

FAMILY MATTERS

HOLY FAMILY CATHOLIC SCHOOL
NEWSLETTER



BLACK LIVES MATTER



ARTWORK BY MIA THOMAS – YEAR 12



@HFCSWaltham



www.holyfamily.waltham.sch.uk



@HFCSWaltham



HEADTEACHER'S MESSAGE

‘Black Lives Matter’

Co-founded by three black community organizers: Alicia Garza, Patrisse Cullors, and Opal Tometi after the death in summer 2013 of Trayvon Martin 17 year old African-American from Florida.

I am old enough to remember the appalling police beating of Rodney King in Los Angeles in 1991 and the fact that the white police perpetrators were acquitted after a circus of a trial that was never intended to deliver justice. At the time, people were horrified and there was talk of ‘never again’ and fundamental change. Sadly this change has still not happened. In a typical year the US police kill around 1000 people. Black men in America are five times more likely to be killed by the police than white men. George Floyd is sadly the latest in a long and tragic history of police killings in America.

The abuse of law enforcement in the United States has a long history too. African-Americans live with the continued scars of slavery. When slavery was finally abolished after the American Civil War, it was the slave-owners who were compensated for the loss of their slaves rather than any compensation being paid to the emancipated slaves. Few former slaves were made grants of land, or they were denied the possibility of purchasing land of their own. Within a few short years attempts at what was called Reconstruction in the United States first stalled and then were entirely overturned as the Jim Crow laws created a system of institutionalised slavery, inequality and exploitation that persisted until the 1960s. America has still not addressed these issues of racism and one of the consequences of this is the long list of black deaths at the hands of law enforcement officers who, ironically, swear an oath to ‘serve and protect’.

HEADTEACHER'S MESSAGE

There is also systemic racism and inequality in our own country and many of the issues that drive this have also not been addressed, have been allowed to fester and continue to be ignored. The coronavirus pandemic has brought some of these inequalities into sharp focus, not least with the much higher death rate of BAME people who have been infected with COVID19 compared to the white population. There are a number of reasons for this most of which can again be traced back to inequalities that affect the health of BAME people in the UK. These include inequalities in terms of employment opportunities, housing, access to health care services and education among others.

There also remains much prejudice in society. There is, perhaps, an air of civility in 2020, in that most people do not use overtly racist language, but that means that much prejudice is simply less overt today. Any apparent progress masks deeper inequalities that persist and that have a significant and detrimental impact on the lives of BAME people in the UK.

This week we have seen many examples of solidarity with the struggle for black rights and the fight against racism and racial discrimination. Many people have spoken about the possibility of this being a turning point in that long struggle. This may be true, there is always the possibility of real change at times of tragedy, but the lesson of history tells us that all too often the lessons of history are not learnt. What kind of world are we living in where a black man can have his life extinguished, asphyxiated under the knee of a white police officer? Will it be a turning point? We don't know. It is not enough that corporations post on twitter that 'black lives matter' or virtue signal their solidarity with George Floyd and his grieving relatives. Much of this is simply window-dressing. For there to be real change there needs to be a process of reflection on the part of everyone in society about what we should no longer be prepared to tolerate and accept or turn a blind eye to. There needs to be a process of education and re-education that takes place in a spirit of honest exploration about the sins of the past and the historical iniquities of slavery, colonialism and exploitation and a process of transformation of hearts, of spiritual healing, that is sometimes termed metanoia.

HEADTEACHER'S MESSAGE

We each have our part to play in our school. Our mission statement makes clear that we believe in the 'uniqueness of each person' who comes through our gates and 'the equality of all'. This is what we mean by a 'gospel value' because we believe that we are all made in the image of God, unique, wonderful and loved by God. If this mission statement is to truly mean anything then we must ensure that each and everyday we offer dignity and respect to every student, every member of staff, every parent and everyone else who is part of our school community. These words are all very well but how do we make them real and tangible?

The long overdue integration of black history into the school curriculum is one way in which our mission statement is lived out and is something we should be proud of in our school. Black history should not be a once a year event but should be woven into the rich tapestry of British and world history that is taught in our school. This has been a welcome initiative in recent years.

The work we do to ensure that every young person has the opportunity to participate in the full life of the school, be that through supporting students who cannot afford music tuition, subsidising the costs of the Duke of Edinburgh programme, offering the chance to engage in trips, visits and experiences that students may have thought were not for them, working hard to be an inclusive school that doesn't seek to exclude students unless we absolutely have to and that invests in the pastoral care and services that many of our young people benefit from. These are just a few of the ways in which we seek to ensure that we are a school community that seeks to address racial injustice and the injustice that comes from poverty and disadvantage.

Many of our young people are scared at the moment and for our BAME communities there is the additional fear of the impact of the coronavirus and the fear, anger and hurt that has been expressed so vividly this week at the appallingly violent death of George Floyd. This has resonated so much with so many of our staff and students.

HEADTEACHER'S MESSAGE

We have to acknowledge this and we have to recognise the impact of this trauma and do what we can to support staff and students at this time.

