

# FAMILY MATTERS

HOLY FAMILY CATHOLIC SCHOOL  
NEWSLETTER



## HOLOCAUST MEMORIAL WEEK

**THIS WEEK WE HEAR FROM NADINE  
WHO HAD THE OPPORTUNITY TO  
VISIT BELSEN CONCENTRATION  
CAMP AND WE HEAR FROM RUTH  
BARNETT, THE  
KINDERTRANSPORTEE, WHO SPOKE  
WITH STUDENTS THIS WEEK.**



**HMD 2020**

**STAND TOGETHER**

Millions of people were murdered by the Nazis simply because of their identity. Click below to take part in our #StandTogether project to remember them as unique individuals.



@HFCSWaltham



[www.holyfamily.waltham.sch.uk](http://www.holyfamily.waltham.sch.uk)



@HFCSWaltham



# HEADTEACHER'S MESSAGE



## **Quotation of the week**

“But a Samaritan, as he travelled, came where the man was; and when he saw him, he took pity on him” Luke ch10 v33.

This week some of our students demonstrated that they were Good Samaritans when they went to the aid of a victim of street crime along Shernhall St. We received a message of thanks for their concern and swift action in getting in touch with the police. The Holy Family Way in practice!

## **Did you know?**

There has been a link with Catholic education for many years in our borough both along Shernhall St and beyond. Before Holy Family was founded in 1988, there was Corpus Christi Junior High School in Goodall Rd, Leyton and Cardinal Wiseman Senior High School on Shernhall St. Corpus Christi JHS moved to what is now the Walthamstow site for a couple of years from 1986 and then merged with Cardinal Wiseman SHS to form what was at first called Holy Family College. In the 1990s it became Holy Family Technology College and then in 2014 Holy Family Catholic School. In 1992 there were about 900 students and now there are about 1200.

## **Project Poland**

Project Poland has been a great success at Holy Family where a significant number of our students have family links and heritage. Following a successful day in the autumn term looking at Polish history and culture and the contribution to British society of the Polish community, Mrs Heath and two of our Yr 10 students, Jakub Patla and Hubert Zajko, attended a reception at the Polish Embassy where they gave an excellent presentation on the project as it happened at Holy Family. More details inside the newsletter.

## **Yr 9 Retreat**

Yr 9 spent Wednesday on retreat starting with Mass at the parish church. Back in school, they took part in a range of interactive sessions, from physical fitness to discussion and contemplation, culminating in the production of a Positivity Charter by the students. One element of this was that we should smile more!



# HEADTEACHER'S MESSAGE

## **Parents' evenings this term**

We have parents' evenings for each year group during the spring term and enjoy excellent attendance and support from parents at these events. Thanks to parents who attended the Yr 13 Parents' Evening.

The remaining ones are listed below for your convenience.

**Thurs 27th February Yr 12**

**Thurs 5th March Yr 10**

**Thurs 19th March Yr 8**

All parents' evenings take place from 4pm to 6.30pm on the site where the year group is based.

## **Relationships and Sex Education**

As advertised last week, we are holding a parents information/consultation evening on **Tuesday 25th February 2020 at 6pm** on the Wiseman site when you will be able to hear from the school about our intended approach to RSE from September 2020. We shall have the Diocesan RE Advisor present and a number of our staff on hand to present ideas and to help answer any questions you may have. This event is for parents/carers of all students whichever year group they are in.

## **February half-term**

We break up for half-term on Friday 14th February, St Valentine's Day at the usual time. Thanks in advance to colleagues who will be delivering Yr 11 and Yr 13 revision sessions during the half-term. If your child has been invited to attend these sessions then please ensure that they do so.

## **Parents' surgery**

Parents' surgery takes place every Thursday from 4pm to 5pm. If ever, I am unavailable then a senior colleague substitutes for me.

Please continue to remember us in your prayers.

**Dr Andy Stone**

**Headteacher**







# *Headteacher* **COMMENDATIONS**

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**Hubert Zajko** and **Jakob Patla** for their excellent work on Project Poland, nominated by Mrs Heath

