

# Saint John Wall Catholic School

## A Catholic School For All



### Mission Statement

'To educate each and every unique child in our care to hear and respond to what God calls them to be'



Issue 6

Weekly Information Bulletin

Date: Friday 15 October 2021

Catholic Life - This year's theme is based on the Parable of the Sower (Matthew 13)  
Termly theme: Excellence (hard soil)  
Termly SJW values - Attentive and Discerning

Dear Lord, You created all people in your image. We thank you for the astonishing variety of races and cultures in this world. Enrich our lives by ever-widening circles of friendship and show us your presence in those who differ most from us, until our knowledge of your love is made perfect in our love for all your children. Amen

## School Tours

Virtual Open Evening – Please visit our website and look at the videos to find out more about our Catholic Life and Curriculum at Saint John Wall Catholic School. [Click here to view the videos.](#)

School Tours – Parents of Year 6 pupils are invited to visit our school for a tour. Please ring the school to book a tour.

Saint John Wall Catholic School  
A Catholic School For All





Mission Statement  
'To educate each and every unique child in our care to hear and respond to what God calls them to be'

## School Tours For Parents and Year 6 Pupils

### School Tours

Tuesday to Thursday  
mornings/afternoons  
Starting  
Tuesday 28 September 2021

By appointment only.

Please ring the school to  
book your appointment slot.

APRIL



2017

### About our school:

- A small and friendly secondary school with an outstanding Catholic ethos
- Specialist teaching and support staff
- Well-equipped learning environment
- A focus on academic and personal excellence

Section 48  
Catholic  
Ethos  
Report  
'Outstanding'

2017

**\* Deadline for applications 31 October 2021**

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## Important Upcoming Events

# Non-Uniform Day!

Only  
**£1**  
If you wear  
full non uniform

Only  
**50p**  
If you wear 1 item  
of non uniform

**All money raised will go  
towards the Year 11 Prom**



## A Year 11 Initiative!



**Wednesday 20 October 2021**



All clothing must be suitable and appropriate for school.

What you CANNOT wear:

General non-uniform/banned items e.g. caps, crop tops would not be considered suitable.



# Cultural Heritage Day

Samosas on sale  
at break time  
50p each

Cultural food offer  
available in the  
canteen



**Thursday 21 October 2021**

**Wear a traditional outfit or an item of  
traditional clothing that represents  
your culture.**

## A day of celebration!



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## Important Dates to Note

- **Wednesday 20 October - Covid contingency planning: Remote learning preparation afternoon.** School closes at 12.30 for Year 8, 9, 10 and 11 pupils. They should go home and access lesson 4 on Teams. There are separate arrangements for Year 7 pupils. Year 7 parents will be invited in to school to learn about using Teams and remote learning. More details to follow.
- **Cultural Heritage Day – wear a traditional outfit or an item of traditional clothing that represents your culture.**  
Thursday 21 October
- **INSET Day – School closed to pupils. Pupils should access form time via Teams as part of our covid contingency planning checks.** Friday 22 October
- **Half Term**  
Friday 22 October (after form time on teams) – Friday 29 October
- **Year 11 Mock 1 Examinations**  
Monday 1 November – Friday 5 November

## Parents' Evenings and Afternoons

- **Year 11 Parents' Evening & targeted Year 10 pupils - Thursday 18 November 2021- 4.00pm – 6.00pm**
- **Year 7 & Year 9 Parents' Afternoon & targeted Year 8 pupils - Wednesday 15 December 2021 - 1.00pm – 4.00pm**

## Wellbeing: Top Tips

### Aspiration and Motivation

1. Get to bed early so you can have a good night's sleep ready and alert for school the next day.
2. Set yourself daily goals, even if they are simple!!
3. Do not compare yourself to others, you are your own competition!
4. Be consistent with your revision, make use of a variety of revision resources.
5. You only fail when you stop trying, so never give up!

By Mr Brooks



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# Black History Month

## Form Time Activities

7PAW have been sharing thoughts about what we are proud of. We want to show others that we are unique and we are proud of this. We want to inspire others and share pride across the school.

