Year 8 Information Evening

Tuesday 22nd September 2026

THE JOHN FISHER SCHOOL

Who will you hear from?

Head of Year 8

Maths

English

Science

R.E.

Year 8 Team

8B	Miss Ross
8C	Ms Bryant
8K	Mr Pascoe (Mr Tan until HT – Mr Pascoe is ill)
8M	Mr Gillespie
8N	Mrs Johnstone
8T	Mrs Speight and Mr Rogers

KS3 Administrator: Mrs Maynard

Head of Year: Mr Tomlinson

Deputy Headteacher: Mrs Lovelock

Form Time

Monday: Year Assembly

Tuesday: Reading (Planner Check)

Wednesday: Morning Prayer

Thursday: Reading (Planner Check)

Friday: Celebrating Success (or Weekly Quiz)

Behaviour Expectations



✓Ready

✓Respectful

✓Responsible



As a student of The John Fisher School, I will:

✓ ***Be punctual, well prepared and ready to learn at all times.***
✓ ***Treat my peers and adults with respect at all times.***
✓ ***Will take responsibility, for my actions and my environment.***

Staff will use positive reminders as well as non-verbal reminders to help you maintain your focus.

Equipment Map

White Board
Planner
Reading Book













Year 8 Literacy Overview and Reading Expectations

- Year 8s **should always have a 'reading book'** of their choice and interest on the go. This could be a book from home or a book checked out from the LRC.





- Dedicated **lesson in the LRC** once a fortnight where a love of reading is fostered through independent reading time; they are held to account on logging what they have read/learnt in their **Reading Logs**.



Supporting reading at home



SCAN ME

The benefits of independent reading are numerous – please find a variety of materials available on our school website:

- **A parent guide to engaging your child in reading**
- **A selection of reading recommendations and book lists**

Wellbeing Support

Your first point of contact should always be the form tutor. They know your son best and will know who to contact to ensure the right support is put in place.

Your son should feel able to talk to any responsible adult they trust about anything. We tell them this and we ask that you do to.

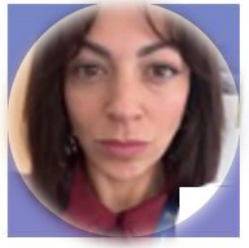
safeguarding@johnfisherschool.org



Mr D Mawer
Designated Safeguarding Lead
Assistant Head teacher



Miss Lala
Assistant Designated Safeguarding Lead
Safeguarding & Inclusion



Mrs Lovelock
Assistant Designated Safeguarding Lead
Deputy Head



Mr J. Dawkins
Assistant Designated Safeguarding Lead
Head of Year 7



Mr K. Tomlinson
Assistant Designated Safeguarding Lead
Head of Year 8



Mrs S.Sayers
Assistant Designated Safeguarding Lead
Head of Year 9



Mrs C. Butcher
Assistant Designated Safeguarding Lead
Head of Year 10



Mr R. Briggs
Assistant Designated Safeguarding Lead
Head of Year 11

Mental Health

- We are part of the Sutton schools Mental Health Cluster, sharing best practice.
- We have staff trained Mental Health First aiders (pink lanyards).
- Mental Health wellbeing practitioner on site two days a week.
- Range of intervention and support for students; last year these included sleep and anxiety, revision and managing exam stress
- Parental workshops throughout the year, advertised in the Headteacher's newsletter.
- Contact with any concerns on wellbeingsupport@johnfishersupport.org
- Inclusion officer is Ms Lala

Key Dates for Year 8

- Interim monitoring: End of Autumn Term
- Interim monitoring: End of Spring Term
- Parent/Teacher Evening: 13th May 2027
- Interim Monitoring: End of Summer Term

Streaming

Your son will sit assessments in all his subjects.

In English, Maths, Science, History, Geography, RE and ICT there is a streamed set. The way this is calculated is as follows:

All the assessments in the above subjects are taken and the lowest score is removed.

An average of that score is then calculated.

The score is then ranked (1-90 as there are two sides to the year X and Y)

The top 30 scoring students are in the streamed sets and the others are distributed between the remaining 2 sets. There are no 'bottom' sets.

Uniform

School shoes

- No trainers; should be able to polish







Coats

Should be plain black or navy, waterproof and with no pattern, logo, or writing. Coats should not be worn without the JFS blazer. Fleeces, tracksuit tops, hooded sweatshirts and sports tops (even if they are JFS branded) are not permitted.

The John Fisher School (JFS) uniform consists of:

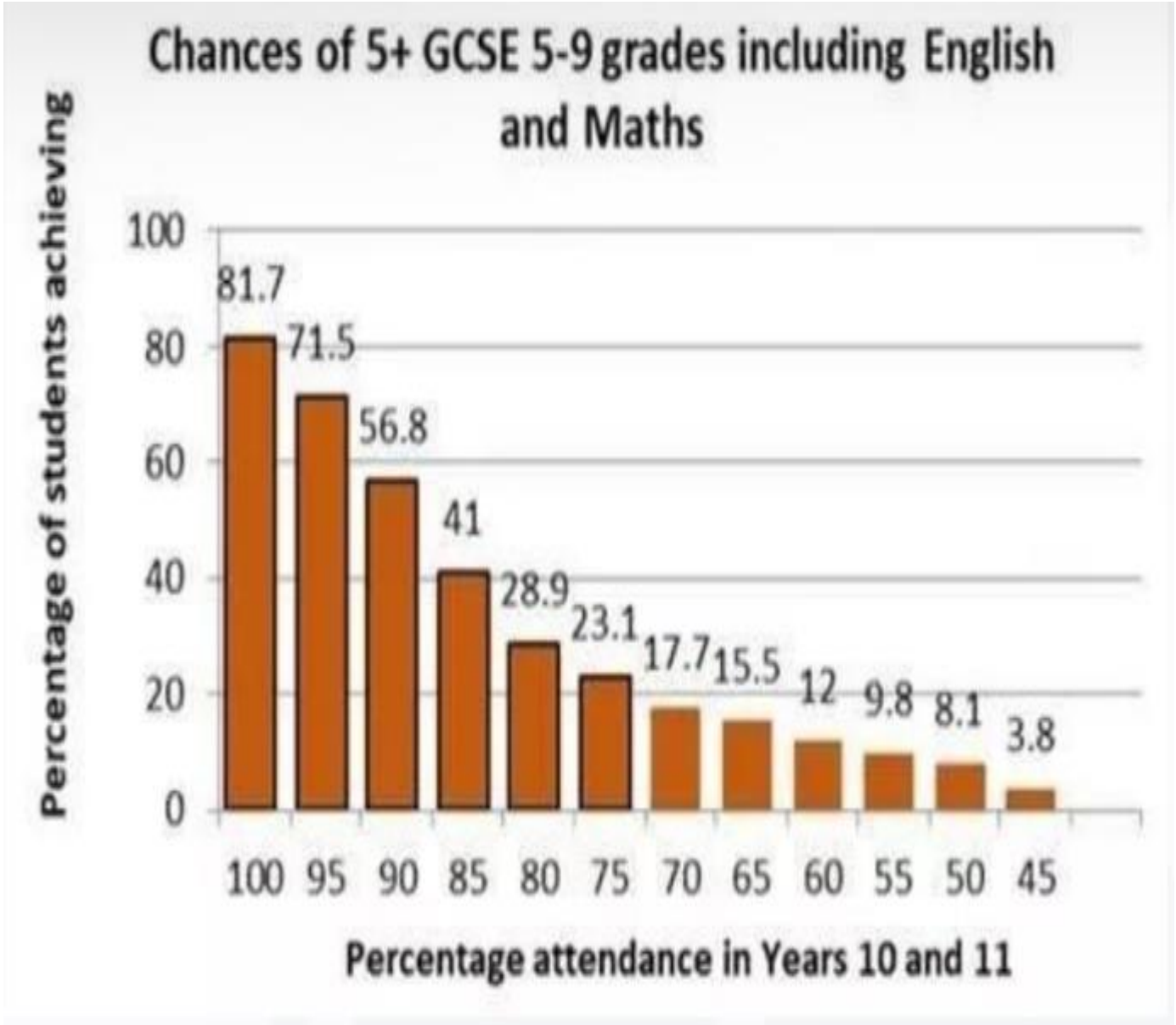
- JFS blazer with badge (must be worn every day)
- Black / dark grey trousers (no Jeans or tracksuits)
- Year 9 – grey shirt
- Year 7-11 House tie
- JFS grey V-necked pullover (optional)
- Dark socks

School Attendance – The law

- The law entitles every child of compulsory age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent/carer to make sure their child receives that education by attendance at a school.
- Parents/carers have an additional legal duty to ensure their child attends school regularly. This mean their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend.

Impact of absences

Attendance	Effect on Results (per GCSE or equivalent)
96 – 100%	+1.4
92 – 95.9%	-0.7
90 – 91.9%	-1.5
85 – 89.9%	-1.9
80 – 84.9%	-2.7
0 – 79.9%	-3.3



How can parent/carers support their child's attendance?

- ❑ Proactive engagement and support of all parent/carers
- ❑ Talk/communicate with your child to determine barriers to attending school
- ❑ Consistent message to your child re: daily attendance and punctuality to school
- ❑ Triangulation of message between the school, child and parent/carer
- ❑ Regular communication with KS Administrators (Mrs Maynard) and Form Tutors
- ❑ Inform the school immediately if your child is absent from school. Any absence not communicated on each day of absence will be classed as unauthorised
- ❑ Provide appropriate medical evidence, where possible
- ❑ Ask the school for further support/ intervention if needed

Behaviour and Attendance Thresholds

Behaviour Points – daily and weekly	Sanctions
2 Demerits in a day	20 minute centralised detention
3 Demerits in a day	40 minute Centralised detention
4 Demerits a day	1 hour Centralised detention
6+ a day	Removal from circulation – Internal suspension next day

How We Measure Behavioural Choices:

Level 1 (1BP)	Level 2 (2BP)	Level 3 (3BP)
Classwork	Loss of Learning	Subject Removal
Equipment /Organisation	Disrespect	Defiance
Uniform	Late to Class	Physical Contact
Missed Detention	Unkind	Truancy
	Failed report	Referral (Oncall)

Level 1 - Effecting your own learning

Level 2 - Effecting the learning and the wellbeing of others

Level 3 - Effecting staff or the ethos of the school

Behaviour Point Threshold

Behaviour Points Thresholds	
Stage 1 Form Tutor	**Actions and possible sanctions**
10 Behaviour Point	Form Tutor phone call
20 Behaviour Point Investigation	Form Tutor phone call and form tutor report (1 week)
30 Behaviour Point Investigation	Parental meeting with Form Tutor Form Tutor report (2 weeks) Form Tutor investigation follow up letter
Stage 2 Head of Year	**Actions and possible sanctions***
50 Behaviour Point Investigation	Parental meeting with DOL DOL report (2 weeks) Referral to Inclusion team for additional support DOL investigation follow up letter Refer for behaviour panel meeting

Examples of the Behaviour We Need Support With

- Loss of Learning 16/03/2026
- X kept bouncing his tennis ball on the desk and he did not follow instruction despite being warned several times.

