



**ST BERNARD'S
HIGH SCHOOL**

Key Stage 3 Curriculum Information Evening 2025



ST BERNARD'S
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Welcome



**ST BERNARD'S
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Key Stage 3 Curriculum

Subjects studied:

- Maths
- English
- Science
- Religious Studies
- Geography
- History
- Modern Foreign Language
- PE
- Art
- Technology
- Computing
- Drama
- Music
- PSHE





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The School Timetable and Classes

- Fortnightly timetable (Week A and Week B).
- 3 lessons per day.
- Each lesson is 100 minutes
- Number of lessons per fortnight for each subject is between 1 and 5.
- Most subjects are taught in mixed ability classes.
- Students are taught in “point groups”, e.g. 7.1, for many of their subjects.





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Curriculum Booklets

- Information for parents and carers about the curriculum content for each subject.
- These will be available on the St Bernard's High School website under "Curriculum" from next week.





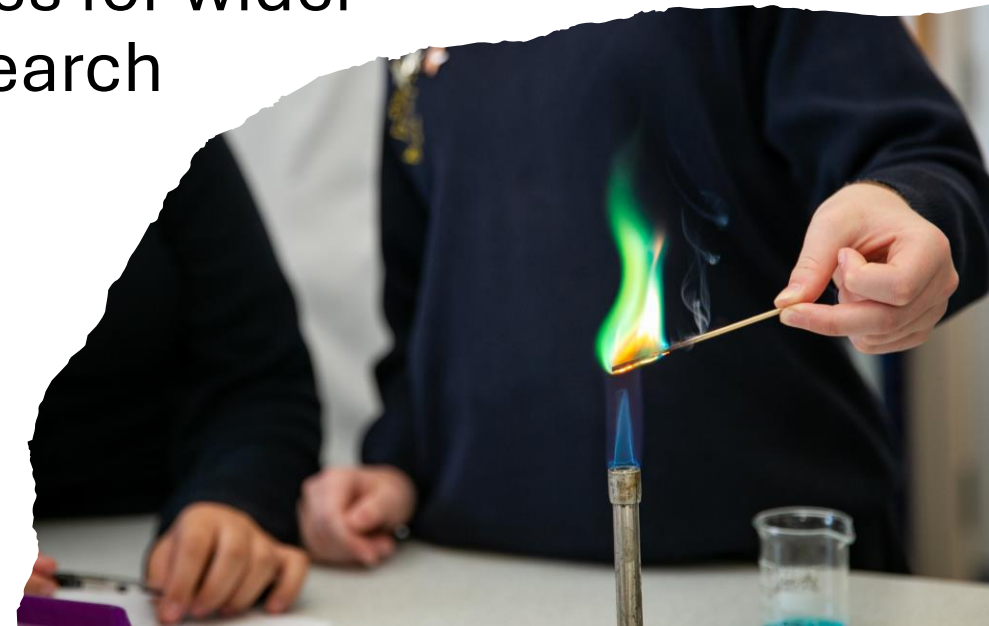
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Curriculum Booklets

Information for each subject:

- Number of lessons
- Mixed ability or set classes
- Equipment needed
- Extracurricular opportunities
- Careers curriculum
- Content for each term
- Literacy focus

- What parents can do to help
- Helpful books/websites
- Opportunities for wider reading/research





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- Parents with students new to secondary school
- Advice for parents, carers and students
- For the parents and students to know when assessments are taking place
- Increase communication between home and school





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- Sharing of the years assessments for year group
- Parents consultation evening dates
- Introduction about Go 4 Schools
- Revision Evolution
- How to support with revision
- Advice for parents





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- **What do parents want to know?**

- When?
- What?
- Duration?

Subject specific information

Subject: English

Assessment topic(s):

Assessment window (month)

Approximate duration:

Provide this for Term 1, Term 2, Term 3





2025-2026 – Introduction of Termly Assessment

2025-2026	AUTUMN TERM				CHRISTMAS HOLIDAYS	SPRING TERM			EASTER HOLIDAYS	SUMMER TERM			
	September	October	November	December		January	February	March		April	May	June	July
Year 7		Settling-In Report									Progress Report		
		Online Settling-In Meeting									Consultation Evening		

- Termly assessment e.g Sept – December/Jan – March/ complete an assessment with a % and grade
- Information will go live to parents/carers on last day of Autumn/Spring term



