

ST TERESA'S  
EFFINGHAM

Senior: Year 8

2025 - 26

## Meet the Head



Welcome back to St Teresa's. With your first year behind you, you now have a solid foundation to build on, both academically and personally. Year 8 is a time to grow in confidence, deepen friendships, and continue discovering your interests and passions. I encourage you to stay curious, take on new challenges, and keep getting involved in all areas of school life. Remember, our values of Faith, Character, Community, Compassion, and Intellect remain central to everything we do. Keep being kind, keep working hard, and enjoy all that this year has to offer.

*Mr Stuart Field, September 2025*

## Meet the Head of Section



My role is to oversee pastoral care for all pupils in Key Stage 3. It is a real privilege to continue supporting our pupils as they move into Year 8. Having already found their feet in the school, this is a year where pupils build on the foundations of Year 7 and begin to grow in confidence and maturity. Year 8 is often a time when pupils start to develop deeper friendships and take on fresh challenges both inside and outside the classroom. My role is to ensure that every pupil feels supported and encouraged through this next stage of Key Stage 3. Please know that I remain available to both pupils and parents should any questions, concerns, or welfare matters arise. Together, we can help Year 8 be a year of success.

*Mr Dave Breeze, September 2025*

## Meet the Head of Year



It is a pleasure to support your daughter during this important stage of her school journey in Year 8. This year is a key time for building confidence, deepening friendships, and stepping further into the wider life of the school. As Head of Year, my role is to guide and support her academic, emotional, and social development, helping her continue to grow into a confident, compassionate, and resilient young woman. Every girl is unique, and with our guidance, she will be encouraged to embrace challenges, discover her strengths, and take an active role in school life. St Teresa's is a close-knit community rooted in Catholic values, and your daughter is a valued part of that spirit. I am here to ensure she feels supported throughout the year, and I remain your main point of contact for any pastoral concerns, all of which I will handle with care and sensitivity.

*Ms Anna Burgess, September 2025*

## Key People

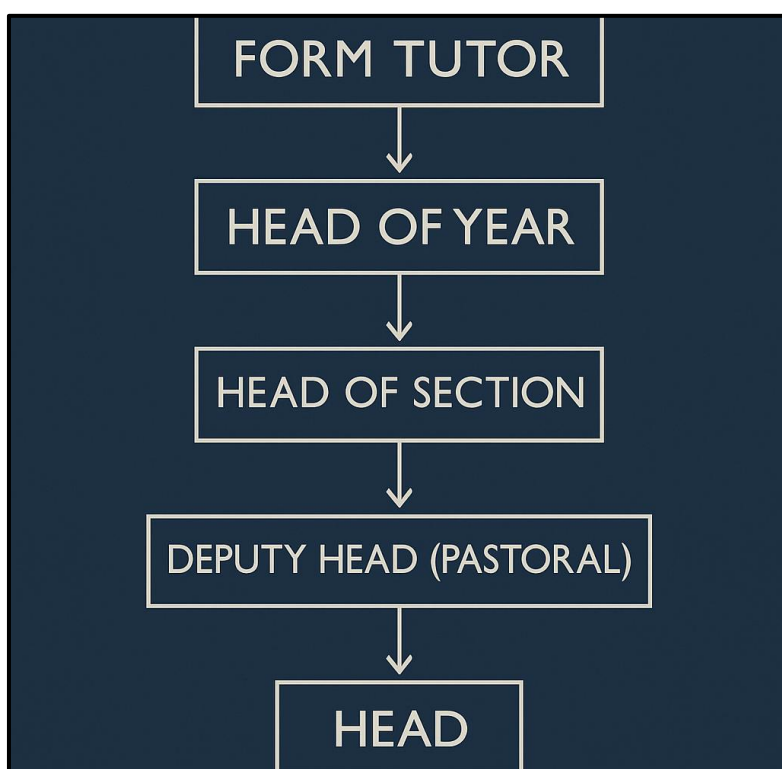
Mr S Field	Head	<a href="mailto:s.field@st-teresas.com">s.field@st-teresas.com</a>
Mrs R Whitton	Deputy Head (Pastoral) & Safeguarding Lead	<a href="mailto:r.whitton@st-teresas.com">r.whitton@st-teresas.com</a>
Miss C Pitchford	Deputy Head (Pupil Enrichment)	<a href="mailto:c.pitchford@st-teresas.com">c.pitchford@st-teresas.com</a>
Mrs C Durham	Assistant Head (Academic)	<a href="mailto:c.durham@st-teresas.com">c.durham@st-teresas.com</a>
Mr D Breeze	Head of Section	<a href="mailto:d.breeze@st-teresas.com">d.breeze@st-teresas.com</a>

## Year 8 Team

Ms A Burgess	Head of Year	<a href="mailto:a.burgess@st-teresas.com">a.burgess@st-teresas.com</a>
Mrs D Chandler	8CH Form Tutor	<a href="mailto:d.chandler@st-teresas.com">d.chandler@st-teresas.com</a>
Ms C Dufour	8DU Form Tutor	<a href="mailto:c.dufour@st-teresas.com">c.dufour@st-teresas.com</a>
Mr J Bennett	8JB Form Tutor	<a href="mailto:j.bennett@st-teresas.com">j.bennett@st-teresas.com</a>
Miss R Skilbeck	8RS Form Tutor	<a href="mailto:r.skilbeck@st-teresas.com">r.skilbeck@st-teresas.com</a>

## Communication

At our school, we value strong communication with parents, recognising its role in supporting pupil development. The flowchart below outlines a tiered approach to ensure clear, effective communication between families and staff. Our aim is to resolve queries and concerns promptly and efficiently. While some staff may not be able to respond immediately due to their roles, rest assured they will reply within a reasonable timeframe.



The Form Tutor should always be the first port of call, and they will be able to make direct contact elsewhere if necessary. Other useful contacts are:

General Enquiries	<a href="mailto:info@st-teresas.com">info@st-teresas.com</a>
Medical Centre	<a href="mailto:medical@st-teresas.com">medical@st-teresas.com</a>
Transport Manager	<a href="mailto:transport@st-teresas.com">transport@st-teresas.com</a>
Safeguarding	<a href="mailto:safeguarding@st-teresas.com">safeguarding@st-teresas.com</a>

## Aims

At St Teresa's we aim:

To encourage pupils to rejoice in and do well through the pursuit of academic excellence across the curriculum and beyond.

