

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 35

Weekly Information Bulletin

Date: Friday 24 June 2022

Catholic Life - This year's theme is based on the Parable of the Sower (Matthew 13)

Termly theme: Respect (thorny soil)

Termly SJW values – Compassionate and Loving

Almighty and merciful God, whose Son became a refugee and had no place to call his own; watch over all those who have to flee their homes. Bless those who work to bring them relief; inspire generosity and compassion in all our hearts; and guide the nations of the world towards that day when all will rejoice in your Kingdom of justice and of peace. Amen.

Important Dates to Note

- **Royal Air Force Museum (Year 10 - 34 Pupils)**
Thursday 30 June 2022 – 8.45am to 4pm
- **Weston Super Mare Trip (Year 10 – 55 Pupils)**
Wednesday 6 July 2022 – 8.15am to 5pm
- **Year 6 Induction Day**
Wednesday 6 July
- **Year 7 and 10 Parents' Afternoon**
Friday 8 July 2022 – 1pm to 3.30pm
- **Tipton Sports Academy - (Years 7, 8, 9 & 10)**
Wednesday 15 July 2022 – 9.30am to 3pm
- **National Justice Museum Trip (Year 9 & 10 – 100 Pupils)**
Wednesday 20 July 2022 – 8.15am to 3.30pm
- **Birmingham Hippodrome (Year 9 & Year 10 – 37 Pupils)**
Wednesday 20 July 2022 – 12.40pm to 6pm

Year 11 Leavers' Mass

Year 11 Leavers' Mass took place this afternoon and it was wonderful to see the majority of pupils attend to celebrate their time at Saint John Wall. Thank you to Bishop David Evans who led the Mass. Photos of the Mass and the celebrations can be found further down this newsletter.

Year 7 & Year 10 Parents' Afternoon

Year 7 and Year 10 Parents' Afternoon will take place on Friday 8 July 2022 from 1pm to 3.30pm.

We would encourage all parents to attend to talk to teachers about your child's progress whether it be Year 7s first year at Saint John Wall or Year 10 pupils as they will be entering their final year in September.



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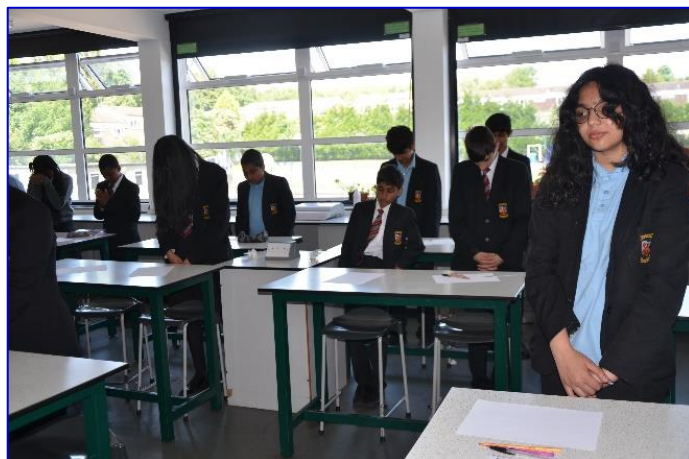
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Catholic Life

Pupils took part in a special day of prayer, focusing on refugees worldwide. We had a wonderful service in the Chapel and reflected especially on the countries of refugees that have been helped by St Chad's Sanctuary.



Pupils also prayed frequently throughout the day and watched special videos for the refugee crisis.



Arts and Crafts

Several pupils created 'doll houses' reflecting a time when they felt isolated. As discussion grew it turned to the isolation felt during the lockdown and the rooms in which we stayed to keep safe. Our pupils empathised with those around the world who weren't so lucky to have a safe place to stay during this time.



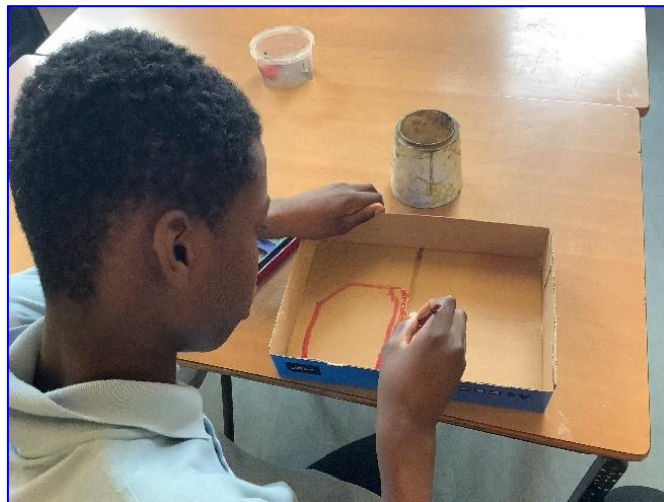
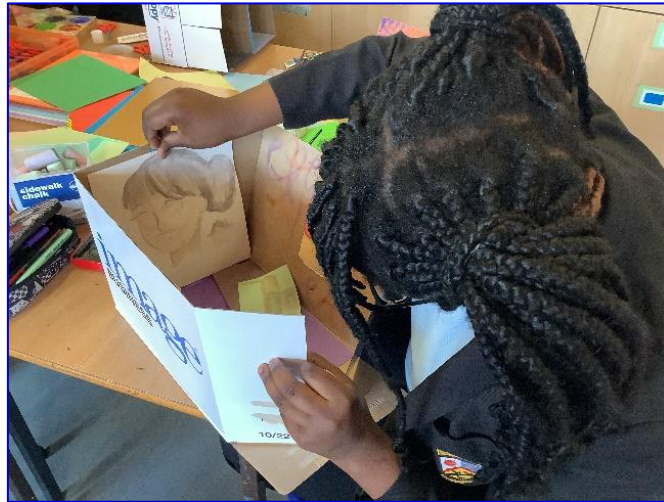
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By Mrs Ellis



