



# Welcome to Y10 Partnership Evening



# The year 10 team...



Mr Blackmur (JBL)  
Head of Year 10



Mr Ali (LAL)  
SLT Line Manager  
for Y10 & DDSL



Mr Hulland (JHU)  
IOBA Tutor



Mrs Chapman (LCA)  
IOKO Tutor



Mrs Viljoen (MVI)  
IOTE Tutor



Mrs Hulland (JMH)  
IOFR Tutor



Mrs Hartley (DHA)  
IORO Tutor



Miss Hardy (EHA)  
IOST Tutor &  
Assistant Head of  
Y10



Mr Legrand (DLE)  
IOJPII Tutor





## The 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

Success isn't about being the most talented.  
It's about consistently putting in your best effort, every day, in every lesson.



The Education Endowment Foundation reports that effective homework and revision can lead to around 5 months of additional academic progress.

Students with attendance above 95% are almost twice as likely to achieve a Grade 5 or above in English and Maths than students whose attendance is between 90-95%.



# Communication with parents

LEV update???

Most of our day-to-day communication specific to your child will come via the Arbor parent portal.

This includes:

- Attendance
- Behaviour: House points, rocks and detentions
- Reports (attitude, academic & homework)



Other communications regarding events will come via SchoolComms (Email) or phone calls.

Teachers will also communicate with you via school planners. Please sign these weekly as a record of receipt.

Our school calendar is published on the school website.



# The importance of attendance

**BE HERE**  
.  
**BELONG HERE**  
.  
**ACHIEVE HERE**



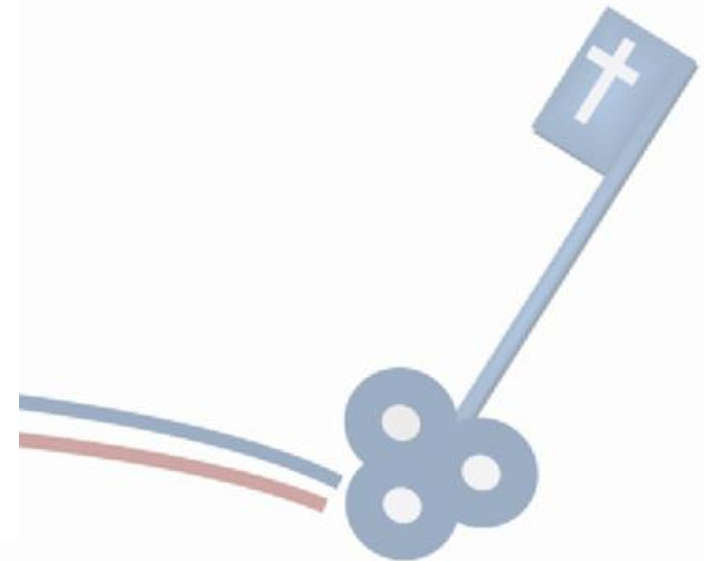
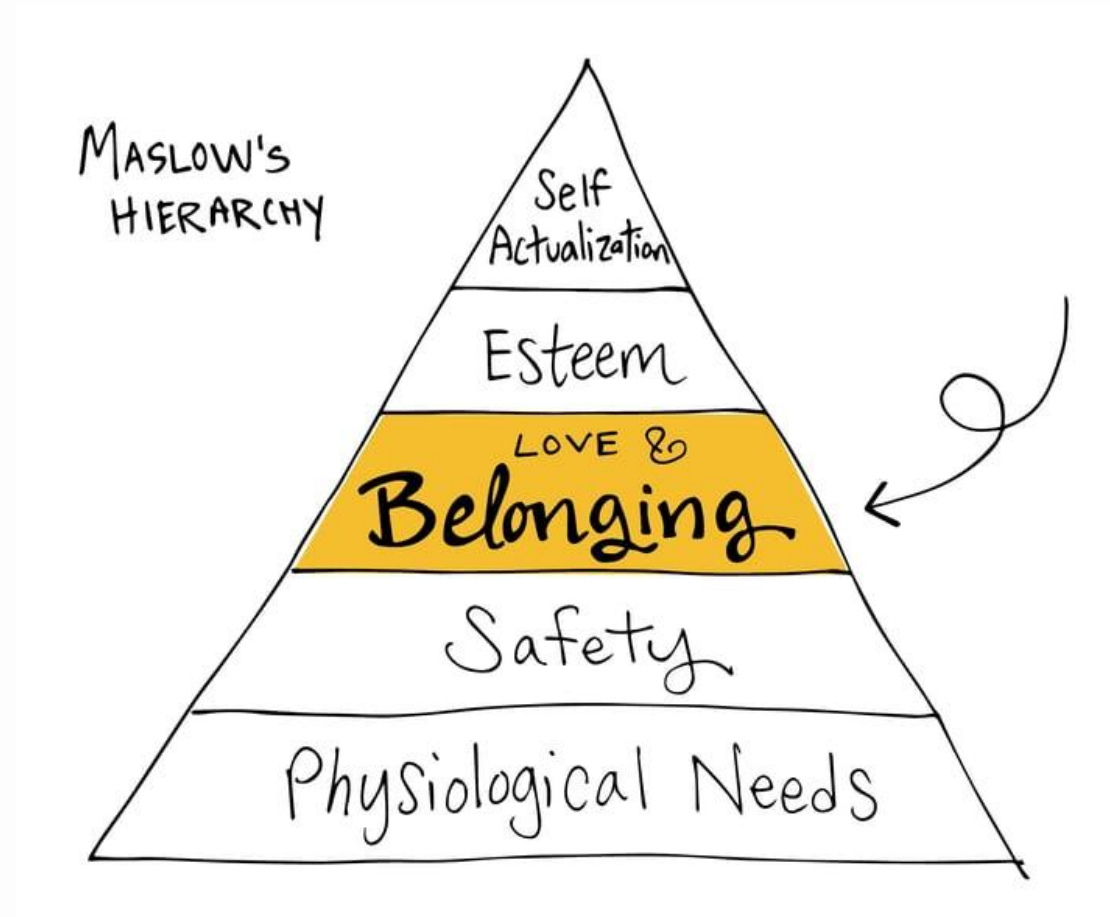
# Attendance Processes at St Peter's

