

ELECTIVES CURRICULUM



Work Hard. Be Kind.

Contents

(Click on the elective you want to read about)

Introduction	3
Babysitting	4
Bike Maintenance & Cycling	6
Board Games	8
British Sign Language	10
Charity and Kindness	11
Cooking	12
Couch to 5K	13
Creative Writing	15
Cross Stitch	17
Debate Team	19
Electronic Music Production	20
Embroidery and Patchwork	22
European Culture	23
Fitness	24
Flag Football and Softball	26
Futsal	27
Golf	28
Gym and Strength Training	29
Gymnastics	30
Hockey	32
Knitting	33
Literature Seminar	34
Model Making	35
Movies & Media	36
Myths and Manuscripts	37
Outdoor Education	38
Performing Arts Annual Show	40
Printmaking:	42
Robotics	44
Sea Safety	45
Self Defence	46
Set Design	47
Skateboarding	48
STEM	50
Swimming (water confidence)	51
Table Tennis	52
Table Top Game Creators	53
Textiles	54
Trampolining	55
Track and Field	57
Ultimate Frisbee/Spikeball	58
Warhammer	60
Yoga	62

Introduction

Welcome to the St James School electives curriculum. From 1.30pm every Wednesday, we will be offering our pupils the opportunity to enrich their education through Creativity, Activity and Service.

It is compulsory for every student to experience an elective from each category:

Creative: Arts are at the heart of St James School.

Active: We want our students to be active, to try new things and find a life-long passion.

Skill/Service: Every student will have the opportunity to participate in a certified, competition based or volunteering activity. Something that will enhance future CVs and college/job applications.

Fundamentally, we want **every** student to have access to a diverse range of enrichment opportunities that will help to develop character and encourage physical activity.

How to choose your electives

Electives will run for the full 12-week cycle, and you will need to choose a different elective option for each cycle (3 per year).

Students will have to pick electives from all three categories: Creative, Active and Skill/Service.

Not all of the electives are repeated across all cycles, and some electives are only available to certain year groups, so we encourage students to **carefully** read through this catalogue before making their selection. Due to changes in staffing it is possible some electives will not run, and new electives may be included.

The pages that follow give a brief description of the electives, and include some important information, so please read carefully. Once students have read about all of the electives, they will need to list of **three** electives from **each** category (Creative, Active, Skill). Students will have a total of **nine** chosen electives on their list.

All students will need to complete the online **Elective Selection Form**. This is a google form that will be emailed directly to student's school email account. This form will show the final list of electives that are available next academic year. Students must use the online form to make their final selection.

Babysitting

Skill / Service

Who is running it?	Mrs Lasker and Miss Wonnacott		
Which year groups can take part?	Year 9, 10 and 11		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Leadership, Resilience, Initiative, Communication		
Does this elective contribute towards the Duke of Edinburgh award?	No		
Important information	<p>This elective will take place in three settings: Willowbrook Primary School, Willowbrook Nursery and Spring Cedars Nursery.</p> <p>The students in Willowbrook Nursery will be 3 Year 11 students as they need to be the most independent as SXL will be in between the primary and nursery settings.</p> <p>At the half term point, students will switch between the Willowbrook and Spring Cedar settings so they are able to experience both types of employment and age groups.</p>		

Summary of the key skills and knowledge

Overall skills:

- » Communication skills
- » Empathy
- » Future job experience

Primary school skills:

- » Guided reading
- » Teaching Assistant experience
- » PE lessons as appropriate

Nursery setting skills:

- » Creative play
- » Helping with snack time
- » Caring in the baby room
- » Outdoor play

Weekly schedule	
Week 1	First week in the setting. Induction at the setting. Get to know the children. Undertake the role required: lead reader; student teaching assistant, role play, snack assistant, lead painter, PE assistant. Help the teacher with their tasks for the afternoon, remaining professional and polite at all times.
Week 2	SXL/JJW to help students decide on roles for the afternoon to ensure different ones are undertaken each week. Undertake the role required: lead reader; student teaching assistant, role play, snack assistant, lead painter, PE assistant. Help the teacher with their tasks for the afternoon, remaining professional and polite at all times.
Week 3	SXL/JJW to help students decide on roles for the afternoon to ensure different ones are undertaken each week. Undertake the role required: lead reader; student teaching assistant, role play, snack assistant, lead painter, PE assistant. Help the teacher with their tasks for the afternoon, remaining professional and polite at all times.
Week 4	SXL/JJW to help students decide on roles for the afternoon to ensure different ones are undertaken each week. Undertake the role required: lead reader; student teaching assistant, role play, snack assistant, lead painter, PE assistant. Help the teacher with their tasks for the afternoon, remaining professional and polite at all times.
Week 5	SXL/JJW to help students decide on roles for the afternoon to ensure different ones are undertaken each week. Undertake the role required: lead reader; student teaching assistant, role play, snack assistant, lead painter, PE assistant. Help the teacher with their tasks for the afternoon, remaining professional and polite at all times.
Week 6	SXL/JJW to help students decide on roles for the afternoon to ensure different ones are undertaken each week. Undertake the role required: lead reader; student teaching assistant, role play, snack assistant, lead painter, PE assistant. Help the teacher with their tasks for the afternoon, remaining professional and polite at all times.
Week 7	First week in the setting. Induction at the setting. Get to know the children. Undertake the role required: lead reader; student teaching assistant, role play, snack assistant, lead painter, PE assistant. Help the teacher with their tasks for the afternoon, remaining professional and polite at all times.
Week 8	SXL/JJW to help students decide on roles for the afternoon to ensure different ones are undertaken each week. Undertake the role required: lead reader; student teaching assistant, role play, snack assistant, lead painter, PE assistant. Help the teacher with their tasks for the afternoon, remaining professional and polite at all times.
Week 9	SXL/JJW to help students decide on roles for the afternoon to ensure different ones are undertaken each week. Undertake the role required: lead reader; student teaching assistant, role play, snack assistant, lead painter, PE assistant. Help the teacher with their tasks for the afternoon, remaining professional and polite at all times.
Week 10	SXL/JJW to help students decide on roles for the afternoon to ensure different ones are undertaken each week. Undertake the role required: lead reader; student teaching assistant, role play, snack assistant, lead painter, PE assistant. Help the teacher with their tasks for the afternoon, remaining professional and polite at all times.
Week 11	SXL/JJW to help students decide on roles for the afternoon to ensure different ones are undertaken each week. Undertake the role required: lead reader; student teaching assistant, role play, snack assistant, lead painter, PE assistant. Help the teacher with their tasks for the afternoon, remaining professional and polite at all times.
Week 12	SXL/JJW to help students decide on roles for the afternoon to ensure different ones are undertaken each week. Undertake the role required: lead reader; student teaching assistant, role play, snack assistant, lead painter, PE assistant. Help the teacher with their tasks for the afternoon, remaining professional and polite at all times.

Assessment

SXL and JJW to gather verbal feedback from Chloe (Spring Cedars), Jo (Willowbrook Nursery) and Cassie (Willowbrook Primary) on how the students are progressing after each session. Opportunities for apprenticeships and work experience will be available.

Bike Maintenance & Cycling

Active / Skill

Who is running it?	Mr Bishop & Mr Sullivan with help from a mechanic from Rideoncycling.com		
Which year groups can take part?	Years 7 - 11		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Leadership, Organisation, Resilience, Initiative, Communication		
Does this elective contribute towards the Duke of Edinburgh award?	Yes		
Important information	<ul style="list-style-type: none"> » Students will get a mix of bike rides that increase knowledge and confidence of the area's cycle network and basic bike maintenance. » Students can work on their own bicycles but we can also provide bikes to work on and ride. » Where students do not ride a bike already we will provide some starter lessons to help gain skill and confidence. 		
Summary of the key skills and knowledge			
<ul style="list-style-type: none"> <li style="width: 50%;">» Servicing Brakes <li style="width: 50%;">» Diagnosing wear and tear issues <li style="width: 50%;">» Checking Tyres and inner tubes <li style="width: 50%;">» Cycling safely in our city <li style="width: 50%;">» Fixing Punctures <li style="width: 50%;">» Cleaning your bike properly <li style="width: 50%;">» Basic Bike fit <li style="width: 50%;">» Gears (Cables, servicing, maintenance, indexing) 			



Weekly Schedule

	Bike maintenance	Cycling
Week 1	Safety Checking Bikes (use of checklist to diagnose issues).	Students start cycling competency checks, bike fitting and helmet fitting.
Week 2	Wheel removal, tyre removal, Inner tube puncture find and fix.	Students start cycling competency checks, bike fitting and helmet fitting.
Week 3	Brake pad change/clean/alignment, Brake lever adjustment.	Students start cycling competency checks, bike fitting and helmet fitting.
Week 4	Students diagnosing customer/personal bikes, Bike cleaning.	One to one rider training if needed.
Week 5	Brake cable Changing front. Full cable assembly change, set up, adjust.	1st half group ride 1 (approx. 4 miles)
Week 6	Brake cable Changing rear. Full cable assembly change, set up, adjust.	2nd half group ride 1 (approx. 4 miles)
Week 7	Gear Train Maintenance/chain wear issues, Cleaning, degreasing, lubrication, wear issues.	1st half group ride 2 (approx. 5.5 miles)
Week 8	Gear cable chain (Front and Rear as required), Full cable assembly change, set up	2nd half group ride 2 (approx. 5.5 miles)
Week 9	Indexing gears, Getting your gears shifting perfectly.	One to one rider training if needed.
Week 10	Bespoke repairs/maintenance for customer/ personal bikes.	4-6-mile rides offered for students' dependant on weather conditions each termly cycle.
Week 11	School fleet end of elective cycle checks:	
Week 12	<ul style="list-style-type: none"> » cassette changes » pedal/crank removal » bottle bracket tightening » grip upgrades » any other suitable repair 	

Assessment

Students are assessed visually and feedback given verbally in both cycling skill/confidence and the 7 key areas outlined in the week to week maintenance area.

Safety check diagnosis:

- » Wheel removal, tyre/tube repair replace
- » Brake pad and lever maintenance/adjustment
- » Brake cable change and adjustment
- » Gear cable change and adjustment
- » Gear Train maintenance(cleaning and lubricating your chain well)
- » Gear Indexing

Board Games

Skill

Who is running it?	Mrs Phillips		
Which year groups can take part?	Years 7 - 10		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Leadership, Organisation, Resilience, Initiative, Communication		
Does this elective contribute towards the Duke of Edinburgh award?	Yes		
Important information	This elective will take place in L26. We have a range of board games however we encourage you to bring in and teach others your favourite board game!		

Summary of the key skills and knowledge

Board games is fun and games! However, it's not just fun and games.

Here are just some of the skills and experiences prompted by playing board games:

- » pattern and colour recognition
- » number skills
- » geometry concepts
- » following rules
- » making conversation
- » taking turns
- » team work
- » concentration
- » memory
- » decision making
- » logical thinking
- » planning
- » creative thinking
- » solving problems
- » coping with losing
- » learning from experience

With so much of our lives dominated by screen time, it is a refreshing but possibly daunting change to have face-to-face games and discussions!

Students will learn new games:

- » Backgammon
- » Labyrinth
- » Othello
- » Rubik's Race
- » Qwirkle

whilst also playing some old classics:

- » Monopoly
- » Connect 4
- » Uno

Finally, all players will play against and with different year groups/houses!