By Mrs Pawlowska



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# Black History Month

## Steel Pans

Since having access to Steel Pan lessons provided by the Birmingham Music Service these pupils have been working really hard to be performance ready!

As part of our Black History Month celebrations the steel pans were requested to form part of our cultural offer.

### Steel pan origins:

"French planters and their slaves immigrated to Trinidad during the [French Revolution](#) (1789) from [Martinique](#), including a number of West Africans, and French creoles from [Saint Vincent](#), [Grenada](#), [Saint Lucia](#) and [Dominica](#), establishing a local community prior to the [capture](#) of Trinidad and Tobago by the [British](#). The celebration of [carnivale](#) had arrived with the French. Slaves, who could not take part in carnival, formed their own parallel celebration."

What a great way to celebrate such a history with our very own steel pan ensemble!

By Mrs Crooks



"I took part in playing Steel Pans and I played Bass. I loved playing the song 'sugar plum' and I loved it a lot."

By Malkia Reid 8RES



"We performed a song called 'Sugar Plum' on an instrument called steel pans. Steel pans are a fun and easy way to learn and play. The song we played is from Jamaica. Daisy was playing the soprano which is a high-pitched pan that takes a lot of time to remember."

By Daisy Idemudia 8RES and Jasmine London 8RES



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# Black History Month

## Reflective Video – Navy and RAF

### Form Time Video

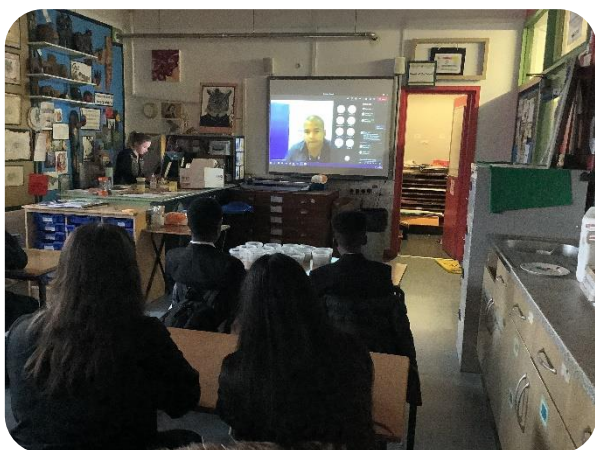
In form time today, pupils watched a TV advert focusing on different roles in the Royal Navy. This advert introduced pupils to Nathan Mukuro, a black engineering technician on HMS Queen Elizabeth. In the video, he talked about the challenges he faced growing up as a black child in his community. He talked about the importance of sport in his life to help him focus and make the right choices. Nathan loves his career in the Royal Navy and gave some advice in the video for those considering a career in the Royal Navy.

### RAF Teams Call

On Wednesday, Year 7 & 8 had the privilege to hear from Flight Sergeant James Bruce from the RAF. Flt. Sergeant James is the RAF Falcons Teams Coach. The Falcons are the UK's premier military parachute display team, based at RAF Brize Norton, Oxfordshire, they display at venues all over Britain and Europe throughout the year. They have performed many times for the Royal Family and heads of state and set records and introduced many exciting innovations into formation skydiving.

Flt. Sergeant James spoke about how he began his career in the RAF, he discussed the skills and talents he needed for his career. He also spoke to our pupils about the challenges he faced as a BAME colleague in the RAF. This included a lack of BAME representation when he joined the RAF.

