

**Slough and Eton
Church of England
Business and
Enterprise College**



**Transition
Pack**

Summer 2020

Welcome from the Headteacher



Slough and Eton is a great school and I am immensely proud and privileged to be its Headteacher. We have a core mantra which runs through all that we do;

Work Hard, Be Nice, No Excuses.

Students at Slough and Eton are expected to work extremely hard and are encouraged to achieve their very best in all that they do. As a result of their tremendous work ethic they achieve extremely well and we are very proud of them. We believe in educating the whole child and as such place great importance on the many cultural experiences we provide for students as well as the academic ones.

As a Church of England school we welcome students from all faiths, foster a culture of tolerance and understanding throughout the school and are always delighted to show visitors the fantastic things that happen here. We have a thriving and growing Sixth Form and enjoy using excellent facilities. If you would like to visit us and take a look around please do contact Reception and we would be delighted to show you what we have on offer.

Mr Peter Collins
Headteacher

Vision and Ethos

Slough and Eton is a great school. At our heart is great teaching, great learning, great experiences and great outcomes in the context of the Christian ethos of our school. We educate to prepare students for life in all its fullness and work hard to have happy staff and engaged students.

Our mantra, for all members of our school community is clear and unambiguous: **Work Hard, Be Nice, No Excuses**. Our expectations of students are high both in terms of conduct and engagement with learning. We believe passionately that the needs of each individual require the closest of attention and that strong relationships between adults and students are vital for success.

The curriculum at our school is rich, varied and engaging. We believe that the development of our students' cultural awareness is fundamental to their success as learners and young adults. To foster this we ensure a wide range of extra and super-curricular activities which develop essential leadership and life skills.

In achieving our vision for success at school we have the following ambitions for our students:

- To be happy and resilient young people who value their education;
- To always be punctual and rarely miss a day of school;
- To achieve the best possible outcomes regardless of previous achievement;
- To be inspired by their experiences, develop strong leadership skills and be motivated to work hard;
- To have a broad outlook on their future prospects which leads them towards appropriate yet ambitious career pathways;
- To know what they are good at and how to improve their skills;
- To learn and socialise in a clean, tidy, fresh forward-thinking and modern-feeling school;
- To feel a strong sense of pride and respect for their school community;
- To value and appreciate the differences and cultures of others and enjoy the richness of life.

For everyone to succeed at Slough and Eton we are relentlessly focused on these standards:

- High quality teaching is the ultimate key to ensuring all students achieve the best possible outcomes;
- Teachers ensure students display excellent attitudes to learning. Everyone will challenge off task behaviour and passive learning;
- All lessons should make maximum use of time, be challenging and engaging for all students;
- Disadvantage will not be a barrier to a student's success;
- All members of staff are responsible for improving their practice, being reflective and proactive in their professional development;
- Students are entitled to high quality feedback from their teacher to help them improve;
- Meaningful assessment is key to addressing underachievement and informing targeted interventions;
- A culture of safeguarding which protects the interests of all will permeate throughout the school;
- Working in partnership with parents is fundamental to ensuring our students are supported successfully.

In the same way that Jesus related to people from all backgrounds, beliefs and lifestyles, Slough and Eton is a Church of England community which is inclusive and seeks to treat all people like Jesus did. We will always promote the central message that all of us are valuable and should be enabled to live life in all its fullness.



Mrs Hind, Head of Year 7

I hope you are looking forward to starting at Slough and Eton in September – I can't wait to meet you all. My name is Mrs Hind. I am an English teacher at Slough and Eton and I am also very pleased to be your Head of Year. Along with me, the whole Year 7 team are all really looking forward to meeting you. Hopefully we will meet each other before the end of the summer term, but if not, don't worry we will all have a chance to get to know each other in September.

Year 7 is the start of a new, exciting and extremely important phase in your life. If you have any concerns when you arrive and during your time at Slough and Eton, there are lots of people to help in every way. Starting a new school is a huge change, especially this year, but we are all here to help and support you. I would like everybody in Year 7—students, teachers and tutors to have an amazing year—luckily for us, every year at Slough and Eton is amazing!

I know that you and your parents will have concerns about the new procedures that have been put in place and the current situation; with the consequences of an extended period away from school in addition to the new skills and expectations of a secondary school. We are doing our utmost to make sure that everyone that comes to Slough and Eton is safe and happy. Being worried in this situation is normal but it will actually help us all look after each other and keep ourselves safe. If you have any concerns about your transition to secondary school, you can send an email to Year7transition@slougheton.com. Once school starts, Form Tutors are the main point of contact between home and school and with two tutor registration sessions daily (every morning and every afternoon), you will get to know your Form Tutor very quickly.

There will be lots of things for you to think about when you start in Year 7. All Year 7 students worry about how they will cope moving from class to class, having their PE kit on the right day or making new friends. These are common worries, but when we speak to students after a week or two, these are no longer concerns. It is important to us that we make you welcome and comfortable so that you can start to learn and continue the progress that you have made in primary school. Students settle in very quickly at Slough and Eton!

At Slough and Eton we believe that everyone should:

Work Hard - We believe that every pupil is an important individual and we strive to ensure that every student is able to achieve success. Many of you will be used to working hard in school and we need this to continue. Year 7 is only the start of an amazing but challenging journey to academic triumph.

Be Nice – Students that help and support each other are helped and supported by others. If every one of us makes an effort to be kind and considerate to each other it will help us all have positive experiences in school.

No Excuses – We must all strive to do the best that we can. I will try to be the best Head of year and you must try to be the best student that you can be.





We know that parents feel they are not as 'involved' once their child goes to secondary school, we all want to encourage the pupils to develop independence, but please, do not hesitate to let us know if you have any concerns. We will keep you updated with regards to your child's effort and attainment throughout the year via our parent bulletin, phone calls, emails, report cards and parents' evenings (when restrictions allow). However, if you have any queries, please contact me.

I look forward to meeting you all and guiding you on your journey to Year 11 and beyond.

Mrs Hind

Head of Year 7

The Year 7 Tutor Team

	<p>Mrs Fogarty, 7 Angelou, <i>Deputy Head of Year 7, Angelou House Champion, Teacher of English</i></p> <p>I am looking forward to introducing all the exciting House activities you can become involved in such as raising funds for your local charity, designing your house flag or even writing your own 'responsibility rap' song!</p> <p>My favourite book is <i>The Book Thief</i> by Markus Zusak.</p>
	<p>Mr Harvey, 7 Seacole <i>Teacher of PE</i></p> <p>I am looking forward to introducing you of all to new sports and exercise activities. I hope you will all put in 100% effort, challenge yourselves and keep your bodies and minds healthy.</p> <p>My favourite book is <i>The Greek and Roman Myths: A Guide to the Classical Stories</i> by Phillp Matysak.</p>
	<p>Mrs Nash, 7 Winton <i>Teacher of Maths</i></p> <p>I am excited by all things 'nature'. I love to be in my garden, and grow flowers and things I can eat!</p> <p>My favourite book is by Monty Don and is called <i>Nigel : My Family and Other Dogs</i>.</p>
	<p>Mrs Khan, 7 Ali <i>Teacher of Religious Education</i></p> <p>I am really looking forward to being your Form Tutor and am extremely excited about developing 7 Ali into a strong competitive team.</p> <p>My favourite book is <i>Once</i> by Morris Gleitzman.</p>
	<p>Mr Richards, 7 King <i>Teacher of English</i></p> <p>I am excited about getting to know all of you and teaching you in English.</p> <p>My favourite book is <i>Dune</i> by Frank Herbert.</p>
	<p>Miss Bokenda, 7 Parks, <i>Teacher of French.</i></p> <p>I am excited about being the year 7 Parks Form Tutor next academic year and I am looking forward to teaching French to some of you.</p> <p>My favourite book is <i>The Kite Runner</i> by Khalid Hussein.</p>



At Slough and Eton, we know how important it is to make sure every student feels welcomed, understood and appreciated. Your transition is just as important to us as it is to you. As the Transition Coordinator, I have responsibility to work with our local primary schools and with Slough and Eton staff and leadership to make sure that your transition goes as smoothly as possible, that we have all the right information about you and we can give you all the information you need to settle in quickly and comfortably, and that we ensure that you continue to build on the progress you have made before joining us.