Weekly Schedule

Week 1	Board Games rules and contract signing, register of chess/backgammon players - free choice
Week 2	Chess - all students will learn/teach chess followed by free choice - Buddies!
Week 3	As above
Week 4	As above
Week 5	As above
Week 6	End of HT - Chess tournament - two player games!
Week 7	Backgammon - all students will learn Backgammon followed by free choice
Week 8	As above
Week 9	As above
Week 10	As above
Week 11	Tournament - chess and backgammon!
Week 12	Game tournament

Assessment

Assessment point 1 is in week 6 - Chess match

Students will take part in a game's tournament with various awards:

- » most improved player
- » expert player
- » team player
- » most helpful

Assessment point 2 is in week 12 - Backgammon

Students will take part in a game's tournament with various awards:

- » most improved player
- » expert player
- » team player
- » most helpful

British Sign Language

Skill and Service

Who is running it?	Laura Shooter		
Which year groups can take part?	Years 7 - 11		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Organisation, Resilience, Communication		
Does this elective contribute towards the Duke of Edinburgh award?	Yes		
Important information	Students who complete the Introduction to BSL course will receive a certificate of completion from the British-Sign.		

Summary of the key skills and knowledge

You will learn about the importance of British Sign Language and how it can help deaf people to access society and culture. You will complete a beginner's course in BSL and watch a variety of films and TV programmes which show BSL in action and its importance.

Weekly schedule

Week 1	» What is BSL and why is it important? » Accessing the British Sign online course
Week 2	» Lesson 1: Introduction to BSL, Fingerspelling, Numbers 1-10
Week 3	» Lesson 2: Numbers 11-100, Colours, Directional Verbs
Week 4	» Lesson 3: Introductions, Facial Expressions, Questions, Places, Jobs
Week 5	» Lesson 4: Animals, Home, Clothes, Countryside, Work & School
Week 6	» Lesson 5: Family, Descriptions, Relationships, Lists & Positioning
Week 7	» Lesson 6: Hobbies, Likes & Dislikes, Useful Phrases
Week 8	» Lesson 7: Timeline & Tenses, Time, Money, Calendar
Week 9	» Lesson 8: Food & Drink, Other Signs, Dietary Requirements
Week 10	» Lesson 9: Emotions, General Signs, Medical, Travel, Shopping
Week 11	» Final Assessment » Part 1 of Oscar Winning Movie CODA
Week 12	» Graduation » Part 2 of CODA

Assessment

Each lesson of the BSL course ends with an assessment. Students must achieve 85% on these assessments before being able to take the Final Assessment. Students can take all assessments multiple times if they need to.

Charity and Kindness

Skill and Service

Who is running it?	Miss Shooter		
Which year groups can take part?	Years 7 - 11		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Leadership, Organisation, Initiative, Communication		
Does this elective contribute towards the Duke of Edinburgh award?	Yes		
Important information	The plan below is subject to change, based on which dates speakers are available and which dates are best for offsite activities.		

Summary of the key skills and knowledge

Students will learn about the importance of kindness and empathy in our society. They will learn about the work of a variety of charities, and choose one charity as the focus of a fundraising event which they will organise and run. Throughout the cycle, students will compete for the Kindness Cup, which will be awarded to the student from this elective who gains the most kindness merits during the cycle.

Weekly schedule

Week 1	KINDNESS - Introduction, launching of Kindness Cup, Litter Pick, Kindness Rocks.
Week 2	CONSERVATION - Nature's miracle orphans and posters.
Week 3	HUMANITARIAN - Article and virtual British Red Cross visit.
Week 4	GUIDE DOGS - Visit from Guide Dogs charity.
Week 5	FUNDRAISING - Fundraiser planning - Choosing a charity and creating a presentation, presenting to class and voting on which charity we should fundraise for.
Week 6	FUNDRAISING - Fundraiser planning - Choosing a fundraising activity and writing a to-do-list.
Week 7	FUNDRAISING - Fundraiser planning - Preparing for our fundraiser
Week 8	GRATITUDE - Reflections on fundraiser and thank you cards.
Week 9	THE ELDERLY - Age UK visitor, Dementia friends, prep for care home visit.
Week 10	THE ELDERLY - Care home visit.
Week 11	CONSERVATION - SAS tour/oceans and beaches documentary
Week 12	CONSERVATION - Beach clean and kindness cup award

Assessment

Students' success in this elective will be based on the number of kindness merits they collect across the cycle, the quality of their presentations during Week 4, and the success of the fundraising event (success will be based on the engagement of the wider school, not just money raised!)

Cooking

Skill and Service

Who is running it?	Mrs Bourne and Mr A		
Which year groups can take part?	Years 9, 10 and 11		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Organisation, Resilience, Initiative		
Does this elective contribute towards the Duke of Edinburgh award?	Yes		
Important information	Maximum of 16 students		

Summary of the key skills and knowledge

- » Understanding and following basic H&S rules and Food Hygiene
- » Develop confidence and skills/techniques in cooking
- » Learn how to cook healthy meals
- » Organisation and time keeping
- » Following specific cooking recipes and methods
- » Working independently
- » Working collaboratively (sharing ovens/washing up/tidying away)
- » Understanding basic budgeting
- » Using a range of different kitchen tools and equipment

Weekly schedule

(some weeks may change due to seasonal food and availability as well as cost implications)

Week 1	Introduction to the course. Making shortbread
Week 2	Flat bread - making a quick and healthy snack from scratch
Week 3	Banana bread - using raising agents in baking
Week 4	Pasta bake - cooking a family meal
Week 5	Pastry week - examples - making jam and lemon curd tarts
Week 6	Pizza week - making pizza from scratch
Week 7	Coconut macarons
Week 8	Potato rosti with hunters chicken
Week 9	Swiss roll
Week 10	Risotto dish or homemade burgers
Week 11	Themed week - depending on season (Christmas/Easter/Summer)
Week 12	Bake off! Students are given an unknown recipe to follow

Assessment

Assessment is done over the course of the 12-week elective. Students are gradually given less and less support as they gain confidence in working through the recipes to create their own food.

Assessment for DoFE completed separately by MXA/CLB.

Couch to 5K

Active

Who is running it?	Mrs Chamberlain		
Which year groups can take part?	All years		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Leadership, Resilience		
Does this elective contribute towards the Duke of Edinburgh award?	Yes		
Important information	<p>Students will need their PE kit and trainers.</p> <p>A reflective vest would be useful, as would a light waterproof.</p> <p>Students with medical needs, such as asthma, must bring any necessary medication with them each week.</p> <p>If the weather is extreme, we will remain on site and take part in indoor sports activities or classroom-based activities.</p>		

Summary of the key skills and knowledge

This elective is perfect for students who wish to increase their physical fitness and discover the physical and mental health benefits of running for pleasure. Inevitably, it may be tough for some, but the rewards of resilience and perseverance will be huge for those completing the programme.

Students will be following a running schedule based on the NHS Couch to 5K app. They will build up their running ability through the weeks, beginning with alternate short periods of running and walking, progressing through to longer periods of running with shorter walks and completing the programme with a full 5K run.

Many of the runs will take place off-site in the local area, taking in fields, parks and cycle paths, which will expand students' awareness of the local environment. The students will learn the benefits of 'warming up' for exercise, the importance of running style and the ability to pace themselves through the running sessions.

Each week the students will complete a tracker so they are able to refer back to earlier sessions and see how much they have progressed.

The NHS programme is based on participants running three times per week - therefore, repeating the session outside of school with family or friends would be desirable, but not essential.

Weekly schedule

Each week will begin with a briefing on the route and the session. There will always be a 5-minute walk to the start, followed by a dynamic warm - up session.

Week 1	Introduction to the programme and its benefits. Alternate 60 sec run / 90 sec walk - repeated 7 times.
Week 2	Alternate 90 sec run / 2 mins walk - repeated 5 times
Week 3	90 sec run / 90 sec walk - repeated twice; 3 min run / 3min walk - repeated twice
Week 4	Starting to reduce the walking time between runs: 3 min run / 90 sec walk; 5 min run / 2.5 min walk; 3 min run / 90 sec walk; 5 min run
Week 5	5 min run / 3 min walk / 5 min run / 3 min walk / 5 min run
Week 6	Increasing the running time, whilst maintaining the walking time: 5 min run / 3 min walk / 8 min run / 3 min walk / 5 min run
Week 7	Increasing the running time: 10 min run / 3 min walk / 10 min run
Week 8	15 min run / 3 min walk / 10 min run
Week 9	20 min run / 3 min walk / 10 min run
Week 10	Removing any walking time to build constant running: Continuous 25 min run
Week 11	Continuous 25 min run
Week 12	Measured 5 km run - to achieve the goal!

Assessment

1. To be able to run continuously for a distance of 5 km
2. To be able to run / walk for a distance of 5 km
3. To be able to walk / run for a distance of 5 km

Creative Writing

Creative

Who is running it?	TBC		
Which year groups can take part?	All Years		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Organisation, Resilience, Initiative, Communication		
Does this elective contribute towards the Duke of Edinburgh award?	Yes		
Important information	<p>This elective requires an interest in writing for pleasure, storytelling, or reading and discussing stories.</p> <p>You will be required to participate in writing prompts and challenges, share your work with your peers, and work on your own writing project.</p>		

Summary of the key skills and knowledge

- » Learn about the various aspects of stories and writing, such as worldbuilding, characterisation, narrative and structures, editing and drafting, planning, and conflicts.
- » Develop your skills and understanding of your own writing, and analyse how writers use techniques within their work to make it engaging and interesting.
- » Develop your confidence in sharing your work and also giving useful feedback to others.
- » Write either a complete short story, a series of chapters for a longer story, or a series of poems.

Weekly schedule
(some weeks may change due to seasonal food and availability as well as cost implications)

Week 1	Introduction, freewriting prompts and writing games.
Week 2	Worldbuilding: how do you create the world of your story and use settings in writing? Map a world or location in groups, considering how your choices affect the characters who live there.
Week 3	Characterisation: Learn about character roles, tropes, and goals, and why they are important.
Week 4	Story Structures: Learn about different story structures, and refresh your knowledge of character types.
Week 5	Narrative vs Plot: Discuss books or films you love, and their plots. How is a plot different to a narrative? Start planning of your own story.
Week 6	Beginnings: Start writing either the first part of a short story or the first chapter/prologue of a book idea.
Week 7	Generating Ideas: Mind-mapping, collecting ideas and inspirations, experimenting, playing with randomisers.
Week 8	Middles: How to keep your story going. Learn about conflict in stories, mood and atmosphere, plot twists, character emotion, problems, and laying clues for your reader.
Week 9	Workshopping: share your work with two other people and get feedback. Learn how to give useful feedback that helps others to improve their work. Discuss each other's ideas and stories, and any issues so far with your stories.
Week 10	Continue writing your story, chapter, or poetry series.
Week 11	Editing & Drafting: How to edit your work. Learn about the drafting process, tips and tricks, and dealing with your 'inner critic'.
Week 12	Finish your short story, or your newest chapter, and edit it using the feedback you have received. Create a plan of what lies ahead or analyse what you have learnt and achieved so far.

Assessment

- » You will write using prompts or your own ideas every week.
- » Peer assessment - you'll share your work with others in the group and give feedback to each other on how to improve and what you're enjoying so far.
- » You will create a longer piece of writing or several short pieces by the end of the elective, as your personal project. This writing should be edited and handed in by the last week.

Cross Stitch

Creative

Who is running it?	Ms Cooper		
Which year groups can take part?	All Years		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Organisation, Resilience, Initiative, Communication		
Does this elective contribute towards the Duke of Edinburgh award?	No		
Important information	This elective is for both beginners and those that can already cross stitch. It is on site and all materials will be provided.		

