

FAMILY MATTERS

HOLY FAMILY CATHOLIC SCHOOL
NEWSLETTER



HOPE

by Amelia Szwedo-Bielicki 10S

Hope is the food that the desperate need,
 Hope is the person that may mislead,
 Hope is the enemy that won't let you give in,
 Hope is the friend that will not let you sin,
 Yet hope declares all worthy of Love,
 It is the persuasion, the delicate shove,
 Hope is an enemy,
 Hope is a friend,
 Hope is the light that has no end.



**AMELIA'S POEM FITS
 PERFECTLY WITH
 CHILDREN'S MENTAL
 HEALTH WEEK & LGBTQ
 HISTORY MONTH.
 FULL POEM ON PAGE 17**



HEADTEACHER'S MESSAGE

Quotation of the week

"Homosexual people have a right to be in a family. They are children of God and have a right to a family. Nobody should be thrown out or made miserable over it."
Pope Francis speaking in October 2020.

LGBTQ History Month

We are clear that we want Holy Family to be an inclusive Catholic school where everybody is made to feel welcome. We believe that we are all created in God's likeness and image and that He is pleased with what He has created. We want to create a school environment where everyone is comfortable to be themselves and where we not only do not tolerate prejudice and discrimination but actively challenge it and act against it. In this month when we celebrate LGBTQ History we acknowledge the past failings of our society and we teach students about the contribution of the LGBTQ community in terms of history that has often been ignored or forgotten. We actively promote an understanding of the value and beauty of diversity and of our role as Catholics people in making sure that everyone is treated as the child of God that they are.

The Catholic Church is changing and increasingly clergy are recognising their responsibility to care for the pastoral needs of those from LGBTQ communities. Pope Francis has given a clear direction that he wants to see a strong emphasis on an inclusive church. In October 2020 he was quoted in a film about his life and work as saying that "homosexual people have a right to be in a family. They are children of God and have a right to a family. Nobody should be thrown out or made miserable over it." He is also shown in the film encouraging a gay couple to bring their three children to church each week. We draw strength and inspiration from the example of our Pope in this regard.

You will find other examples of resources about LGBTQ equality elsewhere in this week's edition of Family Matters. I know some people may find these challenging but we are making a clear statement to everyone in our community that we stand for equality, inclusion and diversity and want to be part of a school community that recognises and promotes that ethos.

Mental Health Week

The pandemic has had a negative effect on many people's mental health. All of us sometimes feel a bit down or a bit lonely, or not at our best but when these natural feelings turn into something more long-term then it is time to get help. Many of us have suffered with depressive illnesses for periods of our lives. Sometimes we are helped by medication, sometimes we are helped by talking therapies. Sometimes we manage to self-help our way through these periods through talking to friends, trying to look after our bodies and minds by eating well and getting regular exercise and keeping to a routine.

However, this is not always enough. Assuming that a person experiencing a period of mental ill-health can just work through things and get better, or even 'pull themselves together and snap out of it' is wrong, at best misguided and at worst very damaging. Our whole school assembly this week focused on mental health and the importance of understanding what it is, how to try to maintain good mental health and how to support those who are struggling with their mental well-being.

There are lots of sources of support for mental health and wellbeing. One particular useful resource for young people is a site called Kooth (<https://www.kooth.com/>). The Borough of Waltham Forest has purchased the Kooth services so that all young people in our secondary schools can access their services. More than 1500 young people in the bough did so in the past 12 months and it is well worth looking at this resource which can provide help and advice and also on-line counselling services. If you are worried about your son/daughter's mental health and would like to speak to us about it then please do get in touch with us.

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 MESSAGE

Thank
you



This week we are sad to say goodbye to long-serving member of staff Mrs McGeehan. Mrs McGeehan has been a stalwart of the office staff on the Wiseman site for many years.

She joined Holy Family in November of 2006 so has worked here for more than 14 years. During that time she must have had contact with many hundreds of Holy Family students and their families. She has also held the important role of one our first aid trained staff. In this role she's attended to many students who have been unwell or injured themselves running around at breaktime or in PE lessons and the students have always appreciated her kind and caring manner.

We will all miss you Mrs McGeehan and wish you well in the next stage of your life!

Good luck, Goodbye
& God Bless





HEADTEACHER'S

COMMENDATIONS



We have a good number of commendations again this week.

First off, nominated by Mrs Gaynor, the students who presented feedback to the Senior Leadership Team last week on remote learning. They are:

Yr 13: Marcelina Kucharska and Chloe Contaldo

Yr 12: Gabriel Lagrata and Jennifer Ganesharajah,

Yr 11: Vira Vitev and Paul Dimen,

Yr 10: John Shotikare and Lora Baranovska,

Yr 9: Giulia Distefano and Aleesha Loates,

Yr 8: Alexandra Gince and Chikanyima Igboama and in

Yr 7: Emily Gromska-Seedin, Arunnya Suthash and Oskar Toczek.

We also have commendations this week from Ms St-Aimee in the modern languages department for the following students for their outstanding engagement and work in their online language lessons.

They are:

Esther Maria Annobil, Dilucshy Bashkaran, Princess Belo, Adam Cassamally, Arnold Cyril, Paul Dimen, Sebastian El-Homsi, Steven Figueroa-Cortes, Robbie Itoko, Nikita Korjagin, Caspian Lee, Maeve-Anne Lucas, Milka Magnus, Brenda Mana, Chantelle Murchison, Shane O'Garro, Melissa Ocampo Marin, Rihanah Olatomirin, Louise Osei-Biney, Josh Dylan Villanueva and Vira Vitiv.

Also in Modern Languages we have nominations for the following Yr 8 students from Mrs Sheikh Omar who commends their absolutely amazing hard work in French lessons online, their active participation in lessons and the quality of work they have been submitting. They are:

Abhishan Athiraiyan, Julia Matajek, Vanessa Pallan, Luke Pemberton, Zuzanna Brodowska, Zuzanna Piasek, Miracle Sossouvi, Jessica Emmanuel, Jaida Foucher and Kethusan Arulmohan.

Finally this week we have nominations from Mr Myers in the English Department for:
Devonte Bokor

in year 8 for his excellent attitude in lessons and always trying his hardest.

Zack Dela Kwame,

in year 7 for consistently outstanding work and excellent attitude and contribution and for

Jack William,

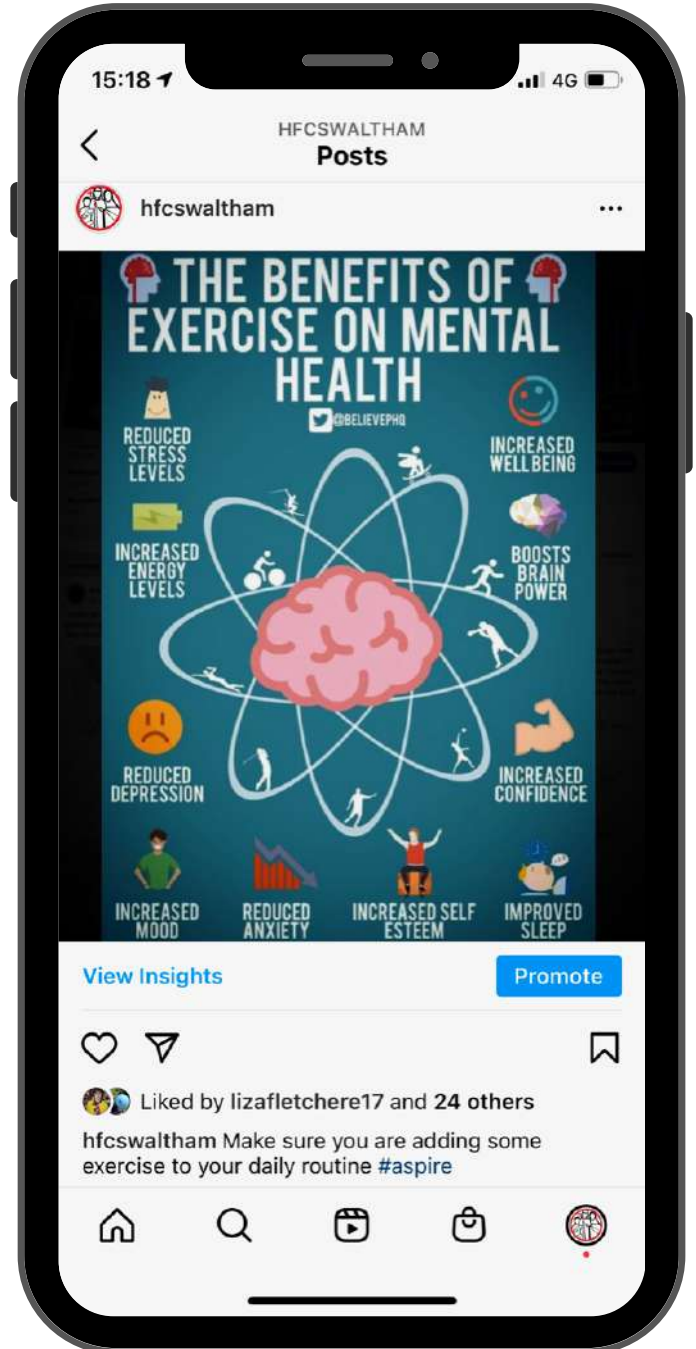
also in year 7 for his outstanding effort and contribution in online lessons.

