

# S. Peter's Collegiate School

ISSUE 04 27/11/2020

## -Parent Bulletin-

### PRINCIPAL'S MESSAGE



Another week has flown by and once again many of the students have enjoyed their virtual learning experiences.

I sat in on a few lessons this week to try and get a feel of how the virtual learning is working. One particular lesson in Geography was fascinating and it was lovely to hear how engaged students were talking about China. Having visited China with a large party of students many years ago, this really excited me.

On Thursday, we were delighted to welcome back many of the students in Years 9, 10 & 12 and we really look forward to seeing the Year 8 students back from Monday next week.

The situation with Covid-19 is something that we have to manage daily and recently the impact on staff absence meant that we had to take the decision to educate certain year groups from home. It might come to the time when we have to take similar action again, but we have come a long way in in terms of the delivery of virtual lessons and setting work, in order for us all to enter such a position with increased confidence.

This week I had the pleasure to host the first ever Parents Advisory Group meeting. It was an absolute pleasure to have the opportunity talk to many of our incredibly supportive parents. It was pleasing to hear that people feel communication is improving and we have committed to trying to provide increased information regarding Assessment Target grades. We will also be focusing on uniform standards increasingly, as I have stated previously, and it would be excellent to have your support in ensuring students are not wearing trainers, hoodies or headphones in school.

The parents in attendance were also tasked with exploring the SORA reading app and feeding back as to whether they felt this would be a worthwhile investment for the school.

Reading is so important for all of our students and as someone who looks forward to reading every night with my own children (aged 11, 8 & 3), I know first hand the joy that reading can bring. As a school, we are looking at this as one of the key priorities for our continued development. By improving children's ability to read, we are also in effect improving their chances in examinations. Sometimes exam papers can appear to be almost cryptic and the power of reading will help unlock these questions for our student.

### Tribute to a much loved member of staff

A Memorial Bench to honour our former caretaker John Whitfield has been placed in our Garden of Reflection.



John was the caretaker along with his wife Penny for many years, retiring in 2005. He dedicated most of his working life and beyond to S. Peter's.

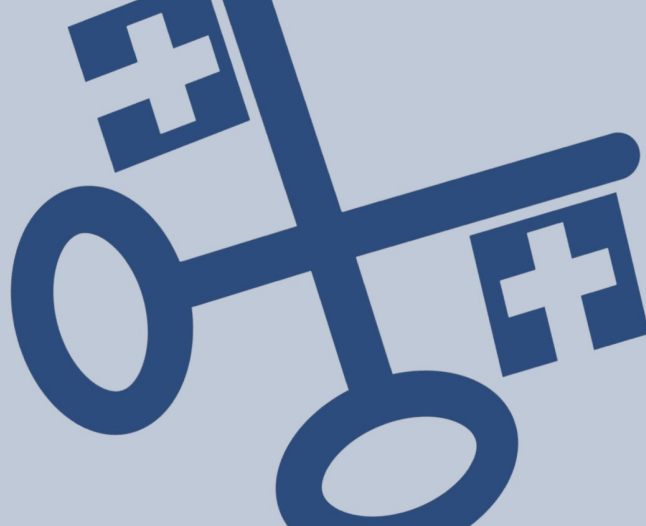
Many of our former students will still remember him, a kind and gentle man that was always willing to help.

The funds for the bench were raised by students and staff through the sale of cakes, samosas and a Christmas raffle.

A fine tribute for an outstanding man. Thank you John.

## REMINDERS:

- Uniform must be adhered to at all times
- Next week PSHE returns to a rolling programme starting Thursday Period 2 please remind pupils to bring their PSHE books on the day
- Wednesday 2nd December School Closed for Deep Clean



## ANTI-BULLYING AWARD ARRIVES

This week saw the arrival of our much anticipated Anti-bullying award. It is a wonderful achievement for the school and also the students that have worked on this project. Mrs Wilkes deserves a special mention for her hard work too!



## TOM SECURES BBC CHILDREN IN NEED FUNDING

Year 9 student Tom McDonald appeared on this year's BBC Children in Need together with his youth theatre group.

Tom and the rest of Wolverhampton's Central Youth Theatre group worked tirelessly over the past months, helping isolated young people during Coronavirus pandemic.

