

Meet the teacher September 2025

Year Six

# Who is Who?

- Mrs Saulet – Class Teacher
- Mrs Hanson, Mrs Chong – Teaching Assistant team
- Mrs Coney – French
- Mrs Taylor – PSHE
- Montyz Music – Music



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# Start of the Day



- Children are expected to be in school between 8:45am and 8:55am.
- No cycling or scootering in the playground at this time.
- Year 6 need to enter the building via the back playground and through the side door (near the kitchen). **Brick Phones and smart watches - office. Only for those walking to and from school. No Air Tags. No children using phones in playground.**
- If you are late, please ensure your child comes into school via the Main Office. They will be signed into the late book.
- If your child is absent, please contact the school and inform us. An indication of your child's symptoms is needed for the register and monitoring bugs.



# End of the Day



- Children should be collected at 3:20pm from the Main School Entrance.
- Please arrive and exit the playground promptly through the main school gate. **Phones or smart watches collected.**
- If children are allowed to walk home alone, please send an email to confirm this.
- If for any reason you are late, please notify the Main Office. Late collections will be registered in the late book and reasons.
- Please inform us if your child is being collected by someone else by phoning the school office or via email.
- No cycling or scootering at these times.



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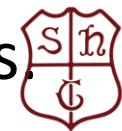
# Uniform

- All school uniform and kit should be **clearly named**.
- Every **Monday** and **Friday**, pupils should come to school wearing their PE kit.
- PE kit: Sacred Heart maroon t-shirt, navy blue school shorts or skirt or Sacred Heart tracksuit, white socks and trainers.
- Children should not be wearing jewellery.
- Hair tied back for school at all times.
- Ties are expected to be worn with winter uniform.
- Winter uniform after half-term until after the Easter holiday.



# Equipment

- Children should bring their reading journal, reading book and spelling journal to school every day.
- Every child should have a named water bottle
- Children can bring a piece of fruit or vegetable for break time. No nuts. *It is the one time we can get everyone to eat a piece of fruit.*
- Your child will need to bring in a coat as the weather becomes cooler.
- KS2 are encouraged to bring in small pencil case with their own equipment and a mini dictionary and thesaurus



# Daily Routine



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|                    | Monday                               | Tuesday          | Wednesday        | Thursday            | Friday                                                                                                          |
|--------------------|--------------------------------------|------------------|------------------|---------------------|-----------------------------------------------------------------------------------------------------------------|
| Morning task       | Morning activity                     | Morning activity | Morning activity | Morning activity    | Morning activity                                                                                                |
| 9:00-9:30          | Themed Assembly                      | Guided Reading   | Hymn Practice    | Guided Reading      | <br>Weekly tests & Spellings |
| 9.30 / 9:40 -10:40 | Maths                                | Maths            | Maths            | Maths               |                                                                                                                 |
| 10:40-10:55        | BREAK                                |                  |                  |                     |                                                                                                                 |
| 10:55-11:10        | Spelling                             | Spelling         | Guided Reading   | English             | RE                                                                                                              |
| 11:15-12:10        | English                              | English          | English          |                     |                                                                                                                 |
| 12:10-1:10         | LUNCH TIME                           |                  |                  |                     |                                                                                                                 |
| 1:10-1:30          | ERIC                                 | PPA French       | SPAG             | SPAG                | ERIC                                                                                                            |
| 1:30-2:20          | RE                                   |                  | PPA Music        | Science             | Computing & Library                                                                                             |
| 2:20-3:20          | PE (swimming first half Autumn term) | PPA PSHE         | Science          | History / Geography | PE                                                                                                              |
|                    |                                      | Mark 10 Mission  | Class Liturgy    |                     | Celebration Assembly                                                                                            |

# Curriculum

- English:
  - Reading and comprehension skills.
  - Grammar, Spelling and Punctuation
  - Class Texts: Goodnight Mister Tom, Michelle Majorian  
A Christmas Carol (abridged), Charles Dickens
- Mathematics:
  - Four operations, fractions decimals and percentages, shape, data handling and problem solving
- Curriculum newsletter issued every term.

