



A MESSAGE FROM THE HEADMASTER

Mary and Joseph are leaving Nazareth, an ancient village which fiercely resented the proximity of pagan cities such as Tiberias. The population in Nazareth could have been as small as 500, very parochial, very insular, Mary may have only been relieved to be away from Nazareth where clacking tongues gossiped about her pregnancy. The journey to Bethlehem must have been hard. Now it is Advent, we too must accompany them on that journey, whatever difficulties we encounter. Christmas is fast approaching and we shall all rejoice. **Dr P.C. Doherty OBE**

CATHOLIC LIFE IN THE SCHOOL

As per tradition, we have Mass each morning for both students and staff at 8:15am; this, we hope, sets us up for a lovely day. The Eucharist is at the heart of Trinity Catholic High School and as such, we have many events that cater to the spirituality of our students.

Our students have also been a witness to Christ, as revealed in the lunette of the monstrance, where they were led through a meditation and prayer for a better world with peace in it. This experience is a mini retreat that allows the students to pause, reflect, think and appreciate their many blessings; it encourages them to put all problems into perspective; we are blessed abundantly at Trinity's and try not to take our blessings for granted.

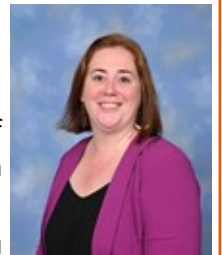
December led us to Advent and we welcomed it with Advent Assemblies for all year groups and lighting of the Advent wreath where the first of the 5 candles was lit to commemorate the start of our journey in Christ - this making the season more Christ centric.



We end the term with Christmas lessons and end of term Masses to celebrate the coming of the Christ. The term to come will also be a busy one as we have reconciliation services to prepare for Lent, many more Eucharistic Adorations, Retreats and the Lent Masses. Form groups have been timetabled to join morning Mass in the chapel but we welcome all those who wish to join us in this celebration and to elevate the spirituality of our students.

Ms Afonso—School Chaplain

MRS BRENNAN-SMITH'S KS4 PASTORAL UPDATE



We are all aware of the increase in the number of young people trying or taking up vaping. It is vital that school and parents work together to remind the young people in our community of the risks of using e-cigarettes in terms of health as well the legal and financial implications. Below is a quick guide to support parents when talking to their son or daughter about vaping.



Find the time to talk. The sooner you start talking, the better. Bring up the subject when you see it on TV, in movies, or in magazines.



Be direct. Say, "I don't want you to use e-cigarettes." Tell them your reasons. They will appreciate your honesty and guidance.



Talk about the real facts. Just saying "Vaping is bad for you!" is not enough. Young people are more likely to listen if you give them facts. Do not just talk about e-cigarettes – give them facts about vaping products like JUULs, and other tobacco products such as mini-cigars and hookah.



Focus on the social issues. Young people may care more about getting bad breath or irritating their friends who do not vape than about the health risks. Help them understand the financial costs as well. Remind them that most teenagers do not use e-cigarettes/vaping products.



Teach them to say no. Help them to think of what to say if they are offered vaping products. Practise with them – pretend you are a classmate asking them to vape. Ask them to come up with several responses and teach them when to walk away. Remember to praise their efforts.

Further information for students and parents can be found at

[Quit Vaping | Smokefree Teen](#)

[How can I help my teenager quit vaping? | Michelle Jongenelis for the Conversation | The Guardian](#)

MRS LAW'S KS5 CURRICULUM, TEACHING AND LEARNING UPDATE



Super-curricular study

All Sixth Form students are encouraged to complete Super-curricular activities as part of their independent study.

Super-curricular study expands learning beyond the core curriculum, looking at topics and issues in greater depth and helps to develop new ideas and opinions as well as improving critical thinking and analytical skills.

All students are encouraged to read widely, visit places related to their fields of study, develop opportunities to "lead" through subject societies or hosting masterclasses, watch online lectures, participate in university workshops or complete online additional courses through MOOCs or Future Learn.

Year 13 students will already have experienced the benefits super-curricular study can bring when writing their university applications which greatly enhances their personal statements and sets them apart from other applicants.

Year 12 have learned about Super-curricular study in their PSD lessons and have been guided to use the Unifrog platform to record their activities.

