

Hasmonean High School for Girls - Year 7

Welcome Booklet 2024-2025



אל תקרי בניך אלא בוניך



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Please note that all information contained in this booklet was correct at the time of publication, but may be subject to change or amendment.



Dear Parents,

At Hasmonean, we believe that all students need to be given the foundations to live decent, happy, fulfilling and successful lives.

We aim to instil in students the desire to be caring, generous and warm-hearted. By enabling them to focus on attitudes and values, they will appreciate the significance not only of their academic progress but of their personal and spiritual growth. Here they will learn the importance of unity, the value of working collaboratively and to put others' needs before their own. They will also learn to use their inner resources to overcome obstacles and discover why learning is not a chore but instead a pleasure and a privilege.

The transition from primary to secondary school is an incredibly important part of that process. At Hasmonean, we want students to learn from the role models within the School and, in time, to become role models to younger students themselves.

In order to succeed here, children will need to be fully committed to upholding Hasmonean's ethos. We will do everything that we possibly can to instil Torah im Derech Eretz at School and we put our trust in you to instil this at home. A warm and supportive partnership between home and School will be key to your child's progress.

Mr A McClusky
CEO

Mrs K Brice
Headteacher

עולמך תראה בחיידך (ברכות ז.)

MAY YOU SEE YOUR WORLD IN YOUR LIFETIME

The Gemoro in Brochos (17a) tells us that when the Sages took leave of each other, they would say: “עולמך תראה בחיידך” “May you see your world during your lifetime”. What exactly does that mean?

Rav Shimon Schwab offers a beautiful interpretation of this cryptic phrase. The word עולם (world) is connected to the word העלום (hidden). The Sages were referring to the potential of a person, the part which is hidden away.

עולמך therefore refers to a person’s world which is the part of him that has not yet seen light of day, the part that is still potential. Realising that full potential is the work of a lifetime.

This was the blessing that our Chachomim wished each other. May you see the world during your lifetime. May you achieve during your sojourn in this world the full realisation of all the potential Hashem has invested in you.

That is our mission statement at Hasmonean. In partnership with our parent body, we have the responsibility and privilege to cultivate and help develop the potential in each and every one of our students.

We hope and pray that your time at Hasmonean will be happy and productive and that you will ultimately be able to fulfil the potential Hashem has given you.

“עולמך תראה בחיידך”, “May you see your world during your lifetime”.



Rabbi J Golker
Menahel

WELCOME TO YOUR NEW SCHOOL

We are really looking forward to welcoming you to Hasmonean in September. You must be very excited – and a little bit nervous. The transition from primary to secondary school is a challenge and we will support you every step of the way.

This booklet is designed to help you and your parents, and provide answers to some of the questions you may have. Please take time to read it together and keep it for future reference. It will make it easier for you to settle into your new surroundings.

Every individual is important to us at Hasmonean, and we hope that you will regard it as an honour and a privilege to attend our School. At the same time, remember that being a student of an orthodox Jewish school involves duties and responsibilities - to live and behave in accordance with the Torah tradition, both inside and outside of School.

We trust that your years at Hasmonean will be happy and successful in every respect.

*The school might feel big and you might
feel small, but all in all, we are one*

big family,

Meital & Sara

Hasmo is my home away from home,"

Faigy

WHAT'S IN A NAME?

Why is our School called Hasmonean? You will be familiar with the story of Chanukah - how the loyal band of Jews under Yehuda Maccabi with Divine help defeated the mighty armies of the Syrian-Greeks and managed to restore Temple worship throughout the land of Israel.

The family name of Yehuda Maccabi was HASMONEAN, a name which has come to be associated with the valiant defence of the Torah and true Jewish traditions.

Our School was established more than 70 years ago by Rabbi Dr. Solomon Schonfeld, z"l, at Chanukah time. Like the Hasmoneans of old, the students of Hasmonean School strive to be loyal devout Jews and upstanding members of the community. When you join the ranks of the Hasmoneans you are thereby accepting the responsibilities and privileges of a religious Jew in the spirit of the original champion of our faith more than 2000 years ago.

May you be successful in your endeavours.



TORAH IM DERECH ERETZ

GOOD BEHAVIOUR

Our School ethos, 'Torah im Derech Eretz' reflects the expectations that we have of all students and staff. Our orthodox way of life only becomes meaningful when it is accompanied by mutual respect for one another.

You are expected to be polite at all times. When a member of staff enters a classroom you should stand up as a mark of respect. If you want to ask a question during a lesson, you should put your hand up and wait until the teacher asks you to speak. Remember, that it is important to be polite when you speak to the office staff; saying "please" and "thank you" is a sign of good manners that is much appreciated.

We hope you will make friends at Hasmonean whom you will keep for life. There may be students in your class who do not make friends easily, and would appreciate a kind word from you. Include them in your games and make them feel wanted. Bullying is rare at Hasmonean but if it happens we take a very serious view of it.

If you ever see bullying going on, please tell your form tutor or another teacher straight away to allow us to deal with it.

No eating or drinking except for water is allowed in the classrooms or corridors. You can eat in the hall or School grounds at break or lunchtimes. If you bring a packed lunch or other snacks to school, they must not include fizzy drinks, cans or glass bottles. Please ensure that all food brought into school is under a supervised hechsher or recognised as Kosher by the London Beth Din. You are expected to put your litter in the bins provided. Chewing gum and bubble gum are not permitted in school.

Coats must not be worn inside the buildings. You should either keep them in your locker or hang them on the coat rails provided near the hall.

Please familiarise yourselves with the rewards, sanction and support procedures.

HASMONEAN'S EXPECTATIONS OF THE STUDENT'S RIGHT TO LEARN

To achieve your potential, we expect you to:

- Arrive on time, properly dressed with all the equipment you need
- Follow all instructions first time, without argument
- Wait to be invited by the teacher if you wish to speak

In the corridor:

- Act kindly and respectfully towards staff, visitors and fellow students
- Be calm and orderly
- Respect your environment

Remember to act with a kind heart and always try your best.

REWARDS AND SANCTIONS

Hasmonean offers a range of rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the School's Behaviour Policy. These are proportionate and fair and they may vary according to the age of the students, and any other special circumstances that affect the student.

PROMOTING POSITIVE BEHAVIOUR AND REWARDS

Encouragement and praise is central to the promotion of positive behaviour for learning. Rewards are one means of achieving this. Rewards are inclusive and recognise academic and community achievements. Rewards are both simple and immediate, and are consistent and valued.

