



Newsletter

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Dear Families,



We have reached the end of the longest half term of the academic year and it seems to have raced by.



The week began with our Year 11 Exam Success Fair where we welcomed parents and students of Year 11 to explore the different hints and tips that can support with their upcoming mock and final exam preparation. We have attached the slides used during the event to the MCAS circulation of this newsletter as there

is also transferability of the content across all year groups. Students can approach Mr Dixon or myself for the free equipment provided during the event.

Elsewhere this week we undertook interviews for vacant teaching positions in Science and Modern Foreign Languages before hosting our annual Key Stage 3 Halloween Disco. There were some excellent costumes which we can all look forward to appearing at our doors to trick or treat come October 31st.

As half-term is now upon us, I hope that many of you have opportunity to take some leave and enjoy time as a family. We look forward to welcoming your child(ren) back to school on Monday 3rd November at 0800 hrs.

Upcoming School Events

Week Commencing 27th Oct.

All Week

Half-Term Holiday

School closed to students and staff

Week Commencing 3rd Nov.

All Week

Week 1

Autumn National Public Exam Series

Wednesday 5th November

School Photos

Thursday 6th November

School Photos

SJS Coffee Morning 0900—1000 hrs

Bookings required via SJS.enquiries@modschools.org

Week Commencing 10th Nov.

All Week

Week 2

Autumn National Public Exam Series

Tuesday 11th November

Remembrance Day

Peer Review of SJS

Year 8 HPV Vaccinations

Thursday 13th November

Headteacher's Surgery : 0900—1000 hrs @ Akrotiri Hive

Friday 14th November

Sports Day @ Happy Valley (All Day)

Saturday 15th November

Alumni Anniversary of St John's School 1200—1800 hrs



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This week at St John's School



Last Saturday and Sunday students enrolled on this years Duke of Edinburgh Bronze Award undertook a weekend of introductory tasks. This was followed up with a local practice walk after school on Wednesday.



Key Stage 3 dressed to fright on Thursday at our Halloween Disco.





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The Learning Circle at St John's School

Decisions that Shape Success

We believe that every lesson is not just about learning subjects, but also about learning how to make good decisions. **Making the Right Choices** in the Classroom is an important part of helping our students grow into responsible, independent young people.

So, what does it mean in practice? It's about students thinking before they act, weighing up the consequences, and choosing the option that supports their own learning—and the learning of others.

Examples of Making the Right Choices include:

- Staying focused when there are distractions around.
- Listening carefully when a teacher or classmate is speaking.
- Asking for help if something is unclear, rather than giving up.
- Choosing kindness in their words and actions, even in tricky moments.

Owning up to mistakes and working to put them right.

How students can show it day to day:

- Coming prepared with the right equipment and a positive attitude.
- Following instructions the first time, showing respect for the learning environment.
- Encouraging others to stay on task instead of joining in with off-task behaviour.
- Taking pride in their work by giving their best effort.

Reflecting on their choices at the end of a lesson and considering how they can improve next time. When students consistently make the right choices classrooms become calmer, more productive places where everyone can succeed. Parents can support this at home by talking with their child about daily decisions—big or small—and celebrating when they've made a positive choice.

Reflection question for families to consider together:

"Can you think of one choice you made today that you're proud of, and why?"



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St John's Aspire Programme – Half Term Review

