



Trinity Catholic High School

Christmas 2022 Newsletter





Headmaster's Message

Dear Parents and Students,

'The Good Ship Trinity' is now heading to port with its precious cargo, its captain and crew working as hard as ever. We have weathered some storms and seen some plague ships on the horizon, black sails against the blue sky. Nevertheless, it has been a very successful voyage, teaching and learning have thrived, co-curricular clubs have grown in popularity, whilst on the sports field teams such as our ladies' football teams and Year 10 basketball cohort are achieving great success. Of course, the religious/liturgical life of the school has deepened. Education and our faith go hand in hand so perhaps it is most significant that the only mention of Jesus before adulthood was when he attended the debates in the Temple. He must have been 14-15 years of age, regarded as a young male adult and so allowed to participate. The teaching method was Socratic, question and answer. This is teaching and learning at its best as well as most enjoyable. We are still committed to enhancing that at Trinity.

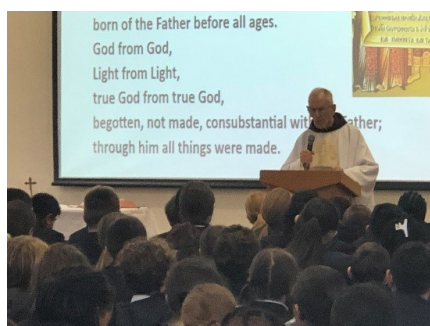
To conclude – on behalf of my Chairman and Governing Board I do thank all members of our school community for their hard work, commitment and support over the last term. We wish you and yours every happiness for the Holy Season and beyond – A very Happy Christmas to you all!!

Dr P.C. Doherty OBE
Headmaster



Catholic Ethos

Liturgical life and Chaplaincy have been busy this term. Ms Afonso's appointment as assistant to Mr McCarthy in his role and responsibilities of Chaplaincy has been timely. In keeping with the school ethos and tradition, staff and students meet daily in the chapel on Lower Site for mass; it begins at 8:15am, is concluded by 8:40am and is well attended – a perfect way to start the day and guide God's children down the right path. The Eucharist is at the heart of the school and we are pleased at how much our students appreciate that Christ is at the heart of our community.



Year 7 were welcomed into the Trinity family with Chapel lessons about the relevance and blessings surrounding the sacraments; we help them understand that this is more than a Sunday obligation. On the Feast of St. Francis of Assisi, Year 7 received their official welcome from the Headmaster in St. Thomas of Canterbury Church; they each received their small personal crucifix - the 'San Damiano cross'; mass was led by Fr Quintin.

Our students receive a reminder every day on the virtues of a Catholic school family through our prayers. We also remind them to perform random acts of kindness such as giving compliments or praising each other for their many achievements. We focus on two prayers, recited daily: *The Angelus* and the *3 o'clock prayer* to remind us of the suffering of our Saviour; we also say Grace before meals each day.

This leads us onto our '*cost of living crisis collection*' where we asked students to donate items of non-perishable food to support two of our local Catholic parishes - St Thomas of Canterbury and St Anne Line. Feeding the homeless and those less fortunate than ourselves is a corporal act of mercy and this would be a singularly spiritual action performed by our students. Besides, if each student donated one item, we would have more than 1,600 and could give 800 items to each parish, a powerful action in the name of our Lord.

During October, each class had the opportunity to partake in a beautiful form of prayer—'The Rosary'. We want our students to witness this expression of 'popular piety' to encourage them to pray in a variety of ways. It is our aim to offer rich, diverse and vibrant methods of prayer to our children so that they encounter God and experience a loving relationship with Him through many different ways.



Catholic Ethos

Also, students have been witnesses to Christ revealed in the lunette in a small monstrance; they were led through a meditation where we prayed for our brothers and sisters in Ukraine. This experience was a mini retreat that allowed students to pause, reflect, think and be grateful for their many blessings. They have learned to put their problems into perspective, as here at Trinity we are blessed abundantly, but can sometimes forget or take life for granted.



Recently, a residential retreat to SPEC Centre in Pinner, Harrow was organised and a group of Year 10 and Year 11 students chose to experience a different way of deepening their faith after their Confirmation. The aftermath of the Year 11 mocks, reflections on their future life and the need to reconnect and redefine their relationship with God were dealt with nicely through activities laid on by a youth team of committed Catholic men and women. Hopefully, our group was inspired by the young men and women to defend their faith and be proud, as the theme of the retreat was 'Jesus is your true foundation'. They weathered 'make believe' potential storms that could encompass their lives and decided how to solve and cope with problems; they also honed in on their leadership skills. Our students grew to trust each other and some made friends for life. Feedback was overwhelmingly positive and all staff who attended were so proud of how our students conducted themselves in an unfamiliar setting that was out of their comfort zone.



As in the wider community, November was very busy here at Trinity. We began the month with our Holy Day of Obligation mass for All Saints, then followed the next day with a service for All Souls Day. Each class in their Theology lesson were given time to reflect and pray for their loved ones. We also had regular lessons and prayer sessions on the remembrance of the dead, which culminated in two major events: Armistice Day and Remembrance Mass. On 11 November, the school fell silent after a prayerful liturgy of remembrance, which focused on our brave men and women - our soldiers, past and present. Trinity, along with the nation, observed the two-minute silence and local neighbours came out to watch as our students stood in single files, reverently and respectfully, as the service took place. The Sixth Form and Headmaster laid the poppy wreaths in our act of 'remembrance.' We also held a beautiful mass in remembrance of the dead, led by Mr Conolly, where the entire school staff community and all of Year 7 heard the names of lost loved ones read aloud. It was a poignant moment.



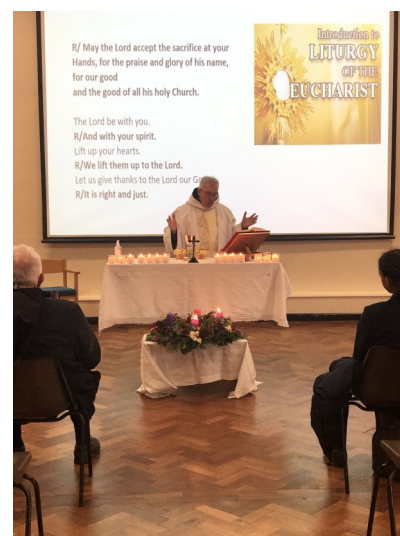
Another Advent is upon us and we started it with much enthusiasm - our assembly was presented to each year group with an advent wreath, where the first of the five candles was lit in preparation for the birth of our Saviour, the Son of God, the Incarnate God in humanity, Jesus Christ.

