



# Church Hill Middle School Spring term 1 - 2026

**A message from Mrs Jarvis**





**Dear Parents and Carers,**

This half term feels like it has flown by but my goodness, what a half term we have had!

The children have had an exceptional half term and have been involved in a wide range of truly inspirational events and opportunities ranging from our annual year 6 animal visit (a firm favourite of mine along with the staff and students) to our K pop event just this week focusing on wellbeing and inclusion. Please see the full articles below for snapshot of what the students have experienced.

### **We are Kind**

As part of our ongoing commitment to creating a safe, respectful, and positive learning environment for all students, we are introducing a renewed focus on kindness across the school.

At our school, one of our core values is **“We are kind.”** As part of our ongoing commitment to creating a safe, respectful, and positive learning environment for all students, we are introducing a renewed focus on kindness across the school.

As part of this initiative, the students have taken part in a drop-down afternoon with their class teacher. During the session, pupils engaged in age-appropriate activities and discussions exploring:

- What kindness is and what it looks like in school
- What unkind behaviour can look like
- What bullying is and how it differs from friendship difficulties
- How students can challenge or call out unkind behaviour safely
- What support is available in school if they are experiencing unkindness

Following the drop-down afternoon, we have been placing a strong emphasis on ensuring that all students consistently demonstrate our value of **“We are kind.”** Unkind behaviour will not be accepted. This includes, but is not limited to:

- Unkind comments made in the name of “banter” or jokes
- Name calling
- Any form of unnecessary physical contact

We will be actively recognising and rewarding students who consistently demonstrate kindness in their interactions with others.

### **Uniform**

As ever at Church Hill we are improving our standards and expectations across the school. This includes refining our uniform expectations.

The following amendments have been made to the uniform policy to provide clarity of expectations moving forwards.

#### Updates

1. Pupils hair must be naturally coloured. Prohibited hairstyles include unnatural colours (pink, blue, purple etc), shaved patterns or logos and undercuts.
2. Coats need to be practical to ensure the pupil is kept warm and/or dry. Items prohibited to be worn as a coat are hoodies and sweatshirts. **A hoodie/sweatshirt worn as a coat will be prohibited as of April 13th (after the Easter holiday).**
3. Smart watches are prohibited.

As ever,

**We are Kind**

**We are Resilient**

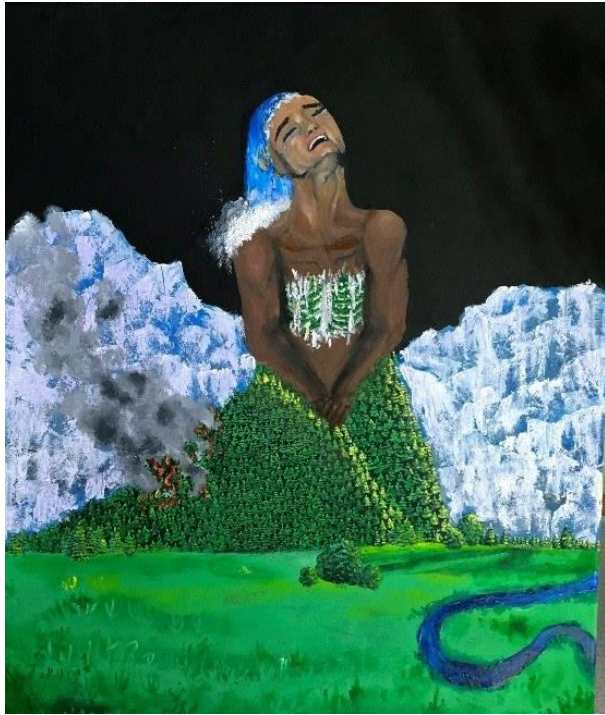
**We are Hard working**

Please read the full articles compiled by the staff and see the wonderful work your children have competed, along with the opportunities they have experienced.

Have a restful half term break,

Kind regards

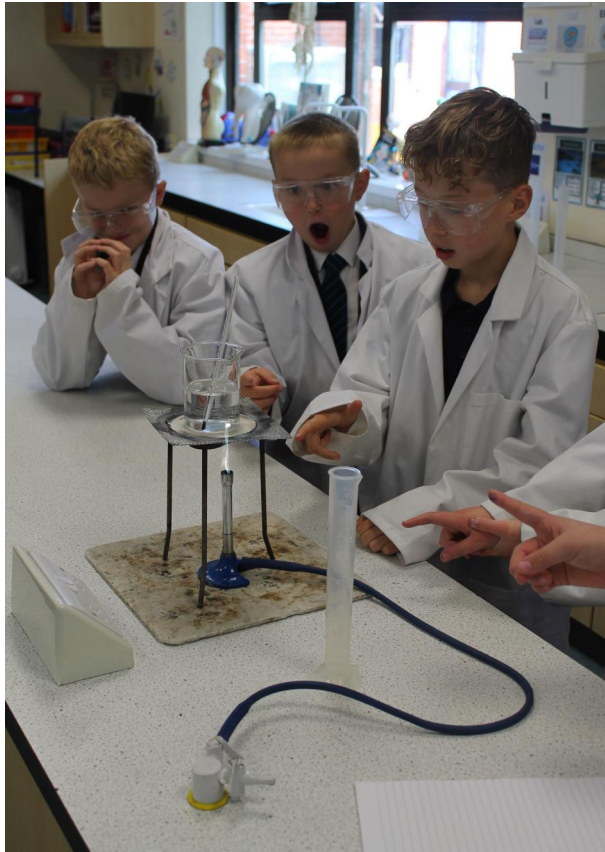
Laura Jarvis



**WE ARE** Kind

**WE ARE** RESILIENT

**WE ARE** HARDWORKING







## KS2 News



Key Stage 2 have had an exciting Autumn term, taking part in lots of learning opportunities both in and out of the classroom.

### **We have been learning about:**

#### **Year 5:**

This half-term has been packed full of exciting opportunities, new topics and plenty of opportunities to develop and apply our learning.

