Welcome to Partnership Evening


ADOLESCENCE
"But he was in his room, wasn't he? We thought he was safe, didn't we? What harm can he do in there?"


13

Parenting in a Tech World
Anonymous member · 2h ·

I thought I did everything right. This morning a police officer showed up at our home. He said a child called the police this morning to report extortion. My child. My 12 yr old son.

Someone contacted him on tik tok. His private account. Chatted with him, flirted, sent him photos. He chatted back. With a stranger - we told him to never chat with strangers. This person demanded my son to send money or photos back or they would report HIM for receiving innapropriate photos of the young girl this person posed as. They said they would report my son as a child predator.

Then my son sent photos. Because he didnt have access to money to send. My 12 yr old... Directed by this stranger. Photos I told him to never take or send. Then the stranger told him to send more or they would send his photos to everyone in his friends list.

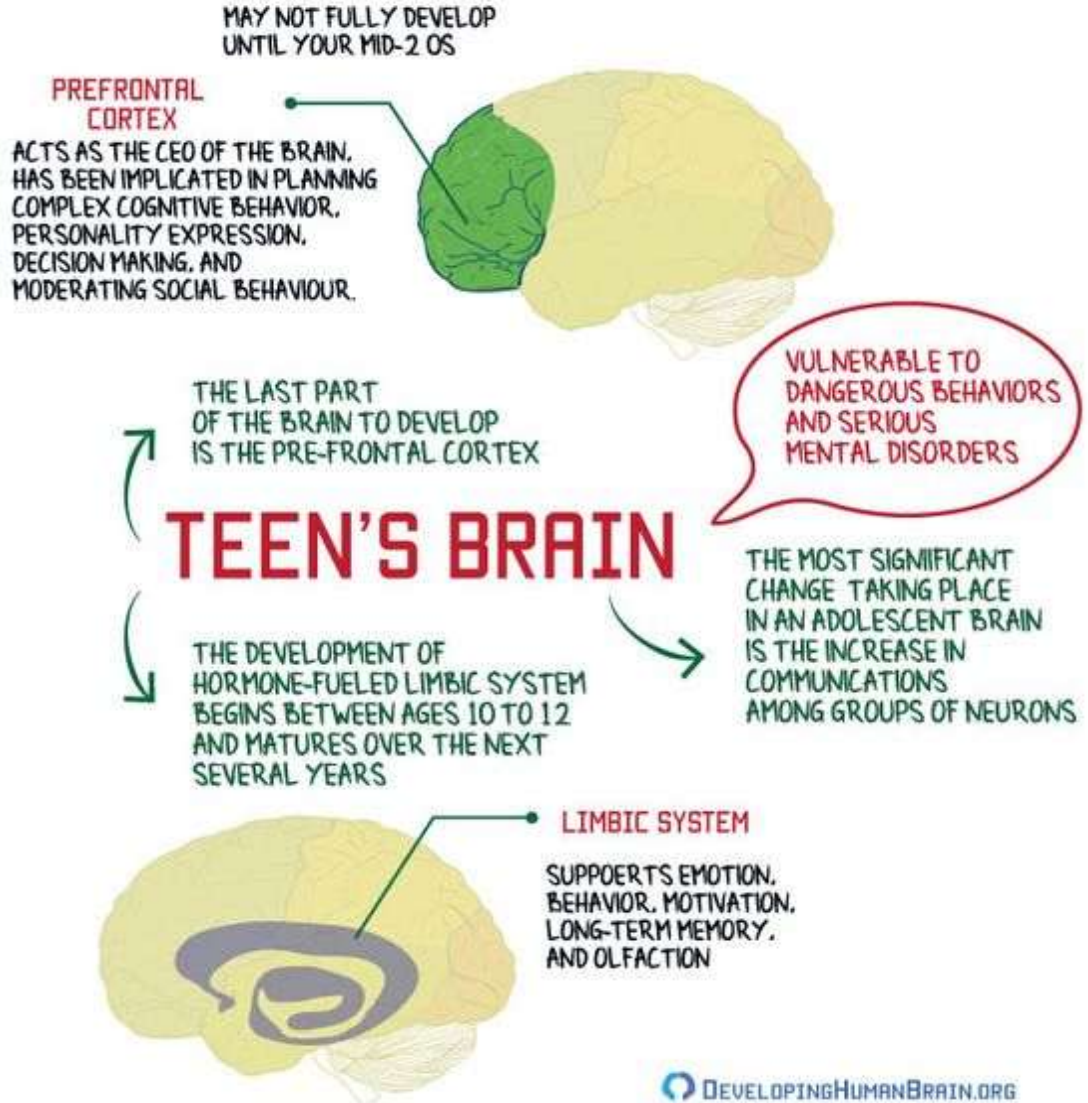
That is when he panicked and called the police early this morning.

We thought we did it all right. All the conversations. All the warnings. The private account. The random audits on his device checking for things like this or any inappropriate contacts from strangers.

I failed as a parent. I failed him. But in the heat of it all - he did the right thing. Calling the police.

What could I have done differently?

Like Comment Send



Mental Health

Nearly half of 13-16-year-olds who used their phones a lot reported symptoms of anxiety (44.4%) compared to 26.4% of young people who do not use their phones a lot (KCL, 2024)

46% of adolescents aged 13-17 said social media makes them feel worse about their body image. (WHO, 2023)

Teenagers who spent more than 3 hours/day on screens were at a 60% higher risk of experiencing depression and suicidal ideation. (JAMA Pediatrics)

Majority of boys aged 11-14 ‘exposed to online content that promotes misogyny’

Two studies released to mark Safer Internet Day warn of the impact such content is having on teenagers, particularly young boys.

