Bishop Stopford School

Week Ending: 16th October 2026

NEWSLETTER







Events all week
Year 7: Govilon Trip 2

Monday 19th
Year 11 Collective Worship

Tuesday 20th
Year 10 Collective Worship

Wednesday 21st
Sixth Form Collective Worship
Year 8 Rugby County 10s Tournament
Year 13 Road Safety Presentation

Thursday 22nd
Year 7 Collective Worship

Friday 23rd
Year 8 & 9 Collective Worship
Culture Day
Sports Tour - Silou & Valencia

School closes for half term (two weeks) and re-opens on Monday 9 November

Next week:
Week B

Assembly Theme:
Black History Month

Culture Day and Black History Month

#BestOfBishop

A strong sense of belonging and togetherness lies at the heart of our thriving school community.

As we approach the end of the half term, with our annual Culture Day celebrations and student-led assemblies marking Black History Month, we have an opportunity to reflect on how our school is enriched by diversity, culture and difference.

This year's Black History Month theme, *Honouring Our Communities*, celebrates the individuals and groups whose contributions sustain and strengthen our local areas. It emphasises visibility, recognition and lived experience across the UK. It particularly focuses on those whose work often goes unseen, including teachers, volunteers, carers and community leaders.

Our assemblies next week will provide an opportunity to celebrate local figures and reflect on how empathy, understanding and respect for others help to create a tolerant and harmonious society.

'Unlocking Unique Potential' lies at the heart of not only our curriculum, but also the daily life of our school and the opportunities available to students as they progress. We are proud that everyone's individuality is valued, honoured and celebrated. This ensures that each young person feels not merely included, but genuinely known and valued as part of a community where they belong.

Mrs N Smith & Mrs Fletton

We are a Church of England School

Our aim:

Share Christ
Serve willingly
Show love
Shine light
By example

Bishop Stopford School
faith | justice | responsibility | truth | compassion

Sixth Form Student Chaplaincy Team



Hear the voice of students!

Being on the Chaplaincy Team is really encouraging as it gives me friends who share my faith and show an array of God's gifts to us. (Anna Yr 12)

'I joined the Chapel Team to grow my faith with other people and as a result I made many friendships with people in different year groups! The Team is so supportive and being able to experience Sixth From with people of the same faith has been so helpful.' (Saoirse Yr 13)

'Joining the Chaplaincy Team has introduced me to amazing brothers and sisters in Christ who have encouraged and supported me in my walk with Jesus' (Joel Yr 13)

'I really love being a part of the Chaplaincy Team as it allows me to grow my faith, meet new people and make a positive impact on the school community' (Nyssa Year 12)

I really enjoy being part of the chapel team because of all the great friends I've made and just the chance to worship, pray and learn about God in school. Toby Year 12

The Student Chaplaincy Team: Year 13 Bethan Clark, Saoirse Gibbard, George Robson, Joel Wiffen. Year 12: Roberto Ashby, Anna Burbidge, Toby Flanagan, Rupert Fray, Isobel Grigg, Norman Maferefa, Nyssa Simmons, Nate Stilwell, Emanuela Yeboah Osei Fobi

Mrs Hutchinson

Core Values in Action Awards

We would like to commend all students who took part in our Open Mornings and Open Evening last week, upholding our core values and impressing visitors with their confidence. Awards go to our Head Students, Dhruv and Amrita, Finn Currie, and two Year 7 students including Ewan Webster, who spoke with incredible prestige. They receive awards on behalf of everyone for last week's events.

Core Values in Action Awards (continued)

Our Core Values in Action awards recognise students for embodying our School's values in their local communities. We always love to celebrate their contributions which represent our school so well.

Last weekend, William Bantin (12W2) supported his mother in providing CPR to an elderly lady in our local community who had gone into cardiac arrest following a stroke. Both prior to and after emergency services arrived, he actively supported efforts to help, for example by fetching equipment, holding up a blanket for privacy and liaising with police to keep the area safe/keep the lady's belongings together. Throughout, he acted with maturity beyond his years, remaining calm (in a situation where other passersby were very distressed), protecting the dignity of the lady in question and with awareness of the other people present (checking in on their wellbeing afterwards).

Resuscitation efforts and the quick use of a defibrator meant the lady was given the best possible chance of survival.