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Year 11 External Examination Timetable

Exam Date	Exam Board	Qualification	Subject	Title	Exam Time	Exam Duration
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Week 6						
27/06/2022	AQA	GCSE	Polish	Polish Paper 4	AM	1h 05m
27/06/2022	Pearson	GCSE	Persian	Paper 4: Writing in Persian Higher Tier	AM	1h 25m
28/06/2022	AQA	GCSE	Panjabi	Panjabi Paper 4	AM	1h 20m
29/06/2022		GCSE		CONTINGENCY DAY		
30/06/2022	Pearson	BTEC O/S	SPORT	SPORT Y10 Fitness for Sport & Exercise Y10	PM	(1H 15M)

Year 7 Assessment Week Timetable - Week Commencing 27 June

Mon:1	Mon:2	Mon:3	Mon:4	Tue:1	Tue:2	Tue:3	Tue:4	Wed:1	Wed:2	Wed:3	Wed:4
			Science					7XJ/Hi		7XS/Gg	7XS/Co
								7XW/Co			
								7YW/Gg			

Year 10 Exam Timetable - Week Commencing 27 June

Period	Monday 27 June	Tuesday 28 June
9:00 Start	1 GCSE Polish Writing	GCSE Panjabi Writing
		French Reading 1 Hour
		Spanish Reading 1 Hour
Break		Break
2 and 3 10:45 Start	Resistant Materials 1 hour 30 mins	Geography 1 hour 30 mins
	Hosp. and Catering Period 3 and Period 4 Lunch at 12:00 3 hours	
Lunch		Break
13:45 Start	4 Hosp. and Catering Period 3 and Period 4	PE 1 Hour



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Year 11 Leavers' Mass & Celebration



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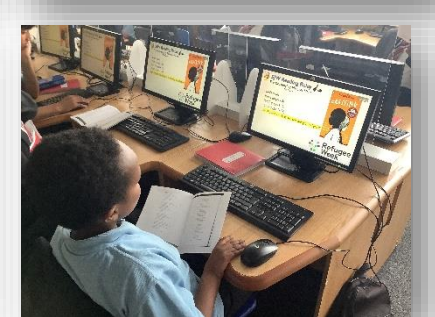


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Year 8 & 9 Reading Relay

On Thursday, Year 8 and 9 pupils took part in the third SJW Reading Relay. At the beginning of every lesson, they were lead in discussion and reading of the opening of 'The Crossing' by Manjeet Mann. Mann's verse novel tells the story of two teenagers; Natalie, who finds sanctuary in swimming after losing her mother, and Sammy, who is fleeing Eritrea after the death of his father. This book was chosen to align with Refugee Week and provided another avenue of discussion and reflection on the experiences of refugees. We are so proud of our pupils who engaged with the difficult subject matter of the text to access values of compassion and love. **By Miss Lake**



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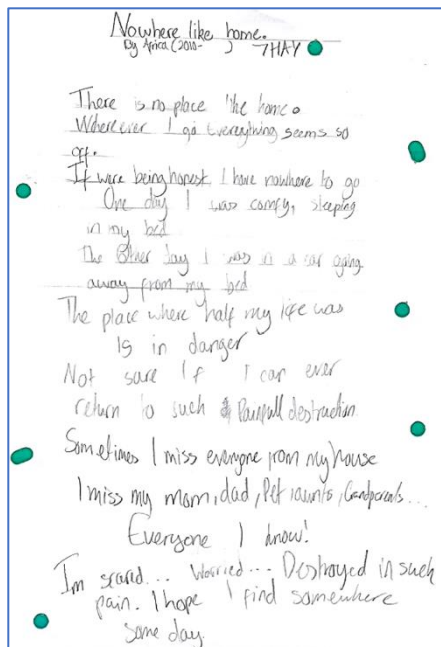
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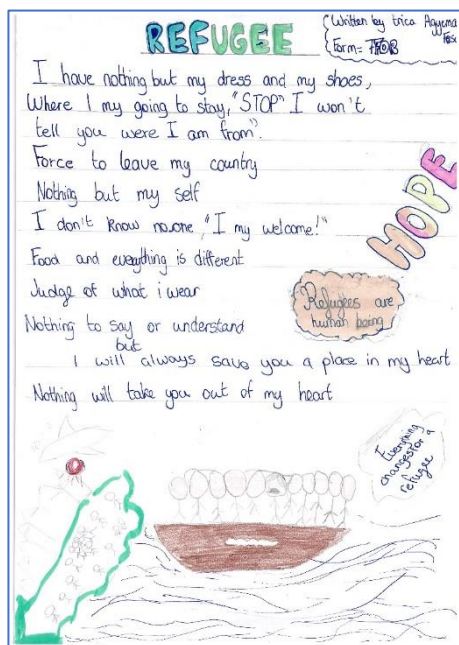
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Refugee Week in English