Martyn Landi • Tuesday 06 February 2024 00:01 GMT

Teenagers need US to make the hard decisions

Before accessing social media, as parents, we need to discuss:

- **Sex** (porn, nudes, actual sex)
- **Cyberbullying** (harassment, threats, or humiliation online)
- **Online Predators** (adults pretending to be peers to exploit children)
- **Exposure to Inappropriate Content** (violence, hate speech, explicit material)
- **Radicalisation** (exposure to extremist ideas or groups)
- **Grooming** (building trust for exploitation)
- **Catfishing** (fake profiles to deceive or manipulate)
- **Peer Pressure** (feeling forced to participate in risky trends/challenges)
- **Mental Health Issues** (anxiety, depression from comparison or exclusion)
- **Addiction** (compulsive use affecting sleep, school, or relationships)
- **Sexting** (pressure to send or receive inappropriate images)
- **Reputation Damage** (posts or photos that harm future opportunities)
- **FOMO (Fear of Missing Out)** (feeling left out or inadequate)
- **Doxxing** (publishing private info to harass or threaten)
- **Privacy Invasion** (sharing personal info that can be misused)
- **Identity Theft** (using personal info to impersonate or scam)
- **Online Harassment** (toxic behavior, hate speech in games)
- **In-game Purchases** (spending real money without understanding consequences)
- **Gambling-like Features** (loot boxes, betting in games)
- **Exposure to Violent Content** (desensitization or fear)
- **Addiction to Gaming** (neglecting school, health, or social life)
- **Sleep Deprivation** (late-night gaming sessions)
- **Stranger Contact** (chatting with unknown adults or older teens)
- **Data Privacy Risks** (sharing info in profiles or chats)
- **Malware and Viruses** (downloading mods or cheats)
- **Inappropriate Language** (exposure to swearing or slurs)
- **Unrealistic Expectations** (body image, success, or wealth)
- **Cheating and Hacking** (temptation to cheat or being targeted)
- **Isolation** (withdrawing from real-life friends/family)
- **Pressure to Win** (stress, anger, or frustration)
- **Scams and Phishing** (fraudulent links or offers)

"You are ruining my life!"

"Stop treating me like a kid"

"You never let me do anything!"

"Why can't you trust me?"

"It's my life – stop trying to control it"

"Everyone else's parents ...."

Healthy Screentime

Parental Controls

1. Content Filtering
2. App Restrictions
3. Time Limits
4. Social Media Monitoring
5. Safe Search
6. YouTube Restrictions- SafeVision
7. Camera and Photo Sharing Controls

Healthy Screentime

- Set Boundaries e.g Wifi off at 10pm, all consoles/devices out of bedrooms at 10pm
- Have Screen Free Zones
- Turn off Notifications
- Check Ins
- Family Value check
- Model Healthy Habits!

The year team…

Mrs Fraser- Assistant Head
Line manager for Year 8

Mr Dodsworth- Head of year

Mr Sumner- Assistant Head of year.
Form tutor 8BA

Mrs McCaul – form tutor 8FR

Miss McGregor-Ritchie- form tutor 8JP

Mrs Stoker-Boon- Form tutor 8KO

Ms Lynch- form tutor 8RO

Miss Conway- form tutor 8ST

Miss Chapman- form tutor 8TE

St Peter's mission

Being Christ to All means treating everyone in our community with love, respect, kindness. Treating others as you want to be treated

It means actively going out of your way to have a positive impact on someone's day

It means looking for ways to improve the community and everyone in it – if we all behave like this, we all enjoy an incredible school!

St Peter's Rocks: Faith in Action

Our school rocks are 5 core values that we aspire to every day

Each guides us to think about our community and Jesus Christ at the forefront of everything

If we live the rocks in action, we will create an amazing school and community!

Our aims as a school

That we are able to build a brilliant community atmosphere, within and across year groups

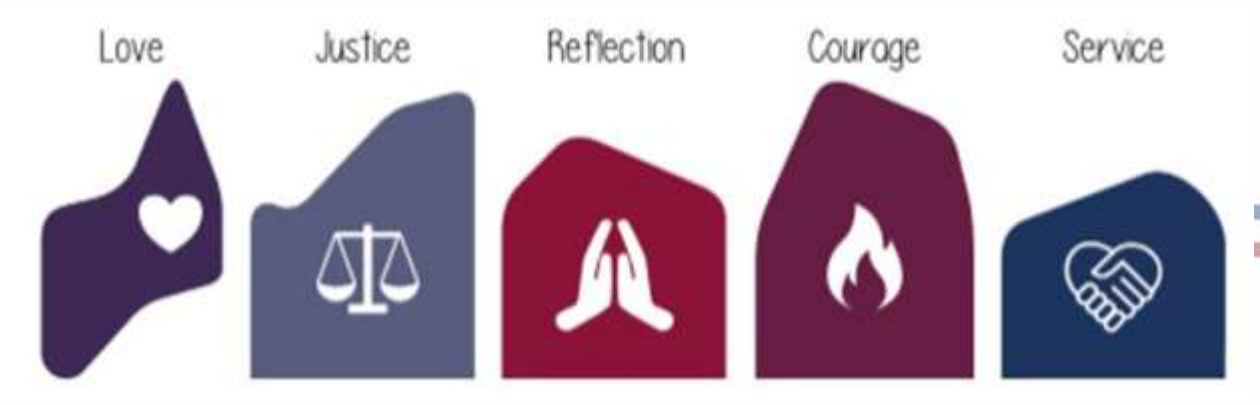
Every student can learn, disruption-free, everyday

Everyone gets the chance to experience new things and opportunities

Everyone works their hardest to help everyone achieve their potential

We spend time reflecting on our values and faith

We strive to achieve academic excellence



Our Year Group Vision

- Focus on **continual personal development** in all areas- academic, personal and spiritual
- Sense of community and belonging.
- Belonging on 3 levels:
  - Tutor group
  - Year group
  - School

- Sub-focus on accountability and fostering resilience

Arbor

Parent Portal Login
Attendance
Behaviour: Positive & Negatives
Reports

Go4Schools is no longer used by St Peter's it has been replaced with Arbor.