For more details, see the Student Guide on our website at: <https://www.tchs.org.uk/sixth-form/super-curricular-study/>

Super-curricular study
Student Guide

The prefix "super" in this context means "over" and refers to study that goes beyond and over your current core curriculum learning, looking at topics and issues in more depth than the subject specifications.

Super-curricular study is pursued outside of your normal schoolwork yet is related to your academic interests.

The benefits of Super-curricular study:

- Helps you to develop new ideas and opinions
- Develops your critical thinking and analytical skills
- Develops your ability to understand new information from different sources
- Expands awareness and experience in your fields of interest as well as supporting progress in your existing studies
- Establishes you as a keen, proactive, academic candidate
- Supports effective UCAS applications, particularly in competitive universities

You should complete a Super-curricular activity in each of the following categories by July:

- Read
- Visit
- Listen
- Watch
- Write
- Lead
- Achieve

Water meetings to attend in a club activity and should happen outside of your independent study. Do not be over-ambitious, interest or enjoyment counts to include in your super-curricular activity log.

Details and guidance on activities can be found on the next page.

Record your Super-curricular activities

This should record a minimum of 8 Super-curricular activities each month via the "unifrog" system. These will be checked by teachers:

- Log in using your school email address
- Re-set password if needed
- Contact Mrs Penkiewicz if you have any issues logging in

The unifrog destination program helps students apply for university and apprenticeships.

All students have been registered for a unifrog account.

unifrog The university destinations program helps students apply for university and apprenticeships.

www.unifrog.org

All students have been registered for a unifrog account.

- Log in using your school email address
- Re-set password if needed
- Contact Mrs Penkiewicz if you have any issues logging in



Star students of the Month



Victor R (Y13)



Salomi S (Y13)



Francis K (Y7)



Mercy E (Y8)



Steve A (Y10)



Yash C (Y11)



Rose L (Y7)



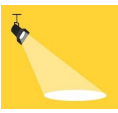
Ryan G (Y8)



Susu J (Y10)



Corri-Ama O (Y11)

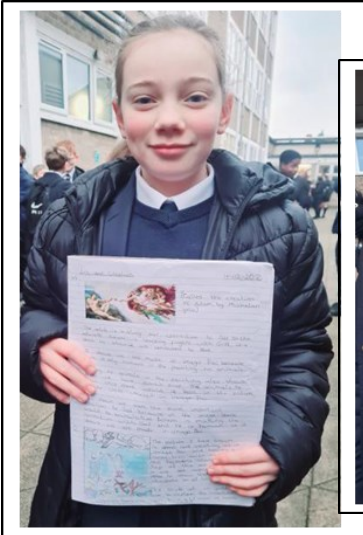


SPOTLIGHT ON: THEOLOGY & PHILOSOPHY

Key Stage 3 have been looking at the significance of Advent and Christmas, the meaning behind these Christian festivals and their importance for Christians today.



This term **Year 7** students have started the new Catholic curriculum and have been studying the Genesis creation story; the impact of these teachings for their identity as human beings and their responsibilities to the world. They have reflected on pieces of Art on Genesis and created their own.



Year 8 this term have been studying the person of Jesus and the importance of prayer in the life of Catholics. Students have even had opportunities to experience saying the rosary as a class together in the chapel.



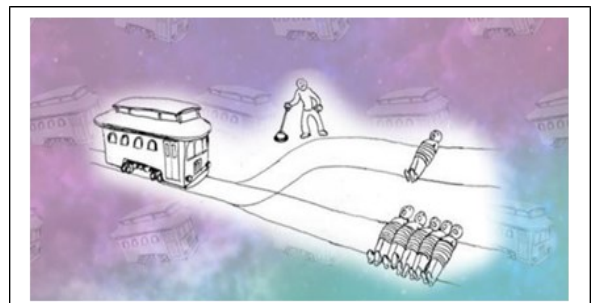
Year 9 This term students have been looking at the Church's teachings on matters of War and Peace. They have looked at the importance of marriage and the Catholic Church's teachings on relationships. Students have had many opportunities to discuss and debate these themes that have a wider impact on their lives.



Year 10 have started looking at the Catholic paper on their GCSE course, examining the importance of the Incarnation and the Paschal mystery.

Year 11 have looked at the ways in which Catholic belief is expressed in worship, through art, music, drama and sacred objects. All Year 11s had a taster of A Level Theology and examined the trolley problem: **Would you pull a switch to stop a trolley killing five people even if pulling the switch would end up killing one?** Students had to discuss and debate what they would do with reference to ethical positions.