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Year 8 and 9

		AUTUMN TERM				HOLIDAYS	SPRING TERM			HOLIDAYS	SUMMER TERM			
		September	October	November	December		January	February	March		April	May	June	July
1	2025-2026													
2														
3	Year 7		Settling-In Report									Progress Report		
4			Online Settling-In Meeting									Consultation Evening		
5	Year 8							Progress Report					Progress Report	
6													Consultation Evening	
7	Year 9						Progress Report	Options Evening	Consultation Evening			Progress Report		
8														

	AUTUMN TERM			SPRING TERM			SUMMER TERM	
Subject	Topic(s)	Length (approx)		Topic(s)	Length (approx)		Topic(s)	Length (approx)
Maths	<p>Topic List: Reflection and rotational symmetry. Properties of triangles and quadrilaterals. Solving equations - basic and more complex. Interpreting and drawing pie charts. Grouped frequency tables. Calculations with measurements.</p> <p>Multiplication and division with large and small numbers. Reflections, rotations and translations.</p>	80 minutes	CHRISTMAS HOLIDAYS	<p>Topic List: Rounding to significant figures. Large numbers in standard form. Percentages - increase and decrease, using a multiplier, percentage change. Linear (straight line) graphs - plotting from equations, gradient of a line. Scatter graphs correlation and creating. Congruent shapes. Enlargements. Shape and ratio. Scaling. Algebraic notation, collecting like terms, expanding brackets, using index notation. Fractions - addition, subtraction, multiplication and division.</p>	80 minutes	EASTER HOLIDAYS	<p>Topic List: Circles - parts of a circle, circumference and area of circles. Probability - scales, mutually exclusive events and sample space diagrams. Equations - with and without brackets, variable on both sides of the equation, rearranging formulae. Direct proportion. Distance-time graphs. Percentages - simple interest, increases and decreases, calculating the original value, using percentages. Angles in irregular and regular polygons. Constructions. Equations and expressions - multiplying out brackets, factorising, equations with brackets and fractions.</p>	80 minutes
French	Writing Assessment - 100 words on the topic of Holidays	30 minutes		Speaking Assessment - Photo description on the topic of leisure activities	10 minutes preparation followed by 5 minutes speaking test		Writing Assessment - 100 words on the topic of Future environment	30 minutes
Spanish	Writing Assessment - 100 words on the topic of Holidays	30 minutes		Speaking Assessment - Photo description on the topic of Media and technology	10 minutes preparation followed by 5 minutes speaking test		Writing Assessment - 100 words on the topic of My personal world	30 minutes



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What will I see on Go 4 Schools?

Terminology	What does it mean?
Purple' or 'Exceeding'	Over and beyond
Green' or 'Meeting'	Where they are supposed to be
Yellow' or 'Developing'	Still working towards
'Red' or 'Cause for Concern'	Concern





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Pastoral Care





Year 7-9

- Form Tutor - stays with them through school
- Heads Of Year
 - 7 – Mrs Foster
 - 8 – Mr St. Clair
 - 9 – Ms Nice
- Assistant Head – Mrs Drisdale
- Form time Activities – Communication, Careers, Reading, Assembly
- PSHE





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Staff Availability

- Attendance Officer
- School Counsellor
- Student services – HOY/Learning Mentors/Careers

Leadership Opportunities

- Form Roles
- Peer Mentors
- Big Sister Club
- House captain
- Student Leadership



Who are we?

The Mental Health Support Team (MHST) works across education and healthcare to help promote good emotional wellbeing for children and young people. The team work alongside schools and colleges to help develop and implement effective mental health support for pupils and their families.



MHST Team Members

- Assistant Psychologists (AP)
- Education Mental Health Practitioners (EMHP)
- Children's Wellbeing Practitioners (CWP)
- Senior Mental Health Practitioners (SMHP)
- Senior Clinicians / supervisors
- Clinical Lead & Educational Lead
- Operational manager
- Administrative Support



Why does it matter?

- In 2022, 18% of children and young people, aged 7 to 16 had a probable mental disorder.
- In 2022, 25.7% of children and young people aged 17- 19 had a probable mental disorder.
- 11-16 year olds with a probable mental disorder were less likely to report enjoyment of learning or having a friend that they could turn to for support.