Catholic Ethos

Other highlights of the term were more solemn and sad – the deaths of Her Majesty the Queen and our very own Fr Pat Sammon. We had in a book of condolences and flowers for both of them in our Lower Site Chapel. Our Theology classes were given time out of their lessons to write in the books and spend time in the comfort of the Chapel as they prayed for both our late monarch, HRH Queen Elizabeth II, and the parish priest of Our Lady of Lourdes, Wanstead - Fr Pat.



Each Wednesday there is Eucharistic Adoration, which is growing slowly but steadily, with Ms Afonso who explains and shows the small number of students how adoration should take place. Also, we joined forces (in spirit) with our persecuted Christian brothers and sisters, as we all wore one item of red clothing on our non-uniform day to raise money for Aid to the Church in Need, which supports those around the world who are persecuted for their faith. This also raised awareness of how lucky we are in our home country, as many are persecuted in other parts of the world for practising Christianity. Lastly, a small group of students and some staff attended the exposition of the relics of St Bernadette where a little glimpse of Lourdes, France was brought to Wanstead, East London.



This term has truly been busy and full of student participation, which encompasses the belief and testimony that Christ is at the centre of everything in Trinity, as with Christ we flourish. During this term, we have all flourished. We look forward to next term, the Lenten term, where a lot more will occur and new experiences will be witnessed.

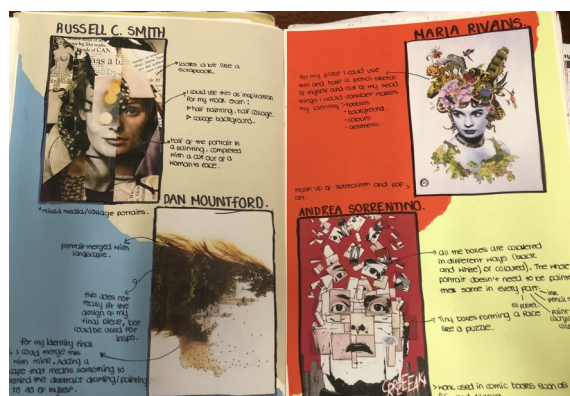
Arts and Cultural Development

A key aim for Arts subjects this term was to increase student access and participation in the creative arts beyond the timetabled curriculum. The Music department's contribution remains unparalleled, with approximately 10% of the whole school participating in extra-curricular music activities. As in previous years, the following music events run weekly: Rock and Pop, Glee, Wind Band, Orchestra, Junior and Senior Choirs and Ukulele Club. The Junior and Senior Choirs have also collaborated this term with students from St Antony's Primary School on a carol service, which took place at St Thomas of Canterbury Church on 6 December.

The following new clubs have been established by Arts faculty subjects this term: Key Stage 3 Drama, preparing a performance of *A Christmas Carol*, Illustration, Lego and Key Stage 3 Film.



Film and Media Studies students also had the opportunity to take part in an enrichment day at the BFI (British Film Institute) in November.



Arts and Cultural Development

Also new for 2022 is the introduction of LAMDA examinations to develop students' public speaking skills and to support them in being able to express ideas with increased commitment, conviction and clarity.

LAMDA examinations also count towards both Duke of Edinburgh and UCAS points.



"There are certain people that speak so well that they can convince you of anything. I signed up for the course in public speaking, mainly to build the confidence that great speakers have. I think being able to present ideas clearly is going to be important in any career."

In A Level Photography, a set of digital drawing pads were purchased in response to examination board requirements for students to develop and demonstrate drawing skills as part of the exam. Being able to digitally manipulate photographs is also a great way to ensure that our students are equipped with the skills they will need to work in the industry.

"The new digital drawing pads are brilliant. They have enabled me to add complex illustrations onto my photographs. This term I've been exploring Greek myths, designing my own crown of leaves and embellishing my work with wings and gold inspired by Icarus and Midas."



Black History Month

B:M2022

TIME FOR CHANGE: ACTION NOT WORDS

In our effort to honour the words 'action not words', this year we honoured black history and black her-story as well. Too often the black female historic past is forgotten or overlooked so as a whole school body we looked to "take action" and address that crucially important historic narrative as well.

Staff and students at Trinity celebrated Black History Month through a series of events as outlined below:

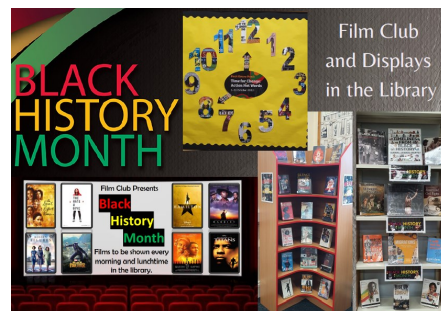
The Bethan Library:

On 7 October, poet Karl Nova visited Trinity. His sessions aimed to nurture and develop students' skills and enthusiasm towards reading, writing and poetry. Karl Nova is one of the UK's leading poets and hip-hop artists, delivering his work in his own unique, witty and energetic style.

The library's film club also featured movies about black history – films included 'Hidden Figures' and 'Hamilton'.

"I think it is a good thing to learn about racism and equality. I like the films and the displays as they could help us learn about the past of others. I have learned things I didn't know about the history of black people and racism."

Maison Y7



The Theology Department

KS3 students learnt about Sudanese-Italian St Josephine Bakhita – the first black woman to be canonised in the modern era. St Josephine Bakhita is the patron saint of human trafficking. KS3 students attended a short session in front of the Blessed Eucharist, where they spent a few minutes praying for all victims of human trafficking and gave thanks for the witness of Bakhita as part of Black History Month.



Black History Month

The Home Economics Department:

During the month of October, Key Stage 3 students undertook a Windrush Cuisine Experience. Through research and practical activities in class, students looked to honour the resilient pioneers of the Windrush and celebrate the many generations of African-Caribbean and Caribbean-British descendants in Britain today. Through the study of Caribbean, Creole and African food, students learnt about and celebrated the influential impact of migration on British society since the 1948 arrival of the Empire Windrush.



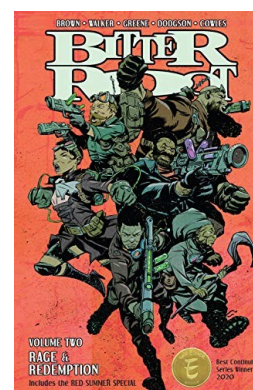
Year 8 Jamaican Patties



Year 9 Jerk Chicken

The Art Department:

Year 8 students continue to study the work of Sanford Greene as part of their study of comic art. Sanford Greene is an American comic book artist who has contributed to Marvel Comics, DC Comics and Dark Horse Comics. He has illustrated for Marvel's Power Man and Iron Fist series and DC's Justice League Unlimited. Students researched his Bitter Root comic series which debuted in November 2019.



