



Churston Ferrers Grammar School

Learning to create a better world

2026  
EDITION

# TUTOR CURRICULUM



# TUTOR CURRICULUM

Our Tutor Curriculum is a learning programme that supports the academic and self development journey of our students through wide ranging opportunities and experiences. The tutor curriculum:

- Expands horizons & builds cultural capital
- Enables skill development and personal growth
- Prepares for life in modern & dynamic world
- Contributes to a rich spiritual, moral, social and cultural education
- Nurtures exploration and aspiration for the future

From Year 7 through to Year 13, our students follow a carefully sequenced student development curriculum based on our school values.

The interwoven tutor and enrichment curriculum modules were conceived with the Churston values of scholarship, self development, sustainability, active citizenship and social justice at their heart.

These modules all provide opportunities for students to learn through discussion, debate, new experiences, external speakers and teamwork activities. The synergy in the content and sequence of the tutor curriculum with Independent Learning, PSHE, core RE, alongside subject disciplines and celebratory events provides a holistic experience whereby students are nurtured to celebrate diversity, have aspirational plans for their future and be considerate about their planet and its communities.

# SCHOOL VALUES

## **SOCIAL JUSTICE**

We are committed to promoting fairness, to challenging intolerance and prejudice, and to advancing equality of opportunity at school and in the wider community.

## **SUSTAINABILITY**

We have a responsibility to the future of our school, community and planet to care for our resources and seek solutions to the challenges we face.

## **ACTIVE CITIZENSHIP**

We believe that the world will become a better place through the ideas, actions, advocacy and impact of Churston students today, and in the future.

## **SELF DEVELOPMENT**

Through seizing opportunities and being positively self-reflective, we confidently learn, grow and thrive at school and beyond.

## **SCHOLARSHIP**

Through learning, we can create a better world; academic high performance is the result of aspiration, curiosity and taking personal responsibility.

# SELF DEVELOPMENT

At Churston, we have a vibrant community that shares a common view that pastoral support, academic momentum within the classroom and enrichment experiences go hand in hand towards developing and nurturing our students' progress, character, talents and wellbeing.



*“ It is our mission that our students enter their future pathways confident of their roles and values in life, ready to take on positions of responsibility and leadership and contribute with pride to the development of a just and equal society. ”*

