



RGS SPOTLIGHT

6th January 2026 - Edition 3

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Welcome Back to Term 3, and wishing you all a Happy New Year as we begin 2026!

We hope you had a restful and joyful break. As we step into Term 3, it's the perfect moment to look back with pride at everything our school community achieved during a vibrant and memorable Term 2.

The term began with incredible generosity during Children in Need, where students and staff came together to raise funds and awareness with real enthusiasm. Our competitive spirit shone brightly in the PE led Inter-House competitions, showcasing teamwork, determination and plenty of friendly rivalry. December brought a burst of festive cheer with Christmas Jumper Day, followed by the creative flair of our Tutor Time Christmas Wreath Challenge, where tutor groups impressed us with their imagination and collaboration.

Acts of kindness continued through our Reverse Advent campaign throughout December, with students giving thoughtfully to support local families through the donations that were warmly received by medway Foodbank. We also celebrated the remarkable talent within our school during the Shock and Raise music event at the end of Term 1, an evening filled with energy, confidence and outstanding performances.

Beyond the school gates, students broadened their horizons on unforgettable trips/visits to Japan and Cologne to name a few, embracing new cultures, building friendships and creating lifelong memories.

As we begin Term 3, we hope to carry forward the spirit that defined last term, underpinned by our school values of; Respect, Gratitude and Success. Let's show respect in our words and actions, demonstrate gratitude for the opportunities around us, and strive for success - both personally and collectively.

Here's to a purposeful, positive and inspiring term ahead. Let's make it our best one yet.



Dates for the diary: Parents Evenings

4/2/26 - YEAR 9 PARENTS
EVENING (ONLINE)

3.45-6.45PM - APPOINTMENTS MADE VIA
WWW.PARENTS-BOOKING.CO.UK/LOGIN

11/2/26 - YEAR 11 AND 13
PARENTS EVENING (IN PERSON
EVENT)

3.45-6.45PM - APPOINTMENTS MADE VIA
ARBOR



Other key dates for Term 3

12/1/26 - START OF YEAR 7 COMMUNITY
FORTNIGHT

12/1/26 - START OF YEAR 11 AND 13
MOCK EXAMINATIONS

20/1/26 - Y11 SIXTH FORM TASTER DAY

22/1/26 - BELGIUM VISIT - PARENTS
INFORMATION EVENT (5-6PM)

5/2/26 - RGS HOSTS ENGLAND
HANDBALL - KENT/SOUTH EAST

12/2/26, 13/2/26 AND 14/2/26 -
SCHOOL PRODUCTION EVENT -

EVERYBODY'S TALKING ABOUT JAMIE
13/2/26 - END OF TERM 3



4th

30439



5th

29473



3rd

30725



6th

28039



1st

34025



2nd

33661





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RGS Remembers



This year, our school community came together to mark Remembrance Day. At 11am, the entire school observed a solemn two-minute silence, honouring the bravery and sacrifice of those who served and continue to serve in conflicts around the world. The stillness across the site was a powerful reminder of the importance of remembrance and gratitude.

In the days leading up to the event, students from all year groups created individual poppies, each carrying a personal message of thanks, hope or reflection. These heartfelt messages were then brought together to form a striking whole-school poppy display, symbolising unity, respect and collective remembrance.

The finished display stood as a meaningful tribute, showcasing the thoughtfulness of our students and their understanding of the significance of the day.



Save the Children - Christmas Jumper Day



Thank you to all parents/carers who supported with our annual Save the Children Christmas Jumper Day. Through your contributions, we were able to raise a fantastic **£276** for this charity!

Thank you to all parents/carers who donated towards our Reverse Advent event throughout December. We were able to donate approximately 12 full crates of items to Medway Foodbank, which were kindly received by the charity on Friday 19th December



Christmas Tutor Wreath Competition

Every Term 2, we set an annual Form Tutor festive competition based on a chosen theme. This years theme was to create a festive door wreath, to adorn the Form Tutor door during December. The efforts and interpretations for these were fantastic, with a special mention to **Hildegard and Tomlinson** as overall winners for this competition. Below are just a few examples of some of the brilliant efforts...



A Big THANK YOU



The Rochester Grammar School

Thank you for your Harvest 2025 donation totaling 563 kg
Your donations make a BIG difference to local people in crisis

Registered Charity Number: 1166505 | Registered in England and Wales





RGS SPOTLIGHT

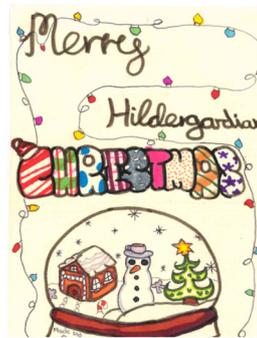
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Munirah (7TMa)

Shayon (8TM)



Ozzy (9HG)



Kayla (10CD)



Upendo (10CD)



Jyotsaroop (7TMa)



Christmas Card Competition
 During Term 2, RGS embraced the festive spirit with our annual Christmas Card Competition, held throughout December. Students from all year groups were invited to design their own seasonal cards, and the creativity on display was truly impressive. Entries ranged from beautifully hand-drawn illustrations and detailed painted designs to imaginative digital artwork, showcasing the diverse artistic talents within our school community.

Each card reflected a unique interpretation of the festive season—some traditional, some modern, and others wonderfully quirky. We were delighted by the care, skill and originality that students put into their work, making the judging process incredibly challenging.

The winning designs were celebrated for their creativity, craftsmanship and festive charm, with just some of the entries seen here. The competition once again highlighted the enthusiasm and artistic flair of our students, bringing a joyful close to the term.

A thank you to KICC!

A big thank you to KICC (Kingsway International Christian Centre) for continuing to help support/supply our Wellbeing Breakfast Club provision throughout the year, with donations of all of the food and drink items needed to support our students who use this provision at the Rochester Grammar School. We were also incredibly lucky to be provided with a number of Christmas Hampers to help families within our own school community for the second consecutive year running. Thank you KICC for all that you do to help the families within our local community, and the wider Kent/London areas alike.

RGS does Children in Need

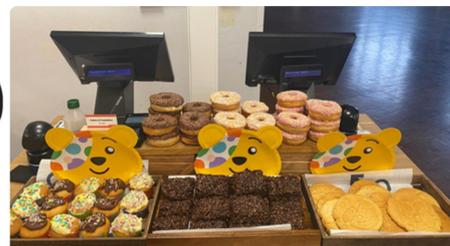
RGS got involved in a number of fundraising activities in Term 2 to raise funds for Children in Need. From a home-baked Pudsey cake kindly donated to be raffled, to a selection of home bakes, competitions and a 'guess the Pudsey' event which saw Miss Cumming unmasked as the secret Pudsey - having left students guessing which staff member had been disguised during lunch break. Thank you for all donations received!



1000 CHRISTMAS HAMPER CHALLENGE



Thank you





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RGS hosts the annual Senior Citizens Christmas Party



2025 Senior Citizens Christmas Party

At the end of Term 2, our Sixth Form students and staff came together to host a heart-warming Senior Citizens' Christmas Party for members of our local community. The event has become a much-loved tradition, with this year's celebration being one of the most memorable yet.

In the weeks leading up to the party, students and staff generously contributed donations for gifts, ensuring guests left with a thoughtful present to brighten their festive season. Staff also played a vital role in providing transport, collecting guests from their homes and ensuring they arrived safely and comfortably.

Once the celebrations began, our Sixth Form students took the lead with enthusiasm and care. They prepared a delicious selection of homemade food, from savoury bites to festive treats, and worked together to serve and host throughout the afternoon. Their warmth, conversation and hospitality created a joyful atmosphere that was appreciated by all who attended.

The event was filled with laughter, music and meaningful connections, reminding us of the importance of community and kindness. It was a wonderful example of our students living out the school's values and giving something special back to others during the festive season.



Christmas Carol Concert

On the 9th December, our school community gathered for a festive Christmas Carol Concert held in the stunning setting of Rochester Cathedral. Students from across the school performed a beautiful selection of traditional and contemporary carols, filling the cathedral with warmth and festive spirit. Choirs, instrumentalists and soloists all showcased their talent, creating an atmosphere that was both joyful and reflective. Families, staff and guests were treated to an evening of exceptional music, celebrating the hard work of our performers and the togetherness of the season.