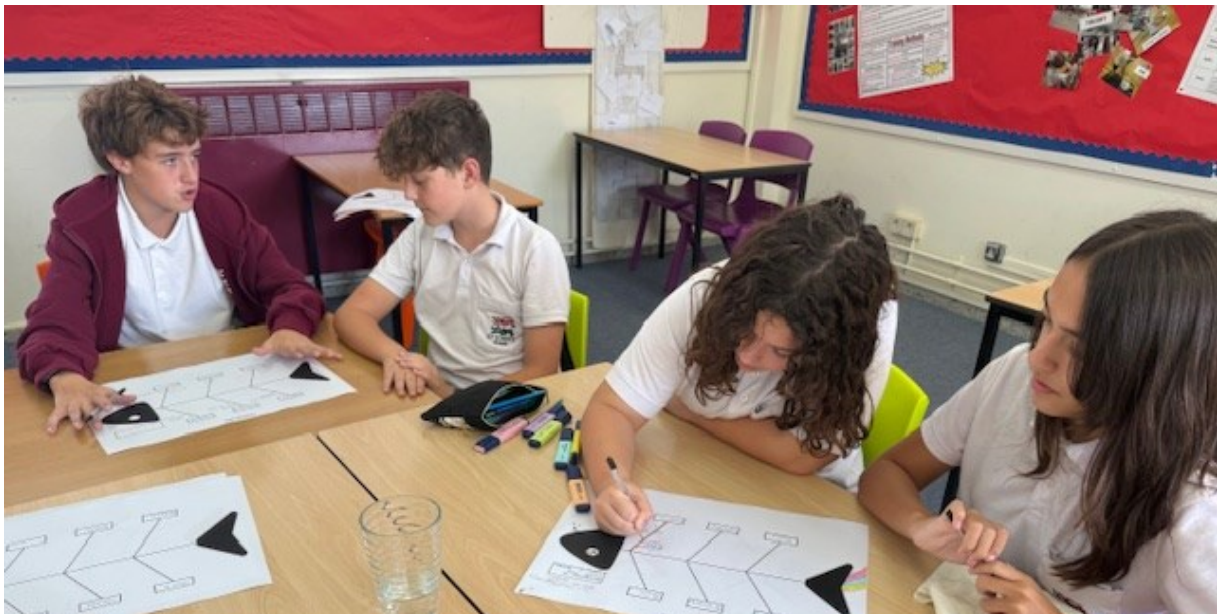
This half term marks an exciting milestone as our very first cohort of *Aspire* students have completed the opening chapter of their journey. The *Aspire* Programme was launched to stretch and challenge our most committed and aspirant Year 8 students, both academically and personally, and it's safe to say they've risen to the challenge brilliantly.

From the very first week, the group threw themselves into STEM based teambuilding activities, developing their problem solving and collaboration skills while having plenty of fun along the way. They've also been getting to grips with conversational Greek; an impressive skill that's helping them connect with the local culture and build confidence in language learning.

The students have now begun work on their Foundation Project Qualifications (FPQ), taking ownership of their independent research and exploring topics they're genuinely passionate about. Their focus, curiosity, and commitment to learning have been truly inspiring.

Alongside this, *Aspire* students have engaged in structured debates, learning how to build strong arguments, think critically, and express themselves with confidence and clarity. They've also explored valuable study skills and the science of *metacognition* - learning how they learn best, and how to apply that knowledge to every subject.

It's been a fantastic start, full of energy, creativity, and ambition. We're incredibly proud of what the *Aspire* students have achieved so far and can't wait to see what they'll accomplish next half term. Greek and FPQ will continue - but they will look at Mathematics and Criminology - very exciting





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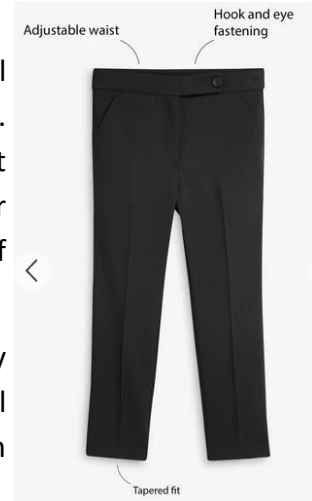


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School Trousers

As per our uniform policy students are permitted to wear tailored school trousers to school. We request that these are either grey or black in colour. Students are not permitted to wear trousers that are of a stretchy and/or tight fitting material. Trousers should have a straight leg/tapered fit. Trousers material should be of a quality that does not provide any degree of transparency.

The school will strictly enforce this aspect of its uniform policy from Monday 3rd November 2025. Students who are not wearing the correct trousers will require parents to bring in an alternative item of clothing that is compliant with our policy.



2025 Poppy Appeal

We have had a delivery of Poppies to coincide with Remembrance Day. Students are invited to bring in a small donation to purchase and wear a poppy in the approach to 11th November 2025.



SJS Coffee Mornings

On Thursday 6th November 0900—1000 hrs, parents of students at St John's School are cordially invited to join our coffee morning. Should you wish to book a place, please email SJS.Enquiries@modschools.org.

Limited to 15 people, I look forward to touring you around the school, visiting lessons and answering any questions or concerns you may have.



www.facebook.com/stjohnsschoolcyprus

Let's be friends!

Be sure to add us as a friend of Facebook to keep up to date with what is happening at St John's School



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Miss Elizabeth Dunmore, Acting SENDCO

Sadly our Special Educational Needs and Disability Coordinator (SENDCO), Mr Holden, will be absent for much, if not all of this academic year. In light of this, I am grateful to Miss Dunmore stepping into the role of Acting SENDCO. Miss Dunmore has extensive experience of supporting students with wide ranging and acute special educational needs and disability (SEND), having previously undertaken a whole school leadership role in a specialist SEND School in the UK. Supported by specialist staff from the Department for Children Services (DCS), I am confident in our ability to continue to provide high quality SEND provision. Should you have concerns regarding a possible special educational need concerning your child please email either:

SENDCO

Miss Elizabeth Dunmore

Elizabeth.Dunmore@MODSchools.org

Assistant to the SENDCO

Mr Phil Cornford

Phil.Cornford@MODSchools.org



Contacting the school

Parents are reminded that contact can be made through:

- SJS.Enquiries@modschoools.org
- **00357 2596 3888 (0730—1500hrs)**

Bring in a Reading Book

We ask that students attend school with a book in their bag. They can bring their own book or one borrowed from a library, whether it is our library or one of the libraries on Episkopi or Akrotiri.