Within English we have been focusing on writing persuasive letters requesting NASA to allow our parents to return from space. Throughout their work the children have demonstrated a keen awareness and application of emotive vocabulary, formal language and other techniques to help drive the emphasis on their persuasion. This is linked to our Topic book - The Jamie Drake Equation which we are also using within guided reading to develop our retrieval, inference and explanation skills. Within maths we have been advancing our range and fluency of multiplication and division. All children have shown strong progress with this topic especially as we are moving into multiply fractions where the children have excelled in applying their previous knowledge of fractions. This half-term we have thoroughly enjoyed our Earth and Space topic within science. This has been a fantastic opportunity to improve our understanding of the solar system and how it plays a role to the seasons and weather we experience. The year group have enjoyed this topic due to it's creative, engaging and hands on approach - The Oreo Moon phases were a brilliant way to demonstrate our understanding to each of the eight phases. We would also like to congratulate everyone who entered our Solar System Homework Project. This was an incredible success with over 47 entries across the year group. The entire team were overwhelmed and delighted to see such a vibrant array of different models, ranging from painted nails, hand knitted mobiles, felt planets to even Lego and self-orbiting models. It was an extremely difficult choice to decide on the 15 winners for the Space trip! We would also like to share our appreciation to parents for their support and engagement with this project. We are looking forward to planning the next competition! A huge well done to all children for a fantastic and motivated return from Christmas, we are looking forward to continuing to develop our knowledge and skills into the next half-term.

## **Year 6:**

### ***Year 6's Amazing Rainforest Adventure with The Animal Man:***

Year 6 had an absolutely unforgettable experience this week from The Animal Man, who is an educational visitor who rescues at risk exotic animals and comes into schools to educate children on them. Linking perfectly with our current geography topic, the children were captivated as they learned fascinating facts about creatures from around the world. The highlight for many was the hands-on experience of meeting these incredible animals up close - from holding a python and stroking a bearded dragon to observing a tarantula and millipede, and even meeting a magnificent owl. The children's faces lit up with wonder and curiosity as they gained memorable, real-life connections to their classroom learning about rainforest ecosystems. We were incredibly proud of how beautifully Year 6 conducted themselves throughout the visit, showing respect, curiosity, and courage - truly embodying our school values. These are the kinds of enriching experiences that make learning come alive, and we know the children will remember this special day for years to come!

### ***Year 6 Learning Update:***

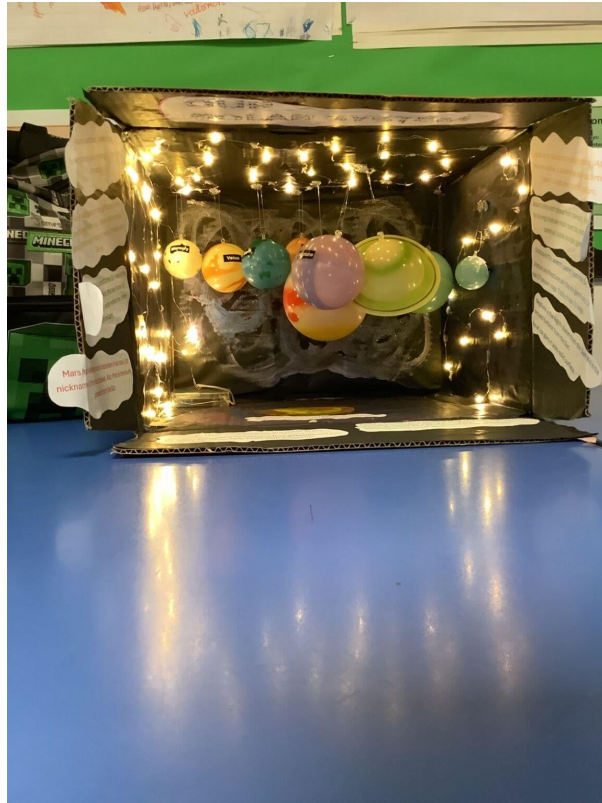
It's been another busy and productive period for Year 6 across all subjects. In Maths, the children have been mastering the connections between fractions, decimals and percentages, developing their fluency and problem-solving skills. English lessons have seen them crafting engaging diary entries and formal letters, showcasing their growing writing skills and understanding of different text types. During Guided Reading, the class has been thoroughly enjoying our new book 'Journey to the River Sea', with rich discussions and thoughtful responses to this captivating adventure story. In PSHE, we've been focusing on online safety, equipping the children with essential knowledge and strategies for staying safe in the digital world. We must also celebrate Year 6's incredible dedication and hard work during Test Week - they approached their assessments with determination, resilience, and a positive attitude that made us all very proud.











## KS3 News



This half term KS3 students across the curriculum have been focusing on disciplinary literacy and the learning of key words and challenging vocabulary. We know that students with a broad vocabulary are more successful in their academic studies and in the world of work.

**We have been learning about:**

**Year 7:**

**Science** Students have been exploring the topic of *forces*, with a particular focus on how air resistance and gravity interact. They put their learning into action through engaging parachute practicals, testing different designs and analysing how variables such as surface area and material affect the speed of descent.

**PE** In PE, Year 7 have been developing their teamwork, agility and tactical awareness through *tag rugby*. They've been learning how to move into space, pass accurately and work cohesively as a team while building their overall fitness.

**English** Students have been introduced to Shakespeare through *Romeo and Juliet*, examining themes such as conflict, family loyalty and fate. They've also been developing their analytical skills by exploring key scenes and discussing how Shakespeare's language shapes character and emotion.

**Design Technology** In DT, pupils have been investigating a range of *textiles*, experimenting with different materials, techniques and properties. They've begun to understand how textiles are used in everyday products and have been practising basic skills that will support future design projects.

**Art** Year 7 have been working on *tonal studies*, learning how to use shading to create depth and form. They have also been studying the contemporary artist *Phlegm*, exploring his distinctive illustrative style and using it as inspiration for their own creative work.

**History** In History, students have travelled back to 1066 to examine the events leading up to the *Battle of Hastings*. They have been learning about the key contenders for the throne, the tactics used in battle and why this moment became such a significant turning point in British history.

**Geography** This half term's Geography focus has been *weather and climate*. Students have been learning how weather is measured, what influences climate around the world, and how extreme weather events occur. They have also studied *Hurricane Irma* as a case study, exploring its impacts and how communities respond to natural disasters.

#### **Year 8:**

**Maths** Students have been strengthening their number skills through work on *fractions, decimals and percentages*. They've been learning how to convert between these forms, apply them to real-life contexts and solve increasingly complex problems that require careful reasoning.

**English** In English, pupils have been exploring *Jane Eyre*, focusing on character development, setting and the novel's themes of identity, resilience and morality. They've been analysing key passages and discussing how Charlotte Brontë uses language to shape atmosphere and emotion.

