



# RGS SPOTLIGHT

## Welcome Back to Term 6!

*As we begin our final term of the academic year, I would like to take the opportunity to reflect on what has been another busy and successful period for our school community and to look ahead to the exciting weeks that remain before the summer holidays.*

*Term 5 provided many opportunities for our students to learn, achieve and celebrate together. We marked Mental Health Awareness Week through a range of activities that encouraged students to reflect on wellbeing, resilience and the importance of supporting one another. These themes remain central to our school values and culture.*

*We were delighted to host our RGS Multicultural Showcase, which highlighted the rich diversity of our community and provided students with an opportunity to share and celebrate their cultures. This was followed by our Cultural Dress Day on the final day of term, where students proudly represented their heritage and helped create a vibrant and inclusive atmosphere across the school.*

*Our students also enjoyed a range of enriching educational experiences beyond the classroom. Year 10 historians travelled to the battlefields of Ypres, bringing their GCSE studies to life through a powerful and thought-provoking visit. Meanwhile, students in Years 7 and 8 experienced a performance at Shakespeare's Globe Theatre, further enhancing their appreciation of English literature and the performing arts.*

*Music continued to flourish at RGS, with students participating in The Sixteen Music Workshop hosted at Fort Pitt Grammar School. This was a fantastic opportunity for our young musicians to work alongside professional performers and develop their musical skills.*

*We were particularly proud of our students who represented the school at the TSAT Trust Big Quiz. Competing against schools from across the Trust, our team achieved an outstanding second-place finish, demonstrating impressive knowledge, teamwork and determination.*

*Student achievement and personal development were also recognised through our Annual Prize Giving Assemblies, where we celebrated the many accomplishments of our students across key areas. Congratulations must also go to our Bronze Duke of Edinburgh participants, whose commitment and perseverance continue to exemplify the values we seek to foster at RGS.*

*A significant milestone was reached as our Year 11 students began their GCSE examinations. We are immensely proud of the maturity, dedication and resilience they have shown throughout their preparation, and we wish them every success as they continue through the examination season.*

*Alongside these achievements, we were delighted to receive national recognition for our commitment to attendance. RGS was awarded the FFT National School Attendance Award for the Spring Term, placing us within the top 10% of secondary schools nationally. This achievement reflects the strong partnership between students, families and staff in ensuring that attendance remains a priority and that students maximise every opportunity to learn.*

*Looking ahead, Term 6 promises to be equally busy and rewarding. Students across the school will have the opportunity to participate in a range of educational and recreational visits, including trips to Thorpe Park, Chessington and the historic trenches in Dover.*

*The term will also see our much-anticipated programme of House events. Students will be preparing enthusiastically for Sports Day, Olympiad and our annual Founders' Day Service. We will also look forward to House Arts Day, a wonderful celebration of creativity that showcases the talents of our students across music, dance, drama and the visual arts.*

*As always, these events provide invaluable opportunities for students to develop confidence, teamwork, leadership and school spirit, while creating lasting memories with their peers.*

*As we enter the final weeks of the academic year, I would like to thank all parents and carers for your continued support. The success of our students is built upon the strong partnership between home and school, and we are grateful for the role you play in supporting their learning, wellbeing and personal growth.*

*I wish all members of our community a successful and enjoyable Term 6.*

4th

60983



5th

60150



3rd

61577



6th

58175



2nd



67316



1st

69862





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## Dates for the diary: Parent Events

**24/6/26 - YEAR 8 PARENTAL AFTERNOON (IN PERSON EVENT)**  
2.45 - 4.00PM

**1/7/26 - YEAR 6 INDUCTION EVENING (FOR ANY Y6 PARENTS)**  
TIMES TBC

**8/7/26 - YEAR 9 GRADUATION AFTERNOON (IN PERSON EVENT)**  
1.45-3.10PM - SPACES TO BE BOOKED VIA ARBOR



## Other key dates for Term 6

**11/6/26 - YEAR 8 CHESINGTON TRIP**  
**19/6/26 - YEAR 8 TRENCHES VISIT**  
**15/6/26 - RGS LIT FEST WEEK**  
**15/6/26 - YEAR 10 MOCKS WEEK**  
**22/6/26 - YEAR 9 VACCINATIONS**  
**23RD/25<sup>TH</sup>/26<sup>TH</sup> JUNE - YEAR 7 DOVER CASTLE TRIPS**  
**29/6/26 - YEAR 11 INTO 12 INDUCTION**  
**29/6/26 - Y12 WORK EXPERIENCE WEEK**  
**6/7/26 - IB RESULTS DAY**  
**6/7/26 - YEAR 12 FUTURES WEEK**  
**7/7/26 - YEAR 10 THORPE PARK TRIP**  
**17/7/26 - END OF TERM 6**

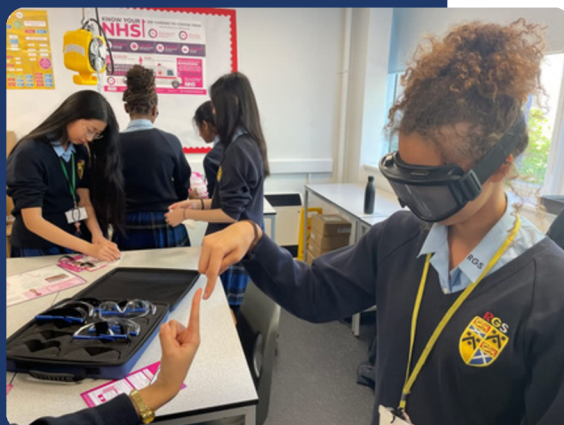


## Medical Mavericks Workshop

During Term 5, a number of Year 9 - 12 students had the opportunity to participate in an engaging Medical Mavericks workshop, designed to introduce them to the wide range of careers available within the healthcare sector.

Students took part in a series of hands-on activities, using professional medical equipment to explore diagnostic techniques and gain insight into the skills required by healthcare professionals. From taking blood to learning about key technology, students were able to experience first-hand some of the fascinating aspects of modern medicine.

The workshop provided an inspiring introduction to careers in healthcare and STEM-related fields, encouraging students to consider future pathways they may not have previously explored. We are grateful to the Medical Mavericks team for delivering such an informative and interactive experience.





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## Year 8 Water Project Fortnight

During Term 5, our Year 8 students participated in an exciting and thought-provoking Water Project fortnight, an interdisciplinary initiative designed to explore the vital role that water plays in our lives and the importance of sustainability on both a local and global scale.

Throughout the project, departments across the school incorporated the theme of water into their lessons, allowing students to examine the topic from a range of different perspectives. Whether investigating the science of the water cycle, analysing issues surrounding water scarcity and climate change, exploring the cultural and historical significance of water, or considering the mathematical and geographical challenges linked to water distribution, students were encouraged to think critically about one of the world's most precious resources.

The project culminated in a two-day off-timetable event, during which students worked collaboratively in teams to develop innovative solutions and project ideas centred around the theme of water. Drawing upon the knowledge and skills they had developed throughout the project, students researched real-world challenges, generated creative proposals and considered how individuals, communities and organisations can contribute to a more sustainable future.