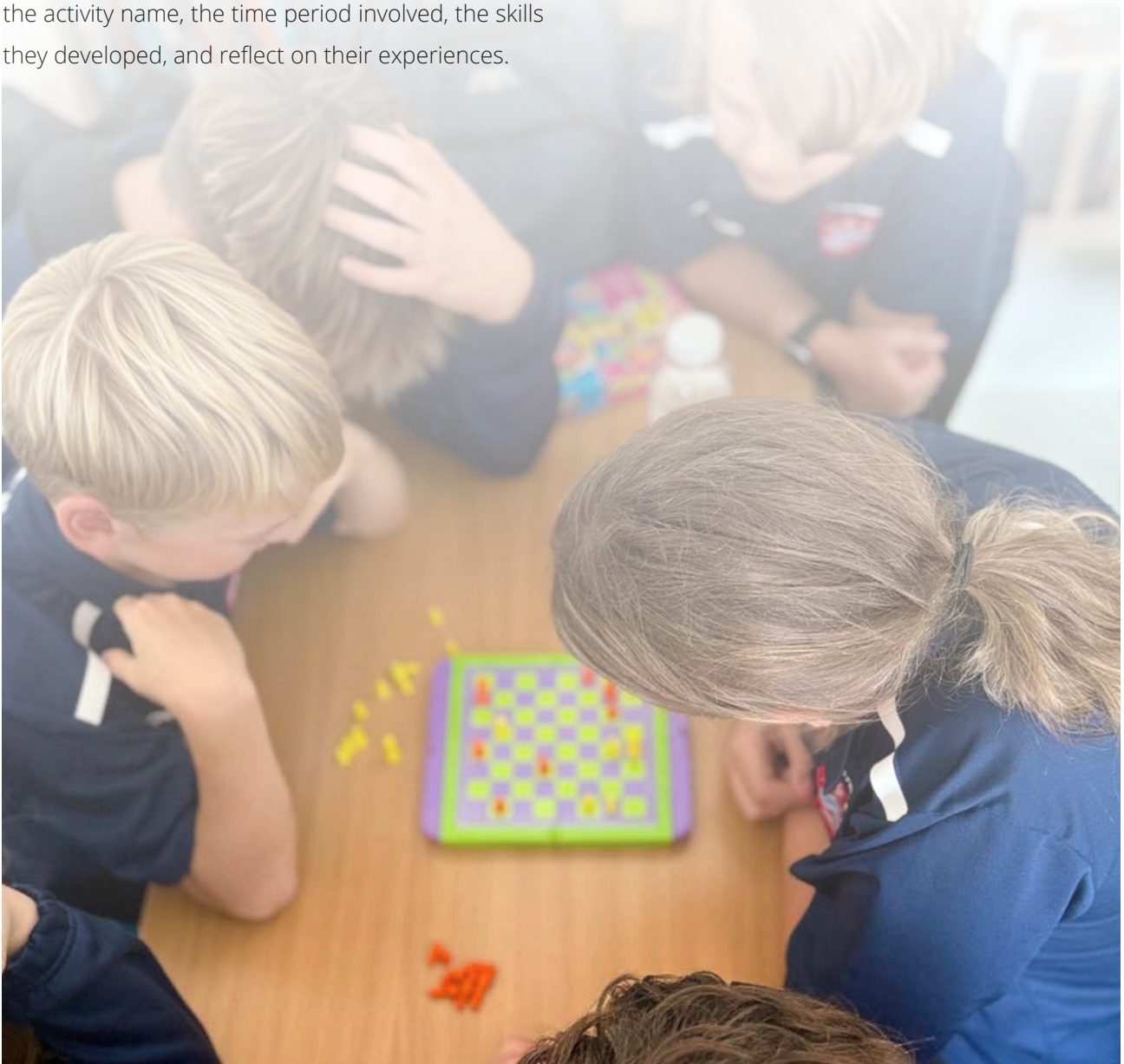


# MY STORY

The tracking and monitoring of each student's self-development journey happens through the Unifrog platform, where each student keeps a personal record of their activities and achievements. This provides students with a platform to record, monitor, reflect on, and share their experiences. Unifrog offers students a dedicated 'Locker' and 'Activities' section where they can systematically record and detail their personal achievements, extracurricular activities, and skills development throughout their time at school. This feature enables students to log the activity name, the time period involved, the skills they developed, and reflect on their experiences.

By maintaining this comprehensive and organised record, students build a portfolio that they can easily refer to and draw upon when writing personal statements, CVs, or preparing for interviews, ensuring all their valuable accomplishments are tracked in one secure place.

Unifrog is the place where our students keep track of their achievements, how their interests develop over time and identify their qualities and aspirations in preparation for aspirational future pathways.



# STUDENT REGISTRATION

During the 15-minute morning registration, tutors take the register and then spend time with their tutees helping them to prepare for the day ahead by supporting them with their organisation and wellbeing. During registration, students have a structured routine, with a different activity taking place on each day of the week, outlined in the year group-specific weekly bulletin. This schedule provides a structured set of activities which act as a platform for students to demonstrate an outstanding work ethic and develop an understanding of life in the modern world.

## EXAMPLE:

WEEK: TWO						YEAR 11 WEEKLY BULLETIN					
Theme of this week: How are people's lives across the planet different?											
Year	Monday	Tuesday	Wednesday	Thursday	Friday						
11	Mindset Mondays Weekly notices	Y11 Assembly SLT	Hegarty Maths	Current Affairs Discussion - Flooding in Pakistan	Tutor takeover Weekly Quiz/ tutor takeover						
Other events	European Languages Day		Chromebook check		Other activities (Y10/11 website) Who is King Charles III						
Word of The Week: Echo chamber											

Activities on the weekly bulletin include:

- Weekly notices.
- Silent reading
- Sharing upcoming opportunities.
- Recognising student achievements.
- News updates and discussion prompts e.g. current affairs.
- Topical activities relating to social, moral and spiritual health and British Values.
- Job of the week - a short video synopsis of a variety of different jobs.
- Weekly quiz.
- Celebratory days e.g black history month/ anti-bullying week/ world book day.
- The opportunity for tutor groups to plan and lead their own assembly.
- Discussions in preparation for School Forum meetings.