The importance of attendance

- Numerous studies demonstrate a strong positive correlation between student attendance and academic performance, indicating that regular attendance significantly enhances learning outcomes.
- A meta-analysis of 85 studies shows a strong link between attendance and academic engagement and success.
- Try where possible to send students into school.. The mornings are usually the worst part of the day!
- Learning new content is focused on building on prior knowledge

Attendance Processes at St Peter's

- At St Peter's, our Attendance Officer logs attendance – please report absence to the absence line/email. The HOY and AHOY analyse attendance patterns to ensure students are in school as much as possible

- We meet with Surrey Inclusion Service every half term to discuss individual students and their attendance.

- We are committed to support families and helping with strategies, but equally we are obligated to issue warning letters and possibly referrals to the inclusion service if attendance does not improve over time with support & interventions

Homework

- All homework is to be set on MS Teams
- Students should have 1 week to complete this work
- KS3 homework expectations are:

Subjects	Number of lessons per fortnight	KS3 – number of homeworks per fortnight, 30 mins each
RE, English, Maths	5/6	2
Science	6	3 (one per subject)
DT, French, Spanish, History , Geography, Citizenship	2/3	1
Art, Music, Drama, Computer Science	2	3 per half term
Total		8-9 per week

Uniform

Students in KS3 should not be wearing make up

Jewellery

Ties & Top buttons done up

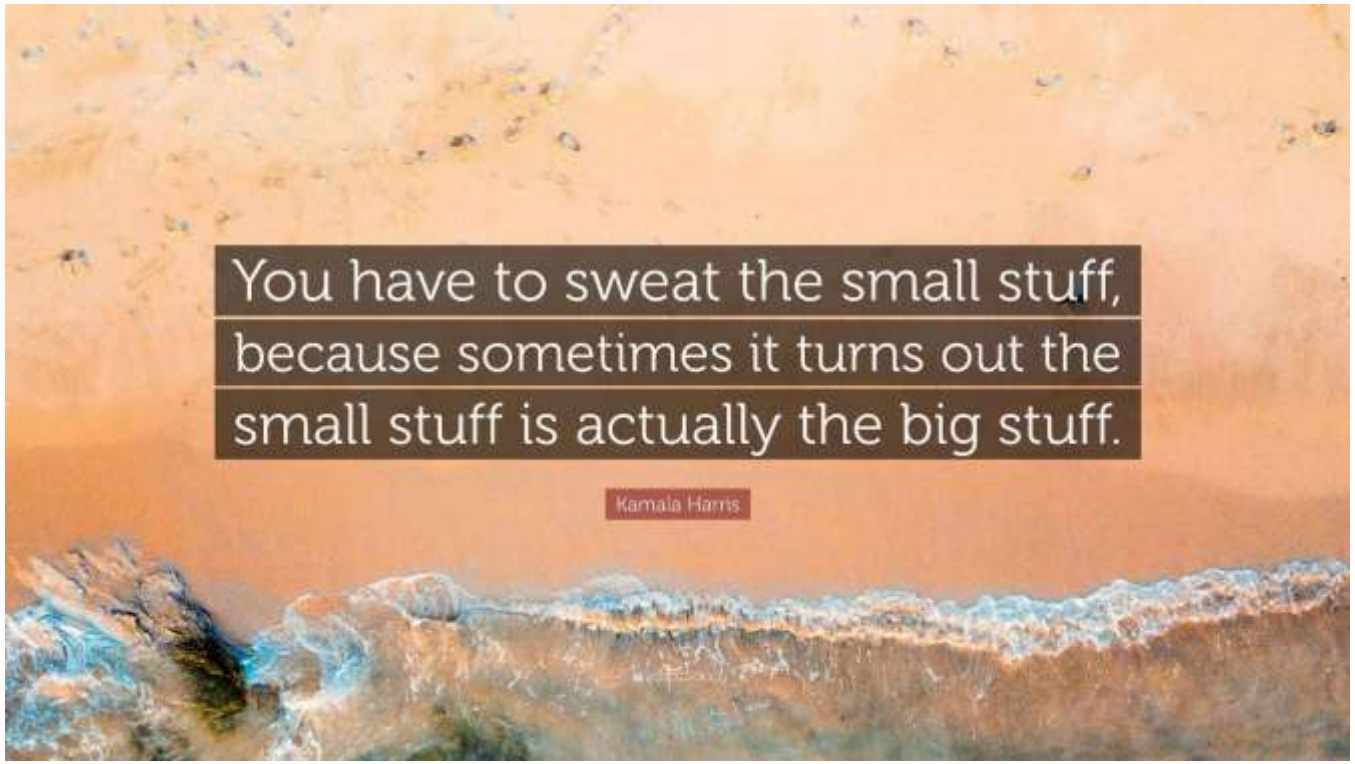
Blazers on

Shoes (No trainers)

Hair

Skirts and shirts:

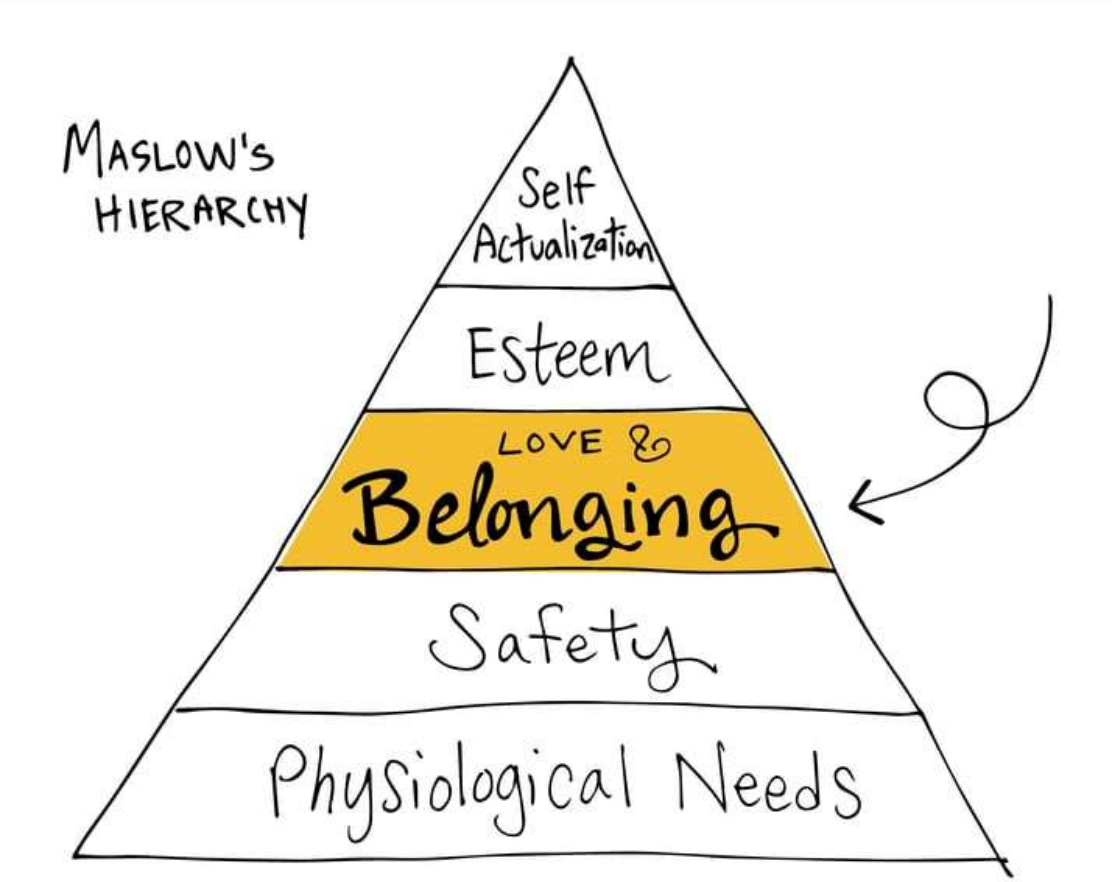
- *Tuck shirts in, unrolled skirts which reach the knee.*



Changes to the behaviour policy at St Peter's

Our vision for behaviour at St Peter's

To have disruption free learning and provide students with the opportunity to live out the the Rocks of St Peter's, building a deeper sense of belonging.



Making St Peter's a safe & welcoming place for all

We will always:

try to understand context

apply behaviour policy (if necessary) in a consistent way

offer support to all who need it

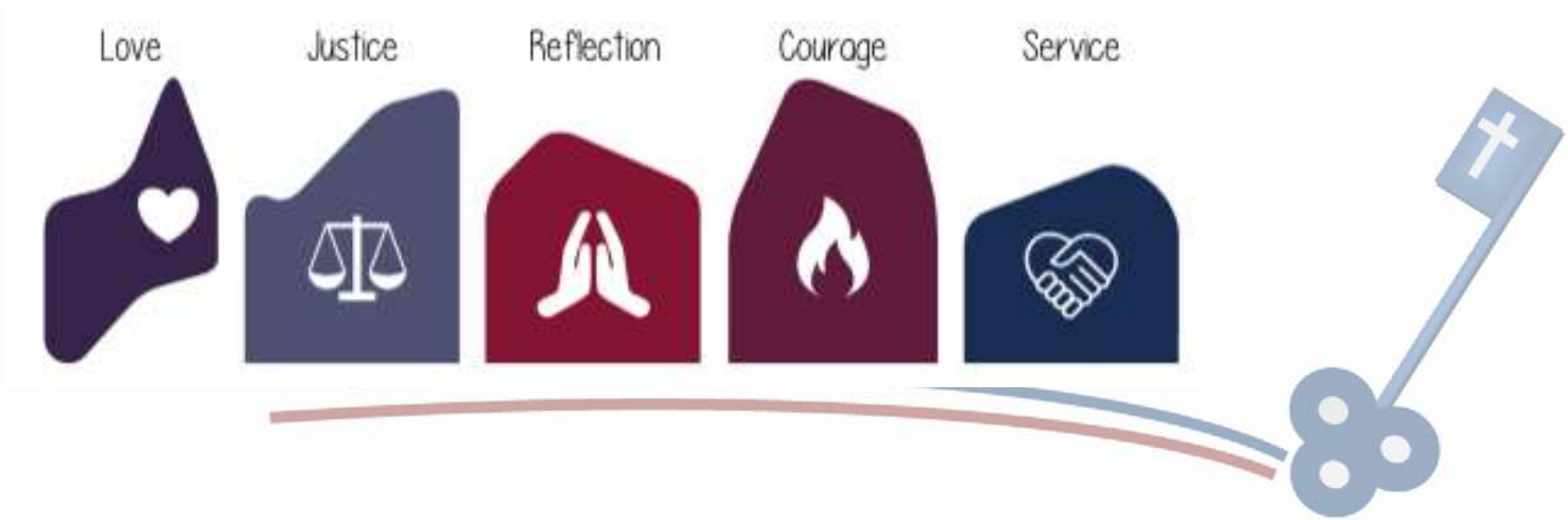
contact parents and log any sanctions on Arbor

follow up with restorative conversations – **every child gets a clean slate**.


How?

Our mission statement is to be Christ to all…

Our school is built upon high expectations, great relationships and the Rocks of St Peter's



House Points:

All staff to praise the students as much as possible

Positive Behaviour	Number of house points awarded	Comments	Awarded by
Putting in the maximum effort	1-2	Examples could include contributing a good answer or question in a lesson, producing exemplary homework	All
Having a positive impact in and around the school community	3-4	Examples could include supporting another student in a task or offering to help a member of staff with a small task, improving the school environment, picking up litter unprompted	All
Outstanding Recognition award a St Peter's Rocks Nomination **Nomination Categories:** Love Justice Service Courage Reflection	5	Please award a minimum of 2 students per day with a St Peter's Rocks nomination for a Rock of your choice. Each nomination Is worth the equivalent of 5 house points	All

St Peter's Rocks Nominations:

Top 10 nominated students per category to receive a St Peter's Rock badge each half term.

