

Year 7 curriculum

Parent/carers guide - V1.0



RESPECT | RESILIENCE | RESPONSIBILITY

Table of contents

English, Maths and Science	Page 2-3
Art, Design, Drama, Food and nutrition	Page 4
Geography, History and MFL	Page 5
Music, PE, Philosophy and beliefs	Page 6
Product Design and Textiles	Page 7
Personal, Social and Health Education (PSHE) and Tutor time	Page 8
Co-curricular	Page 9
Book standards	Page 10
Homework	Page 11
Reading	Page 12
Inclusion at the heart of St Katherine's	Page 13
Assessment and supporting your child	Page 14
Attendance	Page 15
Golden Triangle and Home School Agreement	Page 16
Recognition and rewards	Page 17
Our values, House structure and House icons	Page 18-19
Uniform	Page 20
Equipment	Page 21
Systems	Page 22

Welcome to our Year 7 curriculum. Here is an overview of the topics/units studied in each subject. Our curriculum is carefully sequenced to deepen understanding and builds on previous learning. Regular homework will reinforce classroom learning, strengthen long-term recall and help pupils grow in confidence, independence and resilience.

Children will be placed into learning groups for each of their lessons. Initially these will be their tutor groups; over the course of Year 7 we will adjust these learning groups as we seek to create the best learning environment for your children. All subjects are taught in mixed ability groups other than maths which will place children in appropriate sets from the beginning of Year 7.

English

The Town

A collaborative and creative non-fiction unit that enables students to develop their writing and read a range of texts.

Introduction to the study of literature and the English literary tradition

A look back at the origins of English literature, the great narrative tradition and exploring how to craft an essay.

An introduction to Shakespeare's World

Students develop their contextual understanding of the Elizabethan and Jacobean eras through engaging with a range of speeches from some of The Bard's classic works.

Short Stories

Developing analysis and narrative crafting skills through the study of contemporary short stories.

Maths

White Rose curriculum

Algebra

sequences, algebraic notation and substitution, expressions and equations.

Number

Consolidate and build on key number skills: place value, ordering integers and decimals, four operations, rounding and estimation, directed number, and key properties of numbers.

Ratio and proportion

Fractions, decimals and percentages, and the relationship between speed, distance and time.

Statistics

Averages, range and graphing data.

Geometry and shapes

Perimeter, area of various shapes and angles in different polygons.

Science

Working scientifically

Becoming a scientist

Laboratory safety, variables, scales, accuracy. Bunsen burners, relationships, predictions, conclusions, fair tests, and carrying out a scientific investigation.

Biology

Cells - animal cells, plant cells, and specialist cells

Body systems - organ systems, respiratory system, circulatory system, skeletal system, and muscular system.

Reproduction - puberty, menstrual cycle, contraception, IVF, human reproduction, pregnancy, and plant reproduction.

Chemistry

Particles - atoms, elements, compounds, and chemical formulae.

States of matter - solids, liquids and gases, melting and freezing, boiling, evaporation, condensation and sublimation, and diffusion.

Homer's *The Odyssey* - epic narrative writing

Students debate the meaning of heroism and hone their writing to entertain, using Homer's classic tale as inspiration.

Reactions - chemical reactions, word equations, burning fuels, thermal decomposition, conservation of mass, exothermic reactions, and endothermic reactions.

Acids and alkalis - acids, alkalis, hazards, pH indicators, the pH scale, neutralisation, and making salts.

Physics

Forces - squashing, stretching, friction, drag forces, non contact forces, balanced and unbalanced forces.

Light - light, reflection, refraction, colour, and the eye.

Sound - waves, sound, loudness, pitch, detecting sound, speed of sound, echoes and ultrasound.

Space - the Universe, the Solar system, the Earth, the Moon, satellites, and space missions.

Art and design

Natural Forms (3D)

'Blind' contour (1st hand)

Working from observation

Pencil - tonal shading and step-by-step

'building up' a pencil drawing

Charcoal - expressive shading

Watercolour - washes plus detail (mixed media)

Clay - handbuilding and carving with acrylic paint colour

Fantasy built environment (2D)

Pencil - tonal shading

Colour wheel - gouache, warm / cool / complementary / contrasting colours

Working from imagination

Colour pencil - pattern and bold colours

Watercolour - wash plus oil pastel blending & ink

Composition 2D planning

Sgraffito - oil pastel

Mythical Creatures (Print)

Pencil - tonal shading and detail

Fineliner - hatching, stippling, line variation.

Collage - cutting

Monoprinting - variety of backgrounds (including layered grounds)

Analytical Writing

3D - Peter Randall-Page

2D - Hundertwasser, Gaudi

PRINT - Medieval wood cuts

Drama

Foundation of Drama

Students are establishing their drama tool kit developing physical skills such as - mime, exaggeration, tableaux, levels. We use drama to build students' skill of oracy.

Overarching theme: building confidence.

Wolves

Stimulus work based on a mystery genre developing drama techniques

Black Box Theatre

Devising theatre using props, lighting, sound and the actor.

Social and cultural context; drama techniques - monologues/dialogues, tableaux, proxemics.

Characterisation skills - body language, facial expressions, eye contact, voice.

Overarching theme: to understand symbolism through set design. Stimuli based work discussing equality, inclusion and diversity in our society with a focus on BAME and LGBTQ+ groups.

Food and nutrition

Lessons are a mixture of practicals in the kitchen and theory topics taught in a classroom.

Theory topics:

- Health and safety
- Healthy eating
- Nutrition
- Importance of breakfast
- Sensory analysis
- Evaluation

Practical skills

- Washing up
- Knife skills
- Using the grill
- Using the hob
- Using the oven
- Basic cooking equipment

The ingredients required for practicals will be shared via our Homework platform

Geography

How do I think like a geographer?

