

YEAR 7 TO YEAR 9 CURRICULUM BOOKLET



LE RÉGENT
CRANS MONTANA COLLEGE
Switzerland 





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LIFE AT LE RÉGENT COLLEGE

IN YEARS 7 TO 9

HOW DO WE FOSTER YOUNG ADOLESCENTS' ENGAGEMENT AND COMMITMENT TO LEARNING?

Years 7 and 8 are important developmental periods in every pupil's life while Year 9 is a transition year from Junior School to Senior School and brings considerable change for students. Academic preparation is therefore extremely important as we want everyone to be confident in their academic ability when they enter the (I)GCSE programme in Year 10. This is achieved through delivering a curriculum which follows the British curriculum but is uniquely adapted to suit the needs of our international and multicultural

school. At the forefront of the pupil-centered curriculum is the development of the student's ability to learn independently, to be able to work collaboratively, to self-evaluate and improve on past performances.

It is also a time when students experience developmental changes associated with early adolescence, hence the need to provide them with the support and challenge they need to thrive. Our teachers are trusting, supportive and dependable; they have a deep understanding of adolescents, their issues and their needs; they give the students more responsibility and encourage them to be active contributors to the school community. Great emphasis is placed upon the development of character and our core values of Creativity, Compassion, Courtesy,

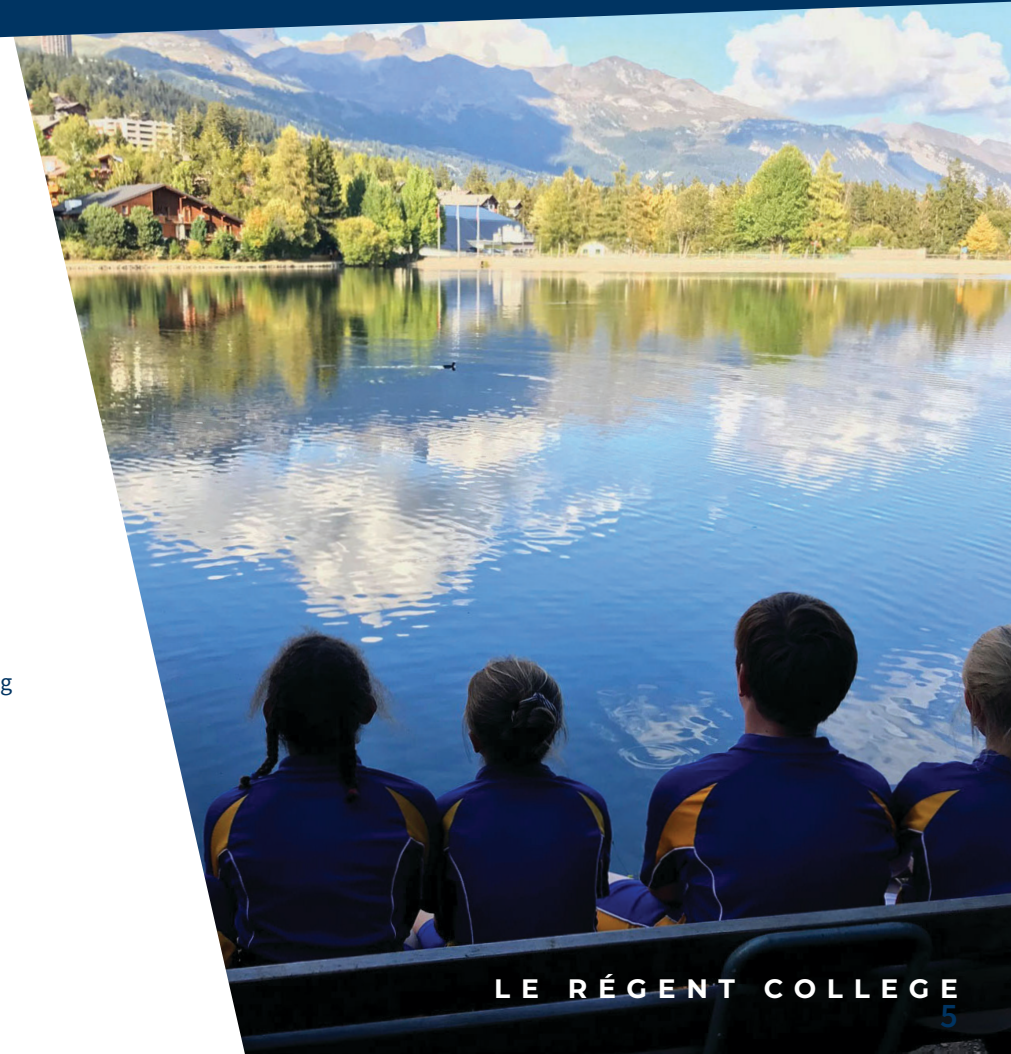
and Courage so that each child develops a true understanding of who they are, rather than just what they can achieve.

