

# NEWSLETTER

#52

21 July 2022



## WELCOME

Dear Parents and Carers,

The summer holidays are here! As the academic year draws to a close, I would like to personally thank all our parents and carers for your support this year. As a school, we always strive to do our very best for your children and this year has been particularly challenging. Your children have risen to that challenge and are a credit to you and your families, and leave a lasting positive impression on us as a team of staff.

The transition from the 2021/22 academic year to the new 2022/23 academic year has seen significant changes. There have been changes to our curriculum offering, changes in leadership, changes in staffing, and also significant changes to our building.

The enhancements to our building will continue over the summer holidays and also over the next 12-18 months as we improve our teaching spaces, campus and support facilities.

On behalf of you as parents/carers and our students, I would like to thank all those colleagues who are leaving us this year for pastures new, promotions, or retirement.

**"FROM THE RISING  
OF THE SUN TO IT'S  
GOING DOWN, THE  
LORD'S NAME IS TO  
BE PRAISED."**

Psalms 113:3

I must take this opportunity to thank one particular colleague, Mr Holder. Mr Holder is leaving Stuart Bathurst having served this community for a number of years, most recently as Senior Assistant Principal.

I am thrilled that he is staying in Catholic education and takes up the position of Deputy Headteacher at St John Wall Catholic School in September.

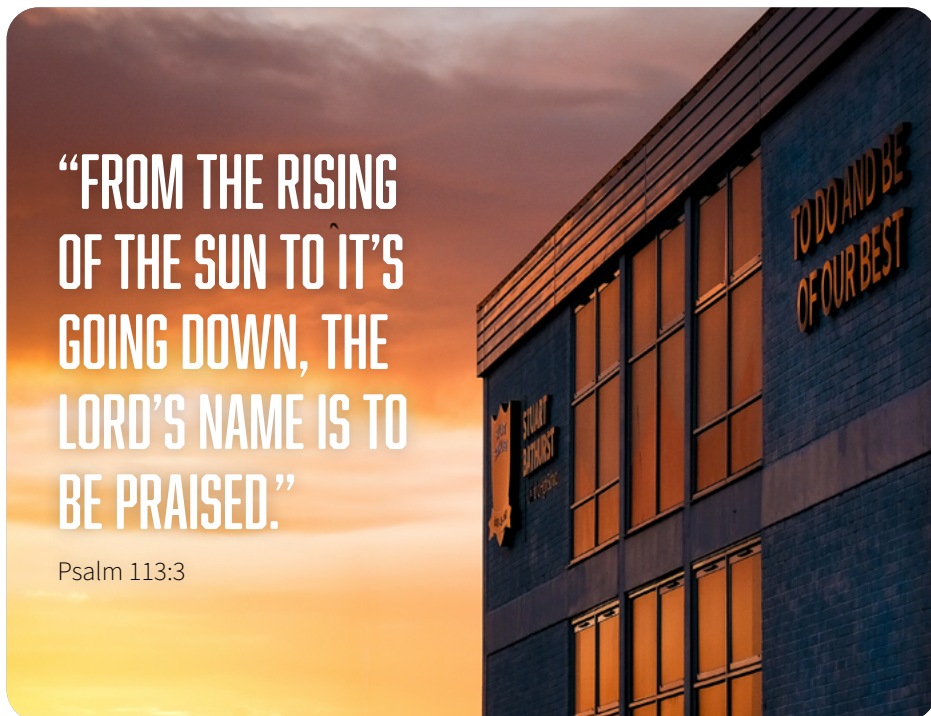
On a personal level, Mr Holder has been invaluable to me, and formerly Miss Raindi since September 2021. Mr Holder's new role at St John Wall is the natural next step in his career and I'm sure you'll join me wishing him all the very best in his next chapter as a teacher and Senior Leader.

As announced previously, Mr Koryl joins Stuart Bathurst Catholic High School in September 2022 as Head of School. I am very much looking forward to working with Mr Koryl and the new and existing members of the Senior Leadership team, as we continue to improve the life chances of our young people in this wonderful Catholic secondary school.

Have a wonderful summer break, stay safe and we look forward to welcoming you back in September. Take care and God bless.

**Mr R May**

*Executive Principal*



# UNIFORM SALES

## Y7 Voucher claims and Uniform Sales

Thu 04 Aug 4-8pm

Fri 05 Aug 4-8pm

Sat 06 Aug 4-8pm

Sun 07 Aug 10am-4pm

## Skirt Vouchers and rest of Uniform Sales

Thu 11 Aug 3-8pm

Fri 12 Aug 3-8pm

Sat 13 Aug 3-8pm

Sun 14 Aug 10am-4pm

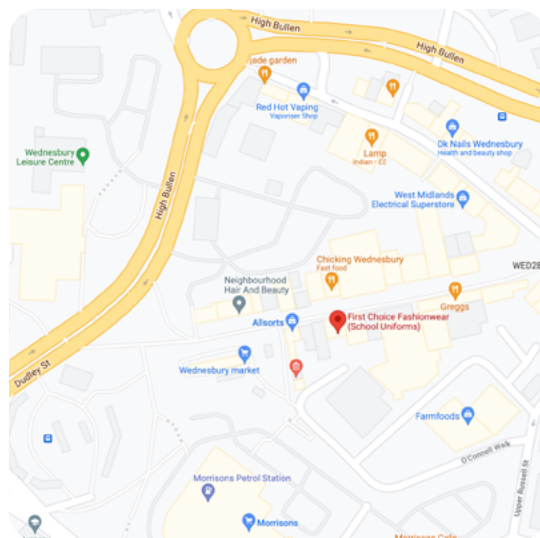
## FIRST CHOICE UNIFORMS

26 Union Street,

Wednesbury,

WS10 7HD

Tel: 0121 505 7100



# UNIFORM DONATIONS

## SUSTAINABILITY PROJECT

We will gratefully accept any good condition uniform, including PE kit, that your child has outgrown.