It was a truly lovely way to end the term and welcome the Christmas break.





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Sporting Round-up Term 2

Year 7 Inter House Netball – Champions in the Making

Year 7 Inter House Netball competition was nothing short of amazing – full of energy, skill, and, most importantly, house spirit that truly warmed the heart.

A well done to every participant for their effort, teamwork, and enthusiasm. They represented their houses brilliantly!

The final results:

- 🏆 1st – Byron
- 🥈 2nd – Fitzgerald
- 🥉 3rd – Somerville
- 🥈 4th – Tomlinson
- 🥈 5th = Cassidy & Hildegard



🔥 RGS Year 9 Inter House Handball Showdown! 🔥

What an epic event of speed, skill, and serious house pride! 🏆🎯
A HUGE shoutout to every player who gave it their all – you were amazing! 🌟🌟

- 🏆 Cassidy – CHAMPIONS! 🏆❤️
- 🥈 Tomlinson – Silver Stars! 🌟
- 🥉 Somerville – Bronze Power! 🏆
- Fitzgerald – Fighting Spirit! 🌟
- Byron – Bold Moves! 🔥
- Hildegard – Heart & Hustle! ❤️



🌟🌟🌟🌟🌟 You all made this competition unforgettable! 🎉

Year 8 Inter House Football Competition – Results! 🎉

What an amazing day of football, teamwork, and House spirit! A huge well done to all our Year 8 players who gave it their all on the pitch.



- 🏆 Final Standings:
- 🏆 1st – Hildegard
 - 🥈 2nd – Tomlinson
 - 🥉 3rd – Somerville
 - 🥈 4th – Fitzgerald
 - 🥈 5th – Cassidy
 - 🥈 6th – Byron

It was a nail-biting finish at the top, with the final placings decided by total goals scored – every strike mattered! 🏆🎯

🌟 Incredible Achievement Alert! 🌟

We're proud to share that Nelly (11BY) is representing Great Britain at the International Handball Federation's Women's European Trophy in Kosovo! 🇬🇧🎯

At just 15 years old this is a truly inspiring accomplishment! 🏆

Several intense games have already taken place, and there's more action to come. Well done on this fantastic achievement Nelly!



🌟 Well done to Bobbi for her Gymnastics success! 🌟

A big well done to Bobbi (8HG) following her competing at the National Finals representing the South East region at silver level. Bobbi and her team performed brilliantly overall and won a bronze medal! In addition, Bobbi was also recognised individually with two special awards — one for her artistry on floor, and another for a beautifully executed bar routine.

At such a young age, this is of course a fantastic achievement and we at RGS were delighted to hear of her successes, and for competing at such a high standard! We wish her all the best in her future competitions, and look forward to hearing of further achievements and successes!





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Year 7 Community Fortnight

This term, the week beginning 12th January, Year 7 students will start their 'community' project. For two weeks all lessons will be taught around the theme of community, culminating in two days off of time table where students will work in small groups - working collaboratively to design and create the perfect community. They will then go on and present their projects to their peers and staff. The aim of this project is to develop students creative capital; their skills in collaboration, critical thinking, creativity, communication, character and citizenship. At RGS, we recognise that all of these key skills are needed for life long learning, and are also attributes that we know employers and universities value. It is also a great opportunity for students to build resilience and agility.

We are looking forward to the creative ideas and solutions students come up during these two weeks.



How You Can Support a Music Interest at Home?

- Encourage Regular Practice Just 15 minutes a day, five days a week is a great start. Short, consistent practice is more effective than occasional long sessions.
- Reward Effort, Not Just Results Praise persistence and progress. Learning an instrument takes time, and celebrating effort helps build confidence.
- Make It Fun Let your child play pieces they enjoy alongside their set work. Music should feel rewarding, not just like homework.
- Add a Social Side - Encourage them to join school ensembles or music groups. Playing with others makes learning more enjoyable and builds teamwork skills.



Instrumental Lessons at RGS

We currently have availability for lessons in 'Cello, Double Bass, Clarinet, Saxophone, Flute, and brass instruments. Some instruments can be hired directly from teachers or through our local music hub, Kent Music, so a large upfront cost is not required.

If your child receives financial support such as free school meals, Kent Music offers subsidies to cover lesson costs, which can be accessed through their website: www.kent-music.com.

Music doesn't just sound good - it helps students to think better, achieve more, and enjoy school life to the fullest. Why not encourage your child to give it a try?



How learning an instrument could support with academic study



Many parents wonder if learning an instrument only helps if you start young. The good news? Research shows that picking up an instrument in secondary school can still make a real difference - not just in music, but across academic subjects and even exam results.

Better GCSE Outcomes - A major study by Cambridge Assessment looked at nearly half a million students and found that those who studied music or achieved practical music grades scored higher across all their GCSE subjects. On average, music students gained about one-sixth of a grade more per subject, and those with higher-level music qualifications saw even bigger gains - up to half a grade per subject. This means music learning isn't just about creativity; it's linked to measurable academic success.

Stronger Maths and English Skills - Another UK study followed pupils aged 11-16 and found that those who learned an instrument improved their maths scores up to 20% more than non-musicians. For students from lower socio-economic backgrounds, the benefits extended to English as well. These improvements were seen even when students started learning in secondary school.

Science and Beyond - International research backs this up. A Canadian study of over 112,000 high school students found that those taking instrumental music courses were almost one academic year ahead in Maths, Science, and English compared to peers who didn't study music.

So How Could Music Help? Playing an instrument trains the brain to recognise patterns, focus attention, and remember complex information- all skills that transfer to problem-solving in maths, essay writing in English, and scientific reasoning. It also builds confidence and resilience, qualities that help students tackle challenging exams.

It's not too late to start, even short bursts of musical training can make a difference. A review of over 250 studies found that music lessons give a measurable boost to overall learning ability and thinking skills. So starting in Year 7 or Year 9 isn't "too late".





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Parent Zone - How can I support my child with anxiety?

Wellbeing Zone

TOP
TIPS



As a parent, watching your child struggle with their mental health can be heart-breaking, but talking to your child about how they're feeling can be difficult too. You may find yourself worrying about saying the right thing, or whether it's the right time or place to bring something up.

The BBC/Young Minds have got some tips below to help you start - and follow up - those all-important conversations about mental health, with confidence.

Do an activity together - To make things less intense for you and your child, and to help prevent them from feeling like they've been put on the spot, try setting aside twenty minutes with them to do an activity you'll both enjoy. This will create a relaxed space where you can ask them about how they're feeling.

Just remember to keep it simple and enjoyable for you both, so that there's time to chat too. Doing something positive with your child can help to reassure them and reduce their anxiety, you're also creating a space for them to talk through their feelings without having a 'big chat.'

Start the conversation - The most important thing to remember is that you're instigating this conversation to give you both the opportunity to talk about feelings and to provide comfort. If you're stuck on what to say, you could consider starting off with something general, for instance...

How are you feeling?

What do you think was the best and worst part of your day?

If you could start today again, what would you do differently?

If there's something in particular that needs to be addressed, or you think your child may need a bit more support with opening up, you could ask some more serious questions. Some examples include...

What was the biggest problem you had today?

Do you want to talk about what's going on?

How can I support you through this?

Is there anything you need from me? Space, time to talk, or maybe more time to do something fun together?

Is there anyone who is upsetting you?



If there has been a bereavement, you could ask directly about how they are coping since that person died. Let them know that it's okay to keep things private, but that you'd like to talk to them about whatever's bothering them. While these examples may come in handy, they're not the only things that you can ask. Go with what feels right, but just remember to be gentle in your approach.

Be thoughtful and reassuring - Your child may be facing a lot of pressure already, so make sure they know you love them, and reassure them that you're proud of them no matter what. When you do speak to them, listen to them without judgement if they choose to open up to you, and make sure that they know that you're on their side and will help them get through this. Keep in mind that your child may not be ready to open up. If this is the case, let them know that you're concerned about them, and are there for them if they need you. If you think they're not comfortable talking to you face-to-face, sending a text or a letter can work better if you think your child would prefer to communicate this way. Even if it takes a while for them to talk, don't give up on them. Take their cues and try not to push them too hard or get upset with them for not opening up straight away, as it could take some time.