RESPONSIVE AND EMPATHETIC TEACHING

To meet the needs of our Year 7-9 students, we ensure that they are:

- educated in a happy and vibrant community where they are given the space, freedom, and support to learn
- provided with a broad, balanced and pupil-centered curriculum based on the school's four founding principles of COURTESY, COMPASSION, CREATIVITY, and COURAGE that ignites a love of learning

- encouraged to become learners who reflect on, and question, what is being taught to them
- prompted to use their intellectual resources to make links between topics and subjects to develop lines of understanding and knowledge
- given every opportunity to explore and develop their visual, auditory and kinaesthetic learning styles
- engaging their brains through deeper thinking, probing and independence of thought
- taking a global approach to learning in order to develop international mindedness
- connecting their learning to where they are living now, as well as looking at the learning from the perspective of people from other countries around the world





Towards the end of Year 9, students learn about the (I)GCSEs that are on offer in the school. After consultation with their parents and subject teachers, students are asked to make their subject choices at the start of the summer term. Most students will take 8 or 9 (I)GCSEs which include the core curriculum of English Language, English Literature, Mathematics, French, and Double Award Science.

ASSESSMENT

The aim of our assessment system is to create feedback that is then used by learners and their teachers to improve overall academic performance. Students can expect written and

verbal comments designed to support their work and accelerate their progress. Small class sizes ensure that this feedback is highly personalised. In turn, students are expected to reflect on this feedback in order to open a constructive and helpful dialogue with the teacher. In addition, they are taught to carry out peer and self-assessment where they critically assess their own and others' work, using marking criteria.

All students are assessed at regular points and parents are informed of their progress throughout the year. They receive a report card detailing aspects of their children's effort, progress and objectives for the forthcoming

assessment period. We expect an overall effort grade of at least C, which demonstrates the expected level of effort. Parents are invited to attend parent-teacher meetings to discuss progress with the class teacher and specialist subject teachers. They are also welcome to contact teachers to discuss any academic or pastoral issues.

End of year examinations take place during the summer term. This enables our students to practise working under test conditions from a young age. Teachers use the results to track progress, measure attainment, and inform future planning for the forthcoming academic year.

ART, CRAFT AND DESIGN

“Imagination is not the same as creativity. Creativity takes the process of imagination to another level. My definition of creativity is ‘the process of having original ideas that have value.’”

Sir Ken Robinson
(educationalist)

The Year 7, 8 and 9 Art, Craft and Design course builds a solid foundation for GCSE by increasing technical proficiency and elevating students’ understanding of the formal elements of Art, Craft and Design. We aim to engage, challenge and inspire students to think creatively both in an intellectual and practical sense. A key aspect of the course is to increase awareness of the creative process, which is important for success in all disciplines and relates to one of the four pillars of our school ethos. Students learn to develop ideas from an initial starting point through a creative journey resulting in a final outcome. They discover that mistakes and setbacks are vital in order to produce fully formed and original work.

There is a focus on core skills and experimentation with media, enabling them

to visually communicate ideas effectively. Using creativity and intelligence, students learn to think and act purposefully as artists, craftspeople and designers. Looking at who, when, where, why and in what circumstances art is created, how it reflects and shapes our history and contributes to cultures around the world, students gain an understanding of contextual relevance in art. Personal artistic expression enables them to explore unique experiences and discover more about themselves in relation to the world.

We embed critical thinking and metacognition as students start to analyse, annotate, evaluate and reflect using the subject specific language and cognitive processes of Art, Craft and Design.

On completion of Year 9 pupils are expected to:

- use a range of techniques to record their observations in sketchbooks as a basis for exploring their ideas
- use a range of techniques and media, including painting, drawing, collage, printmaking and sculpture
- increase their proficiency in the handling of different materials
- analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- have knowledge of the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day





APPROACHES TO TEACHING AND LEARNING

The start of Year 7 marks an important new beginning for students in Art as they learn to take more responsibility for the whole studio space, participating in preparation of materials through to presentation of final artworks. New media and techniques are introduced while existing skills of observational drawing, colour theory and three-dimensional forms are revisited and fortified.