**History** Year 8 have been studying *African Kingdoms*, gaining insight into the rich histories of civilisations such as Mali, Benin and Axum. They've been examining trade, culture, leadership and achievements that challenge common misconceptions and highlight Africa's global significance long before European involvement.

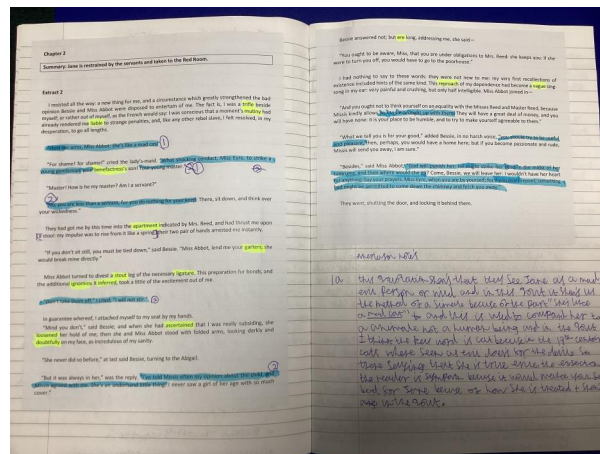
**Geography** This term's Geography focus has been *earthquakes and tsunamis*. Students have been learning about tectonic processes, how seismic events occur and their impacts on people and landscapes. They have also studied the *Boxing Day Tsunami* as a case study, exploring both the human cost and the international response.

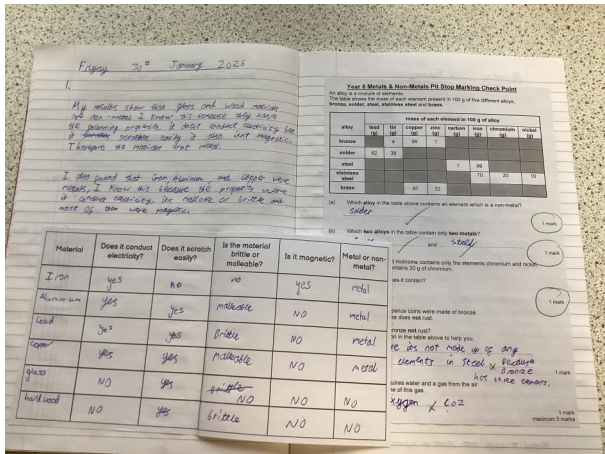
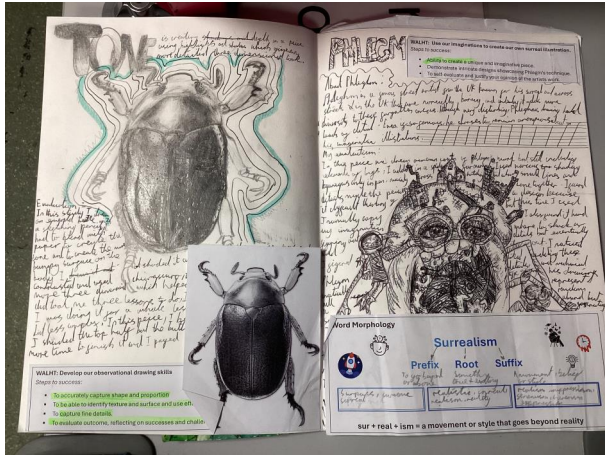
**Design Technology** In DT, pupils have been designing their own *sustainable clothing*. They've been considering environmental impact, material choices and ethical production, while developing early design concepts that encourage creativity and responsible thinking.

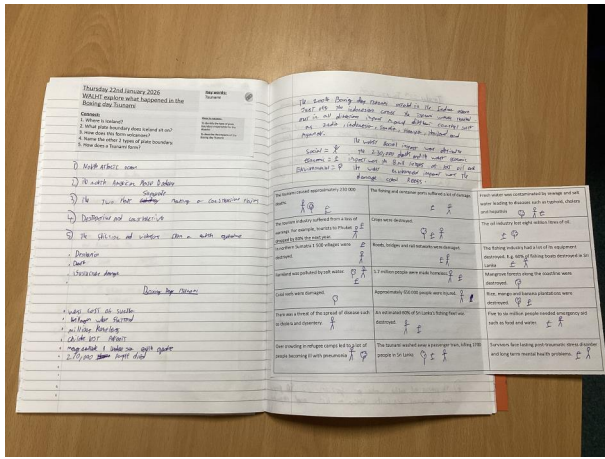
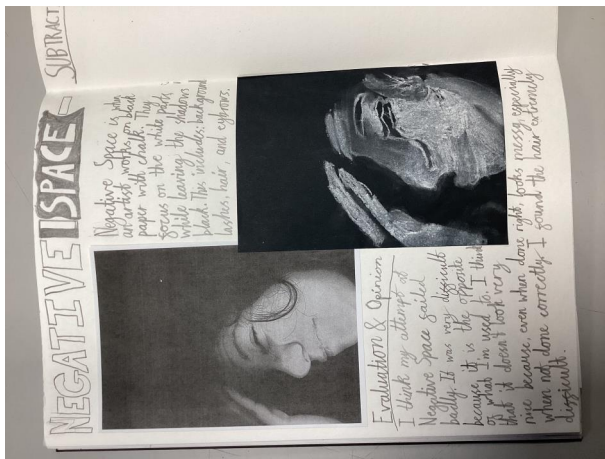
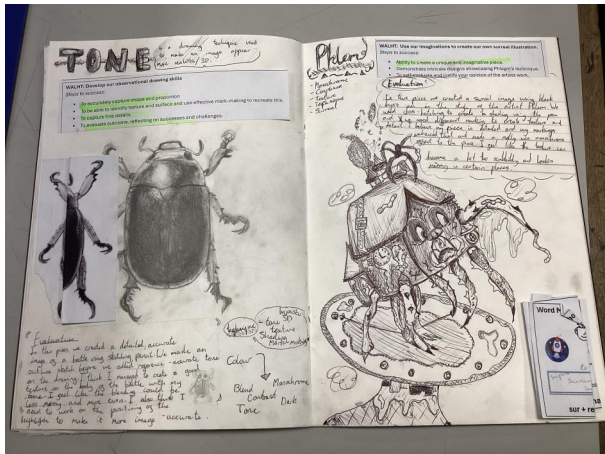
**Art** Year 8 have been working on *portraits* and exploring *negative space drawing*. They've been developing observational skills, experimenting with composition and learning how the use of space can dramatically influence the impact of an artwork.

