. The two subjects are taught in a rotational carousel, laying the necessary foundations for those who wish to continue with the next step: Theatre Arts or Dance Bedales Assessed Courses. Students make work, perform work and respond to work that is in a range of genres. Improvisational and devised work is heavily focussed on, alongside scripted study. We are pleased with these courses to be constantly championing Guy Claxton and Bill Lucas' 7“C”s: Confidence – self confidence grows gradually through opportunities to try on different roles and different situations.

Curiosity – an increased understanding of performance as an academic study area with its plethora of options and wonderful avenues of thought.

Collaboration – developing an understanding and control of group dynamics.

Communication – between teacher and student (facilitator/director and actor/collaborator) and also student to student (creator to creator) the complex communicative webs that need to be woven to create great performance together are actively tested.

Creativity – concentrating on not only representing the scripted works of others but then seeing where our students' own imaginations can take them is a key part of the course.

Commitment – rehearsal is hard and takes perseverance but ultimately pays off.

Craftsmanship – work is performed after sustained rehearsal, encouraging mistakes as an entirely necessary path to performance.

Sport

What is the sporting ethos at Bedales?

In line with the ethos of the school, sport at Bedales provides a different experience to what you might expect from a traditional school environment. The students benefit from our freedom to create our own varied and engaging curriculum, as well as enabling us to cater for individual interests.

Aims

We want students to:

- Develop the competence and confidence to enjoy and succeed in a wide range of sports and physical activity both in and out of school.
- Foster a lifelong passion for sport and to be aware of the benefits of an active and healthy lifestyle.
- Learn how to be effective in competitive, creative and challenging situations as an individual and as a team.
- Develop personal, social and emotional skills including concepts of fairness, responsibility and commitment.

We compete in national and regional competitions and take great care to produce a fixture list that supports our aims and provides the best learning experience for our students. We do not promote a 'win at all costs' mentality, more a desire to create a positive, engaging and most importantly, an enjoyable sporting environment.

Students are encouraged to gain representative honours and elite athletes enjoy extensive support from the Department.

What does the sport curriculum look like at Bedales?

The major sports at the school are hockey, tennis, netball and football. Each of these sports has a 'Head of Sport' who is responsible for creating a pathway for talent development and participation across the three schools. The major sports are complimented with a strong focus on cricket, swimming, athletics and rounders in the summer term. In order to achieve a 'sports for all' ethos, students will also have access to a huge variety of sports that range from fencing to Zumba.

Students are able to make full use of excellent sporting facilities at the school, these include a full size astro-turf, swimming pool, floodlit tennis/netball courts, large sports hall and extensive playing fields that include a picturesque cricket pitch.

In Block 3 students have 3 double lessons per week.

There is also the opportunity for students to bolster their timetable with lunchtime and after school activities and training sessions. The opportunity for additional sport remains with the students throughout their time at Bedales

Outdoor Work

Outdoor Work in Block 3 is undertaken with Badley tutor groups and their Badley Seniors. Rotating through a carousel of skills, all students gain some exposure to each area of Outdoor Work's rich variety of activities. These include planting trees, beekeeping, hedge laying, timber framing, wood whittling, making chutneys and jams, weaving and spinning wool, and livestock management (pigs, chickens, sheep and alpaca). Over the course of the year Block 3 students will have experienced a snapshot of each skill learning some basics and seeing real craftspeople at work. In addition to this, each group is assigned a garden plot and a polytunnel plot, as well as space in the greenhouse to grow a variety of fruit and vegetables over the year. Some of the produce grown is used by the students to prepare an end of year feast to which parents are invited. The remainder is used to make produce in the Bakehouse with our wood fired oven, where bread and other traditional food is made every week; groups take it in turns to work on this important element of school life.

A typical week's session may see one group blacksmithing and making candlesticks whilst another group works in the wool room spinning wool. Or one group could be found in the polytunnels tending their vegetable plots, whilst the other makes quiche in the Bakehouse using home-grown produce. An opportunity to deepen the skills developed on this course is available in the corresponding BAC option in Blocks 4-5.

Well-Being Time & Global Awareness

'Well-Being Time' aims to prepare students for the world, both within and beyond Bedales: it incorporates PSHE, citizenship, Global Awareness and current affairs.