Summary of the key skills and knowledge

Cross stitch is a skill that will allow you to unleash your creativity! Whether you are an experienced stitcher, or have never heard of it before, you will learn to create a beautiful design of your own choosing.

Learning to cross stitch will require focus and patience. It takes time to learn and to develop the finesse needed to embroider your design.

Cross Stitch is a relaxing and mindful hobby. The designs are made up of small embroidered "x"s, similar to pixels, so you are free to make a design of your choosing.

The schedule below is for beginners. If you already have some experience in Cross Stitch, you will be free to choose your own design and begin from Week 1.



Weekly schedule

Week 1	Students are introduced to Cross Stitch. They will see physical examples of finished pieces, as well as charts for projects for a variety of skillsets. Each student is given a small piece of aida (cross stitch fabric), a needle and some thread. Using youtube and the teacher, the class learn to get the feel for starting to cross stitch, for producing the cross stitches and for finishing a thread.
Week 2	Once a student is comfortable with practising on their small practice piece (this may be in Week 1, it may be Week 2 or later), they will move on to following a chart to cross stitch a single letter of the alphabet of their choice.
Week 3	Students will spend the lesson searching and deciding on a simple image to send the teacher (ideally cartoon, something like a simple football badge, or a band logo, an animal or another small design) for the teacher to use a software programme to convert this into a simple cross stitch chart. This will be their main project for the elective.
Week 4	Start individual project
Week 5	Continue work on individual project
Week 6	Continue work on individual project
Week 7	Continue work on individual project (there will be options to change or start a new project should they finish their first individual project)
Week 8	Continue work on individual project
Week 9	Continue work on individual project
Week 10	Continue work on individual project and decide how they would like to finish their project (are they going to frame it? Put it in a key chain? Put it in an embroidery frame? Put it on a card?)
Week 11	Continue work on individual project
Week 12	Finish work on individual project

Assessment

Students should have produced at least one practice piece, one letter, and one main individual project by the end of the elective.

Debate Team

Skill

Who is running it?	Mrs Reddick		
Which year groups can take part?	8-11		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Leadership, Organisation, Resilience, Initiative, Communication		
Does this elective contribute towards the Duke of Edinburgh award?	No		
Important information	All students will be expected to stand up and speak in front of the class.		

Summary of the key skills and knowledge

You will learn a formal debate format and the key terminology associated with it.
 You will have a number of opportunities to develop your persuasive writing and speaking skills.
 You should enjoy the challenge of convincing others - even when it may not be something you believe yourself.
 You will develop both speaking and listening skills, becoming more confident with communicating a point of view and with challenging the point of view of others.

Weekly schedule

Week 1	What do you think? An introduction to debating and expressing your views
Week 2	The debate format - learn how to structure a formal debate
Week 3	Content - you will be put into teams and introduced to your topic
Week 4	Content - development - definitions and roles
Week 5	Responses - how to address points of information
Week 6	Impromptu debate - show off your skills with a one off debate
Week 7	Using notes and structure - what makes a good debate speech?
Week 8	Language - the art of rhetoric and persuasion
Week 9	Practise, prepare and catch up
Week 10	Delivery - how to appear confident and convincing. Summaries
Week 11	The big debate
Week 12	Final session - review performance and receive feedback.

Assessment

Assessment will be in week 11 as part of assessment week. You will participate in a formal debate with your team and be graded using the Up For Debate format. You will receive a summary of your performance and have an opportunity to reflect in week 12.

Electronic Music Production

Creative / Skill

Who is running it?	Mr Webster with Ollie Millin		
Which year groups can take part?	Years 7 - 11		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Organisation, Resilience, Initiative, Communication		
Does this elective contribute towards the Duke of Edinburgh award?	Yes		
Important information	This elective teaches students to use Mixcraft to produce and arrange music. The aim is for students to produce at least one piece of music which can be uploaded onto our school SoundCloud. A professional Drum and Bass producer and DJ will teach students a range of skills which will help them to achieve this goal.		

Summary of the key skills and knowledge

At the start of most sessions Ollie will run through a new skill or technique which the group can use to develop their piece of music. They will then have the rest of the session to try and put the technique into practice. Ollie will also circulate the classroom and listen to students work and give them advice on how it can be improved.



Weekly schedule

Week 1	Students complete a Google Form to help Ollie select appropriate samples that they may use over the course of the elective. The basics - The basic layout of Mixcraft and navigating around the sound library. Trimming and re-sizing audio.
Week 2	Adding effects to audio and midi-tracks. Use automation to adjust effects. Opening a Virtual Studio Instrument and using midi keyboards to play the instrument live. Drawing in midi notes using the midi editor.
Week 3	Importing sounds from an external sound library. Time stretching sounds to fit the project tempo.
Week 4	Using a sampler to import sounds and play them.
Week 5	Explanation of how and why producers use EQ.
Week 6	A step by step guide to arranging your track. Filling out the arrangement using effects.
Week 7	Students continue to work on their projects. Ollie and TDW to circulate to provide feedback and suggestions for improvements.
Week 8	Assessment Point 1
Week 9	Students continue to work on their projects. Ollie and TDW to circulate to provide feedback and suggestions for improvements.
Week 10	Students continue to work on their projects. Ollie and TDW to circulate to provide feedback and suggestions for improvements.
Week 11	Students continue to work on their projects. Ollie and TDW to circulate to provide feedback and suggestions for improvements.
Week 12	Assessment Point 2.

Assessment

Assessment point 1 is in week 7

Students should have a basic arrangement in place consisting of:

- » Drums
- » Bass
- » Instrument i.e. guitar, string etc
- » At least one track using a VST
- » At least one effect

Ollie to circulate and listen to each piece of music and provide feedback and some suggestions for improvements.

Assessment point 2

Students hand in their completed projects to be added to the St James SoundCloud.

Embroidery and Patchwork

Creative

Who is running it?	Miss Hambly		
Which year groups can take part?	All Years		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Resilience, Initiative		
Does this elective contribute towards the Duke of Edinburgh award?	Yes		
Important information	This elective takes part on site and can run in all weather throughout the year. You do not need to have any of your own material, thread, needles or hoops.		

Summary of the key skills and knowledge

This embroidery elective will encourage student's creativity and artistic talents as well as improving fine motor skills resilience.

- » How to prepare a hoop for embroidery
- » Different stitches
- » How to design and trace your own design for embroidery
- » How to finish an embroidery hoop and mount for display

Weekly schedule

Week 1	Students learn how to prepare calico quarts for embroidery and how to mount an embroidery frame
Week 2	Running stitch and back stitch - For students who are new to embroidery, we will start by teaching running stitch and back stitch
Week 3	Chain stitch, satin stitch, daisy and pinwheel roses
Week 4	Designing our first motif - students draw their own design to stitch - Could use Chromebooks/computer room for students to print templates
Week 5	Students work on their chosen design
Week 6	Students work on their chosen design/introducing patchwork
Week 7	Opportunity to design a new motif for Christmas / Halloween / Easter / Diwali and other festivals. Opportunity to embroider a cushion cover or a tote bag with their own design
Week 8	Students work on their chosen design
Week 9	Students work on their chosen design
Week 10	Students work on their chosen design
Week 11	Students work on their chosen design
Week 12	Students work on their chosen design

Assessment

By the end of 12 weeks, students will know:

- » How to prepare and start a hoop for embroidery
- » How to design their own / how to trace and existing design for embroidery
- » A variety of different stitches and the effect they create
- » Students will have at least one project that they have worked on. This could be a displayed hoop, a tote bag or a cushion cover depending on their skill level

European Culture

Skill

Who is running it?	Mr Megit		
Which year groups can take part?	All Years		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Organisation, Communication		
Does this elective contribute towards the Duke of Edinburgh award?	No		
Important information	This "skill" elective will be classroom based, with the use of Chromebooks. Key stage 4 students that have participated in this elective will be invited on the European residential trip at the end of the year (subject to staffing at the time).		

Summary of the key skills and knowledge

This elective explores a range of cultural aspects from France, Spain and Italy through a series of web quests and independent research.

Weekly schedule

Week 1	Facts about France
Week 2	Bastille Day
Week 3	Eiffel Tower
Week 4	Famous French people
Week 5	Facts about Spain
Week 6	Spanish festivals
Week 7	Spanish food
Week 8	Famous Spanish people
Week 9	Facts about Italy
Week 10	Famous places in Italy
Week 11	Mount Etna / Stromboli
Week 12	Famous Italian people

Assessment

Students will have a scrapbook of evidence of all the things they have learned about European culture.

Fitness

Active

Who is running it?	Ms Wiles		
Which year groups can take part?	All Years		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Organisation, Resilience, Initiative, Communication.		
Does this elective contribute towards the Duke of Edinburgh award?	Yes (Physical)		
Important information	This elective will take place in the Fitness Studio at the Exeter Arena. It is a streamed exercise class led by Les Mills professional trainers. It requires you to bring and wear your PE kit (Top, Shorts, Leggings, St James Tracksuits or plain navy blue and a jumper if you have one). In the case of bad weather, a waterproof top is also suggested for the walk to and from the Arena.		

Summary of the key skills and knowledge

This fitness class is designed to have many benefits for our physical and mental health. It is a chance to improve your fitness, flexibility, co-ordination and stamina. You do not need to be super fit or flexible to take this elective. It is for people of all ages, body shapes and levels of fitness. There are modifications to make most of the exercises easier and more challenging that you can follow.

- » Sessions begin with a warm up. A chance for us to warm up our bodies and
- » We then start the main sections of the session. There are different sections that focus on cardio-focused exercises and others that focus on upper or lower body strength. There are always options for people to move at their own pace or to use the modifications to exercise at a level that is right for them.
- » We practise various exercises and movements.
- » Each session will end with a cool down.

Weekly schedule

Week 1	Familiarisation of the programme. A lot of the focus this week is on understanding how to follow this style of exercise class - working on mirroring the trainers etc.
Week 2	This week, we will have more confidence with how to follow the video and be able to focus on effectively completing each movement.
Week 3	Each week, the streamed class varies slightly so we will work on applying the moves and skills we have learnt in previous weeks to the new combination.
Week 4	As the weeks go by, we will notice our balance and strength improving. We will notice how our fitness and stamina, at making it through the duration of the class, has improved.
Week 5	Repeat Week 3
Week 6	Repeat Week 4
Week 7	After a break for half-term, we will focus on reminding ourselves of the key postures and movements used across the workouts.
Week 8	Each week, the streamed class varies slightly so we will work on applying the moves and skills we revised last week to the new combination.
Week 9	Repeat Week 5
Week 10	Repeat Week 6
Week 11	As this is assessment week at school, we will enjoy the opportunity to move our bodies and get some exercise to refresh and reset our minds.
Week 12	In this final week, we will notice how our balance and strength has improved. We will notice how our fitness and stamina has improved, allowing us to make it confidently to the end of the class.

Assessment

There is no assessment in Fitness.

Flag Football and Softball

Active

Who is running it?	Mr Bond and Mr Chalmers		
Which year groups can take part?	Year 7, 8, 9, 10 and 11		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Leadership, Organisation, Resilience, Initiative, Communication		
Does this elective contribute towards the Duke of Edinburgh award?	Yes (Physical)		
Important information	This elective will take place on the top field. It required you to bring and wear your PE kit (Top, Shorts, Leggings, St James Tracksuits or plain navy blue and a jumper if you have one). This elective will not take place in wet weather or if the top field has been affected badly due to wet weather. In the case of bad weather, the elective will be replaced by indoor sporting activities or a classroom-based activity.		

