

# NEWSLETTER

#49

23 February 2022



## WELCOME

I hope you will enjoy reading the updates from subject areas which showcase the variety of learning opportunities that are taking place for our young people across the school. This half-term has also seen these opportunities extend beyond the classroom, with two particular examples being our trip to the Holocaust Memorial Centre run by the History Department and the much-awaited Shakespeare Schools Festival led by the Drama department. I would like to thank all staff involved in the planning, co-ordination and supervision of these visits and giving their time so freely to ensure that our young people experience a rich and varied curriculum.

Our corridors have also been filled with the melodious sounds of students partaking in instrument lessons which have also resumed from before the pandemic began and I am particularly looking forward to the Y7 Orchestral Experience due to take place in Music lessons in the terms ahead.

I would like to congratulate Y11 and Y13 as they have completed the first round of their mock examinations and look forward to seeing the fruits of their labour as we celebrate successes but also use the upcoming results to identify areas for improvement as they prepare for their next set of examinations. We have been hugely impressed by students in both year groups attending morning breakfast sessions and after-school support and I would once again like to thank staff for hosting these.

Particularly impressive has been student conduct and adherence to examination expectations. None of this would be possible without the tireless work of Mrs Davies, our Exams Officer, and her team of invigilators who have been phenomenal in their efforts, alongside Mr Mughal, Senior

**“COME TO ME...  
I WILL GIVE YOU REST”**  
MATTHEW 11:28

Leader i/c Assessment to ensure that students understand the rigour and high expectations we have for school and national examinations.

My personal highlight of each week remains as the Friday morning Breakfast with Miss Raindi where I have continued to enjoy hot chocolate and edible treats with students who have been awarded the most ClassCharts points in their year group. It is truly a wonderful moment to be able to sit and talk to these high-achievers every week and see the school through their lens. Their points and suggestions for school improvement from a student perspective are always well articulated and received, and equally, it is a pleasure to hear of their pride at being members of the Stuart Bathurst community and in particular their warmth and respect towards staff in our school.

Unfortunately, there have been a small minority of students who have not fulfilled expectations as laid out in our school behaviour policy. We have dealt

with such matters as they have arisen, and with the severity they deserve, and I thank you as parents and carers for supporting conversations at home and in school to ensure that students are in the correct uniform, treat one another and staff with respect, are aware of prohibited items on site and the importance of 100% compliance. I ask for your continued support of the school for the remainder of the academic year.

As we approach the half-term holiday, and await yet more updates on Covid changes, I would like to wish you and your families a happy, healthy and restful break.

God Bless,  
**Miss G Raindi**  
Interim Head of School

# CATHOLIC LIFE

## Charitable Endeavours – “whatever you do for the least of mine, you do for me...”

During our focus on Children’s Mental Health Week from the 7th – 11th February, the school council shared daily resources with all students on how to care for their mental health and well being. The week ended with a cake sale with all proceeds raised going to Papyrus, a charity which focuses on suicide prevention, particularly with young people. This is a charity which is very important to our school community and we want to thank you for your generous support in this fund raising event.

## Getting to Know The God Who Speaks

Developing our relationship with God is integral to our faith community and we are so proud of all our students and staff who constantly seek God in their daily lives – through prayer and action.

Many of our students seek out the opportunity to pray during the day and are a wonderful inspiration to all of us in our journey to getting to know God.

To support our understanding of God and how He is always waiting for us to listen, each day our staff will be sharing a piece of scripture that is important to them as a means of comfort, celebration and thanksgiving.

### Want to get involved?

Ask your teachers each day what the daily scripture suggestion has been!

## CAFOD Live Simply Award

Our Chaplaincy Team, in liaison with our School Council and Stewardship and Action Group, are busy working away at our CAFOD livesimply Award Application.

The livesimply award is an opportunity for Catholic communities - parishes, schools, religious orders and chaplaincies - to respond to Pope Francis’ invitation in Laudato Si’ to “work with generosity and tenderness in protecting this world which God has entrusted to us”.



*You can see more about this award on the next page.*

Some of our initiatives include having a meat free day on Tuesdays, starting to growing vegetables in our Peace Garden and implementing further opportunities to think of the vulnerable in our world – these are just a few of the great challenges our school community is committing to during the next year.

## The Chaplaincy Cheer Challenge

Each day, via our school twitter feed, our Chaplaincy Team will be sharing suggestions for small actions we can incorporate into our daily lives which bring a little joy to those around us as well as ourselves. This is an opportunity to think about others and to become a little more Christ-like in our behaviours.

### Want to get involved?

Send Mrs Jordan your suggestions for daily acts of kindness and try to live out the suggestions from the twitter feed each day!

## LENT 2022

This year Lent begins on Ash Wednesday 2nd March. Lent is an opportunity to focus on or faith, our relationship with God and each other.

Lent is a period of 40 days which marks the period of time Jesus spent in the desert following His baptism, preparing Himself for His good works and mission.

During Lent we are called to do three things more than usual:

- Prayer
- Good deeds
- Fasting

We can do this through giving up things for the 40 days of Lent and also being more active in our communication with God and in being of service to those around us. Although Lent is a challenge, it is really best to think about it as an opportunity to grow and develop as human being created by God for a wonderful life.