The news reached the headlines and the theatre group has now been awarded BBC Children in Need funding.

Wolverhampton's Central Youth Theatre has organised socially-distanced shows that have taken place in local gardens, and also via the video-calling app Zoom.

The venture supports young people across the City, including 14-year-old Harry, who has cerebral palsy. The help has proven invaluable, according to Harry's mother.

[Click here to watch Tom's performance on Children in Need](#)



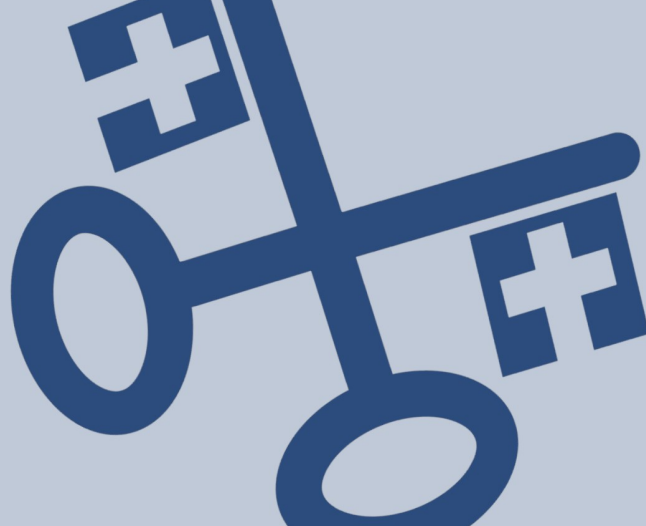
## Poppy Appeal

In the light of Royal British Legion not being able to send out Poppy boxes to schools as they normally would, our TA's in the SEND department decided that they were going to make felt Poppies to sell on behalf of the RBL, raising over £100.



## REMINDERS:

- The full enrichment and enhancement programme runs again from next Thursday (3/12/2020)
- Have you signed up for our Parent app yet? Email [speters@speters.org.uk](mailto:speters@speters.org.uk)
- Sixth Form 2021 application process is now open [click here](#)



## How do I keep my children safe online?

**H**ow can you teach your children to use the internet safely? It's a question we have been talking about recently, with a number of schools now asking pupils to isolate and work remotely from home, hopefully we can help answer some of your questions .

## Start a conversation about online safety

It can be difficult to know how to start talking to your child about what they're doing online or who they might be speaking to. But talking regularly, like you would about their day at school, will help your child feel relaxed and mean that when they do have any worries, they're more likely to come and speak to you. It can help to:

- reassure them that you're interested in their life, offline and online. Recognise that they'll be using the internet to research homework as well talking to their friends.
- ask your child to show you what they enjoy doing online or apps they're using so you can understand them.
- be positive but also open about anything you're worried about. You could say "I think this site's really good" or "I'm a little worried about things I've seen here."
- ask them if they're worried about anything, and let them know they can come to you.
- ask them about their friends online and how they know they are who they say they are.
- listen for the reasons why your child wants to use apps or site you don't think are suitable, so you can talk about these together.
- ask your child what they think's okay for children of different ages so they feel involved in the decision making.

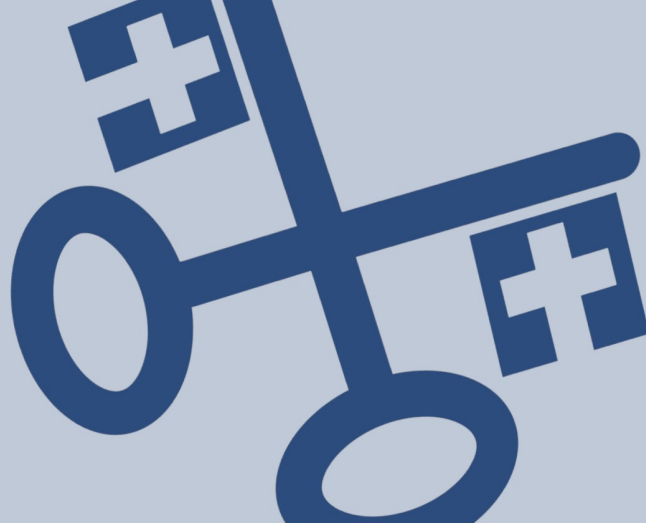
## WHAT DO I NEED TO KNOW ABOUT SOCIAL MEDIA?



