

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 24

Weekly Information Bulletin

Date: Friday 15 March 2024

**Catholic Life - This year we are focusing on 'Year of Live Simply'.
Termly Theme: Dignity of Work and Participation
Termly SJW Values – Eloquent and Truthful**

This week in weekly worship... "We focused on Literacy Week. I learnt about the importance of reading and how being a literacy mentor can help other people and ourselves. I also learnt that reading could help to increase our patience levels and confidence. It is very important to spend time reading. We can also become **eloquent** and **truthful** through the books that we read and the words that we speak".

By Monique Smile - 9ANT - Liturgy Team

This week in Afternoon Prayer... "we prayed for Ramadan. We thought about all Muslims who are going through this period of fasting. We also thought about other religions and how they celebrate. For example, Christians that fast during Lent. We also prayed for Reconciliation. This is also known as confession where we can say sorry for our sins. We thought about the importance of saying sorry and how being good people will help to make the world a better place. We like Afternoon Prayer because it helps us to reflect on different topics. It is also a peaceful way to end the day".

By Aaliyah Bains 8CAL and Parampreet Singh 8JAS



Dates to Note

- **France Trip - 38 pupils from Years 8 & 9**
Monday 18 March to Friday 22 March
Leaving at: 1.00am - Returning at 8.00pm
- **Year 7 Kenelm Youth Trust Residential Retreat - Alton Castle**
Monday 18 March to Wednesday 20 March (28 Pupils)
Leaving at 2pm - Returning at 4pm
- **Year 11 Parents' Evening & Targeted Year 7, 8, 9 & 10 Pupils**
Thursday 21 March 2024 – 4pm to 6pm
- **Easter Holidays**
Monday 25 March 2024 to Friday 5 April 2024

Banned Items – Vapes and GEEKBARs

Vapes and Geekbars are the new trend in vaping. These are aimed at young people with inviting colours and a range of flavours. They can contain nicotine which is an addictive drug and harmful to health. People must be 18 years and over to purchase a Vape or GEEKBAR. Pupils found in possession of a Vape or GEEKBAR, any variation of a vape or e-cigarette or smoking paraphernalia will be suspended from school for a fixed period of time.

By Miss Timmins



Oxhill Road
Handsworth
Birmingham
B21 8HH



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Literacy Week

Literacy Week has been a wonderful time to be in school. We have had a wide range of activities taking place over the week, in order to highlight and celebrate our continuing focus on literacy in school.

All week pupils have been learning about the importance of reading for pleasure in their Weekly Worship. As well as this, we have sold over 70 books to pupils in our pre-loved book sale, which was expertly run by our Year 10 pupils. The proceeds from this sale will go towards our Cafod fund.

The week ended with lots of members of staff dressing up for our very own World Book Day and celebrating our favourite characters and stories.

Years 9 and 10 took part in our termly Reading Relay, reading 'A Curious Incident of the Dog in the Night time' with their class teachers, with many pupils asking for a copy of the text to read it independently.

Pupils have all gone home today with a book from the charity World Book Day, which they can read and enjoy in their own time.

Finally, a huge thank you for the many pupils and staff who have worked this week to make it an enjoyable one for all.

Happy reading!

By Mrs Hillier

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Globe Theatre Trip - London

Thirty nine pupils from Year 9 attended a fantastic performance of 'Romeo and Juliet' at The Globe in London on Tuesday 5 March. The play was staged in a modern way to make it really engaging for the pupils and they experienced the play as many people would've done during Shakespeare's time, by standing throughout. Pupils thoroughly enjoyed the show and had a great experience.

By Mrs Mann

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"It was an action-packed, surprising version of the play and I enjoyed it". By Rayna Jassal 9GRE

"I found the play funny". By Sienna Masih 9MAN

"The actors' performance was really good and I enjoyed going to The Globe". By Veer Kaura 9GRE



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Lapworth Museum of Geology

Year 7 had a fantastic visit to the Lapworth Museum of Geology at Birmingham University. They followed the Museum trail to find about fossils and different types of rocks and minerals. Meeting Rory, the Allausaus, and seeing where he had been injured was a big highlight!

Year 7 then went into the workshop and experimented on distinct types of rocks to identify their properties, and how they were formed deep in the Earth's crust.

By Ms Levine



Image of pupils deleted.

"It was fascinating learning about how different rocks form and my favourite section was the minerals and gemstone".

**By Olawunmi Ilori
7PAL**

Image of pupils deleted.



"It was very interesting and exciting my favourite part was the sea creature fossils. I would definitely come again".

By Anja Lamallari 7HAL

"I was really fun and I liked seeing the skulls and the gemstones. I really enjoyed the day".

**By Sunny Atobrhan
7HEA**

"I found it really inspirational, it was really cool to see ancient fossils. I really enjoyed the day".

By Simmermeet Singh 7HAL

"It was really interesting. I learnt lots about geology and I hope I can come back and learn more". **By Adnan Rahman 7HEW**

"I was inspirational, and we got to do lots of fun activities about rocks. I liked seeing Rory the Allausaus and the snow flake rock" **By Adunoluwa Adesola 7HEW**



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YONEX Badminton Championships

36 pupils from Years 8-10 attended the YONEX Badminton championships on Tuesday. They were able to watch professional badminton players from all over the globe in action and experience being a spectator in a competitive game. All pupils showed fantastic spectator etiquette throughout cheering on all the athletes. Pupils were able to see the skills they are taught in PE being performed to the highest standard. We are glad this trip was inspiring and aspirational to our pupils. Thank you, Mrs Ratcliffe and Mr Lysaght, for attending with Miss Young.

By Miss Young

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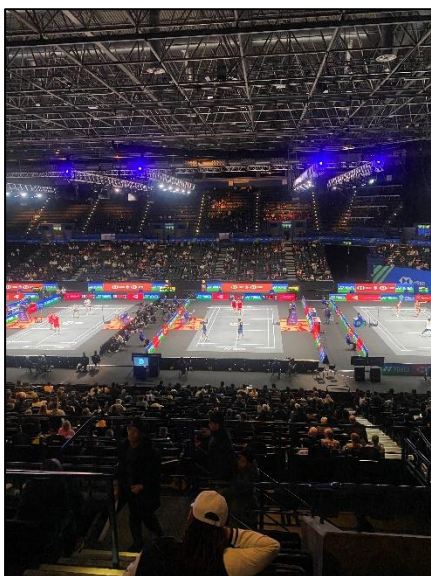


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"Watching the badminton players was amazing, the shot they played were so good. I hope I can play like them".

By Navroop Daulke 10MCI

"it was great talking and making new friends whilst discussing the badminton. It was inspiring". **By Allenjot Dhaliwal 8JAS**

"In GCSE and core PE we have looked at advanced skills in badminton. It was inspirational to see these shots being played with such good reaction time". **By Imogen Babalola 9ANT**

"We had opportunities to learn new skills and overall, the experience to Watch professional badminton players was awesome and I will never forget it". **By Erica Fosua Agyemang 9ANT**



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Active Minds Trip

Five Year 9 pupils, Karina Banger 9BAK, Arjun Singh 9ANT, Arjan Badhan 9GRE, Shamelia McLean 9BAK and Veer Kaura 9GRE, attended a training programme at King Edwards VI Aston (along with several other schools) to enable them to become SJW's mental health and wellbeing ambassadors. They were taught about mindfulness and how to deal with stress and anxiety and how they could use what they had learned and bring it back to aid younger pupils at SJW.