Poems



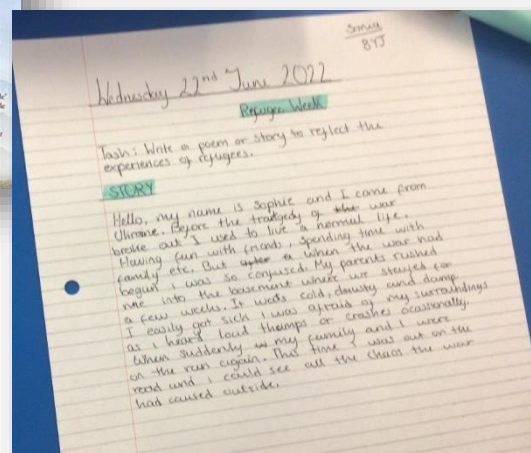
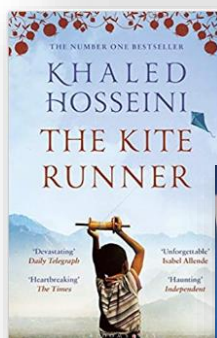
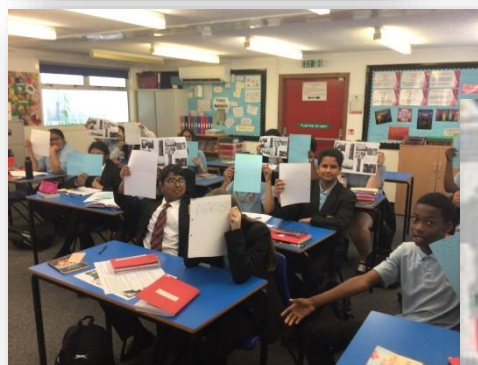
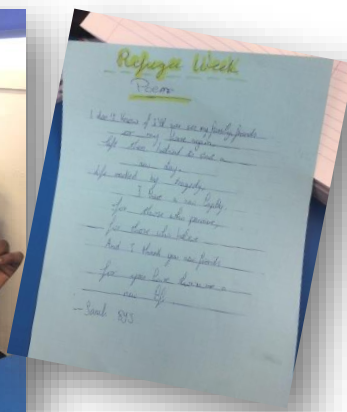
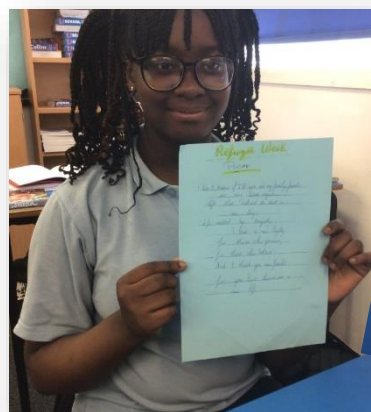
By Africa Beauty Garcia George 7HAY



By Erica Fosua Agyemang 7FOR

In English, we reflected on the importance of Refugee Week through literature and creative writing. Groups read short extracts together of texts Refugee Boy by Benjamin Zephaniah and the Kite Runner by Khaled Hosseini. Students reflected on the situations of the characters in these extracts before composing their own poem or short story.

By Mrs Hillier



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Refugee Week in RE

During this week pupils have been engaged in a variety of activities, including prayer and reflection in the Chapel.

Year 8 & 9 have been considering what it feels like to be a refugee arriving in a new country. They have thought about the values, feelings and actions of people and how they can become less isolated and more integrated into a society.

By Mrs Harms

YEAR 8
Insaan Hayer
Wednesday 22nd June 2022

Learning about Isolation

The state someone who is alone.

Isolation

Alone

Lonely

Restricted

Exclusion

A refugee can feel included by getting greeted, welcomed and also getting offered to play or their activities.

Segregation

A refugee can experience segregation because they speak a different language they are in a different place / religion.

Integration

A refugee can experience integration where mixing or successfully joining different groups of people.

They might feel unwanted hence left out they will feel unloved and also forgotten.

It can either affect them in a positive or even a negative way when they are included they may feel wanted when excluded they will feel worthless hence unwanted.

Year 8
22.6.2022
3BAR Bindya Bedmon

Refugee week: learning about isolation

hopeless, lonely, running away from people, stay away from people, fear, feel helpless, empty, scared, sad, friends don't understand you

- Inclusion** = A refugee can feel included in a group of refugees cuz they might understand each other more.
- Segregation** = A refugee might feel that he is being treated differently by his country or government.
- Integration** = With a refugee may feel reunited and are in another country and might start mixing with other people.
- Exclusion** = A refugee might feel excluded from living in a new country and they might feel lonely.
- I would feel sad and lonely without friends and family.
- Exclusion** As a refugee I would feel excluded in a different group of people and I might include me (would feel) still feel rejected because everything would be different from home (feel lonely).
- If you would be more anywhere you could learn the language they speak you can communicate with them (can escape + mental health).
- Friends may help.

