



**St Bernard's High School**  
**Student Booklet**  
**2025-26**



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# School Uniform

Students of St Bernard's are expected to wear the correct uniform at all times and take pride in what their uniform signifies. The School Behaviour Policy will be implemented where uniform rules are broken. The following is a list of permitted items of school clothing to be worn by students:

Jumper	Navy blue school jumper with badge
Blouse	Yrs 7-9: blue/white check Yr 10-11: white
Skirt	<b>Navy blue mid knee or below the knee</b>
Trousers	Navy blue
Socks	Navy blue, black or white, knee high or ankle. Socks above the knee and socks with bows are not permitted.
Tights	Navy, black or flesh coloured (no patterns) <b>socks and tights cannot be worn together.</b>
Shoes	Sensible black low heeled, 2.5cm maximum (no platforms, stilettos, sling backs, Sandals or boots are allowed. This includes ankle boots with the exception of Kicker High Tops, trainers or plimsolls.
Coat	A plain coat in a single dark colour in a style suitable for school. (no leather, denim or sweatshirts may be worn).

## PE Uniform - Compulsory

All the garments should be clearly marked with the owner's name on PE shirts and hoodies. It is recommended that the marking is on the outside in 3cm high letters across the chest. For shorts/tracksuit trousers, the marking should be on the back under the waistband. **No aerosols are allowed in school.**

Sports polo shirt	Navy/sky blue with school logo
Socks	Plain white sports socks (must be socks and not trainer socks and cover the ankle)
Trainers	No colour preference but must be sports trainers (not plimsolls or fashion shoes)
Tracksuit	Navy/sky blue with school logo – this is the PE track top with ¼ zip and the training trousers
Leggings	Navy blue
Shorts	Navy/sky blue/white with logo – 2 styles available
Hooded top	Navy blue with school logo

School uniform is available from: Danielle's Schoolwear Centre, Claydons Lane, Rayleigh, SS6 7UP

## Additional information

Students may wear a watch (smart watches and fitness watches/bands are not allowed)

Students may wear a small simple cross and chain (no other jewellery is allowed)

Hair accessories should be small and discreet in navy blue, black or brown (small bows permitted but they must be small and in navy blue or black)

No hair bonnets or large hair bows allowed

No hoodies allowed, hoodies are not to be worn with coats

No slits in eyebrows

Hair must be tied back for PE

Hair should be of a natural colour. Hair cannot be of two contrasting colours, e.g black & blonde; black & red; blonde & blue, etc

One pair of plain round ear studs (**one in each lobe**) students are not permitted to have any other piercings

Nail varnish and makeup are not allowed (this includes false eyelashes, eyelash tint, false nails or extensions)

The School Behaviour Policy will be implemented where uniform rules are broken.

**There will be very serious consequences for students who deliberately challenge these rules.**



# School Equipment Checklist

## School Equipment Checklist

Make sure you pack your bag (large enough to carry A4 folders) the night before and use this checklist to ensure that you have all the equipment necessary for the next day.

Student booklet
Prayer booklet
Conduct/Praise card
Pens – black/blue
Colouring pencils/felt tip pens
Pencils
Pencil sharpener
30cm ruler
Rubber
Compass
Protractor
Whiteboard pens
Key stage art pack
Sellotape/Pritt stick
Scientific calculator
Scissors
Dictionary for modern foreign languages
Bible – Good News Bible
Exercise and textbooks for the day
PE kit
Food ingredients
Students should also have a reading book with them

Most of the above items are available from the on-site school shop (cash only) which is incorporated in the Reprographics Room. A pencil case is required, large enough to hold the stationary items listed above. No correction fluid is allowed in school. A school bag should be big enough to hold A4 folders.

## Property

No large sums of money should be brought into school.

All money and other items should be kept with the student at all times.

No fidget rings are permitted. Students are allowed to bring one fidget toy that can fit into the palm of the hand into school.

Electronic devices must not be brought into school. The school will take no responsibility for loss or damage to such devices if they are brought to school.

Any loss of personal property should be reported to your Form Tutor. If handed in, items will be returned to the student concerned.

Lost property will be displayed on the slope once a term. Unclaimed items will be disposed of.

## Care of Equipment, Property and Environment

All schoolbooks, equipment and property must be treated carefully.

School equipment may only be allowed with permission.

All school areas must be treated with respect and all areas should be litter free using the bins provided. All food waste must be disposed of using the food waste bin only.

Any loss or damage, accidental or otherwise, to schoolbooks, equipment or property belonging to our students or staff must be made good.

Any deliberate damage, including graffiti, will be considered a most serious matter.