Categories, map skills, sustainability and decision making.

What is my local geography?

Bristol and the Southwest. Physical and human geography. Importance and significance locally, nationally and globally. Local issue - Nuclear power.

Geography of the UK

Human and physical geography
Political groupings
Migration and trade

What factors affect the UK's weather?

The water cycle
Rainfall and temperature patterns
Role of air masses
Case studies of floods and heat waves

How do rivers shape the UK? Erosion, transportation, deposition, (processes and landforms). Long and cross profiles. River management.

History

What was the impact of the Norman Conquest on England? Feudal system, Domesday book, castles and the church.

How was power wielded by leaders around the world? Charlemagne, Genghis Khan, Mansa Musa & Joan of Arc.

How was power contested by Christians and Muslims during the Crusades?

Causes, events and roles of Richard and Saladin

Did rats and rebels change peoples' lives completely?

The Black Death
Peasants' Revolt
Magna Carta
The power of protest

How significant were women in the Middle Ages? Matilda, the Anarchy, Eleanor of Aquitaine, Isabella of Castile, Margaret of Anjou and the pirate queen of Morocco

Did Henry break with Rome because he was in love? The King's Great Matter, Richard Whiting and the Reformation

MFL

Identity and Relationships

- Greetings
- Nationalities
- Numbers 1 to 16
- Physical descriptions
- Colours
- Character descriptions
- Verbs To Be and To Have in the Present

Identity and Relationships

- Family members
- Numbers up to 100
- Names of animals/ pets
- Verbs To Be and To Have in the Present
- Verb "There is / are" in the Present

Free time activities

- Types of Activities and Sport
- Verbs To Play and To Do / Make in the Present
- Opinion Verbs

Free time activities

- Weather and Sport
- Other Free Time Activities
- Verb To Go in the Present

Education

- School Subjects
- School Facilities
- School Clubs & Activities
- School Rules and Relationships
- Present Tense of regular verbs

Music

Elements of Music: rhythm

rhythm, pulse, tempo and time signatures through listening and a range of performing/composing activities.

Elements of Music: pitch

high and low alongside stave notation. Practical application of these skills through learning simple melodies.

Theme and Variations

How composers can develop compositions through changing musical elements, listening to Mozart's Twinkle Variations in C major. Compose a set of variations based on Twinkle Little Star, focussing on the individual musical elements studied in term 1.

Instruments of the orchestra

Different orchestral instruments and their families, identification through studying a range of pieces from well known composers such as Benjamin Britten, Saint Seans and Beethoven alongside live instrument demonstrations
Whole class performance of Ode To Joy on a range of instruments with pupils encouraged to play their own instruments.

Folk music tradition of the British Isles

Sing folk songs focusing on different accompaniments such as drone, pedal notes and ostinatos. Create their own arrangement of a well known folk song.

West African Music

Musical features of West African music through listening to and performing various pieces. Use djembes to consolidate understanding of call and response and polyrhythms. Create African inspired composition in groups

PE

Overview

All of the work we do in PE is practical. Lessons can focus on skills, techniques, fitness, character, leadership, teamwork, knowledge and competition.

Year 7 lessons focus lots on the essentials and routines of PE lessons. Many lessons are based around learning the skills and techniques for a wide range of activities as well as developing character.

For example, students will start Year 7 by looking at basic skills and techniques such as catching, passing, movement into space. After their first activities, Year 7 will complete an athletics block where they will learn about personal bests.

Activities that students will cover in Year 7 include rugby, netball, hockey, football, minor games, athletics, striking and fielding.

Students will cover activities at different times to share equipment and facilities equally. Teachers will keep students informed of activity changes throughout the year.

Philosophy and beliefs

What Matters?

An introduction to Philosophy and Beliefs that considers the things that are important to us and why they are important.

What is 'truth' and how do we know it?

How do we know what is real? Does God exist? What is human nature?

What is God like?

The nature of God according to Christians and Islam

What does it mean to be good?

Morality and making moral decisions. Key question 'Without God is anything Allowable?'

Who was Jesus?

What do Christians, Muslims and atheists believe about Jesus



Product design

Project theme

Design and make a storage box, including a personalised handle, using basic woodworking skills and creative design techniques.

Practical Skills

Build experience of using hand tools
Use woodworking joints and joining techniques
Training to use workshop machinery safely
Understand materials through practical tasks
Apply finishes to materials
Make a product from scratch to take home

Design Skills

Develop 3D drawing skills using isometric techniques
Present ideas professionally using specialist design techniques and styles
Improve your creativity through design challenges and briefs
Experience using computers to generate 3D models and designs



Textiles

Project theme

Design and make a mini monster using hand skills such as embroidery, applique, template and pattern cutting.

Practical Skills

Drawing templates, learning about symmetry for pattern design for a two piece stuffed toy.
Planning out and cutting out fabric from a paper template
Various hand embroidery stitches. Needle threading, and control. Decorative applique.

Design Skills

Present ideas in 2D format to aid in the production of a pattern.
Research design ideas through mind-mapping.
Online research into existing products and themes. Creation of moodboard/ research page to inform design ideas sketching.

♥ Personal, Social and Health Education (PSHE)

PSHE education supports pupils' personal development, wellbeing and understanding of the wider world. Some parts of this curriculum are statutory by law, including Relationships and Sex Education (RSE) and Health Education, and are taught in line with Department for Education guidance. We are committed to being open and transparent with parents/carers about what is taught and our RSHE policy is available on our [website](#).