### Want to get involved?

Sign up for the CAFOD Walk Against Hunger Campaign. This is a fund raising opportunity which asks us to commit to walking 5k each day of Lent to walk a total of 200K by the end of Lent. You can get sponsored for each day that you walk the 5K – getting healthy, raising money for those in need and developing our relationship with God – what could be better!



# LIVE SIMPLY AWARD



Our Chaplaincy Team are aiming to achieve CAFOD's Live Simply Award for the school. This is an opportunity for our whole school community to "work with generosity and tenderness in protecting this world which God has entrusted to us."

CAFOD asks for 3 actions from each of these component to work towards:

**living simply** transgressing to basics where excessiveness is harmful,

**living sustainably** reminding ourselves of the effect our lifestyle has on the environment, and

**living in solidarity** putting prayer and charity at the heart of catholic life.

CAFOD, through such an award, reminds us of the Christian notion of stewardship and caring for God's creation in thought of future generations to come.

Below, you can see some of the initiatives put in place, by the Chaplaincy Team (assisted by the Stewardship Team), to help us achieve the Live Simply Award.

## LIVE SIMPLY

1. MEAT FREE TUESDAYS
2. PROMOTION OF WALKING TO SCHOOL
3. DAILY PRAYERS AND CHALLENGES FOR LENT ON THE SCHOOL TWITTER ACCOUNT



## LIVE SUSTAINABLY

1. VEGETABLE ALLOTMENT
2. WHOLE SCHOOL MISSION
3. REDUCING THE AMOUNT OF LAMINATION AROUND THE SCHOOL

## LIVE IN SOLIDARITY

1. WALK AGAINST HUNGER
2. "WHISPERS OF HOPE" BAKE SALE
3. PEACE GARDEN DEVELOPMENT





## CELEBRATING EXCELLENT STUDENT WORK

## Simon R - Y7 English



# HISTORY

**KS3:** We have had an exciting start to 2022 in History!

Our Y7s have begun by studying Tudor England and enjoyed learning about the different ways Tudor monarchs ruled in the 16th Century.

Our Y8s have started our Spring term unit studying the changing nature of War and Conflict in the 20th Century. Finally, our Y9s have been working incredibly hard studying the Holocaust this half term. Their studies have coincided with Holocaust Memorial Day, when they were able to join a live stream with Holocaust survivor, Eva Clarke.

We also had the privilege of taking 51 Y9 students to the National Holocaust Centre in Newark on 10th February. The students were incredibly respectful and represented the school magnificently. Here is a picture of two of our students laying a wreath at the 'Abandoned' memorial by Naomi Blake.

**KS4:** Our Y10 and 11 students have been revising hard for their mock exams and assessments this half term. Our Y11s set the tone during their mock exams in January, where we had exceptional attendance at our breakfast revision sessions. Mr Walker, Mr Walsh and Mr Connolly are proud of all Y11 Historians!

Our Y10s are about to complete their first formal assessment for the Health and the People unit during the final week of the half term. We are then very excited to start the Elizabethan England unit with them after half term!



# GEOGRAPHY

**KS3:** Our Y7 and 8s have continued their globetrotting antics in the Spring term so far in Geography.

Y7s have built on their fantastic 'Passport to the World' topic in the Autumn term by focusing on the diverse nature of the African continent in the Spring term.

Whilst our Y8s have been taking the opportunity to focus on Russia during this half term, learning about the different aspects of human and physical geography in the world's largest country.

Y9 have been studying the changing physical landscapes of the UK, learning about the various processes that have shaped the country we live in today.

**KS4:** Our Y10 and 11 Geographers have been working hard towards their mocks and assessments this half term. Y11 completed full Papers 1 and 2 and have demonstrated an excellent commitment to their studies!

Y10 are close to completing the Urban Issues and Challenges unit before moving onto their Rivers unit after February half term. This will be great

preparation for their fieldwork trip to Carding Mill Valley in the summer term.

Students are reminded to ensure that they return their consent forms to Miss Kerr and Mr Jones, if they have not already.

# DRAMA

This term has been very busy for the Drama department, and we have been delighted with the work produced by Year 7, 8 and 9 exploring three texts by theatre practitioner, Bertolt Brecht. This non-naturalistic style of theatre has produced some beautiful work, both practical and written, and we have enjoyed talking about didactic theatre and how theatre can help to change the individual and the world.

## **YEAR 7 - Forum Theatre**

In this next term, we will be exploring how we can use drama to overcome problems or struggles, by focusing upon Boal's Forum Theatre. It shows students how to present drama in such a way that it forces the audience to question the status quo. It will extend their knowledge of dramatic techniques to convey political ideas, by looking at the principles behind Boal's Image Theatre.

We will be exploring Agitprop theatre and recalling Brecht's intentions behind Epic theatre and his techniques used to make his drama into didactic experiences for the spectator.

## **YEAR 8 - Verbatim Theatre**

This unit focuses on how we respond to the information in the world around us. From looking at the earliest forms of Verbatim theatre, such as the Living Newspapers, this term then moves into looking at the methods more contemporary verbatim dramatists use, such as using court transcripts, or placing words into different contexts.

We will look at the techniques of verbatim playwrights, such as Alecky Blythe, and her use of recorded delivery, or Chris Goode's technique of interviewing children and using their own words. Students in Year 8 will have the opportunity to create their own piece of verbatim drama.