- Loss of Learning 12/02/2026
- Constant low-level interruptions, off-task, distracting each other (and rest of class).

- Demerit 10/12/2025
- Students asked to pack away. Y ignored the instruction and was talking to his friends. Took an excessive time to pack away, demerit issued.

- Subject Removal 10/02/2026
- Moved away from others for disruption early on, still talking, trying to distract others. Making loud silly noises so subject removed.

Bromcom

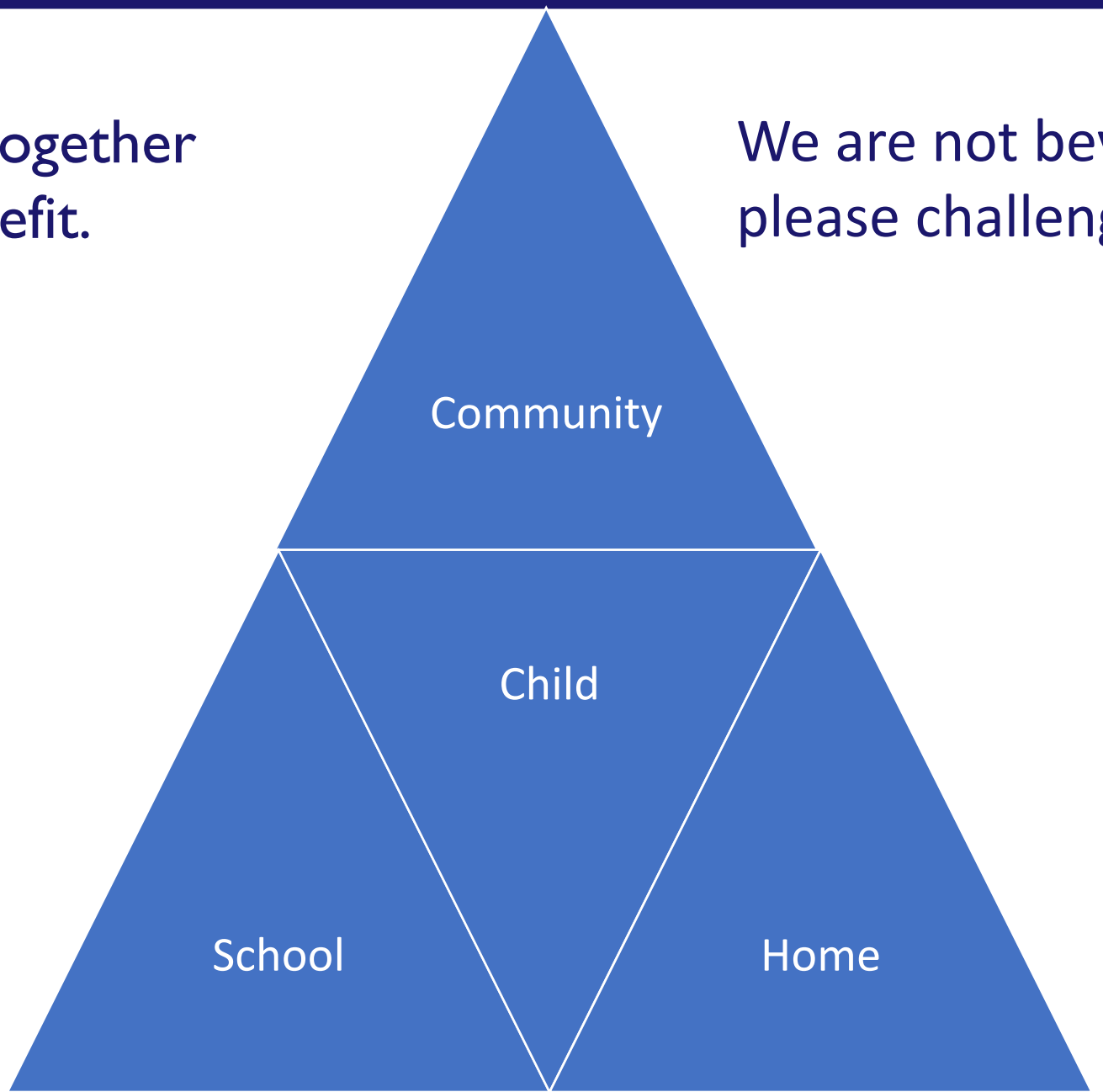
- By now you should have been sent the log in details for Bromcom. Please download and log in as soon as possible as this is where you can find all behaviour details.

- Students have been set up in ICT lessons – this will be continuing along with support from IT

- Any questions please see us at the end

Home school partnership

When we work together your son will benefit.



We are not beyond reproach but please challenge appropriately.

Rewards

- Golden Tie
- Tutee of the Week
- Kindness keyring
- Aspire Cup
- Cards
- Certificates (50, 75, 100, 150)
- Half term reward raffles
- Reward film in December and the Reward Trip

Core Subject Presentations

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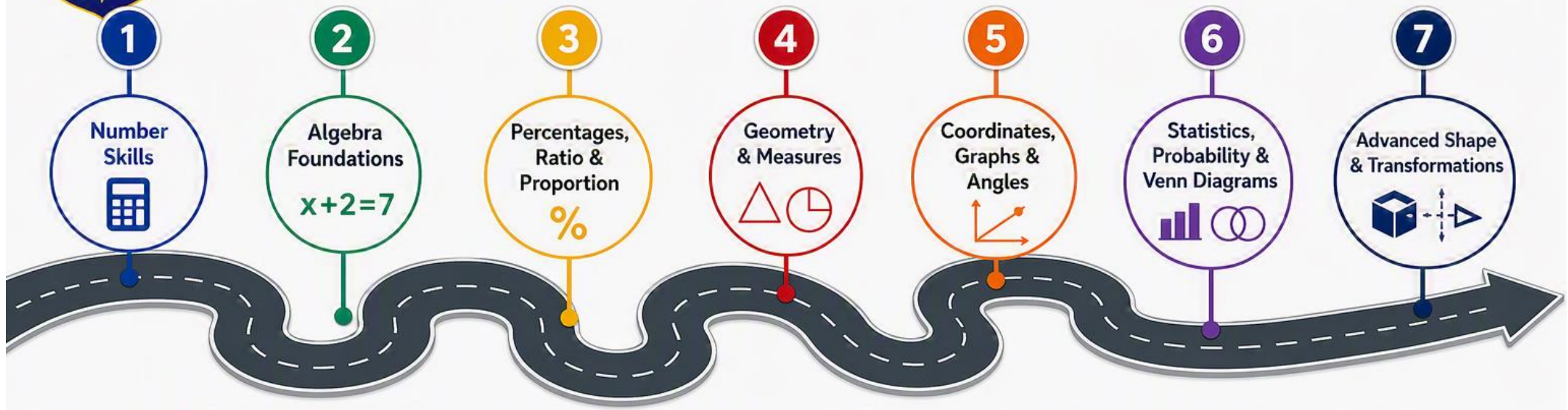
Maths Year 8

Focus: Formal process and written solution (logical methodology)

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YEAR 8 MATHS ROADMAP

Your journey through key maths topics in Year 8



AUTUMN 1

Number Skills

- 1.23 Significant Figures
- 10^n Standard Form
- ≈ Estimation
- ± Error Intervals
- x^n Indices

AUTUMN 1–2

Algebra Foundations

- = Equations
- < Inequalities
- 1,2,3... Sequences
- $(x+2)^2$ Double Brackets
- x+y Algebraic Manipulation

AUTUMN 2

Percentages, Ratio & Proportion

- % Percentage Change
- a:b Ratios
- ∝ Direct Proportion
- Scale
- £ Currency Conversion

SPRING 1

Geometry & Measures

- Area
- Circles
- Circumference
- m^2 Units
- Geometric Reasoning

SPRING 2

Coordinates, Graphs & Angles

- Midpoints
- Linear Graphs
- y=mx+c Equations of Lines
- Angle Facts
- Polygons

SUMMER 1

Statistics, Probability & Venn Diagrams

- Scatter Graphs
- Grouped Data
- $\bar{x}$ Averages
- Frequency Polygons
- Probability & Venn Diagrams

SUMMER 2

Advanced Shape & Transformations

- Surface Area
- Volume
- Transformations
- Constructions
- $\frac{a}{b}$ Algebraic Fractions
- $0.\dot{3}$ Recurring Decimals

★ Build mathematical fluency • Reason logically • Solve problems • Make connections • Prepare for Year 9 ★

Year 8 Overview

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MATHEMATICS DEPARTMENT

Year 8	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1. Rounding	2. Standard form	3. Indices		4. Solving equations	5. Sequences	6. Percentages		7. Inequalities	8. Brackets	9. Area	10. Circles
Spring	11. Coordinates and linear graohs		12. Handling data and statisitical diagrams				Ratio and proport		14. Algebraic fractions		15. Angles	
Summer	16. Recurring deicmals		17. Venn diagrams			18. 3D shapes	19. Transformations	20. Probability	21. Constructions			

Sparx Maths



- Set Wednesday
- Due the following Wednesday
- Copy out questions and show full workings (if they are racing through Sparx will give them more homework each week, aiming for 1 hour)
- Start homework early so they can ask their teacher for help.
- 100% completion

Assessments

Mini Quiz

- Informal short quiz
- At the end of a topic
- Completed in lesson
- Self assessed / Peer assessed
- WWW and EBI

Assessment

- Will be written in student planners (1 week before)
- Completed in lesson
- Teacher assessed
- QLA feedback with Sparx Codes to help progress student

Summer / EOY

- Same criteria as formal assessments
- Help to set them for Year 9

Key Assessment Dates

- Week beginning 30th November (In Class)
- Week beginning 19th April (Hall / Gym)
- Thursday 8th July (GL assessment)

Revision

- Sparx Maths
- https://www.mathsgenie.co.uk/
- https://corbettmaths.com/
- https://www.bbc.co.uk/bitesize/subjects/z38pycw
- https://www.mrbartonmaths.com/topics/

English

KS3 English – Year 8 Programme of Study

Miss E Johnstone
Key Stage 3 Co-ordinator for English

Mrs L. Crampton
Key Stage 4 Co-ordinator for English

Mrs S Ryder
Subject Leader for English

Our spiral curriculum is influenced by the strong comprehension focused curriculum in Key Stage 2, enabling students to utilise these skills in a more independent manner in Key Stage 3.

