

FAMILY MATTERS

HOLY FAMILY CATHOLIC SCHOOL
NEWSLETTER



BE THE LIGHT IN THE DARKNESS

HOLOCAUST MEMORIAL DAY

27TH JANUARY 2021



HAVE YOU THOUGHT ABOUT WORK EXPERIENCE?

SEE PAGE 15 TO SEE WHAT YOU COULD DO

HEADTEACHER'S MESSAGE

Quotation of the week

“Speak Lord for your servant is listening” (1 Samuel 10)

Surveys on remote learning

Sometimes in the midst of life we don't stop to listen and because we don't stop to listen we don't hear what others are saying to us. We're all guilty of this on occasion. In the last week we have sent out surveys to parents and staff and students to find out about how remote learning is going for everyone. Hopefully we shall be able to hear what you say and make our provision even better. Thanks to everyone who has completed the survey and we shall provide feedback in the coming weeks.

A new president

We saw the inauguration of President Biden and Vice-President Harris on Wednesday afternoon. Let's hope that President Biden brings in a more civilised discourse in politics after the uncouth vulgarity of the Trump era. We would do well to remember that in a democracy people can agree to disagree and should be able to settle their differences by argument and reason. We all share more in common than what divides us and we seek to teach our students that each week.

Holocaust Memorial Day

This week's whole school assembly marked Holocaust Memorial Day. Sadly the terrible crime against the Jewish people during World War Two has been repeated against others - against the Cambodian people in the 1970s, in Rwanda in the 1990s and against the Bosnian Muslim population also in the 1990s and more recently against the people of Darfur. It can seem that we never learn but it is our job to explain how these terrible events have come to take place and the important role that each one of us has to promote tolerance, inclusion and respect for diversity.

Parents' surgery

Parents' surgery is currently a remote service. If you would like to speak to me please contact the office on either site and they will let me know that you would like me to call you on Thursday afternoon between 4pm and 5pm. You can also email me directly at anytime on a.stone@holyfamily.waltham.sch.uk

Please continue to remember us in your prayers.

With best wishes
Dr Stone, Headteacher





HEADTEACHER'S

COMMENDATIONS



Congratulations to the following students who have all been nominated for Headteacher Commendations because of their diligent approach to their studies.

First to De'Andre Allen in 8S who submitted his creative writing work on a journey to the centre of the earth as a video where he read through his story. Miss Lippa says that it was great to see such a creative and fun way of submitting his work.

Second, to Neriah-Jane Orafu in 9Ri for her outstanding work and contributions in her online Maths lessons. Her teacher Ms Sandhu describes her as fantastic to teach and adds that she has worked incredibly well since September.

Third, to the following Yr 9 students for their amazing short stories reflecting their cultural backgrounds. They were nominated by their English teacher, Mr Freeman.

They are David Jaramillo, Adar Kilic, Joseph Bearfield, Imoleayo Oniye, Damien Callus, Rihanna White, Pavaram Yogarajah, Josh Torrevillas, Hannah Opoku-Yeboah, Amit Sooraj, Tony Dandoczi, Marcel Winter, Memet Yumusak and Francesco Reka.

Mr Freeman also nominates the following students in Yr 10 for their consistent hard work, conscientious approach and effort in their lessons.

Khalil Smith, Caroline Jonkute, Jessica Marfo, Victoria Szlachta, Miracle Mulamba, Therese Sarte, Shay Radford, Luke Angus, David Sheridan and Noah Bruce.

Finally this week we have commendations from Ms St-Aimee, Head of Year 9, for the following students for their outstanding engagement and work in their language online lessons over the last two weeks.

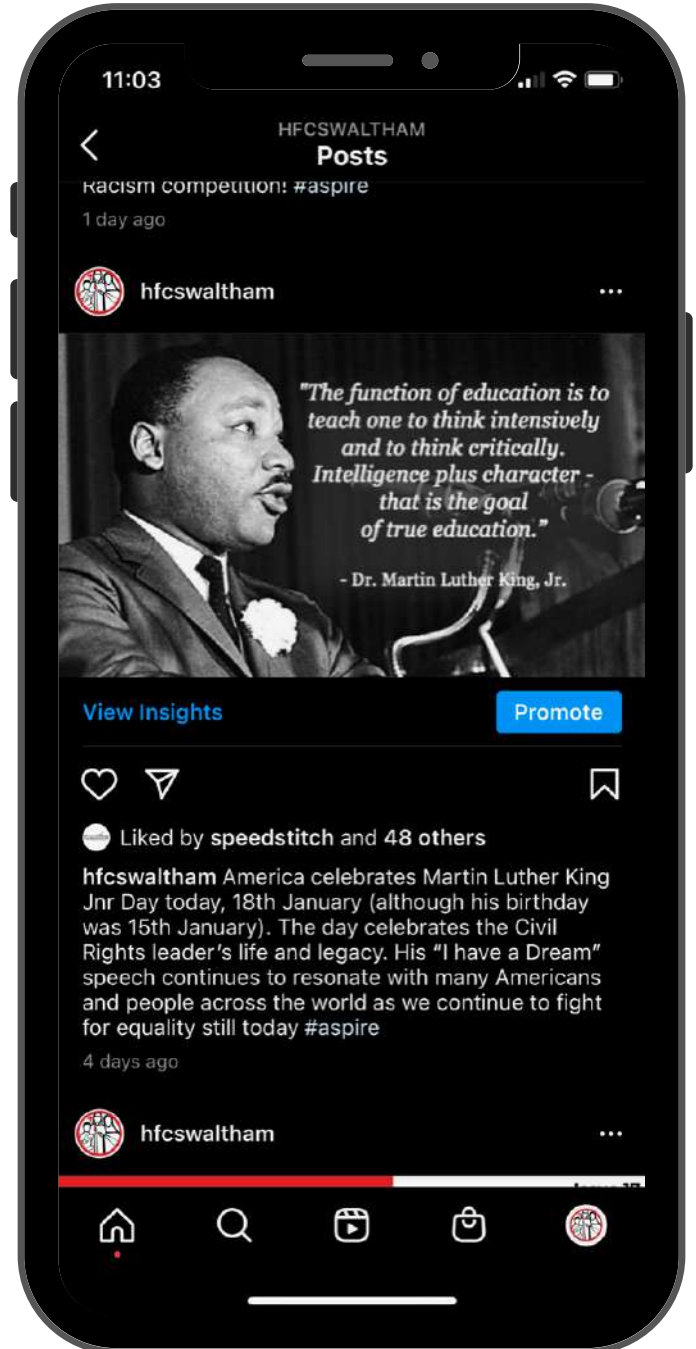
They are for French: in 9E Maria Shotikare, Allison Teves, Caden Coogan, Neli Edreva, Chinedum Onunkwo, Nathan Oti-Yeboah and Jonathan Makwala. In 9A Filipa Andre, Joseph Bearfield, Danielle Fennell, Davishka Mathews, Rachel-Marie Naatey and Grace Mukasanga-Muela. In 9EL Jericho Gonzales Sabarias, Josiah Da Silva, Ilana Ifefo, David Jaramillo, Wiktoria Matejek, Imoleayo Oniye and Zackary Rebello.