Parents/carers have the right to request that their child is withdrawn from some or all of the sex education elements of RSE (other than those taught as part of the science curriculum). We encourage you to get in touch with our PSHE Lead should you wish to discuss this further or understand these aspects of our curriculum in more detail. Pupils will learn about:

Celebrating Diversity: understanding all the ways in which we are different and learning about how we can better support each other. The unit covers neurodiversity and disability, race, gender, culture and sexual orientation and how these characteristics are protected by the Equality Act.

Staying healthy: changes that occur during puberty, hygiene, menstrual health and healthy living.

Staying Safe and Happy: how we assess risks to ourselves and others and how we can keep ourselves safe physically and protect our mental health alongside learning some basic first aid.



Tutor Time

At St Katherine's School we deliver a carefully curated pastoral curriculum through our tutor time which all students attend at 8.35. Tutor time is an opportunity for tutors to support children and make sure that they are fully prepared for the day ahead. They will check uniform and equipment and will support children if items are missing.

All children will enjoy a weekly House assembly and a tutor time dedicated to the Theme of the Week, during which the whole school will follow a theme such as 'mental health awareness' or 'systems of voting'. The other three tutor times will include a period of reading followed by important announcements and activities such as 'reading - support and celebrate'.

To enrich learning, create memories and support in the development of friendships, students will enjoy the following opportunities:

Term 1&2

Outdoor Education - Sugar Loaf tutor group hike

Drama - Christmas Panto

Term 3&4

Personal Development - Successful Me at UWE

Music - Trailblazer Band Camp

Science - Future Brunel Workshop

Terms 5&6

History - Chepstow Castle

English - The Odyssey Feast



Weekly cocurricular opportunities are shared with students every Monday morning during the Headteacher broadcast

Activities take place before school, at lunchtime, after school and during our Wednesday enrichment sessions. These will be shared termly and shared on our website.

WHAT'S ON THIS WEEK!		
PE Fixtures, Events, Clubs & Practices		
Week 5 of 8: Monday 29 June – Friday 3 July (Week 1)		
Dates and times for fixtures & events (bold) as well as clubs and practices (italics) for this week. Details are always subject to change – please check Spond for the latest information and daily updates. (Students for fixtures, sportsstudents) and parents (for fixtures, sportsstudents) can request Spond accounts by visiting the links indicated.		
Day	Starting before or during school hours	Starting after school hours
Monday	INSET DAY – SCHOOL CLOSED TO STUDENTS Commonwealth Games Festival – leaders arrive for 0900, participants arrive for 0930, participants finish 1400, leaders finish 1415 apx.	INSET DAY – SCHOOL CLOSED TO STUDENTS
Tuesday	ARRIVAL Open Strength & Conditioning – Indoors SDFE P1 – 8 Triple Jump SDFE P3 – 8 1500m, SDFE P4 – 8 Discus 8 Girls Rounders Tournament AWAY – leave 1220, return 1630 apx. U13 Boys Cricket v Clevedon HOME – start 1320, finish 1700 apx.	Track and Field Athletics – Outdoors (1600) Tennis – Outdoors (1700)
Wednesday	LUNCH Daily60: Indoor Rowing - Gym	7 & 8 Cricket - Outdoors (1700) 9 & 10 Girls Rounders - Outdoors (1630)
Thursday	ARRIVAL Open Strength & Conditioning – Indoors 16 PE Induction P1 (selected leaders) LUNCH Daily60: Indoor Football - Sportsball	7 & 8 Girls Rounders v PCSA AWAY – return 1730 apx. 9 & 10 Cricket - Outdoors (1700)
Friday	ARRIVAL Running Club – Outdoors SDFE AM Rag – 7 1500m SDFE P1 – 8 High Jump, SDFE P2 – 7 High Jump SDFE P3 – 8 High Jump SDFE P4 – 8 1500m	Fun Club - Outdoors (1700)
Weekend	SATURDAY	SUNDAY
 Online  Spond  skathspe		

WHAT'S ON THIS WEEK				
WEEK A: Clubs & Activities				
Day	Title	Time	Year Groups	Where
Monday	Engineering Catch-up Choir GCSE Drama rehearsal sessions GCSE Textile/Art/Photography Catch-up Homework club Young Historians	Before school & Lunchtime Tutor Time Lunchtime Lunchtime & Afterschool Lunchtime	GCSE Years All Years Y11 Y7/8/11 Y9	Rm 16/18 Rm 26 L7 Rm 10/12/13 CR2 (CR1 Afterschool) Rm 85
Tuesday	Engineering Catch-up GCSE Textile/Art/Photography Catch-up Homework club	Before school & Lunchtime Lunchtime	Y11 Y11 Y9/10	Rm 16/18 Rm 10/12/13 CR2 (CR1 Afterschool)
Wednesday	Christian Union Orchestra GCSE Textile/Art/Photography Catch-up Engineering Catch-up Homework club	Breaktime Tutor Time Lunchtime Before school & Lunchtime Lunchtime	All Years All Years Y11 GCSE Years All Years	Rm 35 Rm 26 Rm 10/12/13 Rm 16/18 CR2
Thursday	Dungeons & Dragons Engineering Catch-up GCSE Textile/Art/Photography Catch-up Maths Revision Homework club	Lunchtime Before school & Lunchtime Lunchtime & Afterschool Afterschool Lunchtime	Y9/10 GCSE Years Y11 Y11 Y7/8/11	Rm 75 Rm 16/18 Rm 10/12/13 Rm 36 CR2
Friday	Engineering Catch-up Female Power Group Brass Group Homework club	Before school Lunchtime Tutor Time Lunchtime	GCSE Years Y9/10 All years All years	Rm 16/18 Rm 75 Rm 26 CR2