Summary of the key skills and knowledge

Flag football - You will learn how to effectively play a game of flag football. Included in this you will learn the rules and regulations of flag football, alongside the positions and key skills required to be effective in those positions/roles. You will learn how to organise and coordinate attacking and defending moves/tactics and how to effectively communicate with your team.

Softball - You will learn how to effectively play a game of softball. Included in this you will learn the rules and regulations of softball and the skills necessary to play such as, batting, bowling and fielding. You will also learn how to organise and coordinate strategies used to effectively win a game of softball.

Weekly schedule

Week 1 Flag football	Familiarisation of equipment and basic throwing skills. Mini games. Rules and Regulations.
Week 2	Different throwing techniques used within a gaming situation. Mini Games. Rules and Regulations.
Week 3	Positions - skills needed for each position and importance of each position. Rules and Regulations.
Week 4	Attacking positions - Route running. Flag football game. Rules and Regulations.
Week 5	Defending positions - How to effectively defend. Strategies used. Rules and Regulations.
Week 6	2 teams - attacking and defending strategies. Full flag football game.
Week 7 Softball	Familiarisation of equipment. Familiarisation of catching mits. Mini games.
Week 8	Batting. Rules. Technique breakdown - Increasing the challenge. Mini Games.
Week 9	Bowling - Rules. Technique breakdown. Different bowling strategies/techniques. Mini Games.
Week 10	Fielding - Techniques of using mits. Fielding scenarios. Confidence of use of mits. Different strategies used.
Week 11	Full Soft ball game - rules and regulations recap. 2 Team.
Week 12	Flag football or Softball game - Pupil decision.

Assessment

Flag football - Playing competitive games against one another. Using full rules and regulations. (4 quarters).
Softball - Playing competitive games against one another. Using full rules and regulations. (7 innings).

Futsal

Active

Who is running it?	N/A		
Which year groups can take part?	All Years		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Leadership, Organisation		
Does this elective contribute towards the Duke of Edinburgh award?	Yes		

Important information

Futsal is an exciting, fast-paced small sided football game that originates from South America in the 1930s. It is widely played across the world, and is the small sided football format that is officially recognised by both UEFA and FIFA. The nature of the game places a large emphasis on technical skill and ability in situations of high pressure, and is subsequently an excellent breeding ground for football competencies that can be translated into the 11-a-side format of the game. Many of the top world class footballers played Futsal in their youth and credit it with supporting their footballing development. Players of the calibre of Pele, Zico, Ronaldinho, Kaka, Lionel Messi to name but a few of the South American legends all played and enjoyed Futsal.

Summary of the key skills and knowledge

Although Futsal is very much a game in its own right, there are also a number of benefits for football by encouraging young people to play Futsal as part of a balanced training programme to improve their overall technical development. The game of Futsal creates an environment that allows young people to simulate and develop many skills and proficiencies that are transferable to the 11-a-side game. The nature of Futsal with the smaller confines of the pitch that makes it harder to find space, the line markings that prevents easy escape from tight situations (such as in traditional 5-a-side where players can play the ball off the wall), and the smaller heavier ball which supports closer ball control and manipulation supports the technical development of young players in a multitude of ways.

Weekly schedule

Week 1	Warm up routines/cool down routines.
Week 2	Rules and regulations through the game.
Week 3	Attacking skills.
Week 4	Defending skills.
Week 5	Shooting skills.
Week 6	Dribbling skills.
Week 7	Leadership in futsal.
Week 8	Sports Education tournament organisation.
Week 9	Tournament.
Week 10	Tournament.
Week 11	Tournament.
Week 12	Tournament.

Assessment

Students will be assessed throughout the tournament and offered feedback.

Golf

Active

Who is running it?	Mr Chalmers		
Which year groups can take part?	All Years		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Resilience, Communication		
Does this elective contribute towards the Duke of Edinburgh award?	Yes		
Important information	This is an off-site elective. We will take the minibus to Clifton Hill driving range.		

Summary of the key skills and knowledge

Golf for beginners. Learn the grip, backswing, club selection, how to drive, putt, play for distance/height/direction, and fun challenges.

Weekly schedule

Week 1	Introduction/Golf Pro lesson
Week 2	Golf Pro lesson (subject to availability)
Week 3	Perfecting the swing
Week 4	Driving
Week 5	Driving
Week 6	Direction
Week 7	Direction
Week 8	Short game
Week 9	Short game
Week 10	Putting
Week 11	Challenges
Week 12	Challenges

Assessment

Peer assessment during the Wk 11 and 12 challenges.

Gym and Strength Training

Active

Who is running it?	Mr Nofal		
Which year groups can take part?	Year 9 - 11		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Organisation, Resilience, Initiative, Communication		
Does this elective contribute towards the Duke of Edinburgh award?	No		
Important information	You will need to have your St James PE for this elective and not have any long-term injuries, which would prevent you from joining in. You will need to be able to comfortably run constantly for at least 1km. You need to be a team player and able to show resilience when things get tough. You will also need to be able to conduct yourself in a professional and sensible manner. The start of this elective will be based in the classroom looking at different aspects of gym theory.		

Summary of the key skills and knowledge

Identify the physical, mental and social benefits of a sustained period of physical activity, gaining confidence and competence in a gym environment. Learn about nutrition, muscle development and how to maximise time in a gym to build strength, flexibility and weight control, as well as learn how to track and monitor your developments and progress. Throughout the term, we create and develop personalised gym programmes that are suited to your own preferences and goals.

Weekly schedule

Week 1	Equipment induction.
Week 2	Goal setting, measurements and nutrition.
Week 3	Thresholds of training and muscle pairings.
Week 4	Planning a training programme.
Week 5	Week 1 of training programme.
Week 6	Week 2 of training programme and adaptations.
Week 7	Week 3 of training programme and adaptations.
Week 8	Week 4 of training programme and adaptations.
Week 9	Week 5 of training programme and adaptations.
Week 10	Week 6 of training programme and adaptations.
Week 11	Week 7 of training programme and adaptations.
Week 12	Week 8 of training programme and remeasurements.

Assessment

Gym based observations, training programmes and progress.

Gymnastics

Active

Who is running it?	Mrs Vine		
Which year groups can take part?	KS3 and KS4		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Leadership, Organisation, Resilience, Communication		
Does this elective contribute towards the Duke of Edinburgh award?	Yes - this can be used as the physical component of the DoE award.		
Important information	<p>You will need to have your St James PE kit (bare feet/grip socks) for this enrichment and not have any long-term injuries which would prevent you from participating. All piercings must be removed.</p> <p>You should be prepared to try new skills and develop an understanding of different gymnastics disciplines.</p>		

Summary of the key skills and knowledge

Gymnastics is an exciting, active enrichment option where you will develop your fitness; improve your body awareness and confidence, whilst having fun. During your time on this elective, you will develop your understanding of what is involved in various aspects of gymnastics.

Each session will start with a detailed and specific warm up consisting of a pulse raiser; strength and flexibility work. You will know this warm up in detail by the end of the cycle and be able to transfer it into your regular physical activity routine.

The main content of each session will give you an opportunity to develop skills you may have learnt through the curriculum (such as balances, jumps and travelling) or challenge you further with new skills (such as trampette work, vaulting and rhythmic gymnastics).

Weekly schedule

Week 1	Skill development - Core shapes and positions (taken from the gymnastics proficiency awards)
Week 2	Jumps - take off, flight and landing of jumps (springboards)
Week 3	Jumps - Take off, flight with introduction of shapes and landing (Trampettes)
Week 4	Balances - individual, paired or group (pupil preference)
Week 5	Balance - development of routines
Week 6	Apparatus week - implement skills from previous weeks on apparatus (assessment week)
Week 7	Rolls - learning of different types of rolls. These will be added to routines.
Week 8	Weight bearing - handstands, cartwheels and progressions
Week 9	Rhythmic gymnastics - balls, hoops and ribbons
Week 10	Vaulting - squat on, straddle on and landing
Week 11	Vaulting progressions
Week 12	Creative performance - student led session (assessment week)

Assessment

API - Week 6 will be used as the first assessment point - students will use the apparatus to display the skills they have developed through previous weeks by creating a mini routine on each apparatus area. This will be differentiated based on the skills the students choose to adopt.

AP2 - Week 12 will be the final assessment point where students will be able to choose how they would prefer to demonstrate all the skills they have learnt. Each student will have a list of compulsory elements which they must add into their routines.



Hockey

Active

Who is running it?	Ms Searle		
Which year groups can take part?	Years 7 - 11		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Leadership, Organisation, Resilience, Communication		
Does this elective contribute towards the Duke of Edinburgh award?	Yes		
Important information	Equipment needed to participate: Shin pads, Gumshields, AstroTurf trainers, hockey sticks, hockey balls.		

Summary of the key skills and knowledge

Co-ordination, fitness, communication, strategies and tactics associated with hockey. Working with others in both co-operative and competitive situations.

Weekly schedule

Week 1	Basic control skills, dribbling, passing and receiving.
Week 2	Basic control skills, dribbling, passing and receiving in game situations.
Week 3	Passing games looking at keeping possession and use of space.
Week 4	Tackling skills introduced and added to games to increase the need for passing accuracy and quick decision making.
Week 5	Dodging a player to keep individual possession to avoid being tackled.
Week 6	Continued small games.
Week 7	How do we score? Shooting at goal and creating the space to do so.
Week 8	Focus on attack and defence - roles and responsibilities.
Week 9	Game play; starting to look at attack and defence - roles and responsibilities.
Week 10	Penalty Corners - set piece play, rules of how to attack and make the most of this set piece.
Week 11	Tournaments - Small sided games.
Week 12	Tournament for final lesson.

Assessment

Pupil involvement will demonstrate the skills we learn along the way as they incorporate them in to games and competitive situations set up each lesson. They will also be confident in the rules of the game and able to officiate for each other to ensure games can run smoothly. They will be able to work together in teams supporting and encouraging each other.

Knitting

Creative

Who is running it?	NMS		
Which year groups can take part?	All Years		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Organisation, Resilience, Initiative		
Does this elective contribute towards the Duke of Edinburgh award?	Yes		
Important information	This elective is for both beginners and those that can already knit. It is on site and all materials will be provided.		

Summary of the key skills and knowledge

Learning to knit will require patience. It takes time to learn and you will make mistakes along the way as you develop your fine motor skills in this hobby. Once you can do the basic stitches comfortably, you will have learnt a relaxing hobby and be able to make fabulous things for yourself and friends and family. The schedule below is for beginners. If you can already knit, you can decide on your individual project in week one.

Weekly schedule

Week 1	Students start to learn basic stitches (cast on, knit, purl, cast off) with the aid of a teacher and youtube
Week 2	Students learn basic stitches with the aid of a teacher and youtube
Week 3	Improve at basic stitches
Week 4	Improve at basic stitches and decide on a project. Examples for this could be a hat, scarf, wrist warmers or leg warmers
Week 5	Start/continue work on individual project
Week 6	Continue work on individual project
Week 7	Continue work on individual project
Week 8	Continue work on individual project
Week 9	Continue work on individual project
Week 10	Continue work on individual project
Week 11	Continue work on individual project
Week 12	Continue work on individual project

Assessment

Pupils will be working towards their own items.

Literature Seminar

Creative

Who is running it?	Mrs Goode		
Which year groups can take part?	Year 10 and 11		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: No	Cycle 3: Yes
Which LORIC values does this elective promote?	Leadership, Resilience, Communication		
Does this elective contribute towards the Duke of Edinburgh award?	No		
Important information	As part of this elective, students will read and discuss works of literature that are typically studied at A Level. As such, the language and themes covered in our texts are appropriate for students in Year 10 and above.		

