

ST JOHN PAYNE



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# NEWSLETTER MAY 2025

*St. John Payne Catholic School, Patching Hall Lane, Chelmsford, Essex,  
CM1 4BS 01245256030 | [office@sjp.essex.sch.uk](mailto:office@sjp.essex.sch.uk) | Headteacher:  
Mr Thomas Coen, BA (Hons), PGCE, MA, NPQH*



## HEADTEACHER'S COMMENTS



Dear St John Payne Community

We continue to pray for the repose of the soul of Pope Francis, and for our new Supreme Pontiff and shepherd, Leo XIV.

Faithful God, you guide us on the path of life and your goodness is our constant companion. Be with our new Shepherd, Pope Leo XIV, in his service of the Church. Fill him with the power of your Spirit, the peace of your presence and the compassion of Christ.

May he walk with you, in wisdom and humility, and lead us, together with all God's people, to embody your love for the world.

Amen.

The school was full of joy & celebration as we gave thanks for Year 11 & 13 students' contributions to our community throughout their time with us. They have extended excellent devotion in preparing for their examinations. They are in good spirits entering and leaving the halls, and it is lovely to see groups gather together joining hands in prayer before entering the halls. We continue to pray for them.

We were delighted that many families were able to join us for our Leavers' Masses, and we thank Fr Paul and Fr Paschal for bringing Christ to our community.

We look forward to our KS3 production of Alice in June. Students continue to enjoy their rehearsals under Mrs Nowlan's guidance, and the performances will be sure to display their gifts in great abundance.

We wish our whole community a restful break, and look forward to welcoming students back to school when we return on 2nd June.

In Faith,

God Bless.

**Mr T. Coen**  
**Headteacher**



## CHAPLAINCY FAITH LIFE



Years 11 and 13 celebrated their individual Leavers' Masses with Fr Paul and Fr Paschal, each student received a blessed cross and prayer card. Both year groups were well supported by their families and the relationship of Home/Family/Church we hold so dear was felt in an abundance. We continue to hold all exam students in our prayers throughout this time. As always, we thank our priests for bringing us Jesus at the Altar.

I would like to give special thanks to three students in Year 11 and a student in Year 13. These students have displayed servant leadership with reverence and a duty that is far beyond their age. Every week they serve Jesus in the Holy Mass – they are all that is good! Thank you, Dorian, John, & David – ALL from 11C. Daniel (deputy head boy) in 13A has been a source of support to the Chaplaincy this year – he is a role model for all students and especially for the junior faith ambassadors. He travels to youth mass with us every month and has been a constant support with the liturgical life of the school. I am so proud to be able to inform the SJP community that Daniel will continue in the footsteps of so many of our students, including our past head boy – Fr Michael Barwick. Daniel has been offered a place on the Walsingham House team at BCYS starting in September. We at SJP know that Daniel will be an asset to the team and a source of pride to his school. We pray that many future students will follow his example and consider joining our wonderful youth team. Well done Daniel!

During the month of May, the whole community stops every day at the beginning of Period 4 and prays The Angelus - this is being led by both students and staff. Praying the Angelus introduces us to the different stages that are involved in the formation of an Angelus prayer intercessor. It enriches within us a greater appreciation of God's love and the breadth and depth of this love he has for those who respond to call.

Thursday adoration is the place to be on a Thursday lunchtime, it is standing room only and the presence of Christ is real! Spending time before the Blessed Sacrament, in prayer and devotion, is exactly the same as spending time before the living God. God is good...ALL the time!

Lastly, we have a winner for our May crowning of Our Lady. It was the toughest competition yet, so many beautiful crowns created and made for Mary. This year's winner is Charlotte Fairlamb in 8D. A crown fit for Our Queen.

I wish all the SJP community a blessed and healthy half term.

**God bless,  
Katy Adams  
Lay Chaplain**



This week in RS, all Key Stage 3 pupils participated in a session with our chaplain, Katy Adams, exploring the nature, significance and importance of prayer. Katy shared her personal experiences, including where she most feels God's presence and how prayer plays a central role in her life. She also highlighted the value of prayer within our school community, where opportunities to pray are offered multiple times throughout the school day. This session provided pupils with a deeper understanding of how they can communicate with God, and the different intentions behind prayer – including praise, thanksgiving, asking for help, and seeking forgiveness. It was a thoughtful and enriching experience for all involved, helping to support the spiritual development of our students in a meaningful way.

### **Jubilee 2025: The new global debt crisis**

On Thursday 1st May, Year 8 participated in a workshop run by CAFOD (Catholic Agency for Overseas Development), which in mine and many other people's opinion was quite enlightening on the situations happening in different low-income countries (LIC). Like in Kenya, we were told that big banks for example HSBC have been exploiting people in Kenya since 2019 on account of their supplies being low due to limited resources. And as of December 2024, they owed Sh1.53 trillion to World Bank and Sh420.53 billion to IMF (International Monetary Fund). At the end of the Workshop we were given a sheet to sign in order to help CAFOD pass a new law through the government so that low-income countries receive the necessary supplies to support their people without going into debt to big banks who take advantage of people's vulnerability.

By signing the petition, we are hoping that CAFOD will be able to help communities get better health care and everyday necessities for every family. We thank everyone in Year 8 who signed the petition.

### **Daniella Yr8**

2025 is a Jubilee year, a year when the Bible calls for debt cancellation to restore justice and human dignity. We are all invited to stand in solidarity and fight this injustice. You can find out more about the Debt Justice Campaign on the CAFOD website, and you can also participate and sign the global Church petition.

**<https://action.cafod.org.uk/page/161357/petition/1>**

### **Willy Halpert's Story – A Holocaust survivor**

During our RS lesson, Melvyn, a speaker from Generation to Generation came into school to share the personal testimony of his cousin, Willy Halpert. Willy was a young Jewish Belgian boy during World War II. When he was a young boy his father thrust him into the arms of a stranger, who his father was talking to, when he saw Nazi soldiers heading towards them. His father's quick thinking when he pushed him towards the blond-haired man and said, 'Boy, go to your father' saved Willy's life. The blond-haired man worked with the Belgian resistance and Willy was taken to safety. Willy never saw his father again.

Willy was taken to a place called Château de Beloeil, a big castle in Belgium and later ended up in a Catholic orphanage run by Catholic priests. Whilst an orphanage for Catholic victims of the war, it also sheltered Jewish children who were in hiding, here they were given new names and new identities. Willy didn't realise until the war ended that there were other Jewish children hiding there too.

It's important to hear personal stories from the Holocaust because they help us to understand what really happened. It was hard to imagine what it must have been like to be so young and lose everything, his family, his home, even his real name. It made us think about how unfair and unjust the world was for Jewish people. Willy's story reminds us how important it is to stand up against hate and challenge the injustice that we see.



# Lourdes 2025 Testimonies

I have recently returned from a fabulous and extremely successful week-long pilgrimage to Lourdes with 12 students from Saint John Payne Catholic School, who together formed Group 718 of the HCPT. During the week they were embedded in 'family' Groups of the Metropolitan East and Welsh Regions of the Trust, where they provided invaluable assistance with the care and support of the Group's disabled and disadvantaged children.

The week was full of happiness, kindness, empathy and faith and the students were exemplary ambassadors for your school. It was an absolute pleasure to spend the week with them all and they should be extremely proud of their collective and individual contributions. They made a positive impression on all, whilst making a significant input to the lives of the children they supported. Please find enclosed a group photograph for each of the students and a couple of extras for the school.

I would be extremely grateful if you would arrange for these to be passed on to the students - thank you.

May I also thank you personally for your continued support of Group 718 and record my sincere appreciation for the invaluable help provided by Katy Adams. She is very much an integral part of the Group 718 team and I greatly appreciate everything she does to support me, the Group and the students.

I am already looking forward to Easter 2026 and, with your approval, providing another group of your students with the opportunity to experience the magic of Lourdes and HCPT.

Yours sincerely,

**A Broughton- Group Leader HCPT Group 718**

**Amy** - My trip to Lourdes was a truly meaningful and rewarding experience. I especially enjoyed helping the children have a good time, whether through simple activities, shared laughter, or just being there to support them. It felt incredibly fulfilling to know that the work I was doing was not only beneficial for them, giving them moments of joy, comfort, and care, but also for me, as it allowed me to grow in patience, empathy, and understanding. Seeing their smiles and knowing I had a part in making their experience special made the effort deeply worthwhile, and I came away with a stronger sense of purpose and gratitude.