One area we nurture carefully is self-confidence. Younger learners are less inhibited when expressing themselves visually. In Years 7, 8 and 9 it is common to feel less confident especially in observational drawing where some students find it harder to record what they see than others. Although

observational drawing is a core skill, students will be shown many different ways to make marks and appreciate their individual emerging styles.

Everyone benefits from hands-on practical tuition in traditional art practices, and we provide ideal conditions for creative growth by supplementing their learning with more unusual techniques. While the majority of lessons involve practical art making, students must also be able to conduct research, annotate their sketchbooks, respond to set briefs and evaluate artwork with written and verbal responses.

Each unit of work requires the student to make artwork using relevant artistic media, concepts and techniques and also respond to the artwork of great artists or artistic movements as well as to their own artwork and that of their peers. Enrichment opportunities including trips to galleries and visits from practitioners are woven into the course to enhance students' making and responding abilities.

Keywords are introduced with each new unit in order to build understanding of the language of Art, Craft and Design. The course is inclusive and differentiated to meet the needs of all learners including EAL (English as an Additional Language) and Special Educational

Needs and Disabilities (SEND) students. As they progress, they are given more freedom and each year the summer term culminates in a thematic response project. This is an inquiry-based unit, which requires them to think independently to research and respond to a set theme. Self-management skills are key, and students build social skills through collaborative opportunities. They are given a clear view of the assessment criteria, so they fully understand the essential steps to include in their sketchbooks and final presentations. Students work towards completion of an Art, Craft and Design Skills Passport, which tracks their progress weekly, termly and annually.



MAINSTREAM ENGLISH

The focus of the mainstream English course is to encourage learners to enjoy reading and to approach texts critically for meaning and expression. Students are encouraged to consider what they are reading and not take it at face value; instead, they are taught to consider language, grammar, text structure and organisational features as an aid to meaning.

They also learn to write for pleasure with accuracy, fluency and at length. They are taught to consider the purpose and audience of any text they produce and led to apply the skills they have garnered from close reading of different text types into their own work. Close attention is paid to spelling, punctuation and grammar,

and students learn how punctuation can manipulate meaning within sentences.

Speaking and listening plays an integral part in the syllabus whereby students are encouraged to share their thoughts and ideas. In addition, they are given opportunities to work in pairs and in larger groups. In the process, they develop presentation and debating skills.

The English course is a progressive course that builds skills year on year so that learners develop more proficiency in all areas of communication.

We cover a vast range of novels, poetry, plays and non-fiction texts. Each of these is intended to inspire our students to enjoy the language they encounter and thus enrich the means by which they express themselves. Every year

group encounters a Shakespeare play (often in a variety of forms) and we enrich their knowledge of 'the classics' through our exploration of poetry and prose.

ENGLISH AS AN ADDITIONAL LANGUAGE

English is the mainstream language of instruction at Le Régent College, and we strongly support those students with little or no English by offering them an intensive course of English as an Additional Language. EAL teachers work closely together to ensure that each student has the best blend of instruction to be equipped for the whole curriculum. Students move into mainstream classes as soon as they are able to produce good quality written responses; they may continue with EAL assistance as required. This blended approach

is bespoke and brings enormous benefits as a result of its flexibility.

The classes focus on developing the students' reading, writing, listening and speaking skills as well as helping them to build an extensive vocabulary and a solid structure of grammatical knowledge. Year 9 courses aim to prepare students with the language skills necessary to access the (I)GCSE curriculum from Year 10 onwards. We follow a syllabus geared towards preparing our learners to take Cambridge English Exams (KET, PET or First Certificate). These certificates indicate a CEFR (Common European Framework of Reference for Languages) level and for that reason are widely used internationally. Once a level of proficiency in English is reached, students join mainstream classes.

Geography is a wide-ranging subject which has become increasingly relevant to modern-day society. This is reflected in the curriculum, which is varied, dynamic and vibrant. Through their study, students work towards becoming geographers, understanding and valuing the importance Geography holds in their lives today, and will have in the future. They are encouraged to develop an awareness of the physical and human diversity, as well as to appreciate the world as a whole by understanding that natural and human landscapes are formed by physical and human processes, interdependent and interconnected.

Each student is provided with the opportunity to develop their geographical skills, which is an excellent preparation for the IGCSE Geography course. They are also spurred to participate in enquiry based learning where they formulate their own geographical questions to understand the many challenges facing our planet. Thinking critically about different viewpoints is important as this allows them to reflect on the places and people they explore, and justify their own views when reaching conclusions.

