

S. Peter's Collegiate School

ISSUE 11 29/01/2021

-Parent Bulletin-

PRINCIPAL'S MESSAGE



This week it has been an absolute pleasure to meet with the Head Girls and Head Boys from every year group. This virtual meeting was very enlightening as regards our student's experiences during lockdown. The overwhelmingly positive response was good to hear and the students were full of praise for their teachers during this difficult time. One element of lockdown learning/life that was pointed out however was the tiredness. The students linked this closely to screen time

and talked about the definite need for breaks. I have talked to many students and staff now and following these conversations in addition to the responses from the student and parents surveys I have also spoken to many other colleagues in different schools, all of which seem to be equally concerned around this area. As a school we will be looking closely at how to introduce some time dedicated for mental health and well-being, and I would encourage everyone to try to take some time every day just to have some still moments, easier said than done sometimes I know, but worth a try..

We are also looking carefully at our future curriculum models in school at the moment. There is a need for us to be creative in how we help students catch up again and also consolidate their learning in core areas in the future. We have to review the amount of subjects that students study and assess the impact of the last year on this.

We are constantly working with other schools and co-operation is often the best way of developing our own practice. Just this week Heads of Department all attended a training session led by John Clarke (Shadow Head teacher) at Walsall Academy, which is part of the Thomas Telford Multi Academy Trust, based on Curriculum. It was a fantastic session and it highlighted the importance of working together and not being too insular. On a similar note, it seems like exciting times are ahead and I hope that you will be able to join the virtual meetings that are about to be announced regarding the Three Spires Multi Academy Trust.

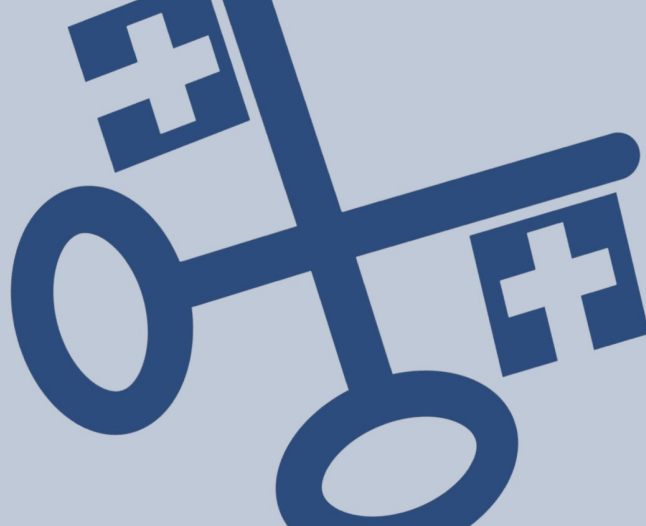
The announcement from the Government this week about possible returns to school on the 8th March was interesting, and we will endeavour to communicate quickly whenever we hear more details. We are all desperately keen to have everyone back, but until then we will continue to strive to provide the best experience we can virtually. This week I have had the pleasure of sitting in on two History lessons, they were absolutely brilliant. I could have stayed in those lessons all day. I studied History at school, but it was never as engaging as the sessions I witnessed this week! In many ways the facility for students to type questions can really help, certainly in these lessons it enhanced the lessons. There are many things that we will learn and take with us from the experiences we have had this year in schools.

I left the staff with a phrase this week in the virtual briefing notes, it has carried me through this week, so I thought I would share it with you:

'No matter what you face in life. Don't let go of God's hands', for me it says a lot. We are being helped along the way.

REMINDER:

- For those pupils attending school the bus service is not running, public buses are still running
- Free school meal vouchers are available to qualifying pupils



UCAS APPRENTICESHIP WEEK STARTS

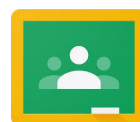
It's National Apprenticeship Week - Monday 8 February to Friday 12 February! We are teaming up with UCAS to bring a fantastic event to our Post-16 students.

This event delivered by UCAS will offer students the chance to discover something new about what's on offer and what's involved in studying while working.

- Hear from current apprentices about their experiences.
- Meet and speak to employers' apprenticeship providers about what opportunities await you.
- Get expert advice on choosing between your options after school or college.
- Join us live to find out how you can land your dream apprenticeship.

<https://www.ucas.com/understanding-apprenticeships/discover-apprenticeships>

REMOTE LEARNING UPDATE



Miss. Wheatcroft & Mr. Walker

Hello,

Hope this finds you all safe and well. We are at the end of our 4th week of the Spring term. It might sound strange to call this the 'spring' term after the snow we all experienced at the start of the week. We've been enjoying hearing students share stories of sledging, snowman building and family snowball fights!

