

# 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 23

Weekly Information Bulletin

Date: Friday 11 March 2022

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

**Termly theme: Achievement (rocky soil)**

**Termly SJW values – Learned and Wise**

Lord, make me an instrument of your peace: where there is hatred, let me sow love; where there is injury, pardon; where there is doubt, faith; where there is despair, hope; where there is darkness, light; where there is sadness, joy. We pray for peace around the world, today and every day. Amen.

### Important Dates to Note

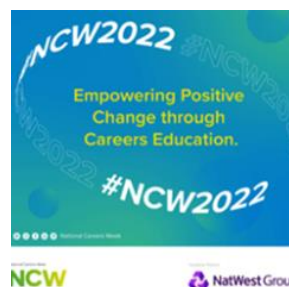
#### Important Dates to Note:

- **Year 11 Mock 2 Examinations**  
Wednesday 9 March to Wednesday 16 March 2022
- **Millennium Point Trip – Year 10 and 11 (12 pupils)**  
Friday 25 March 2022 – 9.30am to 1pm
- **Year 11 Parents' Evening**  
Wednesday 30 March 2022 - 4.00pm to 6.00pm
- **Year 8 and Year 9 Parents' Afternoon**  
Thursday 7 April 2022
- **Easter Holiday**  
Monday 11 April 2022 to Friday 22 April 2022

### National Careers Week

This week at Saint John Wall we celebrated National Careers Week. Pupils experienced different vocation opportunities to help them reflect about where they are in their journey to hear and respond to what God is calling them to be. They learnt about what their next steps could be as well as being challenged to think about different career opportunities and different routes to get there.

We know that not all pupils know for sure what they want to do after Year 11, but days like this allow pupils the chance to experience different employers, post-16 providers and find out from visitors what it is like to work or study in their settings. Thankyou to all the visitors who attended school and contributed to today's events.



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## Catholic Life

### SVP Youth



### Our New Youth SVP Presidents

Our two groups have nominated a leader who will organise projects across the school for pupils and staff to engage in. Over the coming term, the Youth SVP are focusing on the refugee crisis, and the urgent need to create safe and welcoming spaces for the most vulnerable people in our world.

Congratulations to Africa Beauty Garcia George and Miradi Pembele for winning the elections!

*"It's nice to be leading something with good intentions. When you know you are doing something to help others it makes you feel good, like a decent person."* **By Miradi Pembele**

*"I can connect with people and help those who are less fortunate."* **By Africa Beauty Garcia George**

### One World Group

#### Walk Against Hunger

We are walking to stamp out hunger. By doing this, we as a community will be helping children like Lombeh.

Lombeh, the third child of Amie and Borbor, was malnourished. She was so tiny that a bracelet her mother Amie bought for her at the time now fits round her thumb. Amie and Borbor left no stone unturned to find help, but to no avail. Amie saw a group of new mothers coming along the road, their babies all healthy, and asked where they had come from. They told her about the Sisters. Amie went straight there. Even though they feared there was no hope for little Lombeh, they gave her benny mix – a local weaning food. Lombeh immediately began to improve. Now, aged five, Lombeh is a lively and energetic little girl, who can't believe the stories her mother tells her about when she was a baby.

So far we have walked 36km in solidarity with children like Lombeh. Please sponsor our efforts by clicking the link below:  
<https://walk.cafod.org.uk/fundraising/saint-john-wall-catholic-school-walk-against>

A special thank you to 9X3 (RE), 7YJ, 10X1 (RE), 7XJ, the Senior Leadership Team, Kritika Basra, Maria Tibuleac and Ivie Imadonmwinyi for all your efforts this week!







## Support for Ukraine

This week we have been supporting the people of Ukraine. As a school we raised £250 by encouraging staff and pupils to wear yellow and blue (colours of Ukrainian flag) to show we support peace in Ukraine. In our daily reflections this week, our prayers have also focused on the conflict in Ukraine, we have been praying as a community for all those affected by the conflict. We've been inundated with donations from our very generous and compassionate families and have managed to donate over 500 items which will be taken across Europe to refugees affected by the conflict.



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## Support for Ukraine



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## International Women's Day

A number of Year 9 girls participated in an International Women's Day Event at Villa Park, home of Aston Villa Football Club. This national event was a celebration of girls and young women and was funded by the Premier League and Sport Relief. Our Year 9 pupils were invited along with girls and young women from different cultures and backgrounds who have all participated in the Premier League Changemakers leadership course.

As part of the event our pupils took part in a variety of tasks:

- Interactive workshops
- Empowerment/leadership/team building activities
- Meet and greet influential female role models
- A tour of the stadium
- Celebration of being a female on International Women's Day

The feedback from our pupils was very powerful and positive and I am proud to have organised this event for our pupils with the support of several Pastoral team members.

*"I enjoyed meeting the women professional footballers."*

**By Amelia Wrukowska 9GOS**

*"I got to see a lot of girls and female role models and I felt proud."*

**By Janelle Ajayi 9OWE**

*"I had a great time learning and participating in team building activities."*

**By Jasmeet Kaur 9GOS**

*"A really nice trip, so much going on and a lot of learning."*

**By Kleopatra Cieslak JON**

*"Football is important to me and I got to see and touch the Premier League trophy."*

**By Samra Mohamed 9JON**

Finally, the feedback and message from Aston Villa Foundation, "I wanted to say a big thank you for the support to the girls to attend the International Women's Day event at Villa Park. I know the planning wasn't easy, and I really appreciate all the hard work you put in to making it happen, the girls had a great day!" **Kate Roberts** (Interventions Manager).

**By Mr Hussain**



## National Careers Week in Maths

Maths have looked at a variety of careers this week, all of which involve the use of mathematics at some level.

We have looked at actuary, sound engineers, meteorologist, data scientist, and a game designer.

The pupils from all year groups have found this useful. KS4 pupils found it helpful for choosing careers, and KS3 pupils liked knowing careers for the future.

By Mr Simmons

You will use your Maths in **EVERY** job you do...  
...but look at some careers that use a lot of MATHEMATICS!

**Career profile:**

**Actuary**

**The MATHS they use:**

Probability  
Statistics

**What do they do?**  
An actuary evaluates, manages and advises on financial risks and explains the risks to people.  
They use statistics to assess the likelihood of a particular event occurring and work out the possible financial costs.

**Who do they work for?**

- life, healthcare and general insurance companies
- banking companies
- corporate finance
- investment management
- pension companies

Get an idea of what they do!

**What is INSURANCE?** **What is CAR INSURANCE?**

The table shows some data on road incidents where cars were damaged.

