

The Priory School

YEAR 7 PARENTS BOOKLET



September 2016

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HOMEWORK POLICY

Statement of Intent

“Homework is part and parcel of a good education - along with high quality teaching and strong discipline. We trust headteachers to set the homework policy for their school. They know their pupils best and should be free to make these decisions without having to adhere to unnecessary bureaucratic guidance”.

The Department for Education 2012

The school regards homework as an integral part of the curriculum and school experience of every student and an essential element of good education. It should be planned and prepared alongside all other programmes of learning.

A well-planned and well-managed homework programme helps students to develop the skills and attitudes they will need for successful lifelong learning. Homework also helps create in students a sense of responsibility for their own education, provides opportunities for them to reflect on their learning, supports the development of independent learning skills and provides parents with an opportunity to take part in their children's education.

Any learning activity that pupils are asked to do outside of normal lesson time can be regarded as homework. The homework task is generally related to work that pupils are doing in school, often as preparation, consolidation or follow-up.

The nature of homework set varies with the demands of each area of the curriculum and the stage reached in a particular subject at any one time. Homework should be relevant and appropriate and tasks will be matched to the age, needs and ability of the students and to the schemes of work being covered in lessons. Tasks will be varied in style and not necessarily be a written piece of work.



The School uses Show My Homework (SMHW) which allows students and parents to view homework tasks and deadlines via the internet. Students and parents receive a login in September. Homework is also recorded in the student's planner.

Tasks could include:

Reading, Listening, Watching, Researching, Drawing, Memory Work, Investigating, Report Writing, Drafting, Model Making, Revising, Designing, Interviewing, Essay Writing, Film Making, Producing Podcasts / Apps

This list is not exhaustive

Sometimes the work set will be short and for immediate completion, on other occasions it may consist of an extended piece of work to be completed over a period of several weeks which could involve working as a member of a group.

The Library is available after school each day for students and in addition a Homework Club operates in the Library on two days offering advice and assistance to support students in completing homework within the school environment.

While considering the value of homework tasks, children also need time to relax, enjoy life and learn through experiences outside of the normal school day. There are many opportunities to learn and develop through participation in a wide range of challenging and enjoyable activities such as the arts, sport, voluntary and community activities. Homework should not unduly restrict a child's access to these opportunities to develop.



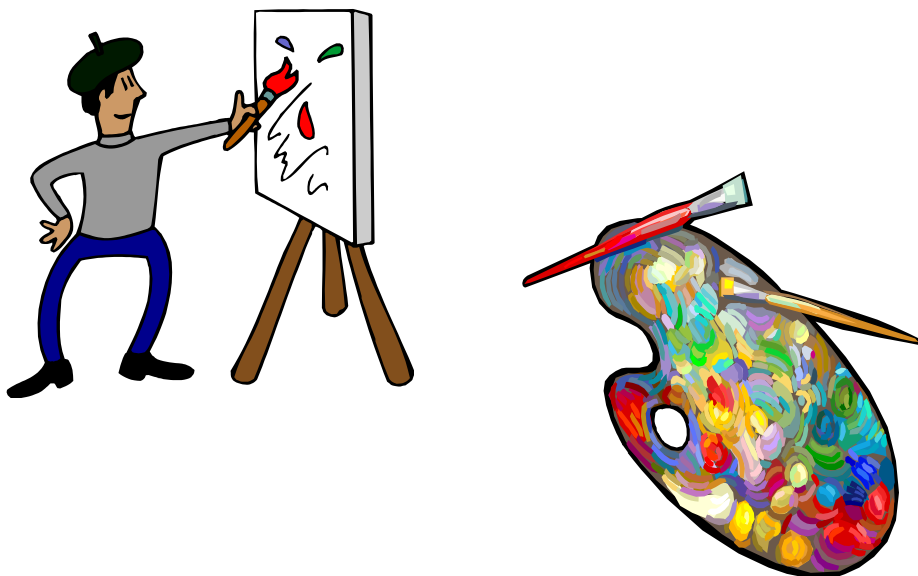
ART & DESIGN

AUTUMN AND SPRING TERM

Students will be introduced to a range of skills and techniques in Art, mark making (drawing), tonal painting, composition, colour theory, and perspective. A number of home study tasks will be set which will include drawing from observation. These tasks intend to develop skills in looking, understanding objects, while communicating elements such as line, shape, space, tone, colour, and texture.