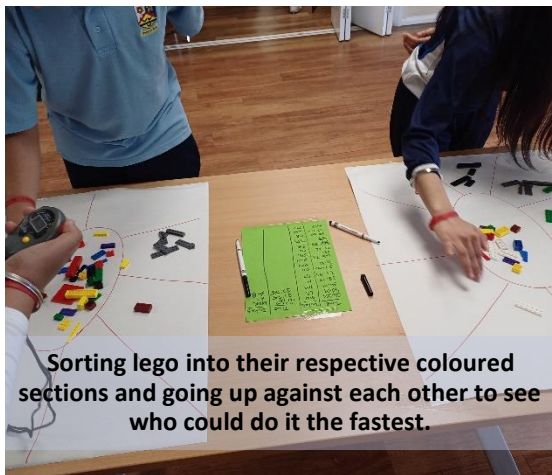
By Miss Sehjail



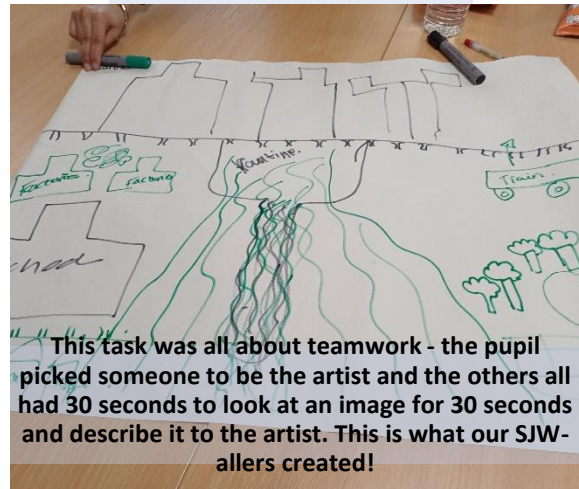
The pupils rotated doing different sporty activities to explore how one could alleviate stress/anxiety.



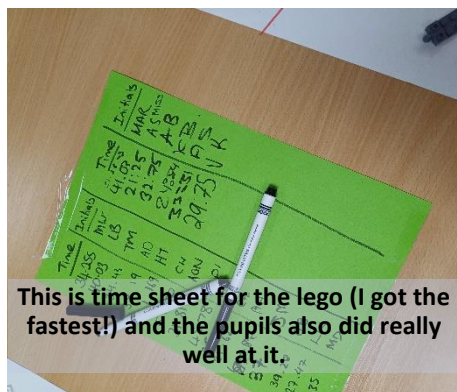
Ring Toss



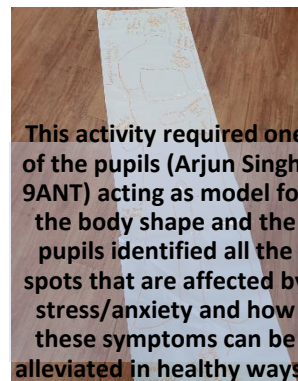
Sorting lego into their respective coloured sections and going up against each other to see who could do it the fastest.



This task was all about teamwork - the pupil picked someone to be the artist and the others all had 30 seconds to look at an image for 30 seconds and describe it to the artist. This is what our SJW-allers created!



This is time sheet for the lego (I got the fastest!) and the pupils also did really well at it.



This activity required one of the pupils (Arjun Singh, 9ANT) acting as model for the body shape and the pupils identified all the spots that are affected by stress/anxiety and how these symptoms can be alleviated in healthy ways.



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School Games Talent Show

Last month SJW qualified to the final round of the school games talent show, this week the dance pupils performed at the finals and placed 3rd for their dance performance! A massive congratulations to Sarah Manu 10MCI, Rayna Jassal 9GRE, Princela Manu 8RAH and Nadia Adams 7HEA for their outstanding performance. They had a few weeks to create a dance together and they all worked hard as a team to achieve this amazing goal.

The day started with a dance workshop at the Hippodrome Birmingham theatre with professional dance company 'FABRIC' in a professional dance studio. They then were lucky enough to have a backstage tour of the Birmingham Royal Ballet and meet some ballerinas who have been touring the UK performing 'Sleeping Beauty'. Then to finish off the day the dancers performed their piece in the final's competition on the Hippodrome stage in which they secured 3rd place. Well done to the girls for such an amazing achievement, their commitment, teamwork and perseverance. They continue to embody the SJW values.

By Miss Antonucci

We are extremely proud of the girls for coming 3rd in Birmingham for their dance performance. They have worked extremely hard to pull this routine together at short notice. Well done for your amazing efforts.

By Miss Young

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World Book Day Staff Costumes

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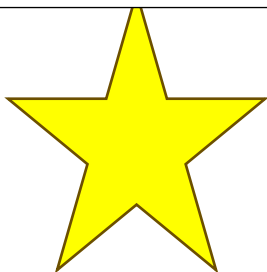


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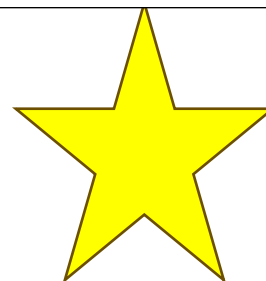


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Year 9 & Year 10 Reading Relay

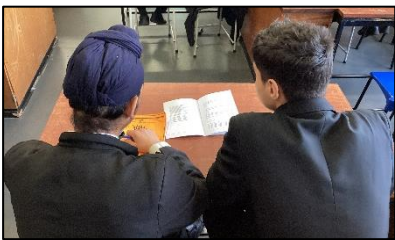
'The curious incident of the dog in the night-time'

On Thursday pupils in Year 9 and 10 took part a school-wide reading relay. They had the opportunity to read the beginning of the novel 'The curious incident of the dog in the night-time' which chronicles a boy's discovery of an injured pet and the ways that he navigates this. As the protagonist has ASD it was a really interesting read for pupils as they could consider perspectives different to their own and how others may respond to situations.

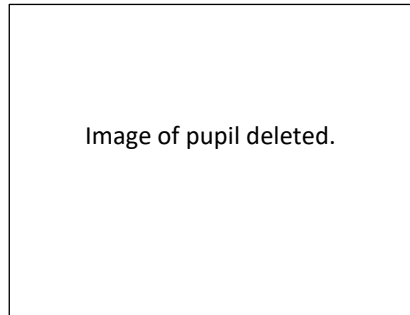
By Mrs Mann

"I enjoyed the reading relay- the book gave a lot of insight into how different people's minds work" **By Bradley Nguefack 9TOW**

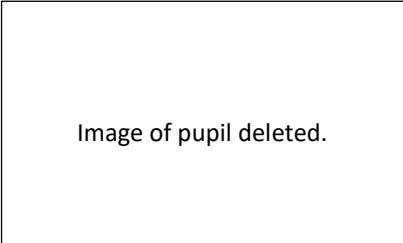
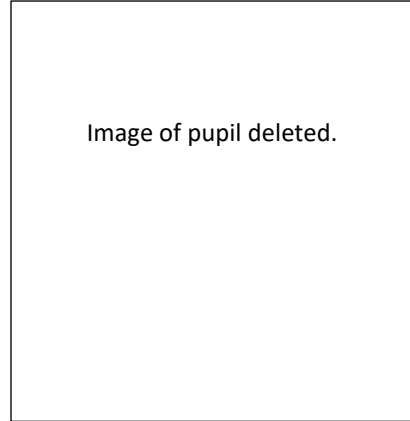
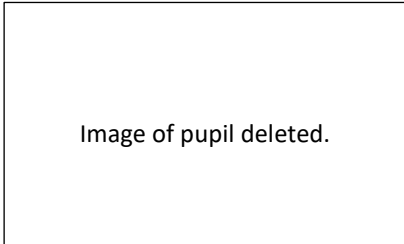
"I thought the book was really good because it shows how Christopher sees the world and how he copes with it". **By Maria Tibuleac 9MAN**