**Aruun** - *My experience with 718 HCPT group aiding the children with their activities has presented a beautiful connection between me and them and the community surrounding us. Meeting many new faces has taught me great lessons where this has changed my perspective of life. It has brought me closer to my faith, whilst maturing me as a person. I really appreciate the support of all those who made my participation in this event possible. It gave me chance to meet new friends and meet God on a spiritual level.*

**Ariana** - My week volunteering on pilgrimage in Lourdes was one of the best, most unforgettable experiences and journeys of my life. I had such an amazing, spiritual time (even whilst being Christian, not Catholic myself) exploring, taking part in activities and partaking in empowering worship in a magical place that is like heaven on earth. This is all while spending time with Group 84 who are filled with great helpers and lovely children who are all so beautiful and special in their own ways. Giving the children a lovely holiday, watching them grow throughout the week, creating bonds with all of them and even singing as a group was so fulfilling, as well as seeing how I am able to make such a positive impact on them all. This was from things such as receiving hugs, smiles, giggles, hand holds and words of appreciation, which filled me with so much joy. I think I was at a point in my life where this trip was something I really needed too, it changed me for the better and made my outlook on life much more positive. It also made me even more eager to do more work with children - specifically ones faced with adversity - in the future. I can't wait to hopefully return to Lourdes and reunite with Group 84, who I already miss so much! I am so grateful for having had this opportunity and I wish all of the children the very best in their futures, thank you!



**Avni** - My week in Lourdes was the most incredible and rewarding experience. I watched myself and the children I was with grow and thrive in such a warm blessed community. This experience made me feel fulfilled religiously and mentally, leaving me with pure happiness and gratitude towards HCPT, the organisations who help fund my trip and everyone who I worked with as a family. I learned so much about my community, myself and my faith, and I can't express enough how grateful I am for the fact I was given this amazing opportunity.

**Carys** - My week in Lourdes has been one of the best in my life. It has been so great seeing the way people can connect with one another so quickly, both within my group and the family group I helped. I've also learnt to be independent like never before. My confidence has grown so much and I feel so lucky I get to be a part of the family which has been created by HCPT.

**Francesca** - The past week spent in Lourdes has been incredible. Helping the children throughout the week managed to help me grow as a person as well. Their outlook on life and the enjoyment they showed made me realise I should take a step back and reflect more on a daily basis. I also would like to think that my help throughout the week has positively affected them, showing them that you are allowed to be yourself and enjoying the little things is ok. Overall, the trip has helped shape me as a better person and I hope to carry forward this attitude in life.

**Isaac** - My time in Lourdes has been a very exciting positive experience. I have learnt new skills and have developed a different perspective on how other people think and feel. Alongside this I was able to connect with my spiritual side finding a new meaning to life.

**Joseph** - The volunteering project has really improved me as a person. Working in a team all week has improved my team skills and confidence which will allow me to put myself out there in the future for great experiences. The children also changed my outlook on life and made me realise how small the problems I face are; and ultimately what matters is to do what you love and be happy. Watching the children happy everyday was rewarding in a way that can't be justified with words.

**Lois** - My week at Lourdes was one of the best experiences of my life. It ran very smoothly and we created amazing memories that I wouldn't change one bit. Lourdes changed my perspective on religion and made me realise how beautiful it is. My key moment was when hundreds of people gathered in the Basilica for the Trust mass, singing and dancing with lots of laughter and joy. Not only did it deepen my connection with God and strengthen my faith, but also helped me massively grow as a person. The time I spent with the kids, playing games and helping them be themselves and feel comfortable, was so heartwarming. It was extremely difficult to say goodbye to them, due to the strong friendships I built with them. The trip made me realise how kindness can go along way and I will always keep the memories close to my heart.

**Lyla** - Going to Lourdes has been a life changing experience for me. I never realised how emotional it would be saying goodbye to the groups we've been helping for the week and I'd do anything to go back again. I genuinely wish everyone had the opportunity to experience Lourdes because it is so much more than I ever expected it would be and the community that everyone shares is so inspiring to see. It's so fulfilling to know that you had an impact on a child's life, even if just for a week, the memories you make with them will last a lifetime and I'm so grateful for the experience.

**Matthew** - The week in Lourdes was an incredibly special experience that challenged and inspired me in ways I hadn't expected. It has deepened my faith, strengthened my compassion, and given me a new sense of purpose that I will carry with me. Through small acts of kindness, support, and presence, I believe I was able to bring comfort, joy, and encouragement to the children and their families. I learned that I am capable of more patience, empathy, and inner strength than I had realized before. This experience will continue to shape how I approach everyday life, reminding me always to live with gratitude, kindness, and a spirit of service.

**Oliver** - The week in Lourdes will always have a special place inside of me and it was just such a good community full of amazing people who I will never forget. The experience of helping the kids was eye opening and has made me a better person myself. It was wonderful to help so many kids and give them the best time possible. Thank you so much to everyone who helped and allowed me to participate in this wonderful week.



# STUDENT AWARDS





# Student Awards



	Total Year Group Achievement Points	Highest Form Achievement points	Highest Achievement Points In the Year
Year 7	43,388	7C 10,056	Isaac C 7B 537 Achievement Points
Year 8	28,968	8S 7,214	Agastya D C 480 Achievement Points
Year 9	25,788	9F 6,032	Rio G 9D 380 Achievement Points
Year 10	16,329	10S 3,385	Freddie G 10S 455 Achievement Points
Year 11	7,327	11D 1,595	Ariel O 11A 318 Achievement Points





# Sporting Achievements



## Sports Day invite - Friday 6th June 2025

Our annual Sports Day is on Friday 6th June at the Chelmsford Sports and Athletics Centre at Salerno Way, Chelmsford, CM1 2EH. This is a wonderful opportunity to affirm students' successes in the sporting life of the school.

Spectators are welcome at the event, but will be sat in the opposite stand to students. Please see the schedule of the day Sports day 2025.pdf. Further information has been shared with your child via form tutors and on Show My Homework.

As we did last year, at the end of the event, all students will depart from Melbourne Athletics Track from 2.30pm, unless you inform us that your child is to return to school with staff. If you would like your child to return to school, please complete this form

<https://forms.office.com/e/9TsEqKGMMN>

## Xtend Event

On 25th April we were invited to the Xtend event at Chelmsford Athletic Stadium. 9 students from years 7, 8 & 9 attended the event and had a fun afternoon which also resulted in them gaining a medal. Our students were impeccably behaved and a credit to our school. Well done!

*Mrs C Cooper- Assistant Sendco & Learning Support Lead*



## Rounders

The girls' rounders season is now in full swing, and we're off to a great start! We were proud to host the Year 11 CESSA rally this year, where our team put in a fantastic effort and secured an impressive third-place finish. A big well done to all the players involved! For Years 7 to 10, your rallies are just around the corner, now's the time to get involved and sharpen those skills. Make sure you're at training every Monday after school to get match-ready and be part of the action. Let's make it a great season!

## Winter Season Summary

With results now finalised for all winter Messa leagues and cup competitions completed, here are the highlights of our Football, Netball, Basketball and Rugby seasons. Football – great returns from our Y7 and Y8 boys' teams who both won their league divisions and will be promoted next year. Year 9 completed their games in a tough division and years 10,11 and Sixth Form all performed creditably in their fixtures.

On the Girls side, we were grateful for the latest sponsorship of our new kit from Knights of St.Columba and Catenians, which the girls look forward to wearing next football season.

Netball – Both the Year 7 and 8 teams developed strongly to finish 3rd in their league divisions. The Y10 team struggled but completed their league fixtures and after a stellar year last season, the Y9 dipped a little in the league but still reached the Essex Cup Plate semi-finals.

Rugby – Y7 showed a lot of promise and won several games across the waterfall tournaments but Y8 were the stand-outs going unbeaten, congratulations to Mr.Evans and his team on a fantastic effort in three tournaments.

Basketball – Another good year competing at the highest level locally with several students on both the male and female sides being chosen for representative and county squads, but limited team success in terms of our league standings. All squads developed strongly across the year and also had the experience of representing the school in the County Cup competitions which should help us understand the levels we need to attain to rise up the standings.

Many thanks to all staff for your support and co-operation in helping the students enjoy the honour and experience of representing the school in sporting competition and we hope to bring you news of more success from our summer program in the next newsletter.

