



# ST PATRICK'S

— Roman Catholic High School —

**Name:** \_\_\_\_\_

**Current School:** \_\_\_\_\_

## Transition Booklet 2023-2024



# **Welcome to St. Patrick's RC High School**

## **Welcome Message from our Transition and Level Up Lead: Mr. F. Heath**

"At St. Patrick's we believe transition is a crucial stage in a child's education and a successful move from primary school will ensure they get the best possible opportunities throughout their journey through to secondary school. We also recognise that it can be an exciting but challenging time for both pupils and their families. Therefore, we work closely with our partner primary schools to ensure all pupils can be as prepared as possible to begin the next step of their education properly and in the St Patrick's way.

We are delighted you have chosen to send your child to St Patrick's and we look forward to them joining us in September."

### **Contents:**

In this transition booklet, you'll find information regarding your upcoming journey from your Primary School to St. Patrick's RC High School. This booklet will give you a flavour of what life is like here at St. Patrick's RC High School by completing the following activities:

- All About Me
- How do you feel about Secondary School?
- Who do I talk to?
- What will a normal day look like?
- The School Uniform + Equipment List
- Subject Activities

**ALL ACTIVITIES MUST BE  
COMPLETED FOR YOUR  
FIRST DAY WITH US IN  
SEPTEMBER 2023.**

# School Values and Ethos

Message from our Headteacher – Mrs. A. Byrne

Welcome to St Patrick's RC High School. I am proud and privileged to be the Headteacher of such a dynamic, high-achieving and forward-thinking school that puts Jesus Christ at the heart of everything we do.

We are guided in our work by our strong Catholic ethos, based on the Gospel Values, which drives us to be the very best we can be, using our God-given talents and gifts.

It is our mission to ensure that children experience a truly great Catholic education that enables them to flourish academically and shine personally, preparing them for a happy and successful adult life.

Our school motto is, 'amazing things happen here' and you only have to spend five minutes in our school to realise that this is absolutely true. We have a strong and dedicated team of professionals who challenge and support students to achieve amazing things and they work hard to create an environment, built on mutual respect, whereby students rise to the challenges set for them.

Not only do our team work hard to ensure students achieve great academic standards, they are also fully committed to providing educational and extra-curricular experiences that support our students' personal and social development.

Because of all the amazing things here on offer at St Patrick's, we find that our students are mature, hard-working and happy to offer service to those less fortunate than themselves. Their conduct, high standards and caring attitudes make us incredibly proud. With a strong academic and moral education behind them, supported by our parents and carers, we find our students go on to achieve great things. Working together, we can ensure that they grow to live a happy and fulfilled life, rooted in the teachings of Jesus Christ.

# What will a normal day look like at St. Patrick's RC High School?

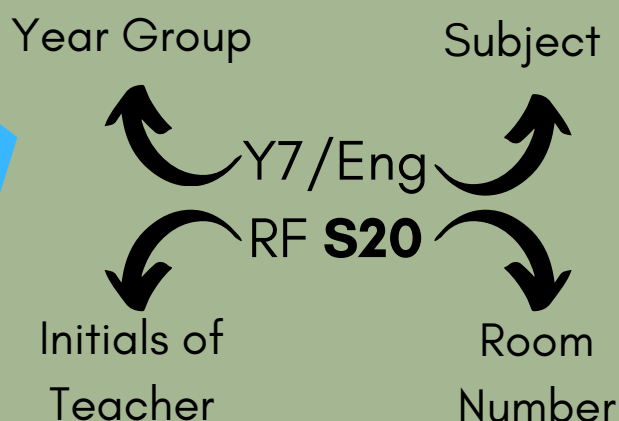
Below is a similar timetable to the one you will receive in September on your first day. It might seem overwhelming at first, but trust me, you will get the hang of it in no time! Your form teacher will hand you your own timetable on your first day, but have a go at the activities below to see if you are a timetable pro already!

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Y7/Tech KTA <b>G3</b>	Y7/Fre JB <b>F16</b>	Y7/Comp JM <b>F8</b>	Y7/Maths SLA <b>S13</b>	Y7/Games MC <b>Hall</b>
Period 2	Y7/Geo PGY <b>F12</b>	Y7/Mus JW <b>G10</b>	Y7/Eng RF <b>S20</b>	Y7/R.E RCL <b>F2</b>	Y7/Sci PMG <b>S16</b>
Period 3	Y7/R.E GO <b>F2</b>	Y7/His NG <b>F20</b>	Y7/Games MC <b>Hall</b>	Y7/Drama KBI <b>G8</b>	Y7/Eng RF <b>S20</b>
Period 4	Y7/His NG <b>F20</b>	Y7/Maths SLA <b>S13</b>	Y7/Art KG <b>G2</b>	Y7/Sci PMG <b>S16</b>	Y7/Maths SLA <b>S13</b>
Period 5	Y7/Maths SLA <b>S13</b>	Y7/Eng RF <b>S20</b>	Y7/Tech KTA <b>G3</b>	Y7/Comp JM <b>F7</b>	Y7/Fre JB <b>F16</b>

How many different subjects can you spot on this timetable?

How many lessons would you have in a week?

How many teachers can you spot on this timetable?



What lesson would you be in on a Thursday Period 4 according to this timetable?



# The School Uniform

St Patrick's takes great pride in the appearance and conduct of its pupils. Wearing correct uniform makes sure our pupils look and feel smart and identifies them as members of one of the top schools in Salford and the North West. In accepting a place at St Patrick's, parents/guardians agree to ensure that regulations relating to uniform and general appearance are complied with. Appearance reflects school standards and the school uniform must be worn. In our experience, neglect and carelessness in school dress often lead to a deterioration in behaviour and work. Parents are asked to mark all garments and equipment with their child's name to facilitate their return in the event of loss.

## Our Uniform Policy:

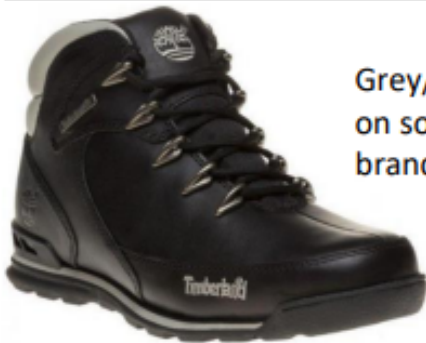
- White school shirt
  - Official school blazer
  - Official school tie
  - Black OR White socks (not pulled any further than the ankle)
  - Green jumper with school trim around neck and cuffs
  - Shoe policy below
  - Dark top coat/winter coat (to be taken off within school and not to be worn under the blazer)
  - **No** jewellery, false/painted nails
  - Hair (no tram lines) (natural hair colour)
  - Green stitched down pleated skirt (not rolled up)
- OR**
- Black school trousers – no pleats, cotton material or denim

# Acceptable Footwear

## Acceptable footwear examples: Boys



## Unacceptable footwear examples: Boys



Grey/White stripe  
on sole and  
branding stitched



Not plain  
black and a  
hiking boot



Trainer style  
boots



Doc Marten

**Just because certain shoes are sold in well-respected shops, does not mean St. Patrick's will accept them!  
Please make sure they are acceptable and appropriate.**