Mr McIntosh said this about his Year7 RE lessons. "In lesson this week pupils used the Refugee Week 2022 website to identify a significant individual who became a refugee because of their religious beliefs."

Pupils created a 'Fact File' with key information about their chosen person.

Mr McIntosh was pleased to observe that, "Pupils were compassionate and loving in how they retold the stories of the significant individuals who had been persecuted because of their religion."

Refugee Week Fact File

Full Name: Paul E. Kable
Date of Birth: January 21, 1875
Place of Birth: Hildesheim, Prussia

Who were they? Paul E. Kable was a socialist and a pacifist. He was a member of the German Social Democratic Party.

His life: Paul E. Kable was a socialist and a pacifist. He was a member of the German Social Democratic Party. He was a member of the German Social Democratic Party.

Famous for: Paul E. Kable was a socialist and a pacifist. He was a member of the German Social Democratic Party. He was a member of the German Social Democratic Party.

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Famous for: Paul Ernst Kable was a socialist and a pacifist. He was a member of the German Social Democratic Party. He was a member of the German Social Democratic Party.

Refugee Week Fact File

Full Name: Jesus
Date of Birth: 4 BC
Place of Birth: Bethlehem

Who were they? Jesus was a religious leader. He was a teacher and a prophet.

His life: Jesus was a religious leader. He was a teacher and a prophet. He was a teacher and a prophet.

Famous for: Jesus was a religious leader. He was a teacher and a prophet. He was a teacher and a prophet.

Refugee Week Fact File

Full Name: Muhammad
Date of Birth: 570 AD
Place of Birth: Mecca, Saudi Arabia

Who were they? Muhammad was a prophet. He was a teacher and a leader.

His life: Muhammad was a prophet. He was a teacher and a leader. He was a teacher and a leader.

Famous for: Muhammad was a prophet. He was a teacher and a leader. He was a teacher and a leader.

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In the chapel groups reflected on the plight of refugees and the work done in this country to accept and integrate them. We then focused on the work of St Chads Catholic Cathedral and how their 'Sanctuary' provides support for refugee. On the cross pupils placed the names of the countries from which people have fled, and the home countries of volunteers. This shows us that the refugee crisis impacts the whole world.

Pupils from 8XW and 8YW focused on empathy and heard about the media portrayal of refugees in our country. After some fact finding, all pupils were able to articulate accurate responses to some of the bigger questions asked about refugees in the UK.

By Mrs Ellis





History Year 10 – Miss Lally

Instagram

There are people living in the UK who are not welcome.

Due to the Russian invasion on

What is a refugee?

of people that have their country down

persecution

Refugees have arrived in the UK

More than 60

100

Why have Russian refugees come to come to the UK?

They're coming to the UK because of the war in Ukraine.

The scheme

PERSONAL Experiences

Valentina

message me on Facebook

Instagram experience:

problems with

have been classless

lack of financial support

understanding

NEWS

Ukraine refugees are now living in the UK - so how is it going?

Rafiqe Begum 2022

Tens of thousands of Ukrainian refugees have fled the Russian invasion since it began in the UK. But how many have been welcomed into the UK and there are three areas of concern: more than 60,000 people fleeing Ukraine have arrived in the UK - some with family and others under the Homes for Ukraine sponsorship scheme. While the vast majority of those are men of individual or group. Latest figures show 135,000 others have been invited, but the experience of settling into life in the UK has differed widely for many Ukrainians.

While there are many positive stories, charities have also warned of overcrowding, a lack of financial support and the risk of homelessness - particularly for women and children. The firm also says that it enables Ukrainians to join relatives who were already in the UK. "People are engaged up to the necks of local authorities needing homeless accommodation," Kate adds. She says part of the problem is the fact many of those invited are not needed more financial support. Under the sponsorship scheme, hosts are entitled to a monthly £185 in free payment - but people leaving family behind are not. "It's been the best of our lives," says Natalia Korhonen, a Ukrainian woman in the UK who has opened her home to relatives fleeing the war. For the past two months she has been living in a room of nine people.

While many relationships between hosts and refugees are positive, some Ukrainians have ended up needing homeless accommodation as a result of their hosts breaking down. One Ukrainian refugee who recently arrived in north-east England says she and her 18-year-old son were left homeless after being manipulated by their hosts. The mother and her 13-year-old son told the BBC the couple took her hosts' word that they would be able to afford her "the best of life take or secure". Choosing a location in the UK can be "tricky" for Ukrainian refugees, according to Saba Nathan, who has hosted refugees in the past.

Rina, a translator from Syria in Ukraine - one of the first places targeted by the Russian, was in Kyiv for work for the day that war broke out, and ended up staying for a month in a hotel. She then moved to a private home, where she is told she is being treated in Poland where she volunteered to help her daughter. She is now applying to come to the UK through the sponsorship scheme. Upon arrival she found a room of four, including a kitchen, a bathroom, a living room, food parcels and a bike - and their hosts used flags to decorate their room. "They're really lovely and kind," says Tina, adding, they had already received lots of welcoming messages from people on Facebook.