## News in Brief:

This week we launched our new online system for planning, approval and management of educational trips, sports fixtures and all other clubs we run.

You may receive emails for your child's attendance/ participation in extracurricular activities over the coming weeks as we begin the rollout.



## Screen Time – How Much is Enough?

While many parents and carers may be worried about their children spending more time online during lockdown, it's important to understand what they're doing online rather than setting limits on their total screen time.

For example, a child may spend hours searching the internet, while another child may spend less time each day talking to people they don't know on a livestreaming or video app.

Asking them about the sites, apps and games they use regularly can be a great way to start a conversation and help you identify any risks in what your child's doing online or who they may be talking to. We've got some great tips below to help get you started.

You can also find online safety tips and information about social networks, apps and games for parents over on [Net Aware](#), in partnership with O2.

## Livestreaming and video apps

Many children will find it hard not being able to see their friends or family in person, and video apps can be a great way for them to stay in touch during lockdown when used safely, but there are also risks for young people.

It's really important to help your child understand how to livestream and use video apps safely and make sure they're speaking to people they know already. [Net Aware](#), in partnership with O2, has advice on livestreaming, including how to keep children safe on popular online apps such as [Zoom](#), [HouseParty](#) and [WhatsApp](#).

Young people may also be curious or explore risky behaviours online. Take a look the NSPCC advice for parents on [sexting and sending nudes](#) to help support your child.

## FACTS:

90 estimated cybercrimes recorded a day against children

67 children a day helped by Childline for suicidal thoughts and feelings

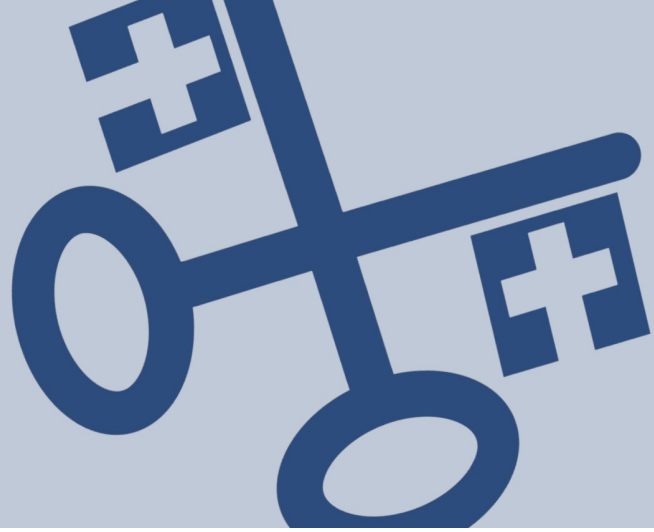
4000 Police recorded instances where Facebook apps were used in child abuse image and online child sexual offences last year



## Parent Links

[What is your child doing online](#)

[Social media parent guide](#)



## Social media is it safe?

Your children are also likely to be spending more time on social media during coronavirus lockdown. While social media can be a good way for children and teenagers to stay in touch with friends they're unable to see in person, it can also be unsafe. Children using social media may also be at greater risk of [online abuse](#) or [online bullying](#) during coronavirus lockdown.

A [recent NSPCC survey](#) shows that children turning to social media because they're feeling lonely or have poor mental health are at higher risk of being groomed online.

Talking to your child about what they're doing or sharing online can help you to understand any risks and keep them safe. Net Aware also has advice on popular apps, games and social media sites, including [TikTok](#), [Snapchat](#) and [Facebook](#).

## What are internet connected devices?

Many families have internet connected devices for their child or home. Internet connected devices are devices or toys that are connected to the internet via WiFi, Bluetooth or a physical connection like a USB cable. They can also be connected to each other.

Internet connected devices can send and receive data, respond to voice commands and be controlled remotely using a smartphone app. They can also be called 'the internet of things'.

Examples of internet connected devices include: Google Home and Amazon Echo, Fitbit and Apple Watch, smart meters, toys with voice recognition.

## Parental controls - what can you do?

How to set up filters on your home internet to help prevent age inappropriate content being accessed on devices in your home.

