



St Catherine's School & College

Specialists in Speech, Language and Communication Needs

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Autumn Term Week 2

12th September 2025

ACHIEVEMENTS & AWARDS



The Reader of the Week award has been presented to:

Jasmine

The Behaviour For Learning award has been presented to:

Sam H
Aaron S
Fenner B



The Behaviour For Character award has been presented to:



Bella E	Charlie E
Charlie F	Toby K
Joshua F	Jamie B
Imogen G	Megan B
Max N	Emilia
Jacob S	Eric
Kristen L	Toby T
Jim F	Olivia R
Gwehona A	

The Principal's Praise award has been presented to:

Shaun S
Bailey T

Well done to all students who received awards this week!

ATTENDANCE

6AMD - 88.89%
6ILP - 100%
6JG - 100%
Austen - 83.33%
Bloom - 77.36%
Branson - 100%
Burton - 93.06%
Goldberg - 100%
Hopkins - 100%
Newton - 91.38%
Oliver - 98.15%
Packham - 100%
Radcliffe - 100%
Watson - 98.57%



Well done to all classes who were here everyday this week!

DATES FOR YOUR DIARY

October

17th Students break up for half term

November

3rd Student return to school



THE GROVE AFTER SCHOOL CLUB

We are holding 'The Grove' after school club every Tuesday 3:30pm - 5:00pm.

September

16th - Boat Building
23rd - Boat Sailing
30th - Ventnor Park

October

7th - Pizza Making
14th - Pumpkin Carving

November

4th - Basement Games
11th - Seaglass Art
18th - New Age Curling
25th - Air Dry Clay Decs

All activities are weather dependent. If the weather is not suitable for an outside activity, an indoor alternative will be arranged. Sessions have to be booked in advance and parents/carers are able to book block sessions. If you have any queries or would like to book, please contact The Grove Team on: the-grove@stcatherines.org.uk
Transport must be arranged by parents. £2 per week.



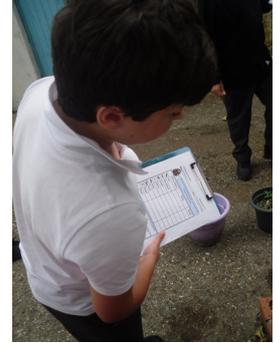
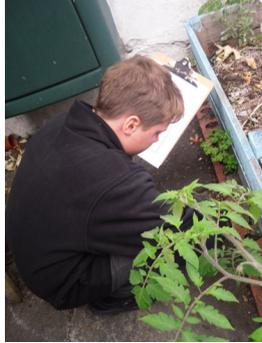
Artsmark
Silver Award
Awarded by Arts
Council England

Registered Charity No. 288148
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BLOOM CLASS

In PSHE this week, we talked about careers and answered some questions about what we would like to do as a job in the future. In English, we looked at using colourful semantics as this helps us build a sentence. We then recounted what we did in the summer holidays by talking, planning and writing about our summer. We looked at minibeasts in Science and really enjoyed wandering around school looking for minibeasts! We completed a table and found lots of ants! We all really enjoyed ICT this week and practised logging on to the Chromebooks and completing a touch typing activity. Well done Bloom class for another wonderful week.



RADCLIFFE CLASS

We started the week off by discussing the different types of jobs people in our community have. The students talked about jobs they would like to do in the future, ranging from working in cafes to being a nurse. A crime scene was set up in class from a section of the class story, 'Superworm'. Students had to talk about what was happening and if a crime had been committed! In Maths, we are learning the language 'more' and 'fewer'. We have been practising making groups and identifying which groups have more or fewer.



HOPKINS CLASS

We have had a great week and started this off with an Assembly from Mrs Thompson about what we want to achieve this year. Each of us has thought about this and shown our teacher how mature and focused we are this year. We have completed our biographies on Anthony Hopkins and are making a lovely display with them outside our classroom. We also did a 'hook' lesson for our new book and made spaghetti worms. Some of us were brave enough to touch the spaghetti mixed in the soil. In Maths, we have worked on a range of topics to show what we already know. We also took our first trip to the library this week and chose a book about something we are interested in.

PACKHAM CLASS

In PSHE, we have been thinking about careers and what we would like to do as a career when we are adults. In our speech group we have started to look at this term's topic which is 'understanding me' and 'decision making'. In Music, we have started to look at instruments around the World. We listened to music from Northern India, China, Australia, Japan, Africa and The Caribbean. In Art, we have designed our front covers for our art books. In Science, we are looking at forces and magnets.