In History, we have been learning about the Cold War. We have explored numerous links to what is happening in Ukraine in the present day. Ivie Imadonmwinyi produced this piece of work. We read a news article about the Ukrainian refugees living in the UK and discussed how this was going.

[illegible]

On Monday we started our lesson with a focus on International Refugee Week. We read an article from 1900 about Jewish refugees moving to England to escape persecution in other European countries. We discussed how the article did not show *compassion and love* (two of our SJW Values). This article linked to our prior learning on Jewish refugees who moved to Whitechapel, London in the 1880s to escape persecution in Russia. We also discussed the meanings of any unfamiliar words to support pupils with developing their Literacy skills.

Refugee Week 2022: What was Kindertransport?	
<p>1. What does Kindertransport mean?</p> <p><i>children's transport</i></p>	<p>2. How many children and teenagers came to the UK?</p> <p><i>10,000</i></p>
<p>3. Why did the British government finally decide to take in Jewish children?</p> <p><i>No one else could take them. They were the only ones who were not wanted by the Nazis. They were the only ones who were not wanted by the British government.</i></p>	<p>4. How many children and teenagers came to the UK?</p> <p><i>10,000</i></p>
<p>5. Where were young children sent to live?</p> <p><i>Foster families</i></p>	<p>6. Why is it important that we learn the story of Kindertransport?</p> <p><i>Because it shows us how brave the children were. It shows us how brave the people who helped them were. It shows us how brave the people who helped them were.</i></p>

The whole class took part in some guided reading to find out more about what the Kindertransport was and how it impacted the lives of Jewish children and teenagers seeking safety. Pupils' responses to the article showed that they were learned and wise by linking knowledge from our current World War Two Unit in History to the information in the article.

<p>Who Refugee = Women, Men, Children</p>	
<p>What The refugees are sailing across the ocean in order to get to a safer place. In the second picture it is a refugee camp, where people stay because something happens to their home or war.</p>	
<p>Where Maybe in Syria Any place affected by war</p>	
<p>When Recent in modern day</p>	
<p>Why Their homes have been affected by war, natural disaster or anything that push them away.</p>	

In Geography this week we have looked at the lives of refugees through photographs. Pupils worked in groups to look at various photographs depicting the lives of refugees including what they are fleeing, their journey and refugee camps. Pupils used the 5 Ws scaffold (who, what, where, why and when) to help decipher what the images show us about refugees and their struggle. Pupils also worked in groups looking at the variety of images focusing on push and pull factors for refugees and how these differ for economic migrants. This linked with the topics that we were studying at the moment, for example in Year 8 we have been learning about what refugees are and why they are forced to flee their homes, with a special pause lesson about the war in Ukraine and the over 3.5 million refugees produced as a result. Pupils were attentive and discerning in this activity towards the plight of the refugees, taking careful curiosity in their approach to learning about the difficult lives of these communities and were compassionate and loving in both the group work and class discussions.



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MFL Year 9 – Mr Rosselon

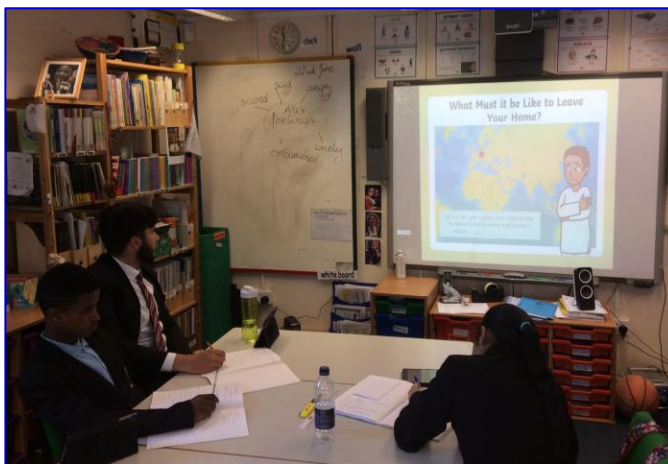
Día de los refugiados

¿Qué hubieras hecho tú?

*I would have done the exact same
I would have gone to a different
country even though I know nothing
about it because I'd rather live my
life than worry about dying
everyday not knowing if I'll die the
next day or not. I would have left the
country and try to live my life somewhere
else, in peace.*

Nombre: Rafael Juan Hamula

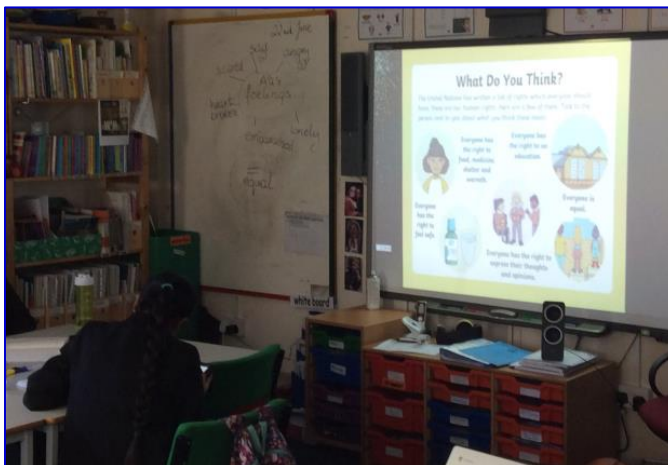
This linked to the topic of Global Issues, which pupils are currently studying in MFL Spanish. The tasks consisted of watching a short clip on YouTube about a Honduran man who was forced to leave his country with his family due to organized crime. The video ended with the open question "what would you have done?". Pupils then had to answer the questions in Spanish by giving their own opinions and justifying them.