Year 8

Society's Expectations

'So whoever knows the right thing to do and fails to do it, for him it is a sin' James 4:17

KS3 English – Year 8 Programme of Study

Autumn Term

Novel Study – *Boy in the Striped Pyjamas* or *Once*

NF reading may include: personal accounts of the Holocaust, including Anne Frank, Corrie Ten Boom, Kindertransport, journey to Auschwitz, refugees
NF Writing – Leaflet about Kindertransport

Spring Term

Poetry – War
Poetry of World War One

NF reading – letters, diary entries and accounts of soldiers WWI and other periods

Shakespeare – *A Midsummer Night's Dream*
or **Romeo and Juliet**

NF reading: Life in Elizabethan England
NF writing – Diary entry - A Day in the Life of An Elizabethan Theatre-Goer

Summer Term

Detective Fiction
Sherlock Holmes mysteries

NF reading – Science articles linked to the novel

Bildungsroman novel-
Oliver Twist

NF reading – Life in Victorian England

Class Readers

One lesson a fortnight is a dedicated to our class reader, each class reader is chosen to compliment our scheme of work and demonstrate how wider reading can influence our understanding of texts and instil a 'thirst' for reading.

When deciding upon our class readers, we wanted to satisfy two primary aims: to reflect upon issues that our students may encounter and offer a safe space for discussion. We have therefore chosen texts that both engage and challenge students' perspectives of the world around them, but also texts that we as teachers love to teach which will instil that LOVE of reading!

	Year 7	Year 8	Year 9
HT1	Cool	The Secrets Act	Welcome to Nowhere
HT2			
HT3	Monster Calls	Crongton Knights	The Upper World
HT4			
HT5	The Boy in the Tower	A Kind of Spark	
HT6			

Why do we say read for 20 minutes a day?

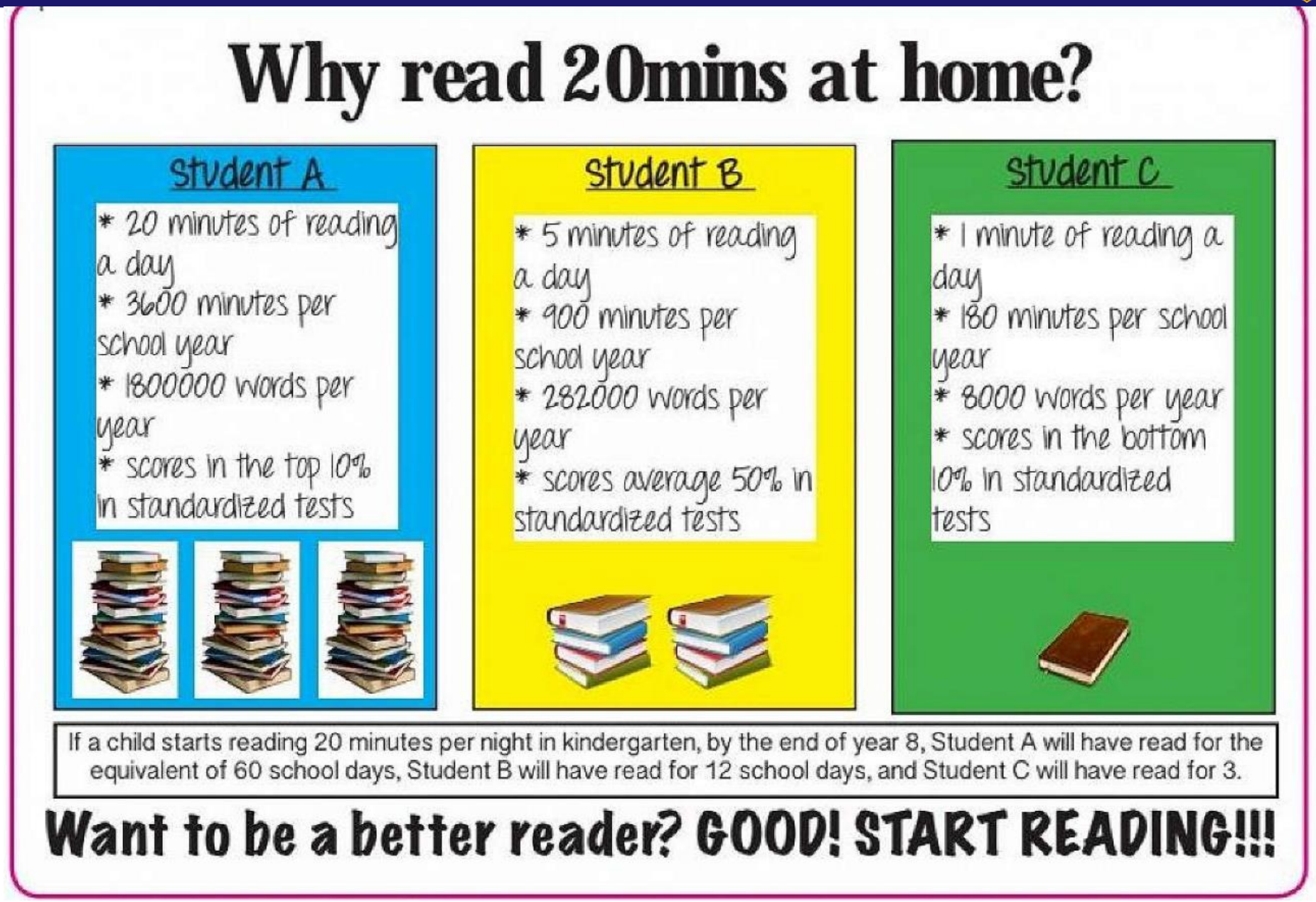
Reading improves student understanding and analytical skills, while also enriching their vocabulary.

Reading also is proven to reduce stress, anxiety, and the chances of suffering from insomnia. Just 6 minutes of reading can reduce stress by 68%.

Reading boosts empathy, mental health and wellbeing

Reading each day is workout, similar to cardio training, for your brain.

It is never too late to become a reader, and every minute reading helps.



What can I do to help my son?

Discuss with your son the history around topics to link ideas together through visits to museums, galleries and even local areas. For example – the Imperial War Museum is free and would underpin and make our war fiction this year both relevant and relatable.

We cannot underestimate the power of 'modelling' good practices…let your son see and hear you reading little and often.

Make time to sit down and eat together once a week, all electronic devices off and talk! It makes a huge difference to the verbal skills of students. Watching the news is a great way to discuss wider cultural issues which is knowledge that can be applied to curriculum.

Home learning

- Home learning ‘take away’ menus with differentiated tasks and expectations will be provided by each subject and shared with students early on in each term.
- As home learning ‘take away’ menus feature a range of differentiated tasks to be completed during the course of a term, which is in line with the ‘Assessment, Recording and Reporting’ policy.
- All homework will be given an Engagement and Ownership grade 1-5 (5 being outstanding) this is in line with their Age Related Expectations.

Example of Home Learning

Take Away 'Home Learning'

Term: .....HT1.....
Year group: .....8.....
Subject: .....English.....
Topic: .. Novel: 'BITSP' .....

The Peri-ometer 4 task menu shows the level of challenge of each task ranging from extra mild to extra hot. All tasks should be completed during the term.



Research Kindertransport. Plan and deliver a speech on this event to the class.	Imagine you are a newspaper reporter. Choose a key event from the novel and write a newspaper report.	Draw a map or image, or create a diorama of a scene from the novel egs 'Out-with', the view from Bruno's window etc
Create an Information Leaflet about the Polish Resistance Movement in WW2, including key dates and events	Create a 15 question quiz on the novel so far. You must write some questions beginning with 'how' and 'why'	Do you think the end of the novel is effective? Write a persuasive argument voicing your opinion.
Research and write down 5 facts about the Warsaw Ghetto in WW2.	Imagine you are Gretel. Write a letter to your parents, explaining concerns about Bruno, from one of the key moments in the novel.	Write a film Review of 'The Boy in the Striped Pyjamas'. Include the key differences between the novel and film. Which portrays the events more effectively?
Research and write down 5 facts about WW2.	Imagine you are Mother or Father. Write a diary entry about events and actions at the start of the novel	Design an advert for the book: this can be a poster, a radio script, a jingle or a leaflet

Assessments

Unit assessments will consist of:

- Knowledge Quizzes

Assessed on content covered over a couple of weeks / part of the Unit.

- End of Unit Assessments

Assessed on the content covered in the Unit. May include sections on spelling, key terminology, literary devices, and extended writing – creative or analytical

The assessments will provide opportunities for Dedicated Improvement and Reflection Time (DIRT time)

Students will achieve a mark, which will form part of the percentage they are reported on.

They will also be given feedback on what they did well areas to improve.

Assessments are kept in school by the teacher.

Science 2026-27

Teaching Staff

- Biology Specialists:
  - Ms Mozammel (SL for Biology)
  - Mr Bennett (Dept Head)
  - Mrs Thaker
  - Ms Bryant

- Chemistry Specialists:
  - Mrs Woolcock (SL for Science)
  - Mr Hall (SL for Chemistry)
  - Miss Green
  - Ms Bryant

- Physics Specialists:
  - Dr Ekanayake
  - Ms Bryant
  - Mr Hassan

Supporting Materials

- Our KS3 Curriculum is support by the Collins KS3 Schemes of work
- There are supporting materials on the Year 8 Science Google Classroom