I cannot know what it must feel like to be a victim of racial discrimination, but I can have some understanding of how that might feel for members of our school community, both staff and students. I have had many conversations in the last week about racial injustice and I can continue to seek to develop empathy for the struggles and difficulties of others. I can continue to reflect on my life, my actions and my leadership of the school and pray for the Lord's help in finding both the courage and wisdom to support everyone at Holy Family with the struggles that people face in terms of racism, discrimination and thwarted opportunity.

There is so much potential in our young people, there is so much love and care for them and there is so much that we can do to develop our school so that our mission statement is not simply a set of words on a page but is something real and true and valuable as we seek to build a community of love and justice here at Holy Family. There will be mis-steps along the way, there will be moments of misunderstanding and hurt but, guided by our Catholic values there is always the possibility of hope in a better and more just future for everyone.

We pray for all our young people at this time and we pray that we will see some good come out of the senseless and tragic death of George Floyd.

HEADTEACHER'S MESSAGE

Update on the school and re-opening

This week we have seen a small increase in the number of vulnerable and key worker students attending the school. This has gone well and the procedures and precautions we have put in place have reassured staff and students that being in school is safe. I continue to meet regularly with our staff trade union representatives and we review our procedures each day ensuring that hygiene, social distancing and cleaning are all as effective as they can be.

The government has announced that it would like us to re-open to some Yr 10 and Yr 12 students from Monday 15th June. The guidance states that there should be no more than 25% of these students on site at any one time so the re-opening to Yr 10 and Yr 12 will be only a partial re-opening. I will be discussing our planning for this next phase of re-opening the school with our staff and their representatives next week and will provide you with a further update on Wednesday 10th June.

You may also be interested to know that OLSG primary school re-opened to Yr 6 pupils on Wednesday of this week and we are supporting them by providing the use of four classrooms in our Corpus Christi building so that they can next week accommodate more pupils in reception and Yr 1 on the OLSG sites.

Please continue to remember us in your prayers

Dr Stone

Headteacher





HEADTEACHER'S COMMENDATION



This week we have commendations for the following students:

First for **Adam Cassamally in Year 10** who has impressed Ms Pearce, his geography teacher, with his diligence, thoughtfulness and kindness over the period of lockdown.

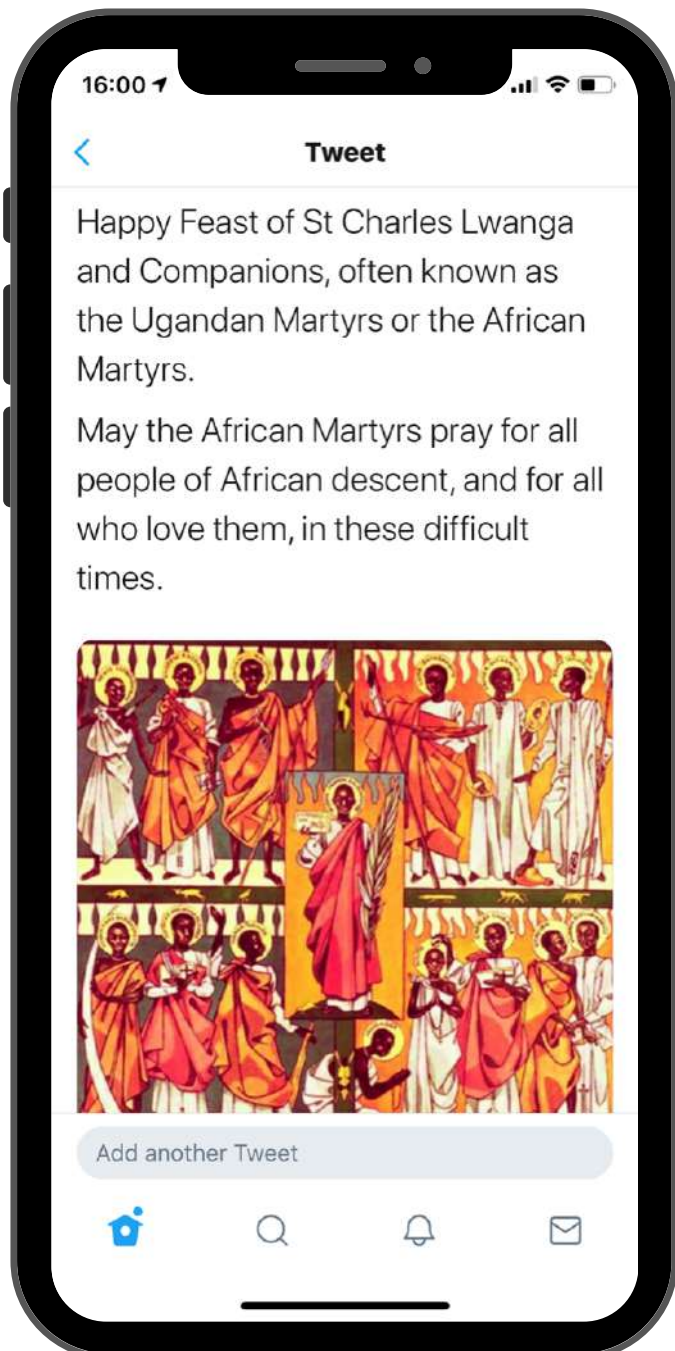
Second, for two of Mrs Belgrave's media students who have worked consistently well during lockdown and produced excellent work. They are **Mia Thomas in Yr 12 and Danika Weerasuriya in Yr 10.**

Congratulations to all of our commendation students this week.