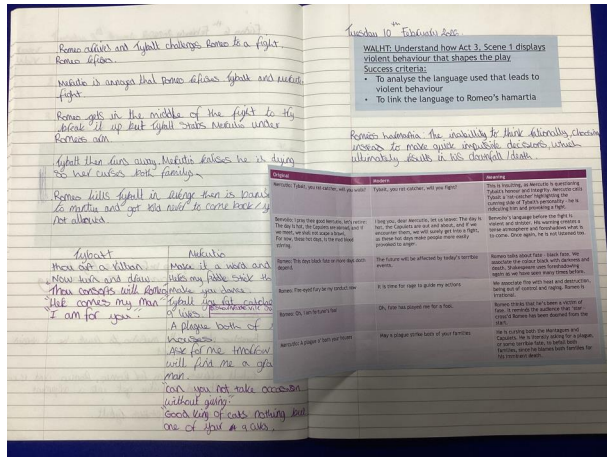
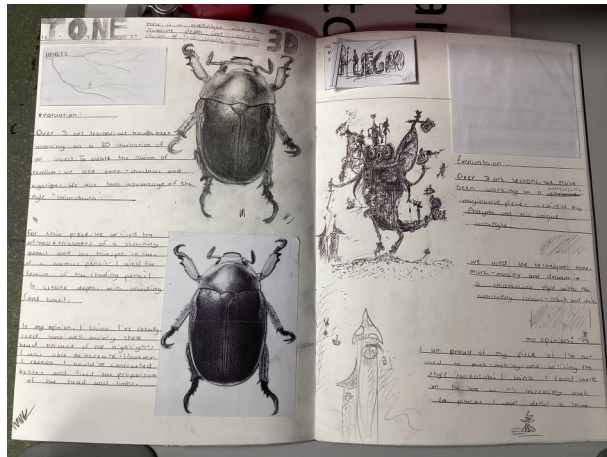
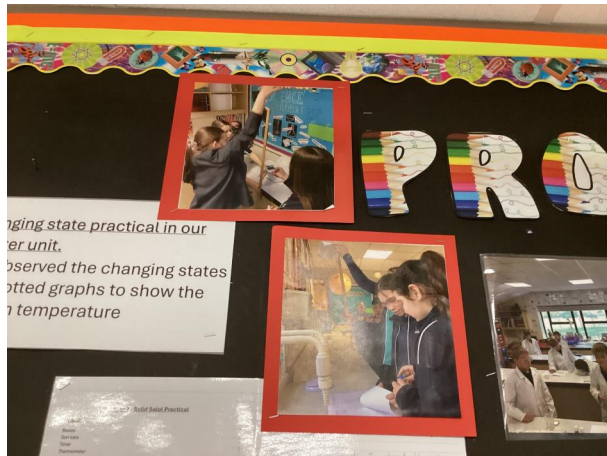
**PE** In PE, students have been participating in *badminton* and *netball*. They've been building technical skills such as footwork, positioning and controlled movement, while also developing teamwork, strategy and confidence in competitive situations.

If you would like to see what students will be learning about in more detail please visit the Church Hill website curriculum page. [Church Hill Middle School - Curriculum](#)









## Spring: The Middle Ages

**William I** - Conqueror of England

**Henry II** - King of England and Normandy

**Richard I** - Lionheart

**John** - King of England

**Edward I** - Longshanks

**Edward II** - The Weak

**Edward III** - The Black Prince

**Richard III** - The Last of His Kind

**King John agreed to sign the Magna Carta.** This was a list of promises that would make England a safer and freer country. It was the most important moment in English history. He signed this at Runnymede Castle on 15th/16th June 1215.

**Edward the Confessor died in January 1066 without any children.** Harold Godwinson had decided to crown himself the king of England, even though he knew he wasn't allowed to do that without the Witan's permission.

**harvesting** - Collecting or gathering crops from the field.

**squatter** - A person who unlawfully occupies an unoccupied building or unused land.

**tithe** - One tenth of annual produce or earnings, formerly taken as a tax for the support of the church and clergy.

**mill** - A building equipped with machinery for grinding grain into flour.

**frequently** - Often.

**manor** - A unit of land, in the feudal system, controlled by a lord and his lands; rented to tenant farmers or villagers.

**graze** - When cattle or sheep eat grass in fields.

The Magna Carta is a charter that King John of England agreed on with the feudal barons. It states that King John should treat them fairly. King John put his great seal of approval on the Magna Carta after signing it.

**Moat** - this is a deep ditch or trench that surrounds a building or a place.

**Walls** - the high stone walls that surround a town or city.

**Keep** - this is the strongest part of a castle.

**Bridges** - from the middle to the bailey.

**Draughtbridge** - to the entrance to the bailey.

**Palisade** - these were made of wooden stakes or posts that formed a fence.

**Bailey** - large area where the soldiers and animals lived.

### Friday 20th January 2025

**WALHT** explore the language and action of Act 1, scene 1.  
**Success criteria:**  
 To analyse the language used by Benolito and Tybalt  
 To write a WHAT, HOW, WHY focusing on tragedy.

The word patriarchy has two main parts:  
 1. 'pater' - comes from the Greek word pater, meaning 'father'.  
 2. 'Archy' - Also from Greek, meaning 'rule' or 'power'.  
 put together: pater-archy = 'rule of the father'.  
 patriarchy: society - men: wanted to be seen as the most powerful, brave, intelligent, most loyal.

**Intentions:** Shakespeare explores the idea that controlling power and control acts on tragedy.

## Mural Competition - Help improve our courtyard!

We are improving our central courtyard for a **grand opening** at the end of next half term. We would like **you to design** a beautiful mural to brighten the place up!

Think about designs focused on wellbeing, our values, community and the environment.

The winning entrant/s will have their design printed on a large canvas for it to be displayed for the next year!