Hasmonean has five values that it encourages all students to develop and show: Honesty, Achievement, Sensitivity, Middot and Optimism

SANCTIONS

Whilst we promote a positive environment, sanctions are needed as consequences for inappropriate behaviour. When poor behaviour is identified, sanctions will be

implemented consistently and fairly in line with the School's Behaviour Policy. This can be found on the school's website: <https://hasmoneangirls.org.uk/wp-content/uploads/2023/02/Behaviour-Policy-Girls-School.pdf>.

WARNING SYSTEM – CHANCE, WARNING, ACTION

To ensure consistency in the classroom, all teachers and staff at Hasmonean should follow a warning system in response to unacceptable disruptive behaviour:

1. CHANCE – you have disrupted the lesson. Please take this as your chance.
2. WARNING – you have disrupted the lesson again. This is now your warning.
3. ACTION – you leave me no choice but to take action and call the duty teacher.

If the duty teacher is called, reintegration into the lesson should always be the aim. Where this is not possible, the student will be taken to the Reflection Room for the remainder of that lesson and the following lesson.

CODE OF CONDUCT

Every student in Hasmonean High School has rights and responsibilities.

THE RIGHT

- To have the best education that will help achieve my potential.
- To be allowed to work hard in lessons.
- To be treated with respect in what I do and say.
- To be part of a well-ordered, clean and tidy environment.
- To feel that my personal property is safe.
- To feel safe from violence and verbal abuse. To be supported by everybody around me.

THE RESPONSIBILITY

- To meet my targets and be proud of my achievements.
- Not to distract others, making it easy for everyone to work.
- Not to be rude to others or unfairly criticise their views.
- To do my part in keeping the school clean and litter free.
- Not to take or damage the property of others.
- Not to be physically aggressive or verbally abusive to others.
- To help others whenever possible.

PUNCTUALITY & ATTENDANCE

Punctuality

Punctuality is an important part of self-discipline and is essential to good time management. You must arrive at school and at all lessons on time.

The school day starts at 8.35 am, and you must be in your form by this time, having packed your bags ready for lessons. If you arrive at security after 8.35 am you will be marked as late. If you arrive after 8.35 am, you MUST go straight to your classroom, your teacher will mark you as late.

Attendance

On a school day you need to be in school. If you are not in school, then you must have a justifiable reason and your parents should email attendance.girls@hasmonean.co.uk or telephone the school office before 8.35 am on every day of absence.

If you are absent from school, your parents must send an email confirming the reason, every day of the absence. If you are ill for an extended period (more than 5 days) then a medical note must be provided.

Orthodontic and other medical appointments should take place OUTSIDE school hours. Where this is not possible, students must bring a note at least 24 hours in advance to request an exit permit. This should be given to the Student Services Officer.

Parents are requested not to arrange family holidays during term time. In exceptional circumstances ONLY, requests for leave of absence should be made IN WRITING to the Headteacher at least THREE WEEKS in advance.

Hasmonean takes the education of our students from the beginning of the school day very seriously through attendance and punctuality. We work closely with Barnet's attendance team and the Educational Welfare Officer (EWO) to help ensure that students are able to access their statutory right to a full time education by attending school regularly and promptly.

Evidence shows that students who do not regularly attend school will drop at least one grade in every GCSE subject. Students must have an attendance of at least 95% a year for there to be consistent positive signs of progress across all subjects. We expect all students to aim for 100% attendance.

It is a parent's duty to ensure that children attend school on time, as well as seeking proper authorisation for planned absences and following the school's procedures for reporting absence. This will help your child to maximise their potential as well as aid them to enjoy school life to the full.

The Year Leader will track your child's attendance on a weekly basis and contact you if concerns arise. Please note where necessary Hasmonean does issue fixed term penalty notices for unauthorised absences.

FOCUS ON ATTENDANCE

This is Sara

She is in Year 7 and has 90% attendance
Is that good?

What does this mean?

Sara thinks this is pretty good, so do her parents.
Are they right?

90% attendance =
Half a day missed every week!

Let's look a little closer...

1 school year at 90% attendance is **4 whole weeks of lessons MISSED!**

90% attendance over 5 years of secondary school is half a year of school missed.

What impact might this have on Sara's life?
Research suggests that 17 missed school days a year results in a GCSE grade drop in achievement.

So 90% is not as good as it first seemed.

Raise your attendance
Raise your success!

Maintain a 100% attendance to win a prize at the end of year



SAFEGUARDING

Designated Safeguarding Team



Mrs L Waugh
Designated Senior
Person



Mrs K Brice
Deputy Designated
Person



Ms C Valencia
Deputy Designated
Person



Mrs M MacNeill
Deputy Designated
Person

Our job is to make sure that you are safe

If for any reason, you are worried about your own or a friend's personal safety and wellbeing, please come and speak to us.

We are here to help

Child Protection/Safeguarding

Mrs L Waugh	l.waugh@hasmonean.co.uk	Ext. 315
Mrs K Brice	k.brice@hasmonean.co.uk	Ext. 321
Mrs M MacNeill	c.macneill@hasmonean.co.uk	Ext. 346
Mrs Valencia	c.valencia@hasmonean.co.uk	Ext. 347

CARE, GUIDANCE AND SUPPORT

At Hasmorean, caring for your safety and wellbeing is our top priority. If you are unhappy or worried in any way or just need someone to talk to, please do not hesitate to talk to a member of staff who will help and/or guide you on to another member of staff who can support you.

At Hasmorean we have a wealth of staff members who are here to look after you.

1. You will see your **FORM TUTOR** each day. Please speak to them about any regular day-to-day matters or issues you may be having.
2. You have a **YEAR LEADER- Mrs Van Straten and ASSISTANT YEAR LEADER – Mrs M Canoville ext. 341** who you can speak to whenever something specific has happened that you feel your Form Tutor may not be able to help you.
3. The **SCHOOL COUNSELLOR - Mrs Wendy Farron** is here to help guide you in any sensitive matters you may wish to discuss with them.
4. The **STUDENT SERVICES OFFICER - Beverley** is there to help you when you are feeling unwell, or are not sure where you need to be or if you need to call home.
5. **ASSISTANT HEADTEACHER / DESIGNATED SAFEGUARDING LEAD - Mrs Waugh** has overall responsibility for your care and wellbeing, and is always there for you if you think the matter is so important that it can't be dealt with by another member of the pastoral team. l.waugh@hasmorean.co.uk ext. 315
6. **Special Educational Needs – Mrs M Sutton and Mr K Bernath**
ssugirls@hasmorean.co.uk ext. 327
7. **Detention Rescheduling / Punctuality issues – Mrs Tangi**
attendance.girls@hasmorean.co.uk
8. **Curriculum concerns – Mrs Weider**
a.weider@hasmorean.co.uk

GUIDANCE FOR DETENTIONS

All Teaching and Learning Support Staff may issue a student with an after school detention for poor behaviour outside of the classroom. After school detentions can also be issued for lack of equipment and for incorrect uniform, though students should be given an opportunity to rectify the issue. After school detentions can also be issued if students are late for school or for individual lessons. Year Leaders can also issue after school detentions based on negative referrals made on Bromcom.

