



THE URSULINE ACADEMY ILFORD

A Catholic Academy for Girls

Weekly News – Issue 19

3rd February 2023



Dear Parents/Guardians

Headteacher's Headlines...

On Thursday 2nd February Mr McGhee (Senior leader and Head of RE) and I attended mass at St. Peter & Paul's, our parish church here in Ilford. It was the Feast of Candlemas, also known as the Feast of the Presentation of Jesus Christ. It's a Holy Day for Catholics that celebrates the presentation of Jesus at the Temple. The focus of this Feast Day is on hope and renewal. Fr. Andrew welcomed us and after mass gave us a tour of the church and grounds which includes a beautiful prayer garden. Some of you with older children at the school may recall the commissioning of this garden for the images for the Sorrowful mysteries were created by Ursuline students, you can see Fr. Andrew and Mr McGhee standing in front of these below.



This week, we held discussions with pupils regarding our aim to enhance the standards of uniform wearing. As promised, I would like to share further information on what is allowed and not allowed in the attire (See pages 17 – 18 below). You can also see photos of students who were eager to demonstrate their commitment to wearing their uniform properly at all times. We are making progress. Some students have purchased new SERVIAM badges, if your daughter has misplaced hers, she can obtain a new one from Mrs Herbert (Headteacher's PA) for £4. This is a must-have item.

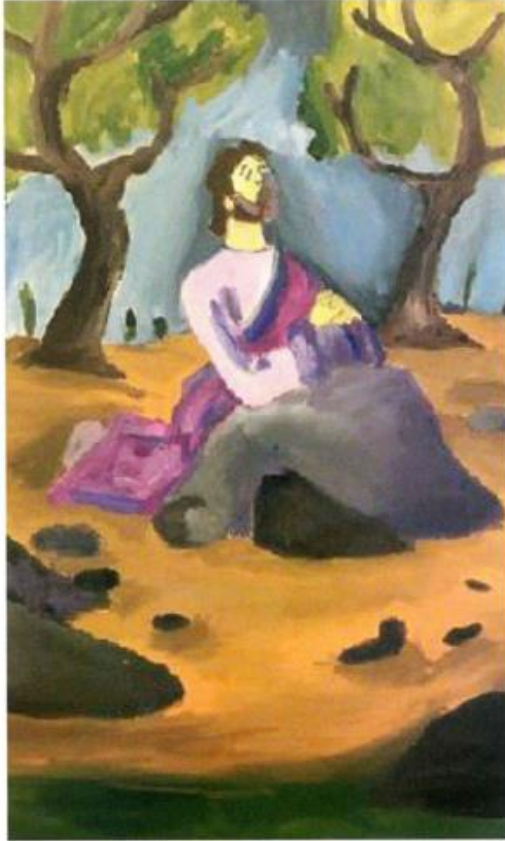
The focus of next week in school will be the 6th form dress code and PE kit. Form tutors will present slideshows to help everyone understand the requirements. I'll include the details for you in next week's newsletter.

After the half-term break, there will be strict checks. Every morning, form tutors will remind and assist students to make sure they are dressed appropriately. If any student fails to comply with the dress code,

consequences will be given as per the behaviour policy. The students have been highly cooperative and responsive, and it is hoped that the consequences won't be necessary.

Ss Peter & Paul Prayer Garden

"Come to me, all you who are weary and overburdened, and I will give you rest." Matt. 11:28



The Garden Design

The rosary wall and the grotto are the two focal points of the garden; and the lines in the paving draw one's eye to the statue of Our Lady. The four raised flower beds, each representing a series of mysteries, lead those in prayer towards the grotto and Our Lady, who in turn calls us to turn towards her son, Jesus.



The Sorrowful Mysteries

Drawn by pupils from the Ursuline Academy, Mary is depicted at the foot of the cross in the final mystery of this series.

Red is the colour of these mysteries; Dicentra Spectabilis is also known as "Christ and Mary's Broken Hearts"; and the rose is called "Sympathie" (Sympathy).

Ms F Stone

headteacher@uai.org.uk



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Chaplaincy News



Pope Francis@Pontifex – 2nd February 2023

We have been called to offer our lives for our brothers and sisters, and to bring them Jesus, the One who alone heals the wounds of every heart.



Forward in Joy – 366 days with Angela Merici – Daily words of wisdom from our patron saint
February: Esteem

3rd February: Be willing to recognise what a new dignity this is.