SUMMER TERM

Building on skills developed earlier in the year students will embark upon a project based on 'pattern'. They may look at this through the work of artists or crafts people, both locally or internationally.



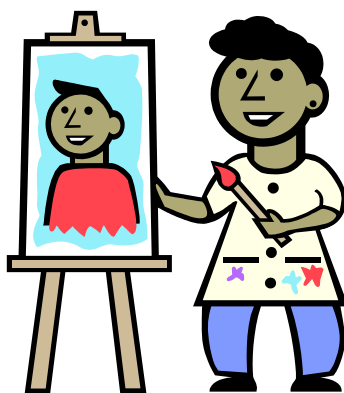
Research plays a vital role in the Art lesson; there will be numerous occasions when students will be asked to source images or information to assist them in developing their own ideas. Internet access is a really useful tool to have at home, but if this is not possible, the Art Department does have its own bank of PCs.

All students will require a sketchbook, either stapled or spiral bound with reasonable quality paper.

Sketchbooks and a small range of other art materials are available from our school shop. A valuable addition to student's pencil cases would be drawing pencils; HB, 2B and maybe 4B, also some good quality coloured pencils.

How you can help

A good quality sketchbook is the most useful tool in Art. It stores student's classwork and homework and it is really important that it is kept in good order with loose pages glued in carefully so that work is not mislaid. If your child is struggling with their Art homework, there is always someone available in school to assist them during most lunch times or after school.



BUSINESS & ENTERPRISE

AUTUMN TERM

The Power of Branding

Students learn all about what a brand is including how a product goes through stages of introduction, growth, maturity, saturation and decline.

How's it made

Students learn about production methods and the best way that particular businesses can produce their products.

SPRING TERM

How does our economy affect us?

Students learn about the difference between recession and boom and identify the impact that these have on our lives as well as businesses.

Why do people work?

Students learn about what motivates them as individuals and what motivates employees in a business. They learn about a theorist called Abraham Maslow and what he thinks about motivation.

SUMMER TERM

What does your future hold for you?

Students learn about the different stages in their life and the different decisions that will have to be made at different times. They also learn about the different planning that they would have to do for university and buying a house.

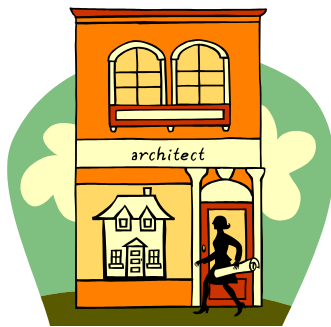
Promotion at The Crocky Trail

Students learn about the different ways that businesses promote themselves with a focus on The Crocky Trail.

They produce a marketing campaign in teams after visiting The Crocky Trail.

How you can help

- Encouraging them to watch the news
- Encourage them to visit the BBC Newsround website to read topical stories
- Helping them to be organised with equipment and books
- Encouraging them to read through their work on completion
- Helping them to research homework on the Internet where appropriate using 'Show my Homework for further guidance
- Sharing your experiences of some of the topic areas with them, in particular the recession, boom and motivation.



Design and Technology

During Year 7 students undertake work in Design and Technology in the following material areas:

- Food
- Product Design
- Textiles

Homework is set on a regular basis and may be research, practical tasks (e.g. weighing ingredients, re making food products learnt in class, making card models, tacking or preparing textile work etc.) using ICT, drawing, reading, revising for tests, evaluating products, asking questions or sending for information and evaluating or costing practical tasks.

Please discuss these areas of content with your children at home, support your child with tasks given for homework by reading the task carefully and by providing the time, resources or materials to complete the task and ensuring that deadlines are met.

Please ensure your son or daughter weighs their own ingredients and brings a clean apron for practical sessions.

How you can help

- Ensuring students bring all the required equipment/resources to lessons.
- Encouraging your child to be involved in practical activities at home, cooking helping in the garden and DIY.
- Please ensure all containers and aprons are **named** and that your son/daughter remembers to collect all their belongings on the day they cook.

DESIGN AND TECHNOLOGY- **FOOD AND TEXTILES**

Students will make their own apron, so you do not need to buy one before starting the term.

AUTUMN TERM

Apron

Students will:

- Learn how to use a range of sewing equipment including
 - Sewing Machine
 - Overlocker
- Be able to make and follow simple patterns
- Use equipment simply and effectively

SPRING TERM

It is very important that students come to lessons with a named apron and named container to take food home in.