# ESSENTIAL SKILLS

Building essential skills has been shown to unlock learning in the classroom, improve academic outcomes and boost perseverance, self belief, wellbeing and life satisfaction. The interdependence between skill development, wellbeing and academic success are identified in a meta-analysis carried out by The Skills Builder Framework, to find out more, [click here](#).

In order for students to track and appreciate the skills they are developing in their activities, our club leaders have identified the skills that students are most likely to acquire through participating in their club. The icons below indicate these skills, which are the essential skills identified in The Skills Builder Framework. Students then record these skills on Unifrog, when reflecting on their enrichment and curriculum experiences.

CLICK ON EACH SKILL TO LEAN MORE



## TUTOR CURRICULUM



My Character

Understanding the moral qualities that I value and uphold through my behaviour and actions.



My Learning

Establishing skills for learning and identifying and pursuing my areas of interest alongside the curriculum.



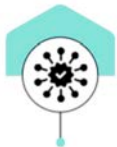
My Future

Exploring options and refining my aspirations for my future.



My World

How does the world around me influence who I am, the decisions I make and ultimately steer my world view?



My Life Skills

Establishing the skills in life that enable me to be physically and mentally healthy, live happily and comfortably, be financially independent, plan ahead and respond to change.



My Footprint

The difference we make to other people's lives, our communities and our planet.

## ENRICHMENT CURRICULUM



My Activities

### **Clubs, Societies, Activities, Fixtures, Performances, House Competitions & Events**

These individual and shared experiences bring us joy, a better understanding of ourselves and reward from building our skills and talents over time.



Explore More

### **School Trips, Enrichment Days and DofE**

By exploring our local, regional and global cultures, setting personal challenges, making a positive difference to the places we visit and considering our social and environmental footprint we learn to appreciate the beauty of diversity, the value of human connection and take responsibility for our fragile planet.



Active  
Citizenship

### **Responsibility, Leadership, Volunteering & Charity**

The difference we make to other people's lives, our communities and our planet through our actions and contributions. This may involve taking on a position of responsibility, supporting others with their learning, leading a new initiative, charity fundraising and simply embodying The Churston Way by being kind, respectful and helpful in our daily interactions.

DEEP DIVE INTO THE  
**TUTOR CURRICULUM**

## AUTUMN



### FINDING MY FEET

- Expectations, behaviour, time management and uniform
- Understanding my class and home learning timetable
- Signing up for my activities and clubs
- Building positive habits and good routines
- Writing a letter to myself (to read when I am in year 11!)
- Friendships & independence
- Emotional health and wellbeing



### MY LEARNING AT SECONDARY SCHOOL

- Finding my feet through learning
- How to become a better learner
- How to develop my thinking skills (metacognition)

**EVENT** SELF ESTEEM DAY

## SPRING



### FIRST IMPRESSIONS

- Using Lego characters to reflect on my aspirations
- Careers and Unifrog introduction
- My future aspirations and future self
- How do my actions and decisions link to my future?
- Exploring careers that interest me



### LOOKING AFTER MYSELF

- Wellbeing
- Learning to prepare for examinations and understand my emotions
- The importance of sleep

## SUMMER



### KINDNESS IN OUR WORLD

- Kindness in my world
- How does my language reflect my values
- British Values
- Diversity



### CONTRIBUTING TO MY COMMUNITY

- Understanding the impact of our social and environmental footprint
- Sustainability
- Volunteering
- Careers fair preparation & reflection

**EVENTS** CAREERS FAIR  
ACE WEEK



**“I ADORE DOING ACTING AND SINGING BECAUSE I GET TO MAKE OTHER PEOPLE HAPPY BY DOING SOMETHING I LOVE”**

**GWEN Y9**

# AUTUMN



My Character

## MY CHARACTER

### MY EXPECTATIONS

- What do we expect of ourselves and others?
- The importance of having high standards for our attitude and behaviour
- Emotional literacy
- Motivations, limitations and growth mindset
- Practical strategies for emotional wellbeing

## MY LIFE SKILLS



My Life Skills

### WHAT DOES SUCCESS LOOK LIKE TO ME?

- Your skill set - what are you great at?
- Physical/social/emotional skills
- Defining success
- Balancing our skill set
- Career choices - what am I passionate about?

