

# FAMILY MATTERS

HOLY FAMILY CATHOLIC SCHOOL  
NEWSLETTER



*"My dear friends,  
this is your hour.  
This is not victory  
of a party or of any  
class. It's a victory  
of the great British  
nation as a whole."  
Winston Churchill*

FIND OUT MORE ABOUT OUR  
IN-HOUSE PHOTOGRAPHER  
ON THE ART &  
PHOTOGRAPHY PAGE



@HFCSWaltham



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



@HFCSWaltham



# HEADTEACHER'S MESSAGE

## Quotation of the week

"My dear friends, this is your hour. This is not victory of a party or of any class. It's a victory of the great British nation as a whole." Winston Churchill

## Did you know?

In fact, it was a victory of what was then the British Empire and its Dominions, not just of those troops from the islands of the United Kingdom. During the war the British Empire and Dominions raised a total of 8,586,000 men for military service. More than 5 million came from the British Isles, 1,440,500 from India, 629,000 from Canada, 413,000 from Australia, 136,000 from South Africa, 128,500 from New Zealand and more than 134,000 from other colonies.

Over two and a half million Indian men volunteered for service, producing the largest volunteer army in history. Many fought against the Japanese in Burma, but Indian soldiers also served in North and East Africa, Italy and Greece. The Royal Indian Air Force (RIAF) fought against the Japanese, while Royal Indian Navy ships fought in the North Atlantic and the Mediterranean. There were around 40,000 Indian servicemen in the British Merchant Navy.

In the West Indies, thousands of men joined the local home guard and the British Army. They were eventually sent to Europe for training, but few were allowed to fight on the front line. Approximately 5,500 West Indian RAF personnel came to Britain in 1944-5. From 1944, West Indian women served in the Women's Auxiliary Air Force (WAAF) and the Auxiliary Territorial Service (ATS) in Britain. Over 40,000 workers volunteered to live and work as agricultural labourers in the USA.

Troops from East and West Africa fought against the Japanese in south-east Asia in 1943 and 1944. In addition, many from countries occupied by the Nazis came to Britain to serve in the British forces. French, Belgian, Czech, Dutch, Norwegian and Polish governments-in-exile were established in the UK. A Czech armoured brigade served in the Normandy campaign and four Czech squadrons flew with the RAF. Belgian and Dutch units were created in the RAF, and their national brigades fought in the liberation of Europe. Norwegian soldiers, sailors and airmen served in their own units under British operational control.



# HEADTEACHER'S MESSAGE

The men of the Polish Air Force who had managed to escape to Britain were subordinated to RAF command. Their fighter pilots played an outstanding role in the Battle of Britain and also provided bomber crews. By the end of the war there were 15 operational Polish squadrons. Polish troops fought with the British army in North Africa, Italy and in north-west Europe. With the Communist takeover of their country in 1945, many Poles decided to remain in Britain.

On Friday at 11am we observed in school the national 2 minute silence to mark Victory in Europe Day. Do you have relatives and family connections who were involved in WW2? If so, do let us know and drop us an email about them. It would be really interesting to see what links Holy Family students have to WW2.

## **Holy Family on the news**

Holy Family had a BBC film crew (well one reporter and one cameraman) on Wednesday of this week. They were filming a piece about the issues that schools will have to tackle in any phased re-opening and you may have seen it on the BBC news yesterday evening.



## **The future of lockdown**

On Thursday the government met with its advisors to look at how lockdown might be loosened. We understand that there will be an announcement on Sunday about this and about how the government sees schools starting to re-open. This will not be until early June (we don't know any date yet) and will not be all students to begin with but, it is suggested only certain yeargroups, most likely to be Yr 10 and Yr 12. I don't have any more details or certain knowledge yet but will have more to say about this at the start of next week so will be writing to all parents

# HEADTEACHER'S MESSAGE

as soon as there is some clarity and letting you know how the school would ensure a safe environment for staff and students.

## **Commendations are back**

Thanks to Ms Carrick and Mr Keers for nominating the following students for Headteacher Commendations. They want to say a special well done to all of the following students - these 11 students have completed EVERY piece of work that they have been set, by EVERY teacher. This is absolutely outstanding and really deserves to be recognised - we know that it isn't easy to stay motivated at times, but it's great to see that you are putting in the work to make the progress you need to thrive once we get back!

**Abishan Athiraiyan**  
**Ryan Hanley-Greenway**  
**Alisha Ibiabuo**  
**Brooke Paley**  
**Dilara Gunkordu**  
**Naomi Holness**  
**Sinead Keegan**  
**Mariya Leybak**  
**Bozhidar Vasilev**  
**Jessica Emmanuel**  
**Aaliyah HillVery**



well done to all of them!

And finally, do get in touch if we can help you in any way at this time and please continue to remember us in your prayers.

Dr Andy Stone

Headteacher



# SOCIAL MEDIA CATCHUP



@hfcswaltham



@hfcswaltham



# DfE Coronavirus Research



We have been asked by the DfE to alert dioceses to research that they are undertaking in connection with the impact of remote teaching and learning during this period of school closures, in order to understand the education challenges created by coronavirus.

This research will make clear the challenges schools, teachers, families and young people are facing and be used to quickly inform the right government advice to ensure learning can continue. The Department is keen to speak urgently with parents of nursery/school-age children.

Several upcoming research sessions are planned over the next few weeks, with the first slots of research began on Tuesday 5th May 2020.

The session will last for approximately 45 minutes and will be led by a Department for Education user researcher.

Those who are interested may registered via this link.

**REGISTER HERE**

# Chaplaincy Corner

- Mrs. Grierson. Chaplain

This Friday, 8 May 2020, will be the 75th anniversary of VE Day (Victory in Europe Day) marking the end of the Second World War in Europe. To commemorate the day, Cardinal Vincent Nichols will celebrate a live streamed Thanksgiving Mass for VE Day from Westminster Cathedral. The Cardinal will begin with two-minutes' silence at 11am followed directly by Mass.

[www.churchservices.tv/westminster](http://www.churchservices.tv/westminster)

The Mass will be recorded so that it can be viewed later on the same link

Building for the future

*May the memory of wars strengthen our efforts for peace;  
May the memory of those who died inspire our service to the  
living;  
May the memory of past destruction move us to build for the  
future;*

*O God of Peace, O Companion of our souls, O Builder of Love  
and Justice in this world.*

*Lord, we commit our time, our energy, our talents, our gifts,  
even our limitations, failures and  
very selves to the cause of justice, peace and human  
development.*

*We join our lives with those who support the struggle for life.*

Stay safe,  
Mrs Grierson





# ART & PHOTOGRAPHY



Jessica Okyere Agyei, Year 12



Joel Jaimon, Year 12



Lexi Gent, Year 10



Eveleen Drapalyuk, Year 7



Aaliyah Hill, Year 7



Julia Dobiesz, Year 13



Mark Villarico, Year 12  
Stills from his video which can be  
seen on our social medias