The event provided an excellent opportunity for students to develop key skills including teamwork, communication, problem-solving and project planning. It was inspiring to see the enthusiasm, creativity and determination shown by all participants as they tackled complex issues and presented their ideas with confidence.

The Water Project exemplified the value of cross-curricular learning, enabling students to make meaningful connections between subjects while engaging with an issue of global importance. We are incredibly proud of the maturity and commitment demonstrated by Year 8 throughout the project and look forward to seeing how the skills and knowledge they have developed continue to support their learning in the future.





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## Year 9 Cornwall/Enrichment Week



In our first week of Term 6, Year 9 students enjoyed an exciting and enriching week of learning, challenge and discovery, with the year group split between an outdoor residential experience in Cornwall and a locally based tourism project centred on Rochester and the wider Kent area.

For those who travelled to Bude in Cornwall, the residential provided a fantastic opportunity to develop confidence, resilience and teamwork through a range of adventurous outdoor activities. Throughout the week, students challenged themselves with experiences including rock climbing, kayaking and abseiling, pushing beyond their comfort zones and supporting one another to achieve personal goals. Alongside the physical challenges, students built new friendships, developed leadership skills and created lasting memories, all while enjoying the stunning Cornish coastline and countryside. Meanwhile, students who remained in school embarked on a tourism project exploring the importance of local heritage, culture and visitor attractions. Through a series of visits and fieldwork activities, students investigated what makes a successful tourist destination and considered how communities can promote and preserve their local history.

The project included a visit to Rochester Cathedral, where students learned about the city's rich historical and cultural significance. They also enjoyed a historic boat tour along the River Medway, gaining a unique perspective on the area's maritime heritage and its role in shaping the local community. A further highlight was a day trip to Margate, where students explored the town's tourism industry - including a trip to the Tate Gallery, and examined how coastal destinations attract visitors while balancing economic, environmental and cultural considerations.

Drawing on their experiences throughout the week, students worked collaboratively to create presentations showcasing their findings and ideas. The project culminated in students delivering their presentations in school, demonstrating excellent research, communication and teamwork skills.

Whether tackling outdoor challenges in Cornwall or investigating tourism closer to home, all Year 9 students benefited from a week that encouraged independence, curiosity and personal growth. We are incredibly proud of the enthusiasm, maturity and commitment shown by the entire year group and would like to thank the staff who helped make these valuable experiences possible.



# RGS SPOTLIGHT

## Sporting Round-up Term 5

### 🌟 Incredible Cheerleading Success on the World Stage! 🌟

We are absolutely thrilled to celebrate the outstanding achievements of Saniya at recent cheerleading competitions in Florida! USA 🇺🇸

Representing Team England, Saniya secured an incredible 3rd place in the world — an amazing accomplishment against top international talent. 🌍🏆

And that's not all... 🏆

Competing with Unity Allstars Flarme, Saniya went on to become a World Champion, triumphing over 23 teams from across the globe to take the top spot!

This is a phenomenal achievement in cheerleading, showcasing exceptional skill, dedication, and teamwork at the highest level.

👏 We are so proud of you, Saniya — an inspiring example of what hard work and passion can achieve! Keep shining! ✨

#Cheerleading #WorldChampion #TeamEngland #Proud #GlobalSuccess #Inspiration



### U16 GIRL'S NATIONAL RUNNERS UP



### 🌟 Incredible Handball Success 🌟

A huge well done to Nelly who represented her club at the English Handball National Finals in May and secured silver with the U16 Girls' team.

It was a historic weekend for the club, with the U16 Girls and Women's teams finishing as National Runners-up, with the U16 Boys team being crowned National Champions.

Nelly was instrumental in this fantastic result being the team's top scorer in the finals, something she should be incredibly proud of.

It is also worth noting four other RGS students - Elsie, Jodie, Lisa and Rosemary who all played with the team in the qualifying stages. Although they didn't play the final, they all deserved that silver medal for helping the team reach that stage.



### 🌟 FA Referee Recognition Awards 🌟

A huge well done to Lene in Year 11 who has received national recognition at the FA Referee Recognition Awards 2026.

From over 40,000 referees nationwide, Lene was named winner of the Club Recognition category - an incredible achievement!

Well done Lene - everyone at RGS is very proud of your achievement!



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## 🌟 Celebrating Bella's dancing success! 🌟

Huge congratulations to Bella on her outstanding achievements at the Pro Elite Dance Competition over the Easter break. Competing in the medal section against 10 dancers, she delivered exceptional performances across the board:

- 🥇 1st Place – Jazz Solo, 🥇 1st Place – Jazz Duo, 🥈 2nd Place – Lyrical Duo
  - 🥉 3rd Place – Jazz Trio, 🥈 2nd Place – Street & Large Formation Group with her dance team.
- An amazing showcase of talent, versatility and hard work. We are so proud of everything Bella has achieved and can't wait to see what she does next! 🌟🔥



## Year 9 and 10 - Bronze and Silver Duke of Edinburgh

Congratulations to our Year 9 and Year 10 students who recently took part in their Bronze and Silver Duke of Edinburgh's Practice/Award expeditions.

Over the course of the expeditions, students demonstrated outstanding resilience, teamwork and determination as they navigated planned routes, carried their equipment and worked together to overcome the challenges presented by the countryside environment. Alongside developing valuable navigation and campcraft skills, students showed great independence and maturity throughout the experience.

The expeditions are a significant milestone within the Duke of Edinburgh's Award programme and provide students with opportunities to build confidence, leadership skills and perseverance. We are incredibly proud of all participants for their commitment and positive attitude, with these expeditions hopefully helping to prepare the students for their assessed expeditions which will be held in September.





# RGS SPOTLIGHT

## RGS Multicultural Week 2026

The final week of Term 5 saw the school come together to celebrate Multicultural Week, recognising and embracing the rich diversity that makes up our RGS community.

A highlight of the week was the RGS Multicultural Showcase on Thursday evening, which brought together students, families and staff for a vibrant celebration of culture, heritage and identity. Through music, dance, performances and presentations, students proudly shared aspects of their backgrounds and traditions, creating an inspiring evening that reflected the inclusive spirit of our school.

The celebrations continued on the final day of term with Cultural Dress Day. Students and staff were invited to wear clothing that reflected their cultural heritage or national identity, filling the school with a wonderful array of colours, styles and traditions from around the world. The day provided an opportunity for meaningful conversations, learning and celebration, while highlighting the importance of understanding, respect and belonging within our community.

We would like to thank all students, families and staff who contributed to making Multicultural Week such a memorable and successful celebration of the diversity that enriches life at RGS.





# RGS SPOTLIGHT

## Year 7 Choir Workshop with The Sixteen

Last term, we had the pleasure of taking 20 of our Year 7 students - recognised for their outstanding commitment to school choirs, on a special workshop led by a member of The Sixteen, one of the UK's leading professional vocal ensembles.

