

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 10

Weekly Information Bulletin

Date: Friday 18 November 2022

Catholic Life - This year we are focusing on 'The Year of Sanctuary'.

Termly theme: Solidarity (The Good Samaritan)

Termly SJW values – Compassionate and Loving

Lord, Thank you for being a source in whom we find protection. Remind us that you are there to help us when we fall or have too much to carry. Thank you for being a refuge of safety for those people who are being hurt by others. Help us to always treat others with love and respect, for we know that Jesus calls us to love others as we love ourselves. We ask you Lord to walk with us every day and guide us in our relationships. Help us to respect and treat everyone equally, remembering that we are all children of God. Amen

Important Dates to Note

- **Year 11 Parents' Evening**
Thursday 24 November 2022 – 4pm to 6pm
- **Year 7 and Year 9 Assessment Week**
Monday 28 November 2022 to Friday 2 December 2022
- **Christmas Showcase**
Monday 12 December and Tuesday 13 December, 5.00 – 6.00pm. This is ticketed event.
- **Year 7 and Year 9 Parents' Afternoon**
Wednesday 14 December 2022 – 1pm to 3.30pm
- **Christmas Jumper Day and Reading Relay**
Thursday 15 December 2022
- **Christmas Holiday**
Friday 16 December 2022
- **Inset Day – School Closed to all Pupils**
Tuesday 3 January 2023
- **School Opens**
Wednesday 4 January 2023

Values@Day

On Thursday, we celebrated our first Values@Day of the year. The theme for this day was 'Right Choices' linking closely to our focus on anti-bullying week.

We welcomed several outside agencies into Saint John Wall who commented positively on the behavior and engagement of our pupils. The visitors we welcomed were:



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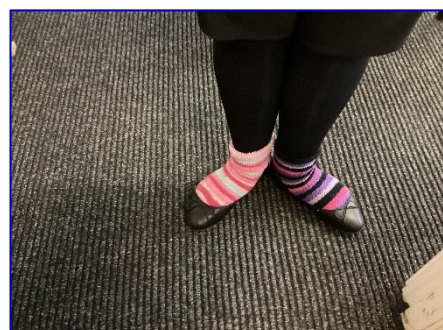
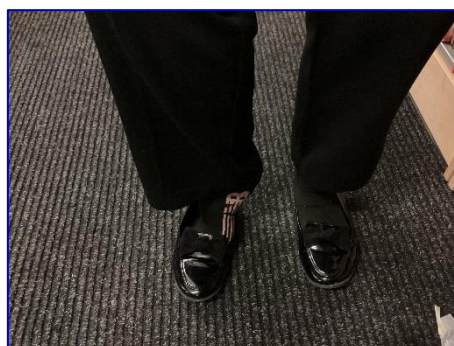
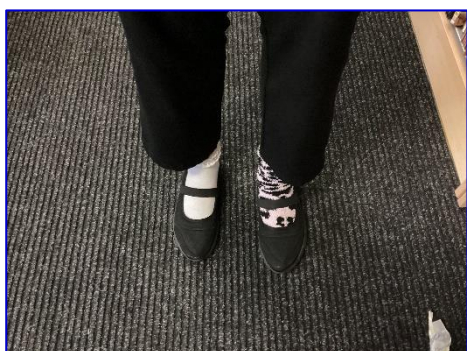


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Anti-Bullying Week

Odd Sock Day



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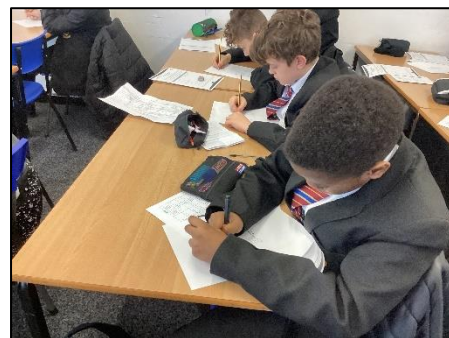
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Values@Day – Year 7

Year 7 focused on making right choices in the community on Values@Day. This included:

- How to keep safe on the roads
- How to have healthy relationships
- An Anti-Bullying session with Stand Against Violence
- PC David Manns discussing online safety with a focus on social media
- Care for the school environment - tree planting, pond clearing and painting

The day ended with a whole year group assembly from the Precious Lives group on knife crime.