We take pride in our book work at St Katherine's, we want our books to be: easy to read, easy to revise from. Spending time discussing book work with your child will give you a great insight into what they are learning at school. You will see the following in their books:

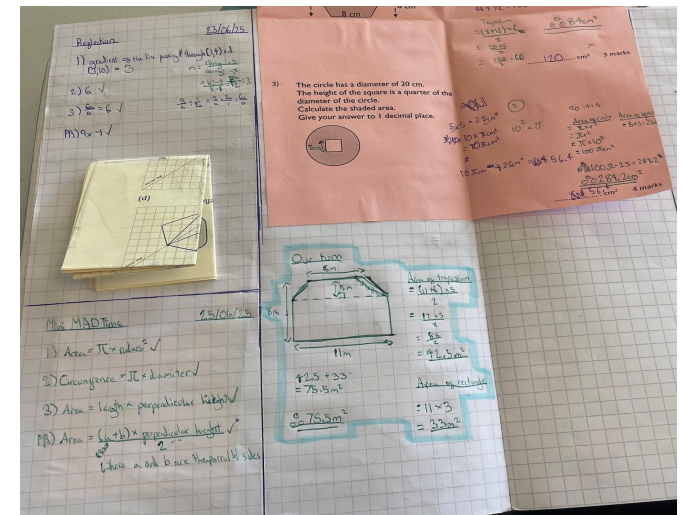
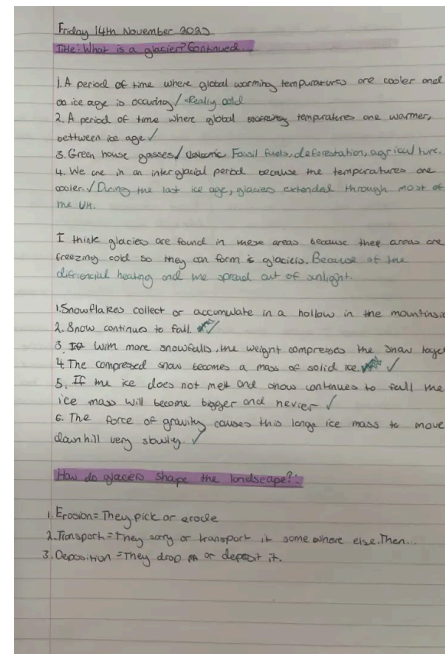
Presentation matters

- Writing in black or blue pen (corrections in green).
- Drawing in pencil
- Titles underlined

Practice makes us smarter

- Corrections in green pen
- Key knowledge clearly highlighted
- "Your turn" clearly labelled

Something to be proud of



Homework

We view homework as an essential part of learning. Research from cognitive science shows that students learn best when new information is revisited, practised and applied over time. This process helps move knowledge into long-term memory, making it easier to recall and use in the future.

Homework provides this opportunity. It is deliberate practice — purposeful, focused work that strengthens understanding, builds fluency and supports long-term progress. Without this practice, learning is more easily forgotten and students do not make the progress they are capable of.

Homework also plays an important role in preparing for assessments. Two weeks before an Assessment Week homework will be focussed on revision and preparation for the upcoming assessments. Resources will be shared by subject leaders to help students effectively prepare for their assessments. This helps students believe that their learning is within their control, and consistent effort makes a real difference.

- Homework will typically be set on Tuesday/Wednesday/Thursday
- This leaves Monday and Friday for reminders, preparation and catching up on upcoming deadlines
- All homework is set on Class Charts
- All homework completion is recorded on Class Charts
 - +1 point for completion
 - -1 point for non-completion
- Homework is due in on the day the next homework is set. E.g.
 - Maths is set weekly on Wednesdays. Homework is due the next Wednesday and a new homework will be issued on the same day.

To support students to independently manage their homework load we have a **lunchtime** homework club open **every** day of the week. Additionally we have afterschool **homework** club available **Monday** and **Tuesday** from 3:05-4:00pm.

Frequency	Subject
Daily:	English - Reading (20 mins)
Weekly Sparx:	Maths Biology Chemistry Physics
Fortnightly:	MFL - Language Gym History Geography Philosophy & Belief Food Tech (ingredients prep)
Termly:	Art DT Textiles

“The school library should be the heart, the soul, the mind, the source, the spring, the gold bearing seam, the engine room, the treasure chamber, the priceless inheritance, the joy and the pride of the school. Every school” [Pullman]

We know that reading unlocks potential for children and allows them to access the broad curriculum that we have on offer at St Katherine’s School. Children will read in tutor time at school and **we ask parents and carers to support their child’s reading by ensuring that they read for at least 20 minutes every day at home.** All students in Yr7 will have one hour per fortnight in the library for a dedicated reading lesson where their English teacher will review their reading log and, along with our experienced Librarian, offer support with reading material.

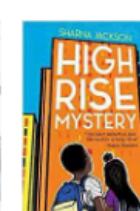
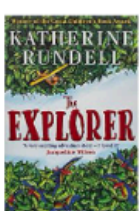
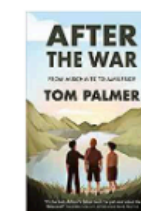
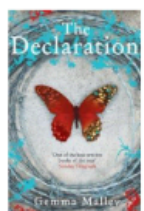
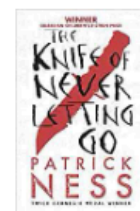
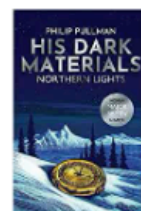
Our Library is a well-stocked and friendly space, run by an experienced librarian, Ms Wyld. The Library is open from 8am until 3.30pm.

The Library plays a key role in fostering a school-wide reading culture to encourage students to be independent, self-motivated readers and learners for life.