And in Spanish classes: In 9R Janet Adewole, Victoria Chamulak, Shamar Dacas, Giulia DiStefano, Fabrice Fidegnon, Kudzaishe Mpofo, Alex Opore, Dovudas Simkus and Nyah Theodore and in 9P Cino Jose, Kezia Tomy Mathew and Claude-Andrew N'Ghandu.

SOCIAL MEDIA CATCHUP



@HFCSWALTHAM



@HFCSWALTHAM



Holy Family Catholic School
SEND support at home

We understand that we are not there face to face at the moment for all of the pupils that we support, but we can arrange a chat and check in on Google if you or your child wants to speak to us face to face. Please email us a.minnock@holyfamily.waltham.sch.uk or m.scullion@holyfamily.waltham.sch.uk

Here are some strategies that you can use at home to support your child if they feel stressed or anxious or are just not coping at any point during lockdown, some of these may not work and that is okay.

- 1) Keep your child in a routine, it is really important to get them up and get them ready each morning as they would for school. Structure and routine are good and mentally it gets us ready for the day ahead.
- 2) If your child is feeling stressed with school work online then you can give them a break, it is okay to take a break from learning and it is okay to not complete the work all in one go.
- 3) Break up the work into smaller chunks and if you can use a visual cue or now and next board to show them what they have to do. You can create your own or we can help you make one.
- 4) If they need it, use a timer to give them a clear start and finish time for each activity or lesson. You can use online timers, such as the one here - <https://www.online-stopwatch.com/> , use one on your phone or you can buy a physical one online.
- 5) Make sure that they get some downtime and they get some time to relax.
- 6) If your child gets angry, then give them some space and allow them to go somewhere that they feel safe, possibly their bedroom and let them do something that they like, something that will calm them down.
- 7) Do not push them to talk about why they are angry or upset until they are ready to talk. If you push it too quickly then they may have to start the process of self-regulation again.
- 8) Provide them with calming/sensory equipment. It can be as simple as a ball of blue-tack or can be more expensive, such as a sensory cube or tangle toy.
- 9) If your child needs an overlay in school then they can download the Colorveil programme to support them whilst they are doing their online learning and it is free - <https://www.aurelitec.com/colorveil/windows>
- 10) Do not struggle alone and ask for help. We can send out information of parent/carer groups, our contact details and the details of national agencies that can support your child.

Chaplaincy Corner

Continuing the theme of ASPIRE, this week we're looking at study. With lessons moving online, and uncertainty about exams, some students may struggle to stay motivated. As well as learning, it is also important to keep healthy and fit. We know it's hard, but a few simple steps can help.



Be ready to study each morning. Don't just attend the lesson, but find out more, go that little extra. Think about setting a goal to achieve for each session.

If it is possible, use another room so that when the school day begins, a productive day begins. Then, when your school day ends, you can close the door and enjoy your evening.

Being an online student involves a lot of time sitting down and staring at your computer screen. So make sure you are taking regular breaks to give your body a stretch and grab some fresh air or a snack. Get a good night's sleep!

And pray. It's simple, to talk to God and to get His direction for our lives. God is so good and will help us when we are happy, sad, sick or even when we're in trouble. God will give us wisdom, strength and understanding if we only ask Him. When we pray, our relationship with God grows.



A Salesian Prayer for Preparation to Study

Lord, I know you are with me and love me.

Give me peace of mind as I prepare for this time of study.

Help me to focus on my books and notes, keep me from all distractions so that I will make the best use of this time that is available to me.

Give me insight that I might understand what I am studying and help me to remember it when the time comes.

Above all, I thank you for the ability to be able to study and for the many gifts and talents you have given me.

Help me always to use them in such a way that they honour you and do justice to myself.

Amen

Stay safe - Mrs. Grierson, Chaplain

TIPS FOR

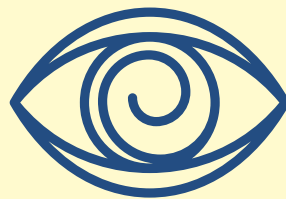
WELLBEING

This week Ms Ttofi
recommends:

REST YOUR EYES



EVERY 20 MINS
OF
SCREEN TIME



LOOK AT
SOMETHING
20 FEET AWAY



FOR 20
SECONDS

"Because we are using technology more than ever now, it is important to rest our eyes from it now and again. Look up from your computer, laptop now and again. Don't be looking at a screen for hours on end. Try looking at something long distance. Do not be using computers/phones late at night before sleeping."

Holocaust Memorial Day 27th January 2021

BE THE LIGHT IN THE DARKNESS



"We will continue to do our bit for as long as we can, secure in the knowledge that others will continue to light a candle long after us."

- Gena Turgel MBE, survivor of the Holocaust (1923-2018)



**HOLOCAUST
MEMORIAL
DAY TRUST**

*Learning from genocide –
for a better future*

Helen was only twelve years old when the German army arrived at her home. She was one of around only 750 people to be liberated from the Łódź Ghetto, out of 250,000 people sent there. Her mother and brother survived with her, but her father was murdered at Chelmno.



'We thought in no time at all the war would be over and life would become normal again. Little did we know.'

Helen Aronson was born Helen Chmura on 24 April 1927 in Pabianice (pronounced Pah-be-ya-neet-za), a small town in central Poland. Helen's family, her mother Frania Katz, father Motush Chmura, brother Henry, and sister Maryla were Jewish. They felt integrated into the community, as Helen remembers she had many friends, both Jewish and non-Jewish, as a child. Her sister emigrated to Palestine in 1937, but the rest of the family remained in Poland. On 3 September 1939, just two days after World War Two started, Pabianice was invaded by the Nazis. Helen was 12 years old. She recalls:

'When they arrived, straight away they were looking for Jews. They wanted Jews for slave labour, and it was immediate terror for the Jewish population.'

Jewish men were forced to shave their beards, synagogues were burned, Jewish residents were forced to sew a yellow Star of David patch onto their clothes, and Helen's school was closed. In February 1940, Helen and her family were forced to leave their home and move into Pabianice's ghetto, a small, overcrowded area of the city designed to keep Jews separate from non-Jews. Life was difficult in the ghetto, with terrible conditions and severe restrictions.

'We all lived in one room, and we were forced to work making uniforms for the German army. After 5pm you were not allowed to be seen outside.'

They lived this way until 16 May 1942, when the Pabianice ghetto was 'liquidated'. Helen and her family were told to assemble for medical examinations at a local football stadium. Along with everyone else from the ghetto, they were separated into groups depending on who was deemed fit to work. They did not know that most of those not fit to work would be murdered. Helen remembers the confusion and terror of that day:

'We were surrounded by German soldiers and dogs. All around us people were crying, shouting, shooting. I was holding on tightly to my brother and my mother, and we were categorised as able to work, but separated from my father. At some point in the early hours, trains arrived and we were shoved into them. We had no idea where we were going.'

Helen, her mother and brother were taken to Łódź (pronounced wodge) Ghetto and Helen was sent to work in an orphanage. Living conditions were dire; before it was 'liquidated', more than 20 percent of Łódź Ghetto residents died of starvation.