"I enjoyed the day because I learnt many things, such as how to keep safe on the roads, how to have a positive relationship and how bullying could effect a person's well-being and mental health."

By Sara Antony 7ESM



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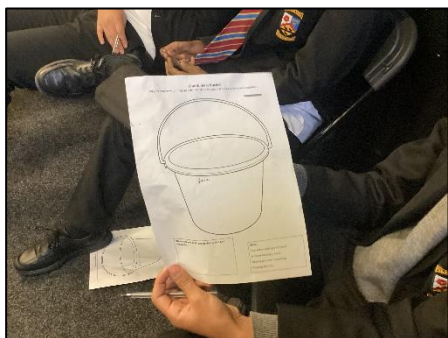
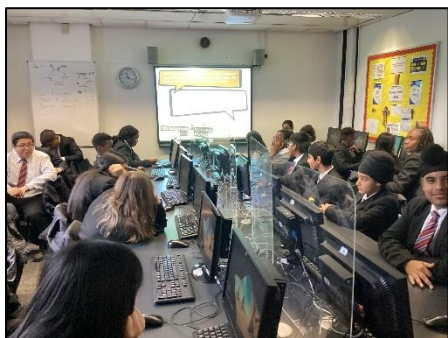
Values@Day – Year 8

Year 8 focused on personal safety during Values@Day 1.

This included:

- A talk from Birmingham Medical Society on mental health and wellbeing
- A workshop from Connect Futures looking at exploitation and extremism
- A mindfulness session looking at how we deal with stress
- A session on online safety looking at the difference between banter and bullying
- Care for the school environment - tree planting, pond clearing and painting

The day ended with a workshop using the BAIT video resource followed by a Q and A on right choices.



"Today I learnt about 'Online safety', 'Brave', 'Med Minds', 'Mindfulness' and 'Bait'. These topics will help in life as we never know if any of these things will happen to us."

By Taylor Milligan 8FOR



"I learnt many things but the most important is I learnt about the law and how to stay safe from online bullying. In Ten Ten we learnt that we shouldn't change ourselves for others."

By Mawra Hussain 8BRK



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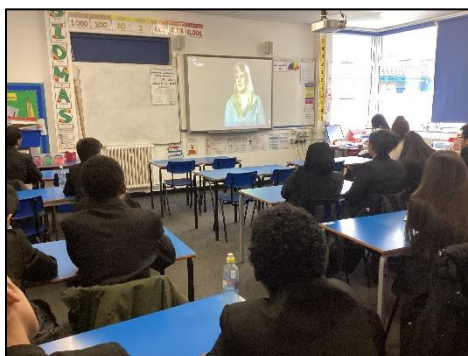


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Values@Day – Year 9

The theme for Year 9 on Values@Day was how we can be a Good Samaritan and look after those around us. This included:

- A session on online safety looking at the difference between banter and bullying
- A workshop on sexting and online privacy led by 2020 Dreams
- Cinema in education session using TenTen's session on peer pressure
- Stand Against Violence led a workshop focusing on Violence Awareness
- Saint John Wall staff led a session looking at unhealthy relationships



"Today we had values@ day and the things we were taught about were sexting online, unhealthy relationships, violence awareness, ten ten and cyber bullying. I learnt about how we should give consent before doing anything and how things that happen online can affect people. The topic I enjoyed was violence awareness because it showed how people get killed or injured due to small mistakes." By Yousma Mustafa 9WOO



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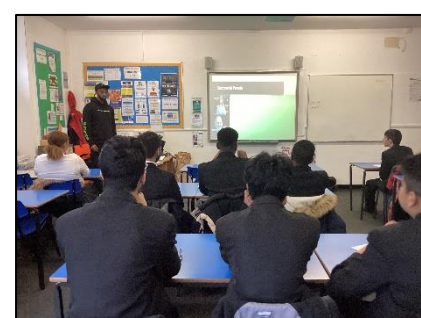
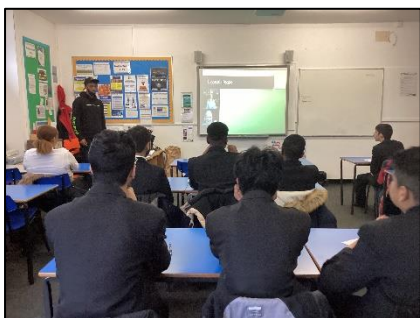
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Values@Day – Year 10

Year 10 Values@Day focused on healthy life choices.