## **YEAR 9 – Absurdist Drama**

This term, Year 9 will be introduced to the theatrical movement known as "the theatre of the absurd". They will start by looking at Samuel Beckett and his absurdist drama, *Waiting for Godot*. They will be given the chance to perform an extract of this play and learn about the typical messages and language styles in absurdist drama. They will then be introduced to the playwright Eugene Ionesco and his play, *Rhinoceros*.

Students will be able to see how context influenced the absurdist playwrights and they will experiment with the physical demands of performing an absurdist text. Finally, they will focus upon extracts and ideas from Edward Albee's *The Zoo Story*, and consider the themes presented in absurdist drama.

# MUSIC

## **YEAR 7 - The Orchestra**

We've had a great time exploring the varied instruments and sounds of the orchestra. Students have learned to recognise the instruments by sight and sound. We have also listened to lots of music, from Rimsky-Korsakov's *Fandango Asturiano*, to Shostakovich's *Polka from The Age of Gold*. During each lesson, students have also had the opportunity to learn to play a famous piece of orchestral music - *Hedwig's Theme* from *Harry Potter*!

## **YEAR 8 - The Blues**

Students have shown great perseverance and skill in putting together their own 12-Bar Blues compositions. This has involved drum loops, playing and recording chords, and improvising melodies using the C Major blues scale.

After half-term we will build on these skills by focusing on another 'cornerstone' musical style - Reggae.

## **YEAR 9 - Film Music**

After exploring how film music composers can influence a viewer's experience and emotions, students have been creating their own film music compositions. From a range of stimuli, we have seen some fantastic scores and sound design to accompany clips from *Monster's Inc*, *Star Wars*, and *James Bond - No Time To Die*. Some of the most successful pieces really heightened the sense of suspense and foreboding in the trailer to the Daniel Radcliffe mystery horror, *The Woman In Black*. Next up - Music for Video Games...

## **YEAR 11 - GCSE Music**

Our Keystage 4 cohort is fully focused on completing coursework and preparing for final examination in the summer. Mock exams are tough, but fruitful, and there is still lots of time to put in the work that will make an impact on final grades.

## **YEAR 13 - BTEC Digital Audio Production**

Students have created some fabulous showcase work in the field of music for media, creating their own sound effects and music to accompany a variety of media products. We are also preparing for the intense 15 hour assessment taking place in a few months. We wish all candidates the best of success.



# SHAKESPEARE SCHOOLS' FESTIVAL

This week saw 30 students from Year 7-13 take part in the Coram Shakespeare Schools' Festival at the Belgrade Theatre in Coventry. It was a wonderful experience in which students represented our school wonderfully.

Here is an excerpt from our glowing review by the evening's producers:

*"I would like to extend my most sincere congratulations to Stuart Bathurst Catholic High School for your tremendous production of Taming of the Shrew as part of the 2022 Shakespeare Schools Festival. It was an excellent night of theatre, and I'd like to highlight a few aspects that really stood out.*

*A key strength of your performance was your ability to establish the setting, atmosphere and world of your play in your opening scene. It was a fantastic way to grab the audience's attention in the first few minutes of your performance, and they really gained a sense of anticipation for what was to come. There was a strong sense of*

*ensemble within the performance and the colour and vibrancy within the tailor's scene was a visual delight.*

*Within the context of a 20th Century lens and the importance of healthy relationships, it was interesting and refreshing to see the relationships developed between key character friends, parents and romantic partners and in particular this cast's version of theme of the play – this is not a play about how to fall in love, but allowing yourself to be loved."*



Hi miss/sir,

Sorry it's late! I just wanted to say a MASSIVE thank you for today and organising the show- it was the best night I have had in such a long time!

Thank you for everything you do for us and have done for the past weeks up to today! We all really appreciate how much you have done!

Grace G.



# ENGLISH

A warm welcome from the English department! This term we have been thrilled to see how our students across all key stages have engaged with their studies in English. This term has been all about reading, with our students digging in to new and challenging texts from across a range of British and world literature.

A few personal highlights have been seeing how our KS3 book club have continued to enjoy studying the novel 'Scythe,' brilliantly supported and encouraged by Miss Sendonari and Miss Johnston. Furthermore, we have been delighted to see how our Y10, 11, 12 and 13 students have dedicated themselves so excellently to their January assessments. Next half term we are very much looking forward to World Book Day. Look out for the English department being dressed up as one of our favourite novels!

Let's hear from some of the English teachers about what's been going on in the department:

## Literacy - Mr Warner

Well done to all students in Key Stage 3 who have been working hard in their English lessons this half term. We hope that you are enjoying the topics you have been studying and the books you have been reading too. Remember to read as often as you can, to help you develop important skills which you will need when you are older!

A special well done to Kathy B in Year 8 who has read over 2million words this year. She received recognition from Miss Raindi with a special certificate to mark this milestone. Each student who achieved each million-word milestone will receive a special certificate from Miss Raindi, so keep reading those books!

In the first week back after half term, we will be celebrating the gift of reading. This will culminate on Thursday 3rd March which is World

Book Day. We know that you will engage in in the activities we have planned for you and hope you enjoy the week. More information will be shared with you before we break up.