Site Displays:

Posters adorned both sites and noticeboards were updated to celebrate Black History Month.



Black History Month

Year Group Assemblies:

The Head Girl and Head Boy led a team of Sixth Formers and Key Stage 3, 4, and 5 Curriculum Ambassadors in presenting assemblies to Years 7-11 about the history and importance of Black History Month.

Aims of Black History Month 2022

- To promote knowledge of black history, culture and heritage
- To present information on positive black contributions to British society
- To raise awareness of black history cultural events during BHM
- To inspire a personal interest to find out more about BHM

"In the Black history month presentation, in my opinion, we were able to demonstrate the aims to promote and celebrate the contributions of those with African and Caribbean heritage to British society and to foster an understanding of Black history in general."

Olivia – Y13

The English Department:

In English lessons across the key stages, students explored a range of literature from black writers, including Chimamanda Adichie, John Agard and Tatamkhulu Afrika. As part of their study of dystopian literature, Year 7 students learnt about the South African apartheid. Students were shocked to learn about racial segregation and one student commented that it is "important that history does not repeat itself."

The History Department:

Students were immersed in the study of black history in their history lessons throughout October. Year 7 learnt about the kingdoms of West Africa during the Middle Ages; Year 8 students learnt about black Tudors and Year 9 students learnt about the contribution of black soldiers in World War I. Students produced some excellent research work.

The Maths Department:

In Key Stage 3 maths lessons, students studied an academic article about three African- American mathematicians: Dorothy Vaughan, Mary Jackson and Katherine Goble Johnson. As the United States raced against Russia to put a man in space, NASA found untapped talent in a group of female mathematicians that served as the brains behind one of the greatest operations in U.S. history. Vaughan, Jackson and Goble Johnson crossed all gender, race and professional lines, while their brilliance and desire to dream big, beyond anything ever accomplished before by the human race, firmly cemented them in U.S. history as true American heroes.



Careers

It has been a busy term for our department and a real pleasure to introduce new students to the world of Careers, including the Unifrog platform that we use from Year 7 upwards. This term, students in all year groups have participated in digdata challenges with Lloyds Banking Group; Insight Days with ACCA, the NHS, Mazars and Santander; Scholars programmes and an online Fashion conference organised by students at Oxford School. Applications have also been submitted for many upcoming opportunities, including a BFI Residential Film Academy, post-18 apprenticeships and pathway programmes at some of the U.K.'s top universities.

On 19 October, students were invited to participate in a post-16 Options Afternoon in the St Joseph's Common Room. Over the course of the afternoon, we were joined by representatives from eight different sixth forms and colleges, including Waltham Forest College, Big Creative Education, Leyton Sixth Form, Leyton Orient Trust and Redbridge Dance & Drama Centre.

Students had the opportunity to discuss the wide range of qualifications available at each institution (including A Levels, T Levels, BTECs, Level 2/3 courses and apprenticeships) and their admissions procedures. There was also a chance to meet current students, who provided a personal insight into student life and what it is like to transition to their institution. All students in Years 10 and 11 attended during the school day, with students in all other year groups welcomed after school.



Careers

On 14 November, Year 10 students who are currently studying towards the ASDAN Careers and Experiencing Work Short Course with Ms Leaman received a visit from two Trinity alumni, Bridget Baker and Ronak Rathore, who are now on the Higgins Management Trainee Scheme.

Both Bridget and Ronak are working towards degrees in Chartered Surveying and Construction Management, while also working 4 days a week in Higgins' Head Office in Loughton and on site in London. They gave us an overview of the Construction industry, highlighting that there are many roles available that students might not have considered, both on and off site.

The Year 10 students prepared thoughtful questions that explored how to break into the industry, the advantages of a degree apprenticeship and our visitors' future plans. It was wonderful to see how knowledgeable and passionate our alumni feel about their chosen industry, and to hear about the success they have achieved in only a year or two since leaving school.



We are looking forward to welcoming Juliet Thomas, an illustrator and Picture Editor at the Financial Times, and colleagues from the 'Wize Up' Financial Programme at the Jack Petchey Foundation next term.

Co-curricular

It has been another busy start to the school year at Trinity for co-curricular activities.

We start again with the Physical Education department, which has a wide range of co-curricular clubs on offer every week, resulting in fixtures for most of the sports covered, but in particular Netball, Football and Rugby.

Sports

The Year 7 football team had a very impressive start to their competitive fixtures this year with a 14-1 win against Mayfield; they have shown an extremely high level of performance. The students taking part were, as always, a credit to themselves and the school. Year 9 lost their opening match to a very strong Woodbridge side; they competed extremely well throughout eventually losing 6-2. Girls' football has gone from strength to strength with an extremely well-attended session where they play competitive games. The teams are currently entered into the Redbridge 7-a-side league, where they remain undefeated, and the Essex Cup 11-a-side, where they are also undefeated.



Girls' basketball club is a general pick-up session where Years 7-11 come together to learn the fundamentals of the sport and apply them in various game formats. Those showing exceptional skill levels have been selected into local teams.

The school has performed particularly well in the recent District athletics tournament where there was almost a clean sweep of victories in all year groups. Out of around 20 schools, the results were as follows: Junior Girls, Inter Girls and Senior Girls all achieved 1st place as a school, performing unbelievably well to finish in 1st place overall. Junior Boys and Senior Boys again placed first overall, with the Inter Boys finishing second. Overall, it was an outstanding achievement by all, with quite a few individual district champions who will be selected to represent Redbridge going forward.

Co-curricular

Duke of Edinburgh

We run a fully inclusive Duke of Edinburgh Award for Years 9-13 from Bronze to Gold level. Bronze was launched to Year 9 this half term, and we are expecting a take up of approximately 140 pupils. The Silver Award currently has 45 students from Years 10 and 11 enrolled, and the Gold Award currently has 16 students from Years 12 and 13. Seven of the Gold Award students in Year 12 are also enrolled onto the Lowland Expedition Assistant Leaders Award, which is a vocational qualification that teaches them how to assist in leading expeditions. This award is also used for the skills section for the Gold DofE. Numbers have dwindled a little due to the effects of lockdown, but we are confident that with a healthy intake from the current Year 9s we can build these numbers up again.



Chess Club

Following the successful introduction of chess at lunchtimes in the library, demand was such that we decided to establish an after-school Chess Club. It takes place every Thursday from 3.30pm-4.30pm and it is going from strength to strength.