# School Rules and Procedures

## Bullying

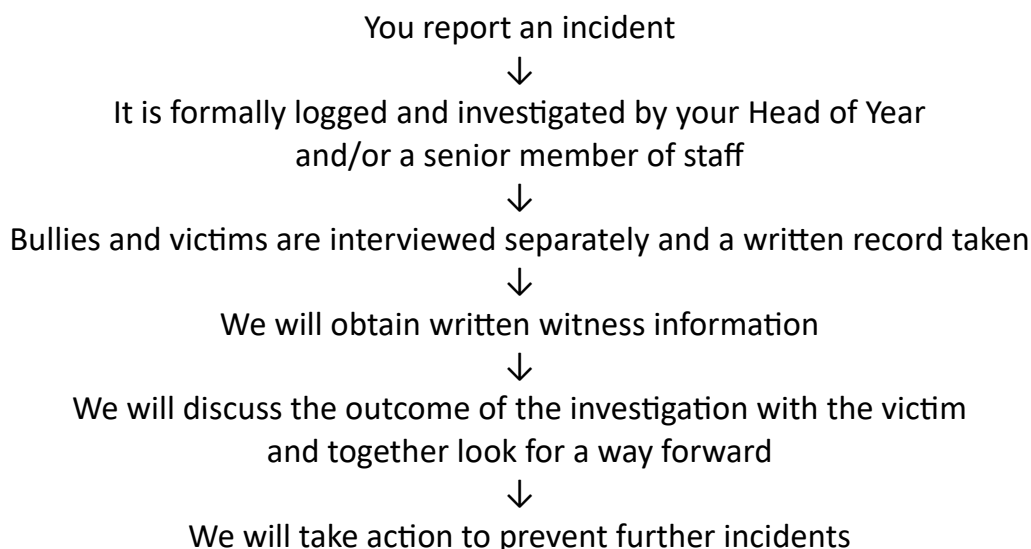
The bullying of another student by word or deed, by an individual or group, will always be regarded as most serious conduct.

Bullying is an action that deliberately causes distress to another person. This means the bully knows that their actions/words are upsetting, but keep on doing it because that is how they want you to feel.

### Bullying can be:-

- **Physical** – for example hitting, kicking and pushing
- **Verbal** – words they say to you
- **Taking** of, or deliberate damage to somebody's property
- **Cyber** – sending defamatory or intimidating messages or images in a form of communication technology, for example, text message, Snapchat, Instagram
- **Harassment** of another student or person in relation to their age, race, religious belief, special education needs or disabilities, sexual orientation, gender, gender re-assignment, pregnancy/maternity and marriage/civil partnership.

### Flow Chart to Show the Procedure for Dealing with Bullying



### These actions may include:

- Imposition of sanctions
- Obtaining an apology
- Informing parent/carer of both victim and bully
- Providing mentor support for both victim and bully

We will keep a written record of the incident, investigation and outcomes

On rare occasions, where long term bullying is exposed, the matter will be dealt with by the Head Teacher and in consultation with the Head of Year, be brought to the Governors' Student Disciplinary Committee.



# School Rules and Procedures

## Attendance and Punctuality

All students should aim for 100% attendance. It is factually proven that attendance below 95% significantly reduces the likelihood that a student will achieve targets for which they are more than capable.

Punctuality is an important part of self-discipline and is essential to good time management. Students must ensure they:

- Are at an appropriate classroom no later than the times shown on page 2 of the booklet
- Report to the 'late gate' and sign in after 8.40. This will ensure an attendance mark is received.
- Students **who arrive after 8.40am will receive a break time detention for lateness**

## Absences and Protocol on Return to School

Parents and carers should telephone the school attendance line or send a message via the Edulink App.

Absences need to be sent by 8.40am on **each** day of the absence. On the first day you return to school you will need to ask your Form Tutor for a Work Catch Up Sheet for the work you have missed.

## Family Holiday

Your parents/carers are requested not to arrange family holidays during term times. Letters regarding holidays during term time and requests for leave of absence, must be sent to the Head Teacher.

## Religious Celebrations

It is an expectation that you attend religious celebrations at the school. **Any absences on these days will be unauthorised unless medical proof of illness is received by the school.**

## Appointments During School Hours

If for any reason you need to leave school early, or during the day, you must have a signed and dated letter from your parent/carer explaining the reason. For a medical appointment, a copy of the appointment must be emailed to the school office to be approved. Medical appointments cannot be approved without this. For any other requests for leave a parent/carer will need to complete a Leave of Absence Form with supporting evidence if possible.

## Illness and Accidents

If you feel unwell or have an accident notify your teacher who may send you to Reception. If you are too ill to remain at school or if hospital treatment is necessary, then your parents/carers will be contacted to make suitable arrangements.

**Under no circumstances should you leave the school or go home without permission, nor should you contact your parents/carers yourself. The First Aider will do this if it is necessary.**

If you have broken a bone and/or require crutches, your Parent/Carer needs to accompany you into school so that a Temporary Medical Support Form can be completed.

## Medicines

Medicine can be stored in School for your child with instruction where required. All medicine is left in Reception for students to access and should not be carried around with them. The exception to this is an inhaler for Asthma, EpiPen, or any medicine which comes with a care plan for this purpose. **(The school is not allowed to provide medication outside of the above).**

## Religious Worship

We are a Catholic community, and students must show the utmost respect for the prayer life of our school and behave in an appropriate manner during assemblies, prayer and school Masses. Any misconduct in relation to such services will be regarded as most serious.



# School Rules and Procedures

## Code of Conduct on Public Transport and Travelling to and from School

Every student is expected to travel to and from school on the school journey and whenever representing the school, in a safe, sensible and courteous manner. Misbehaviour outside school and actions which lead students to bring the school into disrepute will be a disciplinary matter.

- Students should not linger on journeys to and from school.
- Students must always wear a cycle helmet when commuting to and from school by bicycle.
- If you are ever approached to or from school by a stranger, you must report this to your Parent/Carer. If you are at all concerned, you must return to Reception where you will receive assistance for your journey home.
- Conduct on public transport must be exemplary; no shouting or fighting, as examples.
- Be courteous to other passengers, the driver and pedestrians.