# ART & PHOTOGRAPHY



Elyse Mansfield, Year 13



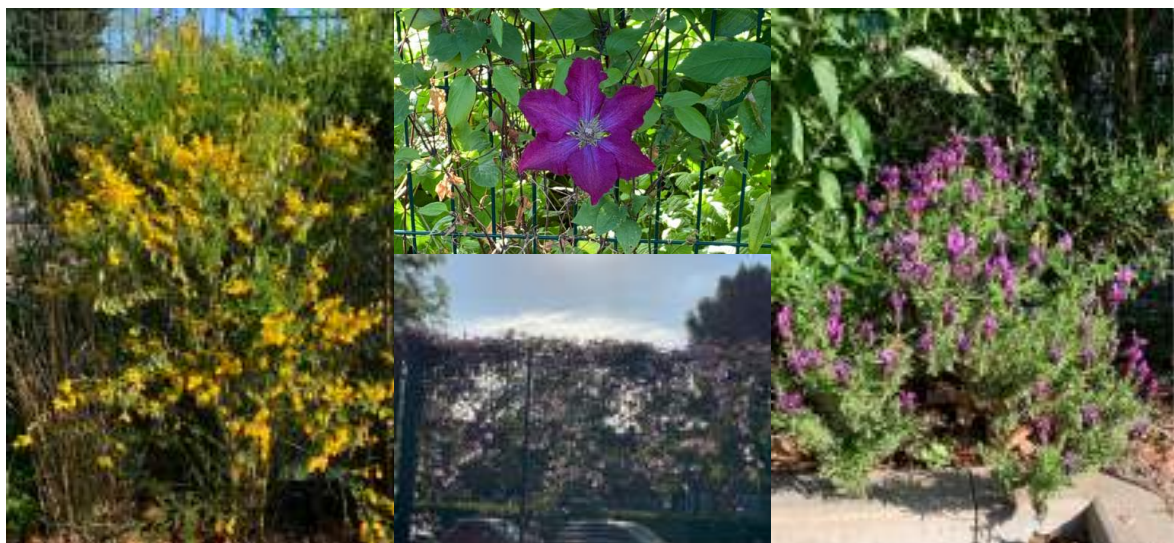
Sinead Keegan, Year 7



Naomi Holness, Year 7



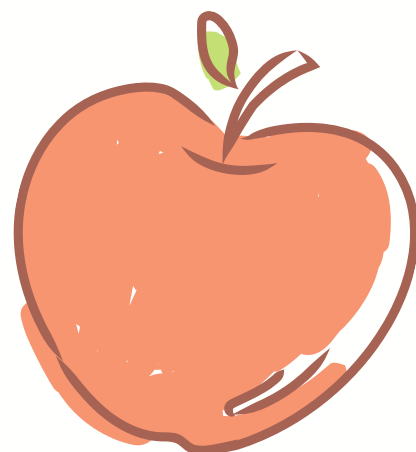
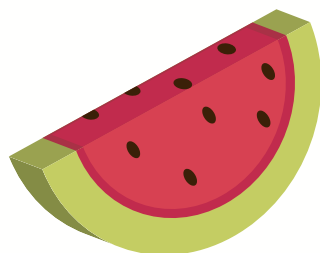
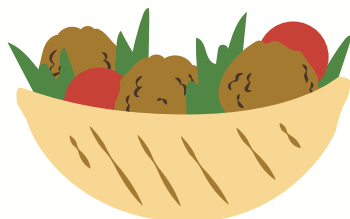
Laura Karo, Year 7



Dr Stone, Headteacher

# GEOGRAPHY

**Grace Price (8P) has been working really hard in Geography, and last week won the title of “Geographer of the Week” in her form. For her first geography project, she researched where some of the most delicious foods come from, and plotted them on a map of the world.**





# DRAMA

Year 9 were set a theatre design project. These are two lovely examples from Therese & Lily

## Romeo & Juliet

I am going to be writing about a modern version of *Romeo & Juliet*, where the Montagues & Capulets are rival street dance studios, that is set in modern London.

### Stage :

I would want the stage to have a 6m diameter in the centre to the stage back to back across the centre of it would be of one of the walls of the and the other a wall of the Capulet



Montague. The condition of each of the walls would be different. The Montague wall would be top dance studios as their to be in good shape. Though, their backdrop where I could project different examples, when not in the studio set would depict a street. There would be stage furniture apart from a sofa as be a different colour depending on a

belonged to. The set won't include a lot of things because the scenes changes would have to be up

### Costume :

Because the cast are supposed to be part of the dance crews I would want them to wear dance of comfortable clothes of the colour and logos dance crew. The logo colour of their clothes their 'uniform' for showing how professional they are compared to other dance studio



I would definitely want the girls to be well of day throughout the play. But for the parts like the picture but instead of cars would be one colour (royal red or blue) or the logo of the studio on the pockets or a hoodie or T-shirt, with the logo of their studio would be worn by the boys along with matching sweatpants. Though, I feel like if all the members of, for example, the Montague dance crew were dressed head to toe in blue I feel like it would be too much for the audience and everyone would look the same. So for this, I would make some of the dance crew wear a piece of white coloured clothing. The clothes

must be in good condition to show to the audience that each studio takes good care of their crew. The clothing must be loose enough for them to dance in but not loose that the clothes look baggy on the cast. Also, such as cotton, nylon materials will be used. The advertisements that the cast would use would be bags with the studio colour and logo. The coloured and logoed pieces are important, they show to the audience that the studio are with their crew that they have to put their colour, their logo on everything. Then bags the dance crew members could also wear hats and beards of their studio. And as for the cast's hair and makeup, the makeup should be very minimal as they would be dancing and sweating a lot so they wouldn't need a lot of makeup. Their hair should be kept short, like a crew cut or a flat top to keep their hairstyles out of the way. Although, keep to the professional, high, superior status. Though, probably no edges to be laid as they might sweat off which won't look very neat.

### Light :

The light probably only be used to tell the time of day throughout the play. But for the

beginning and end of the play I want to use them to showcase the dance and really make the performance stand out. During the daytime scenes in the studios the lights will be an orange warm colour and during the scenes in the studio at night it will be a lower indicating the time of day changes. Also, every time Romeo and Juliet speak the lights should turn a subtle shade of purple to symbolise the romance between them and how the red and blue of their dance studios combine when they are together.



In the beginning of the play I want the lights to clearly flash red then blue repeatedly quickly before a blackout then lights turn all purple when Juliet and Romeo are dancing at the same time on stage but in their own studios. Most of the light changes will be snaps to show the clear contrast between the two studios.

### Sound :

Most of the music would just be a remix of different rap and old songs and when Romeo and Juliet are together it would change to a slower old song. All of the music would be played on most of the time the cast would be playing from an online music library. The amplification of the music would come from speakers on the stage and around the auditorium but also the roll on speakers would also add in amplifying the music.

## Wicked

The performance would be about the musical *Wicked*, but it would be set in modern times and in our world instead of Oz, where all the witches join a secret magic group where they come together to live their true lives because no one in our world knows of magic, but Elphaba (the wicked witch) wants everyone to know of magic and that her is the one who has power over the whole world, but Dorothy comes in and stops her.

### The staging :

The stage would be a modern procenium stage, with a changeable backdrop. At the start of the performance the backdrop would be a city during the day to show the witch's daily lives, but as the performance would go on, the backdrop would change to set different settings such as the place where all the witches meet. Then another backdrop to show the wicked witch's life, she would be in a place where all the witches meet, but more dark and gothic it is the wicked witch's room.