Very well done to everyone. We have so many examples each week of outstanding application and resilience in the face of our current challenges which is great to see.

SOCIAL MEDIA CATCHUP



@HFCSWALTHAM



@HFCSWALTHAM



TikTok is a video-sharing social media app available on iOS and Android which lets users create, share, and view user created videos much in a similar manner to Facebook, Instagram and Snapchat. It's main draw, however, is that users can record and upload bite-sized looping videos of themselves lip-syncing and dancing to popular music or soundbites, often for comedic effect, which can then be further enhanced with filters, emojis and stickers. TikTok has been designed with the young user in mind and has a very addictive appeal. At the beginning of 2019 it skyrocketed in popularity to become the iOS store's most downloaded app with over 33 million downloads. Estimates suggest that it now has anything between 500 million and over 1 billion monthly active users worldwide.



What parents need to know about

TIKTOK



MATURE CONTENT

On the iOS store, TikTok is listed as 12+. On the Google Play Store it is rated as 'Parental guidance recommended'. When signing up for the app, it's possible to lie about your age without any form of verification. As children scroll through their feed, most of the videos they're likely to come across are lighthearted or funny takes on dance routines which are designed to make people laugh. However there has been a slew of videos which have been reported for featuring drug and alcohol abuse, self-harm and sexual content, including young teens dressing overtly sexually and behaving suggestively. Given the deluge of material uploaded to TikTok every day, it's impossible to moderate everything and it can be quite common to come across explicit content on the 'for you' feed when logging into the platform.



INAPPROPRIATE MUSIC

TikTok revolves around creating music videos through lip-syncing and dancing. Inevitably, some of the music featured by users will contain explicit or suggestive lyrics. Given the undeniably young user base, there is a risk that children may look to imitate the explicit language they hear or the suggestive actions they see when viewing others user's videos on the app.



TIKTOK FAME

TikTok is very image focused and there is a notable preoccupation with appearing cool and attractive. Many teenagers now attempt to go viral and become what's known in-app as 'TikTok famous'. TikTok (and its predecessor Musical.ly) has spawned its own celebrities - social media stars Loren Gray and Jacob Sartorius have been catapulted to fame through their initial exposure on the app. Obviously, most budding influencers looking to become the next big thing will be disappointed, but this may have the knock-on effect of making them go to more and more drastic lengths to get noticed.



ONLINE PREDATORS

As a social network, TikTok makes it easy to connect with other users. This includes the ability to comment on and react to other user's videos, follow their profile and download their content. Be aware that by default, any user can comment on your child's video if their account is set to public. Most interactions are harmless enough but as an app, TikTok is prone to predators because of the abundance of younger users.



ADDICTIVE NATURE

Social media is designed to be addictive and TikTok is no different. It can be fun and hugely entertaining. However, it is also because of this that it can be hard to put down. In addition to the short, punchy nature of the looping video format, the app's ability to keep you guessing what will come on screen next makes it easy to turn a five-minute visit into 45-minute visit.



IN-APP PURCHASES

Aside from the content, there's also the option to purchase in-app extras called 'TikTok coins'. Prices range from £0.99 for 100 coins to an eye-watering £93.99 for 10,000 coins. TikTok coins are used to purchase different emojis to reward content creators that a user finds funny or entertaining. In the iOS version of the app you can disable the option to buy TikTok coins but this sadly doesn't seem to be a feature in the Android version.



Safety Tips For Parents



TALK ABOUT ONLINE DANGERS

Assuming your child is above the age limit to use the app, make sure you also take the time to talk to them about what they are seeing on the app. Have a dialogue, get them to give you their opinion on what is appropriate and model the correct behaviour for them. Go over why they shouldn't give out private information or identifiable photos and be positive and understanding of them. In the long run, getting them to think critically about what they're seeing goes a long way to keeping them social media savvy.



USE PRIVACY SETTINGS

Undoubtedly, the easiest way to safeguard your child on TikTok is to make sure their account is set to private. This means only those users your child approves can view, like, and follow their content. Setting the account to private may clash with your child's goal of social media superstardom, but it will keep their account secure from strangers. This setting can be enabled under the privacy and safety menu by pressing the ellipsis in the 'me' tab of the app. To be extra safe, there are additional controls available to toggle such as who can send comments and messages, among other options.



ENABLE RESTRICTED MODE

In the digital wellbeing section there's the ability to turn on restricted mode using a PIN. Restricted mode filters out content that is not age appropriate although it should be noted that this isn't always 100% fool proof. When enabling restricted mode, parents should still be vigilant to what their child is watching and take note that the algorithm moderating content is not infallible.



EXPLORE AND LEARN YOURSELF

Understanding and learning the app yourself is a great way to get to grips with TikTok. You could then even use the app with your child and watch some videos with them. If you are the parent of a teen, even if it does not make you popular, keep a close eye on what they're viewing and sharing. That said, it's a brilliant chance to turn it into a bonding opportunity with your child also. You could even unleash your inner performer and make videos with them while (more importantly) keeping them safe online.



LEARN HOW TO REPORT AND BLOCK INAPPROPRIATE CONTENT

With the proper privacy settings in place, TikTok can be a safe space for your child to express themselves. However, just in case something does manage to slip through, make sure your child knows how to recognise and report content that isn't appropriate and get them to come to you about what they have seen. TikTok allows users to report offenders and comments within the app. You can also block individual users by going on their profile.



MODERATE SCREEN TIME

As entertaining as TikTok is, you can help your child moderate their time on the app by making use of the digital wellbeing section. Under the screen time management option, you can limit the daily allotted time allowed on the app in increments ranging from 40 to 120 minutes. You can also lock this preference behind a PIN number which has to be inputted in order to then exceed the daily time limit. This way your child can get their daily dose of memes without wasting away the day.



Meet our expert

Pete Badh is a writer with over 10+ years in research and analysis. Working within a specialist area for West Yorkshire Police, Pete has contributed work which has been pivotal in successfully winning high profile cases in court as well as writing as a subject matter expert for industry handbooks.



NEW FOR 2020 FAMILY SAFETY MODE

TikTok Family Safety Mode allows parents to link their own TikTok account to their child's. It's a great way to oversee your child's digital wellbeing by giving you direct control over their safety settings and being able to remotely turn features on and off. This includes managing screen time, the ability to send and receive direct messages (and with whom) and the ability to restrict the appearance of content that might not be age appropriate.



Chaplaincy Corner

Continuing the theme of ASPIRE, this week we're looking at "independence". While the pandemic may leave us feeling out of control, a great way to combat this is to focus on things we can control. For many students, they will be studying independently for maybe the first time.



Take responsibility for your learning and health. Be ready to start your learning day, know your timetable, remember your log ins!

Don't forget to keep active, chat to people. Have a snack (and clear up afterwards).

Take this a perfect opportunity to organise and declutter your living space, and enjoy the sense of satisfaction you get when it is done.

Lord, help me to use my time constructively and with love this day. Amen

Monday 8 February is the Feast Day of St Josephine Bakhita.

Josephine Bakhita, born in 1869, was a Sudanese-born former slave who became a Canossian nun in Italy, living and working there for 45 years.

She died in 1947, and in 2000, she became the first African woman to be canonised in modern times. She is the first person to be canonised from Sudan and is the patron saint of Sudan and South Sudan.

Saint Josephine Bakhita,

***You remained strong and brave through years of cruelty and abuse.
You did not become bitter,
but used your knowledge and experience in helping to prepare Sisters
who were going to work in Africa.
Your gentle manner brought peace and strength to all.***

***Help us to have courage when times are hard;
help us to be strong and supportive to anyone in need;
help us always to remain close, as you were, to Jesus,
and show his love to all.***

Amen ©CAFOD

Stay safe - Mrs. Grierson, Chaplain

SHARE YOUR VISION OF THE WORLD YOU WANT



Our choices are powerful. Their effects can reach far beyond us. They can help us shape the world we want. The daily decisions you make about what to eat, drink and wear affect the lives of people around the world – and the health of our planet.

This Fairtrade Fortnight, we're focusing on the choices we all make every day.

WHAT DOES THE WORLD YOU WANT TO SEE LOOK LIKE?

Young people between the ages of 5 and 25 are invited to share their vision of the world they want for farmers and workers worldwide, and the planet we share. Create your vision for the world you want, for the planet and everything on it, to celebrate Fairtrade Fortnight 2021.



Share your artwork, poem, prose or film for a chance for your work to be exhibited in the online Youth Exhibition at the **Choose the world you want** festival between 22 February and 7 March 2021.

Email your vision masterpiece to schools@fairtrade.org.uk with the subject line **CHOOSE THE WORLD YOU WANT** stating your name and age in the email.

Submit your vision by 1 March 2021!

N.B. By submitting your piece, you consent to it being used in the Youth Exhibition at the festival during Fairtrade Fortnight 2021, and for promotional use thereafter.