# Sporting Achievements–Student Spotlight



## England Netball Nationals

Sienna W in year 9, travelled to Sheffield with her club squad. Her netball team placed 7th in the country at the England Netball Nationals at the weekend a great achievement playing with 18 of the top teams nationally. Well done Sienna



## Athletics Success

On the 21st May Jake took part in the Essex Combine events and placed in first place making him not only Essex champion but gives him the chance to compete at the national finals for his event. Jake's main event is High Jump but is a well round athlete in all other events. His hard work over the past few years have allowed him to go from strength to strength in a number of events. During the competition at Blackshots Athletics Stadium in Greys Jake was required to compete in 5 events and was awarded points for each depending on his performance. Below are his scores in each event.

Hurdles 12.2

Shot 9.1m

Long Jump 5.41m

High Jump 1.80m

800m 2.17

This gave Jake a total of 2695 points and a 1st place finish in the event.

Good Luck at the national finals!



## Football successes

*Adrian O in Year 8 has recently signed Leyton Orient Academy. Adrian has also contributed his football talents of the Mid Essex team managing to go to the national cup final. Well done Adrian.*

O



## School Athletics Teams All Secure Regional Finals Qualification

The school's athletics teams are celebrating a major milestone, with all teams advancing to the regional finals of the ESAA Track and Field Cup — a remarkable accomplishment reflecting the talent and dedication of our young athletes.

For the first time ever, the Junior Boys team (Years 7 and 8) has qualified for the prestigious Regional A Final. To reach this stage, teams must rank in the top 12 schools in the South East, a competitive region including Cambridgeshire, Suffolk, Norfolk, Essex, and Bedfordshire.

The Regional A Final will take place on Tuesday, 10th June, giving our students the opportunity to compete at the highest regional level. A strong performance could see them advance to the ESAA National Finals, where they would face the best school teams from across the country. In addition, the Inter Boys, Junior Girls, and Inter Girls teams have all earned spots in the Regional B Final, reserved for the top 32 schools in the region. This event will be held on Thursday, 12th June and promises to be another excellent test for our athletes.

Adding to this exciting run of success, 20 students have been selected to represent the Mid-Essex District in the Essex Schools Athletics Championships on Friday, 14th June. This is a tremendous honour, reflecting both individual talent and the strength of the school's athletics programme.

We are incredibly proud of all our students and wish them the very best as they continue to train and compete at such a high level.



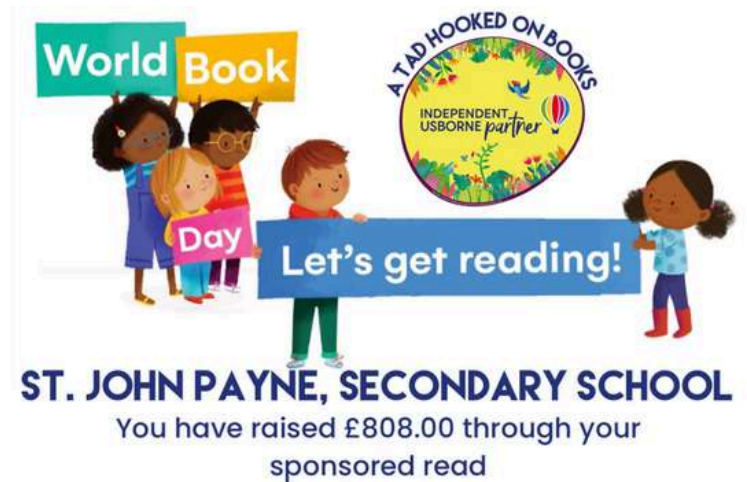


As part of an exciting hands-on project, the Science Department is currently incubating quail chicks. Students will have the chance to witness the hatching after the May half-term break.

Once they've arrived, all students are welcome to visit the chicks, learn more about their development, and explore how we care for them. It's a fantastic opportunity to see science in action.



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### A message from Mr Keylock

Thank you for your support in the London Marathon! Thank you so much to everyone to who supported me in completing the London Marathon. The whole day was amazing and an experience I will never forget. It was an unbelievably hot day but the crowd kept me going and I completed the race in 3 hours 50 minutes.

I'm still collecting money for Crisis so if you would like to donate the link is below. Thanks again to everyone who has contributed!

[https://www.justgiving.com/page/david-keylock-1724091683807?utm\\_medium=FR&utm\\_source=CL](https://www.justgiving.com/page/david-keylock-1724091683807?utm_medium=FR&utm_source=CL)





# Science Club



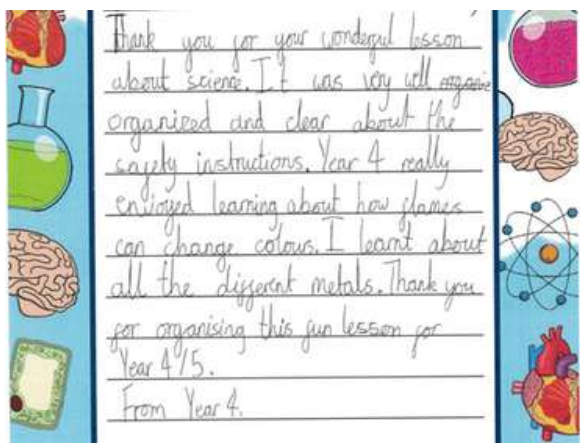
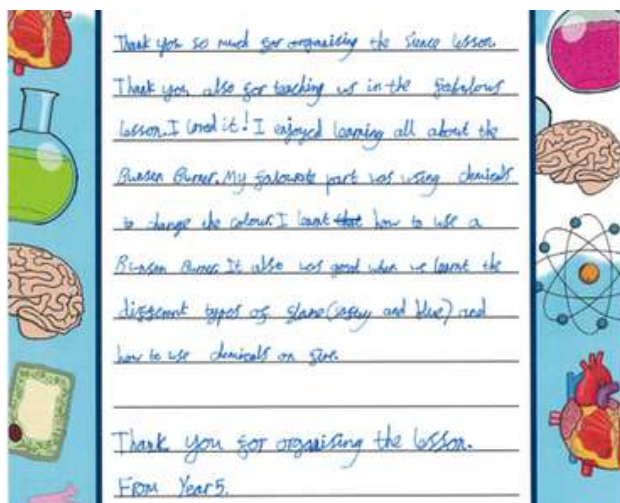
## Science club grant

We're delighted to share that our Year 7 Science Club has been awarded a £200 grant from the Royal Society of Chemistry. This funding will be used to purchase exciting new resources to support hands-on learning.

We look forward to sparking even more curiosity in our young learners, supported by our fantastic team of Year 12 scientists who help lead and inspire the group.

## Having fun with the exploding Coca Cola and mentos experiment at our penultimate science club.

We were pleased to welcome Year 4 and 5 pupils from St Pius X Catholic Primary School as part of Science Week. The students had the chance to experience the excitement of secondary school science, taking part in real experiments using Bunsen burners. They enjoyed carrying out colourful flame tests to identify different metals. It was a great opportunity for them to explore practical science in a new setting.





# STUDENT SPOTLIGHT



# Jack Petchey Winners January–May 2025



**January: Sharon 10C**



**February: Natalia 10D**

**March: Joe T 11C**



**April: Daniel O'H 13A**



**May: Anna C 9C**



## Lois & Julia's Dance Success

Over the Easter holidays Lois R (7B) and Julia L (10F) went to Florida as their dance school, The Architects Dance Company, were competing in the Allstars World Dance Championships.

Lois and Julia's hip hop team, Thunder, came first and won the gold medal in their division. Julia also competed in ADC's lyrical team, Serenity, where they also won gold in their division and got the highest score across the competition in the lyrical category! They were up against fierce competition from around the world so did extremely well. They also had the third highest score across all divisions in the 2-day competition with the 1st and 2nd highest scoring teams being senior dance teams!

Well done, we are so proud of you!

**Miss James**





# KEY SCHOOL EVENTS



# Italy 2025 Pilgrimage



## From Pompei to the Papacy: A Perfect Pilgrimage (Lent 2025)

With an early, but excitable, 1.30 am start on Friday 4th April, I (alongside another 44 students from Saint John Payne), began a faith-developing pilgrimage of breath-taking Naples views, beautiful Rome basilicas, and plenty of time to relax with friends, all over just 6 entertaining and memorable days. This spiritually rich trip had each day ending triumphantly with a Mass in a series of Italy's stunning chapels, churches, and cathedrals, which was really the cherry on top of a great pilgrimage!