## School Trips

Expectations of students on a school trip are the same as those expected in school. Please refer to sections on Code of Conduct and Expectations of the School.

Sanctions will be applied if inappropriate behaviour is observed.

## Possession of Weapons, Use or Supply of Illegal and Unauthorised Drugs

- St Bernard's has zero tolerance towards the possession, use or supply of illegal and unauthorised drugs. This is also the case with cigarettes, matches, lighters and vapes.
- The Head Teacher has a duty in law to inform the Police of any offence under the Misuse of Drugs Act.
- Permanent exclusion will result from the buying, selling, offering, supplying, using or possession of drugs in school, or at any function, trip, visit or holiday organised by the school, including work experience and training placements.
- Permanent exclusion will result from a conviction for dealing in drugs outside the school at any time.
- Permanent exclusion will result from carrying an offensive weapon or dangerous implement such as knives, pointed scissors, etc.

It is forbidden to bring any of the following to school:

- Any toy weapon such as catapults, replica gun, etc.
- Laser pen.
- Chewing gum
- Any aerosol can.
- Energy Drinks.
- Fidget rings. One fidget toy allowed, must be small enough to fit in the palm of the hand.
- Correction fluid.
- Bottles of drinks bigger in size than 1 litre, including water.

Signed: ..... Date .....  
(Student)

## Examples of Behaviour

Minor sanctions may be applied if a student:

- Does not produce an acceptable standard of work or forgets essential equipment.
- Occasionally exhibits low level inappropriate behaviour.
- 

Main sanctions include verbal reprimand, a form of community service or a detention at break or lunchtime.



# School Rules and Procedures

## **More severe sanctions will be applied if a student persists in: (for example;)**

- Producing unacceptable work or forgetting essential equipment.
- Exhibiting inappropriate behaviour or fails to follow instructions. The most common of these sanctions is the after school detention.
- All details of detentions will be written in the planner.
- Parent/Carer must sign the planner acknowledging they have seen the detention.
- If the after-school detention cannot be attended, the parent/carers must contact the school.
- In the case of after school detentions, students will be given at least 24 hours notice.
- No exceptions are made, even if the student travels by bus or train.

## **Major sanctions will be applied if a student fails to accept sanctions listed above.**

### **Major sanctions include SLT Detention and Isolation.**

#### **SLT Detention**

This is set at the discretion of a member of the Senior Leadership Team.

Failure to attend without sound medical reason will result in a day of isolation.

Please note a Head of Year detention will be set for students who are found to be chewing gum.

Suspensions and Permanent Exclusions are the most severe of sanctions.

#### **Achievements**

At St Bernard's we celebrate a range of achievements such as:

- Good work
- Respect, Service and Justice
- 100% attendance
- Participating in school events
- Taking on a role of responsibility

These achievements may be rewarded with certificates or prizes throughout the year.

A copy of the school's Behaviour Policy is on the school website.





# Behaviour and Expectations of the School

## Lesson

Classrooms (including labs, workshops and gyms) are your places of work. Just as in any workplace, there need to be clearly understood rules and expectations to allow everyone to work successfully, safely and enjoyably.

### 1. Start of lessons:

- Arrive on time.
- Enter rooms sensibly, wait quietly until your teacher has greeted the class and then sit down.
- Take out books, pens and equipment and put bags away.
- Remain silent when the register is called.
- Expect teachers to enforce rules which apply to uniform and jewellery.

### 2. During lessons:

- When your teacher talks to the whole class, remain silent and concentrate.
- You should always try your best and engage fully in the lessons, showing responsibility for your learning.
- If the class is asked a question do not call out.
- You must have equipment, books and folders needed.
- You are expected to work sensibly with those around you; do not annoy or distract them.
- If you arrive late without justifiable cause you must expect to be detained for the amount of time you missed in order to make up the work.
- Homework must be recorded in your planner.
- Eating, drinking and chewing are not allowed.
- Mobile phones, iPods, magazines and other distractions are not allowed; they will be confiscated.
- You must not leave a lesson without prior permission from your teacher.
- Your planner will be signed by the teacher before you leave.

### 3. End of lessons:

- You should not begin to pack away until your teacher tells you to do so.
- When told, stand and push in or put up your chairs; any litter should be picked up.
- Wait quietly until your teacher dismisses you.

### General Expectations:

- Make your way quietly and sensibly around the school, keeping to the left of the corridor whenever possible.
- No writing or graffiti on body (hands, arms, legs etc).



# Homework Policy

## Homework Policy

The purpose of homework:

- The purpose of homework is to provide opportunity for extended practice and to develop the student's capacity for independent thinking.
- Homework will provide an opportunity for extended practice which revision activities, extended writing, knowledge retrieval tasks, spelling practice, on-line quizzes etc.
- Homework will develop a student's capacity for independent thinking which research, open-ended projects, creative product-making etc.
- Homework will not typically be used as a form of assessment.
- Homework will be read and corrected for SPAG by the teacher and acknowledged with a stamp.

Achievement points will be awarded where a piece of homework is seen to be of excellent standard or shows excellent effort.

The value of homework:

- The school aims to ensure that each student understands the value of homework and the need for it to be presented punctually. A Behaviour point will be issued where a student does not present their homework on time and a second deadline will be set. If the student fails to present their homework at this deadline the student will be expected to complete it in school at a time arranged by the class teacher.