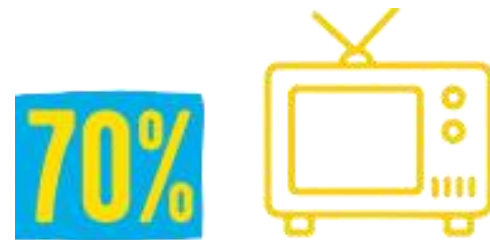


Why does it matter?

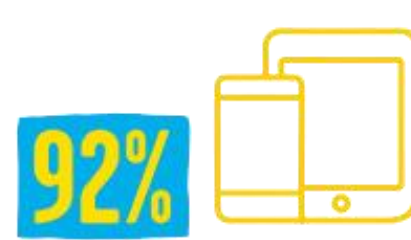
In a report written by the YoungMinds charity in 2023, it was stated that....



of young people said their place of education affects their mental health negatively



of young people are impacted negatively by the media



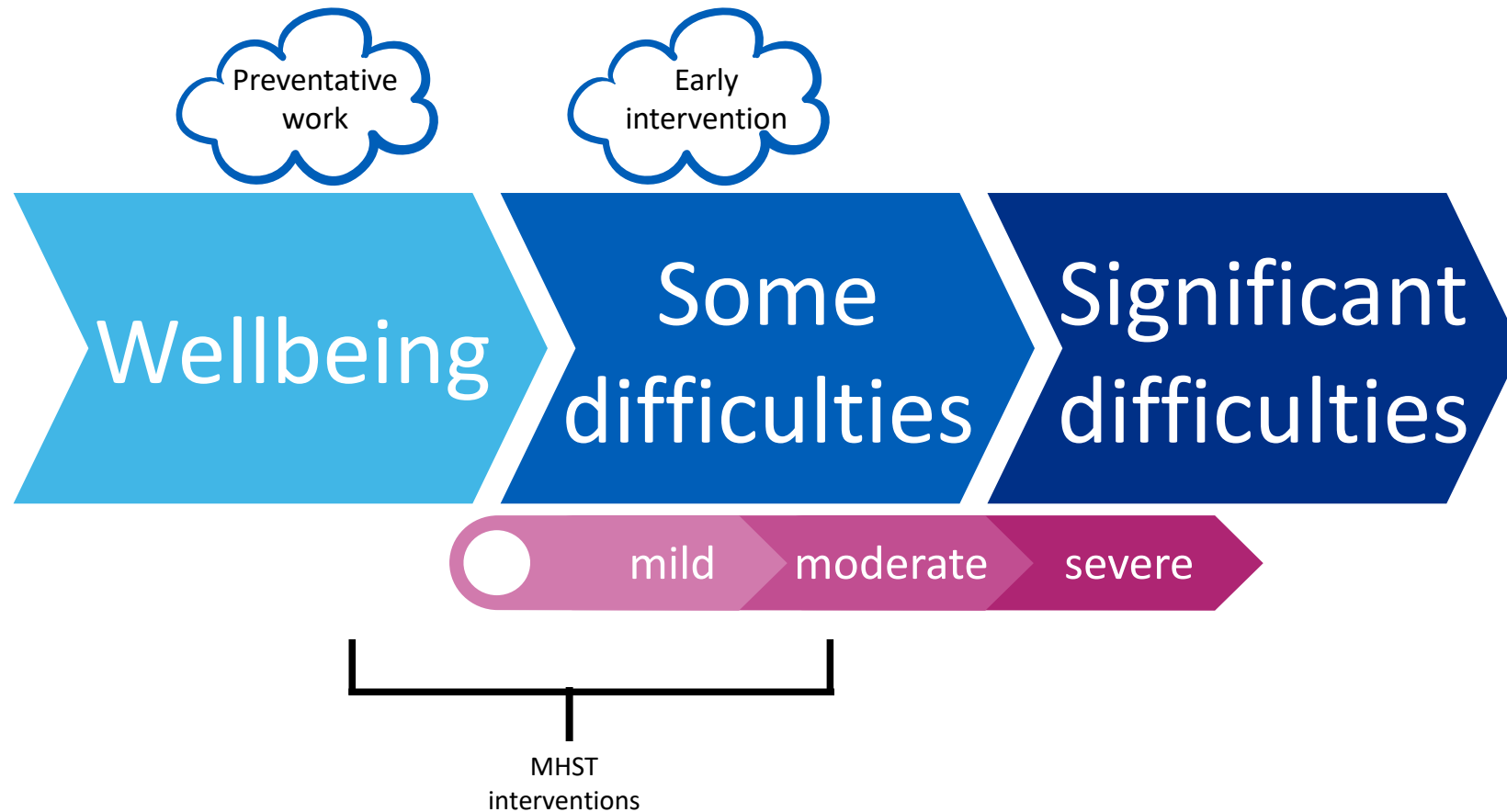
of young people worry about feeling they have to look or act a certain way as a result of social media's influence



of young people said their mental health got worse during the wait for support



The Mental Health Continuum



MHST Role in Schools

1:1 Interventions

Weekly, one-hour sessions, 6-8 sessions, CBT-based, guided self-help for low mood and anxiety.