## YEAR 7 - Miss Sendonari

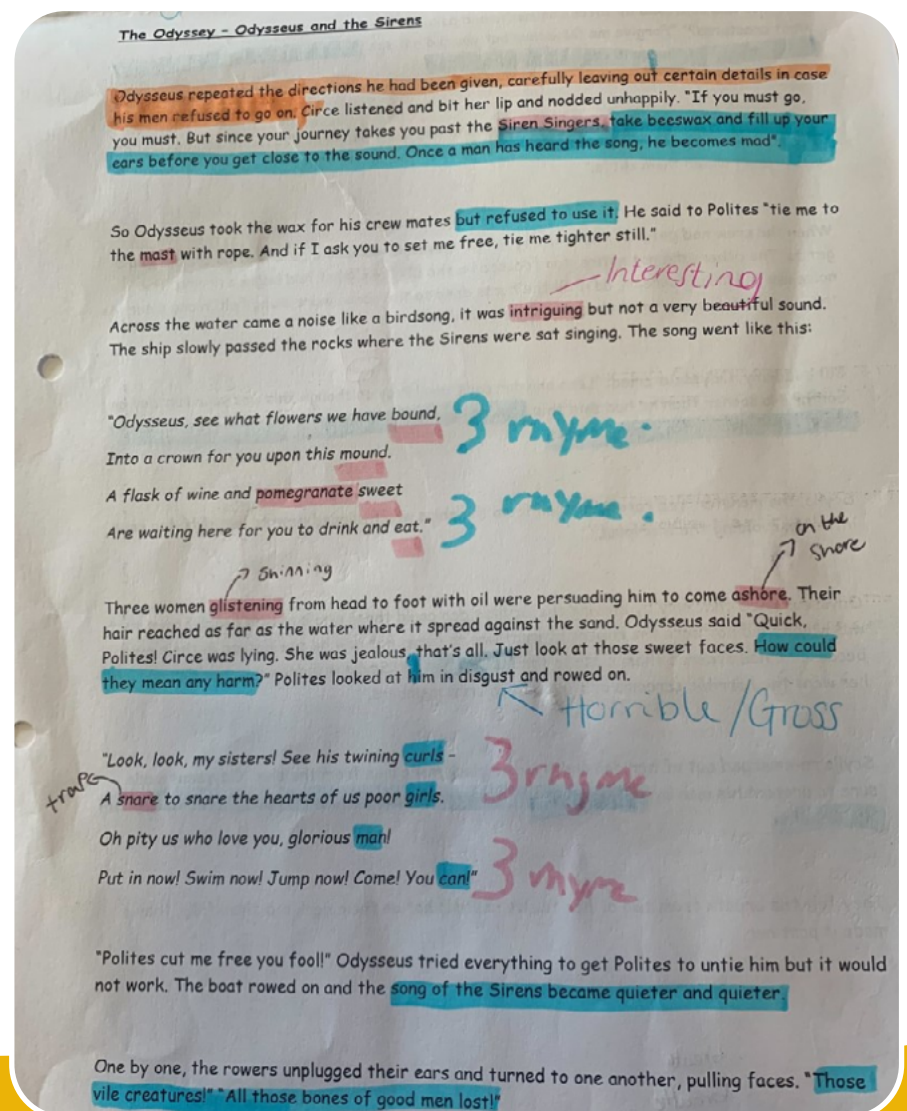
In English lessons, Year 7 have been learning all about mythology from around the world over the last six weeks. After many class votes, the students' favourite plot goes to the story of King Mydas; the students were fascinated by his regretful wish. A shoutout is well deserved for Deviesh P who had an extensive knowledge and interest in Greek Mythology prior to the scheme and shares his insights with us weekly. See below an example of Miah Bs annotation skills where we use a colour-key in order to understand extensive lengths of writing: part of our literacy skills.

## YEAR 8 - Miss Johnston

Year 8 have been studying People in and out of Places thinking about how a writer conveys a perspective within a text and looking at the methods used by the writer to convey their thoughts and feelings. Year 8 have been exploring language and the effect of language to articulate their thoughts into WHAT, HOW, WHY paragraphs. Year 8 have also been enjoying their reading of The Bone Sparrow and are able to communicate key ideas within the plot.

## YEAR 9 - Miss Bradnick

In Year 9 our students have been studying the world of Shakespeare and lots of his works! We have recently explored all things 'love' in 'Romeo and Juliet' and witnessed the downfall of the murderous husband and wife in 'Macbeth'.





# ENGLISH

## Y10 and 11 - Mrs Elliott

In Year 10, students have been hard at work studying unseen poetry for their English Literature studies, and have enjoyed spending the last few weeks preparing for their completion of English Language Paper 1 in English Language lessons.

Year 11 have worked incredibly hard revising and completing a whole suite of mock examinations for both English Literature and Language. Teachers have been blown away by the engagement that students had when it came to HWPO sessions – we had a record turnout in Y11 and were staggered with how many Y10 students attended both breakfast and after school sessions too. We wish all of our students in these year groups luck as they continue on in their studies.

## KS5 English Literature and Media Studies - Mrs Corns

Students in Year 13 have had a busy two weeks completing mocks. In Literature, students are finishing their studying of 'modern times'. This module asks for mature reading and examination of themes such as identity, rebellion, protest, and marginalisation. The group explored the representation of African-American communities in 'The Color Purple' and examined subversive feminist voices in Duffy's 'Feminine Gospels'.

Media Studies students have finalised their Independent Projects with some thoughtful and creative enterprise to deliver music videos and magazines that will make up 30% of their final A-Level grade. Both student cohorts have worked very hard and have excellent personality - I am immensely proud of their efforts and always enjoy my hours teaching them.