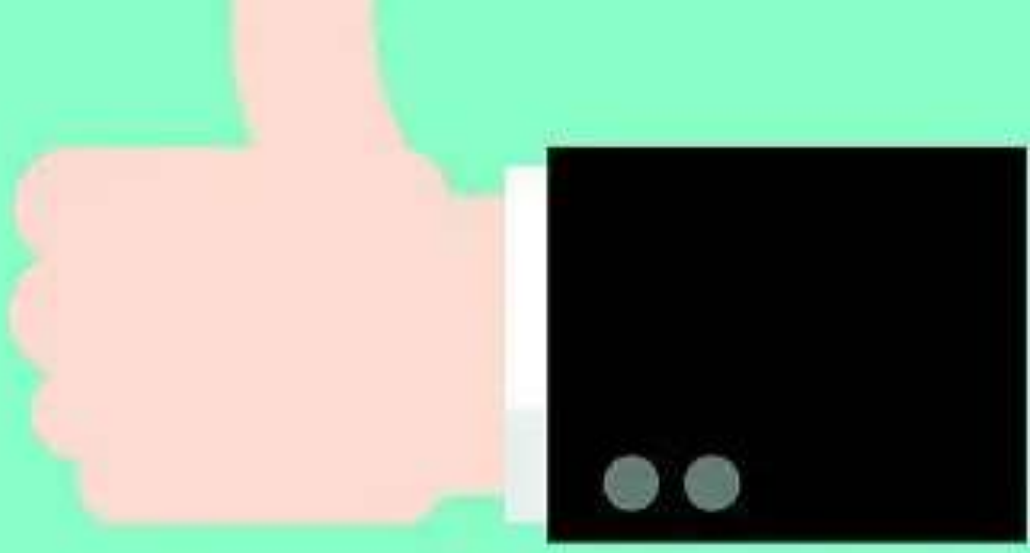
Collect all 5 over the year to achieve a St Peter's Keys badge.

St Peter's Rock	Some examples of how students could display this value
Love 	• Show kindness to others. • Have a positive attitude and respect yourself. • Show compassion to those in need.
Service 	• Support others to achieve. • Warmly welcoming visitors to St Peter's by being polite and courteous. • Picking up litter unprompted.
Justice 	• Promoting fairness in group tasks. • By being respectful to other people's beliefs and views. • Not being a bystander in challenging situations.
Reflection 	• Learn from your mistakes • Contribute positively to our mission statement to be "Christ to all". • Be curious and seek ways to improve.
Courage 	• Go above and beyond in lessons. • Volunteer for roles or responsibilities. • Think for yourself and be independent.

Points mean prizes…

Total number of house points over the academic year	Recognition	Prize draw entries for Mr Miller's whole school assembly termly prize draw
25 house points	Praise postcard given out in tutor time	1
50 house points	Certificate sent home from HOY	2
100 house points	Certificate sent home from AHT	4
200 house points	Certificate sent home from DHT	6
300 house points	Certificate awarded by the Headteacher	8
Every additional 25 house points		1

NEGATIVE



POSITIVE

Cautions

Cautions will be split into 3 categories:

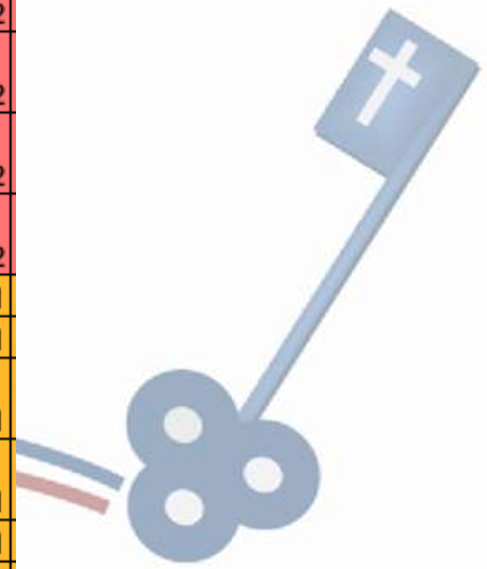
Cautions accumulate over the course of the week and reset every Monday.

The more cautions accrued = a longer length of time in an afterschool detention on a Monday. (Between 45m to 1h30m)

SLT detentions will run after school for 2 hours every Wednesday.

Further information can be found published in the behaviour policy on our website

Reason to issue a caution:	Points
Removal from a lesson	-3
Homework still incomplete or missing (2nd chance)	-3
Missed or incomplete homework	-3
Use of inappropriate language	-2
Not following basic instructions	-2
Low level disruption	-2
Poor attitude	-2
Poor behaviour outside of lessons	-2
Poor effort	-2
Unkind to another student	-2
Poor Manners	-2
Lack of equipment	-1
Being late	-1
Wearing make up (KS3) or excessive make up (KS4)	-1
Incorrect uniform	-1
Littering	-1
Eating/chewing in corridors or classrooms	-1



Lifestyle First

- Prioritises a health approach first to improve student wellbeing

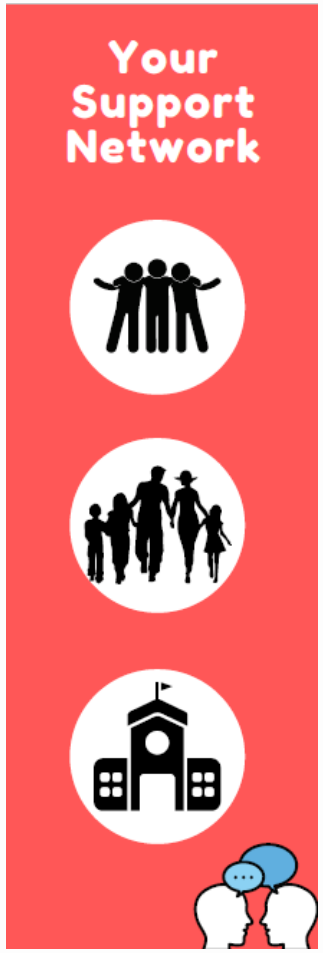
Focus on the following areas:

- Exercise
- Sleep
- Education on harmful substances
- Diet
- Community & Relationships
- Nature

Short programmes will take place across the academic year with selected Year 8 students

Pastoral Support Available

- Tutor is the first point of call, followed by HOY and AHOY
- ELSA
- Counselling
- Chaplaincy
- Sixth Form coaching
- Lifestyle First
- Wellbeing strategies taught in tutor time



What can you do as parents to ensure your child is successful this year?

