

NEWSLETTER #32

and home-learning review

*In my anguish I cried to the Lord, and He answered by setting me free.
The Lord is with me; I will not be afraid. What can man do to me?*

Psalm 118:5-6



HEADTEACHER'S MESSAGE

Welcome to this, our last newsletter of the Spring term.

Spring has always been my favourite time of year, following the winter the brightening and lengthening days. For us, as Catholics, there is the period of Lent where we reflect on our sins, give time and charity to one another and celebrate our greatest Feast, Easter. What a different world we are living in this year in comparison to all the other years I have lived in. Indeed, if I think back to just 4 weeks ago, the world is changed and will probably be scarred forever by a virus, something none of us could have ever envisaged, an invader and enemy which is unseen and doesn't discriminate.

It is with a mixture of emotions I write this article. In the past week, I have heard of losses, within our community, of family members to this dreadful disease. I would like to offer our sincere condolences and prayers for your losses. You are in our thoughts always and we are here to support you through these difficult and dark times. As always in times such as these there is light, tiny though it might seem at the moment, it shines bright and strong and is always fuelled by the human spirit, our community spirit and the bright and wonderful energy our young people possess and display always.

We are truly blessed to have one another and whilst we may be socially distancing, we are still together, still as one.

We hope that your children are working hard and that you feel we have supported them. We have sent you all a message with a link to a wellbeing survey. Thank you so much for the large number of responses we have received; if your child hasn't responded please encourage them to do so. We have fed this information back to our departments and also will be working on the wellbeing aspects highlighted. We want our students to return to school feeling that they are ready to face the challenges ahead of them both academically and emotionally. We are currently planning training for our staff in mindfulness and counselling as well as looking at building a reading culture in our school to improve levels of literacy across all subjects. There will be developments across this even during the time that the school is closed.

Today we received direction from the government regarding our Year 11 and 13 results. The process will take some time and involves us using predicted grades, coupled with a ranking system. I need to look into this further to ensure that our students get the results they deserve for all their hard work and ensure that they will not be disadvantaged

by what has happened this year. I will write to the parents and students of Year 13 and Year 11 when I have a clearer view of the process involved.

I am going to sign off now. I would like to thank you all sincerely for your support. A number of times during my headship (short as it has been) I have asked myself, "well, what can happen next?" - never did I ever envisage the situation we find ourselves in. Please be assured that we are working hard to alleviate the effects of this period of time on your children but also you, as families. To those of you who are struggling financially or emotionally, remember we are here for you and if we can help we will. Please don't be alone, each one of you is precious and we will do what we can for you.

Take care of one another in this Easter Season and in the words of this weeks' Psalm, remember that the Lord is with you.

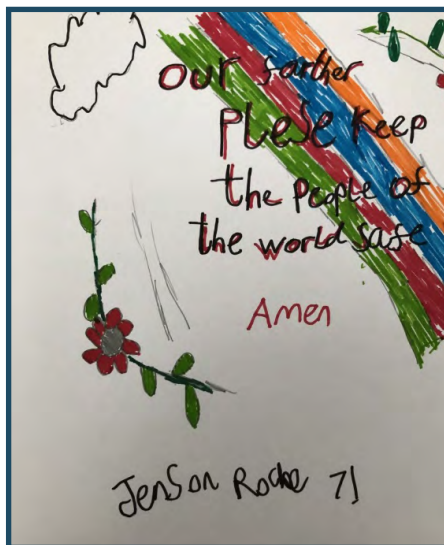
God Bless,
Mrs Morris

THE STUART BATHURST PRAYER CHALLENGE

This week saw us launch The Stuart Bathurst Prayer Challenge. Each day we come together as a community and share a quiet moment of prayer, focusing on the offerings of words and thoughts of students within our community.

We have been privileged to share some beautiful words and reflections written by students across our school and these have been shared on our school twitter feed, reminding us all that we are 'in this together' and that most importantly, God is in this with us too!

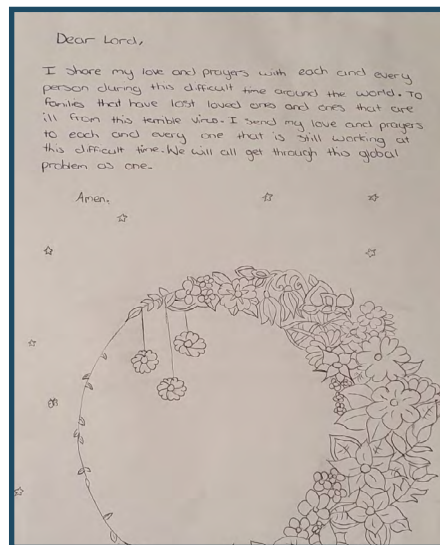
The prayers this week have articulated the feelings of our community and create a special means of union and communication:



Jenson Roche 7I

Dear Father,
please save us from this
Coronavirus pandemic.
The whole world is in fear
and chaos.
All countries do not have
the capacity to contain it.
We look to you Father in
Heaven, our creator, please
be merciful, look upon us
with love and forgiveness
and take this away.
Please turn the world back
to the only living God.
We give you all the praise,
Amen.

Theresa Mupinga 7W



Olivia Froggatt 7S

NEWS FROM THE CATHOLIC CHURCH

The Sunday just past saw the Rededication of England as Our Lady's Dowry – a tremendous and spiritually significant moment in the life of The Church.

The first dedication was made by King Richard II in Westminster Abbey as he sought the protection of Our Lady in the face of great political turmoil. At this point, England received the title 'Mary's Dowry'; meaning that England was 'set aside' as a gift, a dowry, for Our Lady under her guidance and protection.

The Rededication in 2020

As King Richard II once gave England as a gift to Our Lady, so we are invited to give ourselves, as the people of this country, to Mary. We responded to this invitation on the day of Rededication in two ways; by making a personal promise and a communal entrustment.



A Personal Promise and a Communal Entrustment

Our personal promise brings us closer to Mary, the first disciple of Christ. In this we unite in her joy by following her openness to God's call. The Angelus Promise is the prayer of this personal promise. In it we proclaim our own "Yes" in union with Mary through the words of the Annunciation. The Act of Entrustment of England to The Virgin Mary is a prayer of a profoundly historic and spiritual nature, bringing together the prayers of surrender and dedication that

WEEKLY WORSHIP AND SONG

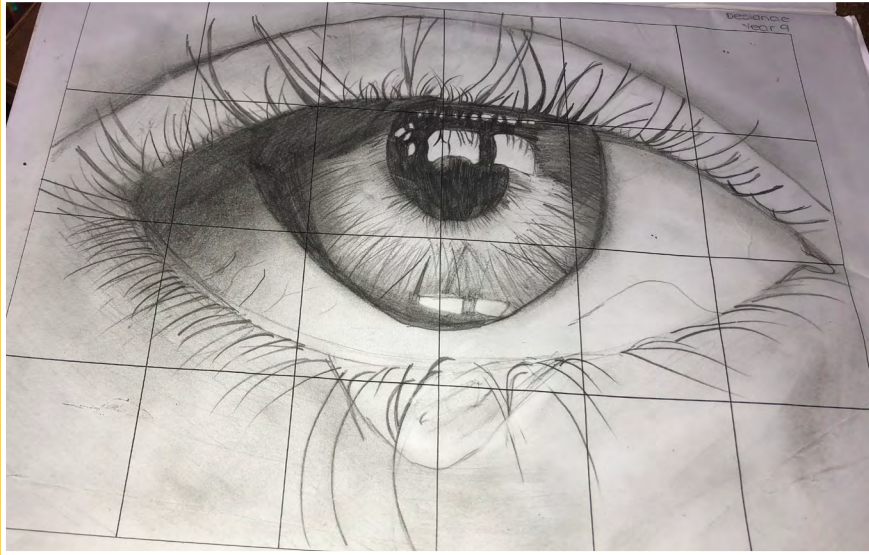
Dan and Emily from One Life Music are recording short weekly Liturgies for schools and home. The Weekly Worship and Song will be available shortly through their YouTube channel. This is a wonderful way to be together as a community of prayer.

