

Hasmonean High School For Boys - Year 7

Welcome Booklet 2023-2024



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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 M Langdon
Headteacher

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 העלם (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.

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 must 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

In order 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
- Optimism

Where students display these values, they are rewarded in a number of ways. Rewards include:

Verbal praise

Communication home – phone call/ email

Award Assemblies

Year Leader Awards

Reward trips

Positive referral on

Bromcom Postcards/letters home

Jack Petchey Awards

Prizes

Celebration Day

DISCIPLINE

A range of disciplinary measures are clearly communicated to School staff, students and parents.

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the School rules, including rules regarding attendance and dress code, or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). This also applies to all paid staff (unless the relevant Headteacher says otherwise) e.g. teaching assistants, the site team and administration staff.

Staff may discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits. Staff can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school to such an extent as is reasonable.

REWARDS AND SANCTIONS

SANCTIONS

Whilst we promote a positive environment, sanctions are needed as consequences for inappropriate behaviour. When poor behaviour is identified, sanctions are to be implemented consistently and fairly in line with the School's Behaviour Policy.

In addition to disciplining pupils whilst at school, teachers may, subject to the provisions of this Policy, also discipline students for:

Misbehaviour when the student is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform in some other way identifiable as a student at the school.

Misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the School
- Poses a threat to another student or member of the public could adversely affect the reputation of the School
- Are contradictory to the ethos of the School

Sanctions are proportionate and account is taken of the student's age, any special educational needs or disability they may have. If a student is vulnerable, suspected to be suffering, or is likely to suffer harm, the School will follow the safeguarding policy and consider whether a multi-agency assessment is necessary. The Headteacher can exclude a student (also called being 'expelled' or 'suspended') if they misbehave. (See Exclusion Policy on our website)

WARNING SYSTEM – CHANCE, WARNING, ACTION

To ensure consistency in the classroom, all teachers and staff at Hasmaneian 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. All students sent to the Reflection Room will be expected to stay for a same day after School detention. Parents will be notified of this. Parents are also asked to respect that they may be notified towards the end of the day. In addition, parents are respectfully asked not to ask for special dispensation.

REWARDS AND SANCTIONS

Students can spend additional time in the Reflection Room at the discretion of a member of SLT. Poor behaviour in the Reflection Room and/or regularly being sent to the Reflection Room may result in a student being given a fixed-term external exclusion.

Sanctions include:

- Non-verbal warning
- Verbal warning
- Community Service
- Negative referral on Bromcom
- Communication home
- Moved to another lesson
- After School detention
- Lesson exclusion
- On report
- Reflection Room
- Internal exclusion
- External fixed term exclusion (suspension)
- Loss of privileges e.g. being dropped from representing the School, missing school activities or trips, not being able to bring a phone to school
- Alternative provision
- Use of the Pupil Referral Unit

Records will be kept of all sanctions given for serious misbehaviour on Bromcom, the School MIS.

CODE OF CONDUCT

Every student in Hasmonean High School regardless of their gender, ethnic origin, social status, language, age, nationality or religion has rights and responsibilities.

THE RIGHT

To have the best education that will help me 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.

AND 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. Students must arrive at school and at all lessons on time.

The school day starts at 8.50 am, and you must arrive by this time. If you arrive at security after 8.50 am you will be marked as late. If you arrive after 8.50 am, you **MUST** go to the School Office and sign in there as well. You will then be given a late slip which you must hand to your teacher. Form time starts at 8.55 and you must be in your form room at that time

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 telephone the school office before 9.00 am on the first day of absence. Messages regarding absence should be left on the absence line by calling 020 8203 1411 and choosing, option 4 and then option 2.

If you are absent from school, your parents need to communicate (via phone, letter or email) with the School every day of the absence. Your parent must send a written note upon your return stating the reason for 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 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 96% a year for there to be consistent positive signs of progress across all subjects.

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 that we will ask the Local Authority to issue fixed term penalty notices for unauthorised absence when necessary.

FOCUS ON ATTENDANCE

This is Sam.

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

What does this mean?