Year 12 students are enjoying looking at the ways in which the Video Games industry is regulated and how Assassin's Creed works to target its audience. In Literature, students have consolidated their study of 'Love through the Ages' with a close analysis of the aspects of time and desire in 'Rebecca' and pre-1900 poetry. The groups in Year 12 have really started to step up to the A-Level mark and the A-Level team look forward to them continuing to demonstrate their potential in the second half of the year.

We wanted to end by sharing another of our favourite poems, this time selected by Mrs Corns.

*"I picked this poem because it reminds me of my sister. She was inspired by this poem to create beautiful artwork, and this poem always reminds me of her"*

# JOIN US ON 3RD MARCH 2022

# CELEBRATING 25 YEARS OF WORLD BOOK DAY

SEE OUR TIMETABLE OF ACTIVITIES ON THE NEXT PAGE

## **"Hope" is the thing with feathers**

*By Emily Dickinson*

"Hope" is the thing with feathers -  
That perches in the soul -  
And sings the tune without the words -  
And never stops - at all -

And sweetest - in the Gale - is heard -  
And sore must be the storm -  
That could abash the little Bird  
That kept so many warm -

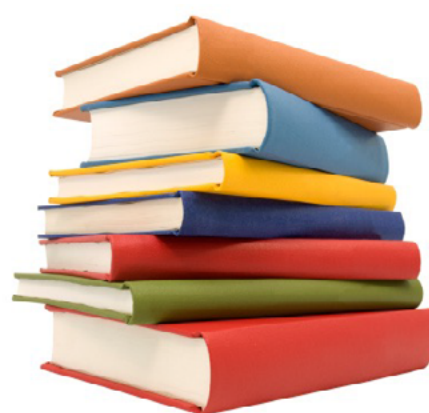
I've heard it in the chilliest land -  
And on the strangest Sea -  
Yet - never - in Extremity,  
It asked a crumb - of me.

# THURSDAY 3RD MARCH

## TIMETABLE OF LUNCHTIME ACTIVITIES FOR THE WEEK

	KS3 LUNCH	KS4 LUNCH
<b>MONDAY</b>	My Favourite Book – Staff Q&A	Book Club Launch
<b>TUESDAY</b>	Creative Writing Session	My Favourite Book – Staff Q&A
<b>WEDNESDAY</b>	My Favourite Book – Staff Q&A	Book Club
<b>THURSDAY</b>	Book Bake Off Second-hand re-gifting Book Club	Book Bake Off Second-hand re-gifting
<b>FRIDAY</b>		My Favourite Book – Staff Q&A

WORLD  
**BOOK  
DAY**



### Book Bake Off (3rd March)

Create a cake themed around a book.  
All cakes sold at lunch time.  
Be as creative as you can!



### Form Time Activities

Each morning in form you will undertake a different activity to celebrate the gift of reading.



### Library Events

There are events running every day in the library.  
Details to follow...

### Competitions All Week

Can you find the answers in the book treasure hunt? Will you design a poster celebrating the books you've read?



## YEAR 7 - Mr Waites

This half-term, Year 7 have been learning about the life of Jesus in the New Testament. Pupils have delved into the meaning behind the miracles and parables of Jesus, seeing how they can influence our own lives, and whether they are easy for us to follow in modern times.

### Pupil shout outs:

Elizabeth T-L for taking responsibility to catch up on her learning after being absent.

Nathan B and Tai-Chanelle D for always challenging their selves and being inquisitive learners.

And finally Todd P for taking responsibility for his learning by providing high-quality DIRT responses to teacher feedback.

## YEAR 8 - Miss Howard-Biggs

Year 8 have been working hard learning about 'Community' this half term. We began by looking at what a community is and then the importance of the Church community with Christ as the Head and the people as the body. We then moved on to look at how groups such as The St. Vincent de Paul Society support those most in need in the community before looking at how Jesus would encourage us to look after the most vulnerable in our society, such as the disabled. This allowed us to consider the importance of pilgrimage, especially Lourdes.

After that, we have considered how religion plays an important role in our society and how all religions can work together to promote religious harmony. We have looked at a case study of an area in British Columbia in Canada where this has worked very well. To end this half term we are looking at how the Mass brings the Catholic community together and how receiving the Eucharist strengthens our relationship with Jesus.

Next half term we will be learning about 'Vocation' and reflecting on what God wants us to be.

## YEAR 9 - Mr Thompson

This half term students have been studying the question of 'authority' within the Church. They have examined the role of the Pope and Bishops in guiding Catholic beliefs and practices as well as considering the authority of the Bible. In addition, students have compared this to approaches to authority within other Christian denominations, beginning with the Protestant Reformation and examining the Anglican and some Non-Conformist groups. This unit will provide a foundation for understanding different responses to moral issues within Christianity next half term.

## YEAR 10 & Y11 - Mrs Richards

Year 10 and 11 have impressed me so much with their first round of mock exams. From their dedication in lessons, HWPO and breakfast revision sessions to their well worded answers in the assessments. Excellent work and keep it up. You will certainly reap the rewards in your GCSEs.

### Pupil shout outs:

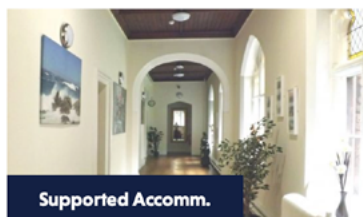
Desianae F-J, Hassanul I, Kaydee J, Kenneth B.