Emphasis is placed on developing each student's ability to use geographical terminology, as a matter of routine, to

communicate their ideas through maps, discussion, debate, and extended writing. They use a range of geographical skills to develop their knowledge and understanding of the world. These include: place, space, scale, diversity, location, interdependence, processes (including environmental change), and the concept of sustainable development. There is time in the curriculum to cover topical issues and explore our wonderful local Alpine area by carrying out fieldwork. This plays a pivotal role in developing understanding, and bringing geography to life so that each student may develop a lifelong curiosity about the geography of our world.



HISTORY

Year 7 pupils are introduced to the concept of source analysis. They find out how historians use sources to be able to build up an accurate picture of events and ideas. They are also encouraged to engage their imagination. It is a time when they begin to answer essay questions and learn how to plan their work accurately in order to argue their points clearly.

In Year 8, pupils build upon the skills that they have gained in Year 7. They are required to engage in more independent work where they must use sources to build upon their own knowledge. They learn how to cope with source analysis under exam conditions and be able to make an assessment of the reliability of sources. Throughout the year, they take part in class debates where they have to prepare presentations and give them in front of the class.

Year 9 History starts to explore more complicated aspects of European History. The French Revolution is studied in depth, the political spectrum is analysed, and more abstract elements of moral rights and democratic rights are studied. The course follows on with the study of the rise of Napoleon and whether he betrayed the principles of the revolution or not, with his growing empire over Europe. Skills of debating and essay writing are the focus as we get students prepared for IGCSE. The First World War is also studied in great depth looking not only at political history but also at the developments in technology and the Home Front. We also include a visit to a First World War cemetery in Vevey, where students read letters and poems from the First World War.





We have put in place a very effective IT infrastructure and we are committed to continually evaluate and improve our provision, as the digital world is in perpetual evolution. We are passionate in supporting every student in becoming a confident, creative and competent user of technology. As a result, the syllabus not only focuses on developing the skills that the students need to support their learning in all areas of the curriculum, but also prepares them for life as digital citizens.

We make extensive use of Apple, Microsoft, Google, Adobe Creative Cloud and Makerspaces in all of our schools for STEM based project learning.

The Computing syllabus has 3 main strands:

1. COMPUTER SCIENCE

2. USE OF INFORMATION TECHNOLOGY

3. DIGITAL LITERACY

Year 7 and 8 students are exposed to a number of strands of the computing curriculum including, Python programming, computational thinking, algorithms, digital citizenship, 3D design and printing, data modelling and digital art as well as other Science-Technology-Engineering-Maths (STEM) based projects in the Makerspaces.

In Year 9, students deepen their learning by exploring the impact of technology and social media, digital photography and publishing, web design, advanced spreadsheets, Python programming, 3D printing, networks and computational thinking. We also create opportunities outside of the curriculum with multiple programming, photography and video, and Makerspace co-curricular opportunities. This programme is designed to give our students a broad range of skills to be used across the curriculum, and to cater to those who want to follow a computing path in the future with our popular IGCSE Computer Science.

LAMDA

(LONDON ACADEMY OF MUSIC AND DRAMATIC ARTS)

Established 130 years ago, LAMDA stands for London Academy of Music and Dramatic Arts, with famous alumni such as Jim Broadbent and Benedict Cumberbatch. Not only a drama school in its own right, this prestigious institution makes it possible for students to participate in refining key vocal and acting techniques internationally, with the opportunity of taking Performance and Communication examinations, not dissimilar to graded music examinations.

LAMDA, however, is not just “Drama”. In an ever-competitive world, arguably one of the best tools we can complement our

academic achievements with is excellent public speaking and communication skills. This is precisely what our LAMDA programme aims to achieve. Lessons are an amalgamation of teamwork, key vocal techniques including enunciation, articulation and projection, as well as the importance of one’s presence when communicating with others - both on and off stage.

As part of the curriculum, students prepare pieces recited from memory, with the opportunity to showcase their work to their peers as well as to an external LAMDA

examiner. Whether taking Verse and Prose or Performance examinations, LAMDA can be taken up to Grade 8 (Gold) level. For those who are committed to taking the exams and progressing through the milestones, there are UCAS points available from Grade 6 (Bronze) onwards.

Fundamentally, we are committed to helping our students showcase their achievements, skills and talents, and with LAMDA this is achieved through confidence building and the true art of effective communication.