The 4 big internet providers in the UK – BT, Sky, TalkTalk and Virgin Media - provide their customers with free parental controls which can be activated at any time. They have come together to produce these helpful video guides to help you to download and set-up the controls offered by your provider. Click on your provider to see how to configure your settings.



## CONTACTS

Head of Year 7 - [jpeacock@speters.org.uk](mailto:jpeacock@speters.org.uk)

Head of Year 8 - [dsherriff@speters.org.uk](mailto:dsherriff@speters.org.uk)

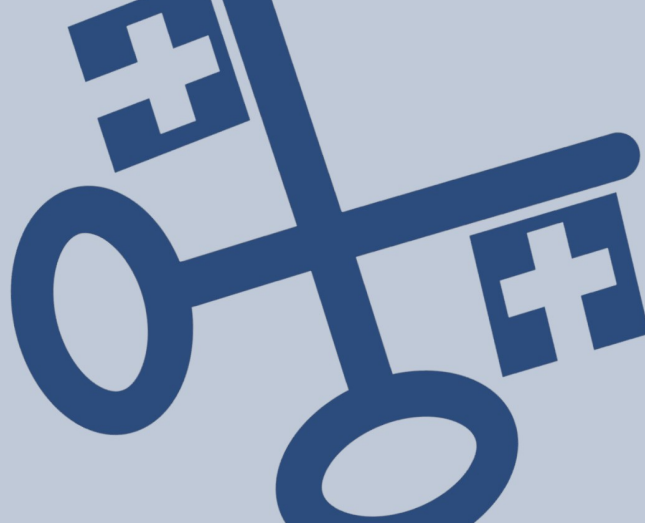
Head of Year 9 - [ajohnson@speters.org.uk](mailto:ajohnson@speters.org.uk)

Head of Year 10 - [dmaullin@speters.org.uk](mailto:dmaullin@speters.org.uk)

Head of Year 11 - [gsmith@speters.org.uk](mailto:gsmith@speters.org.uk)

Post 16 - [6thform@speters.org.uk](mailto:6thform@speters.org.uk)

For general enquiries [speters@speters.org.uk](mailto:speters@speters.org.uk)



## SPOTLIGHT ON GEOGRAPHY

Mr. Walker Head of Geography

**I hope this finds you and your families well in what are strange and unprecedented times.**

We, as a department, have seen a huge change in the way we deliver lessons to our students. Like many geographical adventurers of the past, we are exploring new territories and finding places in the school we never knew existed, we are even thinking of re-naming some blocks!

This week is the first week of online virtual teaching for Years 8, 9, 10 and 12 and we have been delivering a diverse curriculum.

Our intent has always been to expand and enhance students' subject knowledge and understanding and we have tried, since September, to implement strategies that allow lessons to remain, even in these times, exciting, fun and challenging. Hopefully, the impact is being felt by students and they've enjoyed a busy Autumn term of learning.

## Key Stage 4

In Year 9 pupils have been looking at the UK's greatest natural hazard - Flooding - and have been busy considering the management of projects and interventions. One class even took over the central corridor in A block, re-creating a river channel to examine its characteristics. Everyone, thankfully, remained dry! Year 10 have been exploring Coasts - a popular and exciting aspect of Physical Geography. Year 11 are currently looking at Development - a topic that encourages them to think about interdependence. Alongside this, they sat their first set of mock examinations; we have been delighted with their behaviour and positive attitude. Well done!

## Key Stage 3

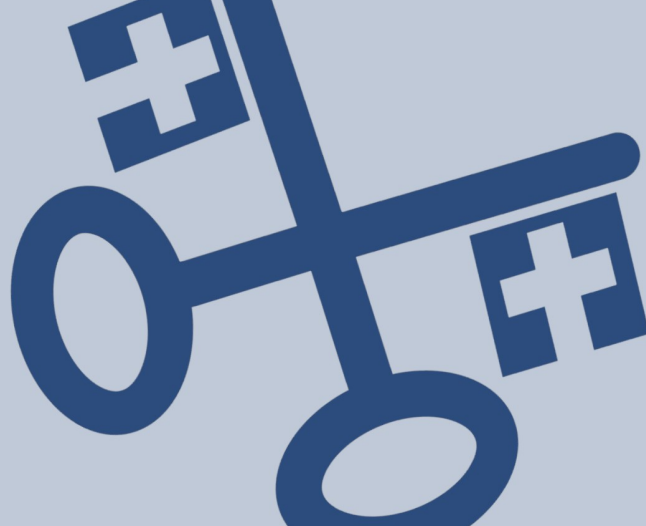
In Year 7, students have been studying Weather and Climate - particularly topical in 2020 - and they are now moving on to studying The British Isles. Year 8 have been examining World Ecosystems, with some classes having opportunity to examine ecosystems in our school grounds.