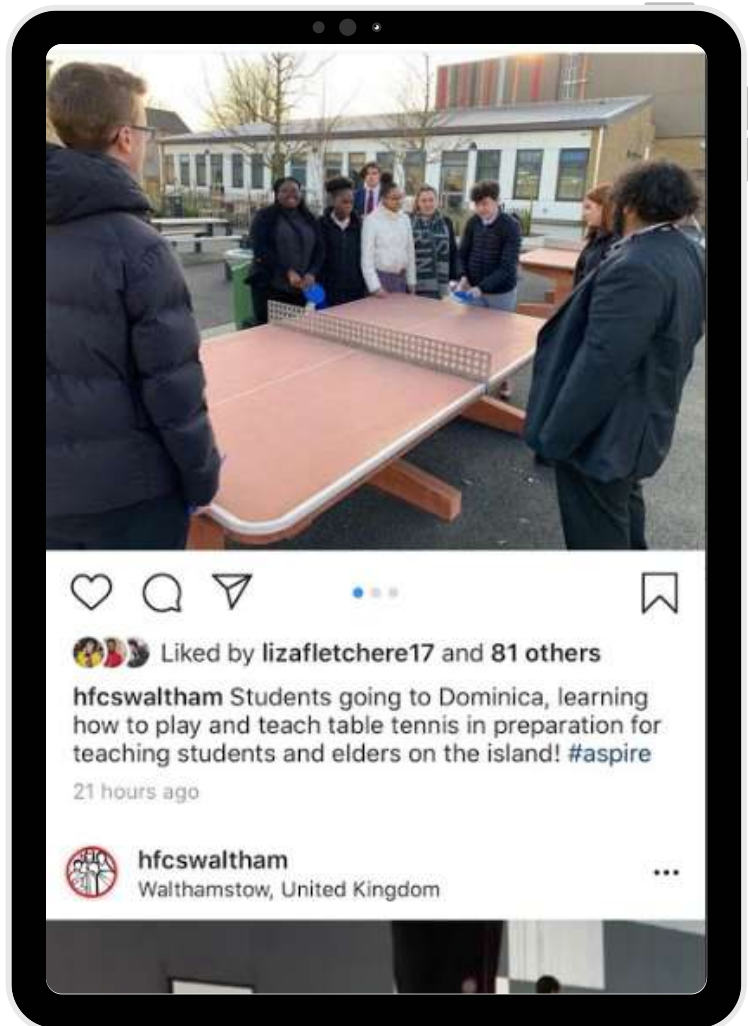
**Cuba Durant** for his excellent leadership skill in getting his form group prepared for their assembly on mental health on Monday 3 Feb 2020. Cuba was proactive in getting the form into groups deciding what roles each person should take, identifying leaders within groups and ensuring the dynamics in groups will work in terms of interaction and inclusiveness. Cuba was nominated by his form tutor Ms Anjorin.

Well done to them all!

# SOCIAL MEDIA CATCHUP



@hfcswaltham



@hfcswaltham

*48% of parents believe  
that their children know  
more about the internet  
than they do and 73%  
of children agree*

**Need to brush on up on  
your online safety this  
school year?**

We've got information, advice  
and support to help you get up  
to speed on all the big issues  
around children and technology.  
Showing you the best ways  
to keep them safe online,  
whatever they're doing.

Source: Pace of Change Report Research focused on  
how parents and children differ in their use of the internet  
December 2015

**internet  
matters.org**

Learn about it/talk about it/deal with it





# Chaplaincy Corner

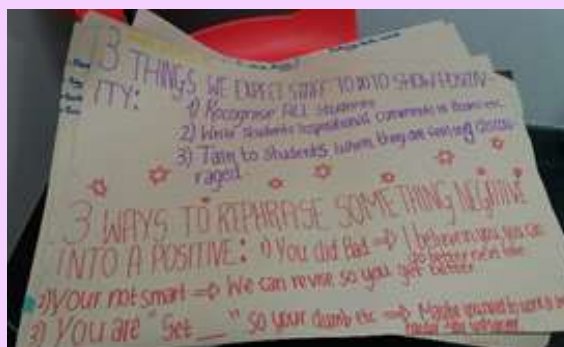
- Mrs. Grierson. Chaplaincy

**On Wednesday, Year 9 had their Retreat. The theme was God in Creation.**

The day began with Mass at Our Lady & St George. Thank you to Fr John for making us welcome and reminding us that every single person has inherent value, rooted in the image of God, as expressed in the opening chapter of Genesis. But we can't rest there, we must live filled with the faith and love of Christ and acting fully in God's image.

CAFOD volunteers Denis and Hilary spoke about Pope Francis and Laudato Si, Caring for our Common Home. Students looked at ways we could live more simply in school and ideas about recycling, avoiding waste, energy efficiency and caring for others.

Continuing the theme of Creation, there was a workshop from Youthwave thinking about what sort of world we want to live in; staff led a workshop looking at how we can create a positive environment around school; and finally all students took part in a sports session. Whilst not the first thought when thinking about the changing climate, sport is already being impacted. Golf courses affected by coastal erosion, more football/cricket matches being called off due to extreme weather etc. Only a couple of weeks ago we saw the impact of the Australian bush fires on the tennis players in Melbourne.