# SPRING



My Future

## MY FUTURE

### HOW CAN I DEVELOP MY KNOWLEDGE AND MAKE THE BEST CHOICES?

- What do GCSE's entail - exploring my options for GCSE studies
- Career exploration and using Unifrog effectively
- The skills I need for career choices
- Ever changing careers
- A good work ethic
- The importance of having an open mind
- Diversity in the workplace

## MY LEARNING



My Learning

### HOW DO I LEARN BEST?

- Independent learning
- Techniques for memorisation
- Revision techniques and how to review topics
- Digital skills
- Learning about my learning

### EVENTS

YEAR 8 OPTIONS EVENING  
YEAR 8 ENTERPRISE DAY

# SUMMER



My World

## MY WORLD

### HOW RESPECTFUL ARE WE OF OTHER CULTURES?

- Moral and ethical beliefs
- British Values
- Learning about different cultures
- Debates
- Understanding another way of living
- Shared values
- Role of the media in celebrating diversity

## MY FOOTPRINT



My Footprint

### WHAT IS MY ENVIRONMENTAL AND SOCIAL FOOTPRINT?

- Research into local charities to socially support the community
- Food banks, homelessness, mental health, loneliness and caring for the elderly
- Designing my own charity
- Research into charities that make a positive difference to our environment (WWF/ Our Planet)
- Fast fashion, climate change and pollution

### EVENTS

SUMMER EXAMINATIONS  
CAREERS FAIR  
AGE WEEK



**“GREAT INTERVIEW EXPERIENCE - PROFESSIONAL, INSPIRING AND MOTIVATING. REALLY BENEFITED FROM IT!”**

MARCELLE Y11

# AUTUMN



### WHAT MOTIVATES ME?

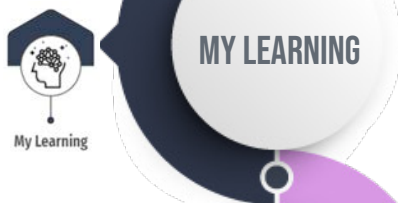
- Behaviour expectations and kindness
- Being organised - practical solutions
- Intrinsic and extrinsic motivation and Growth Mindset
- Toxic masculinity
- Teamwork and listening
- Giving and receiving criticism

### OWNING MY LEARNING

- Acts of kindness within the community
- Moral and ethical beliefs
- Diversity- where else do we see poverty across the world and why?
- British Values and anti-immigrant racism
- Debates
- Unconscious bias and putting our differences aside
- Group work for a greater cause
- Christmas Shoe Box Appeal
- Cognitive diversity



# SPRING



### ONE SMALL CHANGE CAN MAKE A BIG DIFFERENCE

- How to learn effectively: Revision skills and strategies
- Memorisation skills
- Peer influences
- Presentation skills
- Bullying/ bystander effect
- Exploring different texts
- Developing reading skills
- Developing an awareness of how to have a positive mental health and look after your wellbeing

### SELF DISCIPLINE

- Global warming and climate change
- Making a promise to the world
- Planting seeds/ growing own produce
- Conservation projects (WWF)
- Carbon Footprint Buster Challenge
- Sustainability within our school



# SUMMER



### CULTURE OF KINDNESS

- Marginal gains approach
- Stories from older students (peer mentoring)
- Resilience and persistence
- Interdependence between physical and mental health
- Using bank accounts and saving money/ finances
- Setting personal challenges for individual successes
- Laws

### EVENTS YEAR 9 MATHS, ENGLISH AND SCIENCE EXAMINATIONS

### EMPLOYABILITY SKILLS

- Preparing for an interview (selling yourself)
- Networking with local businesses
- What makes a great leader?
- Careers opportunities
- Online presence and future planning



### EVENTS CAREERS FAIR YEAR 9 HEALTH AND WELLBING DAY AGE WEEK

**“DURING OUR BEACH CLEAN WITH CHURSTON, WE CAME TOGETHER AS A COMMUNITY TO PROTECT OUR BEAUTIFUL COASTLINE. IT WAS INSPIRING TO SEE EVERYONE PITCHING IN, TURNING A SIMPLE DAY AT SCHOOL INTO AN OPPORTUNITY TO CARE FOR OUR ENVIRONMENT. EVERY PIECE OF LITTER WE COLLECTED UP WAS A REMINDER THAT TOGETHER, WE CAN FORGE A CLEANER, HEALTHIER PLANET AND LOCAL ENVIRONMENT FOR ALL.”**