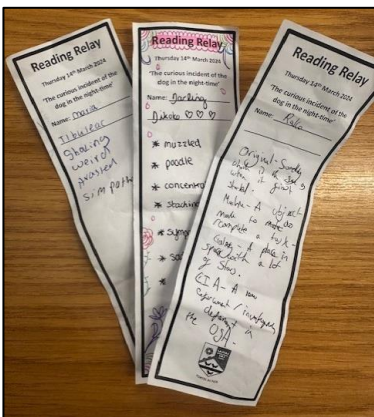
"I thought that the idea of spending about 20 minutes at the start of every lesson on a book was very enjoyable and helped to stimulate my mind before the lesson. I personally enjoyed the book and thought that it was different from things I would normally read". **By Simran Gill 10MCI**



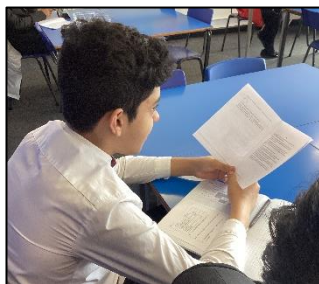
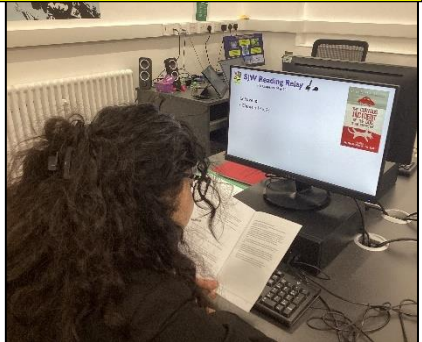
"I enjoyed understanding how different people on the autistic spectrum react to situations differently and how their brain works". **By Kibriya Jawaid 10HAS**



"It gave another perspective on how autistic people might see the world".
By Khushdeep Nagra 9GRE



"I found it interesting to gain a perspective of how autistic people see the world". **By Aqib Khan 10RES**



"I think the reading relay was a nice addition to the lessons that helped us understand the mind of a person with ASD".
By Jakub Letowski 10RES



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KS3 Creative Writing Competition

This week to celebrate literacy week, all key stage 3 classes have been using their mastery lesson to take part in a creative writing competition run by the Young Writer's Award, which the English Department work closely with. Their task was to write a mini saga story (story with a beginning, middle and ending) in no more than 100 words about a disaster, linked to the title of the competition 'Mission Catastrophe'. The pupils work will be sent off to the Young Writer's and winners will have an opportunity to have their work published in a book and receive a certificate. We also added an English Department competition that each English teacher needed to pick one pupil's story that stood to have a chance to win a prize from the Department. Mrs Heathcote will choose one winner and announce it on Monday.

By Mrs Heathcote

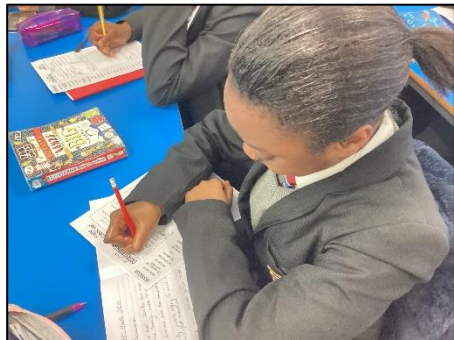
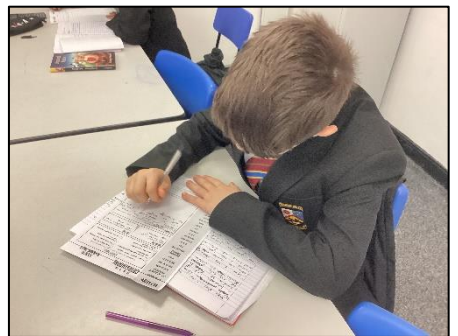
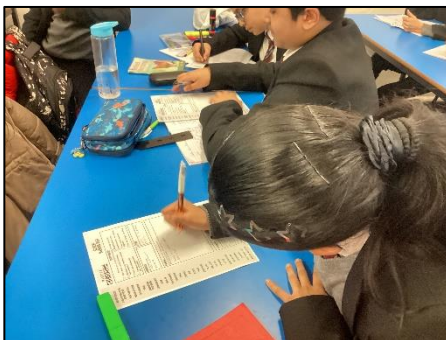
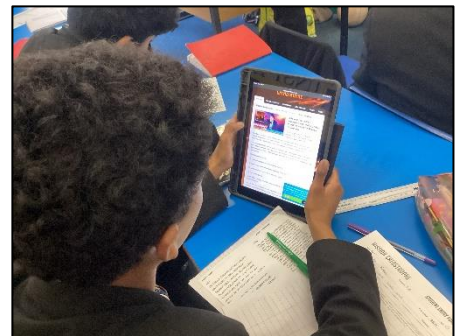


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World Book Day – Free Books For All

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Literacy in English

Miss Flinn's Year 7 group have honoured Literacy Week with some Shakespearean Spoken Word! To compliment their study of 'A Midsummer Night's Dream', pupils acted out some of the funnier scenes from this well-loved comedy. As well as developing their oracy skills, the acting helped to aid their understanding of the plot and empathise with key characters. Well done, 7YW.

By Miss Flinn

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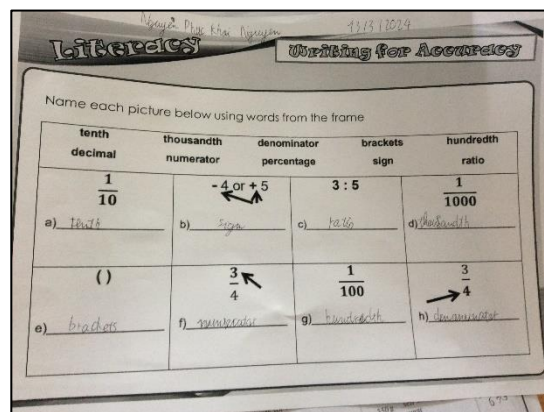
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Literacy in EAL

Well done to an EAL pupil who only started at SJW in December 2023 with very little English language acquisition, he is able to understand and use Maths vocabulary independently as shown during the literacy week.

By Mrs Gandhi





Literacy in Spanish

Well done to Nadia Adams 7YS/Mf who managed to cover many topics in her writing such as her daily routine, the school subjects that she likes, the facilities that are at school and the type of house she lives in. Her handwriting looks nice and neat, she accurately delivered many details in Spanish. A very good work!