**By Mr Lloyd-Price**



*"It was interesting to hear all about the RAF."*

**By Vanessa Kodua 8BRK**



*"The RAF representative talked to us about life in the RAF and how he has trained over 200 people to sky dive."*

**By Ranveer Gill 7COB**

*"We watched a video about black people in the Navy and it encouraged us to remember that no matter your race or culture, you can accomplish your dreams."*

**By Ivie Imadonmwinyi 10ESM**

*"I learnt that joining the Navy is a very good job that all people can do, no matter their background."*

**By Ravjot Singh 10PAR**



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# Black History Month

## Assembly

In honour of Black History month, our collective worship explored black people, past and present, who have made a significant contribution to local, national and world history. I spoke about the first time I saw a black World War II veteran, proudly wearing their uniform to church. Besides other well-known figures such as Martin Luther King and Nelson Mandela, I enjoyed sharing the story of Mary Seacole. She was a black lady, from Jamaica, who made her way to the Crimea in 1854 to join Florence Nightingale, tending to the wounds of British soldiers. The beauty of recognising the contributions of people from African descent, is that we come to realise that Black History is everyone's history. **By Ms Hanson**



*"We had a very special assembly about Black History Month led by Ms Hanson. The assembly was about famous black people like Martin Luther King, Bob Marley, Mandela and many more. I learnt to be proud of my origins."*

**By Teniola Olayiwola 8RES**

*"The assembly with Ms Hanson was about Black History Month, she talked to us about many celebrities that have made big changes like Martin Luther King, Mandela and Bob Marley. This talk really helped me to be more proud of where I came from."*

**By Janelle Ajayi 9OWE**

# Black History Month

## How Black History Month is being celebrated in English

Some of our Year 9s have been reading for pleasure a book called 'Noughts and crosses'. As we read this book we have important discussions about society, race and equality both in the book and our own lives.

**By Miss Jones**

*"It reminds us that all black and white people need to be treated equally"*

**By Christiana Ngobeh 9WIO**

*"Noughts and Crosses is a good book, it's all about racism that people face."*

**By Lovinnia Rose 9JOS**

*"Noughts and Crosses is a flip from reality. I think this is an important book to read during Black history month as it makes people realise how racism impacts society and how it really makes people feel."* **By Darren Omali-Okonkwo 9GOS**

*"For me Noughts and Crosses is a realisation about society and the racism society has as a whole."* **By Cairo Herbert 9JOS**



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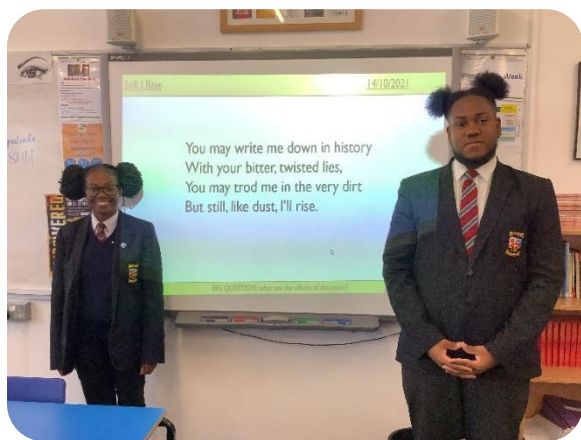


# Black History Month

## How Black History Month is being celebrated in English

As part of BHM, and as part of our ongoing exploration of Unseen Poetry, 11XJ studied the famous poem 'Still I Rise' by Maya Angelou in one of their English lessons this week. This was a fantastic opportunity to not only immerse ourselves in one of the most stirring poems ever written, but also to discuss the issues of oppression and racism which we still see in our society today. Angelou's poem carries an ultimately hopeful message, as it is triumphant in its celebration of black people's ability to rise to success, despite the obstacles they are confronted with. Thank you 11XJ for the passion you brought to the discussion in this lesson.

By Miss Lake



*"I felt inspired that I was able to learn about Black History Month and the history behind it. The poem taught me how the person felt and how she faced her challenges."*

By Joshua Fadola 11SIM



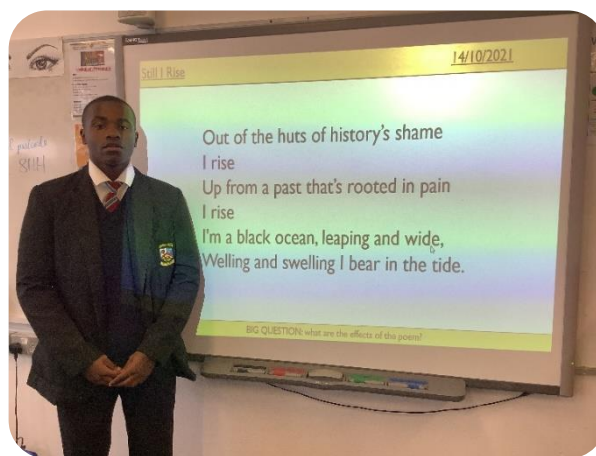
*"We learnt about Maya Angelou and about the way she overcame stereotypes and discrimination."*