**Acceptable footwear examples: Girls**



Only may be worn with trousers



**Unacceptable footwear examples: Girls**



Flimsy and not leather



Doc Marten Boots



**Just because certain shoes are sold in well-respected shops, does not mean St. Patrick's will accept them! Please make sure they are acceptable and appropriate.**



WHITTAKERS  
•SCHOOLWEAR•



WHITTAKERS  
•SCHOOLWEAR•

## HOW TO PURCHASE SCHOOL UNIFORM

ACCRINGTON - BLACKBURN - BOLTON - BURNLEY - KEIGHLEY  
LEEDS - SHIPLEY - SOUTHPORT - SWINTON - ST HELENS

### Option 1 – Visit your local Whittakers Schoolwear shop



#### (NO APPOINTMENT REQUIRED)

On arrival, you will be designated your very own personal shopping assistant who will help you and your family with all of your uniform requirements. Please check our website for opening times.

### Option 2 – Place your order online – [www.whittakersschoolwear.co.uk](http://www.whittakersschoolwear.co.uk)



#### (VOUCHERS CAN NOT BE USED ONLINE)

On our website you will need to enter your school name in the search bar. You will then be able to locate your school uniform. Please try to order as soon as possible, to avoid not having your uniform in time for the start of term in September.

### FIND YOUR LOCAL BRANCH

**ACCRINGTON**  
Oswaldtwistle Mills  
Colliers Street  
BB5 3DE

**BLACKBURN**  
The Pavilions  
20 - 26 Church Street  
Blackburn  
BB1 5AL

**LEEDS**  
3/5 TOWN STREET  
FARSLEY  
LS28 5EN

**SHIPLEY**  
21 Briggate  
Shipley  
BD17 7BP

**BOLTON**  
106 Deansgate  
Bolton  
BL1 1BD

**SOUTHPORT**  
35 - 39 London Street  
Southport  
PR9 0UY

**BURNLEY**  
Pendle Village Mill  
Hollin Bank, Brierfield  
BB9 5NG

**SWINTON**  
123 - 125 Chorley Road  
Swinton  
M27 4AA

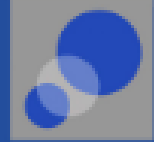
**KEIGHLEY**  
5 Low Street  
Keighley  
BD21 3PJ

**ST HELENS**  
38 Bridge Street  
St Helens  
WA10 1NW



TO HOW

BUY



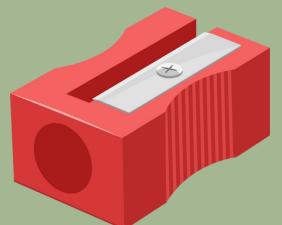
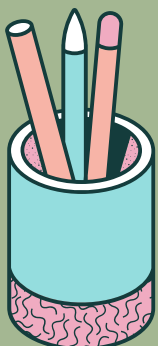
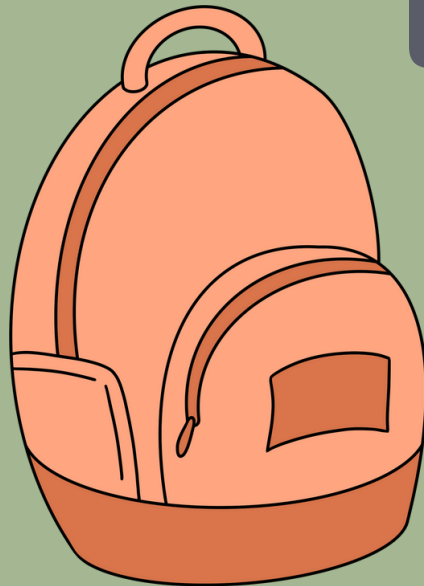
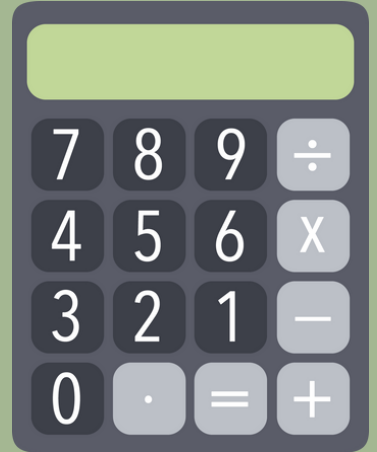
WHITTAKERS  
•SCHOOLWEAR•



# Equipment List

On this page, you will find the equipment list that is required of all students to have on them, come September time. You can use this as a shopping list come the Summer Holidays to ensure that you have everything!

- Pencil case
- Blue, black and green pens
- Pencils
- Pencil Sharpener
- Highlighter
- Ruler
- Rubber
- Calculator
- Reusable bottle for water
- A good sized rucksack to carry it all! (no over the arm handbags!)



# Mobile Phone Policy

As of September 2022, St. Patrick's RC High School will be operating a strict **no-mobile phone policy**.

St. Patrick's will allow students to carry a mobile phone on them in case of an emergency.

However, this mobile phone should not be seen or used inside or outside of the classroom at any point during the school day. Mobile phones should be switched off and placed in their bag for the whole of their school day.

This is to simply remove any distractions. St. Patrick's wishes to promote healthy face-to-face interaction throughout the school day, free from the distractions that mobile phones can duly bring.

# All About Me

My Name: \_\_\_\_\_

My age: \_\_\_\_\_

My birthday: \_\_\_\_\_

My school: \_\_\_\_\_

My teacher: \_\_\_\_\_

My friends: \_\_\_\_\_

My favourite game: \_\_\_\_\_

My favourite colour: \_\_\_\_\_

My favourite subject: \_\_\_\_\_

My least favourite subject: \_\_\_\_\_

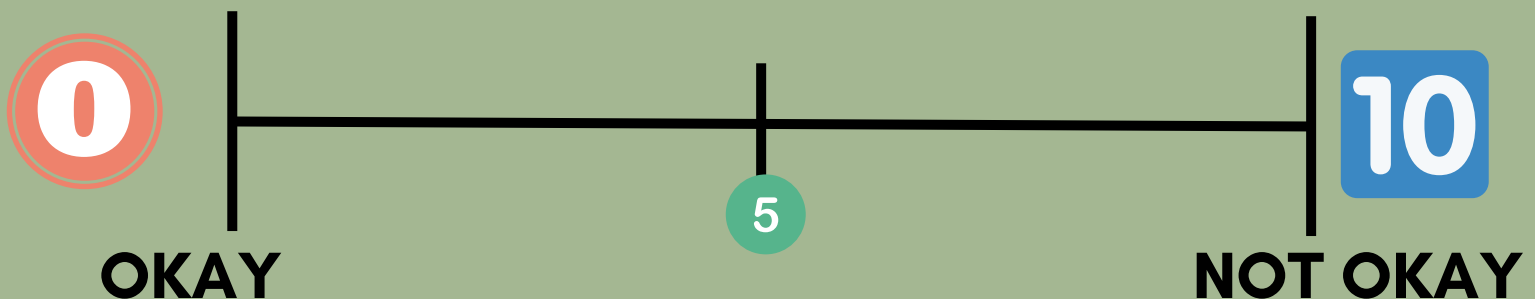
# How do you feel about Secondary School?