## Groups

- There are many focus groups that will run throughout the year, specifically in Maths and English.
- Over the course of the year, it is likely that your child will be asked to work in a small group or 1:1 with an adult.



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# Home Learning

- Maths: Monday for Wednesday
- English: Wednesday for Friday
- Comprehension and Spellings: Friday for Tuesday
- Tests Friday
- Reading:
  - 30 minutes each day recorded in their Reading Record.
  - 5 entries in Reading Journal per week. 2 – 3 sentences to summarise what they have read.
  - 2 entries signed to show that your child has read a page aloud to you.



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# Behaviour – high expectations

- Equipped and ready to learn
- Items kept in tray
- Positive learning environment
- Respectful to all



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# Key Dates



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## Year 6 Citizenship Trip

Tuesday 30<sup>th</sup> September 2025 – depart after an early lunch. Later return to school (4pm approximately).

## Year 6 WW2 Dig for Victory workshop (Gunnersbury Museum)

Thursday 16<sup>th</sup> October 2025 – depart 10.30am & later return to school

## Richmond Cycle Training

Week Beginning 24<sup>th</sup> November 2025

Go Ape – Friday 15<sup>th</sup> May 2026

Sayers Croft Residential Trip – Wednesday 24<sup>th</sup> – Friday 26<sup>th</sup> June 2026

# Absence, Attendance and Punctuality

*Absence is only authorised in exceptional circumstances. Please read the new Attendance Policy as new government guidelines are now effective.*

**Regular school attendance is an essential important part of giving your child the best possible start in life.**

The school cannot authorise absences for holidays and all such requests will be unauthorised. In addition, any absence from school for holiday for longer than a period of 5 school days will be automatically referred to the Education Welfare Officer for follow up.

Please write to Mrs Green, Headteacher, if you require time off school at least two weeks in advance. A written response either email/letter will be sent back informing you of any decisions regarding the requests for absences.

## **Fines**

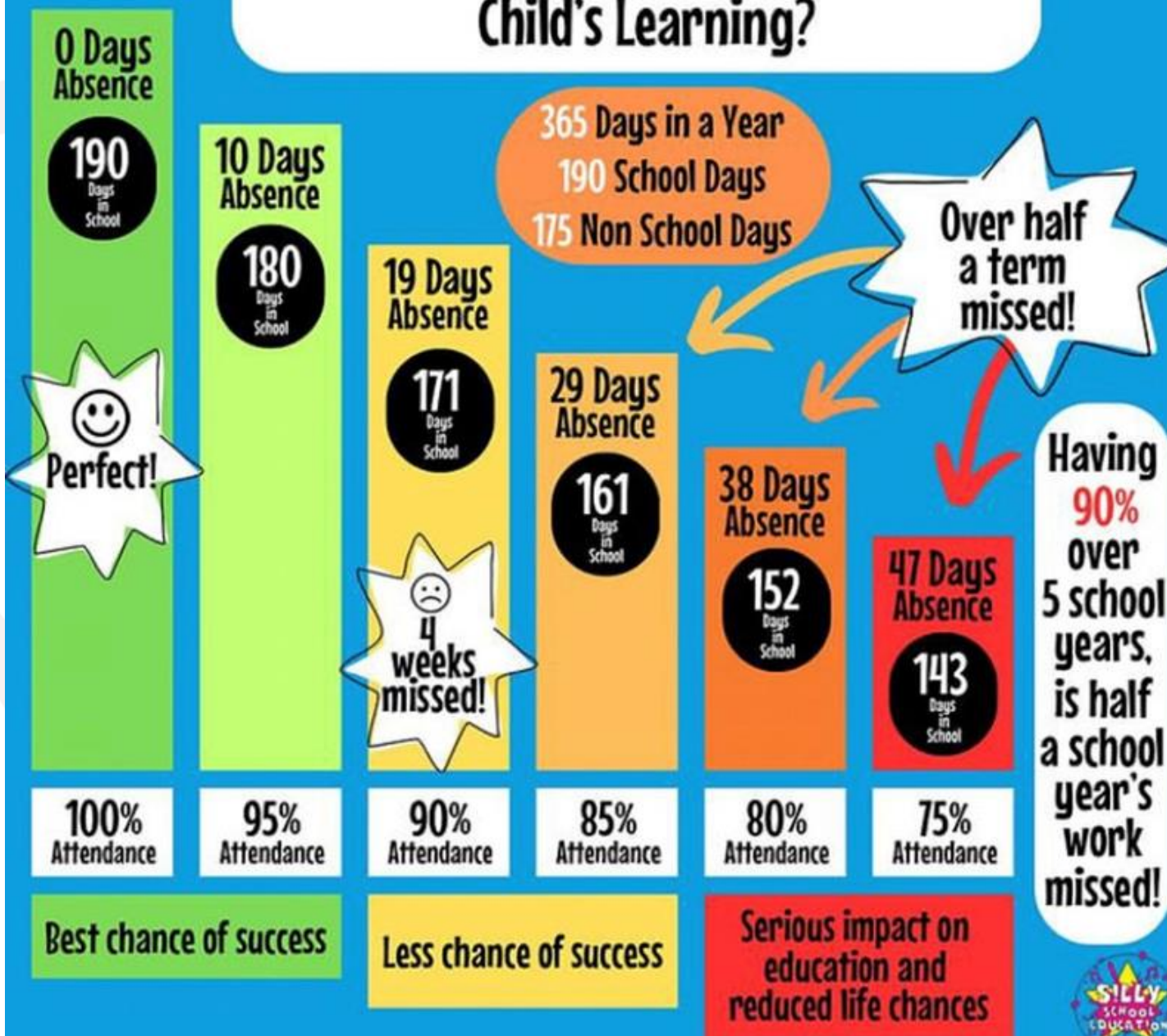
- Under new national rules, all schools are required to consider a fine when a child has missed 10 or more sessions (5 days) for unauthorised reasons. *Note these absences do not have to be consecutive.*