A 'WELL DONE' to all of our students for their continued efforts and a special 'Well done' to our Year 12 students who have just completed their assessment week. Next week, our Year 13 students will be undertaking their first online assessments. We wish them well and look forward to seeing the results of their hard work.

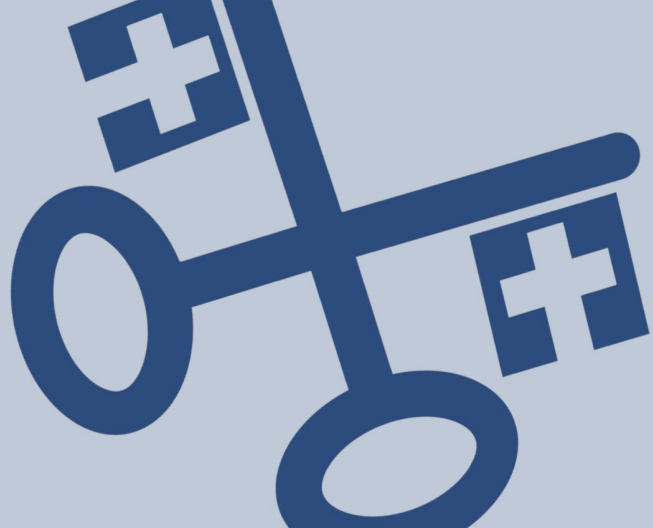
Last week, we wrote about the importance of off-screen time. We would like to re-iterate the message and offer some suggestions for what your child might like to enjoy when they're away from their devices.

[Click here for the activities](#)

CONTINUED

REMINDER:

- Pupils should be logged on and ready to access remote learning at 8:45 am each morning
- If your child has forgotten their logon details please email itsu@speters.org.uk



A number of Year 7 students have already taken up the challenge set by Miss Wheatcroft - they followed a French recipe for crepes, eaten for Candlemas (La Chandeleur) and found out about how the date is celebrated in France. Super off-screen Language learning Year 7 - Très bon effort!

Et voilà les crêpes! We're sure you'll agree that they look scrumptious.



◀ Here are Alfie Marston's and Harriet Godwin's efforts:

CAREERS EDUCATION CONTINUES VIRTUALLY

All of our students are actively exploring the Black Country Virtual Careers Expo which launched on 14th January using their resource packs which guide them through the various exhibitors. There are a number of virtual stands, talks and videos which can be accessed from employers, colleges, apprenticeships and much more, with two weeks still to go there is still plenty of time to explore.

[Click here for more info](#)

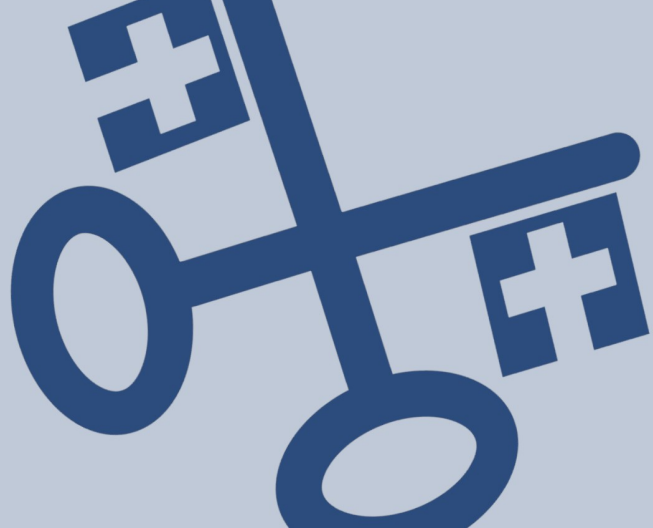
The UK University & Apprenticeship Search Virtual Fair took place this Wednesday 27th January. With over 95 exhibitors attending, including a full range of universities, colleges and apprenticeship providers, it was an amazing opportunity for our students to explore all the opportunities available to them. Many found the event extremely valuable, especially in the current climate where they are unable to visit Universities with their families.

And if those two events did not provide all of the answers, our students also had the opportunity to visit the Springpod Careers Fair on Wednesday evening which included a number of bookable talks from a range of employers. Our students were able to join the hundreds of other schools that are switching to online to provide the opportunity to learn from companies such as HSBC, Network Rail, EY and Cancer Research UK.