Arriving in Naples on the first day, our journey as Pilgrims of Hope began with a thought-provoking tour of the Catacombs of San Gennaro as a place where some of the first Christians were buried. To visit this burial site within a cave, full of chapels and graves, was something I had never experienced before, with its thought-provoking murals, and wonderful religious artwork. This brief glimpse into ancient faith felt close-to-heart, whilst our pilgrimage (and those alike) bring faith to the modern world.

The next day, a gentle hike of Mount Vesuvius left us all stunned at the beauty of the Bay of Naples and allowed for reflection on the sheer power of God's nature, as we learnt fascinating history about the staggering size of the original crater, which was hard to even imagine! After this, our trip to Pompeii exposed us to the destructive force of the active volcano we had just visited, giving us a chance to consider the destruction of a vibrant city, as well as the loss of so many innocent people: a solemn, yet fascinating experience that I will never forget.

On the third day, our pilgrimage landed us at the serene Amalfi Coast where we celebrated Mass at the picturesque Amalfi Cathedral, where we even had the chance to visit the skull of Saint Andrew (one of Jesus' apostles). At this stunning Cathedral, we celebrated Mass together, as well as having the chance to explore the original Church, where medieval Christians (and even saints) once worshipped! Later, the scenic boat tour around the Coast left us all amazed, with a 360 degree view of the spectacular coast and the blissful sea around us, as well as it being a laughter-filled time with friends. A wonderful day full of faith, free time with friends, and appreciating our spectacular natural world!

On Monday, we visited the world-renowned Isle of Capri, where we experienced the fabulous funicular to observe the spectacular views of the coastline, all this prior to visiting the peacefully quiet local beach where I enjoyed swimming and making memories with friends. This was a great way to finish our tremendous time in Naples!

And that's not even the best part! Days 5 and 6, for me, were the two best days of this incredible pilgrimage...

On Day 5, our visit to the Vatican was blessed with a rare opportunity to walk through the Holy Doors (which are only opened every 25 years, on Jubilee Years; hence, making us Pilgrims of Hope on our trip) which only added to the spiritual growth I felt whilst admiring the gold-kissed architecture of Saint Peter's Basilica and the simplicity of the Blessed Sacrament in a phone-free, silent side chapel. Our visit to an Irish Church where Saint John Henry Newman gave his first ever homily was filled with the Holy Spirit: much simpler than the Vatican, but equally as close to Christ. Our nighttime trip to the Colosseum was another reminder of the history of our Christian Forefathers and provided a nice opportunity to reflect on history whilst making new memories with friends – which included buying ice cream afterwards!



On our final day of the trip (Day 6), our journey to the now church and old home of Emperor Constantine's (the first Christian Emperor) wife allowed us to have a glimpse at some of the thorns from the true Crown of Thorns, the sign placed above Jesus' head (heard about in the Passion), wood from the real Cross of Jesus, and a nail that was placed in Jesus when crucified... this moving moment allowed me to come face to face with Jesus like never before, a priceless part of the pilgrimage. This amazing opportunity was then followed by our visit to the Archbasilica of Saint John Lateran (the Seat of the Diocese of Rome, the main Seat of the Pope). This beautiful church felt like the history of our Church was almost whispering through the walls. After seeing the King of England drive past, my favourite part of the trip was walking on our knees up the Steps of Jerusalem, where Jesus walked to Pilate during his Passion. The faith felt there was immense, the Holy Spirit really was shining all around as the pain from the Steps was like sharing in a small part of Christ's ultimate Suffering.

In one sentence, this faith-filled pilgrimage was not just a trip, but an experience that has developed my faith, strengthened friendships, and increased my passion for Catholicism; and I will forever be thankful to all the teachers (and, of course, Father Damien) who made this perfect pilgrimage possible!

**By Freddie G**



# Year 8 French Trip- Boulogne-Sur-Mer



On Tuesday 21st May, 60 excited Year 8 pupils and 5 members of staff set off bright and early at 5:45am from St John Payne for a memorable day trip to Boulogne-Sur-Mer on the Opal Coast in northern France.

After a smooth journey across the Channel via the Eurotunnel, the group was greeted with beautiful weather, which was perfect for enjoying a picnic lunch on the beach.

The day's activities included a fascinating visit to the Nausicaa Sea Life Centre, where students explored marine life from around the world.

A highlight for many was the visit to a traditional French bakery, where pupils not only learned about the art of bread-making but also had the chance to try their hand at making their own.

The adventure concluded with a stop at a typical French hypermarket, where students were able to practise their language skills and purchase some authentic French treats.

Throughout the trip, the children were impeccably behaved, showing great enthusiasm, curiosity, and respect—they were truly a credit to the school.

After a long but fulfilling day, the group returned at 10:30pm, tired but happy, with wonderful memories and plenty of stories to share.

## **Mrs Sykes and Mrs Held-Sahadeo**

*The French trip was really fun and I can't wait for the next school trip my favourite part was going to the aquarium and the hypermarket as we got to experience a bit of the French culture.*

**Mia T**



*I really enjoyed my day trip to France. We visited an aquarium and a Bakery. We got to learn how to make bread. When we were at the bakery, we had to ask the waiters our order in French it was very fun but very different. Overall, I really enjoyed the trip and would highly recommend it. I would love to go again. Thank you to all the teachers that organised it.*

**Charlotte S**



*I really enjoyed this trip - it was amazing to see all the different fish and other animals such as sea lions. The bakery was amazing as well, as we got to make bread in the traditional French style. Amazing day out!*

**Louis R**



*It was honestly an experience I would never forget, with a vibrant and joyful atmosphere. Anything but upbeat is what you will be feeling on this road-trip of a lifetime of friendships and new experiences.*

**Michael J**



*The trip was really fun and when we went to the supermarket at the end it was amazing it was really big. I definitely had a great time.*

**Adedamola O**



*I really enjoyed going on the French trip yesterday because I got to see all the marine animals in the aquarium. It was a really enjoyable visiting the supermarket because I had never been to anything like it before*

**Toby M**

*The trip to Boulogne was undoubtedly a great day out, one of the few special highlights of this school year and definitely a memorable day to look back on and smile !!*

**Niamh R**

*I enjoyed the trip to France, especially the aquarium and the bakery. The bread making was really fun. It was a really good experience and I would recommend it to others.*

**Jake M**

*The trip was very exciting; we started early in the morning at 05:00 and then drove on a coach to Eurotunnel. Once we got to France, we went through the border control and drove to the beach and went to the Aquarium the aquarium was very fun because it had penguins, sea lions and many more! Then we went to a bakery and got taught how to make bread and also bought some pastries after that we went to a supermarket and bought some goods. On the way back on the Coach everyone was singing songs.*

**Sebastian M**

We left early in the morning and started our journey to the aquarium. Before the aquarium we ate lunch on the beach. In the aquarium, we saw lots of fish and other sea creatures. After that, we went to a bakery and got to see the process of making bread and baking it in the oven. We then went to a supermarket and got snacks and something to eat on the way home, we then started our journey back to England.

**Michelle B**



# Year 11 Hospitality & Catering visit to The County Hotel

## 14<sup>th</sup> May



The County Hotel once again warmly welcomed our Hospitality & Catering pupils to the hotel for a behind the scenes experience. The County Hotel is a four Rosette award, family run establishment in the heart of Chelmsford. On arrival we were spoilt with lovely refreshments, fruit juices, water and a delicious assortment of bitesize cakes and pastries.

Pupils had tours of the hotel and learned about the various different accommodations offered. As a 'Green' hotel they were also encouraged to discuss issues around this and the steps that the hospitality industry to take to become more environmentally friendly. The hotel uses bio fuel and pupils witnessed the plant for this and the system was explained.

They were shown how guests bookings were handled, the computer systems used to handle bookings, the role of the reception area and staff working there.

Pupils where shown the various different 'food & drink' areas of the hotel. Challenges of table setting/laying out tables for a lunch service as well as how to carry more that two plates when serving food to customers in the restaurant whilst navigating through swing doors etc.

We were shown the kitchen areas and also had an opportunity to ask questions of the Head Chef and his Sous, Pastry & Commis Chef. These are just some of the highlights of a thoroughly enjoyable and hugely educational visit to one of our local hotels.

Thank you to John, Luis, Andra and Cody who generously gave us their time and shared so many wonderful experiences with the pupils at the hotel. Also to our own Mrs Parr who was hugely instrumental in the organisation of the trip and accompanied us to the hotel.