Please drop off any laundered uniform to Stuart Bathurst reception, any time during school hours.

# CATHOLIC LIFE

**Within Chaplaincy, we have been supporting students in giving them opportunities to give glory to God and have a moment to pause for prayer throughout the day.**

## **CROWNING OF MARY**

During May, Year 7's joined together as a year group to crown our Mother Mary in a time of prayer together. This liturgy gave students a time to think about Mary and how inspirational she is to unapologetically say "Yes" to God's call. We reflected on that "Yes" and students placed flowers at the foot of Mary.

## **EASTERTIDE SESSIONS – DURING THE MONTH OF MAY**

Students got the chance to reflect on the time of Eastertide, what it means and how students can live it out in a personal way. This involved going around prayer stations and doing interactive and prayerful actions and reflecting. Students made Eastertide Pledges which they have actioned in the Stuart Bathurst Community to show God's love to others through their actions.

## **YOUNG SAINTS SESSIONS – DURING JUNE/JULY**

Students had an interactive session about saints, what it takes to become a saint and some example of young saints. They had an opportunity to be creative and learn all about one saint in groups and got to share this with their class community. Students got to set themselves goals of what they would like to do to be the person God called them to be following the words of St Catherine of Siena.

## **CHAPLAINCY TEAM**

The Chaplaincy Team have been working to support the Catholic Life of the school. They have been inputting into all sessions and supporting. They have been preparing forms for their weekly mass and planning for the year upcoming how they can support. They have also had times of prayer together so they can form together as a team in prayer and have a personal journey in faith.

## **WEEKLY MASSES**

A form group each week takes part in Holy Mass with Fr Roger. The form group actively take part in Mass by preparing the bidding prayers, reading within Mass and having a moment before Mass to understand the importance of Mass in our faith.

## **CHAPLAINCY DROP IN SESSIONS & A MOMENT OF PRAYER**

Each week, during break and lunch time, the chapel is open for students to drop in and come and speak to the Lay Chaplain, the chaplaincy team and take part in a reflective activity. It is an opportunity for students to get to know what is going on in Chaplaincy, how they can get involved and also have a pause for reflection and prayer in the middle of their school day.

## **CAFOD LIVE SIMPLY AWARD UPDATE**

As a Catholic School, we have committed ourselves to achieving the CAFOD Live Simply Award. Our Stewardship Team have been very busy in our Food Garden for All which is a key feature of our Peace Garden – the students enjoyed picking their first harvest and really enjoyed seeing the fruits of their care and dedication.

We thank Mr Jones in the Geography Department for his leadership of the Stewardship group and all their hard work in supporting our pledge to live more sustainably.





# CATHOLIC LIFE

## CELEBRATIONS OF PRAYER AND LITURGY

The Mass is the greatest gift we have as a Catholic School and Holy Days of Obligation bring us the opportunity to come together and focus on our faith. On June 29th, we celebrated the Feast Day of St Peter and Paul, two great leaders of the early Church who gave their lives to bring the Good News to all. We can be inspired by their example of mission and sacrifice and reflect on how in our lives, we can work hard even in challenging times, to always do and be of our best!

## YEAR 11 AND YEAR 13 LEAVER'S MASSES

Every academic year comes to an end and with it comes the time to wish our Year 11 and year 13 students farewell as they progress into Sixth Form, or on to University, training or employment. This year our two cohorts were led by Father Roger in a joyous and beautiful offering of prayer and liturgy as part of The Mass and we are very blessed to have the privilege of celebrating Mass to mark the most important times in our lives.

## END OF YEAR MASS

The last day of term was a day many of us were looking forward to as we celebrated the Mass with our school in attendance. This was a joyful time and our staff and students were united in prayer and song as we looked back on what this year has given to us, and thanked those who are leaving us as they move on to new jobs and higher education and training.

## CHAPLAINCY TEAM FAREWELL

As we approach the end of this academic Year, we are grateful to have been blessed with such amazing Chaplaincy Team leaders. Our Year 13 students have prepared and led our school in celebrations of the mass and liturgies to remember special times. Throughout the pandemic, our Chaplaincy Leaders ensured that our school were able to continue sharing times in prayer and they worked tirelessly in preparing materials for worship and working with the younger members of our Chaplaincy Team in keeping faith central to our community.

Thank you Father Roger, Aaliyah Waseem, Paris Clarke, Meah Henn, Ben Fellows and Kian Soulsby for giving so generously of your time and care – we will wish you luck and love in the next stages of your journey and know that you missed by us all here at Stuart Bathurst – you will always be a part of our school family.





# BLETCHLEY PARK

## The place where the voices of the unsung war heroes are heard.

Before visiting Bletchley Park, if you were to have asked me if you could change the course of a war without drawing a weapon, I'd have said that it was highly unlikely. However, after the trip, I'd now say that it is highly possible. Alan Turing and the codebreaking team at Bletchley Park helped make this idea a reality. Their weapon? Mathematics and Technology.

Alan Turing's story leads an example of the atrocious things people can do to those who are different to them. We learned of Alan Turing's creation of the Bombe Machine in 1940, consisting of 100 rotating drums, 10 miles of wire, and roughly 1 million soldered connections, leading to the solving of the German enigma code on the 9th of July, 1941. The machine solved codes in 15 hours; codes that would take skilled mathematicians years to solve.

By 1943, the team at Bletchley Park was solving at least 84,000 enigma messages a month. Turing's efforts helped reduce the length of the war by 2 years, saving 14 million lives. However, Turing was betrayed by the country he made sacrifices for. Turing was a Homosexual - something for which he was tried in 1952.