Mrs. Tranter

REMINDERS:

- Our website has a detailed section on remote learning found [here](#)



SPOTLIGHT ON DT — Mr. Buck

January is normally the busiest time on the year in Design Technology. Year 11 and Year 13 students would normally be in the middle of controlled assessment and would spend most of their time in the workshops. On most evenings we would be accommodating students who wanted to go further with their products and manufacture something really special. The sound of sewing machines, drills, routers and the smell of cooking would fill the air. It feels very strange to be delivering learning from a distance in a subject which by its nature is based on practical activity, But we are still delivering learning and doing our best to provide engaging and creative opportunities for our students.

KEY STAGE 3 - TEXTILE LANTERN PROJECT

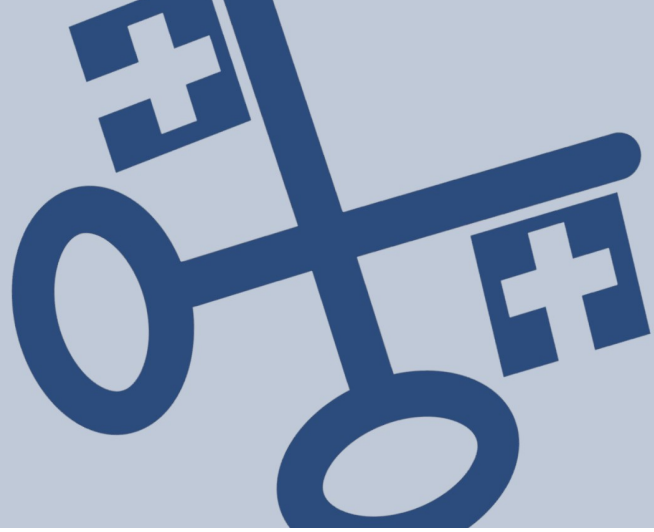
In the later part of the Autumn term students were able to access the workshops under Covid safe conditions and work on their practical skills. Year 7 worked on the design and manufacture of acrylic pens and produced textile samples for their bookmark projects. A number of food practical sessions were also possible. Year 8 students worked on Textile lanterns, timber storage and also benefitted from some cooking sessions. Much of this project work has simply been put on hold and will resume when we are able to return to school.



CONTINUED

USEFUL LINKS:

<https://www.theengineer.co.uk/>
<https://www.fairtrade.org.uk/>
<https://ventura.designmuseum.org/>



DESIGN VENTURA PROJECT FOR YEAR 9

This term Mr. Reed's product design students have worked on the 'Design Ventura' project led by the Design Museum in London. This is a live project where students design a product that could be sold in the museum shop. More can be found out by following this web link: <https://ventura.designmuseum.org/> The deadline for this project is in March. Mr Buck's students have been developing their technical drawing skills, specifically Isometric, Orthographic and perspective construction. Their skills are now being put to the test in a design project focussing on the development of an educational timber toy. Year 9 Engineering students have worked on a mechanical product which will be manufactured from aluminium, acrylic and steel, remote learning has focused on developing knowledge and understanding of engineering materials.



THE IMPORTANCE OF FAIR TRADE

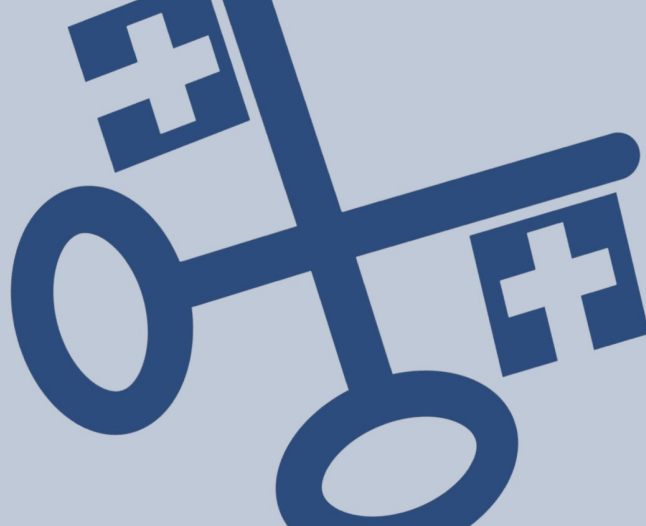
Miss Benton's Year 9 Hospitality students are working on a fair trade project, this has looked into fair trade and its global importance. They have had to plan, design and make a 2 course fair trade meal for a celebration of their choice. The next mini project Year 9 will be working on is a 'store cupboard' challenge, in this the students will have to plan, design and make a three course meal using ingredients from their cupboards/fridge/freezer at home and must not specifically buy ingredients for this challenge. This will help them learn how to adapt recipes and how to cut down on food waste by using leftovers if necessary.