- At St Peter's, our Attendance Officer logs attendance — please report absence to the absence via Arbor & planned absences via 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



# 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.



# Getting the basics right

Uniform

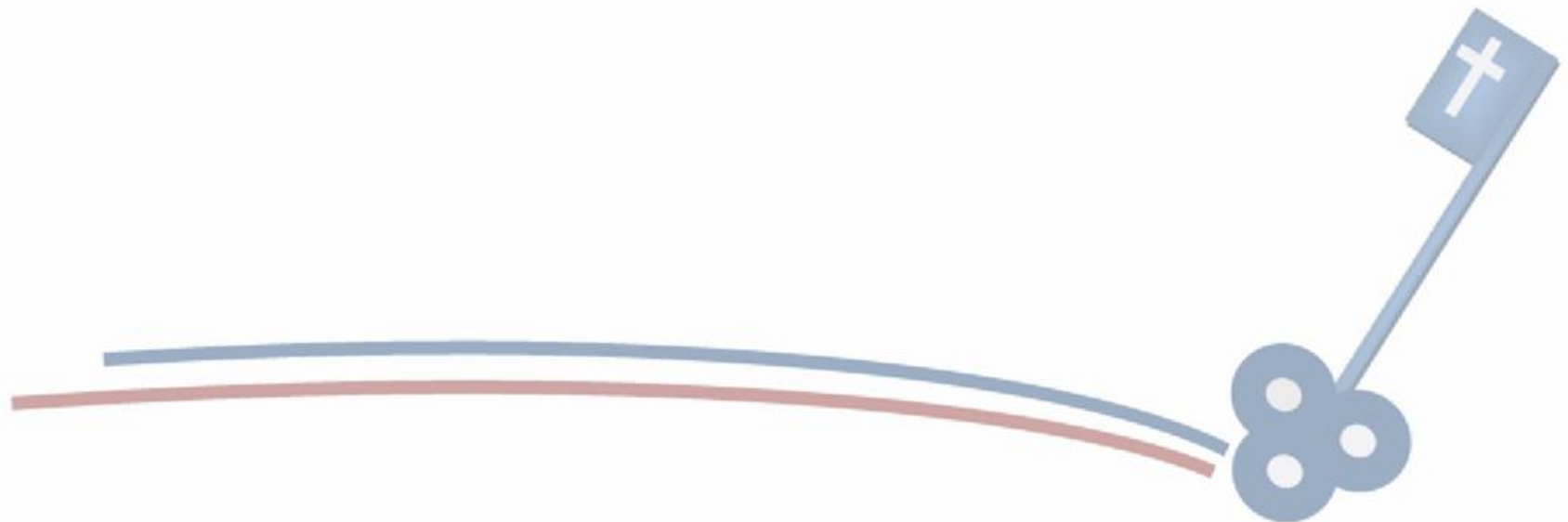
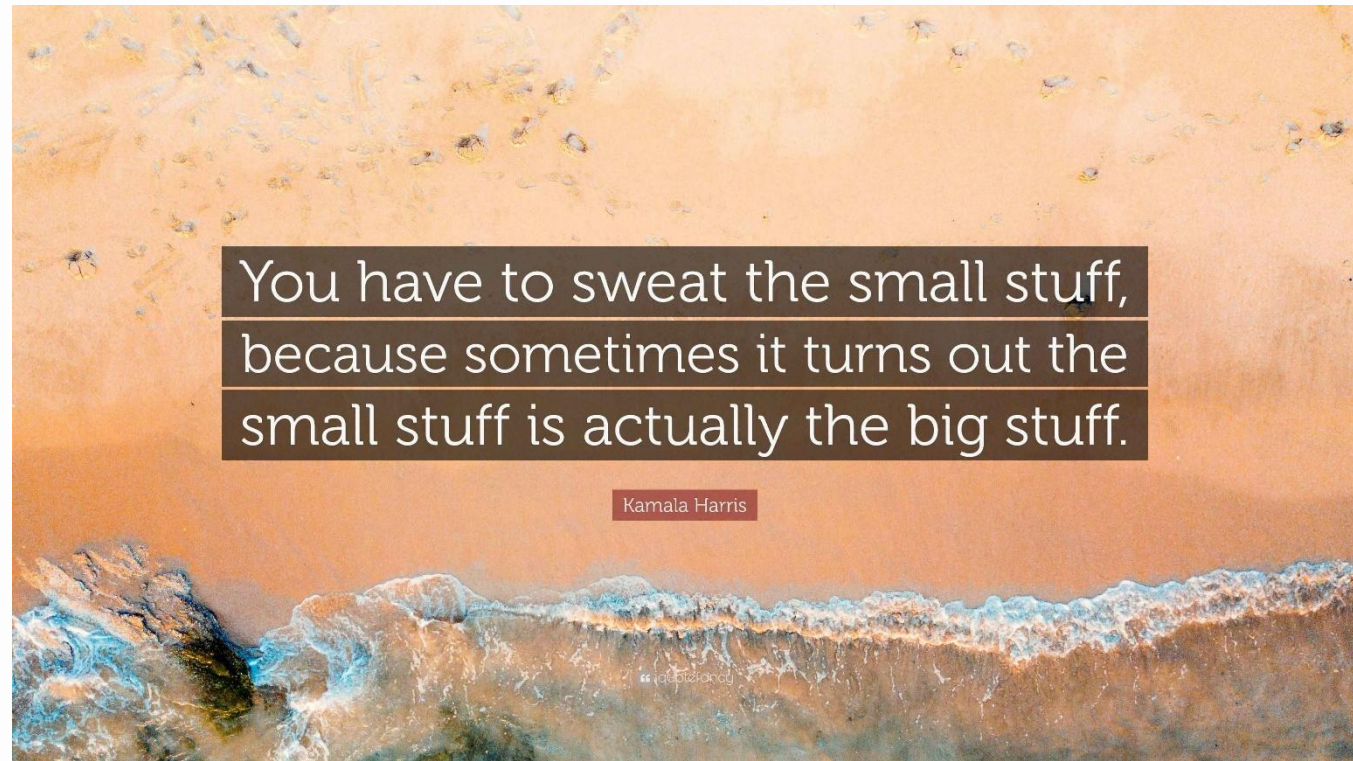
Punctuality and attendance