I have been a teacher at Slough and Eton for nearly ten years and am very pleased to work with the Year 7 Team to make sure that we are ready for our New Year 7s even before they arrive in September. I visit primary schools, arrange for primary school teachers and students to visit Slough and Eton, and collaborate with my colleagues to make sure that we make the most useful arrangements we can so that students and parents have all the information they need and feel supported throughout this important time in your life.

This is important every year, but even more so this year. Rather than our full day Transition programme, to keep everyone safe and to follow government guidance, we are arranging individual meetings for students and parents to meet their Form Tutors, Head of Year and other relevant staff. These meetings will be held the week of June 29 and you will be hearing from your Form Tutor. I will be here for those transition meetings, for Summer School in late August and in September, eagerly anticipating our New Year 7 group. If, at any time, you have any questions or concerns, please do not hesitate to contact me at Year7transition@slougheton.com. We all look forward to meeting you!

Christian Values and Ethos

We are proud of our Church of England heritage and welcome students and staff from all faiths and none into our community. Christian beliefs are firmly rooted in our foundations and support all that we do.

Cross – the cross on our shield reminds us to treat others as Jesus did: to *'love your neighbour as yourself'* (Matthew 22:39)

Rose – the rose on our shield focuses us on our core belief that all of us have value and, like a rose blooms, we will work to ensure that everyone flourishes: *'And the desert shall rejoice and blossom as the rose'* (Isaiah 35:1)

The Bible reminds us of how we can all live and work by our core mantra of **Work Hard, Be Nice, No Excuses** and we are proud to use this as the foundation upon which we will build our success.

Work Hard	Be Nice	No Excuses
The Bible tells us: <i>'Whatever you do, work at it with all your heart, as if for God and not for men'.</i> Colossians 3:23	The Bible tells us: <i>'Love your neighbour as yourself'</i> Matthew 22:39	The Bible tells us: <i>'You, therefore, have no excuses'</i> Romans 2:1

At Slough and Eton we see all our students as God's children and we wish for them to develop the characteristics exemplified by Christ as successful learners. CHRIST guides the Slough and Eton Learner to **'work hard', 'be nice'** and have **'no excuses'** and develop a CHRIST-like character:

Communication: Jesus drew large crowds to hear his teachings; he told stories that are relevant today, and spoke sayings that are part of common parlance. He was a skilled communicator.

Honesty: Even when Jesus was put on trial before being crucified he did not lie. He opted to 'speak the truth in love'.

Responsibility: Jesus noticed and did something about people who had less than others. He fed the 5,000, healed the sick, and was trusted by so many people that they left their everyday normal and chose to follow him.

Initiative: Jesus was creative in the way he led his team of disciples, and in the decisions he took. He led people into living in a radically different way and was prepared to take risks in doing this.

Success: 2,000 years later and the religion that developed out of Jesus' teachings is followed by 2/3 world's population. His values and teachings are considered transformative which is remarkable for a man who didn't travel more than 100 miles from his home town.

Tolerance: In a society where people who were different were treated as outcasts, Jesus triumphed the cause of the downtrodden. He epitomises someone who treats everyone with equality and fairness.

Jesus embodied the characteristics of The Slough and Eton Learner.

King House

Charities: Royal Society for Blind Children & Aik Saath

Dr King was an American Christian, he became a leading spokesperson for the Civil Rights movement and he worked tirelessly up until his assassination in 1968. He was awarded the Nobel Peace Prize in 1964 for his efforts to end racial inequality. King was a brilliant orator and his world-renowned 'I have a dream' speech, delivered to 250,000 people in Washington D.C. is still considered as the defining moment of the Civil Rights movement. King's achievements embody the House's Christian value of Communication and his messages of tolerance and equality remain relevant in society today.



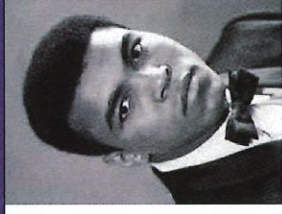
Dr Martin Luther King (1929 – 1968)

Communication

Ali House

Charities: Water Aid & Alexander Divine Children's Hospice

Muhammad Ali was an American boxer who is widely regarded as one of the most significant sportsmen ever. Born Cassius Clay, he changed his name to Muhammad Ali after converting to Islam. He was involved in the American Civil Rights movement and he refused to serve in the Vietnam War citing religious beliefs. This led to him being fined and stripped of his boxing licence. He had great courage and confidence in himself, and his incorruptibility is admired by others. Ali is remembered as an honourable man who stood up for what is right, making him the appropriate figurehead for this House whose Christian value is Honesty.



Muhammad Ali (1942 – 2016)

Honesty

Angelou House

Charities: Save the Children & Slough Homelessness Our Concern

Maya Angelou was an American poet, singer, memoirist, and Civil Rights activist. She published seven autobiographies, three books of essays, several books of poetry, and is credited with a list of plays, films, and television shows spanning over 50 years. She received dozens of awards and more than 50 honorary degrees. She is best known for her series of seven autobiographies, which focus on her childhood and early adult experiences. The first, *I Know Why the Caged Bird Sings* (1969), tells of her life up to the age of 17 and brought her international recognition and acclaim. Ms Angelou demonstrated a sense of responsibility and commitment to the causes she was passionate about, specifically the rights of minorities, children and women.



Maya Angelou (1928 – 2014)

Responsibility

Winton House

Charities: NSPCC & Slough Food Bank

Over a period of nine months before the start of World War Two in 1939 Sir Nicholas Winton foresaw the horrors of war and he took it upon himself to rescue 669 children from Czechoslovakia, bringing them to the UK, thereby saving their lives. Winton worked tirelessly to arrange everything the children needed, including finding host families and raising funds to cover the travel expenses of the children. He was a modest man and after the war he went back to his normal life, telling nobody about his heroic actions.



Sir Nicolas Winton (1909 – 2015)
Initiative

Parks House

Charities: Cancer Research & Slough Islamic Trust

Rosa Parks was an American Civil Rights activist. The United States Congress has called her "the first lady of civil rights" and "the mother of the freedom movement". She is famous for her pivotal role in the Montgomery Bus Boycott, where she was arrested for refusing to give up her seat on a public bus. Her stoicism and bravery led to a long legal battle and finally success at the US Supreme Court with a ruling against racial segregation.



Rosa Parks (1913 – 2005)
Success

Seacole House

Charities: Muslim Aid & Age Concern (Slough)

Mary Seacole was a Jamaican-born British nurse who came to prominence through her good works in the Crimean War. Undeterred by the refusal of the British War Office to allow her to work as a nurse, she made her own way to the Crimea where she set up the 'British Hotel', a site hospital for soldiers. Her energy, and enthusiasm, and her determination to do the right thing ensured that she went on to save many lives.



Mary Seacole (1805-1881)
Tolerance

Safeguarding Team:

KS3: Sue McCulloch
Ext 270



Slough & Eton Business and Enterprise College is committed to promoting the welfare and safeguarding of all students and young people who pass through our doors.