During the Autumn Term our Year 9 textiles students worked on a mini NEA coursework task. They were set the task of researching textiles products that enhance a person's experience when attending a festival. They enjoyed some access to sewing machines and were able to build their confidence and skill. With changing pressures they moved onto a project that examined redesigning and assessing the successfulness of facemasks and PPE. Students have compared existing mask products and are able to state what makes a successful facemask in terms of how it works and aesthetic appeal. We learned that a facemask has a lot of criteria to meet in order to be functional and stylish! Models have been made at home, they are also looking at a virtual 'sew along' project making a mini drawstring bag using hand sewing techniques for their facemasks.

CONTINUED

REMINDERS:

- If your child is doing something during lockdown you think should be celebrated get in touch speters@speters.org.uk



Year 10

Engineering students have worked on exam theory and preparation tasks for much of the year so far. They have developed their knowledge about the roles of engineers in society, engineering calculations, technical drawing and material properties. This was in preparation for an exam scheduled for March, this has now been postponed giving the groups more time to practice and prepare. It is likely these exams will now take place in May/June.

In Product Design students started the year developing hand drawing and computer aided design skills as part of their Alessi styled project brief. With a return to home study they have now started work which will prepare them for their NEA brief in June. They too are competing in the 'Design Ventura' competition going head to head with the year 9's. It will be interesting to see who comes out on top in March!

Our Textiles students made great progress before Christmas and were constructing hooded garments from adapted patterns. Since the start of lockdown they have been continuing with project work from home.

In Hospitality students have been working on exam theory and preparation tasks since we started back in September 2020. So far they have examined the environment in which hospitality and catering providers operate and how provisions are managed. During lockdown Year 10 have worked on 'how hospitality and catering provision meets health and safety needs' With the current circumstances and impact on the hospitality industry there has been much to discuss.

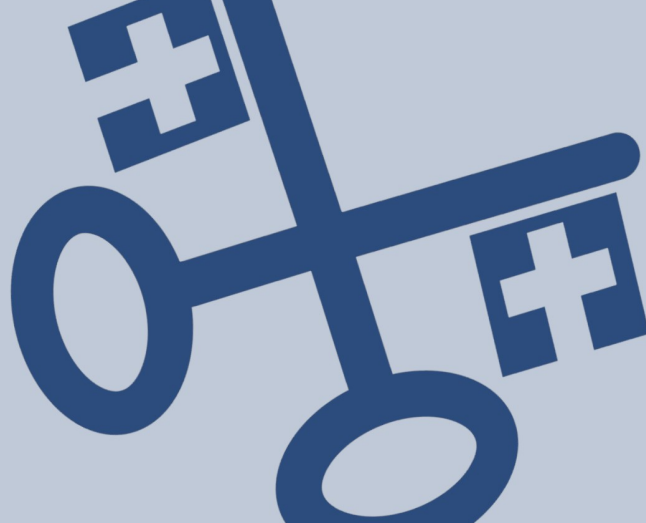
It is looking extremely likely that we are going to need to use Centre Assessed Grades (CAG's) as part of our Year 11 assessment this year. Year 11 students have been working hard and will need to complete as much of their projects remotely as they can. This means Design Technology students will need to complete design folios for both Textiles and Product Design that show comprehensive details and planning for their products. Engineering students will need to work on synoptic projects and will receive details of a revised brief shortly after the 12th February. Year 11 Food students will need to complete coursework to the highest possible standard. All this work will be needed so that S. Peter's staff can make fair and appropriate judgements regarding student performance and ability.



CONTINUED

REMINDER

- We are continuing our 'Bake Off' challenge
- The safeguarding team are in school each day to offer support contact them on:
safeguardingteam@speters.org.uk



KEY STAGE 5:

Year 12 Product design students were close to entering the workshops and manufacturing their design movement inspired products when we entered lockdown. Despite not being able to realise their concepts some high quality design work had been completed. They are now completing folio work and conducting initial research and preparation for their major design projects which will commence from Easter.

