



The Ferrers
Sixth Form



Super-Curricular & Enrichment Programme 2026-2027



Sixth Form Super-curricular & Enrichment

At The Ferrers Sixth Form, we believe that education extends beyond the classroom. Our Super-curricular & Enrichment Programme is designed to provide our students with a diverse range of additional opportunities that foster personal, social, and academic development. By participating in enrichment activities such as sports, clubs, volunteering and short courses, students are able to cultivate essential transferable skills including leadership, communication, teamwork, and time management.

These experiences encourage students to pursue their passions, try new activities, and expand their horizons, contributing to personal growth and enhanced well-being. Enrichment also plays a vital role in building social connections, allowing students to interact with peers, form new friendships, and develop a sense of community.

Importantly, involvement in super-curricular & enrichment activities adds significant value to university, apprenticeship, and job applications, helping students to stand out in an increasingly competitive world. Our programme supports holistic development by nurturing future leaders and well-rounded individuals who are prepared for the challenges of higher education and the workplace.

Through our varied menu of opportunities, we aim to broaden every student's educational experience and empower them to achieve their full potential.



Our Year 12 Programme of Activities

At The Ferrers Sixth Form, we believe that academic success is complemented by a broad range of skills and experiences, which is why all students are expected to engage in *at least two of the three enrichment areas* we offer. This approach ensures you develop vital attributes that set you apart in future university, apprenticeship, or job applications.

For example, you might choose to combine **Core Maths** with our weekly **Community Leadership** program to enhance both your analytical and interpersonal skills. Alternatively, if your ambition is to become a primary school teacher, you could follow the **Primary Education MOOC** pathway alongside studying **British Sign Language (BSL)**. This combination not only deepens your educational knowledge but also equips you with valuable communication skills and hands-on experience.

Our enrichment offerings are designed to broaden your horizons and prepare you for the challenges ahead by fostering essential skills, confidence, and practical experience that will distinguish you from other candidates. We encourage you to explore these opportunities and make the most of your time at The Ferrers Sixth Form.

We offer enrichment opportunities in the following categories:

- **Community Leadership**
- **MOOC Pathways**
- **Additional Qualifications**

You are expected to participate in activities from at least two of these areas.

Please review the available options and use the QR codes in this booklet to sign up for your two selected opportunities by early September.

1: Community Leadership

Community leadership is a key part of the Ferrers Sixth Form enrichment experience, providing students with valuable opportunities to develop leadership, organisation, initiative, and communication skills while positively impacting the school community. Sixth Form students at The Ferrers are encouraged to take on responsibilities such as helping younger students in classrooms, coaching sports teams, and organising school activities like producing a school newsletter. These roles foster social skills, confidence, and a sense of aspiration among students in lower years, strengthening the school's community spirit and cohesion.

Students can also lead or assist in extra-curricular clubs and societies, ranging from sports and arts to academic and niche interest groups – many of these may not yet exist.

This involvement helps develop leadership abilities beyond the academic curriculum and prepares students for future challenges by encouraging teamwork, public speaking, and independent initiative. Through these leadership experiences, Sixth Form students not only enhance their own personal development but also contribute significantly to the culture and life of the school.

Furthermore, the community leadership scheme at The Ferrers Sixth Form supports students' moral and social development, aligning with the school's values of aspiration, achievement, and acclaim. Sixth Form leaders serve as **positive role models**, embodying these values and helping to create a responsible and ambitious school community ready for future education and employment.

You choose where you would like to offer your support. The aim is for you to commit to supporting others for a minimum of one hour per week.



In September 2026, Mrs Holland will provide a list of Community Leadership opportunities for you to sign up for, or you could create your own.

2: MOOCs (Massive Open Online Courses)

OpenLearn is a fantastic platform offered by The Open University, providing a wide range of free online courses, activities and articles across diverse subjects. The courses are designed to enrich your knowledge, develop new skills, and support your academic and personal growth.

MOOCs (Massive Open Online Courses) 2025-2026



What will I gain from it?

By engaging with OpenLearn resources, you will expand your understanding in areas that interest you, enhance your critical thinking, and build valuable skills that complement your sixth form studies. Upon completion, you will receive a certificate that showcases your commitment to learning and self-improvement.