LUCAS Y12



## AUTUMN



### MY GOALS

- Writing my year plan
- What motivates me?
- Setting my academic and personal goals
- Mapping my skills profile on Unifrog
- Exploring careers and raising aspirations



### JOB APPLICATIONS

- Writing my CV and cover letter
- Preparing for my 1:1 employer interview
- Understanding the teenage brain
- Positive risk taking and the impact of peer influence

**EVENTS** EMPLOYER INTERVIEW EXPERIENCE  
1:1 MOCK INTERVIEW WITH A LOCAL EMPLOYER

## SPRING



### MEDIA, THE TRUTH AND FAKE NEWS

- The importance of free press
- The impacts of controlled information
- Exploring the impact of science in today's society



### USING THE SCIENCE OF LEARNING TO REVISE SUCCESSFULLY

- Preparing for my mock examinations
- Importance of healthy routines and exercise for my mental health
- Using revision timetables and checklists effectively
- Using the science of learning to master my revision technique
- Black box thinking - using feedback to develop as a learner

## SUMMER



### LOOKING AFTER THE LOCAL ENVIRONMENT

- Caring for my local environment
- Preparing, planning and carrying out a beach clean
- Working with the charity 'Till the Coast is Clear'
- Citizen science - documenting plastic pollution
- Sharing data with the Marine Conservation Society

**EVENT** YEAR 10 MOCK EXAMINATIONS



### EXPERIENCE OF THE WORKPLACE

- Employability
- Workplace behaviour
- Body language, dress code and making a good impression
- Holding professional conversations with employers

**EVENTS** EXPERIENCE OF THE WORKPLACE  
CAREERS FAIR  
ACE WEEK

# YEAR 11

## AUTUMN



### SMALL STEPS, BIG VISION

- Expectations and aspirations
- Positive study routines and practical optimism
- Pressure pinch points, balance, sustainability and self-regulation
- Setting myself SMART goals

### EVENTS

FUTURE CHOICES EVENT POST 16 AND 18 OPPORTUNITIES: SIXTH FORM, APPRENTICESHIPS, A-LEVELS, COLLEGE, UNIVERSITY AND STUDENT LIFE  
ENGLISH AND MATHEMATICS MOCK EXAMINATIONS  
SCIENCE MOCK EXAMINATIONS

### POST 16 TRANSITION

- Making educated decisions
- Labour market information
- Mapping my skill set on Unifrog
- Updating my CV & cover letter

### EVENTS

TASTER DAYS: LIVE LIFE AS A SIXTH FORM STUDENT AT CHURSTON - TRY OUT DIFFERENT A-LEVELS  
SIXTH FORM OPEN EVENING

## SPRING



### TAKING GCSE EXAMS

- Memorisation & the science of how we learn
- Graphic organisers and dual coding
- The testing effect
- Interleaving, spacing and using Pomodoro
- Exam pressure and managing stress
- Black box thinking - using feedback to develop as a learner
- Revision timetables, checklists and healthy habits

### EVENTS

JANUARY MOCK EXAMINATIONS  
Y11 PARENT AND STUDENT INFORMATION EVENING  
DEADLINE FOR YEAR 11 OPTIONS FOR SIXTH FORM A-LEVELS

### HOW DO I LEARN BEST?

- Summer enrichment plans
- UK political system & beliefs
- Campaigning for change
- Understanding who food banks are important for
- Collecting donations for Brixham Yes! food bank
- International relations and the United Nations (UN)

## SUMMER



### TAKING GCSE EXAMS

- Preparing for GCSE examinations

### EVENT

YEAR 11 LEAVERS BREAKFAST

### EVENTS

GCSE EXAMINATIONS  
YEAR 11 PROM

SIXTH FORM  
TUTOR CURRICULUM

# Ruzia

Student President



## **A Level Subjects**

Politics, English Language, Sociology

## **Academic enrichment**

EPQ

## **Future aspirations**

To study social sciences at university

## **My activities**

School magazine editor, teaching swimming

## **How do these activities benefit you?**

Editing and collaborating with other students to write the school magazine has taught me how to work in a team that amplifies diverse student voices across the entire school through creative, collaborative projects. Teaching swimming has strengthened my patience and empathy, helping children to overcome fear and build confidence. Both experiences have shaped my ability to support others, lead and grow through meaningful connection.