### Props and stage furniture :

There would be different props and stage furniture for different scenes. For example, if the scene was showing when one of the witches would be in a desk and a computer, with files and state around. In the secret meeting place, there would be a large different chairs, each chair for each witch, the south, east,

would be shown by objects glowing or light and such.

### Lighting :

Lighting would be used to create different atmospheres and to make the audience feel different types of ways. In the life of the wicked witch, the lighting would be green to symbolise her. It would be dark and moody, to show her evil and sinister side. The goal would be to make the audience feel uneasy and doubt what they think might happen next, because even though the audience sees her doing these regular things, her actions would still be unpredictable.



During different times of the play, the lighting would be a bit lighter and have more warmer tones, to show the audience that this is a normal scene during the day, and to make them feel safe, even though they have no idea what might happen next.

Though whenever the wicked witch would step to do the scene, the lighting would become really darker and greener showing her powerful presence in a scene. Also, during one of the last scenes, when Dorothy defeats the

witch, the lighting would be originally green but then as she is meeting and during the lighting becomes lighter and lighter and then back to its original 'happy' looking state.

### Costume - The wicked witch

The wicked witch would have all her clothing in green or black, as that is her colour. She is traditionally portrayed as a green witch. At the start of the play, she wouldn't wear big green or black gowns, and witch hats, as the performance would be set in our world and in modern times, instead she would wear more modern versions of this, like in the picture.

However, when all the witches meet, they all wear costumes that are more exaggerated, but are more fitting for witches to wear. Also, as the play would progress, the wicked witch's desire to embrace the witch part of her would grow meaning she would start to wear even more exaggerated costumes and a witchy goth just when the witches meet.



### Costume - Glinda the Good witch

This is the witch that always believed that the wicked witch could change and she always believed in her as a sister, meaning that her costumes would have to portray a much kinder, sweeter and good character. This would be achieved with giving her clothes a softer and more golden look, like in the picture. All her clothing would be in her signature colour just like the wicked witch, which is white.

This witch would wear much different clothing when with the other witches, she would wear green, that are sparkly and have a 'magical' look though she would never wear their wear, not in the normal world, as she believes magic should stay hidden and people would be confused if she wore green in normal settings. Also, most of her gowns would have fur to symbolise the snow, as she is the witch of the North.



All four of the witches would also wear matching necklaces that are each of their signature colour. This would represent the bond and unity between each of the four witches. The necklaces held all their powers and allow them to become stronger.





# PRODUCT DESIGN - GRAPHICS

## Social Distancing Redesigned Logos

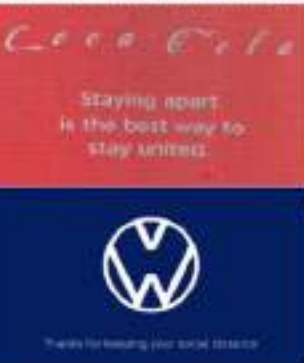
McDonald's and other brands are redesigning their original logos and creating 'social distancing' logos because of the corona virus.

McDonald's pulled apart its iconic golden arches. The company explained that despite the temporary separation between its customers and the company caused by closures of some of its restaurants, they "can always be together."

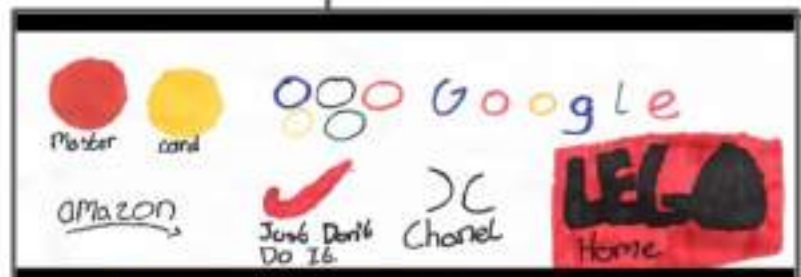


Audi separated its four rings in a short video telling people to stay at home and keep their distance.

Coca-Cola is currently running an advert in New York's Times Square that shows each letter of its logo separated with the slogan "staying apart is the best way to stay connected." The brand typically celebrates togetherness & love in its ads.

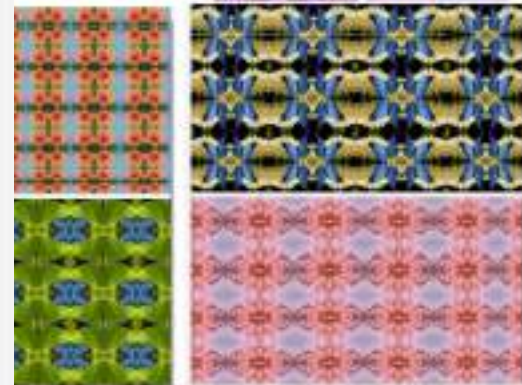


Volkswagen also presented a similar video with motivational messages and separated the V and W.





### Fabric Print Designs using Computer Aided Design





# PRODUCT DESIGN - FOOD

## Food from around the World - Asia

### Your Focus this week: Asia

#### Theory Activity

List below the seven continents in the world?

- Asia
- Africa
- Europe
- Antartica
- Australia and Oceania
- South America
- North America

By area Asia is the largest continent at 44.38km. It also has the largest population with more than 4 billion people.



Make a list of the COUNTRIES in Asia below.

- China
- India
- Mongolia
- South Korea
- North Korea
- Bangladesh
- Vietnam
- Kazakhstan
- Yemen
- Iraq
- Iran
- Japan
- Israel
- Thailand
- Sri Lanka
- Philippines
- South Africa
- Kyrgyzstan
- Myanmar



#### 6. Describe the eating chopsticks in Japan.

In Japan food is eaten with chopsticks rather than a knife and fork. There are some rules to take into consideration when using chopsticks in Japan. For example, it is impolite to spear food with the chopsticks or wave chopsticks around above food dishes.

#### 7. Identify four breakfast foods commonly consumed in Japan.

-steamed rice

-miso soup

-marinated salmon

-broiled or grill

#### 8. Identify three festivals in Europe which are focused around a particular ingredient.

- Festival of Forgotten Vegetables
- Wester Orkney Market
- The Aulze Chestnut and Walnut Festival

#### Practical Activity

What is your family's favourite Asian cuisine?

Use a recipe from a book or a website and cook a family meal inspired by Asian culture. Take a photograph and send it to your teacher through google classroom. There are many websites including:

[https://www.bbc.co.uk/food/recipes/what\\_and\\_why\\_east\\_asian](https://www.bbc.co.uk/food/recipes/what_and_why_east_asian)

<https://www.cooking.com/recipes/east-asian>

#### Extension Activities

Watch how to make sushi

<https://www.youtube.com/watch?v=yG24f9Dw8>

Watch how to make ramen

<https://www.bbc.com/food/recipes/ramen-recipe-144444>



In the spaces below in paragraphs or sentences in bullet points to summarise things you have learnt about Asian cuisine. For example, outlining the key ingredients that are used, herbs and spices commonly used and the cooking methods. (the box below will expand as you write)

In the different areas of Asia like North east, South east, South west they all have different types of cuisine.