4th February: Take care especially that they are united and one in will.

5th February: They are all creatures of God. And you do not know what he wants to make of them.

6th February: As far as possible, you yourselves provide.

7th February: And always let your principal recourse be at the feet of Jesus Christ.

8th February: God has given free will to everyone, and wants to force no one, but only proposes, invites and counsels.

9th February: Bear with them all equally, for it is not up to you to judge.

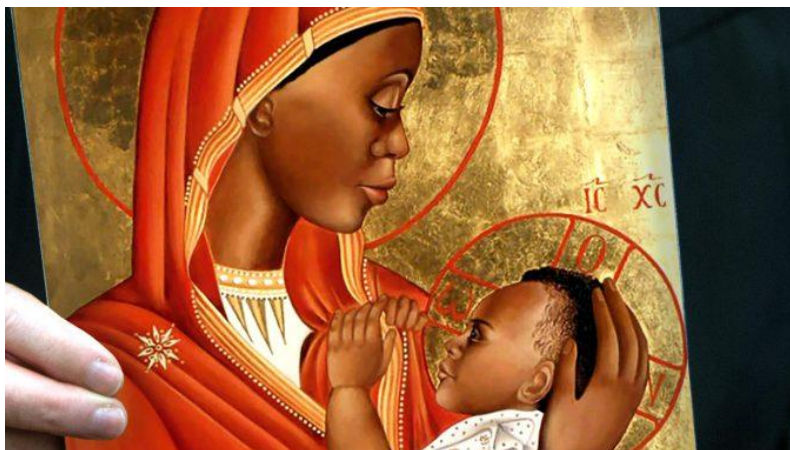


Racial Justice Sunday

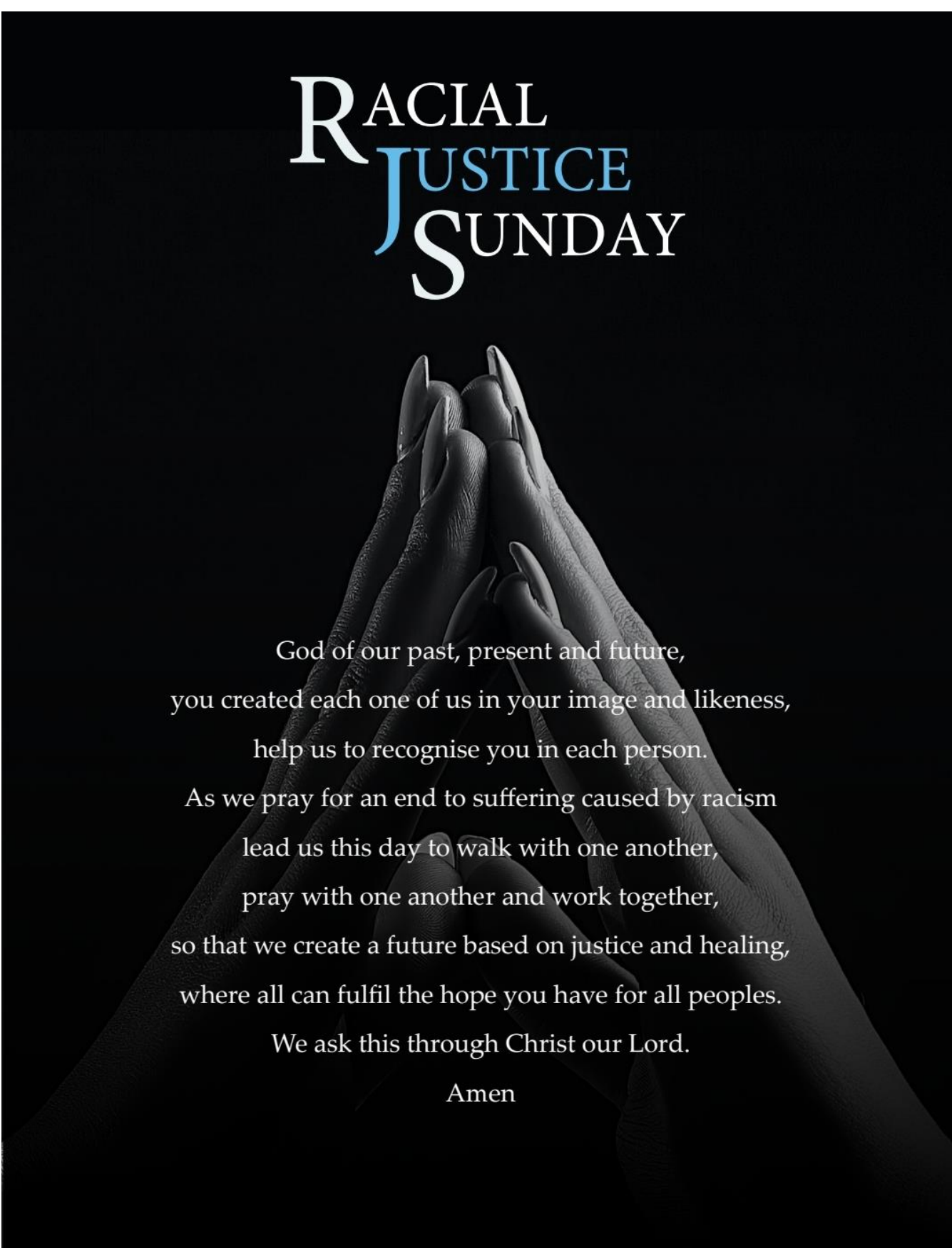
Racial Justice Sunday is the day the church focuses on the need to oppose racism and pursue racial justice with renewed vigour. This year it is celebrated on Sunday 5th February.