Detentions may be set at the following times:

- Before or after official school start and finish times
- Any school day when the student does not have permission to be absent (not including Shabbat or Chagim)
- Teacher training days

Teachers may keep students in during their lunch break. Students will be allowed reasonable time to eat, drink and use the toilet.

The School will always endeavour to give parents notice of a detention. When setting detentions, we will always take into consideration whether or not a student has the means to return home safely and to any caring responsibilities or special or medical needs which they may have.

Notice will not be given for a short conversation after school about behaviour or any other school-related issues.

Please note that parental consent is not required for detentions to take place. Our Standards Officers are Mrs Tangi and Mrs Shehu.

SCHOOL RULES AND INFORMATION

MONEY AND VALUABLES:

Hasmonean is a cashless School where everything is paid for via HMAT App. Students should only bring money to school for Tzedokah. In the unlikely event of large sums of money being brought to school, this must be handed to the office for safe-keeping on arrival at school.

Jewellery or any valuable items, including iPods or electronic games, must not be brought to school. If found, they will be confiscated for a limited period, before being returned to their owner or parent.

CARE OF PROPERTY:

All articles brought to school and all items of uniform should be clearly and indelibly marked with the owner's name and form.

TEFILLAH:

Your child must bring a siddur to school every day. Communal Shacharit takes place every day. Mincha is davened every afternoon in form groups with the exception of Friday. On Rosh Chodesh, the school recites Hallel together.

ILLNESS DURING SCHOOL TIME:

The Student Services Officer is a qualified first aider and will decide whether it is necessary to send a student home. Students may not phone home directly to ask their parents to come and collect them. Students will normally only be allowed home if collected by a parent or guardian, or the emergency contact listed on their application form.

SCHOOL POLICIES:

Please see our website for all of our School policies <https://hasmoneangirls.org.uk/policies/>

TELEPHONE MESSAGES:

Messages will only be taken for students in cases of emergency. If you wish to speak to a member of staff, please email first indicating the nature of your concern. Staff emails are their initial, followed by a dot and their surname@hasmonean.co.uk.

HOME ADDRESS/EMAIL:

Parents are asked to notify the School in writing immediately of any change of address, telephone number (including the emergency telephone contacts) or email. This should be done via email@hasmonean.co.uk

TRAVEL:

We encourage children to travel to and from school by walking, cycling or using public transport and be outstanding representatives of Hasmonean. Children under 16 receive a free Zip Oyster Card, available from the Post Office and many local shops and must have one to use public transport. Please be aware that poor behaviour on public transport may result in your child's Zip Card being removed.

COMMUNICATIONS:

Our website, www.hasmoneangirls.org.uk contains lots of useful information about Hasmonean, including holiday dates and telephone lists. Please use the website first to find the answers to your questions.

GOOGLE CLASSROOM:

All lessons will have a Google classroom linked to them. This will be used to upload information, instructions and homework. Your daughter will have this all explained to her by her teachers.



USE OF MOBILE PHONES IN SCHOOL

Hasmonean is a mobile free School. Students **may not use** their mobile phones in school.

All students in school (with the exception of Sixth Form) have to lock their phones away during form time in the morning in the specialised lockers. A further lock will be applied to all lockers by the form tutor. Phones are released at the end of the school day.

If a student needs to go home ill, their phone will be released. If a student arrives to school late or needs to leave school early, both pre-arranged, phones can be left with the Student Services Officer.

Where a student's mobile phone is seen or heard in School, the phone will be confiscated by a member of staff and kept for a period of at least one week in the first instance. A second incident will result in the confiscation of the item for a half-term. A third, or subsequent incident, will result in the phone being confiscated for a full term. In all cases the phone must be collected by a parent or an appropriately appointed adult.

If a student refuses to lock their phone away, appropriate sanctions will be applied.

Serious misuse of mobile or other technology, for example cyberbullying or the taking of or sharing of inappropriate images (please note this list is not exhaustive) will be dealt with by applying sanctions explained in this policy. The sanction might include permanent or fixed term exclusion from School. The School understands that cyberbullying and other misuses of technology will often take place outside of school. The School will only intervene if it has an impact on someone within the School community and/or brings the School's reputation into disrepute.

The above also applies to Smart watches, which will need to be stored away in lockers in the morning and released in the afternoon.

E-LEARNING DEVICE POLICY: The e-learning device policy, including Chromebooks can be found here - <https://hasmoneanmat.org.uk/policies/>

ORGANISATIONAL ADVICE

TIMETABLE:

Your child's timetable will appear on MCAS. We would advise that you make numerous copies of your child's timetable.

When your child first receives their timetable it is recommended that they colour code their lessons. For example, all their Maths lessons could be blue, their Science lessons red and JS lessons yellow.

Some children may prefer a more visual timetable and so they may wish to draw a picture (or copy one) to represent a lesson, for example calculator for Maths or a football for PE. It is important that each child understands their timetable and makes it meaningful for them so as to help them remember.

We would advise there is a copy of their timetable in their bedroom, stuck to the back of their locker door and even another downstairs on the fridge so they are constantly reminded of their lessons.

BAGS:

We would strongly recommend that each child checks their timetable before they go to bed each night and packs their bag before they go to sleep. If possible they should have their bag ready to take in the morning. Not only will this make it quicker to get out in the morning, it will also allow you, the parent, to check that your child has everything they need. Please advise your child to put their bag in their locker at break times. It is the only place they can be sure it won't be moved.

BOOKS:

We would strongly recommend that you designate a shelf or area in your child's room for their school books. As there are a number of different text books and sheets, we recommend that you buy your child an A4 folder for each subject in different colours. The best way to keep everything together is to purchase oversized plastic A4 folders, this way it is simply a case of having 7 folders in your child's bag and one shelf with approximately 12 folders on it.

Each folder should have their name and subject clearly labelled.