Targeted Group Interventions:

Similar content and length to 1:1 interventions but delivered in a group setting.

Assemblies/Workshops/Training

One-off group sessions with staff, students or parents, offered as part of a school-specific approach. This will be based on a school needs assessment, carried out with staff and a pupil survey.

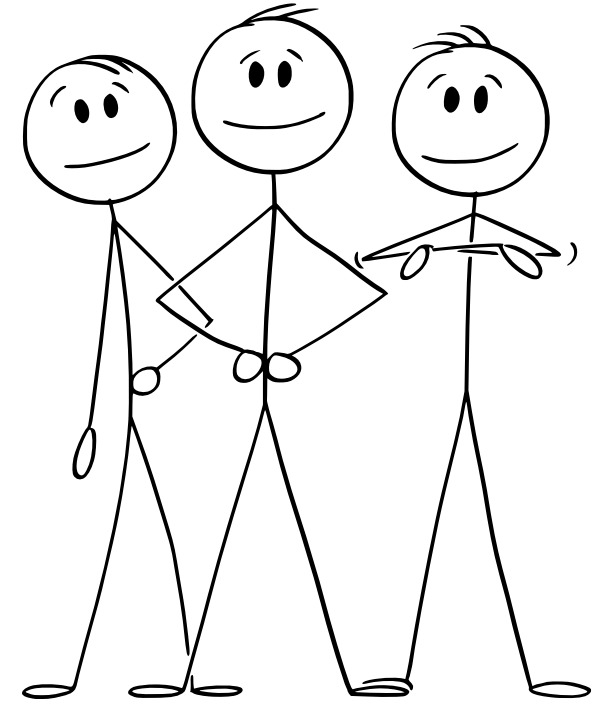
Team Around the Learner/Consultations

Discussions with staff about potential referrals to MHST and/or signposting to other agencies/services where necessary.