Highlight in green things you are looking forward to.

Highlight in blue things you are worried about.

- Making new friends
- Learning a new timetable
- Lunchtime
- Having a different uniform
- Learning new subjects
- Getting to school
- Understanding the work
- Meeting new people
- Being bullied
- Homework
- Following school rules
- Meeting new teachers
- Being with older pupils

**Looking at the things you have highlighted above in blue, place them on the scale below.**





# Who do I talk to?

At your Primary School now, circle the people you speak to when you are worried about things...

---

MY FRIEND

MY PARENT OR CARER

MY TEACHER

MY SOCIAL WORKER

MY BROTHER  
OR SISTER

MY TEACHING ASSISTANT

MY YOUTH  
WORKER

MY LEARNING MENTOR

At St. Patrick's RC High School, there are lots of people you can speak to, similar to those relationships you have built at your Primary School. You can also speak to:



Head of Year 7

Year 7 Pastoral Lead

Your Form Teacher

# How are you feeling?

Colour inside the cup, to show how you are feeling about coming to secondary school. If there are any missing you can add extra colours!

Yellow = Happy

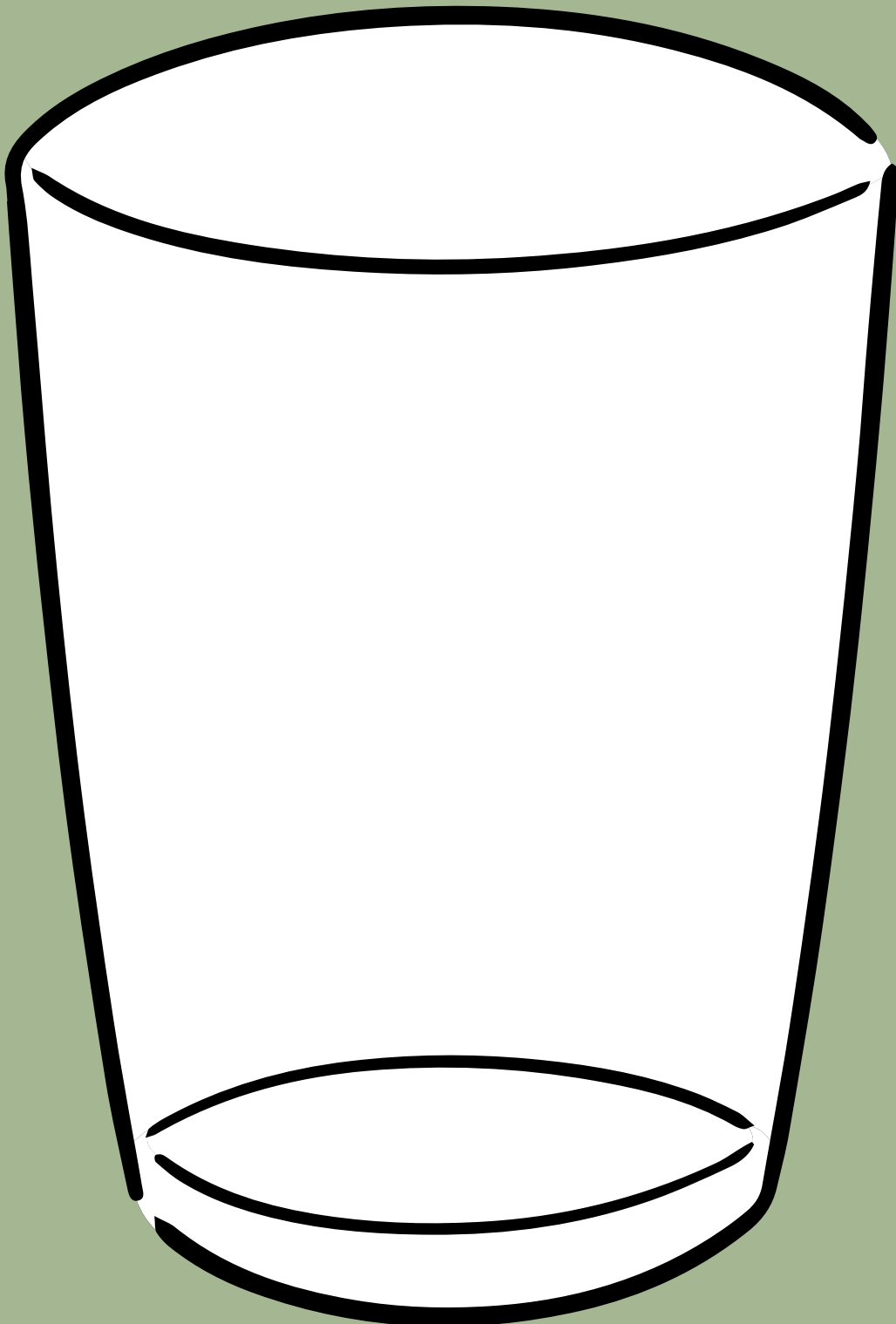
Orange = Nervous

Green = Excited

Red = Angry

Blue = Sad

Pink = Hopeful



# Create your own Comic Strip

In this part of your transition booklet, your form teachers in September will be looking at this page with particular attention. With having around 28 different primary schools that children are coming from in September, teachers at St. Patrick's love to celebrate the experiences you have had at your Primary School. Using the comic strip below, detail the best memory you will always remember from your time at Primary School! (Things to think about: a field trip, a lesson, meeting a new friend, a funny teacher, a favourite lesson)

The form consists of four empty rectangular panels arranged in a 2x2 grid. The panels are connected by a central cross. Arrows indicate a sequence: a right-pointing arrow from the top-left panel to the top-right panel, a downward-pointing arrow from the top-right panel to the bottom-right panel, and a left-pointing arrow from the bottom-right panel to the bottom-left panel.

Please continue on more paper if you have not got enough room on this page to finish off your comic strip!