Check it out [HERE](#)

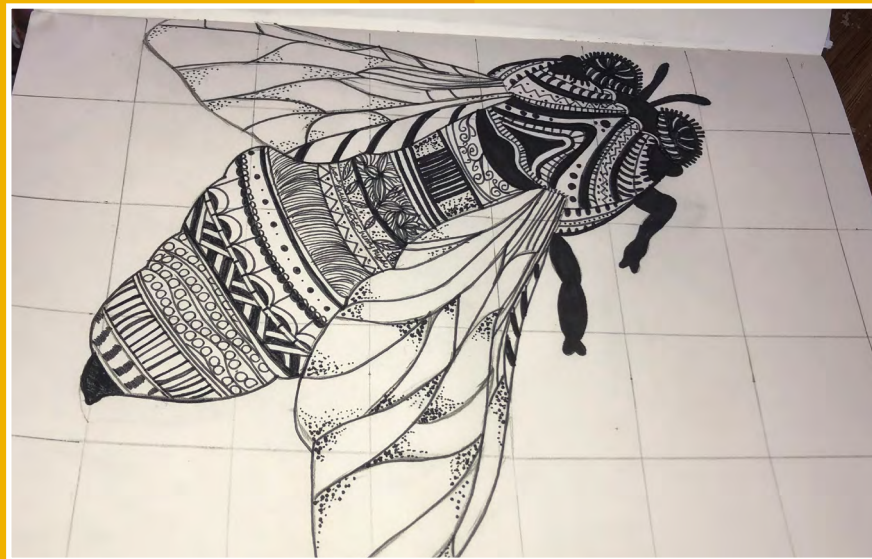
OneLife Music



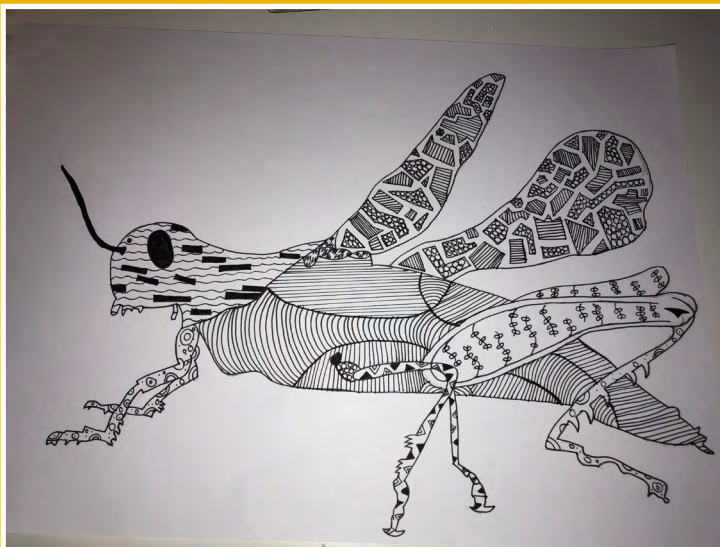
Showcasing Student Excellence



BY
DESIANAE
FRANKLIN-
JOHNSON
Y9



BY
DESIANAE
FRANKLIN-
JOHNSON
Y9



BY
AVA CLARK
Y9

Staying at home is difficult, but it is a great opportunity to practice all those skills that take a little bit longer; like art and music.

These art pieces from Y9 are fantastic. If you want to share any of your home-work with us, please do!

HELPING YOU TO SUPPORT YOUR CHILDREN DURING HOME-SCHOOLING

Dear All,

I hope that you have been keeping safe and well during this unprecedented time. Although we are not teaching your children in the usual setting of our classrooms, our staff have been working hard over recent weeks in ensuring that high quality work is being set for your child in order to support them with their learning from home. Please support us in encouraging them to complete all work being set by their class teachers and to get in touch if they need further assistance.

On the following pages you will find a summary from each subject area on what work your child should have completed/be in the process of completing. We will update ClassCharts with new material after the Easter break. ClassCharts now has the feature for your child to upload some work for teachers to offer feedback.

After the holiday, myself and Mr Holder will put together a guide to support your child in doing this if you are unsure.

In addition to the work being set, this is an opportune time to encourage your child to read more and perhaps even take up a new skill or hobby in the home. I have had the great privilege of being taught how to knit by Mrs Morris and am currently knitting a blanket for my friend's baby who is due in August.

Whilst knitting may not be everyone's cup of tea, why not encourage your child to try learning a new language online or completing a jigsaw in their free time; something that takes them away from the screen and uses their mind in a different way. If reading, perhaps encourage them to choose something that interests them and ask them questions about what they have been reading. Don't forget that there are also other fantastic general websites and resources that you can use to support your child in reading around their subjects and thus broadening their horizons:

There are also some tips included from Sandwell on how to establish a good working from home routine that may be of use to you. If you have any other queries, please do not hesitate to contact us on parentportal@stuart-bathurst.org.uk.

Sending you and your loved ones my very best wishes for the Easter break and the weeks ahead.

Miss G Raindi

Assistant Headteacher-
Quality of Education

Great general websites that can support learning across all subjects:

www.gcsepod.com

www.bbc.co.uk/education

www.quizlet.com

www.youtube.com

www.seneca.com

[Ted Youth Talks](#)



RAINBOWS FOR NIGHTINGALE

NHS Nightingale are looking for pictures and messages of Hope drawn by children to decorate the bare walls.

Feel free to draw as many as you like; there are no restrictions on sharing the love! Also if you'd like to write a message of hope, or get well wishes, please feel free to.

Finally on a health and safety point - please adhere to all government guidelines and adhere to safe self distancing measures. Always wash or gel hands after handling post etc. All emails should be titled "Rainbows for Nighingale"

Email your pictures directly to NHS Nightingale Hospital: hub@nhsnightingale.net

Send them to us too and we will feature them on our Twitter feed! admin@stuart-bathurst.

LITERACY AT HOME

Parents / Guardians

Literacy is an everyday thing. It doesn't always need subject specialist knowledge to be 'taught'. One of the most fundamental aspects of literacy that we sometimes take for granted is communication – verbal just as much as written. The work that is being set for English will have literacy elements incorporated but these will sometimes require what will feel like complex intervention if you are not familiar with English curriculums or taught literacy between KS2-KS4.

What's more, as a parent of a young child and a child with complex needs, I know that juggling the everyday nurture and an attempt to 'home-school' can be difficult, especially if you're having to work from home as well. So whilst there is work set on Classcharts to give your child continued good quality access to their English and Literacy, do not worry if it cannot all be completed or supported.

Here are some 'everyday literacy' things you could do to ensure verbal literacy and communication and there follows a list of resources to create reading and writing activities:

Watch the news together as well as entertainment television and see what complex words can be identified; talk about them and talk about the news or the box-sets / films you have watched.

'Review' events using ambitious vocabulary: 'that meal was spectacular...'

Every week, a 'word of the week' will be communicated via Class Charts. Ask your child what that word is. Work together to research the meaning of the word. See how many ways you can use the word throughout the week.

When on your daily walk, read the street names. Then see if they can be recalled in order later on (memory is key to reading and vocabulary development)

Choose a book to read together. Either read it together, a few pages over lunch or in the evening, or take it in turns to read the same section by yourself and then chat about it.

Set aside 30 minutes for your child to complete one of the writing tasks on the next page. Use a picture from the news, a book, the tv, or the view from a window to provide a stimulus. Talk about the task and then read the writing that has been produced together.

Encourage your child to keep a diary or journal of the current situation where they track their feelings, key events, interesting observations, news, wishes.

C. Kerr

(Acting Head of English / Literacy Coordinator)

Listen to the radio in the TL for 5 minutes 5 days a week for 4 consecutive weeks. Keep a radio diary (below) with detailed notes at least once during each week. There are several radio stations that stream online, there are iPhone apps and channels can also be found on digital radio.