We provide an inclusive, positive and caring environment in which students can develop to their academic, social and emotional potential. Every adult is expected to play their part in safeguarding our students and young people; and we support this through our offer of a wide-ranging safeguarding and child protection awareness training. All staff know the procedures that should be followed should they have any concerns about a student. All staff know where to go should they require more information, help and guidance.

KS4: Catherine Goodyear
Ext 256



Jamila Hussain
Ext 264



KS5: Lidia Holland
Ext 275



Steve Thatcher
Ext 276



Slough and Eton School Rules

- All uniform to be worn correctly at all times.
- Students to arrive to lessons on time.
- Mobile phones are only to be used before school, at break, lunch and after school.
- Earphones are not to be worn unless it is a time when phones are allowed.
- Planners to be on the desk in every lesson.
- All students should have a reading book with them at all times.
- Water bottles brought into school should not be out during lessons.
- Work should be written in pen and drawings/diagrams in pencil.
- Students should put their hand up if they want help from a teacher.
- Students are not allowed to go to the toilet during lessons.
- Queue sensibly when waiting to buy food and drink.
- Manners are key – students should ensure they say please and thank you and display courteous behaviour such as holding doors open for others.
- Chewing gum is not allowed.
- When arriving to lessons go in as soon as the teacher asks you to and begin the 'Do Now' work at the back of your book.
- Move quickly between and to lessons and as soon as the warning bell goes.
- Attend detentions without making a fuss or excuses.



Term Dates 2020/2021

2020 AUTUMN Half Term 1

INSET Monday 31st August and Tuesday 1st September 2020

Wednesday 2nd September 2020 (Years 7, 11 and 12 only)

Thursday 3rd September 2020 (All other students) to Friday 23rd October 2020

Half Term Holiday Monday 26th October 2020– Friday 30th October 2020

2020 AUTUMN - Half Term 2

Monday 2nd November 2020 to Friday 18th December 2020 (12.30pm)

CHRISTMAS HOLIDAY Monday 21st December 2020 – Friday 1st January 2021

2021 SPRING - Half Term 3

Monday 4th January 2021 – Friday 12th February 2021

Half Term Holiday Monday 15th February 2021 – Friday 19th February 2021

2021 SPRING - Half Term 4

INSET Monday 22nd February 2021

Tuesday 23rd February 2021 – Thursday 1st April 2021 (12:30pm)

**EASTER HOLIDAY Monday 2nd April 2021 – Friday 16th April 2021 (Good Friday 2nd April 2021;
Easter Monday 5th April 2021)**

2021 SUMMER - Half Term 5

Monday 19th April 2021 – Friday 28th May 2021

Half Term Holiday Monday 31st May 2021 – Friday 4th June 2021

2021 SUMMER – Half Term 6

Monday 7th June 2021 – Friday 16th July 2021 (12.30pm)

INSET Monday 19th, Tuesday 20th and Wednesday 21st July 2021



Times of the School Day

Revised September 2019



	Monday to Thursday	Friday
Students in school	Before 8.25am	Before 8.25 am
Registration	8.30 to 8.40 am	8.30 to 8.40 am
1	8.40 to 9.30 am	8.40 to 9.25 am
2	9.30 to 10.20 am	9.25 to 10.10 am
Break	10.20 to 10.40 am	10.10 to 10.30 am
3	10.40 to 11.30 am	10.30 to 11.15 am
4	11.30 to 12.20 am	11.15 to 12.00 am
Lunch 1 Ys 7, 9, 11, 13	12.20 to 12.50 am Mid 12.35 am	12.00 to 12.30 am Mid 12.15 am
Lunch 2 Ys 8, 10, 12	12.50 to 1.20 pm Mid 1.05 pm	12.30 to 1.00 pm Mid 12.45 pm
5	1.20 to 2.10 pm	1.0 to 1.45 pm
6	2.10 to 3.00 pm	1.45 to 2.30 pm
Students Leave	3.00pm	2.30pm
7	3.00 to 3.50 pm	

Additional bells: 8.25 (Start of day), 10.35 Mon to Thu / 10.25 Fri (5 min warning for end of break)
and 5.00 (pupils of site)

Work Hard Be Nice No Excuses

M Culkeen 02/09/19

Good School Attendance Guide

Helping your Child make the most of School

Good School Attendance habits are best started early. Children learn from those around them and you as a parent set the standards and expectations for your child.

Showing your child the importance of attending school every day not only helps your child settle quickly when starting school but helps them to keep and sustain friendships and enjoy the school environment.

We are here to support you, we understand the difficulties some parents can face and will work with you. Trust the experience of the form tutor, Head of Year and school staff and share with them any concerns you may have.

Be interested in what your child is doing in school, chat to them about the things they have learnt, what friends they have made and even what they had for lunch!

Remember children can be tired when coming out of school, so a short chat over a snack may produce a better result than a long list of questions.

If your child raises anything that concerns you, it is much better to discuss with us, usually the form tutor, at the earliest opportunity. Allow the school the opportunity to address any concerns or difficulties. This often can help put your mind at rest, know that your child is safe and is doing well in school.

In Slough we want all children to have a positive experience of school life and be able to reach their full potential. One way in which parents can help their child to do this is by ensuring they attend school regularly.

As a parent you are responsible for ensuring that your child attends regularly and punctually. Starting good habits earlier on is much easier than trying to change poor attendance habits, battling with your child to attend school and struggling to get out of the door on time. Be organised, have a plan, be consistent and involve your child.

School absence falls into one of two categories; **authorised**, those which schools can give permission for and **unauthorised**, those which they will not.

Examples of absence which the school is **unlikely to authorise** can include;

- Sickness of a parent, or other family member
- Inadequate clothing for school
- Child being used as a carer

- Problems with transport
- Non urgent medical treatment
- School refusal or truancy
- Days off for birthdays, shopping trips etc.
- Family holiday

Whilst as a parent you may think you can give your child permission to be at home, you cannot. The only person who can give permission for a child to be absent from school is the school's Headteacher.

If your child is absent from school, you must notify us by telephone call (by 9.30am) on the first day of absence (school's absence line: 01753 520824 Option 1) and follow this up with a note or medical evidence once the child returns to school. The school's Headteacher or the Attendance Officer will decide whether or not to authorise the absence, depending upon the reason given.

Most childhood sickness that prevents school attendance will be classed as authorised absence. However, if your child is frequently absent from school due to sickness, the school can ask that you provide medical evidence or we may have to stop authorising the absences. This does not mean that the school do not believe you or your child, but that they want to do the best for you by ensuring your child can attend school as much as possible, providing extra support.

As a parent you can help keep your child's level of absence down by sending them into school every day and arriving on time. At Slough and Eton the registers close 30 minutes after the beginning of the start of the school day. Arriving after this time will mean your child is marked as having an unauthorised absence and this could lead to a fine being issued.

Help support your child and your school by keeping absence rates down. Children who are frequently absent are usually those who fall behind and find it hard to keep friendships, which can lead to them being unhappy in school.

Since September 2013, Headteachers have only been able to grant leave of absence for exceptional circumstances. As a rule a family holiday or travelling abroad is not considered to be an exceptional circumstance.

Reduce absence due to medical reasons by making non-urgent medical appointments for your child outside of school hours. Always let us know the type of illness your child has that prevents them attending at the start of the school day. They will guide you as to whether your child needs to be absent from school all day and when they should expect to return.