- Establish routines
- Encourage organisation
- Stay informed
- Promote independence
- Celebrate effort, not just results
- Communicate regularly
- Engage with school
- Model positive attitudes

The home environment for learning

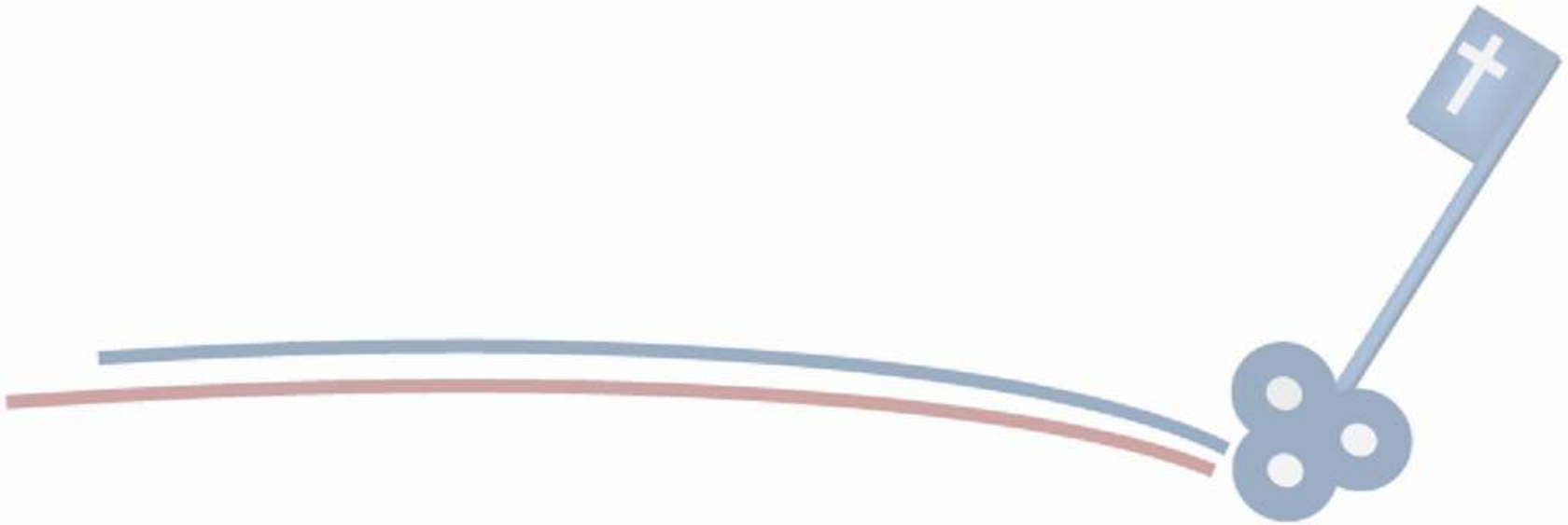
- Quiet and distraction-free
- Well-equipped
- Structured time
- Visible goals
- Supportive atmosphere
- Healthy habits
- Digital boundaries

St Peter's is more than just lessons...

Extracurricular overview

Chaplaincy team and faith in action

Etc.



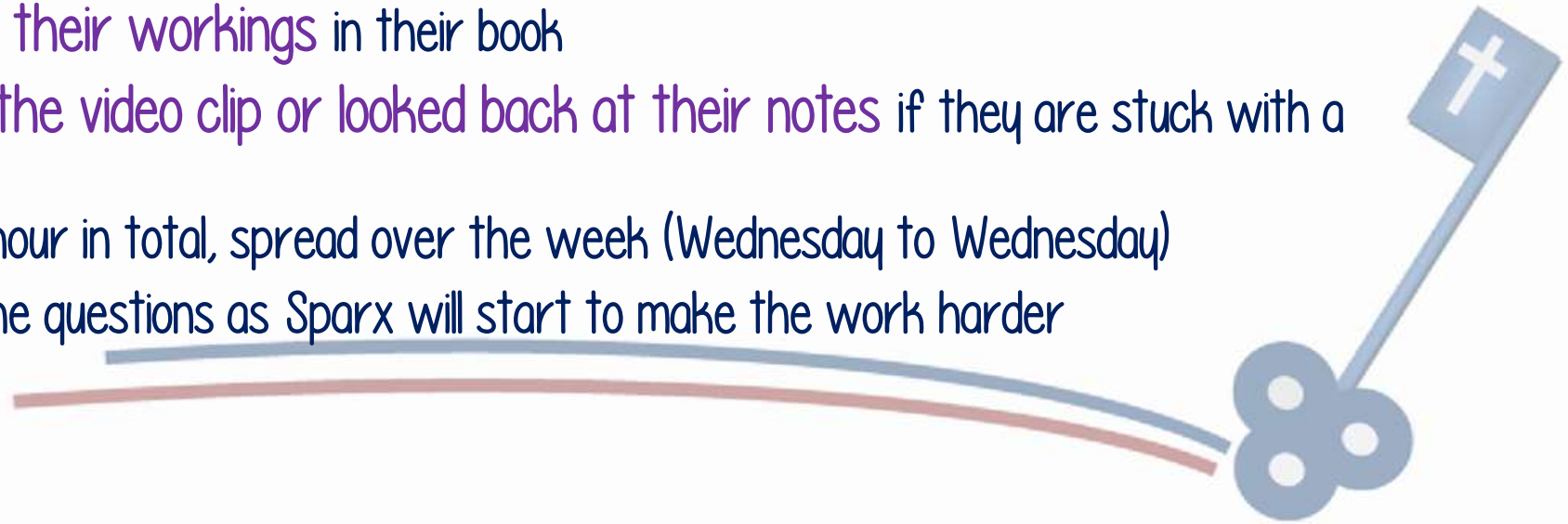
Educating the whole child

- Careers
- EDI
- Online Safety
- Pastoral Curriculum Overview

Maths

- The best support you can give your child in maths is confidence!
- Remind your child we are all mathematicians (even if you don't feel so confident yourself!)