Students will:

- Be familiar with basic food hygiene and safety. Please encourage good practice in this area at home
- Be taught the guidelines for healthy eating
- Be confident with handling food and understand the function of basic food ingredients in a project
- Be able to carry out basic methods and develop skills and confidence when designing and making food products
- Evaluate products to encourage wise shopping

SUMMER TERM

Students will complete a Healthy Eating project and learn about nutrition and complete a range of basic practical skills.

Students will:

- Be taught the guidelines for healthy eating
- Make products which address the dietary goals
- Study specific nutrients
- Childhood obesity has become a cause of concern in today's society. The Food Technology area will support parents in encouraging students to make wise food choices for a healthier diet
- Undertake practical work programme, that will teach students a range of basic practical skills aimed at promoting sound cooking skills alongside basic nutrition
- As a department we hope you will encourage your son/ daughter to practice the dishes they make in school on a regular basis at home



DESIGN AND TECHNOLOGY - PRODUCT DESIGN

The subject encourages pupils to be inspired , moved and challenged in the real world of product design. They will be actively engaged in the process of DT in designing and making quality products. They will analyse existing products and develop decision making skills. Pupils will develop their critical analysis skills regarding creativity.

They will be made aware of human achievements and the big ideas that have shaped the world. They will be encouraged to be enterprising and innovative in their designing and making while having regard for sustainability and environmental issues in the 21st century.

Additional resources to support learning:
www.technologystudent.com

AUTUMN TERM

Students will develop their core D&T skills.

Students should:

- Be able to identify common household items made from hardwoods and softwoods, ferrous and non-ferrous metals, thermoplastics and thermosetting plastics.
- Be able to suggest reasons why a particular material has been used to make certain common household objects.
- Be able to draw, colour and shade basic shapes such as cubes, cylinders, spheres and cones in 3D.

AUTUMN TERM CONTINUED

- Be able to evaluate the success of a finished product and suggest simple improvements to it.

SPRING AND SUMMMER TERMS

Students will take part in a series of practical projects to help develop their practical and creative skills.

Students should:

- Be able to identify common household objects that use levers such as a child's see-saw, nutcrackers, pliers, wheelbarrow, garden shears etc.
- Be able to use the internet to research images which may prove useful in the development of a product.
- Be able to evaluate finished products through discussion with their peers.
- Draw, colour and annotate design ideas clearly.
- Be able to suggest how the various parts of common items are joined together and say why the particular method is suitable.
- Explain clearly the main stages in making a product that they have designed using notes and diagrams.
- Be able to identify a range of finishes applied to common household objects around the home e.g. doors - gloss paint, table - varnish etc.
- Be able to offer reasons to explain why a particular surface finish has been used in a specific situation.
- Understand how graphic design can be used in packaging to encourage consumers to purchase products.
- Understand how readily available standard 'bought out' components can be used to create simple useful products e.g. clocks.



DRAMA



Throughout the year, students will be asked to work individually, in pairs and in mixed sex groups, to enhance vital social skills. Drama also provides students with an opportunity to develop their creativity, thinking skills and their insight into how they use voice, language and movement. Students will also undertake regular self, peer and teacher assessments.

AUTUMN TERM

Students will start the subject with an introduction to the Drama techniques. In particular they will learn about mime and how to use body language and facial expressions to distinguish size, shape and weight of objects. This is followed by a unit of work that enables students to develop their improvisational skills.

SPRING TERM

Students will undertake a unit of work where they will use a variety of techniques including choral speaking, synchronised movement and masks to explore Greek Myths. This is followed by a unit of work, where students will get the opportunity to write a script and create characters that are based on fairy tales.





SUMMER TERM

During this term, Year 7 students will recap on all of the skills and techniques that they have learnt throughout the year and put them into practice by creating a performance based on Harry Potter. The year is concluded by a unit of work that enables students to devise and direct their own piece of Drama.

HOMEWORK

Tasks will be set to help students to create and develop characters and storylines as well as cement their knowledge and understanding of the basic Drama techniques.

How can you help

- Being a prompt when students are learning lines for script work.
- Be an audience for your child, making sure they are loud and clear when delivering their lines.
- Offer them a place, or time to rehearse with their group
- Watch live performances, either at the theatre or on DVD, or via the internet.
- Share appropriate stories and explain how you felt so students can try to recreate specific emotions during performances.



ENGLISH

Year 7 students are taught in form groups for the first half term. They are then placed in one of four ability sets, based on assessments of their reading, writing, speaking and listening, spelling and handwriting as well as information from their Primary Schools. There is a review of the setting at the end of every term.