Parents/carers can assist by:

- Providing a quiet place for work.
- Ensuring homework is completed without the distractions of phones, television etc.
- Ensuring that there is a balance between school-work and outside commitments e.g., activities/ clubs.
- Checking the presentation and quality of homework.
- Reminding their daughter of what they can do if they have not been set a specific homework task.
- Liaising with the school if there are any issues relating to your daughter's learning.



# Code of Conduct for ICT, Internet and Mobile Devices

## Code of Conduct for ICT, Internet and Mobile Devices

The computer network and associated ICT equipment, including student laptops and Virtual Learning Environment, are owned by the school and may be used by students to further their education. This Code of Conduct applies at all times, in and out of school hours, and has been drawn up to protect all parties – students, staff and the school.

The school reserves the right to examine and/or delete any files that may be held in any part of the computer system and to monitor the use of the Internet by students. Very strong action will be taken against any student visiting inappropriate Internet sites and/or using email in such a way that it intimidates or bullies another person (see Cyberbullying Policy and Mobile Devices Policy on the school website). All students are required to sign a copy of this Code of Conduct. Refer to full details of the Policy.

### Social Media

Any social networking that has a negative impact on the school or its community will result in appropriate sanctions and possible Police intervention.

Any posting of images taken at school, or on school trips, will lead to appropriate sanctions.

It is a criminal offence for any student to send or hold any indecent images of students via any form of technology, e.g., the internet, mobile phone, etc. Such an activity can result in permanent exclusion.

### Mobile Devices Policy - First time

If your daughter/son is found to be using their mobile phone in school or the phone is not switched off (for Sixth Form this would be outside the common room), the mobile phone will be kept until the end of the school day and a Head of Year detention will be issued with a letter sent home. Your daughter/son will be able to collect their mobile phone from Reception at the end of the school day.

### Second time (within the same term)

If your daughter/son is found to be using their mobile phone in school or the phone is not switched off for a second time within the same term (for Sixth Form this would be outside the common room), the mobile phone will be kept for two school days, and a formal detention will be issued with a letter sent home. Your daughter/son will be able to collect their mobile phone from Reception at the end of the second day. For example, if their mobile phone was confiscated on the Monday, they will be able to collect their mobile phone on Wednesday at the end of the school day.

If their mobile phone was confiscated on the Friday, your daughter/son would not be able to collect their phone until Monday at the end of the school day. The school does have spare mobile phones that can be allocated to students if required.

### More than two times (within the same term)

If your daughter/son is found to be using their mobile phone in school or it is not switched off more than two times within the same term (for Sixth Form this would be outside the common room), the mobile phone will be kept for one week and a letter will be sent home.

The parent/carers will have to collect the mobile phone from reception a week from when it was confiscated. For example, if their mobile phone was confiscated on the Monday, the parent/carers will be able to collect their mobile phone the following Monday at the end of the school day from Reception. If your daughter/son's mobile phone is to be kept for two days or the week, the school will send a message to you via school comms.



# Achievement Points Ladder

## Stage 1: Points awarded by class teachers / HOD / HOY or other for various achievements.

Ethos Value	Examples (Award 1,2,3,5,10 Achievement Points)	Types of Rewards
<b>Respect</b>	<ul style="list-style-type: none"> <li>Quality of presentation</li> <li>Exemplary work</li> <li>Performance in lesson</li> <li>Academic achievement</li> <li>Consistently completing online activities eg/ seneca</li> <li>Lexia Achievement</li> </ul>	<ul style="list-style-type: none"> <li>Achievement points</li> <li>Certificates linked to Respect</li> </ul>
<b>Service</b>	<b>Examples (Award 1,2,3,5,10 Achievement Points)</b> <ul style="list-style-type: none"> <li>Contribution to the lesson in a positive way</li> <li>Perseverance to work</li> <li>Taking part in a form assembly</li> <li>Taking on a role of responsibility in Form</li> <li>Support for a younger student with their academic studies</li> <li>Contribution to the newsletter</li> <li>Showing kindness to students</li> <li>Showing kindness to staff</li> <li>Extra-curricular eg/ choir and taking part in events</li> </ul>	<b>Types of Rewards</b> <ul style="list-style-type: none"> <li>Achievement points</li> <li>Assembly recognition</li> <li>Certificates linked to Service</li> </ul>
<b>Justice</b>	<b>Examples (Award 1,2,3,5,10 Achievement Points)</b> <ul style="list-style-type: none"> <li>Participating in school events</li> <li>Participating in school events outside of school hours</li> <li>Jack Petchey Nominee / Award Winner</li> <li>Organising Form masses</li> <li>Cantor in masses</li> <li>Being part of a ministry</li> </ul>	<b>Types of Rewards</b> <ul style="list-style-type: none"> <li>Achievement points</li> <li>Assembly recognition</li> <li>Certificates linked to Justice</li> </ul>
<b>Justice</b>	<b>Examples (Award for Positions of Leadership)</b> <ul style="list-style-type: none"> <li>Peer Mentor (20)</li> <li>Prefect (25)</li> <li>Senior Prefect (30)</li> <li>Deputy Head students (40)</li> <li>Head student (50)</li> <li>Significant contribution to school life (30)</li> </ul>	<b>Types of Rewards</b> <ul style="list-style-type: none"> <li>Badges for positions of leadership</li> <li>Assembly recognition</li> <li>Specific Certificates</li> </ul>
<b>Service</b>	<b>Examples (Awards for Special Recognition)</b> <ul style="list-style-type: none"> <li>100% attendance for the year (50)</li> <li>Head Teacher Award for Service (100)</li> </ul>	<b>Types of Rewards</b> <ul style="list-style-type: none"> <li>Certificates</li> <li>Badges</li> </ul>

## Stage 2: Awards for when students reach defined thresholds

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

Total achievement points are “net points” on SIMS so behaviour points are removed from total number of achievements points.