Mrs R Begol

Attendance Officer

Slough and Eton Church of England Business and Enterprise College

Telephone 01753 520824 Ext 2219

Curriculum 11-14

Our curriculum design offers a great experience to all students. At Key Stage 3 the curriculum provides a good foundation for students regardless of entry. A wide variety of extracurricular activities and a diverse offer of (regularly subsidised) trips that enrich the curriculum throughout each subject complement classroom based learning. All students take part in the PiXL EDGE programme at apprentice level.

At Key Stage 3, our curriculum includes the following core subjects: English, Mathematics and Science and the following foundation subjects: Technology, Computing, French, History, Geography, Art, Music, Drama, Physical Education, Religious Education and Personal, Social, Health and Education (PSHE). There is good opportunity to provide a range of curriculum groupings either by ability or mixed ability.

Students are set according to ability in core subjects.

Homework Timetables

Subjects will set one piece of homework per week in Key Stage 3, lasting around 30 minutes. There will be some project based homework that will be set over a longer period of time.

At Key Stage 4, homework, whilst still set once a week will be longer in duration and will always be an integral part of course.

Homework at Key Stage 5 is set when appropriate and necessary.

Below is the timetable for Key Stage 3 and 4. We use this timetable to try and ensure that the students are able to manage their time appropriately.

All work is set by teachers using classcharts and you can find information about how to activate your account and use classcharts on our website. There is a handy parent guide available for download.

Presentation

- All work has a date and title which is underlined with a ruler
- Class work has c/w recorded in the margin
- Homework has h/w recorded in the margin
- Writing is in blue or black pen
- Diagrams and drawings should be in pencil
- Tippex is not allowed
- No graffiti on books anywhere
- Your exercise book is your responsibility and should be looked after as it is your record of lesson work

We expect all students to maintain a high standard of appearance. Full school uniform should be worn each day including to and from school as well dressed

students are good ambassadors for the School. Jewellery is not permitted, except for one pair of plain studs or sleepers in ears and a wristwatch. No nail varnish or make up is allowed. Haircuts should be deemed appropriate for school by the Headteacher with no extremes of style (no patterns, lines or unnatural colours). Minimum cut length is a number 2.

Students are to wear school uniform at all times. Badges and ties are available from school.

Uniform

We expect all students to maintain a high standard of appearance. Full school uniform should be worn at all times.

Jewellery is not permitted except for a wristwatch, and one pair of plain studs or sleepers in ears. No nail varnish or makeup is allowed. Haircuts must be neat and tidy with no extremes of style (no patterns or lines). Minimum cut length is a number 2.

Students who break these rules will be sanctioned.

- Black single-breasted blazer with the school badge (sewn on the left breast pocket) - to be purchased from school.
- Black V-neck jumper (optional).
- House tie - to be purchased from school.
- Black skirt or trousers, of formal convention cut in a plain material (no skinny fit), examples below.
- White plain school shirt (tucked into trousers or skirt).
- Sensible, flat formal black shoes (no trainers or trainer like shoes/boots), examples below.
- Black or white hijabs (worn appropriately).
- Black or white taqiya/ topi (Muslim prayer hat).
- Black or white socks only.

Outside coat (no hoodies, tracksuit tops, and leather or denim jackets) Loan uniform is available from the Community Outreach Office.

- **Girls' trousers should be black, of formal convention, cut in a plain material.**
- **Girls' shoes should be flat formal black shoes (no trainers or trainer like shoes).**
- **Boys' Shoes: Sensible flat formal black shoes (no trainers or trainer like shoes).**

Please see the website for photos.

PE kit

- PE Shirt with School Logo
- Trouser or Shorts with the School Logo
- Jumper with School Logo
- Black Socks
- Training shoes, football boots, shin pads, gum-shield as required

Vivos

Every student at Slough and Eton School can earn Vivo points to spend on a whole variety of exciting rewards.

How does the Vivo points system work?

Staff award Vivo points for a whole range of achievements including demonstrating any of the characteristics of a Slough and Eton Learner, good behaviour, excellent classwork and homework, representing the school, plus a whole lot more.

Vivo has its own dedicated website where students can log on to see their points, watch them grow and spend them on whatever they like. There is a huge range of items available such as mobile phone top up cards, vouchers for high street shops, cinema tickets, Slough and Eton Prom tickets, school equipment, iPods and telescopes.

How do you spend Vivo points?

- log on to the Vivo website
- check your points total
- select the reward
- rewards are sent to school

The good thing about Vivo is that you can't lose points – it is completely positive. All you have to do is work hard and earn the Vivos.

Clubs & Activities

At Slough and Eton we believe that the curriculum is not just what happens in lessons on the timetable.

Consequently, we offer a wide range of extra curricular clubs at both lunchtime and after school. We change these every half term to add variety and to meet the needs of all year groups.

-

Restaurants and Catering Facilities

Here at Slough and Eton School we strive to provide your child a healthy balanced meal with plenty of variety. All our meals are produced daily by our highly skilled and very experienced catering team to high nutritional government standards. We only use fresh and where possible locally sourced ingredients. All of our meals and drinks provide your child with their 5 a day target of fruit and vegetables.

We offer a complimentary breakfast club where children can choose from fresh fruit, cereal or a cooked breakfast, which creates a good platform for the day ahead. Breakfast is served from 7.50-8.20

Morning break we offer a wide range of snacks which include vegetable samosa, homemade pizza baguettes, baguettes, bagels, toasted sandwiches and Panini's and cereal bars.

At Slough and Eton we recognize how important it is to work together with parents / carers to make sure that we provide our children with the best possible diet to ensure them a happy and healthy future. In return we ask for parents that provide packed lunches, to not give your children fizzy drinks, crisps and chocolate as these items are not allowed on school premises

The meat we use in our meals is all Halal to cater for the wide range of cultures that attend Slough and Eton, we also operate a nut free kitchen, and have choices for children that have wheat/dairy allergies.

If your child has any specific dietary requirements or allergies then please could you inform the school as soon as possible so that suitable arrangements can be made for them?

The following are available daily

- Jacket potato with a choice of fillings (baked beans, cheese, tuna & sweet corn)
- Filled sandwiches, wraps and baguettes
- Freshly prepared fruit salad
- Low fat flavored yoghurts
- Fresh fruit
- Freshly prepared salads
- Chicken Drumsticks
- Sweetcorn
- Pasta Twists with a choice of sauces including vegetarian option

Chef often puts a special on the menu which varies day to day

English

*A Collection of
Short Stories*

Maths

*Place value
Order of numbers
Addition
Subtraction
Multiplication
Division*

Science

*Cells and Movement
Particle Model
Variation and Human
Reproduction*

Geography

Fantastic Places

PE

*Invasion Games
Net/Wall Games
Gymnastics
Outdoor and Adventurous
Activity
Health Related Fitness*

RE

*How do I decide what
to believe in, belong
to, and how to
behave?*

Year 7 Autumn Term

Music

*Understanding
Rhythm/Under-
standing Pitch*

French

*Greetings, Alphabet/Phonics, Family
and Friends, Classroom
Objects/Language, Likes and Dislikes,
Interview Yourself*

Spanish

*My Life
My Free Time*

History

*Romans
Norman Invasion*

Drama

*Basic Drama Skills
Greek Theatre*

Computing Science

*Introduction to the Network
How computers work
How data is presented
Computational thinking*

PSHE

*Transition and Safety
Diversity*

Art & Design

Visual Elements

Technology

*Graphics, Food,
Resistant Materials
and Electronics
rotations*

Year 7 DT Autumn Rotation projects

GRAPHICS

- Developing graphical drawing skills
- Understanding the design process
- Product analysis
- Creating 3d packaging
- Basic cad designing
- Paper & board

FOOD

- Health, Hygiene and Safety
- Identifying Equipment and their uses
- Identifying ingredients
- Nutrients: Functions and Sources
- Factors affecting Food Choice

RM

- Photo frame - materials (timbers and manufactured boards),
- Working safely and using hand tools

ELECTRONICS

- Developing Skills using the Soldering Iron
- Developing Skills using Computer Aided Design
- Basic Knowledge of Components
- Basic knowledge of CAD and electrical systems
- Knowledge of Light Emitting Diode
- The importance of Health and Safety during practical

English

Boy in the Striped Pajamas

Maths

Fractions

Place Value & Rounding
Percentages

Science

Electricity
Acids and Alkalis
Independence and Plant
Reproduction
Forces
Separation Techniques

Geography

Weather and Climate
Population

PE

Theory Content - Skeletal System
Practical Content
Outwitting opponents - Games
Accurate replication of actions, phrases and sequences
Identifying and solving problems - OAA
Exercising safely and effectively

RE

Does God exist, and if so, why follow Him?