Sixth Form Theology students led the Sixth Form open evening, by explaining their passion for the subject to the Year 11 students. They presented challenging ethical questions and got students to question even the most basic concept: What makes a chair a chair?



ADVENT COLLECTION FOR SVP

This half term and leading into Advent, the school community has collected donations of non-perishable food items for the SVP who assist local families who are finding it difficult to manage, especially at this time of year. The Society of St Vincent de Paul is an international Christian voluntary organisation dedicated to tackling poverty and disadvantage by providing direct practical assistance to anyone in need. Ms Harding and her Year 10 cohort, along with Miss Maher in the Upper Site Office, led a whole school community food drive during November and December. The response from students and families was amazing as the photograph shows – particular thanks to the following students for their efforts: Shayo A, Sophie C, Lois G, Anya A, Brook H, Matthew J, Lewis M and Jenson N.



Congratulations to our Year 7 and 8 table tennis team who beat Woodbridge by 30 games to 17. The standard of table tennis at school is ever improving, with our outdoor tables busy with students queuing up to play before school, at all break times and after school. We are looking forward to our next fixture after Christmas.

Our Year 7 and 8 boys football teams were dominant in the District 7-a-side tournaments with the Year 7s beating Woodbridge, and the Year 8s beating Oaks Park in the final.

Our Year 7 and 8 'B' netball teams played Braeside 'A' teams, losing both games, but great to see more students representing the school, showing our strength in depth.

Badminton clubs continue to be very popular and our Key Stage 3 students played Bancrofts, losing 15 games to 13.



Jack Petchey Awards Evening



Congratulations to our award winners!!

CAMBRIDGE LATIN COURSE

We are very pleased that all examined Year 8 students have passed Unit 1 of the Cambridge Latin Course - this is a recognised qualification.

Congratulations to these Year 8 students: Olivia H, Joy L, Kaeden O, Louis-Christian S, Bianka R, Hannah R, Imogen R, James C, Oliver Y.



MR REED'S SAFEGUARDING & WELLBEING UPDATE

My name is Sean Reed and I am the Designated Safeguarding Lead here at Trinity and I have an open-door policy for all safeguarding concerns or support you and your family may need especially over the Christmas holidays. Please do not hesitate to message me on sreed@tchs.org.uk if you would like support.

Children's mental health can really take a hit over the Christmas holidays and it is so important to keep talking to your children. The link and advert below is a really useful heads up of the importance of talking as a family: <https://www.itv.com/britaingettalking/>

In addition, please keep track of the phone usage especially around tiktok and social media . I attach a recent Snapchat information and guidance poster for parents. Snapchat is the one social media channel that parents have the least knowledge on mainly as parents do not use this channel themselves , but I have found it useful to download the App and ensure the children have ghost mode on and the location setting advice on the poster is really useful. Keep safe...



SCHOLASTIC EXCELLENCE 2023-2024

We are thrilled to introduce an exciting initiative that aims to inspire and recognise the academic dedication and excellence of our students – **The Dr Doherty Award for Scholastic Excellence 2023-2024**.

To stimulate and reward extended study across the curriculum, we are encouraging students to engage in a depth-study of high quality. There will be a significant monetary prize of £100 for the overall winner and £25 for the runners up. Students are to pitch their work to the highest standards possible. The school is looking for a supremely high standard of work. This is open to all students across all of the key stages. There are three categories:

The Creative Art Prize

A substantial piece of work or collection of smaller works in response to any chosen subject. The work should represent a significant level of artistic endeavour and should be accompanied by a supporting document so that the development of the finished piece can be explained. The work could be a musical or dramatic composition, a painting or sculpture... or any other work that might be considered to fit under the umbrella 'Creative Art'.

The Research Prize

An extended piece of research in any discipline that involves the collection or generation of data to test hypothesis. (Typically this will be Science, Maths, Psychology and Geography but could extend to other areas.) The work should follow standard research protocols with a description of the hypothesis, the methodology, full results and analysis and clear evaluation of the final conclusions.

The Essay Prize

An extended written exploration of a particular question. The selection of the question and the style of writing would be entirely open and would encompass any discipline that would lend itself to this format. The entries would be work that is completed over and above any work that is submitted for an examination although it could be a development from work done previously. As a guide, we would suggest the number of hours of study as approximately 20-30 hours.

