



**BISHOP RAWSTORNE**  
Church of England Academy

# WELCOME TO BISHOP RAWSTORNE

YEAR 7 BOOKLET



2025-2026

# CONTENTS

<b>Headteacher's Welcome</b>	<b>1</b>
<b>School Vision</b>	<b>2</b>
<b>School Profile</b>	<b>3</b>
<b>Taster Day</b>	<b>4</b>
<b>The Basics</b>	<b>5</b>
School Uniform	6-7
What to Bring to School	8
The School Day	9
Beaumont's Cafe	10
Learning Support	11
Library	12
<b>Rewards and Sanctions</b>	<b>13</b>
The Bishop Rawstorne 3BRs	14
Rewards	15
Sanctions	16
<b>Year 7 Timetable and Subjects</b>	<b>17</b>
Introduction to Year 7	18-19
The Year 7 Timetable	20
Subjects Taught in Year 7	21-28
Extra-curricular	29
<b>Help and Resources</b>	<b>30</b>
Mental Health and Wellbeing	31
Help! They're Starting High School!	32
Supporting Resilience in Students	33-34
My Three Bubbles	35
Worry Jar	36
Online Safety	37-38
<b>Further Help and Resources</b>	<b>39</b>
Parental Engagement	40
Ipayimpact	41
Bishop Rawstorne Trust Fund	42
Term Dates 2025-2026	43
Contacting the School and Complaints Procedure	44
School Map	45

# HEADTEACHER'S WELCOME



**I am delighted to welcome you to Bishop Rawstone as we prepare for your child joining us in August. Our main focus in the first few weeks will be to ensure a smooth transition from primary to secondary school and to successfully integrate our Year 7 cohort into the daily life of our school.**

Bishop Rawstone is first and foremost a Church of England school and as such is unapologetic in providing a high quality Christian education for its students. The Christian ethos pervades everything we do, supporting our students in developing academically, morally and spiritually. We have inspiring, innovative and driven teaching and support staff, who provide the very best teaching and learning experiences for all of our students. All of this is underpinned by a rich and varied extra-curricular programme that complements and extends the whole-school curriculum. This is truly an environment in which, through hard work and commitment, your child will flourish and go on to achieve whatever they want to in later life. We truly believe that there are no barriers to what can be achieved and this is exemplified in our ex-students who have gone on to be experts and leaders in their chosen professions.

We are proud of our school and all of its students and in turn we have the highest expectations of all those who attend Bishop Rawstone, pride in our uniform, respect and tolerance for each other, drive and motivation in the classroom.

We are committed to ensuring that the care and support we provide to our students, our nurturing yet challenging environment and the outstanding academic attainment achieved year-on-year continues to make Bishop Rawstone the number one choice for parents and students in our community.

Year 7 is a fresh start, a new beginning and we look forward to the growth and success we will celebrate together in the coming 5 years. I hope to see as many of you as possible at our Intake Evening on Thursday 5 June and also at our Year 7 Welcome Service on Wednesday 27 August.

Yours sincerely

A handwritten signature in black ink, appearing to read 'P Cowley', written in a cursive style.

Mr P Cowley



# SCHOOL VISION

## Our Vision

Bishop Rawstone Church of England Academy is a Christian community that delights in seeking wisdom and knowledge, building relationships and character based upon the Word of God, enabling us all to flourish bravely and faithfully.

This deeply Christian vision is based on our foundational biblical verse from the books of James:

*“But the wisdom that comes from heaven is first of all pure; then peace loving, considerate, submissive, full of mercy and good fruit, impartial and sincere.”*

James 3:17

## Mission Statement

As a community that extends far beyond the school walls, we strive to create a partnership that offers a positive, secure and happy environment. We celebrate the diverse talents of all our students and seek to ensure that every individual receives the encouragement and support they need to fulfil their own unique ambitions.

As a Christian school, we seek to promote the core values of love, tolerance, respect, understanding and faith in His word. In an environment of equity and excellence every student is equipped and confident enough to embrace the many challenges they may face. At the heart of our Christian school is the learning experience: through our rigorous, diverse and an academically focussed curriculum, we empower all students to become passionate and motivated individuals who are driven to succeed.

# SCHOOL PROFILE

## Christian Distinctiveness



We are committed fully to meeting the needs of all of our students regardless of their ability within a caring, supportive environment that is embraced by the love of God and driven by His word. The foundations were, are and will always be, the Christian messages of the Bible, the core values that we promote of love, tolerance, respect, understanding and faith in His word.

## Growth and Investment



We have grown from a small base as a rural school with just 300 students, to an academy with over 960 students that provides school-based teacher training. We invest significantly in improving our school, and our commitment and aspiration to excellence remains unwavering. We will continue to invest in the infrastructure and staffing that contributes directly to our students on-going success.

## Pastoral Care



Students are exceptionally well-cared for in an environment that is positive in its approach to young people. We have a strong tradition of celebrating the diverse talents and achievements of all our students - inside and outside of school - and seek to ensure that every individual receives the encouragement and support they need to fulfil their own ambitions.

## Teacher Investment



We have an outstanding teaching team here at Bishop Rawstone, blending huge levels of experience with the fresh ideas of teachers who are new to, or in the early years of their teaching careers. Some of our current teaching staff have gone through our teaching programme or have found their first permanent teaching role within our alliance of teacher training schools.

## SIAMS' Inspection



In December 2017, the school was judged to be outstanding in the SIAMS' inspection. This is a clear and unequivocal recognition of the outstanding distinctiveness and effectiveness of our Christian community and reflects the strength of relationships and partnerships between students, staff, governors and parents, all working together to constantly improve outcomes for all of our community.

## Ofsted Inspection



In November 2021 we had a full section 5 inspection and under the new framework we are proud to be judged as a Good school:

*'Bishop Rawstone Church of England Academy is an oasis of calm, where pupils are warm and courteous towards one another.'*

Ofsted

# TASTER DAY



**On Thursday 3 July 2025 we will be holding a taster day enabling new students to experience daily school life at Bishop Rawstorne. Further details about this will follow in the coming weeks.**

## What should my child wear to the Taster Day?

Children should come to the Taster Day wearing their normal primary school uniform.

## What should my child bring to school on this day?

We suggest that your child brings a small bag containing the following:

- a pencil case containing a pen and pencil
- the completed 'All About Me' sheet, if not already returned.

The bag will also be useful for taking home any work done or books given out.

A free lunch will be provided on the day.

## Why is this day so important?

In our experience this day, more than any other, really helps our new students settle in. They learn where places are and become less anxious about getting lost when they arrive in August! They make new friends so fears about 'not knowing anybody' are dispelled. Seeing our school in action, being in the playground and moving around along with older students will hopefully reassure them that our students are helpful, caring and keen to make them welcome.

# THE BASICS

# SCHOOL UNIFORM



**School dress is an outward sign of belonging to Bishop Rawstorne. Students act as ambassadors for the school and are expected to wear full uniform correctly at all times, with pride.**

Below is a list of the school uniform items required. The aim is to be comfortable, economical, smart and practical for daily school activities. All clothing, bags and sports kit should be named.

Boys	
Blazer	Plain blue with school crest
Shirt	Plain white - not fitted
Trousers	Plain black with school crest
Jumper	Plain navy blue V-neck with school crest (Optional)
School tie	To be worn (Year 11 wear a blue or Senior Prefect tie)
Shoes	Low heeled, black, sensible - no boots or trainers - laces tied
Socks	Plain black or navy
Scarves	Plain dark-coloured - cold weather only

Girls	
Blazer	Plain blue with school crest
Shirt	Plain white school shirt with buttons to collar - not fitted
Skirt	Plain navy blue box knee length pleated skirt with school crest
Trousers	Plain navy blue with school crest
Jumper	Plain navy blue V-neck with school crest (Optional)
School tie	To be worn (Year 11 wear a blue or Senior Prefect tie)
Shoes	Low heeled, black, sensible - no boots or trainers - laces tied
Socks OR Tights	Plain black or navy socks
Scarves	Navy or black tights Plain dark-coloured - cold weather only

## Sports Kit (all)

Red training top with school crest  
 Navy training shorts or navy tracksuit bottoms with school crest  
 Red and navy training socks  
 Training shoes (non-marking soles)  
 Astroturf training shoes (no metal studs) - can be used as training shoes if non-marking  
 Shin pads  
 Gum shield  
 Optional - 1/4 zip navy training top with school crest - for outdoor use

Uniform can be obtained from Impressions in Leyland and Standish. Appointments are recommended for fitting and orders can be placed online. For further information visit:- <https://impressionsuniform.co.uk/>

# SCHOOL UNIFORM POLICY

**It is our policy to maintain a high standard of dress and students not wearing full uniform will be offered spare items from school, if available. If not available, students will be placed in our inclusion area until the uniform issues are resolved.**

**We are grateful for parents' co-operation and support in maintaining the high standards which enhance an environment for learning.**

<b>Jewellery, Make Up and Accessories</b>	No jewellery is allowed, including earrings. A cross may be worn if tucked into a shirt. No make-up, false tan, false nails, nail varnish or body piercings are allowed.
<b>Hair Colour and Style</b>	Students must ensure that hair is of one natural colour at all times. Hair should have no bright or extreme colourings. Long hair should be tied back away from the face (both boys and girls). No shavings, etchings or extreme styling will be tolerated and hair must be no shorter than a Grade 2 and blended.  If parents are unsure, we strongly advise you to contact the group tutor in the first instance. Any contravention of the school policy with regards to uniform and personal appearance will necessitate sanctions being imposed as appropriate.
<b>Coats</b>	Outdoor coats should be plain navy blue or black only; no fur jackets, sweatshirts, denim jackets, hooded tops, band jackets, tracksuit tops or any other 'fashion' coats are allowed. Plain dark-coloured scarves can be worn during cold weather but should not be worn inside the school buildings.
<b>Chewing Gum and Energy/Sugary/Fizzy Drinks</b>	Under no circumstances are chewing gum, energy drinks, sugary or fizzy drinks permitted on the school premises.
<b>Smart Watches</b>	Smart watches must not be used in school under any circumstances. The school does not however accept any responsibility for the damage or loss of any equipment.
<b>Headphones</b>	Students should bring headphones into school as these are considered essential equipment in some lessons. They are only to be used under teacher supervision.