To provide support, encouragement and challenge so that pupils realise their potential and are well prepared for the future.

To promote high standards of personal behaviour and the development of moral and spiritual values.

## Ethos

There is no 'one size fits all' at St Teresa's; our girls are individuals and valued as such. No one is invisible, and we know who needs to be stretched and who needs extra help. This commitment to individual care underpins our whole ethos and approach to teaching every pupil within our care. We believe that happy girls thrive.

A 'can-do' attitude is always encouraged, and a wide range of opportunities both within and beyond the curriculum enables girls to develop and discover new abilities, interests and talents while they study towards achieving first-rate GCSEs and A Levels.

No-one is pigeon-holed. Talent and achievement of all types are praised and confidence blossoms as a result. Our primary aim is, of course, to educate, but to do so in the true meaning of the word; St Teresa's is not an academic hothouse but aims to draw out the talents latent in every girl so that at St Teresa's she will become the best she can be. Girls are supported but encouraged to think independently and to take responsibility for their own learning. This leads to excellent A Level and GCSE results from a broad-ability intake.

## Policies

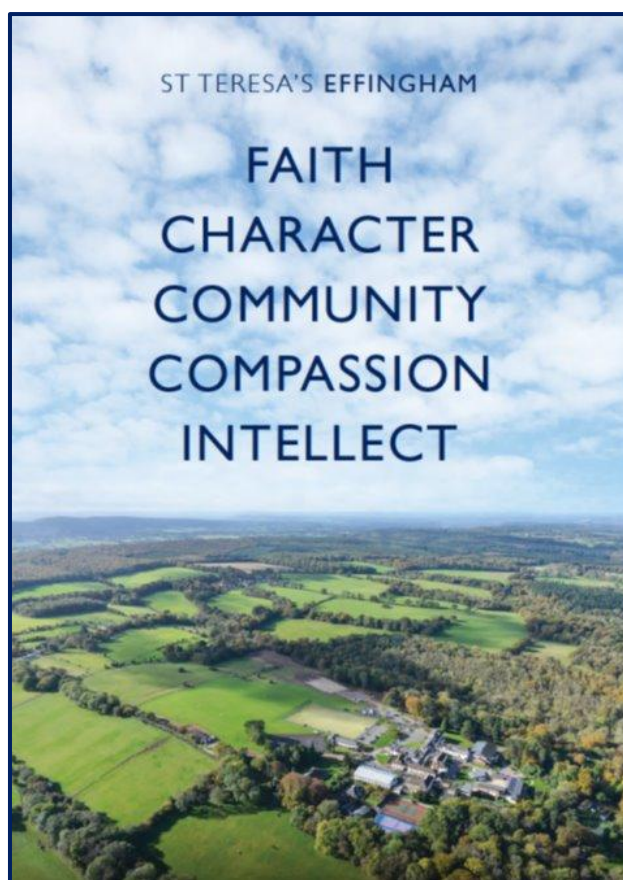
Policies and Inspection Reports are available on request from the School Office, or may be downloaded from the website:



## Values

St Teresa's Effingham is one of the largest Catholic independent girls' school in the country. It is a strong caring community based on Catholic traditions. We offer an inclusive environment that is to welcoming pupils from all backgrounds, open to pupils of all faiths and none.

Our core values knit the school together, resulting in an atmosphere of mutual support, vibrancy and kindness.



St Teresa's is a dynamic school which has embraced the challenge to modernise and update, whilst holding true the values and philosophies which define its character and spirit. At St Teresa's, the emphasis is very strongly on encouraging confidence.

With recognised strengths spanning academia, sport and the creative and performing arts, we focus on the individual, allowing girls to achieve their best and enabling them to follow their own unique path to happiness and success.

Results are only part of the story. At St Teresa's, the emphasis is very strongly on encouraging confidence without swagger, recognising achievement and success but, crucially, tempering these with modesty, kindness, good humour and a sense of humility so that your daughter is not only a highly capable individual, but also an immensely likeable young woman.

## Term Dates

### AUTUMN TERM 2025

Wednesday 03 September	Boarders arrive & Year 7 Induction Afternoon
Thursday 04 September	Term begins
Saturday 20 September	Open Morning (All pupils attend)
Wednesday 01 October	Feast of St Teresa
Friday 17 October (16:15)	HALF TERM
Sunday 03 November	Boarders return
Monday 04 November	School resumes
Friday 12 December	Term ends

### SPRING TERM 2026

Monday 05 January	Boarders return
Tuesday 06 January	Term begins
Friday 13 February (16:15)	HALF TERM
Sunday 22 February	Boarders return
Monday 23 February	School resumes
Friday 27 March (16:15)	Term ends

### SUMMER TERM 2026

Monday 20 April	Boarders return
Tuesday 21 April	Term begins
Friday 01 May	Open Morning
Monday 04 May	BANK HOLIDAY
Friday 22 May (16:15)	HALF TERM
Sunday 31 May	Boarders return
Monday 01 June	School resumes
Saturday 04 July	Senior School Prize Giving
Saturday 04 July	Term ends

## School Timings

Please find these below:

08:35	<b>REGISTRATION</b>
08:45	<b>ASSEMBLY, FORM TIME OR CHAPEL</b>
08:55 – 09:55	Period 1
09:55 – 10:55	Period 2
10:55 – 11:15	<b>BREAK</b>
11:15 – 12:15	Period 3
12:15 – 13:15	Period 4
13:15 – 14:15	<b>LUNCH, CLUBS AND ACTIVITIES</b>
14:15 – 15:15	Period 5
15:15 – 16:15	Period 6
16:15	<b>END OF SCHOOL</b>
16:30	<b>BUSES LEAVE</b>
16:30 – 18:00	Day Girls' Study

## Reporting and Assessment

Parents and Guardians of Year 8 will receive the following academic reports:

- An attitude to learning grade sheet, issued at October half-term
- A full written report at the end of the Autumn Term
- An attitude to learning and attainment grade sheet, issued at the end of the Spring Term
- A full written report at the end of the Summer Term

The Year 8 Parents' Evening is scheduled to take place on Thursday 05 March 2026. This will be an opportunity for parents and guardians to discuss their daughter's academic progress.



## **Classroom Expectations**

St Teresa's has the following expectations of all pupils:

Arrive on time, before form time and to lessons, wait to be invited into the classroom by a member of staff.