Head Teacher Awards will be given out each term to 1 student per year group.

Catholic Social Teaching principles will be recognised within the comments from staff (where applicable) when awarding points.



# My Subject Targets

Year 7, 8 & 9 ONLY:		2025-26 Target Grade
Maths		
English		
Science		
Religious Studies		
Geography		
History		
French		
Spanish		
Computing		
Technology		
Art & Design		
P.E.		
Drama		
Music		
English Language		
English Literature		
Maths		
Religious Studies		
Science (Triple OR Trilogy)	Combined Science	
	Biology	
	Chemistry	
	Physics	
Option 1:		
Option 2:		
Option 3:		
Option 4:		



# My Subject Targets

## Autumn Term

My target is.....

Achievement Points: ..... Behaviour Points: .....

Lates: ..... Attendance: .....

## Reflection

What have I done to meet my target? (This must be filled in and reviewed with your Form Tutor)

- .....
- .....

Form Tutor signature..... Student signature.....

Comment box from Form Tutor (optional)

.....  
.....

## Spring Term

My target is.....

Achievement Points: ..... Behaviour Points: .....

Lates: ..... Attendance: .....

## Reflection

What have I done to meet my target? (This must be filled in and reviewed with your Form Tutor)

- .....
- .....

Form Tutor signature..... Student signature.....

Comment box from Form Tutor (optional)

.....  
.....

## Summer Term

My target is.....

Achievement Points: ..... Behaviour Points: .....

Lates: ..... Attendance: .....

## Reflection

What have I done to meet my target? (This must be filled in and reviewed with your Form Tutor)

- .....
- .....

Form Tutor signature..... Student signature.....

Comment box from Form Tutor (optional)

.....  
.....





## ACCEPTABLE HAIR COLOURS:

Hair must be of a natural colour that someone can be born with.

Hair should be of one natural hair colour.

## OTHER HAIR RULES:

- Hair colour should be of one natural colour. Hair cannot be of two contrasting colours e.g. black & blonde; black & red; blonde & blue; blonde & brown etc.
- No more than 3 beads per strand.
- Beads must be clear, blue or white.
- Cuffs, string, tinsel, wooden beads are not allowed.
- All hair accessories must be school colours, clips, hair bands etc.

## COLOURS THAT ARE PROHIBITED:

No shades of red:



No shades of pink:



No shades of purple:



No shades of white:



No shades of blue:



No shades of green:



No shades of (unnatural) orange:



\* does not apply to natural auburn hair

[illegible]



[illegible]



# English Writing

Your tasks will fall under the following headings:

**MOVING IMAGES:** writing for or about film, TV programmes or online media.

**COMMISSIONS:** responding to a set brief, such as an opinion piece for a newspaper.

**RE-CREATIONS:** taking a story in one form (for example, a poem) and rewriting it in another (for example, an article).

**NARRATIVE WRITING:** writing an original story.

**WRITING FROM PERSONAL EXPERIENCE:** writing something that is about yourself, or your life.

The main things to consider:

**CONTENT:** what you actually say. You are given the topic. You must think of a **range of specific ideas** to support an argument, or make information clear.

**ORGANISATION:** how you structure your writing. **Use paragraphs!** Begin with introducing the idea in a compelling way. Present your ideas in a clear and logical way. Plan the conclusion to have a big impact.

**ACCURACY:** words, spelling and grammar. Have you used the right words in the right style? Remember to check your work **thoroughly**. Include different types and lengths of sentence. Use ambitious vocabulary, but don't use words that you do not understand. Keep your **meaning clear** at all times.

**EFFECT:** how you create an **impact**. Have you grabbed the attention of the reader and made them feel what you intended? Is your writing **engaging** and **interesting** throughout?

Remember FAPS!

1. **FORM:** in what form are you writing? An article? Speech? Letter? Description? Report?
2. **AUDIENCE:** for or to whom are you writing? Teenagers? Adults? An MP?
3. **PURPOSE:** why are you writing? To persuade? To advise? To describe? To inform? To argue? To explain?
4. **STYLE:** how are you writing? Formal? Chatty? Serious? Light-hearted?

## CONNECTIVES

Make sure your writing flows by using transitional words and phrases to link your sentences and paragraphs.

- **To show the order of events:** next, then, secondly, meanwhile, finally, eventually, later on, at first, until, at length, up to that point/time, in the interim, after
- **To emphasise things:** moreover, most of all, least of all, most importantly, notably, in particular, especially, significantly
- **To show reservation:** however, although, unless, except, if, as long as, apart from
- **To illustrate:** for example, as revealed by, in the case of, such as, for instance, namely
- **To compare:** equally, in the same way, similarly, likewise, as with, like
- **To contrast:** whereas, instead of, alternatively, otherwise, unlike, on the other hand
- **To explain:** because of, consequently,, thanks to, owing to, so, therefore, as a result, in other words, to put it another way
- **To add to a point:** nevertheless, additionally, furthermore, besides, also, still, anyway, even so
- **Simple joining words:** and, but, or, nor

For further support in reading and writing within each subject you study, use the literacy mats available in classrooms.