*Creator God, open our eyes to see your love throughout creation.  
Inspire us to treat creation and each other as you would, with respect and compassion.  
We ask this through Jesus Christ, your Son, our Lord, Amen  
© CAFOD*



## **Holy Family Year of Sustainability – Live Simply Tip No.17**

It is easy to miss the beauty of creation in our busy lives. When we take time to notice the beauty and wonder of creation, we have a better understanding of how much God cares for and loves each of us

## **Pope Francis writes in Laudato Si:**

There is a nobility in the duty to care for creation through little daily actions (211)

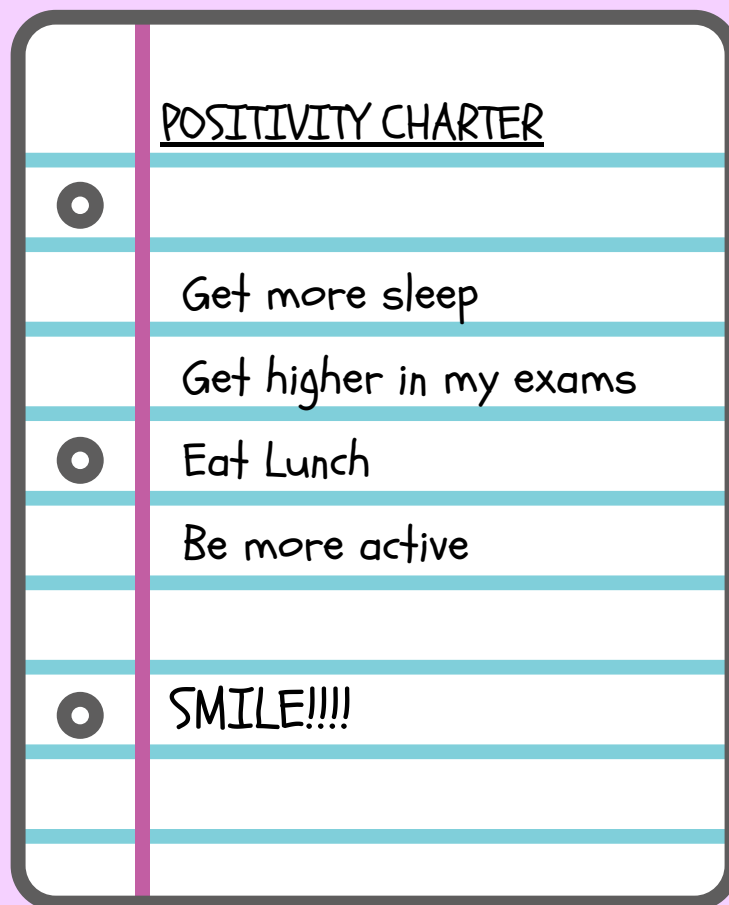


# Year 9 Retreat

## Positivity Charter

One of the tasks on retreat day was to produce a Positivity Charter.

There were some interesting ideas, with one honest student writing:



I think a lot of that could apply to all of us

A big thank you from me for all staff involved with the Year 9 Retreat

- Mrs. Grierson. Chaplaincy



# Holocaust Survivor Visit

Ruth Barnett, MBE, visited us this week

We are so grateful to have this opportunity and can not thank Ruth enough for sharing her experiences.



"I had a wonderful morning today, in your school. It all worked out very well so thank you for arranging everything so smoothly. ... It was a very good mixed audience and they were easy to engage with. I never cease to admire how they can sit still for so long - something I never could do as a child and not even now. I enjoyed their challenging questions very much and it was a real pleasure to have the chance to chat about history over lunch. And what a choice of excellent lunch! ... Please thank your colleagues and the students that together made it a most enjoyable visit for me.

Warmest wishes,

Ruth"



# **Ruth reflecting on Holocaust Memorial Day and the wider implications of it.**

There have been noticeably more events for and around Holocaust Memorial Day Jan. 27<sup>th</sup> 2020 than any of the 19 previous years since this international day of remembrance was instigated by the international conference in Stockholm in 2000. All of the Memorial events I attended, or contributed to, have been exceptionally moving. In particular, the main event, annually organised by the Holocaust Memorial Day Trust, has become more moving and meaningful year by year. This year was superb and, for the first time televised in full to reach a worldwide audience.

It is now 75 years since the end of WWII and there is fear around that the Holocaust will slip into history in the next few years when very few eyewitnesses will still be alive and able to give their testimony. The Holocaust cannot be allowed to be forgotten, especially as the two main aims of remembering are far from being achieved. Racism of all kinds, and antisemitism particularly, are on the increase, not decreasing. The other main aim of "Never Again" is still at the starting gate. Up to date it is "Again and Again".