- On a practical level, support your child with their Sparx by doing the following:
- Check they are writing out their workings in their book
- Check they have watched the video clip or looked back at their notes if they are stuck with a question
- It should be taking them an hour in total, spread over the week (Wednesday to Wednesday)
- Try not to help them with the questions as Sparx will start to make the work harder
-



Year 8	Aspiring	Expected	Exceptional
Respiratory System	1. Recall the organs of the respiratory system. 2. Describe the functions of organs in the reparatory system. 3. Identify harmful lifestyle choices and the effects on the body.	1. Describe the process of gas exchange. 2. Recall the effects of smoking, drugs and alcohol on the body.	1. Explain why smokers struggle to breath during exercise. 2. Explain the factors which effect gas exchange
Digestion and Enzymes	1. Recall the organs of the digestive system 2. Describe the role of organs in the digestive system. 3. Recall the definition of an enzyme.	1. Recall the substrates and products of 3 digestive enzymes. 2. Explain the role of biological molecules in the body. 3. Explain how to determine the contents of food based on observational data. 4. Plot a graph showing the effect of temperature or pH on enzyme activity. 5. Determine the average rate of reaction for an enzymatic reaction.	1. Explain the process of an enzymatic reaction. 2. Explain how the body will react to a deficiency or surplus of nutrition. 3. Describe how to test for fats, carbohydrates, proteins and sugars.
Bioenergetics	1. Recall the equation for photosynthesis. 2. Recall the equation for aerobic and anaerobic respiration. 3. Describe how plants obtain the reactants for photosynthesis. 4. Describe the adaptations of a plant for photosynthesis.	1. Explain why animals are dependant on plants photosynthesising. 2. Describe the uses of respiration in industry. 3. Describe how different conditions effect plant growth. 4. Recall four factors which effect the rate of photosynthesis. 5. Explain the roles of aerobic and anaerobic respiration	1. Compare the movement of carbon dioxide and oxygen through a stomata using data at different times of the day. 2. Compare the processes of aerobic and anaerobic respiration. 3. Describe the effect of the rate of reparation on the cardiovascular system using data.
Genes and Evolution	1. Define the term ‘natural selection’. 2. Describe the importance of biodiversity. 3. Recall the definitions of key genetic terminology. 4. Describe examples of key genetic terms.	1. Evaluate methods of maintaining biodiversity. 2. Describe how Darwin proposed the theory of natural selection. 3. Determine patterns of inheritance using punnet squares. 4. Describe the structure and function of DNA 5. Describe two methods of genetic modification.	1. Evaluate methods of genetic modification. 2. Determine the characteristics of a gene from inheritance data. 3. Explain the benefit of organisms adaptations from unknown contexts.

Year 8	Autumn	Spring	Summer
Working Scientifically	• Identifying anomalies and accounting for in a mean • Creating a results table using variables		
Mathematical skills	• Creating scales from data	• Using a line of best fit to determine values for untested data	• Determine the area under a distance-time graph

Year 8	Aspiring	Expected	Exceptional
Particles	1. Recall the definitions of 'atom', 'element', 'compound' and 'mixture' 2. Recall the names of the three subatomic particles and their properties. 3. Describe the positions of subatomic particles in an atom.	1. Apply particle diagrams to describe and identify compounds and mixtures at different states 2. Determine the name of compounds. 3. Determine the number of protons, electrons and neutrons of elements. 4. Apply information about atoms to identify elements.	1. Describe how pure and impure substances can be identified 2. Determine states and melting points from graphs cooling curve graphs 3. Recall the mass and charge on subatomic particles and determine the total mass and overall charge of an element
Navigating the periodic table and Elements around us	1. Describe 3 properties of metals 2. Describe 2 observations in the reaction of Group 1 metals with water. 3. Recall the name of group 1, 7 and 0 4. Recall 2 substances made from carbon and describe 2 properties of each	1. Describe 2 trends in group 7 and Group 1 2. Compare 1 similarities and differences between group 1, 2 and other metals 3. Compare the chemical properties of group 7 and 0. 4. Describe 3 stores of carbon 5. Describe 2 causes and 2 effects of global warming 6. Describe 2 causes and 2 effects of acid rain	1. Compare the structures of carbon in diamond and graphite 2. Describe how carbon can transfer between 3 stores 3. Explain how global warming is caused 4. Evaluate 3 ways to conserve supplies of limited resources
Chemical reaction and energy	1. Describe an observation when metals react with acid 2. Recall the conditions under which rust can be formed 3. Determine a reactivity series from observations 4. Recall the term combustion	1. Determine word equations for the reactions of metals with water, oxygen and acids 2. Determine word equations for the reaction of metal oxides and acids. 3. Explain 2 methods for preventing corrosion 4. Compare complete and incomplete combustion	1. Explain the change in mass of the solid when metals react with oxygen 2. Compare the reactions of metals with water 3. Create balanced symbol equations 4. Determine reactivity series from data
Rocks project (After summer EOY exam)	1. Describe three layers of the Earth 2. Recall the 3 types of rocks 3. Explain how igneous rock forms	1. Describe 2 features for the three types of rock 2. Describe the effect of cooling rate and size of the crystals of the Igneous rocks 3. Describe 3 processes for weathering	1. Explain the journey of sediment around the rock cycle