Organisation

Excellent behaviour

Attitude to learning

Responsibility for learning



# Uniform Expectations

## Arrive on time.

Leave form time quietly and be ready for the daily uniform check.

## False nails and false eyelashes are not allowed.

These must be removed before coming to school.

## Wear your uniform correctly.

Shirts must be tucked in, skirts must not be rolled, blazers must be worn correctly, and the top shirt button should be fastened

## Only permitted jewellery may be worn.

You may wear one pair of small, plain, round gold, silver, pearl or diamanté studs (one in each ear lobe), a watch, and a discreet religious necklace.

## Wear the correct outerwear.

Coats, scarves and gloves must be plain black or navy blue with no large logos.

## Prohibited jewellery.

Rings, bracelets, anklets, nose studs, hoop earrings, dangling earrings, shaped earrings, oversized studs are not allowed.

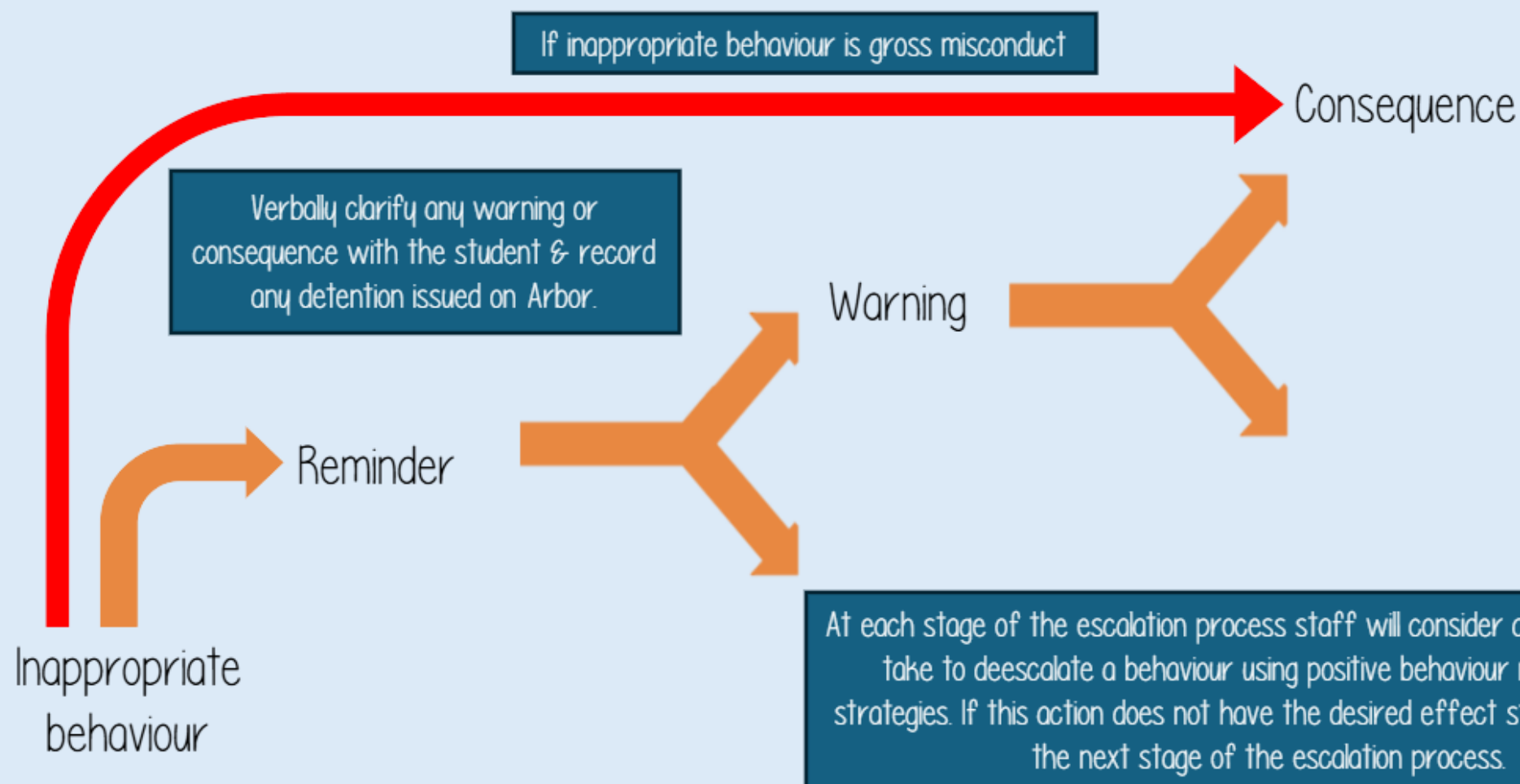
## Keep your appearance smart.

Hair should be a natural style and colour, boys should be clean-shaven, and make-up should be none in KS3 and subtle in KS4.

## PE and footwear rules.

All jewellery must be removed for PE. Trainers may only be worn for PE or if you have permission from your Head of Year.





# Mobile phones

- We are unapologetic about the fact we are a smart phone free school!  
(Y7-11)
- No student should be found to have a smart phone on their possession at any time.
- Any student seen using a phone or in possession of a smart phone will have it confiscated until the following Friday.



**SMARTPHONE  
FREE CHILDHOOD**

# 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.**



# Keys to Success at St Peter's

## READY

Being **ready** at St Peter's means students arrive to school and lessons each day on time & are prepared to learn. Students approach each day with organization, a positive attitude and are willing to give their best efforts, using the gifts God has given them. Small, consistent actions each day build the confidence and momentum to flourish academically, spiritually & personally.