'People were crammed into one room with insufficient food, so malnutrition and disease were rife. Hundreds of people died daily. You saw skeletons walking in the street, some of them just dying as they were walking. My brother developed typhoid and it was a miracle he survived. The Germans decided to evacuate the hospital while he was there and he hid in a chimney for hours. We were convinced he was gone. Then he returned home in the middle of the night - black with soot!'

By May 1944, Łódź was the last remaining ghetto in Poland, with a population of around 75,000 Jews. The Nazis decided to deport all but around 800 of the Jews in Łódź to the Chelmno and Auschwitz-Birkenau extermination camps to be murdered. Helen, Frania and Henry escaped deportation only because Henry spoke fluent German, and worked in a key role in the German army's office. The winter of 1944-45 was harsh, and Helen remembers she was always cold, hungry, and afraid.

One day in January 1945, after hearing about the advance of the Russian army on a stolen radio, Helen, her family and others hid in an underground room in an abandoned building with what little food they had. Helen thinks they were there for about a week. 'One day we heard lots of boots stamping above us. My mother said, I think I hear spoken Russian. We waited a bit, then my brother, very cautiously, opened the entrance. A Russian soldier said 'the war is finished and you are free'. How can one describe that feeling - it was my wildest of dreams!'

Helen and her family had no idea of what happened to Helen's father, Motush, until after the war, when she discovered he had volunteered to accompany a group of young children separated from their parents in Pabianice. Motush and the children he comforted were loaded into lorries and driven to Chelmno, where they were murdered using the fumes from the lorries. Helen is proud of her father's choice, saying, 'He is my unsung hero'.

However, the trauma of receiving the news is something Helen can never forget: 'It was so terrible, the realisation of what had happened to him, my family, the people I knew, how they perished and they will never come back. You are liberated but where do you start to put your life together again?'

After the war, Helen was invited to London by an uncle. She met her husband in England, fell in love, and married. However, this meant she could not join her mother and sister in Palestine, and her brother emigrated to Australia. So, as she says: 'although we survived the war we were separated again.' Settling into life in England was difficult, and learning English was a struggle. Helen felt no-one was interested in her story.

'I never spoke about it. It was difficult for people to understand, and lots of people didn't believe it.'

Helen began to share her story with schools and local groups after she recorded testimony with the USC Shoah Foundation in 1992. Today, she has two daughters and two grandchildren, and she dedicates her time to her community, volunteering at a local charity shop and sharing her testimony with groups across the UK.



For her 17th birthday in April 1944, Helen's brother gave her a silver powder compact which she still has today, and says is her most precious possession.

Find out more...

The Holocaust: hmd.org.uk/holocaust

Life stories of those affected by genocide: hmd.org.uk/lifestories

hmd.org.uk
enquiries@hmd.org.uk
020 7769 7029

[@hmd_uk](https://twitter.com/hmd_uk)
[hmd.uk](https://www.facebook.com/hmd.uk)

Learning from genocide - for a better future.

Holocaust Memorial Day 2021 Theme vision summary



Be the light in the darkness

'We will continue to do our bit for as long as we can, secure in the knowledge that others will continue to light a candle long after us.'

Gena Turgel MBE, survivor of the Holocaust (1923-2018)

The theme for Holocaust Memorial Day (HMD) 2021 is **Be the light in the darkness**. It encourages everyone to reflect on the depths humanity can sink to, but also the ways individuals and communities resisted that darkness to 'be the light' before, during and after genocide.

Be the light in the darkness is an affirmation and a call to action for everyone marking HMD. This theme asks us to consider different kinds of 'darkness', for example, identity-based persecution, misinformation, denial of justice; and different ways of 'being the light', for example, resistance, acts of solidarity, rescue and illuminating mistruths.

Increasing levels of denial, division and misinformation in today's world mean we must remain vigilant against hatred and identity-based hostility. Rapid technological developments, a turbulent political climate, and world events beyond our control can leave us feeling helpless and insignificant. The utterly unprecedented times through which we are living currently are showing the very best of which humanity is capable but also - in some of the abuse and conspiracy theories being spread on social media - the much darker side of our world as well.

We can all stand in solidarity. We can choose to **be the light in the darkness** in a variety of ways and places - at home, in public, and online.

1 - Darkness draws in

- a) The darkness of distortion and hate
- b) Emotional darkness

Before every genocide, perpetrators divide society into those considered worthy of human treatment, and those who are not. Distortions are deployed using propaganda and stereotyping to identify and victimise a specific group (or groups), followed by discrimination - often enshrined into law. The darkness leading to genocide also causes deep emotional trauma. For those affected, fear, hopelessness and dread all have a profound and long-lasting impact.

2 - Light during the darkness

- a) Resistance - a light in the darkness
- b) Rescuers - extreme bravery in the darkness
- c) Lighting the way with kindness
- d) Shining light into the darkness

Amid the darkness of genocide, there have always been those who oppose the regime, risking their own lives, homes and communities. Maintaining faith and culture during genocide defies the ambitions of regimes to eradicate entire groups and their culture. Survivors emphasise that any kindness, when surrounded by suffering, indifference, and persecution, is powerful.

For the international community, there is a responsibility to shine a light on situations where people are persecuted and hold those responsible to account.

3 - Darkness today

- a) The darkness of denial and distortions of genocide
- b) Identity based prejudice and hostility today

Denial is one of the common features of every genocide. Often those responsible for genocide will restrict access to physical locations and evidence, and seek to obscure their intentions and genocidal activity. Sadly, prejudice and hostility against people based on their identity continues to hurt people and communities here in the UK, and around the world.

4 - Being the light in the darkness today

- a) Shining light through testimony
- b) Confronting denial, distortion and misinformation
- c) Our responsibility to be the light

This year's theme asks all of us to recognise that the responsibility for genocide education and prevention does not lie only with survivors sharing their testimony. Their experiences hold lessons for all of us and it is vital that we listen to their experiences and become witnesses for them. As distortions and denial increase, facing the extent and nature of the crimes committed to reveal the truth of genocide and genocidal regimes is more important than ever.

Our lights are more powerful when we work together with others. This theme may inspire you to support charities and community groups working to tackle identity-based violence and denial.

Holocaust Memorial Day enables us to remember - for a purpose. It gives us a responsibility to work for a safer, better, future for everyone. Everyone can step up and use their talents to tackle prejudice, discrimination and intolerance wherever we encounter them.

Find out more...

Discover resources, activity ideas and background historical information on the Holocaust Memorial Day Trust website: hmd.org.uk

hmd.org.uk
enquiries@hmd.org.uk
020 7769 7029

[@hmd_uk](https://twitter.com/hmd_uk)
[hmd.uk](https://www.facebook.com/hmd.uk)

Learning from genocide - for a better future.

YEAR 10

WE KNOW THAT THESE TIMES ARE SO CHALLENGING FOR EVERYONE, AND THAT IT IS HARD TO STAY MOTIVATED AND ON TOP OF YOUR SCHOOLWORK IN SUCH STRANGE AND SCARY TIMES. I ASKED YOUR TEACHERS HOW YOU WERE ALL DOING, AND I GOT AN OVERWHELMING POSITIVE RESPONSE. HERE ARE THE STUDENTS THAT HAVE BEEN GOING ABOVE AND BEYOND IN THEIR SCHOOLWORK AND ONLINE LESSONS. WELL DONE EVERYONE! KEEP UP THE GREAT WORK.