By Mr Mattia

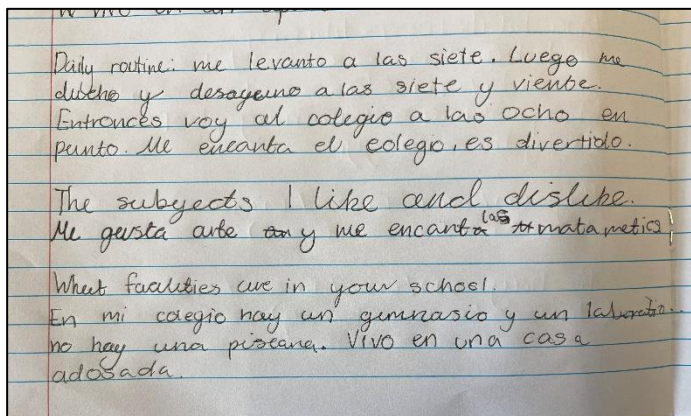


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Literacy in Food Technology

This week in Food Technology our chefs have been developing their oracy skills focusing on the language that is spoken in a professional kitchen between different job roles. Pupils played the role of Head Chef, and Commis Chef to make Spanish frittatas. Their focus was on effective communication to ensure they were able to stick to the timings and present their dishes ready for the Executive Chef to inspect. This week we were thrilled to welcome Mary Poppins into our classroom for the taste test.

By Mrs Breslin

"We had to ask each other questions so we knew what each other were doing". **By Sara Antony 8ESM**

"We had to talk to decide who was doing the different jobs". **By Marlon Richards 8ESM**

"We spoke to each other all the way through to get the job done". **By Ryan Masih 8RAH**

"We worked as a team, and I gave instructions as we made it. They taste delicious so moist and I love the colour. We put in extra seasoning too!" **By Aangelinah Antonio Pereira 8REG**

Image of pupils deleted.

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Literacy in Science

Throughout Literacy Week, pupils of 9SC3 explored the concept of "Scientific Literacy." They worked together in groups to analyse and evaluate science-oriented articles, presenting their discoveries to the class. This activity provided pupils with an opportunity to enhance both their literacy and oral communication skills.

By Ms Forbes

Scientific Literature

What did the original research project want to look at?
They had initially designed a compound for a flu virus.

What does this mean by "molecule that will encompass the spike protein?"
Restraining the viral protein could stop its entry into the cells and curb the spread.

What do you think the body was able to do to help it survive following decapitation?
Because it had adequate nutrition to survive.

Summarise this article and the answers you have provided in 3 bullet points:
 • Anika initially intended to research a compound that could bind to common flu virus protein and prevent the attachment from spreading.
 • After the covid 19 she focused her efforts on identifying a molecule that could stop the protein that corona virus use to invade cells.
 • She analysed 100 million compounds to lead to the discovery of a promising molecule.

Stopping COVID 19
 Scientists searching for a cure for COVID-19 have now found a lead from an unexpected source - 14-year-old Anika.

Anika had initially intended to research a compound that could bind to common flu virus protein and prevent the attachment from spreading. However, after the COVID-19 pandemic hit, she changed her focus to identifying a molecule that could encompass the viral spike protein. This led to her discovery of a promising molecule.

Her mother's research, which included testing multiple compounds on organoids, led to Anika's discovery. She is currently working on her findings. The molecule could help researchers develop a cure for COVID-19.

"As a virus, it has many proteins in it, and you need to find a size that fits in the cell. Anika had found a promising molecule. What she was doing was using the floor from the set of the movie on the set, and each molecule was written on a card and she would multiply and... transfer from protein to protein."

Why do you think Anika researched 100 million compounds?
Anika researched 100 million compounds which led to the discovery of a promising molecule.

Scientists have to determine the accuracy of her findings first, why do they need to do this?
If scientists are able to verify the accuracy of her findings it could help researchers develop a drug.

Literacy in Maths

Pupils in 7X3 Maths are learning the meaning of mathematical keywords written in bold, which helps them to do the necessary calculations.

By Mrs Gandhi

Literacy **Writing for Accuracy**

Match the questions on the left with the answers on the right: (Calculations)

1) Find the **product** of 6 and 7

2) What's the **difference** between 6 and 7?

3) What are the **factors** of 6 and 7?

4) Find the **sum** of 6 and 7

5) What are the **multiples** of 6 and 7?

a) $6 + 7 = 13$
 b) 6: 1, 2, 3, 6 7: 1, 7
 c) $6 \times 7 = 42$
 d) $7 - 6 = 1$
 e) 6: 6, 12, 18, 24, ...
 7: 7, 14, 21, 28, ...

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Scientific Literature

What nutrients do you think this slug needs in order to grow a new body?
Chloroplasts (the slugs eat the chloroplasts).

Why do you think the body was able to do to help it survive following decapitation?
Because it had adequate nutrition to survive.

Summarise this article and the answers you have provided in 3 bullet points:
 • Scientists found 2 species of sea slugs that detach their heads to grow new bodies.
 • They replicate 50% of the body and only younger slugs grow new bodies.
 • Scientists came up with conclusions to why slugs detach their heads.

Researchers have found two species of sea slugs that detach their heads to grow new bodies. Within three weeks, the slug managed to regrow 50 percent of its original body, complete with vital organs. Though the slug's original body also continued to regrow around for a few days, and in some cases even more, it was being reabsorbed eventually and died.

The scientists are unclear why the creatures discard their heads. They speculate it could be to rid themselves of internal parasites. It could also be to avoid predators. However, only the younger slugs could grow new bodies. Though the heads of the older slugs did regrow for a few days, they did not grow as successfully as the younger slugs. The slugs can pull off the amazing trick by regrowing their heads, but it's unclear how they do it. However, the slugs have to eat a lot of algae to survive. The slugs eat chloroplasts - the green part of a plant that makes plants to convert sunlight into energy - from the algae they consume and store them in their own bodies.

Why does regrowing cells require lots of energy?
It requires a lot of energy because it needs a lot of nutrients from the body.

Explain why do the slugs eat chloroplasts?
Regrowing cells requires a lot of energy. Slugs steal the chloroplasts because it helps sunlight convert into energy.

Scientific Literature

What nutrients do you think this slug needs in order to grow a new body?
For a slug to grow, it needs to eat chloroplasts from algae.

Why do you think the body was able to do to help it survive following decapitation?
As all the organs were still working.

Summarise this article and the answers you have provided in 3 bullet points:
 • Researchers found that there are 2 species that can regrow their bodies.
 • Scientific conclusions have come up with 2 conclusions on why these creatures detach their heads.
 • The slugs eat chloroplasts to help them regrow their bodies from the algae they consume and store them in their own bodies.

Researchers have found two species of sea slugs that detach their heads to grow new bodies. Within three weeks, the slug managed to regrow 50 percent of its original body, complete with vital organs. Though the slug's original body also continued to regrow around for a few days, and in some cases even more, it was being reabsorbed eventually and died.

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Why does regrowing cells require lots of energy?
To regrow cells requires a lot of energy, which requires a lot of energy.

Explain why do the slugs eat chloroplasts?
Slugs eat chloroplasts to produce energy for themselves. This energy then helps them regrow.