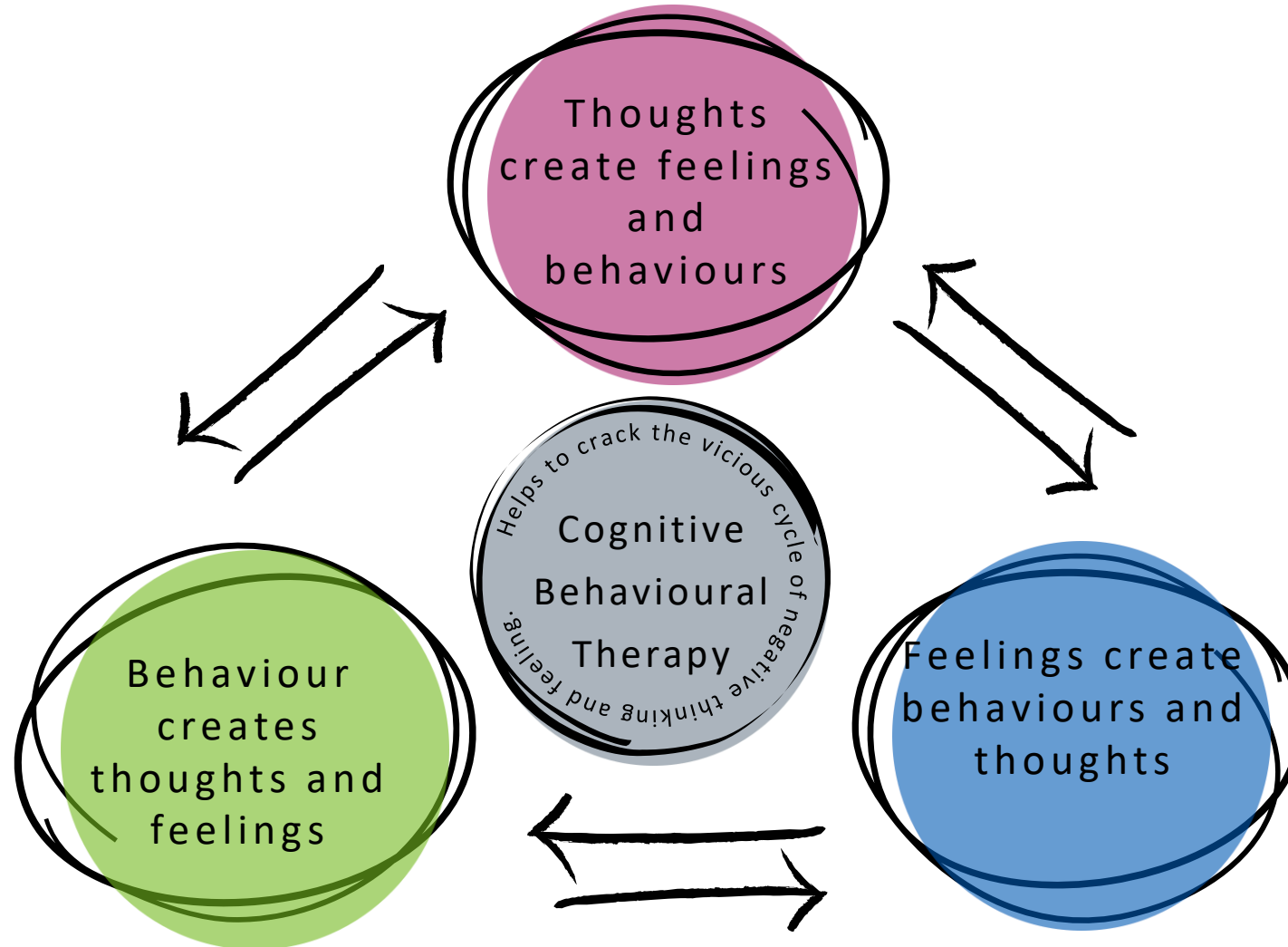


What we can help with:

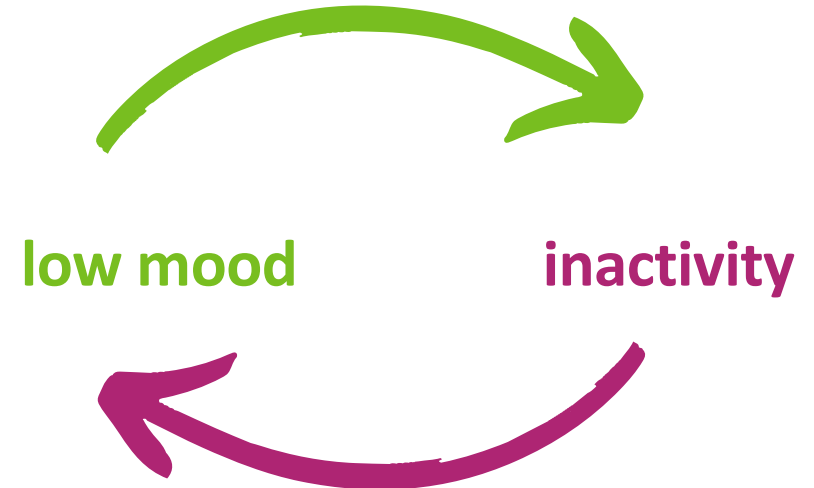
- Anxiety
- Low mood
- Sleep hygiene
- Exam Stress
- 5 Ways to Wellbeing



The Cognitive Behavioural (CBT) Model



Guided Self-Help using CBT-based Principles



How can the MHST support you?



[Mental Health Support Team \(MHST\): Secondary Schools: How the MHST can support you. - YouTube](#)



Request for Support

Referral form is completed by/with the young person and signed by them. Parental consent is required.

School adds any important additional information to the form.

The more information given on this form, the easier it is for the MHST to triage efficiently.

The school MH lead sends referral to MHST via email: MHST.Referrals@nelft.nhs.uk. The referrer will receive an email confirmation that the referral has been added to the triage list.





Mental Health Support Team (MHST)
Request for Support: Young Person - Secondary Schools
Ensure all sections are completed, as incomplete forms could result in a delay in accessing support. Email completed forms to MHST.referrals@nelft.nhs.uk or give to school staff.

