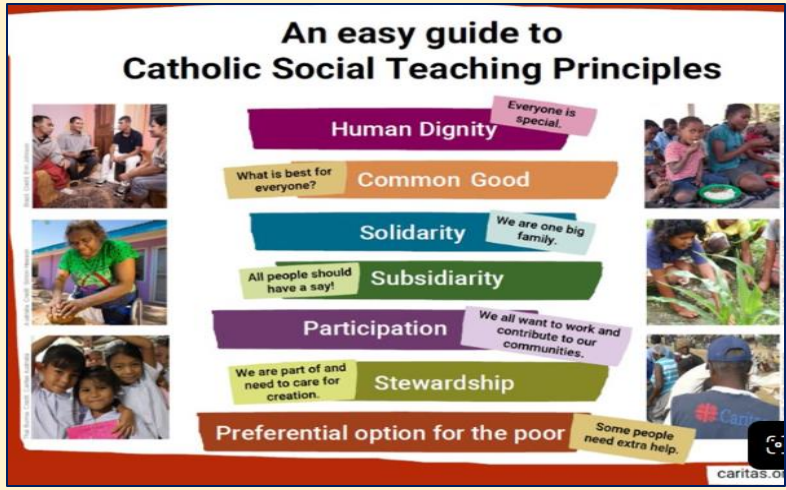
Autumn Family Forum

21st October 2026

Welcome to all parents and carers!







+ Please make the sign of the cross.

ST PATRICK'S
Roman Catholic High School

Lord, as we gather today, we ask that You be with us.

Help us to make decisions that will be pleasing to You and in the best interests of the young people we all serve.

Help us to discuss matters with mutual respect, willing hearts, listening ears and open minds.

Guide us in our journey of working together for the greater good of our St Patrick's family.

Amen.

St Patrick – **Pray for us.**

+ Please make the sign of the cross.

Today's agenda

1. Relationships, Sex and Health Education (RSHE)
2. Chaplaincy at St Patrick's
3. Behaviour for Learning
4. AOB

RSHE: Autumn term

Deputy Headteacher: Terri Rosa

The St Patrick's Approach to RSHE

What is RSHE?

RSHE stands for Relationships, Sex and Health Education. It is a key part of our curriculum that supports students' spiritual, moral, social, and emotional development. RSHE helps young people to:

- Build healthy, respectful relationships rooted in love and dignity.
- Understand emotional, physical, and moral aspects of growing up.
- Make informed, responsible, and faith-guided choices.
- Develop resilience, self-respect, and wellbeing.

At St Patrick's RC High School, RSHE is taught through the lens of our Catholic faith, helping every pupil recognise their God-given dignity and worth, and to live out the Gospel values of humility, kindness, compassion, justice, forgiveness, integrity, peace and courage.

What is Ten:Ten?

We deliver RSHE using 'Life to the Full', a programme created by Ten:Ten specifically for Catholic secondary schools.

We use this programme because:

- It is fully compliant with national RSHE statutory requirements.
- It is approved by the Catholic Education Service and compliant with the expectations of our Diocese.
- It offers a faith-based, age-appropriate, and holistic approach, exploring emotional, physical, social, and spiritual aspects of personal development.
- It supports our school's mission to form the whole person – body, mind, and spirit – helping pupils to grow in confidence and character.
- It provides engaging film-based content, discussion activities, and prayer reflections designed for meaningful classroom delivery.

Ten: Ten Programme Outline

Year 7
Theme Title
Who Am I?
Changing Bodies
Healthy Inside And Out
Where We Come From
Family and Friends
My Life on Screen
Living Responsibly

Year 8
Theme Title
Created and Chosen
Appreciating Differences
Feelings
Before I Was Born
Tough Relationships
Think Before You Share
Wider World

Year 9
Theme Title
The Search for Love
Love People, Use Things
In Control of My Choices
Fertility and Contraception
Commitment and Marriage
Understanding Consent
Human Rights - And Wrongs

Year 10
Theme Title
Authentic Freedom
Self-Image
Beliefs, Values, Attitudes
Parenthood
Pregnancy and Abortion
Abuse
Solidarity

Year 11
Theme Title
Self-Worth
Addiction
Eating Disorders
Birth Control
Pornography
STIs
Coercive Control

Chaplaincy: Autumn term

Deputy Headteacher: Terri Rosa

What is Chaplaincy?