The theme for Racial Justice Sunday is: “All are included in the mission of Christ and His Church. Let us walk together, pray together and work together”

As a school, we follow this mission daily and make sure that ALL are included. Let us continue to walk together, pray together and work together and continue to fight for Racial Justice, remembering that ALL are made in the image and likeness of God.



RACIAL JUSTICE SUNDAY



God of our past, present and future,
you created each one of us in your image and likeness,
help us to recognise you in each person.
As we pray for an end to suffering caused by racism
lead us this day to walk with one another,
pray with one another and work together,
so that we create a future based on justice and healing,
where all can fulfil the hope you have for all peoples.
We ask this through Christ our Lord.

Amen

Students from Years 7 and 8 have been focusing on how they can "**Lead for Justice**" which is the Ursuline Student Profile Value we have been focusing on this half term.

The girls have created these beautiful footprints which symbolise our journey of faith as disciples, as we follow the word of God. The footprints feature some lovely thoughts and biblical references based on what leading for justice means to them.



"Work hard and become a leader. Be lazy and never succeed" Proverbs 12:24

"We can lead for justice by standing up for what is right. Even if it has no impact on us" Zar 8T

"Challenge discrimination. Study a cause worth challenging and stand up for justice. Encourage morality" Aaminah 8T

Beautiful work girls!



Ms Eakins

Feast of St Angela

Last Friday it was the Feast Day of St Angela Merici, and we celebrated the occasion with 2 lovely Masses with Fr John Jesus and Fr Andrew Headon. We also had a half day's holiday, and every student was given a chocolate treat to take home!



Welcome Project

On Monday we welcomed Sonia Lynch to UAI to talk to our Year 13 General RE classes. Sonia works for The Welcome Project which provides a range of services to rough sleepers and vulnerable adults from its purpose-built Day Centre here in Ilford.

At this centre, they give Information, advice and guidance on an array of issues associated with homelessness including, drugs and alcohol, benefits, Health & Mental Health and practical support of food, showers, clothing and laundry. They also provide and support people with volunteering, training and employment.

Hearing Sonia speak about the work she does as well as her own faith motivation was very inspiring. So much so that some of our students asked how they could volunteer and get involved.

Sonia left us with an inspiring quote from her own faith as to what her motivation for doing all of this was...



Many thanks to Sonia and her team!



Movie Mondays

So far, the students have enjoyed watching "Inside Out", "Turning Red", and "Onward". We've discussed themes of how to handle emotions, what's important to us and who is there for us as well as enjoying freshly made popcorn 😊

Some of our Movie Monday club members chatting with our head girl.



Chaplaincy Diary Dates



Chaplaincy Diary Dates

Movie Mondays Every **Monday 12.40 – 1.30pm** in chapel (all are welcome)

Every **Tuesday** there will be Chat and Chill with the Chaplain – A drop in session for all ages. Come and chat, chill, discuss new ideas and activities for chaplaincy, fundraise and more! Come and see!