We have a large selection of books, covering a wide range of reading abilities and interests. There are a number of special collections including graphic novels, manga, Shelf Help (mental health issues) and careers. Students are encouraged to borrow regularly from the Library.



Fantastic reads for year 7





Inclusion at the heart of St Katherine's

Starting secondary school is an exciting transition and we are committed to ensuring that every child feels supported, included and ready to thrive.

High-quality support for all

- Our SEND provision begins with Quality First Teaching and a range of Ordinarily Available Provision (OAP) available in every classroom.
- Tutors and class teachers are the first point of contact and work closely with our Inclusion Team.
- Our ambition is that every student can identify a trusted adult in school.
- We use reasonable adjustments on the advice of specialists and in consultation with parents and students through our plan, do, review cycles.

Working in partnership

- We work closely with parents, carers and external professionals through SEND Reviews, Team Around the Child (TAC) meetings and SEND Coffee Mornings.
- We believe that understanding each child's strengths, interests and needs is key to helping them succeed.

Our Inclusion Super Team

- Our pastoral team, including the Head of Year 7, Deputy Heads of Houses and Wellbeing Coordinator, works alongside our SEND team of Deputy SENDCOs, Lead LSAs and Learning Support Assistants.
- We access specialist advice from educational psychologists, speech and language therapists, ELSA, our specific learning difficulties teacher, ASC Champion, school nurse, counsellor and art therapist.

Supportive spaces

- Engage provides a calm, nurturing environment with access to trusted adults and support for those who are feeling anxious about attending school.
- Students may also access smaller assessment rooms and specialist intervention spaces to support learning, wellbeing and confidence in line with the provision outlined on EHCPs or on the recommendations of specialists.

Helping every child flourish

- Through strong relationships, ambitious teaching and tailored support, we aim to help every young person flourish academically, socially and emotionally.

✓ Assessment

Teachers continually assess pupils' understanding in lessons to ensure that learning is secure and any misconceptions are addressed promptly.

Assessment will look different across subjects, but typically includes:

- Frequent checks for understanding during lessons
- Opportunities for guided and independent practice
- Low-stakes quizzes to support retrieval of key knowledge
- Feedback (verbal and/or written to help pupils improve
- Exploration of exam access arrangements to provide evidence of needs and to ensure all students meet their potential

Year 7 pupils will have two informal assessment weeks to encourage students to consolidate learning and identify knowledge gaps

Assessment week 1 - Commencing Monday 11 Jan 2027

Assessment week 2 - Commencing Monday 14 Jun 2027

👋 Supporting your child

Parents and carers play an important role in supporting learning. Small, consistent routines at home can make a big difference.

You can support your child by:

- Establish a consistent routine for homework, reading and sleep
- Encourage them to complete homework regularly and to a good standard
- Ask them what they have been learning about and get them to explain it in their own words
- Ask your child to talk through their books
 - Are they producing their best work?
 - Which piece are they most proud of?
 - Are they proud of their books
- Encourage your child to read every day at home



At St Katherine's, attendance matters

We expect all students to attend school **at least 95% of the time.**

Excellent attendance = better achievement

There is a strong link between being in school every day and doing well academically. Missing just 10 days each year of school can reduce the chance of achieving target GCSE grades by 50%.

Attendance supports wellbeing

Regular attendance helps children build friendships, grow in confidence and feel a sense of belonging

Good attendance builds good habits

Coming to school every day and on time helps develop reliability, routine and discipline for future life and work.

Families can help by:

Avoiding term-time holidays which we cannot authorise; and booking medical appointments outside school hours where possible

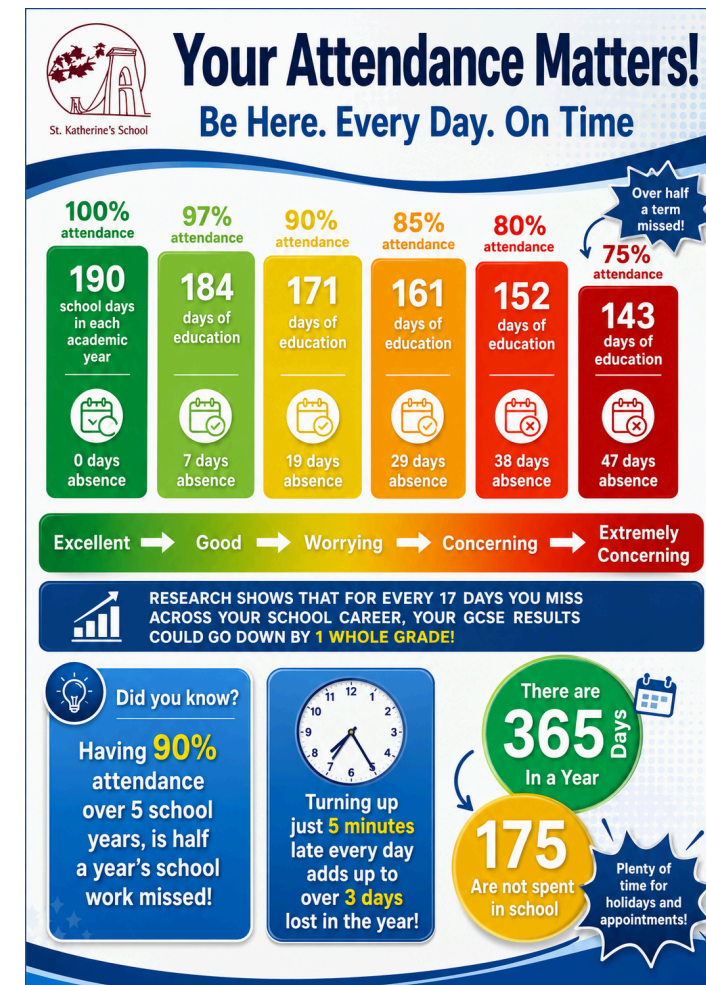
Supporting good sleep hygiene, setting device cut off times, not allowing devices in bedrooms to create a calming environment can help students be ready for school. Further information and a useful film clip to help secondary pupils understand about sleep can be found here: [sleep](#)

If your child is too ill to attend school?