The school will be the final arbiter regarding suitability of dress and appearance.

Further information and a copy of our School Uniform and Appearance Policy can be found under the Parents' section of the school website - <https://bishopr.co.uk/parents/school-uniform-and-appearance>.



# WHAT TO BRING TO SCHOOL

## School bag

Black, unbranded

## Pencil case

Pens – more than one – black or blue ink  
 Green pen  
 Pencils  
 Pencil sharpener  
 Coloured pencils  
 Highlighters  
 Glue stick  
 Ruler  
 Rubber  
 Protractor  
 Compass

## Calculator

A scientific one

## Headphones

Line-in ones for using with computers

## Collins Easy Learning German dictionary

ISBN: 978-0-00-830026-5

## Art sketchbook

Purchased from school via iPayimpact for £2

## Other things to bring to school:

Bus pass  
 Snack and lunch  
 Water bottle  
 Exercise books and textbooks (check timetable)  
 Sports kit (check timetable)  
 Reading book

Year 7 students will be provided with a whiteboard and pen when they start school.

## MOBILE PHONES

**Students are allowed to bring mobile phones for emergency calls only.** No apps, video, audio or social networking sites may be used at all in school.

**Phones must be switched off at all times on the school premises.**

Phones may only be used with the express permission of a member of the teaching staff. In the event that a student does need to contact parents then the student should see their group tutor in the first instance or the Curriculum Leader/Lead Teacher for the lesson that they are in.

**Students should not contact parents during the school day using their mobiles and parents should not contact students directly via mobile during the school day.** All messages for students must be directed via the school office.

# THE SCHOOL DAY

In the morning students are expected to make their own way to school and parents are asked to arrange this. The structure of a normal school day is as follows:

Time	Lesson
<b>8.55am - 9.20am</b>	Tutor time ( <i>First bell is at 8.50am</i> )
<b>9.23am - 10.13am</b>	Period 1
<b>10.16am - 11.06am</b>	Period 2
<b>11.06am - 11.21am</b>	Break
<b>11.24am - 12.14pm</b>	Period 3
<b>12.17pm - 1.07pm</b>	Period 4
<b>1.07pm - 1.32pm</b>	Lunch
<b>1.35pm - 2.25pm</b>	Period 5
<b>2.28pm - 3.18pm</b>	Period 6
<b>3.18pm</b>	School ends.

Bikes may be kept in the cycle parking area but should be locked and pumps etc removed for safe keeping.

## Students arriving late

Students must sign-in at reception if they are late for any reason.

## Leaving the school premises

No student is allowed to leave the premises during the school day. At lunchtime school provides a full menu for students and caters for all needs. Students are also able to bring in a packed lunch.

## Going to appointments

Parents must sign students in and out at reception when collecting them for appointments and dropping them off. School respectfully requests proof of appointment for students' absence records. Please send confirmation to [office@bishops.co.uk](mailto:office@bishops.co.uk) in advance if possible.

## Absences

If a child is absent, parents **must** let the school office know by **9.30am on each day** of absence that a child will not be present in school. Proof of appointment is required for hospital and dental appointments etc.

## Bringing medicine into school

Please contact our SENCO prior to medicines being brought in so that specific arrangements can be made.

## School Buses

Students who miss the bus at the end of the school day should return to school and report to the office. If a bus does not arrive on time, students are advised to wait. Parents are asked to arrange for students to get to school if buses are not available.



# BEAUMONTS' CAFE

Our dining facilities are called Beaumonts' Cafe. Students are able to purchase a snack or drink from the restaurant or bring packed lunches.

## Catering Arrangements for Year 7

Year 7 students can bring money into school or their accounts can be credited using iPayimpact (information to follow in the coming weeks). This money will be added onto their account in Beaumont's café enabling them to buy food. Students can spend up to £6.50 per day.

To enable the students to become familiar with the dining procedures, Year 7 students will have an extended break and lunch period for the first week. Our aim is to process student details and operate the cashless facility as soon as possible. Students will be notified when accounts become active.

## Food Allergies and Intolerances

We cater for students who have an allergy or intolerance and are happy to meet to discuss what you would like to eat off the menu and whether it is suitable. If not, we will do what we can to adapt the recipe or find a suitable alternative, please order these in advance. Please bring a medical note from your doctor or dietician so we can register you and understand your needs.

## Theme Days and Menus

Themed days and menus will be advertised in the cafe with posters and can be found on our website: <https://bishopr.co.uk/parents/catering>.

## Free School Meals

For information please contact Lancashire County Council on 01772 531809.

## Opening

Breakfast - 8.30am - 8.50am

Breaktime - 11.06am - 11.21am

Lunchtime - 1.07pm - 1.32pm

Finish - 1.32pm



# LEARNING SUPPORT

The Learning Support Department at Bishop Rawstorne assists students who have a wide range of needs including physical, social, behavioural and specific learning difficulties. It is the place where students will be able to go should they need any extra support. It is also the place they come to if they are feeling unwell.

Learning Support is situated behind The Orangery between A block and the English block.

## How Do We Support Students?

We support the students in a variety of ways, through assistance in the classroom to the development of good study skills or basic literacy and/or numeracy studies.

The school uses a step by step, graduated approach to dealing with children's needs, as recommended by the Code of Practice. The school works in partnership with parents to identify and take action to meet children's needs as early as possible. Student reviews take place over the year where we assess the progress made and suggest strategies for further interventions.

The special needs of students are met by a whole school approach, together with the provision of additional specialist help to meet the needs of students with educational, health and care plans (EHCPs).

## Further Information

For further information please contact Dr Saunders, SENCO or Mrs Lawrence, Deputy SENCO via [office@bishopr.co.uk](mailto:office@bishopr.co.uk).

For further information please see the Learning Support page on the school website: <https://bishopr.co.uk/support-and-wellbeing/learning-support>.



# LIBRARY

Starting secondary school can feel like a big step but our library can help make that transition easy and exciting. It is a welcoming space where students can feel comfortable, whether they are looking for a great book to read, a quiet place to think, work or revise.

## Facilities and Initiatives

The library is filled with stories to spark the imagination: fantasy adventures, mysteries, funny books, graphic novels, and nonfiction books that help our students learn more about the world and themselves. There's a cosy corner for reading, tables for individual study and friendly student librarians who are always happy to help or recommend something new to read. Computers are available to use for homework and school activities. Students can also use the printing facilities to aid their schoolwork.

Our Library supports regular reading based activities and events such as

- book clubs,
- reading challenges,
- Scholastics Book Fair,
- Lancashire Book of the Year,
- World Book Day celebrations,
- author visits,
- charity support through the Readathon sponsored read.

Borrowing books from our library will be rewarding in so many ways, not only will it feed our students brains, if they have good library habits (eg return books on time) they'll be rewarded with points too. In Key Stage 4, our students have to opportunity to apply for the role of Student Librarian. This is a popular and prestigious role in school and prepares our students for the responsibilities that lie ahead for them.

## Opening Times:

Break will be: 11:06am – 11:21am

Lunch will be: 1:07pm – 1:32pm

Every Wednesday the library is open to Year 7 and 8 students only.

*\*Note there may be some times when the library will need to be closed, for example during exams or school events and meetings.*

Please see the Library section on our website here: <https://bishopr.co.uk/student-area/library>

# REWARDS AND SANCTIONS

# BISHOP RAWSTORNE 3BRS

**Our 3BRs vision is to enable all students to be resourceful and resilient and to guide them in becoming responsible, confident and successful citizens of the future.**



## BE RESPECTFUL

Students will be respectful to their peers, their teachers and the support staff. Students will respect their environment; both the one in which they learn and the one in which they live.

## BE RESILIENT

We encourage our students to 'develop the skills to withstand and rebound from disruptive life challenges, strengthened and more resourceful' (Walsh, 2008). Students will accept challenges and work to overcome them and learn from them, to ask questions and seek support in tackling the things they find difficult in life.

## BE READY

Students will arrive promptly to lessons and tutor, be ready to learn and have the right books, equipment and attitude to listen and learn. Students will wear their uniform correctly and following the expectations of the school and their classroom teacher with regard to safety and behaviour.

## We will:

- help students to be reflective about beliefs, values and more profound aspects of human experience, using their imagination and creativity and developing curiosity in their learning.
- help students develop and apply an understanding of right and wrong.
- provide opportunities for students to take part in a range of activities requiring social skills.
- help students develop awareness of and respect for diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation and disability.
- help students to gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education.
- provide opportunities for an appreciation of theatre, music, art and literature.
- help students to develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain.
- provide opportunities for students to respond positively to a range of artistic, sporting and other cultural opportunities.
- help students to understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life.