Sam thinks this is pretty good, so do his
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!**

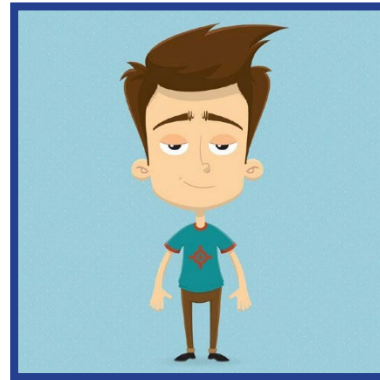
90% attendance over
**5 years of secondary school is half a year of
school missed.**

What impact might this have on Sam'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



Ms R Benarroch
Designated Senior
Person



Mrs M Langdon
Deputy Designated
Person



Mr A Markiewicz
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

Ms R Benarroch
Mrs M Langdon
Mr A Markiewicz

r.benarroch@hasmonean.co.uk
m.langdon@hasmonean.co.uk
a.markiewicz@hasmonean.co.uk

Ext. 263
Ext. 211
Ext. 254

CARE, GUIDANCE AND SUPPORT

At Hasmonean, 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 guide you and/or guide you on to another member of staff who can support you.

At Hasmonean 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 **TWO YEAR LEADERS – Rabbi Obermeister is in charge of wellbeing and Rabbi Amar is in charge of standards**. You can speak to either of your Year Leaders whenever something specific has happened that you feel your Form Tutor may not be able to help you with.
3. The **SCHOOL COUNSELLOR – Mr Linton-Smith** is there to help guide you in any sensitive matters you may wish to discuss with them.
4. The **STUDENT SERVICES OFFICER – They** are 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. The **ASSISTANT HEADTEACHERS – They** have overall responsibility for your care and wellbeing, and is 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, or if you just need to speak with her.

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 a 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.

SCHOOL RULES AND INFORMATION

MONEY AND VALUABLES: Hasmonean is a cashless School where everything is paid for via ParentPay. 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 School and all items of uniform should be clearly and indelibly marked with owner's name and form.

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.

TELEPHONE MESSAGES: Messages will only be taken for students in cases of emergency. If you wish to speak to a member of staff, the best times are during morning break at 11.15am – 11.30am or at lunchtime 12.15pm – 1.45pm.

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 using public transport. It goes without saying that they should be outstanding representatives of Hasmonean. Children under 16 receive a free Oyster Card, and must have one to use public transport. You can apply for an Oyster Card at the Post Office and many local shops. Please be aware that poor behavior on public transport may result in your child's Oyster Card being removed.

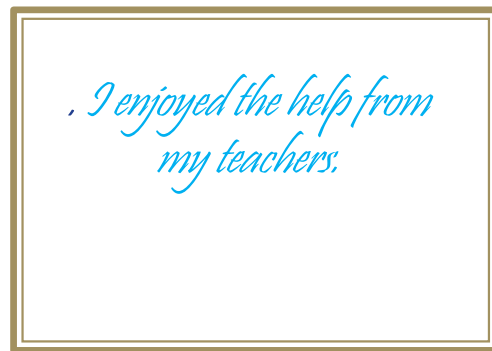
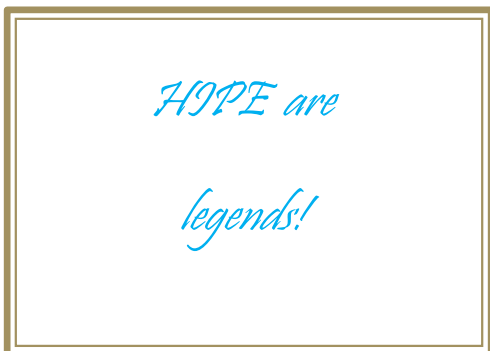
COMMUNICATIONS: You can find out lots of useful information about Hasmonean on our website: www.hasmoneanboys.org.uk. This includes holidays dates and telephone lists. Please use the website first to find the answers to your questions.

SACHEL ONE and GOOGLE CLASSROOM: Students are now set homework using the platform: Satchel one and on google classroom. Students access their homework using either an app on a tablet/phone or on a website. This allows teachers to attach worksheets, PowerPoints and video links, as well as set quizzes. Students can mark the homework as done and this has now replaced the homework planner, although students are welcome to bring in their own planner if they wish. Students can also communicate with teachers through these websites if they have any queries.