- MRS FITZPATRICK

FROM Ms CRABTREE:

CONOR D - ALWAYS ANSWERING QUESTIONS (& SPEAKING), CONTRIBUTING GREAT IDEAS TO JAMBOARDS & HELPING ME WITH IT ISSUES!

KELSEY G- GREAT IDEAS AND CONTRIBUTIONS
NICOLASSA V - ALWAYS PARTICIPATING AND JOINING IN DISCUSSIONS

VIKTOR O - GREAT SPOKEN ANSWERS

ROKSANA M - GREAT PARTICIPATION

FROM MR NORMANS 10A RE CLASS THE BELOW HAVE MADE GOOD CONTRIBUTIONS AND ENGAGEMENT:

OBINNA

JOSHUA

CONOR

FROM MRS OSBOURNE:

OHN S. ALWAYS PARTICIPATES IN LIVE LESSONS FULLY ENGAGED THROUGHOUT.

FROM Ms PEARCE:

KHALIL S. - EXCELLENT EFFORT IN WRITTEN WORK

GABRIEL T. - OUTSTANDING CONTRIBUTIONS IN ONLINE LESSONS, ASKING HIGH LEVEL QUESTIONS

OBINNA - OUTSTANDING CONTRIBUTIONS IN ONLINE LESSONS, ASKING HIGH LEVEL QUESTIONS

YEAR 10 - CAREERS

WE ASKED YEAR 10 WHAT CAREER WOULD YOU LIKE TO PURSUE AND WHY?

ASHWIN
10P

Aeronautical Engineering because I love planes and I want know how they've been assembled.

MAXWELL

10P

Engineering, I am interested in fixing and making objects.

IZADORA
10AN

I'd like to work in forensic science or the morgue

TARA

10E

I want to become an author. I've really enjoyed writing ever since I was little so that's what I want to do

JESSICA
10S

I would like to be a mid-wife because it has always been my dream. I have a lot of siblings and I always went to the hospital with my mum when she was pregnant, to see a mid-wife. I like the job they do and I want to help the mothers in their pregnancy.

REBECCA

10AN

I want to be an entrepreneur and build my business of making vegan nail polish, formulating curly hair products and making accessories.

NALINI
10I

I would like to be a Veterinarian because I love animals and working or being around them, and animals help me forget all the bad things in life so I would like to be surrounded by animals when I'm older.

ELIJAH

10P

Musician, singer/songwriter, actor

MARIA
10AN

Something in the Aviation Industry. Because I really take interest in planes and flying and to have that in my career would be nice.

WE ASKED YEAR 10 WHAT CAREER WOULD YOU LIKE TO PURSUE AND WHY?

KLARA
10I

I'd like to be an architect because I'm good at designing and drawing. My parents have a building company so I could help them.

JESSICA

10E

I would like to do something to do with finance or accounting. For example a financial advisor or a finance accountant

AMELIA
10S

I would like to go into a career to do with STEM subjects, specifically engineering or architecture.

CHEANI

10S

Psychiatrist, I love helping people and I know a lot about mental health. I know how to handle people when they are scared to express their feelings

OBINNA
10A

I would like to take an apprenticeship in banking by the age of 16. By the time I am 20 I strive to buy properties and rent them out to receive passive income every month.

ASHLEE MIE

10R

*Software Engineer- Because I am really fascinated by technology and how it could change the world. I also want to try and create my own software.
Forensic Scientist- Because I am intrigued on how a single piece of DNA could help solve a crime scene or a cold case.
Nurse- Because of the pandemic, I would like to help them to overcome any future diseases.*

KIERAN

10P

I would like to be a mechanic because it is a fun job and it will also save me a lot of money as if my bike/car breaks down I will be able to fix it myself

D&T ASSEMBLED

Students have been designing and making hats and exploring branding in textiles. They will be creating and branding their own new companies for their hat & bow tie projects. Year 7 have also been attempting the Rubber Band Car Project.

A rubber band is a really simple way to power a model car. By stretching a rubber band, you are turning your mechanical energy into elastic potential energy. When you let the car go, this is then turned back into mechanical energy as it turns the wheels, powering the car forward.

Can you name Company/brand slogans????

become your worth it	Think Google it's a thing	Just do it	Just do it	Every little helps-Asda	where's the beef, think different
work, rest, and play-Mars bar	EA sports to the game	"Eat Like A Bear" Pret A Manger	de berr	L'Oréal "Because You're Worth It."	"Big on quality, Lid on price" Lidl
Think big IMAX	snickers - get some nuts	"Because You're Worth It."	snickers - get some nuts	snickers - get some nuts	snickers - get some nuts



Company Slogans...

Red Bulls give you wings-Red bull	Betcha can't eat just one-Lay's	Every little helps	I'm Lovin' it
Quality never goes out of style-Levis	Just do it	Just do it	Finger Licking good- KFC
Think Big-IMAX	Think Different - Apple	Think Different - Apple	Think Different - Apple



What makes a good/reflective logo?

Don't make it 'bland'	effective	true	images	Make it easy	colour
Make it your own	vigorous	Make your words on the logo stand out	Style	Make it stand out from others	Simple is good
Lively	Unique	Original	Make sure you first like it's the right logo. make it your own.	make it big and bold	make it big and bold



How many BRAND names (Company names) can you think of...

Primark	gucci	McDonald's	Argos	Netflix	Nike
Amazon	tesco	amazon	Adidas	amazon	amazon
JD	Ebay	Nike	Nike	netflix	Gucci
Tik tok	Apple	Zara	TKmaxx	next	
Disney	Sky	Google	Foot Locker	Google	KFC



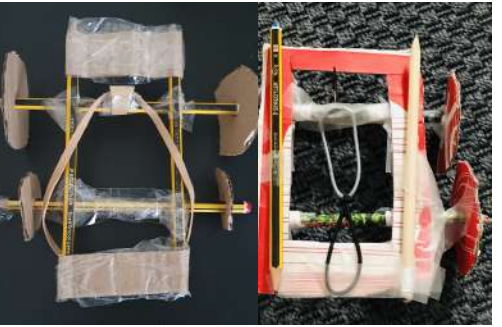
Company Names BRANDS

Primark	tesco	amazon	gucci	McDonald's	Argos	Netflix	Nike
You tube	Facebook	Wendy's	primark	Samsung	tesco	amazon	Adidas
channel	Prada	CocaCola	JD	Sainsbury	Ebay	Nike	netflix
Facebook	Tik tok	twitter	BURGER KING	Argos	apple	Zara	TKmaxx
Disney	Sky	Google	foot locker	google	KFC	linzi	



What makes a good Logo?

Something we're no one else would do anything like it	Bold and creative	Easy to recognize	stand out from other logos	versatile
relates to what you are selling	Using different fonts	Clear Name	Colourful	stand out from other logos
original	Easy to spot	Something that stands out and is different to other logos.	iconic	iconic



SPEAKER'S CORNER

Sexism in the Classroom by Tanya Cannon

Inequality between women and men is embedded throughout society, and the education system is no exception. Sexism is something that is embedded in school – not purposefully or intentionally, but extremely prominently. Research and student personal accounts suggest school is a key site where sexist attitudes and behaviours are fostered and exacerbated. Understanding and tackling sexism in schools is therefore critical to ensuring boys and girls can learn and live as equals – and to ending sex inequality in society as a whole.