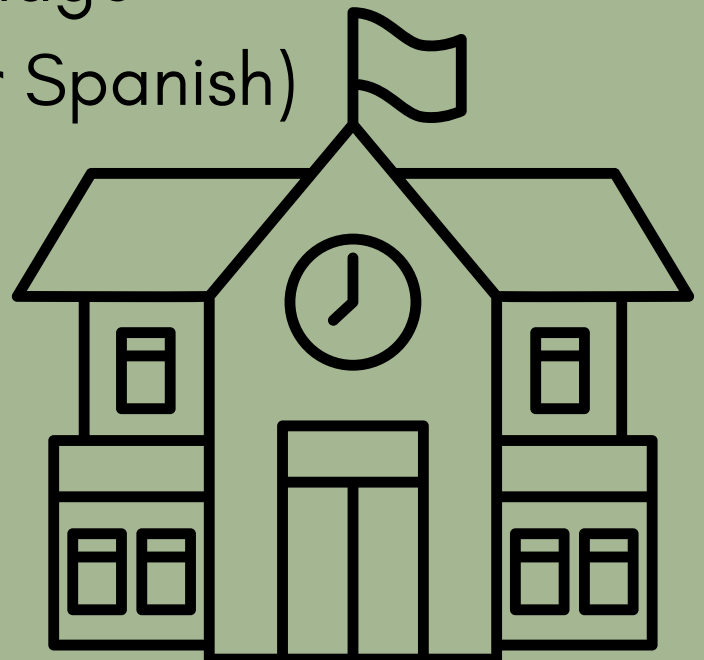
# Subject Activities:

## Get yourself ready for September!

In the rest of the transition booklet, you will now find subject activities that have been designed by teachers from St. Patrick's. It will hopefully give you a flavour of what is to come in September, where you will find on your timetable the following subjects:

- Maths
- English
- Science
- History
- Geography
- Music
- Drama
- Modern Foreign Language  
(Pick either French or Spanish)
- R.E
- Computing
- Art & Design
- P.E
- Food Technology

You will find the following subject activities in the order I have shown them here. Your teachers will be checking in September to see if you have completed these activities, so make sure you have given it your best shot!

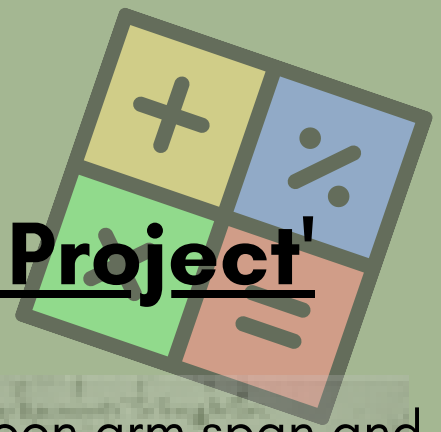






# Maths

presents the...



## 'The Summer Maths Project'

Your task is to explore the relationship between arm span and height.

The ape index is a measurement of how your wingspan (aka arm span) compares to your height.

The ape index is measured because in sports like rock climbing, swimming, boxing, and basketball it's considered an advantage to have long arms for your height.

### Activity 1:

What is your arm span from finger tip to finger tip?

(Use a measurement that you would normally use to measure height)

**Answer:**

### Activity 2:

What is your height?

(Use a measurement that you would normally use to measure height)

**Answer:**

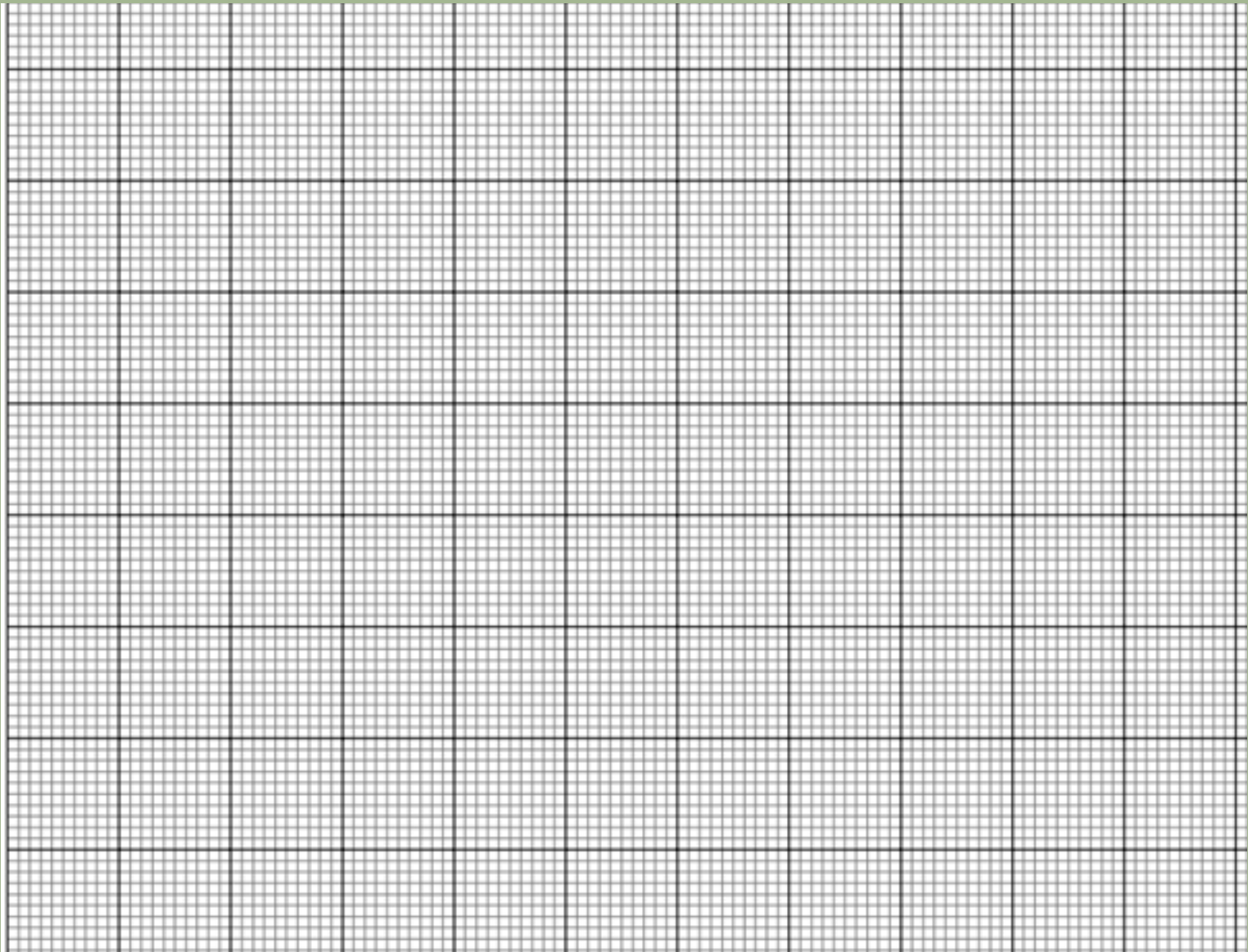
## **Activity 3:**

Record the arm and span height of as many people as you can (try to get at least 3). Decide how is best to record the data.

**Answer:**

## **Activity 4:**

Research what might be the best type of graph or chart to display this information and display it below.



## Extension:

How to calculate:  $\text{Wingspan} \div \text{Height}$

Example: Daniel Woods, arguably the greatest boulderer of all time, is 5' 8" (68 in) with a 72-inch wingspan. To calculate his ape index as a ratio you divide his wingspan by his height:  $72 \text{ inches} \div 68 \text{ inches} = 1.06$

When expressed as a ratio, Woods has an ape index of 1.06.

What is your ape index?

\_\_\_\_\_

Find the ape index of everyone you measured.

**Answer:**

Who has the highest ape index? (you should recommend they try out climbing!)