Follow up - When your child opens up to you, be sure to listen to them and give them a chance to explain properly before trying to say anything. Even young children can understand feelings and behaviour if you give them a chance to talk about it. Take it gently and give them examples to help guide them, for example...

'When you said you hated ***, you looked really angry.'

'What was making you so cross?'

'When you can't get to sleep, is there anything on your mind making you worried?'

Thank them for sharing what's going on, be encouraging about the way they've opened up and acknowledge and validate their feelings. Ask them if there's anything in particular that you could do to help them and try to reflect why they're feeling the way they are.

There could be multiple reasons why they are feeling the way they are - discuss whether there are any changes that could be made to help make things easier. It can also help to ask your child directly what they think would help them to feel better - they often have good ideas about solving their own problems.

If you think your child needs more support, let them know about helplines, textlines and online services that are available to them. You could also speak to your GP, who can provide help and refer them to mental health services if needs be. You could look at the resources together. The BBC [Action Line](#) is a good place to start.

The BBC [Headroom](#) campaign has links to lots of helpful content.

If you're not sure of what to do and need some extra support, visit the [Young Minds](#) website for more advice.

Advice shared by the BBC - By Stevie Goulding, Parents Helpline Manager for the charity Young Minds





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All The National College, we provide everything educators and trusted adults need to strengthen, manage and evidence their professional, and personal development, in one place, on one platform. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit [nationalcollege.com](https://www.thenationalcollege.com) for further information and resources.

What Parents & Carers Need to Know about THE DANGERS OF VAPING

Data collected for ASH (Action on Smoking and Health) shows an increase in 11 to 17-year-olds experimenting with vaping; from 7.7% in 2022 to 11.0% in 2023. It's concerning that these age-restricted products are getting into the hands of under 18s as most contain nicotine, which can be detrimental to brain development and cause long-term addiction. Some schools have reported students having their focus in lessons affected by nicotine cravings; vaping in school toilets; and even trying vapes found in their local park. Raising awareness of the risks among young people could help to prevent these problems from escalating and reduce the number of young vapers.

WHAT ARE THE RISKS?

NICOTINE ADDICTION +
Since they were initially developed to help people stop smoking, the vast majority of vape liquids contain nicotine. Not only is this a highly addictive stimulant, but it can also have detrimental effects on brain development in the under-25s. Nicotine can decrease the ability to pay attention, weaken impulse control, affect mood and increase the likelihood of substance addiction as an adult.

WHAT IS VAPING?
Vapes contain a liquid (vape juice/e-liquid) that is heated by a battery and evaporates, creating a chemical vapour which the user inhales. They can be disposable (once the liquid or battery runs out, the vape is thrown away) or rechargeable (the user replaces the liquid and recharges the battery on demand). Most vape liquids contain nicotine and other chemicals.

LACK OF AWARENESS ?
A proportion of young people tend to view vapes as harmless, mainly because of the products' appearance and the perception (often strengthened on social media) that "vaping is cool" and on trends. In many instances, young people don't fully appreciate the concept of addiction; that is, they aren't adequately focused on the risk of becoming hooked on nicotine before trying a vape.

POTENTIAL TOXICITY ☠️
Many vape liquids have been found to contain "heavy" metals such as lead, tin, nickel and (in some cases) mercury – all of which are toxic. These metals often take the form of tiny shards inside a device's liquid tank, which are then inhaled into the body. Some media reports have suggested these metals are particularly prevalent in illegally imported vapes which don't comply with UK regulations.

WIDER HEALTH CONCERNS 🫁
Studies are already showing a link between vaping and oral health problems such as tooth decay and gum disease. This is because vaping reduces the amount of saliva in the mouth, while increasing bacteria – resulting in bad breath and a build-up of plaque. There are also concerns that, in some users, vaping could lead to the development of asthma, a persistent cough and breathing difficulties.

UNCLEAR LONG-TERM CONSEQUENCES ⚠️
The liquids in vapes also contain solvents, which can create carcinogens at the point of evaporation. Vapes were only introduced into the UK in 2005 – and, because of the relatively short timeframe involved, there is insufficient medical evidence to assess the long-term harms that regular inhalation of these chemical fluids might have on the human body.

UNREGULATED VAPING PRODUCTS 🚫
The number of retailers willing to sell vapes to under-18s is a worry, as the chance of these products being unregulated (and therefore containing illegal chemicals and higher levels of nicotine) is high. A related concern is that the mechanisms inside unregulated products are unlikely to have been tested and safety checked – presenting a possible fire risk if the liquid and battery come into contact.

ATTRACTIVE PACKAGING 📺
The packaging of many disposable vapes is very appealing to young people, frequently echoing the colours and flavours of the sweets or fizzy drinks they're used to buying. There's a relative lack of regulation around vape marketing, and vaping is often depicted positively on social media – which can lead young people to develop favourable views of vaping and overlook the possible harms.

SCARCE INFORMATION 📄
The lack of information about the ingredients and potentially harmful chemicals in a vape is troubling. Some vape liquids (unregulated in the UK) contain traces of nuts, which can cause an allergic reaction or anaphylactic shock. To date, medical warnings aren't required on vape packaging – with only medical disclaimers being found on the websites of the various brands.

ENVIRONMENTAL EFFECTS 🌍
In the UK alone, around 8 million disposable vapes go to landfill every week. Due to such significant numbers of these products not being recycled, their components – lithium battery and a chemical liquid – pose a toxic risk to the environment, the ecosystem and wildlife. Vapes are also predominantly made of plastic and metal; materials that, of course, do not naturally decompose.

VAGUE INGREDIENTS LISTS 🧪
Early research has suggested that the chemicals used to produce some strawberry and banana flavoured liquids can kill cats in the blood vessels and heart. These ingredients aren't identified on the packaging, instead falling under the umbrella term "natural and artificial flavourings". Such vague listings mean that consumers aren't aware of the liquid's content so can't identify potential risks.

Meet Our Expert

Run by the Cambridgeshire and Peterborough Healthy Schools Service (Commissioned by Cambridgeshire County Council and Peterborough City Council), Catch Your Breath is a school-based project aimed at young people. Its goal is to embed a proactive, coordinated approach among both primary and secondary schools in discouraging smoking and vaping behaviours.

nationalcollege.com @thenatcollege /thenationalcollege
Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 28.09.2023

Advice Zone



Supporting Teenagers and Understanding the Risks of Vaping

Vaping has become an increasing concern for parents, carers and schools, particularly as e-cigarettes are often marketed in ways that appeal to young people. While some teenagers may view vaping as harmless, it carries real risks.

Many vape products contain nicotine, which can affect brain development, increase anxiety, and lead to addiction. Even nicotine-free vapes can contain chemicals that may irritate the lungs or cause long-term health issues.

It's important for young people to understand that "safer than smoking" does not mean safe.

Parents and carers play a vital role in supporting teenagers to make informed choices.

Open, calm conversations can make a big difference. Asking questions such as "What have you heard about vaping?" or "How do you feel about it?" can encourage honest discussion without judgement.

If you are worried your child may be experimenting, try to focus on listening rather than reacting, as this helps them feel able to talk.

Setting clear expectations at home, modelling healthy choices, and staying informed about the risks can all help.

If concerns continue, reaching out to school staff or healthcare professionals can provide reassurance and guidance.

Further advice/support can also be found here: <https://parents.actionforchildren.org.uk/feelings-behaviour/safety-wellbeing/im-worried-about-my-child-vaping/>

Does your child use Tik Tok?

This useful parent/carer guide provides key advice and information on how to keep your child safe, adding parent controls, managing screen time/settings/notifications etc.

https://www.internetmatters.org/?generate_pdf=1&page=tiktok-privacy-and-safety-settings&post_id=6300





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Trip Round-Ups

Visit to Cologne

At the start of December, before the sun was even up, 40 excited students and 4 teachers set off for Germany to explore the magical Christmas markets in Cologne! 🎄👤

We visited four stunning markets, each with its own vibe, wandered through the impressive Cologne cathedral, and tried chocolate in the Chocolate Museum. 🍫🌟 Fun fact: it took 632 years for the cathedral to be built.