Check the NHS guidance which can be found [here](#) Please complete the [absence form](#) **before 8:00am. Please do this on each** day of absence.

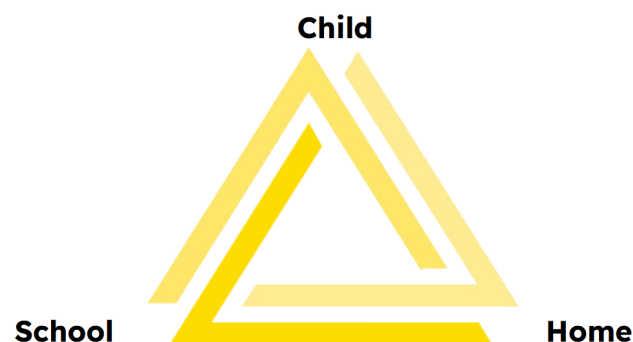
Need support?

Your child's **tutor** is the first point of contact for any attendance concerns.



Golden Triangle and Home School Agreement

Children are most successful in school when the adults in their lives work together in partnership to support them. We often refer to this relationship as the 'golden triangle', with the child at its centre and both home and school providing the strong foundations that enable them to thrive.



When parents/carers and school staff share the same expectations, communicate openly and work towards common goals, children are more likely to achieve their potential both academically and personally. A key element of this partnership is the Home-School Agreement, which sets out the commitments we make to one another to ensure every child is supported, challenged and encouraged to succeed throughout their time at school.

Home School Agreement



At St Katherine's School, students thrive when school, home and young people work together in the best interest of the child. By signing this agreement, we commit to supporting one another so your child succeeds.

The School will

- S1: Champion high standards** — ensure excellent attendance, punctuality, uniform and readiness to learn.
- S2: Provide a safe, inclusive environment** — where every student feels valued, supported and able to flourish.
- S3: Model professionalism and respect** — treating students and families fairly and with empathy.
- S4: Maintain clear expectations** — with consistent routines that promote responsibility and positive behaviour.
- S5: Deliver high-quality teaching** — offering challenge, support and ambition for every learner.
- S6: Communicate openly** — sharing progress regularly and responding to enquiries in good time.
- S7: Work in partnership** — addressing concerns constructively and seeking solutions together.
- S8: Promote citizenship and character** — encouraging students to contribute positively to the community.
- S9: Offer wider opportunities** — including clubs, trips, leadership and enrichment.
- S10: Protect wellbeing and privacy** — ensuring a respectful, safe learning environment.

Home will

- H1: Ensure excellent attendance and punctuality** — with correct uniform and equipment each day.
- H2: Share safeguarding or welfare concerns** — and support their child's wellbeing.
- H3: Communicate respectfully** — modelling constructive relationships.
- H4: Support school expectations** — including behaviour, uniform, mobile phones and detentions.
- H5: Encourage effort and resilience** — ensuring homework is completed and learning is valued.
- H6: Engage with school communication** — attending meetings and responding when needed.
- H7: Work collaboratively to resolve issues** — supporting agreed actions.
- H8: Promote positive conduct in the community** — encouraging responsible behaviour beyond school.
- H9: Support participation in wider opportunities** — including trips, clubs and enrichment.
- H10: Keep the school informed** — about any changes affecting learning, behaviour or wellbeing.

Pupils will

- P1 Attend every day, on time** — with correct uniform and equipment.
- P2 Tell Someone if I am worried about myself or others** — be an upstander not a bystander.
- P3 Treat everyone with respect** — showing kindness, courtesy and consideration.
- P4 Follow school rules** — making positive choices and taking responsibility for actions.
- P5 Work hard and try their best** — completing classwork and homework on time.
- P6 Communicate honestly** — with staff and family.
- P7 Engage with support** — taking part in agreed actions to overcome challenges.
- P8 Represent the school positively** — in school and the wider community.
- P9 Take part in wider opportunities** — including clubs, teams, trips and leadership roles.
- P10 Respect the environment and others' privacy** — caring for property and upholding dignity.