If you know of a student who may be eligible for a Core Values in Action award, email newsletter@bishopstopford.com.

Mrs Peach

Safe Space

Safe Space – Online Image Safety

It can be challenging for young people engaging online to know who is real. Friend requests are made through social media platforms and games, often sent after a period of positive interactions. For generations who have grown up in a world defined by personal devices and the internet, it can be easy to believe that the online world is as real as the physical one.

While many young people navigate this without harm, there are some who are exposed to serious risk from those who use the internet as a place to exploit. For teenagers, the most common form of exploitation comes as requests for images. Young people believe they are talking to a friend and are often flattered by the positive attention they are receiving. This can lead them to feel unable to deny a request for a picture, after which the young person may be asked to pay to avoid this image being shared publicly. The situation feels particularly precarious for young people if the 'friend' knows their social media handles and can therefore share the image with their in-person social group.

In school, we talk to students about the risks online and how to report concerns. AI tools can also provide helpful advice, when asked by young people what to do. There are two main mechanisms of support available:

1. CEOP: this is a UK police agency which protects children from online abuse and harmful communication. Young people are able to report directly to them, and there is also a helpful 'Quick Exit' button which hides the reporting page, if the danger is from those in the same space. You can find details on the CEOP website here: CEOP Safety Centre
2. NSPCC *Report Remove*. The NSPCC's *Report Remove* function, enabled by Childline and the Internet Watch Foundation (IWF) allows young people to report that an image of them is available online and to see if it is possible to take down. Wherever possible, these will be deleted from the internet, removing the ability to search for it at any time.

We work with CEOP to support young people to manage images which have gone into the public domain. We will continue to talk openly about these risks in school, but would encourage all parents to speak with their children about this, especially if they have access to an internet-enabled device with a camera. Open, non-judgemental conversations allow young people to report concerns if they find themselves in this situation.

If you have concerns related to this, please contact your child's Form Tutor or Head of Year.

Mrs Smith

Relationships and Sex Education Policy

We invite parents and carers to share any feedback on our Relationships and Sex Education (RSE) Policy for 2026-27. Your input is greatly valued and will help ensure our approach supports all students effectively.

Whilst our policy has not changed, the RSE statutory framework has been updated by the Department for Education, and our curriculum content reflects those changes. A copy of the draft policy is available on the Edulink noticeboard.

Please send any comments to enquiries@bishopstopford.com with the subject line 'RSE Policy' by Friday 30th October 2026.

Mr Smith

John Locke Global Essay Prize

We are incredibly proud of Sophie Banks (13N2), who made it to the award ceremony of the The John Locke Award. This it the highest international recognition in the John Locke Institute Global Essay Prize, and Sophie joined finalists in London from across the world. Sophie said:

Being able to attend such a prestigious event and meet people from across the world who shared my passion for academic study was amazing. But the personal achievement of being of being shortlisted far outweighed the dinner itself. Being recognised and rewarded for my work by highly esteemed intellectuals was an honour I could only hope to achieve. This was made possible by the support of Mr Hainsworth and my family, so thank you to them!