School Photos

School photographs will be taken on Wednesday 5th and Thursday 6th November. All students will be involved in having a whole school and year group photograph taken across these dates.





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Our Curriculum

You can find the latest curricula for each and every subject on our website. Upon opening the link you will be able to see what your child will be studying at any stage in their educational journey at St John's School and explore how you may help them at home.

www.stjohnsschoolcyprus.com/curriculum

The screenshot shows the website's navigation menu with options: About Us, Admission, Attendance, Careers, Curriculum, Information, News, and Contact Us. The main content area is titled "Year 7-13 Curriculum rationale" and features a quote from Margaret Atwood: "A word after a word after a word is power." The text describes the English curriculum's aim to help students understand their power and place in the world. A dark button labeled "Year 7-13 Curriculum rationale" is visible. To the right, a vertical list of subjects is shown: Geography, History, Modern Languages, Mathematics, Music, Religious Education, Physical Education, and Science. Below the main text, a section titled "Drama" is introduced, with a dark button labeled "Year 7-11 Curriculum rationale".

The following pages give a simplified one page overview detailing the topics and content of our curriculum for next term across Key Stage 3.



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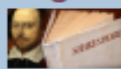

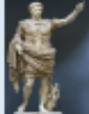





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Year 7 Curriculum - TERM 2

<p>Art</p>  <p>Students explore skyscraper design through mono-printing, using historical context and secondary imagery to develop printing techniques.</p>	<p>Computer Science</p>  <p>Students explore computer history, ethical impacts like privacy, data security and future technologies like AI and quantum computing, promoting awareness and responsible use.</p>	<p>Design & Technology</p> <p>Students work in teams to explore frame and shell structures, forces, and engineering principles. They design, build, and test models for strength-to-weight ratio, enhancing practical skills and accuracy.</p>	<p>Drama</p>  <p>Explore Greek Theatre origins, structure, chorus, masks, and teamwork; Students focus on Shakespeare's <i>Midsummer Nights' Dream</i>, characterisation, staging, and performance.</p>
<p>English</p>  <p>'A Midsummer Night's Dream' Analyse dramatic choices, use readings and performance to understand dramatic form, and explore context in Elizabethan England, Ancient Athens and Shakespeare's life.</p>	<p>Food Technology</p>  <p>Students explore a range of pasta dishes, learn healthy cooking skills, analyse nutrition, use kitchen tools and learn correct kitchen equipment names.</p>	<p>Geography</p>  <p>Students explore UK weather, climate, and population trends, including migration, climate change, and factors affecting population distribution and movement.</p>	<p>History</p>  <p>Students study life in the Roman Empire, focusing on Rome in 100AD, government, achievements, Kourion in Cyprus, and the Romans' lasting influence on modern society and global history.</p>
<p>Mathematics</p>  <ul style="list-style-type: none"> Algebraic expressions, equations, and inequalities Angles & parallel lines Classify 2D shapes Construct triangles and quadrilaterals. 	<p>Modern Languages</p>  <p>Students will learn how to describe their appearance and the appearance of others with a particular focus on hair and eyes. They will also look at likes and dislikes with a particular focus on free time activities.</p>	<p>Music</p>  <p>Students learn ukulele chords, strumming, ensemble performance, and keyboard skills including notation, fingering, composition, and performance.</p>	<p>Physical</p> <ul style="list-style-type: none"> Netball Volleyball Trampolining 
<p>Religious Education</p> <p>Students learn about Christianity's history, and key stories, helping them understand Christian beliefs, values and their relevance in modern UK society. They study festivals to understand cultural heritage, shared values, and beliefs in multicultural British society.</p>	<p>Science</p>  <p>Forces 1 Students learn about different forces, their effects, motion, and speed. Reactions 1 Study how atoms combine in chemical reactions to form new compounds and elements.</p> 	<p>PSHE</p> <p>Belonging & Community Diversity, prejudice, and bullying.</p> <p>Health and Puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM.</p>	<p>Careers</p> <p>Regular online activities using Unifrog to research the world of work.</p> 



