



ST JOHN PAYNE CATHOLIC SCHOOL

NEWSLETTER MAY 2021

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Headteacher: Mr Thomas Coen, BA (Hons), PGCE, MA, NPQH



HEADTEACHER'S COMMENTS



The customary routines of school life are well established again with all students having long since returned on a full time basis. The busyness, noise and activity is very welcome, making the long periods of quiet corridors and largely vacant spaces a thankfully distant memory.

Students who were due to sit public examinations have worked fantastically to provide teachers with evidence upon which to base grade recommendations. We will all have experienced the pressure of formal examinations both during our education and in our professional lives, and whilst I am sure many of our students have experienced some sense of relief at exams being cancelled for a second year, for many the opportunity to demonstrate their capabilities is one they are at least in part disappointed to be denied.

This week has been a time of great warmth and celebration as these students have marked the conclusion of what is always an important time in any young person's life. More than any academic achievement, the heart of our vocation is to ensure every student they are individually known, valued and loved as children created in the image of God. We are blessed in our responsibility, and privileged to support their development and growth.

The achievements of students last year and this will absolutely rank alongside those of previous cohorts and generations, and be no less valid for the cancellation of formal examinations. These young people have shouldered the additional burden of preparing for what is always a hugely demanding time whilst being denied many of the customary social freedoms and rites of passage that young adulthood affords. Whilst the past year has tested us all, it has in many ways had greatest impact on the young, in whose lives the period of restrictions amounts to a considerably significant proportion.

Our students are always our greatest ambassadors. They have responded admirably to the challenges of the past year. Young people are not always credited with the merit they deserve, but St John Payne can attest to their maturity and sensitivity. Their responsibility has been the single most significant factor in our ability to remain fully operational throughout the past year, and we could not be more proud.

With warmest wishes for a restful break. We look forward to seeing the students upon our return.

Thomas Coen

Headteacher

AVITA PRO FIDE



CHAPLAINCY & FAITH LIFE

CAFOD Fundraising

I am pleased to announce that students, parents and staff from SJP raised a brilliant £2086.50 through the Walk for Water campaign and Non-Uniform Day. Thank you to all who contributed time or finances – we are aware of how the current situation will have affected families in different ways and we are so overwhelmed by the generosity shown.

CAFOD has said: “That’s fantastic! We are so very grateful to all the students, staff and parents / guardians at St John Payne. The school has been a generous supporter of CAFOD for many years but given the challenges schools have faced over the past year, this is an exceptional achievement.”



Chaplaincy Award

Luke (Year 8), Lola (Year 8) and Janelle (Year 10) were awarded the Chaplaincy Award for the Spring Term for walking the furthest in the Walk for Water Campaign. All students who took part were awarded with ice creams with Mr Coen and Miss Reczniarek and 8C were also awarded some goodies for walking as a form.

St John Payne Day

We marked St John Payne Day with a virtual prayer service and then each member of the community was gifted a doughnut.

Foodback

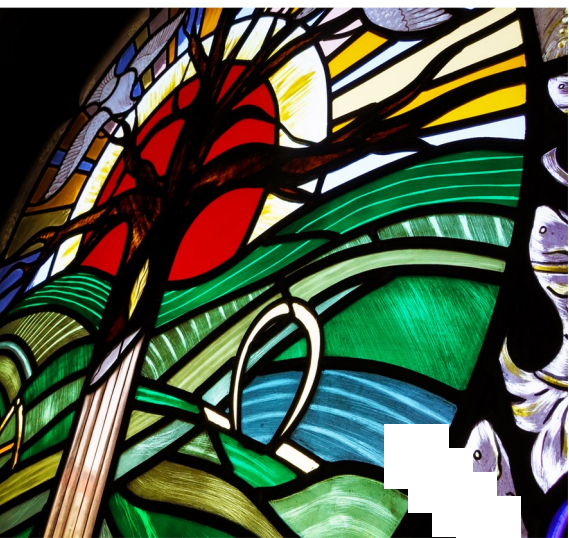
We continue to welcome donations for the Foodback—these can be brought in to form tutors. Thank you.

Year 8 Retreats

We are pleased that Year 8 will be going on retreat at Walsingham House (bcys.net) in June and July. If you are a Year 8 parent/carer and have not received a letter, please contact the office.

Year 7 Trips

Year 7 Students will be having half days at Ingatestone Hall in July. Ingatestone Hall has historic and religious links with our school as St John Payne was living and hiding there at the time of the Reformation. It was there that he was arrested for being a catholic priest and still celebrating mass (when it was illegal). He was subsequently martyred. If you are a Year 7 parent/carer and have not received a letter, please contact the office.





CHAPLAINCY & FAITH LIFE

Chaplaincy Club

Year 7 Chaplaincy Club has started up and been well received – students have enjoyed playing games, socialising, deciding what we want the club to be and of course, praying together. This takes place every Thursday lunchtime in A106. A club for Year 8 will follow, so watch this space!