SOCIAL MEDIA CATCHUP



@hfcswaltham



@hfcswaltham

Chaplaincy Corner

- Mrs. Grierson. Chaplain

Friday 5 June is World Environment Day. The foods we eat, the air we breathe, the water we drink and the climate that makes our planet habitable all come from nature.

In these exceptional times, to care for ourselves we must care for nature.

We've all noticed the birds singing louder and have seen brighter blossom, brighter flowers, as air pollution reduced during lock down. It's time to build back better for both people and planet.

This World Environment Day, it's Time for Nature. Tell everyone why you love nature and what you're doing to care for it using the #ForNature hashtag.



This coming Sunday is

The Solemnity of the Most Holy Trinity

and one of the few celebrations of the
Christian year that commemorates a
reality and doctrine rather than a person
or event.

We remember and honour the eternal God:
the Father, the Son, and the Holy Spirit.



Sunday 31st May was Pentecost Sunday



This is when we celebrate Christ filling the Church with The power of the Holy Spirit and sending it out into the world to bring his peace, joy and forgiveness to the whole of humanity.

A POP OF

POSITIVITY

WHAT'S BEEN YOUR SOURCE OF HAPPINESS & LAUGHTER THIS WEEK?

Angelina M

My dad making jokes .

Christian N

Playing with my brother

Malachi M

Being able to get a few stars during quarantine

Maxwell

Mr. Thrasivoulou said- 'Good work Maxwell - well done. Keep up the great effort - it is not going unnoticed.' and 'well done for completing Seneca quizzes!'

It made me feel happy because I was rewarded for completing the tasks.

Hannah O

My family

Noah

My dog

Jahrod W-R

Talking to my friends

Lorraine

I got to go outside after like 1 month

Tara H

My mum made some homemade burgers. They were very nice

Hannah

Siblings making me
laugh

Mia

Is spending time
with family

Michael T

Learning to make a
videogame.

Kristine

Being with my
family and being
able to contact my
friends

Aiesha

Seeing my
grandma every
Wednesdays and
selling hello to
her

Jakub

bike riding and
spend time with
family

Elizabeth

Baking

Meghan

Spending time with my
family and having
time to take care of
myself, and going
back to revising
languages.