Year 7 Spring Term

Music

Performing and Composing with the Musical Elements
Becoming an Orchestra/Choir/Samba Band

French

Weather - Seasons
Sport and Leisure
What you like doing and why

Spanish

My School
My House, Family, Friends

History

Thomas Becket
King John
Black Death
Peasants' Revolt

Technology

Graphics, Food, Resistant Materials and Electronics rotations

Drama

Spontaneous Improvisation
Charlie and the Chocolate Factory

Computing Science

Computational Thinking (1)
Flowchart Programming

PSHE

Developing Skills and Aspirations
Health and puberty

Art & Design

Scarpase
Colour & Mood

Year 7 DT Spring Rotation projects

GRAPHICS

- Developing graphical drawing skills
- Understanding the design process
- Product analysis
- Creating 3D packaging
- Basic CAD designing

FOOD

- Health, Hygiene and Safety
- Identifying Equipment and their uses
- Identifying ingredients
- Nutrients: Functions and Sources
- Factors affecting Food Choice

RM

- Workshop safety
- Materials – wood
- Basic wood joinery

ELECTRONICS

- Electrical components
- The function of a resistor
- Series and parallel circuits
- Health and safety of electrical items

Parent Pay

- ❖ Safe and reliable
- ❖ Pay with a thumbprint in school, pay online from home
- ❖ Top up online and in school on dedicated machines

Information from ParentPay:

If your school is using ParentPay you should receive communication with account activation details from your school.

Once you have your account details you can log in online at parentpay.com. Look for the 'Login' button at the top right.

If you would like to use ParentPay on your smartphone, just bookmark the login page to your home screen for easy access.

ParentPay has been designed from the ground up to work great on tablets and phones as well as desktop computers.

Don't worry about compatibility either. The vast majority of Android, iOS and Windows Phone devices will be able to run ParentPay.

WHAT CAN YOU DO WITH PARENTPAY?

School Dinners – View menus and check dietary and nutritional information. You can book and pay in advance or let your child choose in school.

Trips – Pay for school trips through ParentPay.

Clubs – Receive advanced notification of clubs, so you can secure a place, book and pay early.

Online Shop – Whether it's student photographs, uniform or equipment, you can purchase items online. Check item information like size and colour prior to purchase.

Access all of your child's school information from your secure, mobile app

View live updates about your child's education such as:

- School News
- Trip Updates
- Learning Activities
- Important Announcements
- Key Dates & Events
- Attendance Information

Never miss a moment in your child's learning journey with Weduc's whole-school communication platform.

FAQ



How do I register for my app?

You will need to follow the instructions sent to you via email/letter. If you haven't received this email/letter yet, speak to your school.

How do I download the app?

You can go to your preferred app store, search Weduc and the app will appear for you to download. Please note that you will only be able to log in if your school has bought Weduc.

How do I login to my app?

Simply open up your app and enter your login details. You would have created these when you first registered for Weduc.

I am not able to download the app, how else can I log in?

You can access Weduc on any internet enabled device. Speak to your school.

Can I use Weduc without registering?

Unfortunately not. Due to the permissions within the system, only staff members that have enrolled are able to log on.

I am a teacher and a parent and/or I teach at more than one school, do I need multiple logins?

The good news is, no you don't. Weduc has the ability to allow more than one school to be accessible under one login. As long as your school has set up the right access rights for you, you will be able to flick between each school within Weduc. Please see the training manual on how to do this if you are unsure.

weduc®

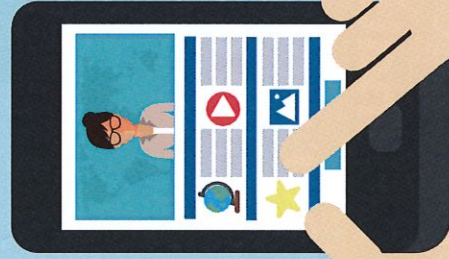
Smart Communication



Download the app

Visit:

weduc.co.uk/mobile-app



Please note, you will need to register before you can use the app. Speak to your school to get your enrolment details.



Dashboard

See a snapshot of upcoming events, important notices, unread messages and much more...



Newsfeed

Your very own social media-style community that allows you to see information and photos from within school.



Calendar

View the schools calendar and how it affects you and your child.



Parent Portal

View all information on your child's attendance and behaviour in school, report absences in advance without needing to call, access to your child's timetable and instant messaging to teachers.



Notices

See all the schools important updates separate for quick and easy reminders.



Forms

No more paper forms, quizzes and surveys. Simply fill out online and rest assured that the school has your response instantly.



Digital Library

View files shared with you by the school and it's teachers.



The Hub

One Login. One Location. Easily view all other systems the school uses and helpful links from one place.



SLOUGH & ETON'S SUMMER CAMP 2020



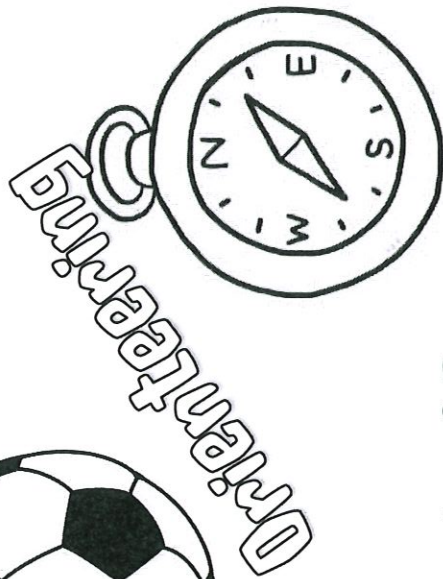
"THE GREAT OUTDOORS"

24th to 28th August

9:00 – 15:30

COST: FREE

Colour and decorate this poster
to win a prize!!!