## A day trip to Auschwitz

By Alex L12c

On the 26<sup>th</sup> of March me and three other year 12 students from St John Payne were gifted with the once in a lifetime opportunity of experiencing the aftermath of what over 1 million victims lived, suffered and died in. This experience took place over one day with the help of the Lessons from Auschwitz charity who have helped turn this dream into a reality for thousands of individuals across the world, including me and I could not be any more grateful for this opportunity as it is something I could never say no to.

This trip is something that me, as well as my other peers could never forget.

The early start at Stansted meant that we arrived at Krakow Poland early in the morning, in preparation for the long day ahead. This trip included a range of students from other schools up and down the country, this made for a diverse group of students with different backgrounds, all coming together to commemorate the tragedies that had happened 80 years prior. Visiting both Auschwitz and Birkenau in the same day, we were showered in knowledge and history by our expert tour guides who walked us through both Auschwitz as well as Birkenau, allowing us the time to share our thoughts, feelings and questions, which many of us had.

As a GCSE History student, I can comfortably link the textbook studies I was taught in class with the real tragedies which I could not do beforehand. Having a personal interest in the terrors that these people had to go through between 1940 and 1945 helped me truly come full circle and not take for granted how lucky I am to be in the position I am. To go on this journey as a young man has helped change who I am as a person, to take each day as it comes and be grateful for the gifts, even as small as being able to wake up and not fear for my life each day as these millions of people did.

I would like to thank both the LFA organisation as well as the brilliant teachers and staff at this school that made this trip possible for me and my peers as well as previous students, with many more trips to come for future students also. I could never fit this experience into one side of A4 but the lessons that I learnt that day will stay with me for the rest of my life and I urge every younger student in the SJP community to jump at the opportunity when it is presented to them.





## **The Year 13 Exam Season has Begun**

Our year 13 students are now over a week into their final examinations. The first week went very smoothly, with our students seemingly very well prepared for their exams. It is lovely to see smiling faces as the students have come out of their exams, where students have realised that all their hard work has paid off.

On Friday 9<sup>th</sup> May our year 13 students had their final day in school before their study leave commenced. This was a lovely day for students and staff, where we were able to reminisce together about their time at SJP and look back at how far the students have come and how much they have grown as individuals.

As I only joined St John Payne Catholic School in September I have played a very small part in the students St John Payne journey. In that short time, however, I have got to know many of the students well and I am very confident that they will move onto the next stages of their life, whether that be to University, to an apprenticeship or straight into the work force, with confidence and with continued success. Since joining the school, I have been so impressed with our year 13 students' and it has been a real pleasure to help guide them through the last year at St John Payne.

Many of our year 13s have given so much back to the SJP community and I know how much every student will be missed.

On behalf of all of the staff, I would like to wish them every success in their remaining exams.

## **Year 12 Mock Examinations (PPEs – Pre-Public Examinations)**

Our year 12 students are in the process of preparing for an important milestone in their sixth form Journey, their end of year 12 mock examinations.

The mock examinations will provide valuable feedback on the student's current progress, helping to identify their strengths and weaknesses and what support the students may require as they move into Year 13.

I provide three parental pamphlets below, 'Preparing for PPEs / Results'; 'Keeping active during Revision' and 'Helping to develop Resilience'. I hope they will be useful to help your child prepare for these examinations.

## **Next Steps**

Another crucial focus for our Year 12 students this term will be considering their next steps after sixth form.

We will be taking all of our year 12 students to the Discovery Exhibition at the University of Essex, and this will be an insightful day where the students can find out more about potential pathways.

I provide two parental pamphlets below, 'Explaining the UCAS Process' and 'Post-18 Pathways', which I hope will be useful for parents going through this daunting process with their child for the first time.

**Mr Hewlett**  
**Head of Sixth Form**



*The Library Puzzle Club remains a popular and engaging activity for students across the school, while also providing a nice break for our Sixth Form students.*





## Did you know?



Millennials are likely to have **TWELVE** jobs in their working lives. Jane Warren, CEO of Investec Click and Investec, said, "The days of having a job for life have long been over and our findings show that younger people are keen to take control of their careers by switching jobs to meet their objectives, despite the greater insecurity this brings."

The career path that our young people take at 18 may be the first of many.



## What can you do?

Deciding what you want to do or be in the future can be very daunting for young people, and also a milestone for you as you watch your child starting to think about becoming much more independent.

- It is important that you ask them to consider what they really like, and the things that they could do – they shouldn't rule anything out at this stage.
- Encourage them to do research. They can look at career videos and consider the facts and figures or careers they may be interested in.
- They could look at the range of apprenticeships that are available and where they can lead – they are a completely viable alternative to a traditional university route.
- The college will help with the university application process, from starting to consider what to study to how to apply for finance and accommodation.
- Ask them if they are going to do work experience so they can gain more understanding of a potential career, or to help in the development of soft skills that will enhance their applications. You may have friends who are happy to have your son/daughter shadowing them for a couple of days in their holidays.
- Perhaps they could consider some volunteering opportunities that will serve to add to their experience, develop their soft skills and enhance their CVs.
- Have a look at some of the tools with your son or daughter that we will be using in the sixth form. For example: [www.careermap.co.uk](http://www.careermap.co.uk), the Careerometer from [www.lmiforall.org.uk](http://www.lmiforall.org.uk), information about apprenticeships and universities on [www.ukcas.com](http://www.ukcas.com).



## Did you know?

Approximately 700,000 people apply for full-time undergraduate courses at over 380 universities and colleges across the UK each year.



## What is the UCAS Process?

UCAS stands for the University and Colleges Admissions Service and is the organisation that administers and processes applications to universities.

The process for sixth forms starts in the summer term when students register on the UCAS website and begin the completion of their application form.

The application form is divided into straightforward sections: personal details, course choices, education history, employment history and a personal statement. A member of staff, often the tutor, will provide a reference.

By the end of the summer term, most students have completed much of the application form and have made a start with the personal statement.

There are key application dates of which you need to be aware (these are for 2019 entry; they are normally the same every year):

**October 1st** Deadline for music courses via UCAS Conservatoires.

**October 15th** Deadline for Oxford, Cambridge and most courses in Medicine, Dentistry and Veterinary Medicine. (There are also extra admissions tests with many of these applications.)

**January 15th** Application deadline for the majority of undergraduate courses.

Once an application has been sent to UCAS, it can be tracked. A university may offer a student a conditional place for the course that has been applied for – so the student will have to achieve the grades or points asked for by the university to secure their place. Alternatively, they may be offered an unconditional place or be rejected. If a student is rejected from all of their university choices, they may re-start the application process in February when UCAS Extra opens, an opportunity to apply to different universities, or different courses.

### *What can you do?*

One thing you can do is to take your child to visit universities, if this is a possible, or look online at each campus. It's also helpful to discuss different options with your child – find out why they want to go to university. Do they want to or are they 'following the crowd'?

If you want to find out more, UCAS has many tools for parents. These look at the application process in detail, including accommodation and finance. You can also sign up for monthly newsletters to keep you in touch with the whole application process. Just search for parents at [www.ucas.com](http://www.ucas.com).





## Keeping active during Revision

Information for parents and carers



## Did you know?



Research shows that physically active students have more active brains. Even walking for just 20 minutes can significantly increase activity in the brain. This means that it is really important for students to take regular breaks in their learning.

Exercise triggers the release of various hormones and chemical compounds in the body and has many benefits to learning:

- It improves cognitive brain function
- It improves students' ability to focus for longer periods of time
- It can reduce stress levels
- It can improve memory retention

Studies have shown that exercise helps to oxygenate the brain and release tension, helping students to keep calm, mentally relax and study more efficiently. Productive people often work smarter rather than harder and exercise has a huge part to play in this.

## What can you do?



Support your child to take regular breaks so they are less likely to get distracted whilst revising. It's much better to spend 60 minutes revising well and 10 minutes on a break than for your child to spend longer half revising and half playing with their phone! Suggest to your child that they take breaks every 60-90 minutes when revising.

Encourage your child to do something active with their break, such as getting some fresh air, playing sport, going for a walk or a run, or doing housework. Remind them that exercise doesn't have to last for hours to count.

Work with your child to help them work efficiently and find a routine that works for them. They need to be flexible to work around their timetables and could do some exercise early in the morning, at lunchtimes or early evenings. Alongside exercising, help your child to take care of themselves by eating well, sleeping well, relaxing, socialising and having some down time.