Year 12 Engineering students have spent a good part of the year developing their knowledge of mechanics, using mathematical principals such as algebra and trigonometry to solve physical problems. Some practical workshop experience has been gained and they have been able to complete part of their assignment work. It is hoped that they will be able to commence team based manufacture work on our return.

HEALTH & SOCIAL CARE - Miss Jasmin

This term, Year 9 Health and Social Care students have been focusing on human life stages and the areas of development: physical, intellectual, emotional and social (PIES) as part of their BTEC qualification. During the term, Year 9 have investigated how people grow and develop over the course of their life, from infancy to old age and the different factors that may affect them.

Component 1 Human Lifespan Development is an internally assessed unit, which makes up 30% of the overall BTEC qualification. The remaining components taught in Year 10 and Year 11, include:

- Component 2: Health and Social Care Values - an internally assessed unit
- Component 3: Health and Wellbeing - an externally assessed unit

Throughout Component 1 Human Lifespan Development, Year 9 have gained an understanding that an individual's development affected by life events, such as bereavement, parenthood, moving house, illness and disease. Students have also observed how individuals can adapt to these changes as well as the types and sources of support available.

More recently, students have been researching the "attachment theory" as a way of encouraging analytical thought regarding human development. The students have found that, attachment and bonding are important for human development and survival of a child. They have also discovered that in establishing healthy childhood relationships it can help an individual to feel secure, loved, and ready to face the world.

Some of our Year 9 Health students had to consider factors that can help to create resilience in children and adults for example positive childhood experiences through a presentation where they concluded that having a supportive and secure environment can help people to cope with adverse life events better.

CONTACTS

Head of Year 7 - jpeacock@speters.org.uk

Head of Year 8 - dsherriff@speters.org.uk

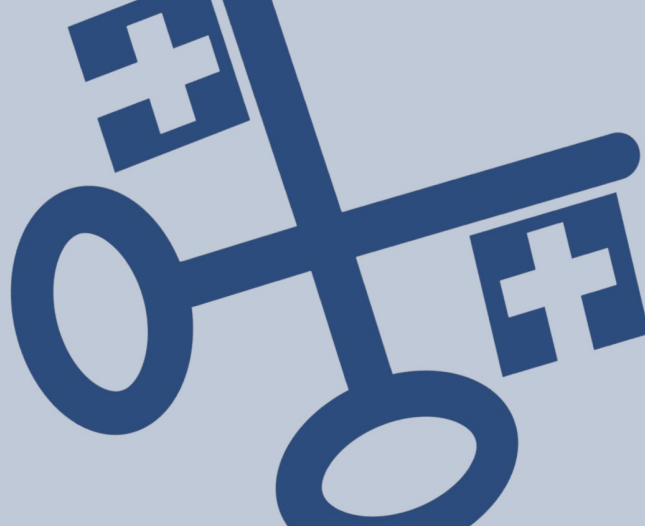
Head of Year 9 - ajohnson@speters.org.uk

Head of Year 10 - dmaullin@speters.org.uk

Head of Year 11 - gsmith@speters.org.uk

Post 16 - 6thform@speters.org.uk

For general enquiries speters@speters.org.uk



With many of us working and studying from home due to life events out of our control, Year 9 students have found the component significant due to current circumstances we are experiencing.

Year 9 have produced work, which focused on the following questions:

- How can unexpected life events factors affect emotional and mental health?
- How can we provide support to those in need?
- What factors contribute towards a negative and positive self-concept?

Year 9 students have produced PowerPoint presentations on a range of factors that can affect an individual's mental health and the support available. Additionally they have produced work on what factors create a healthy self-esteem by researching positive and negative influences in our environment.

Development and Importance of Self-concept

By Misbah Akhtar

What is our self-concept and why is it important?



Self-concept includes two key elements:

Self-image and self-esteem. Self-esteem describes a person's overall sense of self-worth or personal value often, part of the development of our self-esteem stems from what others might think about you; your environment.

Our Self-image is a mental picture of yourself. Self-image is important because how we feel about ourselves affects how we feel about others and how we interact with others and the world around us. A positive Self-image can boost our physical, mental, social, emotional and spiritual well-being.

Developing a healthy self-concept:

1. Be nice to yourself-

This is key, as you should not be harsh on yourself, your health is more important than that!

2. You be you- Understand that you should be you; you are perfect just the way you are, If people cannot see that, they are not the right people.

3. Nobody's perfect-

You are good enough! Everyone makes mistakes, so do not be harsh on yourself!