This included:

- A healthy breakfast session led by our Catering teachers
- Bouncing Statistics led a session on confidence and the future
- A TenTen session on the value of marriage
- A workshop on Consent, rape and harassment led by 2020 Dreams
- A workshop led by 2020 Dreams on how to spot sexual bullying



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St Mary's Coffee Morning

We have had a fascinating morning at St Mary's listening to a visitor from Dementia Carers Count. There are around 850,000 people in the UK with the disease which amongst other symptoms targets brain function, cognition and a loss of memory skills which is very distressing for those affected and their friends and families who care for them.

Richard did a sterling job helping to wash and dry up whilst Success spent some time chatting to new visitors who had brought family members along suffering from Dementia. There is a link included should you wish to learn more about Dementia and Alzheimer's disease and how you can help those affected.

<https://dementiacarers.org.uk/>



By Mrs Clayton







Anti-bullying Week in Maths



Pupils were engaged in starter activities this week to promote discussions about bullying and anti-bullying week. Pupils enjoyed the opportunity to talk about bullying as well as complete some maths.



By Mr Simmons



9.  +  = 11



 +  = 14



 +  = 9



10.  +  = 8



 +  = 16



 +  = 14



11.  +  = 2

 +  = 4

 +  = 9

12.  +  = 10

 +  = 13

 +  = 9

Anti-bullying Week in History

This week in History Year 8 pupils were able to reflect on how disabled people had been treated during the Industrial Revolution. Pupils were able to recognise the prejudice and discrimination that those with disabilities faced at the time and use that understanding to think about how we treat those with disabilities in today's world. Pupils were eloquent and truthful with their responses to questions around how we challenge discriminatory attitudes and bullying in our own society.


By Mr McIntosh

Anti-Bullying Week 2022 in History

What is bullying?

Bullying is the **repetitive, intentional** hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

Can you create your own definition of the term 'Bullying'?



Task

- Read the information on how disabled people were treated during the Industrial Revolution.
- Use the information to answer the questions on your worksheet.

SIW Values: Eloquent and truthful

The theme for Anti-bullying week this year is 'Reach out'. In what ways can we reach out to those who are being bullied?

$\frac{4}{5} \times \frac{15}{22}$	$2 \times \frac{4}{9}$	$\frac{7}{8} \times \frac{3}{4}$	$1\frac{1}{3} \times 2\frac{2}{5}$	$1\frac{1}{3} \times \frac{4}{6}$	$\frac{3}{5} \times \frac{10}{11}$	$\frac{1}{9} \div \frac{1}{8}$	$3 \div 2\frac{1}{3}$

Key:

$\frac{8}{9}$	$3\frac{1}{5}$	$\frac{21}{32}$	$\frac{6}{11}$	$1\frac{2}{7}$
A	K	L	W	Y

Wednesday 16th November 2022

Anti-bullying week 2022 in History


Anti-Bullying Week 2022 in History: Reach Out!

What is bullying?

Bullying is when one person purposefully hurts another person repetitively.

How were disabled people treated during the Industrial Revolution?

The new production methods brought about by the Industrial Revolution led to the rejection of more people in factories. This led to the **1834 Poor Act** and the **Workhouse** which housed many disabled people who were not able to find work. They began to be seen as a threat to be contained and locked away (**1850 Asylum Act**). New ideas that the human race could be improved by removing disabled people and others meant that disabled people were seen as a danger to the non-disabled. These attitudes led to poor treatment of disabled people who lived in harsh conditions with a very basic diet. Later on, in the period some disabled people had the chance to go to school. The experiences of those who attended school greatly differed but many faced bullying from those who were meant to care for them. This led to many disabled people believing that they did not belong due to how they were treated.



Questions

- Where did disabled people have to go after 1834?
After 1834, disabled people were locked away.
- How were disabled people treated during the Industrial Revolution?
Disabled people were treated poorly, often being denied work, being put in schools and workhouses.
- Why is it important that we know how disabled people have been treated in the past?
By understanding mistakes and events in the past we can prevent it from happening again.