He chose hormone treatment as his "punishment". Turing died 2 years later in 1954 from cyanide poisoning-suicide. Despite his efforts in the war, Turing was deceived by his country after creating a machine at least 5 years ahead of its time and saving 14 million lives. Turing was immorally betrayed. We should see Turing's story as an example to not let anything like it happen again...

Bletchley Park was also the women's front line. 8000 women worked in the Bletchley Park operation making up 75% of the workforce there. This operation all happened in Hut 3. This experience of touring Hut 3 was very immersive and interactive, you felt involved, and you could experience much more than other museums. The mansion at Bletchley dates back to even before the war. The grand ballroom furnished with elegant, high ceilings built in the 1880s. This was by far the most magnificent part of the mansion which never fails to make you stare in a state of awe.

Instead of the traditional reading of signs at a museum - which can be quite repetitive - the D-Day movie showcase was the most memorable part of the trip. It helps shed light on the role of the Bletchley Park operation in the plan to invade Normandy, which stands as the largest seaborne operation in history to date.

The efforts at Bletchley Park helped deceive Nazi Germany into thinking that the allies were going to attack Calais, France, even deceiving the Japanese into firmly believing that the allies were leading an attack on Calais. The allies went so far as to deploy inflatable, decoy, military vehicles in the Thames to enhance the axis' confidence that an attack would be led by the allies. Nazi Germany then followed in Japan's footsteps due to their confidence and their certainty that the allies would lead an attack on Calais. The D-Day landings operation was a success, 5000 landing crafts and ships delivered over 150,000 troops to the 5 beaches in Normandy with only 4,414 allied casualties which could've been much more without the Bletchley Park operations.

Overall, Bletchley Park was an amazing experience. The audio tour, included with the phones and headphones given at the start, helped make this a unique opportunity. Bletchley was such an important operation, even agreed by Winston Churchill who stated the staff at Bletchley Park were "The geese that laid the golden eggs and never cackled." Once again, this operation was very significant and should be seen as one of the largest turning points of the war.

**Daniel J Doughty**  
**9E1 9W**



# STEM DAY

## Y9 and 10 experienced Chemistry sessions with Dr Zoe Schnepf from University of Birmingham.

The groups learnt about how to use Biopolymers for cancer. Excess Iron in the body is believed to be the cause of Tumours which can cause Colorectal cancer. Pupils investigated the use of alginates to bind to the excess Iron and potentially prevent cancer!

The pupils used coloured alginates in different Iron solutions to try and make the longest chain. They then spoke to University students about studying science at University. The pupils involved were a credit to the school and engaged very well with the external visitors.



## ALSO, CONGRATULATIONS!

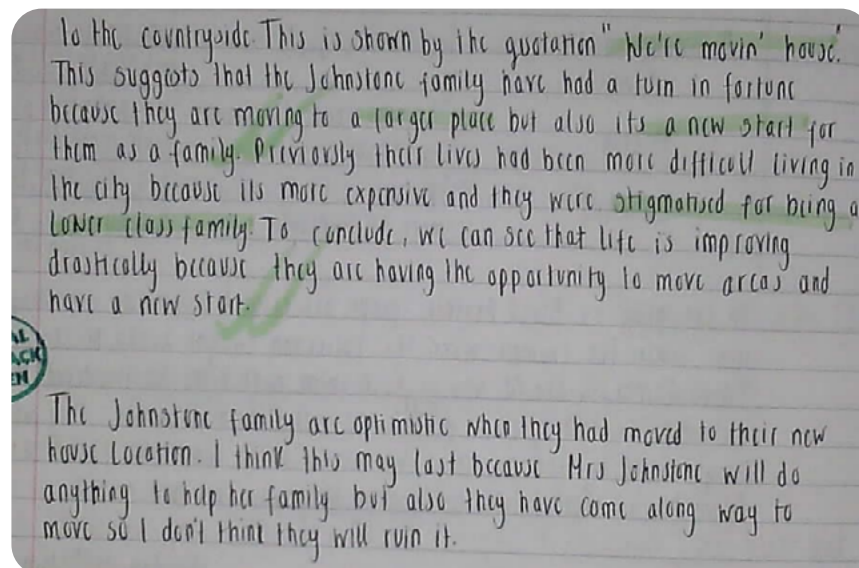
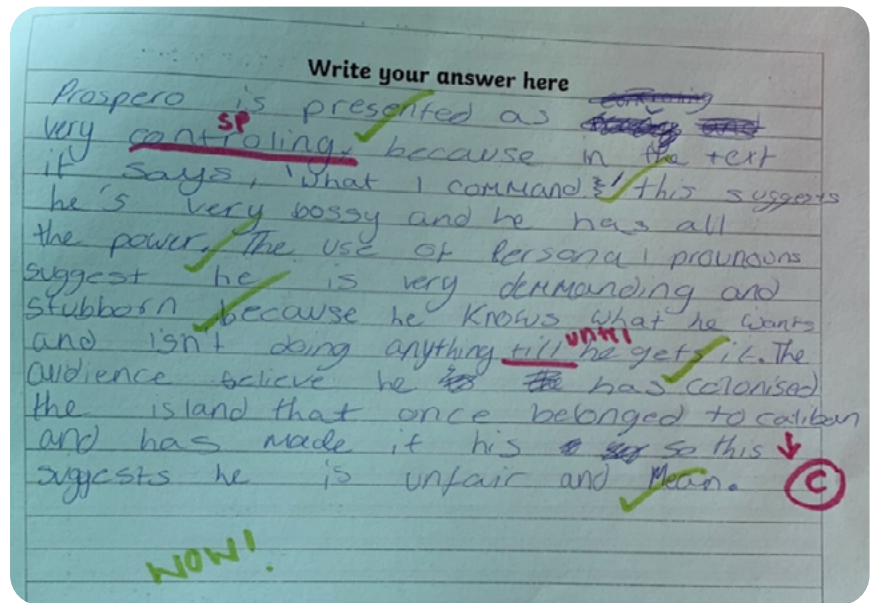
...to the Y8 Science Club Scientists for completing their "making toothpaste" project.