## Animal visit in year 6



Year 6 had an absolutely unforgettable experience this week when The Animal Man visited our school with his collection of exotic rainforest animals. Linking perfectly with our current geography topic, the children were captivated as they learned fascinating facts about creatures from the Amazon Rainforest. The highlight for many was the hands-on experience

of meeting these incredible animals up close - from holding a python and stroking a bearded dragon to observing a tarantula and millipede and even meeting a magnificent owl. The children's faces lit up with wonder and curiosity as they gained memorable, real-life connections to their classroom learning about rainforest ecosystems. We were incredibly proud of how beautifully Year 6 conducted themselves throughout the visit, showing respect, curiosity, and courage - truly embodying our school values. These are the kinds of enriching experiences that make learning come alive, and we know the children will remember this special day for years to come!



## Church Hill pupils experience the 'Moon up close'



On 4th and 5th February 2026, pupils from Church Hill Middle School had the exciting opportunity to attend a special Moon Landing exhibition hosted within our Trust.

Organised in partnership with CRST, The Ogden Trust and the Science and Technology Facilities Council (STFC), the event featured genuine lunar samples collected during the Apollo missions between 1969 and 1972. Through STFC's national loan scheme, schools are given rare access to preserved Moon rocks — giving our pupils the incredible chance to see material that has actually come from the Moon.

The visit was coordinated by Miss Lewis, Head of Science, who ensured that our Year 5, Year 7 and Year 8 pupils could fully benefit from this unique STEM enrichment opportunity.

In addition to viewing the lunar samples, pupils stepped inside The Stardome, an immersive inflatable planetarium delivered by Dr Scott Walker. The 360-degree experience brought the Solar System to life, explored the physics behind space travel, and highlighted future careers in science, engineering and space exploration.

One Year 5 pupil said, "I can't believe that rock has actually been on the Moon — it makes space feel real!"

The event has sparked renewed enthusiasm for science and raised aspirations, helping pupils to see how STEM subjects can open doors to exciting future careers.



We are Kind - drop down afternoon 29th Jan

**WE ARE** Kind

### **Promoting Kindness Across Our School Community**

As part of our commitment to ensuring that every child feels safe, respected, and valued, we have launched a renewed whole-school focus on our core value: **“We are kind.”** Recent student voice activities highlighted that some pupils have experienced unkind behaviours, including:

- Insults disguised as “jokes” or “banter”
- Comments intended to embarrass, shame, or humiliate
- Rumours and name-calling

These insights have helped shape our next steps in strengthening a culture where kindness is consistently modelled and expected.

### **Overview and Aim of the Session**

On Thursday, all students took part in a dedicated drop-down afternoon exploring what kindness looks like in practice. The aim of the session was to:

- Build a shared understanding of what kindness means in our school

- Help students recognise unkind behaviours and their impact
- Clarify the difference between bullying and normal friendship challenges
- Equip pupils with strategies to safely challenge unkind behaviour
- Ensure all students know where to seek support if they need it

### Key Learning and Student Wins

Throughout the afternoon, pupils worked collaboratively on a range of activities designed to deepen their understanding of kindness. Some of the key successes included:

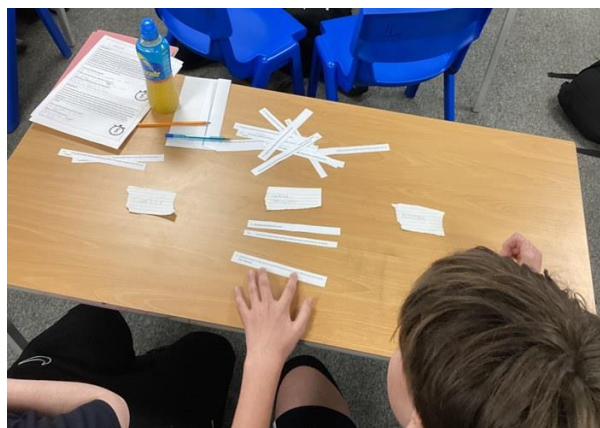
- **Identifying acts of kindness and unkindness:** Students analysed real-life scenarios and worked together to “unpick” what positive and negative behaviour looks like in everyday school life.
- **Understanding roles in unkind situations:** Pupils explored the different roles people can play, such as the *victim*, the *ringleader*, and the *bystander*, and discussed how each role contributes to the situation.
- **Recognising the power of the bystander:** Many students reflected on how choosing to speak up, seek help, or support someone can make a significant difference.
- **Developing confidence to challenge unkindness:** Through guided discussion, pupils practised safe and appropriate ways to call out unkind behaviour.

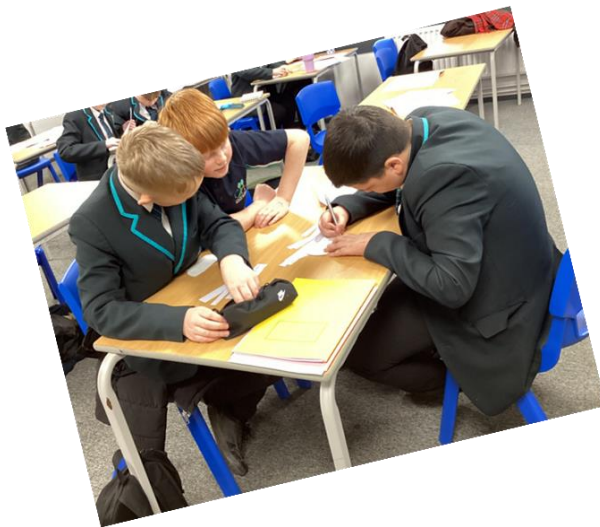
These conversations helped students reflect on their own actions and understand how they can contribute to a more caring school environment.

### Moving Forward: Living Our Value “We Are Kind”

Following this session, we will be placing a strong emphasis on ensuring that kindness is consistently demonstrated across the school. Staff will be actively recognising and celebrating students who show empathy, respect, and compassion in their daily interactions.

Thank you for your continued support in helping us nurture a school community where every child feels safe, included, and able to thrive.





## Anti-bullying



At Church Hill Middle School, we are committed to creating a safe and nurturing environment for all our students. We are pleased to share important updates to our anti-bullying policy, which now includes an updated definition of bullying and includes specific references to the changes in technology which impact cyberbullying. This reflects our

understanding of the contemporary challenges students face, especially in an increasingly digital world. By addressing both traditional and online forms of bullying, we are taking significant steps to safeguard our students' emotional and social well-being.