Organise yourself in the classroom in an appropriate manner – no running or rushing for desks/seats.

Arrive with all textbooks, exercise books and other equipment that is relevant and expected.

Listen carefully to instructions.

Complete all tasks that the teacher has set in an orderly and appropriate way – the instructions for the activity must be followed carefully.

Always write in blue or black ink.

Always use your neatest handwriting and take pride in the presentation of your work.

Put the date and heading on each piece of work and underline them with a ruler.

Listen in silence and be attentive whenever the teacher is instructing/explaining/talking – St Teresa's will not tolerate interruption of the teacher.

Listen in silence and be attentive whenever a fellow pupil has been asked to contribute/see/explain something – we will follow common courtesy and listen to each other.

Seek the teacher's permission to contribute to class discussion by raising your hand.

Complete all work by the deadlines that you are given – no late work will be accepted unless an acceptable explanation has been given to the teacher or where previous arrangements have been made.

Note that swearing will not be tolerated.

Ensure that all classrooms are left neat and tidy at the end of every lesson. All classes will need to check the state of the room at the end of each lesson.

Note that no eating or chewing gum is allowed in class.

Arrive and leave the class dressed as per the school uniform rules.

## Code of Conduct

**Registration:** All pupils must attend morning registration; a pupil arriving after registration has closed or who misses registration for an extra-curricular lesson must sign in immediately at Reception.

**Absence:** School should be informed by a parent/carer on each day of absence using the [Absence Notification and Evidence](#) Form.

**Day Pupils** remaining in school after 16.30 must be in Study or with a member of staff at an activity.

All pupils leaving prior to the end of the school day **MUST** sign out at reception.

If a pupil feels unwell, they must ask permission from a member of staff to report to the Medical Centre. No pupil may telephone / text / email parents or guardians to ask to be collected. The decision to send a sick pupil home is taken by the school nurse in conjunction with one of the Deputy Heads or the pupil's Head of Year.

Before lessons, pupils should not enter classrooms or teaching areas until invited to do so by a member of staff. Pupils are expected to conform to our Smart Start standard e.g. line up outside classrooms and wait quietly. In the classroom pupils should wait to be invited to sit by the member of staff.

**Day Pupils** must not go into the dormitories/study bedrooms. They may only go into boarders' common rooms when invited and authorised by a member of staff. Boarders in are not allowed upstairs during the school day.

All money and valuables should be locked in a pupil's locker. The school cannot be held responsible for such items and therefore we recommend precious items are always kept at home.

No pupil may at any time bring into school, use or distribute any medication, chewing gum, aerosols, sharps or instruments of harm e.g. a penknife, smoking paraphernalia such as cigarettes, vapes, or lighters nor drugs or alcohol. Possession of these articles will be treated as a very serious offence. Possession or use of drugs on school premises may result in immediate expulsion.

**Damage:** Damage or defacement to school property must be reported immediately to a member of staff. Offenders will be expected to pay repair costs and will serve a sanction.

**Bounds:** No pupil may go beyond the Dorking Drive gate, the swimming pool garden, the top of the main drive or into the woods.

Food is not to be consumed in classrooms, corridors, the Sports Hall or any other teaching area.

Pupils in Year 7 – 11 must store their mobile phone in their Yondr pouch throughout the School day. If a pupil is found with their mobile phone without explicit permission from a member of staff, they will be sanctioned.

All pupils must respect the uniform rules and guidelines.

Pupils may not use social media during the school day on any device. Pupils must adhere to the Acceptable Use Policy.

All school email accounts are for communication between staff and pupils. Personal email accounts and social media accounts will be accessible at the end of the school day.

## **Learning Support**

The Learning Support (SEND) Department at St Teresa's supports curriculum teaching by providing you with strategies to use in your everyday learning. They aim to share strategies for efficient learning and guide you to achieve your potential. You will develop into independent proactive learners, who aim to seek meaning and act with purpose to achieve. Our Learning Support teachers will help you to maximise your learning potential, teaching you a range of helpful study skills such as time management and revision skills.

When you understand how you learn best, you can articulate your learning preferences and needs to your teachers, and this will help make your studying even better. Being an independent learner who has agency will help you to become a powerful learner.

Individual lessons with Learning Support teachers are highly personalised to your needs. All our Learning Support teachers work closely with your subject teachers to ensure the best targeted support is given to you. Our Learning Support teaching takes place within a friendly, bright, open space which is well-resourced. They can help you with using assistive technology, such as computer readers and reading pens, and will assess your needs for access arrangements in tests, and, as you progress through the school, for GCSE and A Level examinations. The Learning Support Department are always here to help and look forward to welcoming you in September.

If you have any questions regarding SEND, please contact Mrs Audrey Moncrieffe (SENCO/Head of SEND Prep/Senior School) at [a.moncrieffe@st-teresas.com](mailto:a.moncrieffe@st-teresas.com)

## Attendance

Pupils with good attendance, generally achieve higher grades and enjoy learning at school more. Having a good education will help to give your child the best possible chances in life. Learning is a progressive activity; each day's lessons build upon those of the previous day.

Attendance During 1 Academic year	Over the academic school year the equivalent missed ...			
	Days	Sessions	Weeks	Lessons
95%	9 days	18 Sessions	1 Week & 4 days	50 Lessons
90%	19 days	38 Sessions	3 Weeks & 4 days	100 Lessons
85%	28 days	58 Sessions	5 Weeks & 3 days	150 Lessons
80%	39 days	72 Sessions	7 Weeks & 3 days	200 Lessons
75%	46 days	96 Sessions	9 Weeks & 1 day	250 Lessons
70%	57 days	114 Sessions	11.5 Weeks	290 Lessons

Attendance notice is an email issued to parents or carers who fail to ensure their child attends school regularly (90%). A percentage below 90% is considered by the local authority as persistent absence. If your child accrues 5 school days absence or more in a twelve-week rolling period, parents could be contacted by Social Care. This includes taking holidays in term time without the school's permission

A child registered at a school can legally miss school only in very limited circumstances:

- Genuine illness
- Religious observances
- Family bereavement

The following are not valid reasons for absence:

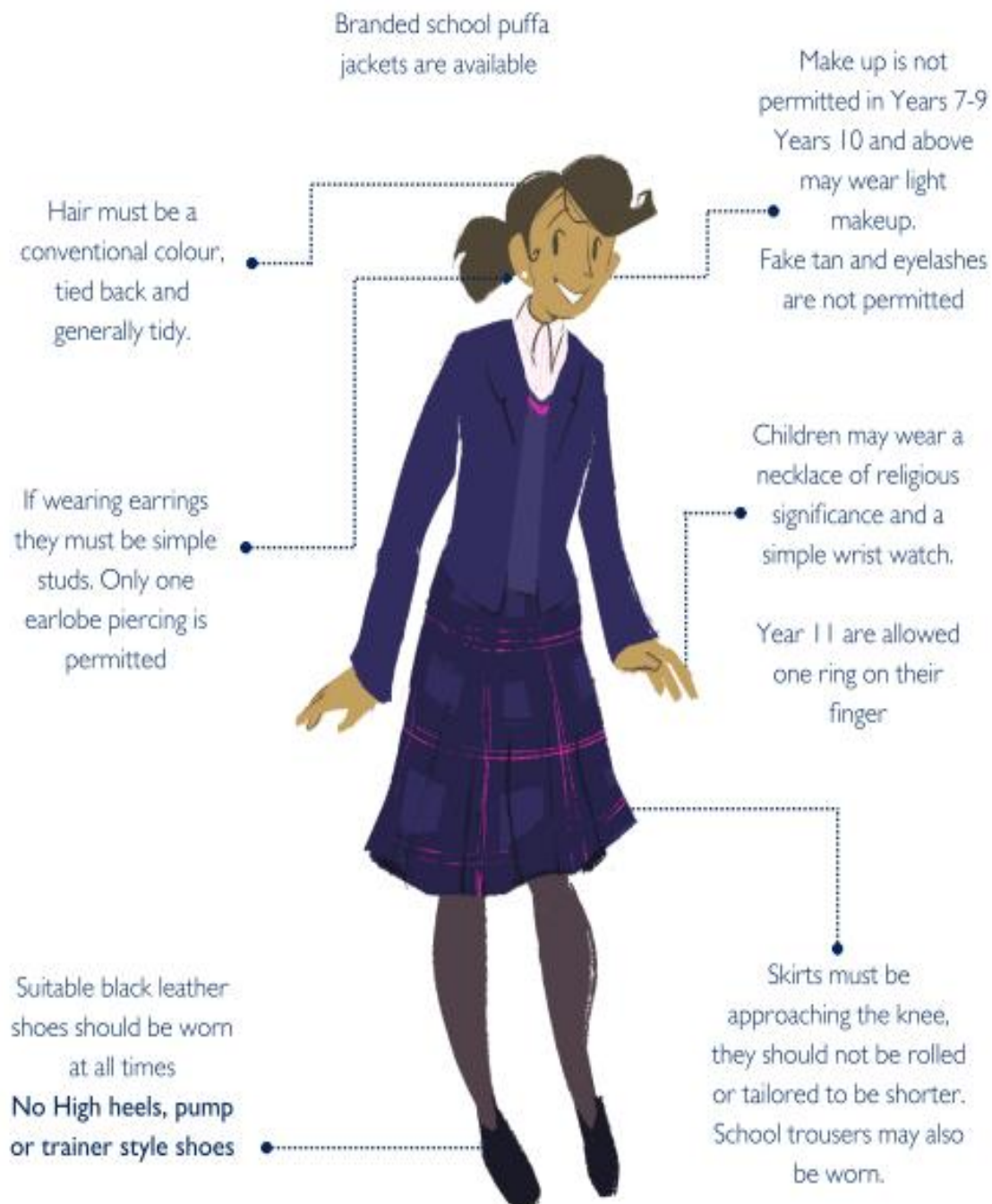
- Conjunctivitis
- Glandular Fever
- Tonsillitis
- Head Lice that is undergoing treatment
- Headache
- Cold
- Chicken Pox once all spots have crusted over
- Continuous periods of Diarrhoea & Vomiting after 48 hours

Wherever possible we encourage pupils to come into School, even if they try to cope. We have a Medical Centre so should there be any deterioration they will be cared for until they can be collected. Our Nursing team are also here to offer advice as needed.

## Uniform

Pupils in Years 7 - 11 wear a navy blazer and school kilt or trousers everyday. The pupils are expected to follow the below uniform rules.

**NO additional or alternative items may be worn.**



## Extra-Curricular Activities

There is a wide range of extra-curricular activities on offer at St Teresa's. There are many after-school sports clubs including football, netball and hockey. The school takes part in ISHC competitions and has been highly successful in recent years.

At the Senior School, many of these activities are student-led, and the breadth and focus of activities alters depending on the interests of a particular cohort; you girls are at the heart of the action and have a voice in what we provide. If there is a club that you feel is missing, just let us know: if you have a burning passion for crochet, or wish to brush up your Cornish, there may well be a willing volunteer who can make your dream a reality! A rounded education is an enviable asset, and the activities that you devote your time to are where you will cultivate self-discipline, people-skills, teamwork, resilience, risk-taking and a sense of humour.

A guide to the full list of clubs is available or may be downloaded from the website:



## **Bus Services**

At St Teresa's we offer an extensive school transport network for the convenience of our parents and pupils. We operate a fleet of modern vehicles that operate morning and afternoon routes across most of the surrounding towns and villages, facilitating convenient, safe and punctual transport to and from school.

Our routes include regular morning and afternoon shuttle buses between St Teresa's, Cranmore and Manor House, including an escorted service for our youngest pupils, and morning, afternoon and early evening shuttle services between the school and Effingham Junction Station, Woking, Guildford and Cobham and Esher.

Please note that our routes may change slightly each year to accommodate girls joining us from different areas, but we are not able to offer a door-to-door service. Once published, we endeavour not to change routes mid-term.

Parents wishing to use the school transport service must register before the start of term if possible and commit to the service for the whole term. Pupils can be registered for a weekly return journey, a weekly single journey, or to travel a few days a week, if required. Journeys not taken will not be refunded.