Oracy in Humanities

In honour of Women's History Month, Year 7 history focused on the lives of women in the Middle Ages. This activity had pupils develop their literacy and oracy through reading about the lives of women in the Middle Ages followed by a guided discussion. Pupils were faced with the statement "I think women were excluded from society. They were not allowed the same rights as men." They then had to prepare for a discussion in which they could agree or disagree with the statement. The discussion was guided through verbal sentence starters such as "I would like to start by saying...". One pupil's statement would then be supported or countered by another pupil also following sentence starters such as "Building on that idea, I think..." or "I disagree with you because...". Year 7 enjoyed the activity, and it was great to see them express their ideas to the class!

By Mr Griffith

Women excluded from Middle Ages Society. How far do you agree?

- Last Friday was International Women's Day. I want to use this opportunity to discuss some women's history.
- In front of you, there is a sheet containing information about how women lived in the Middle Ages.
- Read the information and highlight information that supports your opinion.
- Prepare to discuss your ideas as a class.

"To what extent were women excluded from Middle Ages Society?"

Oracy non-negotiables:

- ✓ Every person contributes according to their role.
- ✓ Every person is heard with mutual respect.
- ✓ As a group we share our ideas and listen to each other.

After reading the text provided, a student said: **"I think women were excluded from society. They were not allowed the same rights as men."**

To what extent do you agree with this viewpoint?

Instigate	Build	Counter	Summarise
<ul style="list-style-type: none"> I would like to start by saying... I think we should consider... Has anyone thought about... 	<ul style="list-style-type: none"> Building on that idea, I think... I agree, I would like to add... Linking to that point, I think... 	<ul style="list-style-type: none"> You said... but I think you have not considered... I disagree with you because... It could be argued that... 	<ul style="list-style-type: none"> Overall, the main points were... Our discussion focused on... The main ideas raised today were...

Year 8 History pupils have been looking at World War One recently. This week to celebrate Women's History Month pupils looked at the impact that this conflict had on the lives of women. After some guided reading to collect evidence pupils took part in an oracy challenge where they debated how far the lives of women had changed. Pupils were learned and wise in using the knowledge they had learnt in the lesson to form strong opinions on this topic.

By Mr McIntosh

Women's History Month 2024: Women and football in World War One

Key: Positive experience Negative experience

Activity: This is a worksheet for a history lesson about women's football in World War One. It includes a timeline, a map, and a list of key events. The text discusses how women's football was banned in 1915 but then allowed to return in 1919. It also mentions the formation of the Football Federation in 1921 and the first Women's Football League in 1921. The worksheet is designed for a Year 8 history lesson.

By Sebastian Prusak 8RAH

By Devarnte Dawethi-Wilson 8CAL

Oracy Challenge

'Women's lives changed completely as result of World War One.' How far do you agree?

Task: Using your evidence complete the sentence stems.

Instigate	Build	Counter	Summarise
<ul style="list-style-type: none"> I would like to start by saying... I think we should consider... Has anyone thought about... 	<ul style="list-style-type: none"> Building on that idea, I think... I agree, I would like to add... Linking to that point, I think... 	<ul style="list-style-type: none"> You said... but I think you have not considered... I disagree with you because... It could be argued that... 	<ul style="list-style-type: none"> Overall, the main points were... Our discussion focused on... The main ideas raised today were...

RE Development Homework

Thank you to Ava Henry in Year 7, Zakariya Malik and Lydia Binyam in Year 8 for your wonderful efforts to complete the RE Development homework. We need more keen and motivated pupils to hand in as much as possible. Let's all make an effort to go on to our school website to find and complete more tasks during your Easter break! I look forward to receiving them all!

By Mrs Begum



Oracy in Humanities

In History Year 10 pupils learnt the story of Valentina Tereshkova. Tereshkova is famous for being the first woman ever to go into a space. This was a phenomenal achievement and Tereshkova was given the title of Hero of the Soviet Union to recognise this. In lessons pupils have been learning about the Cold War and how the rivalry between the Soviet Union and United States of America developed. Pupils used the information they had learnt to develop their oracy skills through a boxing match debate in which they discussed the treatment of women in the Soviet Union. Pupils were awarded extra points for using the sentence starters to form their viewpoints. There was a lively debate, and pupils were eloquent and truthful in expressing their opinions.

By Mr McIntosh


Women's History Month 2024: Inspiring Inclusion
Who was the first woman in space?

The space race was a competition between the United States and the Soviet Union during the Cold War to see who could achieve the most milestones in space exploration. Both sides wanted to prove that their technology and way of life were superior. The space race was important in the Cold War because it wasn't just about going to space; it was also about showing off power and influence. Achievements like launching satellites, sending humans into space, and even landing on the moon became ways for each side to demonstrate their scientific and military capabilities.

As part of the space race the Soviet Union were able to send the first woman into space. Valentina Tereshkova was a hairdresser as well as a pilot. After leaving school, Tereshkova followed her mother into work at a textile factory. Her first aspiration of flying was going down rather than up when she joined a local skydiving and parachute club. It was her hobby of jumping out of planes that attracted to the Soviet's space programme committee. On applying to the cosmonaut corps, Tereshkova was given 1000 possible choices from more than 400 other candidates.

Tereshkova received 18 months of training with the Soviet Air Force after her selection. These 18 months included the ability to cope physically under the stresses of gravity, as well as handle challenges such as emergency management and the isolation of being in space alone. At 24 years old, she was honourably inducted into the Soviet Air Force. Tereshkova also became the first and youngest woman, and the first cosmonaut (female) to fly in space.

This was a great achievement for the USSR. Many believed that it demonstrated that the USSR was a more progressive country than the USA. The USSR did not send a woman into space until 1980. The position and role of women in the USSR has been debated by historians, but women were seen as being equal to men under the Soviet Constitution. A woman could, in theory, be employed in any job. They could be promoted in the same way as men. Opportunities to get involved in politics were open to women. However, in some areas Russian women were expected to stay at home and take care of their families in a traditional way. There was also a sharp gap in equality between men and women. Sometimes women had a difficult time as they had to combine paid work and domestic duties at home.



Task: Answer the questions below using full sentences.

1. What was the space race, and why was it important during the Cold War?
The space race was a competition between the USSR and USA. It was to demonstrate the scientific and military capabilities of the space countries.
2. Who was the first woman to be sent into space, and when did her mission take place?
Valentina Tereshkova was launched into space in 1963.
3. What hobby of Valentina Tereshkova caught the attention of the Soviet space program?
She enjoyed skydiving and parachuting.
4. How did Valentina Tereshkova prepare for her mission into space?
Tereshkova received 18 months of training with the Soviet Air Force.
5. Why was Tereshkova's mission considered a significant achievement for the USSR?
Tereshkova was the first woman sent into space, and showed women and first cosmonaut in space.
6. How were women's rights viewed in the USSR during the Cold War era?
Women were seen as equal under the Soviet constitution. However, there were some areas where women were expected to stay at home and take care of their families in a traditional way. There was also a sharp gap in equality between men and women. Sometimes women had a difficult time as they had to combine paid work and domestic duties at home.

By Kelly Odiase 10WIO


Women's History Month 2024: Inspiring Inclusion
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Task: Answer the questions below using full sentences.

1. What was the space race, and why was it important during the Cold War?
It was important because it was about showing off power and influence.
2. Who was the first woman to be sent into space, and when did her mission take place?
The first woman sent into space was Valentina Tereshkova in 1963.
3. What hobby of Valentina Tereshkova caught the attention of the Soviet space program?
The Tereshkova had a hobby of jumping out of planes.
4. How did Valentina Tereshkova prepare for her mission into space?
Tereshkova received 18 months of training with the Soviet Air Force.
5. Why was Tereshkova's mission considered a significant achievement for the USSR?
It's a significant achievement because many believed that it showed that the USSR was more progressive compared to the USA.
6. How were women's rights viewed in the USSR during the Cold War era?
It was viewed as women's rights in the USSR was seen as equal to men through employment opportunities. However, there was a sharp gap in equality between men and women.