South Western curries are based around yoghurt while North East and South East curries are based around Vegetables or. Although rice is a staple starch in all these cuisines. The original cuisine of the South East is probably the peasant cuisine of Thailand. Archaeology has recently discovered that the metal working culture of the central plain of Thailand date back to at least 3000 BC. It is said that growing grain and vegetables are much harder than hunting for animals or meat. Curries are very common across the region, but less common in Vietnam where the Chinese influence is strong. The concept came from India and spread east, but the people of the South East changed the original by substituting coconut milk for yogurt as the base for the sauce. The cooking utensil called the wok, and the stir fry technique using vegetable oils came to the area from China (oil and ginger are common all across Eurasia and probably arrived in the area at almost the same time as rice. The wok is the most important piece of cooking equipment in Southeast Asia and China. If you plan to do much of this region's cooking you should invest in a good wok. A cast iron fry pan will serve in a pinch, but the rounded bottom of the wok provides a range of cooking temperatures in one pan, which can be important in stir-frying.

Look and read the slides on the PowerPoint sheet - International food culture and traditions and answer the questions below.

#### 1. Name four factors that may affect food choice around the world.

- Traditions
- Religion
- Food availability
- Special occasions

#### 2. Describe the religious festival Diwali.

Diwali is a five day Hindu religious festival, which is celebrated in October and November. Diwali is a major holiday in India but it is also celebrated by people in other countries where hinduism is practiced.

#### 3. Identify three foods that are commonly eaten at Diwali.

- Alloot are a cross between snacks, dessert and confectionary.
- Dandi snacks
- Different specialty meals are traditionally cooked on different days of the festival

#### 4. State four ways in which Diwali is celebrated.

- setting off fireworks
- brightly decorating houses and temples
- wearing new clothes
- spring cleaning their homes

#### 5. Name two foods which are commonly eaten in Japanese cuisine.

- Sushi
- Ramen





# MFL Year 7 research on French singers & musicians

## Audrey Tautou

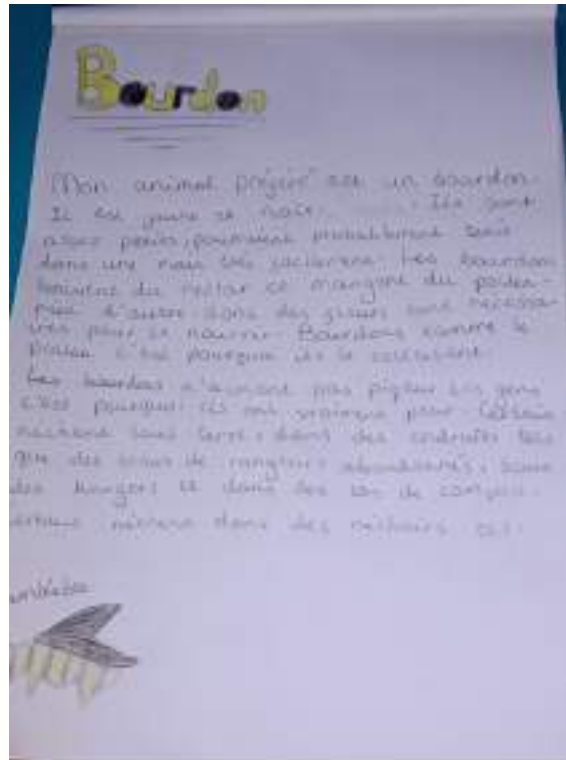
A famous french actress

Audrey Tautou, who is a famous french actress, was born on 9th August 1976. At the age of 18 she made her acting debut in Venus Beauty Institute. In 2001, she received international recognition for her lead role in the film Amélie.



## Awards and achievements

Audrey has won many actress awards such as: César Award for Most Promising Actress; Cabourg Film Festival Award for Female Revelation; Lumières Award for Most Promising Actress and SACD Award for Best Actress.



## Angèle

Angèle a les cheveux blonds et les yeux noisette. Elle aime chanter et elle est bien connue en tant que chanteuse. Angèle est fan d'Ellie Fitzgerald et Helene Segara. Elle s'inspire de nombreux styles musicaux, des chansons françaises à la musique électronique et au rap, qu'elle n'a pas aimés à l'adolescence.

By Sinead 71



## Maitre Gims

Gandhi Bilel Djunda plus connu sous son nom de scène Maitre Gims est né le 6 mai 1986. Il a 33 ans aujourd'hui. Maitre Gims est rappeur, chanteur et compositeur.

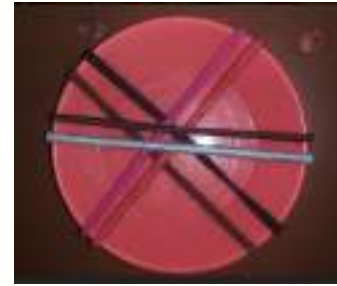
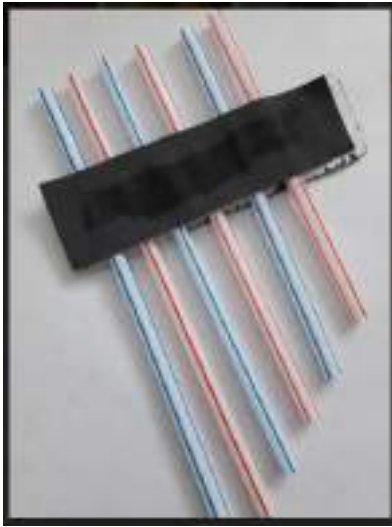
Maitre Gims est de taille moyenne, il a les yeux marron, il a les cheveux noirs et il a une barbe. Dans ses photos, il aime porter des lunettes de soleil. Puisqu'il fait du hip hop, je pense que c'est une personne très heureuse et énergétique.

By Daniel 71



# MUSIC

## Home-made instruments!





## The Case of the Suspicious Psychic

The Historical Bureau of Investigation has been hard at work this month solving the grisly murder of a Victorian lady.



The victim was found at the crime scene where suspects had been attempting to hold a séance to contact the ghosts of the dead.

BUT rising star, Detective Ashlee Mie Yap, successfully solved the case and brought the murderer to justice. Well done Ashlee!

Join us this week as we investigate the death of a famous historical painter...

Class code: 4uit2lr

-History Club



MISS CARRICK'S

EMAIL TO JOIN

# Google Hangouts Script Reading

THIS WEEK CURIOUS INCIDENT OF THE DOG IN THE NIGHTTIME WAS READ ON GOOGLE HANGOUTS! ALL DRAMA STUDENTS ARE ENCOURAGED TO JOIN AND IF ANYONE IS INTERESTED THEY CAN SEND MISS CARRICK AN EMAIL TO BE ADDED TO THE GROUP.  
NEXT WEEK WE WILL READ A STRANGER THINGS SCRIPT!

# EXTRA-CURRICULAR FITNESS

## Have you joined our Isolation Fitness Challenge Classroom yet?!

Isolation Fitness Challenges

Instructions

Student work



### Lockdown circuit No.1

100 points



Robert Wilbraham May 1

This task is 5 rounds for time so you will need a stop watch to time yourself!

The Aim is to complete the challenge as quick as you can, however, you can rest as and when you need.

You can revisit this challenge anytime to see if you can beat your previous best.

It's nice to see what others can do, post your time and some feedback (which exercise was hard/ easy) however, it's ALL about you and your progress.

Right exercises and reps are listed below:

1. 20 x jump lunges
2. 10 x boy weight squat
3. 10 x push ups
4. 20 x sit ups
5. 20 x mountain climbers

Video with a quick demo of the exercise is attached.