Students practised their German, tried delicious local food, and picked up plenty of gifts for family, friends... and themselves! 📺

It was a great trip for everyone — it comes highly recommended! ❤️🌟



日本 Japan Trip - October 2025

A cultural and enriching experience for our students!

18 students from Rochester Grammar School and Holcombe Grammar School had an amazing week in Japan over October half term. We visited Tokyo and the busy Shibuya crossing on our first day, tasted various Japanese food every day.

We were lucky to see a glimpse of Mount Fuji from the bullet train to Kyoto and from the cable car in Hakone to the one of most famous viewpoints in Hakone, where you can observe the intense volcanic activity from up close in Owakudani. Students also enjoyed learning about cultural differences and navigating through various means of transport in busy cities like Tokyo, Kyoto and Kobe.





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日本 Japan Trip 2025 - Continued

We also had the opportunity to meet with the Deputy Mayor of Yokosuka Mr Hirasawa, twin city with Medway and celebrating Will Adams 'contribution to Japanese history. 3 students studying Japanese made a speech to the mayor and audience welcoming us and they impressed everyone with their skills.

We had a very full week of various temples to visit, 2 nights in host families to experience Japanese lifestyle and 2 days in our Kobe partner school where we experienced their very competitive sports day and lessons. It was a very emotional meeting and farewell with our Japanese partners and host families!





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Shock and Raise 2025 – A Spooktacular Success!

On 16th October 2025, the Performing Arts department transformed into a Halloween haven for Shock and Raise, the seasonal twist on our beloved Rock and Raise event. The night was packed with incredible performances, student-led technical wizardry, and a fantastic community spirit - all in aid of keeping our performing arts facilities cutting-edge.

Ultraviolet kicked off the evening with resilience and energy, delivering two powerful tracks despite being two members down. Their determination set the tone for the night. Next up, Solaris wowed the crowd with their signature dual vocal harmonies, made possible by the return of their guitarist and vocalist from university for the day—a real treat for fans.

The eclectic sounds of After Dvwn followed, blending genres effortlessly and giving us a Halloween highlight with their rendition of Monster Mash, which had everyone grinning. Larry_73 then brought their melodic pop-punk originals to life, igniting the crowd with infectious energy and singalong choruses.

Closing the night, the staff band delivered a nostalgic journey through the decades, their repertoire spanning classics that had everyone—students and staff alike—on their feet and dancing.

Behind the scenes, our talented students designed and operated the lighting and managed the sound, showcasing their technical skills and creativity. This event is more than just music; it's a fundraiser that ensures our performing arts spaces remain vibrant and professional. In previous years, funds have supported upgrades like LED lighting and a new sound card for the recording studio. This year, we aim to renovate the recording studio, creating an environment that is professional, inviting, and inspiring for students.

Thanks to everyone's generosity, we raised in the region of £150, bringing us closer to that goal. Shock and Raise 2025 wasn't just a concert—it was a celebration of talent, teamwork, and the power of community.





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Celebrating Individual Achievements

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Violet (8BY) secures Cheerleading Success!

A huge congratulations to Violet for the tremendous job she and her teammates did in their recent Cheerleading competition in Paris – having come first and Senior Level 2 Champions in their November competition! Violet has secured a bid to the Allstar Worlds Championship in Florida USA in April with her team Shiver, so she is looking forward to being one of the selected teams representing the UK in 2026.

We wish Violet and her team all the best for their next competition in Florida!!



Irene (10SV) secures Poetry Success!

We were delighted to hear that Irene came first place for the 14-15 category in the Medway Youth Laureate 2025 for poetry. Participants were asked to write a poem in response to the question: 'Earth, Air, Fire, & Water?' in Irene secured overall 1st place.

Consequently, she was invited to perform at the launch of Medway River Lit 2025 on the 1st November, and will also have her work and images displayed in libraries within Medway, as well as being invited to a year-long mentorship programme, granting her a wonderful chance to give back to the community she is a part of. On her success. Irene says "I am overjoyed to state that in receiving my award, I was gladly able to represent the Rochester Grammar School in a way that best reflects the beautiful, vast range of talents and brilliance in our school community, with the skill of spoken and written word being striking evident in my presentation. I received the chance to speak to renowned poet Theresa

Lola (among other significant figures in our community), British-Nigerian poet and writer. She is joint winner of the 2018 Brunel International African Poetry Prize, 2025 Derek Walcott Prize for Poetry, and In April 2019, she was announced as the 2019 Young People's Laureate for London. She presented me with my award, being an amazing figure to look up to.

Hearing her didactic poetry was surely a highlight of the day, as well as an inspiration to draw from. I would also like to state, that I admit I do not know exactly what this event could count towards, however if there is any form of enrichment I could put this event towards, I would love to."

Irene went on to conclude "I feel this competition has provided me with indispensable knowledge and skills about the world around me, on both a small and wide scale, poetry itself "encouraging us to put words into feelings that we can't otherwise describe," in the words of Stephanie Wytovich, which I can happily indeed confirm as true. I again am overjoyed to have represented myself, my school, and my family in such a competition, granting me a greater sense of accomplishment and a desire to continue striving for excellence, encouraging my peers around me to strive high, because hard work holds no limits.

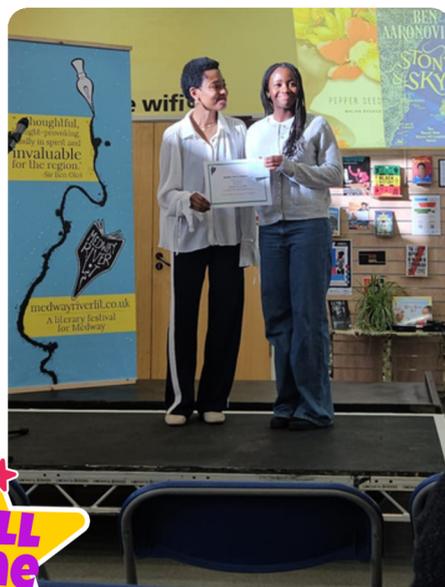
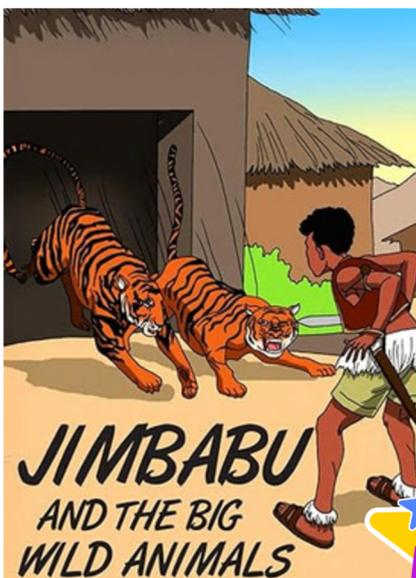
We wish to say a huge congratulations to Irene for both her dedication and success to her poetry! Well done!

Rumaysa (7BY) becomes a published author!

We were delighted to hear that Rumaysa (7BY) has had published one of her story books. The book titled "Jimbabu and the Wild Animals" was written when she was eight but has only just recently been published. During the last half term, she attended the Helsinki Book Fair in Finland, with over one hundred thousand visitors and nearly one thousand people stopping by the stand where her book was being displayed.

Rumaysa met with fellow authors, engaged enthusiastic readers and attendees, and autographed her books as well. She also had a book reading session at the Oodi library in Helsinki.

We were delighted to hear of Rumaysa's success, and look forward to seeing all that achieves in the future!





RGS SPOTLIGHT

6th January 2026 - Edition 3

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Attendance Updates

It is fantastic to see that 776 students still have a 96% and above overall attendance rate for both Terms 1 and 2!!

A well done to Year 7 in particular who have maintained a 97.9% overall attendance level (Year to date):



Year 07 - 97.9%
Year 08 - 96.8%
Year 09 - 96.2%
Year 10 - 95.6%
Year 11 - 95.5%
Year 12 - 94.6%
Year 13 - 94.1%

Key ways that parents/carers can support with maintaining your child's overall attendance levels:

- Always try to book appointments out of school time where possible.
- Your child must attend school before / after appointments unless medically unwell
- Ensure your child arrives promptly to school for 8.30am ready for their 8.35am register in Tutor Time. Consistency is key
- All School days should be attended - even on half-days or the last day of term etc.
- Contact the school to discuss what support might be available in the event that your child is regularly refusing to want to come to school/exhibiting signs of anxiety etc.