The Year 7 English curriculum is varied and exciting. Students develop their reading, writing and speaking and listening skills through a range of units. Key units are assessed through the year; in addition students sit Reading and Writing examinations.

What makes up the curriculum?

- All students complete a transition unit called 'Love Where You Live'
- All students study a novel such as *Kings of Shadows* by Susan Cooper, *Skellig* by David Almond or *Millions* by Frank Cottrell Boyce.
- The *Zoo Drama* unit poses serious dilemmas for the students to solve, in a variety of drama activities
- Students complete a Shakespeare Project, where they sample a number of Shakespeare's plays
- Students study a variety of non-fiction texts and produce their own non-fiction such as discussions, descriptions and reviews
- A wide range of poetry is studied, including from pre-20th century eras

How you can help

Please encourage your child to read and read with them; encouraging them to read aloud. Reading widely is also key, reading a variety of texts to include newspapers, appropriate magazines, and autobiography alongside fiction.

The Library

Students are taken to The Library regularly and encouraged to read at least one book every two weeks. They are encouraged to make a log of what they have written after each reading lesson.

In questionnaires, students consistently say that they enjoy English!



FRENCH

Outline Scheme of Work

Autumn Term

Vocabulary: Emotions, colours, descriptions

Giving opinions about works of art and pop songs

Grammar: Articles - un/une/des, le/la/les

Adjective agreement, plurals, simple negative, verbs, possessive pronouns. Avoir and être verbs.

Language learning strategies

Cross curricular work Art and Music

Spring Term

Vocabulary: Countries, food & drink, time, daily routine, school subjects, giving opinions about different types of chocolate, weather

Grammar: Regular 'er' verbs, some irregular present tense verbs, reflexive verbs, imperfect tense, questions

Summer Term

Vocabulary: Sports, the Olympic Games, body parts, numbers and prices, giving opinions about Fair Trade

Grammar: Further practice of present & imperfect tenses, questions.
Introduction to the perfect tense



How you can help

1. We give regular Vocabulary Tests throughout the year when students are asked to learn the meaning of new words, as well as their spelling and gender (masculine / feminine). You can help your child by testing them - they will have all the necessary words noted down in a small red vocabulary book. Any interactive method for the learning new spellings such as the 'Look, say, cover, write & check' used in Primary Schools are useful strategies here. iPad apps such as Quizlet can also be excellent tools for learning.
2. During the Year 7 exams, students sit a French exam. This will involve 4 'papers' - listening & reading comprehensions, a written test and a speaking test. They will be given a detailed revision list as well as a list of the questions they will be asked in the speaking test. Again, you can help by testing them on these questions.
3. If you go to a French speaking country on holiday, encourage your son or daughter to have a go at simple transactions (buying bread, ordering food etc). This will inevitably receive a warm response from local people which will, in turn, have a positive impact on your child's confidence.
4. A French dictionary is invaluable and we encourage parents to purchase one for use at home. We use the Collins Easy Learning dictionaries in school and recommend these for home use.
5. We subscribe to various useful web-sites such as Linguascope. Students will be able to ask for the access passwords when they start at the school. There are also a variety of free apps such as duolingo which are great for independent learning.

GEOGRAPHY

AUTUMN TERM

Who do you think you are?