A student may enrol with barriers to learning which are already known to the parents, and may have been investigated professionally. In this case, any reports from previous investigations are sought from parents and used to inform the basis of the next steps. It may be that teachers and/or parents only become aware of difficulties in learning once the student has started at Le Régent College. In either case, any student who may need learning enrichment support is first assessed by our team of specialists. These assessments can give more detailed information about areas where the student may be struggling in. A tailored support plan is then drafted to advise teachers of clear strategies that must be adopted within lessons to help the student advance his or her learning. They

may also recommend visiting an educational psychologist for further in-depth assessment. If necessary, separate intervention sessions may be put into place to address the barriers to learning and give the student support in overcoming the difficulties preventing them from showing their true potential.

Using a variety of professional resources and programmes, these intervention sessions target areas where the student is having difficulty, and take place during the normal school day at a convenient time arranged with the student's class teacher. Class teachers and/or tutors are always available to provide further information with regard to enquiries about approaching learning enrichment.

Sometimes a student with a known and professionally diagnosed need or difficulty, may need special examination access arrangements. These may take the form of extra time in exams, or the use of a reader, or a number of other Access Arrangements. These must be professionally assessed and applied for to the awarding body by the Learning Enrichment Department and must adhere to strict criteria and rules. Although it can apply to the end of term and key assessments in the Junior school, it becomes more important as students move towards their (I)GCSE years in the upper school.

Years 7, 8 and 9 students learn Mathematics through a concept-based approach. This enables them to identify with mathematical topics in a global context. As a forward-thinking institution, we are fully aware that with the rapid pace of technological development, it is difficult to foresee the mathematical knowledge that students will need during their lifetime. Therefore, it is essential that students are equipped not only with a solid base of mathematical knowledge but a practical understanding of how to use related skills and attitudes to enable them to adapt as their needs arise.

In addition to traditional written problem-solving methods covering the four disciplines of number, algebra, shape and space, and

statistics, learners of Mathematics at Le Régent College are given many opportunities to experience the following approaches to learning. These are a few examples of how we nurture our mathematicians in order to equip them for their future endeavors:

- collaboration: students actively listen to other perspectives and ideas. For example, what evidence could there be to support the idea that some animals have the ability to count?
- organisational skills: learners of Mathematics are placed into groups and are asked to produce a display on Space. They are responsible for dividing the task into manageable components for every group member to complete. Time management is key.
- reflection skills: following tests, students write their own targets and work is fully reviewed. Assessment for learning is used routinely in lessons.
- creative thinking skills: the class is split into pairs. Each pair is given a sequence and asked what possibilities there are for the next two terms and the rule.
- information and literacy skills: students produce a research piece on a famous mathematician. All sources are referenced.
- transferable skills: connections are made between all areas of the school curriculum. For example, students are given a portrait and are asked to look for and explain mathematical connections. We also look at the Mathematics of Crans-Montana.
- critical thinking skills: draw reasonable conclusions and generalisations. For example, students are asked to write down the algorithm for multiplying fractions. They then must verify it using two examples. Opportunity is given to refine their models.
- communication skills: our young mathematicians are invited to make presentations to show how to prove given formulas.



Years 7, 8 and 9 students continue with their study of French. In addition, they learn a second language from Year 9. They can continue with Mandarin if they have been learning it previously. German and Spanish are two further options. Students have normally had some prior exposure to German before embarking upon the course, however, it is possible to study it as a beginner if the student is prepared for some catch up at the start. Spanish is taught as a beginner language.



FRENCH

In Years 7, 8 and 9, French is taught over 4 lessons per week and is streamed into two distinct groups: one for French native and advanced speakers and one where French is acquired as a foreign language.

In the first group, the emphasis is on the study of francophone culture, primarily through the study of literary texts. Different genres are explored each term in drama, poetry, novel or short stories. Students work on their reading comprehension and the basics of literary criticism are taught along with literary terms. They are expected to undertake a variety of writing tasks with a strong focus on the development of their

style. At the same time, attention is given to correct spelling, punctuation and grammar.

For the group where French is learnt as a foreign language, the four skills of writing, reading, listening and speaking are of equal importance. Grammar is taught, especially the verb tenses (past, present, and future) which are expected at IGCSE and beyond.

The following themes are explored: self, family and friends, home life, francophone celebrations and festivals, daily routines, school life, hobbies and leisure, sport, music, TV, the Internet, technology, food and drink, future plans, holidays and travel. Students learn through a variety of means. This includes formal teaching with some emphasis on written accuracy, and a more entertaining approach which makes the use of educational

games, music, websites, independent learning, up-to-date applications and the latest learning software to stimulate and challenge as well as make language acquisition fun.