# SPOTLIGHT ON ENGLISH

## YEAR 7

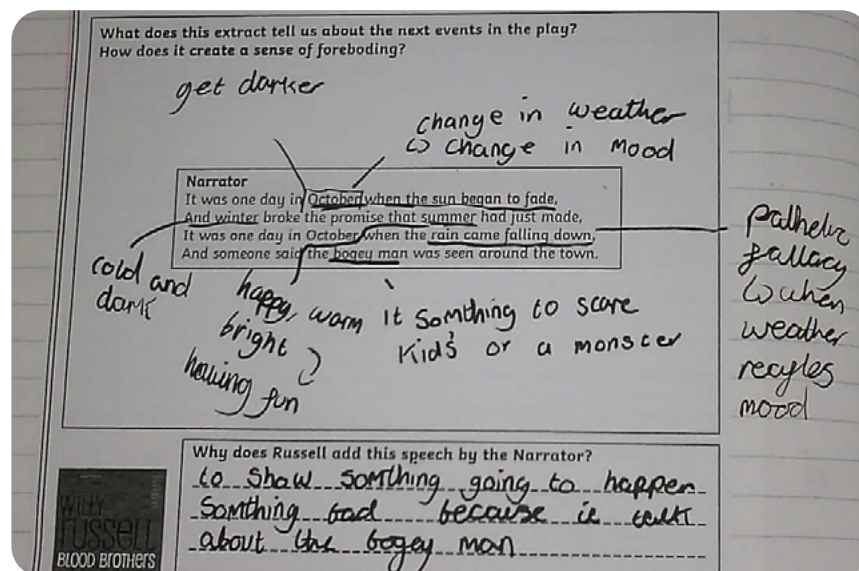
This Summer Term, our Y7 students have been studying Shakespeare's 'The Tempest'. We have explored the play from an array of perspectives whether that be thematically or historically. The students have enjoyed the cross-curricular link with drama and have found it interesting how stage directions can affect how a character is presented. Recently, Y7 completed their Summer Assessment and wrote engaging, critical and reflective what, how, why paragraphs. Please see Reagan Kai-Cole's amazing WHW paragraph which analyses a quote with success and uses lots of the term's key vocabulary - well done Reagan!



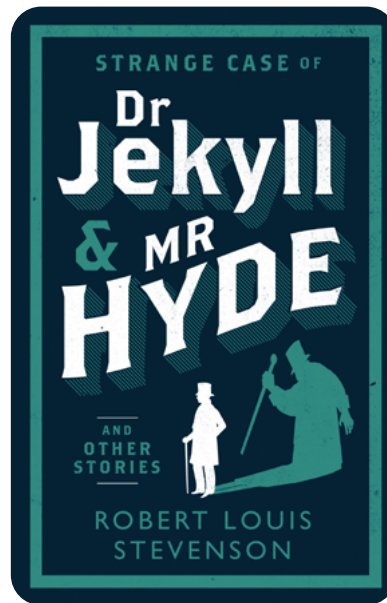
## YEAR 8

Year 8 have been studying Blood Brothers for Summer Term and have been thoroughly enjoying the play with lots of dramatic reading, watching the play for suspense and dramatic techniques, exploring the characters and the context of the time. Readings of Blood Brothers have gone down well with the Year 8 cohort, with countless volunteers to read and play the parts to their peers. It has been a pleasure to teach students about this text and it has been welcomed and enjoyed by everyone, including the teachers!

Year 8 have been developing their reading skills with oracy taking a front seat, students have also developed their writing skills with plenty of opportunities for creative writing (monologues, letters, diary entries, creative description) and analytical writing (What, How, Why paragraphs and comprehension tasks). It has been a fantastic term with Year 8 and they should be proud of themselves and