Ayse

my cat

Quincy

Spending more time
with my family

Beverley-Joy

Boris Johnson saying
we can go out for
unlimited exercise

Wiktorja

Reading

ART & PHOTOGRAPHY



Marianne Hernandez, yr 12



Zuzanna Wolf, yr 12



Germaine Canlas, yr 12



Anna-Marie Ibiabuo, yr 12



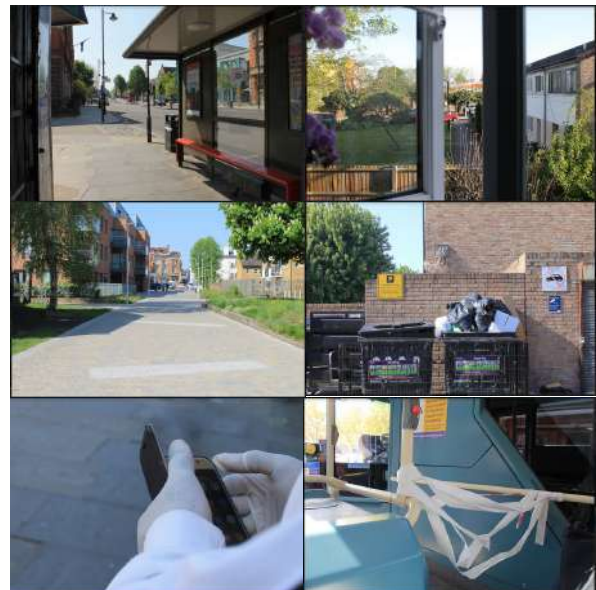
Bianca Gonzales, yr 12



Jezreel Copa, yr 12



Chole Contaldo, yr 12



Jessica Okere Agyei, yr 12

ART & PHOTOGRAPHY



Katrine Otomewo, yr 8



Mariya Katerina Leybak, yr7



Lewis Benjamin, yr7



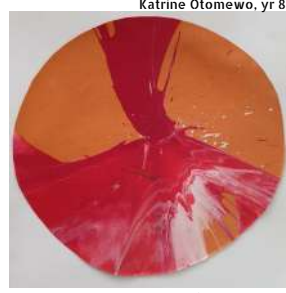
Juliana Villanueva, yr7



Abishan Athiraiyan, yr7



Terryana Agyim, yr7



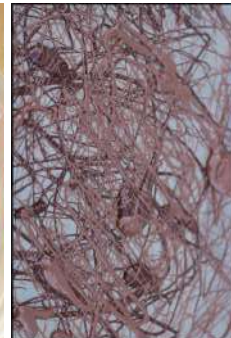
Gabriel Isichei - yr 11



Edvin Sugalski - yr 11



Aleesha Loates - yr 8



Ted Trivuncic - yr 8



Amelia Walas - yr 8



Kamil Nagorny - yr 8



Guilja Distefano, yr 8



Crystal Melonie, yr 7



Erin Gallagher, yr 8



Dovydas Simkus - yr 8



Ted Trivuncic - yr 8



Kaya Esnard, yr 11



Joseph Bearfield - yr 8



Helen Shaji - yr 8



Maria Fernando - yr 8



Laura K - yr 8



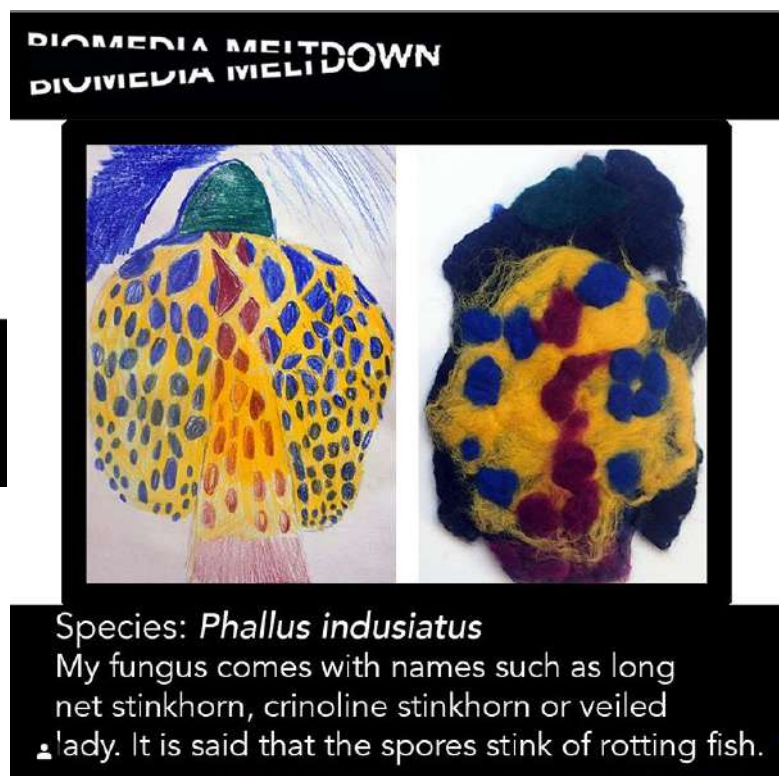
Nathan Chan - yr8



Tahalia Miller - yr 8

If you've been keeping an eye on our Instagram story you might have seen that this week has been the final public voting for the BioMedia Meltdown Competition run by The Linnean Society

There were 13 semifinalists in the 'Funky Fungi' category from Holy Family so you can notify the pupils if desired



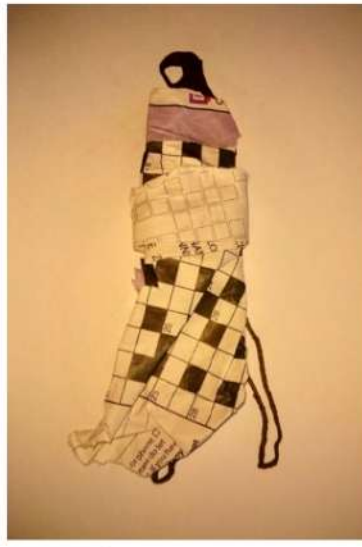
PRODUCT DESIGN TEXTILES

More Creative Sock Monsters by Year 7!



PRODUCT DESIGN TEXTILES

Year 8 - Fashion Designing using Paper Manipulation



PRODUCT DESIGN TEXTILES

Year 8 - Fashion Designing using Paper Manipulation



GEOGRAPHY

A Geography project done by Ulyssa Rillera in 8A. This is her 'Around the World at Home' project on Madagascar.

ACTIVITY SHEET 4: Around the world at home!
Today, you are going to find out about the people who live in your country and you are going to learn about population pyramids.

This is a population pyramid. It shows how many people live in a country.
The blue bars show the number of men, and the red bars show the number of women.
A population pyramid is split up into age groups (you can see these groups on the x-axis on the left hand side) to tell us how many young people there are compared to young people!