Pupils may take one-off or "ad-hoc" journeys subject to available seats on a bus. Parents should contact the Transport Department in advance to make the arrangements: [transport@st-teresas.com](mailto:transport@st-teresas.com)



# Where to go for help?

Talk to your Form Tutor,  
HoY, Mrs Whitton or  
Mr Breeze

Book a drop-in session  
with School Counsellor  
at lunchtime

Take some fresh air

Ask to walk with  
Yogi our Therapy Dog

Independent Listener  
Taryn Bennett  
07514 800042

Visit the Medical  
Centre, Wellbeing Ro  
or Chapel

Talk to your  
friends

Ask about ELSA  
and Peer Mentoring

## Search for...

<b>KOOTH</b>	Free online counselling service
<b>SHOUT</b>	24/7 crisis text service
<b>CHILDLINE</b>	Confidential support to 11-18 year olds
<b>THE WELLBEING HUB</b>	A safe space to get support for your mental health
<b>YOUNG MINDS</b>	Online information and tips for young people
<b>HEADSPACE</b>	A one-stop-shop for young people who need help
<b>THE MIX</b>	Essential support for under 25s

## Helpful online resources

Child Commissioner – [www.childrenscommissioner.gov.uk](http://www.childrenscommissioner.gov.uk)





## Curriculum

Over the next few pages, you will find an outline of each subject area, giving you an overview of what is covered in each of the subjects your daughter will be studying during Year 8.

Please feel free to contact Heads of Department or teachers at any time if you have any queries or further questions. All staff email contacts use the following structure: [initial.surname@st-teresas.com](mailto:initial.surname@st-teresas.com)

The academic staff look forward to meeting you at the Parents' Evening on 05 March 2026.

## Art & Design

Co-Heads of Department

Mrs J Uren and Miss S Shear

[art@st-teresas.com](mailto:art@st-teresas.com)

In Year 8, students will explore the theme of 'Collections' through a range of observational, experimental, and research-based activities. They will investigate the work of relevant artists including Cildo Meireles, Emily Blincoe, and Jim Golden, alongside museum collections, to enhance students understanding of how specific objects can be displayed and documented. Students will have the opportunity to develop their drawing skills, achieved through the process of continuous line techniques, as well as detailed observations, whilst also experimenting with mixed media process and techniques that enable them to create their own collections. Critical thinking and analysis are key components and students are encouraged to review and refine their work as it progresses.

### Year 8 Curriculum Overview:

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"><li>• Critical thinking, analysis and contextual research</li><li>• Understanding collections – why we collect? Museum collections.</li><li>• Cildo Meireles (critical research)</li><li>• Formulating collections – media experiments</li><li>• Continuous line drawing</li><li>• Observational studies/media applications</li><li>• Photographic experiments/digital manipulations</li><li>• Interim assessment 1</li></ul>	<ul style="list-style-type: none"><li>• Critical research: Jim Golden</li><li>• Media experiments – 2D approaches/3D construction</li><li>• Linear drawing techniques</li><li>• Observational studies</li><li>• Rachel Whiteread/Louise Nevelson: critical research/critical studies</li><li>• One &amp; two-point perspective.</li><li>• Interim assessment 2</li></ul>	<ul style="list-style-type: none"><li>• Digital manipulations</li><li>• Media/photographic experiments</li><li>• Fonts/lettering</li><li>• Paper engineering</li><li>• Observational studies</li><li>• Summer Examination (interim assessment 3)</li></ul>

## Small Metals

Co-Heads of Department

Mrs J Uren and Miss S Shear

[art@st-teresas.com](mailto:art@st-teresas.com)

In Year 8, students will engage with the work of contemporary artists Richard Deacon and John Chamberlain, focusing on sculptural forms, repetition, and material experimentation. Students will develop their understanding of how artists manipulate materials to create texture, structure, while exploring their own creative ideas through observational and experimental processes. Students will develop skills in observational drawing, continuous line drawing, and repeat design, alongside practical printmaking techniques such as etching and embossing. Through a structured series of tasks, they will explore the full printmaking process from initial designs to the creation of etched and embossed samples. Critical thinking, contextual research, and self-reflection are integral to this body of work, allowing students to evaluate their own work and draw connections between their practical outcomes and the approaches of the artists studied.

This scheme of work runs for 17 weeks and forms part of the Art carousel rotation:

**Group 1:** September – February

**Group 2:** February – July

Year 8 Curriculum Overview:

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"><li>• Critical thinking, analysis and contextual research- Richard Deacon, John Chamberlain</li><li>• Observational drawing</li><li>• Continuous line drawing</li><li>• Repeat Designs</li><li>• Etching designs</li><li>• Etching process</li><li>• Printing process</li><li>• Embossed samples</li><li>• Final outcome: A series of etching prints</li></ul>	<ul style="list-style-type: none"><li>• Critical thinking, analysis and contextual research- John Chamberlain</li><li>• Manipulation of embossing foil &amp; tin foil</li><li>• Observational drawing</li><li>• Series of crushed coke can sample.</li><li>• Continuous line drawing</li><li>• Embossed samples</li><li>• Self-reflection and analysis</li><li>• Final outcome: A series of embossed samples</li></ul>	<ul style="list-style-type: none"><li>• NB: SOW duration = 17 weeks. All carousel classes rotate half way through the academic year, whereby the SOW is delivered to the second half of each form class.</li><li>• Group 1 – September – February</li><li>• Group 2 – February - July</li></ul>

## Graphic Design

Co-Heads of Department

Mrs J Uren and Miss S Shear

[art@st-teresas.com](mailto:art@st-teresas.com)

In Year 8, students will explore the vibrant and playful theme of Food, Glorious Food, investigating how artists have used food as a source of visual inspiration across both traditional and digital media. Students will begin by studying the Pop Art movement, focusing on artists such as Roy Lichtenstein and Wayne Thiebaud, alongside contemporary illustrator Lucy Crick. Through critical thinking, analysis, and contextual research, they will examine how these artists transform everyday items into bold, colourful compositions. Practical work will include design drawings inspired by cupcakes and ice cream cones, followed by the creation of digital designs using Photoshop, where students will explore repeat configurations, background application, and colour layering to produce Pop Art-inspired outcomes.