# SPOTLIGHT ON ENGLISH



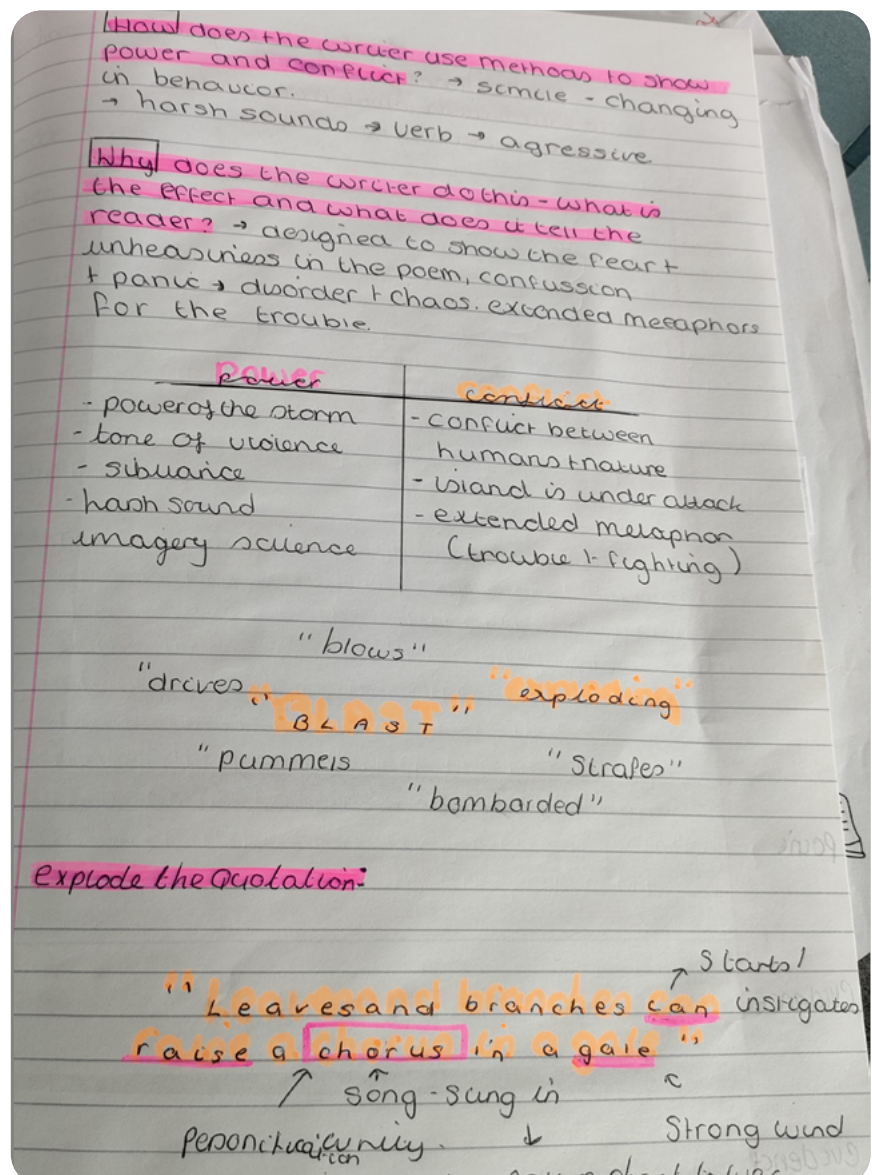
## YEAR 9

"This year, I have enjoyed analysing different types of texts from the media such as the Hillsborough Disaster. It was interesting to see how the Sun newspaper changed their minds and thoughts about the incident many years later. I'm intrigued about what will be the ending of 'Jekyll and Hyde' as it seems very mysterious."

Joe Gater

## YEAR 10

This term, Year 10 have been working hard studying poems related to Power and Conflict, for the English Literature component of their exams. Year 10 have also been taking part in revision sessions for their assessments over the past two weeks. All learners should be proud of themselves as this was their first full set of papers for English Language and Literature.





# SPOTLIGHT ON ENGLISH

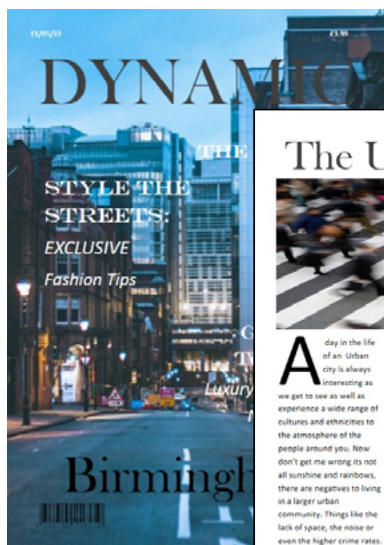
## Year 12 Media Studies

This year, our Year 12 cohort have been busy learning about a range of different media products which they have examined in detail.

They have explored texts such as those for film promotion, print advertisements, radio and online content, British and European TV shows, moving image advertisements, newspapers, magazines and video games.

When they have looked at these products, they have been learning about how people and places are represented, how products are encoded by ideologies to communicate meanings, how products are distributed and regulated and how audiences are positioned by choices which are employed.

As well as this, students have now started on work to create their own media product based on a choice of briefs given by the exam board. This project will be worth 30% of their total marks for their A Level and it is a chance for the students to apply what they have been learning about media products over the course so far. Earlier in the year, students began to practise these skills with a smaller project to design a new magazine in the genre of their choice and you can see some of the outcomes of this here.



### The Urban Life



Within this lifestyle there are many different trends, styles and attitudes towards fashion. Birmingham is the third largest Urban area in the United Kingdom, with nearly around 1.2 million inhabitants within the city area; 2.8 million inhabitants within the Urban area. By creating unique yet informal clothing styles, the population began to

defined mainstream fashion to depict Urban life. This started out by wearing clothing that portrayed their art. This would most definitely be one of the most popular at the moment would be the streetwear. This particularly includes baggy shirts, hoodies, graphic t-shirts, jeans and many more. Streetwear became increasingly popular through the years.

What is the definition of an Urban lifestyle? Urban lifestyle is a set of individual and group forms of the activities, which are implemented in cities and are often contrasted with the rural way of life. The Urban life is a rush of excitement and adrenaline. Everything is accelerated to a fast pace, for example the rush hour, the transport, and longer work hours. Even though this may seem concerning to one of the major aspects of living in an Urban area.




### "FINAL SERIES IS RICHEST AND DEEPEST TO DATE"



**WHAT DREW YOU TO PEAKY BLINDERS?**  
I always try to follow the writing, and I've been a fan of Steven Knight's work for quite a while and the quality just jumped off the page. It's just very unusual and very compelling and the character Tommy Shelby is kind of an enigma.

**WHAT HAS PEAKY BLINDERS TAUGHT YOU ABOUT THE POST WAR YEARS?**  
I didn't know anything about that really. So I read about that period when we started and it was fascinating. The whole premise of the show is that these men came back from the First World War just broken and shell shocked - we now call it PTSD. It's about how these men tried to fit back into society, how difficult that was for them, and how difficult it was for society.

**HAVE YOU FOUND THE ROLE DIFFICULT AT TIMES?**  
It's not easy to have a very truthful, honest, emotional breakdown about Tommy's children or Tommy's relationships. That is the stuff that I read, and I go: 'Now am I going to do that?'