Date	Radio Station	Notes* (once a week)

Write out the household weekly shopping list in the TL. Go online with your parent/guardian and order the weekly supermarket delivery with your parent/guardian(s) and translate the list for them as they order.

Find a song in the TL country charts that you like.

Song title _____
Artist _____
Why do you like it? _____

Teenager who is writing a blog in the TL and me information below about them.

BLOG

Result—someone else's opinion _____

How well did you understand it? (circle the appropriate symbol)

👍 👎 👏 👑

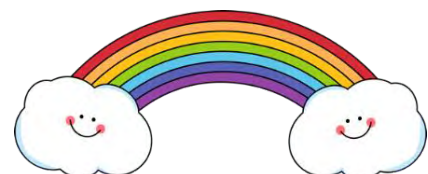
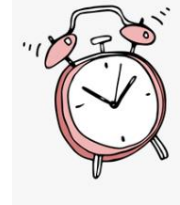
CHECK OUT THE ROUTES INTO LANGUAGES COMPETITION!

Find your booklet on ClassCharts.



Sandwell Educational Psychology Team's Top Tips for Teaching at Home







1. Stick to a daily routine
 - Wake up at a similar time each day
 - Make your bed and change out of your pyjamas
 - Eat at regular times in the day
 - We have provided a daily timetable to use as a guide.
2. Make sure clear boundaries are set between 'work time' vs 'being at home'
 - Have a designated working space (if possible use a table and chair that is good for your posture)
3. Stay hydrated and don't snack throughout the day
 - During the school day children usually snack during morning break
4. Start a rules and reward chart
 - At the start of the home schooling period sit down together and set ground rules
 - Try to decide together what the rewards might be
5. Incorporate non-screen activities
 - Set guidelines around when your child can access technology
 - Examples can be found in the attached timetable
6. Remember children are used to being around lots of people throughout the day it's important to make sure you talk and share conversation together
 - Allow children to contact family and friends at scheduled times of the day
7. Encourage independent and creative learning
 - Give children tasks they can do independently if you have things you need to get done
 - Have creative or quiet times planned throughout the day
 - For example, allow your child to act out what they have learnt recently at school
8. Children may have lots of questions about the current situation, try to reassure them that things will be ok.
 - Use the story attached to help explain the situation to your children
 - Maintaining structure and doing the above should help with this
9. Look after your well-being
 - Try to get some fresh air
 - Make time to play
 - Keep active
10. Start every day like it's a new day!




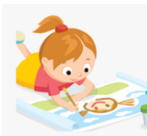






Daily Timetable

Please note the following is a guide only.
 Complete the 'Time' column as appropriate.

Time	Activity	Examples
AM	Morning:	
	Wake up routine 	Make bed, get changed, eat breakfast, wash face and brush teeth.
	Movement break 	Breaks could include: morning stretches, going outside, running up and down the stairs whilst being timed, star jumps, dancing to music etc.
	Discuss what will happen during the day 	Do this in your designated working space. Talk about the schedule, what work will be done throughout the day and what the child will learn. You could set a daily challenge of learning a new word or fact.
	School work e.g. Literacy 	What has been directed by the school or what is age appropriate (there are plenty of online resources which could be used).
	Snack and movement break 	Try to encourage your child to have a healthy snack. Breaks could include: going outside, running up and down the stairs whilst being timed, star jumps, dancing to music etc.
	School work e.g. Maths 	What has been directed by the school or what is age appropriate (there are plenty of online resources which could be used).



Time	Activity	Examples
PM	Afternoon:	
	Lunch break and clean up 	Try and encourage children to start to make their own lunches. Be sure to make it safe and hygienic.
	Creative time and quiet time 	This could include: independent or shared reading, drawing and colouring, arts and crafts, making videos, gardening, cooking, writing letters to family members or neighbours, creating and playing board games, building a den, putting on a show, learning the words to a favourite song, make a poem
	Movement break 	Breaks could include: going outside, running up and down the stairs whilst being timed, star jumps, dancing to music etc.
	Creative time and quiet time 	Continue with task started after the lunch break or if completed pick a new one.
	Tidy up time 	Make sure everything used is packed away ready to start again tomorrow. Any spare time can be used to help with the household chores.
	End on a positive note 	Everyone to name one thing they enjoyed the most throughout the day and one thing they have learnt. Gratitude activities can be a great way to do this and can be very creative e.g. making a gratitude tree or jar. Many ideas for gratitude activities can be found on the internet and have many benefits for well-being.

OUR *HOME-LEARNING* **REVIEW**

A subject-by-subject guide to help parents navigate the topics that students have been covering, up to Easter.





Y7

A workbook to explore the development of storytelling and characters over time. They should have read about Dracula, Bill Sykes and The White Queen. They have been challenged with analytical reading and some creative writing.

Every Y7 student should have taken home a book from the LRC.

Y8

Analysis of the poems 'Nothing's Changed' and 'Going Home' to explore ideas about cultural difference. Poem analysis explores impact of specific vocabulary choices. An empathetic writing task should have been completed

Every Y8 student should have taken home a book from the LRC.

Y9

A series of lessons that explore the creation of the literary gothic. Dracula is compared with modern vampires and 'The Woman in Black' is examined for its creation of tension.

Most Y9 students should have taken home a book from the LRC.

Y10

A workbook that looks at a modern adaptation called 'The Snow Child' to examine how writers use language and structure to create strange characters. There is an extended analysis task after guided analysis. They should then engage in a mimicry task then write their own twisted fairytale. Students have also been set a 10x10 question grid to revise 'A Christmas Carol' and the text is on ClassCharts

Y12

Literature students have been asked to look at the LitChart pages for the texts they have studied so far and complete the reading of all studied material this year.

'Death of a Salesman'

'King Lear'

Poetry by Keats

'The Rime of the Ancient Mariner'

'Brighton Rock'

For extending reading / awareness:

'The Kite Runner'

'The Colour Purple'

'Dracula'

'A Hundred Years of Solitude'

'Crime and Punishment'

Poetry by Maya Angelou

Poetry by Christina Rossetti

Poetry by Ted Hughes

Y11

Future A Level Literature students have been asked to read 'The Great Gatsby' and complete a series of research and critical reading and writing tasks to pre-empt their A Level studies next year

Future media students have been set an awareness task to explore the development of social media and 'fake news' as an endemic narrative within the representation of reality.

'The Great Gatsby'

'Jane Eyre'

'Dracula'

'Great Expectations'

Books by Angela Carter

Poetry by Sylvia Plath and Ted Hughes

Poetry by Robert Browning

Y13

Media students have been asked to complete their coursework and research the history of film, to timeline it and then watch a film from every 'era' of film-making history

Literature students should complete their coursework projects

ENRICHMENT

The RSC is offering a free 30 day subscription to watch any of their performances live here.

<https://www.marquee.tv/>

<https://readon.myon.co.uk/>

Renaissance have made their e-books available to students for free. These are still linked to Accelerated Reader. Students could still try and complete a quiz when they have read a book

Y7

David Walliams is reading one of his books for 20 minutes at 11 o'clock every day <https://www.worldofdavidwalliams.com/elevenses-catch-up/>

Y8

Oliver Jeffers is reading his books starting with 'How to Catch a Star' every day on his Instagram page

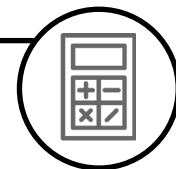
Y9/Y10

<https://www.gutenberg.org/> has over 60,000 books available to read online, most notably classics to develop the depth of reading material

Y11/Y13

See shorts that have been made with and for the BFI to explore some of the quieter aspects of film.

<https://player.bfi.org.uk/free>

**Y8****Y9****Y10**

Each student has been set a breakdown of the topics that need to be covered that week on classcharts. For each topic in the breakdown, there is:

A link to a video tutorial:

students should watch this clip, making any notes that they will need and copying down examples that they can refer back to.

A link to a worksheet:

Students should work through the questions, referring back to their notes and examples if needed. There is a clickable link at the end of the worksheet that takes you to the answers for you to be checking.