From a young age, teachers have set the stereotypes to which young boys and girls are influenced to conform to. In primary school, it was the teacher asking for “a few big, strong boys” to help them lift something. It was having to play tennis or rounders, while the same “big, strong boys” were able to play football or rugby. It was having to justify the want to participate in said activities with the explanation of “I’m not a girly girl” and becoming what was known as a “tom boy”. So, from around reception age, girls had to – in a way – defeminise themselves if they wanted to fit in and engage in more “boyish” activities, which all seems so unimportant and insignificant – who actually cares or has something against a primary school girl who wants to kick a ball around? How does this make her any less of a girl?

It is around this time where certain words and phrases begin to be thrown about. Although, in most cases, not as severe or inappropriate as what older teenage boys have to say, but still sexist and misogynistic – denigrating girls and femaleness. Common use of language includes that which associates negative characteristics with being female. For example, the inability to do something properly or with skill, is likened to doing it “like a girl” – throwing like a girl, or running like a girl. This language used by children as young as 7 or 8 is also interlinked with homophobic bullying – more severe as the child grows up and develops more hateful terms. The phrase “that’s so gay” is usually used to refer pejoratively to boys doing things stereotypically associated with girls, and on top of this insults the LGBTQ+ community, as if there is anything wrong with being feminine, or with being gay. Furthermore, while slurs are used to undermine femininity and homosexuality, positive characteristics are associated with being male – phrases like “man up” to try to get a more positive and “masculine” action from a boy is seen as a good thing – definitely doesn’t plant a seed of toxic masculinity into young, impressionable primary school children or anything. Absolutely not.

As we investigate older years and secondary school children, the language and terminology only worsen. “man up” develops into “don’t be a p***y”. “girly girls” are now more likely to be subjected to gender name-calling. The accepted and casual use of this language that denigrates girls/women fuels harmful and close-minded ideas about what it means to be a man or woman in society today – it contributes massively to sexist attitudes and behaviours.

If we switch our attention completely away from primary school, and into the older years, we can see how immense and normalised the discrimination actually is. One aspect of the education system which seems to punish young girls is the school uniform prejudice. The main purpose of a uniform is for everyone to look the same and feel equal, and to create a professional working environment for children. However, the underlying issue here is that girls tend to face a lot more criticism regarding their uniform than boys do – being corrected or pulled aside is very common. Short skirts are treated as the “enemy” and valuable class time is spent confronting them – they apparently show a “lack of self-respect” and “distracts the boys”. This very much enhances the idea that girls should learn to cover up, as opposed to boys learning some self-control. This completely sexualises girls from a young age – even when teachers mean well. The message being sent here is that a little bit more of your legs showing is enough to completely distract and dismantle the entire male student body. It probably doesn’t come as a surprise to see that boys are allowed to wear tight shirts which enhance muscles, where if a girl did the same thing she would instantaneously be made to cover up, as her chest would be showing. It is completely understandable that uniform is important and should be adhered to (or else it does not have a use) but the double standard really has to go.

Another thing I would like to bring light to, is the difference between being “charming”, and being disrespectful. A vast majority of ‘class-clowns’ are boys who create a playful rapport with the teacher, getting away with the cheekiest lines. Teachers often laugh at their jokes, or just chuckle and shake their head, and try to turn class attention to something else. Overall, it is all seen in good fun. If a girl tries to do the same and acts loud or uses the same sort of remarks, they are much more likely to be reprimanded and called “distracted” or “disrespectful”. And before you ask, no, this isn’t because “women aren’t funny” – they are just expected to be quiet and polite, and let “boys be boys”. Male students are seen as charming and witty, when girls are scolded. There is nothing wrong with having a more relaxed and humorous relationship with a teacher – some teachers are more laid back and enjoy a bit of fun in the classroom. Their reaction, however, shouldn’t depend on the gender of the person telling the joke. I could list a mighty number of boys who could literally get away with murder – boys who haven’t been reprimanded or educated, even when making “jokey” and sometimes sexist remarks.

One of these “jokey” remarks could, for example, be the use of words like “know-it-all”. Obviously, this may vary in the words used, and in the severity of the language surrounding it used, however the message sent is all the same. It is thrown about casually in school, to describe someone who has a lot of knowledge about a subject, unafraid to demonstrate this in the classroom – usually in reference to a girl (and in some cases a boy) who keeps putting their hand up or excelling in exams. For example, although I am completely capable of answering questions in class, the thought of constantly keeping my hand up is likened to that of a rabbit constantly poking their head into a fox’s den. I’d rather not have people rolling their eyes when I answer a few questions in a row. And god forbid the overachiever gets an answer wrong, the embarrassment you would feel is really not the same as what a less intelligent male student would feel. I also don’t like to bring up the amount of and difficulty of subjects I do in fear of being called something like a “know-it-all” or “bang out”. The usual reaction is a sigh, or an eye roll, and I am usually told I don’t have much of a life for the amount of studying I do. Yet, when a male peer takes the same number of subjects, or subjects of subjectively harder difficulty, they are praised, they are congratulated. It’s honourable if they spend hours putting effort into revision and work. They aren’t “know-it-alls” – they are smart, they are intelligent. I’d dread to think what would happen if a girl openly bragged about doing maths or physics – the slating she’d receive for being arrogant and overconfident would be massive. But alas, when the intellectually superior, Son of Adam utters a hint of “physics” or “engineering”, people genuinely forget how to act – it’s as if they’ve won the lottery or something when they hear a boy doing a subject already perceived as “masculine”. This all makes many intelligent girls unsure about participating in the classroom, and are made to feel less proud of achievements or for doing harder subjects. All talented students should be encouraged by peers and motivated by faculty, not made to feel threatened by others who are annoyed by her capabilities.

The most shocking and horrible thing through all this, is the genuine attitudes of teenage boys regarding women and the female gender. I understand, a lot of these may be jokes or an unserious bit of banter, however looking into a classroom filled with extremely questionable views is just so infuriating. The number of sighs and eye rolling when anything to do with feminism or women’s rights comes up is so exasperating – although it is funny to watch as their eyes prick up and their blood begins to boil whenever gender is brought into anything. There are more boys telling girls to “go back to the kitchen” and “make me a sandwich” than there are passing Maths and English GCSE. The other day in my politics lesson, I gave a speech on period pads – on why I think they should be free for under 18-year olds. The questions that were asked at the end of my speech were so ignorant and so incredibly close-minded. A lot of them were just to gage a reaction, but how can a teenage boy genuinely sit there and laugh about period struggles and undermine the use of pads. According to them, we should apparently be grateful for the invention of pads – even those poorest in society who cannot afford them. I would even feel uncomfortable performing this speech in front of that class – in front of most of my classes for that matter – and would fear the reaction that comes with it.

Another massive thing intertwined with this, is the slut-shaming that takes place, and culture that surrounds sex and who should engage in it. The names used to describe women and girls who are more flamboyant and like to wear or post photos in a little bit less clothing would never be used to describe a male model (or even student) who decided to post a shirtless photo, or a photo of them in swimming gear or beach clothing.