It has been set up on an informal, drop-in basis, so that students can come and play whenever they are able to make it and for however long they are able to stay – although many choose to stay beyond 4.30pm if they are in the middle of a tense game. It is open to all year groups, and we regularly have Year 7 or Year 8 students challenging those in Years 10 and 11. It is a great way to learn from those with more experience and to develop their skills, as well as building confidence.



Co-curricular

Tauists

At Trinity, we have our Tauists group that meets every Friday lunchtime in the Lower Site Chapel. This is a chance for students to meet with the Headmaster, talk to him about their day, reflect on those in their lives and community who may be going through a hard time and to pray for them. Below are quotes from students who regularly attend Tauists:

"I love going to Tauists because it makes me feel much better about myself. Also, if someone close to you is going through a hard time then you can pray for them to get better. It is a fantastic opportunity to talk to the Headmaster and also to God. It is a very welcoming club to go to because they give you sweets after it and you can also go to lunch five minutes early. Everybody there is so nice and would do anything for you."

"It helps calm you for the rest of the day. You also get a lovely rosary ring and say a nice prayer."

"Tauists is great because you get to talk to the Headmaster, who talks to us about our day, and then we pray for the vulnerable, our family and those in need. It helps me realise that people need someone to pray for them."

Science Club

Science Club has been investigating food. We started by finding out how much energy is in a crisp. By burning the crisp, we were able to calculate how much energy it contained. We plan to extend our investigations by comparing the energy in other foods. We will also be doing chemical tests to find out what food groups are present.

"I love Science club as I get to do practical experiments and find out interesting things."



Co-curricular

Illustration Club



Mia in Year 13 is running this club, aimed at Key Stage 3 students. The students are creating a two-page comic spread on the theme of Revenge, based on their own story. They are currently designing their main character. Mr Chapman (published illustrator) gave a small introduction to the process of making a comic, which students found very interesting and took some of the ideas for their own work.



Lego Club

Aimed at Key Stage 3, although all are welcome, students work collaboratively on challenges every week and will start doing their own individual work soon, after they have tried a few new techniques.

"Lego club is fun and gives me the opportunity to do something I enjoy outside of my lessons with my friends."



Remembrance Display

A one-off after school club was carried out with students in Years 7 and 8 to create paper poppies for the Remembrance display. Students produced some fantastic work in light of this memorable occasion, which was then set up as a display in the school.



Co-curricular

Maths Society

The Maths Society started in April 2022 and has continued this academic year. The society meets at least once every half term and gives gifted mathematicians an opportunity to have a positive experience of learning mathematics and quantitative skills, understanding its value and importance, as well as engaging in fun activities led by high calibre A Level students. It also promotes communication and oracy skills, encourages critical and creative thinking abilities and allows students to grow their confidence in speaking and presenting. This will also give students a wonderful opportunity to become more socially aware and find their own voice.

The jobs landscape of 2030 will require people to be highly adept at problem-solving and critical thinking and mathematics has been demonstrated to be one of the best ways to improve such skills. The Maths Society aims to embed these skills and has many exciting sessions planned, including graph theory, decision mathematics and calculus masterclasses.

Music Clubs



The Music department is as strong as always and has high attendance at the clubs on offer this term, ranging from the Choirs, Glee Club, Orchestra and Windband, Rock and Pop and Ukelele. Students were well prepared for the Christmas concert with St Antony's on 6 December.

The array of talent on offer at these clubs is truly remarkable and amazing to see. Student voice shows just how well thought

of these clubs are and what they provide for the students.

"You form relationships with other people across different year groups." (Orchestra & Windband)

"A fun and therapeutic way of escaping a hectic workload that gives a sense of belonging to all students each week." (Windband)

"You get to be part of something." (Windband)

"It gives me a place to participate in music at school." (Orchestra & Windband)

"You get to experience playing with other people." (Christmas concert)



Co-curricular

Maes y Lade



In September and October, our Year 9 Boys and Girls went to **Maes y Lade** - the Essex Boys and Girls Clubs Outdoor Education Centre in the foothills of the Black Mountains and Brecon Beacons National Park. While there, they got to experience different activities such as Mountain Biking, Canoeing, Caving, Gorge Walking and Mountain Walking. Students also got the chance to engage in evening activities such as team building challenges and laser tag. The trip gave them a fantastic opportunity to learn valuable life skills, develop confidence and friendships and build lifelong memories.

Student feedback:

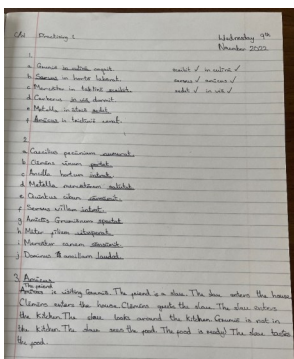
"I enjoyed all the activities, especially the bike riding and the caving. The laser tag was also really good fun.

There was nice scenery and all activities were well organised by the centre. It was good to experience things I wouldn't normally do at home."

"I enjoyed all the various activities; they were all really fun and we were with all our friends for the week. The teachers and staff were all very welcoming."



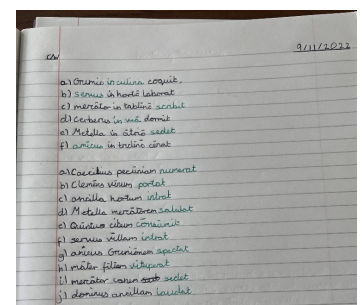
Year 7 Latin



Fifteen Year 7 students currently study Latin once a week after school. Students have been learning the basics of the Latin language as well as developing their knowledge of the Roman world of Pompeii. The Cambridge Latin Course provides an enjoyable and carefully paced introduction to the Latin language. The material studied in class progresses from simple stories (adaptations of Roman authors) through to original texts.

All other clubs currently taking place can be found using the link below, which will take you to the co-curricular page on the school website. There will also be many new clubs on offer throughout the remainder of this academic year.

<https://www.tchs.org.uk/pastoral/co-curricular/>



Curriculum Ambassadors

Curriculum ambassadors have been appointed at all key stages to share their feedback on curriculum and pedagogical strategies, to have creative curriculum input and provide valuable student voice in decision-making arenas, thus experiencing democracy in action. Students recognise the importance of this role: *"It is important because it means students can have a voice for the education they are receiving and what curriculum they follow. Change can be made to better suit them."*

Key Stage 3

This term, our Curriculum Ambassadors have provided valuable feedback to support the quality of teaching and learning at Key Stage 3. In our meetings, students continue to review and feed back on the curriculum offer at Trinity. Students speak honestly and positively about their learning experience and how they feel supported by their class teachers. Moving forward, ambassadors will be asked to share their views on how study skills are embedded in the curriculum and how we can further enrich extra-curricular opportunities.