Deadline for all entries: 1 March 2024



MEDIA TRIP TO ADVERTISING UNLOCKED

Our A Level Media students attended a workshop at The & Partnership, to learn about careers in advertising. Students got the opportunity to work with professionals to develop their own advertising campaign for a product and present their pitches to executives, gaining real world experience of the recruitment process into this industry. They also attended a lecture from the production company Untold Studios, learning about the latest developments in production and the role of creatives in the visual effects industry.

Parents Evening Dates:

Year 7 17 January **Year 8** 24 January
Year 10 14 February **Year 9** 28 February
Year 12 6 March
3.30pm - 7pm via SchoolCloud online

Exams and Assessments Dates:

Year 9 8 - 19 January
Year 10 8 - 19 January
Year 12 22 - 26 January
Year 11 5 February - 8 March
Year 13 26 February - 1 March

Departments will have shared revision lists and guidance with students

Please encourage your child to use these and additional resources (usually found on Microsoft Teams)

DON'T FORGET – upcoming events

A reminder that we have two School Offices to handle your telephone calls; one on Upper Site and one on Lower Site.

Upper Site: 020 8504 3419

Lower Site: 020 8504 8946

Contacting the school re: absences

Y7-11— year7to11absences@tchs.org.uk

Y12-13— 6thformabsences@tchs.org.uk

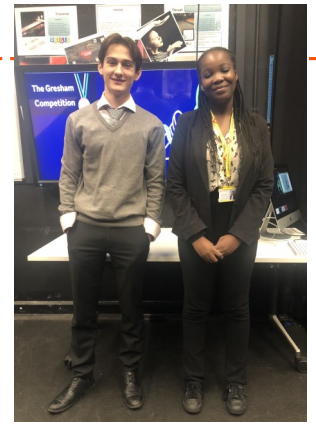
Provide full details of student name and reason for illness.

SIXTH FORM ENRICHMENT—LAMDA IN PUBLIC SPEAKING

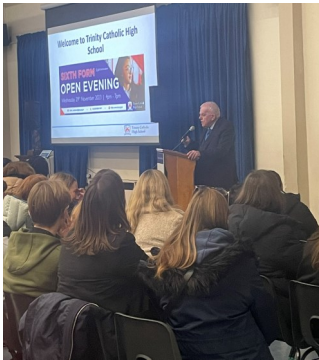
Our Year 12 students working towards a LAMDA Public Speaking qualification entered the Gresham College Competition this month researching, writing and submitting speeches on the following topics:

- With rising mental health issues in young people, how could an emotional response to music be used to help?
- Paganism in Britain was replaced by Christianity with apparent speed and ease. What are the parallels today for religions and other societal changes?
- Should the exploration of space be left to private companies, or to governments?

The competition supports the development of oracy skills, promotes a deeper understanding of the chosen topic, and introduces students to the inspiring research of world-class academics. Awards for the competition winners includes funding towards university tuition fees as well as money for schools to develop these skills. **Good luck to our Trinity candidates!**



PROSPECTIVE SIXTH FORM OPEN EVENING



Our Year 11 students and students from other schools were invited to our Prospective Sixth Form Open Evening on Wednesday 29 November. There were displays around the school and in classrooms to help inform Year 11 pupils about our A-levels and many other opportunities that will be available to them if they join our Sixth Form next year. Pupils had a chance to ask teachers and current Sixth Form students about subjects to help them decide what A-levels they may wish to pursue. Mrs Law and Mr McGrory were also available throughout the evening if pupils wanted to ask any questions regarding our

Sixth Form. **The Sixth Form application form and all details regarding admissions criteria is available on our website—deadline in Jan 2024. Please see the link here:**

<https://www.tchs.org.uk/sixth-form/admissions-information/>



INTRODUCING OUR LIBRARIANS



My name is Nicola Anthony and I am the Librarian & Learning Resource Centre Manager; I work alongside Colin Jean-Louis, our Assistant Librarian. Together, we run the Bethan Library on upper site as well as our recently established library hub on lower site.

As an English Literature graduate, I have worked in a variety of roles. I spent 12 years as a Finance Editor before moving into Education and working as an English Tutor, a Literacy Specialist and then as a School Librarian for the last five years.

Mr Jean-Louis is a qualified Assistant Librarian who has nine years' experience of running the LRC at his previous school. In addition to his role as Assistant Librarian, he is also the school's verifier for the Duke of Edinburgh Award and he supervises Sixth Form during their Supervised Study sessions in the library.