# STUDENT REWARDS



**Students benefit the most from their schoolwork when they feel proud of their accomplishments and have an internal drive that motivates them to succeed.**

## Points' System

We offer a points' system that acknowledges a range of positive behaviours. Students in Year 7-9 will be awarded badges when they reach a certain number of points, these are currently:

Bronze - 200 points

Gold - 700 points

Silver - 450 points

Platinum - 950 points

When students achieve platinum they will receive a phone call home to recognise their success. Further to this, at the end of every half term we acknowledge student success with reward breakfasts, lunches or celebration events. Awarded points will be visible in the Synergy Parent Portal.

## The 'B' at Bishops' Badge

This badge is presented to students who have achieved success on behalf of Bishop Rawstorne, as well as to celebrate personal accomplishments outside of their usual school activities. There are 7 categories that are available, each one recognising a slightly different achievement: Character, Ambassador, Charity, Community, Enterprise, Arts and Sport. Students must be nominated for a 'B' for Bishops' Badge and they are presented to students by the Headteacher every Friday lunchtime.



AMBASSADOR



ARTS



CHARACTER



CHARITY



COMMUNITY



ENTERPRISE



SPORT

## Headteacher's Award

Students will receive a Headteacher's Award once they have gained 2 or more 'B' for Bishops' badges, for competing at an exceptional level, or at the Headteacher's discretion. There are different levels of Headteacher Awards and they are presented to students by the Headteacher in year group assemblies every term.



BRONZE



SILVER



GOLD

Further details on our rewards can be found on our website.

# STUDENT SANCTIONS

**Everyone makes mistakes and as part of our efforts to develop resilience, we encourage our students to take it on the chin, learn from the experience and move on.**



## The Behaviour System

Any student who fails to meet classroom expectations or disrupts the learning of others will be subject to our Behaviour for Learning system which moves through a series of stages intending to remind the student about what is required in terms of good classroom conduct.

Stages	Description
<b>Warning</b>	Verbal or non verbal - a cue to remind you about your behaviour
<b>B1</b>	A warning. B1 logged.
<b>B2</b>	Continual issues. B2 logged.
<b>B3</b>	Removed from the lesson and sent to another room. A meeting with the teacher and/or curriculum leader regarding future conduct and appropriate sanction. B3 logged.
<b>Green Card</b>	Serious behaviour incident. Removal to inclusion room. Parents notified.
<b>After school 1 or 2 hour detention</b>	For serious behaviour incidents or continual issues. At the discretion of SLT and the pastoral team. Parents notified.

Students who receive 3 B1s in a week, will attend a support session with the Head of Year, to discuss the reasons for the B1s and strategies to avoid such behaviour in future.

## The Inclusion Room

This room is organised by our Inclusion Officer, Ms Helm, who is there to support students and liaise with teachers regarding any missed work due to absence or removal from class.

## Communications

Parents and students will be informed of the following by email:

- Students are made aware of their individual achievement awards each day
- Students receive an email regarding their weekly achievement points' total.
- Parents and students will receive emails announcing when students have achieved their awards
- Parents will receive an email if their child has lost points for one or more behaviour or homework issues in that week. A separate email is sent to parents if a student receives 3 or more B1 / 2 / 3s in a week, with information on the restorative action that will take place.

# YEAR 7 TIMETABLE AND SUBJECTS

# INTRODUCTION TO YEAR 7

**At Bishop Rawstone students will have the same tutor, tutor group and Head of Year throughout their school life.**



Students will go to their tutor room at the start of every day for registration. During this time, as well as registers being taken, tutors will pass on any relevant information and will be the first point of contact for any issues or questions students will have.

The Head of Year will be Mrs Anglim and the Year 7 tutors are as follows:

Tutor Group	Name of Tutor	Tutor Room
<b>7A</b>	Mr James	A1
<b>7B</b>	Mr Willis	S5
<b>7C</b>	Mr Clare	A5
<b>7H</b>	Mrs Ball	T4
<b>7M</b>	Mrs Clare	M4
<b>7X</b>	Dr Evangelopoulou	S7

## Other Teaching Staff

There are many other staff in the school who will teach students during their time at Bishop Rawstone. This will be visible on student timetables (for example a Year 7 Mathematics class taught by Mr Bushell will appear on student timetables as Y7SBU) and a full staff list with the subject taught is kept up-to-date on our website.

## Tutor Time & Assemblies

Tutor time includes a full worship act once a week with the tutor group and one whole year group worship once a week. Tutor time also contains activities designed to grow students in their personal and social development.

## Student Tracking

Each term a tracking document is completed for all students. This contains target grades/levels, end of year predictions as well as attitudes to learning in lessons and attitude to independent learning. An analysis is undertaken by the Head of Year and appropriate intervention is put in place where necessary. Parents and guardians will be informed.

## Parents' Evening

Online parents' evenings are scheduled every year, details of these will be made available nearer the time.

## A Unified Approach

We know that our parents play a crucial role in supporting their child's education; evidence suggests that effective support can lead to learning gains of +3 months over the course of a year.

However, we also recognise that we must work together on far more than academic success. If we are united in delivering a consistent approach to behaviour and standards, we can ensure that our young people also leave school equipped with the respect, resilience and readiness that will ensure they are successful in life beyond school.

With this united approach in mind, we urge all parents to refer to the school website with regards to information regarding standards and to trust and support us in our decisions regarding behaviour and expectations.

## Homework

Homework is any activity or task that students are asked to do outside of lesson time to:

- sustain learning.
- consolidate learning.
- extend learning.
- prepare for future learning.
- help students plan and organise their time and take ownership of their own learning.
- use information and resources that may not be available in lesson time.

Subjects will set constructive homework tasks as required and they will be checked or marked soon after submission. Homework will involve a specific learning purpose or assessment focus and will complement any work that has been studied in class.

It is important to keep encouraging your child to complete their homework. Please help your child to get into good habits such as finding a quiet place to concentrate without distraction of mobile devices, prioritising their time and always putting maximum effort into their work. If they ask for help, it is a good chance for you to understand the work they are doing, and show them different ways of thinking about it, as well as showing them new places to find the information: books, the internet, newspapers, etc. Support them in submitting their homework on time and please inform school if there is a genuine reason for concern.

Students will have the Student Access Portal where they can consult their timetable for the next day and view any homework which is required to be completed.

## Interventions and Support

Bishop Rawstone appreciates that during their time with us our students will probably need help for different things and in a variety of ways. Naturally, we are committed to supporting students across the year groups and have a wide range of expertise in offering both pastoral and academic intervention. Student progression is monitored regularly throughout the year, academic intervention is ongoing and students are identified in subject specific areas when they are significantly below target. Some of our intervention strategies may include additional study time, mentoring and additional resources whilst pastoral intervention may include anything from peer to peer support to formal mentoring.

## Parental Comments

From time to time we will attempt to elicit your evaluation of how well we are meeting the needs of our students, parents and our local community. You may find that you are invited to complete a questionnaire from time to time. Parental comments can also be made through the website.

# YEAR 7 TIMETABLE

**Our broad and balanced curriculum addresses both the academic and non-academic needs of the students as well as promoting the Christian values and ethos of the school and its community.**

The curriculum provision in Year 7 is organised in the following way:

Subject	Lessons per week / Qualification
<b>ENGLISH</b>	9 lessons per fortnight
<b>MATHEMATICS</b>	4 lessons per week
<b>SCIENCE</b>	4 lessons per week
<b>GERMAN</b>	4 lessons per week
<b>RELIGIOUS EDUCATION</b>	2 lessons per week
<b>GEOGRAPHY</b>	2 lessons per week
<b>HISTORY</b>	2 lessons per week
<b>TECHNOLOGY</b>	2 lessons per week (10-week rotation of Engineering/Design and Technology, Food Studies & Nutrition and Graphics)
<b>ART</b>	1 lesson per week
<b>COMPUTER SCIENCE</b>	1 lesson per week
<b>MUSIC</b>	3 lessons per fortnight
<b>PHYSICAL EDUCATION</b>	2 lessons per week
<b>PSHE, RSE AND CITIZENSHIP</b>	During tutor twice a week

## Roles and Responsibilities

In addition to extra-curricular clubs, there are many opportunities for students to get involved in the life of the school.

Some of the most popular ones include:

- Librarian
- Student Mentor
- Reader Leader
- Reading Buddy
- Worship Council
- Student Council
- Year 10 Mentor
- Prefect – all students in Year 10 are awarded with a prefect badge which is reviewed by Heads of Years.
- Senior Prefect (all prefects have a chance to apply for senior prefect and Head Boy and Head Girl roles.
- Eco club
- On-line safety team

# YEAR 7 SUBJECTS

## ENGLISH

### Literacy

Developing the three key literacy strands of reading, writing and oracy are a focus across subject areas at school.

Resources to support students can be found within the 'Leading Literacy' area of the school website - <https://bishopr.co.uk/curriculum/leading-literacy>.

In addition to this, resources to support and encourage regular reading for pleasure can be found in the library section of the website - <https://bishopr.co.uk/student-area/library>. Here you can find a wide range of recommended fiction texts and opening extracts to download and enjoy.

### Extracurricular

There are extra-curricular activities available for students such as Drama Club for KS3 on Mondays lunchtime.