- Have perfect uniform, all day every day.
- Arrive on time to lessons & tutor time every day.
- Bring all the correct equipment with you every lesson including your book.
- Do not bring smart phones into school.
- Have a positive & focused attitude.

## RESPECTFUL

Being **respectful** at St Peter's means treating every member of our community with kindness, dignity and compassion. Students contribute to a calm welcoming and purposeful environment where everyone can flourish. Students use polite language, speak with courtesy and self control, even when they disagree, they greet others warmly, and always move around the school with consideration for others.

- Treat everyone with kindness & compassion.
- Always use polite language.
- Stay calm, even when you find things challenging.
- Listen, reflect & show forgiveness.
- Engage positively with opportunities provided.

## RESPONSIBLE

Being **responsible** at St Peter's means student take ownership of their actions, learning, and wellbeing of our community. It means they make sensible choices, acting with honesty and integrity meeting expectations without reminders, and contribute positively. Students seek to do what is right, even when no one is watching, becoming trustworthy young people who serve others and reflect our purpose to be *Christ to all*.

- Take ownership over your learning & always try your best.
- Be an upstander.
- Take care of & have pride in our school environment.
- Represent the school well in all situations.
- Take accountability for all your actions.

# Our Approach to Wellbeing



Inspired by our Catholic ethos of Being Christ to All, our vision is to create a community where every student and family is supported and empowered to thrive. We will cultivate a culture of compassion, connection, and care, embedding mental health and wellbeing into the fabric of school life so every individual can flourish.