Chaplaincy Team meetings Every **Thursday 9am – 9.30am** (Alternate weeks for different year groups. Listen out for notices)

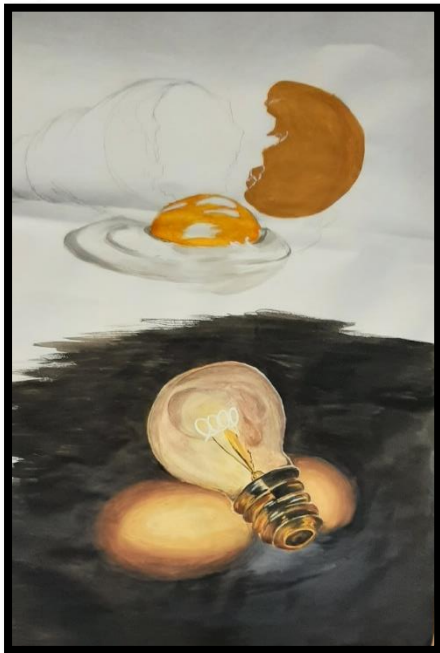
Feel Good Fridays – **12.40 – 1.30pm** Every **Friday** (By invitation only) in Desenzano House

Cleo Gammon, Chaplain



Art News

Artist of the Month - February
Qudsia Khalid - Year 10

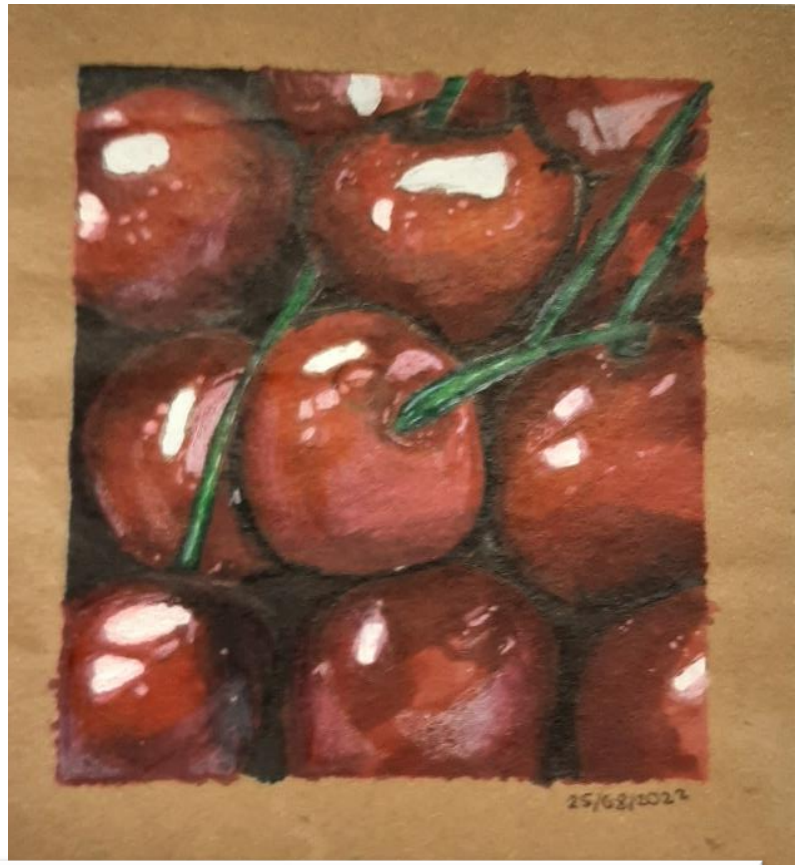


I think Qudsia's hyper realistic paintings speak for themselves.

Qudsia says "I have a real passion for Art and I have always enjoyed painting and drawing. My 'Egg-Lightbulb' piece is surreal but I like realism best."

All I can add is, a very well done, Qudsia!

Mr Butler
Head of Art





Eco Warrior Club & Biology Club

This week our eco-warriors joined with the biology club to top up the terrarium. We got some green leaves for the food for the latest addition.... 15 snails! The students raced the snails before naming them and placing them in their new home.



Ms Colder, Head of Geography



MFL News

The French Club: Miam Miam!

The French club runs from 1:05 until 1:35 pm in G6 on Wednesday. This week, in order to celebrate 'La chandeleur' (The equivalent of Candelmas/Pancake day), we will be learning and acting the Crêpe recipe in French. We will also enjoy some delicious crêpes. Make sure you come on time. It is going to be a popular one!