**St Vincent  
de Paul Society**

England and Wales

Turning Concern into Action



Supported Accom.



Approved Premises



Furniture Stores & Depots



Soup Runs



Other Projects



St Vincent's Centres

# BUSINESS, COMPUTER SCIENCE, IT & MEDIA

## Learners of the half-term:

Year 7: Charlie R  
Year 8: Jakob S  
Year 9: Lexie A  
Year 10: Talhah B  
Year 11: Tiah M  
Year 12: Zeba N  
Year 13: Harley T

## Coursework Deadlines:

A reminder of the following deadlines for OCR Cam Tech for Y13.  
Well done and congratulations to all learners who have achieved the deadlines so far. Keep up the great work – the end is in sight.

### Unit 8 Deadlines

Tasks	Pupil Deadlines Printed & Handed to Teacher	Marking Deadlines Teachers to Moderate Tasks
<b>Learning Outcome 1</b>		
Pass 1	Friday 28 <sup>th</sup> January	Wednesday 2 <sup>nd</sup> February
Pass 2	Tuesday 1 <sup>st</sup> February	Tuesday 8 <sup>th</sup> February
<b>Learning Outcome 2</b>		
Pass 3	Friday 4 <sup>th</sup> February	Wednesday 9 <sup>th</sup> February
Pass 4	Tuesday 8 <sup>th</sup> February	Tuesday 15 <sup>th</sup> February
Merit 1	Friday 11 <sup>th</sup> February	Wednesday 16 <sup>th</sup> February
Distinction 1	Tuesday 15 <sup>th</sup> February	Tuesday 1 <sup>st</sup> March
<b>Learning Outcome 3</b>		
Pass 5	Friday 18 <sup>th</sup> February	Wednesday 2 <sup>nd</sup> March
Pass 6	Tuesday 1 <sup>st</sup> March	Tuesday 8 <sup>th</sup> March
Merit 2	Friday 4 <sup>th</sup> March	Wednesday 9 <sup>th</sup> March
<b>Learning Outcome 4</b>		
Pass 7	Tuesday 8 <sup>th</sup> March	Tuesday 15 <sup>th</sup> March
Pass 8	Friday 11 <sup>th</sup> March	Wednesday 16 <sup>th</sup> March
Merit 3	Tuesday 15 <sup>th</sup> March	Tuesday 22 <sup>nd</sup> March
Distinction 2	Friday 18 <sup>th</sup> March	Wednesday 23 <sup>rd</sup> March
<b>Learning Outcome 5</b>		
Pass 9	Tuesday 22 <sup>nd</sup> March	Tuesday 29 <sup>th</sup> March
Pass 10	Friday 25 <sup>th</sup> March	Wednesday 30 <sup>th</sup> March

- Work to be completed to meet the full criteria of the specification.
- All learners to achieve all pass, merit and distinction tasks.
- Failure to meet a deadline – parent meeting, detentions, loss of free study periods.

### Unit 3 Deadlines

Tasks	Pupil Deadlines Printed & Handed to Teacher	Marking Deadlines Teachers to Moderate Tasks
<b>Learning Outcome 1</b>		
Pass 1	Tuesday 25 <sup>th</sup> January	Thursday 27 <sup>th</sup> January
Pass 2	Thursday 27 <sup>th</sup> January	Tuesday 1 <sup>st</sup> February
Merit 1	Tuesday 1 <sup>st</sup> February	Thursday 10 <sup>th</sup> February
<b>Learning Outcome 2</b>		
Pass 3	Thursday 10 <sup>th</sup> February	Tuesday 15 <sup>th</sup> February
Merit 2	Tuesday 15 <sup>th</sup> February	Thursday 3 <sup>rd</sup> March
<b>Learning Outcome 3</b>		
Pass 4	Thursday 3 <sup>rd</sup> March	Thursday 10 <sup>th</sup> March
Merit 3	Thursday 10 <sup>th</sup> March	Thursday 24 <sup>th</sup> March
<b>Learning Outcome 4</b>		
Pass 5	Thursday 24 <sup>th</sup> March	Thursday 31 <sup>st</sup> March
Merit 4	Thursday 31 <sup>st</sup> March	Thursday 7 <sup>th</sup> April
Distinction 1	Thursday 7 <sup>th</sup> April	Monday 11 <sup>th</sup> April

- Work to be completed to meet the full criteria of the specification.
- All learners to achieve all pass, merit and distinction tasks.
- Failure to meet a deadline – parent meeting, detentions, loss of free study periods.

### Information Technology Unit 21 Deadlines

Tasks	Pupil Deadlines Printed & Handed to Teacher	Marking Deadlines Teachers to Moderate Tasks
<b>All work</b>		
Completed work, all tasks	Tuesday 01 February	Tuesday 08 February
<b>All corrections made</b>	<b>Thursday 10 February</b>	

### Information Technology Unit 6 Deadlines

Tasks	Pupil Deadlines Printed & Handed to Teacher	Marking Deadlines Teachers to Moderate Tasks
<b>Learning Outcome 1</b>		
P1	Tuesday 01 March	Tuesday 08 March
M1	Tuesday 01 March	Tuesday 08 March
<b>Learning Outcome 2</b>		
P2	Thursday 10 March	Tuesday 15 March
M2	Tuesday 15 March	Tuesday 22 March
<b>Learning Outcome 3</b>		
P3	Tuesday 22 March	Tuesday 29 March
D1	Thursday 24 March	Tuesday 29 March
<b>Learning Outcome 4</b>		
P4	Thursday 31 March	Tuesday 5 April
M3	Tuesday 5 April	Thursday 7 April
P5	Tuesday 26 April	Tuesday 3 May
P6	Tuesday 26 April	Tuesday 3 May
D2	Tuesday 26 April	Tuesday 3 May
<b>All corrections made</b>	<b>Tuesday 10 May</b>	

- Work to be completed to meet the full criteria of the specification.
- All learners to achieve all pass, merit and distinction tasks.
- Failure to meet a deadline – parent meeting, detentions, loss of free study periods.