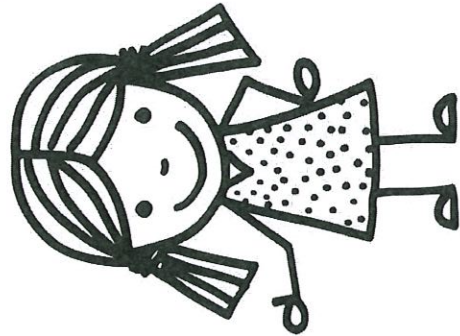
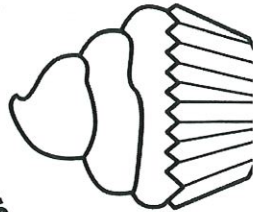


SPORTS
AND GAMES



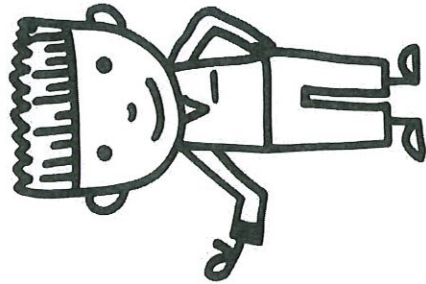
**All aspects of Summer
Camp are subject to
change & Government
guidelines**

If restrictions allow – Cupcake Making



Team-

Building



Making
Friends



The Edge

As a school that never stands still and is always looking to improve, we want our students to follow our footsteps and strive to be the best they can be. To support that development, we have introduced the PiXL Edge programme. PiXL Edge is a framework for secondary schools and sixth form providers to develop and accredit in our students the attitudes, attributes and skills essential for employability and life. The PiXL Edge programme will enable students to develop and be accredited for five key attributes, which have been especially chosen for their formative qualities in character development as well as their desirability by employers.

The scheme will focus on 5 key attributes:

- Leadership - Making decisions, acting responsibly, collaborating
- Organisation - Time management, problem solving
- Resilience - Showing commitment, working under pressure
- initiative - Creativity and seeing the value in being of service to others
- Communication - Editing, presenting, matching form and content to audience



The Edge - what you do today will impact on tomorrow!

All students are introduced to the PiXL Edge programme and will log their activities and provide evaluations for each one. We hope this will encourage them to get involved in as many extra-curricular opportunities as possible, both in and out of school – some of which they may have never even thought of before now!



We want to ensure that your child leaves Slough and Eton not only with the best qualifications possible but with a myriad of personal attributes allowing them to stand out from the crowd and achieve their goals. Competition for University places and employment today is ever increasing and together we can help your child embrace this programme that will undoubtedly give them the Edge.

How will PiXL Edge be delivered at Slough and Eton?

Every week, form tutors will deliver one session in tutor time focusing on a specific skill. These sessions will help to develop your child's skills, which can then be put into practice with their projects.

The projects will not be completed during tutor time, therefore students will need to be self-motivated and engaged.

Students need to complete a series of activities within the programme, for each of the key attributes, and can qualify at three levels: Apprentice (Key Stage 3), Graduate (Key Stage 4) and Masters (Key Stage 5).

Our students in Years 7, 8 & 9 are starting at PiXL Edge Apprentice Level. Each student needs to achieve 2 credits in each of the five categories. Every activity must be evidenced and signed off by a member of staff.

Celebrating PiXL Edge

We believe that the skills demonstrated by students in attaining PiXL Edge levels are invaluable for their future careers, and we fully celebrate their success and achievements. Students will be presented with certificates and badges, alongside celebratory events and activities in order to acknowledge their achievements.

We look forward to working with all Year 7 students on their PiXL Edge Apprentice course.

Miss Hunt - Associate Assistant Headteacher

Transition into Secondary School

Information for parents and carers



Did you know?



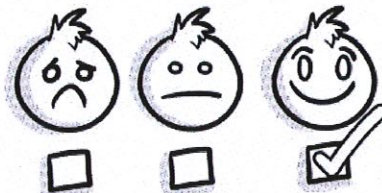
Research highlights that children who kept the same friend during the transition period between primary to secondary school tend to do better. Supporting and encouraging friendships during the transition period and beyond may help pupils to improve attainment and behaviour.

Research also shows that the transition to secondary school can potentially be as difficult for parents as it is for their children.

The move to secondary school brings lots of change, such as different classrooms, different teachers for each subject, bigger buildings, new travel arrangements, unfamiliar environments and mixing with new pupils. Studies suggest that when pupils are supported well, it increases attendance, academic progress, school engagement, confidence and self-esteem, and decreases symptoms of anxiety. This is good news as you can help with this, and your secondary school staff will be keen to help make this transition as smooth as possible, even in the current situation with COVID-19.

Research also suggests that pupils' concerns about transition to secondary school generally involve issues such as:

- Losing old friends.
- The size of their new school and getting lost.
- Rules, discipline and detention.
- Finding their way around.



What can you do?

- New experiences, coupled with your feelings about leaving your child in a new place, can be a stressful time in a family's life. It is normal and acceptable to feel anxious as a parent/carers, but it is important not to pass these feelings on to your child. Support your child and encourage them to keep in touch with their group of friends.
- Talk about up and coming change with your child and approach transitions in a positive and exciting way. Help your child express their feelings, worries and

emotions about the change and acknowledge their feelings.

- Watch the video from Young Minds on YouTube and discuss its content. It reassures children that they're not alone when it comes to their worries about secondary school, that there are ways to cope with change and there are people to talk to when things get difficult. This can be found [here](#).



What you need to know



Many young people feel a mixture of excitement, fear and nerves as they go to secondary school, probably more so this year because Year 6 has been disrupted due to COVID-19 and social distancing measures. Secondary schools are very well aware of how big this transition is and, even with the restrictions, will do all they can to help your child, and you, settle into a new routine.

Matthew Burton's book 'Go Big', is written for young people who are about to make this change and is written to help them navigate some of their fears. This may be helpful for them to read alongside the lessons from Be Awesome, Go Big. There are also some things you can do as parents to help them too.

What can you do?

1. Help talk them through some of the changes – they move around the school to their next teacher, have different lessons and have lots more people to communicate with. They are also able to be more independent than perhaps they have been used to.

2. Getting ready becomes their responsibility – get them to pack their bag the night before, check their equipment, make sure they have their planner signed



(or whatever system your school uses to communicate with parents). Make sure they know which is their PE lesson day. This will pay off in the future if you start now!

3. Create a space for them to work quietly at home – they will get homework and will need to be able to complete it and concentrate without distractions. Often it is easier



if they get this completed when they come home, before they get into social time and then don't want to do it!

4. Get to know their form tutor – this is the person who will see them the most. Contact them if you need to and if you are concerned, always let them know. They will see your child every day in most cases and so they are a great point of contact.
5. Keep encouraging a growth mindset: make sure they understand they won't be good at everything YET – things take time and practice and they should not give up. As a culture, we are often used to seeing supposed 'overnight success' without seeing the hours of effort that went into that success. This is worth reminding them about when they start to say negative things.



Helping your child get into good habits

Information for parents and carers



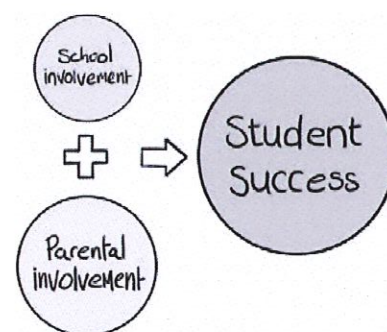
Did you know?



Healthy habits are essential to living a long and happy life, and they are important to instil in children from a young age. If you help your child to form these habits now, you will be giving them the tools to navigate any obstacles they may face as they grow into adulthood.

Research highlights that the late teenage years have been identified as the peak age for exposure to health risks with lifelong implications. The report, by the Association for Young People's Health (AYPH), revealed teenagers eat eight times the recommended sugar allowance and almost half have tooth decay. This worrying research also found out that most smokers start by the age of 25.

Research reveals that there is a strong link between healthy habits and pupil achievement. Poor health habits add up to poor grades, and research suggests that healthy habits and good health-related decisions can lead to improved academic performance. For instance, research has shown that students who eat breakfast exhibit improved concentration when compared to their peers who skip it.



What can you do?

Cultivate healthy habits by being a role model to your child. Try to exhibit good habits, offer health advice and build fun healthy activities into your family life. Examples include being active as a family, having evening and sleep routines, providing a water bottle to encourage hydration, or making family meals together.