A link to a past exam questions booklet:

This is for students who have completed the worksheet and want to extend their practice to exam style questions.

Answers to this can be found on www.corbettmaths.com/2015/03/13/worksheet-answers/

Y11**Y12****Y13**

For students who are studying A Level Maths or Core Maths, they should select the document that applies to them.

Each student has been set a breakdown of the topics that need to be covered week by week on classcharts. For each topic in the breakdown, there is:

Links to video tutorials:

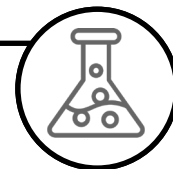
Students should watch this clip, making any notes that they will need and copying down examples that they can refer back to.

A link to a worksheet:

Students should work through the questions, referring back to their notes and examples if needed.

On top of the above, there is also a transition booklet to be completed.

Please note that the homework may have been set by a different teacher to your child's usual Maths teacher.



Dear all,

As a team we have put together work packs for each year group in line with what has been taught and we were planning to then go on and teach.

Therefore, some of the work will be a review of learning and other work will be new content.

We have placed all work on class charts. If any extra information is needed then please email your Science teacher and they will then help guide your learning and completion of the activities.

Once completed you can submit your work through Class charts back to your teacher or you can also email your work. We will then give you feedback on what you have completed.

If you require any extra work due to completion of what has been set then please contact your teacher by email.

j.bates@stuart-bathurst.org.uk

f.hall@stuart-bathurst.org.uk

a.morgan@stuart-bathurst.org.uk

h.prosser@stuart-bathurst.org.uk

s.shah@stuart-bathurst.org.uk

Please follow your timetable.

KS3 Science have three one-hour lessons per week. KS4 have five one-hour lessons per week. KS5 have five one-hour lessons per week.

Take care,
Mrs Bates
Associate Senior Leader
(Head of Science)

Y7

I hope that you have enjoyed completing the mini projects that we set for you! I would love to see any pictures of the work that you have completed.

Week commencing 20th April we would like you to complete the topic of Reproduction. We have set this project over the two weeks as there is a lot of work to complete. (6 one-hour lessons)

Y8

Week commencing 20th April we would like you to complete the topic of Light. We have set this project over the two weeks as there is a lot of work to complete. (6 one-hour lessons)

Y9

Week commencing 20th April we would like you to complete the topic of Atomic structure set last week and then move onto the topic of Energy.

Y10

Week commencing 20th April
We would like you to complete the review the topic of Atomic structure and the periodic table.

It is important that you fully understand the basics of Chemistry before we tackle the more complex topics that will rely upon these core basics.

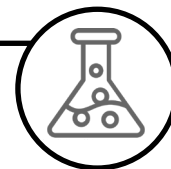
Please then go onto the next topic of Energy. This is the basics of Physics.

Y11

Week commencing 20th April
We have produced preliminary Y12 work for Biology, Chemistry and Physics. These are aimed at pupils who would like to pursue the sciences at A-Level.

These booklets will also help those who are undecided whether the subject is right for them.

We have also set revision for the topic of Energy. Complete the revision of atomic structure and the periodic table. This work will help if you plan to study Science at A-Level.



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Y7 and Y8

KS3 Bitesize is also a useful website that contains all of the Science topics the pupils will need to cover for KS3. The pupils can revise the topic and then watch videos and complete mini tests to check their knowledge and Understanding.

<https://www.bbc.co.uk/bitesize/subjects/zng4d2p>

Education quizzes is a website that has a number of science quizzes that the pupils could access after they have completed looking at KS3 bitesize for the content.

<https://www.educationquizzes.com/ks3/science/>

The Seneca Learning website is also useful as it contains numerous quizzes for all of the topics covered at KS3.

<https://app.senecalearning.com/classroom/course/419c7523-d408-4bc7-9b96-f7f12abdacae/section/36f04bf1-20a5-4cf5-b0c4-48fb0120e7fe/session>

ENRICHMENT

Y9, Y10 and Y11

We would strongly advise all of Year 9,10 and 11 to sign up to Twitter and follow @UKScienceguy. Shaun Donnelly who is also known as the Free science lesson guy has set up a daily distance learning activity. He posts worksheets daily for the pupils to complete with links to videos to help them to complete the task. He then goes live the following day and talks through the topic and worksheet.

Shaun Donnelly is also on Youtube. He has produced a number of videos that go through all of the Science topics that we cover and also the required practical's that the pupils need to know for their GCSE's.

https://www.youtube.com/results?search_query=free+science+lessons

Primrose kitten's videos on YouTube are also a valuable bank of resources. She goes through topics in detail and also has a lot of exam tips/ preparation for the pupils too.

<https://www.youtube.com/channel/UCBgvmal8AR4QIK2e0EfJwaA>

GCSE Bitesize is also a useful website that contains all of the Science topics the pupils will need to cover for their GCSE's. The pupils can revise the topic and then watch videos and complete mini tests to check their knowledge and Understanding.

We are following the AQA specification – Combined Science Trilogy.

<https://www.bbc.co.uk/bitesize/examspecs/z8r997h>

Triple Science pupils are following the AQA specification – Single science.

Biology: <https://www.bbc.co.uk/bitesize/examspecs/zpgcbk7>

Chemistry: <https://www.bbc.co.uk/bitesize/examspecs/z8xtmnb>

Physics: <https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm>

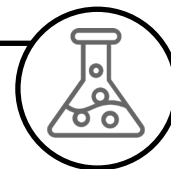
The Seneca Learning website is also useful as it contains numerous quizzes for all of the topics covered in your Science GCSE's.

<https://app.senecalearning.com/dashboard/courses/add>

You can also access AQA past papers:

Combined Science:
<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources>

Triple Science:
<https://www.aqa.org.uk/subjects/science/gcse/biology-8461/assessment-resources>



Y12

Week commencing 20th April your teachers have set work based on the topics that you were working on. Biology - Respiration work booklet in combination with snap revise lessons, Chemistry – Reduction and Oxidation in combination with snap revise and Physics - Electricity.

Y13

Week commencing 20th April your teachers have set revision materials for you to complete. Miss Prosser Biology, Miss Morgan Chemistry and Mr. Cavell Physics. This work will also help if you are going on to study the Sciences at University.

ENRICHMENT

Y12 and Y13

The Seneca Learning website is also useful as it contains numerous quizzes for all of the topics covered in your Science A-Level's.

A-Level Biology:

<https://app.senecalearning.com/dashboard/courses/d?Age+Group=A+Level&Subject=Biology>

A-Level Chemistry:

<https://app.senecalearning.com/dashboard/courses/Group=A+Level&Subject=Chemistry>

A-Level Physics:

<https://app.senecalearning.com/dashboard/courses/d?Age+Group=A+Level&Subject=Physics>

Please look at the website studyWise and you can access Exam specific material. We are following the AQA specification. You can access Biology/ Chemistry and Physics.

<https://studywise.co.uk/a-level-revision/biology/>

Biology Extra Resources:

https://snaprevise.co.uk/n?gclid=EAlaI QobChMlpemmqcO66AIVGODtCh1ZVgoBEAAYASABEgIIKPD_BwE

<https://www.physicsandmathstutor.com/biology-revision/a-level-aqa/>

<https://www.s-cool.co.uk/a-level/biology>

<https://www.youtube.com/channel/UCyCNsPR1je9aSyMeAtA2N2w>

You can also use the AQA website for past exam papers here -

<https://www.aqa.org.uk/subjects/science/as-and-a-level>



Y7

Students have been analyzing Jesus' teaching and values by looking at parables and the Beatitudes. They have been asked to show their understanding of the topics covered by creating a small project (via booklet/PowerPoint/poster/art work/ magazine) based on 'Who is Jesus'.

Next Term: Paschal Mystery

Y8

Students have been introduced to the social responsibility unit. Last week they examined the work of SVP and related Christian teachings to their acts of charity. This week they were asked to explore reason why people are asylum seekers and refugees. Students then needed to apply Christian teachings on helping those in need.