China today

Map reading and Shropshire geography industry

SPRING TERM

Weather or not

Industry

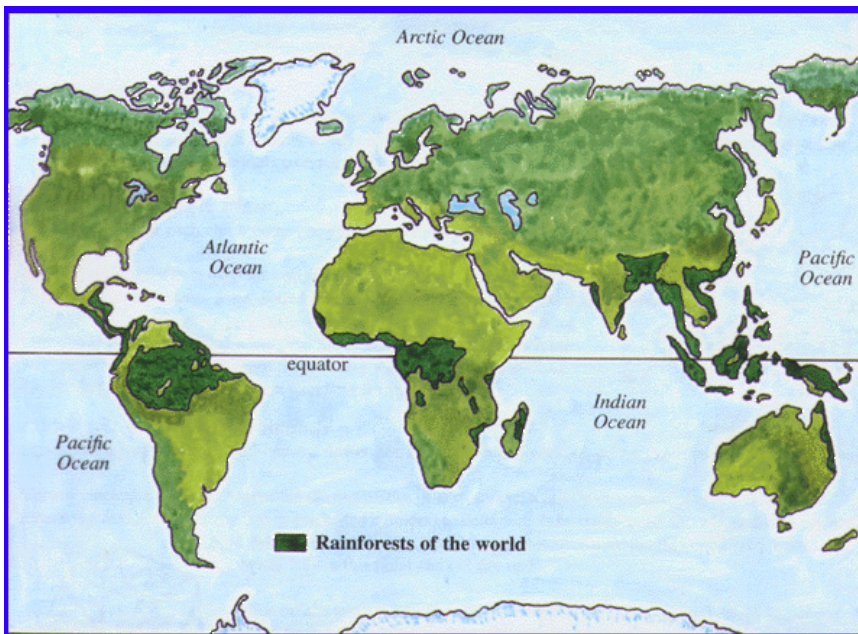
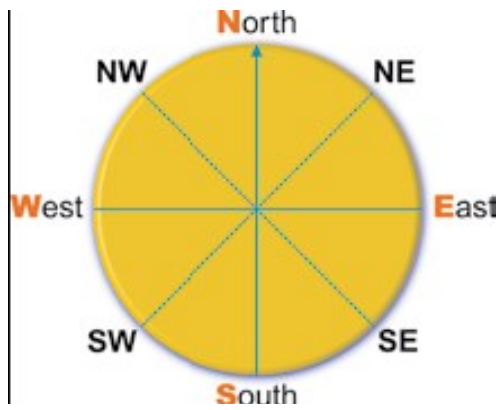
SUMMER TERM

Geology rocks

Kenya

How you can help

- Encourage students to read the Newspaper
- Encourage them to read through their work on completion
- Help them to research homework on the Internet where appropriate
- Help them to be organised with equipment and books
- Encourage them to go on Geography Fieldwork visits
- Encourage and support students with their half termly assessments
- Encourage students to watch the news and Geographical programmes e.g. Coasts



HISTORY

We will cover:

Doing History:

Detective work - spies and dead bodies

Key words when studying sources

Medieval Britain

- Who was the greatest medieval monarch?
- Was King John really a bad King?
- What was The Black Death?
- What was more significant-rats or revolting peasants?

The Plains Indians

- What was the lifestyle of the Plains Indians?
- What did the Plains Indians believe in?
- How and why did the lives of the Plains Indians change?
- Was Custer responsible for the US army's defeat at the Battle of the Little Bighorn?

How you can help

- Encourage them to read through their work on completion.
- Help them to research homework on the Internet where appropriate.
- Check spelling of key words.
- Help study pictures for meanings.
- Encourage and support students with their half termly assessments.