Why School Attendance Matters?

Regular school attendance is one of the most important factors in supporting strong academic progress. When students are in school consistently, they benefit from high-quality teaching, structured routines and the continuity needed to build knowledge and confidence.

Even small amounts of missed learning can quickly add up, making it harder for students to keep up with lessons and stay engaged.

Good attendance also helps children develop positive habits, friendships and resilience. By ensuring your child attends every day, unless genuinely unwell, you are giving them the best possible chance to succeed and thrive throughout the year.



Introducing the Sixth Form Student Executive Team 2025–26

We are delighted to introduce our Sixth Form Student Executive Team for the 2025–26 academic year. This impressive group of students will play a key role in shaping the culture and direction of our Sixth Form, representing the voice of their peers and contributing to wider school life.

Throughout the year, the team will work closely with staff to lead initiatives, support community events and help strengthen the sense of belonging that sits at the heart of our school. Their leadership, enthusiasm and commitment will make a meaningful difference, not only to Sixth Form students but to the whole school community.

We look forward to seeing the positive impact they will have over the coming months and are proud to support them as they take on these important roles.



RGS SPOTLIGHT



Parent Information - Curriculum Overview for the term ahead - Year 7

KS3 Overview Year 7 Term 3:

Subject	Term 3			
	Topics covered	Useful website links to support	Places families could visit to support/ books that might be interesting- extra curricular	This terms assessment info
English	<ul style="list-style-type: none"> Introduction to Non-Fiction Writing 	https://www.bbc.co.uk/bitesize/topics/zv7fnp3	<ul style="list-style-type: none"> Read broadsheet newspapers, such as, The Guardian, The Telegraph, etc. The British Library, in London. Local libraries 	Writing a newspaper article
Maths	<ul style="list-style-type: none"> Fractions and percentages of amounts Directed number Fractional thinking – how to add/subtract/multiply and divide fractions 	Corbett Maths	Science Museum	In class retrieval and Spax quizzes
Science	<ul style="list-style-type: none"> Forces, speed and gravity Genes and variation Matter – particle model and separation 	KS3 Science - BBC Bitesize Free KS3 Science Online 10-Minute Tests CGP Books Free Key Stage 3 Science Revision Seneca	Science Museum Herston science centre	End of unit tests for Forces, speed and gravity and Matter – particle model and separation
History	<ul style="list-style-type: none"> The Tudors Native Americans on the Great Plains 	The Tudors - KS3 History - BBC Bitesize	Horrible Histories for the Tudors- gives more information on the gory bits. Hever Castle is Anne Boleyn's family home	Explain why Henry VIII broke with Rome
Geography	<ul style="list-style-type: none"> Rivers – processes and features 	Rivers - KS3 Geography - BBC Bitesize	Visit a local river and spot the different features. Watch documentary on rivers e.g. BBC One - Planet Earth, Fresh Water	End of unit test on Rivers – key terms, processes and features.
French	<ul style="list-style-type: none"> Family members presentation Pets Countries and nationalities 	<ul style="list-style-type: none"> Gizmo Quizlet (shortcuts for each sub-topics is on a home learning document on Teams) Netflix French children films using google extension with translation of subtitles 	<ul style="list-style-type: none"> France, Belgium, Luxembourg, Switzerland Morocco, Tunisia, Algeria, Senegal, Guadeloupe, Martinique, Seychelles, Reunion, New Caledonia 	<ul style="list-style-type: none"> Weeks 3 and 6: Nouns, verbs, adjectives Model questions and answers Sentence translation opinions
German	Food, drink and going to a cafe	Quizlet to support with vocab revision	Germany, Austria or Switzerland	Vocab test and Knowledge bank test
Spanish	Where I live: Accommodation, Rooms Furniture, Places in town	https://www.bbc.co.uk/bitesize/topics/zjrt6v4/articles/zmrync https://www.bbc.co.uk/bitesize/topics/zjrt6v4/articles/zbw4fd https://www.bbc.co.uk/bitesize/articles/z4n8j7h	Spain, Countries from Latin America	<ul style="list-style-type: none"> Vocab tests set by their class teacher Mid-term Grammar tests Summative Assessment
RS	A-Z of Religion and Belief Finishing letters F-J Starting letters K-O	https://www.bbc.co.uk/teach/class-clips-video/articles/znt647h	Local places of worship, e.g. Rochester Cathedral, Medway Towns Gurdwara	K-O assessment
Music	What is a round? (Finishing off from term 2) What is a fanfare? What are the instruments of the orchestra? (Terms 3 & 4)	Teaching gadget games	Any live concert	What is a round: Performing a round on keyboard Composing your own round in pairs Listening test identifying musical features from topics 1 & 2
Computing	Using media to gain support for a cause	Students can access all resources via their Class Team by visit either the Resources tab or the Classwork channel. Oak National Academy resources	Science Museum Bletchley Park National Museum of Computing	Construct a blog - skill End of topic forms assessment - knowledge
DT	Food Technology CAD/ 3D Printed Paperclip Textiles (Taught in 13 week rotations throughout the year).	The Secret Life of Our Favourite Dishes - BBC Teach Design and communication – formal drawing and computer aided design (CAD) - BBC Bitesize Product analysis - BBC Bitesize	A restaurant Tate Modern The Design Museum The Victoria & Albert Museum	End of unit tests in each rotation area, including practical and theory assessments.
Art	<ul style="list-style-type: none"> Pattern Working with clay Composition Artist Eugénia Loli 	Tate	Tate Britain The great British pottery throw down	Artist research pages and their compositions they create inspired by them.
PE	<ul style="list-style-type: none"> Badminton Gymnastics Fundamental Movement Skills Fitness Components of Fitness 	Students can access Carousel Learning to support them with their revision. The links for each class can be found on the Year 7 TEAM in the PE Channel. Students can access the knowledge bank and Learning Profiles via the Year 7 TEAM in the PE Channel.	Find a local sports club: https://www.medway.gov.uk/directory/30/find_a_sport	Students will sit a theory assessment for Badminton and Gymnastics, focusing on rules, skills and tactics, as well as the components of fitness. Students will also be assessed practically on what they can do for both Badminton and Gymnastics.
Drama	<ul style="list-style-type: none"> Pantomime 	https://www.bbc.co.uk/bitesize/articles/zj6vkv7	1. Watching live plays/musicals at the theatre, whether professional or amateur 2. Join local theatre groups to develop drama skills	Create a short practical performance in the style of a Pantomime , including conventions and specific characterisation
PSHE	<ul style="list-style-type: none"> Female Genital Mutilation Mental Health Physical Health 	National FGM Centre – Developing excellence in response to FGM and other Harmful Practices Supporting a child or young person with mental health needs - NHS	NHS and local health-service websites (while not always specific to parents of Year 7, the guidance applies) – e.g., guidelines on physical activity for children & young people.	N/A





RGS SPOTLIGHT

Parent Information - Curriculum Overview for the term ahead - Year 8



KS3 Overview Year 8 Term 3:

Subject	Term 3			
	Topics covered	Useful website links to support	Places families could visit to support/ books that might be interesting- extra curricular	This terms assessment info
English	<ul style="list-style-type: none"> Gothic Literature 	https://www.bbc.co.uk/bitesize/articles/z3csk7 https://www.thenational.academy/teachers/programmes/english-secondary-ks3/articles/monster-within-reading-gothic-fiction/lessons	<ul style="list-style-type: none"> Victoria and Albert Museum, in South Kensington the British Library, in London 	<ul style="list-style-type: none"> Analysing the setting and examining the theme of fear in a gothic extract
Maths	<ul style="list-style-type: none"> Standard form Number sense Angles in parallel lines and polygons Circles 	Corbett Maths	Science Museum	<ul style="list-style-type: none"> In class retrieval and spork quizzes
Science	<ul style="list-style-type: none"> Waves – sound and light Reactions – energy and types of energy Energy, work, heating and cooling Ecosystems 	BBC Science - BBC Bitesize Free KS3 Science Online 10 Minute Tests (CGP Books) Free Key Stage 3 Science Revision Science	Science Museum Herstroncoex science centre	End of unit test for Waves and Reactions
History	<ul style="list-style-type: none"> Life in the trenches- the First World War Life for different women in the past 	World War 1 - 1st level People, past events and societies - BBC Bitesize	Imperial War Museum- really good for WW1 Spotify A short history of... The Christmas Truce	Source evaluation- how useful is the source for understanding life for soldiers in WW1
Geography	<ul style="list-style-type: none"> Natural hazards Volcanoes Earthquakes 	Plate tectonics Tectonic hazards and volcanoes guide for KS3 geography students - BBC Bitesize	Science Museum A Perfect Planet BBC Earth	End of unit assessment
French	<ul style="list-style-type: none"> Clothes for different occasions 	Quizlet (search by textbook unit ready-made quizzes) Gizmo	<ul style="list-style-type: none"> France, Belgium, Luxembourg, Switzerland Morocco, Tunisia, Algeria, Senegal, Guadeloupe, Martinique, Seychelles, Reunion, New Caledonia 	Weeks 3 and 6: content from knowledge banks: <ul style="list-style-type: none"> Nouns, verbs, adjectives Model questions and answers Sentence translation opinions
German	Describing your town	Quizlet to help with revision	Germany, Austria or Switzerland	Vocab test and knowledge bank test
Spanish	Where I live & Where I used to live My home & town, Shops and Places in town Town vs Countryside Directions	https://www.bbc.co.uk/bitesize/articles/zs8r9yc	Spain, Countries in Latin America	<ul style="list-style-type: none"> Vocab tests set by the class teacher Mid-term grammar test Termly Summative test
Music	Film Music (term 3 & part of 4) Water music (part of water fortnight)	Teaching Gadget	Watching films and discussing how the music effects the mood of the scene	Composing music for a scene from a film Performing a piece of film music

Computing	Introduction to Python	Students can access all resources via their Class Team by visit either the Resources tab or the Classwork channel. Oak National Academy resources	Science Museum Bletchley Park National Museum of Computing	End of unit assessment on Microsoft Forms
DT	Food Technology LED Light Mechanisms Textiles (Taught in 19 week rotations throughout Year 8 & 9).	The Secret Life of Our Favourite Kitchens - BBC Teach Design and technology - Control – electronic control systems - BBC Bitesize Design and communication – formal drawing and computer aided design (CAD) - BBC Bitesize Design and technology - Control - mechanical control systems - BBC Bitesize Product analysis - BBC Bitesize The 1960s fashion revolution - Fashion and textiles: Video playlist - BBC Bitesize	A restaurant Tate Modern The Design Museum The Victoria & Albert Museum	End of unit tests in each rotation area, including practical and theory assessments.
Art	<ul style="list-style-type: none"> Exploring composition and still life Looking at Cubism Pattern Henri Matisse 	Colour palette - Areas of art and design: Video playlist - BBC Bitesize Henri Matisse's The Red Studio: The Journey of a Painter Henri Matisse 1869-1954 Tate	<ul style="list-style-type: none"> Tate Modern Tate Britain 	Completed still life inspired by Cubism Matisse artist page
Drama	Commedia D'ell Arte	https://www.itahymask.co.nz/About+Masks/Commedia+dellArte+Characters.html	1. Watching live plays/musicals at the theatre, whether professional or amateur 2. Join local theatre groups to develop drama skills	Students will perform a practical performance in group with a focus on characterisation & Commedia D'ell Arte conventions
PE	<ul style="list-style-type: none"> Soft Tennis Dance OAA Fitness Safety & Injury Prevention in Sport 	Students can access Carousel Learning to support them with their revision. The links for each class can be found on the Year 8 TEAM in the PE Channel. Students can access the knowledge bank and Learning Profiles via the Year 8 TEAM in the PE Channel.	Find a local sports club: https://www.medway.gov.uk/directory/30/find_a_sport	Students will sit a theory assessment for Soft Tennis and Dance, focusing on rules, skills and tactics, as well as the factors to keep safe in sport and injury prevention. They will also need to recall the components of fitness from year 7. Students will also be assessed practically on what they can do for both Soft Tennis and Dance.
PHSE	<ul style="list-style-type: none"> Responding to Harmful Online Behaviours Relationship Values Sharing Nude Images – The Risks 	UK Government Online Safety Guidance Internet Matters UK Safer Internet Centre NSPCC Parent Guide: Talking About Relationships NSPCC: Talking About Nudes Thorn: Sexting & Nudes for Parents		





RGS SPOTLIGHT

Parent Information - Curriculum Overview for the term ahead - Year 9



KS3 Overview Year 9 Term 3:

Subject	Term 3			
	Topics covered	Useful website links to support	Places families could visit to support/ books that might be interesting- extra-curricular	This terms assessment info
English	<ul style="list-style-type: none"> GCSE English Literature Paper 2 Unseen Poetry 	https://www.bbc.co.uk/bitesize/gcse/qa/qa/revision/1	COP Unseen Poetry Guide https://www.copbooks.co.uk/secondary-books/gcse/english/literature/poetry-guides/gcse-english-unseen-poetry/2575b13879-tbc-gcse-english-qaq-unseen	Examining an unseen poem in the style AQA GCSE English Literature Paper 2.
Maths	<ul style="list-style-type: none"> Algebraic representations Rotation and Translation Pythagoras Theorem Enlargements 	Corbett Maths	Science Museum	In class retrieval and apex quizzes
Science				
Biology	B1, C6, L1 and P10, P10, P10, P10 C1 - Abiotic structures P1 - Energy	GCSE Combined Science - BBC Bitesize GCSE Revision Revision Science Videos xxxxxxxxxxxx	Science Museum Herstmonchoux science centre Natural history museum	End of unit tests for each subject plus mini assessments
Chemistry				
Physics				
History	<ul style="list-style-type: none"> World War II An American Dream 1850-1960 	A summary of World War Two - World War Two - 3rd level History Revision - BBC Bitesize	The World At War (on YouTube) Podcasts Nolice History Podcasts	Interpretations- Reconstruction
Geography	Global risk: - HIC /LIC earthquakes - Volcanoes - Tropical storms and comparison between location	Plate tectonics	Science museum	End of unit test
French	Free time Festivals	Quizlet: select the 4.1, 4.2 units with the full title and 5.1 Gizmo Messica French films on: Netflix using a google extension to translate the subtitles, Amazon Prime	Institut Français, Kensington, France, Luxembourg, Belgium, Switzerland, Senegal, Maghreb countries	Formative assessments on vocabulary every two weeks, with dictation and reading aloud tasks, complex structures and translation. Summative writing or reading and listening.
German	Health	Quizlet for revision	Germany, Austria and Switzerland	Vocab test and Knowledge Bank test
Spanish	School & life at school: Opinions about Subjects, describing teachers, facilities, the uniform & what we like & dislike about our uniform, School rules	https://www.bbc.co.uk/bitesize/articles/zrmbz6if https://www.bbc.co.uk/bitesize/topics/zfctt8q/watch/r457zy	Spain, Countries in Latin America	- Vocab test set by the class teacher - Mid-term grammar test - Termly Summative test
Music	What is Jazz Music (finishing off from term 2) How to write a pop song (terms 3 & 4)	Teaching Gadget	Watching any live music of jazz and/or pop	Jazz: Performing a piece of jazz music (Lullaby in Birdland) Pop song: Composing a pop song
Computing	Algorithms and Programming	Students can access all resources via their Class Team by visit either the Resources tab or the Classwork channel. Oak National Academy resources	Science Museum Bletchley Park National Museum of Computing	End of unit assessment on Microsoft Forms
DT	Food Technology LED Light Mechanisms Textiles (Taught in 18 week rotations throughout Year 8 & 9).	The Secret Life of Our Favourite Dishes - BBC Teach Design and technology - Control - electronic control systems - BBC Bitesize Design and communication - formal drawing and computer aided design (CAD) - BBC Bitesize Design and technology - Control - mechanical control systems - BBC Bitesize Product analysis - BBC Bitesize The 1960s fashion revolution - Fashion and textiles: Video playlist - BBC Bitesize	A restaurant Tate Modern The Design Museum The Victoria & Albert Museum	End of unit tests in each rotation area, including practical and theory assessments.
Drama	Verbatim theatre	https://www.theatre4d.com/blog/classroom-exercise-verbatim-theatre	1. Watching live plays/musicals at the theatre, whether professional or amateur 2. Join local theatre groups to develop drama skills	Group devised performance following project work- whereby students have conducted their own research and engaged in developing verbatim moments from an event of choice, such as 'Covid 19'.
Art	<ul style="list-style-type: none"> Illustration Fashion 	The Museum of Seaside Beauty - The Museum of Seaside Beauty explores the hidden stories and craftsmanship behind some of the most remarkable objects made by Alexander McQueen and his creative collaborators. Here the designer's iconic pieces are placed alongside historical objects from the V&A's collections, which represent some of the many design traditions that inspired him	Visit the Victoria & Albert Museum to explore Fashion over time	Mixed media Illustration Fashion design based on Fantastic and Strange "Under the Sea"
PE	<ul style="list-style-type: none"> Volleyball Cheerleading Leadership Fitness Effects of Exercise 	Students can access Carousel Learning to support them with their revision. The links for each class can be found on the Year 9 TEAM in the PE Channel. Students can access the knowledge bank and Learning Profiles via the Year 9 TEAM in the PE Channel.	Find a local sports club: https://www.mechmy.gov.uk/directory/30/find_a_sport	Students will sit a theory assessment for Volleyball and Cheerleading, focusing on rules, skills and tactics, as well as the effects of exercise. Students will also need to recall the components of fitness from year 7 and the safety and injury prevention in sport content from year 8. Students will also be assessed practically on what they can do for both