English is a national curriculum core subject and provides students with crucial skills to help prepare them for the future. Students will study the National Curriculum for KS3 and 4 which assesses spoken language, reading and writing. In particular, it is our aim to develop in each individual, the resilience and confidence to communicate effectively in speech and writing, as well as encourage an appreciation and lifelong love of literature. By following the National Curriculum we are able to:

- build on the good work achieved in primary schools and ensure continuity between Key Stages 2 and 3;
- focus on challenging, personalised student targets which are aspirational and achievable;
- enable the transference of essential literacy skills from English across the whole curriculum;
- raise levels of achievement for all our students irrespective of ability.

### Student Groupings

On admission, students are not taught in sets but in English bands. During their first term, our students are given a range of diagnostic tests to assess spelling, reading and writing. There are formal writing, reading and spoken language assessments that take place throughout the academic year and progress is tracked continually against key criteria. Targets are set accordingly and students are encouraged to proof read their work across all the subject areas.

The demands of the Key Stage 3 curriculum requires confident, fluent readers who are able to access and comprehend a range of text types. All new students immediately become members of the school library which offers a wide range of texts, both fiction and non-fiction, and our school website is regularly updated in terms of recommended reads. As a department, we promote reading, widely and often, by setting explicit reading homework which is closely monitored. Notably, it is vital that parents support their children in their reading by checking their child's reading record card each week.

Proofreading is also a highly important skill and all students are provided with a green pen with the expectation that they 'green pen' all written work to ensure greater accuracy and development. Such a practice is used across the curriculum and can also be encouraged at home following the completion of any written tasks.

Furthermore, oracy is a strong focus within our teaching. Whilst giving extended responses, students are often encouraged to 'stand and speak' in order develop important communication skills and provide the building blocks to structure written tasks. Students also complete a number of drama-focused activities as part of the KS3 curriculum, in preparation for any further study at KS4.

# MATHEMATICS

The new National Curriculum is the framework for providing each student with a broad, balanced, relevant and differentiated Mathematics curriculum. Our aim is to provide each student with a mathematical education suited to their ability and promote a positive attitude to the subject through engaging, varied, enjoyable and interesting learning experiences. Students will learn new skills, underpinned by a teaching for understanding approach. Students will develop a resilient approach to mathematical challenge, and be able to call upon a toolkit of mathematical approaches to solve problems.

## Student Groupings

On joining the school in Year 7, students will be placed in teaching groups straight away using Key Stage 2 primary school data which will not be in numbered 'sets'. This stems from the belief that no matter which class your child is in, they can achieve highly. Particularly for students who lack confidence in a subject, being made aware of their 'set' can exacerbate negative perceptions about their ability and potential to achieve good grades. Students will sit a baseline assessment within the first two weeks of school, and teaching group changes will then take place to ensure ability ranges are not too broad, in order to provide the best platform for progression. There then may be some further, limited, movement following the Autumn assessment in early December.

## Assessment

Their first formal assessment takes place during the autumn term with a termly assessment to review the work that they have covered in that term. 'Mathswatch' revision plans will be provided for each assessment, and students will all complete a 'Pinpoint' booklet following the assessment which will focus on their five weakest areas from the test and provide a bank of questions alongside suggested Sparx clips to help them improve in these five areas. The spring and summer assessments are cumulative in that they will both cover content taught for the whole of the school year.

## Resources

Students will have access to a variety of resources, including laptops and desktop computers. It is vital that students come fully equipped to all lessons, with their own geometry equipment and calculator.

## Homework

Homework is set on a weekly basis; this will generally take the form of a Sparx task, based on topics they have covered in class. The 'assessment' section details how we will be using different platform to prepare students for formal tests, as well as how we will address gaps in understanding. Mr Hosker & Miss Mann, the Curriculum Leader and Second in Maths, will be hosting an event at school in September which will explain in more detail how Maths aim to facilitate students' independent learning.

## Lunchtime Maths Support

Every lunchtime students who require any additional support are able to access computers in the Mathematics Department which is staffed by one of the classroom teachers, in addition to some helpers from Year 10. We urge students to seek help if they need it, and not to leave their homework tasks until the night before they are due in!

## Extracurricular Maths

There are a number of extracurricular activities provided by the Mathematics Curriculum Area including STEM Club and Games Club. We actively encourage students to participate in these enrichment activities as feedback from these in the past has shown them to be very popular. Above all, we aim to ensure that the outstanding practice undertaken in primary schools is implemented in all Key Stage 3 lessons to establish continuity and progression. Lessons will involve clear learning outcomes, focussed on providing motivating and engaging learning activities, to support our students' sustained progress towards challenging, but achievable targets.

### Extracurricular Science

There are extra-curricular activities available for students such as astronomy club, science club and CREST club where students have the opportunity to complete a Nationally recognised award. We offer a Year 8 trip to Blackpool Zoo looking at adaptations and hold a fun Year 7 space day. Additionally, annually we host our science literacy Easter egg hunt.

All students have 4 lessons per week of Science and are taught a combination of Biology, Chemistry and Physics topics.

Throughout, there is a strong emphasis on 'Working Scientifically', which focuses on the practical skills needed to carry out an investigation, science specific learning skills such as following instructions, carrying out practical work in a safe and systematic manner, making careful observations, recording and analysing data and evaluating.

The faculty is very well equipped and students have access to a wide range of scientific equipment, such as microscopes and data loggers. The curriculum is designed to give all students hands on experience of science both inside the laboratory and outside in Biology fieldwork.

### Student Groupings and Assessment

The Science faculty uses KS2 primary school data to inform setting for Science. Assessment takes place regularly throughout the year and student progress is monitored and reviewed, which may lead to the resetting of students. Students will be provided with literacy sheets for each topic which outline the key vocabulary involved in the topic. Assessment of each topic involves summative and formative assessment, part of which uses the online platform Kerboodle which all students have individual access to. Each student will also have an online textbook and resources to support their learning.

### Homework

In most weeks, one homework task is set and the feedback from these are used to inform teachers about the attitude, effort and academic progress of students.

## MODERN FOREIGN LANGUAGES

### Foreign Educational Visits

The faculty runs yearly educational study visits abroad for Year 8-10 students. In recent years, these have included trips to Paris and Cologne in Germany.

Students study German for 4 lessons per week, with the more able linguists taking on a second language, French, in Year 8. The faculty is staffed by 5 full-time and 1 part-time specialist teachers. Students benefit from contact with Associate Teachers and parent helpers in order to develop their confidence and fluency and learn more about the culture and countries where the languages are spoken.

### Student Groupings

In Year 7 students are taught in mixed ability bands. Following assessments, they move into bands based on their linguistic capability and further movement is possible following the end of module assessments and at the end of each academic year. Lessons are highly interactive, with a focus on independence and creativity based on sound grammatical knowledge.

## Assessment

In Year 9, students continue their study of either 1 or 2 language(s) having made their option choices for GCSE towards the end of Year 8. They continue to be assessed regularly in order to monitor progress and set targets for their development. The majority of students study one Modern Foreign Language at Key Stage 4 (German). The more linguistically able students who studied French alongside German in Year 8 have the opportunity to continue these 2 Languages to GCSE level. A foundation level GCSE option is available for those students who would struggle to cope with the demands of the higher level GCSE course.

## Homework

Homework is crucial to support the learning that takes place in the classroom and students will usually receive a homework task to complete each week. Students are strongly encouraged to learn vocabulary independently and to make use of departmental subscriptions to interactive websites as part of their self-study programme.

## RELIGIOUS STUDIES

Religious Studies is a core subject alongside Maths, Science and English. It is an academically rigorous subject in which we embark on in-depth studies of the major world religions, alongside philosophical and ethical investigations.

### **We want our students to all:**

**Think Like Theologians**

**Ponder Like Philosophers**

**Assess Like Ethicists**

As a Church of England school, we recognise the central place of Christianity in our studies; as a result, we dedicate a larger proportion of curriculum time to the study of Christianity in KS3. The curriculum is delivered in a varied and engaging way and is complimented by extra-curricular opportunities, for example educational visits to places of worship.

Topics explored in Year 7 include identity and belonging. We investigate what religion is, whilst also asking questions about religion's place and influence in contemporary society. Religious Studies at Bishop Rawstorne is about putting God and religions 'under the microscope'. The aim of Religious Studies is not to become religious but to understand religions from an academic point of view. Religious Studies contributes dynamically to our students' education by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

## Humanities

The Humanities subject areas comprise Religious Education, Geography and History. Each subject is taught independently by subject specialists. However, colleagues work closely together across the areas. The subjects within deal with values, attitudes and beliefs. They aim to equip students with the knowledge understanding and skills that will enable them to make sound decisions for the future and to make sense of the world in which they live. Students study Humanities' subjects for 6 lessons per week in Year 7, in classes which are banded according to ability to ensure a differentiated and personalised learning experience is provided.

## Educational Visits

In Year 7 we visit both a Cathedral and a Mosque. We run annual educational study visits in History and Geography.

## Student Groupings and Assessment

KS3 students are not taught in sets but in bands; these tend to be adjusted as we move into KS4. We strive to ensure that students are able to access RE through a variety of media. We use iPads and ICT equipment strategically. At KS4, Religious Studies follows the Edexcel exam board and curriculum. All GCSE exam boards request an in-depth study of two major world faiths. The two that we study here at Bishop Rawstone are Christianity and Islam. There is no course work. All students sit two one hour and forty-five minute papers at the end of Year 11.