By Darling Dikoko 8AHM



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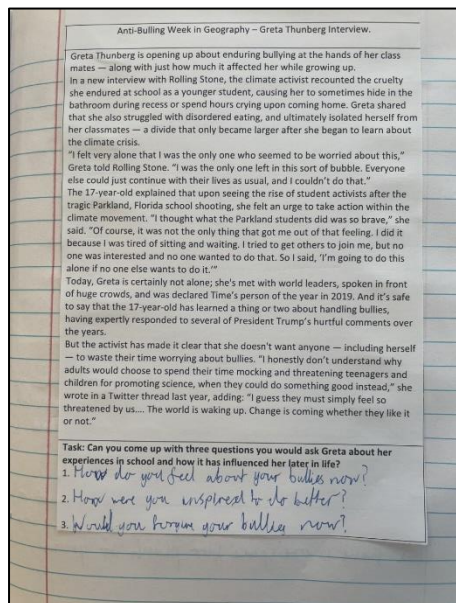
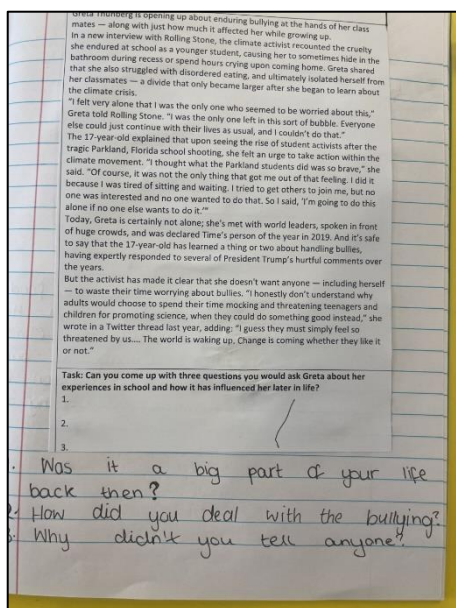
Anti-bullying Week in Geography

In Geography lessons this week we have been focusing on Anti Bullying Week:

We have read an article by Rolling Stone Magazine with Greta Thunberg which focuses on her experiences of bullying when she was in school.

Pupils were tasked with coming up with three questions for Greta and how she dealt with bullying in her childhood

By Mr Woodward



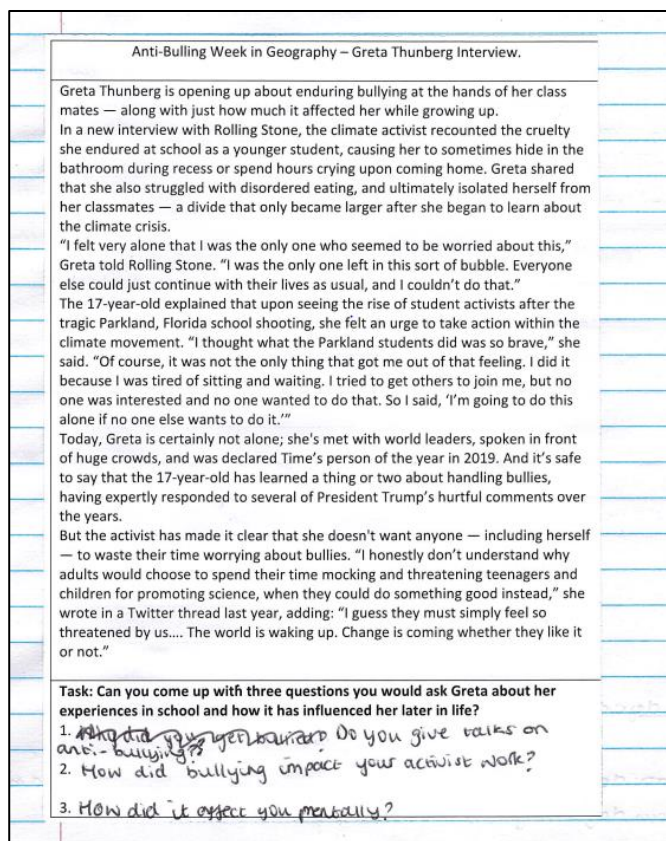
Anti-bullying Week in Geography

In Geography we asked our classes to read the attached text and to consider the problems and challenges that the situations caused Greta.

We discussed how the 'bullying' continued via social media from well know public figures and how easy it was in today's society to do that.

Pupils were then asked to create 3 questions to ask Greta and her experience.