## **Responsibility, Leadership or Active Citizenship roles**

Student President, Wellbeing Ambassador, English Language Subject Champion, Youth Advisory Group Member of the Careers and Enterprise Company.

## **My 'one thing'**

People will forget what you did, people will forget what you said, but people will never forget how you made them feel.

“

**COLLABORATION  
AND EMPATHY  
HAVE SHAPED  
HOW I LEAD  
AND SUPPORT  
OTHERS**

## AUTUMN



### MY LEARNING

#### SUPPORTING TRANSITION TO A LEVEL STUDY

- Independent study, note taking, prioritising and organising
- Balancing working routines
- Wider reading and making use of feedback
- How to prioritise tasks and organise my time

### MY LEARNING



#### SUPPORTING TRANSITION TO A LEVEL STUDY

- Revision strategies
- Metacognition
- How to stay motivated and manage your wellbeing
- Religious Education

#### EVENT

LEARN TO LIVE ROAD SAFETY EVENT

## SPRING



### MY LIFE SKILLS

#### PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

- Considering healthy lifestyles and coping with stress
- Looking at definitions and the importance of consent
- Sexual health and contraception
- Alcohol and illegal drugs
- Preparation for 'scholarship Interviews'
- Online and digital safety

### MY FUTURE



#### ECONOMIC EDUCATION AND POST-18 OPTIONS

- How to manage my money - student loans
- Finance - online scams and budgeting
- Thinking about future careers
- Using Unifrog to prepare for my future
- Transferable skills and CV writing
- Career matching and labour market information
- Apprenticeships

#### EVENT

UCAS CONVENTION

## SUMMER



### MY FUTURE

#### POST-18 OPTIONS

- University study
- Making the most of a gap year
- Exploring parallel pathways
- Religious Education - British Values

### MY FUTURE



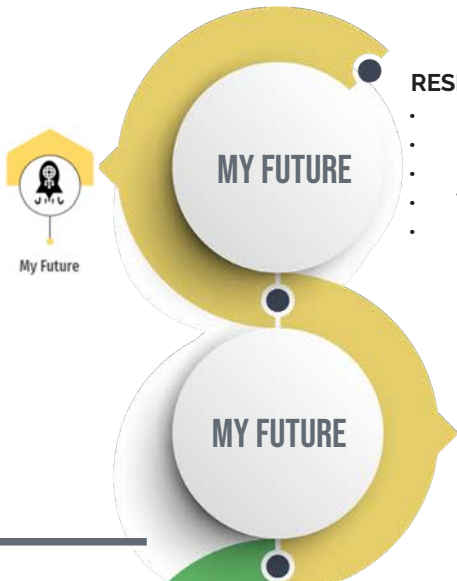
#### PREPARING FOR MY FUTURE

- Preparing for University - writing a personal statement and setting up UCAS.
- Preparing for a work experience placement
- Preparing for Year 13 studies

#### EVENTS

CAREERS FAIR  
MOCK EXAMINATIONS  
WORK EXPERIENCE

## AUTUMN



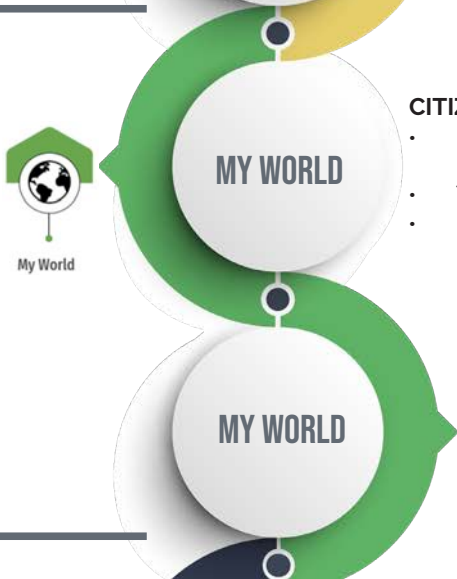
### RESEARCH, DECISIONS AND APPLICATIONS