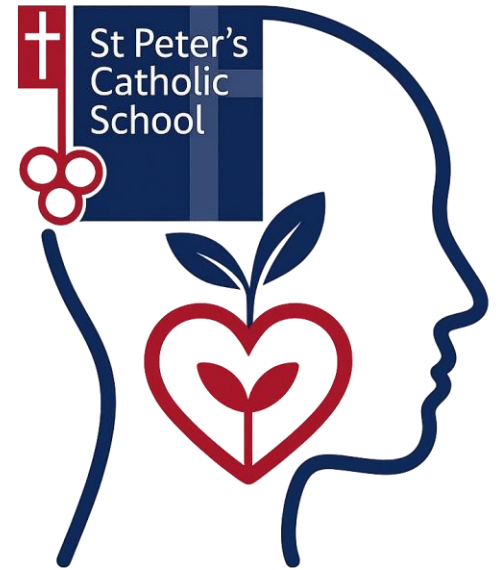
Belonging, Support, and Growth

# What do we mean by wellbeing & mental health?

Mental health is a state of mental well-being that enables people to cope with the stresses of life, realise their abilities, learn and work well, and contribute to their community. It refers to our:

1. Emotional
2. Psychological
3. Social well-being

NHS



## 2026/2027 THEMES

### MENTAL HEALTH AND WELLBEING

1

CONNECT & RESPECT: BUILD  
STRONGER RELATIONSHIPS

2

GIVE BACK: MAKE A  
DIFFERENCE

3

KEEP LEARNING: GROW  
YOUR MIND

4

GET ACTIVE: MOVE FOR  
YOUR WELLBEING

5

TAKE NOTICE: BE PRESENT  
AND KIND

6

CELEBRATE WELLBEING:  
NOTICE THE GOOD



# A Year of Wellbeing at St Peter's



Based on the NHS 5 Ways to Wellbeing and structured into six themes across the year,  
our Mental Health Lead, Mr Sumner, and Mental Health Champions lead on:

1. Assemblies
2. Tutor times
3. Whole-school events

Supporting students to build resilience, strengthen relationships, and thrive



# How do we monitor wellbeing?

1. Wellbeing surveys twice a year
2. Tutor and pastoral check-ins
3. Daily observations in lessons and around school
4. Ongoing communication with families

## **We focus on three key areas:**

- 1. Thoughts:** engagement, motivation, and belief in success
- 2. Emotions:** feelings safety, support, and connections and relationships
- 3. Behaviour:** effort, participation and responsibility

# How we support students?

## *Support in Action*



1. **Wellbeing focus weeks:** including Belonging initiatives and Mental Health Awareness weeks
2. **Student leadership:** mental health champions and Sixth Form coaches promoting support and awareness
3. **Friday Hub Club:** A lunchtime space where students can connect and take part in activities.
4. **Curriculums:** Aligned wellbeing learning across pastoral and Citizenship
5. **Pastoral care:** Year teams and trusted adults available to students
6. **Targeted Group support:** Early help through small group work: healthy habits, friendships, communication and self-esteem
7. **Targeted 1:1 support:** School Counsellor, ELSAs and work with Barnardo's, The Matrix Trust, LifeStyle First and Surrey MHST



# Working in Partnership with You

*Supporting Your Child Together*



We believe home and school working together is key

1. Clear routes for support and communication (plans for at home, tutors, head of year and referrals)
2. Signposting to trusted support (Childline, Kooth, YoungMinds)
3. Half-termly Key Notes articles sharing advice, guidance, and wellbeing focus themes
4. Workshops and guidance signposted via The National College to support parents at home
5. Dedicated wellbeing section on our school website with trusted advice and support links



**Mental Health Update - Celebrating Wellbeing Together**

This half term, our school has focused on celebrating wellbeing by exploring how empathy and contribution strengthen mental health and belonging. Research shows that giving boosts wellbeing, reduces stress and builds a sense of purpose, and we have seen this in action across our community throughout the term.

**Belonging Week**  
We launched the term with Belonging Week and a Whole School Assembly, where we encouraged students to reflect on what neurodiversity means, how we can live out our school values in everyday actions and practical activities to support mental health.

Across tutor times, students have led discussions, worked on creative courage projects and taken part in kindness challenges. These were all designed to help them reflect on love, courage, justice and service in our community, and how responding to others' needs can support wellbeing.

**Mental Health Champions**  
Our trained Mental Health Champions have been busy leading lunchtime wellbeing activities and creating posters to signpost support and guidance for students on topics such as sleep, screen time, study habits and ways to improve mental health over the winter months.

The team has supported students with writing gratitude notes to staff and peers, learning how to be an upstander and exploring the benefits of guided meditation. Our Mental Health Champions have worked hard to build connections within school and highlight key messages about protecting mental health.

**How Parents Can Support at Home?**  
• Encourage empathy: ask your child to describe how they support themselves and others.  
• Reflect together: what's one way you helped someone this week? How did it make you feel?  
• Model kindness: share your own experiences of giving and how it impacts your wellbeing.