## OCR CAMBRIDGE TECHNICAL IN SPORTS

UNIT 17: SPORTS INJURIES AND REHABILITATION  
UNIT DEADLINES

Tasks	Delivery Date Delivered in Lesson	Pupil Deadlines Printed & Handed to Teacher	Marking Deadlines Teachers to Moderate Tasks
<b>Learning Outcome 2</b>			
Merit 2	Friday 4 <sup>th</sup> February	Monday 7 <sup>th</sup> February 9am	Friday 11 <sup>th</sup> February
Distinction 1	Monday 7 <sup>th</sup> February	Friday 11 <sup>th</sup> February 12pm	Friday 18 <sup>th</sup> February
<b>Learning Outcome 3</b>			
Pass 5	Friday 11 <sup>th</sup> February	Monday 14 <sup>th</sup> February 9am	Friday 25 <sup>th</sup> February
Pass 6	Monday 14 <sup>th</sup> February	Friday 18 <sup>th</sup> February 12pm	Monday 28 <sup>th</sup> February
<b>Learning Outcome 4</b>			
Pass 7	Friday 18 <sup>th</sup> February	Friday 4 <sup>th</sup> March 12pm	Friday 11 <sup>th</sup> March
Merit 3	Friday 4 <sup>th</sup> March	Monday 7 <sup>th</sup> March 9am	Friday 18 <sup>th</sup> March
<b>Learning Outcome 5</b>			
Pass 8	Monday 7 <sup>th</sup> March	Friday 11 <sup>th</sup> March 12pm	Friday 25 <sup>th</sup> March
Pass 9	Friday 11 <sup>th</sup> March	Monday 14 <sup>th</sup> March 9am	Friday 1 <sup>st</sup> April
Pass 10	Monday 14 <sup>th</sup> March	Friday 18 <sup>th</sup> March 12pm	Friday 8 <sup>th</sup> April
Merit 4	Friday 18 <sup>th</sup> March	Monday 21 <sup>st</sup> March 9am	Friday 15 <sup>th</sup> April
Distinction 2	Monday 21 <sup>st</sup> March	Friday 25 <sup>th</sup> March 12pm	Friday 22 <sup>nd</sup> April

- Work to be completed to meet the full criteria of the specification.
- All learners to achieve all pass, merit, and distinction tasks.
- Failure to meet a deadline – parent meeting, detentions, loss of free study periods.
- Deadline WILL NOT change – must obey these deadlines as set by OCR.



# PE

This half term pupils have been enjoying a range of activities in their PE lessons. Basketball, handball, table tennis, fitness and outdoor and adventurous activities are just some of the activities that are on the curriculum. It has been a pleasure to see pupils in lessons enjoying the activities and being fully engaged.

**KS3:** Highlights have been seeing the Year 7 pupils develop their self confidence in outwitting their opponents in basketball. Pupils have developed their control when passing, dribbling and shooting.

The Year 8s and 9s have completed a demanding fitness scheme of learning where pupils learnt about different components of fitness. Teaching pupils about speed and reaction time is always good fun and lessons get extremely competitive.

Pupils also learnt about the energy balance and had to see how many calories and pizza slice would be and then calculate how much exercise they would have to complete to burn off the calories. Many pupils were surprised how much exercise you had to do to burn off 500 calories.

**KS4:** Year 10 and 11 have participated in some outdoor and adventurous activities which has involved problem solving skills and some orienteering. Pupils have enjoyed taking part in obstacle course whilst blind folded to develop their determination and activities which require tactical and strategic planning to overcome problems which are helping to prepare pupils for their next step in education or their chosen careers.

Year 11 GCSE pupils have completed their first practical mock examination. All pupils demonstrated excellent skills and their practical application under exam conditions. There were some superb performance especially Kyle in handball, Hasnain in badminton and Destini in netball. Pupils have been told areas for improvement in their practical grades which they now need to work on not forgetting to improve their match fitness ready for the live moderation in a few weeks time.

Year 11 BTEC pupils have taken to the camera this half term to show the moderator their skills in badminton and handball. Pupils had to show a variety of skills in isolation such as a

variety of serves, clears, drop shots and smashes in badminton and then show the examiner how they can use these shots to beat their opponent. It is extremely difficult to perform skills on demand in front of a camera but all pupils involved did a great job.

Next half term, we will be offering the sports leaders award for Year 10. This is a nationally recognized qualification that is great to have on your CV. Pupils will be trained up on how to deliver a range of sports to some of the primary schools in the St John Bosco Academy. I wish all those involved the best of luck and cannot wait to have a team of leaders to help us with events.