# English Grammar

**Remember! A percentage of the marks in many exams is awarded for: SPELLING, PUNCTUATION, GRAMMAR and AMBITIOUS VOCABULARY.**

## SPELLING STRATEGIES

Take a mental photograph of the word.

Look for families of words (for example, muscle/muscular).

Look for a shorter word within the word that will help you remember it (for example, “a rat” in “separate”).

Say the word clearly, syllable by syllable (for example, RE – MEM – BER).

Say the word in your head or out loud, as it is written (for example, WED – NES – DAY).

Remember similar-sounding words (for example, bright, might, right, sight, tight).

Make up rhymes or mnemonics to help you remember (for example, Emma faced a dilemma).

Practise: look – say – cover – write – check.

Use spelling rules (for example, i before e except after c, as in receive).

Think about the origin of the word (for example, bi-cycle = two + wheels).

## PUNCTUATION

**Correct use of punctuation creates sense, clarity and stress in your writing.**

**Full stops [.]** go at the end of sentences that are neither questions nor exclamations.

**Commas [,]** are used to separate words or phrases in a list, to separate main clauses in a sentence, to introduce speech or to indicate a natural pause.

**Semicolons [;]** are used to connect main clauses without using a connective.

**Colons [:]** introduce lists, explanations or examples.

**Quotation marks [“ ”]** enclose a direct quotation or indicate speech.

**Apostrophes [']** are used where letters have been missed out or to show possession.

**Parentheses (brackets) [( )]** enclose words adding further explanations to a sentence.

**Question marks [?]** are used at the end of the sentence whenever you, or a character in your writing, ask a question.

**Exclamation marks [!]** are used at the end of sentences to express anger or surprise. They are also used after interjections and imperatives (orders).

## GRAMMAR

**In a simple sentence there should be a noun or a pronoun (the subject) and a verb. You can add adverbs and adjectives to make the sentence more interesting.**

**A common noun** is a person, place or object (girl, city, planet, art).

**A proper noun** (with capital letters) is a particular place, person or object (Billy, Rome, Jupiter).

**A collective noun** is an unspecified number of something (a crowd of people, a gaggle of geese).

**An abstract noun** is an abstract or intangible thing (idea, thought, generosity, love).

**Pronouns** are used in place of nouns (he, she, it, we, they).

**Verbs** describe an action, state or occurrence (eat, have, want). They also express when things take place; for example, past, present, or future.

**Adjectives** describe nouns or pronouns. For example, the *ridiculous* clown made the *whole* crowd erupt with laughter.

**Adverbs** add information about verbs, adjectives and other adverbs. For example, the daring clown walked the tightrope *very carefully*.

## AMBITIOUS VOCABULARY

You will be given credit for using ambitious vocabulary in your writing. Use a THESAURUS to find alternative words with the same meaning. [www.collinsdictionary.com/english-thesaurus](http://www.collinsdictionary.com/english-thesaurus)