Have fun and enjoy.

Mr Wilbraham



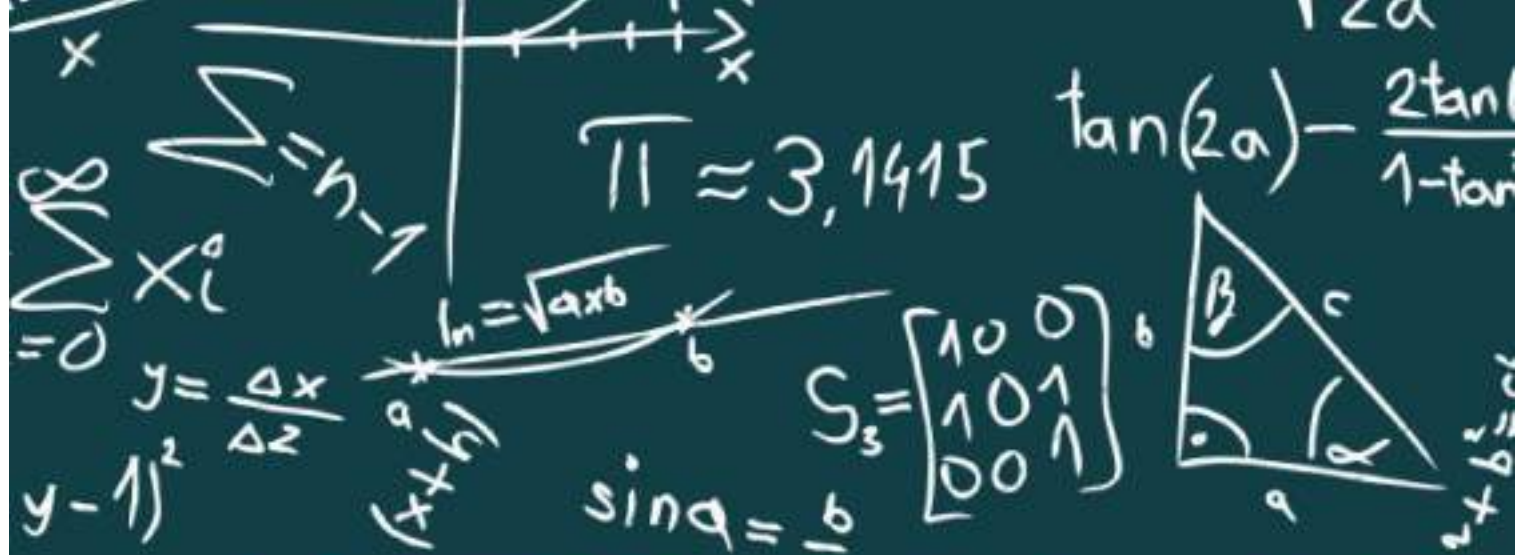
1 May 2020 at 11:05.MOV  
Video



**Class Code:**  
**qspifc**



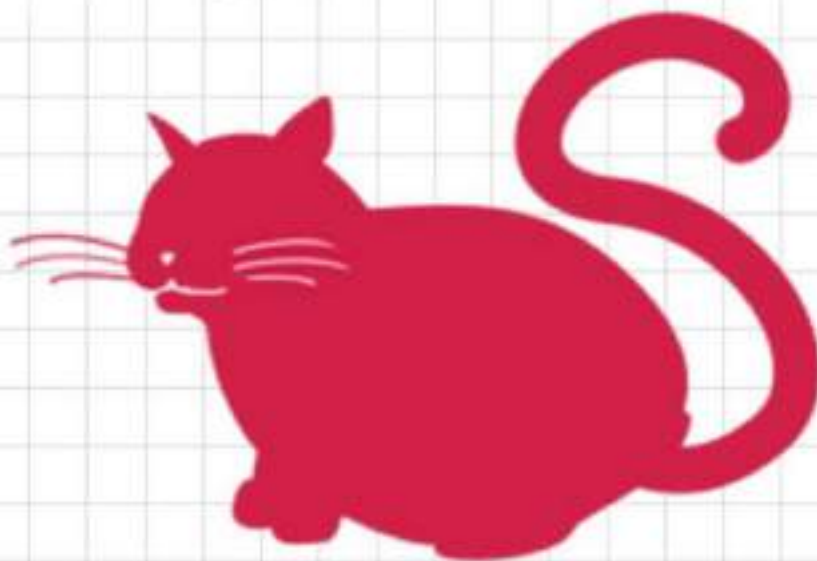




# MATHS CORNER

In the city of Great Rhombusia, 40% of people own cats.  
16% of cat owners (or 1240 people) own dogs.

How many people live in Great Rhombusia?



**EMAIL MRS. ASANTE IF YOU HAVE ANY  
QUESTIONS**



Click the individual pictures for more information

Click the individual pictures for more information



**Learn Live** a website which contains fantastic videos for pupils and even parents.



This week, we're shining the spotlight on Engineering. You may be surprised to hear that there opportunities for budding engineers whether you plan to go to university or straight into the world of work.



Speakers for Schools- Virtual  
Talks programme. Next weeks  
talks include:

**Tuesday 12th May 2pm Josie Rourke Film and Theatre Director:** Josie will share her own journey within the creative industries, in particular film and theatre and director roles. Focusing on the challenges she faces, the joy she feels from her career and what she'd like her younger self to know.

**Wednesday 13th May 10am Lady Nicola Mendelsohn Vice President for EMEA, Facebook:** Lady Nicola Mendelsohn will be joining SFS to discuss how she got to work at Facebook and her top tips for career success for young people.

**Wednesday 13th May 2pm Sereena Abbassi Worldwide Head of Culture & Inclusion, M&C Saatchi:** Sereena's talk will focus on her journey of overcoming barriers and obstacles to get to where she is today. This talk will also share some helpful tips on how to get you name out there and build a career that you love.

**Thursday 14th May 10am Ed Couchman, General Manager, SNAP Inc (Snapchat):** This session will focus on Ed's own story, what advice he would share with his younger self and how social media / technology might change in the future.

# SIXTH FORM

Please inform Mrs Warwick if you book any sessions, so we can credit you, and contact her if you have difficulty booking

**mrs.warwick@holyfamilycatholicschool.co.uk**

Opportunity	Details	Website/Details
<b>Law</b> in action workshop looking at legal professions: Solicitors, barristers, criminologists and police officers and their roles in the life cycle of crime.	The University of Law <b>Monday 11 May</b> <b>12.00-1.00</b>	This must be preBooked - regististar at:  <a href="https://www.law.ac.uk/events/event-booking/">https://www.law.ac.uk/events/event-booking/</a>
Summer Work Experience 1 Two week work experience with Charles Russell Speechlys	End of July/beginning of August  Although this is a law firm you do not have to be thinking of studying law, just interested in working in the City	For application details contact  <a href="https://www.thebrokerage.org.uk/">https://www.thebrokerage.org.uk/</a>

Summer Work Experience 2 Two wee work experience with Reed Smith Legal	As above	As above
CV Workshop	Property Prize	joining details <a href="https://www.thepropertyprize.com/mentoring-programs">https://www.thepropertyprize.com/mentoring-programs</a>
Business Management Degree taster lesson	Cass Business School- City University	<a href="https://www.youtube.com/watch?v=Br7xujxHU&amp;feature=youtu.be">https://www.youtube.com/watch?v=Br7xujxHU&amp;feature=youtu.be</a>
Personal Statement Workshop  Make your personal statement stand out	University of East London  27 May 11.00-11.45 24 June 11.00-11.45 15 July 11.00-11.45	Email me for link

## Student finance parent and carer webinar

Queen Mary is pleased to launch a series of webinars designed to support parents and carers, key supporters and young people in understanding the journey to higher education.