**HOW DO YOU STEP BACK INTO TOMMY'S SHOES?**  
It takes me a good few months to get to get my head around Tommy again. Just to get the voice back, the walk back and other things and I spend a lot of time with the script.

**"Tommy Shelby is an enigma"**

**TOMMY HAD A GUN TO HIS HEAD AT THE END OF THE LAST SERIES, WHAT NOW?**  
When we left Tommy at the end of five, it felt like he had finally lost control; that he for once in his life wasn't ahead of everybody else, because he's always been ahead, and it felt at this point as though he wasn't the culmination of all these suicidal thoughts and hallucinations he was having that all just came together in one field. Lots will be revealed by the first ten minutes of episode one. A lot of what happens in the first ten minutes becomes the engine of the story and the series. I think it will be a very satisfying opening ten minutes for the audience.

**IS THIS THE END OF TOMMY SHELBY?**  
I think Steve has always had an engine in mind, that now he's got lots of plans to make a film. So I don't think this is the end of the story. I think it's probably just the end of the story in this form.

The Black Country Museum in Shifnal is one of the locations used in the series, and has inspired theme nights and merchandise.



### Designer Or Disaster?



"Quality is remembered long after price is forgotten"  
-Guccio Gucci

Many of you are all most likely to be familiar with the current trends, movements and colour schemes that everyone is embracing at the moment in time. However, some brands such as Gucci, Louis Vuitton and Balenciaga to name a couple are really rising all of the power they hold and are using it to their full potential by challenging these trends and creating some outrageous outfits instead of being the ones to set the trends like you would imagine a fashion company would want to do. Unsurprisingly they're still making profits from these bizarre outfits but not by selling them they're making most of the profits from the press coverage and the articles being written about them. I'm sure many will agree that some pieces within the industry are extremely questionable and between you and me certain of us would want to be seen in the clothes, if that's what you want to call them. The notion of power, hold control and means isn't very far from the mind of an audience.

### Designer Or Disaster?

Gucci is an Italian fashion brand founded in 1921 by a man named Guccio Gucci, meaning that it's the oldest Italian fashion brand in the industry. Many of its first products were menswear, such as hats, handbags, shoes, and luggage. Guccio Gucci passed away in 1953 and from then on, it's been passed on generation after generation until the present of the company and Tom Ford took over and carried on producing the clothes. But by 2006, Frida Giannini took control of both men's and women's fashion, and moved to the role until 2015. At the time of Guccio's departure, there was a belief that the brand was no longer living to its full potential and was becoming an irrelevant brand. In 2015, it was announced that Alessandro Michele would take over as creative director of the brand even though previously having various roles in the business for more than ten years. His work was very surprising and just what so fellow fashion enthusiasts would be like a breath of fresh air. By early 2017, it was announced that Gucci had achieved record sales since Michele's takeover, with an increasing 17% rise in profits.

Anyway, back to the controversy that is fashion! I have a question for you what type of thing do you wear on a daily basis, is it a pair of tight rubber trousers with a belt and a shirt, or is it a t-shirt with a hood and a pair of jeans? I didn't think it was, that's something that I always think about, why do big brands such as Gucci create obscenely disgusting pieces knowing full well that people like you and me aren't going to buy it. One because it's extremely terrible and doesn't go with anything in your wardrobe and two because it cost more than most of our yearly wages for the one jacket or one pair of shoes that will only be worn to special occasions, don't let me do it that with the most expensive clothes in your wardrobe. But Gucci's recent advert did indeed have some gorgeous luxury bags that can complete an outfit and give it that extra bit of pizzazz you were looking for.

Some such as Harry Styles have been and some when it comes to Gucci they have had numerous photoshoots for them advertising the very questionable clothes and accessories. Harry Styles former on direction head (now head) has started in many advertisements promoting fragrances and of course clothes for the brand, one of the most well known outfits he has promoted is for the Vogue front cover "November 2017" featuring one of Gucci's most beautiful pieces which is the Baby Blue dress paired with a black blazer, some will argue that the outfit only looks good 'periodically' because to Harry Styles modelling it and I would definitely agree being the Harry far that I am because really, what does he not look good in, nothing.



# POWER READERS!

As we reach the end of this academic year, it is important for us to recognise the efforts that some of our students have put into reading since September.

A special well done must go to Kathy Bakshi in Year 8 who has read 2.5 million words this year – this is a marvellous achievement and is a real example to us all. Congratulations also goes to Falak Aziz in Year 7 who has read and quizzed on 30 books – again, this is a real achievement! Well done to Kyla Stokes in Year 7 who has passed 10 quizzes on Accelerated Reader.

Our top 10 readers for sheer volume of words read are:

1. Kathy Bakshi
2. Falak Aziz
3. Michaela Mutambira
4. Aimee Franklin
5. Jacie Patel
6. Katie Stayner
7. Isabelle Hunter
8. Zahrah Perager
9. Simon Regis
10. Sumayyah Kara

As we approach the summer break, it is the perfect opportunity to pick up a book and enjoy some time escaping into the different worlds which reading allows us to explore. If students haven't had a chance to read the books we gave them to celebrate World Book Day earlier this year, now is that moment where you can sit back, relax and read. Enjoy!

## DRAMA CLUB PERFORMANCE

**Throughout the past two terms, Drama Club have been working on a student written performance for Year 6 induction day.**

Written and directed by Zayne Bounaaja (Year 10) and with assistance from Hayden Perager-Davis (Year 7), the play tells the narrative of an unsolved murder case in which

detectives are working tirelessly to identify the dangerous criminal behind the murders.