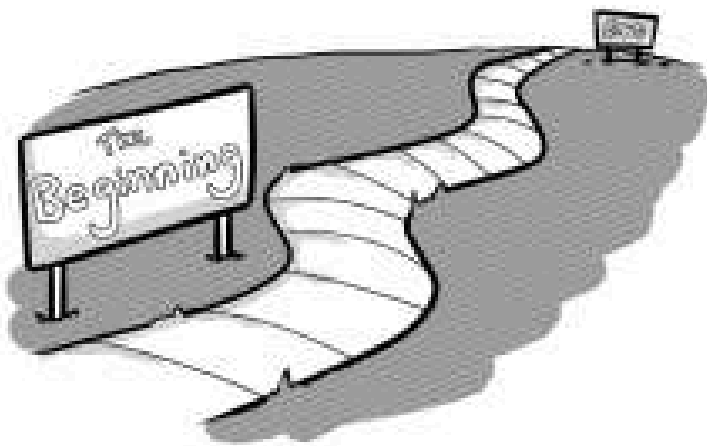


## Preparing for PPEs / Results

Information for parents and carers



## Did you know?



Teachers do not expect their students to do as well in their Pre-Public Examinations (PPEs/mocks) as they should do in their final examinations. After all, it is likely that not all of the course has been covered at this point. The examinations are in place as a tool for students to demonstrate what they know, and also what needs to be done to fill the gaps in both knowledge and understanding as they approach the external exams.

Three  
Key  
Points

## What can you do?

It is helpful for you to see the process of PPEs and the thinking behind them:

### BEFORE THE PPEs

- There will probably be time given for revisiting in lessons and for homework.
- Students will have the dates of their PPEs well in advance so that they are able to plan their revision effectively. It is important they work out what they need to revise and plan it out.
- Many students spend the most time on subjects they are already very good at. The best revisiting plans out how to learn knowledge they don't already know.

### DURING THE PPEs

- The conditions of the final exams will be replicated as closely as possible.
- The questions on the exam papers will normally

be from past exam papers or written in the style of past exam papers.

- The exams will be marked as if they are an external assessment.

### AFTER THE PPEs

- The exam papers/grades will be returned to the students in a timely fashion.
- Subject teachers will ensure that each student knows how they can improve.
- Any gaps in knowledge/understanding will be addressed either in classwork or homework – students should be working on their gaps all the time.

The PPEs are part of a process, and being aware of it will mean that you do not necessarily need to over-worry if things do not go as well as expected. The key thing is to communicate with the sixth form team if there is anything that you are concerned about.



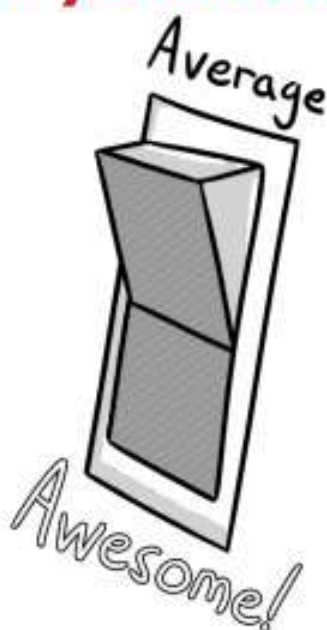


## Helping to develop Resilience

Information for parents and carers



## Did you know?



Resilience is one of the greatest of attributes and learning how to be resilient can take our young people far. As Nelson Mandela said, 'Do not judge me by my success, judge me by how many times I fell down and got back up again.'

Your son/daughter will have to deal with a number of knockbacks when they are in Key Stage 5 as they prepare for their final exams – it is important to do everything that we can to ensure that they perform to the best of their ability.



## What can you do?

There are three areas you can help them with: Stamina, Preparing to Perform and Power to Perform.

### Stamina

It is important that your son/daughter is able to handle the pressure of writing and thinking for a long period of time. Mocks (sometimes called PPEs) are important because it is similar to the real experience in the summer. Do encourage them to take these exams seriously – as if they were the real thing. Encouraging them to plan their revision is also really helpful.

### Prepare to Perform

Leading up to mocks/PPES or external exam periods, it is important that they are able to sleep well, switch off from work at least an hour before they go to sleep and keep their phones at a distance. The glare of phone screens does not aid restful sleep. One of the most helpful things you can do for your child is to help them get into a good winding down routine.

### Power to Perform

Health and physical wellbeing is also really important. It is helpful if students can eat the type of food that will give them energy through an exam. If they eat lots of sugar before exams, their energy levels can easily drop in the exam. We have recipes and suggestions of appropriate snacks which will keep their energy levels consistent.

We have an accompanying Prepare to Perform leaflet for you.

In summary:

1. Being a role model
2. Help them set goals
3. Keep them active
4. Healthy eating
5. Time out
6. Sleep patterns - keep regular
7. Unplugging phones & devices
8. Staying cool and calm
9. Belief
10. Be supportive



# Library News



## Carnegie Book Shadowing began at SJP Library!

Over the past few months—and continuing for the next few weeks—a group of seven students and I, Mrs. Zawadzka, have been reading eight books nominated for the prestigious Carnegie Medal for Writing.

We meet once a week in the library to read books, watch interviews with nominated authors, share our thoughts and, hopefully, predict the winning title! It's a pleasure and a privilege to share this literary journey with our wonderful young book lovers: Lucy, Aida, Alyson, Ayla, Eva, Adam and Aoife!



### Carnegie Shadowing Group: A Student's View

*"Taking part in the Carnegies has really helped me come out of my comfort zone and read the books I wouldn't normally choose. The books I've read so far have truly taken my breath away and influenced me in ways I could never have imagined. For example, 'The Final Year' taught me that even in times of trouble, you are never alone, there is always someone you can confide in, you just need to find the right person. I look forward to taking part in this again next year and hope the Carnegies changes more and more lives."*

**Alyson G. (8F)**



**Ayla watching an interview with Matt Goodfellow, author of The Final Year**



**Aida watching an interview with Clare Furniss, author of The Things We Leave Behind**

An action-packed comedy about a fake family that includes a spy, an assassin and a telepath! Master spy Twilight is unparalleled when it comes to going undercover on dangerous missions for the betterment of the world. But when he receives the ultimate assignment—to get married and have a kid—he may finally be in over his head! The very first Five Nights at Freddy's game was released over a decade ago, on August 8, 2014. Since then, Five Nights at Freddy's has become quite the franchise, spawning several more games, novels, comic books—and a movie. Books are available in the library now!







We would like to say a big thank you to all the students who took part in this year sponsored read. Your enthusiasm, dedication, and love for reading made the World Book Day at SJP library a great success. Thanks to your participation and your families and sponsors support, we were able to raise valuable funds and promote a strong reading culture within our school community.

Well done, and thank you for making a difference to:

Aoife P. (10S)  
Freddie G. (10S)  
Olivia S. A. (8S)  
Abigail C. (8B)  
Dominik K. (7A)  
Isla I. (7B)  
Lydia B. (7S)  
Una P. (7S)

As a result of your efforts, this month, the library was pleased to receive a a generous selection of sponsored reading materials provided by the A Tad Hooked on Books.



Students were enthusiastic as they browsed the wide range of new resources, which include interesting fiction titles and engaging non-fiction works in subjects such as psychology, business, economics, and law. In addition, the Puzzle Club was especially excited to receive a fresh collection of challenging puzzles, which are already proving popular among our keen problem-solvers.





Essex County Council  
Libraries

## Volunteer

for the  
**Summer Reading  
Challenge 2025!**



**Boost your CV**

**Talk about books**

**Help your local community**

**Have fun chats with children**



**Closing date 22 June**

Apply online at [libraries.essex.gov.uk](https://libraries.essex.gov.uk)

**Open to age 14+**





Essex Careers

## What do you know about Essex?

**The Essex population is projected to grow** by over 56,000 over the next five years.

**Essex is home to 1.8 million people**, 60% of whom are aged 16 to 64.

**There are 756,599 jobs in Essex**, projected to increase to 790,542 by 2030.

For the first three months of 2024 there were **71,431 vacancies** from over **7,000 employers**.

**Essex has an employment rate of 77.3%**, this is above the UK employment figure of 75.8%.

The **construction, transport, health and social work** and **wholesale/retail** sectors are set to **see the most growth**.

In terms of jobs, the **largest sectors of employment in Essex** are **wholesale and retail, health and social care, construction, education, transportation and insurance**.

**There are over 80,000 businesses in Greater Essex** – 99% of these are SMEs (small to medium sized enterprises), employing fewer than 250 people each.