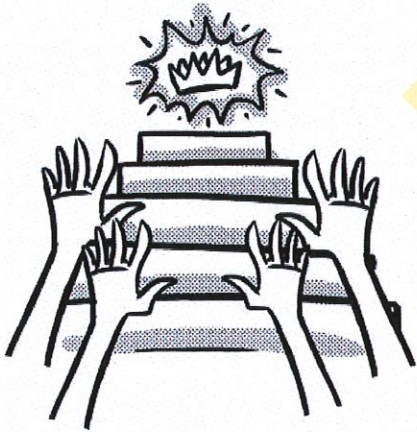
Good nutrition can help improve concentration, so pay attention to the food you buy for your family. Provide a healthy balanced diet of meals which include fresh vegetables, fruit, proteins, good fats and whole grains.

Encourage your child to snack on low sugar foods and drinks, which you could make together.



Help and encourage your child to get enough sleep, live a physically active life and feel good about themselves. Work with them to map out their week to include healthy habits such as exercise, relaxation and seeing friends. Set some healthy lifestyle goals together, and keep each other motivated to stay on track.

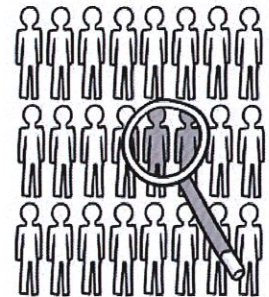
What you need to know



Most of us have a strange relationship with failure as adults, but young people can also find the idea or feeling of failing really difficult to handle. Sometimes their thoughts can become a pattern that holds them back from being able to move forward. You may have heard these kinds of thoughts already:

- No one in my family is any good at maths.
- My sister is the one who is intelligent, not me.
- I can't do creative things.
- I'm not really any good at anything.
- I never understand things.

At secondary school, sometimes these thoughts can become more prominent as they are in bigger year groups and are working out who they are. Young people can often adopt something called a 'fixed mindset', made famous by the work of Carol Dweck. This is when people put limits on what they can and can't do, believing that intelligence, amongst other things, is fixed. The opposite is a 'growth mindset' and is one of the biggest secrets to success.



What can you do?

Your child will be exploring all kinds of different things at secondary school, including studying subjects they haven't had much exposure to so far in primary school. It is easy for them to give up at the first challenge or to assume "I can't do this". At home, it is good to start to slowly change that narrative.

Here are some pointers that may be helpful to use when talking with them:

- Ability can change with practice. Your talents, gifts and skills can be developed.
- It makes sense to have a go at anything. Putting effort in is the only way to get better at things.
- Mistakes happen, they are nothing to be ashamed of

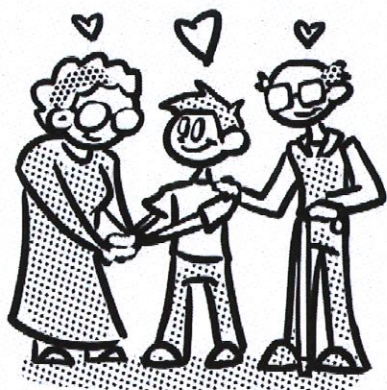
and they show you exactly what you don't know so that you can work on improving your skills.

- Feedback is good – you can't improve without it!
- You should welcome new challenges; trying is how you learn. If you don't get it right first time, try again and again and again.
- Discuss with your child how they have achieved goals before. Ask them to think about what they did and what they could learn about how to achieve success.



(Material adapted from 'You Are Awesome' by Matthew Syed)

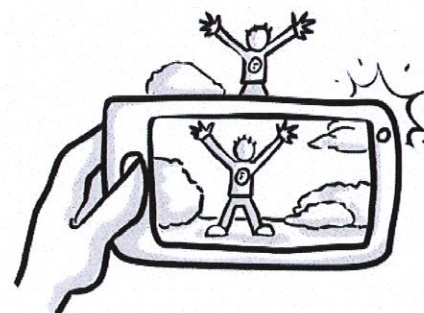
Did you know?



Resilience is the ability to overcome adversity, 'bounce back' during difficult times and get back to feeling good. It is about having the capacity to adapt to difficult circumstances, and using tools and resources available to do so.

The Institute of Health Equity suggests that resilient individuals, families and communities are more able to deal with difficulties and adversities than those with less resilience. Building resilience is fundamental to teenagers becoming happy and functioning adults. Young people who are not resilient will be more likely to respond to stress by developing anxiety and depression.

Evidence suggests that promoting resilience can help young people sustain good relationships, develop personal life skills, overcome challenges, cope in difficult situations and help them to achieve their potential. Human brains develop and change more during the teenage years than most other times in their life. This means that this is a time when there is huge potential for the development of new skills and capabilities.



What can you do?

Help your child navigate their ups and downs by encouraging them to carry out resilient behaviours. You can be a building block in helping them build healthy habits, such as looking after their mental health, getting enough sleep, doing exercise, eating healthy food, hobbies, socialising or relaxing. Watch this video on YouTube to understand why resilience is important to young people's health, that can be found [here](#).

Staying connected with different people in our lives is the basis for building resilience. Help your child to understand who is in their support network when they face difficult

situations. This may be a grandparent, friend, teacher, sibling or sports coach etc.

Encourage your child to make time to build relationships, speak to friends, have fun, take part in hobbies and connect with others regularly.

Encourage your child to build resilience by stepping out of their comfort zone and taking on new opportunities, challenges and goals. This will help them to develop self-respect, be organised, promote positive thinking and to build confidence to deal with different situations.



Settling into Secondary School

(and how to solve the problems you might face)

Sometimes something can happen at school that makes you upset or anxious. A lot of people feel like this especially when they are starting somewhere new.

Keep calm. Tell yourself, "I can solve this problem if I stay calm."

Decide what the problem is.

Are you frustrated because you could not do something you wanted?

Are you upset because someone did something to you?

Are you worried because something has gone wrong?

Think about possible solutions.

Think about the consequences. What will happen if you try different solutions?

Pick the best solution.

Think about and then discuss with a friend or family member what you would do in each of these situations in school.

- ❖ You haven't done your homework.
- ❖ You have lost your planner.
- ❖ You are in a crowd going upstairs and you think someone pushed you.
- ❖ You think you are lost.
- ❖ You see someone being bullied.
- ❖ You find someone crying in the corridor.
- ❖ You've lost your purse/wallet.
- ❖ You see someone stealing money from someone's bag.
- ❖ You find someone's purse.
- ❖ You've ripped your trousers/skirt.
- ❖ You forgot your tie.

6 Into 7 Summer Challenges	
Complete all 10 to get 200 Vivos!	
Take your first name, or that of a family member/friend and write it vertically (up and down) on different lines. Complete each line with something positive which starts with the letter given (for example, strengths and skills they/you have). This could be one word or ten.	Write down three things you would do if a friend of yours was anxious about starting a new school.
Create a powerful speech on something you feel passionate about. It might be a local issue, something global, something happening now, or a topic relevant to only you. After you've written it, practice saying it and then record yourself delivering the speech. .	Come up with three questions about the world around you that you would like to ask your new science teacher. For example, why does my cat have stripes?
Write down a list of: ❖ Three ways you can be kind to someone this week. ❖ Three things you would do if you saw someone being unkind.	Make your own map of the neighbourhood. Identify key buildings, parks, statues, schools and anything else you can think of/that you notice. Perhaps use contour lines to show the height of the different areas.
You will be studying maths at secondary school. Can you identify (and write down) five times you have used maths in your daily life?	Write a letter to the reception children starting at your old primary school. Tell them the best things about the school and what they have to look forward to during their time there.
Write a FAST poem One noun Spaghetti, Two adjectives Thin and soft, Three adverbs Silently, slowly, easily, Four verbs Slipping, sliding, slithering, disappearing.	Design a flying car of the future, imagining you are living in the year 2300

How will I get to school each day? Map your route!