Curriculum Ambassadors played a central role during Black History Month. They worked alongside Sixth Formers to present informative assemblies to Years 7-11. Whilst this was a daunting experience for some, students showed confidence and maturity as they presented to hundreds of their peers.

Key Stage 4

Curriculum Ambassadors in Years 10 and 11 have worked with the Key Stage 4 Director for Curriculum, Teaching and Learning with a particular focus on home study. Home study plays a vital role in consolidating and extending learning, develops independent learning skills, raises standards of achievement and is fundamental to both success as a student and in adult life. It is an integral part of the curriculum, planned and prepared alongside schemes of learning. The main purpose of this focus group meeting was to draw upon the experiences of home study in Years 10 and 11, which would not be feasible using other methods, eliciting student suggestions for improvement and areas of strength. Students discussed the different kinds of home study they have engaged with this term; which forms of home study they felt were most beneficial for their learning; which home study was well designed, challenging and most purposeful; any barriers that prevent them from doing their best work in home study; and where they felt improvements might be made to further ensure the core fundamentals of effective home study. Creating opportunities such as this for discussion is crucial within the school, designating time and space to stimulating meaningful dialogue between leadership staff and students. The end result was some very positive discussion on home study practice within the school, which will shape decisions for leadership teams and teachers to further improve the opportunities that home study affords our students.

Curriculum Ambassadors

Key Stage 5

Year 12 and 13 Curriculum Ambassadors have provided valuable feedback to support the quality of teaching and learning at Key Stage 5. Students have commented on the high levels of challenge within lessons and reinforced strong practice such as “stretch and challenge” home study in Biology and “pre-reading” which supports progress in Chemistry and English Literature. These examples of best practice have been shared with all teachers. Students have fed back that they feel well supported within their lessons and are clearly guided in methods of extending and supporting their learning.

The Curriculum Ambassadors have reviewed school plans for extending ‘super-curricular’ study and provided guidance on how this could develop further to best meet their needs. Their views are highly valued and taken on board in developing Key Stage 5 provision and support.



Food and Nutrition

Students in Key Stage 3 were encouraged to cook throughout October and during the half term with our 'Autumn Cooking' recipes, which featured a range of sweet and savoury dishes that students could try at home. It was great to have students sending us pictures of the delicious food they had made - particularly from those who are not currently having Food Technology lessons. Please look out for the Winter warmers/Christmas recipes that will be sent out in mid-December. It would be lovely for students to email their pictures to the Food department.

To aid the transition process from primary to secondary school, we welcomed all Year 6 students from St Antony's to enjoy a morning or afternoon cooking with us. St Antony's is one of our main primary schools and only a short walk for students down Mornington Road. Our Year 6 guests were invited to make gingerbread biscuits and they did fantastically well and commented on how much they enjoyed being in Trinity's Food Technology classrooms - this was quite a new experience for them. We hope that this has been not only an enjoyable learning experience for the students, but that it will also aid with a smooth transition when they go to secondary school in September.

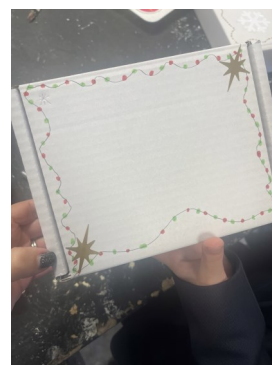


Students in Year 7 were invited to a Textiles Club, where they have been making Christmas decorations. The club is run on a Friday lunchtime by Mrs Bergh and Mrs Elderton. Students are making decorations out of felt and are using a variety of different decorative techniques to make them look attractive - we have stockings, snowmen, candy canes and more. We will offer the Textiles Club again in the run up to Easter if your child would like to be involved next time.



Food and Nutrition

In addition, we teamed up with the CDT department to offer a group of Year 7 students the opportunity to make and design boxes for cookies. Students have been painting the boxes and using stencils and label makers to make various decorations for the boxes; students will then make cookies with the Food department during a lunchtime.



Students in Years 8 and 9 enjoyed being involved in Black History Month. We combined a range of practical and written activities to learn how the Windrush generation has influenced cuisine in England today and we celebrated celebrity chefs with Caribbean roots. Students were introduced to the topic in lesson and set a wider reading task to help with their understanding and to aid with the completion of a research home study. Students in Year 8 who were having Food Technology lessons made Jamaican patties and students in Year 9 made Jerk chicken and rice. It was a great opportunity to explore different flavours and lots of students were able to share their own knowledge of cooking these dishes at home.



Food and Nutrition

In GCSE and A Level lessons, students have been looking at veganism in support of Vegan Awareness Month. We were fortunate to have two volunteers come into the school from the charity Animal Aid - one in a Year 12 lesson and another in a Year 10 lesson. Students received an excellent talk on Veganism, which featured a range of issues including the nutritional needs of those who follow a vegan diet, the effect that becoming a vegan can have on the environment and they were also made aware of current issues surrounding animal cruelty and how Animal Aid helps. Students also observed a vegan practical demonstration where they were able to sample vegan meatballs or a vegan chilli. The talks were both educational and informative and really gave the students something to think about - some of the facts surrounding climate change were really shocking and students were able to link what they were learning with information they had learnt in Geography and Science.



Library

The Autumn term is always one of the busiest times in the library and this year has been no exception.

In September, we welcomed new Year 7 students during their library inductions. Through a series of practical activities, students learnt how to use the Dewey Decimal System and how to navigate the library and locate resources.



September is also the month of 'Banned Books Week', when we encourage students to celebrate their freedom to read without censorship. Many books have been a source of controversy over the years from classics such as George Orwell's *Animal Farm* to childhood favourites like Roald Dahl's *The Witches*. Students were surprised to discover that censorship is currently increasing, particularly in the U.S., where books are regularly being challenged and removed from school, university and public libraries.

In October, we launched a poetry competition in search of the school's first-ever Student Poet Laureate. We had many outstanding entries from students across all year groups, which made it a very hard competition to judge. However, a winning entry was selected and we are delighted that Year 12 student Alexandra is our inaugural poet laureate. She has already been hard at work writing poems on the Environment, Remembrance Day and Christmas.



We celebrated National Poetry Day with a visit from performance poet Karl Nova on 7 October. Students in Years 7 and 10 had the opportunity to attend an assembly where Karl shared his life story and poetic influences and, of course, performed some of his amazing poems. Karl also led poetry workshops with small groups of students who were given an insight into his creative process. Some fantastic poems were written and shared.