The session began with an energetic warm-up, using tongue twisters and body percussion games to awaken both minds and voices. These activities not only built focus and coordination but also set a lively and engaging tone for the day. Students then explored different approaches to harmony, learning how to sing in three parts where each group performed the same rhythm with different notes, creating rich and layered textures. They also practised rounds, which proved particularly rewarding given their recent classroom studies on this topic. It was fantastic to see their prior learning applied so confidently in a live workshop setting.

An exciting aspect of the session was the introduction to conducting. Students learned how to follow a beat, respond to dynamic changes, and watch closely for visual cues—key skills for any ensemble musician. Elizabeth and Gabrielle each stepped up to lead a section of the group, confidently guiding the choir through dynamic contrasts and keeping everyone alert and responsive.

We also spent time listening to recordings by The Sixteen, prompting thoughtful discussion about musical features. Students were encouraged to identify stylistic elements such as texture (including imitation), musical era, and language. These discussions strongly reinforced the vocabulary and concepts we have been developing in lessons, particularly as students prepare for their end-of-year assessments.

Although the walk to the venue involved plenty of hills (helped along by some very welcome sunshine!), it was certainly worthwhile. The students worked exceptionally hard throughout the day, and there was clear progress in both their individual singing and ensemble performance.

We are excited to see how today's experience will continue to shape not only their choral singing, but also their confidence and development as solo performers.



## Annual Prize Giving Assemblies

During Term 5, we were delighted to hold our annual Prize Giving Assemblies, providing an opportunity to celebrate the exceptional achievements, contributions and personal successes of students across the school.

A wide range of awards were presented, recognising excellence in academic subjects including Mathematics, Literature and Science, as well as celebrating students who have demonstrated outstanding commitment beyond the classroom. Prizes were awarded for contributions to STEM, charity and fundraising initiatives, service to the local community and for students who have embodied our school values through their actions and attitudes. Particularly inspiring were the awards recognising resilience, determination and perseverance. These prizes highlighted those that have overcome challenges, shown remarkable dedication to their studies and personal development, and served as positive role models for their peers.

The assemblies provided a wonderful opportunity to reflect on the breadth of talent within our school community and to acknowledge the hard work, commitment and enthusiasm demonstrated by so many students throughout the year. We extend our warmest congratulations to all prize winners and look forward to celebrating many more successes in the future.



# RGS SPOTLIGHT

## Year 7 and 8 Visit the Globe Theatre

During Term 5, students in Years 7 and 8 enjoyed a memorable visit to the Globe Theatre in London.

The trip provided students with a unique opportunity to experience live theatre in one of the world's most iconic performance venues. Through the production and the immersive atmosphere of the theatre, students gained a deeper appreciation of dramatic performance, storytelling and the enduring influence of Shakespeare on theatre and literature.

The visit complemented students' English studies and offered valuable insight into the history of theatre and performance. Students represented the school exceptionally well throughout the day, demonstrating enthusiasm, curiosity and excellent behaviour.

We hope this inspiring experience has helped to foster a lasting appreciation of literature and the performing arts among our students.

## Farewell to Year 13

At the end of Term 5, we said a fond farewell to our Year 13 International Baccalaureate students as they completed their final day in school before beginning their examinations.

The occasion marked an important milestone in their educational journey and provided an opportunity to reflect on their many achievements, contributions and experiences during their time in the Sixth Form. Throughout their studies, our Year 13 students have demonstrated dedication, resilience and ambition, serving as excellent role models for younger students across the school.

While their examinations now take centre stage, we are immensely proud of all they have accomplished and the positive impact they have made on our school community. We wish every student the very best in their examinations and look forward to celebrating their successes in the months ahead.

**GOOD LUCK**



## GCSE History Trip to Ypres

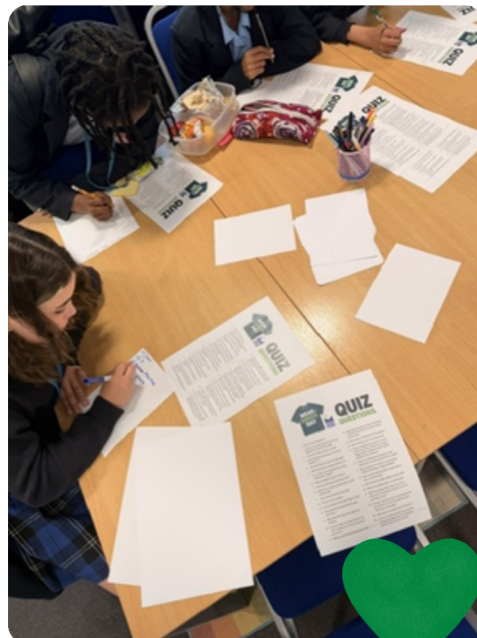
GCSE History students recently took part in a residential trip to the battlefields of the First World War. This was to deepen their understanding of their studies into the conditions soldiers fought in and how the injured were recovered and treated. Students visited preserved trenches at Bayernwald, where they experienced first hand what it was like in a First World War trench. They also visited the battlefields of Passchendaele and the Somme- at the latter taking the route of the Newfoundlanders as they attacked on the first day. Finally, we walked the chain of evacuation back from the battlefields to the sites of regimental aid posts, dressing stations and finally, by coach, to casualty clearing stations. The trip was finished with a visit to the Thiepval memorial to the missing, on a hill overlooking the battlefield below. Here, we reflected as a group on the experience of those who fought, died and survived in those very fields there more than a century ago.





# RGS SPOTLIGHT

## RGS Celebrates Mental Health Awareness Week



### Children's Mental Health Awareness Week

At RGS, we marked Children's Mental Health Awareness Week on Thursday 14th May with a range of activities designed to promote wellbeing, encourage conversation and highlight the importance of looking after mental health.

Students were invited to wear a green accessory as part of the day in a visible show of support and awareness. The initiative created a positive and unified atmosphere across the school, with students and staff coming together to recognise the importance of mental health and wellbeing in young people's lives.

Throughout the day, the Wellbeing Room hosted a specially designed quiz for students, combining general knowledge with questions focused on mental health awareness. This provided an engaging and interactive way for students to think about wellbeing, challenge misconceptions and learn more about how to support themselves and others.

We would like to thank all students who took part in the activities and contributed to the success of the day, as well as Mrs Guerin-Hassett (Wellbeing Manager) for organising the various events during the week.

Congratulations also go to our quiz winners, who demonstrated excellent knowledge and enthusiasm throughout.

Events such as these play an important role in reinforcing our commitment to supporting student wellbeing and ensuring that mental health remains a key priority within our school community.





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## Parental Advice Zone



At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit [nationalcollege.com](http://nationalcollege.com).

### What Parents & Educators Need to Know about EMOJIS

#### WHAT ARE THE RISKS?

Emojis are more than playful expressions – they form a fast-evolving digital language that many adults struggle to decode. For young people, this 'secret code' is central to how they communicate identity, humour and emotions. With over 5 billion emojis sent daily on Facebook Messenger alone, understanding these symbols is key to engaging meaningfully with digital youth.