Next Term: Vocations

Y9

Students are examining Christian attitudes towards war. They have been developing G.C.S.E examination skills by evaluating statements. This week, Year 9 have been asked to research into Christian teachings on prejudice and racial harmony.

Next Term: Starting G.C.S.E course. Judaism- paper 3.

Y10

Students had just started the next unit of work- Life and Death which is on paper 2 of their Religious Education G.C.S.E. Students have worked on PowerPoints that are uploaded onto Class Charts. Each PowerPoint includes a knowledge check, new information and a task to apply the new information. Students have worked through Catholic beliefs about the Resurrection and analysed parables on the afterlife.

Next Term: Magisterium

Y11

A reading list has been added to class charts with different fiction/ non-fiction, films, newspapers, YouTube channels. Students should explore any topics that they find interesting. Two bridging activities have also been added to help students go from GCSE to Alevel standard.

All work has been set on class charts. Students are welcome to submit their work via class charts or they can email their class teacher in the RE department.

If there are any issues then please email me at c.burns@stuart-bathurst.org.uk. Thank you so much for your continued support.

Keeping you and your families in my prayers,

God Bless,
Miss Burns.

Y12

For students who need further support, an extra worksheet on Kant's criticisms along with a video - as a result, students have finished this topic. Revise the Ontological Argument. Students were given an essay to complete. 'To what extent does St Anselm's ontological argument prove the necessary existence of God?'. An essay competition with the title 'Euthanasia is wrong' has also been set. Mrs Jordan and Mr Virk have emailed the Year 12s directly and should continue to communicate with them via email.

Next Term: Problem of Evil.

Y13

Year 13s have been reissued mock papers to further improve these and to ensure they continue working on their essay skills. Mr Virk will also email students of any outstanding essays due in. He is looking for essays on Language Games and Falsification. It is important that students complete these as official assessment guidelines have not been set yet. Please email Mr. Virk with completed essays. Mrs Jordan has set a Liberation Theology and Karl Marx workbook which needs completion.



All year groups have workbooks that they should be working through independently. Staff have been setting tasks and activities based on these workbooks with video links attached to support this. Students should be spending their usual lesson time completing these activities.

Staff have also set up classes on Seneca for students to complete online quiz activities to supplement their learning. If students have not already signed up for Seneca yet, please encourage them to follow the link below and work through the activities for their current topic.

Y7 Climate Change Workbook

Students should have been completing activities based on the causes of climate change and the effects of greenhouse gases. They will move on to study the impact that climate change has had on the globe after half term.

Y8 Geography Skills Workbook

Students should have been completing tasks to develop their Geography skills such as map, graph, table and data skills. They will study Earthquakes and Volcanoes after half term.

Y9 Climate Hazards Workbook

Students should have been studying the causes of weather changes and climatic hazards. After half term, students will look at extreme weather climates and the impact this has on different parts of the world.

Y10 Tropical Rainforests Workbook

Students should have started the tropical rainforests unit looking at features of a tropical rainforest and how plants and animals adapt to this. Students will consider the impact of deforestation after half term.

Y11 Study Skills

Students should have been given a study skills booklet to prepare them for A Level study.

Y13 Coursework

Students should be completing their coursework unit.

ENRICHMENT

All year groups have been sent a page of enrichment activities that they can have a go at if they have completed the tasks in their workbook and want to develop their geography skills further! This includes links to articles, podcasts and videos, a short TV guide for the week as well as a fact-finding activity, trivia and a thoughtful question to get them thinking.

RECOMMENDED READING/WEBSITES

A range of videos, articles and podcasts for students of all ages
<https://www.bbc.co.uk/programmes/b006r4wn>

Excellent BBC Geography podcast
<https://www.bbc.co.uk/programmes/b006r4wn/episodes/downloads>

Planet Earth series 1
<https://www.bbc.co.uk/iplayer/episodes/b006mywy/planet-earth>

Useful clips for Y9-11 Geography
<https://www.bbc.co.uk/teach/gcse-national-5-geography/zfd6gwx>

SENECA GROUP LINKS

please sign up if you haven't already with the links below:

Year 7 - Topic 3
<https://app.senecalearning.com/dashboard/join-class/iizdg0lzpg>

Year 8 - Topic 2 and 8
<https://app.senecalearning.com/dashboard/join-class/b24nojcw9>

Year 9 - All
<https://app.senecalearning.com/dashboard/join-class/cgiv8m6hbl>

Year 10 - Topic 2
<https://app.senecalearning.com/dashboard/join-class/rsmcrvxhju>



All year groups have workbooks that they should be working through independently. Staff have been setting tasks and activities based on these workbooks with video links attached to support this. Students should be spending their usual lesson time completing these activities.

Staff have also set up classes on Seneca for students to complete online quiz activities to supplement their learning. If students have not already signed up for Seneca yet, please encourage them to follow the link below and work through the activities mentioned.

Y7 TUDORS WORKBOOK

Students should have been completing activities on Henry VIII and the Reformation and will move onto Mary I and Elizabeth I after half term.

Y8 20TH CENTURY CONFLICT WORKBOOK

Students should have been completing activities linked to WWI and the changing nature of warfare. After half term, they will go on to study the inter war years, WW2, the Cold War and Vietnam War.

Y9 LIFE IN 20TH CENTURY BRITAIN WORKBOOK

Students should have been studying how key events in the first half of the 20th Century affected people in Britain focusing on the Liberal Reforms, WWI and the 'Hungry Thirties'. After half term, they will start the Health and the People unit.

Y10 HEALTH AND THE PEOPLE WORKBOOK

Students should have been completing the Health and the People unit of the GCSE course and revising content. After half term, they will move onto the Norman England unit.

Y11 A LEVEL TRANSITION TSARIST RUSSIA

Students should have been completing transition work about the background to life in Tsarist Russia from 1855.

Y13 NEA

Students should be completing their NEA coursework on their chosen topic.

ENRICHMENT

All year groups have been sent a page of enrichment activities that they can have a go at if they have completed the tasks in their workbook and want to develop their history skills further!

This includes links to articles, podcasts and videos, a short TV guide for the week as well as a fact-finding activity, trivia and a thoughtful question to get them thinking.

RECOMMENDED READING/WEBSITES

A range of videos, articles and podcasts for students of all ages

<https://www.bbc.co.uk/programmes/b006qykl>

Horrible Histories episodes
<https://www.bbc.co.uk/iplayer/episodes/b00sp0l8/horrible-histories?seriesId=b00k2xb1>

Brilliant collection of videos for Y10-11.
<https://www.bbc.co.uk/teach/gcse-national-5-history/zb2skmn>

SENECA GROUP LINKS

Please sign up if you haven't already with the links below:

Well done to Aaron Dixon, our top History Seneca learner so far!

Y7 - Topic 5
<https://app.senecalearning.com/dashboard/join-class/rq467mtpdh>

Y8 - Topic 12
<https://app.senecalearning.com/dashboard/join-class/1w116qeg9p>

Y9 - Topic 13
<https://app.senecalearning.com/dashboard/join-class/0n23saj1vt>

Y10 - Health and the Normans
<https://app.senecalearning.com/dashboard/join-class/ck4obmss0p>



All year groups have workbooks that they should be working through independently.

Mrs Taylor and Miss Miles have been setting tasks and activities based on these dependent on the course and year group. Students should be spending their usual lesson time completing these activities. In addition to this, it is expected that all students who take Psychology as an option are an exam group, and should also be spending their time revising, creating resources, along with rehearsing their exam technique.

Y10

Social Influence Workbook

Students should have been completing activities on Social Influence, such as Conformity and Obedience. Electronic pages of this section of the textbook have also been made available.

Y11

Darwin and Yuki's Research

Students have been completing activities linked to their last topic of Language, Thought and Communication. Also, those students wishing to take A-level Psychology have been provided with (via Classcharts) various transition booklets and tasks to complete.

Y12

Attachment and Biopsychology

Students should have been completing their workbooks around the last two topics of the Year 1 A-level course, with support from Power-Points uploaded to Classcharts and their textbooks. Students have also been communicating to find out their AW2 result.

