



# PERINS SCHOOL

Year 8 Option choices 2026

# Options booklet

This booklet is designed to help you make the best choices for Key Stage 4

Our aim is to provide you with a wide range of appropriate courses, so you can select subjects and qualifications that interest you and you are able to succeed in. Take your time, consider different options carefully and use all the help and advice available to you. Discuss possible options with your parents, Tutor and subject teachers.

We will do our best to give you your first choices, but that is not always possible. Some courses have maximum numbers because of limited space in specialist rooms or number of teachers available. If very few pupils opt for a subject, it may not be viable to run it. If we are not going to be able to offer you a first-choice subject, we will speak with you to work out the best alternative.



# Advice to students

## Make sure you:

- Talk to the people who know you well: family, friends, tutor and your subject teachers.
- Read all the course information contained within your folder and online in the E-Booklet.
- Pay attention to all the subject presentations/Screencasts that are available to you.
- Consider taking the subjects that interest you most.
- Think carefully about which subjects you are good at. This may lead to your best results.
- Think ahead to your future; if you have a career path in mind, be proactive – research the qualifications you need. You have already completed this in your Life studies lessons.
- Use the Year 8 Options Sharepoint page, which can be found on the 'Student Home' page.

## Don't:

- Leave your decisions until the last minute.
- Please make your choices based on your own interests, not on what your friends are doing. You may not be placed in the same class as your friends.
- Choose a subject because you like the teacher you currently have. You may not have the same teacher next year.
- Choose a subject because you think it looks "EASY" – there is no such thing as an easy subject; all courses will stretch and challenge you.



“

We teach a subject not to produce little libraries on that subject, but rather to get a student to think... for himself, to consider matters as a historian does, to take part in the process of knowledge– getting. Knowing is a process, not a product.”

*Bruner (1966)*

# Curriculum Design

The Perins curriculum can best be described as a model that has its basis in the research of Bruner (1966) in that instruction is:

- Concerned with experiences and contexts that make the student willing and able to learn (readiness)
- Structured for optimal understanding (Spiral organisation)
- Designed to facilitate extrapolation and to fill in the gaps (going beyond the information given)

Bruner's (1960) work on the "Process of Education" forms the basis of the Perins curriculum approach, with four key themes emerging:

- The role of structure in learning - At Perins, we take a practical approach to learning where we focus on the teaching and learning of structure rather than that of mastery and techniques. We firmly believe that this approach is central to the classic problem of transfer. Through high-quality teaching and learning experiences, we aim to provide a general picture where the relationships between earlier encounters and later ones are made as clear as possible.
- Readiness for learning- At Perins, we begin with the hypothesis that any subject can be taught effectively in some form at any stage of development. This underpins our 'spiral curriculum' model, where 'A curriculum as it develops should revisit these basic ideas repeatedly, building upon them until the student has grasped the full formal apparatus that goes with them' (Bruner, 1960).



- Intuitive and Analytical thinking - Intuition is an essential feature of productive thinking. Bruner (1960) describes intuition as 'the intellectual technique of arriving at plausible but tentative formulations without going through the analytical steps by which such formulations would be found to be valid or invalid conclusions'. As such, the curriculum within each subject area allows students to gain the skills necessary to obtain their own information through process-driven outcomes rather than by experts in the field providing solutions.
- Motives for learning - The curriculum choices made through exam boards, choices of text, teaching elements and opportunities, and classroom approach are designed to stimulate learning as the key motivating factor rather than the end results of exam grades.

In our design of curriculum, we allow for additional experiences and contexts through actively encouraging additional aspects of the curriculum explored through trips, visits, internal experiences, extra-curricular opportunities and whole school involvement.

The spiral structure ensures that key information is revisited throughout the students' experiences in a subject area over the 5 years at Perins, as well as taking into account work previously covered at Primary school. In addition, material is mapped across subject areas for cross-curricular engagement and thus provides a fuller picture of learning for the student.

Our three-year GCSE model allows for subjects at GCSE to be explored in greater depth in order to underpin these approaches, and as such, students are able to go beyond the general information given in their learning, filling in the gaps for current and future learning.



# Making choices

Please note that the current subjects we are offering are not certain to go ahead at this stage. This will depend on several factors, for example, the number of students opting to take it, staffing pressures, etc. We will keep you updated on this throughout the process.

Students will choose six options to begin studying in year 9. These will consist of one subject from each of categories A, B and C and 3 further subjects from any of the categories. At the end of year 9, students will opt to continue four of these options through to exams at the end of year 11 and will discontinue the other two.

Of the four options that students continue to study into years 10 and 11, at least two of them must be from 2 of the categories A, B and C.

We try and maintain student and parent preference at this stage of the process, but the school reserves the right to take the final decision on which subjects each student will continue to study. Further details of this process will be shared in the Spring Term of year 9.

Type	Subject(s)	Qualifications
Core Examined Subjects	English (Language and Literature)	2
	Maths	1
	Science	2 or 3
Core Non-Examined Subjects	Core PE	0
	Core RE	
	Life Studies	
Optional Examined Subjects	Category A Humanities - Religious Studies, Geography, History	4
	Category B Creative - Art & Design, Food & Nutrition, Photography, Design & Technology, Music, Dance and Drama	
	Category C Languages - Spanish or French (continuation of study from year 8)	
	Category D Breadth - any subjects from categories A, B & C plus: Business Studies, Child Development, Computer Science, Media Studies, GCSE PE, Sports Studies	



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