Summary of the key skills and knowledge

Yes, you're studying GCSE English Literature - but that covers just three texts and a selection of poems. What about novels written by women and minority authors? What about literature written before Shakespeare? And what about literature from the rest of the world?

Choose this elective if you love to read and talk about books. We won't write much, because you already write plenty of essays in your English lessons. In the sessions, you will read widely and discuss universal themes such as prejudice and division, love and loss. You will watch dramatic performances streamed from the National Theatre. Finally, you will have the chance to write creatively in response to the texts we read. Taking this elective will expose you to texts and ideas that are typical of A Level English Literature. If you enjoy it, you can confidently choose A Level English Literature for Post-16 study.

Weekly schedule

Week 1	Universal ideas in Literature: Shakespearean tragedy
Week 2	Modern Tragedy: Arthur Miller's A View from the Bridge
Week 3	Chaucer, the 'father of poetry'
Week 4	Rebellious Women in 19th Literature
Week 5	Literature of the First World War: Birdsong to Blackadder
Week 6	Classical contexts: The Odyssey + Ovid
Week 7	The Romantic Poets
Week 8	Marxist perspectives in Literature
Week 9	20th Feminist perspectives: Carol Ann Duffy's The World's Wife
Week 10	Novels of the 21st Century
Week 11	Comic drama: One Man Two Guv'nors viewing
Week 12	Comic drama: One Man Two Guv'nors viewing

Model Making

Creative

Who is running it?	Mr Twist		
Which year groups can take part?	Years 7 - 11		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Organisation, Resilience, Initiative		
Does this elective contribute towards the Duke of Edinburgh award?	Yes		
Important information	<p>This elective does involve a degree of challenge and requires the ability to follow through set instructions in a logical order.</p> <p>Key safety aspects involve the use of specialised glue and wire cutters so safety regulations outlined by the teacher need to be followed in order to be allowed to participate.</p>		

Summary of the key skills and knowledge

Students will develop their resilience and focus by making model sets of varying degrees of difficulty - these range from initial 'click to fit' models up to whole historical scenes involving several models in one. Students will develop their ability to logically follow steps alongside their patience when constructing models. The models will vary in size and type and once completed can be taken home and displayed by pupils - giving them a constant reminder at home of their success. As well as constructing the models they will also be painted helping to improve pupil's concentration and hand eye coordination skills.

Weekly schedule

Week 1	Introduction and 'click to fit' basic model.
Week 2	Safety briefing and starter model kit 1 started.
Week 3	Starter model kit 1 continuation (some will finish).
Week 4	Starter model kit 1 completed / starter model kit 2 started.
Week 5	Starter model kit 2 continuation.
Week 6	Starter model kit 2 completion.
Week 7	Advanced difficulty kit started (whole scene, several models involved).
Week 8	Advanced difficulty kit continuation (whole scene, several models involved).
Week 9	Advanced difficulty kit continuation (whole scene, several models involved).
Week 10	Advanced difficulty kit continuation (whole scene, several models involved).
Week 11	Advanced difficulty kit continuation (whole scene, several models involved).
Week 12	Advanced difficulty kit completed (whole scene, several models involved).

Assessment

After first 6 weeks students will have successfully completed at least 1 starter kit model with the opportunity for having 2 completed depending on ability and confidence.

After 12 weeks students will have completed a more advanced 'whole scene' set of models.

Movies & Media

Creative

Who is running it?	Mr S Ovens		
Which year groups can take part?	Year 10 & 11 only		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Resilience, Initiative, Communication, Leadership		
Does this elective contribute towards the Duke of Edinburgh award?	No		
Important information	As film certificates change over time, St James will send a letter to parents/guardians of KS4 students to stress that, at the teacher's discretion, 15 certificates may be shown		

Summary of the key skills and knowledge

This Movies & Media elective is strongly linked to the idea of cultural capital, with films being selected and discussed with a view to students experiencing different aspects of life that some of them will never have come across. This might be linked to ethnicity/race, politics, sexuality, or in terms of psychology. As examples, films have looked to discuss the impact of media on society (Hunger Games and The Truman Show), what happens when government policy impacts on peoples' livelihoods and perspectives (Pride and Joker), or how racial inequality impacts peoples' lives in the American South (A Time to Kill). Students are able to leadership by suggesting content to be viewed in this elective, whilst all films are voted upon before their selection. Students will then be able to discuss what they have seen and draw parallels towards their own experiences (or indeed lack thereof). It is also, therefore, an elective that is intended to challenge students by exposing them to subject matter that is relevant to their lives and to hold a mirror to the wider society that they might face today, or what others have previously faced in different time periods. Students will also benefit from developing their levels of concentration and resilience as we aim to move from the tendency to be a passive audience and rather engage in the subject matter.

Weekly schedule

Week 1	Film 1
Week 2	
Week 3	Film 2
Week 4	
Week 5	Film 3
Week 6	
Week 7	Film 4
Week 8	
Week 9	Film 5
Week 10	
Week 11	Film 6
Week 12	

Assessment

Via discussion at the end of each session.

Myths and Manuscripts

Creative

Who is running it?	Ms Scarlett		
Which year groups can take part?	Year 7 and 8		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Organisation, Resilience, Initiative, Communication		
Does this elective contribute towards the Duke of Edinburgh award?	No		
Important information	This is a classroom based elective that will appeal to students with a creative, or inquisitive flair. You do not need any prior knowledge of Myths, and you do not need to be an experience artist to join this elective.		

Summary of the key skills and knowledge

The Myths and Manuscripts elective introduces pupils to the world of Mediaeval manuscripts and myths and legends. Pupils will learn how to paint their own version of mediaeval initials, design their own mythical beasts based on those in mediaeval manuscripts and create their own illustrated mythical stories. In addition, pupils will read myths and legends from the British Isles and beyond and create artworks in response to this. Local storyteller, poet and artist Pete the Poet will visit for several sessions.

Outdoor Education

Skill

Who is running it?	Ms Gee		
Which year groups can take part?	Year 8 - 9		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: No	Cycle 3: No
Which LORIC values does this elective promote?	Initiative, Communication		
Does this elective contribute towards the Duke of Edinburgh award?	Yes		
Important information	This elective will take place at school and Mincing Lake, with school trips throughout the year. This elective will not run during wet weather; it will be replaced with mixed indoor sports or classroom-based activities. You will need to bring your own waterproof clothes and shoes.		

Summary of the key skills and knowledge

Throughout the Outdoor Education elective students will learn key skills on the environment, forestry and some navigation. They will learn to work as a team and look at ways of improving our local environment. The students will visit off site facilities to see what local providers are offering and doing to help with the environment. The weekly schedule (below) is just an example of what the students could be doing on this elective. It is based on last year's experience.



Weekly schedule

Week 1	Introduction to the environment and tour of the school greenhouse, garden and pond. Make sure the students fill in their evolve forms and bring sensible clothes for the following week.
Week 2	An introduction to Mincinglake Valley park, its history and wildlife. Main activity - Students will be able to discover some of the wildlife for themselves and use our special equipment to go on an invertebrate hunt.
Week 3	Learn to identify the different trees that are at Mincinglake through the different features they have. Use a template which the students tick off as they explore. If time, blind folded tree finding.
Week 4	Students will learn the common birds that are around them, have a go at using binoculars, and equipment that allows you to listen to bird sounds. Using apples the students can select from the orchard, they can make bird feeders to take back to school.
Week 5	Visit Bee Hives at Princesshay, contact Trevor Gomm trevor.gomm@princesshay.co.uk
Week 6	Improving school pond and/ or garden to make it accessible.
Week 7	Cut back school garden, plant herbs and research herb recipe they can use later or Pinebrook Road Recycling Centre Visit.
Week 8	Navigation skills.
Week 9	Navigation skills.
Week 10	Flower pressing https://www.nhm.ac.uk/discover/how-to-press-flowers.html . Need newspaper and text books.
Week 11	Natural Christmas Students can use bush craft skills for a natural Christmas themed session. Could be a good end of topic session. Spend time around a fire, with a hot drink/ marshmallows. Make natural Christmas decorations with the use of tools. Make bird feeders to help birds survive the winter.
Week 12	Forestry Career talk with live Q and A after with Stuart stuartpatri@gmail.com video on https://www.horners.org.uk/charitable-activities/fantastic-plastic/

Performing Arts Annual Show

Creative / Active

Who is running it?	Mrs Ballard		
Which year groups can take part?	Years 7 - 11		
During which cycle can you do this elective? <i>If students are wanting to be in the annual show then they will need to pick this elective and it will run for 2 cycles.</i>	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: No
Which LORIC values does this elective promote?	Leadership, Organisation, Resilience, Initiative, Communication		
Does this elective contribute towards the Duke of Edinburgh award?	Yes; Skill section		
Important information	This elective will be completed across 2 cycles. The outcome will be the whole school annual musical.		

Summary of the key skills and knowledge

'High school Musical' is coming to St James in February 2024. Students will create the annual show for St James, whether you want to sing, dance, act, play an instrument or all of these things this show is for you.

The performance will be in front of a paying audience and will involve, set, makeup, costume, props and full lighting. Auditions will take place for the main parts of the show but there will be plenty of opportunity to take part in a number of ways. Let's make this the best show St James has seen!

Drama, Dance and music will be working together to create this annual show therefore there will be no separate elective for any of these subjects.

All students will be expected to perform in and contribute to the creation of the show, which will take place in the evening. There may be some extra rehearsals outside of elective time for the main characters.

Students should have a real passion for Drama, Dance or Music (even better if you love all 3).

If you receive a main part in the show you should be prepared to rehearse in your own time and a rehearsal schedule will come out closer to the show dates.

Weekly schedule

Week 1	Ensemble work, getting to know each other. Assessing ability and skills. Establishing interests and genres/styles. All cast members to receive their very own script.
Week 2	Whole cast rehearsal. Looking at the storyline and key moments in the script.
Week 3	Whole cast rehearsal - Learning the big songs.
Week 4	Whole cast rehearsal - Learning the big songs.
Week 5	Whole cast rehearsal - Learning the big songs.
Week 6	Rehearsal with the live band
Week 7	Whole cast rehearsal. Key scenes.
Week 8	Whole cast rehearsal.
Week 9	Whole cast rehearsal.
Week 10	Whole cast rehearsal.
Week 11	Whole cast rehearsal.
Week 12	Inviting in a small audience to see the show so far. Receive feedback and audience comments. Act one to be completed.

Assessment Technical/costume rehearsals

Week 13	Whole cast rehearsal - Starting Act 2.
Week 14	Whole cast rehearsal.
Week 15	Whole cast rehearsal.
Week 16	Whole cast rehearsal.
Week 17	Whole cast rehearsal.
Week 18	Whole cast rehearsal.
Week 19	Whole cast rehearsal.
Week 20	Whole cast rehearsal.
Week 21	Whole cast rehearsal.
Week 22	Whole cast rehearsal.
Week 23	Whole cast rehearsal.
Week 24	Full tech runs. Time off lessons to rehearse during the day. Showing to Willowbrook Primary school.

SHOW TIME

Printmaking: Relief, Intaglio and Photographic printmaking

Creative / Skill

Who is running it?	Mr Elcocks and Mrs Allison		
Which year groups can take part?	All Years		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Organisation, Resilience, Initiative, Communication		
Does this elective contribute towards the Duke of Edinburgh award?	Students can use as part of their 'skills assessment'.		
Important information	The elective has numerous health & safety aspects that students will be tutored in and must adhere to.		