Meditation

Groups of students from all Year Groups have been invited for time in the Chapel for Meditation and stillness. Years 7 and 8 have had their first session. I look forward to welcoming Years 9 and 10 in the next 2 weeks.

Chapel

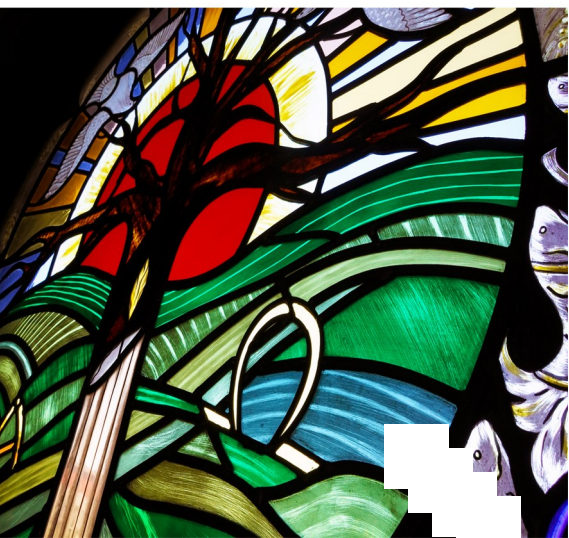
Students are encouraged to use the Chapel before school, break and lunchtime.

Chaplaincy Leaders 2021-2022

It gives me great pleasure to announce the new Chaplaincy Team in post for the coming year:

Maddie 12A	Chifundo 12C
Shona 12A	Hannah 12D
Tanmay 12B	Aoife 12D
Romail 12C	Laurel 12D
Millie 12C	Jessica 12S
Sophia 12C	

I am confident that this wonderful group of students will do so much for the faith-life of the school. With thanks to the outgoing Chaplaincy Leaders, who unfortunately did not get much of a chance to do their role after last March. For all they did do, we give thanks and we wish them all the best for the future.



Hannah Kelly

Lay Chaplain and Pastoral Mentor





THE ARTS AT ST JOHN PAYNE

AVITA PRO FIDE

The Great Big Art Exhibition

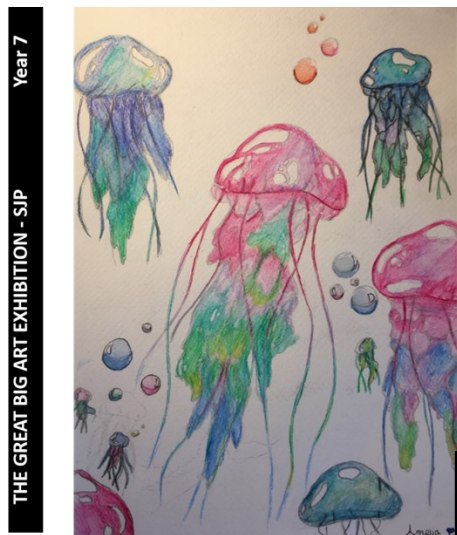
In January The Great Big Art Exhibition, a hundred day celebration of Art was launched by Sir Antony Gormley, he asked people to make an artwork at home and put it in their window or garden.

The Angel of the North sculptor said the ambition was to create a country-wide show of imagination and optimism, this was inspired by the rainbow images people made to celebrate the NHS and keyworkers during the first lockdown.

His encouragement,

“While the doors to our museums and galleries are shut, let’s use our front windows, gardens, balconies and outdoor spaces to share the artworks we make with others. So, whether you are a pro, enthusiast, dabbler or complete novice, join us to make the largest exhibition ever staged!”

We have some very talented artists within SJP so we thought we would share some of the work they included in The Great Big Art Exhibition. Some pupil’s are a little shy about their efforts so some are anonymous.





MEET THE STAFF

AVITA PRO FIDE



Mrs Hazel Green, First Aid & Medical Assistant

I work part time in Medical/First Aid at the school. The part of the job I enjoy most is meeting the children individually and getting to know them! Outside of work, I play Euphonium in an orchestra, and also am a florist, its lovely to create bouquets and arrangements for weddings and special events.



Mrs Suzanne Teodorska, First Aid & Medical Assistant

I have worked in the First Aid & Medical team at St John Payne since 2018. When I am not looking after students who are unwell or injured, I enjoy running, seeing friends and eating chocolate!



Ms Gemma Daly, PA to Headteacher

I am coming up to my 5 year anniversary at SJP and have had a few different roles since I have been here. At first I was part of the main office team, then I became an HR administrator and now I am PA to the Headteacher. My favourite part of my job is meeting students on a Friday afternoon for "Hot Choc Friday," when Mr Coen invites students along for a hot chocolate and a chat. I have really missed helping out at rehearsals and back stage at the school show and cannot wait for the curtain to go up! Outside of school I enjoy going to the cinema and theatre and am looking forward to them opening their doors again. I have recently discovered Marvel films with my daughter and am now completely hooked!