*The school expects attendance of at least 95%. Children already have 175 days of each year not in school.*

*They are expected to attend 190 unless they are sick or there are exceptional circumstances.*

**Punctuality** – children must arrive by **8.55 am**. Helping your child learn punctuality at an early age builds good habits for school and life. Being on time supports their learning, confidence and respect for others who are waiting on them.

# How Does School Attendance Affect a Child's Learning?



# HOW DOES YOUR ATTENDANCE IMPACT YOUR FUTURE?

Data released by the UK Department for Education shows that the lower your attendance the less likely you are to achieve in your GCSES.

**100%**

**82%**

Achieved 5 GCSES  
grade 5+

(inc. Maths & English)

**OVER 95%**

**77%**

Achieved 5 GCSES  
grade 5+

(inc. Maths & English)

**92-93%**

**53%**

Achieved 5 GCSES  
grade 5+

(inc. Maths & English)

**BELOW 90%**

**43%**

Achieved 5 GCSES  
grade 5+

(inc. Maths & English)

RESEARCH SHOWS THAT FOR EVERY 17 DAYS YOU MISS ACROSS YOUR SCHOOL CAREER, YOUR GCSE RESULTS GO DOWN BY 1 WHOLE GRADE!



ACHIEVING 5 OR  
MORE GCSES AT  
GRADE 5+ HAS  
SHOWN TO INCREASE  
YOUR LIFETIME  
EARNINGS BY **41%**

There are  
**365** DAYS  
in a year

**175**  
are not spent  
in school!

\*That gives you plenty of time for holidays, TV,  
shopping and video games!