Males	Incidents	Females	Incidents
17-20	6964	17-20	2741
21-29	12578	21-29	5674
30-39	12571	30-39	5506
40-49	10085	40-49	4487
50-59	6603	50-59	2742
60-69	3682	60-69	1401
70+	3096	70+	1232

Who should pay higher car insurance?  
Males or Females? Why?

Who should pay higher car insurance?  
30-39 or 50-59 year olds? Why?

Why is the 17-20 year olds data actually the highest?

What other data would you need to work out the cost of insurance for different people?

You will use your Maths in **EVERY** job you do...  
...but look at some careers that use a lot of MATHEMATICS!

**Career profile:**

**Game Designer**

**The MATHS they use:**

Geometry  
Algebra

**What do they do?**  
A game designer is the centre of creativity at the heart of producing a new game.  
They bring ideas, build prototypes, create storylines and develop the game's mechanics, while making sure it will be fun for the user.  
They work as part of a team that includes game developers, programmers, game artists, and animators. In small companies they may be involved in some of these jobs as well.

**Who do they work for?**

- game industry companies
- film companies

Get an idea of what they do!

Animated characters are based on geometric shapes.

When you look at these simple shapes, what do you feel?

Different shapes elicit different emotions

Which of these emotions do you think goes with each shape/character?	Solid, sturdy, strong	Soft, squishy	Sharp, directional
	Supportive	Harmless	Dynamic
	Reliable	Approachable	Dangerous
	Inflexible	Changeable	Unpredictable

7/3/22

Actuary Careers

Males	Incidents	Females	Incidents
17-20	6964	17-20	2741
21-29	12578	21-29	5674
30-39	12571	30-39	5506
40-49	10085	40-49	4487
50-59	6603	50-59	2742
60-69	3682	60-69	1401
70+	3096	70+	1232

1) Who should pay higher insurance? Males or females? Why? Males should pay higher insurance as they have more incidents.

2) Who should pay higher car insurance? 30-39 or 50-59 year olds? Why? 30-39 year olds as because they have more accidents and they would be more experienced if they were driving.

Monday 7<sup>th</sup> March 2022

Actuary (careers)

- Males should pay higher insurance because they have more accidents.
- 30-39 year old should pay more insurance because as a total, they have more accidents.
- 17-20 year olds data is the highest, because they are the youngest and most reckless, and they just passed their driving test.
- You would have to know their car brand/what kind of car they used.

Literacy Starter:

Q1) Who should pay higher insurance? Males or females? Why?

A1) I think that males should pay more car insurance because those of ages 21-29 are have the most car accidents on the roads, meaning men crash higher than woman ages 21-29 (they have 5674 accidents).

Q2) Who should pay higher car insurance? 30-39 or 50-59 year olds? Why?

A2) Those who are 30-39 year olds as they have around 12,500 crashes, whereas 50-59 experience around 8,000-9,000.

Q3) Why is the 17-20 year olds data actually the highest?

A3) Because they are fairly new to driving so they won't be as good as some in their 40's.

"Over the week, our starters have included potential careers paths which include mathematics and mathematical knowledge. This was really inspirational and it made me realise the importance of maths."  
By Brajesh Lal 10HAR

"In maths, we learnt about the careers of Meteorologist and Actuary. We learnt what they do and who they will work for. We also spoke about the maths they would have to do in their jobs."  
By Chetan Sohal 10FOD



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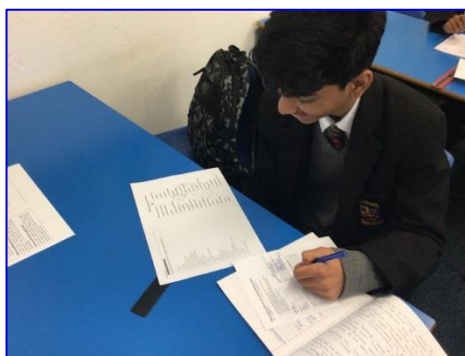
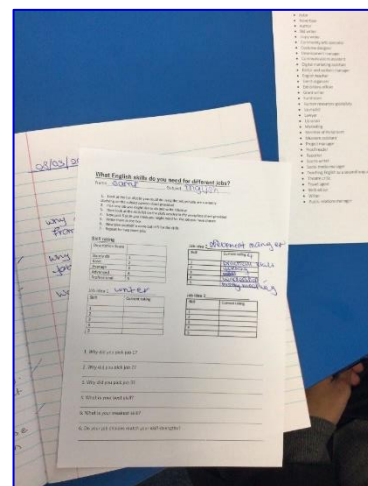
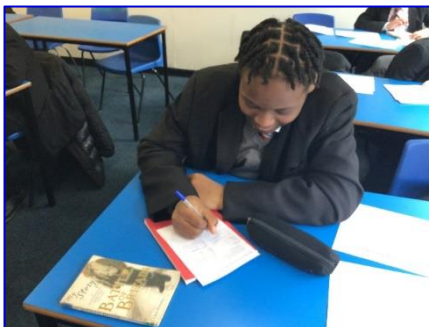
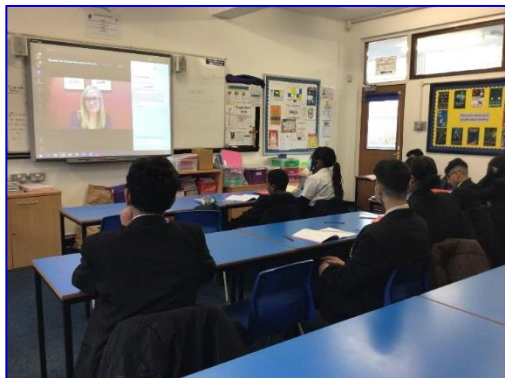
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## National Careers Week in English

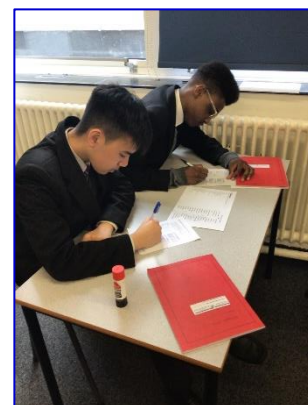
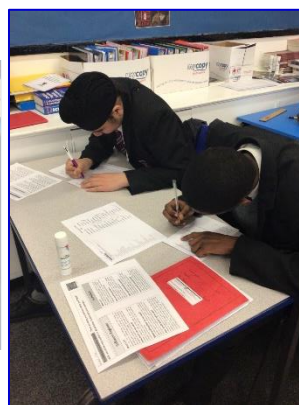
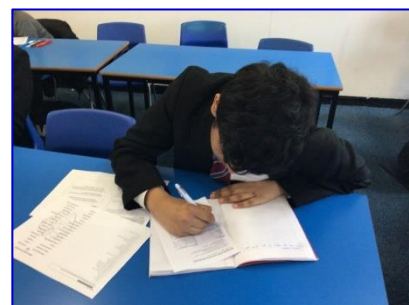
This week 8XW took part in careers week, pupils watched a talk and completed tasks.