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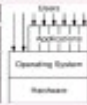


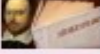





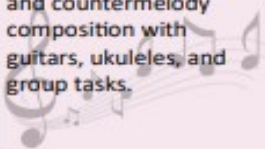



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Year 8 Curriculum - TERM 2

<p>Art</p> <p>Students research, design, and build their own shoe character using observational drawing, design processes, and construction techniques to develop creative and practical skills.</p> 	<p>Computer Science</p>  <p>Students learn about computing system layers, hardware, and binary gaining a basic understanding without complex technical details.</p>	<p>Design & Technology</p>  <p>Students design body adornment products inspired by cultures and trends, prototype development to create a pewter cast outcome, while considering packaging and environmental impact.</p>	<p>Drama</p>  <p>Students study Bertolt Brecht's Epic Theatre and Theatre in Education, exploring real-life issues, research, morals, and audience impact through devised and forum theatre techniques.</p>
<p>English</p>  <p>Drama: Shakespeare 'The Tempest' Poetry: Sonnets Through Time Analytical writing using complex topic sentences, linking paragraphs, embedding quotes, exploring meanings, and applying literary terms with contextual analysis.</p>	<p>Food Technology</p>  <ul style="list-style-type: none"> • Food hygiene standards, • Knife safety • Bacterial risks • Temperature control, • Safe cooking practices used in commercial kitchens. 	<p>Geography</p>  <p>Students study ecosystems, biomes, rainforest adaptations, deforestation, and protection. They also explore globalisation, ethical issues, global brands, sweatshops, and global interconnections.</p>	<p>History</p>  <ul style="list-style-type: none"> • The rise of Parliament • Civil War causes and course and importance. • The interregnum and Cromwell • Unification of the UK • America and Empire begins.
<p>Mathematics</p>  <ul style="list-style-type: none"> • Percentages, sequences, equations, inequalities • Conversion, algebraic manipulation, solutions • Representation and application in context. 	<p>Modern Languages</p>  <p>Students describe daily routines, home life, and holidays, learning vocabulary on rooms, countries, activities, and revising weather terms.</p>	<p>Music</p> <p>Students compose variations using Cubase, then develop ensemble skills, performance techniques, empathy, and counter melody composition with guitars, ukuleles, and group tasks.</p> 	<p>Physical</p> <ul style="list-style-type: none"> • Netball • Volleyball • Trampolining 
<p>Religious Education</p> <p>Teachings of Jesus: Is the Sermon on the Mount relevant?</p> <p>How can Buddhist beliefs impact life choices?</p>	<p>Science</p>  <ul style="list-style-type: none"> • Matter2: Elements, periodic table, group patterns, reactions. • Waves1/2: Types of waves, sun's energy, lenses, vision, sound, ultrasound. • Organisms2: Gas exchange, respiratory system, drugs' effects, digestion. 	<p>PSHE</p> <p>Drug Education Alcohol and drug misuse and pressures relating to drug use.</p> <p>Mental Health & emotional Wellbeing Mental health & emotional wellbeing, including body image and coping strategies.</p>	<p>Careers</p> <p>Regular online activities using Unifrog to research the world of work.</p> 