You can use the knowledge and skills gained from these courses to boost your university applications, enrich your personal statement, and stand out in interviews as well as to demonstrate your dedication and progress beyond the classroom.

Important:

Please remember to inform your tutor about the courses you sign up for, and the activities and articles that you engage with. Once you complete a course, share your certificate with your tutor to record your enrichment achievements and receive recognition for your efforts. You must also complete your **enrichment journal** as you complete any of the activities, indicating your learning, what inspires you and where you would like to explore next.

During year 12, **you must aim to complete a minimum of 50 hours** of engagement (that's less than 2 hours per school week across the whole year).



Courses available – and some of the areas of study:

- **Policing**

Innovation in policing; Exploring evidence-based policing; The technology of crime control; Collaborative problem solving for community safety; Justice, fairness and mediation

- **Criminology and Forensic Science**

Introduction to critical criminology; Does prison work?; Investigating murder with forensic psychology; Forensic science and fingerprints; Digital forensics

- **Business & Marketing**

Different types of business; Entrepreneurship – from ideas to reality; Marketing in the 21st Century; First steps in innovation and entrepreneurship; Marketing communications in the digital age

- **Leadership**

Leadership and Followership; Collective leadership; Step up to leadership; Leadership challenges in turbulent times; Leadership: external context and culture; Inclusive leadership: Effecting change

- **Sports Business/Sports Coaching**

The business of football; Developing resilience in sport; Recovery strategies in sport and exercise; The athlete's journey: transitions through sport; Motivation and factors affecting motivation

- **Accountancy and Finance**

Fundamentals of accounting; Introduction to bookkeeping and accounting; Asset allocation in investment; Challenges in advanced management accounting

- **Personal development**

Using voluntary work to get ahead in the job market; Managing my money - young adults; MSE's Academy of money; Personal branding for career success; Internships and other work experiences

- **Ecology, climate education and environmental sustainability**
 Introducing climate psychology: facing the climate crisis; Climate justice for the next generation; Can renewable energy sources power the world?; Nuclear power: friend or foe?
- **Social Work**
 An introduction to social work; Supporting and developing resilience in social work; Introducing social care and social work; Digital innovation in social care and social work
- **Health care (Medicine, Nursing and Biomedical)**
 Infection and immunity; Population ageing: a global health crisis?; Drug development process; combating pain; So, you want to be a nurse? A brief introduction to nursing; Birth of a drug
- **Understanding mental health**
 Including: Understanding depression and anxiety; Mindfulness in mental health and prison settings; Mental health in society; Exercise and mental health; Supporting children's mental health and wellbeing
- **Early years education**
 Attachment in the early years; The family at the centre of early learning; The impact of technology on children's physical activity; Play, learning and the brain; Children's perspectives on play
- **Primary education**
 Supporting children's learning in primary education today; Approaching language, literature and childhood; Developing reading for pleasure: engaging young readers
- **Engineering**
 Engineering: The nature of problems; Systems engineering: Challenging complexity; An introduction to design engineering; Introducing vectors for engineering application; Systems modelling

- **Psychology**

Social psychology and politics; The psychology of cybercrime; Forensic psychology; Critically exploring psychology; Introduction to child psychology; Psychological research, obedience and ethics

- **Law**

Starting with law; Human rights and law; Myths in law; The law-making process in England and Wales; Company law in context; Carrying out research for policy and advocacy work

- **History of Art/Art**

Art in renaissance Venice; Making sense of art history; Art and visual culture: medieval to modern; Visions or protest: graffiti; Artists and authorship: the case of Raphael; A freelance career in the creative arts

- **History**

Herodotus and the invention of history; A brief history of communication: hieroglyphics to emojis; The history of female protest and suffrage in the UK; What do historians do?; What is heritage?

- **Digital and Computing:**

introduction to computers and computer systems; Gamified Intelligent Cyber Aptitude and Skills Training; Digital skills: succeeding in a digital world; Software development for enterprise systems

3: Additional Subjects

Sixth form is your chance to broaden your horizons and develop new skills alongside your core studies. In this section, you'll find a variety of exciting courses—including **EPQ, Sports Leadership, Core Maths, British Sign Language (BSL)**, and **Teaching English as a Foreign Language (TEFL)**—each designed to enhance your personal and academic journey.