To help you understand these updates better, here are the key updates points of our revised policy:

- **A shared definition:** “bullying” is defined as a form of child-on-child abuse that involves the repetitive, intentional hurting of one person or group by another person or group, either physically or emotionally where the relationship involves an imbalance of power. It can happen face to face or online.
- **Cyberbullying updates:** We recognise the impact of digital interactions and are committed to educating our students about the responsible use of technology. This includes understanding the potential consequences of their online actions and includes reference to AI which is becoming an increasing part of all of our lives.
- **Support Systems and tracking:** Changes to how as a school we will utilise the Arbor system to track incidents and ensure timely interventions. This system will allow us to monitor reported cases of bullying effectively and provide the necessary support to all affected students.

### **Supporting Our Students**

In addition to the updates to our policy, we are dedicated to supporting our students through various initiatives aimed at promoting a positive school culture. We will be implementing educational programmes that focus on the effects of bullying and the importance of standing up against it. The first of these was our drop-down day which is detailed within this newsletter. These initiatives will not only empower students to speak out but also encourage them to support their peers in times of need.

Although consequences and support for those involved is essential, we believe that collective education is a powerful tool in combating bullying, and by equipping our students with knowledge and skills, we can foster a more inclusive and supportive culture where kindness is at the heart of everything we do.

We invite parents to participate in these discussions and activities, as your involvement is crucial in reinforcing our anti-bullying messages at home. Together, we can create a united front against bullying and ensure that every child feels safe and valued at Church Hill Middle School.



# Attendance Matters

Every student. Every day.

We are delighted to share some fantastic attendance achievements this year that demonstrate the positive impact of our whole-school focus on regular attendance.

- Our overall attendance has improved significantly from **90.87% at this point last year to an impressive 92.76%** this year - a remarkable increase of 1.89 percentage points.

- Even more encouraging is the dramatic rise in pupils achieving perfect attendance: **91 pupils currently have 100% attendance** compared to just 67 at the same time last year, representing a 36% increase in pupils who haven't missed a single day - and this improvement is despite having more than 50 fewer children on roll this year, making the achievement even more significant.

- We've also seen a substantial reduction in unauthorised absences, dropping from **3.02% last year to just 1.97% this year**, showing that families are working closely with us to ensure absences are properly authorised and minimised where possible.

- Particularly pleasing is that our attendance improvements are evident across all pupil groups - our SEND pupils and those in receipt of pupil premium have shown positive progress, demonstrating that our inclusive approach to attendance support is working effectively. These improvements reflect the hard work of pupils, families, and staff working together, and we're confident that this upward trend will continue to benefit our pupils' learning outcomes and wellbeing throughout the year.

**Good attendance is absolutely crucial for our Years 5-8 pupils as they navigate this pivotal stage in their education.**

During these formative years, pupils build the foundational knowledge and skills that will determine their success in GCSEs and beyond. Missing just one day per week means losing 20% of learning time - equivalent to missing an entire school year over five years.

For our Year 5-6 pupils, consistent attendance ensures they master essential literacy and numeracy skills before secondary transition, while our Year 7-8 pupils need every lesson to adapt to increased academic demands and develop independence.

Research shows that pupils with attendance below 90% are significantly less likely to achieve their potential, with gaps in learning becoming increasingly difficult to close. Beyond academics, regular attendance helps pupils maintain friendships, develop resilience, and establish the strong work habits essential for future success.

We understand that genuine illness occurs, but we encourage families to send pupils to school whenever possible - often a day at school with minor symptoms is better than a day of missed learning.

If your child's attendance falls below 95%, please contact us immediately so we can work together to address any barriers and ensure they don't miss out on these critical years of their education.

## PE and Sports achievements



## **Half-Term Sports Celebration**

This half term has been a fantastic one for sport across our school, with students from a range of year groups demonstrating commitment, teamwork, and exemplary behaviour while representing us in a variety of fixtures and festivals.

### **Football Successes**

Our school football teams have continued to work incredibly hard, showing real improvement and dedication throughout their fixtures. Not only have they represented the school with pride, but staff from other schools have repeatedly commented on the outstanding behaviour and sportsmanship shown by our players. They have truly been a credit to our community.

### **Basketball Fixtures – Year 7 & Year 8 Boys**

Both our Year 7 and Year 8 boys' basketball teams have taken part in local fixtures this half term, achieving a mix of results on the scoreboard but always competing with passion and resilience. Their teamwork, togetherness, and positive spirit have shone through in every match.

### **'Girls Can' Festival – Year 8 Girls**

A group of our Year 8 girls enthusiastically attended the inspiring 'Girls Can' festival. They enjoyed a wide range of activities including glow-in-the-dark dodgeball, pickleball, skipping, and even had the chance to try out professional gym equipment. The girls had an amazing time, and it has been wonderful to see their increased confidence and new-found enthusiasm reflected in their PE lessons since.

### **KS3 District Hockey Tournaments**

Our KS3 boys represented the school brilliantly in the Redditch District Hockey Tournament. The students displayed impressive skills and tactical awareness, demonstrating the progress they've made in lessons and, for many, during hockey club with Miss Cartland. Their effort and attitude were outstanding throughout. The KS3 girls' tournament, that was canceled due to the storm, will be rescheduled for later in the spring term.

### **Year 5 Dodgeball & Hockey Festivals**

Our Year 5 students were also able to enjoy two fantastic sporting experiences this half term, taking part in both a dodgeball festival and a hockey festival. Several of our dedicated sports leaders supported the hockey festival, showing maturity, leadership, and encouragement towards younger pupils.

### **Sports Leaders Shine**

Speaking of our sports leaders — they are now proudly wearing their brand-new custom sports leader tops and jackets, funded entirely through our Sports Premium allocation. They

have embraced their responsibilities with enthusiasm and professionalism, and we are incredibly proud of the example they continue to set across the school.

### Upcoming Events

After half term, it will be the turn of the KS3 girls as they look to defend the gold medals they won in last year's district basketball competition. There will also be further opportunities for our Year 8 students to showcase their basketball skills in the trust basketball 3v3 competition.

Our netball teams will be looking to continue the success of last years 2 silver medals (KS2 & Year 8) and have been working hard at netball club to ensure they are as ready as possible for the district competitions when they arrive - with Church Hill hosting the Year 8 competition.

We will also be attending the Boccia festival, which each year has proven to be a big hit among the students.