Section 1		My details	
Name		Date of Birth	
Preferred Name/known as		Pronouns	
Home Address		Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other
Phone Number		Ethnicity	
Email		Religion	
School Name		Language	
		School Year	
I consent for you to contact me on (tick all that apply)		<input type="checkbox"/> Text <input type="checkbox"/> Call <input type="checkbox"/> Email <input type="checkbox"/> Letter	
A text message will be sent to let you know if your referral has been accepted to the MHST, if we do not have your phone number and tick the text box you are opting out of this confirmation.			

Section 2		Parents / Carers contact details	
Is your parent / carer aware of this referral?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Do you give us permission to contact your parent / carer?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Parent / Carer Name			
Parent / Carer Telephone		Email	

Section 3		Details of your current difficulties	
Thinking about your concerns, which of the below best describes your current difficulties?			
Low Mood <input type="checkbox"/>	Anxiety <input type="checkbox"/>	Other <input type="checkbox"/>	
Please describe the situations, times and places when you have these difficulties, giving information about your worries, mood, behaviours and concerns.			

Best care by the best people
Secondary Schools – Young Person Request for Support



Have you received any support from any of the following services? Please tick all that apply	<input type="checkbox"/> Education Health and Care Plan (EHCP) <input type="checkbox"/> Special Educational Needs (SEN) Support <input type="checkbox"/> Social Care Support <input type="checkbox"/> Mental Health Support
If yes, please give details (Include any medical, mental health diagnosis or family concerns)	

Section 4		Your thoughts	
Please make a mark on the scale to let us know how you are doing. The closer to the left , things are not so good, the closer to the right , the better things are.			
Individually (Personal, well-being)			
I			I
Family and close relationships (How are things in my family?)			
I			I
Socially (Work, school, friendships?)			
I			I
Overall (General Sense of well-being)			
I			I

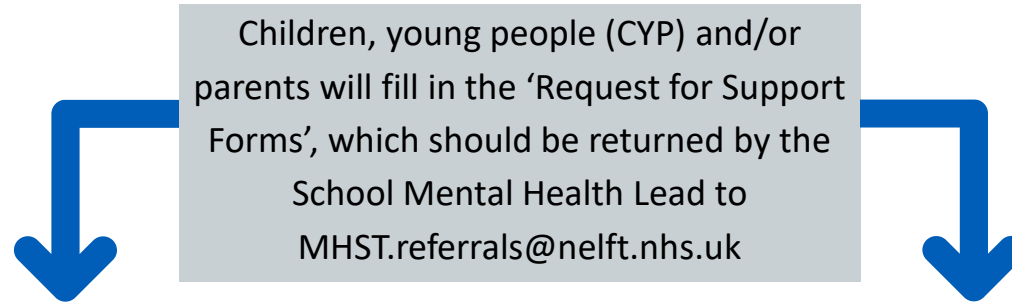
Section 6		Consent	
By completing this form, I consent to the NHS opening an electronic patient record for me. The MHST use video recording of sessions, saved in a secure format in line with NELFT policies, for training and supervision purposes which may be used if support is offered. Further information on NELFT's GDPR policy can be requested by speaking to your EMHP.			
Signed		Date	
Print Name			
If not signed by the young person, please state your relationship			

If you require urgent support, please speak to a member of the Emotional Wellbeing Mental Health Service (EWMHS) on 0800 953 0222 opt 2 (Monday - Friday 0900-1700) or 0800 995 1000 at any other time.

Best care by the best people
Secondary Schools – Young Person Request for Support



Request for Support Pathway



MHST reviews the request at a triage meeting. A decision is made to either 'accept for support' by MHST or signpost to another service (decisions will be made within 7 days).

Referral is **accepted**.

A text message will be sent to the CYP/parent

A member of the MHST will contact the CYP/parent to book an initial assessment

Referral is **not accepted** (e.g. presentation not appropriate for MHST intervention; open to other MH service including CAMHS)

A letter is sent to the CYP/parent outlining the decision and signposting to the appropriate service.

Before submitting the referral have you clearly stated and checked:

Written/verbal consent obtained from young person and/or parent.

Contact details are up to date and complete.

Consent to contact parents on a young person's form.

Name on the form is young person's given name on the medical record.

Any requests for not sharing information clearly stated.

A description of the young person's presenting concerns and risk.