MEET THE STAFF

George and Mildred



Meet the newest members of the school office team—George and Mildred!

Each Spring we are happy to see a pair of delightful ducks visit our school, who always put a smile on the faces of students, staff and visitors. They like to hang out with the ladies in the main office who have named them “George and Mildred”. Mrs Adams makes sure they are lovingly fed each day.



ST JOHN PAYNE



SIXTH FORM



Magnificent Millie

On 3rd February, 12C student Amelia B participated in an item during the the Rob Jelly show on BBC Radio Essex, on women officiating in sport. The interview included female umpires and referees from the world of tennis, basketball and hockey, as well as Millie's sport: football. Millie was asked to give her opinion on a range of subjects, including the disparity between the different genders in sports leagues, the influence of the visibility of female officials in empowering women to take up sport and the skills she has developed as a Football Association referee, along with some of the role's challenges. Millie spoke with a clarity and confidence that belies her age. At the end of the hour-long piece, she brought a tear to many a SJP eye when asked which sportswomen had particularly inspired her; Millie credited former SJP student Niamh G as the person who had motivated her to get into football. Well done Millie – we are incredibly proud of you!

Report by Mrs T Fearn

Top Tips from Tom

We were delighted to welcome former student, Tom Crossley, back to St John Payne on Friday 21st May. Tom gave an engaging and inspiring talk to Year 12 students about post-18 options. When Tom left us in 2016, he started as an apprentice with Google. He now leads the UK gaming team at Snapchat.

The session started with a quiz about social media and then Tom went on to give students some advice about applications to university or the workplace. It was lovely to see that his first tip was credited to our former colleague, the late Tony Ward. The piece of advice was 'You're not Mother Teresa!'. Tom explained that these were the words of Tony on reading Tom's first draft of his personal statement. Tony encouraged Tom to be humble and to be himself.

On giving interview tips, Tom asked the audience if they know what 'googleyness' is. In response to the sea blank faces, Tom explained that 'googleyness' is all about being yourself in an interview; if your personality traits and skillset are not what the organisation is looking for, it's probably not the right job for you.

Tom's last piece of advice to the students was not to worry if they didn't currently have a clear plan for the future: 'Life does work out!'. He finished by showing us the varied and interesting career pathways that his former St John Payne school friends have followed.





On Tuesday 27th April 2021, the school afforded the Sixth Form pupils an opportunity to receive insight from Sophie Roche, a final year Oxford University medical student, regarding techniques to implement when creating a competitive medical school application. With medicine being such an oversubscribed course, it is important for people like Sophie to provide extra encouragement for A Level Students, especially those who are undecided about their career path. Some of the key approaches discussed by Sophie about writing a good personal statement for medicine were also applicable for a wide range of university courses, and was a beneficial talk for anyone.

I believe it is important for students to be able to hear from people who have previously been in their position and have faced the same struggles. For me, knowing that someone from our local area has achieved so highly makes me more motivated to reach for my goals. After the presentation we performed an exercise in suturing (stitching up a wound) by using synthetic skin models. With Sophie's support, many of us managed to successfully stitch up the wound albeit after multiple failed attempts for some. All our efforts were sweetened by the cake the school provided to participants, and overall, it was a very enjoyable occasion!

Written by Tim O 12D





STUDENT SERVICE AND LEADERSHIP



Sixth Form Student Leadership

The election process for our new Senior Student Leaders has been in full swing since our return to school in March.

Students from across Year 12 applied for roles including Head Boy and Girl, House Captain and Chaplaincy Leader writing letters, giving speeches and taking part in interviews. Well done to all who applied.

I would like to take this opportunity to thank our outgoing team for their service and contribution to the school. We wish you all the best as you embark on the next chapters in your lives

I am delighted to introduce the new Student Leaders for 2021-22.

Head Girl - Isabella W

Head Boy - Alexander K





STUDENT SERVICE AND LEADERSHIP

Deputy Head Girls - Abbie C & Amy E
Deputy Head Boys - Rowan D & David E



Chaplaincy Leaders –

Maddie M 12A
Shona H 12A
Tanmay N 12B
Romail J 12C
Millie B 12C
Sophia C 12C
Chifundo PP 12 C
Hannah W12D
Aoife GS 12D
Laurel B 12D
Jessica J 12S





STUDENT SERVICE AND LEADERSHIP

House Captains -

Augustinian - Emily M
Jemima M

Benedictines - Amszatu-Med M
Jathuvarman A

Carmelites - Emily W

Dominican - Emma F
Jenna F

Franciscan - Trudy A
Toby K

Servites - Elliot P
Esme R





STUDENT AWARDS

AVITA PRO FIDE



STUDENT AWARDS

Achievement Points

	Total year group Achievement Points	Highest Form Achievement Points	Highest Achievement points in the Year- Term 1 & 2
Year 7	12853	7D: 3498	John W- 7C 286 Achievement Points
Year 8	14506	8C:2860	Lola- 8C 351 Achievement Points
Year 9	14378	9B: 2997	Calum R 9S 307 Achievement Points
Year 10	5492	10S: 1086	Hannah 10C 135 Achievement Points
Year 11	35605	11D: 678	Hannah- 11S 121 Achievement



SJP Linguastars



Spring term 2b!