## Finally, a reminder about PE kit.

We do appreciate that occasionally pupils may not have the correct PE kit all we ask is that you send your child with a note explaining the situation. Unfortunately, some pupils are not always wearing full PE kit and are wearing hoodies or tracksuit bottoms with large writing on, or stripes, or are even different colours.

Hoodies are not allowed in school at all so please support us in ensuring pupils never wear a hoodie to school. Tracksuit bottoms should be plain black and of course do not forget the football socks.

Thank you for ensuring pupils always look smart and are dressed appropriately.



# SUPPORTING PSHE AT HOME

This week in form-time pupils celebrated Children's Mental Health Week. This Year's theme was "Growing together", the student council led on this across the school community. In form-time pupils listened to growth stories from key individuals from British society, in which they shared their own personal mental health journey.

During form-time we examined how sleep is hugely important for our mental health.

We may think of sleep as a time when we are doing 'nothing' – we may believe our bodies and brains are dormant as we lie in bed. However, really important things happen whilst we are sleeping that helps us to grow and develop – our bodies and brains remain engaged during sleep.

It is recommended that all teenagers get 8-10 hours of sleep EVERY night.

Please share and discuss the guidance and tips below from the NHS with your son/daughter on the importance of a good night's sleep to support mental health and well-being.

Sleep tips for teenagers - NHS ([www.nhs.uk](http://www.nhs.uk))

Please use the links below to key resources to support you at home:

## Department for Education

### RSE guide for parents:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812594/RSE\\_secondary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSE_secondary_schools_guide_for_parents.pdf)

### Mental and Physical Health

<https://youngminds.org.uk/>

NHS mental health hub

<https://www.nhs.uk/conditions/stress-anxiety-depression/>

<https://www.mentalhealth.org.uk/publications/make-it-count-guide-for-parents-and-carers>

<https://www.nhs.uk/live-well/>

<https://www.gov.uk/government/organisations/public-health-england>

### Online Safety

<https://www.thinkuknow.co.uk/>

<https://www.internetmatters.org/>

<https://www.net-aware.org.uk/>

### Keeping Children Safe

<https://www.nspcc.org.uk/>

### Relationships and Sex Education

<https://www.bbc.co.uk/news/education-41552666>

<https://www.nhs.uk/live-well/sexual-health/>

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/talking-about-difficult-topics/>

### Economic Well-Being

<https://www.moneyadviceservice.org.uk/en/corporate/young-people-and-money-toolkit-yphub>

<https://www.moneyadviceservice.org.uk/en/corporate/teenagers-talking-money-yphub>

### Drugs Education

<https://youngminds.org.uk/find-help/for-parents/parents-guide-to-support-a-z/parents-guide-to-support-drugs-and-alcohol/>

<https://www.talktofrank.com/get-help/worried-about-a-child>

<https://www.nhs.uk/live-well/healthy-body/talking-about-drugs-with-your-child/>

### Mr T Walsh

Assistant Headteacher

## UPCOMING TOPICS

### YEAR 7

- What are the consequences of not eating healthily?
- Why is smoking so bad for us?
- RSHE: Healthy inside and out: pupils will learn about self-esteem and what contributes to it.

### YEAR 8

- How can we deal with peer pressure?
- Smoking and vaping: What are the dangers?
- RSHE: Appreciating difference- Pupils will learn about some of the ways in which people may choose to articulate their identity, including gender and sexual identity.

### YEAR 9

- Alcohol awareness: Why must we be careful with alcohol?
- Drug awareness: what are the risks and what is the law?
- RSHE: Self-image: Pupils will learn about experiences of body shame, explore notions of 'dignity' and 'modesty' in relation to the body.

### YEAR 10

- County lines: What is this and how are young people being exploited?
- Anti-social behaviour: Why do people do this and what are the consequences?
- RSHE: Abuse: the four main types of abuse, how to look out for danger signs, resist pressure, get support.

### YEAR 11

- Extremism: What is right-wing extremism and why is this rising?
- E-safety: How can we protect ourselves from fraud and scams?
- RSHE: Pupils will learn about health choices, and safety in independent contexts.





# WORD of the WEEK

## Linked ideas

Heinous  
Abhorrent  
Devilish  
Dastardly



## Nefarious

Adjective – (typically of an action or activity)  
wicked or criminal.

## Nikczemny

Polish



## ANTONYMS

Admirable



## MORPHOLOGY (WORD PARTS) ETYMOLOGY (WORD ROOTS)



## WORD FAMILIES: SIMILAR WORDS TO HELP WITH MEANING

How could you use the word **nefarious** when describing a person or situation?



## POPE FRANCIS TWEETS



Pope Francis ✓  
@Pontifex

...

I encourage you to ask for the intercession of Saint Joseph precisely at the most difficult times in your life. Where our mistakes become a scandal, let us ask Saint Joseph to give us the courage to speak the truth, ask for forgiveness, and humbly begin again.

[#GeneralAudience](#)

12:30 PM · Feb 16, 2022 · TweetDeck

## ATTENDANCE COMPETITION

Prizes for 100% attendance for the term, and 100% attendance for the last week of term.

Winners will be chosen from each year group on the last day of term and awarded!



# SPEAK OUT BOX

The Speak Out Box can be found outside Miss Raindi's office. It is for any student to make suggestions, voice their concerns, or ask for confidential help. Just write down your thoughts, lift the lid, and pop it in. The box is checked daily.