By Mrs Mann



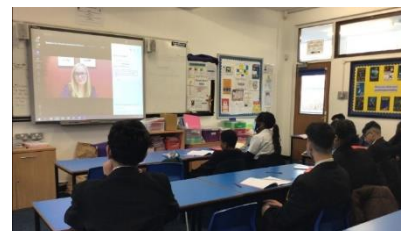
Year 10 took part in careers in English by completing tasks and watching a talk by a barrister.

By Mrs Mann



Year 8 students joined in a virtual talk for the International Women's Day Broadcast. This was led by Ella d'Amato, Managing Director, Investment and CMO, True & Former Chief Commercial & Marketing Officer, Not on the High Street who talked to the students about the responsibilities and expectations of her role.

By Mrs Hillier



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## National Careers Week in RE

In RE this week, we focused on what God is calling us to be.

We took some time out to reflect 'All about me'. Pupils filled in a sheet answering questions about themselves to work out what God is calling them to be. They answered questions like 'What are your skills?', 'What are your talents?', 'What do you aspire to do?'.

We focused on the important fact that vocation is not strictly about the world of work, it can also include marriage, holy orders and volunteering.

As part of National Careers Week, we also celebrated Fairtrade Fortnight. We discussed the issues farmers in poverty face when trying to receive fair payment for their produce. We focused on Climate Change and the challenges that poses to farms in poorer countries. Pupils in Year 9 linked this to all their learning which focused on stewardship. We looked at how we in the UK can support Fairtrade farmers by looking out for the Fairtrade label in shops.

By Mr Lloyd-Price





## National Careers Week in Geography

In Year 7 Geography this week we have focused on a career in meteorology, which closely relates to our current topic 'Weather and Climate in the UK'. In appreciation of International Women's Day, we chose to study the career of Lucy Martin, a BBC meteorologist.

Lucy Martin, who was born without her right forearm and hand, is the first visibly disabled BBC weather presenter. We read about how Lucy found passion for the weather, environment and geography at university and used this to pursue her career. In lesson we considered what questions we would ask Lucy about her career, such as what skills do you need for your job and how old were you when you first found passion for Geography?

Below are two examples of questions pupils in Year 7 came up with to ask Rachel Davies:



You are interviewing Lucy for the BBC. What are 5 questions you would ask her for the interview? E.g. What do you love about your job?

1. What do you love about your job?
2. What qualities do you need to be a meteorologist?
3. Why did you pick to be a meteorologist?
4. How do you know the weather?
5. Why do you find weather interesting?

By Success Ihaza 7FOR)

You are interviewing Lucy for the BBC. What are 5 questions you would ask her for the interview? E.g. What do you love about your job?

1. What barriers have you had to overcome?
2. Have people watching the news disabled you?
3. What do you love about your job?
4. What qualifications do you need to become?
5. What is your biggest achievement?

By Jaskirat Sahota 7FOR

In Year 10 Geography this week we have focused on careers related to rivers as part of GCSE preparation for their Physical Geography exam. As in Year 7 we have combined National Careers Week with an appreciation of International Women's Day.

We have spent time looking at all of the job opportunities that a career studying and working with Rivers may involve. We have specifically focused on Rachel Davies, an officer at Severn Rivers Trust. Rachel has been working at Severn Rivers Trust since 2020, coordinating and running volunteer projects there.

She works mainly to conserve and protect the river focusing on conservation and sustainability. She has a unique set of skills to help the look after the river and the habitat there.

Below are two examples of questions pupils in Year 10 came up with to ask Rachel Davies:



Jaspreet Kaur

You are a journalist interviewing Rachel for the BBC. What are 5 questions you would ask her for the interview? E.g. Why did you first become interested in river conservation?

1. What difficulties did you face in order to become an officer?
2. What would you like to improve to help protect more rivers?
3. How did you first become interested?
4. How can you get younger audience to help you with the river?
5. What does your day to day job consist of?



By Jaspreet Kaur  
10PAL

Kymani

You are a journalist interviewing Rachel for the BBC. What are 5 questions you would ask her for the interview? E.g. Why did you first become interested in river conservation?

1. What methods do you use to conserve rivers?
2. What motivated you to become an officer at Severn rivers?
3. What advice would you give to younger people to conserve?
4. What do you normally do at a river?
5. Do you think your job will inspire young adults?



By Kymani Harvey  
10HAR

By Mr Woodward and Mr Cockburn



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## National Careers Week in History

During Miss Lally's and Miss Guest's History lessons this week, pupils had the opportunity to find out why studying History can be useful to them in a variety of careers. They explored the different skills that you can acquire from the subject and how these can be transferred to future jobs. Pupils then used the iPads to research some careers. Here are a couple of examples of what pupils learnt:

**Do Now:** Using the iPads, read the information on the careers slide and click on the pictures to find out more about the different careers on offer to you when you study History. Choose two that you found interesting and make some notes in the boxes below.

**Which Historical skills are valuable in a job and why?**  
 Learning about people and how they interact.  
 Learning about countries, societies, cultures.  
 Learning to investigate and analyse facts.  
 Presenting what you've learned in a way that makes sense.

<b>Name of career:</b> Police	<b>How is History helpful to you in this career?</b> Learning about people and how they interact. Investigating and analysing facts of crime, crime prevention, culture and society.
<b>Name of career:</b> Law	<b>How is History helpful to you in this career?</b> How you investigate and look beneath the surface makes you skilled of: Critical thinking Asking why Analysing information Presenting arguments with a well thought memory.

By Sasha Black 10FOD

**Do Now:** Using the iPads, read the information on the careers slide and click on the pictures to find out more about the different careers on offer to you when you study History. Choose two that you found interesting and make some notes in the boxes below.

**Which Historical skills are valuable in a job and why?**  
 Learning to investigate and analyse facts is useful because you are able to differentiate between factual and fake information and by doing a kind, correct judgement can be made.

<b>Name of career:</b> Museum and Galleries (Head of Learning at a national museum)	<b>How is History helpful to you in this career?</b> You would be teaching historical facts to people with the use of the objects in the gallery.
<b>Name of career:</b> Police	<b>How is History helpful to you in this career?</b> Be able to study people, cultures and societies. Used in analysis of patterns in certain crime.