I am sure we have all heard the saying “a key that opens many locks is a master key, whereas a lock that is opened by many keys is a bad lock”. This is an ideology that many young men like to follow and preach – this hypocritical and sexist saying that promotes the illogical notion that men should be praised for having lots of partners, but women should be condemned for doing the exact same thing. It also promotes the outdated notion that women are somehow more responsible for maintaining chastity than men. It reinforces a competitive aspect to sexual politics instead of a cooperative one. Some boys obviously find it hard to distinguish the difference between people and locks, and use this as a way to excuse their own conduct while condemning others for identical behaviour, to degrade or shame them.

The final thing that I think is the most disappointing in all of this, is the impact it has had on young girls’ mentalities on women and issues. There’s this fresh new idea of “pick me” culture, which includes young girls putting other females down to make themselves feel better in front of boys, or completely changing their values and ideas to adapt to those around them, in an attempt to salvage some male attention. Many girls go along with the sexist jokes many boys like to make, thinking it makes them look impressive or funnier. Saying “women aren’t funny” as a girl is literally like obtaining a magnet – it attracts a lot of (wanted) male attention. Some girls go around saying they are not feminists like it’s some sort of achievement – how can you campaign against yourself? Do you not want rights? These are the same girls that agree with boys when they slut-shame girls and use the “key” saying – they may even participate in the name-calling themselves, to try to elevate themselves and make them look better and more desirable than the other female. This ties back to the very first point I made, and mimics the idea of young schoolgirls having to justify themselves by saying “I’m not a girly girl”.

Everything I have talked about, and more, contributes massively towards attitudes of young teenage boys and some girls in classrooms – to their actual thoughts and personal sexist, homophobic and misogynistic attitudes. Sexism is deep-seated in the hallways and classrooms, and plants a seed of prejudice into the minds of young impressionable students, who will likely go on to further exacerbate these ideas and live by them as they get older. We have to target this issue from when it is first introduced from a young age, if we want to solve the issue of sexism both in the education system, and in society as a whole.

CAREERS CORNER

Dear parents,

In a 'normal' year we would start organising work experience placements for your child to take place in the last 2 weeks of the summer term (July 2021).

As we are all aware, recent times can be described as anything but 'normal'.

For that reason, this year's work experience placements will be cancelled.

Instead of this we would like all our year 10 students to take advantage of the following opportunities that their YL has been sharing with them:

- Virtual/Online Work experience from S4S (see following pages for more information)
- The Virtual National Apprenticeship Show (www.nas.vfairs.com) taking place on 10 February
- And many more.

Please read "The Parents' Guide information" pack in the following link to see more opportunities for your child and why these are important.

<https://bit.ly/39MC4Ko>

Kind regards,

Mr Fidegnon

CAREERS CORNER

Not sure on the benefits of Virtual Work Experience?
Click here to find out more



SPEAKERS
for schools
EXPERIENCE



VWEX tailored for ambitious open-minded young women – careers within construction

Danny Sullivan Group
Virtual Work Experience -

Calling ambitious, open-minded young women from years 11, 12 & 13! Are you brave enough to consider a career within a sector that is currently dominated by men? Are you someone who enjoys Science, Technology, Engineering or Maths (STEM subjects)?

Not sure what your future career pat...

Online 15/02/2021 Favourite

[VIEW OPPORTUNITY](#)



Virtual Insight Day with Pineshield (Home Care Provider)

Pineshield Health & Social Care
Virtual Work Experience -

Calling all students Year 10 & 11 Interested in learning more about home care and the sector in general.

We are a small domiciliary care company based in Cardiff, Wales. We are forward-thinking and believe that technology can play a big part in supporting the delivery of the care we pro...

Online 15/02/2021 Favourite

[VIEW OPPORTUNITY](#)



Global Youth Construct - Discover your Construction Career on our International Challenge Programme

Bell Group UK
Virtual Work Experience -

Bell Group UK, Bristol Works and Black Professionals in Construction invite you to join us for 'Global Youth Construct', an International Virtual Work Experience Programme for young people in Years 9-11.

Students from Bristol will work together in teams with students from schools and colle...

Online 08/02/2021 Favourite

[VIEW OPPORTUNITY](#)



Construction Management Virtual Work Experience - Future Leaders Wanted!

Willmott Dixon Construction Joint Venture
Virtual Work Experience -

This opportunity is being delivered by four National construction companies, Amey, Balfour Beatty, Wates and Willmott Dixon.

Are you looking for a career in management?
Do you think construction is a dirty, low paid profession?

This Construction Management Careers Virtual Work...

Online 15/02/2021 Favourite

[VIEW OPPORTUNITY](#)



Virtual Work Experience with a leading Construction/Engineering/Infrastructure/Design Company

BMJV
Virtual Work Experience -

This work experience opportunity will enable you to understand more about working in the Smart Motorways sector, while opening your eyes to a number of different careers and the latest technology you may not have heard of...

Smart motorways use innovative technology to manage traffic, ensur...

Online 15/02/2021 Favourite

[VIEW OPPORTUNITY](#)



Build Yourself with Wates - Virtual Insight Day

Wates
Virtual Work Experience - Online

About Wates

Wates Group is one of the largest privately-owned construction, development and property services companies in the UK. We have a proud 120+ year history, now in our fourth generation of family ownership, Wates employs around 4,000 people and works with more than 10,000 supply-...

Featured Online 16/02/2021 Favourite

[VIEW OPPORTUNITY](#)



Somers Town Arts & Culture Virtual Work Experience

Regent's Place
Virtual Work Experience -

Through a five-day schedule of interactive webinars and group sessions, we will support you to design an (imaginary) exhibition. Over the week you will work through the planning stages to create an exhibition which celebrates Somers Town History of activism and community action.

You will us...

Online 15/02/2021 Favourite

[VIEW OPPORTUNITY](#)



Marsh & McLennan Companies 2-Day Work Experience

Marsh & McLennan Companies
Virtual Work Experience -

Finished your A-levels or in your final year at Sixth Form? If you are curious about Apprenticeships, interested in learning more about insurance broking, risk management and reinsurance, then we would like to invite you to attend our 2-day Work Experience. Who we are?

Marsh & McLennan...

Online 15/02/2021 Favourite

[VIEW OPPORTUNITY](#)



Leadership insight session run by the Royal Military Academy Sandhurst

The Royal Military Academy Sandhurst
Virtual Work Experience -

The Royal Military Academy Sandhurst (RMAS) is a globally renowned centre of excellence - responsible for training all officers in the British Army, and other armies from around the world. The youth engagement team at RMAS are hosting a virtual leadership session, to help you develop life skills...

Online 15/02/2021 Favourite

[VIEW OPPORTUNITY](#)

CAREERS CORNER



SPEAKERS FOR SCHOOLS
VIRTUAL TALKS &
BROADCASTS



The SFS Virtual Talks programme allows speakers to remotely connect with students in classrooms and share their unique insights and advice with young people.