How can we make progress with these two aims? We need to take a long hard look at Holocaust and genocide education at all levels and this is what I propose to do. Learning and commemoration of the Holocaust and other genocides are essential but not enough without commitment to action by each and every one of us. A 15 year old girl has shown us what can be done to challenge governments and businesses to take seriously our urgent need to protect the planet from our own abuse. People also need protection from leaders who become abusive. We need another movement to raise this issue to the same level.

I have no fear whatsoever that the Holocaust will be relegated to history any time soon. The amount of excellent teaching/learning material produced during the last 30 years by the National Holocaust Centre, the Holocaust Education Trust, Jewish Museum and other educational organisations will keep the Holocaust alive in the minds of many generations to come. And it is improving all the time with online versions that can be streamed into schools. The second generation of Holocaust survivors have started an association G2G (generation to generation) in which they are preparing themselves to tell their parents' stories through their own experience of growing up with survivors. Added to which, there are survivors of the Cambodian, Bosnian, Rwandan and Dafur genocides already speaking their testimonies. And there is at least one Uyghur survivor of the current identity genocide in China already speaking prolifically.

The fear is much more likely to be to do with denial. There is so much that cannot yet be faced for fear of its toxicity and political implications. Genocide is still being allowed to run its course against Yazidi, Rohingya, Sudanese, Uyghur and others out of fear of standing up to abusive leaders who deny that what they do is genocide. Each genocide that is not stopped and not fully brought to justice afterwards, creates impunity for more genocide. Leaders, who want to rid themselves of minorities they perceive as a threat or a nuisance, know they can get away with committing this crime. Earlier genocides, pre-dating the Holocaust have been relegated to history, wiped out of the current public narrative and denied as of any current concern. The current Holocaust narrative is truncated at both ends: genocide prior to the Holocaust is scarcely mentioned and nor is active genocide. Both are avoided for political expedience. Education and commemoration are claimed to be non-political. But how can the main aims be fulfilled without pressure on the whole political establishment for the necessary changes in attitude and behaviour to prevent genocide? Resistance, which has been very much under-represented in the Holocaust narrative, perhaps also adds to political fear. If you don't join up the dots, the elephant remains invisible in the room. But it is still there.

Most, if not all, countries have their own shameful history. Myths are created to avoid admitting the truth and to protect against exposure. This is denial on a massive scale that creates a toxic legacy that we are bogged down in today. Never has there been such a dysfunctional family as the family of nations that comprise the human race. We are, as yet, only half civilised. We have come a long way from living in caves but we have a very long way to go. A civilised race would not tolerate the atrocities that our self-centred silences allow to happen again and again. It is time for us to work together, perhaps through our local UNAs, to create the support and pressure to enable the UN to organise an 'amnesty' in which we all acknowledge the truth of our own and each other's shameful histories, in order jointly to aim for a better more truthful world. Britain might reclaim some of her world status, lost through Brexit, by leading the way and acknowledging publicly the shameful aspects of the British Empire, to encourage others to follow suit. A line could then be drawn after which sovereign immunity would no longer protect leaders who commit crimes against humanity. Perpetrators could then be held to account by a more effective set of international criminal laws. To quote Rahima Mahmut (a Uyghur) "No oppressor should be able to hide from the public gaze".

To begin to turn "Again and Again" into "Never Again" we need to piece together and understand not only the historical facts but the development of the Holocaust narrative. The Holocaust narrative began in Yad Vashem in the 1960s as a Jewish story. As the rest of the world was not ready to face the reality, the Holocaust became 'Jewish property', sometimes hotly contested as such. A myth arose that mentioning anything at the same time as the Holocaust would be sacrilege and dilute its impact. Incredibly, it was not until 2000 (55 years after the liberation of the camps) that an International Task Force met and created Holocaust Memorial Day. Gradually, the narrative began to include the other groups that the Nazis designated as unworthy of life, and reflections on the genocides since 1945, but mention of genocide prior to the Holocaust and currently active genocides are still largely avoided in the narrative. Since The Gambia indicted Myanmar in the International Criminal Court for genocide against the Rohingya, it is becoming permissible to mention in the Holocaust narrative.