Refugee Week in EAL

Mrs Kawecka

This week in EAL pupils were trying to understand what a refugee is and to recognise why people become refugees. As many of our learners share similar stories, they were able to share their experiences and talk about the similarities and differences between them and the stories of children that came from Afghanistan and Syria. They were able to discuss the current situation regarding the invasion of Ukraine as well. All pupils were very understanding and compassionate.



Refugee Week in Science

To contribute to refugee week, the pupils in Science explored nature around us. They walked around the school's environment, reconnecting with the Earth by listening to the birds sing and the wind blow. Taking a few minutes to pause and be calm. Pupils were informed how reconnecting with the Earth can help us remember our place in the natural world, rediscovering that we are part of nature, and it is part of us.

Some pupils had the experience of feeling the coolness of the soil as it crumbled between their fingers, before planting some seeds and flowers around the school's playground, to symbolise that new beginnings are possible. **By Ms A Forbes**



Prayers for Refugee Week

I hope, pray and believe. Enjoy your new country. May you be blessed and cleansed in the name of love and peace. We are here for you.

Dear all refugees I am here for you. Keep on striving forward to greatness.

Amen

By Shaan Hayer 8BAR

Dear Lord,

We pray for the refugees and asylum seekers, who are currently struggling. We hope they can find stability and comfort in this country.

Lord please help those who cannot leave their country.

Amen



Refugee Week in Computing

In Computing, for Refugee week, the pupils had the chance to play and review the online video game "Path Out". Path out is a game that has been produced by a games designer who was a refugee that had fled a war-torn country. In this very first chapter of the adventure, Abdullah recalls life before the war, a family decision that led to his departure and the perilous journey from his hometown Hama to the Turkish border through the war-torn Aleppo province. Pupils had to give initial expectations of the game and then review what they had learnt from the experience. Presenting some of the harsh realities of war and being a refugee in the style of a cartoony game allowed pupils to understand about refugees in a more accessible way. The game is free to play and can be found here:

https://store.steampowered.com/app/725980/Path_Out/

By Mr Rathbone

Refugee Game Review	
<p>TASK 1: Fill this section out before playing the game.</p> <p>Read the blurb for the game: "Path Out" takes players through the experience of young Syrian refugee Abdullah Karam, a computer game designer who fled his country and settled in Austria, where he is now working as a programmer and designer.</p> <p>1) What do you think the game will be based on? Trying to return to his old life to see his family.</p> <p>2) What do you know so far about refugees? They escape their country to escape persecution or war.</p> <p>3) What do you think "Path Out" means? We need to make our own path.</p> <p>4) What key themes / genres do you think will be present in this game? RPG/Adventure</p>	<p>TASK 3: Once you have played the game, answer the following questions</p> <p>9) What were your thoughts when you played the game? It's a dark game which is all I thought at the beginning.</p> <p>10) Was there anything that surprised you about the game? (any features they added in to draw your attention) I found that the movement was very fluid compared to other similar games I had played before.</p> <p>11) Did you learn anything new about refugees that you may have known before? Some would have to do anything to get through for example our mc had to travel the sea by boat.</p> <p>12) What are your thoughts about using games to show themes like refugees? It's a smart way to show it but it would have to be made in a certain way which some people would not enjoy.</p> <p>13) How would you have told the story or designed the game differently? The story would stay the same as from what I know the character is based in real life. The design of the game I could change to be a stealth game which would be more fitting and more dramatic. Something along the formula of Metal Gear Solid would be a good fit specifically metal on ps4.</p>
<p>TASK 2: Now load the game via this link: https://www.gamesfromuk.co.uk/path-out-short</p> <p>5) What do you think when you first load the game? It's very well made.</p> <p>6) Do you like the design? Yeah the design is very fitting for the game I would say.</p> <p>7) Do you like the colour scheme? The colour scheme is very dark most of the time which is very fitting due to the situation we find our self in.</p> <p>8) What do you think of the graphics so far? It is good not everything seems to be amazing in graphics and what is presented so far is great in my opinion.</p>	