# Transfer to secondary school in September 2026

Achieving for Children School Admissions Team

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## Timeline for on-time applications for 2025 entry

- Applications opened on **Monday 1 September 2025**
- Richmond Secondary schools hold open events in September and October. Information for all schools is available on the [Achieving for Children website](#) and in [the secondary admissions brochure](#). Check the school website in case you have to book a place.
- Secondary applications close on **Friday 31 October 2025**
- Secondary national offer day is **Monday 2 March 2026**

## Making an application

- Research the schools and how places were allocated in previous years.
- Apply online at [eadmissions.org.uk](https://eadmissions.org.uk) if you are a Richmond resident. If you have any difficulties, contact the School Admissions team for support
- Name up to **six** schools in preference order, including in borough and out borough schools.
- Submit your application and any supplementary forms before **Friday 31 October 2025.**

## Order of preference

- List the schools you wish to apply to in the order you prefer them.
- Each school will consider your application against their admissions criteria **only** and not the order you place them on your form.
- Individual preference information is not shared with schools.
- If you want a selective school option you need to consider the order of preference carefully.

## Supplementary forms

- **Christ's** and **St Richard Reynolds** require you to complete a supplementary information form **in addition** to the common application form if you wish to apply for priority under faith grounds. **Return this form directly to the school.**
- Check whether any of your preferred schools in other boroughs require a supplementary form.
- The closing date for all forms is **Friday 31 October 2025.**



## FINALLY... SOME DOs and DON'Ts

**DO** read the brochure and visit the schools.

**DO** apply on time and provide all the requested documentation to make sure the appropriate priority is applied to your application.

**DO** familiarise with the school's oversubscription criteria and how places were allocated in the past - be **realistic** about the chances of your child getting a place at the school.

**DON'T** hesitate to contact the School Admissions team if you need support making your application.

**DON'T** contact your MP or councillor if you do not get allocated a place at your preferred school. They have no authority to change the decision. **Only the appeal panel can require a school to admit a child if they are full.**

**If you need help with your application, contact the  
School Admissions team at**

[richmond.admissions@achievingforchildren.org.uk](mailto:richmond.admissions@achievingforchildren.org.uk)

# Catholic Secondary School Brochure

- Attached is a link with information on choosing a Catholic Secondary School - for September 2026.

[Choosing a Catholic School 2026 – Diocese of Westminster Education Service \(rcdow.org.uk\)](https://rcdow.org.uk/choosing-a-catholic-school-2026)

# Talk to Us!

- Please do not hesitate to contact us:
- If you are worried about **any** aspect of your child's learning, well-being or experience at school.
- If you have questions or need clarification about school routines or home learning details we will try to respond to emails received within 48 hrs.

**[jsaulet@sacredheart.richmond.sch.uk](mailto:jsaulet@sacredheart.richmond.sch.uk)**

- If your concern is urgent, please notify the office.





**THANK YOU** for such a  
**positive start to the  
year!**

Your support and positivity means a  
lot to Sacred Heart.

# Additional information

We discussed the importance of reading – there is more detail here

A reminder of school values

A reminder of our Thrive curriculum, Zones of Regulation and restorative practice

# The importance of a good home and school partnership - for reference.

Enhances the educational experience for the children and supports their overall development.

## Key advantages

1. **Enhanced Academic Performance:** Improved academic results through consistent educational support.
2. **Improved Behaviour and Attendance:** Better behaviour and attendance from early issue resolution.
3. **Stronger Parent-Teacher Relationships:** Mutual respect and understanding between parents and teachers.
4. **Personalised Learning:** Tailored teaching strategies based on a deeper understanding of each child.
5. **Increased Parental Engagement:** Greater parental involvement in school activities and decision-making.
6. **Better Social and Emotional Development:** Supportive environments for emotional and social well-being.
7. **Consistency in Values and Expectations:** Consistent messages about education, behaviour, and effort.
8. **Resource Sharing:** Exchange of resources and strategies to support learning.
9. **Enhanced Community Ties:** Stronger sense of community among families and the school.
10. **Early Identification of Issues:** Timely support for academic, social, or emotional challenges.



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# The importance of reading



*A love of reading is the best indicator of future academic success.*



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# Why is reading crucial for young minds?