LOCKERS:

Every student is allocated their own locker. Please buy them a lock to ensure their belongings remain secure. Please help your child to manage their day by using their locker effectively and limiting the weight of their bag.

LABELLING OF CLOTHING AND OTHER PERSONAL BELONGINGS:

All items of clothing and other belongings must have your child's name clearly labelled. This includes bags, coats and shoes, as well as pencil cases and calculators. Mobile phones can be security marked by the police and some networks allow tracking in the event of loss or theft.

THE SCHOOL DAY

There are 7 lessons a day in Year 7, lasting 45 minutes. Morning break is 20 minutes and lunch break is 45 minutes. Students are registered in the morning and afternoon.

FRIDAYS: Long Fridays finish at 1:05pm. Please see the website for more information.

WHAT I WILL LEARN: In Kodesh lessons, you will learn a variety of interesting and important Jewish subjects. Jewish Studies are a compulsory part of every student's curriculum throughout the School and the foundation of your education at Hasmonean. In addition to the core subjects of English, Mathematics and Science, you will study a

broad range of subjects in Years 7 and 8. These will include: French or Spanish and Modern Hebrew, Geography, History and ICT. Fine Art, Textiles, Food, PE and Music will also play an important part in your learning.

You will be put into sets for Jewish Studies, Modern Hebrew and Mathematics from the beginning of the academic year. There will be several assessment opportunities during the school year to ensure that you are in a learning environment that is best for you. You will be prepared for these assessments by your class teacher and dates of the assessment tests will be made available in advance.

LESSON TIMES

PERIOD	TIME
Registration	8:35 - 8:40
Davening	8:40 - 9:00
Period 1	9:00 - 9:45
Period 2	9:45 - 10:30
Period 3	10:30 - 11:15
Break	11:15 - 11:35
Period 4	11:35 - 12:20
Period 5A	12:20 - 1:05
Lunch or Period 5B	1:05 - 1:50
Mincha and Form Time	1:50 - 2:05
Period 6	2:05 - 2:50
Period 7	2:50 - 3:35
Phone Return (for Girls with no Period 8)	3.35
Period 8 & Co Curricular Clubs (Except Tuesdays)	3:35 - 4:20

SHORT FRIDAYS

PERIOD	TIME	LENGTH
Registration	8:35 - 9:00	25 mins
Period 1	9:00 - 9:40	40 mins
Period 2	9:40 - 10:20	40 mins
Period 3	10:20 - 11:00	40 mins
Break	11:00 - 11:15	15 mins
Period 4	11:15 - 12:00	45 mins
Period 5A	12:00 - 12:40	40 mins

STUDENT SERVICES OFFICE

HOW STAFF CAN HELP:

Student Services is an important part of the School.

The Student Services Officer is a qualified first aider. If you are hurt or feeling unwell you will be sent to the Student Services Area. If you need to use an asthma inhaler during the school day, it can be kept in the office for safekeeping, but you are reminded that the office staff are not permitted to administer other medication.

If you suffer from an allergy that requires medication, your parents must contact the Student Services Officer about your condition as soon as possible. This will ensure that you are properly protected at school.

Check with your Year Leader or with the Student Services Office for lost property.

The Student Services Officer is Mrs Beverley Barrell

PASTORAL COMMUNICATION

Social, Emotional related concerns and Behaviour or Attendance concerns

Head of Year 7 a.vanstraten@hasmonean.co.uk ext. 341

Any complex pastoral issues or issues that have not been resolved by Year Leaders

Mrs L Waugh l.waugh@hasmonean.co.uk ext. 315
(Assistant Headteacher - Pastoral)

Child Protection/Safeguarding

Mrs L Waugh l.waugh@hasmonean.co.uk ext. 315
Mrs C MacNeill c.macneill@hasmonean.co.uk ext. 346
Mrs K Brice k.brice@hasmonean.co.uk ext. 321
Mrs C Valencia c.valencia@hasmonean.co.uk ext. 347

Special Educational Needs

Mrs M Sutton m.sutton@hasmonean.co.uk ext. 326

Absence

Mrs Tangi attendance.girls@hasmonean.co.uk ext. 330

Medical Concerns

Mrs Barrell studentservices.girls@hasmonean.co.uk ext. 300

Detention Rescheduling/ Punctuality issues

Mrs Shehu/ Mrs Tangi attendance.girls@hasmonean.co.uk ext. 331

Kodesh related concerns

Rabbi Y Bennett y.bennett@hasmonean.co.uk ext. 317

Any matter that an Assistant Headteacher could not solve

Miss J Grant j.grant@hasmonean.co.uk ext. 321
(PA to Mrs Brice)

HASMONEAN NEWS

Hasmonean publicises all forthcoming events, information and instructions through the school's weekly newsletter.

Our way of contacting parents has changed to a system called **Weduc**. Full details will be sent in the new term.

HOME SCHOOL CONTACT

The Year Leader is responsible for overseeing students' welfare and for monitoring their academic progress. They will be liaising with your child's primary school to facilitate their transfer to Hasmonean and, thereafter, they will be kept informed of your child's progress by regular consultation with their Form Tutor and subject teachers. You will receive two progress reports and one full report in the academic year. You will receive three reports during the year. One report will be a data sheet which will be issued prior to Parents' Evening which will be held in February. The information on this sheet will be the basis of your discussion with your child's teachers. There will be a grade only report with a summary comment from your child's Form Tutor and you will receive a full report towards the end of the summer term.

At other times, if you wish to discuss your child's welfare or academic progress, you can contact the Year Leader by email. Staff members will reply as soon as possible but please remember that they have teaching commitments alongside other roles. Where appropriate, serious concerns are passed on to senior members of staff for their personal attention.

For us to do our best to help your child, it is essential for us to be well-informed about any special factors that may be relevant to their work and progress at school. If there are any personal problems, whether medical or educational, or if there are any special domestic circumstances, please tell us. You are assured that any confidential information will be treated with the utmost discretion.

MyChildAtSchool (MCAS)

MyChildAtSchool (MCAS) is an online Parent Web Access tool which is a safe, secure way to view your child's information. The MCAS portal enables you to view your child's performance at school and to obtain information. It is a fast way to locate details of your child's behaviour, attendance and progress.

MCAS allows parents to access Datasheets, Academic Reports and Full Reports online. As soon as your child's report is published, you will be able to access it immediately.

The MCAS portal also has the capability for parents to view details about attendance, behaviour and homework.

HMAT App

As some of you are existing parents, you will be familiar with the HMAT App – this is where you will receive all communication and have the ability to pre-order and pay for school lunches as well as pay for trips and activities.