October also saw the launch of Black History Month, which was celebrated in the library with themed displays of both fiction books written by Black authors and non-fiction books on topical issues such as Black Lives Matter, race, culture, politics and history. Our Film Club streamed relevant films such as 'Hidden Figures' and 'Hamilton' before school and at lunchtimes throughout the month.



Library



During the half-term break, Year 7 took part in a sponsored Readathon for the charity 'Read for Good'. They could read whatever they liked, from books to blogs or magazines to poetry. The aim was to encourage reading for pleasure, while raising money to buy books for children in hospital. We achieved a grand total of £540.

Following the introduction of chess at lunchtimes in the library, its popularity has soared; demand was so high that we established a weekly Chess Club. Students enjoy the challenge of trying to outwit each other with their logic and reasoning skills.

During National Non-Fiction November we challenged students to read books from our selection of new non-fiction titles, particularly if this was not something



they would usually choose to read. Non-fiction texts were also promoted during library lessons with Year 8. Students read from a variety of texts such as magazines, news articles and non-fiction books. Then, using their skimming, scanning and summarising skills, they shared an account of what they had read, outlining the key points.

In library lessons with Years 9 and 10, students have been developing their critical literacy skills. They read a news article on the controversies surrounding the Qatar World Cup; they had to analyse and evaluate the information in order to make informed opinions that they were then asked to communicate to the class. There were some lively discussions on human rights violations, discrimination and whether sport and politics should be kept separate. Year 7 have been discovering their book genre personalities during their library sessions, as well as which books would be ideal for them.

Finally, in December, we launched our Advent Reading Challenge to encourage students to continue reading throughout the festive season. The challenge can be done for fun, or, if students want to have a go at completing all 25 activities, then they can submit their completed challenge to have a chance of winning a Christmas Stocking full of treats.

Wishing you all a Merry Christmas from the library!



Modern Foreign Languages



On 26 September, Trinity celebrated the European Day of Languages. Throughout the day students participated in a number of different activities to celebrate the range of languages spoken around the school.

During CPR sessions, students at Key Stage 3 and Key Stage 4 completed activities such as learning interesting facts about different languages, how to say

hello in languages such as Korean and Swahili, as well as from which languages English words such as anonymous and penguin are derived. In Key Stage 3 Music lessons, students listened to music in different languages and tried to identify the European country. In Key Stage 3 Food Technology lessons, students had to identify the country where different European traditional dishes come from. In Geography lessons, students completed fun fact quizzes relating to countries in Europe.

In Key Stage 3 Spanish and French lessons throughout the week, students completed a variety of quizzes including identifying the languages that celebrities speak; identifying the language and the meaning of cognates; recognising tourist attractions and flags; and identifying the language from a short song extract.

In Year 7, students participated in a European Day of Languages Challenge. They had two weeks to submit evidence of these challenges, which included using a recipe written in a foreign language to prepare a traditional dish, finding a polyglot who could speak at least five languages, watching a film in a foreign language and making someone laugh by telling a joke in a foreign language.

Our celebration of European languages and culture extended into lunchtime with the Lower Site canteen serving Italian food.

Spanish Gifted and Talented Workshops

Year 9 students have been attending Gifted and Talented workshops each week with the Language Assistants. During these sessions, the students practise their language skills as well as develop their cultural knowledge of France and Mexico through a range of activities, games and quizzes.



Physical Education/Sports

In the Physical Education department, the Autumn term sees the start of our winter sports programme for both curricular and extra-curricular activities.

In core PE, each unit of work culminates in an inter-form competition. This term the students have participated in inter-form rugby for the boys and inter-form gymnastics for the girls. These competitions enable all students to showcase their skills in an organised competition, where they feel a sense of achievement and belonging. Unless injured, all stu-



dents fully engage and the teamwork and camaraderie are wonderful. One of the aims of our physical education curriculum intent is self-esteem and teamwork and it is evident that we have achieved this through the level of participation in these events. These competitions culminate in sports day at the end of the year for an overall winner.

This term, all students in Years 7-10 have participated in the inter-form fun run competition, which enabled them to showcase their excellent levels of fitness, which is another of our aims in PE. Students were given positions as they finished at the end of the race and we added up the positions of the top six performers in each form. No student was left to finish at the back, and we ensured that all runners who run at a lower intensity were cheered on together as a group. Congratulations to form Elizabeth, which won overall in Year 10.

For extra-curricular physical education, we are full steam ahead with our clubs, all of which are fully inclusive. The netball and football clubs for girls are our most popular and we have achieved success in the Essex Cup for the Sixth Form girls' netball, beating King John's School 22-11 in the first round. We have also had Year 7 and Year 8 netball matches against Braeside, which we also won. For girls' football, all teams have progressed to the second round of the Essex Cup. Our 7-a-side teams are currently undefeated in the Redbridge tournaments. The most popular boys' clubs this term are football and rugby. We have made a good start in the District Cup for boys' football, with the Sixth Form beating Seven Kings 2-0 in the first round, and the Year 10 boys' football team beating Isaac Newton 9-0. We have entered two boys' rugby tournaments this term with the Years 8 and 9 teams both winning two out of three games and progressing to the next round of the Essex Waterfall Tournament.



Physical Education/Sports

The District Cross Country event enabled us to demonstrate our students' fantastic commitment to fitness, winning five out of the six age groups. Our best result ever came from the Year 8 and 9 girls' team, which achieved the top six positions overall.

The Duke of Edinburgh Award is now in full swing. Twelve students in Year 12 completed their Gold practice expedition in Wales and we had nearly 40 Year 10s finishing their Bronze qualifying expedition in Epping Forest. We have also had nearly 80 applicants already in Year 9 for the Bronze DofE.

Outdoor Education continues to thrive with 72 Year 9 students participating in a residential week at Maes y Lade in the Black Mountains. They wiggled through caves; powered up mountains on foot and on mountain bikes; threw themselves into rivers and waterfalls; and paddled down the River Wye. A fantastic week was had by all.



Reading

We have had a varied and exciting term of reading since September. In addition to all our library events, we have also celebrated national events with reading across the curriculum this term.

Banned Books Week and Black History Month



In English, students explored this year's banned books week theme, 'Books Unite Us', by learning about Mildred D. Taylor's banned book *The Land* and debating whether racial slurs should be censored due to possible offence or exposed through books like this to highlight their detrimental impact on society. In Maths, students read an article highlighting the Jesuit opposition

behind the banning of infinitesimals. In History, the gruesome side of Grimm's fairy tales was explored, which led to German nurseries banning these famous stories in the past. The Geography department read an extract from *Wild Swans* by Jung Chang and learned about the reasons behind this text being banned in China. Further information on our Black History Month reading can be found in the Black History Month section of this newsletter.