**Answer:**

# English

presents the...

## Summer Reading Challenge

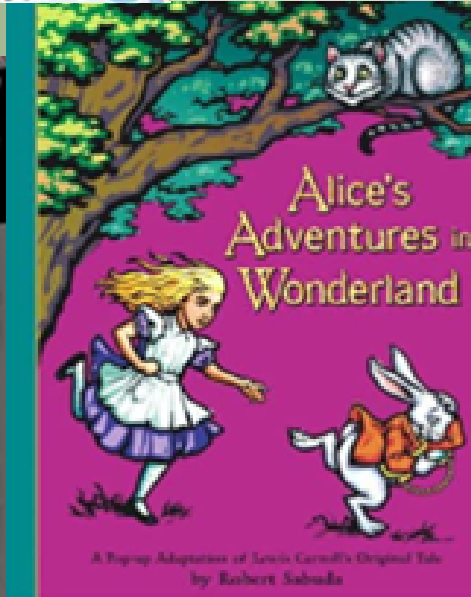
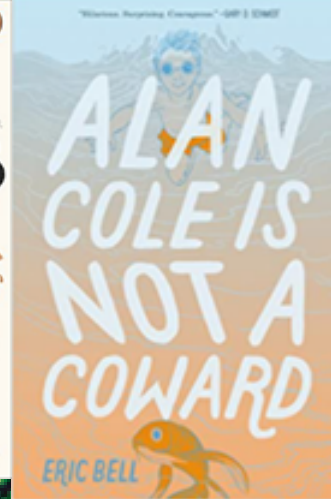
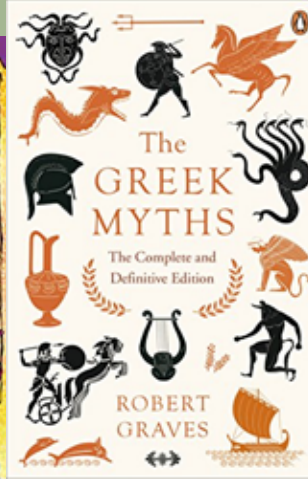
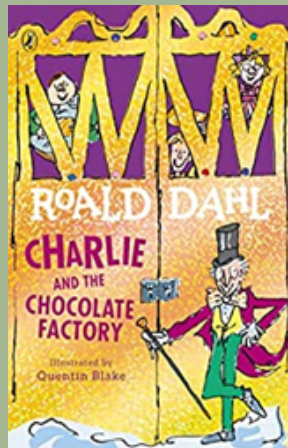
### What is the Summer Reading Challenge?

The Summer Reading Challenge is a fun and engaging activity, designed to get you thinking while reading a book of your choice.

### What book can I read?

You can read any book you like! The only requirement is that you need to choose a book you have not read before. If you are struggling with where to start, have a look at our literary recommendations from our current Year 7s!

**Year 7  
Reccomendations:**





In the Summer Reading Challenge, we'd just like you to choose a book to read and complete a book review. You'll be awarded certificates and achievement points based on the number of books you read.

Please hand all book reviews to Mrs. Tandy-Hall in S17 in September. Make sure your name is written on top of the book review and any extra pieces of paper you use too! (There is only one book review template included in this booklet)



1 book = bronze award

2 books = silver award

3 books = gold award

4 books = platinum award

A Book Review by \_\_\_\_\_

Colour in your star rating for the book



Title: \_\_\_\_\_

Author: \_\_\_\_\_

Characters:

Who are they? Did you like them?

Plot:

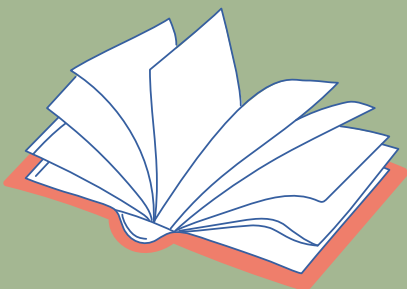
What happens? Is it fun to read?

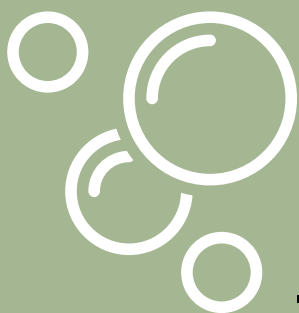
Your Opinion:

Did you like the book? What was your favourite part?

Recommend?

Why or why not?





# Science

presents the...



## 'The Changes of State'

What are particles? Why do solids, liquids and gases have different properties? Research the particle model to find out about solids, liquids and gases.

### Solids

Examples of solids


Particle Diagram

--

Properties


### Liquids

Examples of liquids


Particle Diagram

--

Properties


### Gases

Examples of gases


Particle Diagram

--

Properties


# History

presents the...

## History Mystery- The Tollund Man



### Investigate:

1. What can you see in the image?

2. What do you think happened to this person?

3. Any questions you would like to ask to find out more?

A body was found in a peat bog on Tollund Fen in Denmark in May 1950. Two men were digging peat (soil) for burning. As they worked they suddenly saw in the peat layer a face so fresh they thought they had come across a recent murder. In fact the man had been preserved in the peat for over 2500 years ago (5th Century BC) – But what had happened to the man? Historians have suggested that it was a murder, a sacrifice to the gods or he was killed as a punishment for a crime.

## Evidence:

The items are a rope noose and a neck ring. Iron Age people buried neck rings with their dead as an offering to the Spring Goddess.

Around the neck was a rope noose and an iron neck ring. It was drawn tight across his neck and throat.

When they dug the grave some plants were trapped under the body. They were over 2000 years old.

The heart and organs were healthy. The wisdom teeth had grown. These appear in people around 20 years of age.

The man had eaten soup at least 12 hrs before he died. The soup was made up of seeds that were connected only with the Spring.

A statue of an Earth goddess was found near the body. It represents Spring. These are often associated with sacrifices made for a good harvest.

The German tribes hang traitors from trees and drown cowards in fens under piles of sticks.

4. What does each piece of evidence suggest? Does it suggest either a Murder (M), Sacrifice (S) or Punishment (P)?  
(write your answer in the white boxes)

5. Try to decide which you think was the reason for his death.

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6. What evidence supports your view and why?

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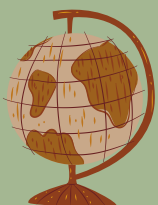
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# Geography

presents the...