Those offering the **highest wages** are: **aviation, transport and logistics, health and social care and engineering**. Collectively these sectors bring the **most GVA (Gross Value Added)** to Essex along with manufacturing.

## All about apprenticeships

Apprenticeships offer a dynamic way to start or advance a career. Whether you're passionate about building skyscrapers or developing the next big app, there's an apprenticeship for you.

### How apprenticeships work

An apprenticeship in England is a paid job where the apprentice gains hands-on experience. At the same time they study for a qualification related to their role. They combine practical work with academic learning. Apprenticeships are a key pathway for skill development and career progression.

Apprenticeships are open to anyone over the age of 16. They are not just available to those leaving school. They are also available to older individuals, looking to upskill or change careers. Each programme has specific entry requirements, such as certain GCSE or A level grades.

### Key features of apprenticeships

Apprentices spend about 80% of their time working in their job and 20% in training.

Most apprenticeships last between one to four years, depending on the level and complexity of the programme.

Apprentices are paid a salary. The minimum wage for apprentices is lower than the national minimum wage, but many employers offer competitive rates.

Apprenticeships are funded by a combination of government and employer contributions. For young people aged 16 to 18, training costs are fully covered.

### Apprenticeships cater to a wide range of industries



**Construction and trades**  
**Level 3 Bricklaying Apprentice:** learn techniques for modern and traditional construction projects.



**Level 4 Chartered Surveyor Apprentice:** work on high-profile infrastructure projects while earning a degree in surveying.



**Healthcare**  
**Level 3 Dental Nurse:** assist dentists with clinical tasks and patient care.



**Level 5 Nursing Associate Apprentice:** practical work in a hospital and classroom learning. This leads to a nursing qualification.



**Digital and technology**  
**Level 4 Software Developer Apprentice:** develop coding and programming skills while working on live software projects.



**Level 6 Data Analyst Apprentice:** work with big data to solve real-world problems while earning a degree.



**Creative and media**  
**Level 3 Junior Content Producer Apprentice:** learn video editing and social media strategies.



**Level 4 Junior Production Coordinator:** support creative industries with gaming, logistics scheduling and technical compliance.



**Business and finance**  
**Level 2 Accounts/Finance Assistant:** handle basic financial transactions and bookkeeping.

**Level 3 Business Administrator Apprentice:** develop organisation and communication skills in office settings.

### The future of apprenticeships

**Increased flexibility:** flexi-job apprenticeships allow individuals to gain skills with multiple employers. This is useful in sectors with short-term project-based work, like film or construction.

**Government incentives:** employers are encouraged to create apprenticeships with financial incentives. Particularly for hiring apprentices under 25.

**Focus on STEM fields:** an increase in high-demand areas like technology and engineering. For example, cybersecurity apprenticeships now train individuals to counter digital threats.

**Green apprenticeships:** with a growing focus on sustainability, apprenticeships in this field are increasing. For example, in renewable energy, electric vehicle maintenance and eco-construction are on the rise.

### Where to find an apprenticeship

**National Apprenticeship Service (UK):** visit the [Find an Apprenticeship website](#). This lists vacancies across various industries and locations. You can search by sector, level or keyword.

**Company websites:** many companies advertise their apprenticeship vacancies directly on their career pages. Such as BT, NHS and Jaguar Land Rover.

**Job boards:** use platforms like [Indeed](#), [Reed](#) and [Careermap](#). These list apprenticeship roles alongside traditional jobs.

**Tip: Set up alerts on websites to receive notifications about new vacancies that match your interests.**

**Local connections:** contact local colleges, training providers or councils. These often have partnerships with businesses offering apprenticeships. Find out more information about apprenticeships in Essex on the [Essex Opportunities Portal](#).

**Career fairs and events:** attend apprenticeship and career fairs to meet employers.

**Networking:** leverage personal connections or on LinkedIn to learn about opportunities.

### Levels of apprenticeships

Apprenticeships in England are available at different levels.

**Intermediate (Level 2)** Equivalent to GCSEs. These are entry-level apprenticeships. Example: a hairdressing apprentice learns cutting, styling and colouring techniques.

**Advanced (Level 3)** Equivalent to A levels. These apprenticeships suit those ready for more responsibility. Example: an engineering technician apprentice gains skills in mechanical systems or electrical engineering.

**Higher (Levels 4 to 5)** Equivalent to a foundation degree, these offer advanced technical training. Example: an IT specialist apprentice may specialise in cybersecurity or software development.

**Degree (Levels 6 to 7)\*** Equivalent to a bachelor's or master's degree. Example: an architect apprentice works towards full accreditation while gaining real-world experience in design.

\* The UK Government is considering significant changes to the funding of Level 2 apprenticeships. This is part of a broader reform of the apprenticeship levy. The proposal is to remove public funding for these programmes. Funding would instead primarily cover real-world experience (levels 2 to 4).



**Apprenticeships are a key pathway for skill development and career progression**

### Benefits of apprenticeships



**Earn while you learn**

Apprenticeships combine wages with free or subsidised education, making them a debt-free alternative to university.



**Practical experience**

Gain real-world skills that employers value, boosting employability.



**Progression opportunities**

Many apprentices continue into full-time employment or higher apprenticeships within their organisation.





## Building offshore wind careers in Essex

The winds of change are blowing through Essex. The county is becoming a hub for renewable energy and innovation. Successes like the Galloper and Greater Gabbard wind farms have paved the way. Now, proposed projects like Five Estuaries and North Falls aim to bring even more opportunities. Together these four projects are creating jobs today and will train the workforce of tomorrow.

The UK Government has big goals for offshore wind. By 2050, they want to quadruple capacity to 55 gigawatts of offshore wind energy. That's great news for the industry, but it comes with a challenge. To meet this target, the sector needs 70,000 more workers. While this presents a skills gap, it also offers a chance for people to join a growing industry. It's an exciting opportunity for young people entering the workforce or those looking to switch careers.

### Essex's strong start

Galloper and Greater Gabbard have built a solid foundation in Essex. These wind farms generate enough energy to power 800,000 homes every year. Galloper began operation in 2017 and Greater Gabbard started in 2012. Together, they prove Essex's potential in renewable energy. Galloper created over 600 jobs during its construction. Now, 60 skilled workers are employed full-time to manage operations. Most of these roles are based in Harwich, supporting local workers and businesses.

Greater Gabbard is a joint venture between RWE and SSE Renewables. Though its base is in Suffolk, it shares lessons

for Essex's future projects. As a sister project to North Falls, it shows what the region could achieve.

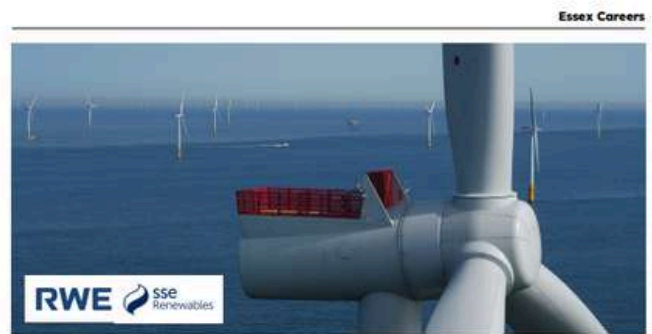
Galloper goes beyond just generating energy. Its aims to inspire young people and educate communities about offshore wind. Carrying out visits to schools, colleges and universities and attending career fairs and community events. They inspire young people and educate communities about offshore wind. They also visit schools, colleges and universities and attend career fairs and community events.

### Galloper's initiatives include:

- work experience placements, offering real-world exposure to wind farm operations.
- Galloper's Introduction to Offshore Wind Careers programme, which helps students with CVs, mock interviews and career advice.
- RWE Wind Turbine Technician Apprenticeships, where participants earn while they learn.
- RWE Virtual Work Experience, which allows anyone to explore offshore wind from home.

36

[www.essexopportunities.co.uk](http://www.essexopportunities.co.uk)



### Some of the roles available in offshore wind:

- Offshore engineer • Project manager
- Wind turbine technician • Control room operator
- Warehouse and facilities • HSE advisor
- Mechanical or Electrical engineer
- Office administrator • Maintenance coordinator
- Finance manager • Consents and licensing
- Communications • Site managers and supervisors
- Project engineers • Electrical technicians
- Quality control and assurance specialists
- Oceanographers • Geophysicists
- Stakeholder engagement

### A lasting legacy

These wind farms represent more than energy. New workers won't just find jobs - they'll help shape a sustainable future. The benefits will help communities thrive for years to come.