*La **Chandeleur** is known in English as Candelmas. This falls 40 days after Christmas and signifies the day that Jesus was presented at the temple. According to local customs, candles had to be lit at midnight as a symbol of purification. So, on this day, on 2 February every year, French people eat crêpes to celebrate this Feast. One of its origins is the celebration of the midway point of winter and warmer days ahead with round-shaped crêpes representing the sun, and the prosperity of harvest.*





Ms Delpech, Head of MFL



Open Discussion About Digital Lives

Tuesday 7th February is Safer Internet Day 2023. The theme this year is "Open Discussion about Digital Lives".

Students will be taking part in activities to help them keep safe online. I would also encourage parents to read the poster below.

It gives advice on how to be open in your discussions about your child's use of the internet by taking the following steps:

- Make your interest in their use of the internet clear
- Be open and honest
- Remind your child they can always talk to you
- Discuss that not everything on the internet is real
- Try to remain calm
- Create a family agreement
- Keep talking!

Mr Mitchell, Head of Computer Science

Tips for Encouraging Open Discussions about DIGITAL LIVES

The online world is an entirely familiar and commonplace part of life for today's children and young people, far more so than for previous generations. There are many positives to children being able to access online materials, so it's important not to demonise the internet, games and apps, and limit the benefit of their positive aspects. At the same time, we do have a responsibility to educate children about the hazards they may encounter online (just as we would about real-world dangers) so it's essential that we don't shy away from talking to them about the complex – and often sensitive – subject of what they do and what they see when they're online.

Here are some suggestions for kicking off conversations with your child about their digital life ...

MAKE YOUR INTEREST CLEAR

Showing enthusiasm when you broach the subject signals to your child that you're keen to learn about the positives of their online world. Most children enjoy educating adults and will happily chat about what they use the internet for, or what games and apps they're into and how these work. Asking to see their favourite games and apps in action could help you spot any aspects that may need your attention – such as chat functions which might require a settings adjustment to limit contact with strangers. Keep listening even if your child pauses for a long time: they could be considering how to phrase something specific, or they may be gauging your reaction.

BE OPEN AND HONEST, APPROPRIATE TO THEIR AGE

At various stages, children and young people become curious about puberty and how their body changes; about relationships; about how babies are made; and about sexual health. If your child knows that they can discuss these sensitive subjects with you, they tend to be less likely to go looking online for answers – which can often provide them with misleading information and, in some cases, lead to them consuming harmful content. Don't worry if you don't immediately know the answers to their questions – just find out for yourself and go back to them once you have the facts.

REMIND YOUR CHILD THEY CAN ALWAYS TALK TO YOU

In my role I work with many children and young people who admit being reluctant to tell a trusted adult about harmful content they've viewed online, in case it leads to having their devices confiscated. Emphasise to your child that you're always there to listen and help; reassure them that if they do view harmful content, then they are not to blame – but talking about it openly will help. Children shouldn't be expected to be resilient against abuse or feel that it's their job to prevent it.

KEEP TALKING!

The most valuable advice we can give is to keep talking with your child about their digital lives. You could try using everyday situations to ask questions about their online experiences.

DISCUSS THAT NOT EVERYTHING WE SEE ONLINE IS REAL

Here, you could give examples from your own digital life of the online world versus reality – for example, those Instagram posts which show the perfect houses: spotlessly clean, never messy and immaculately decorated. Explain to your child that there are many other aspects of the online world which are also deliberately presented in an unrealistic way for effect – such as someone's relationship, their body, having perfect skin and so on.

TRY TO REMAIN CALM

As much as possible, try to stay calm even if your child tells you about an online experience that makes you feel angry or fearful. Our immediate emotions frequently influence the way we talk, so it's possible that your initial reaction as a parent or carer could deter a child from speaking openly about what they've seen. Give yourself time to consider the right approach, and perhaps speak with other family members or school staff while you are considering your next steps.

CREATE A 'FAMILY AGREEMENT'

Involving your whole household in coming up with a family agreement about device use can be immensely beneficial. You could discuss when (and for how long) it's OK to use phones, tablets, consoles and so on at home; what parental controls are for and why they're important; and why it's good to talk to each other about things we've seen or experienced online (both good and bad). Explaining your reasoning will help children to understand that, as trusted adults, we want to make sure they are well informed and kept safe. Allowing children to have their say when coming up with your family agreement also makes them far more likely to stick to it in the long term.