By Regina Mukuangu (11WOO)



*"The poem brought to life the issues that Black people have faced through history and not only did it educate me, it also educated my peers."*

By Sarah Ishma 11WOO



*"The poem reached out to me as a black pupil and has inspired me to reach out to all of my peers and support them with the challenges they face."*

By Anthony Clarke 11RAT



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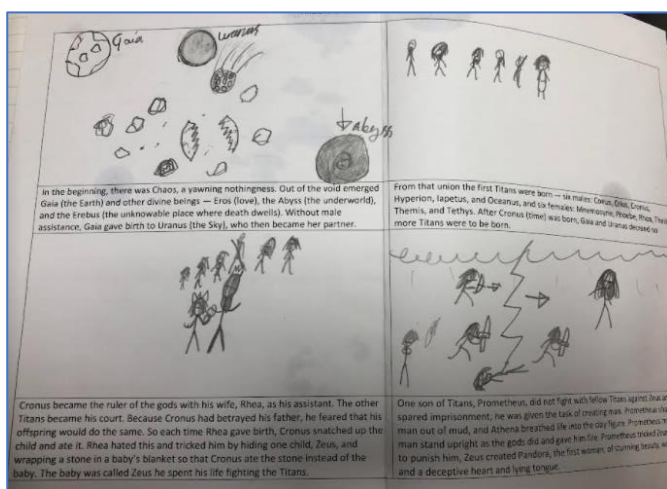
# Black History Month

## How Black History Month is being celebrated in RE

"In the image of God, he created them, he created them male and female" (Genesis 1:27)

This week, KS3 pupils have been studying 'Creation'. Year 8 have looked at the Genesis stories of creation and the idea of humans 'created in the image of God'. They have considered responsibilities we have for caring for the environment, stewardship; this means considering the impact of environmental damage to different communities. The belief that we are created in the image of God shows that we are all equal, no matter where we are from or who we are. This reminds our pupils that we are all part of this Catholic School for All and we should love and care for 'each and every unique child' at all times.

Year 7 have studied creation stories from different cultures, including the Ancient Aboriginal stories of creation. Pupils have been interested in the similarities and differences between the stories, they have been fascinated by the culture and history of different people from around the world. Here are some examples of pupils' storyboards below:



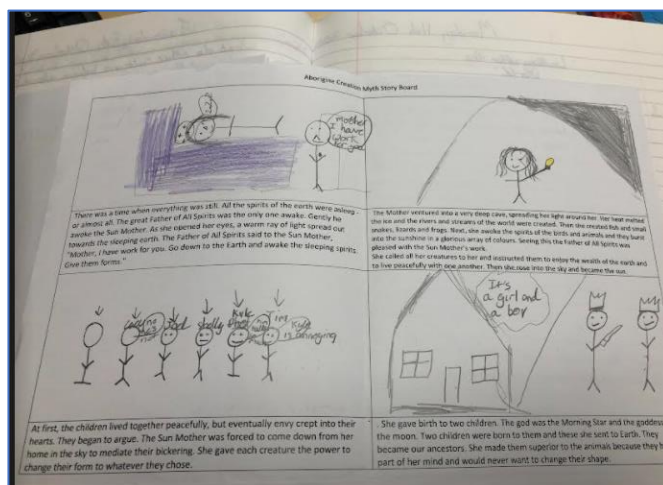
Work by Jahmar Lewis 7PEJ and Kemissa Ible 7PAW

"I enjoyed learning about all the different creation stories from around the world. This taught me that there are lots of different beliefs about how the world came to exist."