Chaplaincy in a Catholic school is a pastoral ministry that brings the presence and life of the Catholic Church into the daily routines of students, staff, and families. It focuses on spiritual care, faith formation, collective worship, and wellbeing. The core functions of chaplaincy are:

- **Faith Formation**: Nurtures personal relationships with God through classroom support, retreats, prayer groups, and religious education.
- **Prayer and Liturgy**: Coordinates school Masses, opportunities for prayer, other special liturgies and the liturgical calendar.
- **Pastoral Care**: Acts as a 'listening ear' and compassionate presence for students, families, and staff navigating personal or emotional struggles.
- **Charity and Outreach**: Coordinates "faith in action" initiatives, including local foodbanks, fundraising, community service, and visits to care homes.
- **Community Link**: Connects the school tightly with local parishes, the wider diocese, and home life.

Chaplaincy at St Patrick's

Chaplaincy at St Patrick's is rooted in Christ's teaching of the Greatest Commandment (Mark 12:28-31):

'One of the scribes came up and heard them disputing with one another, and seeing that he answered them well, asked him, "Which commandment is the most important of all?" Jesus answered, "The most important is, 'Hear, O Israel: The Lord our God, the Lord is one. And you shall ***love the Lord your God*** *with all your heart and with all your soul and with all your mind and with all your strength.' The second is this: 'You shall* ***love your neighbour*** *as yourself.' There is no other commandment greater than these."'*

Chaplaincy at St Patrick's

Love of God	Love of Neighbour

• Daily morning prayer
• Weekly Wednesday prayer
• Monthly 'First Friday' Masses
• Termly Sunday Masses in local parishes
• Y7 and Y11 special Masses
• Popular piety: The Rosary and the Stations of the Cross
• Advent and Lenten prayer
• Sacraments: Confirmation and Reconciliation
• Retreats and pilgrimages
• Spaces for private prayer: Chapel, multi-faith prayer room, prayer tree, prayer garden
	• The Faith in Action award
	• The St Patrick's Way
	• Peer mentoring
	• Charity appeals:
	  ○ Macmillan
	  ○ Fairtrade
	  ○ Caritas
	  ○ Wood Street Mission
	  ○ Pax Christi
	  ○ CAFOD
	  ○ Mary's Meals
	  ○ Revive
	• Partner primary school collaborations
	• Supporting our local community: Pat's Pantry, Senior Citizen's Christmas Party

Behaviour for Learning: Autumn term

Senior Assistant Headteacher:
Mike Connelly

Linking BfL and Teaching and Learning in the classroom

Pupils are much more likely to behave well when lessons are purposeful, predictable and accessible. Excellent teaching is much harder when routines and expectations are inconsistent.

Teaching & Learning

- Clear explanations
- Modelling
- Checking for understanding
- Purposeful practice
- Responsive feedback

Shared classroom conditions

- High expectations
- Engagement
- Belonging
- Success

Behaviour for Learning

- Clear routines
- Attention
- Participation
- Resilience
- Self-regulation

T&L priorities 2026-27: The 'golden threads'



- Predictable classrooms and purposeful starts
- Making learning visible
- Participation and challenge for every pupil
- Foundational skills

T&L priorities 2026-27: The 'golden threads'



1. Predictable classrooms and purposeful starts

We want classrooms to feel calm, purposeful and predictable from the moment pupils arrive. This means **consistent entry routines** supported by effective **retrieval** strategies.

2. Making learning visible

We need to know whether pupils are actually learning rather than assuming that because something has been explained, it has been understood. This year we will maintain and strengthen our use of **formative assessment**, questioning and MAF so that teachers can identify what pupils know, what they have misunderstood and what needs to happen next. **Identifying misunderstanding early prevents pupils from becoming lost, frustrated or disengaged. Responsive teaching maintains successful participation and reduces behaviour caused by confusion, task avoidance or fear of failure.**