By Ivie Imadonmwinyi 10ESM

**Do Now:** Using the iPads, read the information on the careers slide and click on the pictures to find out more about the different careers on offer to you when you study History. Choose two that you found interesting and make some notes in the boxes below.

**Which Historical skills are valuable in a job and why?**  
 - Critical thinking  
 - Analysing information  
 - research skills  
 - Presenting arguments  
 - Training memory

<b>Name of career:</b> Law	<b>How is History helpful to you in this career?</b> History and law are both about questioning motivation and looking beneath the surface which makes the intrinsically what History teaches us which are important to have as a lawyer: critical thinking, asking why, analysing information and presenting arguments as well as training memory and teaching you how to research.
<b>Name of career:</b> The Police and Armed Forces	<b>How is History helpful to you in this career?</b> studying history means studying people, cultures and societies. studying history the research skills you might be useful in some of the back room support staff jobs which involve analysis of the patterns of crime.

By Daniel McDonough 10ESM

**Do Now:** Using the iPads, read the information on the careers slide and click on the pictures to find out more about the different careers on offer to you when you study History. Choose two that you found interesting and make some notes in the boxes below.

**Which Historical skills are valuable in a job and why?**  
 Helping you understand current issues.  
 Infering and researching a source. It can also help you make a balanced argument, you can think of both points of view. It becomes understanding as you see what leads to people making decisions.

<b>Name of career:</b> Police force	<b>How is History helpful to you in this career?</b> You can find out about what evidence tells you and how useful it is for an investigation helps you study people in general.
<b>Name of career:</b> Archaeology Museums and Galleries	<b>How is History helpful to you in this career?</b> You'll know the history of paintings and statues. You can teach other people about what's going on in a painting and what's behind it.

By Varlin Kaur 10HAB







Pupils in our classes also investigated some old or lost occupations from History. They had to guess what certain occupations involved. Here are the slides below:

## Unusual or lost occupations from History


Do now: For each occupation, write down what you think the job involved doing.








**"KNOCKER-UP"  
WHEN SHE WAS 73**  
**DEATH OF WELL-KNOWN  
NONAGENARIAN**

The funeral took place on Tuesday at 10.30 at St. Andrew's, Barmby. Mrs. Morris, who was a native of Wigton, worked at a pill box when she was young in Barmby, and 80 years ago she was employed as a knocker-up. Mrs. Morris was 73 when she died. She had been a resident of the last district.











Late Mrs. Morris.

1	Lamplighter
2	Rag and Bone Men
3	Rat Catchers
4	Crossing Sweepers
5	Knocker- Ups
6	Mudlarks
7	Chimney Sweeps

**PUBLIC NOTICES.**  
**PARISH OF GEDLING.**  
**LAMPLIGHTER REQUIRED.**  
APPLICATIONS are invited for the post of Lamplighter for the evening Lighting period. The person appointed will be required to light, extinguish, and clean the lamps. Wages £12 per week. Applications, in writing, to be sent on or before the 31st July to  
**JOHN CLARK,**  
Clerk to Lighting Authority.  
Netherfield, Notts.



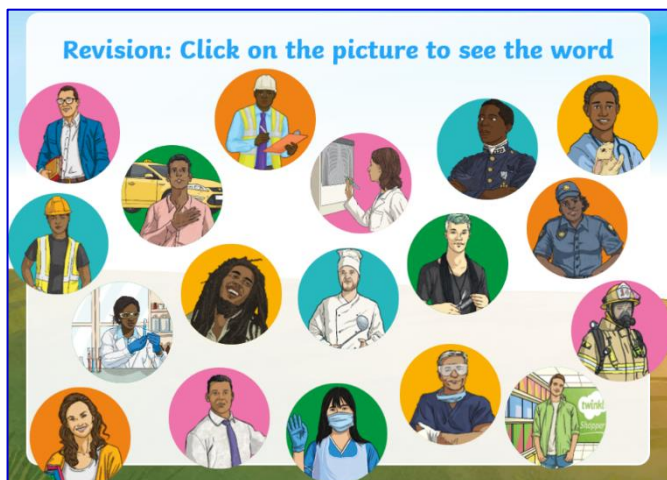
1	2	3	4	5	6	7
Lamplighter	Rag and Bone Men	Rat Catchers	Crossing Sweepers	Knocker- Ups	Mudlarks	Chimney Sweeps
Light lamps at dusk and extinguish them in the morning	Go from street to street calling for rags which he would buy and sell them on.	People who caught rats	Keep road crossing clean.	A person who was employed to wake up workers in the days before alarms.	Looking in river mud for items of value.	Cleaning out the soot from chimneys
 <p>WOMEN AS LAMPLIGHTERS</p>						



## National Careers Week in EAL

As part of National careers week, we have looked at the following in the EAL department:

1 What are the different job opportunities and what are their names in English – discussion and guessing game.



2 How to read and understand the job advert – pupils had to locate correct information in the adverts.

ESLlibrary.com Job Ads Real-World Reading

**Example 3**  
A. Reading  
Read the job ad. Then answer the questions.

**Windward Farms**

**Hiring soon**

**Cashier**

Seasonal (July-Sept)  
44 Halls Road  
Bruton, Somerset  
£14 per hour

**Apply by June 15**

**B. Questions**

- What is the job ad for?  
a) delivery driver  
b) cashier  
c) chef
- Is the job available now?  
a) no, next year  
b) yes, now  
c) no, soon
- What type of employment is it?  
a) seasonal  
b) full-time  
c) part-time
- What town is the job in?  
a) Windward  
b) Bruton  
c) Somerset
- When is the last day (deadline) to apply?  
a) September 15  
b) July 15  
c) June 15

3 What type of information we need to write a simple CV.

Answer the questions in English			My CV
1. What is the first name of the person who wrote this CV?	Personal details: Surname: Afflec Name: Ben City: Oxford		
2. What are her interests?	Interests: I love playing basketball. I really like watching sport programs.		
3. Give at least 2 of her qualities.	My qualities: I am quite ambitious and hard-working. I am also very useful. But I am never lazy.		
4. Where does she work?	My experience: I work at a sportcentre and I can play the violin.		
5. What instrument can she play?	Reason for applying: I would like to get this job because I think it is well-paid and the timetable is flexible.		
6. What are the two reasons she wants the job?	Signature: <i>Ben</i>		
Support Use your remote learning vocabulary sheet. 5 minutes	Extension Spot the negative structure and the 2 opinions.	Challenge Start making a draft for a CV you would write.	

Pupils tried to fill in simple information on their own CV's.