Year 8	Autumn	Spring	Summer
Working Scientifically	• Identifying anomalies and accounting for in a mean • Creating a results table using variables		
Mathematical skills	• Creating scales from data	• Using a line of best fit to determine values for untested data	• Determine the area under a distance-time graph

Year 8 Physics	Aspiring	Expected	Exceptional
Energy (Thermal)	1. State the difference between temperature and Thermal energy 2. Identify examples of conduction, convection and Infra-red radiation in situations 3. Compare the thermal conductivity of metals and non-metals, and the thermal conductivity of solids, liquids and gases	1. Describe how motion and spacing of particles changes when substances are heated or change state 2. Describe the processes of thermal energy transfer – conduction, convection and radiation. 3. Describe surfaces that will emit IR radiation best	1. Describe how solids conduct thermal energy 2. Explain how thermal energy transfer can be reduced by insulation 3. Evaluate the effectiveness of insulation to reduce thermal energy transfer
Waves (Light)	1. Recall properties of light 2. Describe materials as transparent, translucent or opaque based upon how they interact with light 3. Recall the colours white light can be dispersed into 4. Recall the primary colours of light	1. Distinguish between specular and diffuse reflection 2. Construct ray diagrams for reflection 3. Define refraction 4. Recall $v=f\lambda$ and find unknown quantities using the formula 5. Determine the colour of an object when white light shines upon it 6. Describe the purpose of a lens (new)	1. Construct ray diagrams for refraction 2. Construct ray diagrams for reflection 3. Compare reflection and refraction 4. Determine the colour of an object when viewed through a colour filter 5. Draw ray diagrams for lenses 6. Compare similarities and differences between cameras and the eye (moved from expected)
Electricity & Magnetism	1. State what a charge is 2. Define current and potential difference 3. Measure potential difference and current 4. Recall magnetic materials 5. Describe how to make an electromagnet	1. Compare models of electricity 2. Calculate current and p.d. in series and parallel circuits 3. Calculate the resistance of components 4. Plot magnetic field patterns around a bar magnet 5. Conclude how to make an electromagnet stronger	1. Explain how static electricity builds up 2. Describe how a simple electromagnetic device (e.g. bell/circuit breaker) works 3. Predict how magnetic fields interact and display on diagrams

Year 8	Autumn	Spring	Summer
Working Scientifically	• Identifying anomalies and accounting for in a mean • Creating a results table using variables		
Mathematical skills	• Creating scales from data	• Using a line of best fit to determine values for untested data	• Determine the area under a distance-time graph

RE curriculum

1. Creation and Covenant:
We will consider the implication of The Fall for humans and the world, and the concepts of original and personal sin

2. Prophecy and Promise:
We will examine the covenantal agreements between God and man, as well as the promise of a Messiah who would help humans to restore and keep covenant fidelity

3. Galilee to Jerusalem:
We will demonstrate understanding that Jesus is the fulfilment of God's prophecies and what He taught us the Kingdom of God will be like

4. Desert to Garden:
We will investigate the mystery of suffering (The Problem of Evil) and look at the concept of suffering through Jesus' passion, death and resurrection.

5. To the Ends of the Earth:
We will learn what Jesus' defeat of death in the Resurrection means for humans and explore Catholic beliefs about life after death.

6. Dialogue and Encounter:
This explores how the Catholic Church has dialogue with other Christian Churches. You will also encounter the faiths of Judaism and Islam in relation to the year's curriculum themes

English Overview KS3

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Fantasy Worlds	Charles Dickens: A Christmas Carol	Gothic Writing Unit	Poetry from Different Cultures and Introduction to Shakespeare Test Week: Reading and Writing paper	Michelle Obama: Becoming extracts	Patrick Ness: A Monster Calls
8	Crime Fiction	Benjamin Zephaniah: Refugee Boy	Travel Writing	World War One Perspectives	Frankenstein: Test Week: Reading and Writing paper	Shakespeare: Much Ado About Nothing
9	Dystopian fiction	Malorie Blackman: Noughts and Crosses	News Writing	Shakespeare: Romeo and Juliet	J.B. Priestley: An Inspector Calls	GCSE Transition Non Fiction Writing Unit Test Week: Reading and Writing paper

Importance of Reading

- Children who read for 1 minute a day encounter 8000 words a year.
- Children who read for 20 minutes a day encounter 2,000,000 words a year.

"The limits of my language means the limits of my world." Wittgenstein

Why Reading is so Important

Reading makes you smarter

A study conducted by the University of Edinburgh and King's College London concluded that there is a direct link between reading ability and IQ.

Reading brings existing neural pathways to life and keeps your brain elastic and active.

Reading makes you happier

Studies have shown that reading a book can be up to 600% more efficient in relieving stress than playing a video game and 300% more efficient than going for a walk.

A Study by the University of Liverpool concluded that readers are happier, less stressed, cope better with challenges, and have more close friends than non-readers.

Reading Suggestions

- Aim for 30 minutes of reading per day
- Encourage a wide variety of reading, e.g. Books (fiction and non-fiction), magazines, newspapers
- Ask questions and show an interest in what they are reading
- Model good reading habits
- Help them choose age-appropriate texts
- Check subject reading recommendations
- Emphasise the importance of reading

Key Dates

25th September- Year 8 Welcome mass

16th October- school closes early (open evening).

17th October- Inset day

6th November- Parents online safety evening

7th November- Year 8 progress reports

13th November- Pop. A parents evening

14th November- Inset Day

20th November- Pop.B parents evening

1st December- school closed

19th December- school finishes early/ Christmas holidays begin

Key takeaways

- Use Arbor to monitor behavior and attendance
- Reinforce routines, expectations and values both at school and at home.
- Be open and honest with us.
- Encourage a positive working environment at home and school


Thank
you!!!