Signatures

Tutor: _____ Date: _____

Parent/Carer: _____ Date: _____

Student: _____ Date: _____

✓ Recognition and Rewards

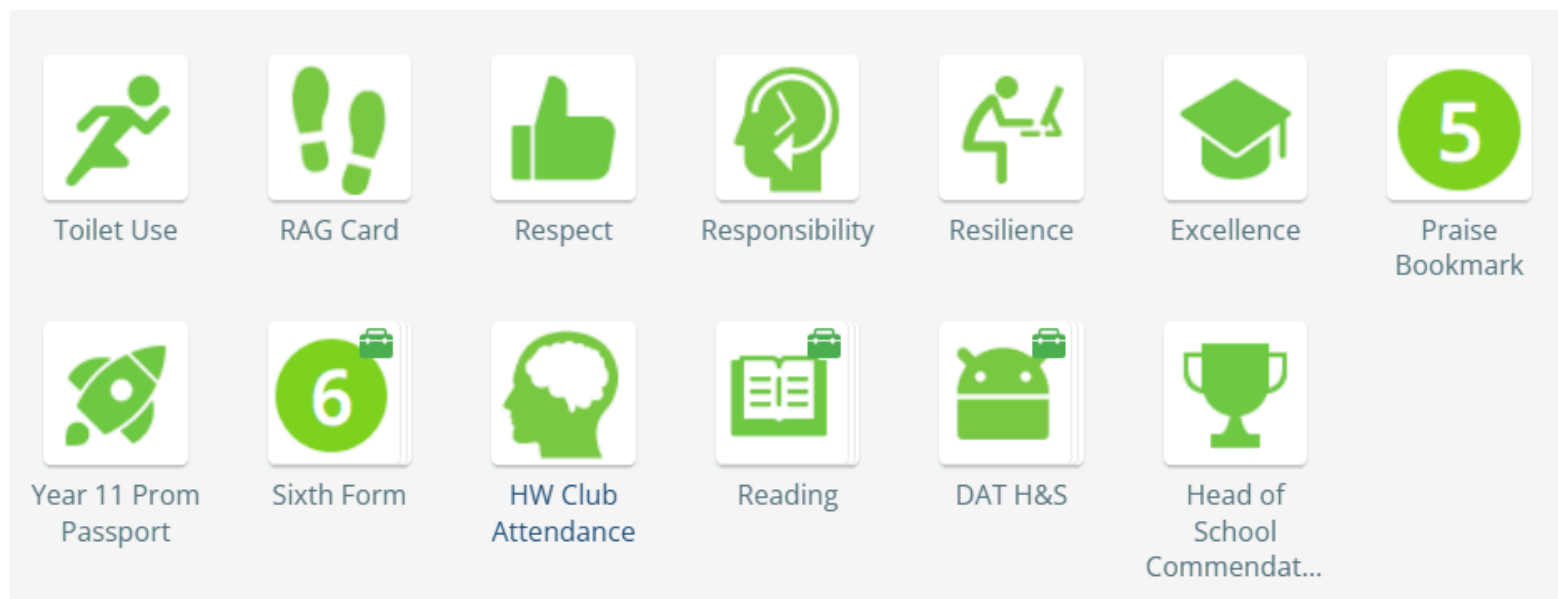
St Katherine's School has high expectations of student behaviour at all times, whether in lessons, during social times, on school trips, or travelling to and from school. While staff are committed to supporting every student, students are expected to take responsibility for their own actions.

Positive behaviour is recognised and celebrated through our rewards system.

- Praise Points are awarded for demonstrating our core values of **Respect, Responsibility, Resilience, and Excellence**, and are recorded on Class Charts.
- Students may also receive Praise Bookmarks for significant contributions and Head of School commendations for exceptional achievements.
- We hold celebration assemblies termly where pupils are rewarded for positive behaviour, attendance and contributions to school life.
- In addition, at the end of the year each House holds their 'House Awards' evening where pupils are invited and celebrated for achievements across lessons, tutor time and extra-curricular.

Every student has the right to learn in a calm, purposeful environment where teachers can teach and students can succeed. Our **Ready to Learn** approach is based on the belief that all students can take responsibility for their behaviour and learning. It promotes fairness, consistency, and high standards across all aspects of school life.

Students are expected to follow staff instructions and respond positively to reasonable requests. Where students choose not to meet these expectations, appropriate consequences will be applied, including referral to the Ready to Learn room when necessary.



Our Values

Respect, responsibility and resilience.

A St Katherine's School student:

- Is **respectful** of the community, our environment and in conversations and interactions with others
- Demonstrates **responsibility** through arriving to school and lessons in correct uniform, well-equipped and on time
- Is **resilient**, doesn't give up when work is challenging and engages with all lessons

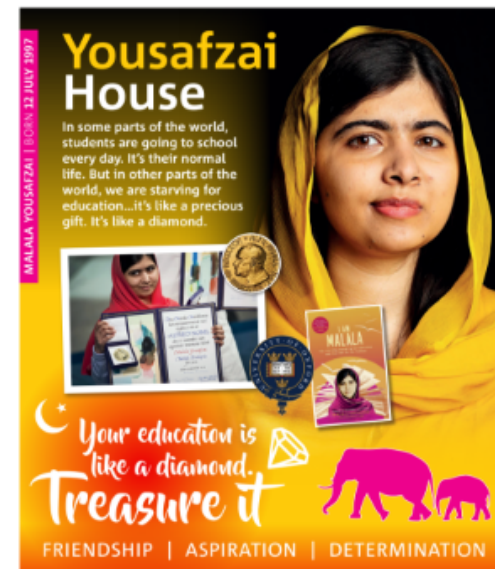
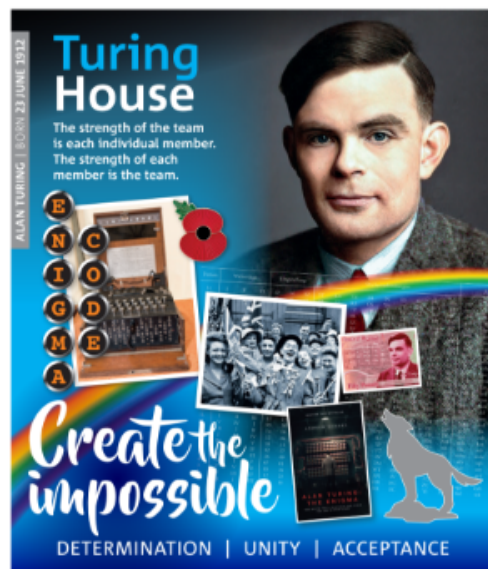
Our House Structure

Our House system is at the heart of school life, providing pastoral care, a sense of belonging, and opportunities for every student to thrive. Through academic, sporting, leadership, and enrichment activities, students contribute to their House and compete for the annual House Championship.