TASK 1: Visit populationpyramid.net and find your country's population pyramid on that website. Hover over the different parts of the pyramid to help you answer the questions below:

a) How many people live in your country? 27,610,256
b) How many boys are there aged 0 - 4? 2,034,999
c) How many girls are there aged 10 - 14? 1,627,254

TASK 2: It is time to describe the population pyramid of your country. Use the population pyramid on the website to fill in the gaps or circle the correct word in the piece of writing below.

The country I am researching is Madagascar. It is located on the continent of Africa. According to the population pyramid on the website populationpyramid.net, the total population of this country is 27,610,256. The number of boys aged 0 - 4 is 2,034,999 and the number of girls aged 0 - 4 is 1,627,254. The bottom of the pyramid is broader smaller than the top of the pyramid, which means that there are fewer less young people than old people. Population pyramids also show us the number of females and males within the population. The females are shown by the red blue bars. There are 1,034,132 females in the age 25 - 29 age group. There are 1,067,189 males in the age 25 - 29 age group.

ACTIVITY SHEET 5: Around the world at home!
Today, you are going to find out about the culture in the country you are researching! This means all the different foods, religions, celebrations and festivals that take place in this country.

TASK 1: Use the internet to find out answers to the following questions.

a) What are the main religions in your country? Christianity, Islam
b) Name a famous festival or celebration that takes place in your country. Saints' Festival
c) What happens at the festival you have named? The Saints' Festival is ancient in origin and takes place in late April/early May to give thanks for the year's first rice harvest.
d) Name three famous foods or dishes that people eat in your country.
* Romazava - a traditional meat stew with leafy greens
* Isakasy - a typical vegetarian dish
* Fozzy ny hena hisoa - a famous sea food platter

TASK 2: Choose one of the foods or dishes that people eat and create a recipe sheet for it! Include the name of the dish, the ingredients and a picture of it!

Recipe Sheet: Akaoka ny Sakaizava

4 whole chicken legs (thighs included)
3 cloves garlic, crushed
1 of inch ginger, grated
1 lemon, zested
1 pepper, sliced
1 onion, sliced
1/2 cup coconut oil

ACTIVITY SHEET 6: Around the world at home!
Today, you are going to finish off your project, thinking about everything you have learnt about the country you have researched. Don't forget to look back at your activity sheets to help you remember what you have learnt about!

TASK 1: Complete the sentences below.

a) I chose to study this country because when someone described the country to me, it sounded like such a beautiful, stunning country.
b) The thing I found the most interesting about this country was the festivals and celebrations. They seem really unique compared to the ones in the UK.
c) One thing I didn't know, which I know now, is that there were slightly more 25-29 aged females than males in Madagascar.

TASK 2: Put what you have learnt about your project into a picture. You could use the things you have talked about in your sentences above to draw in your picture.

TASK 4: Which country do you think you would like to learn about next, and why?
I think I would love to learn about New Zealand because one of my relatives live there.

ACTIVITY SHEET 1: Around the world at home!
You are going to find out all about a country somewhere in the world, and you get to choose where! You are going to do some research to find out about the country you have chosen so that you can complete the activities below!

TASK 1: Fill in the details for the country you have chosen to research.

COUNTRY Madagascar
CONTINENT Africa
CAPITAL CITY Antananarivo
POPULATION (how many people live there) 27,610,256

TASK 2: Complete the sentence on why you have chosen this country.
I have decided to research this country because I watched a movie related to Madagascar and found it really interesting.

TASK 3: Below you can see a blank world map. Using a colouring pencil, colour in your country and then using a pen label it neatly.

ACTIVITY SHEET 2: Around the world at home!
Today, you are going to look at where your country is located and what the climate is like there (how hot and cold it is and how much it rains).

TASK 1: Using the internet, answer the questions below.

a) What is the name of the country you are researching?
Madagascar
b) Is this country located to the North, South, East or West of the world?
South Western
c) How hot does it get in the summer and how cold in the winter?
Summer: 28°C Winter: 20°C
d) Does it rain a lot in your country or not very much?
The heaviest rainfall is between May and September.

TASK 2: You need to find out what the landscape looks like. Shade in the box if your country has that feature.

☒ Beaches ☒ Mountains ☒ Hills ☒ Rainforest ☒ Desert ☒ Rivers

TASK 3: Using what you have found out, draw a picture of what your country looks like. Try and use colour to make it look as good as possible.

ACTIVITY SHEET 3: Around the world at home!
Today, you are going to learn about empires and look at the history of your country!

TASK 1: Find the definitions of the following words:

Colony	A country under control by another country.
Independent	not depending on another for well-being or subsistence.
Empire	a group of countries or people ruled over by another powerful country.

TASK 2: Read the information in the boxes of the storyboard and create a picture to go alongside each one (like a cartoon).

<p>1. The British Empire was made up of Britain and lots of countries around the world that Britain ruled, such as Canada, Australia and New Zealand.</p>	<p>2. After 1612, Britain colonised India.</p>
<p>3. The colonies in the West Indies were founded in the 1620s. Britain used locals as slaves to make sugar and tobacco.</p>	<p>4. In the 19th century, the British built a second worldwide empire using sea-power. This involved many countries in Africa.</p>

TASK 3: Now, research your country to find out the answer to the questions below!

a) Was your country part of an empire at some point in its history? No
b) If your country was part of an empire, which other countries were also in that empire?