The pond in our environmental area is a diverse habitat, a great place to teach, and the frogs rather enjoy being the centre of attention for a while!



## Geography Facts:

- Continents shift at about the same rate as your fingernails grow
- The Dead Sea is currently 429 meters below sea level and sinking about 1 meter a year.
- Africa is the only continent that covers four hemispheres.



## Space and Place, Migration and Coasts



Year 12 have embarked on their A-Level course, impressing us with their engagement and enthusiasm. The course has begun with a study of Space and Place, Migration and Coasts.

Year 13 have been exploring the Carbon Cycle and Space and Place whilst busily collecting data in preparation for their independent investigations. Some have been visiting coastal locations (when permitted!) to undertake fieldwork whilst others have been using rural areas closer to Wolverhampton and their

home urban environment.

This year's collection of data has presented the students with all manner of challenges. If you would be willing to respond to questionnaires, please email me contact details. Your help would be very much appreciated.



Ben Turner (Year 13) collecting his data in Devon for his NEA

## Enrichment and Enhancement–Geography

All year groups have been encouraged to participate in the variety of activities that the department are offering beyond the classroom. Once the programme re-starts fully, do look at the timetable.

Thanks to the Year 11s who have responded so well to the revision classes - the take-up has been superb. Thanks, especially, to Mrs Tranter who delivers such useful sessions every Wednesday, after-school. They are a fantastic way of consolidating class learning and strengthening exam techniques.

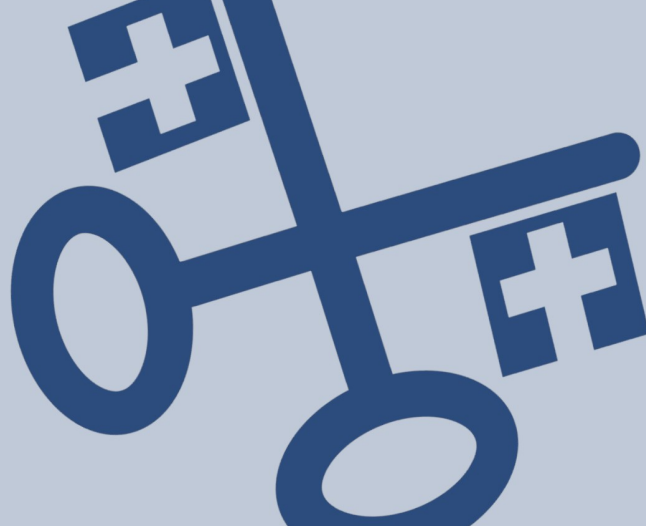
Before I sign off, the department are keen to recognise the hard work, enthusiasm and commitment of Harriet Godwin in Year 7. She is the proud winner of our 'Design a Flag for Antarctica' competition, having created a thought-provoking and artistic response to the task. Her design has been entered into a national competition, run by the UK Polar Network. Well done Harriet - and Good Luck!





## Geography in Figures:

- Cornwall is the county with the longest coastline (1,086km) followed by Essex (905km) and Devon (819km)
- The area of the UK is 94,525 square miles
- The UK has 37,793,171 addresses according to OS's address database.



## INTERACTIVE MAPPING



Here at S. Peter's, we look to utilise modern day interactive mapping techniques from Year 7 right through to Year 13. This can be as simple as showing a map of how China's population has changed in the last 50 years, and as complex as mapping the spatial dimension of regional socio-economic inequality in the UK. We can use a variety of techniques to do this, all of which enable geographers to visualise the issue and actively see changes over time. This can even allow us to make predictions of what might occur in the future. It is becoming increasingly relevant with regards to our changing climate, as well as understanding the extent to which our society is becoming more or less 'globalised'. Geographical Information Systems (GIS) allow us to make connections between two or multiple sets of data, and more impressively allows us to see where this takes place on a map (often in fancy patterns and pretty colours!). Even going online and exploring Google Earth is a fun way to have a go at some GIS, and dare I say it even the 'maps' on online computer games these days use sophisticated geographical mapping techniques! Who knows? Maybe all those hours spent gaming might come in handy one day...