TOP TIPS FOR YOUR EXHIBITION PIECE

- ✓ If an image, try to take a clear photo in natural lighting. Try to fill the whole frame with your artwork.
- ✓ If a video, it must be shot in landscape, not portrait, and shared with us via a link to the video on YouTube or Vimeo.
- ✓ If you have written a poem or prose, please keep it to a maximum of one side of A4 and share electronically as an email, Word document or PDF.
- ✓ Remember to get consent from a parent or guardian!

**CHOOSE THE WORLD
YOU WANT**





**I'm Staying
siLENT
For
MILLION MINUTES**

Holy Family is going siLENT – join in by deciding how long you want to stay silent for and get sponsored! Encourage your family to join in – have a silent meal together. Turn off the TV and play a silent board game. Turn off your social media and read a book, in silence of course!

Take a photo or make a video of your silent time and when you turn on your social media, post it online with #siLENT

@Million_Minutes

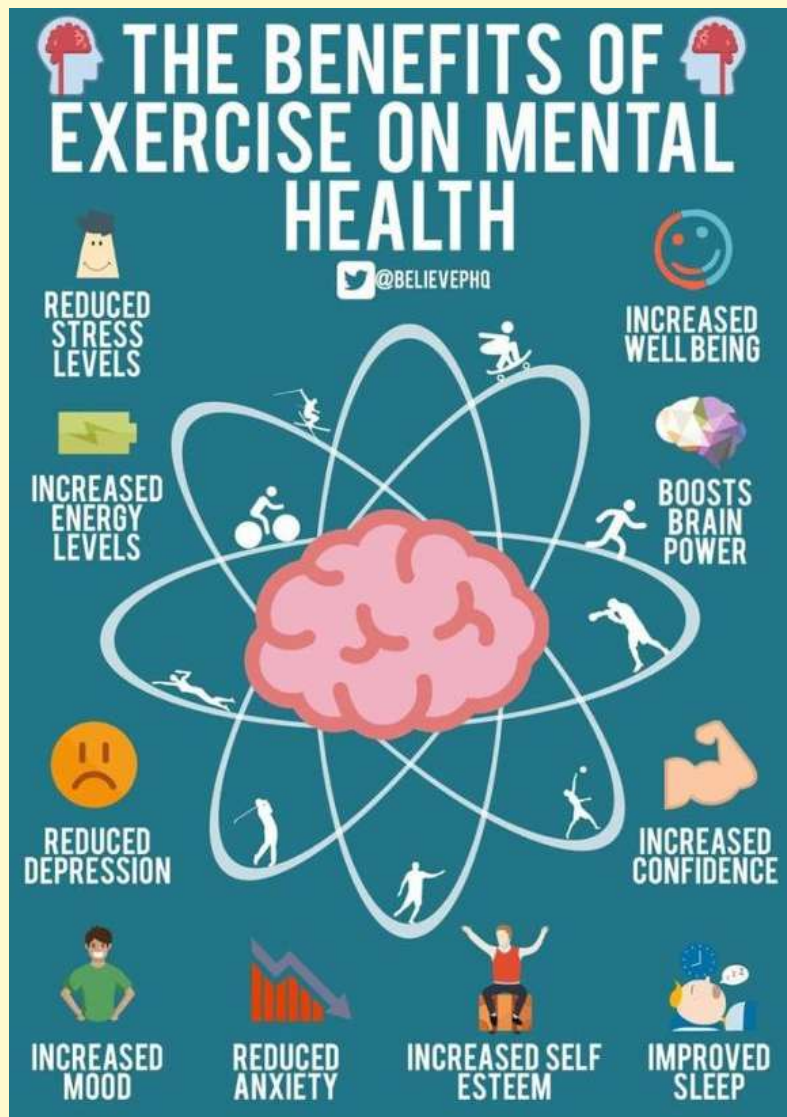
Spread the word and get sponsored – our fundraising page is [here](#)

[Email Mrs Grierson](#) to let her know you are taking part, or for more information.

TIPS FOR


WELLBEING

This week Mrs Cole & NELFT tell us:



NELFT **NHS**
NHS Foundation Trust

This week is Children's Mental Health Week.



#3. Get daily fresh air

If you do nothing else, do this. Go for a walk or a run and get your exercise in too, or even just open your window for a while if you can't do anything else – it will make a difference.



Maya Angelou

(4th April 1928 – 28th May 2014)



Marguerite 'Maya' Angelou (nee Johnson) was born in St Louis, Missouri, the child of a doorman and a nurse. She was given the nickname 'Maya' (meaning 'my' or 'mya sister') by her older brother. After her parent's marriage broke down, she was taken to live with her grandmother.

Later, aged eight, her father sent her to her mother, whose boyfriend abused her, and was murdered soon after. Shock made her mute for almost five years, but she developed a prolific memory and love of literature. Sent back to her grandmother, it was a beloved teacher who coaxed her to find her voice again.

Maya's varied life is a perfect example of how a person can overcome personal and institutional adversity to discover their skills and succeed in life: "I would like to be known as an intelligent woman, a courageous woman, a loving woman a woman who teaches by being." She certainly achieved that. The author of over thirty books and recipient of over fifty honorary degrees, she had many careers before becoming a writer, all before the age of 40. TIME Magazine pointed out in her 2014 obituary, Maya's jobs included cook, waitress, sex-worker, dancer, actor, playwright, editor at an English-language newspaper in Egypt, Calypso singer, and cast member of the opera Porgy and Bess.

She is best known for her 1969 memoir, *I Know Why the Caged Bird Sings*, the first non-fiction best-seller by an African-American woman. Maya achieved many firsts; the first black female cable car conductor, Hollywood's first female black director, and the first black woman to read her own poetry at a presidential inauguration - Bill Clinton's in 1993. Americans watched enthralled as she recited "On the Pulse of Morning," which begins "A Rock, a River, a Tree" and calls for peace, racial and religious harmony, and social justice for people of different origins, incomes, genders, and sexual orientations. It won a Grammy.

I Know Why the Caged Bird Sings is the first of six autobiographies. It is widely taught in schools, but has faced controversy over its portrayal of race, sexual abuse and violence. Her use of fiction-writing techniques like dialogue and plot was innovative for its time. Describing her work, Maya said, "Once I got into it I realised I was following a tradition established by Frederick Douglass - the slave narrative - speaking in the first-person singular; talking about the first-person plural (saying 'I', meaning 'we'). And what a responsibility; trying to work with that form, the autobiographical mode, to change it, to make it bigger, richer, finer, and more inclusive in the twentieth century has been a great challenge for me."

Given the importance of the Black Lives Matter movement it seems appropriate to feature a writer who has clearly dealt with and challenged both racism and homophobia. Her work has inspired so many writers and celebrities including Oprah Winfrey and President Barack Obama, who presented her with the Presidential Medal of Freedom, the highest civilian Honour in the U.S. in 2011.

Body, Mind, Spirit

Lesbian Gay Bisexual Trans +
History Month

2021: PSHE

Schools OUT UK
The LGBT Education Charity
Charitable Incorporated Organisation No. 1156352

YEAR 8

- ★DAVID S - EXCELLENT WORK IN SPANISH, COMPLETING ALL THE SENECA WORK LONG BEFORE THE DUE DATE
- ★ALANI - MAKING POSITIVE CONTRIBUTIONS TO ONLINE SPANISH LESSONS, AND HELPING OUT THE TEACHER. GRACIAS!
- ★ELLIOT - OUTSTANDING READING OF HIS "JOURNEY TO THE CENTRE OF THE EARTH" WORK TO THE CLASS
 - ★GABRIEL - EXCELLENT EFFORT AND WORK ON PLATE BOUNDARIES IN GEOGRAPHY
- ★MILANNE - BRILLIANT CONTRIBUTIONS AND PARTICIPATION IN ONLINE LESSONS
 - ★GEORGE - EXCELLENT CONTRIBUTIONS TO ONLINE LESSONS
 - ★ANABEL - MOST TASKS COMPLETED ON ACTIVLEARN
- ★DUNCAN - BRILLIANT EFFORT IN CLASSWORK AND HOMEWORK IN SPANISH!
 - ★KEENAN - GREAT CONTRIBUTIONS TO SPANISH LESSONS. GRACIAS!
 - ★JESSICA - EXCELLENT WORK ON "THE DIGESTIVE SYSTEM" WHICH WAS PUBLISHED IN FAMILY MATTERS
- ★VANESSA - OUTSTANDING ANSWER ON THE DIFFERENT TYPES OF PLATE BOUNDARIES IN GEOGRAPHY
- ★ZUZANNA P - ALWAYS TRYING HER BEST, AND PRODUCING AN EXCELLENT PIECE OF WORK ON "THE DIGESTIVE SYSTEM" WHICH WAS PUBLISHED IN FAMILY MATTERS
 - ★MARIA BENKE - EXCELLENT USE OF LANGUAGE IN HISTORY
- ★AALIYAH - EXCELLENT EFFORT IN BOTH CLASSWORK AND HOMEWORK IN SPANISH
 - ★TRISH - EXCELLENT WORK ON "THE DIGESTIVE SYSTEM", WHICH WAS PUBLISHED IN FAMILY MATTERS
- ★CHIKANYIMA - BRILLIANT CONTRIBUTIONS AND PARTICIPATION IN ONLINE LESSONS
 - ★DAVID B - GREAT ENGAGEMENT WITH ONLINE TASKS
 - ★DILARA - BRILLIANT CONTRIBUTIONS AND PARTICIPATION IN ONLINE LESSONS
- ★BARANITHARAN - BRILLIANT EFFORT IN CLASSWORK AND HOMEWORK IN SPANISH!
- ★ANDREW - EXCELLENT EFFORT AND PARTICIPATION IN MS ALDERSON'S LESSONS

HOW TAIWANESE CULTURE AFFECTS COMMUNICATION AND BEHAVIOUR?