As the new school year begins you will receive an enrolment email directly to your inbox with details of how to enrol and download the app. There is a web portal for those without smartphones.

To download the smartphone/tablet application ahead of receiving your enrolment code, please click on the appropriate link below:

Play store link	https://play.google.com/store/apps/details?id=com.accrosoft.weduchhs
Apple store	https://apps.apple.com/gb/app/hasmonean-mat/id1667873453

Please see the link below to give you some background of where to find things and how the app looks:

<https://hasmoneanmat.org.uk/hmatapp/>

If you already have a child in the school, you do **NOT** need to do anything. The incoming student will automatically appear on your app.

NUTS AND SEEDS:

We request that no nuts, seeds, or snacks containing these products be brought into the school. Several staff members and current students, as well as new incoming students, have severe allergies to these items.

We may all be different fish, but at this school we swim together

Ava

SCHOOL UNIFORM

School Wear, 140 Brent Street, London NW4 2DR Tel: 020 8202 2203

GIRLS

- Black inverted pleat drop-waist skirt. Skirt length must be 5cm **below** the knee when sitting and standing. Please make allowances for your daughter to grow
- Regulation maroon sweatshirt with embroidered school logo
- Polo shirt with maroon school logo
- Plain black or flesh-coloured tights/white or black ankle or knee-length socks (trainer socks are not permitted). No leggings
- Black school shoes made of leather or equivalent, without heels – no boots, trainers, or canvas shoes
- Plain coat, jacket or anorak
- Student lanyard (this will be provided when the student joins the School)

OPTIONAL ITEMS:

- Trutex shirt with thin maroon stripe
- Black blazer with School badge

PE KIT:

- Black tracksuit trousers
- White polo shirt with collar
- Optional black sweatshirt
- Training shoes (NOT school shoes)

Please see the full uniform policy on our website

HAIR:

Hair that is shoulder length must be tied back in a ponytail at all times. Students are not allowed to dye their hair, dip dye, highlight or wear it in 'cult hairstyles'. If they do, they will be sent home to return to normal.

EARRINGS:

Only one set of earrings are allowed. No nose/rings/nose studs are allowed. Students will be asked to remove any other piercings.

NAIL VARNISH:

Nail varnish is not allowed in school and should not be worn by students.

SCHOOL SOCIETIES AND ACTIVITIES

As well as your lessons, there are many other activities in which you can become involved. Leadership and volunteering are important skills that we wish to inculcate in our students by introducing them to the Yoni Jesner Award. These may include First Aid, self-defence classes and a range of sports and musical activities.

You can join a variety of societies and attend some of the special learning sessions that take place throughout the year. In Year 9 you can join The Duke of Edinburgh Award Scheme. During your time at Hasmonean you will have the opportunity to participate in various educational trips, both in this country and in Europe, to help you to enrich your learning and develop as a person.

Other exciting events include the annual Achdus trip in Year 7, Shabbatonim and Activity Days.

If you wish to learn to play a musical instrument, lessons can be arranged through the Music Department. Your parents will have to pay separately for these lessons. A letter to explain the arrangements is enclosed with this booklet. In addition to family celebrations we hold a collective Batmitzvah celebration at the end of Year 7 which follows a programme of study in Kodesh.

In Year 7 you will be divided into forms. As you will be spending a day in School before term actually begins, you will have a chance to get to know the other members of your form, some of whom will be from your primary school.

YOUR FORM GROUP

Each form is based in its own form room. You will be allocated your own locker where you can store your books and PE kit, etc. Your form room is your base for registration and Mincha. You will carry your school bag with you throughout the day so that you have the necessary books and equipment ready for each lesson.

Your Form Tutor will see you every day, be with you for Mincha and will probably teach you for at least one subject. They are there to help with any problems you may have and to help you to settle in as quickly as possible.

As the School motto *עם דרך ארץ* implies, your Jewish Studies form an integral part of your education and will permeate all your learning at Hasmonean.

Each student in Year 7 is assigned a keshet from Y12 as a mentor. You will be introduced to your keshet early in September and she will be a friendly face in the School for you. She will be able to help you settle in and advise you on any concerns that you have. Many of our students find that their relationship with their keshet extends well beyond Year 7.

EQUIPMENT

YOU SHOULD BRING THE FOLLOWING:

- A strong school bag which will protect your books. This means that it should have a firm shape and not be floppy. A name tag attached to the bag would be advisable, as many bags look the same.
- A pencil case containing pencils, pens (including spares), coloured pencils, glue stick, scissors, rulers (15 cm and 30 cm), a sharpener and rubber. Tippex or other correction fluid is not allowed.
- A mathematics set containing a compass and protractor (preferably 360 degrees) and scientific calculator. (The Mathematics Department recommends any of the Casio fx-85 series calculator.)
- A small French or Spanish and Hebrew-English dictionary (softback editions are available).
- A rough exercise book/jotter.
- 15 plastic zip folders.
- A siddur will be provided by the School.
- A bottle of water (students are not allowed to leave class to get drinks).
- A padlock for your locker

Please label all your equipment, property and school bag with your name and form.

SETTINGS AND ASSESSMENT

Term 1	Subjects set	When will new sets be created?	How are students assessed?
	Maths	Mid term	Internal assessment a few weeks into the beginning of the academic year.
	JS Modern Hebrew Biblical Hebrew	Beginning of term	Testing at the beginning of the academic year (JS & BH are skills based tests) Other subjects are taught in mixed ability groups.
Term 2	Subjects set	When will new sets be created?	How are students assessed?
	Maths JS Modern Hebrew Biblical Hebrew	Beginning of term (JS - February Half Term)	Evidence of class work grades, half termly mini-assessments, weekly homework and standardised assessment results may all be used to give the Director of Learning evidence to suggest set movement. The decision of the Director of Learning will be emailed to you.
Term 3	Subjects set	When will new sets be created?	How are students assessed?
	Maths JS Modern Hebrew Biblical Hebrew	At the end of term in preparation for the beginning of Year 8	Evidence of class work grades, half termly mini-assessments, weekly homework, standardised assessment results and the end of year examination results may all be used to give the Director of Learning evidence to suggest set movement. The decision of the Director of Learning will be emailed to you.