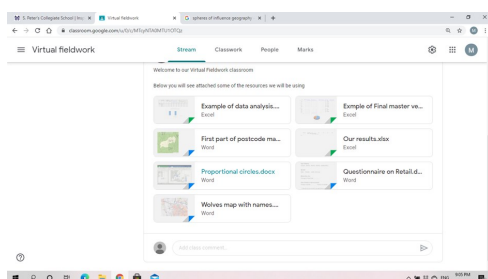
Mr. Nield

## VIRTUAL FIELDWORK

We have a new Google Classroom ready and waiting to welcome Year 9 –11 students who would like to participate in some virtual fieldwork. This will be run as an after school activity via Google Meet. The students will be able to safely gather field data, and share this with the group. We will firstly focus on the topic from our specification regarding urban geography and will study the sphere of influence of Wolverhampton. The joy is that all of this data can be gathered from the safety of our own homes! Each participant in the Google Classroom will then be able to learn the skills of managing their data, analysing it using ICT and statistical techniques and interpreting the results.

Finally, we will consider various hypotheses and expectations to determine if our data matches them. These are vital and transferable skills and are tested on Unit 3 of the Geography GCSE. We look forward to seeing the students getting involved soon. Details of start time and date to follow.

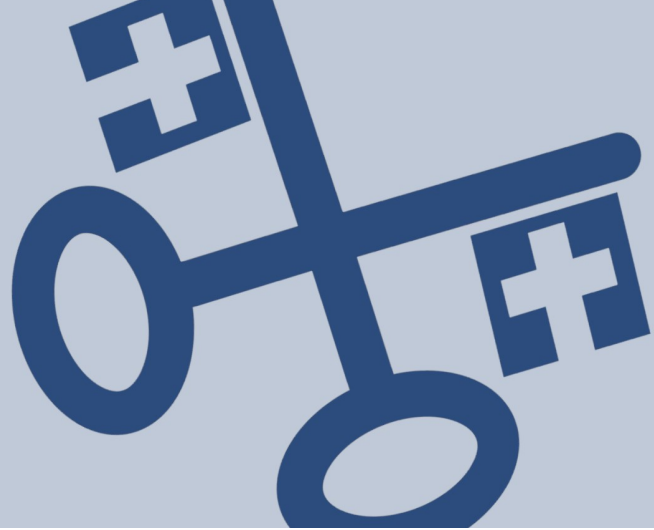
Mrs. Cotterell





## Famous Geographers

- Michael Jordan
- Mother Teresa
- Alexander von Humboldt



## GEOGRAPHY CAREERS

"There is no such thing as a geography job; rather there are multiple jobs that geographers do."

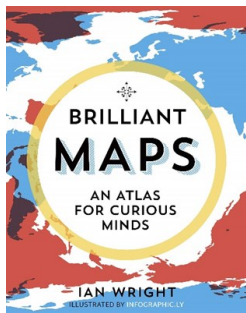


At S. Peter's we encourage our students to consider geography as a gateway to a diverse number of career pathways. The transferable knowledge and skills developed by studying geography are actively sought out by employers allowing graduate geographers to consistently experience lower than average levels of unemployment. A geographer's skills of being able to work with statistics and quantitative approaches, synthesise information and hold a broader understanding of society can be very beneficial in the business world. Geographers can understand different perspectives and their approach can be an invaluable tool in helping to plan new neighbourhoods, and protect or regenerate existing ones. It is estimated that 10% of the British economy is reliant on the use of geographic data collected by the Ordnance Survey and the Geographical Information Systems (GIS).

Geography links across the landscape, atmosphere, oceans and biosphere and how they shape, support and at times threaten our welfare. Whether working in hydrology, meteorology, conservation, ecology, environmental engineering, surveying, hazard response and management, there are a wealth of career opportunities between people and their environment.