For both groups the end goal is the same but to a different level. The aims are to:

- be equipped to speak in the local environment
- debate and express some opinions in French
- read and enjoy different types of written language
- communicate in writing for a variety of purposes
- communicate in speech for different purposes
- enjoy and appreciate francophone culture in countries where French is spoken

GERMAN

It is not taught formally until Year 9 when it becomes the second foreign language learnt with over 4 lessons per week.

Whilst people want to learn German to use in Switzerland, it is “Hochdeutsch” that is taught at Le Régent College as the written and spoken version of the language. As one of the most widely spoken languages in Europe, German is clearly important. Learning grammar systematically and developing an ability to communicate effectively are of paramount importance. Students have a grounding in three basic tenses: the present, perfect and future. Additional grammar is taught, especially word order and the use

of some subordinate clauses. The cases are not introduced fully at this point although there is some expectation of recognition. The four skills of writing, reading, listening and speaking are all of equal importance and are equally practised. Students learn through a variety of means. This includes formal teaching with some emphasis on written accuracy with repetition drill, and a more entertaining approach which makes use of educational games, music, online websites, up-to-date applications and the latest learning software to stimulate and challenge as well as make language acquisition fun.

Topics covered in Year 9 include: self, family and friends, home life, daily routines, school

life, hobbies, sport, music, TV, internet, technology, food and drink, holidays and travel.

By the end of the year, students should be able to:

- have a simple authentic communication in three tenses
- write simple paragraphs in German on the topics covered
- start to appreciate Germanic culture
- read short texts in German
- understand some spoken German

MANDARIN

It is the most widely spoken language in the world. There are 1 billion users of the language, not just in China but also in Malaysia, Singapore, Taiwan, Hong Kong and around the world.

In Years 7 to 9 Mandarin, the aim is to cultivate the students’ ability to use the language to communicate in everyday life so they can immediately use what they have learned either at home or in a Chinese-speaking environment. The curriculum is tied together by common themes and progresses from the narrow to the broad, making it suitable for topic-based language learning. The language focuses on the practical, authentic and functional aspects

of daily life. There is a balanced development of the listening, speaking, reading and writing skills. Good use is made of interactive class games as well as task-based activities. Please note that students can choose whether to learn traditional or simplified writing.

Topics covered in Years 7 and 8 include: greetings, number 1-99, self and family, buying things, countries and nationalities, introducing people, jobs, expressing likes and dislikes, school subjects, days and time, describing arrangements, food and drink and common Chinese dishes, holidays and leisure activities, phone etiquettes.

Topics covered in Year 9 include: hobbies, sports, places in town, locations, modes of

transport, professions, clothing, money and measures, appearance and personality, food and drink, daily routines, school life, weather and holiday plans.

By the end of Year 9, students should be able to:

- develop a positive attitude towards Mandarin and the culture
- have a simple authentic conversation in Mandarin
- notice and self-correct tones when pronouncing words and sentences
- recognize Chinese characters and read short texts on the topics covered
- write simple paragraphs in Mandarin by using a range of vocabulary and structures

SPANISH

It is taught formally from Year 9 over 4 lessons per week.

The students start by learning basic vocabulary and grammar (genre, numbers, months, etc.) to then move on to more intricate grammar that will enable them to express their opinion and ideas as well as allowing them to recount events. In order to do so, they learn different tenses (present, preterite and near future) but also more complex grammar structures to make their work more interesting and refined. They practise the four skills throughout the year to ensure that they are well-equipped for the IGCSE. Some of the themes that are explored are: self, food and drinks, family and friends, school, holidays and hobbies.

Videos, music, websites and games are some of the different learning tools that are used in lessons to make them both interesting and challenging. The students are also introduced to the culture of Spanish-speaking countries and have the opportunity to prepare presentations about certain aspects of it, which they then have to present to their peers.

By the end of the year, students should be able to:

- have a basic transactional dialogue in three tenses
- write simple extracts in Spanish on the topics covered
- start to appreciate Hispanic culture
- read short texts in Spanish
- understand some spoken Spanish

LANGUAGES (ADDITIONAL TO CURRICULUM)

As might be expected of a school in Switzerland, itself a country of four official languages, we like to support other languages that are not part of the core curriculum. Additional private language lessons are hence offered upon request to support children developing their mother tongue or simply to learn a new language. Currently, some Year 9 students are taking Russian, Japanese and Italian which are taught on a private basis by native speakers and are off timetable by mutual convenience to teachers and students. They may choose to take a public examination at a later date, typically IGCSE or GCSE.





In Years 7, 8 and 9, music is taught over 2 lessons per week. The curriculum focuses on developing the composition, listening, and performance skills of each student while exploring the theory and history of music. They learn to appreciate different kinds of composers: Baroque, Classical, Romantic, Impressionist and the Five “Mighty Handful” Russian composers through their compositions.