SMSC

(SPIRITUAL, MORAL, SOCIAL, CULTURAL BRITISH VALUES EDUCATION)

The spiritual, moral, social and cultural development of students is an essential element in improving the quality of learning and raising achievement for all students and allowing them to become full members of society. SMSC plays a crucial role in the life of Hasmonian preparing our students for a life in modern Britain. Hasmonian has designed its own special programme which addresses the needs of our students whilst promoting the religious ethos of the School. We deliver a programme of British values including talks and lectures, meeting the needs of our students within the framework of the School curriculum and in accordance with Halachah. Students will also learn about key facets of British Values and SMSC during PSHE and form time, through interactive and discussion based sessions on a number of topics led by Form Tutors.

We work in conjunction with a variety of community organisations, which include JAMI, JWA and Streetwise. We aim to educate students to behave well, form constructive relationships, show respect for others, take responsibility, show initiative, tell right from wrong, participate fully in their community, reflect on their experiences and have knowledge and insight into values and beliefs.

We aim to educate our student to be active and informed citizens. We encourage participation in school and community life, promoting behaviour, equal opportunities, respect and responsibility. Throughout the School, students will have the opportunity to participate in volunteering for a variety of organisations.

SUPPORTIVE STUDIES UNIT

There are dedicated rooms where you can find the SENCO and teaching assistants. Students come here when they need further support in their studies. Sometimes students can come here during lunchtime to do their homework and use the computers.

Please refer to the SSU Transition booklet for more information.

*Everyone was so kind when I started here and I have
made so many new friends*

By Noga

PSHE

Personal, Social, Health and Economic Education aims to support our students to be healthy, safe and prepared for modern life in line with the Hasmonean ethos. PSHE Education incorporates health and hygiene, relationships, economic well-being and careers, and the curriculum has been designed in collaboration with secular subjects to provide a rich experience of the wider world and our role and responsibilities within it. Students have one timetabled PSHE Education lesson every two weeks, with links to the key topics featuring across their other subjects.

In Term 1 (Autumn Term), the focus is on Health and Well-being. This integrates the Norwood Heads Up programme that supports students' transition into Secondary School and encourages positive independence, confidence and resilience.

In Term 2 (Spring Term) we build on relationships, considering diversity, discrimination and bullying. External delivery by Jewish Women's Aid supports key messaging regarding positive interactions both in person and online. We also focus on addiction, including medicine, nicotine, alcohol, and drugs.

Relationships and Intimate Education links to the taught Science curriculum. Types of relationship, friendships, communication, intimacy and love are taught in line with statutory guidance, overseen to present School ethos in line with British values.

In Term 3 (Summer Term) - Living in the Wider World. We endeavour to explore ways to approach organisation and revision techniques. This includes managing anxieties around assessments and positive balance in our approach to studying. We also consider our responsibility to the community, including environmentalism, citizenship and character development.

Throughout the year we ensure students are kept informed about current affairs, nationally and internationally recognised events and activism and we also raise awareness of a wide range of charitable causes. We aim to allow a flexible approach that can be both proactive and reactive to the interests and needs of the students. The PHSE Education team works closely with the Head Girl team and Student Voice representatives to allow students the opportunity to be heard.

JEWISH STUDIES

The Jewish Studies provision at Hasmonean aims to provide the skills, knowledge and inspiration for a lifetime of Jewish practice and learning. The Jewish Studies lessons aim to further each students understanding and love of Judaism by providing opportunities to engage with Torah texts and learn about their heritage.

This journey begins in Year 7 through learning ספר בראשית of וירא, לך לך, וירא פרשיות. Students learn the ספר בראשית and היי שרה. Through study of events in חומש, the students are taught knowledge and skills in reading and interpreting Torah texts, as well as מדות and השקפות for living a Torah life.

The students also begin to develop a deeper understanding of how תורה has been interpreted with reference to the classic מפרשים. This is further enhanced by the study of selections from נ"ך. In Year 7 students learn through the יהושע, שופטים & שמואל א.

Our Year 7 students learn Halacha beginning with understanding how Halacha developed, continuing

on to topics including Seder HaBoker, the Halachos of Erev Shabbos, Friday night and laws of Kibbud Av V'eim.

A weekly Tefillah lesson aims to bring the words of the Siddur to life and is a valuable chance to discuss

important areas of השקפה. Each week there is a

lesson on the weekly Sedra, in the students will prepare a Dvar Torah to share with their families. In addition to this, weekly Biblical Hebrew lessons deliver an introduction to the skills and rules of Biblical Hebrew to further the girls' textual skills.

Kodesh EXTRA is an exciting programme offering voluntary JS learning and programming during lunch breaks and after school. There are lots of different topics on offer, with a range of levels, snacks are provided while the students learn with an opportunity to earn place on the reward trip for those who attend throughout the year.

All of the formal Jewish Studies learning is complimented by the informal programming led by the HIPE team who bring to life the Jewish calendar and the Jewish life of the school.

The teachers are always there for us and we are learning new things everyday

By Tehilla



ENGLISH

English will be taught in mixed-ability groups in both Years 7 & 8. In Years 9 – 11 the students will be placed in sets where class sizes are smaller towards the bottom end of the ability range in order to support students who find English challenging.

The Year 7 curriculum aims to consolidate and build upon what will have been learnt in primary school and introduces students to the core reading, writing, speaking and listening skills, as set out in the AQA GCSE curricula at Key Stage Four. We believe that English bolsters students' written and verbal communication across all academic subjects, as well as developing critical and creative thinking skills. We also hope to inspire students' overall love and enjoyment of Language and Literature.

Year 7 students study a comprehensive range of fiction and non-fiction texts. The year begins with a whole-text literary study, which is utilised to develop and provide a springboard for analytical and creative writing. In Term Two, students are introduced to a range of non-fiction writing, looking at media and the power of rhetoric; this

is followed by a study of a range of poetry that helps students to appreciate the power of voice in Term Three. The purpose of this structured programme of study is to engage students with a wide variety of fiction and non-fiction texts that they will encounter as they move up the School, as well as introducing a range of reading and writing skills that will enable them to engage with texts in a sophisticated and critical way.

Students will analyse how texts are constructed for the following purposes:

- To summarise, analyse and comment on both fiction and non-fiction texts
- To argue, persuade and entertain
- To inform, explain and describe

They will also incorporate these skills into their own writing.

In Year 7, students are encouraged to plan and redraft their writing, integrate research and IT into their learning, undertake personal and group projects and begin to experiment with speaking and listening tasks.



MATHEMATICS

This subject forms a foundation for many other subjects. All students take GCSE Maths in Key Stage 4 and maths is a very popular choice for A Level.

CURRICULUM: Our curriculum aligns with the National Key Stage 3 Framework. There are three 45-minute lessons a week; all students study the same topics at roughly the same time. We use <https://sparxmaths.com> for homework and to help students revise or fill knowledge gaps.