DATE: Monday 25th January

TIME: 14:00 – 15:00

YEAR GROUP: KS4 – 5 / S4 – 6

SPEAKER: **Jason Spencer**, Business Development Director, ITV

[JOIN LINK COMING SOON](#)

Join us here to hear Jason Spencer, Business Development Director at ITV share his perspective on how the world of media and marketing is changing and the impact of digital transformation. Jason has led the growth in revenue of ITV's commercial teams across the UK outside London and will be sharing career advice for those considering careers in TV and digital sectors.



DATE: Wednesday 27th January

TIME: 14:00 – 15:00

YEAR GROUP: KS3 – 5 / S1 – 6

SPEAKER: **Col Russell Lewis**, Head of Youth Engagement, Royal Military Academy Sandhurst

[CLICK HERE TO JOIN](#)

Join us to watch a broadcast with Lieutenant Colonel Lewis from The Royal Military Sandhurst. Lieutenant Colonel Lewis left regular service in 2013 and now delivers strategy, leadership and team building training. He will discuss how values and standards benefit great teamwork and leadership. He will also reflect on how young people can build their confidence and resilience.



DATE: Tuesday 26th January

TIME: 10:00 – 11:00

YEAR GROUP: KS4 – 5 / S4 – 6

SPEAKER: **Brandie Deignan**, Chief Executive Officer, Pier Health Group & Former Managing Director, Marco Pierre White Restaurants

[JOIN LINK COMING SOON](#)

Join us to hear Brandie Deignan, Chief Executive Officer at Pier Health Group and Former Managing Director at Marco Pierre White Restaurants discuss the importance of empowerment and what is it like to change your career path. A must watch for young aspiring leaders!



DATE: Thursday 28th January

TIME: 14:00 – 15:00

YEAR GROUP: KS4 – 5 / S4 – 6

SPEAKER: **Toby Jones**, Actor

[JOIN LINK COMING SOON](#)

Tune in to hear from Actor, Toby Jones. Toby has starred in films such as the Hunger Games, Harry Potter and Snow White and the Huntsman. Toby will be sharing his insights into his career and discussing the importance of the creative industries. There will be an opportunity for students to submit their own questions.

Join 10 minutes before the broadcast to be ready

Learn how to join a VTALK here:

Joining a VTALK

8 months ago | More

Speakers for Schools [Follow](#)

More from Speakers for Schools

[Autoplay next video](#)

Joining a VTALK

Speakers for Schools

VIRTUAL APPRENTICESHIP CAREERS FAIR 2021

by  **SPRINGPOD**[®]
27TH JANUARY 2021

Lockdown Virtual Careers Fair With the UK's Top Employers!

The current situation we find ourselves in shouldn't stop students' early careers learning! Usually they'd have face-to-face resources such as Careers Fairs and Work Experience Programmes to help them work towards their future.

That's why Springpod is holding a **Virtual Careers Fair**, taking place on the 27th of January, which allows students to learn from companies such as HSBC, Network Rail, EY and Cancer Research UK.

MEET OUR APPRENTICESHIP EMPLOYERS



Some of the companies providing talks and interacting with students are also either due to run Virtual Work Experience Programmes in the coming months or are already accepting applications. This means that, not only will students be able to learn about potential apprenticeships at each company, but also find out about current programmes and insight days that they can get involved with from home!

[LEARN MORE](#)

Welcome to Holy Family Sixth Form

6TH FORM

APPLICATIONS

APPLY ONLINE NOW!

JOIN OUR
OUTSTANDING
SIXTH FORM IN
SEPTEMBER 2021
AND OPEN THE
DOOR TO YOUR
FUTURE!



We have extended our deadlines for Sixth Form Applications -

Internal Holy Family year 11 students: Friday 19th March 2021

External year 11 students: Friday 19th Feb 2021

VIRTUAL OPEN EVENING: [HTTPS://WWW.HOLYFAMILY.WALTHAM.SCH.UK/SIXTH-FORM/ADMISSIONS/](https://www.holyfamily.waltham.sch.uk/sixth-form/admissions/)

APPLICATION PORTAL: [HTTPS://HOLYFAMILY.APPLICAA.COM/YEAR12](https://holyfamily.appliaa.com/year12)


Holy Family Catholic School & Sixth Form
ASPIRE TO THE HOLY FAMILY WAY
SIXTH FORM OPEN EVENING


Holy Family Catholic School & Sixth Form
ASPIRE TO THE HOLY FAMILY WAY
SIXTH FORM OPEN EVENING

1) Why study at Holy Family?



 @HFCSWaltham  @HFCSWaltham  www.holyfamilywaltham.sch.uk

2) Choosing your subjects



 @HFCSWaltham  @HFCSWaltham  www.holyfamilywaltham.sch.uk


Holy Family Catholic School & Sixth Form
ASPIRE TO THE HOLY FAMILY WAY
SIXTH FORM OPEN EVENING


Holy Family Catholic School & Sixth Form
ASPIRE TO THE HOLY FAMILY WAY
SIXTH FORM OPEN EVENING

3) How to apply to Holy Family



 @HFCSWaltham  @HFCSWaltham  www.holyfamilywaltham.sch.uk

4) Frequently Asked Questions



 @HFCSWaltham  @HFCSWaltham  www.holyfamilywaltham.sch.uk

Curriculum Information

[CURRICULUM OFFER FOR SEPTEMBER 2021](#)



[CURRICULUM PATHWAYS 2021](#)



[SIXTH FORM ADMISSIONS CRITERIA 2021](#)



SIXTH FORM LEAVERS 2020 DESTINATIONS



Joel Hippolyte

**Bristol, University of the West
of England**

**Studying: Aerospace
Engineering
with Pilot Studies**



Lachlan Patrick Houlihan

University of Kent

Studying: Film

Congratulations!

Congratulations!

Amelia Hogg

University of Leicester

Studying: Psychology



Victor Idowu

Kingston University

**Studying: Real Estate
Management with Business
Experience**



Amelia Hogg

University of Leicester

Studying: Psychology



Victor Idowu

Kingston University

**Studying: Real Estate
Management with Business
Experience**



Frances Iskra

**Royal Central School of Speech
and Drama,
University of London**

Studying: Costume Construction



Aji Jacob

University of Exeter

Studying: Law

Congratulations!

Congratulations!

Vanya Ivanova

**London Metropolitan
University**

Studying: Banking and Finance



Joyce James

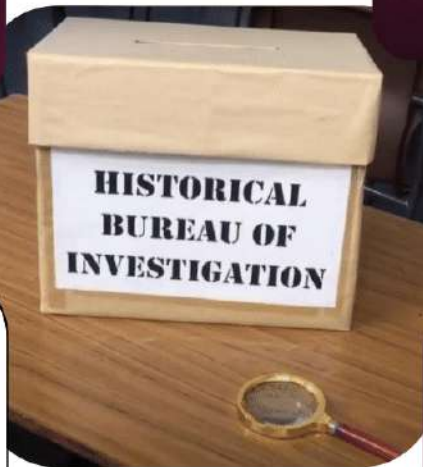
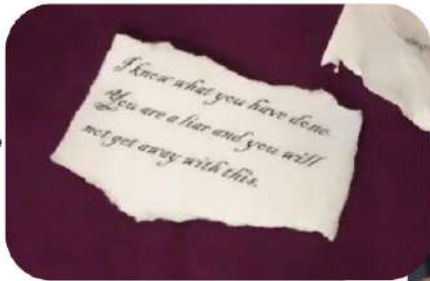
University of Hertfordshire

Studying: Social Work



The Haunted Abbey

Join History Club using class code: 4uit21r
Google Meet on Wednesdays at 3:30-4pm



27 October, 1263 Anno Domini
Lady Eleanor,

I have not yet received a response to any of my letters. My lady should consider that another offer of marriage may not be made to her and that the world is a dangerous place for an unprotected woman. I eagerly await your response to my proposal.