There is nothing complicated about learning languages, but it takes hard work.

These students have showed particular grit, resilience, curiosity and effort in embedding French/German knowledge into their long-term memory. They will have a very strong start to French and German this year because they have not given up and continued to ask questions and check their memory.

Year 7 French	Year 8 French/ German	Year 9 French	Year 9 German
Jamie (7A)	Samuel (8A)	Lily (9B)	Isaak (9A)
Chenell (7B)	Livvie (8C)	Edward (9C)	Lilla (9S)
Dorian (7C)	Elsie (8S)	Olivia (9S)	Tilda (9A)
William (7D)	Rin (8A)	Amelia (9B)	Ellie (9D)
Ziad (7S)	Michael (8D)	Paula (9C)	Zach (9S)

Moreover, **SJP Top Lingastars** are chosen amongst all others for their excellence.

Abigail (7F) Highest attainment due to consistent effort outside of lesson.

Faith (8F) Working extremely hard every lesson, very responsible attitude to
Emily (9F) More involved in her language learning, leading to better understanding.

Hala (9C) Excellent effort in retrieving knowledge in and out of lessons.

Daire (10A) Effort week in week out on vocabulary self-quizzing and improving his written French.

Hannah (10C) Impressive commitment to studies, never giving up, but always pushing to improve.

Sharon (10S) Resilience led to gains in confidence, which has resulted in excellent written work.

Bernice (11S) Brilliant effort resulting in enormous progress.

Cobie (11C) Continued effort in lessons and at home to secure his target grade.

Joshua (12D) Impressive spontaneous answers to complex topics.

Isabella (12D) Continued dedication to her studies week in week out.

All students receive 1 postcard home, 2 house points and their name on the MFL display board.

Memrise achievement (www.app.memrise.com)

10,000 points: Jessica (7F)

50,000 points: Maame (8D)

100,000 points: Chloe (8C), Edward (9C), Aaliya (9A)

500,000 points: Johnathan (7C)

1 Million points: Philip (9F), Lilla (9S), Sam (9F), Olivia (9S), Julia (9S), Hannah (10C), Rosalie (10D)

STUDENT AWARDS



STUDENT SPOTLIGHT

AVITA PRO FIDE



STUDENT SPOTLIGHT

AVITA PRO FIDE

Design and Technology Home learning work

Oliver T continued with practical work that Y12 have started just before we went into lockdown. Oliver created an underwater feature that now act as a light diffuser. Oliver created the light diffuser by casting resin into a mould that he has made and then turning the resin on a lathe. Well done Oliver this is very impressive work.

All the teachers in Technology has been very proud of the excellent work that students has produced during the first period of online lessons and is looking forward to getting back into face to face teaching.





STUDENT SPOTLIGHT

AVITA PRO FIDE

Year 9 New Textiles Project—Hats

At the start of this year we introduced a new Scheme of Work for our Textiles lessons in Year 9. It's not always easy to choose a practical task/project that all pupils, both girls and boys will be engaged in. We decided to try something different, hats. Normally we choose just one style of an item and encourage the pupil's to adapt and enhance their practical work to suit their needs or their end users needs. The choice of hats enabled us to offer the pupils several different styles, still allowing pupils to personalise or adapt hats to suit their own designs. We've been somewhat thwarted by Covid restrictions initially on return to school and then a lock down. However, our last practical rotation meant we could go full steam ahead and pupils did a wonderful job of finishing their hats in a limited time. We thought we'd share some of the results.





STUDENT SPOTLIGHT

AVITA PRO FIDE

Novels, and why to read them!

As we enter the summer term at St John Payne Catholic School, Year 7 & 9 are studying a novel while Year 8 are studying a play – based on a novel. So why are novels so important? What does reading a whole novel add to the education and well-being of our students? In the English department, we thought we would come up with a Top Ten list of reasons to read and study a novel.