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# Maths Formulae

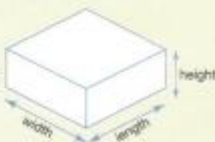
## Area of triangle

$$= \frac{1}{2} \times \text{base} \times \text{height}$$



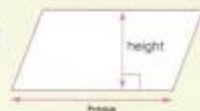
## Volume of cuboid

$$= \text{length} \times \text{width} \times \text{height}$$



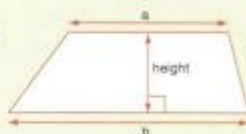
## Area of parallelogram

$$= \text{base} \times \text{height}$$



## Area of trapezium

$$= \frac{1}{2} (a+b) h$$



## Circumference of circle

$$= \pi \times \text{diameter}$$

$$= 2 \times \pi \times \text{radius}$$

## Area of circle

$$= \pi \times (\text{radius})^2$$

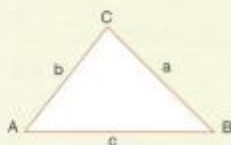


## In any triangle ABC

$$\text{sine rule } \frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$

$$\text{cosine rule: } a^2 = b^2 + c^2 - 2bc \cos A$$

$$\cos A = \frac{b^2 + c^2 - a^2}{2bc}$$



## Area of triangle

$$= \frac{1}{2} ab \sin C$$

## Volume of cylinder

$$= \pi r^2 l$$

## Curved surface area of cylinder

$$= 2 \pi r l$$



## Volume of prism

$$= (\text{area of cross section}) \times \text{length}$$



## Volume of sphere

$$= \frac{4}{3} \pi r^3$$

## Surface area of sphere

$$= 4 \pi r^2$$



## Volume of cone

$$= \frac{1}{3} \pi r^2 h$$

## Curved surface area of cone

$$= \pi r l$$



## Pythagoras' theorem

$$a^2 + b^2 = c^2$$

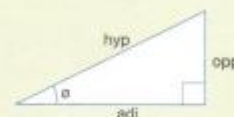


## Trigonometry

$$\sin \theta = \frac{\text{opp}}{\text{hyp}}$$

$$\cos \theta = \frac{\text{adj}}{\text{hyp}}$$

$$\tan \theta = \frac{\text{opp}}{\text{adj}}$$



## Quadratic equation

The solution of  $ax^2 + bx + c = 0$ , where  $a \neq 0$ , are given by

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144



# Physics Equations Sheet

HT = Higher Tier only equations

kinetic energy = $0.5 \times \text{mass} \times (\text{speed})^2$	$E_k = \frac{1}{2} m v^2$
elastic potential energy = $0.5 \times \text{spring constant} \times (\text{extension})^2$	$E_e = \frac{1}{2} k e^2$
gravitational potential energy = mass $\times$ gravitational field strength $\times$ height	$E_p = m g h$
change in thermal energy = mass $\times$ specific heat capacity $\times$ temperature change	$\Delta E = m c \Delta \theta$
power = $\frac{\text{energy transferred}}{\text{time}}$	$P = \frac{E}{t}$
power = $\frac{\text{work done}}{\text{time}}$	$P = \frac{W}{t}$
efficiency = $\frac{\text{useful output energy transfer}}{\text{total input energy transfer}}$	
efficiency = $\frac{\text{useful power output}}{\text{total power input}}$	
charge flow = current $\times$ time	$Q = I t$
potential difference = current $\times$ resistance	$V = I R$
power = potential difference $\times$ current	$P = V I$
power = (current) <sup>2</sup> $\times$ resistance	$P = I^2 R$
energy transferred = power $\times$ time	$E = P t$
energy transferred = charge flow $\times$ potential difference	$E = Q V$
density = $\frac{\text{mass}}{\text{volume}}$	$\rho = \frac{m}{V}$



# Physics Equations Sheet

	thermal energy for a change of state = mass × specific latent heat	$E = m L$
	For gases: pressure × volume = constant	$p V = \text{constant}$
	weight = mass × gravitational field strength	$W = m g$
	work done = force × distance (along the line of action of the force)	$W = F s$
	force = spring constant × extension	$F = k e$
	moment of a force = force × distance (normal to direction of force)	$M = F d$
	pressure = $\frac{\text{force normal to a surface}}{\text{area of that surface}}$	$p = \frac{F}{A}$
HT	<b>pressure due to a column of liquid = height of column × density of liquid × gravitational field strength</b>	$p = h \rho g$
	distance travelled = speed × time	$s = v t$
	acceleration = $\frac{\text{change in velocity}}{\text{time taken}}$	$a = \frac{\Delta v}{t}$
	(final velocity) <sup>2</sup> – (initial velocity) <sup>2</sup> = 2 × acceleration × distance	$v^2 - u^2 = 2 a s$
	resultant force = mass × acceleration	$F = m a$
HT	<b>momentum = mass × velocity</b>	$p = m v$
HT	<b>force = <math>\frac{\text{change in momentum}}{\text{time taken}}</math></b>	$F = \frac{m \Delta v}{\Delta t}$
	period = $\frac{1}{\text{frequency}}$	$T = \frac{1}{f}$
	wave speed = frequency × wavelength	$v = f \lambda$
	magnification = $\frac{\text{image height}}{\text{object height}}$	
HT	<b>force on a conductor (at right angles to a magnetic field) carrying a current = magnetic flux density × current × length</b>	$F = B I l$
HT	<b><math>\frac{\text{potential difference across primary coil}}{\text{potential difference across secondary coil}} = \frac{\text{number of turns in primary coil}}{\text{number of turns in secondary coil}}</math></b>	$\frac{V_p}{V_s} = \frac{n_p}{n_s}$
HT	<b>potential difference across primary coil × current in primary coil = potential difference across secondary coil × current in secondary coil</b>	$V_p I_p = V_s I_s$



\* The Lanthanides (atomic numbers 58 – 71) and the Actinides (atomic numbers 90 – 103) have been omitted. Relative atomic masses for **Cu** and **Cl** have not been rounded to the nearest whole number