Yours,
An admirer



Lady Eleanor has been murdered! The killer has left clues around the room... can you find them all?

Crime scene pictures and videos are on the History Club Google Classroom.

THE WAY OF THE MATHS NINJA



BELIEVE IN MYSELF

I know that I will be successful with effort, practice and guidance.

EMBRACE CHALLENGES

I set goals and work hard to achieve them, especially when I am out of my comfort zone.



BE A FLEXIBLE PROBLEM SOLVER

I look for different ways to solve problems.

CELEBRATE MISTAKES

I use mistakes as an opportunity to learn and grow my brain.



FIND INSPIRATION IN OTHERS

I use feedback to revise my thinking and give feedback that is useful and kind. I communicate with others to share ideas and learn new approaches to solving problems.

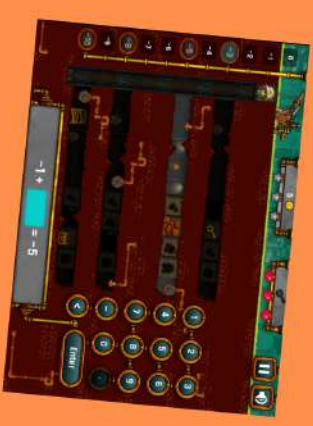
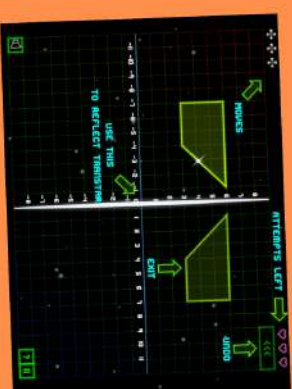


PERSIST

Learning is a continuous journey that never ends!

MANGAHIGH

MATHS GAMES AND QUIZZES
Compete with each other for top scores and medals!



Mangahigh.com
Login: fullname@hollyfamilycath

Password: family
School ID: 72953

KEEP READING

Waltham Forest are currently offering a 'click and collect' service from the Walthamstow, Chingford, Leyton, Leytonstone and Wood Street Libraries, and access to e-books.

[Click Here for more information](#)

“Today a reader, tomorrow a leader.” – Margaret Fuller





Holy Family Catholic School **Remote Learning Agreement**



You should adhere to and follow these rules when online.

Be Ready

- Use the school resources in the way they are intended to be used.
- Plan and use your time effectively online.
- Know your username and password to all school accounts, i.e Google Classroom, Mathswatch, Seneca etc
- Join all online lessons on time
- Check your accounts regularly so you are up to date with the work set.
- Complete all tasks by the deadline.

Be Respectful

- You should respond in a polite, respectful and appropriate manner to all posts online.
- You should respond in a polite, respectful and appropriate manner to members of staff in online communications (E-mail, Google Meets etc).
- Inappropriate behaviour includes:
 - Complaints about any post, individual or activity.
 - Intolerance towards any individual or group of people.
 - Posting inappropriate images.
 - Using the platform as a form of social media or as a chat forum
 - Posting and sharing information and/or images that are not related to the learning set.
- Report any cyber bullying or harassment immediately.
- Never do or say anything online that you would not do or say offline.

Be Safe

- Set yourself a screen time limit - it is important for your mental health.
- Never share your password or any personal details online
- Do not forward spam. It is not fun and it could damage the computer through viruses embedded in the emails.
- Report any unusual or suspicious online activity.

What happens if I break the rules?

- Any account where inappropriate behaviour is reported or suspected will be suspended immediately.
- Parents will be contacted to discuss the inappropriate behaviour and when it will be reinstated.

Please confirm you have read and agree to these rules by submitting the following form. <http://tiny.cc/HFCSRemoteLearningForm>

REMOTE EDUCATION 10 TOP TIPS FOR PARENTS

Remote education ensures continuous learning outside the classroom. For parents and carers, remote education isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote education experience.

1. TAKE AN ACTIVE INTEREST IN YOUR CHILD'S LEARNING

As a parent or carer, your school may have explained how remote education works already, but children may still need help. Take an active interest in their learning and help support them whenever they need a helping hand.



2. MONITOR YOUR CHILD'S COMMUNICATION AND ONLINE ACTIVITY

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.



3. ESTABLISH A DAILY SCHEDULE AND ROUTINE

Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.



4. ENCOURAGE SCREEN BREAKS AND PHYSICAL ACTIVITY AWAY FROM DEVICES

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teachers will invariably advise on screen breaks: however, it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.



5. ENSURE YOUR LEARNING DEVICE IS IN PUBLIC SPACE IN THE HOME

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral, with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.



6. IMPLEMENT SAFETY CONTROLS AND PRIVACY RESTRICTIONS ON APPS AND SOFTWARE

Dependant on how your school implements remote education, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.



7. ENSURE YOUR CHILD ONLY USES OFFICIAL SCHOOL COMMUNICATION CHANNELS

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.



8. FAMILIARISE YOURSELF WITH RELEVANT SCHOOL POLICIES

Schools should have a policy on remote education that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.



9. MAINTAIN FEEDBACK WITH TEACHERS

Engage in communication with teachers where possible, and try to feed back progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.



10. MONITOR YOUR CHILD'S WELLBEING AND MENTAL HEALTH

Remote education will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as they can. Whilst learning from home might seem fun and exciting to start to with, missing out on seeing their friends every day might take its toll.



Parenthood...

The most rewarding job in
the world

And also the toughest

Need some advice about your
child's behaviour or emotions?

Contact YoungMinds'
Parents Helpline

0808 802 5544

youngminds.org.uk/parents



YOUNGMINDS

Worried about how you're feeling?



Check out youngminds.org.uk/find-help

YOUNGMINDS



END RACISM

SCHOOLS MEDIA COMPETITION

We are looking for students (aged 14-18 inclusive) to submit an original piece of writing or an original image on the theme:

'LET'S CREATE A WORLD WITHOUT RACISM'

The winning entries will be published in the Far East magazine and online on Columban websites in Ireland and Britain and shared on Columban social media.

This is a chance to engage with an issue that addresses equality, justice, inclusion and also draws on faith and personal experience.

PRINT PRIZES
1ST £300
2ND £150 - 3RD £100

IMAGE PRIZES
1ST £300
2ND £150 - 3RD £100

**THE COMPETITION IS BEING LAUNCHED
ON MONDAY 5TH OCTOBER 2020**

“We cannot tolerate or turn a blind eye to racism and exclusion in any form and yet claim to defend the sacredness of every human life.” POPE FRANCIS, June 2020

**DEADLINE FOR ENTRIES:
SATURDAY 20TH FEBRUARY 2021**

For more information on entry guidelines see:

www.columbancompetition.com

or email hello@columbancompetition.com