Both of us are passionate about sharing and promoting our love of reading and we are very pleased that we have a thriving library. We carefully curate our Fiction and Non-Fiction collections, ensuring that we have a wide range of books that will appeal to all ages. We also keep up-to-date with new books and author events, regularly hosting authors in school who are only too pleased to visit and talk to students about their work.

It is our aim to make the library a welcoming, inviting place for all to come and spend time, whether that is to read, to do homework, to study or just to escape for a while.

We run events throughout the year that support key literary dates such as World Book Day, National Poetry Day, Black History Month, Children's Mental Health Week, National Non-Fiction November and many more. We also hold book fairs, reading challenges, readathons, competitions and we take part in various book awards. Our Chess Club is particularly popular, as is our Film Club, especially at this time of year when we are showing family-favourite Christmas Films. We are also lucky to have a team of student librarians, as well as some DofE student volunteers.

'If you take care of your mind, you take care of the world.'

Introduction:

This year, CPR at Trinity for students in Years 7-11 takes place during their form time and is delivered by their form tutors. At Trinity, we believe in the development of the 'whole child' and the Citizenship and PSHE department is an integral part of the holistic education students experience here. It is the department's aim to cultivate a challenging and engaging programme of personal, social, health, relationships and sex, careers, and citizenship education to allow students to understand what it means to be a member of a diverse society and be equipped to live healthy, safe, productive, and balanced lives.

Autumn Term

All year groups began in September with a unit on mental wellbeing. Key sessions, focused on understanding and recognising the signs of positive and negative mental wellbeing, the connection between physical and mental wellbeing – with a focus on healthy sleep, and reframing negative thinking. Years 7 and Year 10, being in critical transition periods, focused on how to tackle new challenges – such as managing friendship groups and staying mentally healthy during exams and assessment periods. In Years 9 and 11 there was a focus on understanding the use of language when discussing mental health issues, exploring the impact of stigma and discrimination, and Year 11 also spent time thinking about the importance of perseverance and how to manage procrastination during this crucial year. In the second half term, Years 8, 9 and 11 have been completing sessions on employability skills and exploring different post 16 pathways and career options.

Citizenship:

Year 7 students are currently 'stranded' on a desert island! There are big decisions to be made and groups are considering the types of governments they want to create, the rules, laws and punishments they wish to live by, and how to manage group decisions. Students have been thoroughly engaged in this unit, developing their communication, leadership, and oracy skills.



Quotes from students:

'Getting to control our own island and have responsibilities has been really fun!' **Emily L (Y7)**

'I have enjoyed learning about the different types of governments and how they work' **Noah-Pascal J (Y7)**

'Our sessions on choices after GCSEs have been helpful.' **Molly D (Y9)**



Year 13 Politics students visited the Houses of Parliament to learn more about the important role this institution has within our democracy. There was a very informative guided tour and the opportunity to listen to live parliamentary business questions in the House of Commons. Our students then took part in a very enjoyable workshop which led to some very lively debate. The visit finished with a meeting and open questions with our local M.P. Sir Iain Duncan-Smith. Student feedback regarding the visit was extremely positive and we will certainly look to run this trip again in the future.



What Parents & Carers Need to Know about

SNAPCHAT

AGE RESTRICTION
13+

Snapchat is an instant messaging app which allows users to send images, videos and texts to people in their friends list. One of Snapchat's unique features is that pictures and messages 'disappear' 24 hours after they've been viewed; however, this content isn't as temporary as many believe – with some users saving screenshots or using another device to take a photo of their screen. This year, Snapchat added 'My AI': a customisable chatbot with which people can chat and share secrets, as well as asking for advice and suggestions of places to visit.

WHAT ARE THE RISKS?

CONNECTING WITH STRANGERS

Even if your child only connects with people they know, they may still get friend requests from strangers. The Quick Add option lets users befriend people the app recommends – but these 'friends' are merely a username, which could have *anyone* behind it. Accepting such requests reveals children's personal information through the Story, SnapMap and Spotlight features, potentially putting them at risk from predators.

EXCESSIVE USE

Snapchat works hard on user engagement, with features like streaks (messaging the same person every day to build up a high score). Spotlight Challenges tempt users into spending time producing content in search of cash prizes and online fame, while it's easy for children to pass hours watching Spotlight's endless scroll of videos.