**Resources for Families**  
• Action for Happiness: Kindness Calendar: <https://actionforhappiness.org/calendar-monthly/2025-12>  
• Mental Health Conversation Starters: <https://nationalcollege.com/guides/supporting-children-s-mental-health-10-conversation-starters-for-parents-online-safety-guide>

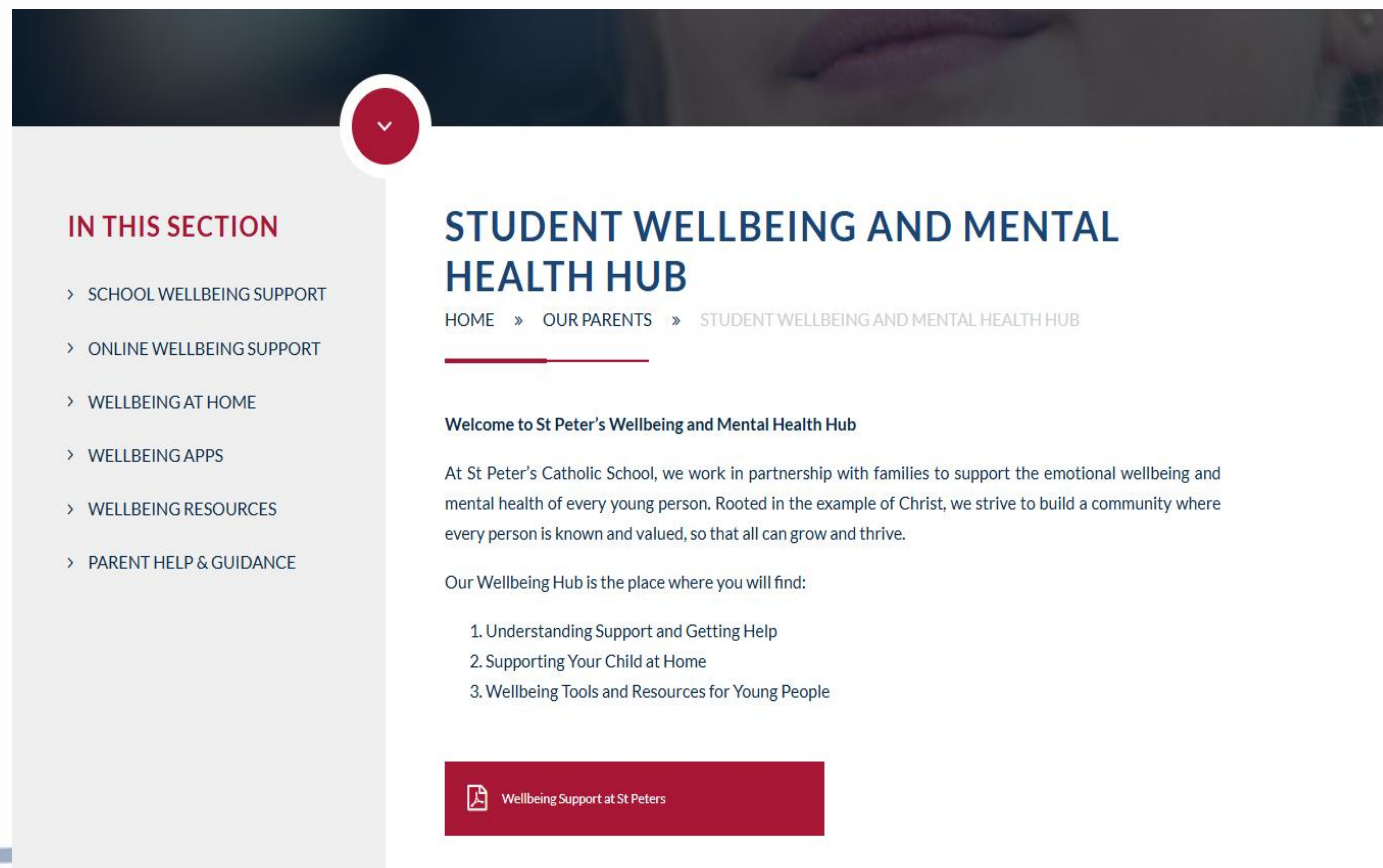
Together we can help our young people understand how the ripple effect of kindness will promote the wellbeing of all.



# Student Wellbeing and Mental Health Hub on our school website

Found on 'Our Parents Section' under the Student Wellbeing and Mental Health Hub, you will find:

1. Guidance on understanding support and how to get help
2. Advice for supporting wellbeing at home
3. Tools and resources for young people
4. Information and guidance for parents



# Safeguarding & Wellbeing

Need  
to talk?