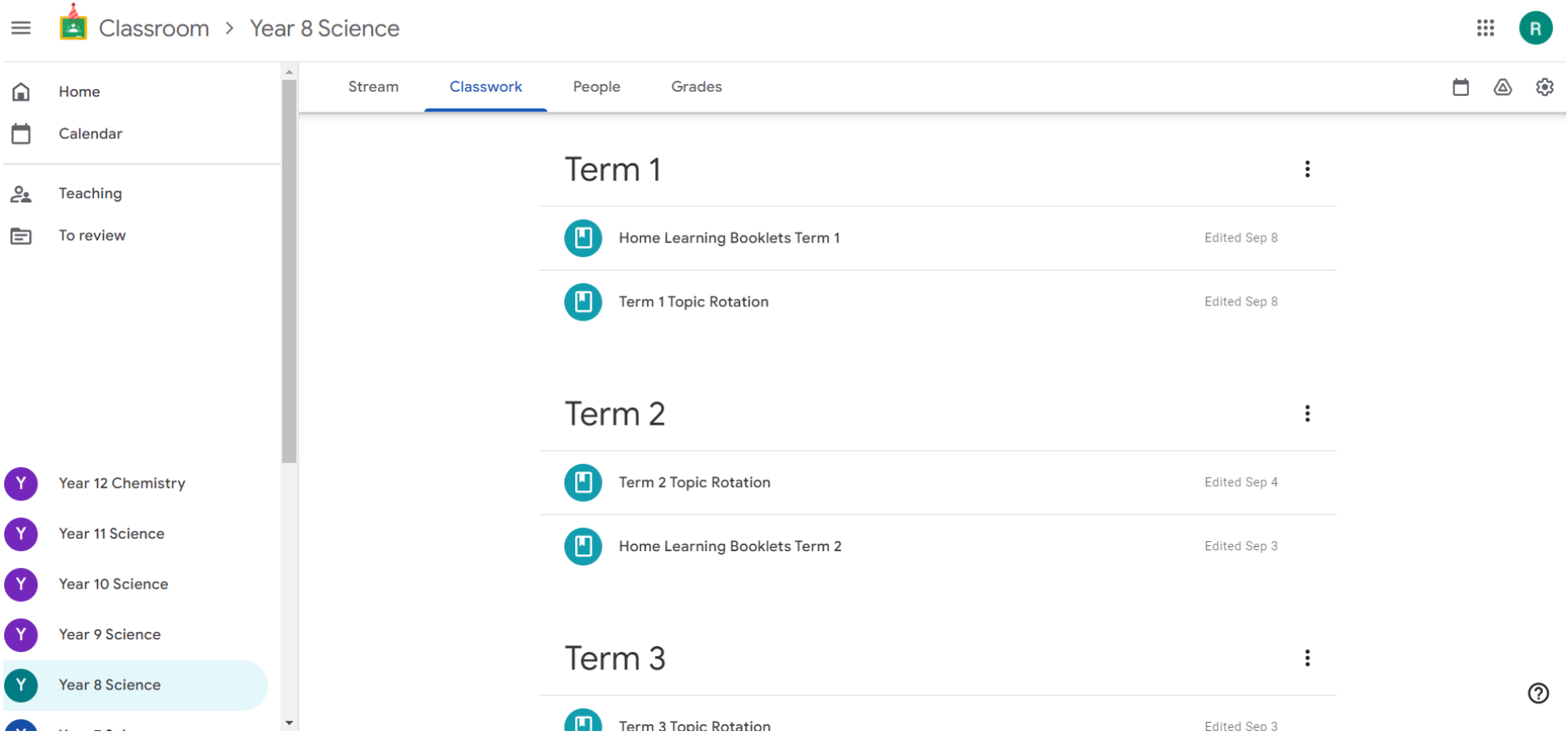






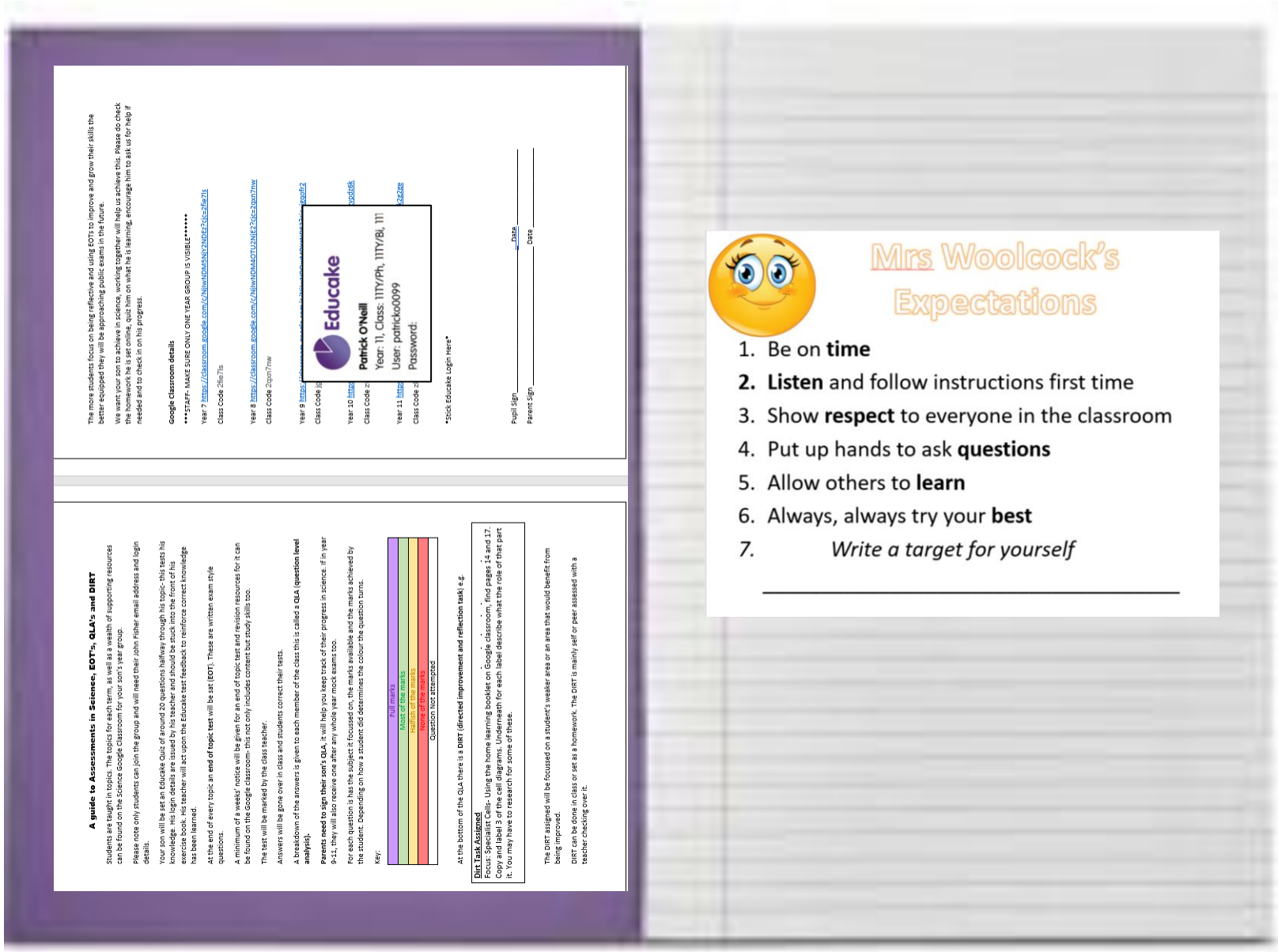
Google Classroom

- Class Code: 2qxn7nw
- An invite will be sent via an online platform
- Your son needs to join to access his home learning booklets



Educake

- Login details for Google Classroom and Educake can be found at the front of your son's exercise book.
- Years 7-9 will have a lesson with a laptop to ensure they can login.



Home learning Booklets

- Each Topic has a Home Learning Booklet
- Your son will be set homework from this
- They also contain revision tips, additional tasks to boost learning and understanding that can be self assessed.

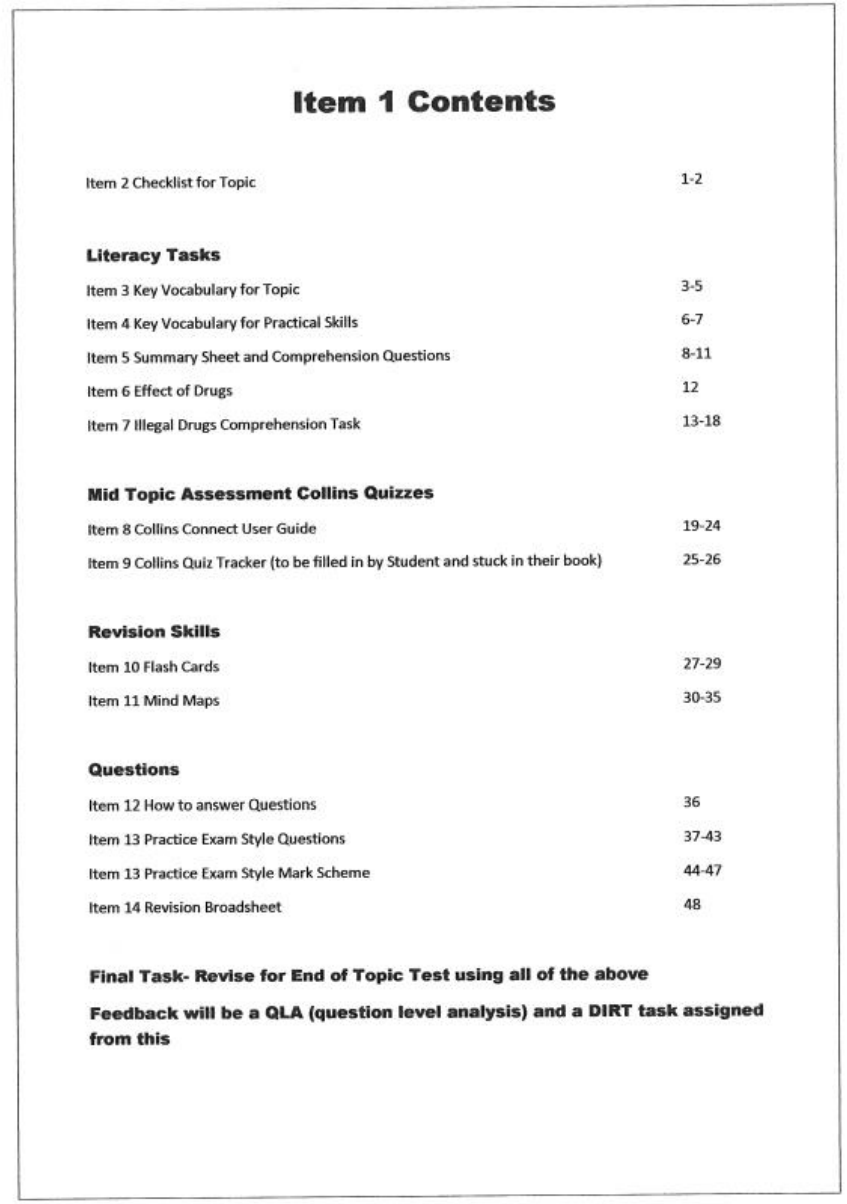


Our Health and the Effect of Drugs

Home Learning Booklet

Name:

Science Set:



Item 1 Contents

Item 2 Checklist for Topic 1-2

Literacy Tasks

Item 3 Key Vocabulary for Topic 3-5

Item 4 Key Vocabulary for Practical Skills 6-7

Item 5 Summary Sheet and Comprehension Questions 8-11

Item 6 Effect of Drugs 12

Item 7 Illegal Drugs Comprehension Task 13-18

Mid Topic Assessment Collins Quizzes

Item 8 Collins Connect User Guide 19-24

Item 9 Collins Quiz Tracker (to be filled in by Student and stuck in their book) 25-26