Meet Our Expert

Rebecca Jennings of RASEE (Raising Awareness in Sex Education) has almost 20 years' experience delivering relationships and sex education and training to schools, colleges and other education providers. A published author on the subject, she also advises the Department of Education on the staff-training element of the RSE curriculum.



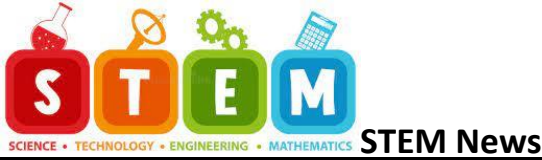
NOS National Online Safety®
#WakeUpWednesday



Science News

No Science Club this week, normal service will be resumed next week!

Please note, from now on Biology club will be focussing on Year 11 revision and will take place every Tuesday. All Year 11s welcome 😊



Stemettes and Moonpig Leadership Academy

For some of our students a visit to central London alone can be a truly exciting experience. Our visit to the HQ of Moonpig an internet-based card making business, turned out to be a real treat for them. Their day got off to great start with some exciting fun icebreakers together with the girls from Greig City Academy School in Haringey. It prepared them for a productive day which drew heavily on cross-curricular skills from Mathematics, Design & Technology Geography, Art, History, Drama as well as others.

Together they listened to a variety of keynotes designed to introduce them to the organised Leadership programme on building confidence, presentation, effective leadership personal branding, entrepreneurship, superpower, software and cybersecurity, amongst many others in partnership with Stemettes.

Making new friends, accepting their leadership certificates and an office tour, turned into an unexpected treat of goodie bags for each on their return. Moonpig makes cards for those heartfelt life moments and lucky **Fizza Rasool** whose Birthday it was on the day, received a surprised birthday gift presented to her before leaving. A huge thank you to all the staff at Moonpig and to the awesome team at Stemettes who continue to organise such fun, unique and inspiring workshops. **DT TEAM**

Our trip to Moonpig HQ, in my opinion was very educational and gave me a good insight into how STEM is able to be applied in the working world., not just in science and engineering focussed jobs, but also business and finance jobs. Which aren't commonly associated with STEM. The best part was the speed networking industrial talks we had with role models as the groups were smaller and we were able to ask questions that I wasn't able to during the group talks. I learnt about getting a job and how to apply my strengths and improve my weaknesses. **Sameera Kibtiya Rasul 10T**

This DT Trip was a great way to expand my leadership and teamwork skills. We had engaging talks and did various activities. I loved the unique and comfortable set up of the studio and how welcoming it felt. At the end Moonpig gave us goody bags and they also gave me a personalised card and gift since it was my birthday, Thank you everyone for a fun day. **Fizza Rasool 10J**



I enjoyed the visit to the Moonpig HQ because I learnt how to achieve my goals and have a good start to my career. The best part was the speed networking, and I spoke to a website developer who gave me very useful tips on my next steps to achieve above and beyond. **Jumanah Hossain 10**

I loved this trip to Moonpig, it was inspirational and exciting. I like all the talks because they provided loads of information and confidence that I took away which will be useful for my future. I also liked all the unique seating and games they had, they especially were really fun to play with. **Catherine Clarey 10J**

I really enjoyed the different seminars that were available as they taught me about a variety of life skills which I will definitely use in the future. The best part was getting to know all the different careers people worked at Moonpig and having the opportunity to ask them questions about how they got to the point they were in their careers. **Alizah Khalil 10U**

Moonpig was really fun as I didn't realise how much goes into creating a company and the many different job roles within it. This made me realise how STEM is such an important part of many companies today and made me really understand how it works in our daily lives. Overall the whole experience was fun engaging and I enjoyed interacting with other people, the tour was one of the best parts. **Maariyah Saumtally 10C**

I enjoyed taking a tour around the Moonpig HQ and gaining a full understanding of what each team does. The best part was networking with experienced people and asking questions that can help us in the future. I learnt more about empowerment and the key aspects of being in power and what it takes. **Zaina Alam 10U**





Demystifying Cambridge

Architecture Visit

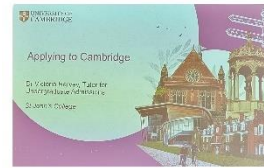
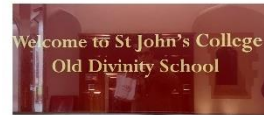
“The fantastic trip to St. John’s, sought 24 students from four different schools across London come together to demystify the University of Cambridge. Six of our Year 12 students had the privilege of exploring elements of the Architecture, Design and Engineering getting involved in interactive workshops in sketching and collaborative design.