My CV	
Personal details: Surname: Hussain Name: Meerab City: Birmingham	Good Work Keep it Up!
Interests: I love cooking I like alot drawing.	
My qualities: I am very hardworking and honest. I am also a good girl. But I am never lazy.	
My experience: I work as a teacher in a school from Monday to Friday.	
Reason for applying: I would like to get this job because I think that I can do this better.	
Signature: <i>Meerab</i>	

By Mrs Kawecka





## National Careers Week in French

*"In French for National Careers Week, we did a quiz to see what job would be best for us depending on our personality. It told us at the end if we're a leader, an adviser or an artist".*

By Darin Diako 10ESM

*"This activity helped me as it showed me what type of job I can do. I got 120 points meaning I am a leader!"*

By Andrea Zajacova 10FOD

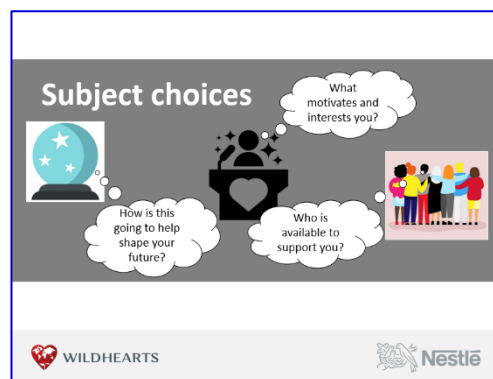
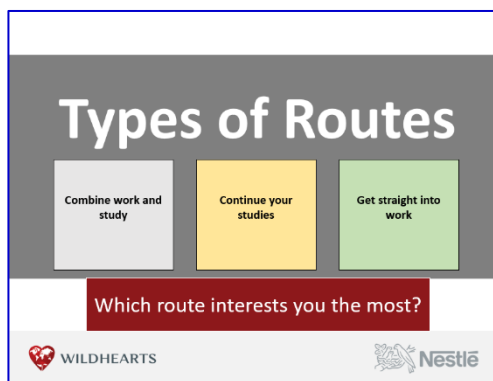


By Miss Gosselin

## National Careers Week

As part of Careers week 9GOS were given the opportunity to attend an online employability skills workshop, presented by some of the employee mentors working at the global corporation Nestlé. The talk focused on exploring the pupils' career aspirations and reflected on why 'Subject Choices' are important. The pupils were also introduced to the different routes into work and how workplace professionals got to where they were. Pupils can look forward to 2 more employability skills sessions in the coming weeks.

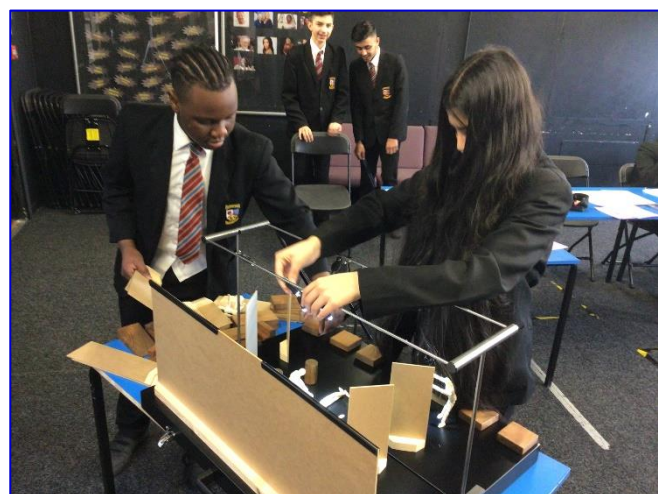
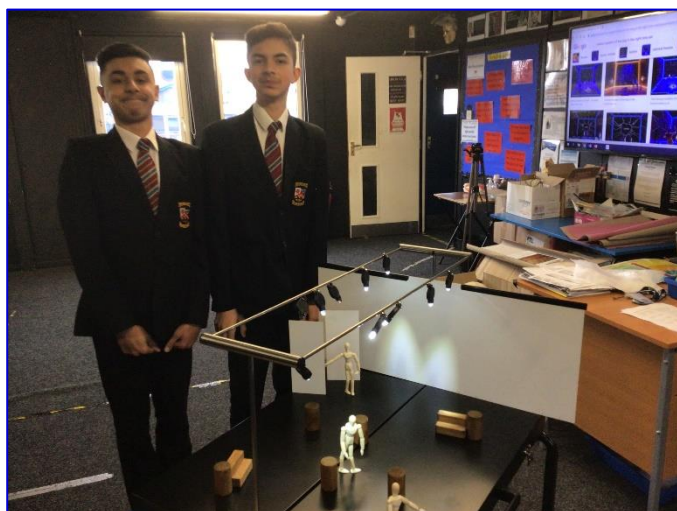
By Mr Rathbone



## National Careers Week in Drama

In Performing Arts this week, Year 9 have been looking at the Role of the Set Designer and the range of tasks they must complete to create shows. Over the lesson, we have also been looking at the other different roles in theatre work alongside a Set Designer to produce shows. Year 9 completed research into the general roles, responsibilities and skills that are required to become a Set Designer then they were given the task to design their own set for the play 'The Curious Incident of the Dog in the Night-time' which is a physical theatre play. They use a 'Theatre in a box' to help practically create the designs they had done in class. It is so important for Drama pupils to understand what other job roles are out there to produce a show other than just becoming an actor.