Y12 FOUNDATION

Social Influence Workbook

Students should have been completing activities on Social Influence, such as Conformity and Obedience, alongside exam rehearsal. Students have their copy of the textbook to do this, as well as support material uploaded also.

Y13

Students have completed all topics within their Year 2 element of their A-level course. Therefore, students have been provided with workbooks for Psychology beyond A-level, enrichment Ted talks that link to their course, as well as personable tasks set.

ENRICHMENT

For those studying GCSE, A-level Psychology or wanting to take A-level Psychology these are some suggested sites below:

RECOMMENDED READING/WEBSITES

BBC HORIZON: ARE YOU GOOD OR EVIL? - WHAT MAKES US GOOD OR EVIL? It's a simple but deeply unsettling question. Horizon meets the researchers who have studied some of the most terrifying people behind bars - psychopathic killers.
<https://vimeo.com/123749208>

ANESTHETIC COULD BE USED TO WIPE BAD MEMORIES AND PHOBIAS FROM PEOPLE'S MINDS
Asking patients to recall unpleasant memories shortly before being knocked

out made it harder to recall those memories the next day
https://www.independent.co.uk/news/health/anaesthetic-drug-wipe-memories-ptsd-phobia-mental-health-a8831761.html?fbclid=IwAR0GUPOneHUyw0cBV44avNI5NOSmQhM6tSwZ6-nf_glQQKCV7V5Xb7QXGW8

THE STANFORD PRISON EXPERIMENT
Claudia Hammond looks at the development of psychology. When Philip Zimbardo set up a mock prison, he had no idea that the resulting behaviour would be so extreme.
<https://www.bbc.co.uk/programmes/b008crhv>

LISTENING TO THE MUSIC YOU LOVE WILL MAKE YOUR BRAIN RELEASE MORE DOPAMINE-
A new study has found that dopamine — a neurotransmitter that plays

an important role in our cognitive, emotional, and behavioral functioning — plays a direct role in the reward experience induced by music.
<https://www.psypost.org/2019/02/listening-to-the-music-you-love-will-make-your-brain-release-more-dopamine-study-finds-53059>

INTRODUCTION TO A LEVEL COURSE AND SPECIFICATION.
Intro to basic research methods.
https://www.ted.com/talks/ben_ambridge_10_myths_about_psychology_debunked

SCHIZOPHRENIA
Positive and negative symptoms of schizophrenia, including hallucinations and delusions.
https://www.ted.com/talks/eleanor_longden_the_voices_in_my_head



So far at key stage 3 pupils should be completing a range of different activities based upon their given topics. All work must be submitted via Classcharts:

After Easter, there will be next topics for all... this time we will be uploading the work to Edmodo. This means that the work needs to be submitted and then marked via Edmodo for the pupils.

This will allow the learning conversation between your child and their teacher. Your child will then get immediate and subject specific feedback too.

Y7

SPREADSHEET MODELLING

All of the work is on Classcharts which include a range of activities to bring the use of spreadsheets to the real world. This includes a shopping list and calculating costs – maybe quite useful in the current climate?

Y8

DATABASES

All of the fun activities are on ClassCharts as well as the use of word mats to help your child. The pupils should have created a database for a driving school using Microsoft Access.

Y9

ENTERPRISE

Within this activity pack, the pupils should be coming to the end of their product idea and have a presentation prepared ready to be submitted to the judging panel – can't wait to see them all.

YEAR 10 IT

As the uncertainty grows in regards to results and how they will be awarded, it is vital that your child continues to push on their exam techniques, theory as well as coursework. This will change after Easter, when hopefully we have more guidance from the government on awarding final grades:

Year 10: It is vital all pupils continue to work hard towards their final assessment next summer. This includes using all of the resources that are available to pupils and making the most of the time we have. After Easter we will set work from our assessments from the submitted work. All work must be submitted via Classcharts/Edmodo:

COMPUTER SCIENCE

Pupils should be completing the component 1 and 2 examination work packs that were supplied on ClassCharts. More work will be supplied and updated after Easter focusing on key aspects of areas of development. Please ensure all

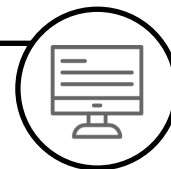
BUSINESS STUDIES

Again all pupils have been given many different resources that support both component 1 and 2 of the qualification. This needs to be continued and worked on continuously in line with the two hours a week.

INTERACTIVE MEDIA

The pupils who study interactive media, have the deadline of Friday 3rd April for their completed unit 3 coursework. This includes, LO1 written report, LO2 written report and their evaluation within an LO3 report. All of their work needs to be either submitted on ClassCharts or via email. Thank you so much to those pupils who have already emailed me with their coursework – looking great! After Easter, we will be moving onto unit 4 – the last one! Keep up the hard work!

YEAR 11 IT



After Easter, we have a range of activities to allow year 11 to consider their option choices at key stage 5. These activities will be introduced via ClassCharts by myself.

COMPUTER SCIENCE

All pupils should be working on their work packs that were given at GCSE launch evening. If your child did not attend this evening, then they should have accessed it via ClassCharts. Please ensure that all work is submitted via ClassCharts so your teacher can give you feedback.

BUSINESS STUDIES

Again, all pupils received a work pack in their lessons before we broke up. Therefore, all pupils must continue to work through these until Easter. Please ensure that all work is submitted to ClassCharts to allow your teacher to give you subject specific feedback.

INTERACTIVE MEDIA

Unit 3 should now be complete. The deadline is Friday 3rd April 2020 via ClassCharts or email to me. This includes an LO1, LO2 and LO3 report. Feedback will then be given in detail, when pupils will then make corrections. As we are unsure of how results will be graded, it is vital that all pupils complete as much as their coursework as they can so I have the best evidence for the exam board.

KS5 IT

Year 12 OCR Cam Tech – Business, Digital Media & IT

CAMBRIDGE TECHNICAL BUSINESS

Pupils should be working through their exam unit that they were due to take in May/June 2020. They should continue to work on their Unit 1 as these exams will now take place in January 2021. Printed resources have been given out and electronic copies are on ClassCharts and Edmodo.

CAMBRIDGE TECHNICAL INFORMATION TECHNOLOGY

Pupils should be working through their exam unit that they were due to take in May/June 2020. They should continue to work on their Unit 2 as these exams will now take place in January 2021. Printed resources have been given out and electronic copies are on ClassCharts and Edmodo.

CAMBRIDGE TECHNICAL DIGITAL MEDIA

Pupils should be working through their exam unit that they were due to take in May/June 2020. They should continue to work on their Unit 2 as these exams will now take place in January 2021. Printed resources have been given out and electronic copies are on ClassCharts and Edmodo.

Year 13 OCR Cam Tech – Business, Digital Media & IT

As we are unaware of how your child's final grades will be calculated it is vital that all coursework is completed to give the best evidence for your teachers, so...

CAMBRIDGE TECHNICAL BUSINESS

Pupils should be completing corrections for unit 8 and then completing unit 11.

CAMBRIDGE TECHNICAL INFORMATION TECHNOLOGY

Pupils should be coming to the end of both units 6 and 9, ready to be submitted for marking.

CAMBRIDGE TECHNICAL DIGITAL MEDIA

Coursework units 3 and 20 again need to be completed, especially the work tasks for all pass, merit and distinction tasks.

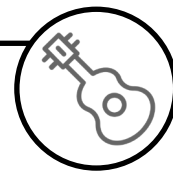
A2 COMPUTER SCIENCE

Again, pupils should be focusing on their coursework and make sure it follows the work sheets and specification that are available on ClassCharts.

All of the resources and links are available on Classcharts. If you require any support, please do email jess.brookes@stuart-bathurst.org.uk. In addition, if any pupils require any work from the pupil's school work areas, again, please email me and I can supply this. Take Care – Stay Safe!

Miss J Brookes

Head of Department – Business, Computer Science, IT & Media



Y7

Students have had the opportunity to explore composition. There are lots of apps and websites that can help with this, but I have been recommending [Bandlab](#).