RGS SPOTLIGHT

Term 3 and 4 - Student Enrichment Opportunities

Day/Time	Clubs and Enrichment Opportunities – Week A and B	
Monday	Lunch	Pastoral Drop-in – All years welcome, B11 – Head of Year Team – Ms Esmonde Design and Technology Drop-in – All years welcome, T64 , Mrs Pearson Chess Club – All years welcome, Lab 10 , Mr Jennings Year 10 French Listening and Writing support – Year 10, A28 , Madame Hughes A-Level/IB Spanish Support – Year 12 and 13 only, A31 , Mrs Martinez Year 11 French Support – Year 11 only (1.15 – 1.45), A34 , Mrs Syed SINGChronise (Whole school choir) – All years welcome, P79 , Mrs Woodman-Evans Law Society – Years 10 – 13 only, B16 , Student Led Higher Level Japanese Club – Invite Only (students who attended last year) – A27 , Mrs Friday Economics drop-in sessions – all year groups, particularly Y10, B13 , from 1:20 – Mrs Saburova
	After School	NChant – Years 10 – 13 only, P79 , Mrs Woodman-Evans Kent Panthers Basketball Club – Through sign-up only via Arbor (Paid club provision) Sports Hall
Tuesday	Lunch	Pastoral Drop-in – All years welcome, B13 – Head of Year Team – Mr Densie Developing listening skills for GCSE Spanish - Year 10 and 11, A29 , Mrs Michael History Club – All years welcome, E102 , Mr Edmunds Year 7 German – Year 7 only, A33 , Mrs Peake IB/A Levels French Support – 1.15 – 1.45, A34 , Mrs Syed GCSE Spanish – Year 10 and 11, A31 , Mrs Martinez Gospel Choir – All years welcome, P79 , Student Led – supported by Mrs Woodman-Evans Japanese Club – All years welcome, A27 , Mrs Huckstepp, Mrs Friday Year 11 Economics Support – Year 11 only, B13 , Mrs Saburova Geography Support – Year 11 – E108 (1.35pm) – Mrs Minchin KS3 Maths Clinic – Year 7 – 9 only – B53 – Ms Jackson KS5 Biology Support – Year 12 and 13, Lab 1 , Dr Ozmotherly
	After School	Minecraft Club – All years welcome, B48 , Ms Morgan Sixth Form Basketball Club – Sixth Form only (Book via Arbor), Sports Hall , Mrs Head Thinking Fitness Gym Club – Open to Years 8 & 9 Wk A and Year 10 and 11 Wk B Through sign-up only via Arbor (Paid club provision) School Gym Year 11 German Support – Year 11 only, A33 , Mrs Peake STEAM Club – All years welcome, Lab 7 , Mr Vidler Resonate! (Junior Selective Choir) – Years 7 – 9 (by audition only), P79 , Mrs Woodman-Evans
Wednesday	Lunch	Pastoral Drop-in – All years welcome, B11 , Head of Year Team – Ms Heathcote KS4 Maths Clinic – Years 10 and 11 only, B53 , Ms Jackson Coding Club and Computing Support – Years 7-11, B48 , Ms Morgan French Culture Club – Years 7 – 9, A28 , Madame Hughes German Support – All years welcome, A33 , Mrs Peake Mission Earth Club – KS3/4 B46 , Mrs Minchin Knitting and Crochet Club – All years welcome, Lab 1 , Dr Ozmotherly Rise and Radiate (A Sister Circle) – Year 12 and 13 only, E103 , Mrs Stalker NChant – Years 10 – 13 only, P79 , Mrs Woodman-Evans GCSE French Clinic – Year 10 and 11 only, A27 , Mrs Huckstepp Further Maths Clinic – Year 11, B49 , Ms Sathy Drama Club – Year 7 and 8 – P74 – starts at 1.20pm (max 30 spaces), Student Led (Supported by Ms Heathcote) Y12 Economics support – Year 12 only – B13 – starts 1.20pm (max 30min), Mrs Saburova Y13 Physics support – Year 13 – Lab 7 , Mrs Mommott
	After School	Medway Falcons Handball Club – Through sign-up only via Arbor (Paid club provision) Sports Hall Thinking Fitness Gym Club – Open to Years 10 & 11 Through sign-up only via Arbor (Paid club provision) School Gym NChant – Years 10 – 13 only, P79 , Mrs Woodman-Evans
Thursday	Lunch	Pastoral Drop-in – All years welcome, B11 , Head of Year Team – Ms Bourke Minecraft Club – All years welcome, B48 , Ms Morgan Lego Robotics – All years welcome, Lab 7 , Mr Vidler Tech Club – All years welcome, P74 – Drama Studio, Mr Lastauskas GCSE B1-4 Support (Biology) (Week A only) – Year 10 and 11 (Year 9 from Term 3), Lab 3 , Mrs Bailey GCSE B5-7 Support (Biology) (Week B only) – Year 11 only, Lab 3 , Mr Densie Gardening and Allotment Club – All years welcome, Lab 5 , Mrs Britten RS Revision and Support Club (Week B only) – Year 11, H75 , Ms McNamara Y13 Economics support – Year 13 only – starts 1.15 – S80 – Mrs Saburova GCSE Physics Clinic- Year 10 and 11 GOW , Mrs Mommott Sikh Society – All years welcome, B13 , Student Led – Supported by Mrs Rodgers-Jones
	After School	Caterpillar Dance School – Through sign-up only via Arbor (Paid club provision) Dance Studio Chatham Town Football Club – Through sign-up only via Arbor (Paid club provision) Field Badminton Club – Through sign-up only via Arbor Sports Hall , PE Dept Thinking Fitness Gym Club – Open to Sixth Form Only Through sign-up only via Arbor (Paid club provision) School Gym
Friday	Lunch	Pastoral Drop-in – All years welcome, B11 , Head of Year Team – Mrs Hutton Art Support – Years 8, 9 and 11, T66 , Mrs Lewis German Board Games Club – All years welcome, A33 , Mrs Hope Spanish Support Club – All years welcome, A31 , Mrs Martinez Orchestra – All years welcome, P73 , Mrs Wood Year 11 Business Support Club – Year 11 only, B13 (1.30-2pm) – Mrs Harvey Kpop club – All years welcome (max of 30 students), Lab 29 – student lead – supported by Miss Worrell
	After School	



Parent/Carer reminder - A reminder that all students in Years 7 - 11 must ensure they exit the school site at 4pm. Unfortunately there is no supervised provision on the school site beyond this time (unless attending a separate club/enrichment opportunity that has otherwise been agreed in advance.