#### GENERATIONAL MISCOMMUNICATION

An emoji like 👍 (thumbs up emoji) might seem friendly to adults, but teens often interpret it as sarcastic or passive-aggressive. These differing interpretations can create confusion or unintended tension in cross-generational conversations.

#### SHIELDING BULLYING OR PEER PRESSURE

When embedded in emojis, mean-spirited jokes or exclusionary language can fly under the radar. Terms like 'mid' or 'delulu' may seem harmless, but they can be used to undermine peers in subtle ways.

#### RAPIDLY SHIFTING MEANINGS

Emoji meanings can change overnight. A person standing emoji (🧑) once signified awkwardness but might now be repurposed for something entirely different. This ever-changing lexicon can leave adults in the dark and young people vulnerable to misunderstanding or misuse.

#### MASKING DISTRESS OR HARM

Some emojis are used to discreetly signal troubling behaviours. For instance, 🍂 (falling leaves emoji) or 💊 (pill emoji) might suggest drug use, while 🌸 (wilted flower emoji) could hint at emotional struggles. Such usage can obscure serious issues, making them harder for trusted adults to detect.

#### NORMALISING RISKY BEHAVIOURS

Emojis can make harmful actions seem light-hearted or fashionable. Strings like 🔥👉👉👉 (fire + 'woozy' face + pill emoji) may appear humorous but can reference partying, intoxication or dangerous challenges, which might otherwise raise red flags.

### Advice for Parents & Educators

#### LEARN THE LINGO

Stay updated with emoji trends and definitions using resources like [emojipedia.org](http://emojipedia.org) or Urban Dictionary. Knowing current meanings builds confidence when engaging with young people and helps spot potential concerns early.

#### ASK, DON'T ASSUME

Approach unfamiliar emojis with curiosity rather than suspicion. A light-hearted "What does 🍷 (juice box emoji) mean these days?" can open conversation and show that you respect their knowledge.

#### CREATE SAFE SPACES FOR DISCUSSION

Encourage casual chats about emojis, online slang, memes, or social media trends. Showing interest without judgement reassures young people that they can talk about their digital world openly and safely.

#### PRIORITISE TRUST OVER SURVEILLANCE

While parental controls and monitoring tools can be useful, emotional safety matters most. Be someone children and young people feel they can come to – not just someone who's watching them.

### EMOJI CHEAT SHEET - The following slang terms and emojis are some common examples - please be aware this isn't an exhaustive list.

#### COMMON EMOJIS:

- 🤡 (Clown face) Foolishness or clowning around
- 🙄 (Pleading face) Over-affectionate or 'simping'
- 😎 (Cool face) Cool, stylish or ruthless
- 👁️ (Eyes) Watching drama unfold
- 🔥 (Hot face) Intense attraction or excitement
- 🐐 (Goat) Greatest of all time (G.O.A.T.)
- 😐 (Meh) Stone-faced, unbothered
- 👑 (Crown) 'Slaying', as in doing great
- 👉👉👉 (Nails) Confidence, sassiness, or indifference
- 🚩 (Triangular flag) Red flag: a warning sign about someone's behaviour

#### POTENTIALLY CONCERNING EMOJIS

- 🍷 (Ear of corn) Slang for pornography (avoids censorship algorithms)
- 🍂 (Wilted flower) Often used to convey emotional struggle or sadness
- ❄️ (Snowflake, snowman, snow cloud) Can symbolise cocaine
- 🐍 (Snake) Can represent betrayal or being 'two-faced'
- 🗝️ (Key, lying face) Related to cocaine use
- 🔫 (Water pistol) Sometimes used to reference violence or self-harm
- 🍃 (Falling leaves, herb, maple leaf) Can symbolise cannabis
- ⚠️ (Warning) Used to emphasise drama, threats or emotional turmoil
- 💊 (Pill) May reference drug use or prescription misuse
- 🍜 (Steaming bowl) Refers to nudes ('noods' is an abbreviation of 'noodles')

#### Meet Our Expert

Keith Broni is a globally renowned emoji expert and the Editor in Chief of [emojipedia.org](http://emojipedia.org), the world's number one emoji resource. He has an MSc in Business Psychology from University College London and an MBA from Quantic School of Business and Technology.



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In today's digital communication, emojis are widely used by pupils as a quick and expressive way to communicate. While most usage is entirely harmless, it is important for parents and carers to be aware that emojis can sometimes carry peer-specific or evolving meanings that may not be immediately obvious to adults. Rather than focusing on individual "definitions", it is more helpful to consider context, patterns, and changes in behaviour. The same emoji can be used playfully in one conversation and signal something more concerning in another.

#### What to be mindful of:

Parents are encouraged to stay alert to:

- Sudden changes in messaging style, tone, or secrecy around devices
- Shifts in friendships or increased time spent in closed group chats
- Signs of emotional withdrawal or distress following online interactions
- Repeated use of symbols alongside concerning mood or behaviour changes

In some cases, emojis may be used to hint at or mask discussions around exclusion, risk-taking behaviour, or emotional difficulties. However, interpretation should always be cautious - there are no fixed meanings.

#### How to support your child

- Keep conversations open and non-judgemental about online life
- Ask general questions about trends in messaging among peers
- Focus on wellbeing and patterns rather than individual messages
- Encourage your child to speak up if anything online makes them uncomfortable



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

### KS3 Overview Year 7:

Subject	Term 6			
	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	Myths and Legends from around the world.	<a href="#">Greek Gods</a> <a href="#">Welsh Myths and Legends</a> <a href="#">Gods and Goddesses of Roman Britain</a> <a href="https://spanmaths.com">https://spanmaths.com</a>	<a href="#">British Museum</a> <a href="#">Dinaa Emrys, Snowdonia</a> <a href="#">The British Library</a> <a href="#">Mathematics: The Winton Gallery</a> <a href="#">MathsWorld</a> - London's new Mathematics Discovery Centre	Write a section of your own myth or legend.
Maths	Indices; Ratio and Scale	<a href="#">Cooking with Maths</a> - Videos, worksheets, 5-a-day and much more <a href="#">Maths Teaching Resources   Dr Austin Maths</a>		Term 6 assessments - 2x calculator papers
Science	electricity; Ecosystems; Reactions	<a href="#">BBC Bitesize: Biology: Chemistry: Basics</a> <a href="#">GCSE Revision   Revision Science</a> <a href="#">Videos   Learning Technology</a>	<a href="#">Science Museum</a> <a href="#">Hermoncourt science centre</a> <a href="#">Natural history museum</a>	End of unit tests for each unit and end of year exam
History	The industrial revolution Castles through time	<a href="https://www.english-heritage.org.uk/">https://www.english-heritage.org.uk/</a>	Visit a local castle- there is a school visit to Dover, but another castle would provide a contrast.	Exam
Geography	Weather and climate	<a href="#">Weather and climate - KS3 (Geography - BBC Bitesize)</a>	Make a simple <b>rain gauge</b> using a bottle. Place in a fixed outdoor area for 1-2 weeks. Record rainfall each day and share your findings with your teacher.  Spend 10 minutes outside identifying cloud types (cumulus, cirrus, stratus, cumulonimbus). Record cloud cover using the <b>okta scale</b> . This could be done across a week.	End of year exam
French	Talking about food and drinks	Quizlet of food and drinks: <a href="https://quizlet.com/_48zcp?c=1jqt&amp;is=305a2">https://quizlet.com/_48zcp?c=1jqt&amp;is=305a2</a>	France, Belgium, Luxembourg, Switzerland, Senegal, Morocco, Tunisia.	Writing test: summative assessment of terms 1 to 6
German	Talking about celebrities	Quizlet for vocab	Germany/ Austria/ Switzerland	Vocab test Summative test
Spanish	Talking about the Weather and Free time activities	<a href="https://www.bbc.co.uk/bitesize/articles/zrb5wfwy">https://www.bbc.co.uk/bitesize/articles/zrb5wfwy</a> <a href="https://www.bbc.co.uk/bitesize/topics/zkf6scx/watch/zdgwfdm">https://www.bbc.co.uk/bitesize/topics/zkf6scx/watch/zdgwfdm</a>	Spain Spanish speaking countries in Latin America	Mid-term vocabulary and grammar test Summative test
RS	A-Z Religion (Letters V-Z)	<a href="#">The A-Z of Religion and Belief (BBC)</a>	Local places of worship e.g. Rochester Cathedral, Medway Towns Gurdwara Sabha	Year 7 Assessment
Music	Revision project - using musical features learnt this year.	Knowledge organisers on teams Teaching Gadget games	Live music	End of year in class assessment