It's a well featured, easy to use website and has a mobile app too.

Students are also encouraged to listen to a wide variety of musical styles and write about what they can hear. A weekly listening diary is available on ClassCharts along with other supportive resources.

Y8

Students have had the opportunity to explore composition. There are lots of apps and websites that can help with this, but I have been recommending [Bandlab](#).

It's a well featured, easy to use website and has a mobile app too.

Students are also encouraged to listen to a wide variety of musical styles and write about what they can hear. A weekly listening diary is available on ClassCharts along with other supportive resources.

Y9

Students have had the opportunity to explore composition. There are lots of apps and websites that can help with this, but I have been recommending [Bandlab](#).

It's a well featured, easy to use website and has a mobile app too.

Students are also encouraged to listen to a wide variety of musical styles and write about what they can hear. A weekly listening diary is available on ClassCharts along with other supportive resources.

Y10

Students have been asked to complete their styles and genres booklet. This involved researching, writing about, and listening to, a wide variety of music.

Students have had the opportunity to explore composition. There are lots of apps and websites that can help with this, but I have been recommending [Bandlab](#).

Y11

Students have been asked to complete their styles and genres booklet. This involved researching, writing about, and listening to, a wide variety of music.

Students have had the opportunity to explore composition. There are lots of apps and websites that can help with this, but I have been recommending [Bandlab](#).

ENRICHMENT

Many of you will have been enjoying music in all its forms while you have been off. There are lots of musical activities to engage with:

If you have an instrument - play it.

Follow a tutorial and learn a new chord, or song.

Write some lyrics about what's going on in the world.

Listen to music that you don't usually listen to.

USEFUL MEDIA

Sky Arts, Netflix, and BBC iPlayer all have brilliant music documentaries. Watch them!

Many artists are putting on free concerts and performances on their social media channels. Search for your favourites.

Y12

Students have been asked to complete their coursework for Unit 1: Music Notation.

After Easter we will set up and rehearsal schedule and record evidence of rehearsal happening.

This will be vital for coursework, and lockdown is actually a perfect opportunity for this sort of activity.

Students are also encouraged to continue listening to a wide variety of musical styles.



Y7

Students will be learning how to talk about holidays-including:

holiday destinations
holiday activities
ordering/buying food and drinks
future holiday plans

SENECA activities:

5.1.1-5.1.4, 7.3.1, 7.3.2, 6.1.10, 7.5.1, 1.1.7, 2.1.3-2.1.5, 6.5.1

Y8

Students will be learning how to talk about relationships-including:

describing personality
describing relationships
likes and dislikes
music preferences
fashion
using different tenses

SENECA activities:

1.1.1-1.1.5, 1.1.10-1.1.12, 7.2.1-7.2.4, 7.3.1, 4.1.1, 4.1.6, 6.2.1

Y9

Students will be learning how to talk (more in depth) about different holidays-including:

different types of holiday
tourist attractions and holiday activities
describing a holiday disaster!
using different tenses

Y10

Prepare speaking exam answers for Module 6 'Au College'.

Refine/improve speaking exam answers for modules 1, 2, 4

Learning to talk about current and future study and employment:

jobs
career choices
work experience
using the past, present and future tenses

SENECA activities:

AQA GCSE Study & Employment
3.1.1-3.2.3, 5.2, 5.5.1-5.5.5, 6.1-6.1.4,

AQA GCSE Vocab Foundation-Study & Employment 3.1-3.2.9 Diagnostic Misconceptions: 2.2.1-2.3.1

Y11

Students will be completing the GCSE course.

They will be completing work towards the final award through the Countdown booklet, PIXL Independence booklet and transition to Y12 work (if relevant)

Y13

Students will be completing the A Level course.

They will be completing work towards the final award through the PIXL Independence booklet, Kerboodle and research project.

ENRICHMENT

Students who have internet access can work on SENECA KS3 French
<https://senecalearning.com>

Each class has its own unique classcode. This has been sent via classcharts.

Other recommended websites include:

GCSEPod:
<https://www.gcsepod.com>

BBC Bitesize (KS3)
<https://www.bbc.co.uk/bitesize>

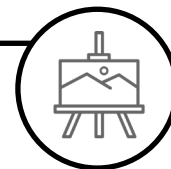
Lightbulb Languages (French KS3)
<https://www.lightbulblanguages.co.uk>
<https://www.bbc.co.uk/programmes/b008crhv>

KS4

Students who have internet access can work on SENECA KS4 AQA French
<https://www.senecalearning.com>

KS5

Students will work predominantly on Kerboodle
<https://www.kerboodle.com/users/login>



Y7

Look out for a series of tasks relating to the theme of Alice in Wonderland and the Mad Hatters Tea Party. These tasks are set out as a Takeaway Menu and can be tackled as doing one task per week as you would once a week in lessons.

There are also images to help support most of the tasks, but students are free to research their own sources of inspiration to help them complete their artwork.

Y8

Look out for a series of tasks relating to the theme of Portraits. These tasks are set out as a Takeaway Menu and can be tackled as doing one task per week as you would once a week in lessons.

There are also images to help support most of the tasks, but students are free to research their own sources of inspiration to help them complete their artwork.

Y9

Look out for a series of tasks relating to the theme of Steampunk and Insects. These tasks are set out as a Takeaway Menu and can be tackled as doing one task per week as you would once a week in lessons.

There are also images to help support most of the tasks, but students are free to research their own sources of inspiration to help them complete their artwork.

Y10

Coursework Project worth 60% of final grade – Use the weekly plan uploaded onto class charts to keep you on track – email me for any help/advice needed - fran.ward@stuart-bathurst.org.uk

Y11

Keep working on your coursework projects with the final pieces too. As soon as I know what is going on for definite and a hand in date for you to bring your work in, I will let you know.

Y12

Coursework Project worth 60% of final grade – Use the weekly plan uploaded onto class charts to keep you on track – email me for any help/advice needed - fran.ward@stuart-bathurst.org.uk

Y13

Keep working on your coursework projects with the final pieces too. As soon as I know what is going on for definite and a hand in date for you to bring your work in, I will let you know.

ENRICHMENT

Downloadable colouring books from museums

http://www.openculture.com/2019/02/download-free-colouring-books-from-113-museums.html?fbclid=IwAR1sQxQH7GBM-H3L8qn_XJ11sYvCk1xzziXr-0HeKa-Se5q10Qm6jrVmlaw_c

GCSE ART BBC Bitesize

<https://www.bbc.co.uk/bitesize/subjects/z6hs34j>

Tate Gallery Art student Exam help – past and present titles/themes that could support project developments.

<https://www.tate.org.uk/art/student-resource/exam-help>

Student Art Guide Really good!

<https://www.studentartguide.com/>

Pinterest link to lots of tips/advice for A level & GCSE Art students

<https://www.pinterest.co.uk/feltpenblog/a-level-art/>

50 Useful Art websites - TES

<https://community.tes.com/threads/from-teachers-tv-50-useful-art-websites.101609/>



Y7

So far at key stage 3 pupils should be completing a range of different activities based upon their given topics. All work must be submitted via email of the scores to their drama teacher or Mrs Pepper if they have a cover teacher.

Revision and Test on BBC Bitesize on Characterisation and Stage Design

After Easter, there will be new topics for all... this work will need to be submitted and marked via ClassCharts.

Y8

So far at key stage 3 pupils should be completing a range of different activities based upon their given topics. All work must be submitted via email of the scores to their drama teacher or Mrs Pepper if they have a cover teacher.

Revision and Test on BBC Bitesize on Characterisation and Stage Design

After Easter, there will be new topics for all... this work will need to be submitted and marked via ClassCharts.

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So far at key stage 3 pupils should be completing a range of different activities based upon their given topics. All work must be submitted via email of the scores to their drama teacher or Mrs Pepper if they have a cover teacher.

Revision and Test on BBC Bitesize on Characterisation and Stage Design

After Easter, there will be new topics for all... this work will need to be submitted and marked via ClassCharts.