Summary of the key skills and knowledge

Students will be introduced to a range of printmaking techniques that will encourage them to think creatively and independently. Students will learn how to use recycled materials for the purpose of print.

Students will not need to rely on drawing or prior technical skills and will learn how to achieve prints quickly and to a professional level. Students will use and develop personal imagery as a starting point. Students will learn the basics of entry-level printmaking and how to plan for experimentation and development.

- » Learning basic Mono type printing.
- » Learning Intaglio 'Tetra Pak' - recycling packaging for print.
- » Learning Intaglio 'CD' - recycling packaging for print.
- » Learning 'camerless' photographic print processes.

Weekly schedule

Week 1	Students will learn how to create a 'Monotype' print using block printing inks and photographs and drawings as source material.
Week 2	Students will continue to create a 'Monotype' print using block printing inks and photographs and drawings as source material.
Week 3	Students will learn how to transfer imagery to 'Tetra Pak'.
Week 4	Students will learn how to use etching tools and produce imagery in 'Tetra Pak'.
Week 5	Students will continue to etch imagery to 'Tetra Pak'.
Week 6	Students will learn how to ink and print the Tetra Pak templates using a printing press.
Week 7	Students will learn how to separate and ink the templates for printing.
Week 8	Students will learn how to use etching tools and produce imagery in CD plastics.
Week 9	Students will learn how to ink and print the CD templates using a printing press.
Week 10	Students will learn how to create 'Lumen' prints and how to fix and preserve.
Week 11	Students will learn how to create 'Cyanotype' prints and how to fix and preserve.
Week 12	Students will learn how to create 'Photograms' prints and how to fix and preserve.

Assessment

All students will have produced a range of prints that display experimentation and development of printmaking techniques.



Robotics

Skill

Who is running it?	Dr Morse		
Which year groups can take part?	All Years		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Leadership, Organisation, Resilience, Initiative, Communication		
Does this elective contribute towards the Duke of Edinburgh award?	No		
Important information	<p>This elective is primarily about writing software to control Robots. The robots are built using Lego, but building Lego is a VERY small part of this elective.</p> <p>This is NOT a Lego building elective.</p>		

Summary of the key skills and knowledge

Teamwork and Communication - working together to build complicated robotic devices.

Programming - using block-code (or python) to build, debug and improve computer programs to control robots.

Weekly schedule

Week 1	Driving Around: Build a Practice Driving Base and make precise and controlled movements.
Week 2	Playing with Objects: Use sensors to control motors and interact with objects on the competition field.
Week 3	Challenge 1: Assault course.
Week 4	Reacting to Lines: Write programs using the Colour Sensor to make the Driving Base autonomous.
Week 5 - 6	Challenge 2: Complete a real FIRST® LEGO® League mission and prepare for the challenges to come.
Week 6	Assembling an Advanced Driving Base: Use effective teamwork to build and present a strong competition-ready Driving Base.
Week 7 - 8	My Code, Our Program: Use My Blocks to write organized programs that'll help the Advanced Driving Base perform quickly and reliably.
Week 9	Time for an Upgrade: Build motorized tools that can help solve competition tasks.
Week 1 - 12	Challenge 3 - Mission Ready: Use controlled motor movements, sensors, and organized programs to solve a practice competition challenge in the shortest amount of time.

Assessment

Overall scores from each of the Challenges.

Sea Safety

Service

Who is running it?	Mr Bolton		
Which year groups can take part?	Years 7 and 8		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Leadership, Organisation, Resilience, Initiative, Communication		
Does this elective contribute towards the Duke of Edinburgh award?	Yes		
Important information	<p>Each Session will be split into two halves; 45 minutes learning about sailing and boats and 45 minutes completing Basic Life Support Skills.</p> <p>This will all aim to lead to a trip during elective week at the end of the summer term when all students who have completed the elective will be invited to go sailing! (Location and exact dates to be confirmed).</p> <p>Alternatives to the outdoor sailing and boat skills will be provided on wet weather days, whether that is classroom based, or extended sessions of Basic life Support Skills.</p>		

Summary of the key skills and knowledge

Introduction to the key concepts and strategies for first aid. Practical skills and theory of what to do in various emergency situations. Key skills in knowledge of where the wind comes from, how to be safe at sea, and the basic skills of how to rig, launch and sail a dinghy.

Weekly Schedule

	First Aid	Sailing and Boat Skills
Week 1	Introduction into Sailing and First Aid - Viewing equipment, talking about safety and discussing prior knowledge.	
Week 2	Basic Life support	Parts of the Boat and part of a sail
Week 3	Bleeding and Burns	How to rig a boat and launch
Week 4	Head Injury	How to rig a boat continued (Spinnaker)
Week 5	Drowning and choking	Wind direction, wind strength and safety
Week 6	Electric Shock and Poisoning	Boat controls.
Week 7	Fractures	Tacking and Gybing Theory
Week 8	Heart Attack	Tacking Practice.
Week 9	Stroke	Gybing Practice.
Week 10	Basic Life Support assessment	Safety at Sea - What to wear, what happens in case of emergency
Week 11	Presentation Preparation	
Week 12	Presentation week!	

Assessment

Constant Assessment every week by teachers, all being accumulated into the Presentation during Week 12.

Self Defence

Active

Who is running it?	JMG Lewis Kemp Sloan (Exeter Self Defence external visitor)		
Which year groups can take part?	All Years		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Resilience, Initiative, Communication		
Does this elective contribute towards the Duke of Edinburgh award?	Yes		
Important information	PE kit required. Commitment to engagement is required.		

Summary of the key skills and knowledge

Wrestling is not only one of the oldest of sports, but its foundations provide young people with key developmental skills that are often absent in the modern-day experience.

How do most animal infants develop the skills they need for adulthood? They wrestle!

Why should young people wrestle?

Here are just a few reasons:

1. Anyone can do it! Regardless of size and stature, each person can develop a style that is effective and suits them.
2. Core life lessons are learned! These include:
 - » Accountability
 - » Work ethic
 - » Handling adversity
 - » Persistence
3. It's an excellent form of self-defence! The ability to wrestle means that a person is able to stay on their feet, or take an attacker to the ground to safely subdue them if necessary.

There is no better and more wholesome way to develop confidence and self-esteem. Young people will learn that the pathway to success is through discipline and hard-work.

Wrestling is also a great way to make friends. The bonds you make with those that you wrestle are like no other!

Wrestling is the ultimate cross-over sport! Many top-level athletes around the world will participate in wrestling training during their off-season because it is such an effective way of developing speed, strength, coordination, and athleticism.

Last, but not least, it is incredible fun!

Set Design

Creative

Who is running it?	Mrs Cornwell		
Which year groups can take part?	All Years		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Leadership, Organisation, Resilience, Initiative, Communication		
Does this elective contribute towards the Duke of Edinburgh award?	No		
Important information	Pupils will be expected to work in teams and will be encouraged to work with pupils of different age groups.		

Summary of the key skills and knowledge

This elective offers up the opportunity for pupils to engage with the arts and drama without any pressure to be directly involved in a performance. This elective allows for the opportunity for pupils to engage in a backstage role to support the school production should they wish. Pupils who participate in this elective are welcome to audition for the school production.

Weekly schedule

Week 1	Introduction to the chosen production. Watch the film and complete an overview form. Identify key locations, characters, costumes and props.
Week 2	Complete film and share notes and ideas as a group. Complete a basic plan of the key things we would like to work towards producing.
Week 3	Research set designs online and create mood boards and ideas. Make a clear plan of what props we want to look at first and foremost. Set design plans.
Week 4	Cardboard template set plan. Prop planning - Teams to identify what we need for each prop and arrange how we will access these resources - do we need to request order items/resources/projects from DT? Do we need to borrow items from different departments etc.
Week 5	Fundraising activity - Bake sale/car wash?
Week 6	Prop creation for set design. All prop ideas to be finalised and planned. All plans to be run past the Drama department. Teams to be divided up into a maximum of 3 set teams.
Week 7	Set teams to finalise plans and ideas. Set teams to identify exactly what they need for next weeks creations. What materials do you need - What needs to be ready/delivered before next week?
Week 8	Painting of set and props. Teams to create their key props that will help to clearly identify three different sets. Discussion and design for final ideas - any opportunity for additional projects?
Week 9	Costume design plans. Teams to divide characters and plan for individual costumes. Teams to create mood boards for each character - identify any key props or items characters may need e.g. phone or headband etc. Pupils to create PP plans for each character.
Week 10	Fundraising activity bake sale/car wash.
Week 11	Costume design/creation - Printing of t-shirts and basic logo props. Creation of decorations to advertise the performance.
Week 12	All finishing touches for the set to be completed.

Assessment

Pupils to demonstrate teamwork throughout. Pupils to present PP plans as teams. One for each set design and one for each character/group of characters.

Skateboarding

Active

Who is running it?	Mr Brown		
Which year groups can take part?	Years 9 - 11		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Leadership, Resilience, Initiative		
Does this elective contribute towards the Duke of Edinburgh award?	Yes		
Important information	<p>This elective will take place at The Arena skatepark.</p> <p>This elective will not run during wet weather; it will be replaced with mixed indoor sports or classroom-based activities.</p> <p><i>You will need to bring your own skateboard.</i></p> <p>A helmet and wrist guards must be worn if students wish to skate on the steepest (vertical) ramps.</p>		

Summary of the key skills and knowledge

Through skateboarding, students will be rewarded for patience, determination and courage. Students will experience the joy of reaching a goal, the level of which will be dependent on the level of experience:

- » Gaining confidence riding a skateboard.
- » Rolling down a slope and turning.
- » Mastering an Ollie (stationary and then moving).

Other skills that students can work towards:

- » Manual.
- » Dropping in.
- » Kickflip.

Students will also learn about the mechanics of a skateboard. They will tighten and loosen their trucks, they will learn about the different types of wheels and bearings.

Weekly schedule

Week 1	Introduction to skateboarding and the culture. Students will be taken to the school amphitheatre where Mr Brown will assess current ability levels.
Week 2	Target setting. Safety briefing on Arena Skatepark.
Week 3	Focus on balance and building confidence. Students will cruise around the skatepark. Different parts of the park for different abilities.
Week 4	Focus on balance and building confidence. Students will roll down progressively larger hips (small ramps) to gain speed and then practise turning.
Week 5	Focus on balance and building confidence. As above.
Week 6	Assessment point 1: see below.
Week 7	Focus on tricks and kick turns. Review of targets. Some students will update their target. Classroom: Watch video of Ollie Technique. On the Amphitheatre, students will use the grass area/fence/lamppost for support while learning the technique for an Ollie.
Week 8	Focus on tricks and kick turns. Students will practise rolling slightly up a ramp and kick-turning.
Week 9	Repeat week 7.
Week 10	Repeat week 8.
Week 11	Skate Jam at Arena skatepark Students define "the line" they are going to complete during the final session. The line will end with a trick.
Week 12	Assessment Point 2: see below.

Assessment

Assessment point 1 is in week 6, The snake path. From different start points (depending on starting ability), students will need to skate down the snake path at the back of the school side. This will involve turning at speed.

Assessment point 2 is in week 12, Completing a line. Students will complete their chosen "line". E.g. down a ramp, kick turn on the next ramp, finish with Ollie.