Parents also have access to Satchel one so that they can keep a track of the homework that their children have been set.

All students and their parents will be given their unique login codes in September.

SCHOOL POLICIES: Please see our website for all of our school policies.



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.. Phones are released during form time 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 a 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 is likely to 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 may 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.

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 Gemara 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 and not to leave it on the racks or in the playground. 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, each lasting approximately 50 minutes. Morning break is 15 minutes and lunch break is 45 minutes. Students are registered in the morning and afternoon.

BOYS: Sunday School begins with the ever popular Avos U’Bonim session at 8.00 am. This is an opportunity to support your son’s Kodesh studies. Teachers and alumni also attend and are available to learn with your son. Students who regularly attend this session are entered into prize raffle draws. Avos U’Bonim has been very successful and beneficial in the School for many years and we strongly urge all students to attend this session. Shacharis begins at 8.40 am and is followed by breakfast. There are two shiurim between 9.30am - 11.15am. Students may leave at 11.15am, however, there are voluntary shiurim until 12.00 pm.

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

WHAT I WILL LEARN: Every day you will have Kodesh lessons and learn a variety of interesting and important Jewish subjects. Jewish Studies are a compulsory part of every students' 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. What will I learn in Creative Arts? Fine Art, PE and Music will also play an important part in your learning.

LESSON TIMES

PERIOD	TIME
Arrival	By 8.50
Registration	8.55-9.10
Period 1	9:10 - 9:50
Period 2	9:50 - 10:40
Period 3	10:40 - 11:25
Break	11:25 - 11:45
Period 4	11:45 - 12:30
Period 5A Lunch Y8, 9, 12, 13	12:30 - 1:15
Period 5B Lunch Y7, 10, 11, 12, 13	1:15 – 2:00
Mincha and Form Time	2:00 - 2:15
Period 6	2:15- 3:00
Period 7	3:00 - 3:45
Phone Return (for Boys with no Period 8)	3:45 - 3:50
Co Curricular Clubs (Except Tuesdays)	3:50 - 4:35

SHORT FRIDAYS

PERIOD	TIME	LENGTH
Arrival	By 8.50	
Registration	8.55-9.05	15 mins
Period 1	9:05 - 9:45	40 mins
Period 2	9:45 - 10:25	40 mins
Period 3	10:25 - 11:05	40 mins
Break	11:05 - 11:20	15 mins
Period 4	11:20 - 12:00	40 mins
Period 5A	12:00 - 12.35	35 mins
Phone Return	12.35 – 12.40	

You will be put into sets for Jewish Studies, Modern Hebrew, 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.

STUDENT SERVICES OFFICE

HOW THE STAFF CAN HELP: Student Services is an important part of the School.

The Student Service 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.

PASTORAL COMMUNICATION

Your first port of call is your child's form tutor. Serious issues such as bullying, home life problems and other concerns or when the issue has not been resolved by the form tutor, please contact the Year Leader as appropriate.

Social, Emotional related concerns

Rabbi D Obermeister d.obermeister@hasmonean.co.uk ext. 255
(Year Leader- Wellbeing)

Behaviour or Attendance concerns

Rabbi M Amar m.amar@hasmonean.co.uk ext. 272
(Year Leader- Standards)

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

Ms R Benarroch r.benarroch@hasmonean.co.uk ext 263
(Assistant Headteacher - Pastoral)

Child Protection/Safeguarding

Ms R Benarroch r.benarroch@hasmonean.co.uk ext 263
Mrs M Langdon m.langdon@hasmonean.co.uk ext 211

Special Educational Needs

Mrs R Sireling r.sireling@hasmonean.co.uk ext 363

Absence/Medical Concerns

Mrs S Fine studentservices.boys@hasmonean.co.uk ext 213

Detention Rescheduling/ Punctuality issues

Mr R Hrdina r.hrdina@hasmonean.co.uk or ext 280
attendance.boys@hasmonean.co.uk

Kodesh related concerns

Rabbi D Muster d.muster@hasmonean.co.uk ext 226

Any matter that an Assistant Headteacher could not solve

Mrs T Meduna-Scott t.meduna-scott@hasmonean.co.uk ext 211
(PA to Mrs M Langdon)

At other times, if you wish to discuss your child's welfare or academic progress, you

Hasmonean News

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

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

Hasmonean

HOME SCHOOL CONTACT

The Year Leader is responsible for overseeing student's welfare and for monitoring their academic progress. They will be liaising with your child's primary school to facilitate their transfer to Hasmonian 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 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.