4. Focus on what you can change- Rather than focusing on the negatives, focus on the positives!

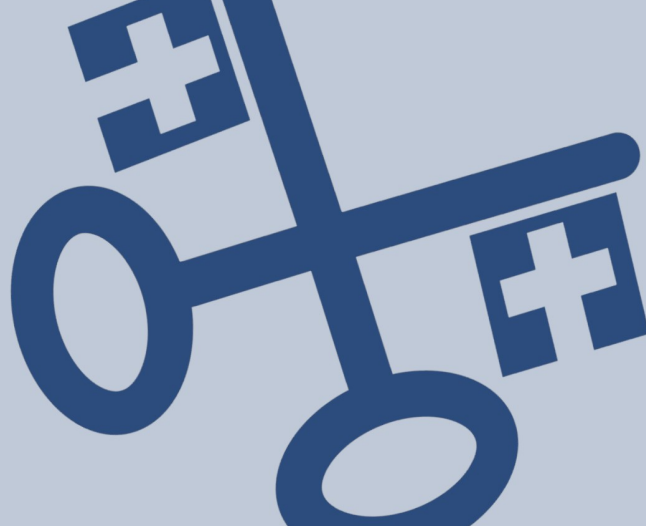
5. Do what makes you happy!-

Enjoy time with the people you love, and do things that make you happy!



REMINDERS:

- Encourage your child to take regular screen breaks
- Keep well hydrated during online lessons



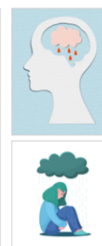
What is mental health?

Mental health: A state of well-being, in which an individual realizes his or her own abilities, can cope with the stresses of life, can work productively and fruitfully, and is able to make a contribution to their community. Mental health is extremely important, as it includes our emotional, psychological, and social well-being. It affects how we think, feel, and act.



Depression

Depression is a low mood that lasts for weeks or months and affects your daily life. Some symptoms of depression include feeling unhappy or hopeless, low self-esteem and finding no happiness in things you usually enjoy. However, depression affects people differently in different ways, and can cause a wide variety of symptoms. Many people with depression also have symptoms of anxiety. There also can be physical symptoms, as well as mental symptoms, and they can range from mild to severe. There are so many possible causes of depression and it's believed that several of these forces interact to bring on depression. Treatment for depression usually involves a combination of lifestyle changes, talking therapies and medicine.



Support Available

How to access mental health services

Mental health services are free on the NHS, but in some cases you'll need a referral from your GP to access them. There are some mental health services that allow people to refer themselves.

If you're at school or college, mental health care may be arranged for you using services such as Base 25.

Some mental health problems can be managed without the help of a GP. There are a variety of materials available and local organisations offering help.

You can also try the mood assessment quiz, on the NHS website (link below) which is designed to recommend resources to help you better understand how you feel.

<https://www.nhs.uk/conditions/stress-anxiety-depression/mood-self-assessment/>



www.anxietyuk.org.uk
www.mentalhealth.org.uk
www.mind.org.uk
www.youngminds.org.uk

MINDFUL MINUTES

As life may seem a little confusing for some of us right now, taking care of our health and wellbeing is essential. We each have our personal ways of coping with trying life events, whether that be turning to God, Prayer, exercise or cooking our favourite meal.

I would like to share with you some simple ideas on how you can include “mindful minutes” into your day, which I hope you find useful.

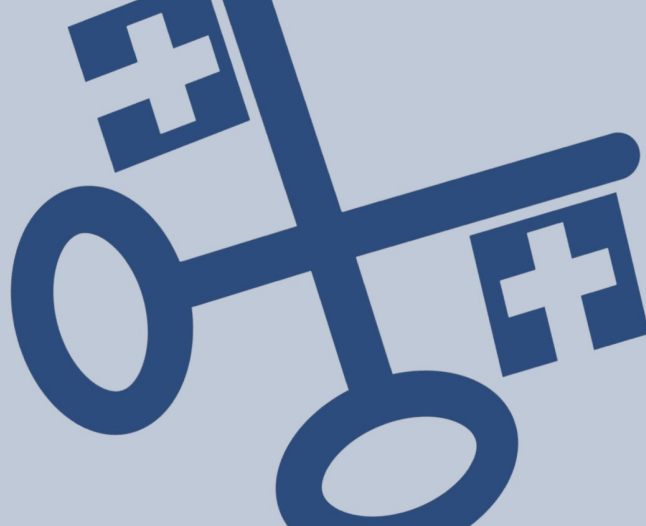
Meditation and mindfulness have become two popular methods of coping with everyday life, supporting well-being and as an alternative therapy to treat some mental health conditions such as anxiety, depression and panic attacks. Using mindfulness through meditation or Prayer is a healthy way to keep check of your mind, thoughts and behaviours. I like to see mindfulness as a way to take care of our health, allowing us time to consider our thoughts and feelings. By having time to ourselves, through mindful minutes we can continuously better ourselves and remain in a state of self-care.