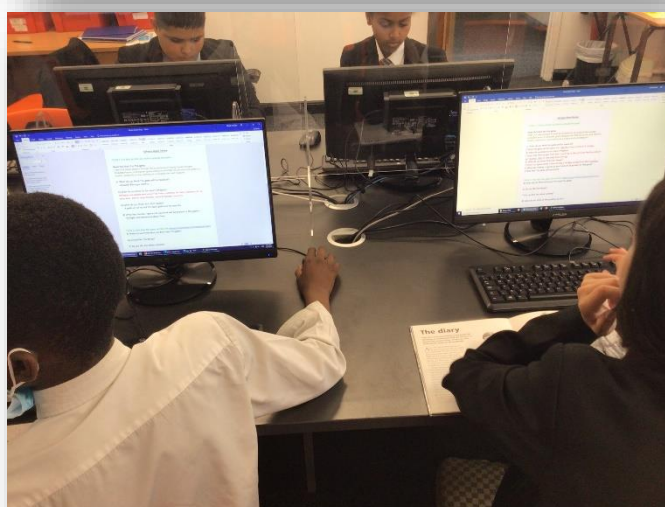
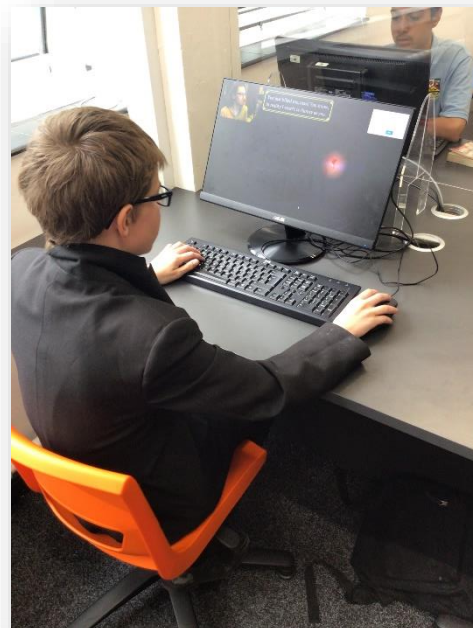
Pupil comments

"I liked the game because it gave me a fun and realistic view of what refugees have/had to go through in order to seek safety. It has taught me a lot about what it is like and gave me an idea at how dangerous it can be to leave a bad place."

By Grace Irwin 8HUL

"I thought the game was good. It told me that refugees struggle to leave countries and have no support from others. It also showed me that not all people are kind to help as they would trick you or leave you stranded in the middle of nowhere. They have limited spaces in their suitcases which means it's hard to bring everything you need. This game taught me a lot about refugees and how it's not easy to move from one place to another with such short notice."

By Ameira Peart 8MCI



Refugee Week in Performing Arts

In Drama, the Year 7 and 8s have been busy looking at the theme of feeling 'unwelcomed' for Refugee Week.

The classes were given the task to create a moment where they have felt unwelcomed in their lives, this could be during their time in school or outside in the community.

As a class, we discussed those moments of feeling unwelcomed or uninvited which helped them create a short improvisation. Once Year 7 and 8 had performed their pieces back to their peers, we had some lovely discussions about how we could change the scene to show ways of making the person who had felt unwelcome feel more welcomed. This allowed pupils to become loving and compassionate and understand the difficulties Refugees will have to feel welcomed when they leave their home country.

"I liked this Drama lesson about refugees. It helped me understand about the life of a refugee and that we should be more welcoming to others." **By Michel Frimpong 8BRK**

"This lesson helped me understand that you should welcome and help new people because if you are in their position you would want the same." **By Dylan Tura 7FOR**

By Miss Cummings



Music

In Music this week we have listened to the story of Rita Ora and her journey as a refugee from Kosovo. She says 'I felt like an outsider': **Rita Ora reflects on growing up as a refugee in the UK after fleeing Kosovo with her family** and how music helped her cope. Rita Ora has described what it was like to grow up as a refugee in the UK as she admitted she often felt like an 'outsider' during her childhood.

We spoke as a class about how fame and fortune has nothing to do with where you come from, your journey, how much money you have etc....we can all be successful if we want to be.

By Mrs Crooks



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Refugee Week in Maths

Maths looked at the number of persons claiming asylum in the UK and in Germany. We had class discussions, and then pupils wrote 5 sentences about the information they had found.

Pupils said that they learnt information they did not know before, and it was scary to see how many people had to move for various reasons.

By Mr Simmons

Monday 20th June – Friday 24th June is Refugee Week 2022

We are going to look at some of the figures behind the movement of refugees across the world.

Number of persons claiming asylum in UNITED KINGDOM (per country of origin) from 2014 - 2016

Country of asylum	Country of origin	2014				2015				2016			
		Jan.	May.	Aug.	Year-Total	Jan.	May.	Aug.	Year-Total	Jan.	May.	Aug.	Year-Total
United Kingdom	Afghanistan	98	93	241	1,753	111	138	317	2,852	224	225	268	2,129
	Eritrea	133	214	376	3,291	314	263	433	3,796	93	88	86	709
	Iraq	81	32	115	911	110	85	248	2,648	377	267	226	2,370
	Syrian Arab Rep.	151	133	237	2,353	250	135	224	2,794	177	161	108	1,186

Write down as many statements you can make using the figures in the table above.

1. In May 2014, 214 people had to move from Eritrea to United Kingdom.
2. In 2015, 58 more people were forced to move from Afghanistan than Syria.

$$\begin{array}{r} 284812 \\ 2794 \\ \hline 1058 \end{array}$$
3. In August 2014, 1,227 people had to seek refuge in Germany from Eritrea.
4. In 2016, 2,129 people had to leave Afghanistan to seek refuge in United Kingdom.
5. In Jan 2014, 98 people were forced to leave Afghanistan and seek refuge in United Kingdom.