1 - Year 7 Boys' Basketball Team



2 - Year 8 Boys' Basketball Team



*3 - Year 7 Boys' Football Team*



*4 - Girls Can Festival*



*5 - Girls Can Festival*



6 - Girls Can Festival



7 - Year 5 Dodgeball Team



8 - Sports Leaders

## Young Voices



### **Young Voices 2026 – An Unforgettable Experience!**

At the start of January, our school choir had the incredible opportunity to take part in the **Young Voices** concert, performing live at the **BP Pulse Arena in Birmingham**. It was an unforgettable experience, with thousands of friends and family filling the arena to cheer on the performers.

Our students joined voices with **thousands of children from schools across the county**, creating an amazing atmosphere and a truly powerful sound. From the moment they stepped onto the arena floor to the final applause, our choir represented the school beautifully — singing with passion, confidence, and joy.

The event was a celebration of music, teamwork, and the sheer exhilaration of performing as part of one of the largest school choirs in the world. We are incredibly proud of every student who took part.





## Church Hill Student Leadership



*9 - Our fabulous Prefect Team meeting Shao Hao!*

This half term, our Student Leadership Team at Church Hill Middle School has been hard at work planning an exciting programme of charity events as part of our Trust-wide charity drive in support of Birmingham Children's Hospital.

Our student leaders have shown fantastic commitment, creativity and teamwork as they've developed ideas to help raise as much money as possible for this incredible cause. There are lots of exciting plans in the pipeline, and we can't wait to share them with you! As part of our launch, we are delighted to be welcoming a representative from Birmingham Children's

Hospital into school to speak to all of our pupils about the vital work the hospital does and the difference our fundraising can make. Some of our own pupils will also be bravely sharing their personal stories and connections to the hospital, helping us all to understand just how important this charity is to our community.

Keep an eye out for upcoming events being launched soon – we're looking forward to seeing the whole school get involved and show their support!

It's also been a busy half term in another area of student leadership. Our representatives recently met with our catering company, Aspens, to take part in a food tasting session and to gather valuable student voice about how we can continue to improve the food offer at Church Hill. Pupils sampled a range of dishes and shared thoughtful, honest feedback. The brownies were a particular hit and received glowing reviews, while the hidden vegetable 'pea' cake proved a little less popular! The feedback collected will help shape future menus and ensure that our school meals reflect what students really want.

Well done to all of our student leaders for their enthusiasm, responsibility and dedication to making Church Hill an even better place to be. Exciting times ahead!

## Community teachers association





Welcome to the Abbey wood and Church Hill CTA

We organise school events across the year to raise money for both Abbey Wood and Church Hill.

If you would like to be a part of our Abbey wood and Church Hill CTA, please contact **Becky Atkins on 01527 962794.**

We were pleased to welcome students to a special performance and talk on Wednesday 11th February.

During the sessions, students watched a live performance by international K-Pop artist Shao Hao, followed by a structured and age-appropriate discussion focused on mental health, discrimination, equality and emotional wellbeing.

Shao Hao is a singer-songwriter who uses his platform to promote diversity, inclusion and positive mental health among young people. As part of his current UK and Ireland tour, he visited a small number of schools in Worcestershire during Children's Mental Health Week.

Shao is a graduate of the Institute of Contemporary Music Performance and IMW Studio (First-Class Honours), a resident artist at Camden's Roundhouse, and has collaborated with artists including Imogen Heap, Jamie Cullum, Will Young and Edwyn Collins. His music has also featured on Netflix soundtracks and in K-Pop releases.

We are very grateful to the Church Hill Community Teacher Association, who fully funded this fantastic opportunity for our students.

## Uniform expectations and updates - 2026



# CHURCH HILL MIDDLE SCHOOL

### Updates to the latest edition to the uniform policy

#### Updates

1. Pupils hair must be naturally coloured. Prohibited hairstyles include unnatural colours (pink, blue, purple etc), shaved patterns or logos and undercuts.
2. Coats need to be practical to ensure the pupil is kept warm and/or dry. Items prohibited to be worn as a coat are hoodies and sweatshirts. **A hoodie/sweatshirt worn as a coat will be prohibited as of April 13th (after the Easter holiday).**
3. Smart watches are prohibited.

#### Uniform expectations

Our school has a duty to make sure that the uniform we require is affordable, in line with statutory guidance from the Department for Education on the cost of school uniform. We

understand that items with distinctive characteristics (such as branded items, or items that have to have a school logo or a unique fabric/colour/design) cannot be purchased from a wide range of retailers and that requiring many such items limits parents' ability to 'shop around' for a low price.

**Uniform (please see visual posters for pictures on website link below)**

**Blazer** - formal Church Hill branded school blazer with 'Rio' piping

**Jumper**- a plain navy knitted jumper with no branding.

**Shirt** - A formal white collared shirt.

**Tie** - Church Hill Middle School tie.

**Bottoms** - formal black trousers or tailored shorts. Formal black school skirt which must be knee length and must not be of a stretchy or Lycra material. The skirt must not have external buckles, rivets, zips or logos.

**Socks/tights** - Plain white/black socks, or black opaque tights.

**Shoes** - formal plain black low-heeled shoes – these must not have a logo or branding. Trainers or pumps are not allowed. Black Nike air force trainers are not allowed to be worn on non-PE days.

**PE kit (please see visual posters for pictures on website link below)**

**Bottoms** – navy Church Hill branded shorts, skort, leggings or tracksuit bottoms. Alternative plain navy jogging bottoms/leggings can be worn - these must have no logos, branding or additional colour/embroidery.

**Top** – navy Church Hill branded polo shirt

**Jumper** - navy Church Hill tracksuit top (branded with school logo) with full length zip (alternative plain navy crew neck sweatshirt can be worn – this must have no logos, branding or additional colour/embroidery)

**Trainers** – appropriate for sporting activities

**Socks** - navy blue sports socks

**Football boots** (optional)

**Key points**

School blazers are not to be worn on PE days. Church Hill branded jumper or plain navy sweatshirt is to be worn instead. No hoodies.

Shorts are not to be worn over jogging bottoms/leggings.