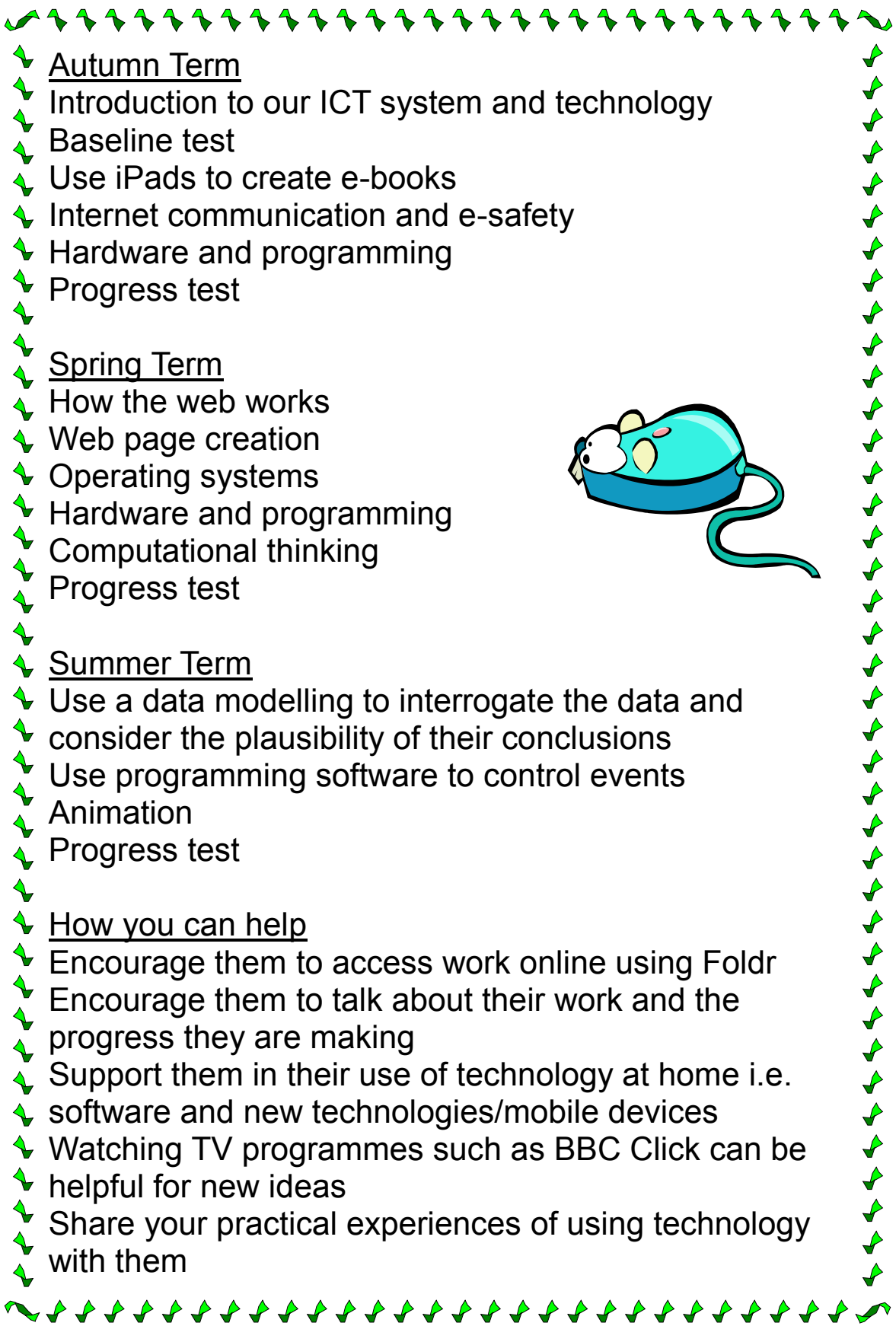
ICT & Computing

The ICT & Computing curriculum follows a varied and creative programme of study covering Computer Science, Information Technology and Digital Literacy. Through study students will become increasingly independent, discerning users of ICT. An important aspect of study is internet communication and e-safety. Interactive teaching using the latest technology will engage and challenge students in a variety of activities and tasks. Students will develop skills in programming and development and learn to reflect upon the quality and reliability of the products they use and develop.

Teacher assessment of work, peer assessment, self-assessment and regular on-line tests inform the student of the level they are working at, a target level and how to achieve their target.

We are pleased that all schemes of work, individual lessons and homework, can be accessed from home. This is useful for involvement in current activities and during prolonged periods of absence.



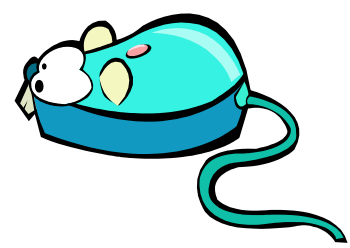


✓ Autumn Term

- ✓ Introduction to our ICT system and technology
- ✓ Baseline test
- ✓ Use iPads to create e-books
- ✓ Internet communication and e-safety
- ✓ Hardware and programming
- ✓ Progress test

✓ Spring Term

- ✓ How the web works
- ✓ Web page creation
- ✓ Operating systems
- ✓ Hardware and programming
- ✓ Computational thinking
- ✓ Progress test



✓ Summer Term

- ✓ Use a data modelling to interrogate the data and consider the plausibility of their conclusions
- ✓ Use programming software to control events
- ✓ Animation
- ✓ Progress test

✓ How you can help

- ✓ Encourage them to access work online using Foldr
- ✓ Encourage them to talk about their work and the progress they are making
- ✓ Support them in their use of technology at home i.e. software and new technologies/mobile devices
- ✓ Watching TV programmes such as BBC Click can be helpful for new ideas
- ✓ Share your practical experiences of using technology with them

MATHS

AUTUMN TERM

- Number sequences as an introduction to algebra
Number work including adding and subtracting by written methods, multiplying and dividing by 10, 100 and 1000
- Shape work including accurate drawing and measuring straight lines. Calculating areas and perimeters of shapes
- Recognising fractions - decimal and percentage equivalents
- Handling data including mean, median, mode and range. Being able to draw and interpret bar and pie charts
- Using simple formulae and substitution in formulae