Sophie Banks 13N2





Find Out More About T-Levels



Year 12 Curriculum

Subject	Autumn Term 1	Autumn Term 2
A-Level Art	**Introduction Project**	**Personal Investigation:** Independently selected Theme
A-Level Biology	**Teacher A:** Complete M2 C2 Basic Components Skills lesson on biological drawing **Teacher B:** Introduction to PAGs: Skills lessons on tables and graphs, Osmosis theory and Osmosis PAG 8.1 Complete M3 C7 Exchange surfaces and breathing. Start M3 C8 Transport in animals	**Teacher A:** Start M2 C3 Biological Molecules **Teacher B:** Complete M3 C8 Transport in animals. Start M3 C9 Transport in plants.
A-Level Business	Entrepreneurship and Leadership The Market	Entrepreneurship and Leadership External influences
A-Level Chemistry	Atoms, Ions and Compounds Amount of Substance Basic Concepts Alkanes	Acids and Redox Electrons and bonding Alkenes Alcohols
A-Level Computer Science	**Introduction to Java** **Computational thinking**	**Algorithms**
A-Level Economics	How Markets work The Macroeconomic Model	Market Failure and Government Failure The Macroeconomic Model
A-Level English Language and Literature	Paper 2 – *Othello* and Unseen Texts	Paper 2 - *Othello*
A-Level English Literature	**Introduction Fortnight** Focus on unseen poetry and unseen prose extracts ***Othello***	***Othello***
A-Level French	Teacher 1 – La musique francophone contemporaine Teacher 2 – La famille en voie de changement	Teacher 1 - Au Revoir Les Enfants (FILM) Teacher 2 – Comment on traite les crimenels
A-Level Further Maths	**Pure:** Complex numbers, Roots & polynomials, Matrices, Series, Linear transformations **Mechanics:** Momentum & impulse	**Pure:** Proof by induction, Vectors **Further pure:** Inequalities
A-Level Geography	**Changing Places & Hazards**	**Changing Places & Hazards**
A-Level History	**Tudors:** The Reign of Henry VIII – Domestic and Foreign Policy (1485-1509) **Russia:** The rule of Tsar Nicholas II	**Tudors:** The Reign of Henry VIII (1509 –1547) **Russia:** 1917 Revolutions
A-Level Maths	**Pure:** Algebra, Quadratics, Equations & inequalities, Straight line graphs, Circles, Graphs & transformations, Trigonometric ratios	**Pure:** Trigonometric equations, differentiation **Statistics:** Data collection, Large data set, Location & spread **Mechanics:** Modelling & acceleration
A-Level Music	Unit 1 – Recital Preparation Unit 2 – Free Composition Preparation / Bach chorale, 4-part harmony techniques Unit 3 – Listening and Appraising	

Year 12 Curriculum

A-Level PE	Musculo-Skeletal and Neuromuscular Systems Skill Acquisition and Transfer of Learning Pre-Industrial Sports	The Cardiovascular and Respiratory Systems Coaching Guidance and Feedback Industrial and Post-Industrial Sports
A-Level Physics	Practical Skills Foundations of Physics Motion Charge and Current	Forces in Action Energy, Power and Resistance Electric Current Material
A-Level Politics	**UK** - Democracy and Participation **USA** – The Constitution	**UK** – Electoral systems of the UK **USA** – Federalism
A-Level Product Design	**Theory Topics:** Designing & Making Principles **Project**: Improving Everyday Items	**Theory Topics**: Technical Principles **Project**: All Being Well
Life and Ethics	Artificial Intelligence (RE Topic)	My Rights and Responsibilities (PSHE Topic)
A-Level RE (Philosophy and Ethics)	**Philosophy** – Theme 1 Arguments for the Existence (Teleological and Cosmological Argument) **Ethics** – Theme 3 Teleological Ethics (Utilitarianism and Situation Ethics) **Christianity** – Theme 1 Religious Figures and Sacred Texts (Jesus' birth, resurrection and the Bible)	
A-Level Psychology	Debates Overview Approaches	Research Methods Memory Social Influence
A-Level Sociology	Role of Education Intro to sociological perspectives on the family	Differential Educational Achievement Why have households changed over time?
A-Level Spanish	*Los valores tradicionales y modernos*	*La intentidad regional en España* *El racismo*
A-Level Textiles	**Project:** Suits **Theory:** Materials and Fibers	**Project:** Suits **Theory:** Sewing methods, components and finishes
A-Level Theatre Studies	**Component 1** – *Our Country's Good* and *Death of an Anarchist* **Component 2** – Introduction to Styles and Practitioners	**Component 1** – *Our Country's Good* and *Death of an Anarchist* **Component 2** – Introduction to Styles and Practitioners
Wider-Curricular	**Study Skills and Young Drivers Conference (23.09.26)** **Clubs and Societies Fair (25.09.26)** **Senior Maths Challenge (07.10.26)** **Culture Day (23.10.26)**	**Politics Trip – Belgium (Half Term Holiday)** **Christmas Concert**
Other	**Year 12 Transition Day (03.09.26)** **Year 12 Parental Information Evening (09.09.26)** **School Photographs (16.09.26)**	**Year 12 Reports Issued (27.12.26)**

Recruitment

We currently have the following exciting opportunity for an outstanding and ambitious individual:

Finance Officer

The successful candidate will work alongside colleagues, senior staff and governors and will contribute to unlocking students' unique potential.

We hope you are excited by the opportunity to work with us. We look forward to hearing from you.

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