Each term, different eras of music are introduced, from classical music to film and popular music. All students

experience working as part of a group with a common instrument as well as singing a wide range of songs in different languages. We also encourage our young musicians to learn an instrument such as woodwind, strings, brass, keyboard or drums during school hours on a weekly basis. Performing is a key feature of the curriculum and we give our students the opportunity to perform, whether for their class, the whole school community, and/or parents at our inter-house music festivals, special celebrations and annual school performances. We are proud to be able to offer the highest standard of instrumental teachers,

who mostly come from the conservatories nearby. Students are encouraged to join the school choir, orchestra, musical ensembles (in rock and classical styles), and to perform whenever possible. Throughout the year, they develop basic notation skills as well as an understanding of harmony, rhythm, listening, singing, and performing in a musical ensemble. They acquire the discipline to practise their instruments on a daily basis and are prompted to attend (virtually or in real time) as many concerts and music performances as possible, thus gaining valuable experience and furthering their music education.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)



The programme of study is based on three core themes: Health and Wellbeing, Relationships, and Living in the Wider World.

The overarching objective of the PSHE course is to develop:

- intrapersonal skills required for self-management
- interpersonal skills required for positive relationships in a wide variety of settings
- skills of enquiry

Throughout the course, students learn to reflect on and evaluate their achievements and strengths in all areas of their lives and recognise their own worth. They develop their interpersonal skills through the demonstration of respect for differences

between people. Students recognise and celebrate difference and diversity in their environment as well as in the wider world. They work to demonstrate understanding and empathy towards others who live their lives in different ways. They can assertively challenge prejudice and discrimination.

Students learn to recognise some strong emotions and identify ways of managing them in a healthy and positive manner. In smaller-group work, they recognise and discuss the importance of relationships to marriage, parenthood and family life and discuss ways that relationships change over time, and how to negotiate within relationships.

The students gain further knowledge in how to stay physically and mentally healthy. They

make informed choices to maintain their health and well-being, can explain reasons for these choices, are able to advise others in their age group on the same topic. They can state the basic facts about alcohol, tobacco as well as legal and illegal substances. They research and make presentations about effective ways of resisting negative pressure, including from their peers. Through real life examples, the students assess the element of risk attached to making choices about healthy lifestyles, travel, personal safety and personal finances.

Through tailored lesson plans, they set realistic targets for the future, talk about their (I)GCSE choices and start relating career goals to qualifications and skills.

The Science course is based on the Independent Schools Examination Board (ISEB) Science Syllabus, which itself is based on the British National Curriculum. Science lessons are divided into teaching blocks to cover topics from the Biology, Chemistry and Physics syllabi. Through a mixture of practical investigation, research, direct teaching, and explanation of current scientific understanding, Science lessons are delivered with the following aims:

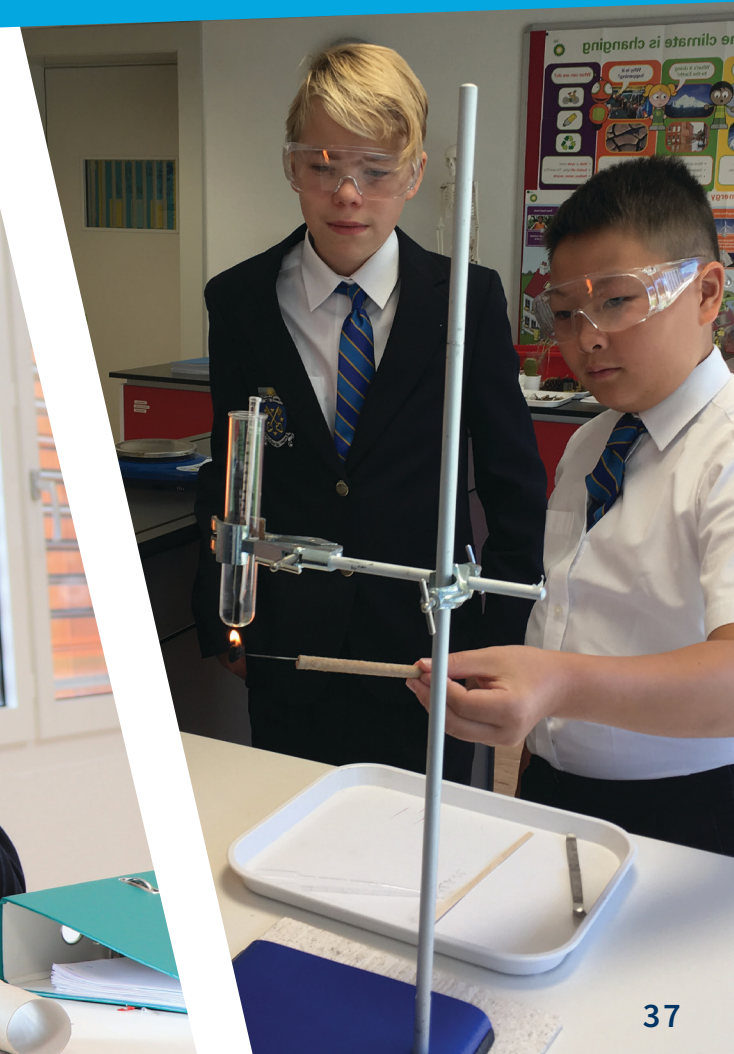
- stimulate curiosity, interest and enjoyment of Science
- develop awareness of the impact of technological developments
- develop experimental and investigative abilities
- evaluate and communicate scientific evidence
- acquire a sound foundation of knowledge and understanding for future studies