- 1. De-stressing.** As we gradually emerge from a pandemic that has rocked the world, I think we can all agree that a few moments to relax each day is important. If you can select the right book – one you are thoroughly absorbed in – you get to escape the trials and tribulations of this world into a fantasy world where your worries are left behind!
- 2. Value for money.** A good book can be bought for less than £10 (or borrowed from a library for FREE). This good book will give hours of entertainment, allowing you to build relationships with characters, explore new worlds, and experience thrilling adventures! Compare this to the cost of an average cinema trip, and it is clear to see who the winner is.
- 3. Improving your vocabulary.** Studies have shown children who read for just 20 minutes per day see **1.8 million words** each year. A child who reads for 5 minutes a day sees **282,000 words** per year, and a child who reads for just 1 minute per day sees only **8,000 words** each year. This development of your child's vocabulary will allow them to express complicated and nuanced ideas with precision and for effect (also allowing them to access higher levels when it comes to tests).
- 4. Academic development – reading.** Throughout their school life, students will need to be able to analyse information, working out key ideas and themes in texts and tests without explicitly being told. Reading for pleasure helps to develop this skill. In the Harry Potter series, we all know that Voldemort is the 'bad guy' and yet there is no one sentence that say "Voldemort, who is the baddie, ..." So how do we know? His name, his actions, the language used to describe him, the reactions of others to him – all of this helps us come to an understanding of who this character is and how we are supposed to feel about him. The more comfortable we become with using these skills in our leisure time, the easier we will find it to access these skills under test conditions.
- 5. Academic skills – writing.** There is a reason why, in the English Language GCSE exams, the writing questions come after the reading section. As you read, you become inspired. You get ideas that maybe you would not have considered before. The more you read, the more sources of inspiration you will have, and so you be able to access a vast bank of ideas and insights that you can use in your own work.
- 6. Academic skills – the technical bits.** It isn't just the creative skills or vocabulary that get a work out when you read. Students will be exposed to the full range of punctuation, sentence forms and structures, and paragraphing skills and see how to use these to enhance their work.
- 7. Improved concentration and focus.** The internet, television, modern advertising – all of these are things that have drastically reduced our ability to focus in the modern world. I recently read that, in a single 5 minute period, an average person will divide their time between working on a task, checking email, chatting with a couple of people, checking their phone, and checking their social media. However, when you read a good book, you are absorbed in the story. All of your attention is on following the plot, bringing the characters to life, picking up the clues to unravel the mysteries. Your entire FOCUS is on the story – and that ability to focus is another key skill worth embracing.
- 8. Improve your memory.** Think of all the things you need to remember when you read – characters, backgrounds, subtle plot points, sequence of events. And of course, unlike a film where this only needs to be retained for a couple of hours, you will need to retain that knowledge over a few days as you charge through the text. The more you read, the more you get to develop those memory skills.
- 9. Expanding your world by exploring new perspectives.** Discussion and debate is essential in life, but this can only be done constructively if you can consider things from alternative perspectives. Reading lets you do that. It allows you to consider issues that exist now but also those that existed in the past – perhaps allowing you to learn from those mistakes and ensure society does not recreate them.



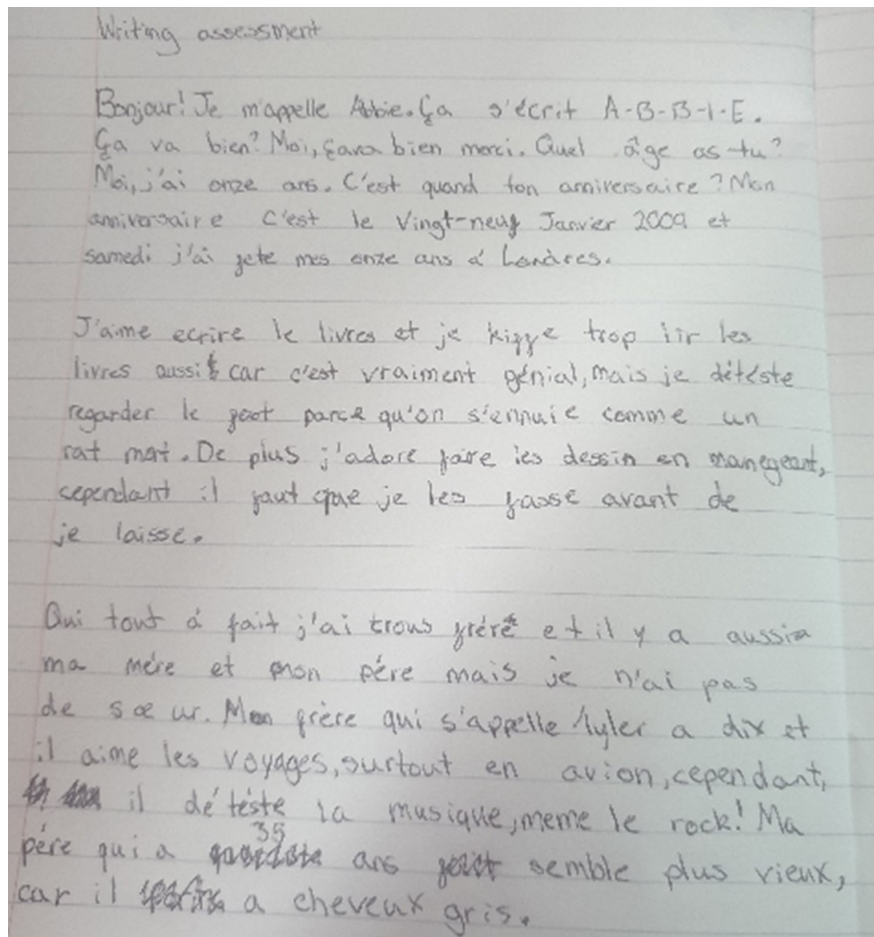
STUDENT SPOTLIGHT

AVITA PRO FIDE

10. **Saving the best until last – it is FUN!!!!** The sheer enjoyment from meeting new (fictional) friends and following the journey they take can be exhilarating. And, if you are lucky enough to share the interest in books with a friend, you will have endless hours of conversation ahead of you.