OLIVER CLASS

In PSHE, we have been thinking about careers and what we would like to do as a career when we are adults. In Science, we have started to look at our new topic forces and magnets. In our speech group, we have started to look at our new topic 'understanding me' and 'decision making'. In English, we have started to read our new text 'Gulliver's Travels'.

AUSTEN CLASS

We had our first PE lesson with Mr Clark and enjoyed some team building exercises. PSHE was about what we thought about ourselves and any ideas of future plans like college and jobs. In Maths, we are looking at some questions about what we know and have learnt so far. In English, we are learning about sentences with capital letters, full stops and how to suffix some words. We had a great music lesson learning about instruments from around the world.

GOLDBERG CLASS

In PSHE this week we have been discussing the future and what we would like to do for a career in the future. In ICT, we started to look at holiday parks on the Isle of Wight and what amenities and accommodation they have to help us to prepare for next week where we will be starting to create a brochure for our own holiday park. We really enjoyed our first PE lesson with Mr Clark, where we did some fun team games. We also had our first Forest School session. We chose our Forest School names.

BURTON CLASS

We began our week by thinking a bit about our futures, discussing jobs and careers. In Humanities, we have looked at the world map and looked at how the world is divided into sections such as the Northern Hemisphere, Southern Hemisphere and the Equator. In Science, we are learning about forces and how we use pull and push throughout our daily lives. In English, we have started our new book. We are reading 'Gulliver's Travels' and have been practising using different voices as we read.

NEWTON CLASS

We have been doing baseline tests in English to find out what levels we are. - it's been hard work! In Maths, we have been working on our times tables. We shared some good tips, such as the nine times table trick. PE was rainy so we did team building. In Science, we explored how electric circuits work, and it was fun making models with pumps and tubes. In PSHE, we completed a questionnaire about what we want to do when we leave school.

BRANSON CLASS

In PSHE, we talked about what we might like to do for a career when we are adults. In English, we have begun studying the text 'Ice Trap!'. This documents Sir Ernest Shackleton's incredible journey to Antarctica. We began by looking at the newspaper advert that Shackleton placed to find suitable candidates for the expedition and imagined ourselves in the position of those who were chosen. Most of us decided that we would not want to go, but there were some intrepid explorers who would have applied for the opportunity.

WATSON CLASS

This week, we have been looking at freeze frames in English and the difference between a play and a novel. We have also been looking at The Periodic Table in Science and making electrical circuits.

6JG CLASS

This week, we have completed some baseline tests in English and PSHE, to see what we have learnt previously. In our speech therapy lessons, we have started looking at our new topics of alcohol and drugs. We have also started looking at decision making in our speech therapy lessons looking at what decisions we will need to make in the next couple of years.

6AMD CLASS

In Assembly, we watched TA Claire wingwalking, to raise money for St Catherine's, she was very brave. We talked about safety in the lab in our first Science lesson. In Maths, we used our skills to solve a variety of mysteries.

6ILP CLASS

6ILP have been very busy this week. We have been able to create a stunning wall chart based upon different colours. We have embraced the idea of chaos art with visual decisions being actualised by a random process, which resulted in some pleasing square designs. We have been able to consider rhyming words during our English lesson. We were able to consider words that didn't seem to have the same letter endings, but oddly still could be used in a rhyme. We were able to complete a media search and consider safety online.

SCHOOL MENU

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Pasta/Quorn Bolognese or Jacket Potato with choice of filling	Jumbo Sausage/Cheese & Onion Roll or Tomato Pasta	Roast Lamb/ Vegetable Burger or Jacket Potato with choice of filling	Pizza with Wedges or Tomato Pasta	Battered Cod/ Fish Fingers/ Quiche with Chips or Jacket Potato with choice of filling
Salad Bar Tuna or Mackerel	Salad Bar Cheese & Egg or Mackerel	Salad Bar Ham or Mackerel	Salad Bar Tuna or Mackerel	Salad Bar Cheese or Mackerel
Fresh Fruit Platter	Rice Pudding	Fresh Fruit Salad	Fairy Cake	Pudding of the Day

Fresh vegetables and salad are available with all main meals. Fresh fruit and yoghurt are always options for dessert.

CAN YOU SUPPORT OUR CHAPEL PROJECT?