- Exploring careers and post-18 pathways
- Using Unifrog to research appropriate courses & apprenticeships
- Reviewing and updating my CV
- Writing an application for university
- Engaging with guest speakers relating to careers

### RESEARCH, DECISIONS AND APPLICATIONS

- Using Unifrog to research appropriate courses & apprenticeships
- Refining my 'Plan B'
- Engaging with guest speakers relating to careers
- Preparing for my mock examinations

## SPRING



### CITIZENSHIP AND FINANCE

- Reviewing progress and attainment and mock exam lessons learned
- The UK political system
- Understanding the political beliefs of others

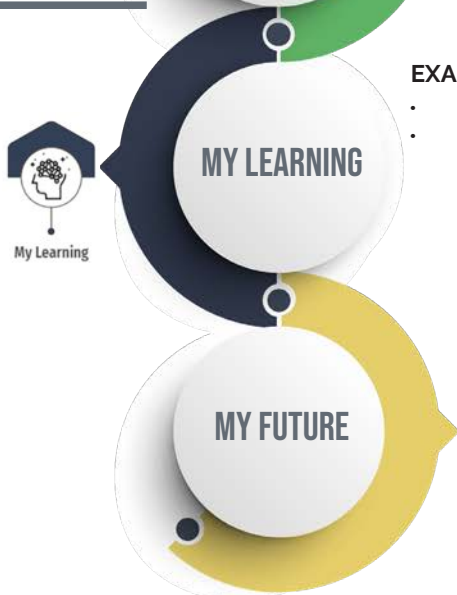
### EVENT

YEAR 13 MOCK EXAMINATIONS

### CITIZENSHIP AND FINANCE

- Developing awareness of how to campaign for change
- Developing an awareness of extremism
- Religious Education
- Engaging with guest speakers

## SUMMER



### EXAM PREPARATION

- Preparing for my A Level examinations
- Review of aspirations

### EVENT

YEAR 13 LEAVERS BREAKFAST

### EVENTS

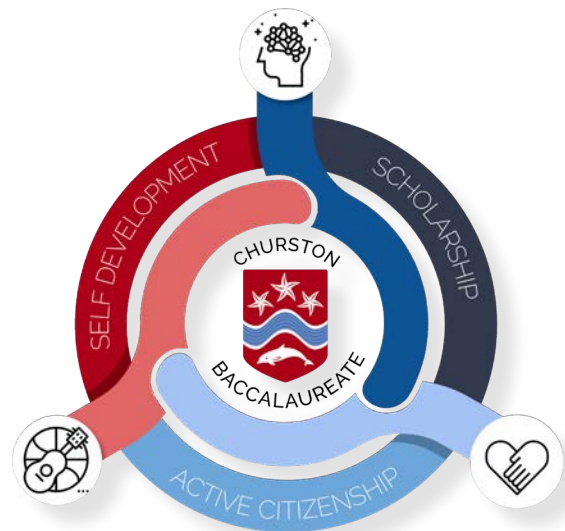
A-LEVEL EXAMINATIONS  
YEAR 13 PROM

# CHURSTON BACCALAUREATE

At Churston, we have a vibrant community that shares a common view that pastoral support, academic momentum within the classroom, and enrichment experiences go hand in hand towards developing and nurturing our students' progress, character, talents, and wellbeing. The sixth form curriculum at Churston provides an all-round educational experience that puts the individual at the centre. Our fundamental belief is that every student is unique, and our curriculum is designed so that students can pursue their talents and interests and excel in all aspects of their learning. Allowing students to develop individually and collectively through a range of experiences, whilst being stretched and challenged, helps them fully prepare for life beyond Churston.

It is the quality, breadth, and depth of our experiences - cultural, social, and physical - that help us to understand who we are and what we might become. Our sixth form curriculum has been carefully curated to drive not just well-being and academic achievement, but also to expand horizons, engender a sense of pride, belonging, and identity, and establish a strong foundation for lifelong mental and physical good health.

The sixth form Churston Baccalaureate is founded on the principle that by taking a holistic approach to every student's development, we provide a platform for their well-being and future success.