By Kemissa Ible 7PAW

"I enjoyed learning about different people's backgrounds and their version of how the world came together."

By Jahmar Lewis 7PEJ





## Black History Month

### How Black History Month is being celebrated in RE

In Year 9, we have been studying the 'Journey of Life', a unit focusing on the key events in a Catholic person's life, this includes how they respond to their vocation. During our studies of marriage and gender we have looked at 'Protected Characteristics' and the 'Equality Laws'. Pupils have discussed how society and culture influence our attitudes and the stereotypes we appropriate.

We looked at the life of Reverend Eve Pitts, the first black female vicar. We discussed the role of women in religion and looked at the challenges Rev. Eve faced throughout her life because she was black and female.

By Mrs Harms

## RE

I have never seen a...

**Black female vicar**

**Meet Rev. Eve Pitts**



What can we learn from Reverend Eve?

Reverend Eve moved to the UK from Jamaica in the 1960s to live with her mother in Nottingham. At the time the city wasn't as diverse as it is today, so the Black community stuck together – 'safety in numbers,' as she says.

She was a committed Christian from childhood, and taught in Sunday School when she was seven. She worked in the civil service for many years before responding to a call to ministry.

Faith had always been a part of the Reverend's life, as her grandfather was a minister. Her journey to the priesthood was not an easy one, but she had a deep sense that God had His hands on her life.

In 1989, she became a vicar and ever since has been a trailblazer in promoting equal rights for women and tackling racial injustice.

She spent three years at her first church in Bartley Green, Birmingham. She then moved to Saint Nicolas' church in Kings Norton, Birmingham.

## Black History Month

### Maths Competition Results

The two pupils who answered the closest to Katherine Johnson's correct age in days were **Sadiq Miah 10FOD** and **Gerrard Mendoza 9JOS**.

Both of those pupils have been given 5 positive points each.

WELL DONE!

By Mr Simmons



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## What is Squid Game?

Squid Game might sound like a cute app for young children, but that could not be further from the truth. Squid Game is neither a game nor for kids. In addition, if your child has a social media account like TikTok, or access to a Netflix account without restrictions, there is a good chance they have already seen Squid Game, or at least potentially disturbing scenes from it. Trending videos from Squid Game on TikTok's "For You" pages are showing teens and tweens graphic images that you probably do not want them to see.

Netflix describes the South Korean drama as a series in which "hundreds of cash-strapped players accept a strange invitation to compete in children's games."

## What should I do if my child has watched or wants to watch Squid Game?

It is difficult to monitor everything your child sees, especially when it comes to social media. However, there are some moves you can make to deter your kids from watching Squid Game or mitigating its negative effects on their well-being. Here's some advice from experts on what parents should do if their child is watching or has been exposed to clips from Squid Game.

### 1. Talk to your child about trends and challenges on TikTok.

Some of the signature features of TikTok are its global challenges and trends, such as the infamous #DeviousLicks challenge that involves school vandalism. This is why certain videos spread like wildfire across the platform in ways that they don't on other social media platforms.

"If your child does engage with the TikTok platform, talk to them about how certain trends are more worthy of being followed than others. You can make this decision together with your child and talk to them about their own digital decision making."

### 2. Consider the age ratings on social media apps.

Many parents may not be aware that most social media apps have age ratings. For the most part, they are 13 years and older.

The show Squid Game, on the other hand, has been rated seventeen-plus due to its violent, gory, and sexual content, although reviews from children as young as fourteen and fifteen have come back saying that younger audiences with greater maturity can handle the story line and visuals.







### 3. Don't eliminate your child's access to TikTok entirely.

If you've found your child viewing a lot of this content on TikTok and you're worried, don't rush to take away your child's access to the platform.

Instead, have these conversations around the appropriateness of the app, online behavior, and the impact that viewing Squid Game content is having on them.

### 4. Monitor what your child watches on TV and streaming platforms.

Aside from social media, it's possible for children to see the show on TV. The good news is, most streaming services have PIN and password-based parental controls. Research shows that kids whose parents actively manage their media consume less and make quality choices on their own.