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Extra-curricular opportunities at Key Stage 3

- Extracurricular clubs
- Each department runs at least one 30-minute club per week, staff or student led.
- Some are subject specific, others focus on non-curriculum focussed and based on staff interests/passions.
 - Response to student voice at the end of the summer term.
- Several inclusive clubs, although may have limited numbers with waiting lists.
 - Some clubs require trials or auditions.
- Extracurricular booklet and notice board available to students, with details of personal study and homework support clubs.



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Extra-curricular opportunities at Key Stage 3

- Biannual School Musical – 2027





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Extra-curricular opportunities at Key Stage 3



- Enrichment day
 - 11th March 2026
- Trips
 - Evolve (Southend Borough Council)
 - Parent Volunteers





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Badges for levels

Rewards trips:

Years 7 & 8 – Chessington World of Adventure

Years 9 – Thorpe Park

All years – Colchester zoo

House captains arrange 1 event per half term.

House points – taking part in events, interhouse competitions and department competitions.

Bronze	Achievement	Rewards
200	Students who have reached the threshold of 200 achievement points	<ul style="list-style-type: none">Bronze Award - certificate and bronze star (awarded in year group assemblies)
Silver	Achievement	Rewards
400	Students who have reached the threshold of 400 achievement points	<ul style="list-style-type: none">Silver Award – certificate and silver star (awarded in year group assemblies)
Gold	Achievement	Rewards
700	Students who have reached the threshold of 700 achievement points	<ul style="list-style-type: none">Certificate, badge and entered into the prize draw at the end of each term
Platinum	Achievement	Rewards
850	Students who have reached the threshold of 850 achievement points	<ul style="list-style-type: none">Certificate, badge and entered into the prize draw at the end of each term
Platinum+	Achievement	Rewards
1300	Students who have reached the threshold of 1300 achievement points	<ul style="list-style-type: none">Certificate, badge and entered into the prize draw at the end of each term
Palladium	Achievement	Rewards
3500	Students who have reached the threshold of 3500 achievement points	<ul style="list-style-type: none">Private party for all who reach palladium with pizza



ST BERNARD'S HIGH SCHOOL

Teaching and Learning

Our PACE Teaching and Learning focuses on 4 main principles:

Progress – ensuring all students learn and make progress in lessons and over time.

Assessment – Consistent and supportive feedback that enables students to improve.

Challenge & Adapt – supporting everyone to ensure equitable access a rich and varied curriculum. Challenging able students to exceed their targets.

Expectations – ensuring a consistent effective routine for learning.

Students should expect these principles in every lesson.





Teaching and Learning

Here are some of the methods of Teaching and Learning we use:

1. We begin all lessons with a retrieval task
2. We aim high!
3. We support students with adaptive strategies to help them realise their potential and access learning (literacy mats/scaffolding etc.)
4. We routinely use mini white boards for Assessment for Learning
5. Student work is marked 12 times over the year: 6 by the teacher and 6 by the students or their peers
6. We use a 'feedback loop' process where students are given WWW, EBI and an 'Acting on feedback' task to complete



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Revision Evolution

REVISION EVOLUTION

Flash Cards – Leitner method

Flash cards remain one of the most popular methods of revision. Many students just don't use them in the best way.

The Leitner method is one way of more thoughtfully working your way through flash cards so that you focus on gaps in your knowledge.

You will need:

1. Your topic for revision.
2. A series of **flash cards** with a key word/question/character/problem etc on one side, and the answer on the other.
3. You will need three envelopes or boxes labelled 'Everyday', 'Tuesday and Thursday' and 'Friday'.

Once you have this ready, you will need to follow the process below!



You will now create a series of 6 flashcards on memory. You will use them to practise the Leitner method.

We have developed a unique programme to educate students about how the brain works, how memory works and how to revise effectively. This is delivered:

- ✓ In PHSE lessons at KS3
- ✓ In Revision Evolution workshops 25th September and next year
- ✓ Teachers will use these strategies as students prepare for their summative assessments