INAPPROPRIATE CONTENT

Some videos and posts on Snapchat aren't suitable for children. The hashtags used to group content are determined by the poster, so even an innocent search term could still yield age-inappropriate results. The app's 'disappearing messages' feature also makes it easy for young people (teens in particular) to share explicit images on impulse – so sexting continues to be a risk associated with Snapchat.

ARTIFICIAL INTELLIGENCE

My AI is Snapchat's new chatbot, which replies to questions in a human-like manner. However, the software is still in its infancy and has significant drawbacks, such as biased, incorrect or misleading responses. There have already been numerous reports of young users turning to AI for medical help and diagnoses, which could be inaccurate and therefore potentially dangerous.

ONLINE PRESSURES

Although many of Snapchat's filters are designed to entertain or amuse, the 'beautify' effects on photos can set unrealistic body-image expectations – creating feelings of inadequacy if a young person compares themselves unfavourably with other users. Snapchat now also has 'priority' notifications (which still get displayed even if a device is in 'do not disturb' mode), increasing the pressure on users to log back in and interact.

VISIBLE LOCATION

Snap Map highlights a device's exact position on a virtual map which is visible to other users. There are options to restrict who can see this information: all friends, only you (Ghost Mode) or selected friends. Snapchat also has real-time location sharing, which is intended as a buddy system to ensure friends have reached home safely – but which could also be used to track a young person for more sinister reasons.

Advice for Parents & Carers

TURN OFF QUICK ADD

The Quick Add feature helps people find each other on the app. This function works based on mutual friends or whether someone's number is in your child's contacts list. Explain to your child that this could potentially make their profile visible to strangers. We recommend that your child turns off Quick Add, which can be done in the settings (accessed via the cog icon).



CHOOSE GOOD CONNECTIONS

In 2021, Snapchat rolled out a new safety feature: users can now receive notifications reminding them of the importance of maintaining connections with people they actually know well, as opposed to strangers. This 'Friend Check Up' encourages users to delete connections with users that they rarely communicate with, to maintain their online safety and privacy.



DISCUSS AI

Although My AI's responses can often give the impression that it's a real person, it's essential that young people remember this certainly isn't the case. Encourage your child to think critically about My AI's replies to their questions: are they accurate and reliable? Remind them that My AI shouldn't replace chatting with their real friends, and that it's always better to talk to an actual person in relation to medical matters.



CHAT ABOUT CONTENT

It may feel like an awkward conversation (and one that young people can be reluctant to have) but it's important to talk openly and non-judgementally about sexting. Remind your child that once something's online, the creator loses control over where it ends up – and who else sees it. Likewise, it's vital that children understand that some challenges which become popular on the platform may have potentially harmful consequences.



KEEP ACCOUNTS PRIVATE

Profiles are private by default, but children may make them public to gain more followers. Snap Stories are visible to everyone your child adds, unless they change the settings. On SnapMaps, their location is visible unless Ghost Mode is enabled (again via settings). It's safest not to add people your child doesn't know in real life – especially since the addition of My Places, which allows other Snapchat users to see where your child regularly visits and checks in.



BE READY TO BLOCK AND REPORT

If a stranger *does* connect with your child on Snapchat and begins to make them feel uncomfortable through bullying, pressure to send explicit images or by sending sexual images to them, your child can select the three dots on that person's profile and report or block them. There are options to state why they're reporting that user (annoying or malicious messages, spam, or masquerading as someone else, for example).



Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



NOS National Online Safety®
#WakeUpWednesday

KEEP YOUR BELONGINGS SAFE IN THE SCHOOL HOLIDAYS

- Stay aware of your surroundings when you are out and about in the school holidays.
- Avoid walking with valuables on display such as mobile phones and earpods
- Plan your route and use forms of transport others are using. Perhaps travel with a friend
- Avoid shortcuts and isolated places
- Do not confront a thief or risk your own safety

LOCATE YOUR PHONE IF LOST OR STOLEN

- Record your phone's IMEI number by typing *#06# on your phone keypad and keep a note of it somewhere at home
- Use access codes sent (two-factor authentication codes) to access your data from another device
- **KNOW YOUR DETAILS** Tracker Apps can help locate your phone, such as Find My Phone and record password details elsewhere, in case you need to provide information to an officer after your phone has been stolen.