1. It improves vocabulary
2. Boosts self-esteem – read often - speak and write with confidence
3. Improved concentration and memory
4. Enhances creativity
5. Builds critical thinking skills

*Important: Please read with your child all the way through primary school.  
Continue to read aloud together even after they are a 'free reader' as this develops and maintains fluency.  
Reading is key to everything in a child's education.*



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# Our Values

- Achievement
- Care
- Consideration
- Generosity
- Love
- Mutual Respect
- Patience
- Prayer
- Tolerance

Values work continues each year—delivered via assemblies, lessons, the way we operate in class and the way we respond daily to situations.



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We work on these things at school not just the academic...

## Behaviour & Attitudes

- **Attitudes to learning**
- **Behaviour**
- **Attendance and punctuality**

## Personal Development

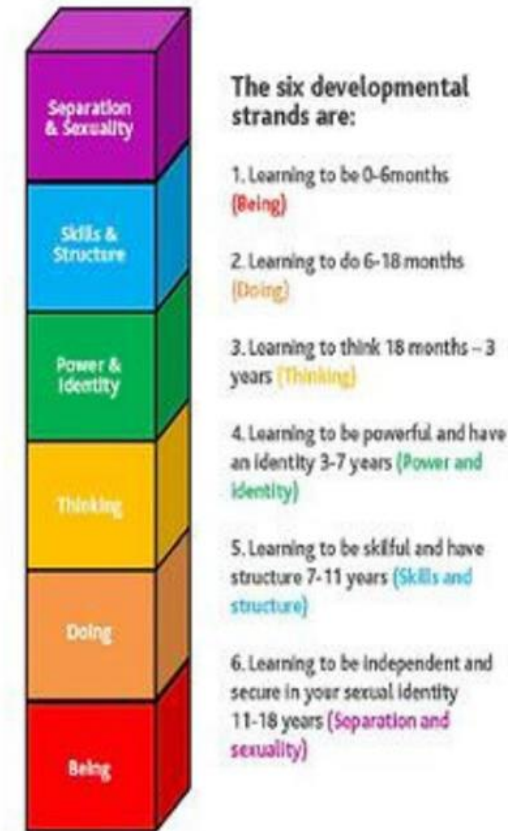
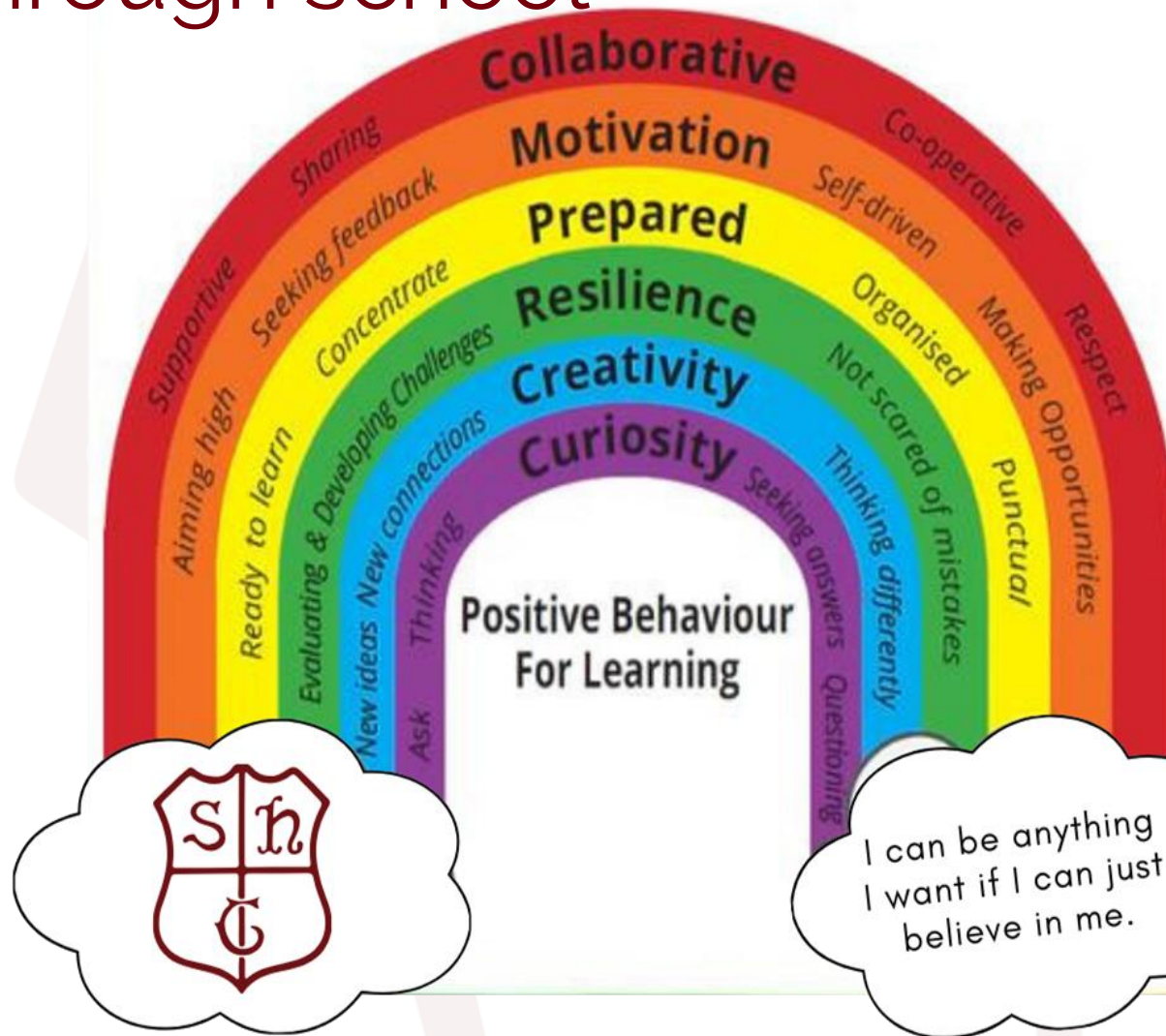
- **Enrichment**
- **British, School and Gospel values**
- **Health and wellbeing**
- **Citizenship**
- **Equality and diversity**
- **Preparation for next steps – socially ready**