## 'Inside our Earth'



### INSTRUCTIONS ON HOW TO MAKE YOUR MODEL

- 1 COLOUR IN YOUR INSIDE OF THE EARTH PART.**



- 2 CUT OUT THE LIFT UP FLAP AND STICK IT ON YOUR MAIN SHEET SO THAT IT CAN STILL BE LIFTED UP.**



- 3 COLOUR IN YOUR LIFT UP FLAP AND YOUR GLOBE.**

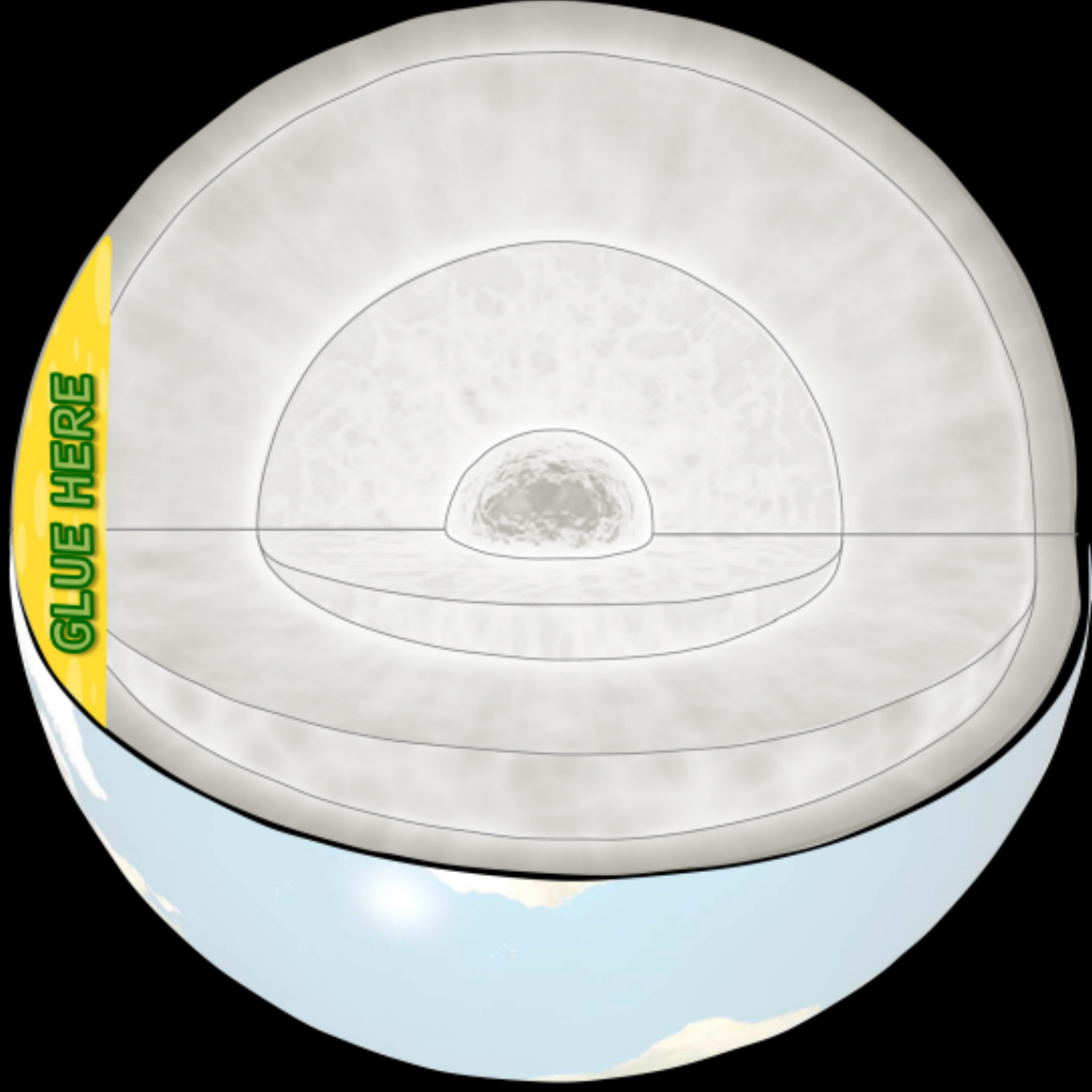


- 4 GLUE YOUR LIFT UP FLAP TO YOUR MAIN TEMPLATE.**



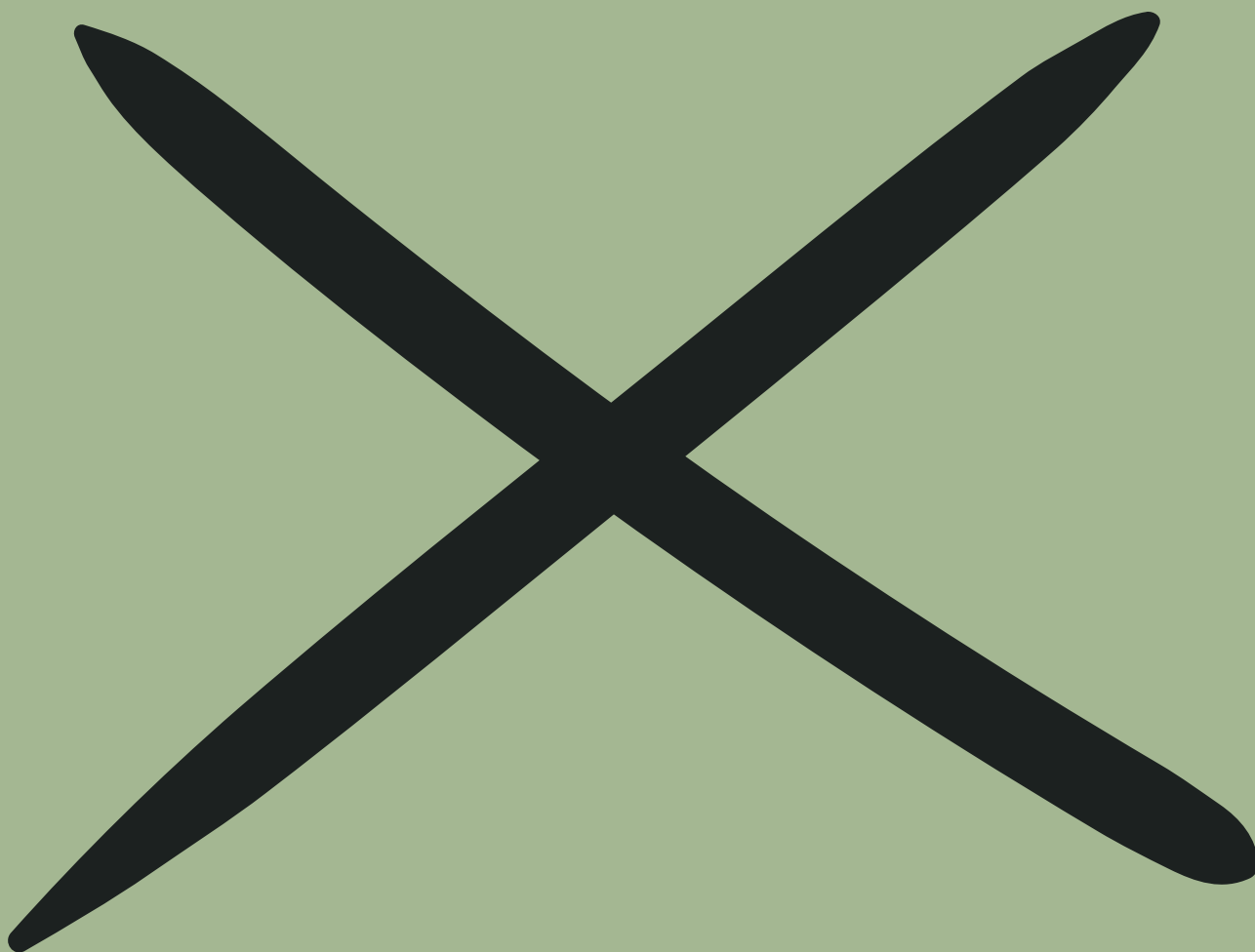
- 5 LASTLY, LABEL THE FOUR PARTS WITH THE FOLLOWING WORDS: INNER CORE, OUTER CORE, MANTLE AND CRUST.**

# INSIDE OUR EARTH



MADE BY:

**Blank page  
for cutting purposes**



**Cut me out!**

## **MAIN FLAP:**

Lift out flap. Cut me out and stick me on to your main sheet.