STEM

Skill

Who is running it?	Mrs Austin-Lee and Miss Burr		
Which year groups can take part?	Year 7, 8, 9		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Organisation, Resilience, Initiative		
Does this elective contribute towards the Duke of Edinburgh award?	No		
Important information	This elective will take place in school in the science labs, and is practical based so the science safety expectations will be in place. All safety equipment will be provided.		

Summary of the key skills and knowledge

Through a mixture of engineering tasks and science investigations, students will develop the following skills:

- » Team work
- » Problem solving
- » Resilience
- » Using the engineering process to plan and refine their ideas
- » Using science equipment safely and accurately
- » Following detailed instructions

They will gain knowledge about:

- » The engineering design process
- » Scientific method
- » Experimental design
- » Careers in STEM

Weekly Schedule

Week 1	Introduction to the engineering design process and Egg Parachute - Create a parachute that will allow an egg to fall to the ground without breaking.
Week 2	Marble Run - Create the longest marble run.
Week 3	Cardboard Boat - Create the boat that holds the largest mass.
Week 4	Balloon Car race - Create a balloon powered car that travels the longest distance.
Week 5	Spaghetti and Marshmallow Tower - Create the tallest spaghetti and marshmallow tower.
Week 6	Red Cabbage Indicator - Produce a natural indicator to test the pH of household substances.
Week 7	Fizzy Week - make your own bath bombs and investigate the best ratio of reactants to make the biggest explosion.
Week 8	Fire Week - Ion testing paint by numbers and fire writing, using Bunsen Burners
Week 9	Eye Dissection - learn about the structures in the eye and safe dissection techniques. An alternative task will be provided for those students who do not want to do the dissection.
Week 10	Bungled Biscuits - use chemical reactions to investigate which biscuit mixture is safe to eat.
Week 11	External Visitor - TBC.
Week 12	Careers in STEM.

Assessment

Each week is a standalone challenge that you will be assessed on and allocated points for. Points will be allocated for (but not exclusively for):

- » Team work.
- » Use of design process.
- » The winners of each week's challenge.
- » Safely following instructions.

Swimming (water confidence)

Active

Who is running it?	Mrs Nixon and Mrs Stevens.		
Which year groups can take part?	All Years		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Resilience		
Does this elective contribute towards the Duke of Edinburgh award?	Yes		
Important information	Students will need to bring in their own kit (one piece swim costume/shorts/rash vest/goggles) and towel to each session. A water bottle to rehydrate afterwards is also advisable.		

Summary of the key skills and knowledge

This elective is specifically for those who are under confident around water or who cannot currently swim and would like to change this!

A single sex, small group of us will register in school and walk to Northbrook Pool just around the corner.

Once there you will be able to change in the changing rooms and join in a session with our lovely swim coaches Richard and Simon.

Richard runs the swim school "Swim Like a Trout" and both him and Simon have years of experience in swim teaching; together they will give you support and guidance to begin swimming or improve your confidence and strength in the water.

At the end of the session you will be able to change and either leave directly from the Pool (following parental permission) or walk back to school with us in time to catch the school bus at 3pm.

Weekly schedule

Week 1 - 12	Students will be working in small groups with a professional swim coach on an individual needs basis. They will work broadly in line with the Swim England Learn to Swim levels at a pace that suits them over the cycle.
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Assessment

There is no formal assessment; the last session will be a fun float session which will allow them to show off their improved confidence and play in the water!

Table Tennis

Active

Who is running it?	Mr Warburton		
Which year groups can take part?	All Years		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Resilience, Initiative, Communication		
Does this elective contribute towards the Duke of Edinburgh award?	No		
Important information	This elective will take place in the Atrium. You do not need to bring your own equipment.		

Summary of the key skills and knowledge

Through Table Tennis, students will be rewarded for patience and determination. Students will experience the joy improving a skill and increasing their ability in the sport. Correct grip and tactics will be discussed and encouraged over the course of the Cycle, including working on good sporting behaviours and etiquette.

Weekly Schedule

Week 1	Introduction to Table Tennis including correct grip, rules and equipment orientation.
Week 2	Playing Table Tennis, drills, tournaments, practicing skills.
Week 3	Repeating Week 2 activities with some individual support if required.
Week 4	Repeating Week 2 activities with some individual support if required.
Week 5	Repeating Week 2 activities with some individual support if required.
Week 6	Repeating Week 2 activities with some individual support if required.
Week 7	Repeating Week 2 activities with some individual support if required.
Week 8	Repeating Week 2 activities with some individual support if required.
Week 9	Repeating Week 2 activities with some individual support if required.
Week 10	Repeating Week 2 activities with some individual support if required.
Week 11	Repeating Week 2 activities with some individual support if required.
Week 12	Repeating Week 2 activities with some individual support if required.

Assessment

Formal tournaments will be created to showcase skill and allow for each player to challenge others in the group.

Table Top Game Creators

Creative / Skill

Who is running it?	Lio Kerfoot		
Which year groups can take part?	Year 7 - 10		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Organisation, Initiative, Communication		
Does this elective contribute towards the Duke of Edinburgh award?	Yes		
Important information	While we will play some games in this elective, the primary focus is on learning about the mechanics of games and creating your own board and card games. This elective doesn't require artistic ability, but it does require patience and creative thinking. Games may be created in small groups or individually.		

Summary of the key skills and knowledge

- » Learn about the mechanics of board and card games - how do they work? Why are they fun? What makes classic games so well loved?
- » Planning and developing ideas for your own games
- » Prototyping and playtesting your games
- » Understanding the importance of game instructions

Weekly Schedule

Week 1	Introduction & game reviews: Play a game you know well and two you have never played before, and review them.
Week 2	Make your own journey game inspired by your interests.
Week 3	Make your own Top Trumps set inspired by your interests.
Week 4	Learn about Game Mechanics and adapt Monopoly to a new theme, considering how and what needs to change as a result.
Week 5	Create your own version of any existing game.
Week 6	Continue working on the prototype of your game adaption and playtest it with others in the group.
Week 7	Make a 'Version 2' of your game adaption, using the feedback and notes from your playtest.
Week 8	Develop a new game of your own - planning, basic prototyping.
Week 9	Continue developing and creating your game. Write your instructions.
Week 10	Playtesting and editing!
Week 11	Blind playtesting: teaming up with the Board Games elective, you will give your completed game to players who have never seen it before, to learn and play by themselves, while you watch and take notes.
Week 12	Using feedback from your blind playtesting last week, edit and update your game's instructions, materials, and anything else.

Assessment

- » You will create four or more games within this elective, either individually or as a small group.
- » Each of your games will be assessed by your peers through playtesting: whether it's easy to understand and learn from the instructions, replay ability, fun level, complexity, and theme/design.

Textiles

Creative

Who is running it?	Ms Kingdom		
Which year groups can take part?	Years 9,10,11		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Organisation, Resilience, Initiative		
Does this elective contribute towards the Duke of Edinburgh award?	Yes		
Important information			

Summary of the key skills and knowledge

- » Learn to set up a sewing machine (threading)
- » Learn to use basic skills on a machine
- » Using patterns, pins, scissors
- » Following instructions

Weekly Schedule

Week 1	Routines, vocab of machine, paper driving test, threading machine, practise sewing on scrap paper.
Week 2	Demo of threading, pinning, cutting. Demo of first project - Pouch.
Week 3	Demo of pouch. Students continue making current project. Continue circulating and supporting.
Week 4	Students continue making current project. And demo of face mask. Continue circulating and supporting.
Week 5	Demo of face mask. Students continue making. Continue circulating and supporting.
Week 6	Students continue making. Continue circulating and supporting.
Week 7	Demo of Tote bag. Students continue making current project. Continue circulating and supporting.
Week 8	Demo of Tote bag. Students continue making current project. Continue circulating and supporting.
Week 9	Students continue making current project. Continue circulating and supporting.
Week 10	Demo of make-up bag. Students continue making current project. Continue circulating and supporting.
Week 11	Demo of make-up. Students continue making current project. Continue circulating and supporting.
Week 12	Students continue making current project. Continue circulating and supporting.

Assessment

Their own self-gratification of making their own 'beautiful' items.

Trampolining

Active

Who is running it?	Mr Gibbs		
Which year groups can take part?	All Years		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Leadership, Organisation, Resilience, Initiative, Communication		
Does this elective contribute towards the Duke of Edinburgh award?	Yes		
Important information	<p>Students must wear a full PE kit and not have any long-term injuries which would prevent them from joining in. All piercings must also be removed.</p> <p>From Week 3/ 4 students will need to complete (pass) specific skills before moving onto the next level. Students will still be able to try out new skills however will be supported to improve previous taught movements.</p>		

Summary of the key skills and knowledge

Trampolining is a fantastic enrichment activity which can help provide the following benefits: excellent form of exercise, improves co-ordination and balance, great to relieving stress along with building confidence.

Although only one person is jumping at a time, teamwork is extremely important! From setting up/packing away the trampolines; being spotters around the trampoline beds; helping to coach one another through new skills; to creating and performing a synchronised performance in pairs.

- » You need to be enthusiastic and willing to take part.
- » Be a team player, supporting one another (teachers and students).
- » You understand that during exam period the Hall will be out of use and we will participate in Team Sports instead of trampolining.
- » You DO NOT need to be an expert. Just

All students will be working towards completing their personal achievement level 1-10 awards.

Weekly Schedule

Week 1	Introduction to trampolining, setting up and packing away from trampolining safely. Students will work in pairs setting up/packing away specific parts of the trampolines. Students will then complete a safe warm up, learn about spotting (on the side of trampolines), stopping safely and landing correctly.
Week 2	Level 4: Tuck, straddle, seat landing, half twist, split jump, hands and knees to front landing. Repeat skills 3 times without any intermediate jumps.
Week 3	Level 5: 5 jumps (straight), stop and stay for 3 seconds. Tuck, straddle and pike jumps. Front landing onto mat. Back landing onto the mat. Seat landing to feet and with half twist rotations. Demonstrate full routine to complete level.
Week 4	Level 6: Seat landing with rotations in and out. Full twist seat landings in and out. Front landing to feet. Hands and knees turn over. Demonstrate full routine to complete level.
Week 5	Level 7: Swivel hips. Hand and knee turn over to feet. Back landing to feet. Seat landing to front landing. Front landing to seat landing. Demonstrate full routine to complete level.
Week 6	Level 8: Seat landing to front landing to feet. Front landing to seat landing to feet. Half twist into front landing. Back landing, half twist, to feet. Back bounces (somersault preparation). Demonstrate full routine to complete level.
Week 7	Assessment point 1: See below.
Week 8	Students will be working towards individual routines using competition rules at their set level.
Week 9	For advanced learners Level 9: Front landing (piked and straight) to feet. Back landings (piked and straight) to feet. Front landing to back landing. Back landing to front landing. Three quarter forward turnover to back landing to feet. Roller: Backward roll. Demonstrate full routine to complete level.
Week 10	Students will be working towards paired, synchronised routines using competition rules at their set level. For advanced learners Level 10: Cadel. Roller: Turntable. Hands and knees turn over. Back landing pull over to feet. Front somersault (tucked) and back somersault (tucked or straight). Demonstrate full routine to complete level.
Week 11	
Week 12	Assessment point 2: See below.

Assessment

Assessment point 1:

Students will complete a 10 bounce routine from Level 8.

Routine: Jump (straddled), Seat landing, Half twist to feet, Jump (piked), Front landing, To feet, Jump (tucked), Hands and knees, Forward turnover to back, To feet.

Assessment point 2:

Students to create their own 10 bounce routine and perform under competition conditions.