WYLMA MWANZA 81

COMMUNICATION IS A TECHNIQUE THROUGH WHICH INFORMATION IS TRANSMITTED FROM ONE PERSON TO THE OTHER. IT CAN BE IN MANY FORMS INCLUDING SPOKEN WORDS, WRITTEN MESSAGES AS WELL AS ACTIONS. IN TERMS OF ACTIONS, COMMUNICATION CAN BE IN DIFFERENT SITUATIONS AND CAN BE THROUGH GIVING GIFTS, BODY LANGUAGE, FACIAL EXPRESSIONS, AND OTHER ACTIONS THAT MAY CONVEY UNSPOKEN OR UNWRITTEN MEANING.

TAIWANESE CULTURE HAS AN IMPACT ON BOTH CULTURAL AND INTERCULTURAL COMMUNICATION. THE COUNTRY IS COMPOSED OF A DIVERSITY OF CULTURES AND ALL THESE INTERACT WITH EACH OTHER ON A DAILY BASIS AT DIFFERENT LEVELS BECAUSE THE COMMUNICATION AMONG THE TAIWANESE IS HIGHLY DEPENDENT ON THE CULTURE AND THIS IS BASED ON THE INDIVIDUAL'S SOCIAL NORMS, BELIEFS AND HOW THEY ACT. FURTHERMORE MANY LANGUAGES ARE SPOKEN IN TAIWAN: THE DOMINANT LANGUAGE IS MANDARIN CHINESE, BUT JAPANESE, ENGLISH AND THE NATIVE LANGUAGES OF HOLO AND HAKA ARE SPOKEN.

THIS MEANS MANY PEOPLE ARE MULTILINGUAL AND THEREFORE COMMUNICATION HAS TO ADAPT AND RESPOND TO THIS. THE MOST POPULAR PHRASE AFTER GREETING SOMEONE IS, "HAVE YOU EATEN?" AS THE IDEA OF HOSPITALITY AND GIFT GIVING IS CENTRAL TO THE PREDOMINANT TAIWANESE MAJORITIES' CONFUCIUS BELIEFS. READ MORE ABOUT TAIWAN HERE: [HTTPS://WWW.COMMISCEO-GLOBAL.COM/RESOURCES/COUNTRY-GUIDES/TAIWAN-GUIDE](https://www.commisceo-global.com/resources/country-guides/taiwan-guide)

SPORTS CORNER WITH GEORGE UZOMA 81G

AS WE ALL KNOW 4 WEEKS AGO MARKED THE START OF THE NEW YEAR. THIS NEW YEAR IS 2021 AND WE ARE ALL HOPING FOR A BETTER YEAR THAN LAST YEAR AND FOR A FRESH START WITH NEW PEOPLE.

DENNIS BERGKAMP

DENNIS BERGKAMP A DUTCH FOOTBALLER WAS HAVING POOR TWO SEASONS AT INTER MILAN AND THINGS WEREN'T REALLY WORKING OUT. IN 1995 ARSENAL F.C. WERE INTERESTED IN BERGKAMP AND SIGNED HIM FOR £7.5 MILLION. DENNIS BERGKAMP ENDED THE SEASON WITH 33 APPEARANCES AND 11 GOALS. THE NEXT SEASON HE SCORED 14 GOALS. THE FOLLOWING SEASON BERGKAMP AND HIS STRIKE PARTNER IAN WRIGHT GUIDED ARSENAL TO THE PREMIER LEAGUE SCORING 22 GOALS IN 40 APPEARANCES. IN 2006 WHEN DENNIS RETIRED HE HAD SCORED A TOTAL OF 120 GOALS FROM 423 APPEARANCES THE MORAL OF THIS STORY IS TO NOT GIVE UP EVEN THOUGH YOU'RE NOT DOING NECESSARILY WELL YOU SHOULD NEVER GIVE UP AND IF POSSIBLE YOU CAN CHANGE YOUR ENVIRONMENT AND TRY WORKING ON YOURSELF TO BE THE BEST VERSION OF YOU.

JOSEP (PEP) GUARDIOLA

IN 2006 BARCELONA LEGEND PEP GUARDIOLA RETIRED AFTER A 16 YEAR CAREER: PEP WANTED TO GET INTO MANAGING AND WAS OFFERED A JOB AT BARCELONA B TEAM IN 2007 AND IN 2008 HE WAS OFFERED A JOB AT MANAGING HIS BOYHOOD CLUB AND HIS PLAYING CAREER TEAM WHICH HE SPENT 17 YEARS AT(INCLUDING ACADEMY). HE WAS APPOINTED IN MAY 2008 AND PROMOTED FUTURE STARS SERGIO BUSQUETS AND PEDRO RODRIGUEZ. HE MADE BARCELONA A TOP TEAM AND INVENTED A BEAUTIFUL STYLE OF FOOTBALL CALLED 'TIKI TAKA' HE WON 3 LA LIGAS, 2 CHAMPIONS LEAGUES AND 2 FIFA CLUB WORLD CUPS. TO THE WHOLE WORLD'S SURPRISE IN 2013 HE DECIDED TO LEAVE THE CLUB AFTER SAYING HE WAS TIRED OF BARCELONA. HE WAS ANNOUNCED TO BE THE SUCCESSOR AT BAYERN MUNICH WHICH PEOPLE THOUGHT WAS A STEP DOWN FROM THE BUNDESLIGA. THIS DIDN'T STOP HIM FROM SUCCEEDING; HE WON 3 BUNDESLIGA'S(GERMAN LEAGUE), A SUPER CUP AND A FIFA CLUB WORLD CUP. THE MORAL OF THIS STORY IS YOU SHOULD ALWAYS PUSH YOURSELF HOWEVER TO BE PREPARED TO TAKE RISKS AS LIFE WOULDN'T BE THAT EASY. YOU SHOULD ALWAYS KEEP TRYING NO MATTER HOW MANY RISKS ARE TAKEN OR EVEN IF IT MAKES YOU COME OUT OF YOUR COMFORT ZONE AND IF YOU MAKE MISTAKES KEEP GOING AS IT IS JUST PART OF LIFE.

THANKS FOR READING, STAY SAFE AND GOD BLESS.

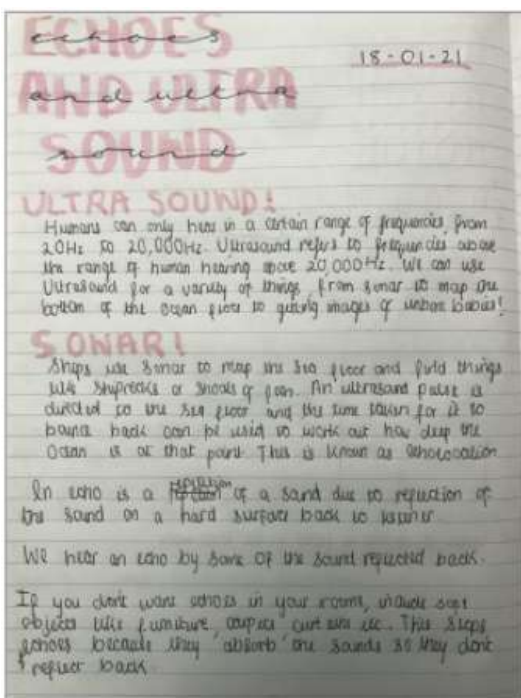
AS AN INVESTIGATIVE SCIENTIST WHO IS ALWAYS WILLING TO FIND OUT MORE ABOUT THE EARTH AND ITS MYSTERIES I HAVE INVENTED A MECHANISM TO HELP ME FULFILL MY QUEST TOWARDS THE INNER CORE OF THE EARTH. MY OWN MACHINERY IS CAPABLE OF AMONGST OTHERS, WITHSTANDING THE HARSH TEMPERATURES UNDERNEATH THE CRUST AND... LET ME TELL YOU, I JUST RETURNED HOME FROM A LIFE CHANGING EXPERIENCE.