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.

PARENTPAY AND CASHLESS CATERING

ParentPay, our School online payment system, gives you a more convenient and flexible way to pay the School and helps to keep your child safe. By making cashless payments online, you know that your money has reached the school safely. The system allows you to pay for school meals, school trips, voluntary contributions and various other school related payments.

At the beginning of the year, you will receive a username and password allowing you to logon to the ParentPay website, where you can top up your child's account and track their expenses.

CATERING

At the time of writing, we cannot confirm what the provision of food in school will be next year. Once the situation is clearer, we will be in touch with parents.

NUTS AND SEEDS: We are a nut free school

We would ask that no nuts, seeds or snacks containing these products are brought into school due to a number of students and staff having severe allergies to these products.

SCHOOL UNIFORM

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

BOYS

- Black blazer with School badge
- Black trousers (not jeans or chinos)
- Plain black v-necked jumper
- White, plain shirt (no patterned material)
- Regulation school tie. The tie knot must be visible.
- Regulation school Kippa (black with maroon trim)
- As an orthodox Jewish school, boys are also required to wear tzitzit throughout the day.
- Plain black or navy coat, jacket or anorak
- Black formal school shoes, without heels – no boots, trainers or trainer like shoes. Please note, shoes that are branded from sportswear brands or having logos will not be permitted; makes such as Adidas, Lonsdale, Nike and Slazenger are not acceptable.
- Pupil Lanyard (this will be provided when the pupil joins the School)

PE KIT

- Black tracksuit trousers or plain black sports shorts
- White collared polo-shirt
- Optional black jumper/hooded top
- Training shoes (NOT school shoes)

Optional items for students playing football

- Black shorts
- White socks – short and long
- Football boots

Please see the full uniform policy on our website.

HAIR:

Hair must not be of significantly different lengths. Sides of hair must not be cut to less than a number 2. Side burns/Payos should be above the ear.



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 our 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 Achdut trip in Year 7, Shabbatonim and Activity Days in July.

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.

YOUR FORM GROUP & HOUSE

In Year 7 you will be divided into forms and into Houses: Chesed, Gevurah, Tiferes, Malchus, Netzach.

You will remain in the same House throughout your whole School life. Houses work towards end of term rewards trips which are based upon highest attendance and highest positive referrals.

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.

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 take you for registration, be with you for Mincha and will probably teach you for at least one subject. If you are absent, you need to give your absent note to your Form Tutor or Student Services when you return. 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 'Torah Im Derech Eretz' implies, your Jewish Studies form an integral part of your education and will permeate all your learning at Hasmonean. Many of our students find that their relationship with their Rebbe 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.)
- Oxford Dictionary and Thesaurus (ISBN 0199558469).
- 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.
- A bottle of water (students are not allowed to leave class to get drinks).
- A key padlock for your locker with a spare key which should be given to your Form Tutor at the beginning of term.

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	November	After Internal assessment
	Modern Hebrew JS Chumash	October	Following internal assessment

Term 2	Subjects set	When will new sets be created?	How are students assessed?
	Maths	Beginning of 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.
	Modern Hebrew JS Chumash	February	

Term 3	Subjects set	When will new sets be created?	How are students assessed?
	Maths Modern Hebrew JS	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 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. This

SUPPORTIVE STUDIES UNITS

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.



PSHE

Personal, Social, Health and Economic Education has been added to the taught curriculum for Key Stage 3, and aims to support our students to be healthy, safe and prepared for modern life in line with the Hasmonian ethos. PSHE Education incorporates health education, 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.