By Ms Levine



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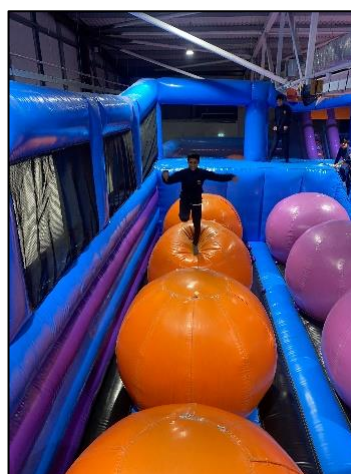
House Trip to Inflata Nation

Each year pupils accumulate house points by participating in a range of competitions over the year and demonstrating excellent behaviour. Last academic year Pankhurst house gained the most points and therefore won a rewards trip! They went to Inflata nation which is filled with lots of exciting activities including a two-lane assault course, giant inflatable drop slide, ball pool & exhilarating total wipe out balls!! They also enjoyed pizza and slush puppies! It was a great day and well-deserved reward for the pupils who worked extremely hard to achieve their best!

By Miss Young

"Looking around there is not one person who wasn't having fun, I have really enjoyed myself."

By Samra Mohamed 10JON



18/11/2022

Why are rainforests being destroyed?

(O) To know, explain and summarise the main causes of deforestation.

Anti-Bullying Week in Geography – Greta Thunberg Interview.

Greta Thunberg is opening up about enduring bullying at the hands of her class mates — along with just how much it affected her while growing up. In a new interview with Rolling Stone, the climate activist recounted the cruelty she endured at school as a younger student, causing her to sometimes hide in the bathroom during recess or spend hours crying upon coming home. Greta shared that she also struggled with disordered eating, and ultimately isolated herself from her classmates — a divide that only became larger after she began to learn about the climate crisis.

"I felt very alone that I was the only one who seemed to be worried about this," Greta told Rolling Stone. "I was the only one left in this sort of bubble. Everyone else could just continue with their lives as usual, and I couldn't do that."

The 17-year-old explained that upon seeing the rise of student activists after the tragic Parkland, Florida school shooting, she felt an urge to take action within the climate movement. "I thought what the Parkland students did was so brave," she said. "Of course, it was not the only thing that got me out of that feeling. I did it because I was tired of sitting and waiting. I tried to get others to join me, but no one was interested and no one wanted to do that. So I said, 'I'm going to do this alone if no one else wants to do it.'"

Today, Greta is certainly not alone; she's met with world leaders, spoken in front of huge crowds, and was declared Time's person of the year in 2019. And it's safe to say that the 17-year-old has learned a thing or two about handling bullies, having expertly responded to several of President Trump's hurtful comments over the years.

But the activist has made it clear that she doesn't want anyone — including herself — to waste their time worrying about bullies. "I honestly don't understand why adults would choose to spend their time mocking and threatening teenagers and children for promoting science, when they could do something good instead," she wrote in a Twitter thread last year, adding: "I guess they must simply feel so threatened by us.... The world is waking up. Change is coming whether they like it or not."

Task: Can you come up with three questions you would ask Greta about her experiences in school and how it has influenced her later in life?

1. Why did you get bullied?
2. Did you fully recover from the bullying?
3. Did you ever tell someone about it?

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Task: Can you come up with three questions you would ask Greta about her experiences in school and how it has influenced her later in life?

1. Why did you get bullied?
2. Why did you not talk to anyone about your bullying?
3. How can you speak in front of huge crowds?



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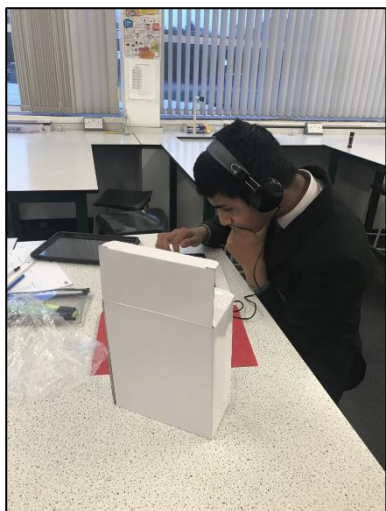
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GCSE Bengali Lessons

Pupils have started GCSE Bengali lessons on Mondays after school from 3.10 to 4.10pm with Mr Rahman. Pupils will be using a variety of learning styles to improve their progress in Bengali.

By Mr Rahman



English

English reading Corner



Year 7 and 8: Why not read 'Moving on' located in your English development Homework on our Shared area in the reading corner folder.