By Nathalia Campbell-Bennett 10RES



Oracy in History: Boxing Match Debate



Task: Use the information you have learnt about women in the Soviet Union to debate the statement below. You will get extra points for using the sentences starters below.

'Women in the Soviet Union were seen as equal to men.'

Team A Support

I agree... because/ due to the fact...
I know this is true as...
I would like to support... because...
Following on from X's point...

Team B Challenge

I can see your point, but... Whilst I understand what you are saying, I believe...
I know this is incorrect as...
I would like to challenge...
I disagree with... because...

Oracy in Geography

Year 10 Geography pupils were engaged in playing key words 'Taboo'. They put their knowledge of some important ideas and terminology to the test, whilst practicing their oracy.

By Mr Brayshaw





Literacy in Maths

We integrated literacy seamlessly into our curriculum, fostering a deeper understanding of mathematical concepts through various literacy activities.

Here are some examples of the exceptional work produced by our pupils during this week:

literacy

-23	3^4	$\frac{3}{4}$	12%	$\frac{7}{3}$
Negative number.	b) power.	c) fraction.	d) percentage	e) improper fraction.
0.3	$5\frac{2}{3}$	5		
decimal	g) Mixed number	h) integer.		

13/03/24

Write each number below using words from the box

23, $\frac{3}{4}$, 12%, $\frac{7}{3}$

negative number, power, fraction, percentage, improper fraction, decimal, mixed number, integer

Work out 70% of 60

$60 = 100\%$
 $10\% = 6$
 $60\% = 36$
 $70\% = 42$

15/03/24

Increasing and decreasing percentages

26.30 is the same as 100%
 $26.30 \times \frac{100}{100} = 26.30$

17.5 x 45 = 90
 $45 = 100\%$
 $17.5 = 40\%$
 $45 - 9 = 36$

Using experimental probabilities using relative frequencies

-23	3^4	$\frac{3}{4}$	12%
negative number	power	fraction	percentage
$\frac{7}{3}$	0.3	$5\frac{2}{3}$	5
improper fraction	decimal	mixed number	integer

Starter tasks

- Find the product of 6 and 7 = $6 \times 7 = 42$
- What's the difference between 6 and 7 = $7 - 6 = 1$
- What are the factors of 6 and 7 = 6: 1, 2, 3, 6; 7: 1, 7
- Find the sum of 6 and 7 = $6 + 7 = 13$
- What are the multiples of 6 and 7 = 6: 6, 12, 18, 24; 7: 7, 14, 21, 28

15/03/24

Write each number below using words from the box

23, $\frac{3}{4}$, 12%, $\frac{7}{3}$

negative number, power, fraction, percentage, improper fraction, decimal, mixed number, integer

Work out 70% of 60

$60 = 100\%$
 $10\% = 6$
 $60\% = 36$
 $70\% = 42$

17.5 x 45 = 90
 $45 = 100\%$
 $17.5 = 40\%$
 $45 - 9 = 36$

-23	3^4	$\frac{3}{4}$	12%
negative number	power	fraction	percentage
$\frac{7}{3}$	0.3	$5\frac{2}{3}$	5
improper fraction	decimal	mixed fraction	integer

Thursday 14 March 2024

- Find the product of 6 and 7 = $6 \times 7 = 42$
- What's the difference between 6 and 7 = $7 - 6 = 1$
- What are the factors of 6 and 7 = 6: 1, 2, 3, 6; 7: 1, 7
- Find the sum of 6 and 7 = $6 + 7 = 13$
- What are the multiples of 6 and 7 = 6: 6, 12, 18, 24; 7: 7, 14, 21, 28

By Mr Greedy

By Mrs Pawlowska



Oxhill Road
Handsworth
Birmingham
B21 8HH



0121 554 1825



enquiry@sjw.bham.sch.uk
www.sjw.bham.sch.uk



Literacy in Maths

① If I pay with £20 notes: How much change do I receive?
 $20 - 12 = 8$

Credit means adding money (+) - Coming in
 Debit means subtracting money (-) - Going out

Bank Statement
 Fill in the missing information on this bank statement.

Account Details
 Name: Miss J. Twinkl
 Sort code: 85-92-00
 Date: June 2018
 Account No: 011 526 8192

DD = Direct Debit CR = Credit
 CH = Charges DC = Debit Card
 CQ = Cheque ATM = Cash
 SO = Standing Order Withdrawal

Date	Code	Details	Out (£)	In (£)	Balance (£)
		Balance brought forward			455.00
1 Jun	DD	Water Company	35.00		420.00
5 Jun	ATM	Cash withdrawal	100.00		320.00
14 Jun	CQ	Cheque paid in		22.00	342.00
15 Jun	DD	Broadband	40.00		302.00
17 Jun	ATM	Cash withdrawal	150.00		152.00
19 Jun	DD	Mobile phone	18.00		134.00
23 Jun	SO	Savings	50.00		84.00
26 Jun	CR	Salary		1130.00	714.00
26 Jun	ATM	Cash withdrawal	120.00		594.00
26 Jun	DD	Gym	32.00		562.00
26 Jun	CR	Refund from supermarket	23.00		585.00
26 Jun	DC	Petrol	35.00		550.00
26 Jun	DC	Restaurant	60.00		490.00
30 Jun	ATM	Cash withdrawal	180.00		310.00

Account Summary
 Total paid in (£): 1130.00 Total paid out (£): 774.760.00
 Opening balance (£): 455.00 Closing balance (£): 310.00

13/03/2021
 Scatter Revision

Lesson: name the process
 23 = regular number 24 = power 314 = pi 1234 = permutation
 7 = smallest prime 2.2 = decimal 2.8 = mixed number 5 = integer

Scatter plots with axes labeled P, B, R, W, S, Z, L, K, A, V, H, I, J, G, F, E, D, C, B, A.

Area - the number of squares needed to cover a flat shape
 measured in square centimetres

Area is correct because $A = L \times W$

a) $40 \text{ cm} \times 21 \text{ cm} = 840 \text{ cm}^2$
 b) $44 \text{ cm} \times 21 \text{ cm} = 924 \text{ cm}^2$
 c) $21 \text{ cm} \times 40 \text{ cm} = 840 \text{ cm}^2$
 d) $40 \text{ cm} \times 21 \text{ cm} = 840 \text{ cm}^2$

e) $7 \text{ cm} \times 35 \text{ cm} = 245 \text{ cm}^2$
 f) $27 \text{ cm} \times 51 \text{ cm} = 1377 \text{ cm}^2$

g) $10 \text{ cm} \times 9 \text{ cm} = 90 \text{ cm}^2$
 $5 \text{ cm} \times 4 \text{ cm} = 20 \text{ cm}^2$
 $90 - 20 = 70 \text{ cm}^2$

h) $11 \text{ cm} \times 12 \text{ cm} = 132 \text{ cm}^2$
 $6 \text{ cm} \times 5 \text{ cm} = 30 \text{ cm}^2$
 $132 - 30 = 102 \text{ cm}^2$

For each triangle, which measurements can we use for the base and for the perpendicular height?
 $A = \frac{1}{2}bh$

By Miss Reglewska

Simple interest 14/03/2021

A) 50%
 B) $\frac{1}{2}$
 C) 0.5
 D) $\frac{3}{4}$

pp principal
 when first signed
 per annum by the year
 usually
 10×400
 $= 4000$
 1 year $10\% \text{ of } 4000 = 400$
 $= 4400$
 2 years $400 \times 2 = 800$
 $= 5200$

33 three
 a) Pounds
 b) discount
 c) exchange rate
 d) Have much money is taken off the price.