What concerns me deeply, is the exclusion of the Ottoman genocide against its Christian and other non-Muslim citizens over the period 1900 -1923, especially as persecution of Christians in Muslim countries, especially North Korea, is growing as fast as antisemitism in the West. The Ottoman Genocide, often called the Armenian Genocide, is still totally denied by modern Turkey and those governments who prioritise trade with Turkey over truth, ethics and the security of peoples worldwide. It is also denied by those who are beholden to these governments, for example for funding, those who follow these governments' examples and by education that fails to take a wider perspective. I cannot overstress the impact of the Ottoman genocide on the century that followed it, yet this legacy of Ottoman Turkey scarcely enters into the public narrative of the Holocaust.

In 2001, I was unable to get a ticket for the main HMD event, and so attended an alternative event organised by the Wiener Library. The main speaker was an Armenian survivor giving his personal testimony. I was shocked to the core by the similarity to the Jewish Holocaust testimonies I had heard and read. I was also struck with shame that I knew nothing about the Armenians and set about finding out and meeting some of the thriving Armenian diaspora in London. It was immediately clear to me that there was a clear link with the Holocaust.



I have long been convinced that, had the Armenian Genocide been brought to justice after WWI, as promised by France and Britain during the war, the Holocaust would not have been allowed to happen. Imagine 'Istanbul Trials' on similar lines to the Nuremberg Trials. Had Raphael Lemkins' word 'genocide' been accepted internationally when he first coined it in relation to the Ottoman policy of ethnic cleansing, the 'Istanbul Trials' would have started the international criminal laws against such crimes before WWII. The impunity created by total lack of justice for the Armenians would not have arisen and the Holocaust might then have been prevented. Instead, each subsequent genocide has been followed by lack of justice – too little and too late each time – ensuring the steady increase of impunity for more abusive dictators to 'know they can get away with murder'.

Two fairly recent books by Stefan Ihrig, “Turkey in the Imagination of the Nazis” and “Justifying Genocide” make it very clear that Turkey 'getting away with genocide' created huge impunity for more genocide. This impunity is still increasingly influential in the policies of a number of rogue dictators in power today. Ihrig's research is based almost entirely on what was written in newspapers in Germany in the inter-war years. This demonstrates clearly how much the German population, and the Nazis in particular, identified with Mustafa Kemal. He was adulated and called “The most brilliant Fuehrer” in the German press. This aroused envy in Weimar Germany to the point of wanting their own 'Fuehrer' to overturn the Treaty of Versailles just as Mustafa Kemal (later Ataturk) had over-ridden the Treaty of Sevres and created a free modern Turkey. The scene was set for Hitler to become that 'Fuehrer'.

I suspect that the rogue leaders who plan to cleanse their territory of unwanted minorities will have studied this thread of historically increasing impunity to commit genocide and get away with it without risking being brought to justice. The widespread and deep-rooted denial of genocide suits them well. For France and Britain there is extra shame attached to exposing the Ottoman Genocide that was carried on to the sacking of Smyrna in 1923 and ethnic exchange in the new treaty of Lausanne to cleanse the New Turkey of ethnic minorities. The Entente of France and Britain lost the four year war against Kemal that earned him Independence for his New Turkey and the adulation of Germany as well as Turkey.

Denial or covering up of any injustices, especially those of shameful history, does not wipe them out but ensures that they remain toxic and the poison affects the future. This toxic impunity that has been gathering momentum since the denial of the Ottoman Genocide and the 'too little and too late' justice after the Holocaust and all subsequent genocides, make a huge barrier that has prevented our best efforts in Holocaust education from achieving “Never Again”.

I write this with a sinking heart as levels of hatred and violence are increasing. Yet again we are at crisis point of violent retaliation that could plunge the world again into a major war. This does not have to happen if enough of the vast passive bystander majority pledge to do a little something to become Upstanders in determination to prevent it. Since 1948 we have international laws to prevent genocide. We cannot use them effectively because 'sovereign immunity' protects genocidal leaders of countries. We need sharper international laws. Myanmar is getting away with mass murder by claiming that there was no intent. If you can't prove intent to murder in domestic law, it becomes the crime of 'manslaughter'. Failure to prove intent to annihilate a whole people could at least become the crime of 'failing to protect a minority of citizens'.

It only takes good people doing nothing for bad things to happen! The silence of the bystanders is a green light for perpetrators to know they can proceed with oppression and genocide

Change is not likely to come from the top without ordinary every-day people like you and me, in tens, thousands and millions, 'Standing Together' and pledging to do something towards making “Never Again” reality.