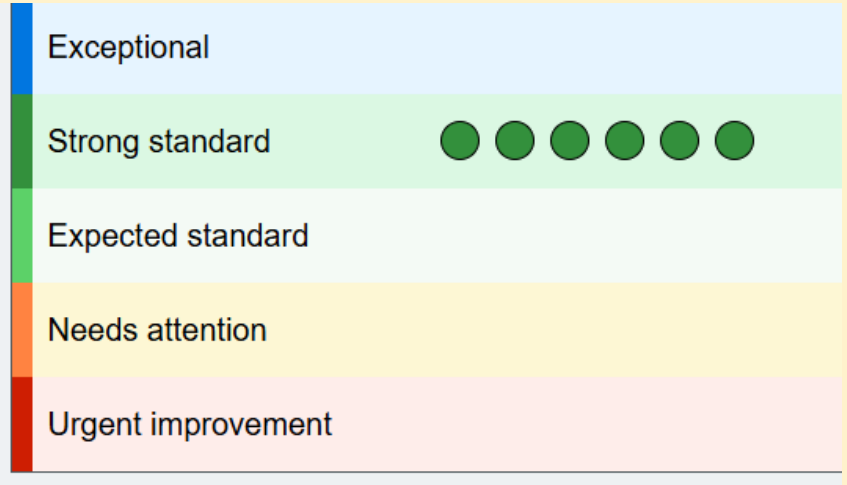
3. Participation and challenge for every pupil

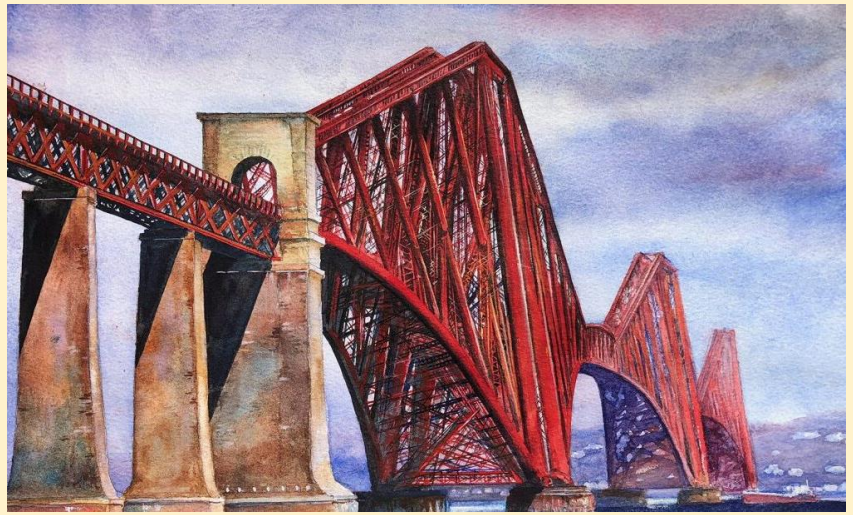
We want every pupil participating, thinking and being held accountable for their learning particularly quieter pupils, disadvantaged and SEND pupils, and those who have learned how to disappear within a classroom. **Appropriate challenge sustains attention and communicates high expectations.**

4. Foundational skills

Pupils cannot succeed in a knowledge-rich curriculum if they cannot confidently access its language, reading or numerical demands.
Explicit teaching of language and numerical processes enables pupils to understand instructions and participate confidently. It reduces embarrassment, confusion and withdrawal, which can otherwise present as silence, avoidance or disruptive behaviour.

Pupils' behaviour is calm, kind and rooted in mutual respect. They greet adults, hold doors open and older pupils keep an eye out for younger ones, whether in busy corridors or quieter corners of the site. In lessons, pupils listen, participate and settle quickly so learning is rarely interrupted. Staff apply agreed behaviour expectations consistently..





Why have we made changes at a C2 and C3 level this year?

- Ofsted: was touched upon in the inspection
- Governors: Mentioned at one of last year's Pupil welfare meetings
- Staff Voice and Behaviour working party: Discussed by staff
- Family Forums

Last year was our 1st year of using the C1-5 system. Previously we have Warning, Reprimand and Sanction.

C2's (CHOICE), were not being logged and therefore not tracked meaning a pupil theoretically could get a C1/2 in every lesson during the day (10 instances of disruption) and there wouldn't be a record. This has now changed.

C2-5 Disruption

C1: Chance:

No behaviour points or consequence

C2: Choice:

Change for this year was to include 1 behaviour point as opposed to 0 behaviour points

C3: Consequence:

Teacher issues a during the school day detention and this comes with 2 behaviour points
(last year it was only 1 behaviour point)

C4: Change of class:

Pupil is “exited” and works with another teacher in their classroom.

C5: Call for support:

A pupil has either refused to be exited or refused to go to another teacher in another room.

AOB

Date of the next Family Forum



Wed 3rd Feb 2027
5-6pm