## GEOGRAPHY

The Geography course in Year 7 aims to provide students with a firm foundation of knowledge and skills for the rest of their study at Bishop Rawstone. Students begin by updating their geographical skills such as grid referencing, field sketching, reading OS maps and understanding contour lines. They then complete a series of units looking at contemporary issues in Geography such as food miles, sustainability, plastics, migration, population and incredible landscapes. This is underpinned throughout by work on world locational geography and a gradual introduction of skills that will stand them in good stead in their GCSEs.

## HISTORY

The History curriculum in Year 7 begins with a study of the events of 1066 and the subsequent Norman Conquest of England. This will offer students an engaging insight into one of the most famous years in British history and the impact that these events had on Britain, as well as introducing students to the historical skills they will develop throughout Key Stage 3 at Bishop Rawstone.

Following this, Year 7 will follow a chronological study of Medieval England, where they will study some of the most intriguing monarchs of the period and some of the well-known events they were part of, life for ordinary people in the middle ages, as well as the impact of the Black Death on British society and the significance of the Peasants Revolt. Later in Year 7, students will progress to look at the next stage of British History, with a study of the War of the Roses, followed by a study into the legacy of the Tudor monarchs and their impact on Britain. Students will continue their chronological study of British history by learning about the Stuart period, most notably the English Civil War and the Glorious Revolution, including the opportunity to learn about the witch craze of the early Stuart period. Students will finish Year 7 with a study of early modern British history including the impact of the Atlantic Slave Trade and the Industrial Revolution.

## PHYSICAL EDUCATION

Our vision for Physical Education is to develop students physical, mental and social well-being through a love of sport, physical activity and exercise contributing towards a healthy and active lifestyle.

Year 7 are taught a broad and balanced range of activities which include: football, handball, netball, fitness, badminton, dance, rugby, table tennis, hockey, athletics, cricket, softball, tennis and rounders. Year 7 are also taught theoretical PE knowledge such as: components of fitness, names and locations of muscles, names and locations of bones, movement at joints and benefits of a warm up and cool down before physical activity.

### Student Groupings and Assessment

When students arrive in Year 7 they will undergo 6 weeks of baseline assessment. This assessment will look at the fundamentals of movement including running, jumping, throwing, dribbling with hands and feet and catching. Students will then be set into PE groups based on ability to follow a curriculum of activities suitable to them.

It is expected that all students will participate in PE unless they have a medical issue substantiated by a doctor's certificate. A note from parents should be sent into school whenever a student cannot participate in a lesson, however, all students will still be expected to change into full sports kit and participate in the lesson in a coaching/assistant capacity. Please ensure that all students have their PE kit labelled for their first lesson.

### Extracurricular Activities

We are proud to offer a wide range of extra-curricular sporting activities at lunchtime and after school, which we encourage our new students in Year 7 to take part in.

We have built strong relationships with community clubs who also deliver some of our extra-curricular provision and we compete in a wide range of local and regional competitions, including the Chorley School Games.

## TECHNOLOGY ART AND COMPUTING (TAC)

### TECHNOLOGY

At KS3, students have experience of four different subject areas - Food Preparation and Nutrition, Engineering, Design and Technology and Textiles/Graphics. Each area provides our students with a mixture of learning activities, such as Designing, Researching, Planning and Manufacture. Furthermore, students use a wide range of equipment and materials relevant to the tasks set. In some lessons, students use specialist computer software. This experience provides students with the opportunity to develop knowledge of industrial practices. The curriculum area of TAC prides themselves on the depth and breadth of student-centred learning. Consequently, students improve skills to solve problems using knowledge and understanding of materials, debugging and processes and thus preparing students with a core foundation ahead of the variety of GCSE courses.

### Extracurricular TAC

Significant opportunities are offered in Year 7, focused on STEM (Science, Technology, Engineering, Maths), textiles and D&T subjects as well as national competitions such as the Makeable challenge and V&A Innovate competition.

## ART

In Key Stage 3 (Years 7-8) all students' programmes of study are designed to explore the world around in a range of media and processes. Emphasis will be placed on the development of observational skills, design and artist research. Through the development of their own sketchbooks, students' learning is extended through Home Learning tasks. A critical awareness of Art and Design through the ages and in other cultures is a major part of National Curriculum Art. Students will be encouraged to develop a personal 'journey' through the use of their sketchbooks and will experiment with presentation skills throughout the key stage. The course of study is designed to create a smooth transition into the GCSE course, building students' confidence and abilities.

## COMPUTING

Computing is changing dramatically and we are continually adapting and developing our computing curriculum to equip our students with 21st Century knowledge and skills for the future and offer a wide variety of computing skills, including digital literacy.

We have four computer suites with at least 30 up to date computers in each one to enable all students to gain the best possible experience. We utilise the BBC microbit as well as the Raspberry Pi computers at varying times throughout the year. Students will work a mixture of collaborative and independent tasks and we assess students at the end of each unit. There are approximately 4 assessments per academic year, and this informs teachers on the student progress made.

In Year 7, students will study a variety of units of work from learning what is inside a computer and how the computer works, students will learn how to think like a computer scientist and apply digital literacy. Students study Computing for 1 hour a week in Year 7 and 8 before being able to opt to take it as a GCSE subject for Years 9, 10 and 11.

## MUSIC

Students are taught in classes banded on ability in Humanities/Languages and through a practical experience in Music, learn to perform and compose through a variety of means as well as receiving tuition in stylistic awareness to music theory. In KS3 students follow a syllabus that is very broad and covers a wide range of skills as well as exploring the background behind it. This includes theoretical work, the exploration of the keyboard, world music, popular music through working as a small ensemble and the Ukulele.

## Instrument Tuition

Students have the opportunity to learn a musical instrument if they wish and can receive tuition from specialist instrumental teachers within school. At the present time we offer tuition in woodwind, strings, brass, guitar (including electric and bass guitar), keyboard, piano, voice and drums.

## PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE), RELATIONSHIPS AND SEX EDUCATION (RSE) AND CITIZENSHIP

PSHE, RSE and Citizenship is a compulsory part of the Key Stage 3 curriculum. Studying aspects of Personal, Social Health and Economic Education, together with Citizenship, contributes to achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve.
- confident individuals who are able to live safe, healthy and fulfilling lives.
- responsible citizens who make a positive contribution to society.

PSHE, RSE and Citizenship is delivered through rolling weekly sessions, a series of dedicated days throughout the year and other activities outside the timetable. Parents will be kept informed on the dates via a newsletter and in-touch texts. The whole school curriculum also supports the PSHE, RSE and Citizenship programme. During the lessons and sessions staff and outside agencies provide learning opportunities on different issues and themes. For Year 7 there will be a variety of topics on health and wellbeing, relationships, and the Wider World including topics such as healthy life styles, puberty, mental health, safety in a variety of contexts, positive relationships, consent, finance and careers. Further information will be provided via our half-termly PSHE and Mental Wellbeing Newsletter and on the website.



# EXTRA-CURRICULAR

Bishop Rawstone offers a rich, varied and full programme of sporting and non-sporting extra-curricular activities, providing students with additional opportunities for personal growth, self development, achievements as well improved wellbeing and self-esteem. Other benefits include:

- Development of essential life skills such as goal setting, team work, time management, problem solving, analytical thinking, leadership and public speaking.
- Creation of new experiences and broader perspectives and increased social opportunities by widening of friendship circles.
- Keeping active and burning off energy whilst learning a new skill or unlocking a passion or talent within a fun environment.
- Improved academic performance and overall outlook on school.
- They can also be something to put on CV's or to help with future college, apprenticeship or job applications.

## Extra Curricular Activities

The extra-curricular timetable is updated each half-term and can be found on the school website. It is also shared in school on display screens and in the main school corridor, and students are also kept informed via their tutor. Students can earn 3 points for every club they attend and they can also become eligible to achieve an 'Ambassador' award whilst representing Bishops at events or competitions. Extra-curricular activities are open to all students regardless of experience and we encourage students to get involved in some form of enrichment becoming active members of the school community.

## Educational Visits

All students are entitled to apply to go on educational visits on offer to them, residential and non-residential, in the UK and to foreign countries. These enhance the subject knowledge in school but helps develop them further in their social and interactive skills. Residential educational visits are dependant on staff availability (who make these trips in their own free time), as well as travel restrictions, affordability and the topics being studied at the time.

Further details on what visits we have run previously can be found on our website:

<https://bishopr.co.uk/parents/visits-and-trips>

# HELP AND RESOURCES

# MENTAL HEALTH AND WELLBEING

If you or your child has any worries about starting high school there are some helpful resources on the following pages which you can work through together to aid discussion and ease any concerns.



Everyone has mental health, just like we have physical health. Mental health is about the way we think and feel and our ability to deal with ups and downs.

Sometimes it can feel like we don't have any control over what we think or how we feel but by making simple changes to our lives, we can make a real difference to our mental health. Discussing mental health with your child is important. There is too often a stigma around mental health, however, an open conversation about thoughts and feelings is a good place to start.

There is also a wealth of information and support on our school website on the following pages:  
<https://www.bishopr.co.uk/support-and-wellbeing/further-information>  
<https://www.bishopr.co.uk/support-and-wellbeing/wellbeing>

## What is emotional wellbeing and mental health?

'Emotional wellbeing describes your **mental state** - how you are feeling and how well you can cope with day-to-day life. Emotional wellbeing is essential for us to function and be happy.'