This scheme of work runs for 17 weeks and forms part of the Art carousel rotation:

**Group 1:** September – February

**Group 2:** February – July

Year 8 Curriculum Overview:

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"><li>• Critical thinking, analysis and contextual research – Pop Art Movement – Roy Lichtenstein, Wayne Thiebaud. Contemporary approaches – Lucy Crick.</li><li>• Design drawing – cupcakes/ice cream cones.</li><li>• Digital designs using Photoshop – repeat configurations, applying backgrounds, colour application.</li><li>• Continuous line drawing/observational drawing</li><li>• Yayoi Kusama – critical exploration</li><li>• Digital designs using PowerPoint – fruits/vegetables</li><li>• Paper constructions – fruits/vegetables</li></ul>	<ul style="list-style-type: none"><li>• Ruth Rothery/Emily Blincoe – critical exploration</li><li>• Digital designs/photographic manipulations – sweets.</li><li>• Self-reflection and analysis</li><li>• Final outcome: postcard collection of food associated designs.</li></ul>	<ul style="list-style-type: none"><li>• NB: SOW duration = 17 weeks. All carousel classes rotate half way through the academic year, whereby the SOW is delivered to the second half of each form class.</li><li>• Group 1 – September – February</li><li>• Group 2 – February - July</li></ul>

## Drama

Director of Performing Arts

Miss J Hansen

[j.hansen@st-teresas.com](mailto:j.hansen@st-teresas.com)

Year 8 Drama offers students with an exciting array of practical work. Students will study and perform different styles and genres of performance, whilst also looking at compelling theatre practitioners and innovative times in the History of Theatre. Year 8 brings Shakespeare to life and students can explore, experiment, experience and perform a variety of skills in the Performing Arts world including sound, costume, puppetry, lighting and make-up. Year 8 is time for students to be creative, inventive and explore the wonderful world of the Drama and Theatre.

Year 8 Curriculum Overview:

Autumn Term	Spring Term	Summer Term
Narration Monologue Storytelling Chorus and ensemble Greek Theatre Physical theatre Page to stage	Elizabethan Theatre Shakespeare Macbeth Romeo and Juliet A Midsummer Nights Dream Lighting, costume, sound, set. Atmosphere Realism Stanislavski	Performance space Staging Puppetry Page to stage combining all skills learnt in Autumn and Spring Term  'Wolves of Willoughby Chase'

## English

Head of Department

Mrs K McGrath

[k.mcgrath@st-teresas.com](mailto:k.mcgrath@st-teresas.com)

The main aims of the English curriculum in Year 8 are to build on the foundations of Year 7 and allow students to continue to establish and develop the key skills and knowledge needed, and to continue to engage and challenge students ensuring they make good progress. Independence continues to be developed through challenging reading homework, independent learning projects and opportunities to lead learning in the classroom through discussion and group work. Within their four English lessons per week, students continue to study a range of high-quality texts and thought-provoking topics that develop their reading, writing and spoken language abilities.

Year 8 Curriculum Overview:

Autumn Term	Spring Term	Summer Term
Frankenstein, playscript adapted from Mary Shelley's novel  The Tempest by William Shakespeare	Ruby in the Smoke by Philip Pullman  Nineteenth Century Poetry  Unseen poetry	Creative writing: this includes exploring a variety of genres and writing for different purposes.

## French

Head of Department

Ms C Dufour

[c.dufour@st-teresas.com](mailto:c.dufour@st-teresas.com)

In Year 8 French, students continue to build on the knowledge and skills developed in Year 7. Learning is structured around the themes of Area, Hobbies and Free Time, followed by Holidays. These topics expand students' vocabulary while strengthening their grammatical understanding through consolidation of the Present tense and the introduction of the Near Future and Past tense.

Alongside language learning, students will also explore key cultural aspects of France and other Francophone countries, deepening their appreciation of the wider French-speaking world.

Our lessons are designed to be engaging, interactive, and motivating, helping students grow in both confidence and ability. This is achieved through a variety of approaches, including collaborative activities, games, and the effective use of technology, all of which aim to nurture enthusiasm and a genuine passion for French.

Year 8 Curriculum Overview:

Autumn Term	Spring Term	Summer Term
Area and Hobbies  Skills: Vocabulary building, key skills practice and Present tense	Free time  Skills: Vocabulary building, key skills practice and Near Future tense	Holidays  Skills: vocabulary building, key skills practice and Past Perfect tense

## Geography

Head of Department

Ms S Hobkinson

[s.hobkinson@st-teresas.com](mailto:s.hobkinson@st-teresas.com)

In Year 8 Geography, students explore the physical geography topics of glaciation and ecosystems, as well as the human geography topics of farming, population, resource management and tourism. They study these topics at national, regional and global scales. Throughout the year, they develop key skills in describing and explaining geographical concepts, processes and places, as well as evaluating the causes and effects of these processes. Students further develop their cartographic, graphical, numerical and statistical skills. These topics and skills are designed to deepen students' understanding of the world they live in while fostering independent thinking, reasoning, and the ability to communicate well-supported geographical arguments.

Year 8 Curriculum Overview:

Autumn Term	Spring Term	Summer Term
Food and farming  Glaciation	Population  Africa and the savannah grasslands	Resource management  Tourism  Skills: end of year assessment to include a synoptic question related to resource management



## German

Subject Teacher:

Mrs. B de Jong

[b.dejong@st-teresas.com](mailto:b.dejong@st-teresas.com)

In Year 8, students continue to build on the language skills acquired in Year 7. Grammar knowledge is further developed to strengthen both written and spoken communication, while cultural elements are explored to give learners a deeper understanding of German traditions and daily life.

The focus is on consolidating the present and past tenses, alongside practising imperatives and auxiliary verbs. The future tense is also introduced, enabling students to use more persuasive and descriptive language.

Topics include holidays, media, healthy eating habits and class trips.

By the end of the year, students will be able to express themselves more confidently in German across a wider range of contexts, both linguistically and culturally.

Year 8 Curriculum Overview:

Autumn Term	Spring Term	Summer Term
I love the holidays!  Christmas Festivities.  Skills: Vocabulary building, the present and perfect tenses.	Am I a media fan?  Healthy eating habits.  Skills: Vocabulary building, tenses, auxiliary verbs and the command.	Class trips are fun!    Skills: Vocabulary building, the command, reflexive and separable verbs.

## History

Head of Department

Mrs M Marsden-Wilkins

[m.marsden-wilkins@st-teresas.com](mailto:m.marsden-wilkins@st-teresas.com)

In Year 8 History, students explore significant events and periods including Elizabethan England, the transatlantic Slave Trade, the American West, the Civil Rights Movement, and the causes of World War I. Throughout the year, they develop key skills in essay writing, critical evaluation, historical analysis, and source analysis, learning to interpret evidence, make inferences, and assess the utility and reliability of different sources. These topics and skills are designed to deepen students' understanding of the past while fostering independent thinking, reasoning, and the ability to communicate well-supported historical arguments.