SPRING TERM

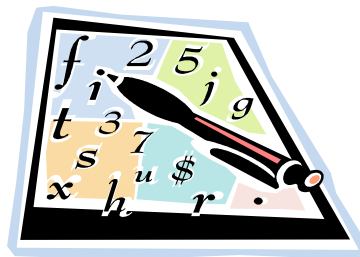
- Data handling - using tally, bar charts and grouping data
- Number and measures e.g. rounding, adding and subtracting, order of operations, converting metric units and reading scales
- Algebra topic on sequences and plotting straight line graphs
- Geometrical problems. Use of compasses and protractors
- Fractions, decimals and percentages

SUMMER TERM

- Shapes - investigating reflections, rotations and translations
- Grouped data and comparing experimental and theoretical probabilities
- Lowest Common Multiples and Highest Common Factors. Multiplication and division of decimals by a single digit and using a calculator for more complex calculations
- Algebra - interpreting graphs of real life situations
- Solving problems involving triangles and quadrilaterals and some geometric constructions

How you can help

- Practice tables up to 10×10
- Practice calculations with 24hr times
- Test money calculations mentally
- Purchase a calculator preferably Casio fx - 83GT Plus and don't throw the instruction booklet away!





MUSIC



AUTUMN TERM

Introduction to Music - A programme that brings all students up to speed with Key Stage 3 no matter their previous experiences in primary school. All of the fundamental principles of music will be introduced in this module, to provide the foundations on which to build future learning. Every term all topics taught will include the elements of music, graphic and traditional notations, and the key skills of listening, aural, appraising, performing and composing.

Key topics this term will include, Graphic Scores (Halloween) and Feel the Beat (music from Africa).

SPRING TERM

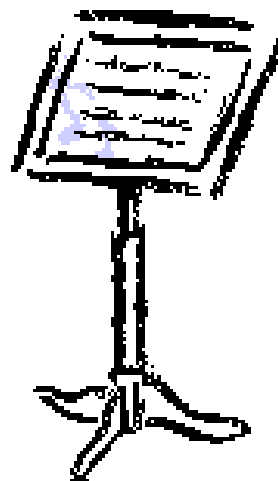
In this term skills are further developed and delivered in the topics - Musical Ladders and Theme and Variations. In these units students learn about different scales such as pentatonic, chromatic, major, minor and blues, and ways to develop musical ideas through change of tonality, time signatures, rhythms, ornamentation and harmonies.

SUMMER TERM

In this term students learn about form and structure in an Amazing Journey composition, and consolidating the elements of music in Soundscapes. In all topics students will work in pairs, as a whole class and individually, and have the opportunity to use the wide variety of classroom instruments, music technology and singing.

How you can help

Parents can help by encouraging your child to listen to music of all different styles and genres at home, and if they play a musical instrument to inspire them to get involved in the wide range of musical activities within the school. These will range from a variety of musical extra-curricular activities such as Choir, Orchestra, House Music, small ensembles and bands, and the annual School Production.



PHYSICAL EDUCATION

In Key Stage 3 Physical Education, all students are encouraged to develop their knowledge, skills and understanding through a programme that includes a wide variety of different physical activities.

There are opportunities to work independently and collaboratively, and to reflect upon their own performance and that of others.

There are also opportunities to consolidate, extend and enrich their experience by taking part in extra-curricular sporting activities through practices and competition, whether competing for their House or the School.

The following offers an outline of the programme likely to be followed by boys and girls in their first year at The Priory School.

Boys			Girls		
Rugby	Football	Gymnastics	Netball	Dance	Gymnastics
Athletics	Rounders	Basketball	Rounders	Athletics	Volleyball
Cricket	Volleyball	Handball	Rugby	Hockey	Table Tennis
X-Country	Health & Fitness	Table Tennis	X-Country	Health & Fitness	Handball

How you can help

Now that your child is at secondary school, we like them to take responsibility for packing their bag and making sure they remember full kit for each lesson. You can help here by assisting them to get into a routine by packing the correct, clean kit on the right day.

Also, by encouraging your child to participate in clubs, house sporting events as well as staying active when at home whilst promoting a healthy diet will aid your child within the subject and for their future.



RELIGIOUS PHILOSOPHY

Key Stage 3 Religious Philosophy is based on the SACRE scheme of work which is based on four fundamental questions:

Who are we?

How do we relate to others?

How do we relate to the natural world?

How do we express beliefs?

We hope to develop four attitudes which are identified as essential for good learning in Religious Philosophy.