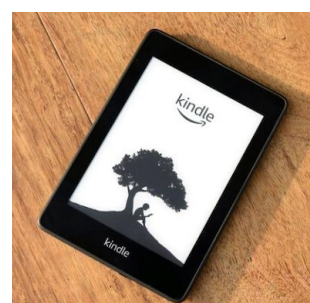


Reading Across the Curriculum

Across all subjects this term, pre-reading home study has ensured wide exposure to reading across the curriculum. At least once a half term, students are provided with academic reading which develops knowledge that benefits their learning over the following weeks. This is accompanied with a guided reading activity to focus students on key information and new terminology. Not only is curriculum knowledge deepened, students are also exposed to important knowledge beyond syllabi, for example in Maths this term, students have read about the significance of topics studied in a real world context so that they understand how their mathematical knowledge will benefit them in the future.

30 Books a Year Challenge and 15 Classic Reads Challenge

This year, we have adapted our 50 Books a Year Challenge for Key Stage 3 to ensure it is achievable for all. Some students are opting for the 15 Classic Reads Challenge to focus on literary merit as well as reading for pleasure. We are looking forward to sending this term's praise postcards home for all students who are on track to achieve these challenges by the end of the year; numbers so far are looking very promising. All books read are recorded on pages 32 and 34 of journals so that we can track achievements. Summer term will see the race for our star prize: a Kindle!



Reading

Christmas Reading

One of the many joys of the Christmas holiday is having more time to read for pleasure! Please do encourage your children to indulge in some fiction and non-fiction over Christmas. We have sent our stocking filler recommended reads to parents so that you can give Santa some tips!



Reading Fair

We will be inviting some parents to a Reading Fair soon. This will provide you with ideas for supporting your children with reading at home, as well as tips on texts to engage older children and teenagers. We look forward to seeing you there.

Paired Reading

For our students who struggle with fluency when reading, we have weekly paired reading sessions with Sixth Formers and English teachers to support these students' progress. This is an opportunity to read aloud with support and encouragement so that confidence and enjoyment can be developed. We enjoy hearing updates on our students' reading journeys and seeing their enthusiasm for reading when we meet with them each week. Despite being at secondary school, we strongly encourage you to sit with your children a few times a week while they read aloud if you know they struggle with this.

From Text to Stage

This half term, our Year 8 and Year 10 students have enjoyed stage productions of the texts they have been studying. The Globe Players have brought to life Dickens' *A Christmas Carol* and Shakespeare's *Macbeth*, with performances that have been enjoyed by students and staff alike.

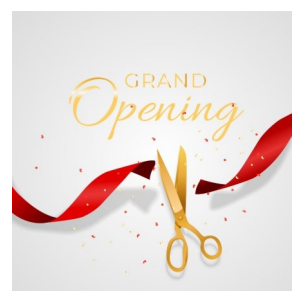


Literary Ambassadors

This term, 30 students from Years 7-13 were selected as Literary Ambassadors. These students contribute to the promotion of reading for pleasure and also reading across the curriculum. Their insightful ideas and positive influence are a great addition to our thriving reading culture.

Literary Hub

This term has seen the completion of our Lower Site Literary Hub. This includes a fully stocked library with brand new books. It is a place where students can borrow books, and relax and read during lunchtimes.



Relationships and Sex Education

Any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue.

Here at Trinity, we speak about Relationships and Sex Education (RSE) rather than Sex and Relationships Education (SRE), since this emphasises the importance of healthy relationships to human well-being, as the core learning within an RSE curriculum.

Our programme will not just ensure that there is correspondence between phases and across disciplines, but will ensure that parents are fully involved in the planning and evaluation of the teaching of relationships and sexuality.

The aims of RSE at our school are to:

- Be in partnership with parents, to provide children and young people with a "positive and prudent sexual education," which is compatible with their physical, cognitive, psychological and spiritual maturity, and underpinned in a Catholic vision of education and human person.
- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships to develop tolerance of those of different beliefs in order to ensure students have mutual respect for the individual liberty of all within society, remembering the Golden Rule to "Do unto others as you would have them do unto you."
- Teach students the correct vocabulary to describe themselves and their bodies.

Following the guidance of the Department for Education and the Bishops of England and Wales, RSE is implemented in a framework that is rooted with nurturing human wholeness and integral to the social, moral, spiritual, physical and intellectual development of students at Trinity. All RSE will be in accordance with the Church's moral teaching. Emphasising the importance of marriage and the family whilst acknowledging that all students have a fundamental right to have their life respected regardless of the household they come from, students will be provided with support to deal with different sets of values.

The curriculum is designed and delivered through story to speak to hearts and minds. Lessons engage students through filmed drama, animation, recorded testimony, documentary story and written scenarios. Story, we believe, gives students an opportunity to learn from another person's experience and it can shape, strengthen or challenge their opinions and values.

Lessons aim to be inclusive, engaging and culturally relevant.

Science

There has been a wide-ranging series of co-curricular activities taking place across the Science department this term.

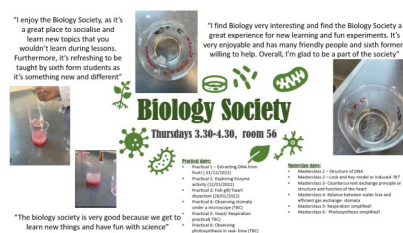
The Year 7 Science Club began with the enrollment of 15 students. Our main aim is to provide the opportunity to further enhance students' passion for science by providing them with practical-based problems to investigate. This term, the Science Club has been investigating food. Our first investigation involved finding out how much energy is in crisps, but we encountered problems as crisps are all different in size. This led to questions about fair testing so we modified the method using tin lids so we could better control the mass and make more direct comparisons.



We then decided to test food to see which food groups (carbohydrates, proteins or fats) are present. This presented some interesting results. To our surprise marshmallows did not test positive for sugar. One suggestion is that they could be filled with sweetener instead. This led us to consider the use of sweeteners in food. Some people, known as super-tasters, experience a nasty taste if sweeteners are used. We decided to investigate this by completing blind taste testing to see if we could tell the difference and to see if there were any super-tasters among us! We have also investigated taste by mapping the taste buds on our tongue.



Students from all key stages have joined the Biology, Chemistry and Physics Societies, and all have been very active this term.



The Biology Society officially re-launched this year with a stimulating and well attended masterclass by ex-student Yasmin Nwofor on her PhD thesis on Epigenetics on 31 October.