Though we do not have many hours to spend sitting in peaceful solitude, it is healthy for us as busy parents and students, both physically and mentally to spend some time aware of our thoughts, to focus on our breathing and overall health if we are to maintain balance and happiness.

If you are not sure where to begin with adopting a few mindful minutes into your day, try one of the methods below.

REMINDERS:

- Have you signed up for our Parent app yet?
Email speters@speters.org.uk
- Sixth Form 2021 application process is now open [click here](#)



Guided meditation

Using guided meditation is a good place to start if you are not comfortable with complete silence. You can use any guided meditation video on YouTube. Listen to this once in the morning, and once in the evening. Use a daily mantra or affirmation from the guided meditation throughout the day, the purpose of this is to provide a comforting reminder or strength to endure whatever experiences life is presents to you.

You do not have to sit to meditate, take a position that is most convenient for you.

Conscious breathing

Being aware of our breathing, at any point during the day is one of the best forms of mindfulness as we frequently forget that we are only human, our body can only take so much. If we do not take care of it, we risk malfunctioning. Whether you work long hours at the office, sit at a desk, stay home taking care of the children or even have a busy assessment schedule coming up, conscious breathing at regular intervals during the day can help to offer you a moment of peace also a check on that blood pressure!

Wherever you are during the day, set yourself a time when you will specifically focus on inhalation and exhalation. Close your eyes for a moment and think about; where you are, what you are doing, why you are doing it, how it makes you feel.

Then come back into your awakened life, open your eyes and begin again. Repeat this throughout the day and before you sleep. You don't need to silence your thoughts, all you need is to be completely present in what you are doing at that moment; your mind does not need be miles into the future thinking about events that may *never* happen. Just present, as you are now.

Woodland walking

Use the outdoors as a way to connect with life. Enjoying nature and the surroundings helps to keep our feet on the ground, humbled and a reminder of the true value of life. Indulging in nature is healthy for the mind, whilst you connect with the outdoors note particular surroundings, which make you feel new at peace, happy and joyful. Sit for a while and absorb the natural settings, be lost in appreciation that you are breathing, alive and able to see the things you see.

Two minutes in the car

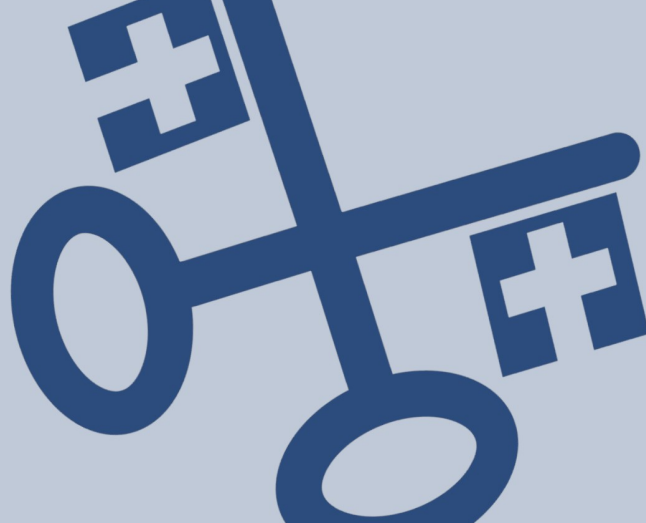
When possible, squeeze in some mindful minutes in the car to unwind. Apply the conscious breathing method or even a guided meditation CD to allow yourself time to rejuvenate.

Remember the goal is not about silencing your thoughts; it is about hearing your mind and choosing the thoughts that provide us with comfort. When we think too far ahead, we become anxious or depressed. Use your deep breathing method in the car; you could even use a chosen affirmation to say to yourself, which I have included for you below. .

CONTINUED

LINKS:

- For a better mental health [click here](#)
- Are you worried about someone [click here](#)



I am at ease with myself, I rest and relax when I need to, and taking each moment as it comes without worrying about the future.

I can handle uncertain times; during moments of chaos, I know I can find peace within my heart, within myself.