Computing	Introduction to Python Programming	Students can access all resources via their Class Team by visit either the Resources tab or the Classwork channel. <a href="#">Oak National Academy resources</a>	<a href="#">Science Museum</a>  Bletchley Park  National Museum of Computing	End of topic forms assessment - knowledge
DT	Food Technology CAD/ 3D Printed Paperclip Textiles  (Taught in 13 week rotations throughout the year).	<a href="#">The Secret Life of Our Favourite Dishes - BBC Teach</a> <a href="#">Design and communication - formal drawing and computer aided design (CAD) - BBC Bitesize</a> <a href="#">Product analysis - BBC Bitesize</a>	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	Batik Artist Yinka Shonibare	<a href="#">Batik knowledge bank pptx</a>  <a href="#">Yinka Shonibare pptx</a>	<a href="#">Yinka Shonibare CBE RA - Yinka Shonibare CBE RA</a> <a href="#">Yinka Shonibare CBE RA - Display at Tate Modern   Tate About - The British Library</a>	Batik Bunting triangle
PE	<ul style="list-style-type: none"> <li>Rounders</li> <li>Athletics</li> <li>Fitness</li> <li>Components of Fitness</li> </ul>	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: <a href="https://www.medway.gov.uk/directory/30/find_a_sport">https://www.medway.gov.uk/directory/30/find_a_sport</a>	Students will sit a theory assessment for Athletics, 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 Athletics.
Drama	'Pick n Mix' one-off lessons to recap drama conventions and embed acting skills followed by end of year assessment	Books for revision and access to lesson resources on Teams, found on the drama channel		End of term written assessment to consolidate knowledge of key terms and ability to evaluate



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# RGS SPOTLIGHT

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



### KS3 Overview Year 8:

Subject	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	William Shakespeare's 'A Midsummer Night's Dream'	<a href="#">BBC Bitesize: A Midsummer Night's Dream</a>	<a href="#">Bridge Theatre - 'A Midsummer Night's Dream'</a>	Analysing a character from the play.
Maths	Straight line graphs; Forming and solving equations and inequalities	<a href="https://iparxmaths.com">https://iparxmaths.com</a> <a href="#">Cybermaths - Videos, worksheets, 5-a-day and much more</a> <a href="#">Maths Teaching Resources   Dr Austin Maths</a>	<a href="#">Mathematics: The Winton Gallery</a> <a href="#">MathsWorld - London's new Mathematics Discovery Centre</a>	No formal assessments
Science	<a href="#">CSI: Eight</a> ; Rates of reaction	<a href="#">BBC Bitesize: Biology: Chemicals: Kinetics</a> <a href="#">GCSE Revision   Revision Science</a> <a href="#">Videos   BBC Bitesize</a>	<a href="#">Science Museum</a> <a href="#">Horwathscastle science centre</a> <a href="#">Natural history museum</a>	End of unit tests for each unit and end of year exam
History	Migration to the UK	<a href="#">Britain: migration, empires and the people c.750 to the present day - GCSE History - BBC Bitesize</a>	Chatham Dockyard	
Geography	Urban places	<a href="#">Urbanisation - KS3 Geography - BBC Bitesize</a>	Take a walk and look for sustainability features in your local area. For <a href="#">example</a> bike racks; recycling points; green roofs or walls; solar panels - how many do you notice and how effective are they?	Exam question
French	Chores, health, illnesses and medication on holidays	Chores <a href="https://quizlet.com/_84u9c?x=1qst&amp;i=305a2">gizlet</a> : <a href="https://quizlet.com/_84u9c?x=1qst&amp;i=305a2">https://quizlet.com/_84u9c?x=1qst&amp;i=305a2</a> Body parts and illnesses: <a href="https://quizlet.com/_80r6?x=1qst&amp;i=305a2">https://quizlet.com/_80r6?x=1qst&amp;i=305a2</a> Medication: <a href="https://quizlet.com/_888v5?x=1qst&amp;i=305a2">https://quizlet.com/_888v5?x=1qst&amp;i=305a2</a>		
German	Customs, festivals and celebrations	Quizlet for vocab	Germany/Austria/Switzerland	Vocab test KB test
Spanish	Helping at home and at the doctor's	<a href="https://www.youtube.com/watch?v=i4VTkRtDOvg">https://www.youtube.com/watch?v=i4VTkRtDOvg</a>	Spain Spanish speaking countries of Latin America	Mid-term vocabulary and grammar test Summative assessment
RS	Contemporary Philosophy	<a href="#">BBC Bitesize</a>	The British Library, London	Contemporary Philosophy Assessment
Music	Minimalism and 20 <sup>th</sup> century music	Teaching Gadget games	Watching prerecorded concerts on <a href="#">YouTube</a> , or any live music of 20 <sup>th</sup> century	Performance of a <a href="#">recording</a> piece of music
			composers such as Stravinsky and Jean Michelle Jarre	Composing a piece of minimalism End of Year in lesson assessment (including content from yrs 7 & 8)
Computing	Graphic Design Project - Designing and Creating a Graphic for a client	Students can access all resources via their Class Team by visit either the Resources tab or the Classwork channel. <a href="#">Oak National Academy resources</a> <a href="https://www.adobe.com/uk/learn/photoshop">https://www.adobe.com/uk/learn/photoshop</a>	Science Museum Bletchley Park National Museum of Computing	Demonstrating ability to follow a brief and create a suitable graphic
DT	Food Technology LED Light Mechanisms Textiles (Taught in <a href="#">13 week</a> rotations throughout Year 8 & 9).	<a href="#">The Secret Life of Our Favourite Dishes - BBC Teach</a> <a href="#">Design and technology - Control - electronic control systems - BBC Bitesize</a> <a href="#">Design and communication - formal drawing and computer aided design (CAD) - BBC Bitesize</a> <a href="#">Design and technology - Control - mechanical control systems - BBC Bitesize</a> <a href="#">Product analysis - BBC Bitesize</a> <a href="#">The 1960s fashion revolution - Fashion and textiles - Video playlist - BBC Bitesize</a>	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	Portraiture Pattern Symbolism Bisa Butler artist research	<a href="#">Home - National Portrait Gallery</a> <a href="#">Adding Tone to the eyes - SD 480p.mov</a> <a href="#">Adding tone to the lips - SD 480p.mov</a> <a href="#">Knowledge Bank Year 8 Portraiture.pptx</a>	National Portrait Gallery <a href="#">Bisa Butler: Portraits   The Art Institute of Chicago</a>	<a href="#">Students self portraits</a> will be assessed Bisa Butler inspired Portrait
PE	<ul style="list-style-type: none"> <li>Rounders</li> <li>Athletics</li> <li>Fitness</li> <li>Safety &amp; Injury Prevention in Sport</li> </ul>	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: <a href="https://www.motway.gov.uk/directory/30/find_a_sport">https://www.motway.gov.uk/directory/30/find_a_sport</a>	Students will sit a theory assessment for Athletics, 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 Athletics.
Drama	<ol style="list-style-type: none"> <li>Devising in groups</li> <li>End of year written assessment</li> </ol>	<ol style="list-style-type: none"> <li>Use books to revise key terms</li> <li>Access lesson resources on Teams to re-cap</li> </ol>	N/A	<ol style="list-style-type: none"> <li>Written assessment to consolidate knowledge of key terms and ability to evaluate.</li> </ol>