The day also included a lecture about admissions as well as an inclusive lunch and tour of the picturesque grounds led by students studying Architecture. This rare opportunity was proposed by our DT technician Mrs. Russell and organised by Mr. Neil Pinder of Graveney School in South London. All students who participated had a valuable experience, one which allowed them to envision themselves in a place that is usually associated with white middle and upper classes. Breaking these traditions and trying to change this narrative is pivotal **Ms. L Catungal**



Visiting Cambridge was about planting the seeds for students to absolutely demystify the place and regardless of what subject they wanted to study, it was a place they could say, is one they could be part of without fear or anxiety. Whilst listening to the launch of its first new undergraduate course in years, in the form of the new design degree *the ‘Design Tripos’* in 2024, aimed at merging arts and science and tackling some of the world’s biggest climate challenges such as delivering carbon net zero - [Cambridge University launches new Design degree to 'merge the arts and science' - and fight climate change \(inews.co.uk\)](https://www.inews.co.uk/cambridge-university-launches-new-design-degree-to-merge-the-arts-and-science-and-fight-climate-change/) and what the college can offer them.

I think we all learned about the need to increase the colleges diversity, you can only imagine the platforms and the doors that will get opened for that cohort and what they will go on to achieve. A very insightful and educational day for everyone. Thank you Mr Neil Pinder for the opportunity. **Mrs R Russell**



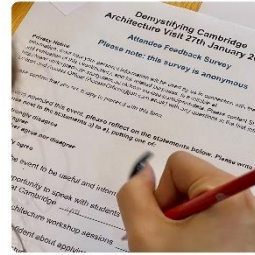
Here are some of the students' testimonies of the day:

Aafia Javaid -

I found the trip very interesting. Because I got to see different parts of the university as well as got to know about how architecture works. It made me realise I don't need to be a perfect artist to become an architect. We did an activity in which we have to draw the picture by seeing the reference picture by using various type of tools (pens/ pencil). They also gave us a tour of St. John's college. It was a very nice opportunity to get a tour of it. I also got to know about the new course that they are going to introduce and help me to think about if I want to do it as it might be helpful for me.



Date	Activity	Location	Lead by
18/01	Active Learning/Cross	Historic 1000	
19/01	Visit to Cambridge (via 13/1)	King's Cross	Nice Pinder
19/01-10	Work in St John's College	Cambridge - morning session at Central Hall	Nice Pinder
19/01-11	Workshop in Cambridge (from Architecture and Design)	St John's College, one morning session at Central Hall	Historic Range
19/01-12	Work in Cambridge	St John's College	
19/01-13	Work in Cambridge	St John's College	



Aaliyah Awan -

The trip to St. John's College at Cambridge University gave us insight into what studying architecture would be like and university. We had a sketching lesson where we learned that you do not need to be a good artist to sketch or do architecture as well as a workshop where we designed shoes in groups. We also received a tour of the college and the town and got to speak to current architecture students. This experience made applying to Cambridge University seem less daunting. Overall, it was an insightful and great experience.

Efemena Efejuku -

The Cambridge trip was a wonderful opportunity as it provided us with valuable insight as to what studying architecture at Cambridge would entail. I particularly enjoyed taking part in the sketching workshop led by one of their architecture professors, where I learnt the importance of using different drawing mediums to achieve the desired outcome for your sketch.



Akshaiya Kajansivakumaran -

On our trip to St. John's College at Cambridge University, we were shown how the architecture course in Cambridge was structured, with 2 workshops where we learnt about sketching techniques and how not all sketches need to look "perfect," as well as the engineering aspect of design, in which we worked as a group with students from across London to design a shoe. We also received a talk that broke down the process of applying to Cambridge for any course, as well as general advice on applying. I believe this event was highly beneficial as it showed me that Cambridge wasn't as intimidating as I had originally thought, and it also gave me insight into studying at Cambridge as a whole."





Uniform

Uniform Guidance at the Ursuline Academy

What are the uniform items you must wear?



- School blazer with SERVIAM badge pinned to the lapel
- White shirt/blouse
- School V-neck sweater or cardigan
- Blue school skirt – worn to the knee
- White or Navy knee length socks *or* black or navy tights
- Black, flat-heeled school shoes [leather or leather appearance].
- Head coverings must be blue or black
- Cloth coats [no real or imitation leather] must be plain black or blue and *longer* than the blazer
- Hair must be 'natural' colours only

Optional: two plain studs worn in the lobe of each ear, a small religious symbol on a thin plain chain, a watch.