AFTER NIGHTS AND DAYS OF HARD WORK, THE EFFORT FINALLY PAID OFF INTO A NON CONCEIVABLE RESPONSE TO MY WELL DEVELOPED MACHINE I BUILT, TO ACCOMPLISH MY MISSION. STARTING MY MACHINE, HOPING IT'S AS GOOD AS IT LOOKS, I PICTURED MY JOURNEY IN MY HEAD, AND I KNEW IT WOULDN'T BE EASY. AS I WAS MAKING MY WAY, IGNEOUS ROCKS WERE CRUNCHING AROUND ME AND AS A SCIENTIST I KNEW IT WAS A SIGN THAT I WAS NEARLY TO THE MANTLE. IMPRESSED ABOUT HOW FAR I GOT, I LOOKED BACK, NOT WANTING TO GIVE UP BECAUSE I WAS DETERMINED, I WANTED TO REACH MY DESTINATION. HOT ROCKS HITTING MY MACHINE, IT DIDN'T REALLY BOTHER ME BECAUSE AS I ALREADY SAID MY "DEVELOPED" MACHINE WAS SOUND PROOF ON THE INSIDE. DRILLING MY WAY THROUGH THE MANTLE ENTERING THE HARDEST BIT TO GET THROUGH, GETTING THROUGH THE MAGMA IS A DIFFICULT CHALLENGE TO OVERCOME. TO GET THROUGH THIS UNPLEASANT SITUATION YOU WOULD NEED A COVER TO PREVENT THE MAGMA FROM BLOCKING YOUR VIEW. FINALLY REACHING THE OUTER CORE, MINUTES AWAY FROM MY GOAL.

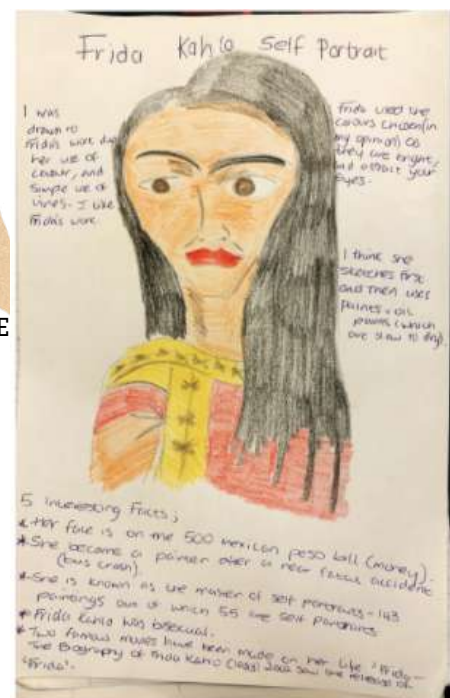
ONCE AGAIN DRILLING THROUGH ROCKS AND FINALLY, I OPENED MY WAY TO THE INNER CORE. AS MUCH AS I WANTED TO BE VERY HAPPY I STILL HAVEN'T FINISHED. REACHING OUT TRYING TO GRAB ONE OF THE MOST UNIQUE ROCKS AND A SAMPLE OF THE LAVA. RAPIDLY I STARTED MAKING MY WAY TO THE SURFACE HAPPILY. AS I REACHED THE SURFACE I HAD NO TIME FOR FUN.. INSTEAD I INVESTIGATED MY GOODS.

TO CONCLUDE I WOULD SAY THAT THE HARDEST BIT TO GET TO THE INNER CORE IS PASSING THE MAGMA AS YOU WOULD NEED SOMETHING THAT WOULD MAKE YOUR EYESIGHT BETTER TO SEE THROUGH THE BURNING HOT LIQUID. IN ADDITION WHAT YOU SHOULD BE EXPECTING IS OBSTACLES SUCH AS ROCKS, FLYING TOWARDS YOU, SO BE READY. AS A RECOMMENDATION I WOULD SUGGEST BETTER PROTECTION FOR MY MACHINE SINCE THERE WOULD BE ROCKS FLYING MY WAY, I WOULD ALSO SUGGEST A BETTER PROTECTION BLANKET SO I WOULD SEE BETTER THAN I DID IN MY LAST TRIP.

TIAGO PIRES DOS SANTOS 8S



MILANNE FERNANDO 8E
&
KATIE SHERIDAN 8A



YEAR 10 - CAREERS

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

LAUREN

10PH

Law or something to do with helping other people

ANTHONY

10S

I'll like to pursue a pilot career. I've always like flying on planes and it's just my dream to fly the plane one day

NEVAN

10PH

I would like to be a game designer because I enjoy games and programming.

SHOBI

10A

I would like to be a Youtuber because I want to make people smile and be able to watch my videos if they feel down and bring entertainment to people.

EMILIA

10P

Either a forensic pathologist or a forensic medical examiner. I have wanted to do this since I was 12 because I saw a lot of films and documentaries about this subject.

LYAN

10AN

I want to pursue engineering as my dad does it as a job and I wish to take over his company one day. I like engineering too as I find it interesting.

ANGELINA

10S

I would like to pursue a career in medicine and I would like to work for the NHS. If I wouldn't be able to get into a university for medicine, then I would probably go for banking, finance or accounting. I would like to pursue a career in medicine and become a doctor because I like the subject and I think working and helping others is a way of giving back to society and I think banking, finance and accounting is a nice field because you are working in a regular timetable almost and I think Maths is a good subject.

SARA

10E

Anything to do with acting

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

JADEN

10A

Architecture, I'm really passionate about my Art and I want to build homes and offices for the community.

NILOFER

10A

Engineering- I find it interesting

JOHN

10R

Not really sure but something in the engineering industry as I would like to be able to use my imagination to create things, or something to do with IT since I spend so much time on it.

LUKASZ

10R

I would like to pursue medicine because I find it very interesting specifically neurology

ROKSANA

10AN

I would like to become an actress because it was always my dream to be in movies and to improve my acting skills.

EMMANUEL

10AN

Selling business

CIARA

10E

Something that involves law or sports

TIFFANY

10A

Lawyer (because the whole concept of law is very interesting and I want to bring justice to innocent people) or an actress (I love acting and portraying so many emotions in one character, it brings me happiness)

HISTORY

To start off LGBTQ History month students have been looking at the question: "Was the Catholic Church a place of affirmation, tolerance or discrimination for gay people?" Exploring historical ideas throughout the centuries and discovering how the Church has changed its views over time.

To do: In each scenario, which is affirmation, tolerance or discrimination?

Scenario 1: I believe people in the LGBTQ+ community should not be allowed in my school.

Scenario 2: I believe people in the LGBTQ+ community should be allowed in my school.

Scenario 3: I believe people in the LGBTQ+ community should be a celebrated community in my school. LGBTQ+ history and current issues should be part of education and their lockdown.

Affirmation: When you consider different sexualities to be normal and support those with different sexualities to be themselves

Tolerance: When you accept that there are people who are different to you e.g. different sexualities

Discrimination: When you treat someone badly just because of who they are e.g. being gay

The 4th Century

People didn't think like we do today. For example, they wouldn't have thought that the opposite of gay is straight or the opposite of straight is gay.

Homosexuality was quite conventional (normal) and so might well have been part of a normal friendship.

For example, in the early Christian City of Antioch (today Turkey), Saint John Chrysostom observed that "No one is ashamed" and feared that "they do not seek remedy for this evil."

Mainly: Discrimination, tolerance or affirmation?

Fun Fact: In the 4th Century, The Noba people settled in what is today Sudan and southern Egypt. They would later form the kingdom of Nubia!

Christianity, Social Tolerance, and Homosexuality

John Boswell



The 7th Century

There were occasional laws against homosexuality.

Under Pope Saint Gregory II, for instance, lesbian activities carried a 160-day fasting penalty.

This was not a severe penalty compared to other punishments at the time. For example, a priest caught going hunting would be in trouble for three years.

Mainly: Discrimination, tolerance or affirmation?

Christianity, Social Tolerance, and Homosexuality

John Boswell



Stretch: Compare to the previous paragraph. Does change = progress?

The 12th Century

By the end of the 12th century, things changed.

For example in 1179, a new law was created to excommunicate homosexuals.

Property was often taken away from those who were found guilty of homosexuality.

Mainly: Discrimination, tolerance or affirmation?

Christianity, Social Tolerance, and Homosexuality

John Boswell



Stretch: Compare to the previous paragraph. Does change = progress?

The 14th Century

Further ideas from the Church made things worse for the homosexual community.

For example, Thomas Aquinas created lists of sinful activities. One list was about unnatural relationships. He considered homosexuality to be the second of five unnatural relationships.

Bernadino of Siena – an Italian priest - considered homosexuality to be the cause of depopulation. He also said it caused floods and the plague!

Mainly: Discrimination, tolerance or affirmation?

Stretch: Compare to the previous paragraph. Does change = progress?

Christianity, Social Tolerance, and Homosexuality

John Boswell



The 15th Century and 16th Century

The Church become even more vocal in punishing homosexual activities. In 1532 homosexual acts are considered criminal and punishable by death

By 1533, King Henry VIII had enacted the death penalty for homosexuality in England.

Mainly: Discrimination, tolerance or affirmation?

Christianity, Social Tolerance, and Homosexuality

John Boswell



Stretch: Compare to the previous paragraph. Does change = progress?

Early 20th Century

Very little changed. Homosexuality continued to be addressed as "crimen pessimum" meaning the worst crime.

In 1922 Priests were warned against being homosexual in a document called "On the Manner of Proceeding in Cases of the Crime of Solicitation". The offenders were to be suspended from their duties and sacked from all their posts. Priests who were homosexual were considered in the same way as child abusers.

Mainly: Discrimination, tolerance or affirmation?

Stretch: Compare to the previous paragraph. Does change = progress?

Christianity, Social Tolerance, and Homosexuality

John Boswell



Today

Pope Francis has said a range of things about the LGBTQ+ community:

"If they accept the Lord and have goodwill, who am I to judge them?"