**Mr Evans**  
*Deputy Headteacher,  
Designated  
Safeguarding Lead*



**Mrs Bolton**  
*Headteacher,  
Deputy Designated  
Safeguarding Lead*



**Mrs McAvoy**  
*Head of Sixth Form,  
Deputy Designated  
Safeguarding Lead*



**Mr Ali**  
*Assistant Headteacher,  
Deputy Designated  
Safeguarding Lead*



**Mrs Ward**  
*Deputy Designated  
Safeguarding Lead*



**Mrs Fraser**  
*Assistant Headteacher, Deputy  
Designated Safeguarding Lead,  
Mental Health Lead*



**Mrs Martin**  
*Safeguarding  
Assistant*



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

- Prioritise attendance and punctuality - every lesson matters.
- Use Arbor regularly to monitor attendance, reports and key dates.
- Help your child establish routines for organisation and study.
- Encourage effort over outcome: praise hard work, resilience and perseverance.
- Talk positively about school, learning and revision.
- Support healthy habits: sleep, exercise, screen time and wellbeing.
- Keep communication open with your child's tutor and pastoral team.
- Encourage independence whilst maintaining high expectations.



# The home environment for learning



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

## All

- Author talk
- Careers talks
- Careers networking event
- English – Romeo and Juliet performance and workshop
- Feast day walk
- Geography – West Wittering
- Maths – Junior Maths Challenge
- RE – Holocaust Memorial Day talk
- RE – Mosque visit
- Reflection day
- Sports Day

## Opportunity

- Arundel Pilgrimage/ Annual Schools Mass
- Chemistry – Top of the Bench competition
- Ski Trip
- French
- Maths – Inspiration Talk
- PE – Young leaders
- SATROFest
- Spanish
- Student leadership action team (SALT)
- Theatre Trip
- Thorpe Park rewards trip
- Worth Abbey/Good Shepherd Celebration
- Young carers trip

## Clubs

- Build a business
- Chess
- Creative writing
- Debate
- Drama
- Food
- GCSE Spanish
- History
- Homework
- Lunch hub
- Psychology
- Public speaking
- Safe space
- School Show
- Science club
- Textiles
- Warhammer
- Young carers
- Volleyball

- Acapella choir
- Boys Choir
- Folk band
- Girls Choir
- Guitars and Ukeleles
- Jazz band
- Marimba
- Musical theatre band
- Musical theatre chorus
- Orchestra
- Strings
- Athletics
- Basketball
- Cheerleading
- Cricket
- Football
- Gym/fitness
- Netball
- Rounders
- Rugby



# Everyone deserves the opportunity to excel at St Peter's

At St Peter's we want every young person to:

- Feel they belong
- Have their voice heard
- Treat others with dignity and respect
- Learn from people with different experiences
- Achieve their potential

What this looks like in practice:

- High expectations for all
- Tackling bullying and discrimination
- Celebrating talent and backgrounds
- Supporting all students to achieve
- Teaching students to contribute positively to society

*"You don't have to be the same as everyone else to belong here."*



# YEAR 10 PASTORAL CURRICULUM OVERVIEW

## Autumn 1: Personal growth

1. Motivation and starting to get organised
2. Organising yourself
3. Teambuilding
4. Mental fitness
5. Revision (flashcards)
6. First half term reflection

## Spring 1: Mindset and reflection

1. Revision
2. Motivation and engagement
3. Motivational skills
4. Staying positive
5. Teambuilding
6. Reflection

## Summer 1: Choices and responsibilities

1. Coaching
2. Successful teams
3. TBC
4. Parties
5. Struggles of minorities
6. Mindfulness
7. Meditation
8. Reflection

## Autumn 2: Relationships, community and respect

1. Affirmation
2. Character strengths
3. Habits
4. Identity - relationships with others
5. Impact on the world
6. Reflection

## Spring 2: Health and wellbeing

1. Positive relationships with staff
2. Building emotional resilience
3. Emotional resilience (2)
4. Revision skills — reducing exam worries
5. Motivation and positivity
6. Reflection

## Summer 2: Aspirations and the difference between us: Role models

1. Service
2. Change the world
3. Non judgemental
4. Diversity and inclusion
5. Reflection

# Year 10 Careers Programme

- 1:1 Careers Guidance for selected students
- Regular careers tutor time sessions
- Whole School Careers Day — held twice a year focusing on developing skills for the workplace
- Business Day in Guildford in July
- Meet former students and hear about their career journeys
- Build their CV



# Can you help with our careers events?

Taking part in St Peter's School  
Careers Activities



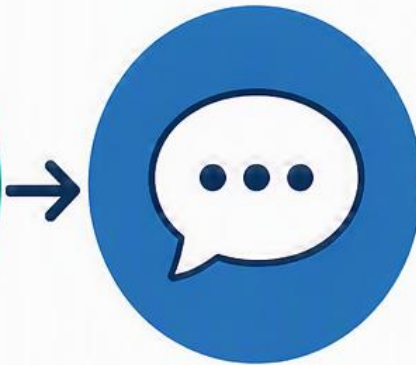
# Reading: The Hidden GCSE Superpower

Small habit. Big impact. Bright future.