In Year 9, the students continue to develop their scientific knowledge in preparation for the IGCSE across three main areas of focus:

- development of scientific enquiry and scientific method, ensuring that the students have the skills needed for the IGCSE. These skills include graph drawing, practical design and analysis of the validity and limitations of practical designs.
- completion of a Science project following the UK CREST awards. This gives the students the opportunity to develop their own areas of curiosity in Science, stretch and extend their knowledge and skills, while also consolidating key ideas and understanding of practical design. The students work independently on this project with the aim of achieving the Bronze or Silver CREST award, depending

on their levels of expertise.

- development of critical thinking in Science, giving students the opportunity to read and discuss current scientific progress and to debate these topics. We enable our students to develop as global and critical thinkers within a changing world, and to apply their scientific knowledge to real world scenarios.





We produce well-rounded, internationally-minded young men and women with a positive outlook on life. Beyond a rigorous approach to teaching and learning, we offer our students unique educational opportunities and human experiences that build character and provide them with the skills they will need later on in life. The activities on offer are an excellent way to meet new friends, stay fit, develop new skills, discover a talent while unwinding and having fun. Below is a glance at our offering but for detailed information, please refer to the Junior School and the Senior School Prospectuses.

CLUBS

Clubs provide students with further opportunities for personal growth as they pursue special interests and develop skills outside the classroom. Some even foster a talent they did not suspect they had. Students have the opportunity to join the clubs of their choice and carry out rewarding initiatives and enriching activities during school days.



CULTURAL LONG EXPEDITIONS (CLEs)

CLEs are an exciting opportunity for students to further their knowledge whilst exploring new destinations; practise a foreign language in real life; arouse curiosity (and taste buds); and learn more about social, political, and environmental issues. Going on a CLE contributes to the development of inquiring minds.

OUTDOOR EDUCATION

It is important that our students develop a relationship with the natural world and learn to enjoy, respect, and take care of their environment. The mountains and forests that surround the school are perfect classrooms to learn about themselves and the world in which they live. Students learn how to adapt to unfamiliar surroundings, become resilient, keep fit, and acquire new skills. Both in summer and winter, we make the most

of this incredible resource to discover the beauty of the environment, and the diversity of flora and fauna available right here in Valais. Our iconic long expeditions never fail to leave our students with a lasting sense of accomplishment while building their resilience and character.

In Year 9, students start work on their John Muir Award. This environmental award scheme focuses on wild places. The environment is not seen in isolation or as an add on but as an essential component at the heart of outdoor experiences, adventure, learning, creativity, and wellbeing. Le Régent College is currently the only institution outside the UK that is recognized as a provider of the John Muir Award.

SPORT

Education is incomplete without sports, so we intend to help our students develop a suitable

level of fitness and their individual skills, learn the value of good sportsmanship and a healthy lifestyle, and hopefully take on a passion for sport.

We are fortunate to have excellent facilities for golf, hiking, horse riding, skiing, tennis, and to enjoy our own sports hall. As a member of SGIS, we take part in many inter-school competitions throughout the year such as volleyball, basketball, football, and skiing.

WEEKEND ACTIVITIES

Our weekend activities programme is an important part of the education we offer. Providing our students with opportunities to challenge themselves and experience a wide range of different activities, reinforces our core values of Courtesy, Compassion, Creativity, and Courage.



LE RÉGENT

CRANS MONTANA COLLEGE

Switzerland 



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