**Blank page  
for cutting purposes**



# Drama

presents...

## Facial Expressions and Body Language



**What are facial expressions?**

**What is body language?**



Watch a film or TV show and pick one character to focus on.  
Below describe one example of a facial expression a character  
used and one example of body language that the character  
used...

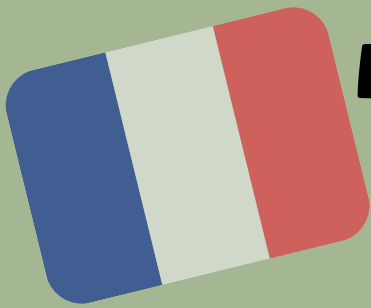
**Name of Film:**

**Character:**

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# Modern Foreign Languages:

## French

presents the...

### 'Languages Challenge'

#### Activity 1: Cut me out!

Cut out the following colour words in French and English.  
Afterwards you can play snap with someone from your home!

**YELLOW**

**ORANGE**

**BROWN**

**WHITE**

**GREY**

**BLACK**

F

R

E

N

C

H

**NOIR**

**JAUNE**

**ORANGE**

**BLANC**

**MARRON**

**GRIS**

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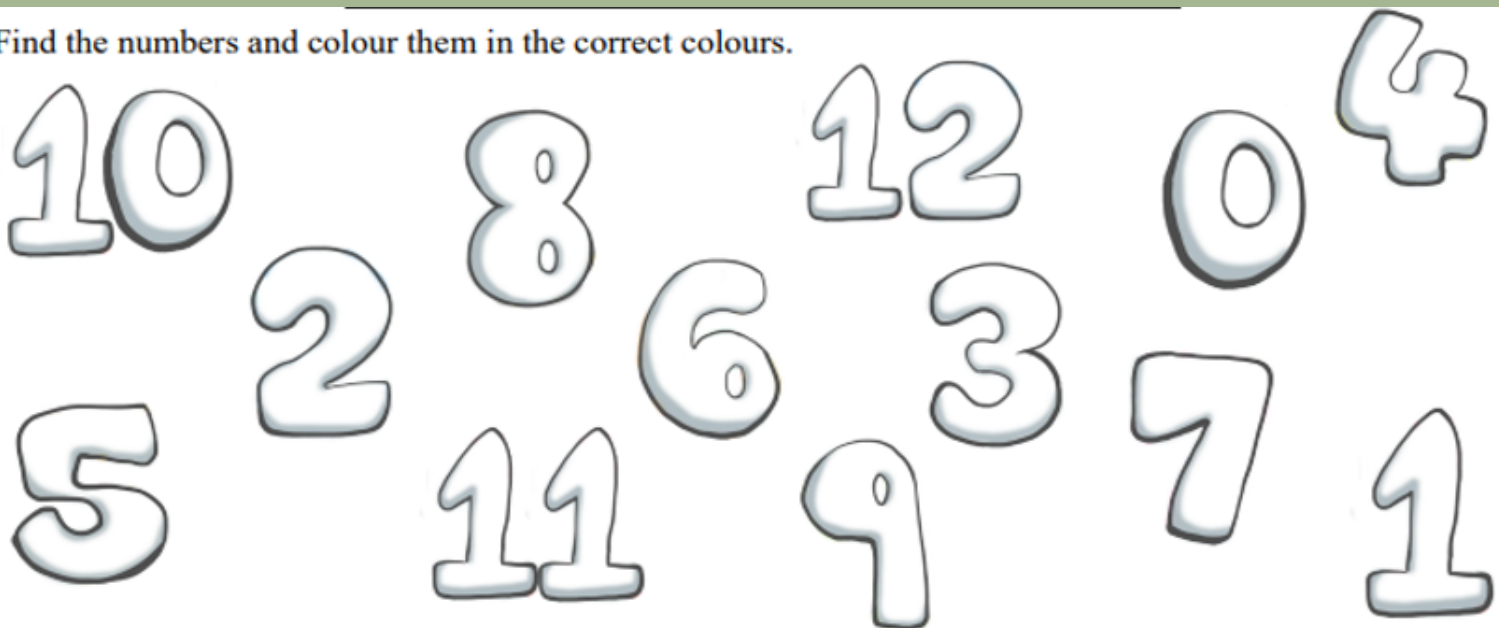
## Activity 2:

Find the numbers and colour them in the correct colours in French.

neuf = rouge      trois = gris      dix = blanc et noir  
deux = marron      huit = jaune      douze = bleu et rouge  
six = vert      zero = noir      zero = noir et jaune  
un = rose      quatre = bleu  
cinq = orange      sept = violet

0	zero	7	sept
1	un	8	huit
2	deux	9	neuf
3	trois	10	dix
4	quatre	11	onze
5	cinq	12	douze
6	six		

Find the numbers and colour them in the correct colours.



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for cutting purposes**





# Modern Foreign Languages: Spanish

presents the...

## Activity 1: 'Languages Challenge' **Cut me out!**

Cut out the following colour words in Spanish and English.  
Afterwards you can play snap with someone from your home!