'Mental health is defined as a state of well-being in which every individual realises his or her own potential'

Mind, 2018

## With good mental health...

Your child will...

- build up **resilience** with confidence and self-esteem
- be able to express a range of emotions and talk about them freely
- have **ambitions** to achieve and succeed
- build and maintain good relationships with others
- feel **included** and engaged with the world around them
- cope with the challenges of daily life in a **respectful** manner

# HELP! THEY'RE STARTING HIGH SCHOOL!

Starting any new school is a stressful time for students, but also for parents! Below is a list of common problems that parents sometimes experience with some ideas for dealing with them. Please see the back of this booklet for further information on how to contact school if you need to discuss anything further.

I don't know what's going on anymore!	Although the days of picking them up at the school gates are gone, you still want to know what is happening at high school. Make sure you check your emails - we communicate frequently through such media methods. Check the school website to see what's going on each week.
They won't be able to remember all the stuff they need!	Encourage them to be organised the night before. Get them to check their timetable and pack all the equipment they need. It can be handy to keep a checklist of all the items they might need. Try to resist the temptation to do everything for them; they need to learn how to manage their time and resources and won't do this if everything is done for them.
How do I make sure they do homework?	Make sure you check the Synergy Parent Portal - all the homework is listed on there. The best advice is to do homework the night it is set, this should prevent homework piling up. If homework tasks are not completed, they will be logged and will show on both the parent and child version of the app.
Their homework is too hard! How can I help them!?	Get them to do their homework the night it is set, that way, if they can't do it they have time to ask their teacher, who will be happy to help. We have a maths' information evening towards the start of the year - attend these and take advantage of the help on offer. There are also a number of homework support classes that run during the week so your child needs to go along to one of these to seek help - encourage them to be proactive in getting support.
How do I know if they're doing well?	There are three tracking reports each year; they show how your child is performing academically and what their attitude to learning is like. There's also online parents' evening where you can speak to their teachers. Most importantly is the SIMS app, this shows you when they do things well as they are rewarded with points.
They spend all their dinner money straight away!	They now have choice over the food they buy at break and lunch so have the potential to spend more. There is a daily limit of £6; they can't spend more than this. Talk to them about budgeting and how long the money on their account should last them. Encourage them to buy food for themselves and not treat all their friends!
I can't back books!	At the start of the year they will get homework - initial tasks may simply be to back their exercise books, this is a tricky job! Encourage them to ask for help, there will be people on hand to help them with this task.
They don't know anyone!	Quite a few students this year are the only child coming from their primary school. This is nothing to worry about. Your child will meet lots of new people and friendships will form; the most important thing is to reassure them that it all takes time but eventually things will settle. Encourage them to get involved in extra-curricular clubs on offer in school; these are a great way to make friends.
They say other people are being mean to them.	It does take a while for everyone to settle and find their way. Hopefully, your child will never experience unpleasantness from others but if they do, make sure they speak to their tutor about this. If we know about it, we can sort it.

# SUPPORTING RESILIENCE IN STUDENTS



**We are dedicated to developing a culture where everyone is resilient, determined and prepared to face any challenge that life throws at them. It is important for parents to be aware of why we think such a culture is important so we can work together to help students.**

Unfortunately, some people grow up believing they are either good at something or they are not. They believe that their own basic qualities, like intelligence or talent, are fixed traits and there is nothing that can be done to change this. WE believe this is wrong. Instead of taking time to find ways to improve or putting more effort in, some people prefer to give up, often using a variety of excuses to explain their failures – it's too hard, I'm just not good at it, I'm not clever enough, people are better than me, my parents were not good at that either etc.

## A Resilient Culture and Positive Outlook

We believe that our basic abilities can be developed through dedication and hard work. We are a school where students realise that hard work and perseverance are crucial attributes for improvement and that their brains will grow if they persist through challenge. Such a positive approach creates a love of learning and a resilience that is essential for life in general. We need to instil in our students the idea that if they aim high, even if their arrow misses the mark, they will reach further than if they had never aimed at all.

## Thinking About the Way We Communicate

Every word and action we use sends a message, so we must be united in how we develop such a culture of resilience in school. Ultimately, without realising it, we tell our children how to think about themselves. We can give them the impression that they can conquer the world if they keep trying or we can give them a way out, if they experience failure. What we say to our children can really influence the way they think about their learning. The most important thing we can do to help our child develop grit and tenacity is to praise them for effort when they are successful. Messages like "You learned that so quickly! You're so clever/intelligent!" teach a child that they are either clever or they are not and that effort may be a sign of weakness. When they encounter difficulty in the future, they will just give up – what's the point if they are no good at something immediately?

Instead, messages such as "I like the way you approached that problem", or "it is great how you kept going and found a different strategy that did work", teaches our students that effort is something we can all benefit from to reach our full potential, and that they need to be working purposefully in order to keep getting better.

By adjusting our responses students will start to believe that they can get better at anything if they are proactive. Even if it takes a while, we must never give them the impression they can just give up and never improve. If we work together on developing this culture for our students, we will ensure that they can tackle any challenge and be more proactive in finding ways to do so.

The tables below illustrate the benefits of resilience and how we can help students learn to be more resilient:

People lacking resilience often:	People with resilience:
<ul style="list-style-type: none"> <li>• Fear failure</li> <li>• Give up easily on tasks they find difficult</li> <li>• Ignore feedback</li> <li>• Avoid challenges</li> <li>• Feel threatened by the success of others</li> </ul>	<ul style="list-style-type: none"> <li>• Learn from their mistakes</li> <li>• Are motivated to succeed</li> <li>• Put more effort in</li> <li>• Seek feedback</li> <li>• Take risks</li> <li>• Face challenges head on</li> <li>• Learn well</li> <li>• Learn faster</li> </ul>

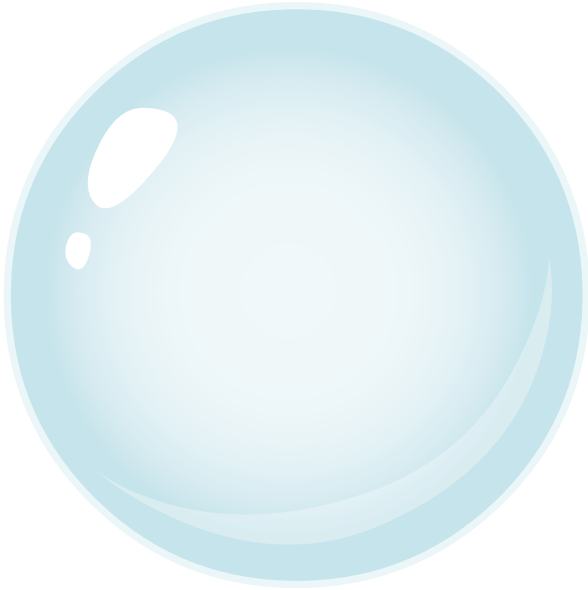
What you or your child may have said in the past...	What to say in the future...
I just can't do.....	You can't do it YET. What do you need to know/do to help you improve? What are you missing? You'll get there if you keep at it.
You have done a fantastic piece of work/brilliant job. You're so clever....	You must have worked really hard on that and it paid off. You spent a lot of time studying/working on that. What strategies/methods helped you? How do you feel about getting such a good score/good result? What did you find difficult? How did you tackle it?
I'm really good at....	How can you be even better? What/Who can help?
I can't make it any better/it's finished..	I can always improve/do better
I always make mistakes	Mistakes can help you learn – we all make them!
She/He is so clever/cleverer than me/I will never be as clever as they are.	What do they do differently? What strategies can you pick up from the way they work?
It's good enough.	Is it my best work?
It's too hard	Why is it difficult? It may take time and effort but keep going. Who can help you? What do you need to do to get better? If you keep trying you will improve

# MY THREE BUBBLES

We all have things that make us happy, things that make us worry and things that we hope for in the future and Bishop Rawstorne is your future. Spend time with your parents/guardians and fill in the below and discuss each bubble.

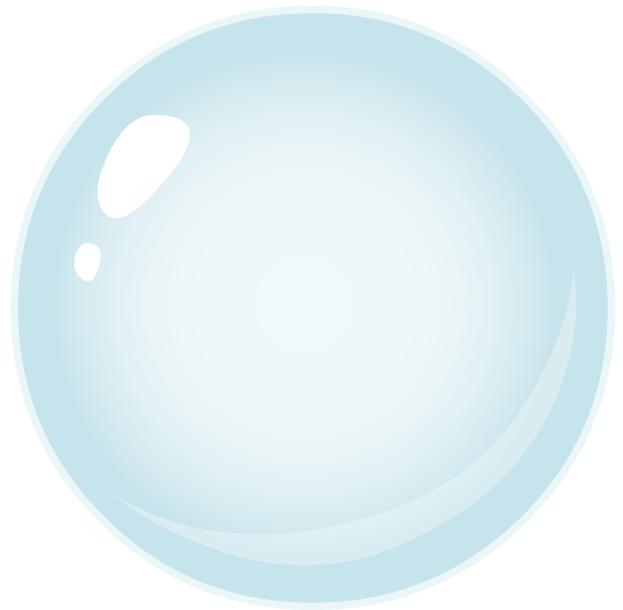
## BUBBLE OF HAPPY/GOOD THINGS

(WHAT THINGS IN YOUR LIFE MAKE YOU HAPPY?)