Advanced learners: Students will complete a 10-bounce routine from either Level 9, Level 10 or create their own routine (all dependant on ability). Teaching staff will support and direct with this.

Routine (Level 9): Full twist jump, Jump (straddled), Seat landing, Half twist to seat, Half twist to feet, Jump (piked), Back landing, Half twist to feet, Jump (tucked), Half twist jump.

Routine (Level 10): Routine A - Full twist jump, Jump (straddled), Seat landing, Half twist to seat, Half twist to feet, Jump (piked), Back landing, Half twist to feet, Jump (tucked), Front somersault (tucked).

Routine B - Back somersault (tucked or straight), Jump (straddled), Seat landing, Half twist to seat, Half twist to feet, Jump (piked), Back landing, Half twist to feet, Jump (tucked), Full twist jump.

Track and Field

Active

Who is running it?	PE staff TBC		
Which year groups can take part?	All Years		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: No	Cycle 3: Yes
Which LORIC values does this elective promote?	Leadership, Organisation, Resilience, Communication		
Does this elective contribute towards the Duke of Edinburgh award?	Yes: Physical		
Important information	Exeter Arena is hired and students walk there with staff members after being registered.		

Summary of the key skills and knowledge

- » Experience high quality athletics equipment.
- » Opportunity to perform using professional grade athletics equipment.
- » Opportunity to try new activities that cannot be taught during athletics lessons at school.

Weekly Schedule

Week 1	Long jump (sprint technique, take-off and landing) - Introduction, key teaching points and competition.
Week 2	100m (sprint technique, anaerobic, sprint start) - Introduction, key teaching points and competition.
Week 3	Triple Jump (stages of the jump, run up, landing) - Introduction, key teaching points and competition.
Week 4	800m (technique, pacing and sprint finish, lane change) - Introduction, key teaching points and competition.
Week 5	High Jump (run up, take off and landing) - Introduction, key teaching points and competition.
Week 6	Relay (starts, change overs, teamwork, sprint finishes) - Introduction, key teaching points and competition..
Week 7	Discus(Foot movement, arm movement, hand grip and technique, safety and throwing rules) - Introduction, key teaching points and competition..
Week 8	1500m (pacing, aerobic endurance, sprint finish) - Introduction, key teaching points and competition..
Week 9	Shot Put Foot movement, arm movement, hand grip and technique, safety and throwing rules) - Introduction, key teaching points and competition..
Week 10	Hurdles (sprint starts, hurdle technique, running between hurdles) - Introduction, key teaching points and competition..
Week 11	Javelin Foot movement, arm movement, hand grip and technique, safety and throwing rules) - Introduction, key teaching points and competition..
Week 12	400m (sprint start, aerobic/anaerobic, finishing)- Introduction, key teaching points and competition.
Assessment	

Continuous assessment at the end of every lesson due to the completion element at the end of every lesson and the changing of event each week to ensure a breadth of opportunity.

Ultimate Frisbee/Spikeball

Active

Who is running it?	Mr Williams		
Which year groups can take part?	All Years		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Leadership, Resilience, Communication		
Does this elective contribute towards the Duke of Edinburgh award?	Yes (Physical)		
Important information	<p>This activity will take place on the AstroTurf. Pupils will therefore need astro trainers to take part, as specified in the school uniform guide.</p> <p>In the case of wet weather, an alternative provision of indoor sports will be made available for pupils.</p> <p>In the case of high winds where playing Ultimate Frisbee is not possible, the activity will instead be Spikeball.</p>		

Summary of the key skills and knowledge

Students will learn 2 new sports during their time in this elective. Ultimate Frisbee and Spikeball are both growing sports in the UK. Ultimate Frisbee, in particular, now has regular regional, national and international competitions. There are also several different teams within Exeter. Spikeball is in its formative stages, and whilst it is most regularly spotted being played on beaches, its prominence is quickly growing.

In both sports, pupils will learn key skills and techniques for both sports. These skills can be transferred to many other sports and activities, in regard to hand eye coordination, positioning, resilience, as well as general fitness.

Don't be put off if you consider yourself 'not really a sport person' - these 2 activities have been chosen because they are easy to learn, fun to play, and new to almost all.

The weekly schedule below has been planned with 6 weeks of Ultimate Frisbee, and 6 weeks of Spikeball, but this may change depending on weather.

Weekly Schedule	
Week 1 - Ultimate Frisbee	Introduction to concept of the game. Frisbee grip, basic backhand throw and catching.
Week 2 - Ultimate Frisbee	Consolidation of backhand throw. Catching whilst moving. Introduction to forehand grip and throw.
Week 3 - Ultimate Frisbee	Consolidation of forehand throw. Concepts of marking and interceptions.
Week 4 - Ultimate Frisbee	Hammer throw. Dummy throws and beating your marker. How to make cutting runs.
Week 5 - Ultimate Frisbee	Applying all skills in a game situation - round robin championship.
Week 6 - Ultimate Frisbee	Assessment point 1.
Week 7 - Spikeball	Introduction to key concepts of the game, serving and starting the game.
Week 8 - Spikeball	Making returns, 'spiking' the ball for team mate.
Week 9 - Spikeball	Defence techniques, passing to team mates to set up attacking play.
Week 10 - Spikeball	Advanced hitting, defence and spike drills.
Week 11 - Spikeball	Applying all skills in a round robin championship.
Week 12 - Spikeball	Assessment point 2.

Assessment

Assessment point 1 - Ultimate Frisbee:

Students will be asked to complete a series of drills that demonstrates ability to:

- » Throw backhand
- » Throw forehand
- » Hammer throw
- » Catch
- » Catch whilst running
- » Intercept

Assessment point 2 - Spikeball:

Students will be asked to complete a series of drills that demonstrates ability to:

- » Serve
- » Play attacking shots
- » Play defensive shots
- » Pass ball to partner
- » Maintain a rally

Warhammer

Skill

Who is running it?	Matthew Watson		
Which year groups can take part?	All Years		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Leadership, Organisation, Resilience, Initiative, Communication		
Does this elective contribute towards the Duke of Edinburgh award?	No		
Important information	You do not need knowledge of this game to start this elective. All you need is a positive mindset!		

Summary of the key skills and knowledge

There is a great deal of skills that can be learnt, improved and built in the elective and hobby in general.

There is the creative aspect of making and painting, the organisation and logistical aspect of it in deployment, missions and tactics.

There is often teamwork involved in multi-player games spearheaded by a leadership team or individual especially when in organised events and tournaments.

It helps a child's resilience in learning that losses can easily become a learning experience and how communicating with teammates or opponents can help them improve not only themselves but others.

It prompts a great deal of initiative in the game on how to set up combinations and plans to capitalise on gameplay.

Weekly Schedule	
Week 1	An initial introduction of the hobby and how it works as well as working out what students are at what level of the hobby while showing what's available.
Week 2	For some students it will be organising a game or two at smaller points to show an intro while others can do painting, making and list construction.
Week 3	Finishing off painting and making the intro kits so that those without miniatures now have some available and show with the miniatures they make a list as well as show how to learn stats and characteristics.
Week 4	Aim for the intro miniatures to be completed although no major rush for those interested in the artistic or creative aspect as there should be more miniatures or scenery for them to paint and make, for those that are interested in gaming attempting a squad-based game where those without their own can play a small game.
Week 5	This week there will be a continuation on painting and making for those that prefer that aspect, this will be a week for the students to attempt independent list building and supported gameplay.
Week 6	This week there will be a continuation on painting and making for those that prefer that aspect, for those enjoying the gaming aspect we will look at pooling resources to try make a list for small 1v1 games.
Week 7	This week there will be a continuation on painting and making for those that prefer that aspect, attempt to involve everyone in a group game and working in small teams to play a small matched play game.
Week 8	This week there will be a continuation on painting and making for those that prefer that aspect, there will be an attempt at some independent games with support.
Week 9	With the support packages from Warhammer alliance there should be another bundle for the children to get involved with a social make and paint session.
Week 10	This week there will be a continuation on painting and making for those that prefer that aspect, this will hopefully have enough miniatures for there to be small 2v2 or 3v3 games with support to see how skills have progressed.
Week 11	Those that wish to make and paint can continue to do so, those that wish to continue the gaming aspect we will aim to run 2v2 or 1v1 games following matched play rules to encourage discussion and rules enquires.
Week 12	Final week the aim will be to look at those focusing on the creative aspects and social to have a last session of discussion and encouragement to re-join to try the full aspect, for those who have been involved in the gaming side it will be a chance to create their own lists via the app I can provide on any device or by hand and attempt an independent 1000-point game.

Assessment

The overall attempt and aim will be to encourage social and emotional development by discussing and working as teams and independently, the losses in game and group support and advice as a group to help in the aspect of both leadership and building resilience.

They will hopefully become independent enough and use enough initiative to organise their own games/set up/ plan from start to finish.

Overall, it will help with their reading/ writing/ comprehension and math skills as well as building bonds and developing friendships and skills that can be implemented in real life.

Yoga

Active

Who is running it?	Katie Furler, a qualified yoga teacher.		
Which year groups can take part?	All Years		
During which cycle can you do this elective?	Cycle 1: Yes	Cycle 2: Yes	Cycle 3: Yes
Which LORIC values does this elective promote?	Resilience		
Does this elective contribute towards the Duke of Edinburgh award?	Yes		
Important information	You will need to wear PE kit. You should not wear shoes to do yoga, but you may wear socks. We have mats that you can borrow, but you are welcome to bring your own too.		

Summary of the key skills and knowledge

Yoga has many benefits for our physical and mental health. It is a chance to learn more about yourself, to calm the mind and really tune in to what you feel and need at that time.

You do not need to be super fit or flexible to practise yoga. It is for people of all ages, body shapes and levels of fitness.

- » Sessions begin with some seated mindfulness practice. A chance for us to notice how we are feeling, to relax into our physical bodies and connect with our breath.
- » We then introduce movement. We start to move and stretch our bodies. There are always options for people to move at their own pace or to come out of a posture if it doesn't feel right for them.
- » We practise various postures and movements between seated and standing, these help us to build some energy in our systems. The invitation is to breathe deeply and imagine your breath charging you like a battery.
- » Next, we move towards some standing postures including strength building, flexibility and balance. Yoga is non-competitive, this is time for you to practise in a way that feels enjoyable and healthy.
- » Whenever the mind wanders (as it naturally does!) there will be the invitation to use the breath and our awareness to anchor us to the present moment.
- » To complete the practice, we enjoy a guided relaxation. These are usually body scans, during which we focus on relaxing all areas of the body and mind. You will leave feeling calm, energised and balanced.

Weekly Schedule	
Week 1	Students learn about breath work, how we can calm the mind with our breath awareness. We start to practise some simple postures.
Week 2	We continue to practise our breath work and build on our knowledge postures.
Week 3	We start to build longer meditations into our practice.
Week 4	We introduce more balance postures into our practice, such as dancer posture.
Week 5	We focus on strengthening our core.
Week 6	As we approach half term, we refocus on relaxing the mind and energising the body.
Week 7	We return to practising various postures and bringing energy to different parts of the body.
Week 8	We build strength in the body with exploration of more challenging postures.
Week 9	We learn about twists and releasing blockages of energy in the body.
Week 10	As assessment week approaches, we make relaxation and stress release the focus of our practice.
Week 11	During assessment week, our practice focuses on moving the body through many different postures and short flows, to get our bodies moving and our minds away from exams.
Week 12	In our last yoga session, we challenge ourselves with some of the balance postures and core work from the cycle and finish with a long and well-deserved meditation.
Assessment	
There are no assessment in yoga.	



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