The first webinar on student finance will take place on Wednesday 13 May, 3-3.45pm. It will include an overview of the support available through Student Finance England, including how to apply and repayment. We'll also introduce additional funding sources and some top tips for budgeting.

This is an ideal opportunity for parents to learn about an important topic, so we encourage you to forward this message to parents and carers networks within your school.

**Register now**

# YEAR 8



## Year 8 Stars

Hello Year 8!

Mr Sayer and I have been receiving STAR nominations from your teachers.

The following students have been nominated for producing outstanding work so far and for contributing to the Holy Family Way.

Well done and keep up the excellent work!

Please congratulate the following students.

Thank you  
Miss St Aimie & Mr Sayer

**Mattaniah Addo**

Good effort in Spanish so far!  
(Excellent effort!)

**Erin Gallagher**

Excellent travail en français!

**Athena Savva**

Excellent travail en français!

**Milena Sokolowska**

Excellent travail en français!

**Rachel Costa**

Excellent travail en français!

**Ramiyah Bamgbose**

Excellent travail en français!

**Wiktoria Matejek**

Excellent English work

**Ted Trivunio**

Good English work in Classroom

**Thomas Masterson**

For completing the extra English home learning pack! You rock! + For producing consistently excellent work that goes above and beyond in history.

**Emilia Biedrowska**

For writing an amazing song and for going above and beyond in the homework set.  
(Music)

**Mary Giwa**

For writing an amazing song and for going above and beyond in the homework set.  
(Music)

**Giulia Distefano**

For writing an amazing song and for going above and beyond in the homework set.  
(Music)

**Allison Teves**

For going above and beyond in her homework and for writing a brilliant set of lyrics!

**Kudzaishe Mpofu**

For going above and beyond in her music homework, producing some excellent lyrics and impressing me!

**Moriah Tesfai**

For writing some great lyrics which cheered me up!



# YEAR 9

## 9A

- Victor Ostash Completing ALL English Lockdown work to a really High Standard - Very Well Done!!!
- Conor Dalladay - Great quality Responses & Understanding on "Lonely Londoners", well Done!
- Stacy Kazumba Brilliant Quality of Work for "Lonely Londoners", Really well done!!!
- Hawa Gray- Great Overall Quality of Work in English Lockdown! Great Communication skills too - Hawa has been really helpful & has asked great questions.
- Joshua Onunkwo - Completing ALL English Lockdown Work to a Great Standard! Brilliant!!!
- Jaden Londono Ruiz - Great Effort & Great Completion rates of work in English! Lovely ideas shown in Creative Writing!
- Stacey Kazumba - Great work in Media on choosing a franchise to analyse in first formal assignment!
- Luke Angus - Working hard to complete all work set to a high standards.
- Kira Baranskova Great work in English.
- Tiffany Murtinhal - Great effort in English.
- Gabriel Chapman Geography: Excellent speech written on behalf of Sadie Khan, talking about opportunities in London.
- Bambo Djabula - Great English week 2 work!
- Sean Sandoval - Excellent English work.
- Jaden Londono Ruiz - Great English week 2 work!
- Victor Ostash - Great English week 2 work!
- Maria Gomes -Great English week 2 work!

## 9E

- Maria John - Completing ALL English Lockdown work to a great standard - Impressive!!!
- Edem Akator Great work in Media on choosing a franchise to analyse in first formal assignment!
- James Kerr - Great work in Media on choosing a franchise to analyse in first formal assignment!
- Shay Radford - Great work in Media on choosing a franchise to analyse in first formal assignment!
- Kai Taylor - Great work in Media on choosing a franchise to analyse in first formal assignment!
- Maria Buga - Plenty of effort and seeks support when needed.
- Lora Baranskova - Great work in English.
- Giovanni Correa-Da-Silva - For being an exceptionally amazing student, asking for more things to do and for completing work quickly and to a brilliant standard! Also for inspiring me to play more music and compose too (as he is doing!) (This should be two stars) Thanks Gio!
- Harry Zheng - Excellent presentation in English.

## 9AN

- Jaiden Farrelly - Absolutely Brilliant Creative Writing Piece "The Visitor" - original, clever & eloquently written.
- Tyrese Charles - Excellent detail consistently in Drama written work.
- Maria John - Great English week 2 work!

# YEAR 9

9S

- James Canlas - Great work in Media on choosing a franchise to analyse in first formal assignment! And excellent keeping in contact!
- Angelina Martin- Excellent work in English.
- Akasma Gorkordu - Excellent work in English
- Angelina Martin - Excellent attitude, effort and a very proactive approach to her

9I

- Arnas Jankauskas - Great work in Media on choosing a franchise to analyse in first formal assignment!
- Khalil Smith - Completing work to high standards and on time.
- Natalia Sas - Always completing work to high standards.
- Faith Owusu - Effort in English.
- Chenna Diegbe Smith - Great effort in English.
- Chenna Diegbe-Smith excellent work ethic and fantastic work!
- Natalia Luczkowska For working consistently well and independently in Spanish this week.
- Faith Owusu - Excellent English research
- Therese Sarte - A fantastic theatre design project on Romeo and Juliet.

9PH

- Kareem Clark - Great work in Media on choosing a franchise to analyse in first formal assignment!
- Joanna Copa - Great work in Media on choosing a franchise to analyse in first formal assignment!
- Luca Da Conceicao - Great work in Media on choosing a franchise to analyse in first formal assignment!
- Tacyana Ferguson - Great work in Media on choosing a franchise to analyse in first formal assignment! And excellent keeping in touch.
- Miracle Mulamba - Great work in Media on choosing a franchise to analyse in first formal assignment!
- Isaiah Rabi Adefenwa Fantastic work on Manga High!
- Harry David - Fantastic work on Manga High!
- Jacque Kiggundu- Fantastic work on Manga High!
- David Sheridan - Fantastic work on Manga High!
- Victoria Szlachta - For very good effort in Spanish independent work.
- Jacque Kiggundu - For a fantastic effort and independent work showing maturity and

9R

- Exauce Mulamba - Great work in Media on choosing a franchise to analyse in first formal assignment!
- Demi Reeve - For producing excellent work in Spanish so far.
- Exauce Mulamba - Fantastic work on Manga High!
- Mathuyan Yogathasan - Exceptional geography work completed in his book and sent over to be checked/ marked. Keep up the good effort.
- Natalia Luczkowska - For working consistently well and independently in Spanish this week.
- Liliana Gardzielewska For fantastic effort and independent work of great quality in Spanish.
- Arek Kuciel Outstanding slide show on the stations of the cross.
- Natalia Luczkowska Outstanding slide presentation on the stations of the cross.
- Lily Gardzielewska - A fantastic theatre design project on Wicked.