Since then students across Key Stages 3-5 have applied to become society members and have engaged in a series of lunchtime and after-school events, including a student-led practical experiment whereby all students successfully extracted DNA from strawberries, followed by an engaging masterclass on the structure of DNA led by Year 12 Society Vice President, Faith Nwofor.



Students in the Chemistry Society have had a series of lunchtime meetings where they have completed exciting practical work such as making Elephant toothpaste (an incredible foamy substance formed by the decomposition of Hydrogen Peroxide).



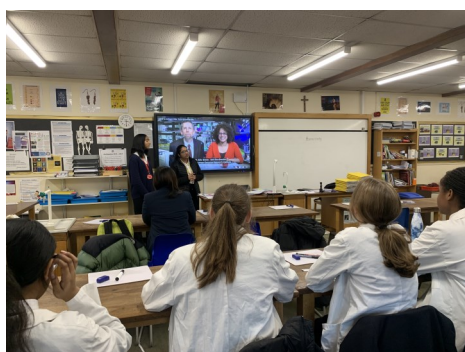
Science

The Physics Society has continued this year, with new students applying to become members - a brief introductory meeting was held on 13 October. The first masterclass looked at the weird and wonderful branch of Physics: Quantum Physics and Mechanics.

Three ex-students were invited back to present a session on their experience and what it takes to succeed, in the Worldwide F1 in Schools competition, in which they took part back in 2020. We have two groups from the Physics Society that are working on producing cars for the competition this year, one in the Sixth Form and one in Year 11.



The student-led Medicine, Dentistry and Veterinary Science Society has met on a weekly basis throughout the term and has a large and enthusiastic Year 12 and Year 13 membership who actively engage in wide-ranging topics related to these disciplines. Sessions have been brilliantly coordinated by Annmarie Jaxen, Society President and a medical applicant, and Wura Ogunde, a veterinary science applicant. There have been dynamic and interactive sessions led by applicants to all three disciplines,



which have focused on enhancing and assisting students with the application process, as well as discussing related topics of interest, including euthanasia and palliative care. Most recently, the society benefitted from an engaging talk by an outside speaker who is a GP. The school has subscribed to Medify to assist students with preparation for UCAT and BMAT exams, and a mini book club has been launched alongside the society, with students currently reading *When Breath Becomes Air* by Paul Kalanithi.

The Physics Year 13 Olympiad Challenge took place on 17 October - ten students took part, with two (Jacob Hardy and Louis Liu) achieving merit awards. These two students plus Jashan Nsubuga (who just missed out on a merit award) took part in the British Physics Olympiad paper 1 competition. Olympiad planning for next term has taken place in Biology and Chemistry, and Olympiads covering Key Stage 4 and Key Stage 5 are planned in all science subjects this academic year.

Sixth Form

This term, Year 13 students have been applying for university courses through the UCAS process. There are 28 students who have made early applications to Oxford or Cambridge Universities or for Medical, Veterinary or Dentistry degrees; they are currently receiving offers or being invited to interviews. All Year 13 students applying to university will submit their UCAS applications by 25 January and we continue to support them with writing their personal statements, making their course and university choices and sending off their applications. We wish them all well.

Medical mock interviews

All of our Medical degree applicants have participated in mock interviews with Dr D. Tooth, a GP who spent many years working in a hospital and who also runs a long Covid-19 clinic, works in palliative care and is involved in BMA tribunals. All those who took part found this highly beneficial, with students highlighting that they gained an insight into what to expect when attending a medical interview, enabling them to *"feel better prepared and more confident when answering interview questions."* Students appreciated *"guidance on reviewing and improving answers."*



Dr Tooth also talked to the highly successful Key Stage 5 Medical Society about her many varied roles and career path, with students stating *"she was an inspiration in her attitude and values."*

Medical, Veterinary and Dentistry seminar

All students who have applied for Medical, Veterinary and Dentistry degrees attended an afternoon seminar with Dr O'Donnell FRCP, FRCER, who spent over 20 years as a consultant in Emergency and Intensive Care. During the seminar, they explored principles of interview success, how interviewers dissect a personal statement and they workshoped potential questions and model responses. Students found this support incredibly helpful.

"It was extremely reassuring to speak to someone who had knowledge of how medical interviews worked and what exactly interviewers were looking for in prospective medical students."



"He was very specific and detailed with feedback which was useful in realising what was necessary for our interviews."

Students reflected on both experiences and will take forward guidance on how to articulate themselves using appropriate language, use relevant examples to support their responses and prepare to discuss potentially controversial issues.

Sixth Form

Mock interviews with The Rotary Club of Leytonstone and Woodford



We had 20 Year 13 students, many of whom are applying for Apprenticeships, who also participated in mock interviews with representatives from the Rotary Club. Of those who participated, 82% had never had a professional interview before and students found it a helpful challenge to answer difficult questions and gain feedback about how they could improve their responses.

"I learned how to make a good first impression, that the interviewer most likely has made up their mind in the first three minutes and to try and answer a question to suit what I want to talk about."



School Council

The aim of the School Council is to encourage all members of our community to work together to make a positive contribution to the school, its ethos and the environment by allowing every member of the school community to have their say in the development of the school.



By giving students the opportunity to make a difference to the school community, they can have a voice in decision-making and so experience democracy in action. Through the work of the School Council, students are encouraged to be active citizens in our school and local community.

During September 2022, students were elected to the School Council following elections held in each year group promoting British Values and showing democracy in action.



Following the elections, the School Council has met and has consulted on a number of whole school programmes such as the School Mental Health Award, the United Against Bullying Programme and they have also reviewed and have made suggestions in relation to Satchel One, the behaviour app.

The School Council also met and prepared for visitors from the London Borough of Redbridge, who wanted to talk about all aspects of the school including behaviour and personal development.

More recently, the School Council attended a Team Building Day at Gilwell Park, home of the Scout Association, to encourage these students to work together to maximise the impact of the School Council this year. The highlight seemed to be the Jacob's Ladder activity.

On the day, they described the activities as fun, new, thrilling, exciting, challenging and exhausting!

"We played mental and physical team challenges that allowed us to learn different skills in each of the activities. By the end of the day, it felt like we had become a little family and not just a bunch of random School Councillors from each year group. We made a group chat where we are constantly finding things to talk about in our half termly meetings. I believe that such activities like the team building exercises have benefitted our School Council team and we now look to develop our role and have a great impact on the school community."



To facilitate communication between the students and the School Council, we have set up an email address for students to send in suggestions for consideration at upcoming meetings.

The email address is: schoolcouncil@tchs.org.uk