Mode of Transport (walk, cycle, car, bus, train)	
Start point (home address)	
Destination (school address)	
Distance from home to school	
How long will journey take?	
What route will you travel? Draw a map or and attach it to your booklet to bring with you in September.	
Time needed to be at school	
Time needed to leave home	
Travelling alone or with companion(s)	
Bus or train: which buses or trains can I take	
Time on bus or train	
Time from home to bus or train station/stop Time from bus or train station/stop to school	
What times does the bus or train leave?	

Letter to My Teacher

Name of Primary School:

Date:

Dear _____

I am looking forward to secondary school because...



I am nervous about starting secondary school because...

My favourite thing about primary school was...

My least favourite thing about primary school was...



My friends would describe me as...

I'd really like you to know that...

I look forward to seeing you in September,

Kind regards,



Letter to My Teacher Help Sheet

I am looking forward to secondary school because...

Freedom More responsibility Individual subjects Larger site
Facilities Friendships Challenge Opportunity I can be an individual

I am nervous about starting secondary school because...

Afraid Getting lost Travelling Shy Support New staff
Relationships Difficult Expectations Older children homework

My favourite thing about primary school was...

Friendships Teacher Favourite subject Reading Sports Knowing everyone

My least favourite thing about primary school was...

SATS homework Not enough freedom A particular subject

My friends would describe me as...

Outgoing Brave Lively Cheeky Clever Funny Talkative Trustworthy
Shy Quiet Loud Nervous Creative A team-player well-behaved

I'd really like you to know that...

Ideas – I train for swimming very early in the mornings/ I don't get on with my sister/I find it hard to concentrate at home/ I love visiting castles/ Sometimes I have to travel a long way to see my family/ I know everything there is to know about Vikings! / I recently lost my dog which was very upsetting/ My brother is very ill.

About Me

Name: _____

Age: _____

Favourite Subject: _____

Least Favourite Subject: _____

Favourite Book/s: _____



Hobbies: _____

Favourite Place/s: _____

Pet/s: _____

Friends: _____

Achievements

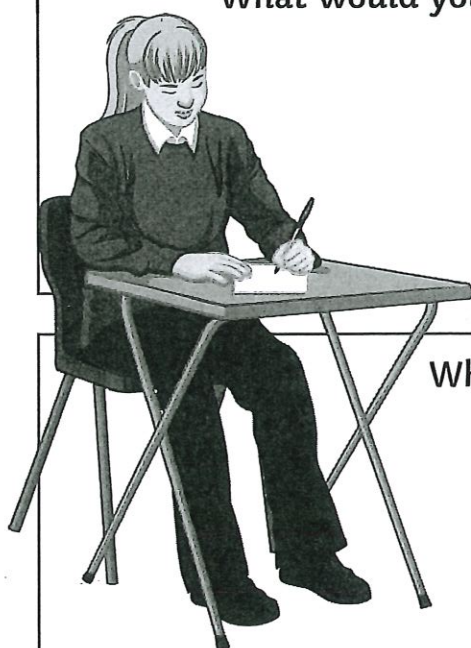
Have you ever received a certificate?

What do you think you are really good at?



Have you ever won a prize?

What would you like to achieve in secondary school?



What are your aims for the next year?

A Guide to Making Friends

Top Tips!

- Smile
- Ask questions
- Join new clubs
- Try new things
- Accept that we are all different
- Be a good listener and interested in what people are saying
- Treat people as you would like to be treated
- Avoid gossiping or making jokes at the expense of others
- Share interests – find what you have in common



Think of three interesting things about yourself:

1. _____

2. _____

3. _____

Getting Organised

In secondary school, you will need to follow a timetable, which will tell you when and where all your lessons are.

Each day, you will need to look at your timetable to make sure you have packed everything you need in your school bag.

1.

Maths M7	Science Lab 1	Science Lab 1	Lunch	P.E Gym	Geography G3	Library
--------------------	-------------------------	-------------------------	--------------	-------------------	------------------------	----------------

Write below what you would need to pack in your school bag for this day:

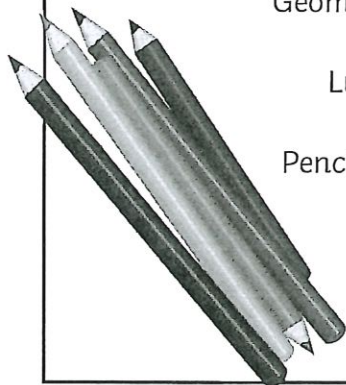
2.

Spanish MFL 4	English E2	Cookery Tech 2	Lunch	Art Art 1	D.T Tech 3	R.E R5
-------------------------	----------------------	--------------------------	--------------	---------------------	----------------------	------------------

Write below what you would need to pack in your school bag for this day:

Ideas:

Geometry set Calculator Spanish/French dictionary PE kit
 Lunch money Reading book Materials for art project
 Pencil case with handwriting pen Pencils and sharpener Ruler
 Ingredients Weekly planner/diary Science folder



Uniform

Items of uniform that I need to wear:

Items I am not allowed to wear:

Draw a picture of the school uniform here:



A Letter to My Future Self

Task:

You are going to write a letter to your future self. This could be you in a year's time or you in a few years' time, at the end of secondary school.



Imagine what you would like to become. How would you like to be portrayed? What do you want people to think and say about you? This letter will be private and should be a chance to open up about your thoughts, feelings and goals.

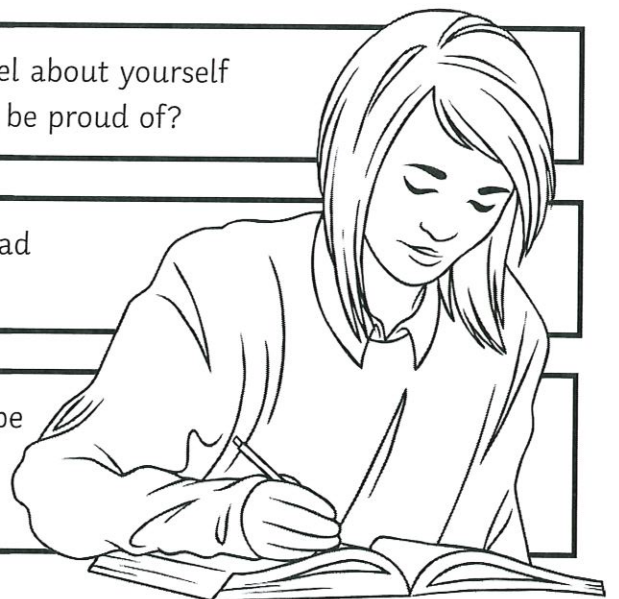
Ideas:

- What advice would you give yourself when starting something new?
- What would you like to change about yourself?
- How can you improve yourself?
- What are your ambitions?
- What are your goals?
- What are your dreams?
- Who would you like to get to know?
- What new things would you like to take part in?
- If you were somebody else starting a new year at school, what would you tell them?

Think about what is important to you, how you want to feel about yourself and how you want others to feel about you. What will you be proud of?

When you have completed your letter, take some time to read it over and think through the advice you have given.

When you have done this, you may put it inside the envelope your teacher has given you. You should receive this letter back at the end of the year.



Dear: _____ (your name)

Signed: _____

Date: _____