

21 March 2025



RIDGEWOOD  
SCHOOL

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Dear Parents/Carers,

We have had another enjoyable week at Ridgewood School. As usual, there have been a range of trips, visits and extra-curricular activities alongside our taught curriculum. I have included details of these below, alongside our final Curriculum Spotlight on our Law and Uniformed Services courses.

### **Get Up To Speed**

On Wednesday, a group of Y7/8 industrial cadet students visited the Get Up To Speed event, by the Workwise Foundation at Magna. This engaging and interactive event allowed our students to be immersed in a wide-range of exciting careers linked to STEM.

### **Football**

Our Y8 Football team played an excellent game in our Leger Derby away at Campsmount Academy earlier this week. The final score was 3-0 to Ridgewood. Well done to all of the boys who participated!

### **Lockdown practice**

This afternoon we undertook a practice lockdown drill. The students stayed very calm, followed staff instructions and the whole site was locked down very efficiently. Hopefully, we will never need to initiate a real lockdown procedure, but it is important that the students do know the process in case this situation ever does arise.

### **Non-Uniform Day**

Next Friday is our final day of term, which will be a non-uniform day to raise money for Comic Relief. There is a suggested voluntary donation of £1 which will be collected at the gate.

### **Curriculum Spotlight: Law and Uniformed Services**

Law and Uniformed Services are both subjects that are offered in our Sixth Form.

#### **Law**

This year, we were excited to introduce our AQA A Level Law course for students at Ridgewood Sixth Form. Recognised as an academically rigorous and challenging subject, the course provides students with abundant opportunities to critically analyse academic commentary, engage in topical debates, and further develop essential skills in critical analysis. These skills are honed through exposure to theoretical scenarios, where students apply their knowledge and gain a deeper understanding of the complexities within various legal situations.

Our Law curriculum covers both criminal and civil law, allowing students to explore the English legal system within the context of substantive law in criminal, tort, and contract law.

In **Criminal Law**, students examine substantive topics such as fatal and non-fatal offences against the person, property offences, and legal defences. They also study the theories and rules governing criminal law and its role in society.

The **Contract Law** topic introduces students to civil law, enabling them to distinguish between the rules and theory of civil law and criminal law. Students cover substantive topics such as negligence, liability, nuisance, as well as the defences and remedies available for civil offences. Additionally, students explore issues surrounding access to justice in the civil courts.

The final substantive topic in the curriculum is **Contract Law**, where students learn about the rules and theory behind contracts. By the end of the course, students will have a comprehensive understanding of contract terms, how contracts can be discharged, and the remedies available when a contract cannot be fulfilled.



**'Prepare for the road ahead'**

Respect

Responsibility

Resilience

## **Uniformed Services**

The Uniformed Services curriculum is designed to develop students' ability to critically assess situations and contextualise their learning in relation to real-world issues in an empathetic and measured manner. As a vocational subject, students are challenged to apply theoretical knowledge and research to practical scenarios. The course also emphasises the development of students' confidence in communicating with employers and engaging with a wide range of services, with the goal of preparing them for employment in various public sector roles.

This year, students have had the opportunity to engage with outside agencies, including talks with the police, the probation service, the army, and the navy. These interactions have provided students with invaluable insights into the recruitment process and the specific requirements for these services.

The course is divided into several units, which are assessed through a portfolio of evidence collected over the two-year period.

**Unit 1:** Students explore various careers in the Uniformed Services by researching and analysing the requirements of different services. They also gain hands-on experience through simulated interviews and situational judgement tests, receiving feedback on their performance. Students are tasked with researching current world issues and creating an action plan outlining the steps they need to take to submit a successful application.

**Unit 2:** This unit focuses on the health and fitness requirements for successful entry into the Uniformed Services. Students explore the importance of health on their overall well-being and ability to meet the demands of the application process. They create a six-week training programme and assess how it helps them improve specific goals, such as cardiovascular fitness, concluding with an evaluation of the programme's effectiveness.

**Unit 3:** The theory of leadership is explored in this unit, with an emphasis on the need for students to adapt their leadership style based on the situation. Students reflect on their own leadership styles and participate in leadership activities, allowing them to assess their development and areas for further improvement.

**Unit 4:** Students examine the significance of equality, diversity, and inclusion within the Uniformed Services, as well as the historical developments of these services within the UK. They study case studies on radicalisation, extremism, and terrorism, understanding how these issues arise from social exclusion.

**Unit 6:** This unit allows students to focus on one Uniformed Service and research the development of morals, values, and standards within that service. They also investigate instances where these principles have not been upheld. For example, many students this year have explored the police response to disasters such as the Hillsborough tragedy to understand the importance of these principles.

**Unit 7:** The final unit of the course is designed to coincide with the period when students will be applying for roles within the services. The focus of this unit is on mental and physical well-being, preparing students to meet the demands of the application process and their new roles.

We are proud to announce that many students from the previous year successfully secured jobs and apprenticeships with the Navy, Police, and in aviation. Additionally, students have gained places at universities to study disaster management, nursing, and law. This success is a testament to the moral, ethical, and leadership skills that are cultivated throughout the course. We look forward to celebrating the continued success of this year's cohort.

If you have any questions regarding the Law A-level or Level 3 Uniformed Services course, please do not hesitate to contact Miss Sophie Crellin, Curriculum Leader for Law and Uniformed Services, via the "Contact Us" section on the Ridgewood website.

I hope you have a fantastic weekend.

Yours faithfully,



Andy Bridge  
Associate Headteacher