Our school chapel has a special place in the heart of our community. Over the years it has been the hub of school celebrations as well as a place of reflection and contemplation. We are looking to raise £10,000 to improve the space, retaining the chapel's original features but adapting it to ensure it can best meet the needs of our students. In particular, the aspects that we would like to improve are:

- Replace the current pews with more comfortable seating, which are more suited to our students' needs
- Install a sound loop to support our students with hearing impairments
- Restore the chapel to its original glory by cleaning the stained glass windows and redecorating the floors and walls

If you are able to support this project then please visit our fundraising page:

https://www.justgiving.com/campaign/stcatherinesschoolchapel?utm_medium=CA&utm_source=CL

Any donations over £100 will feature on our thank you wall in the chapel.



Thank you to everyone who has donated so far!

LGBTQ+

drop-in



There is a lunch-time drop-in space that will be starting at school and college, to help students with LGBTQ+ related queries and concerns.

Students will be able to drop-in to a safe, confidential space to have a chat, get some help and advice or to learn more about related themes.

Students may attend drop-ins independently or with a friend/small group, if preferred.

Students will be having an introduction to this during their tutor times, so they know more about what it is.

When?

School : Monday lunch time 12:30-13:30 (lower and upper)

College: Thursday lunch time 13:00-13:30

With? Rheanna Berryman - Dance Movement Therapist

For any more information or questions, please email:

Rheanna Berryman: berrymanr@stcatherines.org.uk

Jenn Walker (Vice Principal, DSL):

snaithj@stcatherines.org.uk



What Parents & Educators Need to Know about CONSPIRACY THEORIES

Conspiracy theories are false or misleading beliefs that explain events as secret plots, often involving powerful groups. While once fringe, they are now more accessible through digital media, online influencers and because of algorithmic recommendations. The DfE guidance document, 'Keeping Children Safe in Education' (KCSIE) explicitly recognises conspiracy theories as potential content risks. This guide will help parents and educators understand the risks, spot the signs, and build children's resilience to conspiracy theories.

WHAT ARE THE RISKS?

UNDERMINING TRUST

Conspiracy theories can lead children and young people to distrust democratic institutions and British Values, teachers, and even their own families and loved ones. This erosion of trust makes young people more vulnerable to extremist narratives by isolating them from reliable sources of information.

ONLINE ALGORITHM TRAPS

Social media platforms can often recommend sensationalist content. Once a child engages with one conspiracy-themed video or post, algorithms push more of the same, thereby creating an echo chamber that can intensify their beliefs.

MENTAL HEALTH IMPACT

Exposure to frightening conspiracy content, such as global plots, viruses, or government control, can fuel feelings of anxiety, paranoia, or hopelessness. For some young people, it can trigger prolonged distress or obsessive thinking.

GATEWAY TO EXTREMISM

Conspiracy theories can often overlap with extremist ideologies. Narratives that blame specific groups, such as politicians, scientists, or particular ethnic groups, can groom children in ways that foster hate, bigotry, and radicalisation.

CONFLICT WITH PEERS

Belief in conspiracy theories can lead to isolation or conflict at school. Children may struggle with peer relationships if they express these beliefs or become distrustful of others who disagree; sometimes, confrontation can even result in a strengthening of the belief in the conspiracy theory.

ERODED CRITICAL THINKING

Young people influenced by conspiracies may reject evidence-based learning. This risks undermining their academic progress and weakening their ability to think critically, assess risks, or engage in healthy debate.

Advice for Parents & Educators

CREATE SAFE CONVERSATIONS

Don't mock or dismiss any questions that children and young people ask about conspiracy theories. Instead, create open, judgement-free spaces to talk. This strengthens trust and makes it more likely they will confide in you.

PROMOTE CRITICAL THINKING

Teach young people how to assess information critically. Encourage them to ask appropriate questions, such as: Who is telling me this? What evidence is there? What do other trusted sources say? Use real examples from current media to explain your answers and reasoning.

MONITOR DIGITAL BEHAVIOUR

Be aware of the content children are accessing, especially on platforms such as TikTok, YouTube, or Reddit. Use parental controls, but more importantly, maintain ongoing dialogue about online experiences and influencers.

REINFORCE RELIABLE SOURCES

Point children toward trustworthy and reliable sources of news and information in a variety of formats tailored to the young person's age. Build habits of verifying facts using reliable sources, and teach them how to spot misleading content.

Meet Our Expert

Brendan O'Keeffe is a headteacher and digital education consultant with over a decade of experience in education. As Director of Digital Strategy across multiple schools and an advisor to The National College, he specialises in digital safety, PREVENT, and pastoral care.



#WakeUpWednesday

The National College

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/conspiracy-theories>