By Miss Cummings



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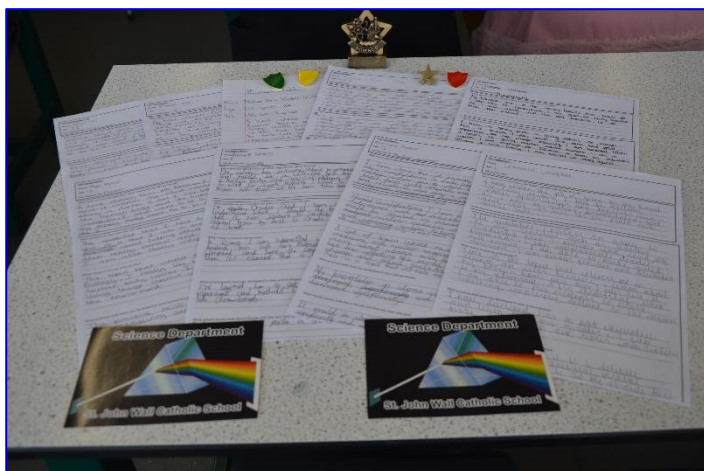
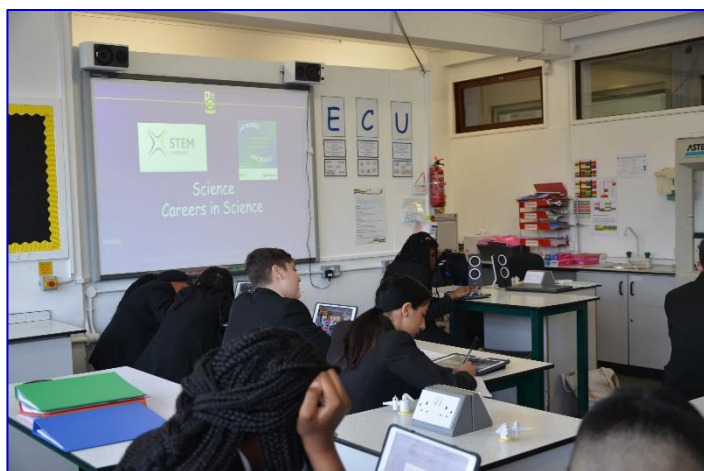
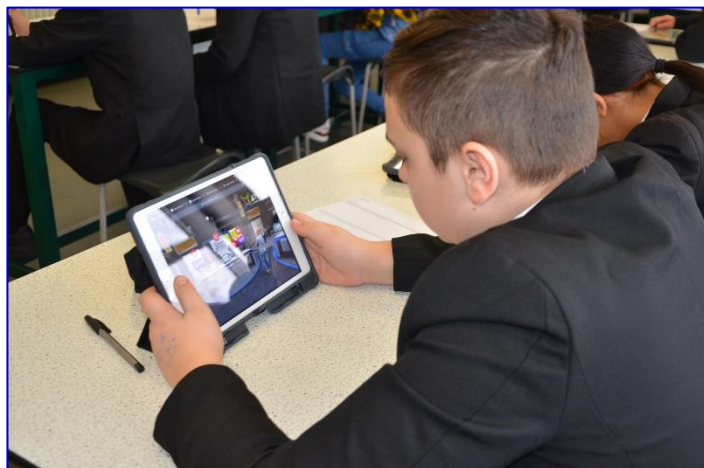
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## National Careers Week in Science

As part of National Careers week all pupils in Science have had the opportunity to view careers in STEM through the STEM Careers online fair. The pupils then selected a job role that interested them. The pupils then completed further research in this job role and then completed a job application form. The Science Team are going to select winners from each Year group and awards will be given for the best job application!

By Mrs Bates



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## National Careers Week

## National Careers Week

### AFRAH MUFLIHI SANDWELL & WEST BHAM NHS TRUST

Visited school on Monday 7 March to speak with some Year 10 and 11 pupils about midwifery.

Afrah spoke with us about her journey to being a midwife including her family's move from Yemen in the 1980s.

Afrah talked with the group about the different routes into nursing, apprenticeships, college and university, training on the job etc.

Several pupils stayed behind at the end to ask specific questions about nursing, NHS roles and tips on how to gain experience. This was a lovely opportunity to speak with someone who had worked hard to achieve her vocation.

*'When taking part in this talk, I was fascinated by the career, I am very passionate in pursuing this career. I was able to ask questions to understand what the job involves.'*

**Malika Rahman 10PAR**

*'I was inspired by the many different things such as helping others and how this job can have a large impact on people's lives'*

**Sashae Black 10FOD**

**By Mrs Crooks**



### The British Army – Information for pupils

- Get stuck in with the Army Outreach Team learning [Elite Skills](#)! This outdoor session gives students a taste of Army teamwork and problem solving, with a wide range of hands-on, confidence-building activities. Up to 60 students can take part in the 1- to 2-hour sessions.
- For students keen to find out more about careers in the Army, we offer a 4-day residential [work experience](#) that focuses on developing teamwork, leadership, confidence and resilience.

### Bank of England

On Tuesday we were joined by Fraser West who works for the Bank of England. He spoke about the Variety of roles in the financial service. 1 in 12 jobs in the UK are in financial services, they are pioneering new FinTech companies and the opportunities to progress.

Fraser informed pupils of the different entry levels. These are:

- Level 4 apprenticeships
- Degree apprenticeships
- Internships
- Industrial placements
- Graduate development programme
- African-Caribbean scholarship

[www.bankofengland.co.uk/careers/why-you-should-join-us](http://www.bankofengland.co.uk/careers/why-you-should-join-us)

*'The presentation was very informative because it told us about the different roles you can be employed as in the Bank of England.'*

**By Rachel Ohene-Williams 10FOD**

**By Mrs Crooks**



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## National Careers Week

In our BTEC Music lessons this week as part of National Careers Week, we looked at performance and creative roles in the music industry.

We were researching what the different roles were and what their responsibilities are.

Here is an example:

By Mrs Crooks

Musician

Singer  
Instruments  
Performer



In form time each day form teachers shared information about department specific job roles. Some examples of this are:

**True or false**

Geography can allow you to educate future generations about the world around them

**True! You can become a teacher and help educate children of the future!**

Where Geography could take you...

**Geography teacher**

Help young people to learn more about the physical world around them, the environment and how people shape the places where they live.

Salary: £41,600  
Hours: 35 per week  
Skills: Mentoring, communication, supporting, respecting, planning

NCW2022  
Empowering Positive Change Through Careers Education  
#NCW2022

### Business Entrepreneur

<https://www.youtube.com/watch?v=A0GDNVWfirE>

What are their businesses?

What tips did they give?

What message are they trying to get across?

child in our care to hear and respond to what God calls them to be

**Careers in the Performing Arts**  
Becoming a Drama/Play Therapist:

Playful Pathways

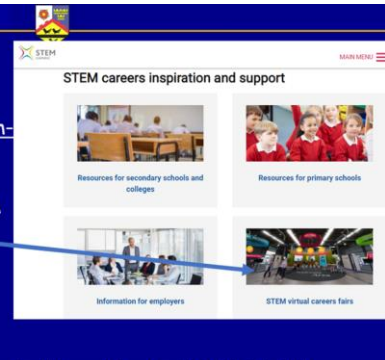
**WHAT IS PLAY THERAPY?**

NCW2022  
Empowering Positive Change Through Careers Education  
#NCW2022

## Google: STEM

<https://www.stem.org.uk/STEM-careers>

Please then select the STEM Virtual careers fair



In Collective worship pupils were challenged to think of as many jobs as they could think of, right through the ages right from lamp lighters, to jobs that are at risk from being automated by technology like shelf stackers, farm workers, telephone sales. Pupils were also challenged on stereotypes by guessing pictures of people in the workplace and what their job is.

Finally pupils were given the opportunity to reflect on what they think God is calling them to be.

## Respond

- Remember, all the jobs you have just seen need lots of personal skills
- It's not all about exams and certificates, although they help a lot!

Think about our mission statement: *'To educate each and every unique child in our care to hear and respond to what God calls them to be'*

What is God calling you to be? What is your vocation?