So, there you have it. We have our students studying novels for a range of reasons. Hopefully this has helped you to see why (and maybe encouraged you to pick up a book yourself – who knows where it will take you).

Modern Foreign Languages Student Work



Year 7 Grade 2= Abbie proves that commitment to self-quizzing her word and verbs week in week out pays off.



STUDENT SPOTLIGHT

AVITA PRO FIDE

2) J'ai passé un weekend génial à la capitale avec mes amis. L'année dernière j'ai passé mon anniversaire à l'étranger. Hier soir, j'ai visité plein de monuments comme le Sacré-Cœur. C'était trop intéressant! D'ailleurs je n'ai pas acheté de souvenirs car c'est trop

cher ~~as~~ cher. J'ai entendu beaucoup de français bien-sûr! Mes amis a joué à des jeux en ligne mais je n'ai ~~a~~ joué jamais à des jeux en ligne parce c'est ~~assez~~ ~~pas~~ barbant que c'est assez barbant. Après j'ai dormi mes oreilles. Bonne nuit!

3) Samedi on a fait une balade en bateau-mouche. C'était très passionnant! Ma mère déteste la balade en bateau-mouche car c'est vraiment idiote. ~~En~~ Cependant je on n'a pas un tour en Segway parce que c'est ~~tr~~ trop ennuyeux. Ensuite on a fait les magasins au Forum des Halles mais je n'ai pas pris ~~des~~ photos de photos car c'était interdit! Enfin on a bu un Orangina rafraîchissant au café. C'était merveilleux!



STUDENT SPOTLIGHT

AVITA PRO FIDE

1) Mon ambition est de trouver un poste dans travailler avec des enfants. J'ai toujours voulu faire quelque chose pour aider les autres, donc je vais être quelqu'un qui donne des autres des connaissances. À mon avis, l'audiovisuel et les médias l'air intéressant, mais ce n'est pas pour moi. La restauration était un autre choix - j'adorais de cuire. Je suis affreux avec les arts, et le commerce ne m'intéresserait pas. L'apprendre est le seul orientation pour moi!

2) Le plus important pour moi est d'avoir un métier que vous adorez. Ils parlent que 'si vous avez un métier que vous adorez faire, vous ne travaillerez jamais un jour dans ta vie.' C'est pourquoi je vais devenir un professeur – c'est quelque chose que j'adorerai. Manifestement, l'argent est aussi important. Il faut qu'un job soit stimulant: un métier ennuyeux signifie une vie ennuyeux. À condition que ma taffe est que j'aime faire, je serai heureux.

3) Bien que je sois vraiment fort en maths, je n'aimerais pas être comptable, parce que ça ne m'intéresserait pas. Plutôt, mes matières préférées à l'école sont le français et l'allemand, donc j'adorerais devenir traducteur. Cependant, ce qui me plaît d'apprendre les gens, donc je m'efforce de devenir professeur de langues. Je voulais avocat, mais maintenant ce qui m'ennuie c'est loi. Il n'y serait rien de pire que de mécanicien ou maçon: je n'ai pas beaucoup de patience! Je détesterais aussi être soldat puisque c'est trop stressant.

4) Le mieux, ce serait je vais travailler dans un métier que j'adore. Je ne vais jamais s'ennuyeux, et j'aiderai les gens d'apprendre. Un autre bon chose est que c'est un métier stimulant – donc – les horaires deviendront moins longs que si je ferais une taffe ennuyeuse. Par contre, le pire, ce serait d'avancement: il n'y avait aucune possibilité d'avancement. Cependant, le boulot n'est pas mal paie.



STUDENT SPOTLIGHT

AVITA PRO FIDE

Year 10 Geography Field Trips—Tuesday 11th to Friday 14th May 2021

Stratford

On Tuesday 11th May myself and some other year 10's travelled to Stratford London as part of a 4-day trip. We went to multiple locations where we had to fill out a mood survey, an environmental quality survey and a simplified sustainability wheel. This helped us to have an idea of the area and the different sustainability and how effective it was to locals and leisure users. This was a very lovely day as we got see some aspects of normality after being stuck indoors for many months. We learned many things about Stratford likes its history, its development over the years and we even got to talk to a local who taught Geography at a collage in London. He gave us an amazing experience and widened our knowledge. Overall, it was a great day being with your friends, eating ice cream and spilling bubble tea.