Revision Skills

Item 10 Flash Cards 27-29

Item 11 Mind Maps 30-35

Questions

Item 12 How to answer Questions 36

Item 13 Practice Exam Style Questions 37-43

Item 13 Practice Exam Style Mark Scheme 44-47

Item 14 Revision Broadsheet 48

Final Task- Revise for End of Topic Test using all of the above

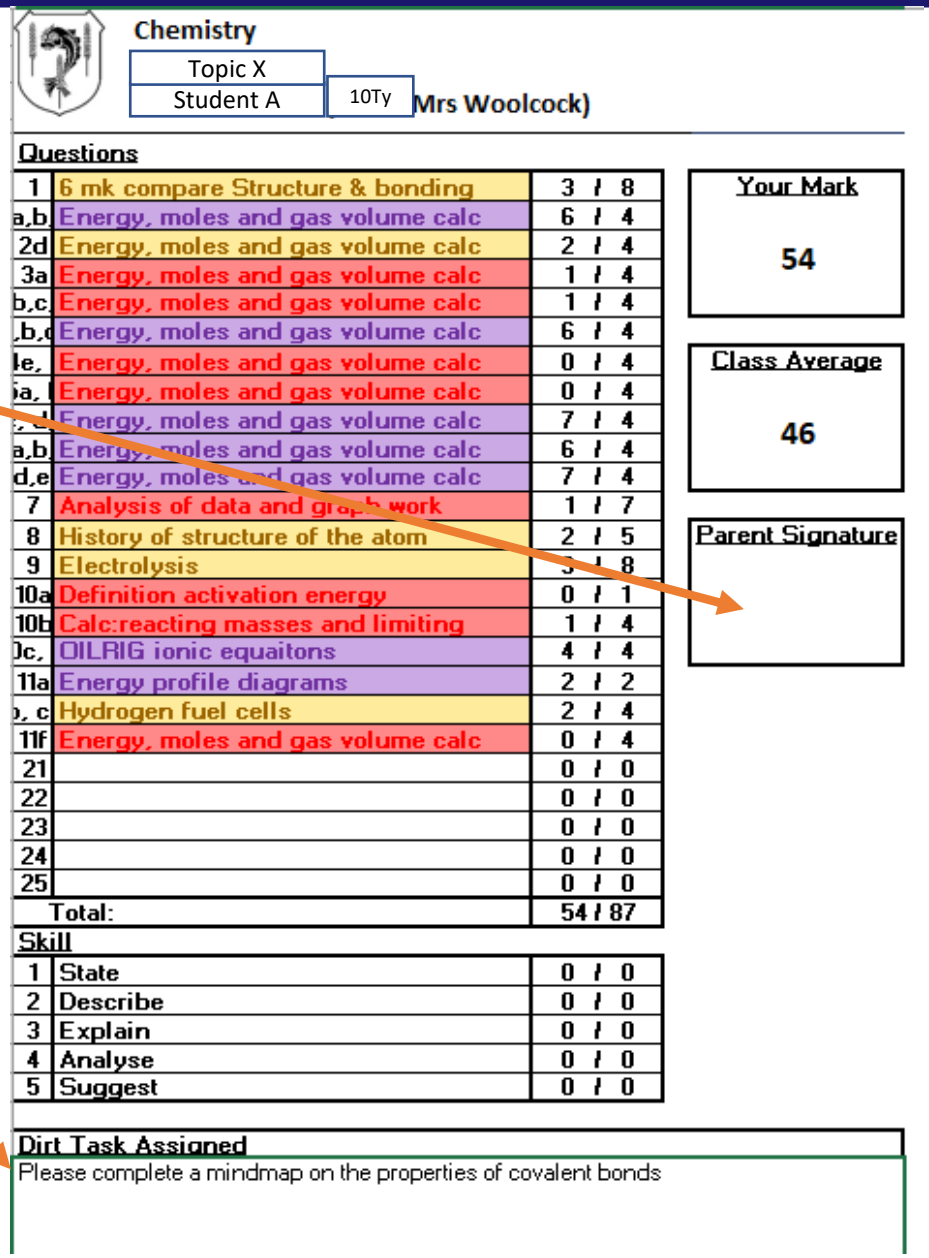
Feedback will be a QLA (question level analysis) and a DIRT task assigned from this

Assessment

- Topic checklist issued with specific information and knowledge for that particular topic
- Mid-point of a topic low stakes quiz on Educake are set and feedback made available to students.
- Assessments are marked by the teachers and personalised feedback and DIRT (directed improvement and reflection time) task produced.
- Topics covered in the assessments will be shared by teachers to their class and will be on google classroom

Assessment

- He will be given a feedback sheet that will be stuck at the back of the book and that we ask you to sign.
- He will also be given an improvement task to complete



Chemistry

Topic X

Student A | 10Ty | Mrs Woolcock)

Questions

1	6 mk compare Structure & bonding	3 / 8
a,b	Energy, moles and gas volume calc	6 / 4
2d	Energy, moles and gas volume calc	2 / 4
3a	Energy, moles and gas volume calc	1 / 4
b,c	Energy, moles and gas volume calc	1 / 4
,b,c	Energy, moles and gas volume calc	6 / 4
le,	Energy, moles and gas volume calc	0 / 4
ba,	Energy, moles and gas volume calc	0 / 4
	Energy, moles and gas volume calc	7 / 4
a,b	Energy, moles and gas volume calc	6 / 4
d,e	Energy, moles and gas volume calc	7 / 4
7	Analysis of data and graph work	1 / 7
8	History of structure of the atom	2 / 5
9	Electrolysis	3 / 8
10a	Definition activation energy	0 / 1
10b	Calc:reacting masses and limiting	1 / 4
)c,	OILRIG ionic equaitons	4 / 4
11a	Energy profile diagrams	2 / 2
), c	Hydrogen fuel cells	2 / 4
11f	Energy, moles and gas volume calc	0 / 4
21		0 / 0
22		0 / 0
23		0 / 0
24		0 / 0
25		0 / 0
Total:		54 / 87

Your Mark: 54

Class Average: 46

Parent Signature

Skill

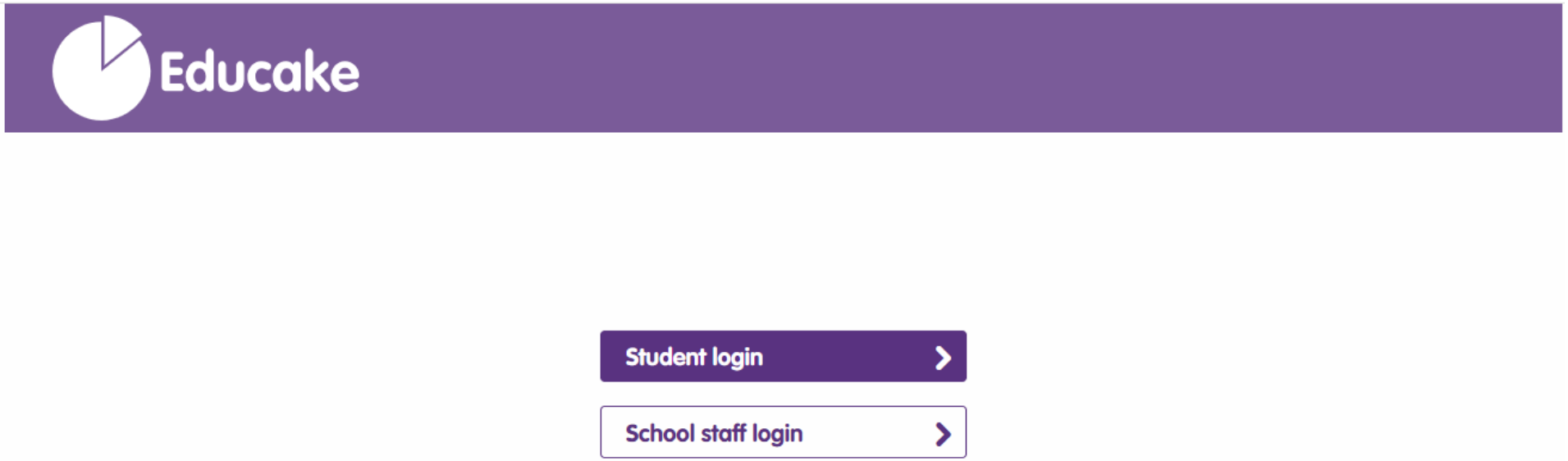
1	State	0 / 0
2	Describe	0 / 0
3	Explain	0 / 0
4	Analyse	0 / 0
5	Suggest	0 / 0

Dirt Task Assigned

Please complete a mindmap on the properties of covalent bonds

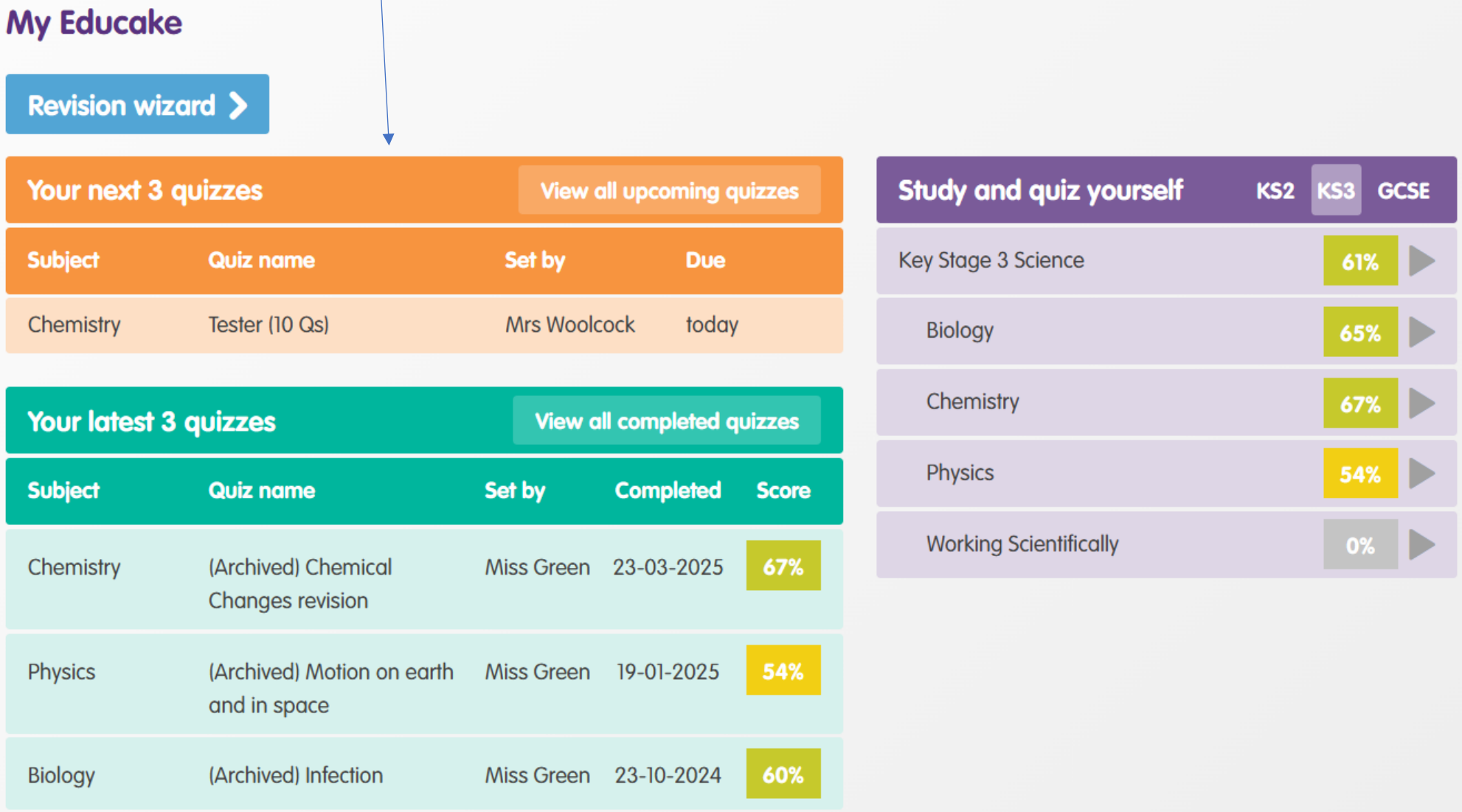
Educake: Our online low stakes Quizzes

- Google ‘Educake, select students then enter details (front of exercise book)