## 1. READING

Builds knowledge and exposes you to new ideas.



## 2. BETTER VOCABULARY

Improves your word power and ability to express yourself.



## 3. BETTER UNDERSTANDING

Helps you understand more, make links and think critically.



## 4. BETTER ANSWERS

Helps you analyse questions and write clear, confident responses.



## 5. BETTER GCSE OUTCOMES

Stronger results, more choices and better opportunities for your future.

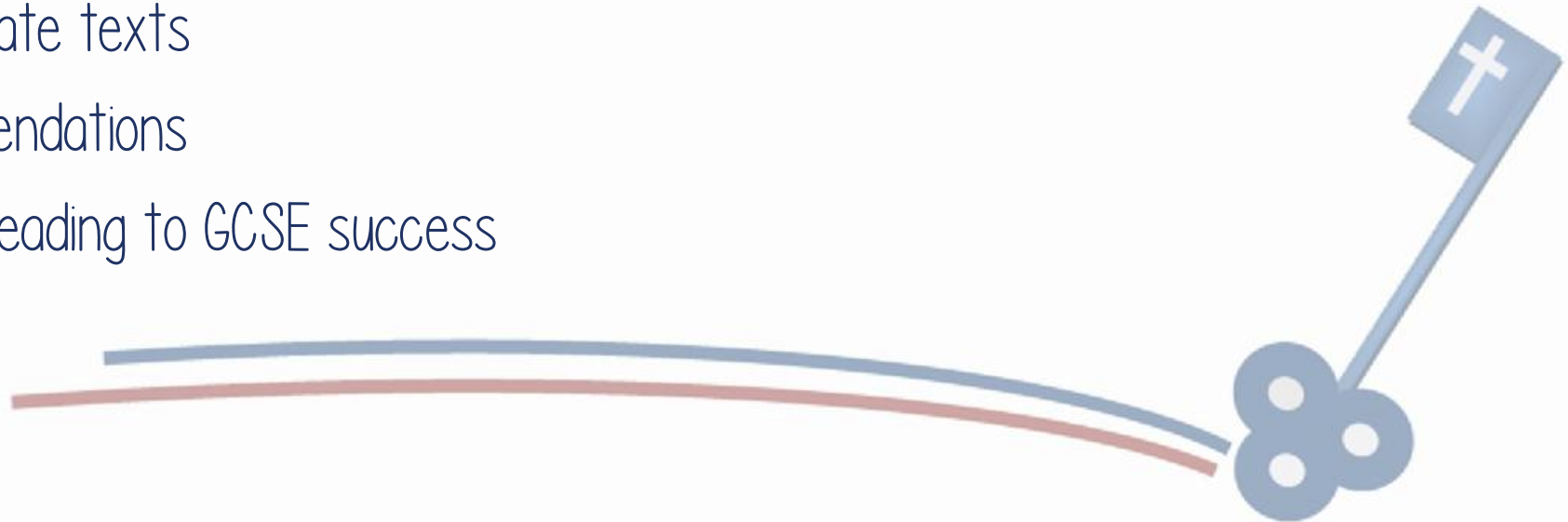


**READ MORE. LEARN MORE. ACHIEVE MORE.**



# How can you help?

- Encourage 30 mins a 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 to GCSE success



# Key Dates

Please note that these are subject to slight change and this is not an exhaustive list, and many of these are options based for students who have selected the corresponding subject.

| Date                                                          | Event                                     |
|---------------------------------------------------------------|-------------------------------------------|
| 5 <sup>th</sup> October 2026                                  | Art trip to Wisley                        |
| 9 <sup>th</sup> October 2026                                  | Textiles trip to Watts Gallery            |
| 19 <sup>th</sup> November 2026                                | Citizenship Day 1                         |
| 18 <sup>th</sup> December 2026                                | Y10 Reports published                     |
| 6 <sup>th</sup> January 2027                                  | French trip to Paris                      |
| 4 <sup>th</sup> March 2027                                    | Y10 Parents evening (In person)           |
| 17 <sup>th</sup> March 2027                                   | Citizenship Day 2                         |
| 18 <sup>th</sup> March 2027                                   | Dr Jekyll and Mr Hyde English performance |
| 27 <sup>th</sup> May 2027                                     | Citizenship Day 3                         |
| 7 <sup>th</sup> June 2027                                     | Geography Trip                            |
| WC 16 <sup>th</sup> June 2027 & WC 21 <sup>st</sup> June 2027 | Y10 Test Fortnight                        |
| 7 <sup>th</sup> July 2027                                     | Art Exam                                  |
| 9 <sup>th</sup> July 2027                                     | Y10 Reports published                     |



**TRUST US**

# Key takeaway

**BE HERE**  
.  
**BELONG HERE**  
.  
**ACHIEVE HERE**

Any questions, please email me at: [Jblackmur@st-peters.surrey.sch.uk](mailto:Jblackmur@st-peters.surrey.sch.uk)