1 pound = 100 pence
 100 pence = 1 pound
 100 pence = 1 pound
 100 pence = 1 pound

100 pence = 1 pound
 100 pence = 1 pound
 100 pence = 1 pound

principal - initial amount that is invested or borrowed
 interest - amount that is earned or borrowed

10% of 100 = 10
 $100 + 10 = 110$

20% of 100 = 20
 $100 + 20 = 120$

07.09.2024 - Line ratios and graphs 3:56:32 8:1
 Simplify 3:56:32 = 3:14
 write 8:1 in the form 1:n
 8:1 = 8:1
 16:2

Find the gradient of the line segment

Position

Solve problems with currency conversion

Water of milk cost £3. How much would 200ml cost?
 1 liter = 1000ml = £3.00
 $\therefore 2(200\text{ml} = £1.50) = £2$

Bob works for 8 hours a day. She is paid £79. How much is she paid per hour? = £9

£6 x 13 = 78

£9.08, £01.4 - Solve problems with currency conversion

£18 = £15 How could I use this to find £180 in British pounds?
 $\times 10 (18 \times 10) = 180$
 $\times 10 (18 \times 10) = 180$

By Mr Hussain



Oxhill Road
 Handsworth
 Birmingham
 B21 8HH



0121 554 1825



enquiry@sjw.bham.sch.uk
 www.sjw.bham.sch.uk

Literacy in RE

Comprehension task

Year 7 pupils learned about Jesus Christ, Son of David. They completed a comprehension task, highlighting words that they had not heard of before, and discussing their meanings. They then read and completed tasks on their learning.

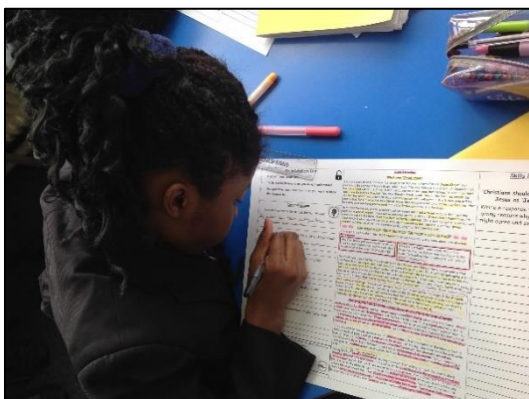


Image of pupils deleted.

Image of pupils deleted.

Story Task

Pupils in Year 8 learned about Jesus' time in the desert and how he was tempted during his fast. They took part in a writing task, imagining themselves as Jesus during this time.

As my bare feet touched the sand, it was scorching, burning, almost like stepping on fire, but I knew what I had to do. Fasting was hard, and for forty days as well. The devil tried to tempt me into breathing my last three times. He said, 'If you are God's son, turn the stones into food.' He then told me to throw myself off a cliff and that God would save me if he loved me. I knew not to test God. He even told me he would give me the world if I bowed down to him. One last time I resisted the temptations, I could never fall into the hands of the devil.

By Michal Chmielecki 8ESM

Oracy Debate

Year 7 pupils took part in an oracy debate, recreating the events of the Council of Nicaea in 325 AD. The group have been learning about the early Church, and the debate between Athanasius and Arius which led to the declaration of faith known as the Nicene Creed. The group took sides to debate the Church's teachings.

Image of pupils deleted.

Image of pupils deleted.

Image of pupils deleted.

By Mrs Ellis





Dear Parents/Carers and Students,

RESTORATIVE APPROACHES – REMINDER FROM WEST MIDLANDS POLICE

We are aware that conflicts can occur in the school setting, between students, which can evoke a strong emotional response within the students themselves, and also their wider family. It's important that this emotional response doesn't escalate matters into incidents of violence either within school or out in the wider community.

You should already be aware that, as part of our safeguarding arrangements, the school has a two-way information sharing agreement in place with West Midlands Police, and we are also active members of the local Police & Schools Panel. This joint approach helps us to intervene early to prevent and reduce crime and anti-social behaviour involving our students; provide additional support, and up-to-date safety messages.

In partnership with the police, we would like to remind our parents/carers and students about the following: -

- **Tell Somebody:** If you have concerns that you, or a member of your family, are being targeted with threatening or abusive language/behaviour, either face to face or via social media, speak with the school to share these concerns at the first opportunity.
- **Help to Resolve Matters:** There are a range of options to support you with this, including speaking with our *School Intervention & Prevention Officer from the Police*, who can listen to your concerns and offer advice on formally reporting the matter, accessing additional support, or arranging a restorative conversation to look at possible resolutions agreeable to both parties, without the need for further police intervention.
- **Taking Matters into Your Own Hands:** We understand that receiving abuse of any kind can be deeply unpleasant/upsetting for many of us, and it is only human to have an emotional response to such things. However, by acting on these emotions you could further escalate issues, and quickly find yourself out of your depth - We want everyone to keep themselves safe and avoid getting a criminal record wherever possible.
- **Social Media:** Don't allow your use of social media to put you at risk of grooming, exploitation, or regret in the future. Use social media positively and avoid being negative about anyone online as comments/actions may be traced back to you and you will be held accountable.

Whilst we hope that everyone enjoys safely socialising with friends and family, we also want to ensure they feel confident to keep themselves safe and away from any harm. Additional information on keeping safe can be accessed from the following links: [ONLINE SAFETY | policeandschools.org.uk](https://www.policeandschools.org.uk) | [BULLYING | policeandschools.org.uk](https://www.policeandschools.org.uk) | [RESTORATIVE APPROACHES | policeandschools.org.uk](https://www.policeandschools.org.uk)

Yours faithfully,

K Marston

Miss Marston
Headteacher
Saint John Wall Catholic School

Richard North
Chief Superintendent – Birmingham LPA
West Midlands Police



Oxhill Road
Handsworth
Birmingham
B21 8HH



0121 554 1825



enquiry@sjw.bham.sch.uk
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enquiry@sjw.bham.sch.uk
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At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

10 Top Tips for Parents and Educators

DEVELOPING HEALTHY SLEEP PATTERNS

Quality sleep is paramount for wellbeing as it impacts our cognitive function, emotional balance and overall health. A World Health Organisation study highlighted that 44% of young people reported difficulty sleeping – potentially affecting their mood, concentration and immune system. Our guide offers expert tips for helping children to sleep more healthily.

1 MINDFUL TECH USE



Encourage a balanced approach to screen time. While phones, laptops, tablets and so on can serve as a helpful means of stress relief, it's advisable to minimise their use right before bed. These devices can keep the mind racing long after they're switched off, impacting how easily and how well a person can sleep.

2 EFFECTIVE SLEEP PRACTICES



Offer practical advice on reinforcing certain habits that have a positive influence on sleeping patterns. Children could start keeping a diary which they add to each evening, for example – or they could use up excess energy by exercising during the day.