Over the course of Year 7, the initial focus will be on Health and Wellbeing, specifically linking to the Heads-Up programme (designed by Norwood) that supports students' transition into secondary school and encourages positive independence and resilience. In the New Year, our focus shifts onto relationships, linking into the Science curriculum. In the summer term, we consider living in the wider world and the impact our actions can have in terms of the environment and current affairs.

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 PSHE Education team works closely with the Head Boy Team and Student Voice committee to allow students the opportunity to be heard.

JEWISH STUDIES

The Jewish Studies curriculum is designed to inspire and equip each student to achieve his full potential in תורה and מצוות and to feel fulfilled in his Jewish heritage.

We aim to inculcate a love and respect of תורה and its values, and to emphasise the importance of מדות טובות - character refinement, both on an individual and collective basis.

There are a number of Limmudei Kodesh groups in Year 7, catering for the differing needs of our students. We start the year with 5 parallel Jewish Studies groups which are taught the same syllabus for נ"ך, חומש, גמרא and הלכה. After four weeks the students are set the same assessment, following which they are placed in the Jewish Studies group that best allows each one to develop his potential.

The Jewish Studies programme in Year 7 also provides all students with a good understanding of basic Jewish general knowledge, including the narratives of תנ"ך, the laws of the daily מצות and the ימים טובים. At the same time, the course aims to develop students' textual learning skills, both in תורה שבכתב (the Written Law) and תורה שבעל פה (the Oral Law). Extra Kodesh programmes are offered after school.



ENGLISH

English is one of the key foundations of most subjects. With its huge social, political and moral implications, the study of Language and Literature enables students to become better thinkers and communicators as well as generally more empathetic human beings.

Modern students need to become critical thinkers more so than ever before, given the number of choices they now have to make. The study of English aims to foster a curiosity and an appreciation of the wider world, whilst encouraging all students of all abilities to be academically rigorous and to develop their language skills beyond school and into their adult lives. As a department, we aim to challenge students and in doing so, imbue them with a culture of high aspiration and attainment. This takes many forms both in and outside of the classroom with the aim of developing confident, lifelong learners.

English is taught in mixed-ability groups in both Years 7 & 8. In Years 9-11 (Key Stage 4) 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.

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 wide range of poetry and this followed by a study of a drama text in Term Three. Throughout all three terms, at least one lesson a week is devoted to the improvement of students' vocabulary, grammar and comprehension skills. 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 manner. In addition to this, 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 is a challenging and fascinating subject which forms a foundation for many other subjects. All students take GCSE in Key Stage 4 and it is a very popular choice for A Level.

CURRICULUM: All students follow the National Key Stage 3 Framework which builds on the National Numeracy Strategy in primary school. There are three lessons a week. We follow the White Rose framework with a focus on Mastery Mathematics. Details of each chapter and corresponding resources will be uploaded onto the class google drive. Each lesson starts with the Numeracy Ninja programme to embed basic numeracy skills. All students study the same topics at roughly the same time, making movement between groups much easier.

GROUPING: All students will be taught in mixed ability groups for the first few weeks of Year 7. Students will then complete a mathematics assessment (also called an internal setting test) which will give us an understanding of each child's mathematical understanding and ability. Following the assessment, at first and second set will be made. However, these are broad sets and there is not much difference between students in the sets. Some students who struggle with Maths will be put in the nurture class for Maths lessons. All groups will cover the same topics. Students who complete the set work successfully in any of the groups will receive extension work at an appropriately higher level. All students will have access to the same resources for each chapter. There will be regular assessments and students may be moved sets based on the results of two or more assessments, their homework record and behaviour.

NOTE TO PARENTS: It is important that the correct mathematical equipment is brought to every lesson. This comprises of:

- 2-3 blue/black pens
- A blue/black white board marker
- 2-3 HB mechanical pencils
- Staedler Rubber (or other high quality)
- 30 cm ruler
- Protractor (semi-circle)
- Metal compass with pencil
- Scientific calculator is not needed until the middle of Year 8

It is important that this equipment is in good condition (while not needing to be excessively expensive), since the quality of work will be compromised if it is damaged or missing. With technology changing constantly, there are many scientific calculators on the market. The Mathematics Department recommends any of the Casio fx-85 series calculator in KS3, however, for GCSE a fx991 is recommended

HOMEWORK: All Year 7 students will receive weekly homework. Most homework will be set online, via a website called Sparx. This website is an award winning site that supports student learning through the availability of comprehensive video explanations attached to all set homework tasks. It's artificial intelligence feature also ensures each student is being appropriately challenged. Sparx requires all working out to be written down and the students will receive a separate homework book to write in. End of unit homework sheets and other worksheets will also be set. Full induction into how to use Sparx will be given to students during the first week of term in September.