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# RGS SPOTLIGHT

8th June 2026 - Edition 6

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

### KS3 Overview Year 9:



Term 6				
Subject	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	GCSE English Literature Paper 2 – Love and Relationships Poetry	<a href="#">BBC Bitesize Poem Analysis</a> <a href="#">Oak National Love and Relationships</a>	Local libraries <a href="#">The British Library</a>	Compare two poems from the anthology.
Maths	Introduction to quadratics; Congruency, similarity and enlargement	<a href="https://spaxmaths.com">https://spaxmaths.com</a> <a href="#">Corbettmaths – Videos, worksheets, 5-a-day and much more</a> <a href="#">Maths Teaching Resources   Dr Austin Maths</a> <a href="#">Maths Genie • Learn GCSE Maths for Free</a>	<a href="#">Mathematica: The Winton Gallery</a> <a href="#">MathsWorld – London's new Mathematics Discovery Centre</a>	No formal assessments
Science	B2 – Animal organisation	<a href="#">BBC Bitesize: Biology: Chemistry: Plants</a> <a href="#">GCSE Revision   Revision Science</a> <a href="#">Videos   Revision Science</a>	<a href="#">Science Museum</a> <a href="#">Herstmonceux science centre</a> <a href="#">Natural history museum</a>	End of unit tests for each subject plus mini assessments
History	The Holocaust and Genocides Archaeology	<a href="#">The Holocaust - 3rd level History - BBC Bitesize</a> <a href="#">The Holocaust Explained: Designed for schools</a> <a href="#">Teaching and learning resources   Canterbury Trust</a>	Archaeological sites such as Lullingstone Roman Villa <a href="#">Imperial War museum</a>	Which source best represents the Holocaust?
Geography	Coasts	<a href="#">Coasts - KS3 Geography - BBC Bitesize</a>	Visit local coastal areas e.g Reculver / <a href="#">Hemm Bay</a> to observe the coastal features	Exam questions
French	Environment and <a href="#">home town</a>	Units 9.1G and 9.1F vocabulary lists and quizzes	France, Belgium, Luxembourg, Senegal, Tunisia, Morocco	Vocab lists tests, 5 tenses one verb conjugations, comparatives, superlatives, dictation and reading aloud assessment
German	Media and celebrities	Quizlet for vocab <a href="#">Films and TV - Media - GCSE German Revision - AQA - BBC Bitesize</a>	Germany/Austria/Switzerland	Vocab test Speaking assessment (tbc)
Spanish	Customs and Festivals Religious celebrations	<a href="https://www.youtube.com/watch?v=r0qth7b-Go">https://www.youtube.com/watch?v=r0qth7b-Go</a>	Spain Spanish speaking countries in Latin America	Mid-term vocabulary and Grammar test  Summative Assessment
RS	Buddhism: Practices	<a href="#">BBC Bitesize</a>	London Buddhist Centre	End of topic test
Music	Understanding the development of Hip Hop  How we can use a DAW to create backing tracks.	Hip Hop – Creating a backing track for a Hip Hop track and writing a protest song.	Any live Music in the popular style	Hip Hop – Creating a backing track for a Hip Hop track and writing a protest song.
Computing	Algorithms and Programming	Students can access all resources via their Class Team by visit either the Resources tab or the Classwork channel. <a href="#">Oak National Academy resources</a>	Science Museum Bletchley Park National Museum of Computing	End of topic forms assessment - knowledge
DT	Food Technology LED Light Mechanisms Textiles (taught in 19 week rotations throughout Year 8 & 9).	<a href="#">The Secret Life of Our Favourite Dishes - BBC Teach</a> <a href="#">Design and technology - Control - electronic control systems - BBC Bitesize</a> <a href="#">Design and communication - formal drawing and computer aided design (CAD) - BBC Bitesize</a> <a href="#">Design and technology - Control - mechanical control systems - BBC Bitesize</a> <a href="#">Product analysis - BBC Bitesize</a> <a href="#">The 1960's fashion revolution - Fashion and textiles - Video playlist - BBC Bitesize</a>	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	Surrealism Painting	<a href="#">Surrealism   Tate</a> <a href="#">A Surrealist day out in London - Design Museum</a>	Tate Modern Tate Britain National Gallery	Surrealism Painting
PE	<ul style="list-style-type: none"> <li>Rounders</li> <li>Athletics</li> <li>Fitness</li> <li>Effects of Exercise</li> </ul>	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: <a href="https://www.medway.gov.uk/directory/30/find_a_sport">https://www.medway.gov.uk/directory/30/find_a_sport</a>	Students will sit a theory assessment for Athletics, 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 Athletics.
Drama	Reviewing a recorded piece of Live Theatre	<a href="https://www.bbc.co.uk/bitesize/guides/zxa9nmb/revision/1">https://www.bbc.co.uk/bitesize/guides/zxa9nmb/revision/1</a>	1. Watch local live theatre to consolidate understanding	Short written reflections in GCSE style writing