CAREERS

Click on the images on this page to find help & advice on your future careers



Spotlight on: Transport & Logistics - Rail

This week, we're shining the spotlight on careers on Transport & Logistics, with a special focus on the rail sector. Railways have been part of British life for 200 years, and today, the UK is home to over 10,000 miles of track. Rail journeys have doubled over the last 20 years and continue to rise, which means an extra 100,000 rail jobs will be created over the next decade.

Today's newsletter is your ticket to a career in rail - read on for all the key info, and click the links to learn more on the Success at School site.

Learn **Live**



WATCH NOW

| CAREERS



THE **CAREERS &
ENTERPRISE**
COMPANY

HELPING YOUNG PEOPLE
CHOOSE THEIR CAREER

BRINGING LIVE LEARNING
TO EVERYONE

CONNECTING LEARNERS
WITH THEIR FUTURES



THE EXPERIENCE PROGRAMME

Our mission is to give all young people access to the top. By connecting our national network of schools with industry leading employers, we open young people's eyes to the possibilities ahead of them.

Our programme is run through a simple, safe-guarded portal, giving students access to opportunities, schools an easy way to manage their work experience and employers the chance to diversify their early talent pipelines and meet their social mobility goals. Sign up today.

[Sign up today](#)



INTRODUCING SPEAKERS FOR SCHOOLS VIRTUAL WORK EXPERIENCE AND TALKS

LEARN MORE UNDER
THE **INSPIRATION** &
EXPERIENCE SECTIONS

Instructions can be found here

These talks are available for free to all year groups



JOHN VARY

- **DATE:** Friday 5th June, 10am
- **AGE GROUP:** KS4-5 / S4-6
- [WATCH LIVE TALK HERE](#)

This session will focus on our life lessons and advice theme, John will discuss his own career journey and developing resilience. His session will also take a look at future trends and the work of a futurologist.



CECE SAMMY & ASHER KNIGHT

- **DATE:** Monday 8th June, 2pm
- **AGE GROUP:** KS3/ S1-2
- [WATCH LIVE TALK HERE](#)

If you can speak, you can sing! Join Vocal Coach to the stars, CeCe Sammy and Singer/Songwriter Asher Knight to discuss how music has helped people overcome barriers and learn some singing techniques to help students focus too!



JULIAN JESSOP

- **DATE:** Tuesday 9th June, 10am
- **AGE GROUP:** KS4-5 / S4-6
- [WATCH LIVE TALK HERE](#)

Should the voting age be lowered to 16? Economist, Julian Jessop will discuss the debate with students. This talk would suit any student interested in politics.



DR FUNKE ABIMBOLA

- **DATE:** Tuesday 9th June, 2pm
- **AGE GROUP:** KS4-5 / S4-6
- [WATCH LIVE TALK HERE](#)

Dr Funke Abimbola is joining SFS to discuss 'Climbing mountains' – a session that reflects on Dr Abimbola's personal leadership journey, her journey to becoming a senior healthcare executive and lawyer and sharing top 5 tips for success!



CHARLY CLASSEN

- **DATE:** Wednesday 10th June, 10am
- **AGE GROUP:** KS3-5 / S1-6
- [WATCH LIVE TALK HERE](#)

A session on how sport has the ability to impact lives with a focus on demystifying the sports sector in terms of careers and jobs available across the wider sports industry.



MAYA JAMA & DOM&INK - IN PARTNERSHIP WITH PENGUIN TALKS

- **DATE:** Thursday 11th June, 2pm
- **AGE GROUP:** KS5 / S4-6
- [WATCH LIVE TALK HERE](#)



How to Build Confidence

British television and radio presenter, Maya Jama, joins freelance illustrator and author of Free to Be Me, DOM&INK, to discuss what confidence means to them, the barriers to developing confidence and how we can build our own confidence.

Have a question for the speakers? Email inspiration@speakersforschools.org



SARAH GAVRON - IN PARTNERSHIP WITH INTO FILM

- **DATE:** Friday 12th June, 10am
- **AGE GROUP:** KS3-5 / S1-6
- [WATCH LIVE TALK HERE](#)

Next Friday's Speakers for Schools event will be hosted by British, feature film Director, Sarah Gavron, who's film credits include the film adaptation of Monica Ali's award-winning novel, Brick Lane, British historical drama about the Suffragette movement, Suffragette, and the upcoming teen drama, made in collaboration with the creative team and the young people in the cast, Rocks, out later this year. Sarah has dedicated her career to accurately telling female stories and hopes to inspire more young women to enter the UK Film Industry. She is also motivated by using her experience and position to help open doors to those who looking to enter the industry from all backgrounds. The scarcity of women filmmakers in the UK is what motivates her own filmmaking, and her responsibility as a female director. Sarah will be answering questions and discussing her career, future projects and her influences.