Drama Club would like to give special thanks to all those involved in the performance, particularly the talented cast members:

Anaya Ebanks, Shayla Gordon, Harvey Whitehouse, Izzy Wilson, Ella Cartwright-Daley, Ellie Richards, Jacob Chikowore and Michela Mutambira.

The performance would not have been possible without these talented individuals, their hard work, commitment, and extensive utilisation of high-quality performance skills brought the play to life and gave the future year 7s a performance to remember.

## BLOCKING & REPORTING

How to block & report nuisance or harmful people online.  
Processes for all the major social media networks.

Click on the document image to go to the step-by-step guide created for young people and parents, by the Diana Award.





# TOPICS IN RE

As we come to the end of another school year, I find it an absolute pleasure to reflect on the year that we've had in our department. Our Year 11s and Year 13s have worked so hard to 'do and be of their best' in their GCSEs and A levels. I wish them all the best of luck in their future endeavours.

I had the privilege of taking Year 10 to the Sistine chapel exhibition in Digbeth- we were able to see a copy of 'The Creation of Adam' up close and in more detail. Miss Collins has been in our department delivering different lessons on saints and on the rosary. Fr Roger has spoken to some classes about different saints and his role as a priest in a school.

Our Religious Education Media club ran every Tuesday at lunchtime and students would gather to discuss and explore different issues with Mr Thompson. Miss Howard-Bigg's form led the stations of the cross in the chapel at lunchtime.

Just before Easter we had a visit from inspectors in the diocese and received an 'outstanding' Section 48 report. To receive outstanding in all areas of judgement certainly filled us with pride and I am so grateful to the department, all staff and students. Also, I would like to express my gratitude to parents and carers for all your support with our students and ensuring that they push themselves to always do their best.

Finally, I would like to leave you with some words from our students about what they have studied and enjoyed this year. Have a lovely summer and a fantastic break.

God bless,

**Mrs Richards**

*"This year my R.E lessons have consisted of a variety of topics such as, Creation, Stewardship, Community, Covenants, the mission of the Church, the structure of mass, Vocation, The Early Church and I am currently learning about Sikhism.*

*Personally, it is hard to decide on favourites, but I have enjoyed learning about Covenants and the Early Church. This is because, it gives me an insight of how people such as Abraham, Moses, Noah and much more, dedicated their lives to God and were so close as to even keep promises between each other no matter the circumstances which is interesting to hear.*

*Also, the topic of the Early Church is resourceful because it shows how the Early Church Christians suffered persecution and many trials and tribulations but kept the faith and were dedicated and loyal to God praising him through thick and thin. Another story that encourages me is the story of Saul/Paul it shows how God can choose the worst of people and uses them for his glory, this shows God's love and forgiveness."*

**Michaela Mutambira** (Year 8)

*"This year in R.E, Year 10 pupils began our GCSE R.E course, learning about Jewish beliefs and practices throughout the Autumn term. Our studies included how the Torah and the Ten Commandments influence Jewish daily life, Orthodox and Reform Jewish beliefs in the Messiah, as well as Jewish festivals such as Shabbat, Rosh Hashanah and Yom Kippur. This unit offered a unique insight into Judaism and its beliefs, allowing us to further expand our knowledge and understanding of others in our communities.*

*After the Christmas Break, Year 10 pupils moved on to "Origins and Meaning", learning about both religious and non-religious views on the creation of the universe. We studied how Catholics believe there is no conflict between religion and science, highlighting how Catholics accept the scientific theory of the Big Bang as the way in which God decided to create the world. We also looked at how Orthodox Jews reject any scientific theories, whilst humanists reject any idea of there being a God at all.*

*In this unit we studied my favourite topic, Michelangelo's Creation of Adam, a painting forming part of the ceiling of the Sistine Chapel in Rome. Year 10 learnt how this painting portrays the beliefs of the Creation of the Universe written in Genesis as well as its representation of God and Adam's nature.*

*Moving on from this, we then studied "Good and Evil" which we will continue in Year 11. Here we learnt more about Catholic and other religious beliefs on topics such as the origin of evil. For example, we looked at Michelangelo's statue, The Pieta which reflects Mary's solemn and accepting nature after the death of her son, Jesus.*

*Overall, my Year 10 R.E lessons were highly enjoyable as we were constantly learning about interesting topics that allowed us to challenge and learn more about our own beliefs as well as become more accepting of others and their faith."*

**Harrison McCarthy** (Year 10)

# TOPICS IN RE

Our Year 7 RE curriculum is driven by enquiry based learning. The course starts with a study of the Church in our local area, making connections with Stuart Bathurst and his importance in our school. Students will then go on to explore the Abrahamic covenant and subsequently, the foundations of the Christian Church. Students then need to apply key Biblical teachings to modern day issues, such as justice, equality and belonging. This will include Catholic identity, the sacraments of Church and what religious commitment looks like in the 21st Century. Finally, students will study an additional world faith (Sikhism) and consider what it means to be a Sikh in the modern world.

We aim to build time in lessons for students to reflect on their learning and their own personal beliefs. We use enquiry questions to build on students' current knowledge and understanding of religion and religious practices and the varying views surrounding them.