# Concentration Camp Visit

## ***My Experience at Belsen***

Being able to visit the site of the Bergen Belsen concentration camp was an interesting experience. This trip really put into perspective the horrors millions of people faced and was extremely eye opening to the methods of torture Jews and prisoners of war endured, whether it was through starvation and neglect, to even more extreme methods such as death marches. We also saw many mass graves, and the many headstones of those who had died, including Anne Frank and her sister, Margot Frank, who both passed away at this camp. Throughout our education, we are taught that the war began and ended in 1939-45. However, going to Belsen taught me that this does not take into account the many years after the war, in which people were slowly liberated. It also fails to recognise the prolonged suffering these people faced through the continued anti-semitic feeling throughout Europe, and therefore many couldn't return home. This trip also highlighted the importance of remembering this tragedy and the impact it had on many people's lives so that it's never repeated.

***Nadine  
Bhawanlall***



I and another one of my friends, who took part in project Poland, were invited to go to the Polish embassy for a day. Don't worry we didn't go by ourselves, Mrs. Heath took us both there. When we arrived, I realised we were not the only school doing Project Poland. A wide variety of schools came from not just London. There was even a school from the countryside, with whom it was their first time in a big city like London. There were even 2 primary schools who were taking part, one Polish school, a school from Leeds, the list goes on. We were warned about 10 minutes before we entered that we are going to do a presentation about what our school did (the other schools did the same). Due to this amazing experience, we managed to pick up a lot of ideas about how we could take Project Poland even further. We also managed to absolutely smash the presentation, and the head person of the project loved the way we carried out Project Poland. Even the person running the Project came up to our representation of our school and said that me and my friend would become great public speakers or teachers. Personally I would like to say thank you for doing this Project and to show people that the Polish culture is not just what they think. I hope that the day expanded the knowledge of the young people about the Polish culture, history and a lot more. **Jakub Patla, 10I**

# PROJECT POLAND





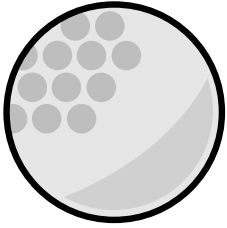
# Drama in Geography



7R reporting on  
Typhoon Hagibis in  
October 2019 for the  
BBC News



# SPORTS UPDATE



**Yr 8 sports leaders helping out at Primary tri golf**



**Yr 7 and 8 boys and girls enjoyed competing in their first Essex X country which was held at Stubbers activity centre in Upminster. There were over 200 runners in each race and the Holy Family team performed admirably. Well done all .**



# SPORTS UPDATE



**It was WE borough girls basketball finals on Monday at The Feel Good Centre . We had teams in the yr 8 and the Yr 10 final . Both games were well fought and Competitive.**

**The yr 8 girls just missed out on gold medals but were worthy runners up. The Yr 10 girls managed to retain their crown claiming their gold medals.**

**Most valuable player was awarded to Brenda Mana. Both teams should be very proud of their achievement, I know I am very proud of their performance. Well done girls.**



# Year 10 English Trip to Macbeth

100 students were lucky enough to attend an extraordinary production of Macbeth at Wilton's Music Hall over 2 nights. Here's a small selection on their thoughts:

"Each character was unquestionably amazing!  
Lady Macbeth was by far the best."

**Treesha Mathew 10s**

"The subtle references (Lady Macbeth wearing red after the murder of King Duncan) and intriguing scenery really engaged and involved the audience"

**Dominic Aurelio 10S**

"The accompanying soundtrack really highlighted the tense atmosphere"

**Joshua Hippolyte 10P**

"Macbeth really made the audience feel uneasy and scared, especially when he stared at me!"

**Caspian Lee 10P**

"Banquo can sing! Her voice was breathtaking"

**Leo Pazzelli-Dayoub 10P**

"The whole production was mesmerising and really brought the script to life"

**Shanee O'Garro 10P**

"An imaginative and captivating set made me see the play in a different way"

**Brenda Mana 10A**



# CAREERS CORNER

For all careers based enquiries contact

Mr. Fidegnon

j.fidegnonedoh@holyfamily.waltham.sch.uk

02085203587

## Year 10 Work Experience

Please be aware that there are Work experience self-placement forms available at the school office on the upper site for those willing to find own placements. This is always better than having to rely on BEP jobs selection.

Self-placement form hand-in date: **Friday 14th February 2020**

For any help, please speak to Mrs Pike on 02085203587 Ext:302



Chemistry provides global work opportunities, and opens doors to a multitude of career paths, both scientific and non-scientific. Even if your students aren't thinking of taking a subject that needs chemistry, the skills they'll develop will make them a valuable asset to any industry. This week we take a detailed look at how to make a chemistry career a reality.

[Click to read more!](#)

### Apply for an apprenticeship... or go to university?



#### Apprenticeships

Apprenticeships for students who want to pursue a career related

to chemistry include: bioinformatics scientist, nuclear technician, propulsion technician, financial advisor, clinical trials specialist, laboratory scientist, and non-destructive testing operator.