You might not know the answer to this question yet!

- Ask your parents/carers about what skills they need for their job
- What's your dream job? Why?

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

We were joined today by visitors from 21 different post 16 providers, companies, apprenticeships, and emergency services.



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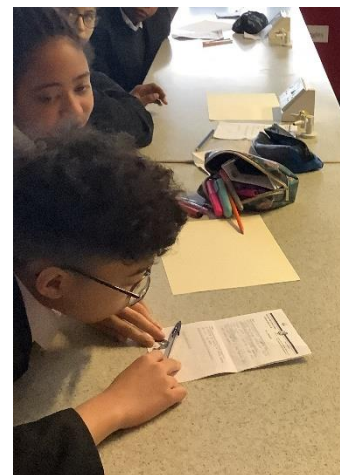
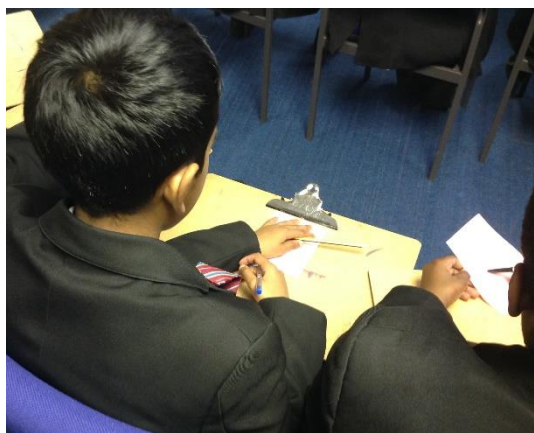


## Values@SJW Day – Year 7

During our Values@ day pupils in Year 7 had a special focus on vocation. A guest speaker joined us from Halifax with pupils learning where money comes from – now and in the future, and how they will plan to spend and save it. They also discussed what types of digital tools are available to help manage money. Another visiting speaker came in to talk to pupils about careers in the RAF and led on teambuilding activities.

Pupils also looked into what careers of the future might look like, the importance of challenging ourselves and how to look after our own wellbeing.

By Mrs Ellis



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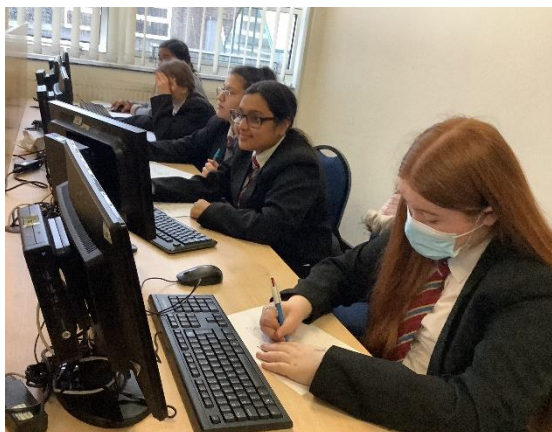




## Values@SJW Day – Year 8

Today Year 8 have had a great opportunity to have taster sessions in Business, Computer Science, Engineering, Travel and Tourism and Health and Social Care. This is the introduction to the Pathways process for Year 8. Next week they will have a Collective Worship to explain the process in more details. Form tutors will then begin supporting them with their Pathways choices.

By Mrs Chand



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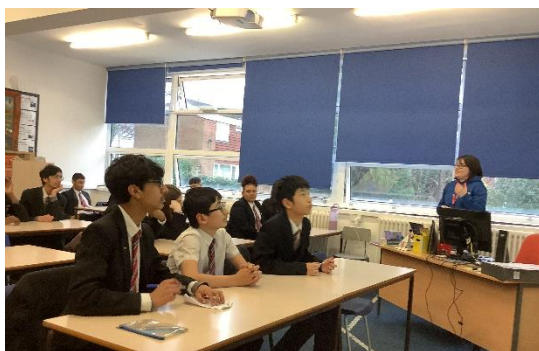
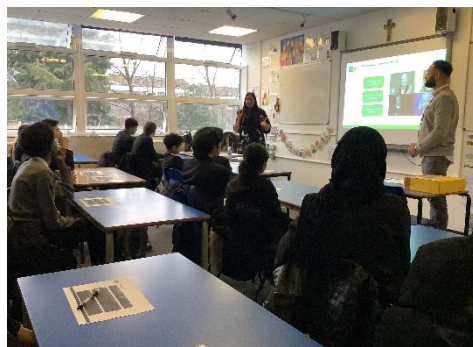
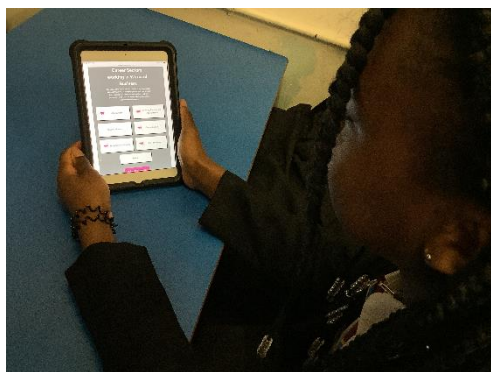
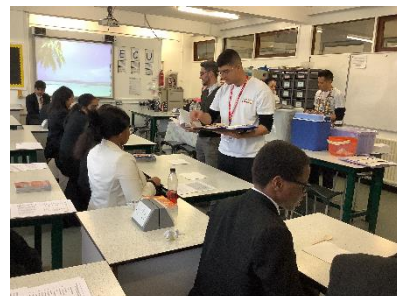


## Values@SJW Day – Year 9

Year 9 had a fantastic day today with a variety of exciting and engaging sessions.

Pupils participated in learning about the current job market and possible jobs of the future. Pupils were informed about what employers look for in potential colleagues. The police session was a good opportunity for pupils to be made aware of the application process to join the police and the training. Pupils enjoyed the banking and fair-trade sessions, and the engagement was compelling. The pupils really enjoyed the afternoon careers fair and have a lot of information about future opportunities available and pupils will further explore this in the coming days and weeks.

**By Mr Hussain**



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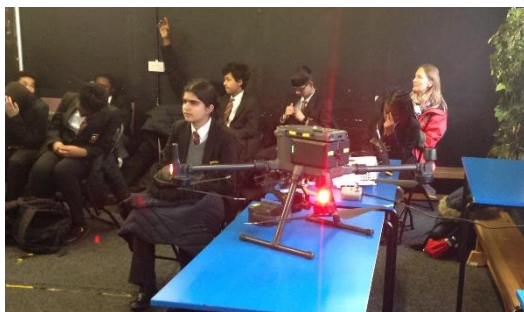




## Values@SJW Day – Year 10

Today Year 10 have taken part in some very exciting careers-based sessions. Sessions were based around what they want to do in the future and the importance of having a clear pathway to goals, as well as the opportunity to visit the careers fair and look into potential job prospects and post 16 education settings. Pupils would like to say a big thank you to all visitors for the insight into their careers.