- 2 Germany has more asylum seekers than uk in 2016
- 3 In 2014, there were 743 people moved from Afghanistan to uk
- 4 In 2016, there were 3,756 people in total that year moved from Eritrea to uk
- 5 uk has less asylum seekers than Germany

Number of persons claiming asylum in United Kingdom and Germany from 2014-2016

Country of asylum	Country of origin	2014				2015				2016			
		Jan.	May.	Aug.	Year-Total	Jan.	May.	Aug.	Year-Total	Jan.	May.	Aug.	Year-Total
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	Syrian Arab Rep.	151	133	237	2,353	250	135	224	2,794	177	161	108	1,186
Germany	Afghanistan	981	523	743	9,115	1,248	1,337	2,778	31,362	4,917	9,091	19,840	108,169
	Eritrea	509	1,227	1,997	13,198	697	650	1,210	10,876	627	1,057	2,048	13,883
	Iraq	388	321	436	5,345	1,042	1,546	2,098	29,784	6,967	8,295	11,574	86,247
	Syrian Arab Rep.	1,650	2,523	3,639	39,332	5,973	5,280	11,218	158,657	27,146	21,544	26,209	237,837

Write down as many statements you can make using the figures in the table above.

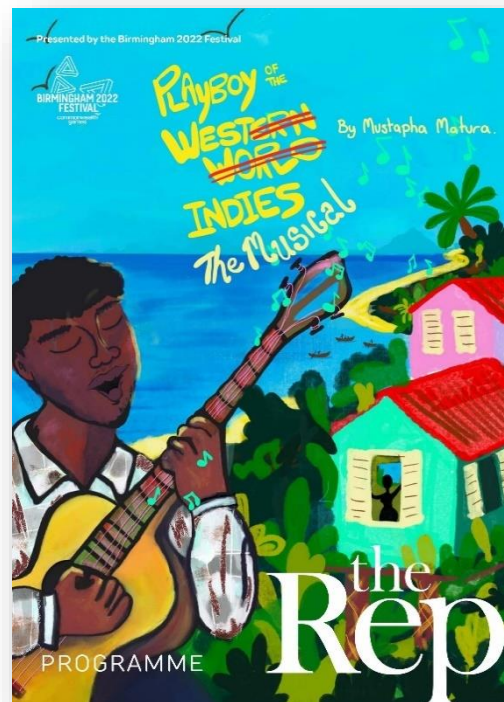


Birmingham Repertory Theatre

A group of boys from Year 7, Year 8 and Year 9 visited Birmingham Repertory Theatre on Thursday to see a production of 'The Playboy of the West Indies'. This is part of an ongoing project connected to the Commonwealth Games, hosted by the National Literacy Trust. The boys were all very well behaved and had a great time! We were even complimented by a member of the public on their exemplary behaviour!

This will be followed up with an in-school poetry visit/workshop in July.

By Mrs Burrows



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Visit to Winterbourne House and Garden with St Mary's Church Coffee Morning

Pupils have had a wonderful morning visiting Winterbourne with our usual St Mary's Church coffee group. We felt very honoured to be invited and were told that it is a testament to pupils' excellent behaviour, positive attitude and love of new experiences. Pupils enjoyed afternoon tea after a walk around Edgbaston Pool where we saw adult Coot birds feeding their young, plenty of fish which we unfortunately could not identify, and the most gigantic leaves we believe we have ever seen! If you ever get the opportunity to visit you really should!

<https://www.winterbourne.org.uk/>

By Mrs Clayton



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Message from the Secretary of State for Education on T Levels



Rt Hon Nadhim Zahawi MP
Secretary of State

Sanctuary Buildings Great Smith Street Westminster London SW1P 3BT
tel: 0370 000 2288 www.education.gov.uk/contactus/dfe

June 2022

T Levels: Information for Students and Parents

I am writing to give you information about new T Level qualifications and why they might be right for you or, if you are a parent, for your child.

T Levels are high quality new qualifications that follow on from GCSEs and enable 16–19 year olds to move onto a job, a higher apprenticeship or further study at university.

From September 2022 the following T Level subjects will be available:

- Digital production, design and development
- Digital business services
- Digital support and services
- Education and childcare
- Design and development for engineering and manufacturing
- Engineering, manufacturing, processing and control
- Maintenance, installation and repair for engineering and manufacturing
- Building services engineering for construction
- Design, surveying and planning for construction
- Onsite construction
- Health
- Science
- Healthcare science
- Management and administration
- Finance
- Accounting

T Levels have been designed with over 250 leading employers, so students can be confident that they will get the skills and knowledge that employers really want - and will be able to progress in their chosen career. All T Level students will complete a 45-day industry placement so they will spend 20% of the course getting on-the-job experience with a real employer.

T Levels also attract UCAS tariff points in line with three A levels. 125 higher education providers have so far said that they will accept them, including 84 universities, of which 12 are members of the Russell Group.



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We know that young people and parents want information on all of the options available and how they compare. Clear and helpful information about all post-16 choices including T Levels can be found at gov.uk/get-the-jump.

There is also more detailed information on T Levels available at tlevels.gov.uk/students, including a search function where you can use your postcode to search for T Levels available in your area.

I hope that you will find this information useful, and that you will use the resources linked above to explore all the options available to you or to your child.

Yours sincerely,

Rt Hon Nadhim Zahawi MP
Secretary of State for Education



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