GROUPING: Year 7 students will be in mixed ability sets during the first term while they settle in to life at high school. Students will complete tests throughout the year and if we feel necessary, based on tests, teacher input, classwork and homework, we will move them between the sets. All students are supported to achieve their best.

HOMEWORK: All students will receive weekly homework, mainly on Sparx Maths. This will amount to approximately 40 minutes of homework per week. Homework is posted weekly on Google classroom to help remind students.

(Students should visit Google classroom regularly.) Sparx Maths homework will consist of questions on topics recently learnt, along with questions on previous topics to help students revise and consolidate understanding. Students are encouraged to use the Sparx Maths “Independent Learning” facility to stretch themselves within topics taught, or fill any knowledge gaps.

NOTE TO PARENTS: The following mathematical equipment must be brought to every lesson:

- Blue/black/red/green pens and HB pencils, including spares
- Rubber
- Pencil sharpener
- 30 cm ruler
- Protractor
- Metal compass
- 3 or 4 coloured pencils
- Scientific calculator (The recommended calculator for GCSE maths is the CASIO fx-991 class wiz.)



SCIENCE

During the first two years at Hasmorean, we teach the fundamental scientific concepts before our students embark on their GCSE studies.

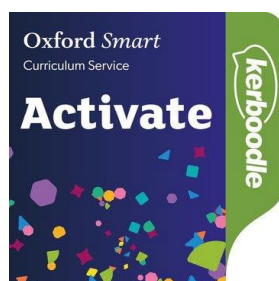
There will be three lessons a week, where we will explore key scientific concepts, teach laboratory skills and learn how to verify ideas through scientific logic and rigour. Classes are mixed ability; a variety of teaching styles will be used including worksheets, quizzes, presentations and group work.

The course content can be found in the textbook SmartActivate, which pupils can access through the online platform, Kerboodle. Revision guides for this course are available on Amazon for a very reasonable price, preventing the need to purchase textbooks. A class set is available in every lab for use in classwork.

Homework is given weekly and is hosted on the SmartActivate/Kerboodle platform as checkpoint quizzes. In addition, we give regular reading tasks to improve literacy around science. Our homework aims to reinforce taught concepts.

The SmartActivate course is based on the revised National Curriculum, and includes interactive activities and links to science in the news. It has been created by Oxford University Press, and we have tailored it to our students.

In both Years 7 and 8, the course covers two to three topics per term. Each half term or two topics, students' complete progress checks to assess understanding; this includes Thinking Scientifically questions on graphs, practicals, and maths skills. There is an even spread of Biology, Chemistry and Physics units throughout the KS3 course.



The lessons are engaging and interesting

By Rebecca



COMPUTING

Students are taught how to stay safe and understand the digital world in well-equipped computer suites. Each student will work on their own computer, which has industry standard software, to best prepare them for later life.

Computing is taught to Years 7 and 8 once a week throughout the year. Each student will have a unique username and password. To access shared resources and save their work to their own secure area on the network.

In Year 7, the focus is on understanding how computers work, how to work with them safely, programming algorithms and an introduction to programming itself.

TOPICS IN YEAR 7 INCLUDE:

E-Safety:

- Learning to be vigilant against online threats and how to protect yourself and your family and friends.

Binary and Spreadsheets:

- Understanding the binary systems of numbers, how and why computers use binary.

- Learning to translate binary into numbers and text and vice versa.
- Using spreadsheets to perform calculations more efficiently.

How Computers Work:

- Learning what the different parts of the computer are and how they fit together.
- Understanding the variety of storage devices that exist and how to choose an appropriate one for different circumstances.
- Understanding how the data flows through a system.
- Knowing what networks are and the differences between the topologies.

Control Systems:

- Using algorithms to control simple systems. Inputs, outputs and decisions.

Snap!:

- Creating simple programmes in a visual based language. This introduces the concepts of variables, loops, sequence and selection.

*Everyone always wants to
help if I need it*

By Ashira



CREATIVE ARTS

ART AND DESIGN: In Art and Design, students explore visual, tactile and other sensory experiences to communicate ideas and meanings. Students will work with traditional and new media, developing confidence, competence, imagination and creativity. They will be taught in a wide range of media: drawing, painting, photography, printing and clay. Students will work thematically through projects each term that will culminate in a personal outcome, whilst engaging with the formal elements of art both visually and verbally.

An emphasis on drawing and developing fine motor skills is a key aim in Year 7. Students will experiment with drawing as a means of communication, observation and notetaking.

Students learn to appreciate and value images and artefacts across times, cultures and disciplines. They will gain an understanding of the creative, as well as historical context, in which art and design has developed. Students are encouraged to see art as a way of expressing their thoughts and feelings about past, present and future events, whilst understanding the context surrounding these events.

FOOD AND TEXTILES: Year 7 girls study Cooking and Nutrition and Textiles.

Cooking and Nutrition: In Year 7, students learn how to use the food room safely and hygienically whilst cooking predominately savoury products. There is an emphasis on healthy eating and learning the basics of nutrition as a grounding for Year 8. Year 8 students will learn how to adapt traditional recipes to make them healthier and to accommodate special dietary needs. Individual food commodities are explored to discover where our food comes from and the nutrients they contain. The importance of a healthy balanced diet is reinforced and a strong emphasis is placed on how to produce an excellent practical outcome. All products are strictly hechshered and produced in a Cholov Yisroel milky kitchen.

Textiles: In Year 7 students are engaged in exciting design and make projects, learning creative practical skills and the importance of team work. Emphasis is given to neat and clear presentation of work and the all-important health and safety rules are constantly reinforced. During the year each student will investigate a number of design projects, building up their basic practical and design making skills.



MUSIC

During Year 7, students have the opportunity to deepen and extend their own musical interests and skills by performing, composing and listening to different styles of music.

Students work individually and in groups of different sizes to enable them to be aware of different roles and contributions of each member of the group. They actively explore specific styles and traditions of music such as classical music, Jewish music and world music.

In music lessons, students are taught basic keyboard skills, group singing and composition using a selection of instruments.

Students are given the opportunity to learn individual instruments during the School day, on a strictly rotational basis. They have the opportunity to learn instruments such as the guitar, keyboard, piano, singing, flute, clarinet and saxophone.

The music rooms are always open to students in during lunch breaks.

PERIPATETIC LESSONS

Students are encouraged to take part in the musical concerts which occur throughout the year. Individuals and groups perform regularly in school assemblies and within the community.