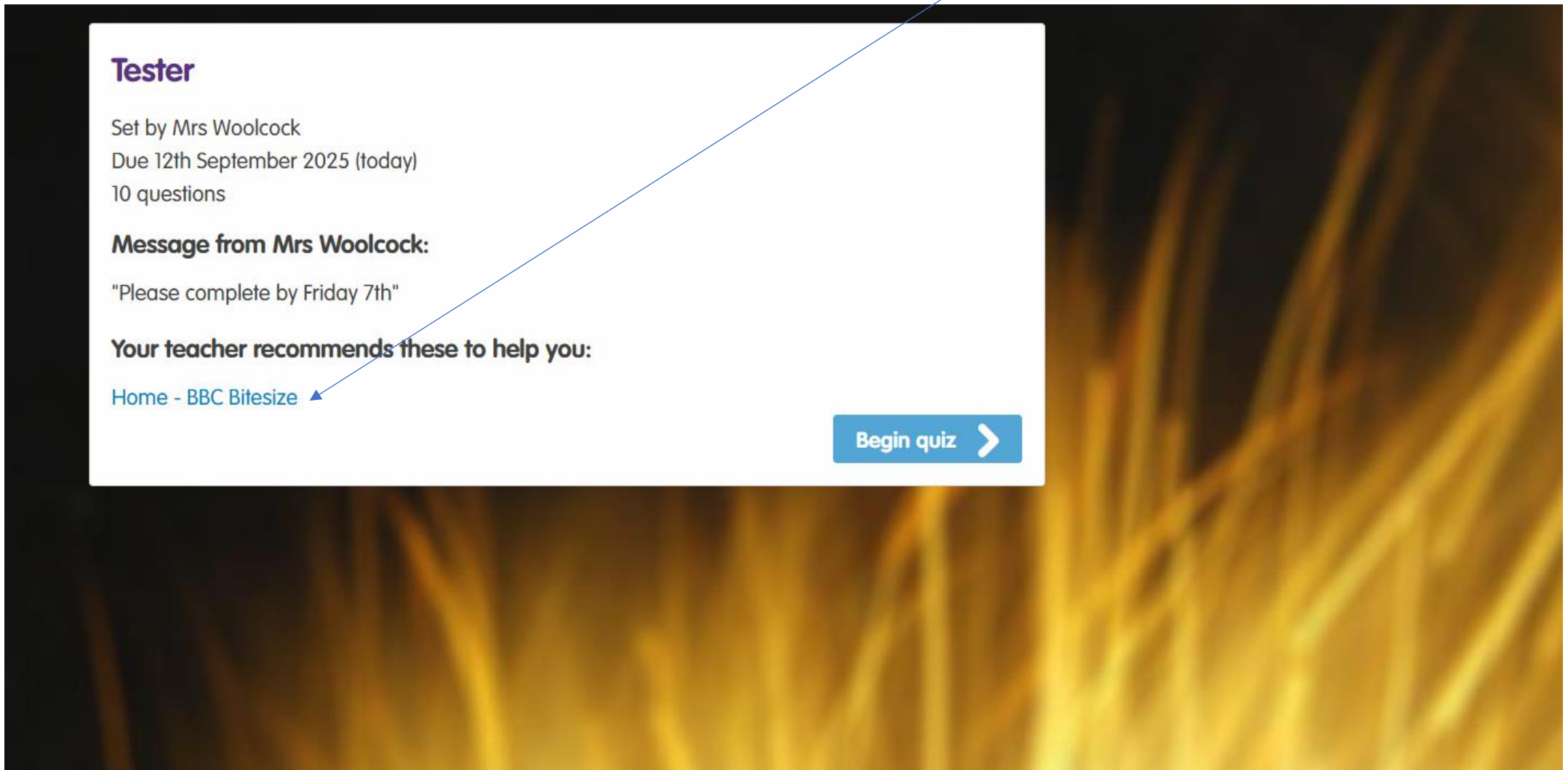


Educake

- Any set quizzes will come up



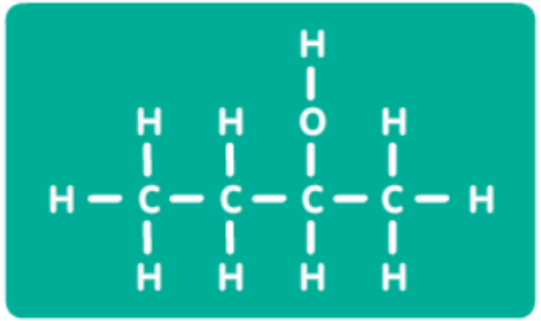
- There may be added information for your son to view



- Complete the quiz and repeat until a certain % is reached eg 95% correct

The diagram shows the displayed formula of a substance. How many different elements are there in this substance?

Enter your answer as a number

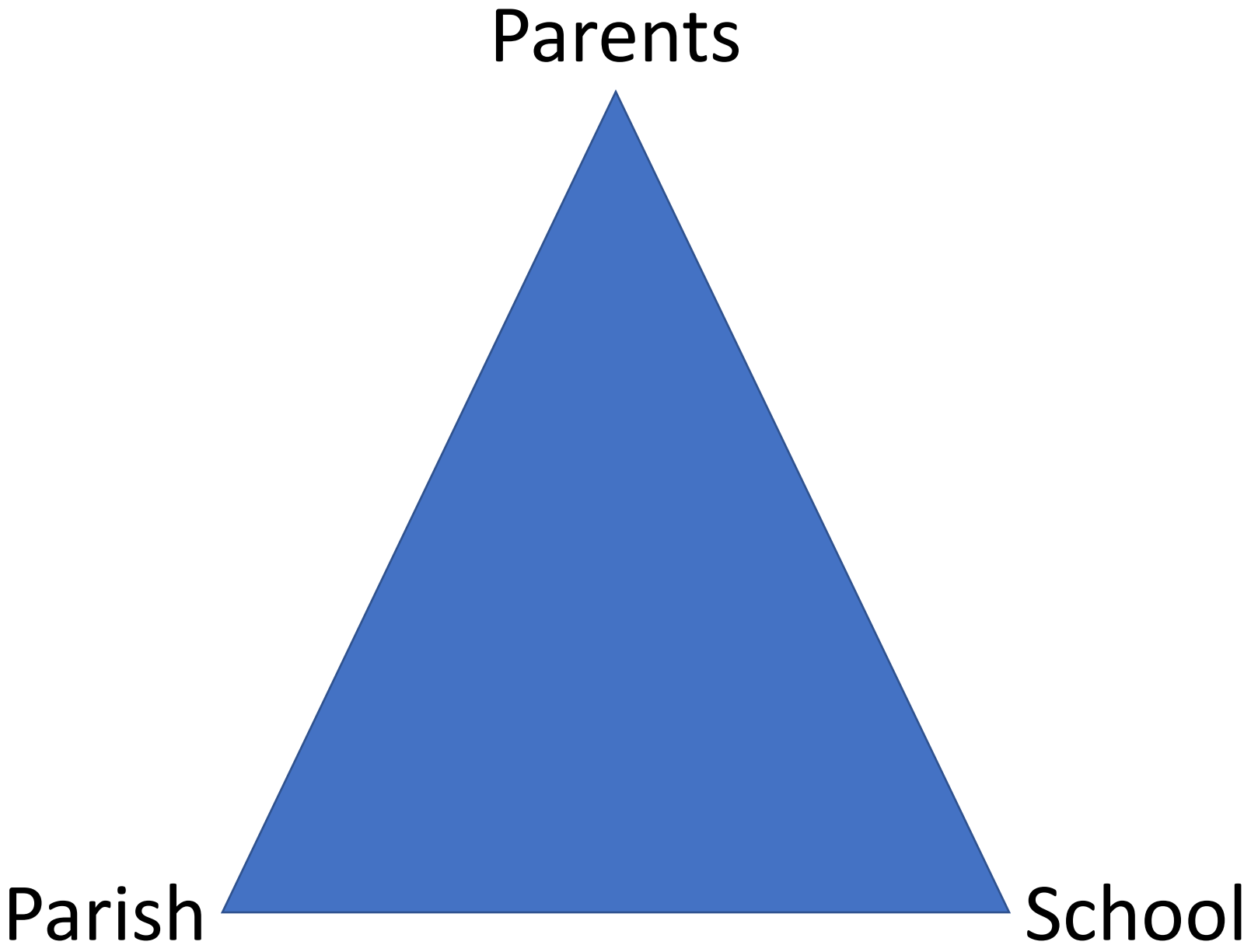


KS3 Science

- Revision Guides: I recommend CGP, they have a vast array of supporting materials www.worldofbooks.com have second hand versions which are cheaper!
- We are going to be sending letters to parents this term with details how to buy CGP revision resources through school.
- There is a guide on Google Classroom as to which chapters in the revision guide correspond to which chapters in our textbooks.
- Textbook pages are also on Google Classroom (scans)

Religious Education

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Parents
Parish
School

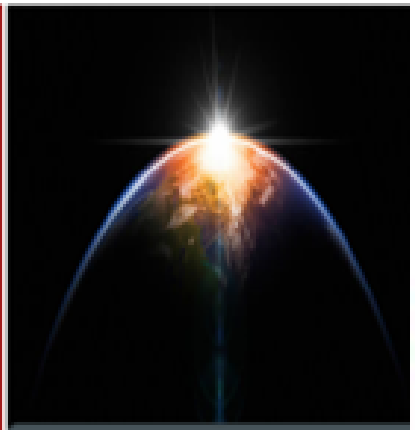
1	2	3	4	5	6
Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	Ends of the Earth	Dialogue and Encounter
Human call – perfection and sin Ways of living – relationship (Sinai), Baptism Love – others, virtue, marriage, civil disobedience	Old Testament prophets: Isaiah, Amos, Jeremiah Their relevance and links: John the Baptist, Jesus and Advent	What we're trying to achieve – Kingdom of God And how: marginalised, Mother Teresa, Lourdes and miracles	Challenges and opportunities to living – Lent, suffering, responses to evil, prayer	'Last things' – Heaven, Hell and Purgatory What is means to be saved Church's year – Ascension and Pentecost	Buddhism Key tenets of faith and links to Christianity and Catholicism E.g.: Truth, holy days, meditation

TITLE: In the beginning

WEDNESDAY, 08 JULY 2026

Review Questions

1. What is the first book in the Bible?
2. When was it written?
3. Who traditionally wrote it?
4. Where was it written
5. Why was it written?



How does God create in Genesis?

ENCOUNTER: GENESIS 1

What are the three realms God creates in the first three days?

What is the meaning of humans being created in God's image?

How might the idea that humans are created in God's image influence the way people treat themselves and others?

What does God want to do with his creation?



https://youtu.be/zfVN-7vY0KA?list=PLqnAPRJXPJvbWtJvyC27YE5ddCiuI5WYgf

UNDERSTAND: GENESIS 2

List 5 key differences between the creation accounts in Genesis 1 and Genesis 2.

Identify how God creates humans in Genesis 2. How does this differ from Genesis 1?

Extension: Explain how the two accounts might complement each other, rather than contradict. What might be the purpose of having two different creation stories?

Genesis 2:4-25

- In the day that the Lord God made the earth and the heavens, 5 when no plant of the field was yet in the
earth and no herb of the field had yet sprung up—for the Lord God had not caused it to rain upon the
earth, and there was no one to till the ground; 6 but a stream would rise from the earth, and water the
whole face of the ground— 7 then the Lord God formed man from the dust of the ground, and breathed
into his nostrils the breath of life; and the man became a living being. 8 And the Lord God planted a
garden in Eden, in the east; and there he put the man whom he had formed. 9 Out of the ground
the Lord God made to grow every tree that is pleasant to the sight and good for food, the tree of life
also in the midst of the garden, and the tree of the knowledge of good and evil.
- 10 A river flows out of Eden to water the garden, and from there it divides and becomes four
branches. 11 The name of the first is Pishon; it is the one that flows around the whole land of Havilah,
where there is gold; 12 and the gold of that land is good; bdellium and onyx stone are there. 13 The name
of the second river is Gihon; it is the one that flows around the whole land of Cush. 14 The name of the
third river is Tigris, which flows east of Assyria. And the fourth river is the Euphrates.
- 15 The Lord God took the man and put him in the garden of Eden to till it and keep it. 16 And
the Lord God commanded the man, "You may freely eat of every tree of the garden; 17 but of the tree of
the knowledge of good and evil you shall not eat, for in the day that you eat of it you shall die."
- 18 Then the Lord God said, "It is not good that the man should be alone; I will make him a helper as his
partner." 19 So out of the ground the Lord God formed every animal of the field and every bird of the
air, and brought them to the man to see what he would call them; and whatever the man called every
living creature, that was its name. 20 The man gave names to all cattle, and to the birds of the air, and to
every animal of the field; but for the man there was not found a helper as his partner. 21 So
the Lord God caused a deep sleep to fall upon the man, and he slept; then he took one of his ribs and
closed up its place with flesh. 22 And the rib that the Lord God had taken from the man he made into a
woman and brought her to the man. 23 Then the man said,
- "This at last is bone of my bones
and flesh of my flesh;
this one shall be called Woman,
for out of Man this one was taken."
- 24 Therefore a man leaves his father and his mother and clings to his wife, and they become one
flesh. 25 And the man and his wife were both naked, and were not ashamed.

APPLY: THINK, PAIR, SHARE

Think (1 minute): Individually, write down one way that being created in God's image might affect how we treat ourselves or others.

Pair (2 minutes): Share your idea with a partner. Discuss how this might look in real life.

Share (5 minutes): Some pairs will share their ideas with the class.



1	2	3	4	5	6
Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	Ends of the Earth	Dialogue and Encounter
4. Ten Commandmts	2. Prophets	3. Kingdom of God	1. Lent essay	1. Formal exam	
7. Civil Disobedience	5. Formal exam (revision one week before)	5. Miracles	4. Prayer and suffering Revision	4. Funerals *wb 10 May – Parents' evening*	5. GL core assessment

TITLE: Extended Writing

TUESDAY, 14 JULY 2026

Review Questions

What are the 12 Gifts of the Holy Spirit? What qualities should a Christian show in his or her life?

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.



What difference did Pentecost make to the life of the Church?

Extended writing: "The Holy Spirit is the most important influence on the Church." Discuss.

The Holy Spirit has been at work with the Father and the Son since the beginning and has done much to shape the Church and the world. Which aspects of the Spirit's work that you have studied do you think is the most important and what other ways can you contrast it to?

Mark: /10

9-10: An **excellent** level of detail. The response is clear and very detailed in its description. It also shows real reflection about times in which the Holy Spirit has shaped the Church and uses specific pieces of evidence.

7-8: A **good** are level of detail. The response shows shows a good level of knowledge about times the Holy Spirit has shaped the Church and what the influence of the Holy Spirit has been, with Scriptural references.

5-6: A **fair** attempt at a detailed account which describes ways in which the Holy Spirit can be seen in Scripture.

1-4: A **simple** description of some of the views of the Holy Spirit that point towards why each might be important.

Effort	Description
A	Excellent presentation and SPG.
B	Good presentation and SPG.
C	Mostly appropriate presentation and key words spelt correctly.
D	Limited attempt at neat presentation and SPG.

HOLY SPIRIT EXTENDED WRITING

"The Holy Spirit is the most important influence on the Church." Discuss.

Your answer must have

1. An introduction that states your point of view on the question
2. A paragraph for your view
3. A paragraph against your view
4. A conclusion

- Each paragraph should follow a PEEL structure
  - P- Point that regards directly to the question. It should not be an example or evidence
  - E- Evidence to support the point. It might be a case study or Biblical example
  - E- Explain why this evidence is relevant and how it links to the point
  - L- Link back to your view and show how you have answered the question

TITLE: Extended Writing

Tuesday, 29 September 2026

Review Questions

What are the Ten Commandments? Look in Exodus 20 if you need help:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.



Why did God give the Israelites the Ten Commandments?

Extended writing: "The Ten Commandments gives us more freedom." Discuss.

Consider carefully why God gave the Israelites (and us!) the Ten Commandments. What were his intentions? What does it say about how he wants humans to live? Are there ways in which humans can live better when they do and do not behave in certain ways?

Mark /10
9-10: An excellent level of detail. The essay is clear and very detailed in its description. It also shows real reflection about the ways in which the Ten Commandments do and do not give us more freedom.
7-8: A good eye level of detail. The essay shows shows a good level of knowledge about the ways in which the Ten Commandments do and do not give us more freedom.
5-6: A fair attempt at a detailed account which describes the ways in which the Ten Commandments do and do not give us more freedom.
1-4: A simple description of some of the ways in which the Ten Commandments do and do not give us more freedom.

Effort	Description
A	Excellent presentation and SPG.
B	Good presentation and SPG.
C	Mostly appropriate presentation and key words spelt correctly.
D	Limited attempt at neat presentation and SPG.

Ten commandments extended writing

"The Ten Commandments give us more freedom." Discuss.

- Your answer must have
  1. An introduction that states your point of view on the question
  2. A paragraph for your view
  3. A paragraph against your view
  4. Why the against is wrong
  5. A conclusion

- Each paragraph should follow a PEEL structure
  - **P- Point** that responds directly to the questions. It should not be an example or evidence
  - **E- Evidence** to support the point. It might be a case study or Biblical examples
  - **E- Explain** why this evidence is relevant and how it links to the point
  - **L- Link** back to your view and show how you have answered the question

“The 10 Commandments give us more freedom”

Some people agree because …	*Some people disagree because ..*

"The 10 Commandments give us more freedom"

Some people agree because …	*Some people disagree because ..*
All freedom comes with responsibility – the commandments help us live responsibly and we can freely choose to follow them The commandments help us see how God intended us to live – when we follow them we become the best people we can be and this is very freeing The commandments protect the vulnerable – I am not truly free if other people are oppressed	Following commandments automatically is not real freedom The 10 commandments do not seem relevant – they take away people's freedom for no real reason To be truly free we should be able to live however we like, without rules The commandments are a list of "Do nots". This is not freedom.

“The 10 Commandments give us more freedom”

<u>Your answer must have</u>

1. An introduction that states your point of view on the question *My view is …*
2. A paragraph for your view *The reason I believe this is …*
3. A paragraph against your view *Some people would disagree with me because …*
4. A rebuttal/counter to the ‘against’ paragraph *However, I think this view is wrong because …*
5. A conclusion *In conclusion the strongest view is … because …*

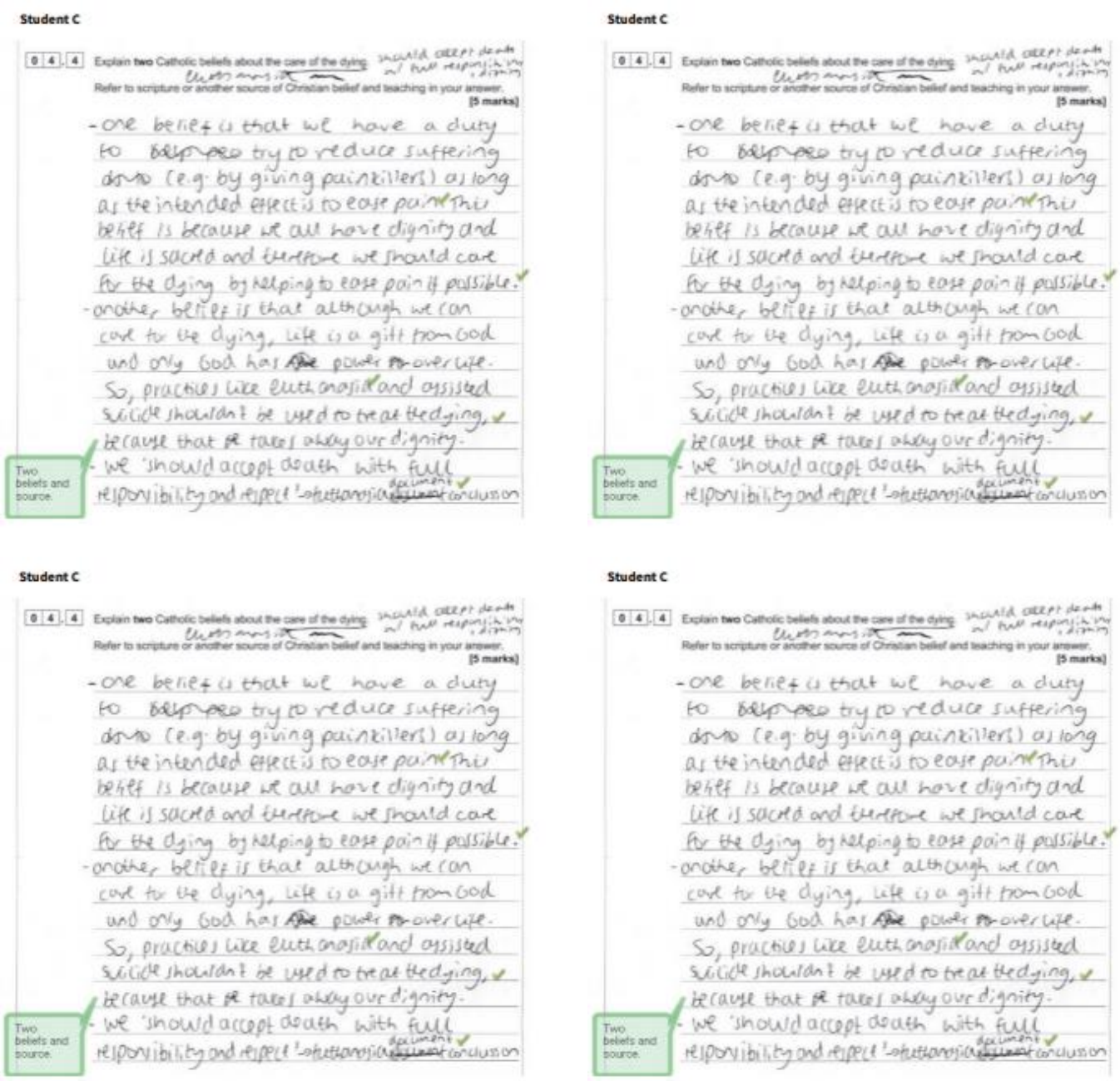
- Each paragraph should follow a PEEL structure