"We have to find a way to help that father or that mother to stand by their [LGBTQ] son or daughter."

Mainly: Discrimination, tolerance or affirmation?

Stretch: Compare to the previous paragraph. Does change = progress?



ENGLISH

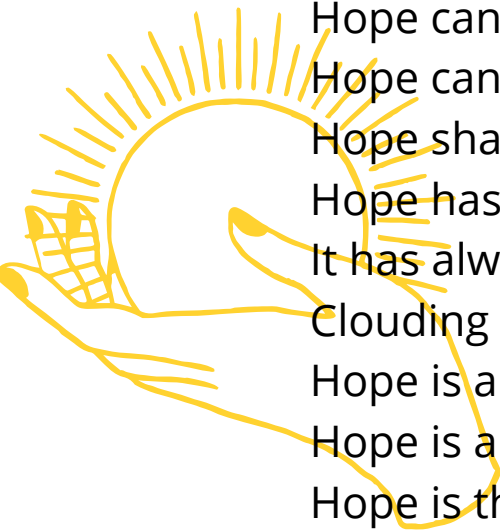
Hope

by Amelia Szwedo-Bielicki 10S

Hope is the food that the desperate need,
Hope is the person that may mislead,
Hope is the enemy that won't let you give in,
Hope is the friend that will not let you sin,
Yet hope declares all worthy of Love,
It is the persuasion, the delicate shove,
Hope is an enemy,
Hope is a friend,
Hope is the light that has no end.



Hope can travel through countries, through all,
Hope can have all empires fall,
Hope shatters the darkness inside,
Hope has no lever, it will not abide,
It has always been the master of fear,
Clouding some emotions, yet making most clear,
Hope is an enemy,
Hope is a friend,
Hope is the light that has no end.

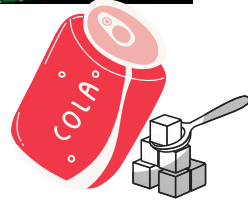
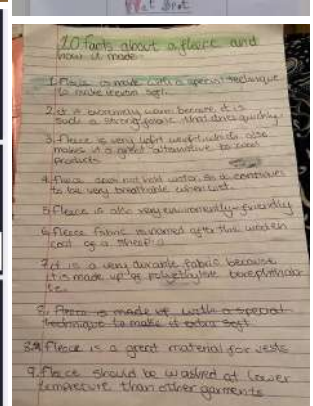
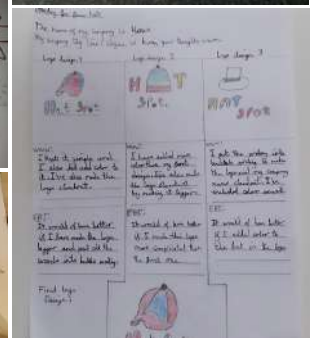
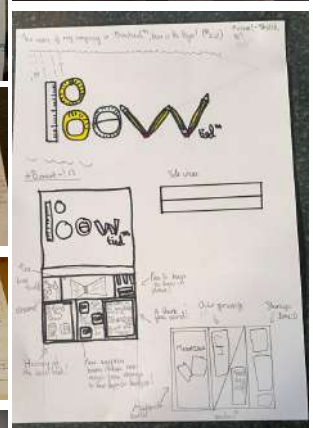
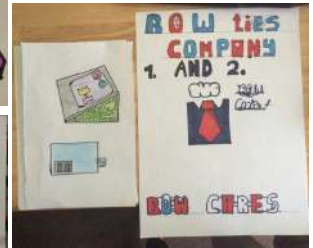
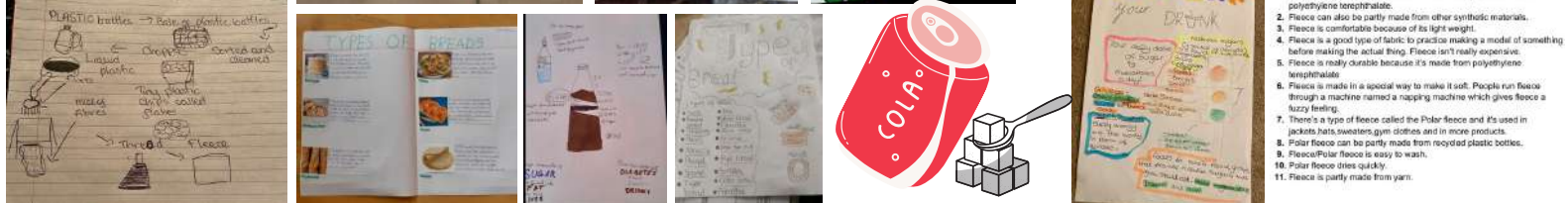
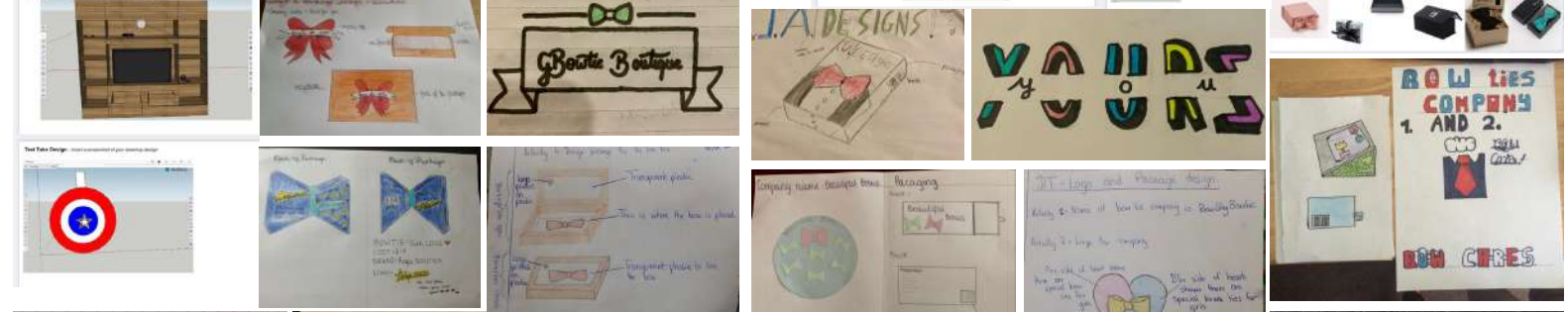
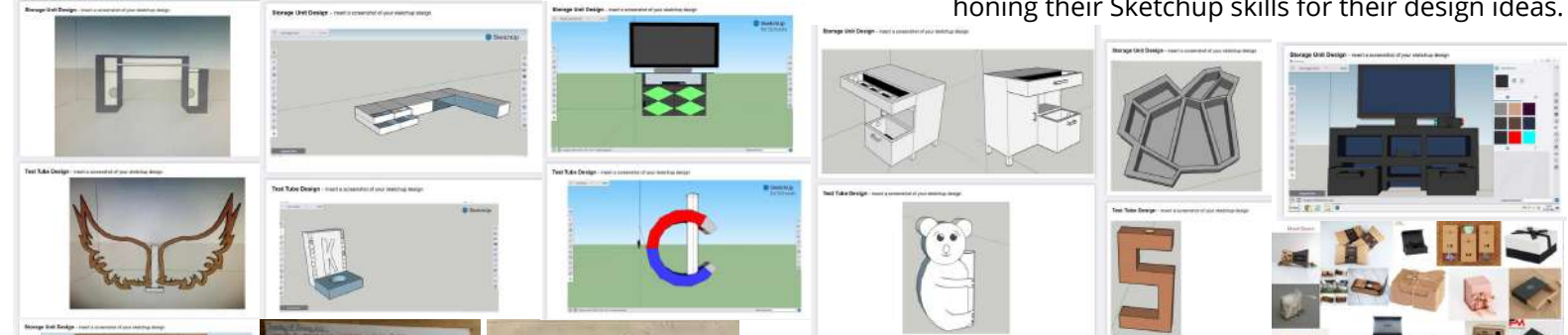


Hope is the being with no seen limit,
Hope gives people life, the food of their spirit,
Hope is the fighter that won't let it just end,
Hope continues until the broken shall mend,
Hope is quite a dangerous thing,
Declaring all good the future will bring,
It is a mechanism, to wish and to Hope,
An adaptation, when trying to cope,
Hope is an enemy,
Hope is a friend,
Hope has yet to be seen reaching its end.



D&T ASSEMBLED

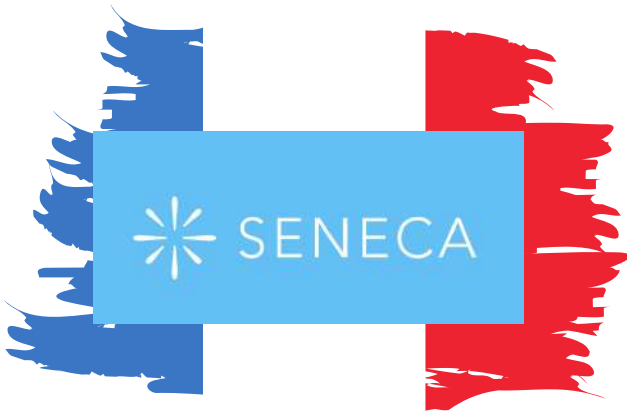
Year 7 have been looking at different types of bread, fleece, whats in sugary drinks & branding. Year 8 have been learning how to use heat transfer paints with a heat press and designing packaging & logos. Year 10 have been honing their Sketchup skills for their design ideas.