Based on this premise, we have established a sixth form curriculum that supports the scholarship and self-development journey of our students through wide-ranging opportunities and experiences both within and beyond the classroom. We recognise that the skills our students develop are complementary to their academic achievements and their future successes. Our ultimate goal is to foster student aspirations and self-efficacy through providing wide-ranging opportunities that nurture individual curiosity and talent.

At Churston, academic achievement is established as a positive outcome of a school curriculum with broader intentions, both in terms of student mindset and skill set. The three components of the Churston Baccalaureate, Scholarship, Self-Development, and Active Citizenship, align with our school principles and our school motto, 'learning to create a better world'. By providing a broad range of opportunities in each of these curriculum areas, our students can curate their own curriculum journey at Churston and carve their own path towards their future aspirations.

The components of the Churston Baccalaureate:



## SCHOLARSHIP

*"Through learning, we can create a better world; academic high performance is the result of aspiration, curiosity and taking personal responsibility."*

### 3 A levels

With 26 subjects to study at A Level, there is a lot to choose from.

### Academic curriculum option

Alongside three A-levels, our students study a fourth academic curriculum option, choosing from the Extended Project Qualification (EPQ), Core Maths, AS Further Maths or a fourth A-level of their choice.

### Reading

By choosing to read texts that fascinate and challenge as well as guide our students in the pursuit of scholarship, this gives them a strong foundation for their future studies and careers.



## SELF DEVELOPMENT

*"Through seizing opportunities and being positively self-reflective, we confidently learn, grow and thrive at school and beyond."*

### Enrichment electives

Students select their own electives which take place on a Wednesday afternoon, in the following areas:

- competitive school sport, guided non-competitive sport or fitness activities.
- other self development options, such as outdoor education, MOOCS, Model UN and debating.

### Careers Education & Work Experience

The Tutor Curriculum, careers education and year 12 work experience all support our students to develop as individuals and prepare for the challenges and opportunities that lie ahead.

### Co-curriculum

Clubs and societies, The Duke of Edinburgh's Award and residential trips.

Our overriding aim at Churston, is to ensure that the co-curriculum is a source of fun and enjoyment for our students, with wide ranging activities that give them the opportunity to unwind. Through the activities on offer students develop and demonstrate confidence, resilience, open mindedness, curiosity and effective communication. Our students discover their element through music, sports and drama and many other important and wide-ranging activities on offer in our co-curricular programme at Churston.



## ACTIVE CITIZENSHIP

*"We believe that the world will become a better place through the ideas, actions, advocacy and impact of Churston students today, and in the future."*

Sixth form students at Churston all contribute at least 10 hours of active citizenship, with many going on to contribute 30, 50 or even 100 hours in the Churston community and beyond. Students record their hours through the Vinspired platform which enables them to not only gain external accreditation for their volunteering but also continue to access volunteering opportunities up to the age of 30. By engaging with the active citizenship programme at Churston, our students build a dynamic and comprehensive skill profile in preparation for their post-18 pathways.



**“I MET INSPIRING PROFESSIONALS WHO REALLY CARED ABOUT PEOPLE, MOTIVATING ME TO WANT TO FURTHER PURSUE MEDICINE AS A CAREER”**

ADAM Y13

# ENRICHMENT CURRICULUM

Churston's enrichment curriculum provides students with wide-ranging pursuits and activities that interest, stimulate and complement their experiences within the classroom. All students at Churston are expected to be involved in the comprehensive programme, which is designed to enable students to try out new activities, find their passions and take on positions of leadership and responsibility.

All of our lower school students participate in at least one lunchtime club each week and also take part in enrichment days, careers events, and sports day each year. There are a diverse range of clubs and activities on offer for students at Churston, suitable for a wide range of interests. Students record their participation in the enrichment curriculum through Unifrog. Tutors use this platform to support the personal development of their tutees and help to prepare them for future pathways.

Our co-curricular programme provides real opportunities for students to take a lead, take responsibility for their activity, and positively build enthusiasm for their chosen pursuit.

All of our sixth form students contribute a minimum of 10 hours of active citizenship within the school.

Younger students are encouraged to help at events, run clubs, and take on leadership roles.

For more information about enrichment opportunities at Churston, [click here](#).



# EXPLORE.DREAM.DISCOVER



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ON OUR SOCIAL NETWORKS



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churston-ferrers-grammar-school

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Learning to create a better world

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