3 HYDRATION HABITS



Underline the importance of drinking plenty of water throughout the day, while limiting drinks close to bedtime to prevent disruptions during the night: it's a lot harder to switch off if you keep needing to get out of bed for the toilet. Avoiding caffeinated drinks later in the day also allows the body and brain to slow down naturally, without any chemicals firing them back up.

4 CONSISTENT BEDTIME SCHEDULE



Assist children in developing consistent bedtime routines that tell the body it's time to wind down, promoting a more relaxed state. Establish specific activities for young ones right before going to bed – such as brushing their teeth – to set up an association between that action and falling asleep.

5 OPTIMAL SLEEP ENVIRONMENT



Ensure that the bedroom is comfortable, dark and free from distractions, fostering an ideal space for quality rest. The room's temperature should also be suitable for sleeping – that is, not too hot and not too cold – while rooms should be kept as tidy and free of clutter as possible.

6 RELAXING EVENING ACTIVITIES



Recommend activities that have a calming effect on the mind – such as reading or gentle stretching – in the lead up to bedtime, to prepare the mind for a peaceful night's sleep. Doing something quiet, relaxing and low intensity signals to the brain that it's time to rest and makes falling asleep much easier.

7 PRIORITISING ADEQUATE SLEEP



Emphasise the crucial role of sleep in maintaining physical and emotional wellbeing. It's especially important to sustain a healthy sleep pattern during challenging and intensive periods in our lives: during the exam season for children and young people, for instance.

8 NUTRITIONAL BALANCE



Highlight the significance of a healthy, balanced diet – and its role in establishing a more consistent sleep pattern. Try to lean towards preparing meals with plenty of fruit and vegetables, served in reasonable portion sizes: not only is this a lot healthier, but it also reduces the chances of feeling too full to be comfortable in bed.

9 PARENTAL SUPPORT



Parents and carers, of course, are uniquely situated to support their children in establishing and maintaining healthy sleeping habits. Parents can review their own sleep habits (incorporating anything from this list that they don't do already) to model a balanced bedtime routine and reinforce the importance of self-care.

10 MILITARY SLEEP METHOD



Look up 'the military sleep method': it's a technique for falling asleep quickly, which incorporates deep breathing exercises. You could encourage children to try it or even use it yourself. While it can take a good deal of practice to perfect, eventually it will start to feel natural – and the results are often extremely impressive!

Meet Our Expert

Minds Ahead design and deliver the UK's only specialist postgraduate mental health qualifications. Winner of the Social Enterprise UK: 'One to Watch' award, the charity provides training and support to education organisations and local authorities. This guide has been written by Adam Gillett – a learning and development specialist who is also Associate Vice-Principal for Personal Development at a large secondary school.



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Oxhill Road
Handsworth
Birmingham
B21 8HH

0121 554 1825

enquiry@sjw.bham.sch.uk
www.sjw.bham.sch.uk

Managing Stress

Stress is an uncomfortable experience of pressure or worry caused by problems in your life. Stress can cause many different symptoms and may affect how we feel physically, mentally, how we behave and make choices. It is not always easy to recognise when stress is the reason you are feeling or acting differently.

This guide will give you some top tips so that you can take action to reduce the symptoms of stress in your life.

1. WARNING SIGNS, PART 1



Warning signs of stress include emotional symptoms such as anxiety, fear or loss of confidence and cognitive symptoms such as poor concentration, poor memory or repetitive thoughts.

2. WARNING SIGNS, PART 2



Warning signs also include physical symptoms such as excessive sweating, racing heart rate, headaches and muscle tension. Behavioural symptoms might include, poor sleep, irritability, drinking excessive amounts of coffee or alcohol or losing your temper.

10. PRIORITISE WELLBEING



As a way of preventing stress, you should prioritise your wellbeing and be consistent about it. A one-off activity will have some impact, but it won't help you manage stress or maintain wellbeing in the long term.

3. UNDERSTAND YOUR TRIGGERS



Take time to reflect on situations which may be causing stress. Once you know what they are, you can begin to reduce your exposure to the stressors and/or manage the causes.

9. MANAGE YOUR TIME



Prioritising tasks, including emails and wellbeing activities, will be a crucial first step to change and taking control. Get someone to help you to keep on track with the change.



4. TAKE CONTROL

Often stress symptoms are caused by feeling out of control. Not doing anything about the stress triggers or symptoms will make things worse, so start by understanding what you can and what you can't control.

8. CHANGE YOUR PERSPECTIVE



Amend your thinking and expectations of what is possible or doable. Reduce the pressure on yourself by reframing the problem or accepting that not everything will be finished or perfect. Most of the time, good enough is ok.

5. MAKE HEALTHY CHOICES

Plan regular, healthy activities which will reduce stress symptoms. These will be a non-negotiable part of your week and a regular antidote to stress.

7. USE YOUR SOCIAL NETWORK



Plan opportunities for fun and enjoyment with people you care about and who care about you. This could be sharing a new experience or an activity you enjoy doing together. Share and talk about your feelings too, sometimes that is all that is needed to cope.

6. INDUCE CALM



Activities known to help induce calm range from deep breathing, meditation and mindfulness to walking, outdoor exercise or gardening.

The National College

This guide is part of
**The National College
staffroom poster series**
A collection of information posters
for your school staffroom.



Meet the Expert: Anna Bateman
Anna Bateman, subject matter expert
on mental health & wellbeing and
school improvement adviser

The National College | Remote video CPD to empower school leaders & teachers

www.thenationalcollege.co.uk Email: support@thenationalcollege.co.uk Twitter: @TheNatCollege Facebook: @thenationalcollegeuk

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Oxhill Road
Handsworth
Birmingham
B21 8HH



0121 554 1825



enquiry@sjw.bham.sch.uk
www.sjw.bham.sch.uk



Skips™ Safety Net

Keeping children safe online

A Parent's Guide to Cyberbullying



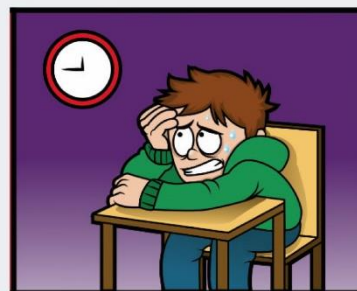
scan the QR code with your phone's camera for Parent Guides on how to help keep your children safe online

Many young people who are victims of cyberbullying suffer in silence.

They feel they can't turn to parents or a trusted adult for support as they fear they may get in trouble or have their devices taken away from them. It can carry on all day, all evening and all weekend for the world to see, causing a lot of emotional stress to the victim and their family.



It can very quickly lead to the victim feeling trapped, scared and vulnerable to grooming and blackmail.



Online safety is when young people know who they can tell if they feel upset by something that has happened online.

Parents please contact your school to enquire attending their next e-safety workshop or have any concerns.

Working with Home Office 'PREVENT', The Police and Crime Commissioner and Children's Safeguarding Partnerships to help keep children safe online.

Skips Educational Email: info@skipssed.com Tel: +44 121 227 1941

Developed in partnership with



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www.skipssafetynet.org



Oxhill Road
Handsworth
Birmingham
B21 8HH



0121 554 1825



enquiry@sjw.bham.sch.uk
www.sjw.bham.sch.uk