Year 9 and 10: Why not read 'The most dangerous game' by Richard Connell located in your English development Homework on our Shared area in the reading corner folder.

Your English teacher would love to hear about what you have been reading!

By Miss Jones



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Poppy Appeal

I am pleased that we raised **£63.05** for the poppy appeal! A big thankyou to all the forms and form teachers who took part, and also thankyou to the poppy sellers: Maria Tibuleac 8HAY, Aaphryl Antonio Pereira 8PAW, Eliza Chiriac 8HAY, Priya Kaur 8HAY and Erika Dogleag 8HAY.

By Mr Woodward



Urban Planning Day

Last Friday Year 10 Geographers took part in an urban planning workshop, forming a property company and planning how to regenerate an area using 3D models. Pupils then prepared a pitch, presented their plans to each other and decided a winning group.

"I enjoyed the workshop; it gave me an insight as to how communities are built and designed."

By Kieron Mokanda 10GOS

"The urban planning day was very fun and increased my knowledge of urban regeneration. In the lesson we had to do an urban regeneration of an area with blocks and got to plan on an iPad, it was fun to see who won."

By Adam Hannan 10GOS

Well done to all involved.

By Mr Woodward



Day of 8 Billion

In Geography this week we have been "celebrating" the Day of 8 Billion.

On Tuesday 15 November, the world's population passed the 8 billion mark. To put things in perspective, the population of Birmingham is around 1 million. 8 billion is 8000 times bigger than 1 million!

Pupils were asked the following questions: Do you think rising population is a good or bad thing? Why do you think this? What will happen if population keeps growing? What will be the impacts of this? With Asher Rogers providing some very thoughtful responses.

By Mr Woodward



★ RATEMY
APPRENTICESHIP

THE APPRENTICESHIP EVENT OF THE SEASON

GRAB THE POPCORN. START YOUR CAREER

Tuesday 22nd November 2022
5:00 - 8:00pm



HELLO THERE...

RateMyApprenticeship is the UK's leading jobs resource for young people seeking apprenticeships and school leaver schemes. **Our website lists thousands of apprenticeships available in the UK** where students can find out more and apply online. There are also reviews left by other apprentices on the companies they were employed by.

The purpose of this virtual event is for students in Years 10-13, those in college, teachers and parents to learn more about Apprenticeships. Students will hear from an array of companies throughout the evening including **University of Law, KPMG, Roche and PwC** and listen to discussions with a panel of current apprentices discussing their journey of discovering, applying for and gaining an apprenticeship. There will be an opportunity for attendees to ask questions at the end of the session and participate in employability workshops which will include links to the Skills Builder Framework.

The event helps schools **meet Gatsby Benchmarks 2,3,5 and 7.**

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ALL THINGS APPRENTICESHIPS

There are hundreds of apprenticeships to choose from and RateMyApprenticeship is a **great resource to view current vacancies**.

Apprentices work for a minimum of 30 hours a week for 30 weeks a year. The structure of each apprenticeship can vary depending on the type of scheme and employer that you work for.

An apprentice's time is **split between full-time work** with an industry leading company, and **time spent studying for a qualification**. Some employers ask you to work four days a week and study for the fifth day, while others will ask you to attend college for a few weeks at a time, in-between periods spent working for the employer.

An **apprenticeship is a fantastic option for school leavers** because they finish their course with a qualification and relevant work experience.

If you thought it couldn't get any better, you were wrong. **Apprentices are paid for the duration of their apprenticeship**.



★ RATEMYAPPRENTICESHIP

JOINING US ON THE EVENT



University of Law

The legal sector is changing rapidly and the need for rigorous, relevant and business-focused legal education and training has never been greater. ULaw delivers Level 7 Solicitor Apprenticeships for those starting post-A Level and Solicitor Graduate Apprenticeships for those starting post-degree.

[Find out more](#)



PwC

PwC offers a variety of programmes for students and graduates to start creating their careers. They focus on your skills and passions, not just your degree and education.

[Find out more](#)



KPMG

KPMG's Apprenticeship programmes offer the chance to gain practical work experience and build core skills within their global network of firms. You'll be supported to achieve professional qualifications and accreditation's, such as diplomas and degrees, and earn a salary - all at the same time.