Key features of the House system:

- Every student is part of a House and is supported by a dedicated Head of House throughout their time at St Katherine's.
- Students remain in the same tutor group, aligned to their House, from Year 7 to Year 11 wherever possible. Siblings are usually placed in the same House.
- Year 7 students receive additional support from the Year 7 Lead as they transition into secondary school.
- When students are in Year 11, they receive additional support from the Year 11 Lead during their GCSE year.
- Sixth Form students are affiliated with a House and act as role models, mentors, and leaders for younger students.
- All staff and governors are members of a House.
- Student leadership opportunities include House Leaders, House Sports Captains, and Tutor Representatives, who contribute to House Council meetings.
- House names honour individuals who have made significant contributions to society and embody the school's core values.

Our House Icons



Pankhurst House

Head of House: Mr Murdoch

Emmeline Pankhurst was a British political activist and leader of the British suffragette movement who helped women win the right to vote in 1918.

Stephenson House

Head of House: Mr Ward

Paul Stephenson was a community worker, activist and long-time campaigner for civil rights for the British African-Caribbean community in Bristol. Paul Stephenson was a Freeman of the City of Bristol and was awarded an OBE in 2009.

Turing House

Head of House: Mrs Price

Alan Turing conceived modern computing. He played a crucial part in the Allied victory over Nazi Germany in WW2. Despite his contributions to the war effort he was persecuted for being homosexual before dying in 1954. He received a pardon from The Queen in 2013.

Yousafzai House

Head of House: Miss Robinson

From the age of 11, Malala Yousafzai campaigned for girls to be given an education in Pakistan. At 15, the Taliban attempted to assassinate her by shooting her, but she survived and received the Nobel Peace Prize in 2014. Today Malala campaigns for all to have an education across the world.

Blazers: Maroon blazer (available from Monkhouse only). Must be worn to all lessons and tutor time. Staff may allow pupils to remove their blazers in lessons. Compulsory other than when staff permit removal or when children are using courts/field during social time.

Jumpers: Grey with maroon stripe v-neck jumper (optional and available from Monkhouse only).

Shirts: White, collared shirt, buttons to the neck. These must be tucked into trousers/skirts at all times aside from when on the courts/field at social time.

Trousers: Grey tailored trousers and of a length, material and style appropriate to an academic working environment with no fashion elements. No leggings, jeggings, tight Lycra/tight-fitting trousers or pockets on legs, zipped pockets, very narrow or very wide-bottomed trousers.

Skirts: Grey, pleated knee-length skirt. Skirts must not be rolled up.

Shorts: Grey, tailored, knee length shorts.

Tights: Must be black, grey or neutral.

PE Uniform:

1. St Katherine's polo shirt
2. St Katherine's football shorts or St Katherine's skirt or St Katherine's leggings or St Katherine's joggers
3. St Katherine's hooped football socks
4. Training shoes (suitable for physical activity)
5. Studded boots
6. Shin pads (compulsory for football)
(full information regarding St Katherine's PE Uniform through the PE faculty)

Coats: Coats must be weatherproof and must be removed during lessons and tutor time. Denim coats, fleeces and sweatshirt garments, including hoodies, are not allowed.

Ties: St Katherine's clip on tie in each House colours (available on ParentPay or from SSO).



Shoes: Black shoes. Trainers, shoes with heels and shoes made of canvas and other non-waterproof materials are not allowed.

Jewellery: Rings, bracelets, badges and necklaces are permitted. Students may wear studs or small hoops in their earlobes. Jewellery must be quickly removable for practical lessons. If jewellery is deemed unsafe or excessive students will be asked to remove it.

Outerwear: Gloves and hats are allowed but must be removed for lessons. Hijabs and durags must be plain in colour. Bags should not be handbag in style and must be large enough to carry all possessions required for learning.

The following are not allowed in school:

- Ø Unnatural hair colours or 'extreme' hairstyles and hairstyles that do not conform with the health and safety requirements of practical lessons.
- Ø Any other kind of piercings aside from earrings.
- Ø Nail extensions
- Ø Excessive or unnatural makeup

All items of school clothing should be clearly marked with the student's name.

Equipment

All students are expected to have the following items in their bag each day to support learning. Tutors will check and support students to ensure they are fully equipped each day and will contact home should there be any concerns.

Equipment checklist

- Pencil Case
- Black or blue pen
- Green pen
- Pencil
- Calculator
- Protractor
- Rubber
- Ruler (at least 15 cm)
- Highlighter (any colour)



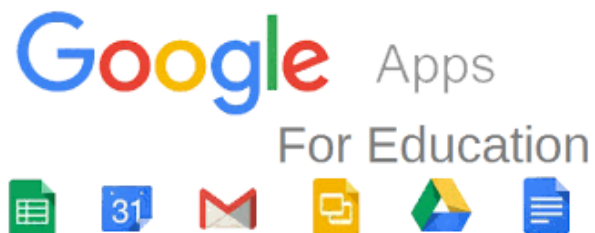
(Casio FX-85GT CW)



We use Class Charts, accessed via the web or mobile app, as a live update of the day to day school experience. Via this platform parents/carers and students can see the most up to date information regarding:

- Behaviour - both praises and any concerns
- Homework
- Any notes added by staff

Details of how to set up student and parent/carer accounts in Class Charts will be shared with you at the start of Term 1.



On arrival at St Katherine's, each student is provided with their own school email address. This provides them with access to all of Google's education applications including virtual classrooms. This email address allows access both in school and at home. Used effectively, this allows students to pick up where they left off in lessons and continue the learning at home.



We use Arbor to communicate with parents, carers and children. It will be the system through which you receive updates, information on trips and your child's report cards.



This guide can be viewed online by scanning the QR code above