[Link to website](#)

## Key dates for spring term

**Return to school and spring 2 clubs begin:** Monday 23rd February

**Key Stage 3 Parents' Evening:** Tuesday 24th and Wednesday 25th February

**Key Stage 2 Parents' Evening:** Tuesday 3rd and Wednesday 4th March

**Scholastic Book Fayre:** Thursday 26th February - Thursday 5th March

**World Book Day:** Thursday 5th March

**Year 8 residential to France:** Tuesday 17th March - Friday 20th March

**Easter Special Breakfast:** Tuesday 24th March

**Term ends:** Friday 27th March

## Residential Opportunity



We have an exciting opportunity for your child to attend a 3-day residential to Ingestre Hall from Wednesday 10th February - Friday 12th February 2027. Ingestre Hall, located in Staffordshire, is an arts-based residential centre, where they deliver drama, art, music, dance and animation-based activities. It is located within a Jacobean mansion, surrounded by 27 acres of land, but contains professional studios for a wide range of creative and arts-based opportunities. The cost will be £194 per pupil, inclusive of food and all activities and is open to all year groups.

To see more, visit Ingestre's website at [Ingestre Hall | Residential Arts Centre | Staffordshire](#).

At this stage, we are taking expressions of interest to see if the trip is viable to go ahead, as without a certain number of pupils, we cannot proceed.

Support, courses, and workshops for parents, carers and grandparents



Baby and toddler groups	Health visiting	Feeding your baby	 WORCESTERSHIRE FAMILY HUBS	
	Speech and Language	Midwifery		
Child development	Parenting support/programmes/workshops		Activities to do at home	Stop smoking
Healthy eating	Mental health	Food bank vouchers	Healthy start vitamins	
Information about alcohol/drug support	Information about domestic abuse	Health and wellbeing support and signposting	Debt and welfare advice	Youth support

10 - [Support, courses, and workshops for parents, carers and grandparents | Worcestershire County Council](#)



11 - *The Nigel Prosser foundation*

*Support for families with SEN*

[Free Sen Support For Families | Nigel Prosser Foundation](#)

## What Parents & Educators Need to Know about Internet Controls.



It's exceptionally easy for a child to come across harmful content online, whether by accident or otherwise. Internet filtering software is a family's line of defence. Ensure you check your router filtering controls, parental software controls, ISP filtering controls and useful recommendations. See below tips on avoiding potential hazards relating to privacy and security, unrestricted access and harmful content.

**Advice for Parents & Carers**

**MONITOR DOWNLOADS**  
As well as frequent catch-ups with your child about what they are doing online, security, teaching their phone every so often to see which apps they've installed. The safest option could be to enable 'ask to buy' (Apple) or 'purchase approval' (Android) on their device, meaning your authorisation is needed to download any apps.

**BLOCK, REPORT, DISCUSS**  
Many children already know that connecting with strangers online is dangerous, but it never hurts to refresh their memory. Whatever communication, encourage your child to make sure they're fully aware that if anything online makes them feel uncomfortable, scared or upset, then they can look to the user responsible, report the content, take a screenshot as evidence and come to tell you straight away.

**RESPECT AGE RESTRICTIONS**  
Apps have age restrictions for a reason, and Amigo is very definitely a mature content platform. Given that many of Amigo's users apparently use a bogus date of birth, you might want to remind your child about the implications of setting up a fake profile - such as being exposed to messages and videos that make them feel uncomfortable or being pressured into chatting with strangers.

**ACTIVE LISTENING**  
If your child does approach you with a concern, make time to stop what you're doing and actively listen. Let them talk without interrupting or showing any judgement; then discuss their options and the possible solutions. You empower them and reassure them that you're there to be supportive. If the issue is one that has put your child at risk, however, you may wish to contact the police.

12 - Amigo is a social platform which purports to connect strangers from around the world – and, with built-in translation software, it reduces the expected language barriers. Focusing heavily on one-to-one chat, video calls and live streams, Amigo encourages its users to build up online relationships to unlock exclusive features such as private video and audio calls: essentially, the more that people chat, the more features become available to them. This is an app designed with mature users very much in mind and is therefore definitely not recommended for children.

## ONLINE FAIR PLAY

**FAIR PLAY**

- 1 ORGANISE YOUR DEFENCE**  
Use strong passwords to protect your personal information, accounts and data. A trusted adult, like a teacher or a relative, can help you choose one that's easy for you to remember but hard for anyone else to guess.
- 2 KEEP POSSESSION**  
Only share personal information online with people you know well, like friends and family. A trusted adult will be able to help you change your online privacy settings so strangers can't find things out about you.
- 3 USE TEAMWORK**  
Before you use a device for the first time or download a new app, always check with a trusted adult. They'll be able to check if it's safe for you to use and make sure the privacy settings are right for you.
- 4 BE RESPECTFUL**  
Treat people online like you would treat them in real life. Remember your manners and be polite and kind in your posts, comments and messages.
- 5 CATCH ATTACKERS OFFSIDE**  
If someone is trying to bully you online, a trusted adult can help you to gather evidence and report that person to the authorities. You should also tell a trusted adult if you see anything online that makes you feel worried, upset, frightened or sad.

**FOUL PLAY**

- 1 DON'T IGNORE POSSIBLE DANGER**  
Never accept a friend request from a stranger. If somebody you don't know tries to contact you online, tell a trusted adult straight away.
- 2 DON'T LOSE CONTROL & RETALIATE**  
Although it can be tempting, it's best not to respond if someone attempts to bully you online or sends you hurtful messages. Tell a trusted adult what happened, and then block the person from contacting you again in future.
- 3 DON'T HURT PEOPLE DELIBERATELY**  
It's important to behave online just like you would in real life. Don't post anything that can make you look like a bad person, because the things we put online can stay there for a long time.
- 4 DON'T CHEAT YOUR WAY TO VICTORY**  
Don't copy another person's work that you found online or pretend that it's yours. This is called plagiarism and can get you into a lot of trouble.
- 5 DON'T PLAY FOR EXTRA TIME**  
It can be easy to spend too much time online. Instead, take a break to go outside for some fresh air and exercise. Not using your device just before bed will also help you get a good night's sleep so you can be fresh and focused the next day.

### The Dos and Don'ts; OF Online Conduct

Alongside individual skill, impressive teamwork and some truly epic matches, one of the most enjoyable things about this summer's European football championships has been the sense of sportsmanship and fair play. Players have competed fiercely, but they've (mostly) remembered that they're representing their country — and that bad behaviour, dangerous play or outright cheating tends to last in people's memories for a long time after tournaments are over. The same is true of how we act online — one error of judgement or loss of control might only take a second, but can have results that are difficult to forget. Instead, just like the heroes of the Euros, we should aim for people to see us and feel proud and inspired. So, in a five-a-side line-up (with five "dos" and five "don'ts"), here are our top tips for playing fair online.