Gratitude

At the heart of each meditation method, is gratitude. Being able to remain in a state of gratitude enables our mindful living. Consider the things you are grateful for as you wake and as you lay down to sleep, encourages more of the good things to enter your life. Keeping a journal of your thoughts is a good way to start your gratitude journey; log the things you are grateful for each day. Creating healthy daily habits during this time we are enduring can each help us to remain centred, calm, reflective and optimistic.

Whichever method you choose, begin sooner rather than later. As always, I am available via jjasmin@speters.org.uk

See you all soon.

Miss Jasmin

ONLINE ASSESSMENT SUCCESS

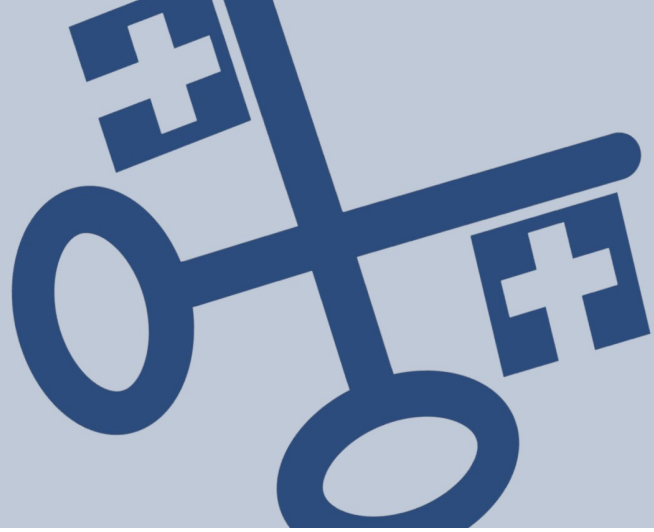
Last week we completed our first whole year group and subject series online assessments with our current year 11s, following the change in Government policy which led to school being shut to the majority of our students. We have been working behind the scenes to ensure that we could assess our students with confidence to ensure that we can be objectively optimistic and realistic about their centre assessed grade (CAGs) outcomes at the end of this strange academic year. Changes were made to the assessment calendar and department staff have worked diligently to alter and amend assessments (and in many cases totally rewrote them) to account for the delivered content of their subjects. The assessments have been great success, with the vast majority of students completing all of their subjects during the allotted week. This current week has seen the same process applied to our 12 students and the following week will be the year 13s. While these assessments are not as ideal as ones sat in the examination hall, the adaptability of the staff and students to this change has been fantastic as we aim to ensure that we are able to validate the CAGs to be awarded in the Summer with confidence.

Our students deserve celebrating for the way in which they have taken to this change in learning and assessing with the majority showing great maturity. The process has also confirmed to staff that, for the most part, they can feel secure about the grades that students have attained. The programme is now to be continued through the other year groups, as the skills developed over the past few weeks can be used to benefit all.

Mr. Gardner

REMINDERS:

Our weekly Frog Blog is available on the school website click [here](#)



Live Life: Live Faith

bringing the relevance of faith to the reality of life!

The Cheerful Giver

“So many people need help in our community, I had to put my faith into action and do something in these difficult times” explained Tolu Jide-Ojo As Head Girl at S. Peters Collegiate School this attitude comes with the position; Tolu has to be a role model and set a good example for others to follow. However, it is abundantly clear that she has a far deeper motivation for giving up time to consider others. Inspired by her Christian faith, Tolu not only ‘talks’ compassion but ‘walks’ it too! She mobilised her church, The Redeemed Christian Church of God, into collecting, sorting and packing food donations for The Well Foodbank www.thewellwolverhampton.co.uk Over several Wednesdays, the volunteers prepared 20 large boxes of items which Tolu and her family delivered to The Well, to be distributed over the Christmas period.

When asked why she took the charitable action she replied “My faith adorns everything I do and directs me in all areas of life. It’s easy to talk about something but harder to actually put it into practice. As a Christian we are called to serve others”. She explained her inspiration came from 2 Corinthians 9:7-8 which refers to ‘The Cheerful Giver’.

“Each one must give as he has decided in his heart, not reluctantly or under compulsion, for God loves a cheerful giver. 8 And God is able to make all grace abound to you, so that having all sufficiency in all things at all times, you may abound in every good work”.

“I think the calling to servanthood transcends beyond the longing for recognition. I believe it is a heartfelt desire that calls us to something greater than ourselves” said Tolu. “I want to leave a

Share your story of faith in action by emailing Joe at jmaggs@speters.org.uk