#### University

Almost 17% of chemistry graduates in 2017 went into work as science professionals, while nearly 20% took jobs as technicians and other professionals. Graduates moved into a number of scientific roles including organic chemist, analytical chemist and pharmaceutical consultant. Other popular sectors for chemistry graduates are business, HR and finance.

# National Apprenticeship Week

## **Warner Bros. and Netflix join ScreenSkills in apprenticeship pilot**

Netflix and Warner Bros. are to partner with the screen industry body ScreenSkills on an innovative pilot programme to enable more people to join the film and TV industries through an apprenticeship.

The recruitment process of 20 apprentices will start in early March (18 years and over), particularly encouraging those from under-represented groups, to join one of two cohorts of 10 apprentices; either as broadcast production assistants, or as assistant production accountants.

The apprentices will be employed by ScreenSkills and will work on different Netflix and Warner Bros. productions.

[Find out more here](#)





# National Apprenticeship Week



Derick Hilado, Team Assistant (Software Development), London  
Level 6 Degree Apprenticeship, joined Arup August 2019

## What's the day job?

As part of the Digital Consulting Team, we work with a team of architects, engineers, designers, and other professionals to design various IT and telecommunications systems for the built environment. This typically includes the development and deployment of platforms, tools, and data solutions to support projects across several sectors.

## Why did you choose to do an apprenticeship?

I chose the degree apprenticeship route as I saw the opportunity of combining my academic learning at university with industry experience, allowing me to delve into real, live projects with experts who can guide my professional development. Having switched courses, the offer of having my tuition sponsored was also a major factor.

## Why Arup?

For me it was Arup's vision of shaping a better world and the genuine support for their staff. Like fellow millennials, we are always looking for opportunities where we can contribute positively for the betterment of our environment and society. Being at Arup will help me to achieve that. At its core it encourages employees to continuously learn, develop, and innovate to solve real-world problems.

## How has undertaking an apprenticeship impacted your career and life?

The apprenticeship has given me a greater insight to the various roles and specialisms I could potentially undertake in the field of computing, as well as an understanding of how digital technology can transform everyone's future for the better. Since this apprenticeship, I have learned how to discipline myself and manage my time effectively. I ensure that the projects assigned to me at work are completed to a high standard, while also managing my university studies.

## How important are apprenticeships to the workforce?

Having only been an apprentice for five months, I'm of the opinion that the long-term benefit is the ability to fill the skills gap in the technology field of the firm. But if we look from a macroeconomic point of view, it also follows a similar trend of trying to cover the shortage in the industry at large.

## What's your advice to those considering undertaking an apprenticeship?

Make sure that you do your research as well as weighing up the cost and benefits for all apprentice opportunities. Take your time and don't feel pressured to follow society's timeline.

After my A levels, I went straight to university as that was 'the next stage'. However, after semester one in the first year, I realised I wanted to switch courses. At that point I opted for alternative routes and realised that a degree apprenticeship was the best pathway for me.

Don't fall into the trap of achieving things at a designated age. Analyse your options thoroughly and ask yourself if it aligns with your personal values and long-term objectives.

**Want to become a lawyer but worried about the university fees? Why not consider a Solicitor Apprenticeship Programme with us.**

**Our six-year programme allows you to study for an LLB degree in Legal Practice, build your career and become a qualified solicitor whilst working and earning without having to pay the university fees.**

## **The Programme**

We work with Cilex Law School and The City Law School at City, University of London, to deliver the Solicitor Apprenticeship Programme. As a Solicitor Apprentice you will work in our offices based in London. Four days a week will be spent working in our practice groups and one day will be allocated to study. You will spend a year in each practice group where you will be involved in many of the day-to-day tasks of a trainee lawyer. Throughout your apprenticeship you will experience a broad range of our practice areas as you rotate through a variety of groups.

## **Training and Support**

Throughout your apprenticeship programme and in addition to your studies you will receive regular training. This could come in the form of on-the-job training with your supervisor or more formal training sessions through the Charles Russell Speechlys' Skills Academy. In each group that you work in you will be assigned a dedicated supervisor who will work with you to ensure you are developing the required skills and knowledge. In addition to this, you will have a personal tutor at The City Law School who will meet you at regular intervals throughout the programme.

## **How to Apply**

There is an application process to attend our assessment centre for the Solicitor Apprenticeship Programme. Applications are currently open and close on 10 March 2020. For more information and to apply, please visit our Solicitor Apprenticeship webpage **here**.