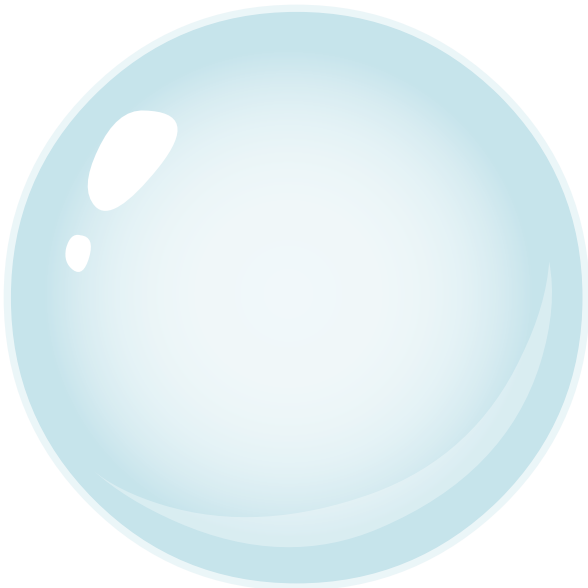
## BUBBLE OF DREAMS

(WHAT DO YOU HOPE FOR IN BISHOPS?)



## BUBBLE OF WORRIES

(WHAT THINGS DO YOU WORRY ABOUT?)



# WORRY JAR

This is a worry jar, if you are feeling stressed and worried about something then put it in the jar by writing it down. The top of the jar is sealed so that the worry cannot get out of it.

Once it is locked in the jar it is time to think about the positives and negatives of the worry. There can be positives that come from a worry, just think really hard, write these down and use two different colours to write them down, choose your favourite colour for the positives and another colour for the negatives.

If you want, you can even share your worry with someone else so that they can help you.



# ONLINE SAFETY

The internet is an amazing resource which enables children and young people to connect, communicate and be creative in a number of different ways, on a range of devices. However, being able to keep up to date with your children's use of technology can be a challenge. You may sometimes feel that your child has better technical skills than you do, however children and young people still need advice and protection when it comes to managing their lives online. Issues that your child may encounter on the internet will vary depending on their age and online activities. We have grouped potential online risks into these 4 categories:

<b>Conduct</b>	Children need to be aware of the impact that their online activity can have on both themselves and other people, and the digital footprint that they create on the internet. It's easy to feel anonymous online and it's important that children are aware of who is able to view, and potentially share, the information that they may have posted. When using the internet, it's important to keep personal information safe and not share it with strangers. Encourage your child to be respectful and responsible when communicating with others online, and to consider how what they share may reflect on them. Discuss with your child the importance of reporting inappropriate conversations, messages, images and behaviours and how this can be done.
<b>Content</b>	Some online content is not suitable for children and may be hurtful or harmful. This is true for content accessed and viewed via social networks, online games, blogs and websites. It's important for children to consider the reliability of online material and be aware that it might not be true or written with a bias. Children may need your help as they begin to assess content in this way. There can be legal consequences for using or downloading copyrighted content, without seeking the author's permission.
<b>Contact</b>	It is important for children to realise that new friends made online may not be who they say they are and that once a friend is added to an online account, you may be sharing your personal information with them. Regularly reviewing friends lists and removing unwanted contacts is a useful step. Privacy settings online may also allow you to customise the information that each friend is able to access. If you have concerns that your child is, or has been, the subject of inappropriate sexual contact or approach by another person, it's vital that you report it to the police via the Child Exploitation and Online Protection Centre ( <a href="http://www.ceop.police.uk">www.ceop.police.uk</a> ). If your child is bullied online, this can also be reported online and offline. Reinforce with your child the importance of telling a trusted adult straight away if someone is bullying them or making them feel uncomfortable, or if one of their friends is being bullied online.
<b>Commercialism</b>	Young people's privacy and enjoyment online can sometimes be affected by advertising and marketing schemes, which can also mean inadvertently spending money online, for example within apps. Encourage your child to keep their personal information private, learn how to block both pop ups and spam emails, turn off in-app purchasing on devices where possible, and use a family email address when filling in online forms. Make your child aware of scams that may seek to gain access to their accounts, and advise them to be wary in following links or opening attachments in emails that appear to be from organisations such as banks and service providers.

## Useful websites for advice and support

Please visit the online safety page on our website: <https://www.bishopr.co.uk/support-and-wellbeing/online-safety>.

## Sharing of Pictures

We have a growing concern over students sending indecent photos through the use of social networking, in particular through Snapchat and Instagram. More worryingly students feel it is ok to send indecent photos as long as they know the person. Along with your help we need to make students aware of the following.

- Some people make you think they are your friend, boyfriend or girlfriend, and may ask for photos but really they are using you and will change once they have gained the photos.
- Some people will try and make you feel special in order to gain photos of you. E.g. paying you compliments and sending gifts.
- Some people use pressure and threats to try to gain photos of you.
- Once you have sent a photo you have no way of knowing who is looking at those personal pictures.
- If the images end up in the hands of someone with bad intentions, they may be used to attempt to manipulate you and blackmail you.
- Once something is online it is very difficult to remove. Images become part of your 'digital footprint'.
- **It is illegal to take, possess or share indecent images of anyone under 18 even if you're the person in the picture and it could lead to police prosecution.**

Students MUST be aware that none of this is tolerable and that there is support available. The most important way to avoid a situation that could arise from sending a picture is to NOT send it in the first place.

## Tips for Teens

1. Protect your online reputation: use the tools provided by online services to manage your digital footprints and 'think before you post.' Content posted online can last forever and could be shared publicly by anyone.
2. Know where to find help: understand how to report to service providers and use blocking and deleting tools. If something happens that upsets you online, it's never too late to tell someone.
3. Don't give in to pressure: if you lose your inhibitions you've lost control; once you've pressed send you can't take it back.
4. Respect the law: use reliable services and know how to legally access the music, film and TV you want.
5. Acknowledge your sources: use trustworthy content and remember to give credit when using other people's work/ ideas.
6. Be a critical thinker: not everything or everyone is trustworthy; think carefully about what you see and experience.

## IF YOU HAVE ANY CONCERNS

If you wish to speak to someone at school with any online concerns you have involved your child or other students at the school please contact [office@bishopr.co.uk](mailto:office@bishopr.co.uk) in the first instance. We will speak to the student(s) concerned and offer advice and support.

If a student is found to have inappropriately used a site/app or acted as a cyber-bully to another student, sanctions will apply in line with the School Behaviour Policy.

In the event of the incident being related to a safeguarding concern, we have clearly defined safeguarding procedures in place.

If concerns are raised by students in school, we will follow school procedures appropriately and will log all online concerns.

If your child is subject to cyber bullying we would request your support in encouraging them to provide us with evidence of the incident (e.g. screenshots) as well as an indication of who is possibly behind it.

# FURTHER HELP AND INFORMATION



# PARENTAL ENGAGEMENT

Maintaining parental involvement with your child's school life is an essential element of the parent/school partnership.

## School Synergy Parent Portal

To communicate with parents, we will be using a new system called 'School Synergy,' which we are beginning to roll out and which will replace the SIMS app for parents who already have children in the school. Synergy helps you stay up to date with your child's school life and supports their development and progress. The Parent Portal within Synergy gives parents and carers immediate access to many aspects of school life and contains a wealth of information, including:

- Your child's timetable.
- A record of all communication with school and electronic versions of letters.
- Recent and historical attendance summary and details.
- Behaviour overview by subject, including comments.
- Homework which is completed, due and upcoming, including grades given..
- Materials and resources shared in lessons.
- Enrichment and extracurricular activities.
- School reports and newsletters.
- Ability to book parents' evening appointments.
- Events and the school calendar.

## Student Tracking

Tracking reports are provided each term which contains target grades/levels, end of year predictions as well as attitudes to learning in lessons and attitude to independent learning.

## Newsletters

Our weekly and termly newsletters contain important information about the week ahead and outline everything which has happened throughout the term.

## What Happens Next?

Further information about Synergy will be sent home once your son or daughter has started school and has been registered with us. This will include a Parent Portal Code so that you can register for the School Synergy Parent Portal.

## Student Access Portal

Students will also have access to the Student Access Portal which will provide them with an overview of their achievements and teacher comments, along with extra areas such as access to their Class Work and submission of homework.

Login for this will be using their school network login and password or Microsoft 365 sign in details which will be given to them once they have started school.



# IPAYIMPACT

## IF YOU HAVE OTHER CHILDREN IN SCHOOL

If you have other children at school, you can link your new child to their account:

- LOGIN to the account
- Click on the Accounts tab
- Click the Link a New Account button
- Enter the Child Account Ref for the child
- Click Find School and Account – select the school from the list (if offered)
- Click the Link Account button.

## FREE SCHOOL MEALS

If your child is entitled to free school meals, their account will be automatically credited with the allowance on a daily basis. If your child needs to 'top-up' this amount, you will need to 'credit' their account as described above. The system ensures anonymity for your child.

## IPAYIMPACT APP

There is also an 'IPayimpact' app which can be downloaded to help manage payments.

Ipayimpact is an easy, safe and secure way to make payments online. It reduces administration and cash handling in schools and also allows students to reduce the amount of cash they carry to school. We use Ipayimpact for school meals, trips and many other payments. Each child will have an account and if they use the restaurant you will be required to top up this account with money as students make payment when purchasing food using a biometrics system.