9P

- Ryan Cabral - Great work in Media on choosing a franchise to analyse in first formal assignment!
- Ashwin Cherian - Great work in Media on choosing a franchise to analyse in first formal assignment!
- Feblin - Excellent work in English.
- Kieran Hanley Greenway - Fantastic work on Manga High!
- Kieran Hanley Greenway - Fantastic effort on Mathswatch



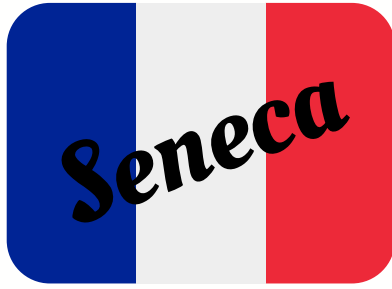
# YEAR 10

Lexi Gent	Year 10	Engaging with home learning, especially RE, Maths, Science, Art and English	Janette Heath
Wiktorja Adamczyk	Year 10	Completing and keeping up to date with all her the Science work.	Mrs Anjorin
Ngaio Keegan	Year 10	Going above expectation in History by using Seneca regularly to recap knowledge.	Ms Alderson
Connor Stapleton	Year 10	Going above expectation in History by using Seneca regularly to recap knowledge.	Ms Alderson
Arianna Khushi	Year 10	Going above expectation in History by using Seneca regularly to recap knowledge.	Ms Alderson
Eldith Kyere	Year 10	Going above expectation in History by using Seneca regularly to recap knowledge.	Ms Alderson
Caroline Kapopo	Year 10	Excellent Quality of English Poetry Work & always working really hard	Ms Crabtree
Celine Masila	Year 10	Excellent Poetry & Macbeth work in English!	Ms Crabtree
Chantelle Matlos	Year 10	Great Quality Poetry & Macbeth work! Brilliant work ethic and completing all English work to a high standard!	Ms Crabtree
Unique Palache	Year 10	Great effort and work ethic shown this week in English!	Ms Crabtree
Ngaio Keegan	Year 10	geat English work on the Unseen Poem, Boy at the Window	Ms Crabtree
Jayson Obido	Year 10	Great work ethic and great completion rates of English work!	Ms Crabtree
Vira Viliv	Year 10	Outstanding French work so far!	Miss St Aimie
Sebastian El-Homsi	Year 10	Outstanding work so far!	Miss St Aimie

Sade Lemonius	Year 10	100% attendance at English Hangout lessons, excellent quality of work and attitude to learning. Well done!	Mrs Maris
Louise Osei-Biney	Year 10	100% attendance at English Hangout lessons, excellent quality of work and attitude to learning. Well done!	Mrs Maris
Britaney Powell	Year 10	100% attendance at English Hangout lessons, excellent quality of work and attitude to learning. Well done!	Mrs Maris
Aniel Richard	Year 10	100% attendance at English Hangout lessons, excellent quality of work and attitude to learning. Well done!	Mrs Maris
Ehize Emmanuel	Year 10	Excellent quality of work and attitude to learning. Well done!	Mrs Maris
Nikita Korjagin	Year 10	Excellent quality of work and attitude to learning. Well done!	Mrs Maris
Andrei Preda	Year 10	Excellent quality of work and attitude to learning. Well done!	Mrs Maris
Conor Stapleton	Year 10	Excellent quality of work and attitude to learning. Well done!	Mrs Maris
Caitlin Tapley	Year 10	Excellent quality of work and attitude to learning. Well done!	Mrs Maris
Jakub Patla	Year 10	For completing of tasks and always asking for help when needed	Olwyn McCollin
Jakub Patla	Year 10	For completing of tasks and always asking for help when needed	Olwyn McCollin
Chantelle Mattis	Year 10	Great English week 2 work!	Ms Crabtree
Hannah da Silva	Year 10	Great English week 2 work!	Ms Crabtree

Brenda Mana	Year 10	Ben travail. Continue comme ça !	Miss St Aimie
Melissa O Campo Marin	Year 10	Ben travail. Continue comme ça !	Miss St Aimie
Paul Dimen	Year 10	Ben travail. Continue comme ça !	Miss St Aimie
Aniel Richard	Year 10	High marks in geography practice questions - keep it up.	Miss Pearce
Maeve - Anne Luke's	Year 10	High marks in geography practice questions - keep it up!	Miss Pearce
Caleb Zola	Year 10	Good communication skills during Lockdown!	Ms Crabtree
Olivia Morawska	Year 10	Great Work on "Boy at the Window" Poem! Brilliant!	Ms Crabtree
Venushan Jegatheswaran	Year 10	Very good completion of English work - keeping on top of all deadlines at this challenging time!	Ms Crabtree
Ricardo Moreira	Year 10	Great improvement & hard work in English over the last 2 weeks of lockdown	Ms Crabtree
Samuela Appiah	Year 10	Great Improvement/Catch Up and Quality of Work in Lockdown English!	Ms Crabtree
Jaden Gordon	Year 10	Great English Work on the Unseen Poem - Boy at the Window	Ms Crabtree
Blessing Bitumba	Year 10	Great work on "Boy at the Window" in English!	Ms Crabtree
Annette Anto	Year 10	Great Annotations for "Poppies" during English lockdown	Ms Crabtree
Wiktorja Maria Adamczyk	Year 10	Attendance at English Hangout Lessons and excellent effort with English tasks!	Mrs Maris
Herbert Amoah	Year 10	Attendance at English Hangouts and excellent effort with online tasks.	Mrs Maris
Princess Belo	Year 10	100% attendance at English Hangout lessons, excellent quality of work and attitude to learning. Well done!	Mrs Maris

# MFL Champions!



**Damien C.,  
Samuel H.,  
Wiktor M.,  
Zackary R.**



**Yu Ruo C.**

**Angel K., Gabriel L.,  
Eva P.,  
Jayden A.,  
Zachary R.,  
Wiktor M.  
Kira B.,  
Neo V.,  
Ela I., Anna S.**

**Shay L.,  
Aaliyah H.,  
Yu Ruo C.,  
William G.,  
Perry K.,  
Hannah O.,  
Jane T.**







## Top 10 Students

01 Apr 2020 to 30 Apr 2020

Holy Family Catholic School

1 . Keenan CHARLES	73	
2 . Nevin ROYS	48	
3 . Thomas MASTERSON	41	
4 . Amit SOORAJ	41	
5 . Patrick TRAREWAXE	36	
6 . Tayjah SMITH	15	
7 . Eduard KASTRATI	15	
8 . Ola OSTYNOWICZ	12	
9 . David SHERIDAN	11	
10 . Blen MENGSTE	11	

# CALLING ALL BUDDING MUSIC PRODUCERS



## Ask Dlux - Tutorials

4 videos • 49 views • Last updated on Apr 24, 2020



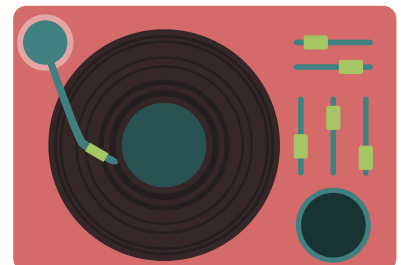
Dlux files

SUBSCRIBE

- 1 Basic Tutorial Overview - How to make music online Soundtrap - (Free)  
Dlux files
- 2 Ask Dlux - How To Build An Affordable Home Studio - Budget  
Dlux files
- 3 HOW TO STREAM DJ SET TO FACEBOOK LIVE WEBCAM, AUDIO INTERFACE & OBS (Open Broadcast Software)  
Dlux files
- 4 Ask Dlux - How to Audio Podcast From Home For Free (Basics)  
Dlux files

**ARE YOU KEEN TO KNOW HOW  
TO PRODUCE MUSIC, RECORD  
PODCASTS FOR FREE OR BUILD  
A HOME RECORDING STUDIO?**

**CHECK OUT DJ DLUX'S YOUTUBE  
CHANNEL**







Online Grooming is when someone befriends and builds an emotional relationship with a child and communicates with them through the internet with the intent to commit a sexual offence. This type of victimisation can take place across any platform; from social media and messaging apps to online gaming and live streaming. Often it involves young people being tricked, forced or pressured into doing something they wouldn't normally do (coercion) and often the groomer's goal is to meet the victim in a controlled setting to sexually or physically abuse them. In some cases children may be abducted or have long-lasting psychological damage.