Year 8 Curriculum Overview:

Autumn Term	Spring Term	Summer Term
Elizabethan England  The Transatlantic Slave Trade  Skills: essay writing	The American West  The Civil Rights Movement  Skills: source analysis	The Civil Rights Movement  Causes of WWI  Skills: end of year exam which assesses essay writing and source analysis

## Latin and Classical Civilisation

Head of Department

Dr V Poffley

[v.poffley@st-teresas.com](mailto:v.poffley@st-teresas.com)

In Year 8 the Latin language continues to be taught, building on the basics learned in Year 7, but half the class time is also spent on the study of key aspects of the Roman and Greek world, including religion and the gods, temples and rituals, household and family structure and politics and citizenship. Lessons will usually alternate, with two weeks spent learning new Latin language features and practising translation and grammar questions followed by two weeks on historical and cultural topics. The lessons aim to build familiarity with issues of cultural diversity, use of evidence and historical analysis skills, complementing the students' studies in Modern History, Religious Studies and English among others.

Year 8 Curriculum Overview:

Autumn Term	Spring Term	Summer Term
<b>Latin Language:</b>  Infinitives and auxiliary verbs  Adjectives, adjectival agreement, comparatives, superlatives  <b>History and Culture:</b>  Chronology of the Greek and Roman Worlds  Gods and Religion  Temples, rituals and sacrifices	<b>Latin Language:</b>  Relative pronoun, relative clauses  Pluperfect tense verbs  <b>History and Culture:</b>  Daily life in Athens and Rome  Childhood and Family	<b>Latin Language:</b>  Genitive case for nouns and adjectives  Demonstrative pronouns – hic, ille and iste  <b>History and Culture:</b>  Politics in Athens and Rome – monarchy, oligarchy, democracy  Rome and the Wider World – Roman Britain and Roman Egypt

## Mathematics

Head of Department

Miss L McDowall

[l.mcdowall@st-teresas.com](mailto:l.mcdowall@st-teresas.com)

Year 8 students will build on their foundations and develop a deeper understanding of key mathematical concepts, covering: number, algebra, graph work, shape and measure skills. Throughout each topic, we aim to build on prior knowledge from Year 7, establishing a connection between prior and new learning as some topics are completely new to Year 8. Homework is set weekly in the booklet and pupils are encouraged, as part of their homework time, to work independently on skills they have found tricky, or their teacher has advised them to develop. The Corbett Maths website links to our curriculum to help pupils locate videos and tasks to develop their skills.

Year 8 Curriculum Overview:

Autumn Term	Spring Term	Summer Term
Powers, Roots, and Standard Form	Constructions	Measure
Algebraic Expressions	Linear Equations	Sequences
Area and Perimeter	Formulae	Transformations of Shapes
Fractions, Decimals, and Percentages	Volume and Surface Area	Similar Shapes
Angles and Polygons	Linear Graphs	
	Factors, Multiples, and Primes	
	Pythagoras' Theorem	

## Music

Head of Department

Mrs C Yalden

[c.yalden@st-teresas.com](mailto:c.yalden@st-teresas.com)

In Year 8 Music, students explore a diverse range of musical styles and concepts across the academic year. During the Autumn Term, they focus on Chords and Chord Patterns and the vibrant Music of the Caribbean, developing their understanding of harmony and rhythm through both performance and composition. In the Spring Term, students study Theme and Variations and Fanfares, learning how musical ideas can be developed, transformed, and used to create a sense of occasion. The Summer Term explores Basslines and Riffs alongside Programme Music, encouraging creativity and storytelling through sound. The year concludes with a Summer Examination, allowing students to demonstrate their progress and musical understanding.

Year 8 Curriculum Overview:

Autumn Term	Spring Term	Summer Term
Chords and chord patterns	Fanfares	Programme Music
Music of the Caribbean	Bassline and Riffs	Summer Examination
Theme and Variations		

## Personal, Social, Health and Citizenship Education

Head of Department

Ms A Burgess

[a.burgess@st-teresas.com](mailto:a.burgess@st-teresas.com)

- **Health & Wellbeing:** Stress management, resilience, wellbeing support.
- **Relationships:** First romantic relationships, consent, resisting peer pressure, harassment awareness.
- **Living in the Wider World:** Digital literacy, gaming/gambling risks, social media influences, employability skills.
- **Careers and Pathways:** Unifrog profile building and exploring a variety of industry examples.

Year 8 Curriculum Overview:

Autumn Term	Spring Term	Summer Term
<p><b>Teen Tips Recap &amp; Wellbeing Hub</b> Recap of wellbeing strategies, resilience, managing stress, and where to get help.</p> <p><b>Safeguarding &amp; E-Safety (RWH)</b> Staying safe online, recognising risks, school safeguarding responsibilities. <i>RWH – School Safeguarding Lead.</i> Students understand safe/unsafe online behaviours, know how to report concerns, and understand school policies.</p> <p><b>Positively Online – NSPCC (Gaming &amp; Skin Gambling)</b> Exploring safe use of technology, risks in online gaming, gambling features, healthy online balance. <i>NSPCC workshop</i></p> <p><b>Social Media Debate &amp; Influences</b> TED Talk stimulus: impact of social media. Exploring influencers, toxic masculinity, incels &amp; misogyny.</p>	<p><i>Unit Helth &amp; Wellbeing Emotional Health &amp; Sleep</i></p> <p><b>Healthy Habits &amp; Sleep</b> Why sleep matters, and how routines can help us feel healthier and more focused. Using “DEAL” (Describe, Express, Ask, Listen) to look after our feelings.</p> <p><b>Local Healthcare &amp; Gillick Competence</b> How to find and use local health services. Understanding young people’s rights when making health decisions.</p> <p><b>Healthy Eating &amp; Nutrition</b> What a balanced diet looks like. How culture, media, and personal choices affect the way we eat.</p> <p><b>Body Image</b> How social media and advertising influence how we see ourselves. Building self-esteem and learning to celebrate differences.</p> <p><b>Life-Saving Skills</b> What</p>	<p><b>Money Wise – Budgeting</b> Learn how to plan, save, and budget money. Develop financial awareness and skills for everyday life.</p> <p><b>Money Wise – Budgeting &amp; Banking Game</b>  How to plan, manage, and budget money. Learning through a fun money and banking game.</p> <p><b>Substances – Caffeine, Energy Drinks, Sweets &amp; Gateway Products</b> Understanding the effects of caffeine, energy drinks, and high-sugar foods. Learning about gateway products, including sweet-flavoured vapes.</p> <p><b>Promoting Health &amp; Hygiene</b> How to maintain personal hygiene for physical and mental wellbeing.</p>