[Find out more](#)



Roche

Roche offers a variety of traineeships, rotational programmes, part-time jobs or direct-entry positions for graduates in different countries around the globe. You will gain insights into a global healthcare company where you can be guaranteed a successful start of your career. Take a look at the various opportunities available via the link below.

[Find out more](#)

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WHY SHOULD YOU DO AN APPRENTICESHIP?

If you're looking to start a career, and the thought of university bends your bones, an apprenticeship is a great alternative.

If you're the kind of person who wants to feel like you're **proactively up-skilling yourself and taking strides forward** in your development, apprenticeship programs are something to seriously consider.

While graduates leave university with a degree, their studies often **don't impart the skills** that employers look for. Degree programmes tend to be individual-centric. Apprentices on the other hand work in real **professional environments**; they develop the soft skills that entice employers.

On top of this, apprenticeships are designed by the employers to ensure that apprentices are developing the relevant skills for a job. Even if there isn't the promise of permanent position at the end of the course, apprentices are work-ready. They can make a **smooth transition between their apprenticeship and a skilled profession**.



★ RATEMY APPRENTICESHIP

YOU'VE MADE YOUR MIND UP...

You've decided an Apprenticeship is for you - great! Now it's time to search for the right one. Use the **RateMyApprenticeship website** to browse through all **current vacancies** and filter based on your interests and skills.

So, you've found the perfect apprenticeship and written a CV fit for the job gods... Now it's time to apply.

The process usually begins with an **online application form**, where you'll need to expand on everything you've put in your CV and cover letter.

Just like your CV, you want to make sure **your application is the fairest of them all**, and the following tips and tricks will help you do just that.

[Find out more](#)



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GET IN TOUCH

If you want to find out more or have any questions we'd love to hear from you!

james@rmpenterprise.co.uk

RateMyApprenticeship.co.uk



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Cyberbullying conversation starters

internet
matters.org

Talking to 14+ year olds



Before you start the conversation



Think about when and where is the best to talk to them - in the car or a neutral place where they feel safe



Jot down what you want to say to focus your mind and make the conversation relevant to them



Be open and encouraging to make them feel supported



Have a few bite sized conversations to give them time to process

What you need to know



Having an honest relationship with your child is the first step in being able to tackle cyberbullying



Talk to them about their digital lives, just as you would their offline lives



A large majority of young people that have experienced bullying will never tell anyone or report it because of fear that it will not be taken seriously



Ditch the Label research found that those who have experienced bullying themselves are also twice as likely to go on and bully others



Bullying is a learnt behaviour - so it's important to set a good example and regularly reinforce being a good digital citizen



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Key warning signs



Aggressive behaviour



Self-isolation



Lack of appetite



Hesitancy to go to school



Over consumption of the internet and online games



Sudden behavioural changes



Visible signs of self-harm

Tips to prevent cyberbullying



Bring digital experiences up into normal, everyday conversations



Remember, there is often little distinction between what your children do online and offline



Remind your child that they should always treat others as they want to be treated



Talk about prominent cases of cyberbullying in the media and any trending apps or platforms as a starting point to discuss the issue



Discuss the potential consequences of what they say and do online, along with the 'stickiness' of the web. Once it's out there, it's very difficult to remove content



Talk about how they would deal with seeing someone else being bullied and what steps to take



Help them to understand that their behaviour in online environments should reflect their offline behaviour



Check to see if they're aware of how to report or block people on the apps they use



Make them aware of places to turn for help like Ditch the Label who have a dedicated online support hub and community available at www.DitchtheLabel.org



Encourage your child to set high privacy settings and not to connect with anybody who they don't know offline



Help them gain the social and critical skills they need to navigate the online world



Tips to deal with cyberbullying



Listen to what they have to say and make sure they know you are taking it seriously



Help them feel empowered and supported to deal with the situation



Ask them how you can help them, or what steps they want to take next



Collect evidence and together assess how serious the cyberbullying is by the impact it has had on your child



Report and block the perpetrator to the site's administrators/moderators



If they are the perpetrator, help them understand the impact of their actions, what to do to deal with consequences and change their behaviour. It's also important to show you understand why they are behaving in such a way

What you can do next



Check in with them regularly



Be involved in their digital life, ask them to show you the apps / games they use



Be aware of the signs of cyberbullying and keep an eye on their behaviour



Create an environment where they feel safe to talk to you or a trusted adult about what they may be going through

WANT MORE HELP?

For more information visit: internetmatters.org/issues/cyberbullying



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