- Evie 10S and Isabel 10S

My expectations for the Stratford trip were very low at first. I was expecting us to just look at buildings and it being boring. But how very wrong I was. My expectations were massively exceeded and I thoroughly enjoyed the trip. Not only did we learn a lot but our views on London had changed for the better. Stratford is a perfect example of a sustainable place.

- Julia 10F & Uzumma 10B

I found both trips very fun and exciting! The Stratford trip was very interesting, informative and educational, we got to see lots of different sights that were very pretty around Stratford!

- Alyssa 10D

On Tuesday half of the year for Geography went to Stratford, London. Once we arrived in Stratford we went over the bridge of Westfield, here is where we started the environmental quality surveys and we were also able to fill in a mood board at every destination for the day. Next, we were able to have some free time to go into Westfield shopping centre where there was food, shops and restaurants in the area- we were able to see what it was like in the morning time for when people were out for breakfast.

Then we moved onto the international quarter and we were taught about the development over time of the renewal of the area. We were told before the Olympics in 2012 many plans were made to change Stratford from a toxic land (brownfield site). Until now, how the area had changed and we could see that by many new buildings. Some of the other places we visited were: Aquatics centre, QE2 Park, Carpenters lock, East Cross Bridge and East Village (where Olympians stayed).

Overall, we both enjoyed the trip, the sites were all pretty and we were both impressed about how little rubbish we saw on the floor. For a very busy area of London the gardens were accessible and everything was close together meaning Stratford was a great place for anyone. Even in some places you couldn't hear much traffic noises which made the visit enjoyable.

- Izzy 10B & Martha 10A



STUDENT SPOTLIGHT

AVITA PRO FIDE

Year 10 Geography Field Trips—Tuesday 11th to Friday 14th May 2021

Dorset

On Friday 14th May, the Geography students went to the Jurassic Coast of Dorset to see Durdle Door and Lulworth Cove. We started by learning about the orientation of the coastline and how it is concordant, meaning different rock types run parallel to the coast. Then we recapped forms of erosion at the beach. At the beach we did a Bipolar Survey where we evaluated how safe, clean and easy to access it is. We walked up the South West Coast Path to see the view and Durdle Door, which was my favourite part. The group leaders gave us information on Durdle Door such as it is completely made up of limestone.

- Ella 10A

The Dorset trip on the Friday was an amazing experience, it was so fun getting to see Lulworth Cove and Durdle Door! We got to see what the village was like and learn about what it's like to live there as well as how it has been affected by tourism! Our leader was very friendly and told us lots of useful information about the coast! At the end of the day we could relax on the coach and reflect on what we did during the day!

- Alyssa 10D

This was my first trip in year 10, a 4-hour trip to and from Dorset seemed exhausting at the beginning and the wait for it; but as those days came to an end and coming up to Durdle Door, the excitement began! I saw a wide range of wildlife, landscape and stunning natural features formed all around me. Hills that seemed to reach the clouds with a steep walking slope, the environment was endless, from people walking their dogs to bugs and cattle. Walking up the hill my legs began to give way, however the view was incredible and as a teenager nothing like this excites me! Having friends along the way made the trip more memorable, the best bits were getting the chance to launch rocks into the sea, eating coconut ice cream and laughing all the way till the end.

- Erin 10F

I had high expectations for Dorset and those expectations were met. What a thrilling trip it was! The views, the weather and the whole experience was just perfect. Furthermore, what made it even better were the teachers. I have never seen teachers to be so passionate about their subject, which inspires us to learn more.

- Julia 10F & Uzumma 10B



Key School Events



World Book Day March, 2021

World Book Day changes lives through a love of books and shared reading. Our mission is to promote reading for pleasure, offering every child and young person the opportunity to have a book of their own. Students were also issued with a £1 World Book Day voucher.

Throughout the day, Key Stage 3 classes enjoyed hearing the next part of the short story “The Hitchhiker” by Roald Dahl and had the opportunity to discuss their reading with their teachers.

There was a fantastic response to the Six-Word Story Competition, inspired by Ernest Hemingway’s “For sale: baby shoes, never worn”:

Life = ice-cream: enjoy before it melts.

Gribin (Year 10)

Time traveller required tomorrow, apply yesterday

Adam (Year 9)

'Cliff. Girl. Will to live – lost!'

Tilda (Year 9)

Hobbit searches for treasure; never found.

Julia P (Year 9)

Traitor's punishment today, attendance is compulsory.

Edward (Year 9)

Ben looks at the item shop.

Robert (Year 9)

Margaret Thatcher put on your mask.

Ben (Year 9)

“Don’t drop it, it mustn’t break...”

“They were never supposed to know...”

“Your fingerprints have not yet gone.”

Olivia (Year 9)

The amazing walk around the world.

Luke (Year 9)

They waited. Along time. But then...

Nathan (Year 9)

There she stood, swinging lifelessly above.

Maxine (Year 9)

Tom made foot soup, it's disgusting.