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# RGS SPOTLIGHT

## Term 5 and 6 - Student Enrichment Opportunities

Day/Time	Clubs and Enrichment Opportunities – Week A and B
Monday	Lunch Pastoral Drop-in – All years welcome, <b>B11</b> – Head of Year Team – Ms Esmonde Design and Technology Drop-in – All years welcome, <b>T64</b> , Mrs Pearson Chess Club – All years welcome, <b>Lab 10</b> , Mr Jennings Year 10 French Listening and Writing support – Year 10, <b>A28</b> , Madame Hughes A-Level/IB Spanish Support – Year 12 and 13 only, <b>A31</b> , Mrs Martinez Year 11 French Support – Year 11 only (1.15 – 1.45), <b>A34</b> , Mrs Syed SINGChronise (Whole school choir) – All years welcome, <b>P79</b> , Mrs Woodman-Evans Higher Level Japanese Club – Invite Only (students who attended last year) – <b>A27</b> , Mrs Friday Economics drop-in sessions – all year groups, particularly Y10, <b>B13</b> , from 1:20 – Mrs Saburova GCSE Physics Clinic – Year 10 and 11 <b>GOW</b> , Mrs Memmott German Board Game Club – Year 7 and 8, Mrs Peake/Mrs Hope – <b>A33</b> Medical society – GCSE + sixth form – student led (Mr Dansie supervised)
	After School NChant – Years 9 – 13 only, <b>P79</b> , Mrs Woodman-Evans
Tuesday	Lunch Pastoral Drop-in – All years welcome, <b>B11</b> – Head of Year Team – Mr Dansie Developing listening skills for GCSE Spanish – Year 10 and 11, <b>A29</b> , Mrs Michael History Club – All years welcome, <b>E102</b> , Mr Edmunds Year 7 German – Year 7 only, starts at 1.30, <b>A33</b> , Mrs Peake IB/A Levels French Support – 1.15 – 1.45, <b>A34</b> , Mrs Syed GCSE Spanish – Year 10 and 11, <b>A31</b> , Mrs Martinez RGS Community Choir – All years AND STAFF welcome, <b>P79</b> , Mrs Woodman-Evans Japanese Club – All years welcome, <b>A27</b> , Mrs Huckstepp, Mrs Friday Year 11 Economics Support – Year 11 only, <b>B13</b> , Mrs Saburova Geography Support – Year 11 – <b>E108</b> (1.35pm) – Mrs Minchin KS3 Maths Clinic – Year 7 – 9 only – <b>B46</b> – Ms Jackson KS5 Biology Support – Year 12 and 13, <b>Lab 1</b> , Dr Osmotherly
	After School Minecraft Club – All years welcome, <b>B48</b> , Ms Morgan Year 11 German Support – Year 11 only, <b>A33</b> , Mrs Peake STEAM Club – All years welcome, <b>Lab 7</b> , Mr Vidler RESONATE! (Junior Selective Choir) – Years 7 – 9 (by audition only), <b>P79</b> , Mrs Woodman-Evans
Wednesday	Lunch Pastoral Drop-in – All years welcome, <b>B11</b> , Head of Year Team – Ms Heathcote KS4 Maths Clinic – Years 10 and 11 only, <b>B46</b> , Ms Jackson Coding Club and Computing Support – Years 7-11, <b>B48</b> , Ms Morgan French Culture Club – Years 7 – 9, <b>A28</b> , Madame Hughes German Support – All years welcome, <b>A33</b> , Mrs Peake Mission Earth Club – KS3/4 <b>B46</b> , Mrs Minchin Knitting and Crochet Club – All years welcome, <b>Lab 1</b> , Dr Osmotherly Rise and Radiate (A Sister Circle) – Year 12 and 13 only, <b>E103</b> , Mrs Stalker NChant – Years 9 – 13 only, <b>P79</b> , Mrs Woodman-Evans GCSE French Clinic – Year 10 and 11 only, <b>A27</b> , Mrs Huckstepp Further Maths Clinic – Year 11, <b>B49</b> , Ms Sathy Drama Club – Year 7 and 8 – <b>P74</b> – starts at 1.20pm (max 30 spaces), Student Led (Supported by Ms Heathcote) Y12 Economics support – Year 12 only – <b>B13</b> – starts 1.20pm (max 30min), Mrs Saburova Y13 Physics support – Year 13 – Lab 7, <b>Mrs Memmott</b> Tech Beats – All years welcome, Sign up with <b>Mr Lastouskas</b>
	After School Athletics with RGS PE Staff – Open to Year 7 and 8 only – sign up through Arbor Thinking Fitness Gym Club – Open to Years 8 & 9 Through sign-up only via Arbor (Paid club provision) <b>School Gym</b> NChant – Years 9 – 13 only, <b>P79</b> , Mrs Woodman-Evans
Thursday	Lunch Pastoral Drop-in – All years welcome, <b>B11</b> , Head of Year Team – Ms Bourke Minecraft Club – All years welcome, <b>B48</b> , Ms Morgan Lego Robotics – All years welcome, <b>Lab 7</b> , Mr Vidler Tech Club – All years welcome, <b>P74</b> – Drama Studio, Mr Lastouskas Gospel Choir – All years welcome, <b>P79</b> , Student Led – supported by Mrs Woodman-Evans GCSE B1-4 Support (Biology) (Week A only) – Year 10 and 11 (+Year 9 from Term 3), <b>Lab 3</b> , Mrs Bailey GCSE B5-7 Support (Biology) (Week B only) – Year 11 only (+Year 10 from Term 5), <b>Lab 3</b> , Mr Dansie Gardening and Allotment Club – All years welcome, <b>Lab 22</b> , Mrs Britten RS Revision and Support Club (Week B only) – Year 11, <b>H71</b> , Ms McNamara Y13 Economics support – Year 13 only – starts 1.15 – <b>S80</b> – Mrs Saburova Sikh Society – All years welcome, <b>B13</b> , Student Led – RGS Girls' Society – <b>B16 WEEK A ONLY</b> – Supported by Mrs Rodgers-Jones
	After School Athletics with RGS PE Staff – Year 9 and 10 only – Through sign-up on Arbor Rugby with Medway Rugby Club – All year groups – Through sign-up on Arbor (Paid club provision) <b>Field</b> Thinking Fitness Gym Club – Open to Year 10 and Sixth Form Only Through sign-up on Arbor (Paid club provision) <b>School Gym</b>
Friday	Lunch Pastoral Drop-in – All years welcome, <b>B11</b> , Head of Year Team – Mrs Hutton Art Support – Years 8, 9 and 11, <b>T66</b> , Mrs Lewis German Board Games Club – Years 9 – 13, <b>A33</b> , Mrs Hope/Mrs Peake Spanish Support Club – All years welcome, <b>A31</b> , Mrs Martinez Orchestra – All years welcome, <b>P73</b> , Mrs Wood Year 11 Business Support Club – Year 11 only, <b>B13</b> (1.30-2pm) – Mrs Harvey Kpop club – All years welcome (max of 30 students), <b>lab 18</b> – 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 6 Info



**FRIDAY 17TH JULY**  
**@ 12.10PM**  
**YEAR 7 AND 12 STUDENTS**  
**RETURN TO SCHOOL ON**  
**THURSDAY 3<sup>RD</sup> SEPTEMBER**  
**ALL OTHER STUDENTS**  
**RETURN TO SCHOOL ON**  
**FRIDAY 4<sup>TH</sup> SEPTEMBER**