They have a whole library of past talks you should check out
here

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
Digital taster day at Law 10 June - Leicester University	10 June	to register https://myleicester.le.ac.uk.form Asap
English Taster Class - Things fall apart by China Achebe - with Q and A	Monday 15 June 11.00-1200	Register from email
Digital Work Experience- Tata Consultancy Services 5 day digital programme	from 18 July	Register from email
Scholarships for prospective law students £2 million available across the fund	ongoing	scholarships@law.ac.uk
Digital Engineering, History, Politics And International Relations - Leicester University	16 June	to register https://myleicester.le.ac.uk.form Asap
Digital Biological and Natural Sciences, Chemistry. Business, Economics and Accounting taster day	Wednesday 17 June	as above

THIS WEEK'S CHALLENGE

			70
			32
			162

72 120 42

Fill the spaces with the numbers 1,2,3,4,5,6,7,8,9 so that the product of the three numbers in a row or column matches the number at the end of that row or column.

The Solution will be in next week's Family Matters

κῶνος (konos) n. cone (Ancient Greek)

conifer n.

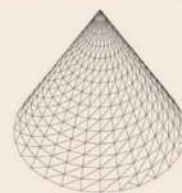
1. A plant, usually a tree, whose seeds are produced by cones



cone n.

1. A three-dimensional geometric shape that tapers smoothly from a flat base.

A pine cone is made up of several scales. On the upper side of each scale are ovules that develop into seeds after fertilisation by pollen grains.



@bossmaths

MATHS QUOTES

"In mathematics the art of proposing a question must be held of higher value than solving it." – Georg Ferdinand Ludwig Philipp Cantor

EMAIL MRS. ASANTE IF YOU HAVE ANY QUESTIONS.

$$B \lim_{x \rightarrow 1} \frac{ctgx-2}{2\sqrt{1-x^2}} Q'' \quad \int (x \pm a^2) \quad \sum_{n=1}^{\infty} \frac{A-C}{C} \quad \frac{A-C}{C} \quad S = \int \sqrt{1-x^2} dx$$

$$y = \frac{\Delta x}{\Delta z} \quad \ln = \ln a x \quad \sum_{n=0}^{\infty} \frac{x^n}{n!} \quad \sin a = b \quad \frac{A-C}{C} \quad S = \int \sqrt{1-x^2} dx$$

MATHS CORNER

last week's solution

6	5	3	4	8	2	7	9	1
7	1	2	3	6	1	7	4	8
8	9	4	7	5	3	8	2	6
9	4	8	5	6	7	9	1	3
1	2	5	6	3	4	8	7	9
3	6	7	2	9	8	4	1	5
4	3	9	1	7	5	2	8	6
5	7	1	8	2	6	9	3	4
2	8	6	9	4	3	1	5	7



Top 10 Students

01 May 2020 to 31 May 2020
 Holy Family Catholic School

1 . Kamil NAGORNY	117	
2 . Nevin ROYS	33	
3 . Keenan CHARLES	31	
4 . Thomas MASTERSON	12	
5 . Alisha IBIABUO	11	
6 . Bozhidar VASILEV	11	
7 . Raya HUTCHEON	6	
Finan W	6	
8 . Tayjah SMITH	5	
9 . Benita SEBASTIAN	3	



Walthamstow International Film Festival 2020

The Walthamstow International Film Festival has announced its programme of screenings for 2020.

The festival has been supporting film-makers from the borough since its inception in 2010 and invites submissions in the following genres: Documentary, Drama, Experimental, Animation and has a Young Person's category for those making their first film.

SMALL SCREEN FILM FESTIVAL LOCKDOWN EDITION 16TH JUNE 2020

7PM Start

#WIFF2020
#LeytonstoneLovesFilm

@lms_content



E17 FILMS



WOMXN



Forgotten



We are moving



Kayayo



My Photographs

SMALL SCREEN FILM FESTIVAL LOCKDOWN EDITION 16TH JUNE 2020

7PM Start

#WIFF2020
#LeytonstoneLovesFilm

19:00 - WIFF Introduction & Welcome to WIFF 2020

19:01 - Introduction from Ester Neslen and Litza Jansz to We Are Moving

19:02 - WIFF Screening 1: We Are Moving

19:05 - Introduction from Carol Gyasi to Kayayo

19:06 - WIFF Screening 2: Kayayo

19:11 - Introduction from Gystere to WOMXN

19:12 - WIFF Screening 3: WOMXN

19:18 - Introduction from Hassan Vawda to My Photographs

19:19 - WIFF Screening 4: My Photographs

19:23 - Introduction from Jordan Benjamin to Forgotten

19:24 - WIFF Screening 5: Forgotten

19:30 - JOIN THE CONVERSATION ON: Twitter/Instagram/Facebook



@lms_content



THE POETRY SOCIETY

The Foyle Young Poets of the Year Award 2020 is open for entries!