Lessons are available on the following instruments: flute, singing, clarinet, guitar,

drums, piano, keyboard, saxophone, and violin. These lessons will cost £180.00 per term for ten individual weekly lessons lasting half an hour. The lessons take place during the school day, on a strictly rotational basis.

GCSE AQA board music provides the opportunity for students (Grade 3 level minimum) to deepen their knowledge of music by being exposed to a wide range of musical genres throughout their 3-year course. Students will also compose their own music and have many chances to perform both within the School and the community.

Students are required to provide their own instrument and pay the cost of any music. Some music shops operate rental schemes for instruments other than guitar and keyboard.

Students who take advantage of the scheme need to understand that this is a major commitment. This is a marvellous opportunity for a student to receive quality music tuition with the support and guidance of the school's music department.

Please fill in the accompanying contract if you wish to apply for a place in the scheme by the deadline set.

Enquiries to the Music Department on 020 8203 1411 or email@hasmonean.co.uk.

GEOGRAPHY

We take a thematic approach to Geography. Through these themes we help students learn to appreciate key terms and issues, as well as the location of places. Skills are an integral part of the syllabus.

In Year 7 we begin with a study of the local area of the school. Within this topic, students reflect on their existing knowledge and understanding of place. Map reading and data analysis skills are also developed. Students gain an understanding of the different methods of data collection used in Geography.

We then move on to an overview of the geography of the UK, building on Geography learned in primary school. Later in the year we study topics such as Population, Biomes and a place study of Africa and the varied countries in this continent. In years 8 and 9 we cover a wide range of topics including hazards, development and global issues.

The aim is that by the end of Key Stage 3 students should have sufficient background knowledge to understand how the human and physical world interact and appreciate some of the major geographical challenges facing society today. This provides them with a sound basis for further study at GCSE and A Level.

HISTORY

The History Department at Hasmorean provides its students with a wide range of topics to explore. Through exciting and interactive lessons, we look at the development of World History from Medieval England to the present day. We also look at a variety of topics, often inspired by individual teachers, such as Elizabethan exploration, the abolition of slavery, the era of the First and Second World War and the impact of the British Empire.

As well as expanding students' knowledge, this programme is also designed to develop vital historical skills, such as source analysis, reasoning and communication skills. Visits to sites of relevance, such as the Somme and the Ypres Salient, are often incorporated into the study units. These visits and trips help to stimulate both interest and understanding, providing a solid base for success at GCSE and A Level.

MODERN FOREIGN LANGUAGES

FRENCH OR SPANISH: “Learning a foreign language is a liberation from insularity and provides an opening to other cultures”, Department for Education.

Students will study a modern foreign language at Key Stage 3. From September, your child will be allocated either French or Spanish (please see letter in the Welcome pack). Years 7 and 8 have 3 periods of French or Spanish every fortnight.

Students will learn how to introduce themselves and carry out simple conversations, from describing their family and pets to discussing the weather and their favourite hobbies. They will learn how to express their ideas in French or Spanish, continually improving the accuracy of their pronunciation and learn new ways of thinking. Students will discover how to manipulate a variety of key grammatical structures accurately to convey their own thoughts.

Teachers use Claro (Oxford University Press) for Spanish and Dynamo (Pearson) for French. Students will not be given textbooks but have access to an online platform where they will complete homework and conduct independent study. Students will be regularly assessed in all four-language skills: listening, reading, writing and speaking, and progress is carefully monitored. The teaching provides the foundation for learning further languages and, when making their GCSE choice at the end of Year 8, students will be given the opportunity to continue with the same language learnt in Years 7 and 8.

MODERN HEBREW: All students are assessed prior to the start of the autumn term to determine their level of knowledge in Modern Hebrew. They are then divided into ability groups. Every student will develop the four language skills of reading, writing, listening and speaking in Modern Hebrew.

Teachers use Yesh V’Yesh books (Matach- Israel). In Year 7, the lower set will not use these books but rather a variety of books and supplementary materials are used to develop and reinforce these skills. This will help shorten any gaps in their knowledge and from Year 8 all students will study the same curriculum. During the year, students are regularly assessed and progress is regularly monitored.

Students will be regularly assessed in all four language skills: listening, reading, writing and speaking. Progress is carefully monitored and set changes are carried out only on entry to enable us to shorten gaps in the students’ knowledge coming from different schools and different teaching times and exposure to Modern Hebrew. The teaching provides the foundation for learning further languages and when making their GCSE choice at the end of Year 8 students will be given the opportunity to continue with Modern Hebrew.

In Modern Hebrew teachers will use ivritil.cet.ac.il to enhance the learning in class. Students will not be given textbooks but have access to an online platform where they will complete homework and conduct independent study.



PHYSICAL EDUCATION

Throughout their journey at Hasmonean High School for Girls, every student has the opportunity to experience a wide range of activities that look to develop a life-long love of exercise and a positive attitude towards making healthy choices. The curriculum is designed to develop fundamental movements, from running, jumping, catching and throwing, through to sport specific skills. We offer independent and team sport engagement that ensures every student develops confidence in their own ability and within an appropriate competitive environment.

We use the head, heart and hands model to build students' understanding, emotional

resilience and skills development within each sporting context. Ensuring lessons are active, purposeful and enjoyable allows students to show progress over time, and assessment is based on a holistic combination of performance, effort and general attitude to learning.

As part of our extra-curricular provision, students are encouraged to participate in lunch time training for netball and football teams, with matches arranged between local schools and as part of the Maccabi School programme.

Physical Education is offered at GCSE level as an option, and Core Physical Education is part of the curriculum for Years 9, 10 and 11.

	Term1	Term2	Term3
Year 7	Health & Fitness Introduction to Netball Introduction to Football	Trampolining/Yoga/ Gymnastics Small sided games Introduction to Table Tennis	Introduction to Athletics Introduction to striking games Introduction to Tennis
Year 8	Health & Fitness Netball Development Football Development	Trampolining/Yoga/ Gymnastics Small sided games Table Tennis Development	Trampolining Development Yoga Development Table Tennis Development
Year 9	Health & Fitness Competitive Netball	Trampolining/Yoga Small sided games Table Tennis Development	Trampolining Extension Yoga Extension Table Tennis Extension
Years 10 & 11	Team Sport	Trampolining/Yoga Small sided games	Social Summer Sport Competition

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ADMISSIONS:
t.meduna-scott@hasmonean.co.uk
www.hasmoneangirls.org.uk

ssat
the schools, students and