# RGS SPOTLIGHT

### WEEK 1

Week Commencing: 13/04/26 04/05/26 25/05/26 15/06/26 06/07/26 27/07/26

CLASSIC HOT & HEARTY				
CLASSIC MAIN MEALS		VEGETARIAN MAIN MEALS		
<b>MONDAY</b> Beef & Lentil Bolognese with Pasta & House Salad	<b>TUESDAY</b> Bang Bang Chicken with Soy & Mixed Rice	<b>WEDNESDAY</b> Glazed Gammon, Crisp Roasties, Seasonal Vegetables & Roast House Gravy	<b>THURSDAY</b> Chicken Tikka & Chickpea Masala, Braised Rice & Kachumber Salad	<b>FRIDAY</b> Chip Shop "Fryday" Fish, Salmon Fishcake or Pizza with Chips, Peas & Tartare Sauce
<b>MONDAY</b> Plant Based Bolognese with Pasta & House Salad (V)	<b>TUESDAY</b> Bang Bang Eat Curious with Soy & Mixed Rice (V)	<b>WEDNESDAY</b> Vegetable 'Squashage' Roll with Crispy Roasties, Seasonal Vegetables & Roast House Gravy (V)	<b>THURSDAY</b> Cauliflower, Courgette & Chickpea Rosti with Braised Rice, Kachumber Salad & Minted Yoghurt Dressing (V)	<b>FRIDAY</b> Vegan Chickpea & Coriander Burger with Fries (VE)


  

DESSERTS				
<b>MONDAY</b> Spiced Pineapple Cake	<b>TUESDAY</b> Chocolate & Banana Brownie	<b>WEDNESDAY</b> Sticky Ginger Cake	<b>THURSDAY</b> Dairy Apple Crumble	<b>FRIDAY</b> Hot Chocolate Rocky Road

Fruit and Jelly Pots 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	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Vegan Singapore Noodles (VE)	The Big Plant Burger (VE)	Roasted Butternut, Sweetcorn & Chipotle Pasta (VE)	Maple & Chili Cauliflower Wings with Cajun Wedges (VE)	Garlic & Chili Noodles (VE)

TRATTORIA				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Pasta in Cheese Sauce	Tomato & Basil Pasta	Margherita or Pepperoni Pizza	Creamy Pesto Pasta	Margherita Pizza



### WEEK 2

Week Commencing: 20/4/26 11/05/26 01/06/26 22/06/26 13/07/26

CLASSIC HOT & HEARTY				
CLASSIC MAIN MEALS		VEGETARIAN MAIN MEALS		
<b>MONDAY</b> Pork Sausage (Beef Casings) & Mashed Potatoes with Onion Gravy	<b>TUESDAY</b> Cajun Chicken, Tomato & Sweetcorn Wholewheat Pasta Bake with House Salad	<b>WEDNESDAY</b> Roast Breast of Turkey, Crisp Roasties, Seasonal Vegetables & Roast House Gravy	<b>THURSDAY</b> Sweet & Sour Chicken with Carrot Rice	<b>FRIDAY</b> Chip Shop "Fryday" Fish, Salmon Fishcake or Pizza with Chips, Peas & Tartare Sauce
<b>MONDAY</b> Vegan BBQ Boston Bean Sausage Casserole & Mash (VE)	<b>TUESDAY</b> Lentil & Chickpea Dahl with Roasted Tikka Cauliflower & Steamed Rice (V)	<b>WEDNESDAY</b> Cheese & Potato Pie with Roast Potatoes, Seasonal Vegetables & Roast House Gravy (V)	<b>THURSDAY</b> Crunchy French Onion & Leek Macarons Cheese with House Salad (V)	<b>FRIDAY</b> Vegan Moroccan Spiced Butternut Squash Pasty with Chips & Peas (VE)


  

DESSERTS				
<b>MONDAY</b> Chocolate Sponge with Chocolate Sauce	<b>TUESDAY</b> Pear & Apple Orchard Crumble	<b>WEDNESDAY</b> Cocoa Bread & Butter Pudding	<b>THURSDAY</b> Jam & Coconut Sponge	<b>FRIDAY</b> Apple Traybake

Fruit and Jelly Pots Available Daily

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

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**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	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Garlic and Chili Noodles (VE)	Singapore Fried Rice (VE)	Lentil & Chickpea Dahl with Crispy Bombay Potatoes (VE)	The Big Plant Burger (VE)	Vegan Singapore Noodles (VE)

TRATTORIA				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Pasta in Cheese Sauce	Tomato & Basil Pasta	Margherita or Pepperoni Pizza	Creamy Pesto Pasta	Margherita Pizza





# RGS SPOTLIGHT

**WEEK 5**  
Week Commencing: 27/04/26 18/05/26 08/06/26 29/06/26 20/07/26

### CLASSIC HOT & HEARTY

CLASSIC MAIN MEALS	VEGETARIAN MAIN MEALS
<b>MONDAY</b> Mexican Beef Nacho Pasta Bake	<b>MONDAY</b> No Waste Cauliflower Cheese Pasta Bake (V)
<b>TUESDAY</b> BBQ Chicken with Salt 'n' Pepper Wedges, Asian Slaw & Garden Peas	<b>TUESDAY</b> Chipotle Quorn Dippers with Salt 'n' Pepper Wedges, Asian Slaw & Garden Peas (V)
<b>WEDNESDAY</b> Roast Pork, Crisp Roasties, Seasonal Vegetables & Roast House Gravy	<b>WEDNESDAY</b> Roasted Vegetable & Chickpea Pastry Roll with Crisp Roasties, Seasonal Vegetables & Roast House Gravy (V)
<b>THURSDAY</b> Fragrant Lemon & Herb Chicken with Spicy Rice	<b>THURSDAY</b> Hot Maple & Cajun Quorn Fillet with Spicy Rice (V)
<b>FRIDAY</b> Chip Shop 'Fryday' Fish, Pizza or Fishcake & Chips with Peas and Tartare Sauce	<b>FRIDAY</b> Crispy Chickpea & Vegetable Pakora Burger with Mango Slaw, Chips & Peas (V)

### DESSERTS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Sticky Lemon Sponge	Mixed Berry & Apple Crumble	Chocolate & Whole Banana Puff Pastry Pinwheel	Nut Free Bakewell Sponge	Hot Chocolate Rocky Road & Oustard


Fruit and Jelly Pots Available Daily

### JACKET POTATOES

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

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

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**NATURALLY**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Vegan Singapore Noodles (VE)	The Big Plant Burger (VE)	Pesto Pasta with Roasted Tomatoes (VE)	Onion Bhaji Skewer with Bombay Potatoes (VE)	Garlic & Chilli Noodles (VE)

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**TRATTORIA**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Pasta in Cheese Sauce	Tomato & Basil Pasta	Margherita or Pepperoni Pizza	Creamy Pesto Pasta	Margherita Pizza




The Rochester Grammar School

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