As well as receiving several sessions on Global Awareness, students receive and discuss health information relating to the following: mental health, safe sexual practices, the misuse of recreational drugs and tobacco and the use and misuse of alcohol. We aim to combine solid scientific facts with an appreciation of the emotional and social issues raised by these topics. We also discuss community values and various aspects of Citizenship. Using a flexible curriculum of current affairs, we explore national and international politics, economics and human rights. At various points in the year we bring in outside speakers to enhance our syllabus.

Assessment and reporting

Students are regularly assessed through a variety of means appropriate to different subjects. These may range from short tests and written assignments to class presentations, practical projects and longer end-of-topic or end-of-year tests. Twice a term students (and parents) receive 'Review' comments about

their attainment and attitude for each subject. This is supplemented by a student self-evaluation (or 'selfie' affectionately!). These Reviews are discussed at a whole staff meeting and are made available online for parents to see, along with a comment from the Tutor. Students performing particularly well are referred to the Headmaster for commendation, and suitable measures are taken for those who are a cause for concern, either through their own lack of progress or through their impact on the work of others. Following this meeting, tutors discuss the Review in detail with each student. Parents' meetings for Block 3 are held in the Autumn and Spring terms, and fuller written reports are provided at the end of the year.

Individual tuition

As well as Learning Support, individual tuition is available in a wide variety of musical instruments, singing, speech and drama, tennis, dance, and in various modern foreign languages. Individual lessons are scheduled in periods specially reserved for the purpose, which are also used for music practice and private study; students are not withdrawn for these purposes from any timetabled lessons.

The wider curriculum

All students in Blocks 3, 4 and 5 take part in the Activities Programme. From the moment they enter the school, students are also encouraged to take part in the wider life of the community. They may represent the school in competitive sports, join a choir, orchestra or band, take part in drama performances or write for the school newspaper. They can see a variety of exhibitions and performances in the Gallery and the Olivier Theatre.

Contacts

Badley Tutors are the first port of call for routine communication. All Block 3s are also allocated to a member of the House Staff, who will have ongoing responsibility for students' welfare all the way through to 6.1, so close communication is needed between Badley Tutors and House Staff. Any questions on the content of a particular subject should be addressed to the relevant Head of Department, whilst general questions about the content and structure of the curriculum or timetable should be referred to the Director of Teaching and Learning.

Activities

The Activities programme runs before supper on Mondays, Tuesdays, Thursdays and Fridays and after supper on Wednesdays and Thursdays. Students make a choice of activities each term and are encouraged to select a varied menu, including time for study and recreation, the development of special skills and interests and the opportunity to explore something new.

The Activities on offer change each term and vary from year to year. Here is a flavour of past activities offered:

Aikido
Archiving
Art Animation
Art studio
Ball Games
Basketball
Basket-weaving
Beading
B-Daily (School newspaper)
Big Screen Cinema
Blacksmithing
Bread making
Card Games

Chamber Orchestra
Chamber Choir
Chess
Choir
Concert band
Confirmation Class
Cooking
Country Walks
Creative Writing
Cricket
Dance
Debating
Decorative Stitching

Digimedia
Diving
Drama games
Duke of Edinburgh's Award
Fencing
Film club
Film-making
Football
Foreign Films
Greek
Green Power
Harry Potter
Hockey
Japanese Bookbinding
Jewellery Making
Junior play rehearsals
Karate
Library
Meditation & Relaxation
Model Railway
Monopoly
Multi-gym
Multi Sports
Music practice
Netball
Photography
Pottery
Rugby
Sailing
Self-defence
Sign Language
Sky at Night
Space Exploration
Spinning and knitting
Stage Fighting
Street Dance
Supervised study
Swimming
Table Top Role Playing
Tap Dance
Tools for Self Reliance
Trampolining

Volleyball
Yoga
70's and 80's Music

For further information about any aspect of the Bedales curriculum please contact the Deputy Head Academic, Alistair McConville, Bedales School, Petersfield, Hants. GU32 2DG; Telephone (direct line) 01730 711587; email amcconville@bedales.org.uk.