- Self awareness
- Respect for all
- Open-mindedness
- Appreciation and wonder

To this end we shall be referring to the beliefs of Christians, Muslims, Buddhists, Hindus and the views of Humanists within the following topics.

AUTUMN TERM

What is Belief?

Students look in detail at some ways in which beliefs impact on people's lives, affecting the way they act and the choices they make.

Code Breaking

Students will explore the ways in which stories, art and ritual are used in secular and religious beliefs.

SPRING TERM

How do we know God exists?

An introduction to philosophical questions about the existence and nature of God. Students will be encouraged to develop their ability to evaluate, justify responses and use perceptive observations.

SPRING TERM continued

- What happens when we die?

An exploration into the relationship between beliefs, teachings and one of the most significant ultimate questions 'what happens when we die'.

SUMMER TERM

- Investigating artefacts

An opportunity for students to turn "detective" and examine Islamic and Christian Artefacts. Using their knowledge and understanding from previous topics, observation and investigative skills students are encouraged to evaluate what the different items are and what they are used for.

- Worship

Throughout this topic students will have the opportunity to explore different types of worship. This will include religious and secular; football / pop stars. This topic is intended to pull together everything learned this year and show how belief determines a way of living.

Homework tasks may include spider grams, posters and research which can be carried out in a variety of ways including discussion; watching the television; reading and taking cuttings from newspapers; using the internet and library books on a given topic. All homework will be recorded in the student homework diary and if in doubt students can always check with their teacher during the week.

How you can help

Ensuring that students bring the correct materials to each lesson and provide a quiet space for study.

SCIENCE

We have now developed the new Key Stage 3 syllabus, and this September will see it's third and final year of development.

The aims are to:

- Develop the scientific knowledge and skills in Biology, Chemistry and Physics
- Whilst developing the true understanding of the scientific process
- As we relate science to the everyday world around us

AUTUMN TERM

“Starting Secondary Science” - allowing students to develop an understanding of uses of laboratory equipment and safety procedures. Followed by:-

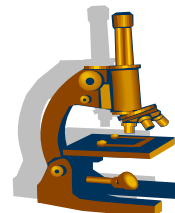
Cells and Tissues
Forces and their Effects
Acids and Alkalis

SPRING TERM

Human reproduction (a letter will be sent home verifying parental consent)
Energy
Chemical reactions
Particles

SUMMER TERM

Solutions
Muscles and skeleton
Electricity
Space



The order of topics will be different for different groups to allow more flexibility with practical equipment.

All topics are developed to make Science relevant to students and encourage them to consider a diversity of views to help them understand why Science is important and to instil critical thinking.

How parents can help

Ask Questions!

Over many years, it has been shown many times over that simply taking an interest in the subject and asking questions creates the best sort of attitude and enquiring mind needed for good scientists. So ask what have they learnt, be critical of evidence, and help to try to draw mature conclusions from the knowledge we have.

Our progress and tracking procedures are being adapted at the moment, but each student will have some way of identifying where they are now, and where their next step lies. There will be a way for parents to track the progress through the school. You may be interested to know that these students will now not be given the old GCSE grades when they finish in Year 11, but the new 0 - 9 grade scale.

On occasions students may be asked to research a particular topic for **homework** and it would be appreciated if you could ensure they have some way of obtaining the information, this could be as simple as talking to your child about the topic, or more likely by using the internet.

We intend to be at the forefront of education in terms of technology, so any new use will be welcomed e.g. iPads or other tablets. We have access to both laptops and iPads within the department. This will tie in with the new homework facility that uses the internet.

Encouraging your child to watch scientifically accurate television programmes and news coverage about current issues in Science would also give them valuable background knowledge. Examples might include "Cosmos", natural world programs or "Brainiac", "Bang goes the theory" etc.

Courses / Workshops for parents

- iPad for Beginners
- Woodwork for Beginners
- Spanish 4 Beginners
- Sewing for Beginners
- Understanding your Dog Workshop
- Food Hygiene Day Courses
- Meditation & Relaxation Course
- Zumba Classes
- Beauty and Make-up Tips
- Ju-Jitsu & Martial Arts Classes
- Ceroc Addiction Dance Classes
- Kettlebell Classes
- Slimming World Classes
- Yoga Classes
- Fitstep Classes
- Sketching and Painting for Beginners
- Head Massage and Reflexology Workshops
- Learn how to play the Piano Accordion
- Creative Writing
- Mindfulness
- Reiki 1

For further details on all of our Community Courses please visit our website
www.priory.shropshire.sch.uk