PURPLE

BLUE

GREEN

PINK

RED

YELLOW

S  
P  
A  
N  
I  
S  
H

ROSA

VERDE

ROJO

AMARILLO

MORADO

AZUL

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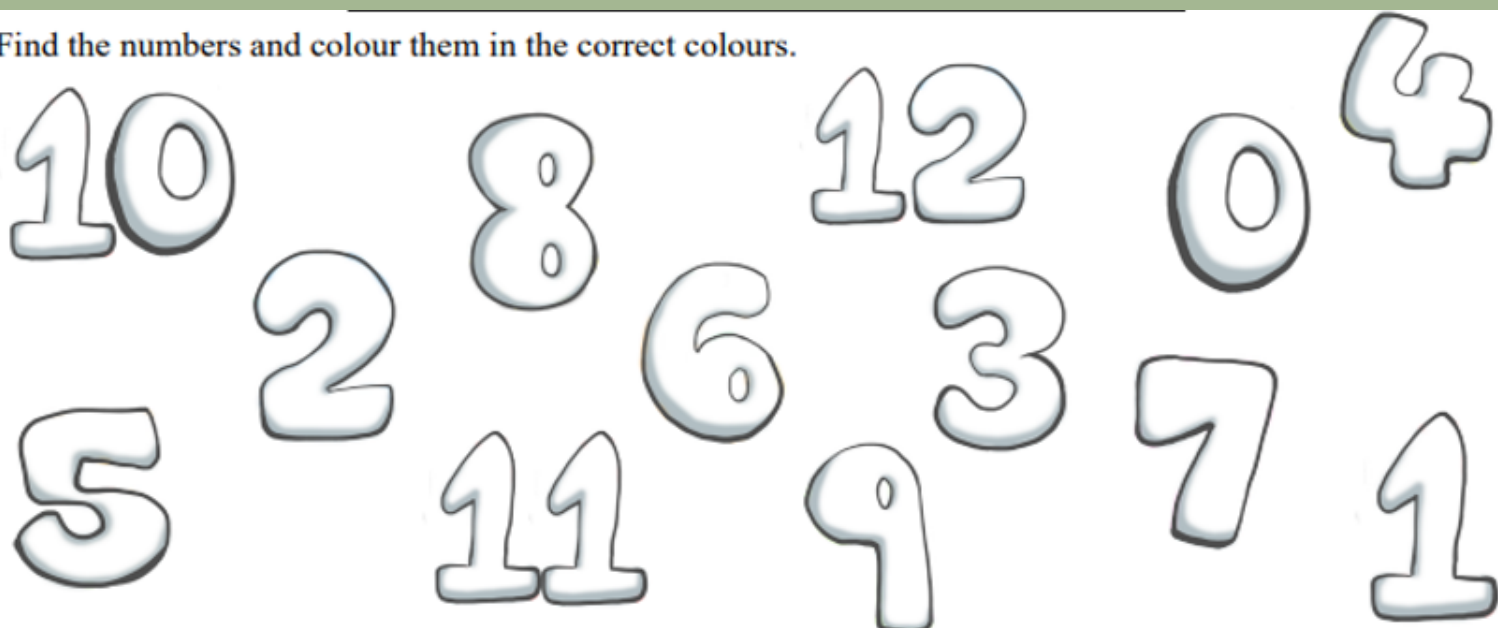


Find the numbers and colour them in the correct colours in Spanish.

nueve = rojo      tres = gris      diez = blanco y negro  
dos = marron      ocho = amarillo      doce = azul y rojo  
seis = verde      cero = negro      once = verde y  
uno = rosa      cuatro = azul      amarillo  
cinco = naranja      siete = morado

0	cero	7	siete
1	uno	8	ocho
2	dos	9	nueve
3	tres	10	diez
4	cuatro	11	once
5	cinco	12	doce
6	seis		

Find the numbers and colour them in the correct colours.





# R.E- Religious Education

presents the...

## 'Transition Summer Work Project'

Activity 1 : Look at the symbols below. Can you work out which religion each symbol links to? Can you give at least one key belief from each religion?

Religion:

Key Belief:

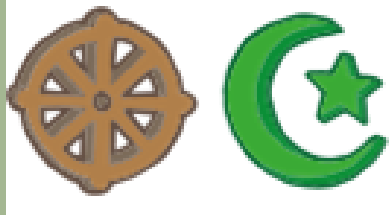


Religion:

Key Belief:

Religion:

Key Belief:



Religion:

Key Belief:

Religion:

Key Belief:



Religion:

Key Belief:

Activity 2: As part of your learning in Year 7, we will study the religion of Islam and the features of a mosque. Can you use the internet to find out what the different features of a mosque are?



Feature	What is this?
Minaret	
Minbar	
Mihrab	
Dome	



# Computing

presents the...

## Computing Transition Challenge

1. Can you crack the E-Safety code? Try to decrypt the message below. Some of the letters have been done for you

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
15			7	18	21			20														3			
I		I		I						A								E		A	F	E			
20	13	20	8	20	17	2	1	19	13	15	23	13	13	1	6	18	8	15	21	18					
W		E				I		E		A		D						W		W		A			
3	26	18	23	1	23	22	20	23	18	15	23	7	13	1	4	23	1	3	3	26	15	13			
		D	A			E												F							
		7	15	23	16	18	19	8	13	1	22	1	1	4	1	24	13	21	1	19					

2. Can you find a definition for the following key terms?

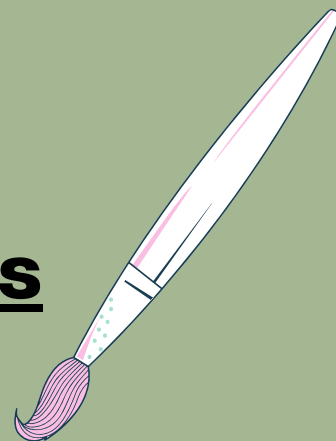
Key Term	Definition
Trolling	
E-safety	
Grooming	
Cyber-bullying	
Privacy Settings	
SPAM	



# Art & Design

presents the...

## The Formal Elements



**The Formal Elements** are the building blocks in Art and also known as the parts we use to make a piece of artwork. The art elements are **line, shape, form, tone, texture, pattern, colour and composition**. They are often used together and the way they are organised in a piece of art determines what the finished piece will look like.

TASK - In the speech bubbles below, write down a definition for each of the elements. Then in the centre section, create a study to represent that formal element. Use pencil and pencil crayons.

The Formal Elements

Line

Colour

Tone

Shape

Texture

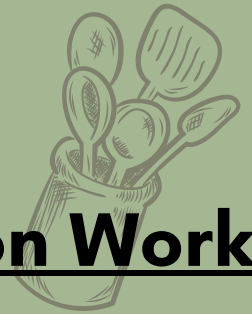
Pattern

Which formal element is missing?



# Food Technology

presents the...



## 'Safety in the Classroom Transition Work'

### Activity 1:

Identify eight different hazards and suggest how you would stop them from occurring.



### Answer:

1.

5.

2.

6.

3.

7.

4.

8.

## Activity 2:

Compete the Food Technology crossword.

**Across**

- 6 Keep cold food cold and hot food \_\_\_\_\_
- 7 An ice \_\_\_\_\_ will keep your lunch cold
- 8 Wash your hands before you \_\_\_\_\_
- 9 Bacteria grow rapidly in the danger \_\_\_\_\_ (rhymes with cone)
- 11 Milk, eggs and yogurt should be stored in the \_\_\_\_\_
- 12 Slice veggies on a clean cutting \_\_\_\_\_
- 13 Keep food \_\_\_\_\_ in the refrigerator
- 14 Bacteria begins to grow on perishable food within \_\_\_\_\_ hours if not refrigerated.
- 15 Don't leave food out for more than two \_\_\_\_\_

**Down**

- 1 Warm water and \_\_\_\_\_
- 2 Raw meat should \_\_\_\_\_ touch fruit
- 3 Germ is another word for \_\_\_\_\_
- 4 Use a meat \_\_\_\_\_ to check the temperature
- 5 You can see bacteria: True or False
- 10 Wash both of these for 20 seconds to kill germs.





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