Sydney (Year 9)

Thanos snaps, people gone, five years.

James (Year 9)

"You're not a good artist, Adolf."

Callum (Year 9)

Two boys: same age, different worlds.

Ben (Year 8)

For sale: eggs.com for real

Henry (Year 7)

Breaking New: Simulated beings take over.

Lola (Year 8)

Deep sea secrets, washed to shore.

Ariana (Year 8)

Jesus was crucified on a cross.

Ayomide (year 8)

Cold, wet, misty. Winding road. Sadness.

Two bananas. Six mad gorillas. FIGHT!

Ruby-Woo (Year 8)

After a long day she slept.

Kiera (Year 8)

Another year, another chapter in my life.

George (Year 7)

A small pebble creates a big ripple.

John (Year 7)

Cardiologist appointment, heart problem ruled out.

Irven (Year 7)

As he felt something touch him...

Josh C (Year 7)

Eyes gouged, face a lifeless puppet.

Jessica (Year 7)

In the game of life, he won.

Rebecca (Year 7)

'Murder had dawned again that night.'

Luc (Year 7)

A wolf, was tired, got lost.

Jamie (Year 7)

Peaceful, quiet, lovely. RING RING. Morning.

Alex (Year 7)

Here is my six word story.

Connor (Year 7)

Final destination: she finally arrived home.

Mia (Year 7)

Dog Missing. Van speeding. Collar found.

Freya (Year 7)

He smiled, she smiled, we smiled.

Arched (Year 7)



Pastoral Care Mental Health Wellbeing

AVITA PRO FIDE

Why Nature is the theme for Mental Health Awareness Week 2021

<https://www.mentalhealth.org.uk/campaigns/mental-health-awareness-week>

‘There is something to be wondered at in all of Nature’ - Aristotle

In the first lockdown, I called an elderly friend. She lives alone and had recently had a fall. Separated from her community, she had lost all in-person contact. When I asked her how she had got through it, she told me it was taking daily comfort from watching the birds sing to each other on the fence and the flowers re-emerge from the frosts of winter.

During long months of the pandemic, millions of us turned to nature. Our [research on the mental health impacts of the pandemic](#) showed going for walks outside was one of our top coping strategies and 45% of us reported being in green spaces had been vital for our mental health. Websites which showed footage from webcams of wildlife saw hits increase by over 2000%. Wider studies also found that during lockdowns, people not only spent more time in nature but were noticing it more.

It was as if we were re-discovering at our most fragile point our fundamental human need to con-





E-Saftey

AVITA PRO FIDE

Online Safety

It is important to have a conversation with your children on an ongoing basis about staying safe online.

Not sure where to begin? These conversation starter suggestions can help.

1. Ask your children to tell you about the sites they like to visit and what they enjoy doing online.
2. Ask them about how they stay safe online. What tips do they have for you, and where did they learn them? What is OK and not OK to share?
3. Ask them if they know where to go for help, where to find the safety advice, privacy settings and how to report or block on the services they use.
4. Encourage them to help someone! Perhaps they can show you how to do something better online or they might have a friend who would benefit from their help and support.
5. Think about how you each use the internet. What more could you do to use the internet together? Are there activities that you could enjoy as a family?

If your child is receiving messages that they are not comfortable with then they should use the social media platform's block and report features. Your child can also speak to staff at the school via the established channels.

Below are some useful links to websites that provide additional help, support and advice about how to stay safe online.

Childline – www.childline.org.uk

UK Safer Internet Centre to report and remove harmful online content www.reportharmfulcontent.com

CEOP (to make a report about online abuse) www.ceop.police.uk/safety-centre

Internet Matters (for support for parents and carers to keep their children safe online) www.internetmatters.org

London Grid for Learning (for support for parents and carers to keep their children safe online) www.lgfl.net/online-safety/

Net-aware (support for parents and carers from the NSPCC) www.net-aware.org.uk

Parent info (for support for parents and carers to keep their children safe online) www.parentinfo.org

Thinkuknow (advice from the National Crime Agency to stay safe online) www.thinkyouknow.co.uk

UK Safer Internet Centre (advice for parents and carers) - <https://www.saferinternet.org.uk/advice-centre/parents-and-carers>

Further links and advice can be found on our school website at <https://www.sjp.essex.sch.uk/pastoral/e-safety/>

Many thanks,

Mr P Marsh

Assistant Headteacher



E-Saftey

AVITA PRO FIDE

Our E-Safety team visited all year 7 form classes this term to discuss social media and things to consider when posting on social media.



Things to consider when posting to social media....

- Don't include your location, this can be controlled in privacy settings.
- Even with location switched off – are you still giving away your location?
- When possible, delay your posts until you arrive home from your event.
- Avoid 'going live'. It is the most likely way you could post something bad.
- Keep your 'bio' info free. Avoid adding full name, school, age, home town and links to other social media platforms you have.
- Consider turning off 'comments' on your posts if you find you have negative comments regularly.