Breakfast Club - Our school breakfast club provision is available from 7.30am each morning in the main hall. Free porridge is also available to all students.

Student's lunch credit - A reminder that the canteen are not able to authorise lunch purchases when there has been no credit added to your child's account. Please check balances regularly if your child relies on purchasing their lunch each day.

Homework Club

A reminder that in addition to the above, Homework club runs every day within school from 3.15 - 4pm. This is based in D94/5 (PC suite), and available for all year groups to attend.

We also run a 'Success Maker' after school provision on Monday - Wednesday (invite only) for students requiring support with general organisational skills. Please speak with your child's Head of Year should you feel that they may benefit from this provision.

End of
Term 3 Info



FRIDAY 13TH FEBRUARY
@ 3.10PM
STUDENTS RETURN TO
SCHOOL ON MONDAY 23RD
FEBRUARY (WEEK A)



RGS SPOTLIGHT

WEEK 1

Week Commencing: 27/10/2025 17/11/2025 08/12/2025 19/01/2026
09/02/2026 02/03/2026 23/03/2026 13/04/2026

CLASSIC HOT & HEARTY

CLASSIC MAIN MEALS

Monday
Beef Bolognese with Wholegrain Pasta & House Salad

Tuesday
Kung Pao Chicken with Vegetable Rice

Wednesday
Honey Glazed Roast Gammon, Crisp Roasties, Seasonal Vegetables & House Gravy

Thursday
Chicken Tikka Masala, Served with Braised Rice & Kachumber Salad

Friday
Chip Shop "Fryday" Fish, Pizza or Fishcake & Chips with Peas & Tartare Sauce

VEGETARIAN MAIN MEALS

Monday
Plant Based Bolognese with Wholegrain Pasta and House Salad (V)

Tuesday
Kung Pao Cauliflower with Vegetable Rice (VE)

Wednesday
Lentil Sage & Onion Wellington (V)

Thursday
Butter Cauliflower & Chickpea Curry, Served with Braised Rice & Kachumber Salad (V)

Friday
Homemade Cheese & Onion Slice with Chips & Peas (V)

DESSERTS

Monday
Spiced Pineapple Cake with Custard

Tuesday
Chocolate & Banana Brownie

Wednesday
Syrup Sponge with Custard

Thursday
Oaty Apple Crumble with Custard

Friday
Hot Chocolate Rocky Road

Fruit and Jelly Pots Available Daily

HOMEMADE SOUP & FRESHLY BAKED BREAD Available Daily

JACKET POTATOES Topped with a Choice of: Cheese, Tuna or Beans Available Daily

WEEK 2

Week Commencing: 03/11/2025 24/11/2025 15/12/2025 05/01/2026
26/01/2026 16/02/2026 09/03/2026 30/03/2026 20/04/2026

CLASSIC HOT & HEARTY

CLASSIC MAIN MEALS

Monday
Pork & Beef Sausage, Served with Mash with Onion Gravy

Tuesday
Beef Lasagne with Homemade Garlic Bread & Garden Peas

Wednesday
Hand Carved Roast British Turkey, Crisp Roasties, Seasonal Vegetables, & House Gravy

Thursday
Sweet & Sour Chicken, Served with Fried Rice

Friday
Chip Shop "Fryday" Fish, Pizza or Fishcake & Chips with Peas & Tartare Sauce

VEGETARIAN MAIN MEALS

Monday
Vegan Sausage Casserole with Gravy (VE)

Tuesday
No Waste Cauliflower Cheese Pasta Bake (V)

Wednesday
Cheese, Onion & Leek Pie, Served with Seasonal Vegetables & Gravy (V)

Thursday
Sweet & Sour Tofu with Fried Rice (V)

Friday
Jamaican Squash Pastty with Chips & Peas (V)

DESSERTS

Monday
Chocolate Sponge with Chocolate Sauce

Tuesday
Pear & Ginger Crumble with Cinnamon Custard

Wednesday
Jam Sponge with Custard

Thursday
Baked Churros

Friday
Hot Chocolate Rocky Road

Fruit and Jelly Pots Available Daily

HOMEMADE SOUP & FRESHLY BAKED BREAD Available Daily

JACKET POTATOES Topped with a Choice of: Cheese, Tuna or Beans Available Daily

Innovate



MADE YOUR WAY!

CHOOSE IT! ADD IT! TOP IT!



Switch up your flavours with our street food-inspired range, available **Tuesday to Thursday**. With weekly rotating choices, there's always something tasty.

Choose a base, add protein, and top it your way!

Visit the restaurant to check out what's on offer each week

NATURally

Monday
Pakistani Tarka Dhal (VE)

Tuesday
Vegan Singapore Noodles (VE)

Wednesday
Onion Bhaji & Vegetable Rice (VE)

Thursday
The Big Plant Burger (VE)

Friday
Garlic & Chilli Noodles (VE)

TRATTORIA

Monday
Pasta in a Cheese Sauce

Tuesday
Tomato & Basil Pasta

Wednesday
Margherita or Pepperoni Pizza

Thursday
Creamy Pesto Pasta

Friday
Margherita Pizza

Innovate



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NATURally

Monday
Fork Friendly Falafel Kebab (VE)

Tuesday
Vegan Singapore Noodles (VE)

Wednesday
Singapore Fried Rice (VE)

Thursday
The Big Plant Burger (VE)

Friday
Garlic & Chilli Noodles (VE)

TRATTORIA

Monday
Tomato & Basil Pasta

Tuesday
Pasta in Cheese Sauce

Wednesday
Margherita or Pepperoni Pizza

Thursday
Creamy Pesto Pasta

Friday
Margherita Pizza





RGS SPOTLIGHT

WEEK 3

Week Commencing; 20/10/2025 10/11/2025 01/12/2025 22/12/2025
12/01/2026 02/02/2026 23/02/2026 16/03/2026 06/04/2026

CLASSIC HOT & HEARTY

CLASSIC MAIN MEALS

Monday
BBQ Chicken Served with Salt & Peppers Wedges, Garden Peas

Tuesday
Chicken Arrabbiata Pasta Bake

Wednesday
Roast Shoulder of Pork, Crisp Roasties, Seasonal Vegetables & House Gravy

Thursday
Chicken Korma with Pilau Rice & Coriander Salad

Friday
Chip Shop 'Fryday' Fish, Pizza or Fishcake & Chips with Peas and Tartare Sauce

VEGETARIAN MAIN MEALS

Monday
Chipotle Quorn Dippers with Salt & Pepper Wedges & Garden Peas (V)

Tuesday
Crunchy Topped Macaroni Cheese and House Salad (V)

Wednesday
Cheesy Roasted Squash & Parsnip Crumble. Served with Seasonal Vegetables & Gravy (V)

Thursday
Cauliflower Bhajiwath Pilau Rice & Mint Yogurt (V)

Friday
Crispy Onion Pakora Burger Served with Mango Slaw, Chips & Peas (VE)

DESSERTS

Monday	Tuesday	Wednesday	Thursday	Friday
Sticky Lemon Sponge	Mixed Berry & Apple Crumble	Jam Roly Poly with Custard	Banana Pudding with Custard	Hot Chocolate Rocky Road

Fruit and Jelly Pots Available Daily

HOMEMADE SOUP & FRESHLY BAKED BREAD
Available Daily

JACKET POTATOES
Topped with a Choice of: Cheese, Tuna or Beans Available Daily



MADE YOUR WAY!

**CHOOSE IT!
ADD IT!
TOP IT!**

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NATURally

Monday	Tuesday	Wednesday	Thursday	Friday
Buffalo Cauliflower Wings, Served with Salt & Pepper Wedges (V)	Vegan Singapore Noodles (V)	Hot Falafel Buddha Bowl (V)	Onion Bhaji Skewer with Bombay Potatoes (VE)	Garlic & Chili Noodles (VE)

TRATTORIA

Monday	Tuesday	Wednesday	Thursday	Friday
Tomato & Basil Pasta	Pasta in a Cheese Sauce	Margherita or Pepperoni Pizza	Creamy Pesto Pasta	Margherita Pizza

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