By Miss Reynolds



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## Values@SJW Day – Year 11

Year 11 attended core lessons today in preparation for their mocks which continue next week. As part of our careers programme, they also attended 1-1 interviews with local business representatives and post-16 providers. At the end of the day, pupils attended our careers fair and had the opportunity to ask questions and find out more information about post-16 next steps.

**By Mrs Crooks**



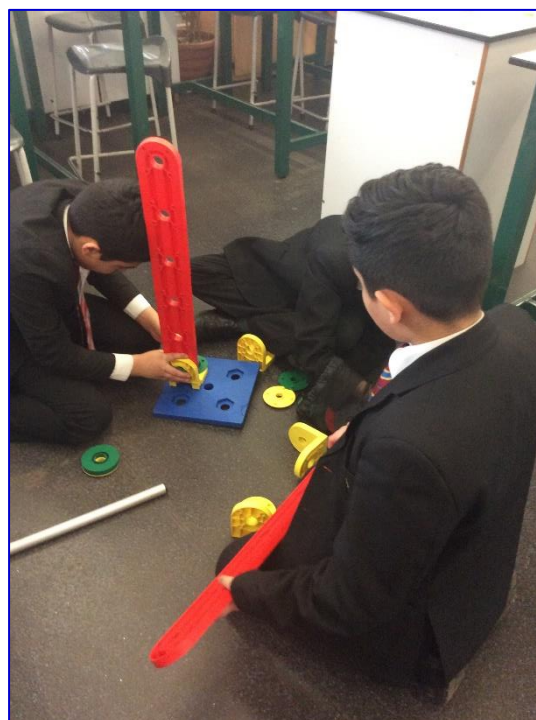


## STEM Club

Several mTa stem kits were borrowed from **Aston University engineering academy**. These kits are very useful in allowing pupils to become creative. In the stem club pupils had the opportunity to build the tallest tower using the materials available. Pupils had to think in a creative way like engineers and build the tower.

Pupils enjoyed working as a team and had the opportunity to do something different.

By Mr Rahman





### **British Science Week 11<sup>th</sup>-20<sup>th</sup> March**

British Science Week is a ten-day celebration of science, technology, engineering and maths that will place between 11-20 March 2022! In your Science lessons you will have the opportunity to take part in activities to celebrate your practical skills.

You can also get involved at home by looking at the wide variety of activities in the links to the packs below:

[https://www.britishscienceweek.org/app/uploads/2022/01/BSA\\_BSW\\_secondary\\_full\\_1121v16.pdf](https://www.britishscienceweek.org/app/uploads/2022/01/BSA_BSW_secondary_full_1121v16.pdf)

[https://www.britishscienceweek.org/app/uploads/2021/11/BSQ\\_BSW\\_PACKS\\_1120\\_secondary\\_v14.pdf](https://www.britishscienceweek.org/app/uploads/2021/11/BSQ_BSW_PACKS_1120_secondary_v14.pdf)

If you would like to you could also enter the poster competition. The theme is Growth. Please click on the link below to find more information and to enter the competition.

<https://www.britishscienceweek.org/plan-your-activities/poster-competition/>

Have fun!

Mrs Bates and the Science TEAM



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Hello, parents & guardians!

We are **BeeZee Bodies**, and we work with Birmingham City Council to provide FREE (and FUN!) healthy lifestyles support for families.

We run **BeeZee Families** courses after school across Birmingham, or you could join our online courses instead. We have new groups beginning in May. click below to sign up for your family's FREE place!\*

Or, enrol in the **BeeZee Academy** - our FREE self-paced online learning portal full of useful information and tips on how to make your family healthier.

**SIGN UP HERE**

\*to be eligible for this awesome free service, your family must live/go to school in Birmingham and include one child who is above their ideal healthy weight.

## SALT AWARENESS WEEK

14th - 18th March

Did you know that children should have no more than 3g-6g salt per day, depending on their age? That's less than a teaspoon! But with three quarters of the salt we eat hidden in the prepared foods we buy, it can be hard to keep tabs on our family's salt intake!

Making your own snacks is a great place to start. Instead of a packet of crisps, try these quick 'n' easy nacho chips! Season with flavours of your choice, or serve with hummus or salsa!

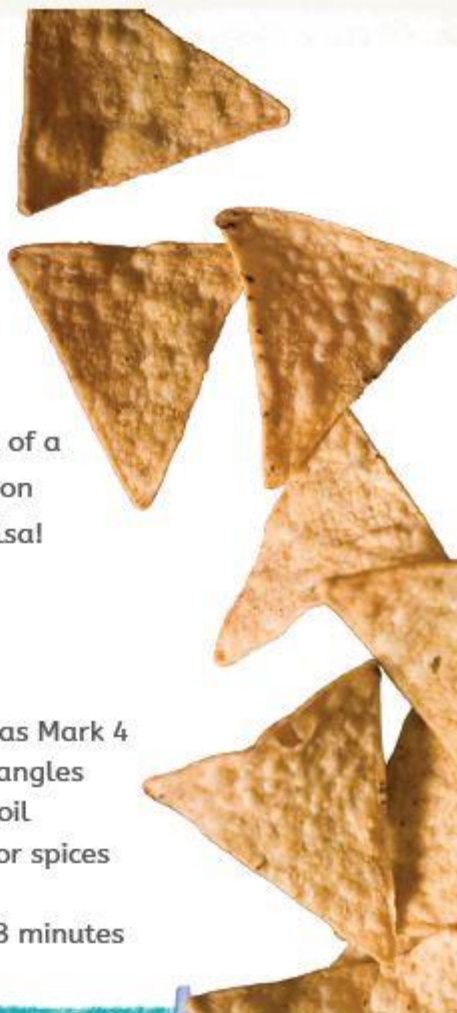
### THEY'RE NACHO CHIPS! THEY'RE MINE!

#### what you'll need

- Tortilla wrap (corn works best)
- Olive or rapeseed oil
- Herbs & spices of your choice - e.g. paprika, chilli, garlic granules...

#### what to do

- Preheat the oven to 180C/gas Mark 4
- Slice a tortilla wrap into triangles
- Lightly brush or spray with oil
- Sprinkle with chosen herbs or spices or a little salt
- Bake in the oven for about 8 minutes



 [beezeebodies.com](http://beezeebodies.com)

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 BeeZee Families

 Birmingham City Council



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