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Year 9 Curriculum - TERM 2

<p>Art </p> <p>Students independently create work on a chosen theme, using visual research and reflection to consolidate skills, plan effectively, and develop a personal and creative final piece.</p>	<p>Computer Science </p> <ul style="list-style-type: none"> • Introduction to Cyber Security • Going Audio Visual, focuses on digital media and explores the binary data that underlies these forms 	<p>Design & Technology</p> <p>Students research Design Movements, analyse clocks, and use design strategies and making skills developed in earlier projects to create innovative block clock concepts.</p>	<p>Drama </p> <p>Devising from a theme: Using devising skills to use a theme to create an original performance</p> <p>Frantic Assembly: Practitioner based work focusing on movement and physical theatre. How this can be put into scripts with Curious Incident of the Dog in the Night-time.</p>
<p>English </p> <p>Drama: Shakespeare 'Romeo and Juliet'.</p> <p>Reading a range of 19th -21st century non fiction; using models to plan, structure and write letter, articles and essays.</p>	<p>Food Technology </p> <p>Pupils explore cooking methods, food hygiene, and sensory analysis, learning to evaluate and adapt dishes using taste, aroma and texture.</p>	<p>Geography</p> <p>Deserts  Students learn about desert features, locations, adaptations, life in the Thar Desert, and desertification.</p> <p>Resource Management Global and UK resource distribution, key challenges, and sustainable management.</p>	<p>History </p> <ul style="list-style-type: none"> • The interwar period. • The Treaty of Versailles • The rise of communism and the Stalinist state • The rise of the Nazi's • Life in Nazi Germany • Causes and impact on society and economy • The causes of World War Two.
<p>Mathematics </p> <ul style="list-style-type: none"> • Angles in polygons • Circles • Volume and surface area • Standard form 	<p>Modern Languages </p> <ul style="list-style-type: none"> • Learn how to describe a pass holiday. • where they went, • where they stayed, • what they did • describe a day trip in detail. 	<p>Music </p> <p>Students develop analysis, performance, and composition skills by studying the song 'Africa' and Blues music, focusing on musical features, structure, notation, and improvisation.</p>	<p>Physical Education</p> <ul style="list-style-type: none"> • Fitness  • Volleyball <p>Additional options: Handball or Lacrosse</p>
<p>Religious Education</p> <ul style="list-style-type: none"> • Is capital punishment ever acceptable? • Who's life is important? 	<p>Science</p> <p>Cells and transport: An understanding of the fundamental components of living organisms.</p> <p>Atomic Structure: An understanding of elements, their properties, and how they react.</p> <p>Energy: Energy stores and transfers, key for understanding efficiency and sustainability.</p>	<p>PSHE</p> <p>Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation.</p> <p>Respectful relationship Families and parenting, healthy relationships, conflict resolution, and relationship changes.</p>	<p>Careers</p> <p>Regular online activities using Unifrog to research the world of work.</p> <p></p>



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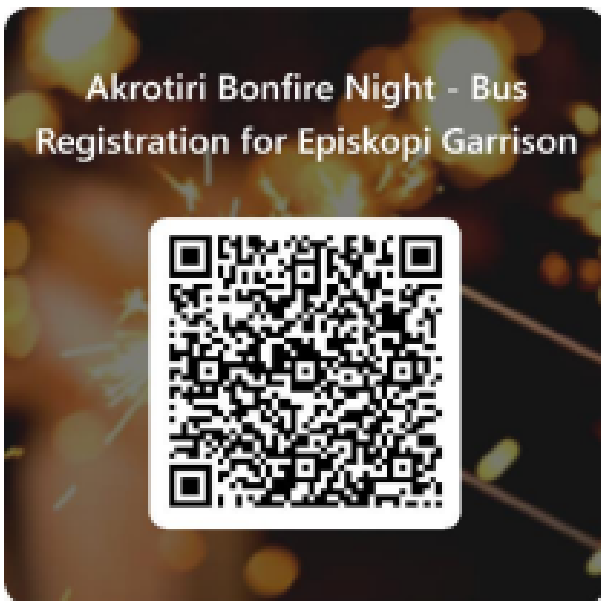
Episkopi Community Needs Survey

The Garrison Commander Lt Col M Butler IG invites you to complete the Community Needs Analysis which can be accessed using the QR Code shared here. Alternatively you can click on this [link](#)



RAF Akrotiri Fireworks Night

Bonfire Night is nearly upon us, with a firework display at RAF Akrotiri on the 5th November. For families living in Episkopi Garrison you are invited to register for transportation using the QR Code below or through this [link](#)





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St John's School Writers

Having completed the study of a selection of war poetry from their 'Poetry and Conflict' GCSE collection, Year 10 have now turned their attention to extracts from fiction based on the themes of clashes and conflict. As part of their study, they practise crafting their own descriptive writing through a series of 'slow' activities based on a selection of images. The following pieces are examples of descriptive writing completed in class this week.

Winter in the Trenches

The cold breeze bounced off the soldier's heads, knocking the snow off them to the ground. The reeds, sticking out of the snow, covered each corner from view. The soldiers trundled along, hoping to reach their destination soon. All they could see was the fog around them. The sound of the wind roared in their ears and through their faces. The only thing keeping them warm was their large green coats, which covered most of their skin. The trench was only shoulder-width



in size, so most of them had to walk slightly diagonally, bumping their rifles each time they hit the walls. The only sounds, except for the wind, was their own feet crunching in the snow.

Bennett J (Y10)

The Cabin



Gazing out of my window, I take in all the things I see. We slowly drive up the rock mountain to spend a weekend in a cosy cabin. Mountains tower over me, a slip stream slithers down the road and clouds hover over. I faintly see the outline of a small rectangle that looks like a duck sitting on the water. Rays of sun seep through the thick clouds which had changed to a shade of grey when I last saw them. As soon as we leave the car, a gentle breeze brushed over my body. We heave our luggage into the small cabin that feels like it swallows us. I unpack all my things and look at the view. Is this even real?

Lennon H (Y10)