## Quality of Education

- **Curriculum design, coverage and appropriateness**
- **Curriculum delivery - expert teaching ensuring progress, knowledge and skill development for all**
- **Pupils ready for next stage of educational journey**

Pupils' spiritual and emotional wellbeing is underpinned by our RE curriculum, Collective Worship and Catholic Social Teaching

# The Thrive Curriculum – continues all the way through school



Let's help every child  
**thrive**

There is a reason for every behaviour...

# The Zones of Regulation Curriculum – continues

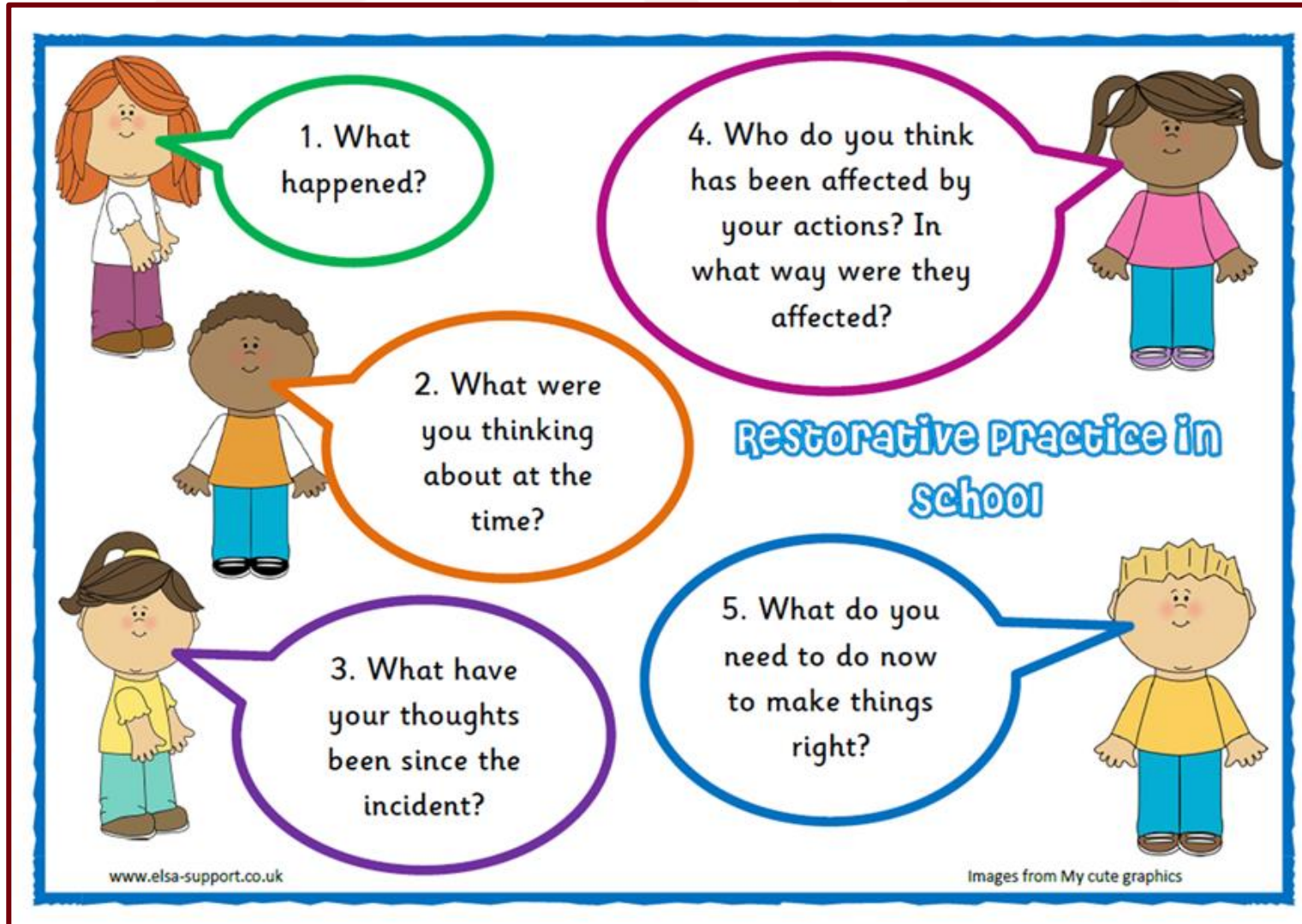
## How can you help yourself?

| The BLUE zone                                                                                                                                                                                                                                         | The GREEN zone                                                                                                                                                                                                                                        | The YELLOW zone                                                                                                                                                                                                                                             | The RED zone                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |    |    |    |
| How might you feel?                                                                                                                                                                                                                                   | How might you feel?                                                                                                                                                                                                                                   | How might you feel?                                                                                                                                                                                                                                         | How might you feel?                                                                                                                                                                                                                                         |
| sad<br>tired<br>bored<br>moving slowly                                                                                                                                                                                                                | happy<br>okay<br>focussed<br>ready to learn                                                                                                                                                                                                           | nervous<br>confused<br>silly<br>not ready to learn                                                                                                                                                                                                          | angry<br>frustrated<br>scared<br>out of control                                                                                                                                                                                                             |
| What might help you?                                                                                                                                                                                                                                  | What might help you?                                                                                                                                                                                                                                  | What might help you?                                                                                                                                                                                                                                        | What might help you?                                                                                                                                                                                                                                        |
| Talk to someone<br>Stretch<br>Take a brain break<br>Stand<br>Take a walk<br>Close my eyes                                                                                                                                                             | The goal of this exercise is to get to the GREEN zone.<br>What can you do to be happy, calm and ready to learn?                                                                                                                                       | Talk to someone<br>Count to 20<br>Take deep breaths<br>Squeeze something<br>Draw a picture<br>Take a brain break                                                                                                                                            | Stop what I'm doing<br>Make sensible choices<br>Take deep breaths<br>Ask for a break<br>Find a safe space<br>Ask for help                                                                                                                                   |



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# Restorative practice in school



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