<p><i>TED Talk + discussion resources</i></p> <p><b>First Romantic Relationships – Consent &amp; Choices</b> Expectations in relationships, boundaries, abstinence, consent. <i>Annabell Larkin – RSE Self-Defence Talk</i></p> <p><b>Online Harassment &amp; Peer Pressure</b> Online sexual harassment, sextortion, and resisting peer pressure. <i>Childnet – ‘Back Me Up’ lesson</i></p> <p><b>Digital Footprints &amp; Future Employment</b> Understanding online reputation, digital responsibility, links to careers. <i>Careers team / Wellbeing Hub</i></p>	<p>to do in an emergency. How to give CPR and use a defibrillator. Time for pastoral check-ins to support your wellbeing.</p> <p><b>Critical Thinking &amp; Fake News</b> Learn how to question information, check sources, and spot misleading or false news. Build skills for making informed decisions online and offline.</p> <p><b>Public &amp; Positive Perception of Ourselves and Others.</b> Explore how we see ourselves and how others see us. Learn the importance of positive self-image and respectful attitudes toward others.</p> <p><b>Upstanders vs. Bystanders</b> Understand the difference between standing up for others and staying silent. Reflect on the impact of our actions (or inaction) in social situations.</p> <p><b>British Values &amp; Democracy</b> Learn about the core British Values (democracy, rule of law, tolerance, respect, liberty). Explore how democracy works and why it matters.</p> <p><b>Positive Relationships – Friends &amp; Parents</b> Explore what makes a healthy relationship with friends and family. Learn about communication, respect, and conflict resolution.</p>	<p>Exploring habits that keep us healthy and prevent illness.</p> <p><b>Substances - Caffeine, energy drinks, sweets and gateway products. inc sweet vape flavours.</b></p> <p><b>Promoting health and hygiene.</b></p>
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## Religious Studies

Head of Department

Mrs G Shannon

[g.shannon@st-teresas.com](mailto:g.shannon@st-teresas.com)

Year 8 Religious Studies begins with a focus on Jesus. Students explore the historical Jesus in the context people, public and politics. Who was Jesus? What and how did he teach? Students reflect on what it means to be called to Christian discipleship today. The first term culminates with the Nativity.

Year 8 students will explore other faiths and use inquiry to guide learning. As well as learning both independently and in groups, student literacy is emphasised and grown. Students encounter other worldviews and engage in dialogue with other viewpoints, building vital interpersonal and study skills.

Year 8 Curriculum Overview:

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Jesus	Other Faiths	Inquiry Learning



## Science

Head of Department

Mrs C Edwards

[c.edwards@st-teresas.com](mailto:c.edwards@st-teresas.com)

The Year 8 science curriculum aims to build on students' foundational scientific knowledge from Year 7. It encourages curiosity, critical thinking, and practical skills through the exploration of biological, chemical, and physical processes. Students will engage in investigations, apply scientific models, and deepen their understanding of how science explains the world around them.

Year 8 Curriculum Overview:

Autumn Term	Spring Term	Summer Term
Digestion Combustion The periodic table Energy stores and transfers	Breathing and respiration Energy resources and generating electricity Metals and their uses Body systems	Atmosphere and rocks Electricity Defence against disease Magnetism and electromagnetism

## Spanish

Head of Department

Mrs M González-Weekes

[m.gonzalez@st-teresas.com](mailto:m.gonzalez@st-teresas.com)

In Year 8, students continue to build on the knowledge and skills acquired in Year 7. Learning is organised around key themes, including family description, the local area, and free-time activities such as using mobiles, music, and television. These topics not only extend students' vocabulary but also strengthen their grammatical understanding, with further practice of the Present tense and the introduction of the Near Future and Past tenses.

In addition to language learning, students will explore cultural aspects of Spain and other Spanish-speaking countries, enhancing their appreciation and understanding of the wider Hispanic world.

Lessons are designed to be engaging and interactive, supporting students in developing both confidence and ability in the main four linguistic skills, Listening, Reading, Writing and Speaking. A variety of approaches are used, including collaborative tasks, games, and effective integration of technology such as Quizlet, Active Learning, Carousel Learning, and the use of a Year 8 Spanish Padlet all aimed at fostering motivation and a lasting interest in Spanish.

Year 8 Curriculum Overview:

Autumn Term	Spring Term	Summer Term
<b>Family and friends</b>  -Family members  -Personal information  -Physical and character description   -Revision of Present tense	<b>Region</b>  -Describing town and city  -Saying what you do in your town or city  -Saying what you are going to do in your town or city  Revision of Present tense and introduction of the Near future tense	<b>Free time and hobbies</b>  -Use of mobiles  -Talking of types of music  -Talking about TV programmes   Revision of Present and Near future tense and introduction of past-preterite tense.

## Contact Details

### St Teresa's Effingham

St Teresa's  
Effingham  
Surrey  
RH5 6ST  
UK

**Tel:** 01372 452037

**Email:** [info@st-teresas.com](mailto:info@st-teresas.com)

<b>Head:</b>	Mr Stuart Field BSc (Hons), NPQSL
<b>Head of Section:</b>	Mr Dave Breeze BA (Hons), PGCE
<b>Head of Year:</b>	Ms Anna Burgess BA (Hons), MA, PGCE

### Governors

Our Governing Body may be contacted through Mrs Claire Minikin, Clerk to the Governors at the school address:

Cranmore School  
Epsom Road  
West Horsley  
Surrey  
KT24 6AT  
Tel: 01483 280340  
Email: [c.minikin@effinghamschools.org](mailto:c.minikin@effinghamschools.org)

Our Chair of Governors is Mrs Annette Turner and she may be contacted at the address above or via her school contact address which is [a.turner@st-teresas.com](mailto:a.turner@st-teresas.com)