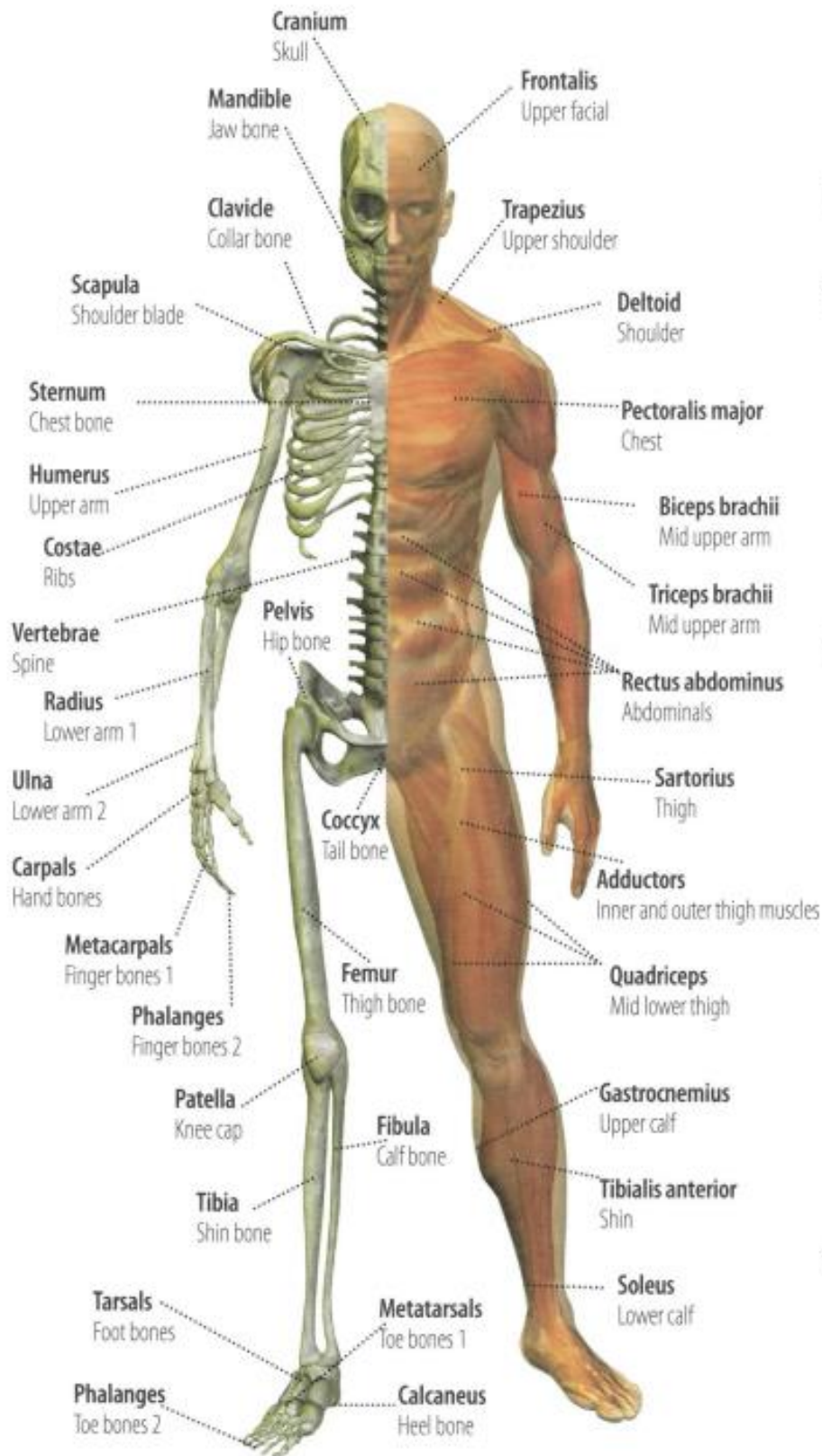




# The Human Body

## BONES

The human skeleton has six main functions: movement, support, protection of various organs of the body, production of red and white blood cells, regulation of blood sugar, and the storage of minerals. The left side of the graphic shows some of the main bones of the body.



## MUSCLES

There are roughly 650 muscles in the human body. They are divided into three main groups: **skeletal** (that produce movement, maintain posture, stabilise joints and generate heat), **smooth** (located in hollow parts of the body) and **cardiac** (found in the walls of your heart). The right side of the graphic shows some of the main skeletal muscles.











# Useful Websites

## CAREERS/TRAINING/ EDUCATION

[Nationalcareers.service.gov.uk](http://Nationalcareers.service.gov.uk)  
[www.ucas.com](http://www.ucas.com)  
[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

## IF YOU ARE BEING BULLIED OR FEEL UNSAFE

[www.kidscape.org.uk](http://www.kidscape.org.uk)  
[www.familylives.org.uk](http://www.familylives.org.uk)  
[www.childline.org.uk](http://www.childline.org.uk)  
[www.ceopeducation.co.uk/11\\_18](http://www.ceopeducation.co.uk/11_18)  
[www.nspcc.org.uk](http://www.nspcc.org.uk)



## FUN STUFF

[www.dofe.org](http://www.dofe.org)  
[www.youthsporttrust.org](http://www.youthsporttrust.org)  
[www.infoplease.com](http://www.infoplease.com)  
[www.youthmusic.org.uk](http://www.youthmusic.org.uk)



## STAYING SAFE ONLINE

[www.childnet.com](http://www.childnet.com)  
[www.bullying.co.uk/cyberbullying](http://www.bullying.co.uk/cyberbullying)



## WELLBEING LINKS

[www.stbernards.southend.sch.uk/parent-information/wellbeing-and-mental-health](http://www.stbernards.southend.sch.uk/parent-information/wellbeing-and-mental-health)  
[https://linktr.ee/sbhs\\_wellbeing](https://linktr.ee/sbhs_wellbeing)  
[www.livewellsouthend.com/children-young-people-families](http://www.livewellsouthend.com/children-young-people-families)  
[www.nelft.nhs.uk/set-camhs](http://www.nelft.nhs.uk/set-camhs)  
[www.kooth.com/](http://www.kooth.com/)  
[www.youngminds.org.uk/young-person/find-help/i-need-urgent-help](http://www.youngminds.org.uk/young-person/find-help/i-need-urgent-help)



## FAITH MATTERS

[www.youth2000.org](http://www.youth2000.org)  
[www.ukvocation.org](http://www.ukvocation.org)  
[www.catholicyouthwork.com](http://www.catholicyouthwork.com)  
[www.cbcew.org.uk](http://www.cbcew.org.uk)  
[www.scmo.org](http://www.scmo.org)  
[www.pray-as-you-go.org](http://www.pray-as-you-go.org)  
[www.sacredspace.ie](http://www.sacredspace.ie)  
[www.bbc.co.uk/programmes/b006qk11](http://www.bbc.co.uk/programmes/b006qk11)



## IF YOU WANT ADVICE ABOUT DRUGS

This is an independent government-funded website maintained for your personal use and viewing

[www.talktofrank.com](http://www.talktofrank.com)





# Notes



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