# D&T ASSEMBLED

**TEXTILES CLUB**  
**EMOJI CUSHIONS ARE COMING ALONG WELL!**





# LGBT+ Month

## Whats on?

### DEBATE & DISCUSSION WORKSHOP

Tuesday 11th Feb.  
3:20pm  
U04

*Topic: The N-word and the B-word, is there any difference?*

### DEBATE & DISCUSSION WORKSHOP

Thursday 13th Feb.  
3:20pm  
U04

*Topic: LGBT+ and Christianity*

### LGBT+ HISTORY & CURRENT AFFAIRS

*in History + Politics lessons*

### STAFF TRAINING DISCUSSIONS & CHALLENGES

### ASSEMBLIES & FORM-TIME ACTIVITIES

### ARTICLE WRITTEN BY DR STONE IN FAMILY MATTERS



# MFL Seneca Champions!



Seneca  
Champion

Most Questions Answered

**Esther M., Naomi H., Ozie A.**



Seneca  
Champion

Most Questions Answered

**Philemon A., Keenan C.,**



Seneca  
Champion

Most Time Studied

**Jeylan D., Anabel C.,**



Seneca  
Champion

Most Time Studied

**Shay L.,**



Seneca  
Champion

Most Time Studied

**J'nae Z., Mariya L.,**



Seneca  
Champion

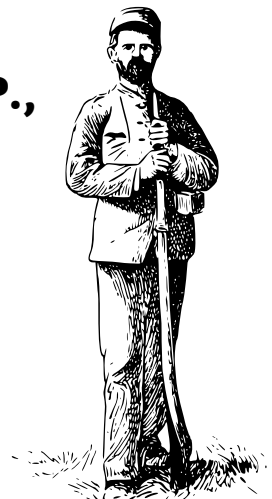
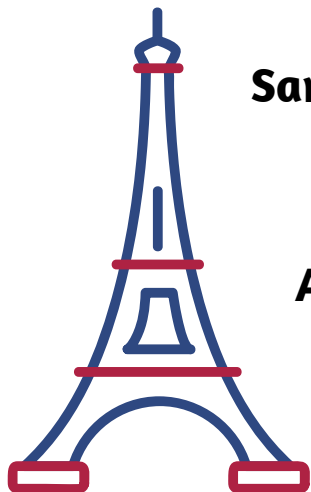
Most Questions Answered

**Aishah S.**

**Most Questions Answered on Active Learn This Week:**

**Sarita A, Manuella O., Jayden A., Eduard K., Eva P.,  
Sinead K. for French.**

**Aaliyah H., Tiago D. and William G. for Spanish**



# Half Term



**HALF TERM CAMP**  
18<sup>th</sup> & 19<sup>th</sup> February 2020  
REGISTRATION 9:30am-3:00pm  
9+ YEARS  
SPECIALIST COACHES

£30 per day or £50 for two  
M: 07860 863 696  
alcoaching1@outlook.com  
Nutter Lane, E11 2JA




**BOOK NOW!**  
**AVOID DISAPPOINTMENT**

MVP WORKSHOPS PRESENTS

# GO LIVE!

*Calling all aspiring music producers,  
singers & songwriters!*

*Are you 11-16? Want to..*



*Produce Tracks? Sing / Songwrite? Make a Music Video?*

*Also, have the opportunity to showcase your skills at a live event?*

**..Then Join the MVP's!**

# Activities

**17th - 20th February 2020 (10am - 3pm)**

**Follow up sessions:**  
26th Feb, 11th and 25th March, 1st April (5.30pm - 7.30pm)

For 11 - 16 years old only  
(Please make sure you are able to attend all dates)

If interested, sign up at [www.mvpworkshops.co.uk](http://www.mvpworkshops.co.uk).

Alternatively please contact Joanna on 0771 917 0017 or email [joanna.vasanth@mvpworkshops.co.uk](mailto:joanna.vasanth@mvpworkshops.co.uk)

BIG CREATIVE TRAINING | UPLANDS HOUSE | UPLANDS BUSINESS PARK C.  
BLACKHORSE LANE | LONDON E17 5QJ



# **ON SALE NOW GIRLS TROUSERS**



**FROM JANUARY GIRLS WILL BE ABLE  
TO WEAR THE OFFICIAL HOLY FAMILY  
TROUSERS**

The school logo will be a feature of the new school trouser for girls. No other trouser will be accepted and any uniform infringement will be followed up as with any other part of incorrect uniform.

## **Available from**

**Speedstitch**



<http://www.speedstitch.co.uk>

**Carolinas**



<https://carolinaschooloutfitters.co.uk>