Students will also be encouraged to use this online system, to stretch themselves within topics taught, and to re visit work previously taught, in order to fill in gaps in knowledge and consolidate understanding. Times table practice will also be addressed on this portal.

SCIENCE

During the first two years at Hasmonean, 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.

Much of course content can be found in the textbook Activate, which pupils can access through the online platform, Kerboodle.

Homework is given regularly and includes short projects and worksheets relating to lessons. Our homework aims to reinforce taught concepts and improve independent learning; we encourage our students to visit science websites, such as www.bcc.co.uk/bitesize to review material covered in class.

Our course is based on the revised National Curriculum, and pays due regard to the development of numeracy and literacy through Science and the use of ICT. Links with other subject areas, including basic education curriculum, Geography and Jewish Studies are established.

In both Years 7 and 8, the course covers two to three topics per term. Each half term, students complete progress tests to assess understanding; there will also be an assessment on Thinking Scientifically and Skills through a practical write-up. There is an even spread of Biology, Chemistry and Physics units throughout the KS3

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.

Micro:bit:

- Creating simple programmes in both visual and text based languages to create outputs on the BBC micro:bit.

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. Students will engage 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 note taking.

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.

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 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 for 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 c.algranati@hasmonean.co.uk

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 two periods of French or Spanish per week.

Students will learn how to introduce themselves and carry out simple conversations in the chosen language, 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 also discover how to manipulate a variety of key grammatical structures accurately to convey their own thoughts.

Teachers use Viva (Pearson) for Spanish and Allez (Oxford University Press) 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. A variety of books and supplementary materials are used to develop and reinforce these skills. In Year 7, much of the work relates to festivals and other important dates in the Jewish calendar. 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 at specific times during the year. 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.



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 start with a review of map skills, and an overview of the geography of the UK, building on what was learned in primary school. This is followed by topics such as population, biomes, the geography of food and a study of Africa and the varied countries in this continent.

Traditional Geography is not neglected. Atlas work ensures that students are familiar with the location of places around the globe.

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 affect one another 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 the Romans to the present day. We also look at a variety of topics, often inspired by individual teachers, such as the history of medicine, the abolition of slavery, revolutionary France 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.

PHYSICAL EDUCATION

Students will study the following sports in Years 7, 8 and 9:

	InvasionGames Net and Wall Games	Striking/ Fielding Games	Striking/ Fielding	Athletics
Year 7	Football Fitness	Badminton Table Tennis	Cricket Softball	Athletics Fitness
Year 8 & Year 9	Football Fitness	Badminton Table Tennis	Cricket Softball	Athletics Fitness

All students in Key Stage 3 take part in trampolining, athletics, cross-country and swimming. The students are taught the skills of each sport. As they progress and become more confident with the various techniques, students will take part in small and full-sided games and competitions.

At Key Stage 3, all students will also undertake health related fitness, gymnastics and athletics. Outdoor pursuits are taught at the end of Key Stage 3, to include map reading and compass skills.

Apart from using the school's sports hall, students will also use the facilities at Copthall Sports Centre. This involves the boys walking from the School, across Holders Hill Road and through the side streets to the Centre. We also use the local roads for cross-country runs. Student will have the opportunity to represent the School in tournaments and competitions in a variety of sports.

During the summer term, students will have the opportunity to participate in sporting activities such as football, rugby, cricket, tennis, badminton and more, as part of our enrichment programme.

All students will continue to participate in PE in Key Stage 4, even if they have not opted for it as a GCSE subject.



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 Holders Hill Road
 London
 NW4 1NA

Tel:
020 8203 1411

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

ssat
the schools, students and