**Mrs Richards**

*"I studied Islam in my recent lesson about Mosque and where to face while praying. My favourite topic was the 7 sacraments of Christianity."*

**Kian Firkin** (Year 7)

*"In RE this year I have really enjoyed learning about Sikhism. My favorite thing about Sikhism is the 5K's, they are Kesh, Kirpan, Kara, Kangha and Kachera. Kesh is uncut hair that represents strength and holiness. Kangha is a wooden comb that represents cleanliness. The Kirpan is a ceremonial sword that represents justice. Kara is a bracelet that shows how divine energy has no beginning or end and the Kachera are long underpants that represent purity, chastity and self restraint. The word 'Sikh' means student or disciple. A Sikh is someone who is learning and on a journey. This is what I have enjoyed learning about in RE this year."*

**Summer, Year 8.**

*"This year we learnt about Creation, Covenants, The Ten Plagues of Egypt, Passover, Sacraments, The Mission of The Church, the first Christian British saints, the resurrection and ascension of Jesus and the coming of the Holy Spirit and Pentecost. We have looked at the Catholicism as well as Judaism and Sikhism."*

*The knowledge we have learnt is helping me to understand these religions. I have learnt a lot this year thanks to our RE teachers who have taught us really well across the year."*

**Muhammad Ameen, Year 8**

*"In RE this year, I have learnt about a range of topics including Euthanasia, Jesus Christ and the Ontological argument. My favourite topic this year has been teleological argument, I found this argument an interesting approach to proving the existence of God and I enjoyed being able to criticise and evaluate this argument."*

*I chose to study RE A level as I found RE GCSE interesting and wanted to explore RE further as we discussed topics, I am passionate about. Another reason I took RE is I believe it would be beneficial to what I would like to do in the future (be in the police). RE will help me to be understanding of other people's religions and beliefs. This is why I chose to take RE A level."*

**Leah Dent** (Year 12)

*"During A-level this year, I've studied three main topics of Ethics, Philosophy and Developing Christian Thought. Within these topics we learn and discuss Plato, Abortion and Jesus Christ."*

*My favourite topic this year has been Plato as Plato's arguments are very interesting and allow debates. I chose RE at A-level as I enjoyed it at GCSE. I also found the topics interesting which drew me to choose RE. In the future, it would allow me to go into law, teaching, and many other professions due to it being useful in many areas of life and jobs."*

**Betsy Pender** (Year 12)



# KIDS EAT FREE

Here are some of the local chains offering discounted meals for families with children during the summer holidays.

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## Asda Cafe

From 25 July to 2 September, kids can eat at any time of day at Asda's cafes for just £1. Crucially, there is no need for adults to purchase a meal in order to get the offer, meaning families don't have to incur any extra financial burden. Asda is the only venue removing the need for adults to purchase a meal for the kids to eat free.

## IKEA

Up until 3 September, all kids can get one meal from the IKEA children's menu for just 95p, or a combination meal including jelly, a drink, and fruit for £1.50, according to the website. IKEA often run other food offers too.

## Morrisons Cafe

During the summer holidays, children aged 16 and below can get one free meal with every adult meal. In addition, every day from 3pm Morrisons discounts their daily special meal to £4.99, meaning a parent + child can be fed for less than £5.

## Bella Italia

The Italian chain restaurant is offering three courses plus a Cawston Press fruit water for children for just £1 during the summer break. However, this offer is only available with every adult main meal purchased, and can only be claimed between Monday and Thursday, from 4pm to 6pm.

The cheapest adult main courses are the margherita pizza and the pasta with tomato sauce and mozzarella, both of which are priced at £10.29.

The children's dishes are only suitable for children up to 11-years-old, too.

## Beefeater, Table Table, Brewers Fayre, Premier Inn and Whitbread Inns

Whitbread, the company that owns these brands, is giving out free kids breakfasts with every adult breakfast. The all-you-can-eat adult breakfast buffet is priced at £9.50 for cooked items and £7.50 for just continental items. With every adult breakfast purchased, two children aged 15 and under eat whatever breakfast items they like for free, and this offer is available every day.

## Dunelm

Many of the furnishing brand's branches have an in-store eatery, the Pausa Cafe. Over the summer, kids can get a 'mini main', two snacks and a drink for free, as long as an accompanying adult spends £4 or more.

## Hungry Horse

The pub restaurant chain is offering free kids' breakfasts up to the cost of £2.49 with every adult breakfast costing £3.49 or more (the breakfast wrap, for example, is priced at £3.49). The offer is available every day from 8am to midday, with a maximum number of two children's breakfasts for every adult breakfast.

## Dobbies

Kids eat for free every day from midday at national garden centre Dobbies, with one meal and drink available for every adult main purchased. The cheapest adult main, the chicken caesar salad, comes in at £7.25.

## YO! Sushi

YO! Sushi is running an "after school club" every Monday - Thursday from 3-5:30pm, up until 29 September.

## Sizzling Pubs

There's more than 200 branches of Sizzling Pubs across the UK, and throughout the summer holidays, kids can eat for free at every one. One adult main meal must be purchased for the offer to be valid, and it's only available during weekdays. Breakfast and other set menus are also excluded.

The cheapest main for adults is the superfood salad, which costs £4.99.

## Cafe Rouge

For just £1 kids can enjoy a two or three-course meal at Cafe Rouge.

The offer requires any adult to order one main course from our A La Carte menu to qualify. Saturdays are not included in this offer.



# WORD of the WEEK

## SYNONYMS

Possession  
Accretion  
Purchase



## Acquisition

Noun – an asset or object bought or obtained, typically by a library or museum

**Aquisição**

Portuguese



## ANTONYMS



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



## WORD FAMILIES: SIMILAR WORDS TO HELP WITH MEANING

The suffix **-tion** means the act or process of; in this case the act or acquiring something.  
How many words with this suffix can you think of and what action/process does this show?



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## POPE FRANCIS TWEETS



O Mary, star of the sea, Mother of God and our Mother, turn your sweetest gaze upon all those who daily face the danger of the sea to provide their families with necessary sustenance, to uphold respect for creation, to serve peace among peoples.

Refuge of sinners, obtain the conversion of the hearts of those who create war, hatred and poverty.

Model of charity, bless the men and women of good will who welcome and serve migrants and refugees: May the love received and given be the seed of new fraternal bonds and the dawn of a world of peace.

#OurLadyOfMountCarmel