- ### Facts about fleece
1. Fleece is a insulating fabric that is made from polyester called polyethylene terephthalate.
 2. Fleece can also be partly made from other synthetic materials.
 3. Fleece is comfortable because of its light weight.
 4. Fleece is a good type of fabric to practice making a model of something before making the actual thing. Fleece isn't really expensive.
 5. Fleece is really durable because it's made from polyethylene terephthalate.
 6. Fleece is made in a special way to make it soft. People can fleece through a machine named a napping machine which gives fleece a fuzzy feeling.
 7. There's a type of fleece called the Polar fleece and it's used in jackets, hats, sweaters, gym clothes and in more products.
 8. Polar fleece can be partly made from recycled plastic bottles.
 9. Fleece/Polar fleece is easy to wash.
 10. Polar fleece dries quickly.
 11. Fleece is partly made from yarn.

MFL

Well done to the following students who have put in the most hours on Seneca and Active Learn as well as producing excellent work!



**Magdalena K., William S.,
Elizabet P., Maja M., Melihia S.,
Brooke P., Chelsy S., Milanne F.,
Genoa S., Wylma M., Anabel C.,
Mariya L., Dilara G., Arjun T.,
Julienne A.**



**Denis E., Sarah S., Romani S.,
Alyssia J., Maria S., Maria B.,
Raya H., Eva C., Rory O'C.,
Crystal M. , Tania R-B., Tahalia M.,
Neriah-Jane O., Gabriele R.,
Maria F P.**



**Jaina G., Kacper B., Jayden A.,
Anabel C., Dilara G., Dylan D.,
Andrew D., Chelsy S., Genoa S.,
Isabella C., Jonathan M.,
Gabriel O., Milanne F., Brooke P.,
Tharun Y., Arjun T., Milena S.,
Nevin R., Kelvin W., Gabrielus J.,
Jackie C., Emilia B., Julienne A.**



**Jaylan H., Natalia M., Joshua M.,
Oscar N., Kaylen R., Javel S.,
Sarah S., Daniela A., Kacper C.,
Maria F. P. , Tahalia M.,
Gabriele R., Titas A., Raya H.,
John V., Chanttel Y.**

CAREERS CORNER

There are many more virtual experience opportunities on the [Speakers for Schools website](#) or contact Mr Fidegnon for more info.



SUCCESSFUL PLACEMENTS

Congratulations to the following students who have been accepted onto Virtual Work Experience placements:

Angelina Martin - NHS
Shobi Hippolyte - BMJV



NextGen Nurse - Meet the people behind the masks: South East England

NHS
Virtual Work Experience -

Find out about a career where you can make a difference, work in different roles around the world with a competitive starting salary and earning potential and a huge choice and opportunity for personal and professional growth.

We are the NHS, and we help save and improve people's lives....

📍 Online 📅 22/03/2021 ❤️ Favourite

[VIEW OPPORTUNITY](#)



Green Skills Week 2021 - Green Digital Transformation Project

DXC Technology
Virtual Work Experience -

Calling all YEAR 10 students across the UK

Curious about a career in technology? Looking for work experience that's fun, exciting and where you can get stuck in? DXC Technology is offering an Insight Day virtually.

DXC are an IT Outsourcing company who do a range of different activit...

📍 Online 📅 07/04/2021 ❤️ 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, banking, 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](#)



Sustainability Challenge

Fusion
Other -

Sustainability Challenge

PLEASE NOTE: Students in the areas of Buckinghamshire, Oxfordshire, Coventry and Warwickshire, Hertfordshire and Northamptonshire will be given priority. Fusion are a joint venture of three major construction companies, currently working with HS2 on their enabling wo...

📍 mslc/s 📅 07/04/2021 ❤️ Favourite

[VIEW OPPORTUNITY](#)



The NDEC Women in Cyber Virtual Work Experience Day - 10-14:00

National Digital Exploitation Centre
Virtual Work Experience -

The National Digital Exploitation Centre (NDEC) is a joint initiative by the Welsh Government, tech company Thales, and the University of South Wales, to support digital growth across Wales. It does this by providing expertise in cyber security, project space and support, and research and develop...

📍 Online 📅 08/03/2021 ❤️ Favourite

[VIEW OPPORTUNITY](#)



Virtual Mission to Mars with Software Cornwall

Software Cornwall
Virtual Work Experience -

Software Cornwall, with the support of its members, runs two versions of the 'Mission to Mars', work experience activity. One is a week-long structured activity which is complemented by a two day accelerated version. The programs invite budding software developers aged 14 to 24 to code Ada and AI...

📍 Online 📅 13/04/2021 ❤️ Favourite

[VIEW OPPORTUNITY](#)

CAREERS CORNER



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 8th Feb
TIME: 10:00 – 11:00
YEAR GROUP: KS4 – 5 / S4 – 6
[CLICK HERE TO JOIN](#)

SPEAKER: Tom Tournazis MBE, Former Media, Entertainment and Tech Executive, now investor in start-ups
 We are delighted to be hosting a Broadcast with Tom Tournazis, Former Media, Entertainment and Tech Executive, now investor in start-ups. Tom is a public speaker, sharing his work/life experiences and encouraging young people to explore a career in the world of media and entertainment. He was awarded an MBE in 2015 for services to children. Tom will be sharing insights into the 'art of nudging' and how to get noticed in a world of noise!



DATE: Monday 8th Feb
TIME: 14:00 – 15:00
YEAR GROUP: KS4 – 5 / S4 – 6
[CLICK HERE TO JOIN](#)

SPEAKER: Milo Beckman, Author, Maths without Numbers
 Join us here to hear Milo Beckman, a maths prodigy from New York. Milo's projects and independent research have been featured in The New York Times, the Huffington Post, the Economist and others. He has worked for a US Senator, three tech companies, two banks and taught mathematics in New York, China and Brazil. His debut book, Math Without Numbers, is an illustrated guide to shapes, dimensions, infinity, symmetries, proofs, and more. Milo will be talking about a famous question in abstract maths: Is there anything bigger than infinity? He is looking forward to answering your questions.



DATE: Wednesday 10th Feb
TIME: 14:00 – 15:00
YEAR GROUP: KS4 – 5 / S4 – 6
[CLICK HERE TO JOIN](#)

SPEAKER: Jean-Patrick Cheylan, Head of Entertainment Partnerships, Europe, Twitter
 Speakers for Schools is delighted to be hosting a Broadcast with Jean-Patrick Cheylan. Jean-Patrick is in charge of supporting the leading European entertainment content creators to grow and monetize their audience on Twitter. He leads a 5 people team based in London, Madrid and Paris, which covers partnerships across TV, cinema, music, fashion, lifestyle, food. Jean-Patrick will be sharing insights into his career journey and where to gain relevant work experience. He will be providing advice on how we can develop our resilience.



Panel Broadcast with Flipbook Studio
DATE: Thursday 11th Feb
TIME: 10:00 – 11:00
YEAR GROUP: KS3 – 5 / S1 – 6
[CLICK HERE TO JOIN](#)

PANEL: David Cordon, Head of TV and Film, Jo Wilkinson, Head of Production & Yuval Turgeman, 3D Artist
 Join us for a panel discussion with Flipbook Studio, an innovation production studio who provide Visual Effects, Animation, Digital, Immersive and Film for their international client base. David Cordon, Head of TV & Film, Jo Wilkinson, Head of Production and Yuval Turgeman, a 3D artist will be sharing an insight into their careers and will be providing tips for students who are interested in a career in Film and TV. Students will have the opportunity to ask the panel questions.



Penguin Talks in Partnership with Speakers for Schools
DATE: Thursday 11th Feb
TIME: 14:00 – 15:00
YEAR GROUP: KS4 – 5 / S4 – 6
[CLICK HERE TO JOIN](#)

Lit in Colour: Why Empire is Relevant Today, with Sathnam Sanghera and Zawe Ashton
 Award-winning author and journalist, Sathnam Sanghera, joins actress, playwright and director Zawe Ashton, to discuss the impact of Empire on modern Britain, its absence from the school curriculum and why it's relevant to young people today.