Mrs Tranter

## Books for Christmas?



The Geography Department suggests the following:

The Atlas of Unusual Borders - Zoran Nikolic

Britain by Numbers - Stuart Newman

Brilliant Maps - Ian Wright

Prisoners of Geography - Tim Marshall

Book of Tides - William Thomson

It has been our pleasure to welcome students back to Geography lessons - and we look forward to the year ahead.

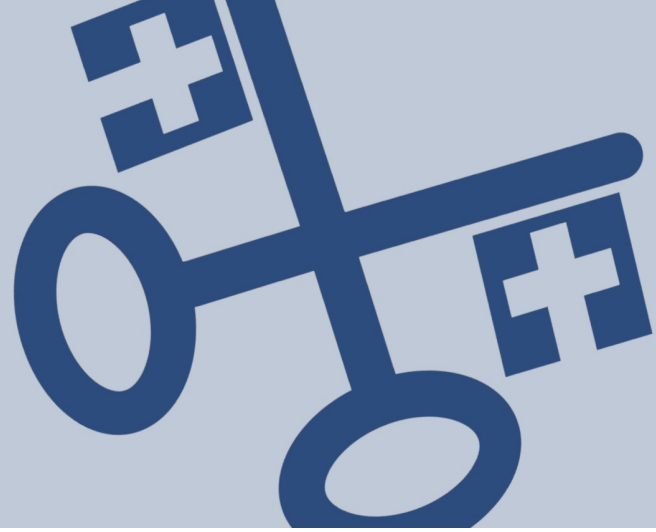
Rod Walker

Assistant Principal - Teaching and Learning & Head of Geography

[rwalker@speters.org.uk](mailto:rwalker@speters.org.uk)

## PRAYER:

Dear Father, in stressful times be my shelter, my rock, my hiding place and peace. May I know that you are 'in the boat' with me. I know you can calm the storm and 'get me out of there', but even if you don't and the situation is inescapable, I ask that you would shield me, crouch down with me in your arms and protect me so that I would know your presence even in the midst of the chaos around me. Thank you. Amen



## SIXTH FORM NEWS

Mrs Leek

This week in Sixth Form we finally managed to get a photograph of our newly appointed Head Boy and Head Girl meeting with Mr Arnold. Mr Arnold spoke of his excitement at what Tolulope and Kasharn can offer the lower Year groups in school, using their experience and skills they have in abundance

We have also opened our application process for 2021, the school website has all the details and we would encourage all of our Year 11 students to apply as quickly as possible.

The charity food bank collection is coming to an end this week, the generosity in our school is amazing we thank everyone for donating.

We have been busy getting the Year 12 students to sign up for Unifrog our complete destination platform critical in helping to write personal statements and teacher references to assist in their University application.



## FAITH MATTERS

PEACE in the TRIALS of LIFE! Twelve celebrities face physical and emotional stress, minimal rations, basic living conditions and of course trials! "It makes great telly"! (Ant & Dec)

In his first few days on the show, one of the celebrities, Jordan North, despite a fear of heights and snakes abseiled down a cliff, lay in an underground vault with thirty vipers and ate some unmentionables! Before each of these trials he was almost paralysed with fear which was probably why the Public kept voting for him to do them. Great telly! Incredible as it seems, even in the midst of the panic, the stress and the emotional turmoil of the trials, Jordan found mental strength and comfort thinking about his happy place - Turf Moor, home of Burnley FC. Of course Jordan, and his fellow celebs have CHOSEN to go through the trials but what happens when you face unexpected trials and tough circumstances suddenly hit us? Where do you go then? The sky was overcast, a strong breeze came off the sea onto Polzeath beach. My wife and I looked out across the water to the horizon and noticed a small dark cloud moving towards the land and growing bigger - quite fascinating. Then we realised it was a squall, heading in land, towards the beach we were on! We took hold of our boys (3 and 6 yrs old) and began to run towards the shelter of the car. We didn't make it. Suddenly the wind was upon us. I crouched down with my youngest, back to the wind, and held him close as the squall passed us. But he was safe in my arms. I looked up towards my wife and other son, still trying to run to the car, only to see them knocked off their feet by the powerful squall. It was kind of amusing and still makes me smile thinking about it, but they were okay, just a little disheveled!

[Read More Here](#)