North Falls and Five Estuaries are also part of the East of England Energy Group (EEEGR). This trade body supports the region's energy sector and its supply chain. The projects also belong to EastWind, a group promoting offshore wind careers in the region.

Through EEEGR and EastWind, events are held across Essex to inform people about the sector. These events are ideal for anyone wanting to learn about job opportunities in offshore wind.

Essex is on the path to becoming a leader in renewable energy. Offshore wind projects bring clean power, jobs and long-term growth.

For students and career-changers, this is a chance to join a booming industry. The sector offers stability, growth and the chance to make a real difference.

### What is next for Essex

Projects like Five Estuaries and North Falls are ready to build on this success. Five Estuaries is a joint venture between RWE, Macquarie, ESB and Sumitomo. North Falls is a partnership between RWE and SSE Renewables.

Both projects aim to show the range of careers in offshore wind. These aren't just technical roles. There are jobs in environmental science, project management, communications and administration.

By highlighting these opportunities, the projects hope to create a skilled local workforce. If the projects are approved, construction could start as early as 2027. Preparing the workforce now is key to ensuring local people are ready to seize these roles.



Essex County Council

37

Essex Careers

## Myth-busting roles in the renewable energy industry

The renewable energy industry is growing rapidly in the UK, especially in the East of England. With a strong history of oil and gas production in the Southern North Sea, the East of England has supported jobs in energy for decades.

Climate change and net zero targets have led to a shift to support new technologies. This includes hydrogen, solar, nuclear, and crucially, offshore wind. In 2023, the East of England was the second-largest producer of renewable energy in the UK after Yorkshire and the Humber.

Supporting production at this capacity requires a large number and wide range of jobs. This number will only increase over the decade as we look to meet net zero targets.

However, joining the industry can be a daunting and confusing task, with many myths holding people back.

To help, let's bust some of the myths surrounding the renewable energy sector:

### 1. Jobs are only in coastal areas

While many energy infrastructure developments are in coastal communities, this is only a small portion of the work available.

Many supply chain businesses operate nationwide. They provide various services and products for the renewable energy industry.

### 2. Not having renewable-specific skills

There are many new and emerging technologies being introduced. It's understandable to think that these new forms of energy generation require an entirely unique set of skills. Some roles, like engineering, construction and installation, may require a conversion training course. However, roles in finance, project management or communications are almost directly transferable to the renewable energy industry.

### 3. A new industry means less job stability

The renewable energy industry is unique because it builds on experience from the oil and gas industry. Offshore wind, for example, still relies on much of the experience of the older industry. This includes maritime practices, construction methods and job roles. Many leaders in renewable technology, such as Ørsted, Equinor and RWE started as oil and gas companies. They are now building strong portfolios of renewable projects.

Now is the time to explore a career in shaping the renewable energy industry.

Visit these websites to get started:

[East Wind Offshore Cluster](#) | [My Energy Future](#) | [East of England Energy Group](#)



Essex Careers



## New City College launches Green Skills Centre and cutting-edge virtual reality video labs

New City College (NCC) is thrilled to announce the opening of its Green Skills Centre and state-of-the-art Immersive Video Labs. These facilities will equip students with essential skills and training for future careers.

### Green Skills Centre

Located at the Epping Forest Campus, the Green Skills Centre supports the UK's transition to a net-zero carbon economy. It offers practical training in renewable energy and green technologies. This prepares students for the growing green job market.

### Courses offered include:

- heat pump training
- solar photovoltaic (PV) systems installation training
- electric vehicle charging installation and maintenance

These courses are crucial in combating climate change and are industry-recognised qualifications.

### Hands-on experience

The centre provides a hub for school leavers to gain experience with cutting-edge equipment. It houses training bays equipped with advanced technology used by UK installers. Courses are also open to professionals already in the industry who want to upskill. Training is kept up-to-date with current practices through partnerships with industry experts.

### Immersive Video Labs

New City College has also opened another high-tech hub - futuristic immersive video labs. These labs will benefit students across a range of courses, including solar panel installation, electrical installation and health and social care.

These labs provide adaptable spaces to accommodate different classes and course content. Key features include high-definition linked-up screens, tracking cameras and the latest Meta 3 Oculus VR headsets.

Jon Fitzpatrick, project leader at NCC, said: "This is a fantastic resource. It's the future of teaching and learning." New City College is proud to be at the forefront of educational technology. They strive to provide students with the best possible learning opportunities.

To find out more about the Green Skills Centre and courses available, visit the [New City Trade Skills website](#), email [commercial@nclondon.ac.uk](mailto:commercial@nclondon.ac.uk) or call 020 7613 9239

38

Essex County Council

39






# PASTORAL CARE, MENTAL HEALTH & WELLBEING

## Is your child struggling with difficult thoughts or feelings?

Whether you're a parent, carer, or guardian, it's important that you're able to support the young person in your life – and we're here to help.

Here you will find expert advice and tips, as well as a summary of the mental health support we offer. Some support you may be able to ask to access yourself. This is called self-referral. Other times, a GP, teacher, or social worker will need to request this support for you.

<https://www.barnardos.org.uk/get-support/support-for-parents-and-carers/mental-health/supporting-your-child>

 <p><b>Looking after a young person's mental wellbeing</b></p> <p>Looking after our mental wellbeing should be a daily habit. Here are a few tips to help you support the mental wellbeing of the young person in your life.</p> <p><b>Find out more</b></p>	 <p><b>Anxiety in children and young people</b></p> <p>If your child is feeling anxious, nervous or panicky, it can make day-to-day life difficult. Here are common symptoms of anxiety, simple ways you can help the young person in your life, as well as the services we offer.</p> <p><b>Find out more</b></p>	 <p><b>Depression in children and young people</b></p> <p>If you're worried that your child is feeling low or struggling with depression, here's our advice on how you can help them, as well as the support we offer.</p> <p><b>Find out more</b></p>
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## Useful numbers

*Samaritans* – 116  
123

*NHS* – 111

*Mind* – 0300  
1233393

*Kooth* – Text 85258  
*Childline* – 0800  
1111

*Chelmsford Food  
bank* – 07512  
574542

*Papyrus* – 0800  
0684141

We shouldn't just look after our mental wellbeing when we're struggling. It should be something we do all the time. That's why it's an important habit to teach children and young people.

Here you can learn more about mental wellbeing, as well as tips and advice you can teach your children so they can become healthier and happier. On top of this, you can also see the services we offer in your area.

Some support you may be able to ask to access yourself. This is called self-referral. Other times, a GP, teacher, or social worker will need to request this support for you.





## ***Mental Health Week: Stand Strong Together by Freddie (Y10)***



*When you look in the mirror, who do you see?  
Ugly? Irrelevant? Who would want to be me?  
When you take that selfie, who stares back?  
Annoying? Pathetic? A person who in joy does lack?  
And when you shut your eyes to sleep at night, what voices scream in your head?  
Is it something small you did? Something mean they said? Or just pure dread?*

*Well, this mental health week, against ill wellbeing, we'll all make a stand!  
For others. For you. For me. So, on our feet, we, as one, may safely land!  
A thought-provoking theme of 'Community' for 2025,  
So, from all poor mental health, for young and for old, for big issues and for small, for diagnosed and  
non, we all may survive!*

*So that when we look in that mirror, the one in which an image of our shattered society is shown,  
We may, for all, see beauty, relevance, and each person's great value, by all may be known!  
And when we take that selfie, one huge societal group,  
Staring back, for us all, may be equality, kindness, and love, all people warmly stretching out their hands  
in one giant loop!  
And when the tired eyes of our woeful world gently close at night,  
In no-one's minds will there be an almighty fight with their mental health, for we shall help one another  
will all our might!*

*So, this wonderful week, a week set aside for all, lovingly look to your neighbour, warm arms reaching  
out,  
So that in each individual's troubled minds only love may shout!  
And in each community, there will be no more mindless hate,  
For as a society, we will no longer cling on to bullying's crippling and evil bane,  
So, together we all may be strong; so, together we all may belong.*

*Then when you and I are left to the bitter-sweet thoughts of our ever-changing mind,  
We together as one will "Be anxious for nothing": in this (from Philippians), truth for ourselves we will all  
as one find!  
And how? By being a peaceful world-wide community where no-one's mental state is left behind!*

*"Peace, I leave with you; My peace I give to you; not as the world gives do I give to you. Do not let your  
heart be troubled, nor let it be fearful."  
- John 14:27*