Y10

Complete the Component 2 booklet on Teechers. Learn all lines for the sections your group have completed. Ensure all log books are up to date for Find Me and Teechers.

Students have lines to learn for Teechers and Find Me. Learn, revise and test key knowledge in BBC Bitesize for: Understanding Drama and Theatre, and Performing Characters and Devising

Y12

Eduqas: Continue to complete the log books for your component 1 workshop piece on Antigone.

Develop understanding of the Curious Incident of the Dog in the Nighttime. Students have to read the script and use GCSE pod for background information on the themes and characters. With this understanding you will be given a section of the play in which you will need to create a theatre design for that specific scene and transition.

Use BBC bitesize to make notes on understanding stage design as pre-examination work.

Live theatre review and questions on the National Theatre "One Man Two Guvnors.

This will develop your understanding and development of live theatre. Please ensure your notes are in your Drama book and the essay is submitted on classcharts.

ENRICHMENT

The Shows Must Go On!

Lord Andrew Lloyd Webber is calling all musical lovers! Starting this Friday, we'll be releasing a full-length, smash-hit musical once a week for you to watch for free!

It will be available for 48 hours, so you can tune in whenever you like over the weekend! First up, it's Joseph and the Amazing Technicolour Dreamcoat!.

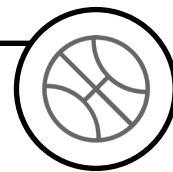
<https://www.youtube.com/channel/UCdmPjhKMaXNNcCr1FjuMvag>

National Theatre at Home.

Watch the beautiful and dynamic theatre production of Jane Eyre, filmed by National Theatre Live at London's National Theatre.

It uncovers one woman's fight for freedom and fulfilment on her own terms. Jane Eyre is streaming for free from 7pm UK time on Thursday 9 April. Available until 16 April.

<https://www.nationaltheatre.org.uk/nt-at-home>



Y7

Y8

Y9

Y10

Y11

Y12

Y13

CORE PE

In such unknown and difficult times exercise, understandably can feel like just another thing to think about. Exercising when the world is in chaos might even feel like a waste of time.

However exercise is more crucial than ever. With reduced levels of normal daily activities, PE lessons and sports clubs your body will be in desperate need of some physical activity in order to stay physically and mentally healthy. There are so many benefits to exercise. In the short term it can help you feel good as endorphins are released into your body, your self-esteem can improve, it helps you get a better night's sleep, self-confidence can improve and you can feel more energized for the day.

Long term it can help maintain a healthy weight or help to lose weight, reduce the risk of long term health conditions such as coronary heart disease, high blood pressure and type 2 diabetes. It can also reduce the symptoms of depression and muscle and joint pain.

Exercising as a family is also an excellent way of working together to either achieve a common goal or compete against each other. Considering all of these things the PE department have devised a 30 day challenge which is suitable for all abilities and ages.

Last week pupils should have seen on Class charts how to complete a variety of fitness tests and gather their results. This is the starting point before the 30 Day Challenge. Families can then complete the 30 Day Challenge and

complete the tests at the end to see if their fitness levels have improved. There are 3 options of the 30 Day Challenge a bronze, silver or gold you can choose which programme is most suited to you. Bronze is the easier programme and Gold is the most difficult.

Along with the 30 Day Challenge pupils can also complete a 30 minute workout with Joe Wicks which is on YouTube every weekday at 9am. All information will be on Class Charts on the 20th April.

Don't forget to keep a written or video diary of how you are getting on ready to share with you PE teachers when you return to school.

Y10

Y11

GCSE PE

All GCSE PE pupils have been given a link Seneca where there is revision materials and each week exam questions will be provided. The results of these tests will then show a percentage to highlight which topics pupils need to further revise. It is great to see 71% of year 10 pupils have logged on and completed the first round of questions.

Pupils should have completed 3 hours of work already with plenty more on the way. If you have any problems logging in please email Rebecca.wright@stuart-bathurst.org.uk

Y12

Y13

A LEVEL PE

Year 12's this is an excellent opportunity to complete all of your coaching sessions and log books ready for your practical assessments. We will also make a start on your EAPI which is the oral part of your assessment.

Please keep checking on Class Charts where Mr Smith will be updating you on what work you need to complete. Mr Smith will also be sharing a sports documentary list which will help Year 13's prepare for some of the topics they may study at University.

STUDENT WELFARE AND SUPPORT

agencies offering help to young people and parents



KOOTH

An online counselling and emotional wellbeing platform for children and young people.

Mon-Fri: 12pm-10pm

Sat-Sun: 6pm-10pm

➤ www.kooth.com

MIND

Promotes the views and needs of people with mental health problems.

0300 123 3393

Mon-Fri: 9am-6pm

➤ www.mind.org.uk

CHILDLINE

Childline supports under 19s with any issue that they are going through.

0800 1111

➤ www.childline.org.uk

PAPYRUS

Young suicide prevention society.

0800 068 4141

Mon-Fri: 10am-10pm

Sat-Sun: 2pm-10pm

➤ www.papyrus-uk.org

SAMARITANS

Confidential support for people experiencing feelings of distress or despair.

116 123 (free 24-hour helpline)

➤ www.samaritans.org

YOUNG MINDS

Information on child and adolescent mental health. Services for parents and professionals.

0808 802 5544 (parents' helpline)

Mon to Fri: 9.30am-4pm

For urgent help, text **YM** to **85258**

➤ www.youngminds.org.uk

URGENT CONTACT

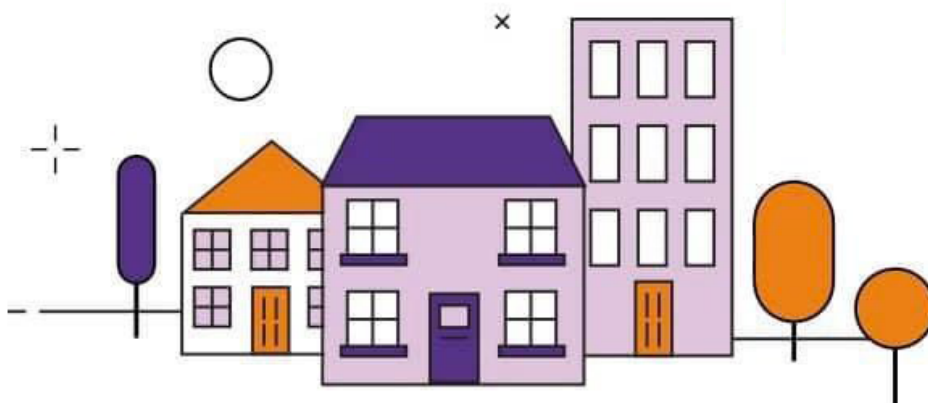


If you need to talk to a member of staff urgently about a student's welfare, please contact us directly:

07547 143 459

07765 457 397

mark.willett@stuart-bathurst.org.uk
b.morris@stuart-bathurst.org.uk



Daily lessons coming soon

Beginning Monday 20 April, BBC Bitesize will publish daily online lessons for all ages. We'll also have a new dedicated TV channel full of learning content, podcasts on BBC Sounds and loads of educational video on iPlayer.

It's a strange time to be a school pupil right now but wherever you're doing your lessons, BBC Bitesize is here for you - more than ever.

From 20 April, you'll be able to access regular daily lessons in English and Maths, as well as other core subjects, in an expanded version of our website and also on special programmes broadcast on BBC iPlayer and BBC Red Button.

We've worked with our colleagues in other parts of the BBC and education experts from around the UK to make sure everyone who needs it can access learning resources during this uncertain time. You can also expect some of it to be delivered by well-known faces.

BBC
Bitesize
Daily

Bitesize's social media will also look a little different for a while. Its Facebook and Twitter accounts will now focus on parents, where information including study schedules will be shared. Teenage students can still enjoy our Instagram platform, where flashcards, subject guides, memes and some lighter relief in the form of advice and encouragement from well-known faces will be readily available.