## Registration

Once the school has sent you a letter containing the 'Child Account Ref' for your child, you can register by following these instructions:

1. Go to [www.ipayimpact.co.uk](http://www.ipayimpact.co.uk) and click on Register
2. Enter the Child Account Ref – as provided by your school for one of your children
3. Enter a Username (eg initial & surname) – this is what you will use to login to your account
4. Enter a valid email address and confirm it
5. Enter a password that you will remember and confirm it
6. Answer the maths test – to prove you are human!
7. Read and agree the terms and conditions
8. Click on Register
9. You will receive an email with an activation link
10. Click on the link or copy and paste the link into your browser and this will activate your account
11. You can now log on to [www.ipayimpact.co.uk](http://www.ipayimpact.co.uk)
12. When you first login you will be asked to enter some personal details such as your name and address. This is to ensure that you don't have to keep entering these details when making a payment via the secure site.

## How to Make a Payment

- From your Home Page – simply click on Add to Basket
- You can amend the amounts you wish to pay
- Proceed to Checkout

You will receive an email receipt of your payment once it has been authorised.

# BISHOP RAWSTORNE TRUST FUND

**Your support for our Trust Fund will make a real difference to the quality of educational provision we afford your children.**



## How We Use the Trust Fund

Previously we have purchased picnic benches, refurbished the library and our most recent improvement has been the purchase of a new minibus. However, there is still much to do if we are to maintain our commitment to providing your children with an outstanding education in an outstanding environment.

There will be a detailed explanation of the Gift Aid Donation Scheme on the New Intake Evening.

Gift Aid is one of the simplest and most effective ways of giving to charity and allows the school to claim an additional 25p for every £1 donated if you are a UK taxpayer. By completing a Gift Aid Declaration the school can treat your donation as a gift aid donation which can be used for repairs and capital investment. We therefore ask you to give serious consideration to support school by contributing a minimum of £2 per family per week using a Gift Aid Donation form. Of course if you feel able to contribute more please feel free to do so.

£8 per month pledged by Gift Aid (£96 per year) over the next five years is £480 and for every £1 donated, we can claim an additional 25p. This makes a total of £600.

## Please support our Trust Fund

We appreciate that it is time consuming completing forms and providing bank details but we do need your support for our improvement programmes. As stated prior, every penny will be spent in ensuring our students can access the best facilities possible.

### Trustees

Mr P Cowley  
Mrs K Cooper  
Mr S Gregson

### Trust Secretary

Mrs L Hood

# TERM DATES 2025 - 2026

Autumn Term 2025	
<b>AUGUST BANK HOLIDAY - SCHOOL CLOSED</b>	<b>Monday 25 August 2025</b>
<b>STAFF INSET DAY – SCHOOL CLOSED</b>	<b>Tuesday 26 August 2025</b>
<b>School re-opens on</b>	Wednesday 27 August 2025 ALL YEARS
<b>STAFF INSET DAY – SCHOOL CLOSED</b>	<b>Thursday 25 September 2025</b>
<b>Closure after school on</b>	Friday 17 October 2025
<b>School re-opens on</b>	Monday 03 November 2025
<b>Closure after school on</b>	Friday 19 December 2025 <b>at 2pm</b>

Spring Term 2026	
<b>School re-opens on</b>	Monday 05 January 2026
<b>Closure after school on</b>	Friday 13 February 2026
<b>School re-opens on</b>	Monday 23 February 2026
<b>Closure after school on</b>	Thursday 02 April 2026 <b>at 2pm</b>
<b>GOOD FRIDAY HOLIDAY - SCHOOL CLOSED</b>	Friday 03 April 2026

Summer Term 2026	
<b>School re-opens on</b>	Monday 20 April 2026
<b>MAY DAY HOLIDAY - SCHOOL CLOSED</b>	<b>Monday 04 May 2026</b>
<b>Closure after school on</b>	Friday 22 May 2026
<b>School re-opens on</b>	Monday 01 June 2026
<b>Closure after school on</b>	Friday 17 July 2026 <b>at 2pm</b>
<b>STAFF INSET DAY – SCHOOL CLOSED</b>	<b>Monday 20 July 2026</b>
<b>STAFF INSET DAY – SCHOOL CLOSED</b>	<b>Tuesday 21 July 2026</b>
<b>STAFF INSET DAY – SCHOOL CLOSED</b>	<b>Wednesday 22 July 2026</b>

## Leave of Absence

Please note that any leave of absence will only be granted in very special or exceptional circumstances. We strongly urge parents to avoid taking children out of school for holidays during term time. The Headteacher remains the final arbiter for any requests made.

# CONTACTING THE SCHOOL

We hope this booklet has helped provide you with more information about Year 7. If you require any further information you can contact the school office via email at [office@bishopr.co.uk](mailto:office@bishopr.co.uk) who can direct your query to the most appropriate person.

Please note that teaching staff often have a full day of lessons timetabled, as well as break and lunch supervision duty, internal and external meetings and training sessions. It may therefore not be possible for a member of staff to return your call or reply to your email on the same day. We endeavour to respond to parental queries within 48 hours, where possible (working days only).

**Note that any serious safeguarding issue will be dealt with as a priority.**

## Complaints Procedures

In the event of a complaint needing to be made, these are normally handled informally between parents and the member of staff to whom the complaint or matter arising pertains. It might require further dialogue between a parent and a Curriculum Leader where and if appropriate. Should an initial complaint be of a pastoral nature, it can be directed to the relevant Group Tutor or Head of Year.

Where a matter has not been resolved to the satisfaction of a parent and further discussion or action is warranted, then a parent may wish to speak to a member of the Senior Leadership Team. At this point any complaint or matter arising would not be addressed directly by the Headteacher, Mr Cowley, but by a designated Deputy Headteacher.

If at this point, there was not sufficient parental satisfaction with the way in which and the extent to which the complaint had been handled, then it would be passed to the Headteacher, Mr Cowley as the final operational arbiter in the matter.

It is the responsibility of the Governing Body to oversee and monitor the effectiveness of the school's procedures, processes and systems and should you wish to make a formal, written complaint, then this would be made to the Governing Body.

## HOME SCHOOL PARTNERSHIP

Parents are encouraged to get in touch with the group tutor if they are worried or concerned about any matter.

Often difficulties can be sorted out very simply if they are dealt with straight away – if they are left they can become more serious. Sometimes it is helpful if one person knows of a factor at home that may affect the student, e.g. the death of a grandparent or even a pet. If the group tutor is not available, you can approach the Head of Year 7.

## HOME SCHOOL AGREEMENT

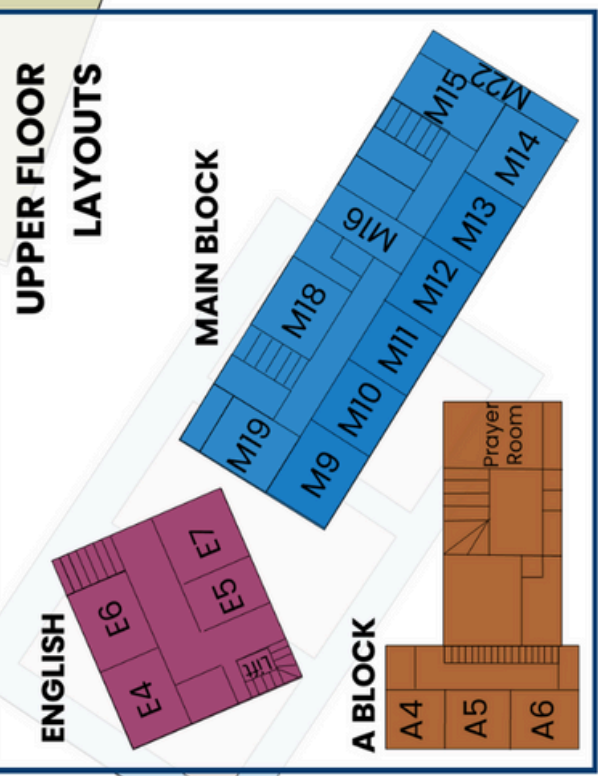
Based upon consultation with parents, the Student Council, teaching staff and Governors, the school has its own Home School Agreement. It is not a legal document, but a statement of intent to be signed by all parties.

This is intended to further enhance the Home School Partnership.

**ROOM DIRECTORY**

- MAIN BLOCK**  
Lower Floor  
M1-M6 - Maths  
M7 - Computer Science /iMedia  
WC - Year 7 & 8 Toilets  
Upper Floor  
M9, M10, M11, M18, M19 - MFL  
M13, M14, M15 - History  
M12, M16 - RE  
M22 - Computer Suite
- SCIENCE**  
S1, S2, S3, S4, S6 - Science  
S5 - Chemistry  
S7 - Biology  
S8 - Physics  
WC - Year 11 Toilets
- ENGLISH**  
Lower Floor  
E1, E3 - English  
E2 - Drama  
WC - Year 10 Toilets  
Upper Floor  
E4, E5, E6, E7 - English
- A BLOCK**  
Lower Floor  
A1, A2, A3 - Music  
Upper Floor  
A4, A5, A6 - Geography

- ART & TECHNOLOGY**  
T1 - Design & Technology  
T2 - Art/Textiles  
T3 - Art/Textiles  
T4 - Engineering  
T5 - Workshop  
T8 - Computing  
T9 - Graphics  
T10 - Food Preparation and Nutrition  
WC - Year 9 Toilets





**BISHOP RAWSTORNE**  
Church of England Academy

**FORTITER ET FIDELITER**  
*Bravely and Faithfully*

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