Several of these subjects, including the **EPQ, Sports Leadership (Level 3)**, and **Core Maths**, carry **UCAS points**. These qualifications can strengthen your university applications by contributing valuable tariff points and showing universities your commitment to independent learning and leadership. Courses like **BSL** and **TEFL** do not carry UCAS points, but they provide recognised skills and qualifications that are highly valued by employers and higher education institutions.

Whatever your future ambitions, we encourage you to engage with these opportunities. Whether you're seeking extra UCAS points or looking to gain practical skills and experience, every course is a chance to discover new interests, demonstrate ambition, and prepare for life beyond sixth form. Embrace the challenge, make the most of what's on offer, and enjoy every step of your development.

EPQ (Extended Project Qualification)

This independent research project enables students to explore a topic in depth, producing a dissertation, investigation, or creative piece. The EPQ develops vital skills in independent research, critical thinking, and project management, which universities and employers highly value. It also carries UCAS points, providing an excellent boost to university applications by demonstrating your ability to work autonomously and think critically.



Sports Leadership

The Sports Leadership course at The Ferrers Sixth Form equips students with practical skills to plan, lead, and evaluate sports activities, while developing communication, motivation, and leadership abilities. This qualification carries UCAS points and enhances employability in coaching, education, and leisure sectors, as well as strengthening university applications through demonstrated leadership experience.



Core Maths

Core Maths, examined via **OCR** at The Ferrers, is a valuable Level 3 qualification for students wishing to apply mathematical thinking to real-world contexts such as statistics and financial maths without taking A-level Maths. It is widely recognised by universities and careers, carrying UCAS points that help support applications for courses requiring strong quantitative skills.



British Sign Language (BSL) (£)

At The Ferrers Sixth Form, BSL courses are accredited through **Signature**, the national awarding body for BSL qualifications. Studying BSL develops **inclusive communication skills and cultural awareness**, valued in education, healthcare, and social care professions. Although BSL does not carry UCAS points, it remains a distinctive and highly employable skill.



Teaching English as a Foreign Language (TEFL) (£)

TEFL qualifications at The Ferrers Sixth Form are accredited by recognised awarding bodies. The course prepares students to teach English to non-native speakers by developing skills in lesson planning, classroom management, and cultural sensitivity. This Level 3 qualification carries UCAS points and opens diverse career and travel opportunities worldwide, enhancing your employability and global outlook.



Enrichment Reflection Journal:

At the end of each enrichment activity, take time to record your learning and reflections. This important step will support you in future applications, such as writing your UCAS personal statement, preparing for apprenticeship interviews, or drafting covering letters for jobs.

You may keep your reflections in a journal—either digitally or on paper—but it is essential that you share this journal with your form tutor during every Academic Mentoring session and retain it for your own use going forward. To help guide your reflections, please refer to the Reflection Journal sections below:

Section 1: Enrichment Activity Overview

- Date of Activity:
- Activity Name:
- Description: Briefly describe what the activity involved, including the length of time it took to complete the activity.

Section 2: Learning Experience

- What new knowledge or skills did I gain from this activity?
- What was the most challenging part, and how did I overcome it?
- Did this experience change the way I think about any subject or skill? How?

Section 3: Personal Achievements

- What am I most proud of during this activity?
- Did I receive any feedback or recognition? How did it make me feel?
- Did I take on any leadership or teamwork roles? Describe these experiences.

Section 4: Skills Development

- Which skills did I develop or improve? (e.g., communication, time management, problem-solving, leadership)
- How did I apply existing skills during this activity?
- Are there skills I want to improve further? How will I do this?

Section 5: Reflection and Future Application

- How can I use what I've learned or developed from this activity in my future studies or career?
- What are my next steps based on this experience? (e.g., further learning, applying skills in different contexts)
- How will this experience influence my personal or academic goals?

Section 6: Overall Thoughts

- What were my key takeaways from this enrichment activity?
- Anything I would do differently next time?
- Additional comments/reflections:

