

Year 8 Information Evening

Monday 25th September



THE JOHN FISHER SCHOOL

*"Nurturing young Catholic gentlemen.
Aspiring for Academic, Cultural & Sporting Excellence."*

Who you will hear from



Mr R Briggs (Year 8 Director of Learning)

Mr J Evans (Assistant Head and Year 7 & 8 Link SLT)

Mrs Crampton (English)

Mr Souici (RSHE)

What remains



- Attitudes
- Relationships
- Commitment
- Values (ASPIRES)
- Parental engagement

Tutor team for year 11 2022 – 23



- Beckett – Mr O'Connor
- Bede – Mr Hall
- Challoner – Mrs Woolcock
- Newman – Miss Johnston
- More – Mrs Winkleman
- Teresa – Mrs Crampton

Extra Curricular



- Everyone who wants to be involved with rugby Thursday after school.
- Monday is games.
- Monday S and C (details to follow).
- Tuesday (selected players after school).

- On a games day you must wear your JFS Kit, no mufti into school. Make sure you still bring your books.
- Other extra curricular activities details to follow.

Uniform



- Blazer
- Black shoes
- Black trousers
- Dark socks
- Grey shirts

Healthy Living

Nutrition



THE JOHN FISHER SCHOOL



- Myth #1: "Vaping isn't Bad For You"
- Myth #2: "Vaping is Safer Than Smoking Cigarettes"
- Myth #3: "Vaping Will Help Me Quit Smoking"
- Myth #4: "Vaping isn't Addictive"
- Myth #5: "Vaping isn't Expensive"
- Myth #6: "Everyone is Vaping"
- Myth #7: "Vaping is Just Harmless Water Vapour"

Do you know what your vaping....



**DO YOU
KNOW
WHAT
YOU'RE
VAPING?**



Key Messages



- Vaping is not safer than smoking – no long term research
- Impact on numerous body functions – respiratory/heart
- Brain development
- Mental health and Anxiety
- Leads to smoking



You decide.....





Academic Success

v

Wellbeing?



Wellbeing

- Mental Health and Wellbeing First aiders (19 staff fully trained)
- Form Tutors
- DoL
- Mrs Highfield
- Student Office
- School Nurse

Home learning and mental health



- Check SMH/Edulink
- Discuss their work
- Communicate with school
- Create a work space
- Be definite about work patterns at home
- Communicate with school
- Understand that students learn in different ways
- Self esteem
- Diet
- Balance



The John Fisher School Social Media Policy for Parents/Carers



- The school recognises that many parents and other family members will have personal social networking accounts which they might use to discuss/share views about school issues with friends and acquaintances.
- However, it is not the way to raise concerns or complaints as the school will not respond to issues raised on a social networking site.
- If there are serious allegations being made/concerns being raised, social media or internet sites should not be used to name individuals and make abusive comments.
- Please contact the school to discuss any concerns you may have.



- Although social networking sites may appear to be the quickest and easiest way to express frustrations or concerns about the school and those associated with it, it is rarely appropriate to do so.
- Other channels such as a private and confidential discussion with school staff are much better suited to this.
- Social media is a brilliant tool when used correctly, but the inappropriate use of it can be devastating for all parties involved.

Key dates



- Parent teacher evening - 25th April 2024

Detentions



- Central detention – Monday and Wednesday
- SLT detention – Thursday
- Late to school detention – Friday

Attendance



School Attendance - The Law



- The law entitles **every child of compulsory school 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/carers** to make sure their child receives that education by attendance at a school.
- Parent/carers have **an additional legal duty to ensure their child attends that school regularly**. This means 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.



Persistent Absence [PA]



Below **94%** attendance – stage 1 letter

Below **90%** attendance – stage 2 letter and meeting with student and parents/carers led by the Form Tutor and Director Of Learning (DOL)

Below **87%** attendance – stage 3 letter requesting medical evidence and meeting with Inclusion co-ordinator and Assistant Headteacher (Mr Evans)

Below **85%** attendance – stage 4 letter and meeting with Mr Evans and the Senior Borough Attendance Officer at The London Borough of Sutton.

NB: Persistent absence will be closely monitored from 90% and any student whose attendance level falls below 85% will be subject to an action plan to support their return to full attendance and a possible fixed penalty notice issued to parent/carers.

Persistent Lateness to school



Morning registration will take place at the start of the school day at **8.45am**. The registers will remain open for 20 minutes. Any student arriving after this time will be marked as having an unauthorised absence. Where the absence at registration was for attending an early morning medical appointment, the appropriate authorised absence code will be entered.

Students arriving after the start of the school day, but before registers close, will be recorded as late. Any student who incurs:

- 2 late marks across a five day period will attend a 'late detention' on Friday for 1 hour between 3:30pm and 4:30pm.
- 3 late marks across a five day period will attend an 'SLT detention' on Thursday for 90 mins between 3:30pm and 5:00pm.
- 4 late marks across a five day period will attend a 'Saturday detention' on Saturday for 3 hours between 9:00am and 12:00pm.

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 KS3, Mrs Cody KS4, Mrs Cooney KS5) 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

Thank you!



THE JOHN FISHER SCHOOL



English



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

Miss E. Johnstone
Key Stage 3 Co-ordinator 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*

Assessment focus: DIRT style Quiz

Continue the novel

NF reading – personal accounts of the Holocaust, including Anne Frank, Corrie Ten Boom, Kindertransport, journey to Auschwitz eg Tattooist of Auschwitz, Paul Swain, refugees
NF Writing – Leaflet about Kindertransport
IM1 –

Assessment focus: End of Unit Assessment – spelling, grammar, writing

Spring Term

Poetry – World War I

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

IM2

**Assessment focus: ‘War is terrifying, etc.’
How far do you agree... essay**

**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

Assessment focus: End of Unit Assessment – spelling, grammar, writing

Summer Term

Detective Fiction

Assessment focus: Creative Writing using conventions

**Writing Through Reading:
Bildungsroman - *Oliver Twist***

NF reading – Life in Victorian England

Assessment focus: Creative Writing – Bildungsroman

Class Readers



One lesson a fortnight is 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!

	<u>Year 6</u>	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>
<u>HT1</u>		Cool	The Secrets Act	Welcome to Nowhere
<u>HT2</u>				
<u>HT3</u>		Monster Calls	Cronaton Knights	The Upper World
<u>HT4</u>				
<u>HT5</u>		The Boy in the Tower	A Kind of Spark	
<u>HT6</u>	Kick			

Why is reading so important?



Academically

- Reading for pleasure is more important for children's cognitive development than their parents' level of education. (Dr Alice Sullivan and Matt Brown, IOE, 2013)
- Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment. (Clark 2011; Clark and Douglas 2011).

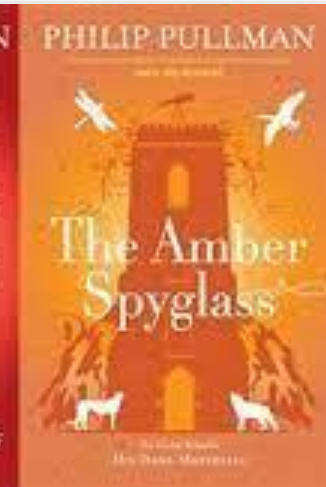
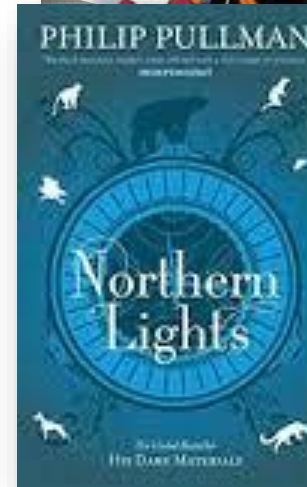
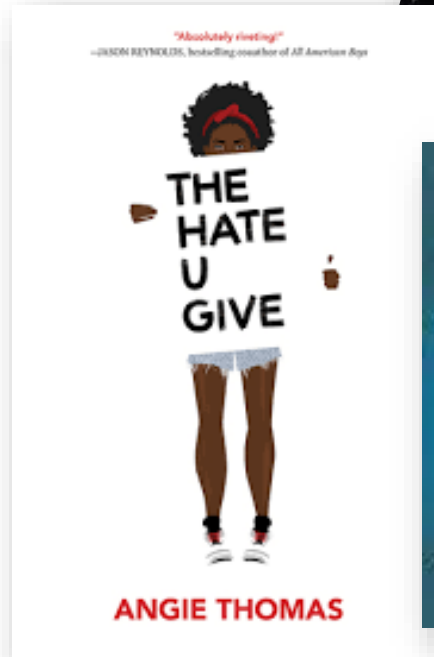
Socially

- Evidence suggests that reading for pleasure is an activity that has emotional and social consequences as it crucially provides you with the vocabulary to verbalise their complex feelings. (Clark and Rumbold, 2006).

Most Popular Books in Year 7 and 8 last year...



- Demon Slayer (Manga)
- *His Dark Materials* trilogy by Phillip Pullman
- *Show Us Who You Are* by Elle McNicoll
- *The Hate U Give* by Angie Thomas
- *The Island* by C. L. Taylor
- *My Hero Academia* (Manga)



What is the 'literacy diet' for your son? How do we help?



- Year 7/8 have a dedicated lesson in the LRC once a fortnight where a love of reading is fostered through unstructured reading time and writing workshops.
- All Year 8s have a **Form Time Literacy Programme** looking at specifically chosen non-fiction and fiction extracts.
- **Paired reading programme** with Year 10s and 12s to assist reluctant readers – based on teacher feedback and NGRT results from Year 7.
- **Reciprocal reading programme** with struggling readers and a member of our literacy team – based on NGRT results from Year 7.
- English 'class readers'
- **DEAR** (Drop Everything and Read) – one per half term
- SEN students receive targeted interventions from the SEN department based on specific need.



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.



- 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



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



Take Away 'Home Learning'



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 e.g. '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

Maths Year 8

Focus: Formal process and written solution (logical methodology)



THE JOHN FISHER SCHOOL

Year 8 Overview



THE JOHN FISHER SCHOOL 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	Establishing good practice						Developing understanding					
	1. Estimation and rounding		2. Sequences			3. Graphical representations of linear relationships			4. Solving linear equations			
Spring	Developing fluency						Application of knowledge					
	5. Understanding multiplicative relationships: percentages and proportionality				6. Statistical representations and measures			7. Statistical analysis				
Summer	Developing geometry						Constructing in 2 dimensions					
	8. Perimeter, area and volume				9. Geometrical properties: polygons			10. Constructions and EoY examination				



Homework Set	Topics	Homework Due
06 September	First Week N/A	13 September
13 September	Three introduction steps	20 September
20 September	Rounding; integers, decimals, significant figures	27 September
27 September	Estimating and error intervals	04 October
04 October	Sequences; term to term and position to term	11 October
11 October	Sequences position to term	18 October
18 October	Special sequences	01 November
25 October	Half Term	
01 November	Coordinates	08 November
08 November	Straight line graphs	15 November
15 November	Algebraic notation and terminology	22 November
22 November	Function machines and one step equations	29 November
29 November	Constructing equations and solving two step equations	06 December
06 December	Solving equations	13 December
13 December	Brackets; expanding, simplifying and solving	20 December
20 December	Christmas Holidays	

Homework



- All set Wednesday, due the following Wednesday.
- 100% completion.
- Parents will be emailed each week if the homework is done or not.

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 published on SMHW with topic list
- 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

A stylized, dark blue fish logo is positioned on the left side of the image. The fish is facing left and has a circular eye with a spiral pattern. Its body is composed of several vertical, segmented shapes that resemble scales or fins. The background is a solid dark blue color.

Science

Teaching Staff: Fully staffed with Qualified Science Teachers



- **Biology Specialists:**

- Ms Mozammel (SL for Biology)
- Mrs Hatwal
- Mr Souici
- Mrs Thaker
- Ms Bryant

- **Chemistry Specialists:**

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

- **Physics Specialists:**

- Mr Harwood (SL for Physics)
- Dr Ekanayake
- Ms Bryant
- Mr Hassan

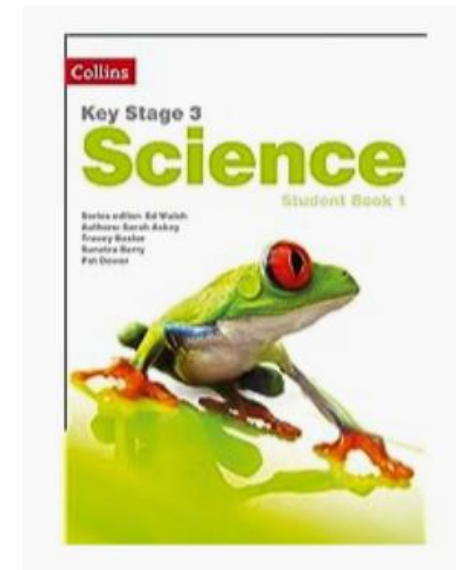
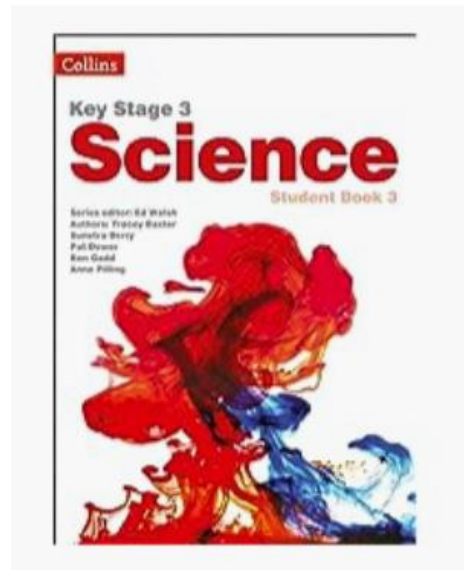
Classes: Mixed ability Classes



Year 8		
(x) are number of lessons per fortnight		
Ms Mozammel (4)	Miss Green (3)	Ax
Mr Hassan (5)	Mr Souici (2)	Sx
Mrs Hatwal (4)	Mrs Thaker (3)	Px
Mr Hall (4)	Mrs Hatwal (3)	Iy
Ms Bryant (4)	Mr Hassan (3)	Ry
Mr Hassan (4)	Miss Green (3)	Ey
Ms Bryant		Catherine



- Our KS3 Curriculum is supported by the Collins KS3 Schemes of work
- Your son can access these textbooks online via Collins Connect (like last year)



No Password is Needed to Access Collins Connect



Collins Connect



Find your School

Start typing your school name or postcode and select to go to your login page.

School

Submit



School name: The John Fisher School - CR8 3YP(CR8 3YP) : [Not your school?](#)

Date of birth

Day



Month



First letter of surname

A-Z



Year group

Select Year



Login

Topics are taught on a Rotation each Term to avoid over booking practical Equipment



Term 1: Book 2 and 3			
	1st	2nd	3rd
Ax	BOOK 3 Chapter 2 Our Health and The effects of Drugs	Chapter 3- Explaining Physical Changes	Chapter 6 Exploring Magnetism and Electricity
Sx	Chapter 3- Explaining Physical Changes	Chapter 6 Exploring Magnetism and Electricity	BOOK 3 Chapter 2 Our Health and The effects of Drugs
Px	BOOK 3 Chapter 2 Our Health and The effects of Drugs	Chapter 3- Explaining Physical Changes	Chapter 6 Exploring Magnetism and Electricity
Iy	Chapter 6 Exploring Magnetism and Electricity	BOOK 3 Chapter 2 Our Health and The effects of Drugs	Chapter 3- Explaining Physical Changes
Ry	Chapter 3- Explaining Physical Changes	Chapter 6 Exploring Magnetism and Electricity	BOOK 3 Chapter 2 Our Health and The effects of Drugs
Ey	Chapter 6 Exploring Magnetism and Electricity	BOOK 3 Chapter 2 Our Health and The effects of Drugs	Chapter 3- Explaining Physical Changes
Catherine	BOOK 3 Chapter 2 Our Health and The effects of Drugs	Chapter 3- Explaining Physical Changes	Chapter 6 Exploring Magnetism and Electricity



Term 2: Book 3

	1st	2nd
M	Book 3 Chapter 1 Variation for Survival	Book 3 Chapter 5 Motion on Earth and in Space
C	Book 3 Chapter 5 Motion on Earth and in Space	Book 3 Chapter 1 Variation for Survival
K	Book 3 Chapter 1 Variation for Survival	Book 3 Chapter 5 Motion on Earth and in Space
B	Book 3 Chapter 5 Motion on Earth and in Space	Book 3 Chapter 1 Variation for Survival
N	Book 3 Chapter 1 Variation for Survival	Book 3 Chapter 5 Motion on Earth and in Space
T	Book 3 Chapter 5 Motion on Earth and in Space	Book 3 Chapter 1 Variation for Survival
Catherine	Book 3 Chapter 1 Variation for Survival	Book 3 Chapter 5 Motion on Earth and in Space

Term 3 Book 2 and 3

	1st	2nd	3rd
M	Chapter 4- Explaining Chemical Changes	Bk 3 Chapter 4 Using our Earth Sustainably 4.9-4.13	Chapter 2- Looking at Plants and Ecosystems
C	Bk 3 Chapter 4 Using our Earth Sustainably 4.9-4.14	Chapter 2- Looking at Plants and Ecosystems	Chapter 4- Explaining Chemical Changes
K	Chapter 2- Looking at Plants and Ecosystems	Chapter 4- Explaining Chemical Changes	Bk 3 Chapter 4 Using our Earth Sustainably 4.9-4.17
B	Chapter 4- Explaining Chemical Changes	Bk 3 Chapter 4 Using our Earth Sustainably 4.9-4.13	Chapter 2- Looking at Plants and Ecosystems
N	Bk 3 Chapter 4 Using our Earth Sustainably 4.9-4.14	Chapter 2- Looking at Plants and Ecosystems	Chapter 4- Explaining Chemical Changes
T	Chapter 2- Looking at Plants and Ecosystems	Chapter 4- Explaining Chemical Changes	Bk 3 Chapter 4 Using our Earth Sustainably 4.9-4.17
Catherine	Chapter 4- Explaining Chemical Changes	Bk 3 Chapter 4 Using our Earth Sustainably 4.9-4.19	Chapter 2- Looking at Plants and Ecosystems



Each Topic

- For Each topic your son will be given a checklist and will have an end of topic assessment at the end of each topic.
- 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

	Science		
	Topic X		
	Student A	8x	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
ia	Energy, moles and gas volume calc	0 / 4
d	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
10c	OILRIG ionic equaitons	4 / 4
11a	Energy profile diagrams	2 / 2
b, 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

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

Your Mark
54

Class Average
46

Parent Signature

Dirr Task Assigned
Please complete a mindmap on the properties of covalent bonds



Home learning Booklets

- Each Topic has a Home Learning Booklet
- Your son will be set homework from this
- Even though students will be taught different topics, the homework set will have the same theme eg homework I has a literacy focus

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

Home Learning Booklets Are on the Year 8 Science Google Classroom



Stream

Classwork

People

Grades



Term 1



Magnetism and Energy Home Learning Boo...

Posted 3:48 PM



Explaining Physical Changes Home Learning...

Posted 3:47 PM



Our Health and the Effect of Drugs Home L...

Posted 3:45 PM

Term 2



Students will see this topic once work is added to it

Term 3





- Your son will be invited to the google classroom over the next few weeks via Satchel One.
- Click on the classwork tab for useful information about the curriculum and to get the home learning booklets.
- Parents can look too!

The screenshot shows the Google Classroom interface for a class named "Year 8 Science". At the top, there are four tabs: "Stream" (highlighted in light blue), "Classwork", "People", and "Grades". An orange arrow points from the "Classwork" tab in the text to the "Classwork" tab in the interface. Below the tabs is a large banner with a green background and illustrations of pea pods, a DNA helix, and a petri dish. The text "Year 8 Science" is written in white on the banner. To the right of the banner is a "Customize" button. Below the banner, on the left, are three boxes: "Meet" with a "Generate link" button, "Class code" showing "2qxn7nw" with a QR code icon, and "Upcoming". On the right, there is an "Announce something to your class" box and a post by "R Woolcock" titled "Magnetism and Energy Home Learning Booklet". The post includes a PDF icon and a thumbnail of a magnet.



- The home learning booklets contain lots of tasks that will help your son improve.
- He doesn't have to wait to be set them- they are designed to help students become better independent learners.

Explaining Physical Changes

Home Learning Booklet



Name: _____
Science Set: _____

Item 1 Contents

Item 2 Checklist for Topic	1-3
Literacy Tasks	
Item 3 Key Vocabulary for Topic	4-5
Item 4 Key Vocabulary for Practical Skills	6-7
Item 5 Summary Sheet and Comprehension Questions	8-11
Item 6 Crossword	12-13
Item 7 Extended Writing Task	14-16
Mid Topic Assessment Collins Quizzes	
Item 8 Collins Connect User Guide	17-22
Item 9 Collins Quiz Tracker (to be filled in by Student and stuck in their book)	23-24
Revision Skills	
Item 10 Flash Cards	25-27
Item 11 Mind Maps	28-33
Questions	
Item 12 How to answer Questions	34
Item 13 Practice Exam Style Questions	35-45
Item 13 Practice Exam Style Mark Scheme	46-49
Item 14 Revision Broadsheet	50

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

A stylized, dark blue fish logo is positioned on the left side of the image. The fish is facing left and has a circular eye with a spiral pattern. Its body is composed of various geometric shapes, including triangles and rectangles, creating a mosaic-like effect. The fish's tail is also stylized with geometric patterns. The entire logo is set against a solid dark blue background.

RSHE





As a Catholic school we understand that all our students are of intrinsic and absolute value as they are created by God and in the image of God. Catholic schools, like all other schools in England, are required to teach Relationship and Sex and Health Education (RSHE).

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education compulsory for all students receiving secondary education.



Through the RSHE programme The John Fisher School aims to do the following:

- Help students respect themselves and others.
- Support students through their physical, emotional and moral development.
- Develop skills and understanding to enable students to make healthy responsible choices about their health and well-being.
- Help students move more confidently and responsibly into adolescence and adulthood.
- Help students learn about the full range of different relationships in modern Britain.
- Help students keep themselves safe.

The John Fisher School will also:

- Promote the needs and interests of all students irrespective of the protected characteristics listed in the Equality Act (2010): culture, ethnicity, disability, faith, age, sexual orientation, and gender identity. Teaching strategies will consider the ability, age, readiness and cultural backgrounds of the students to ensure that all can access the full RSHE provision.
- Ensure that any students with additional or educational needs are able to access the curriculum.

How RSHE is going to be taught



RSHE at The John Fisher School has been split up into three different categories:

- Relationship and Sex Education
- Living in the Wider World
- Health and Well-being

Each half term students will be taught a sequence of lessons based on a category listed above.

As students progress through the school the material in the lessons will progress inline with the students age.

Ofsted Findings



In March 2022 The John Fisher School had a Section 8 inspection.

RSHE was scrutinised during the inspection, the following finding were made:

“This is a caring community, where all pupils are welcomed and included in the Fisher Family”.



“Positive character traits, such as perseverance, service and integrity, are routinely promoted, celebrated and modelled by staff”.

“Pupils learn how these qualities can help them to achieve their goals”.

“Each part of the personal development curriculum is planned to develop pupils’ readiness for life in modern Britain”

Programme of Study - Year 8



Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Self Confidence	Body Image	Credit and Debt	Consent	Smoking and Vaping	Prejudice and Disability
Personal Development	Racism	Finance and Tax	Contraception	Cancer Awareness	Homophobia
Behaviour to Achieve	Racial Groups	Spending	Pornography	Personal Safety	Discrimination
Self Awareness	Where does racism come from	Budgeting and Saving	Sexting	Teenage Pregnancy	Online Grooming
Mindfulness	Attracting Converts	Entrepreneurs	Sexually Transmitted Infections	Hygiene	Environmental Issues
Assessment	Prevention		Domestic Conflict		Team work
	Prejudice and discrimination				Communication
	Assessment				Last lesson!