The biggest poetry competition for young writers is once again looking for the best poems by young people aged 11-17 from the U.K. and beyond. This year's award-winning poet judges – **Maura Dooley** and **Keith Jarrett** – cannot wait to read your students' work and perhaps even spend a week writing poetry with them at the prize winners' writing retreat.

How to enter the competition?

Students' work can be entered online using our quick and easy submission form. They can enter themselves or be nominated by parents, guardians or school staff. Please see our website, www.foleyoungpoets.org, for details and the competition rules.

We are always so delighted to receive work from schools and are aware that the adults who work with young poets are not just to be found in the English classroom.

Access: Our entry forms are available in a range of accessible formats. If you or any of your students require any information about the competition, in an alternative format, please don't hesitate to contact us at fyp@poetrysociety.org.uk.

We look forward to receiving your entries before the deadline of the 31 July 2020!

Best wishes,

Alice Watson, Education Officer

The Poetry Society, 22 Betterton Street, London, WC2H 9BX

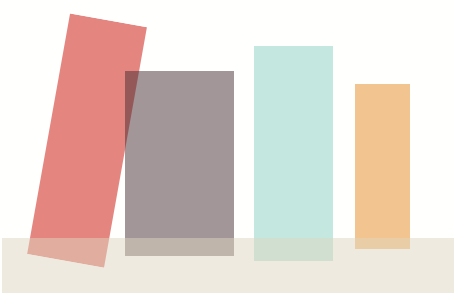
fyp@poetrysociety.org.uk



UNTIL
1ST JULY 2020

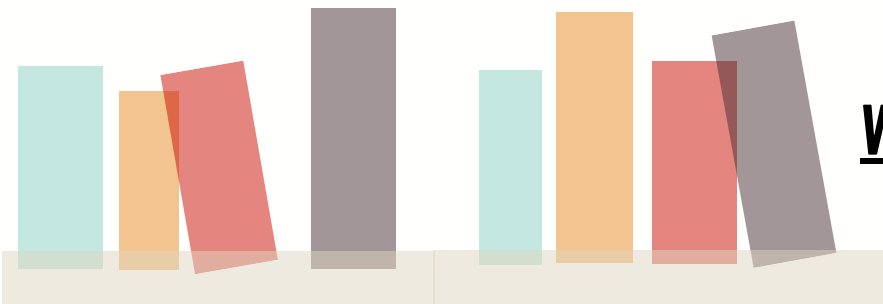
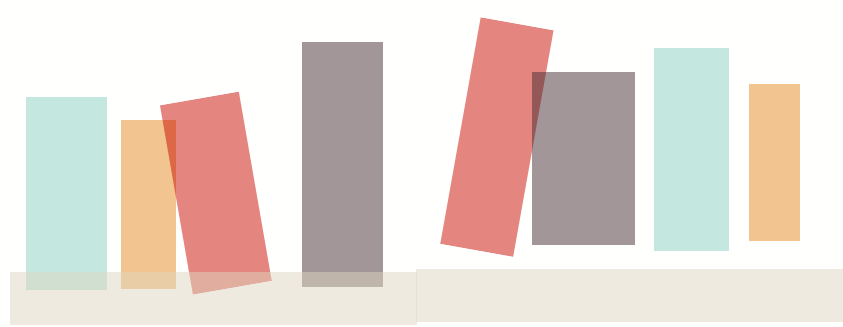


FREE ACCESS TO THE ONLINE ENCYCLOPEDIA BRITANNICA SCHOOL



THIS SITE WILL BE EXTREMELY
HELPFUL WITH RESEARCH HOMEWORK

THE PERFECT OPPORTUNITY TO
LOOK UP THE THINGS YOU'VE
ALWAYS BEEN INTERESTED IN
AND FIND ANSWERS TO
QUESTIONS YOU HAVE HAD FOR
A LONG TIME!



TO ACCESS, GO TO:
WWW.SCHOOL.EB.CO.UK
ID: **HFCSASF**
PASSCODE: **ACCESS**

**CELEBRATE YOUNG PEOPLE WHO HAVE
DONE GOOD THINGS, INSPIRED BY FAITH,
FROM YOUR SCHOOL OR PARISH.**

SHARE THE GOOD NEWS

Our screens have been filled with images of politicians and scientists; yet we know many young people have been brilliant in their creativity and compassion over the last two months

- A video of no more than 3 minutes in length, sharing a story of kindness, creativity, helpfulness or courage during the lockdown/isolation period.
- It could be that you narrate over pictures of what a young person has done, or that they tell their own story, or a bit of both.
- Please film in landscape (with the phone horizontal).
- Please include a sentence or two about the particular inspiration of faith - maybe it is a Saint that inspired them, or a line from the Bible, or an understanding of what it means to live in a Christ-like way. Keep it as natural as possible - let them share in their own words rather than scripting anything.
- As it will generally be teenagers who see such videos via our social media, it will be ideal if this is "peer to peer"; the young person featured should be roughly 13-23 years old.

Please ensure you have their permission for the video to be shared. Email the video to
frdominic@dioceseofbrentwood.org