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Literacy

Whole School Reading for pleasure

Katya Balen workshop & signing

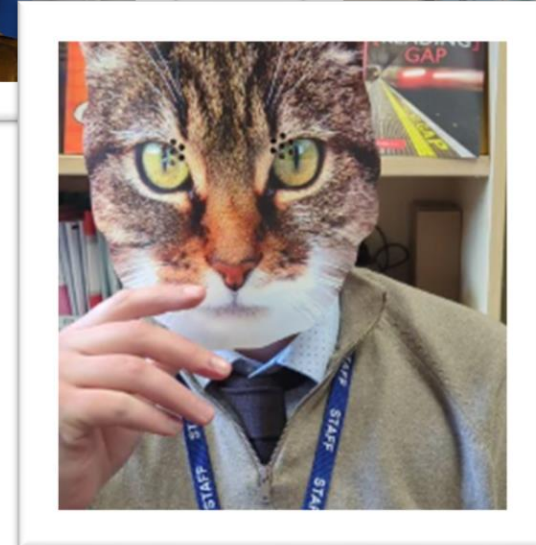
Non-Fiction November

International Book Giving Day

World Book Day

St Bernard's Writing Prize

Spelling Bee





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Reading Support

Whole school Literacy support and Challenge

- ✓ Literacy Mats
- ✓ Reading Leaders
- ✓ Tutor Reads
- ✓ Tier 2 command words in classrooms
- ✓ Reading Scholars
- ✓ Library Lessons using Accelerated Reader
- ✓ Literacy interventions – Word Aware/ introduction to Shakespeare



LITERACY MAT Year 7 English



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LOVE ONE ANOTHER AS I HAVE LOVED YOU

PUNCTUATION

Full stop (.)
To show the end of a sentence.
Comma (,)
To list or to separate clauses.
Exclamation mark (!)
To end a sentence and show shock or surprise.
Question mark (?)
To pose/ask a question.
Apostrophe (')
To show possession or omission.
Speech marks (")
To show direct speech – the exact words spoken or quoted.
Colon (:)
To introduce a list, statement or quote in a sentence.
Semi colon (;)
To separate two sentences that are related and of equal importance.
Hyphen (-)
To separate extra information from the main clause by holding words apart.
Dash (–)
To add extra information in the middle or at the end of a sentence.

APOSTROPHES

Omission – missing out a letter
He didn't mean to.
Possession – to show ownership
Mrs Barrett-Porter's class.
Plural Possession – ownership when the noun already ends in S
The girls' bags

COMMAS

You should use a comma when you:

- separate a list of adjectives
e.g. He is a happy, confident man.
- write a list
e.g. I ate chocolate, ice cream and pizza.
- mention a city and its country
e.g. I am in New York, America
- separate clauses within a sentence
e.g. She called loudly, but no one heard.
- separate a relative clause
e.g. Mrs Jones, the head teacher, walked past.
- use speech marks
e.g. "I like dancing," said Maria.

SPEECH MARKS

THE RULES!

1. Start a new line for each new speaker.
2. Speech marks open and close the speech.
3. Start the speech with a capital letter.
4. If speech is not at the start of a sentence, put a comma before the direct speech.
5. Add punctuation before closing the speech.

E.g. The prince said, "Can I enter the castle?"
"Of course," said the troll.

PARAGRAPHS

TIP TOP is a way of remembering when to start a new paragraph.

Do this when there is a change of:

- ☐ Time
- ☐ Person i.e. speaker
- ☐ Topic
- ☐ Place



Homework

Specific policy:

Type of homework that teachers will set:

Teachers will only set tasks that will directly enhance the learning outcomes of students:

- Revision
- Retrieval
- Consolidation
- Reading

Type of homework that teachers won't set:

- 'Catch up' work from lesson content that has not been delivered
- Low impact homework tasks including crosswords or gap fills
- Homework that is too easy or too difficult

Homework setting practice

- Teachers will set homework on TEAMS and this will be published via EduLink
- Teachers **must** give one week for students to complete their homework task. This allows students to manage their time effectively, avoiding stress.



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Homework during exams /mocks

Teachers will not set homework for students during exam/mocks. Students will be expected to revise for their exams/mocks.

Homework during holidays

Teachers will not set homework for students over holidays. Students will be expected to revise for their forthcoming assessments.



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	Year 7-9	Year 10-11	Year 12-13
4 lesson subjects English, Maths, Science	One homework task per week, not exceeding 1 hour per homework.	Students are set one homework task per subject per week. Each homework should be no more than 1.5 hours per task.	Students are set 5 hours per subject per week.
3 lesson subjects: History, Geography, MFL, RE	One homework task per fortnight, not exceeding 1 hour per homework.		
Practical Subjects: IT, PE, Art, Design & Tech, Drama, Music	One homework task per half term.		
Approximate hours per week	6 hours per week	8-12 hours per week	20 hours per week



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