What parents need to know about

# ONLINE GROOMING



## CHILDREN ARE MOST VULNERABLE

Unsurprisingly children are often most at risk as they are easy to target and unlikely to question the person who is engaging in conversation with them. Groomers will use psychological tricks and methods to try and isolate them from their families and friends and will often choose to target more vulnerable children who may be easier to manipulate. Predators will stalk apps and websites that are popular with young people and will use a 'scattergun' approach to find victims, contacting hundreds online to increase their chances of success.



## LIVE STREAMING CONCERNS

Predators may use live video to target children in real-time using tricks, dares or built-in gifts to manipulate them. Grooming often takes the form of a game where children receive 'likes' or even money for performing sexual acts. Social media channels, such as YouTube, Facebook, Instagram and Snapchat, all have live streaming capabilities, but there are many apps which children can use to live stream, including Omegle, Live.me, BIGO Live, YouNow and many more.



## ANYONE CAN BE A PREDATOR

The Internet has made the ability to interact with strangers online easy. Many sites and apps are reliant on individual users entering their own information when signing up. However individuals can remain anonymous if they choose to enter inaccurate information and many online predator cases are due to groomers using impersonation techniques. However, often the greater threat comes from adults who 'hide in plain sight', choosing to befriend young children without hiding their real identity.



## CAN BE DIFFICULT TO DETECT

Unfortunately, most children find the 'grooming' process (before any meeting) an enjoyable one as the predator will compliment, encourage, and flatter them to gain their trust, friendship and curiosity - 'a wolf in sheep's clothing' scenario. This often means children fail to disclose or report what is happening. If the groomer is also previously known to the child, their family and their friends, then this can make detection even harder.



## FROM OPEN TO CLOSED MESSAGING

Online predators may contact their victims using any number of ways including social media, forums, chat rooms, gaming communities or live streaming apps. Sometimes there is little need to develop a 'friendship / rapport stage', as the victim has already shared personal information online and is communicating openly with others. Children may also be prepared to add other online users they don't know so well to gain 'online credibility' through increasing their friends list. Predators will often seize this opportunity to slowly build a relationship and then move their conversation with the child to a more secure and private area, such as through direct messaging.

## EMOTIONAL ATTACHMENTS

Online predators will use emotive language and aim to form close, trusted bonds with their victims through showering them with compliments and making them feel good about themselves. Often victims will refer to them as their 'boyfriends' or 'girlfriends' and it can be difficult to convince some young people that they have been groomed, often leading to lasting psychological effects.



## Safety Tips for Parents & Carers



### IT'S GOOD TO TALK

It's unlikely that you can stop your child using the internet, nor can you constantly monitor their online activities, but you can talk to your child on a regular basis about what they do online. By talking openly with them about online relationships, they can quickly ascertain the kind of behaviour which is appropriate or inappropriate. Ask them whether they have any online friends or if they play online games with people they haven't met. This could then open up conversations about the subject of grooming.



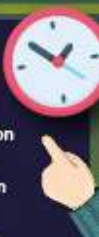
### CHECK PRIVACY SETTINGS

In order to give your child a safer online experience, it is important to check privacy settings or parental controls on the networks, devices, apps, and websites they use. Disable location sharing if you can. If you use location-sharing apps to check where your child is, remember that these could always be used by strangers to follow your child without their knowledge. Ensure that you check options so that location information is never shared with anyone except those they have permission to share with.



### MONITOR SOCIAL MEDIA & LIVE-STREAMING USE

It's important to be aware of what your child is sharing on social media and with whom. Create your own profile and become 'friends' with them or follow them so that you can monitor their activity. Similarly, always check on them if they are live streaming and implement privacy controls. Choose a generic screen name and profile picture that hides their identity. You may also feel more comfortable being present each time they live stream.



### STICK TO 'TRUE FRIENDS'

Make it clear to your child that they should not accept friend requests from people they don't know and to verify friend requests with people who they do know. Encourage them to only interact and engage with 'true friends' i.e. those friends who don't ask personal questions such as close family and friends. Remind them to never agree to chat privately with a stranger or someone they don't really know and to never divulge personal information, such as mobile phone numbers, addresses, passwords or the name of their school.



### DISCUSS HEALTHY RELATIONSHIPS

Talk to your child about what a healthy relationship looks like and how to detect someone who might not be who they claim to be. Explain that groomers will pay your child compliments and engage in conversations about personal information, such as hobbies and relationships. They may admire how well they play an online game or how they look in a photo. Groomers will also try and isolate a child from people close to them, such as parents and friends, in order to make their relationship feel special and unique.

### BE SUPPORTIVE

Show your child that you will support them and make sure they understand they can come to you with any concerns they may have. They need to know they can talk to you if someone does something they are uncomfortable with, whether that is inappropriate comments, images, requests or sexual comments.



## Meet our expert

Jonathan Taylor is an online safety expert and former Covert Internet Investigator for the Metropolitan Police. He is a specialist in online grooming and exploitation and has worked extensively with both UK and international schools in delivering training and guidance around the latest online dangers, social media apps and platforms.



## LOOK OUT FOR WARNING SIGNS

Child safety experts have identified key grooming patterns and advise parents to look out for:

- Secretive online behaviour.
- Late night internet or smartphone usage.
- Meeting new friends in unusual places.
- Becoming clingy, develop sleeping or eating problems or even bedwetting.
- Lack of interest in extra-curricular activities.
- Having new items, such as clothes or phones, unexplainably.
- Seem withdrawn, anxious, depressed or aggressive.
- Having older boyfriends or girlfriends.





# **CERTIFICATE FOR PARENTS**



**National  
Online  
Safety**

Holy Family is subscribed to National Online Safety which is a platform that the school communicate can access for specific training on the online world. As a parent the training via this platform will help you to better understand the sites your child is using and more importantly the dangers they can be exposed to in the digital world. The training will help you to look out for signs that your child might be being exploited in some way and equip you to manage such situations.

To access the site, you can use the link below (or click here) to create your own account. Once you finish the training you will be issued with a certificate too!

This is particularly important in the current climate as many students will be using more digital technology therefore the risk of the online world increases simply due to the amount of time they may be spending on their laptops or mobile phones.

Students will also be sent this link to sign up as there are lots of courses that students can complete too.

<http://nationalonlinesafety.com/enrol/holy-family-catholic-school-sixth-form>