### 5. Preview shows and movies you're questioning before you let your child watch them.

Squid Game may currently be the most sensational piece of media on Netflix right now, but it's definitely not the only show or movie with this level of violence available on Netflix or elsewhere.



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# Look closer



**Exploited young people** don't always look and act vulnerable

If something doesn't feel right, it might not be.



**The Children's Society**

**National County Lines Coordination Centre**  
**NCA NPCC**  
National Crime Agency National Police Chiefs' Council



**Public spaces like bus and train stations, fast food outlets, hotels and roadside services can be where young victims of child exploitation are most visible.**

If we all learn to spot the possible signs of a young person being exploited, we can all help to keep them safe and stop this abuse from happening.

Please take a few minutes to learn a little about child exploitation and what to do if you are concerned about a young person or group of young people you see.

**#LookCloser Don't wait. Report it.**

**Young people who have been exploited or abused:**

- Don't always look vulnerable
- Don't always act like victims
- May not understand they are being exploited
- May have a distrust of police/adults in authority
- May appear angry or aggressive: these are common signs of trauma
- Can feel scared about what might happen to them next
- Need to feel safe and heard, so that they feel comfortable talking about what might be happening to them

**Young people can be exploited anywhere. These are some of the common sites where you may be able to spot the signs:**

**Public transport:** Trains, trams, coaches and buses are all used by organised crime groups to transport children for exploitation.

**Petrol/service stations:** Young people who are being exploited may stop at service and petrol stations to use the bathroom or get food.

**Car washes:** Young people trafficked into the country are sometimes made to work in this setting.

**Fast food outlets, cafés and shopping centres:** These popular youth spaces provide affordable food and access to wi-fi. Some outlets are open 24 hours a day. Perpetrators sometimes take advantage of this.

**Hotels/private lets:** Perpetrators often use hotel rooms or private lets to sexually abuse and criminally exploit young people. They can also be used as a base by organised crime groups to store, prepare and distribute drugs.

**Taxis and ride shares:** Taxis and private ride share apps can be used to transport exploited young people.

**Hair and beauty salons:** Young people trafficked into the country are sometimes made to work and stay in these settings.

If something is worrying you about a young person's behaviour or appearance and it is safe to do so, ask them if they are ok – it could make a difference.



**Some ways to start a conversation:**

'You look lost. Do you need some help?'

'Hi. Are you alright? Where are you off to today? Where have you travelled from today?'

'I hope you don't mind me saying, but you seem a little upset? Can I help?'



**#LookCloser for signs of exploitation or abuse**

Is a child or young person:

- Travelling alone, particularly in school hours, late at night or frequently?
- Looking lost or in unfamiliar surroundings?
- Anxious, frightened, angry or displaying other behaviours that make you worried about them?
- In possession of more than one phone?
- Carrying lots of cash?
- Potentially under the influence of drugs or alcohol?
- Being instructed or controlled by another individual?
- Accompanied by individuals who are older than them?
- Seen begging in a public space?

Help us protect children and young people from all forms of exploitation. **Don't wait. Report it:**

If you are concerned about a child and think it's an emergency, dial **999** or if it's not an emergency call **101**.

If you are on a train text British Transport Police on **61016**.

If you would rather remain anonymous, you can contact the independent charity Crimestoppers online or call **0800 555 111**.

[childrenssociety.org.uk/lookcloser](http://childrenssociety.org.uk/lookcloser)



**The Children's Society**

**National County Lines Coordination Centre**  
**NCA NPCC**  
National Crime Agency National Police Chiefs' Council

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# Final Call For Autumn Career Experiences

Ages 12-18 | At UCL & around the UK



This is the final call for students wanting to register for this term's weekend career experiences for ages 12-18. We have been inundated with demand following our return to in-person programmes at UCL and beyond.

**Registration will close next Sunday 24th October for all in-person programmes, so interested students should register immediately.** Links to all 28 careers are set out below, which include medical sciences, tech, media, creatives, engineering, law, politics, sport, business and finance.

You can register by visiting: <https://investin.org/pages/choose-your-career>



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