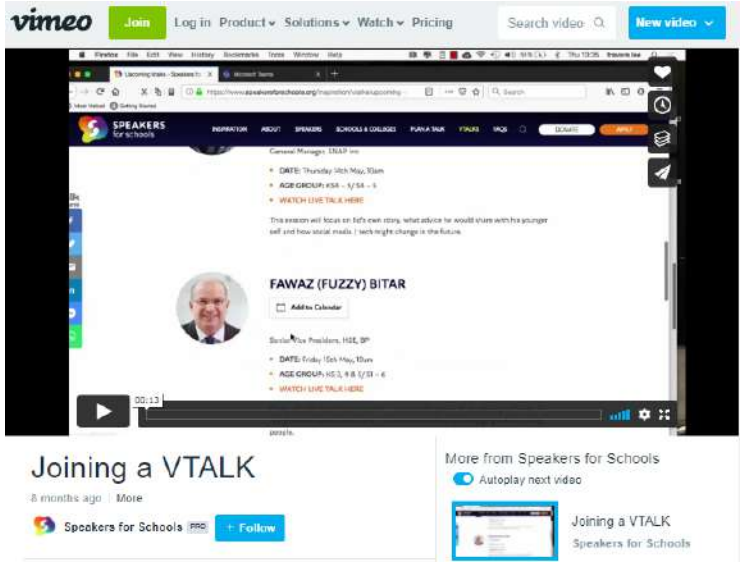
DATE: Thursday 10th May, 8am
AGE GROUP: KS4 – Y14 – 5
[WATCH LIVE TALK HERE](#)

This session will focus on Fawaz's own story, what advice he would share with his younger self and how social media is reshaping change in the future.

FAWAZ (FUZZY) BITAR
 Add to Calendar
 Social Enterprise Problems, HSE, BP
DATE: Friday 10th May, 10am
AGE GROUP: KS3, 4 & 5 / S1 – 6
[WATCH LIVE TALK HERE](#)

Join 10 minutes before the broadcast to be ready

Learn how to join a VTALK here:



UCAS

DISCOVER APPRENTICESHIPS

It's National Apprenticeship Week – Monday 8 Feb to Friday 12 Feb! Join us each day to discover something new about what's on offer and what's involved in studying while working.

1

Sponsored by National Apprenticeship Service



Meet and speak to employers and providers

On Tuesday 9 February, our virtual exhibition hall will be packed with employers and apprenticeship providers, ready to answer their questions and give them a flavour of what they offer on their apprenticeship programmes. We'll be joined by Barclays, Fujitsu, Virgin Media, and Rolls Royce, to name just a few –[see who'll be there](#).

2

Hear what it's REALLY like to be an apprentice

There'll be opportunities to see the world through the eyes of apprentices, with the 'Ask me anything' Facebook live Q&A on Monday, 'Five apprentices share their experiences' panel discussion, and more. Students will get a feel for what it's like to study and work at the same time. [See the full line-up](#).

There's something new every day for your students. To take part, they need to [book their place](#), and they'll have access to everything on-demand for 30 days after.

[Book now >](#)

3

Take part in live CV and interview workshops

Thursday's confidence-boosting line-up will help them focus on success! With live workshops covering CVs and interviews, plus 'The application clinic' and 'Ten easy tips to ace your interview', they'll be ready to take the next step in securing their perfect apprenticeship.

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



Andre Manansala

University of Leicester

Studying: Mechanical Engineering (with a Year in Industry)

Congratulations!



Tianne Maycock-Plante

Birmingham City University

Studying: Media and Communication

Congratulations!

Glory Massossa-Sounga

Brunel University London

Studying: Politics



Amaogechi Mbanu

De Montfort University

Studying: Health and Wellbeing in Society



Dasha Mbo

University of Greenwich

Studying: Criminal Psychology & Criminology

Amaogechi Mbanu

De Montfort University

Studying: Health and Wellbeing in Society



Chloe McDonagh

Canterbury Christ Church University

Studying: Hospitality Management



Neo McCurdy

Bristol, University of the West of England

Studying: Mechanical Engineering

Congratulations!



Megan McDonagh

University of Southampton

Studying: Marketing

Congratulations!





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 inevitably 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**
 Dependent 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.



www.nationalonlinesafety.com Twitter: @nationalonlinesafety Facebook: /NationalOnlineSafety Instagram: @nationalonlinesafety
 Sources: Remote education: good practice. DfE guidance: Safeguarding and remote education during coronavirus (COVID-19). DfE guidance.
 Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 04.11.2020

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



Parenthood...

The most rewarding job in the world

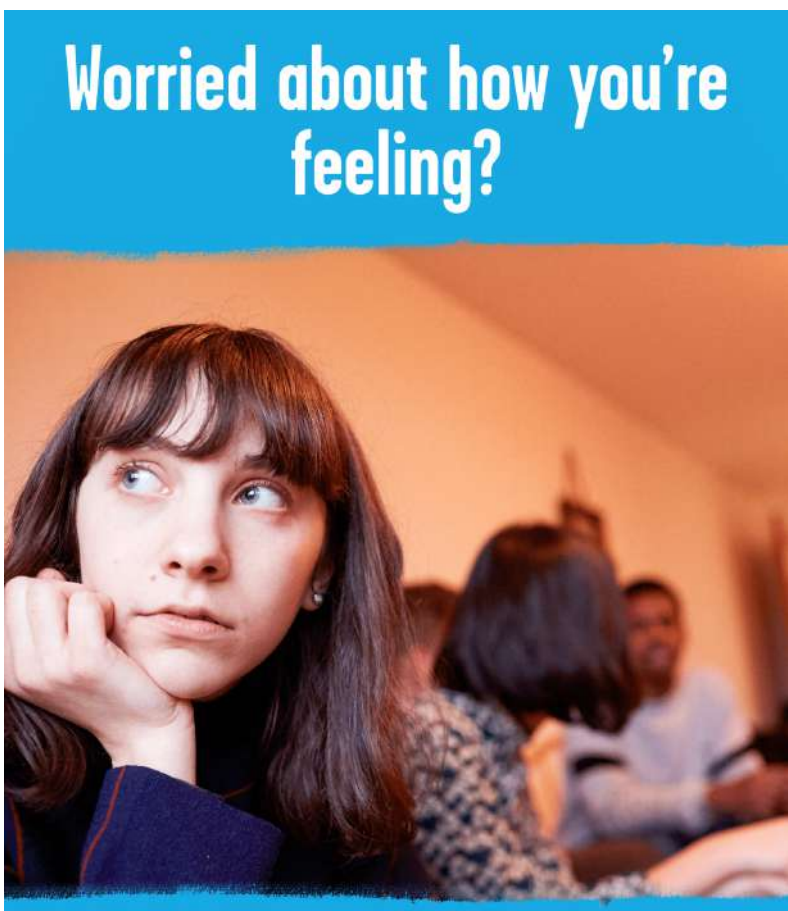
And also the toughest

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

Contact YoungMinds' Parents Helpline
 0808 802 5544
youngminds.org.uk/parents



YOUNGMINDS



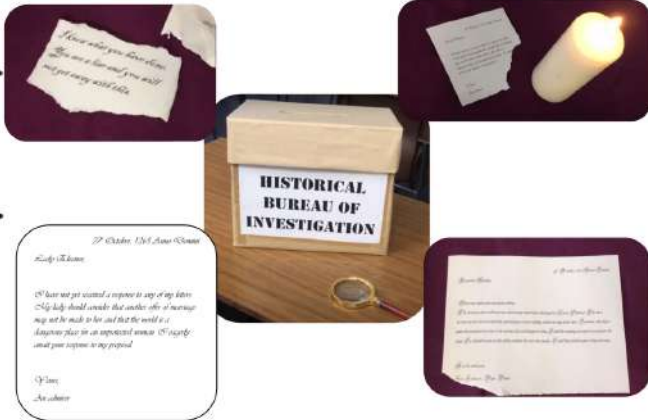
Worried about how you're feeling?

Check out youngminds.org.uk/find-help

YOUNGMINDS

The Haunted Abbey

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



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.

TOWER STOREYS

Your stories Your voices

SIGN UP BEFORE
FEB 15TH
 2021
 SIGN UP BEFORE

Are you stuck inside and looking for a creative outlet?
 thedigitalstorycompany.com
 are **making a music video** with the residents of
**Stocksfield Road Estate,
 Northwood Tower and
 Marlowe Road Estate.**

Whatever your musical skill level you can get involved in this fun, creative project - from the comfort of your living room.

Email kate at thedigitalstorycompany@gmail.com
 or call/sms/WhatsApp **07547 842388** to be part of something **amazing.**

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MANGAHIGH

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.

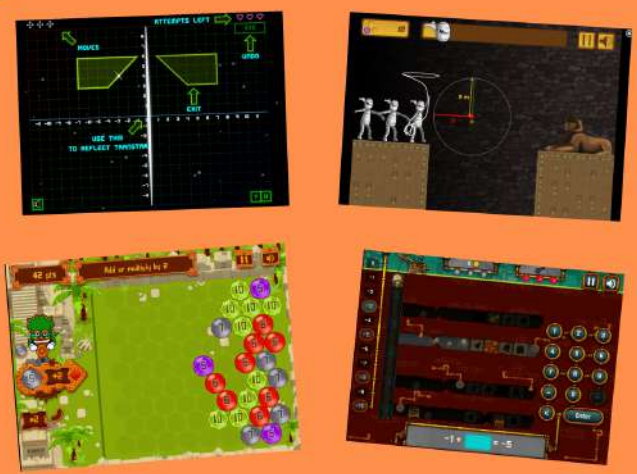
FIND INSPIRATION IN OTHERS
 I use feedback to revise my thinking and give feedback that is useful and kind. I communicate with others to share ideas and learn new approaches to solving problems.

Learning is a continuous journey that never ends!

PERSIST

MANGAHIGH

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



Mangahigh.com
 Login: fullname@hollyfamilycath
 Password: family
 School ID: 72953



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