  P- Point that responds directly to the questions. It should not be an example or evidence

  E- Evidence to support the point. It might be an example from experience or Biblical examples

  E- Explain why this evidence is relevant and how it links to the point

  L- Link back to your view and show how you have answered the question



Student C

0 4 . 4 Explain **two** Catholic beliefs about the care of the dying. Refer to scripture or another source of Christian belief and teaching in your answer. **[5 marks]**

- one belief is that we have a duty to help/see try to reduce suffering done (e.g. by giving painkillers) as long as the intended effect is to ease pain. This belief is because we all have dignity and life is sacred and therefore we should care for the dying by helping to ease pain if possible.
- another belief is that although we can cure the dying, life is a gift from God and only God has the power over life. So, practices like euthanasia and assisted suicide shouldn't be used to treat the dying, because that takes away our dignity.
- we should accept death with full responsibility and respect [illegible] argument conclusion

Two beliefs and source.

Student C

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Two beliefs and source.

1.5 → 2 pages of A4

Thursday 25th September 2025 (CD: 26th September 2025)

R.E. Essay

The Beginning of Life and Imago Dei

The Bible begins with the story of creation, where God made the world and everything in it. In the Book of Genesis, it says that God created humans in His own image. This idea is called Imago Dei, which means "Image of God." It means that every person has a special connection to God because we reflect some of His qualities, like the ability to love, think, and choose. Being made in God's image gives every person value and shows that human life is important.

Equal Dignity and Personhood

Because everyone is made in God's image, all people have equal dignity. This means that no one is better or more important than anyone else. Every person is unique and has worth just because they are human. Personhood means that people have minds, feelings, and souls, making them different from animals or objects. This idea helps us understand why we should treat others with respect and kindness, no matter who they are or where they come from.

The Sanctity of Human Life

The Sanctity of Human life means that every human life is holy and must be respected from the moment of conception to natural death. The Bible teaches this in Genesis 1:27, which says it is

God cares for us even before we are born. The Catholic Church teaches that life must be protected at all stages. The Catechism of the Catholic Church (CCC 2270) says, "Human life must be respected and protected absolutely from the moment of conception." This is why the Church speaks against abortion, euthanasia, and anything that harms human life. Respecting life means treating all people - born or unborn, young or old, healthy or sick - with love, care and dignity.

Free Will and the Sacrament of Marriage

Free will is the ability to make choices for ourselves. God gave humans free will so we could choose to love Him and one another. In Deuteronomy 30:19 God says "I have set before you life and death, blessing and curse. Now choose life, so that you and your children may live." This shows that God wants us to make good choices and loving choices. In the Catholic Church, marriage is a holy sacrament where a man and a woman freely choose to love and support each other for life. The Catechism of the Catholic Church (CCC 1601) teaches that "the matrimonial covenant ... is ordered toward the good of the spouses and the procreation and education of offspring." This means that marriage is not just a personal relationship, but a sacred promise before God that helps us build families and society.

Catholic Social Teaching (CST) helps us understand how to live together justly and lovingly in society. One key principle is the dignity of the human person, which means everyone deserves respect. Another is the common good, meaning that society should be organised so people can thrive. Micah 6:8 says, "What does the Lord require of you? To act justly and to love mercy and walk humbly with your God." This reminds us to live with justice and love for others. [redacted] in

respecting the transcendent dignity of man." The communal dimension of moral life means we are responsible not just for ourselves, but for others - especially the poor, the vulnerable, and those locked up. We are called to love our neighbour and build a better world together.

[redacted]

This is absolutely superb. A wonderful focus on Scripture + Church teaching.

Now, focus on some of the challenges of living out these teachings, eg, CST. How, & get more

10A AP.

Marked student responses and commentary

Student F

0 3 . 5 'Mary, the mother of Jesus, is the greatest disciple.'

Evaluate this statement.

In your answer you should:
- give reasoned arguments to support this statement
- give reasoned arguments to support a different point of view
- refer to Christian teaching
- reach a justified conclusion.

[12 marks]
[SPaG 3 marks]

I agree with the statement.

In the Magnificat, Mary is shown as a perfect disciple. In this prayer, she is fully humble and praises God with great respect. For example, she says her 'soul magnifies the Lord' and that God is 'the Almighty One'. A disciple is someone who spreads the good news and follows the will of God. Mary demonstrates this perfectly in the Magnificat as she praises God by saying it is only through him, that she is able to accept this gift. I feel Mary is the greatest disciple as she inspires many catholics with her modesty and praise. Moreover, she preaches the message that God is good by being fully accepting and open to God. Mary is also seen as the perfect disciple because she is the mother of God. God chose Mary to 'conceive [Jesus] with the power of the Holy Spirit' because she best demonstrates humility. She is chosen as God knew she would be the greatest disciple, as shown in the Magnificat. Moreover, ~~Luke's account~~ I feel Mary has helped many Catholics through the Pilgrimage to Lourdes. After Mary was shown, Lourdes became a place for many catholics to focus on their prayer and seek ~~healing~~ healing. Mary spreads the good news by inspiring millions of catholics to go to Lourdes to renew their commitment to Jesus and seek to improve their relationship to God. I feel Mary is the greatest disciple because through her humility, openness to God, and ability to encourage Catholics to go on pilgrimage to learn more about God, she best helps Catholics to choose the path of God. So, the Magnificat and her role at Lourdes demonstrate how she is the greatest disciple as she fully accepts God and so encourages others to accept God too.

Other people would disagree with me. They would argue that Mary can't be the greatest disciple as the Magnificat can be seen as a controversial kingdom prayer. Because of calls to raise the 'lowly', ~~even~~ many governments think the Magnificat has a sense of revolution. Therefore, some people say this controversy prevents her being the best disciple as it implies revolution. Moreover, others might argue that St Peter is the best disciple. As he was 'the rock on which [Jesus]' built his Church', Peter's apostolic succession ~~makes him~~ could be believed to make him better than Mary. Moreover, combined ~~with~~ with the controversy of the Magnificat, people would argue this demonstrates how she isn't the best disciple, even if she is a good one. I disagree with them. Although the prayer can be controversial, many Popes, such as Pope Francis do believe in preferential ~~treatment~~ treatment of the poor and ~~would~~ would argue Mary's call to rise up the lowly is good as we humanity all deserve dignity since we are all 'one in Christ'. Therefore, although

5 · 5 Some governments find the Magnificat controversial, according to Catholic social teaching it demonstrates good moral teachings. Moreover, while Peter denied Jesus 3 times, Mary has always been open to God. Therefore, I feel Mary is the perfect disciple as and the greatest as she has never denied Jesus and calls for positive change. L4 To conclude, I agree with the statement.

A well-argued response, reasoned consideration of different points of view

Commentary

This student has achieved a Level 4 answer. A well-argued response, with reasoned consideration of different points of view. There are logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion are applied to the issue.

12 marks

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BUSINESS (BTEC) SINGLE

5
Business Studies

2025 BTEC Business Cohort Leavers:



Aim Higher with BTEC Business

Luke secured a Distinction grade in BTEC Business. He chose to study this subject alongside BTEC Sports and A-Level English. He is now reading Business Management at the University of Liverpool. This was his Firm choice which he secured through his grades. He also held offers from Leicester, Northumbria and Nottingham Trent, as well as declining an unconditional offer from Lancaster.



Y12

Unit 1 Exploring business
Unit 2 Developing a marketing campaign

Y13

Unit 3 Personal and business finance
Unit 8 Recruitment and selection

Course Structure:

Pearsons
Mandatory units 83%
External Assessment 58%

Transferable Skills

- Enhanced writing
- Teamwork
- Analytical Thinking
- Organisation

"Business is about people. It's about passion. It's about bold ideas, bold small ideas or bold large ideas"

Dame Anita Roddick

Linked Industries

- Civil Service
- Tourism
- Finance
- Business Management

Cultural awareness

Problem solving

Oracy

Decision making

Critical thinking

Effective argument

Journalism

Media

(Corporate) Law

Politics

Leadership

Civil/Diplomatic service

2025 UNIVERSITY DESTINATIONS

Students are well supported in determining the next stage of their academic or working life. A comprehensive programme of preparation to support UCAS applications, is undertaken. With guided research, conferences, personal statement workshops, personalised tutor support and subject guidance, students wishing to pursue higher education are well informed to make this important decision. Through using the support provided by the Sixth Form pastoral team our Sixth Form students feel confident in making these decisions.

Last Year year's Y13 Cohort saw:

- 98 students make a UCAS application *(88% of cohort)*
- 92 students secured a place at university for Sept 2025
- 61 students secured their Firm *[first]* offer
- 8 students secured their Insurance *[second]* offer
- 23 students secured a place through Clearing
- 25 students secured a place at one of the UK's top Russell Group universities



1 - 1.5 pages of A4 Year 7

1.5 - 2 pages of A4 Year 8

2 - 2.5 pages of A4 Year 9

3 - 3.5 pages of A4 Years 10-11

1. Go through the year with him

- know about the topics;
- look in his book – he'll bring it home after every lesson – what does his presentation and detail say about his commitment?;
- Be organised – doing homework on the night it's set allows time to get help, e.g.: if the work is due in a week;
- Check Bromcom for essays, revision resources and behaviour (good and bad) – does tech and printer work?;
- make the subject part of your regular conversation and life – e.g.: the news, radio in the car, theme in TV show…?

2. Get him reading – National Literacy Trust – excellent website!

- pick a book (or audiobook);
- read it as well;
- talk about it – it will improve his imagination, empathy, knowledge of the world, oracy and attainment. 'Readers are leaders'…

3. Reach out – email me – ma.smith@johnfisherschool.org

Class	Teacher	No. 4+		No. 7+		No. 3-	
		PPE2	Public	PPE2	Public	PPE2	Public
11Ea1	MDS	25	28	11	15	4	1
11Ea4	MDS	7	15	0	0	21	13
11Er1	MDS	5	7	0	0	14	12

ma.smith@johnfisherschool.org

SEND

Concerns and queries regarding students with SEN can be referred to Mrs Paul

j.paul@johnfisherschool.org

Thank you!

Further questions can be directed to johnfisherschool@johnfisherschool.org

THE JOHN FISHER SCHOOL