- Additional jewellery or smart watches
- Hair accessories must be black, blue or clear only
- Nail polish or nail extensions
- Make-up
- False eye lashes or eyelash extensions
- 'Hoodies'
- Leggings
- Socks over tights
- Sweaters must be worn correctly and not tied at the back



What are you not allowed to wear?



Please see pictures below of some of our students wearing their uniforms with pride!



Careers



Apprenticeships

National Apprenticeship Week
6th to 12th February 2023

Information for Parents/Carers

National Apprenticeship Week starts on Monday 6 Feb 2023. A 2022 survey of 3,000+ parents and carers revealed that only 1 in 10 parents would feel confident in supporting their child to research and apply for

an apprenticeship. This is no surprise as 'Apprenticeships' have changed so much in the past 5 years and in some cases, entry is more competitive than securing a university place.

Talking Futures and The Parent Podcast are both recommended as a good place for parents to start.



Talking Futures has a range of resources to help parents to further research and develop careers conversations e.g. Talking Futures

<https://www.talkingfutures.org.uk/>

The parent perspective podcast Brought to you through a collaboration with Amazing Apprenticeships and Not Going To Uni, the brilliant podcast is hosted by highly acclaimed broadcaster and journalist, Rachel Burden and produced by award-winning journalist, Steve Bland. This podcast is a great starting point and features accompanying resources for parents and carers to use with their child(ren). <https://amazingapprenticeships.com/the-parent-perspective-podcast/>



RAPID READS

A collection of fact sheets that are designed to quickly inform the reader about key topics. A series of 'Rapid Reads' (1 - 3 pages) have been produced to support students, teachers, parents and anyone that is interested to understand and explore apprenticeships and technical education

<https://amazingapprenticeships.com/resource/rapid-read-bundle/>

The Higher and Degree Vacancy Listing The higher and degree apprenticeship listing showcases hundreds of vacancies from a diverse mix of employers starting in 2023 and 2024. The variety of vacancies listed range from Nuclear Scientist to Nursing Associate – there's something for everyone. Please note, this booklet only contains a selection of current higher and degree apprenticeship vacancies.



<https://amazingapprenticeships.com/app/uploads/2022/11/Higher-Degree-Listing-FEB-2023.pdf>

You can see here the planned activities and resources that your daughter will be exposed to this week. Do ask them what they have discovered.

Monday	Unifrog: Apprenticeship Toolkit	https://Unifrog.org/student/apprenticeships/start Opportunities Section Apprenticeships/Start/Toolkit
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Tuesday	Film Relating to Subject	https://amazingapprenticeships.com/think-apprenticeships-films/
Wednesday	Apprenticeship stories	https://amazingapprenticeships.com/apprentice-stories/
Thursday	Guess Who Quiz	https://amazingapprenticeships.com/resource/guess-the-apprenticeship-quiz/
Friday	The Higher and Degree Vacancy Listing.	https://amazingapprenticeships.com/app/uploads/2022/11/Higher-Degree-Listing-FEB-2023.pdf
Saturday	Apprenticeship ARCADE	www.amazingapprenticeships.com/naw
Sunday	Mindfulness sheet	<u>Available on Satchel</u>

To start the week, we are fortunate to have a speaker from 'Wiser Futures' for our Year 11 and Sixth Form Assembly talking about apprenticeships with National Grid.



Ms Finlay, Careers Coordinator

Year 9 Options

Each Form will attend a 'Year 9 Options Workshop' on Thursday 9 March delivered by Ms Gray from Prospects. This will help when deciding which subjects to choose for GCSE. Parents are invited to attend the Options evening on 21 March.





Did you know...just registering your daughter for Free School Meals means that our school gets extra money!!

You can register your daughter for Free School Meals if you receive any of these benefits:

- *Income Support*
- *Income-based Jobseeker's Allowance*
- *Income-related Employment and Support Allowance*
- *Support under Part VI of the Immigration and Asylum Act 1999*
- *The guaranteed element of Pension Credit*
- *Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)*
- *Working Tax Credit run-on – paid for four weeks after you stop qualifying for Working Tax Credit*
- *Universal Credit – if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)*

Children who get paid these benefits directly, instead of through a parent or guardian, can also get Free School Meals.

If you want your daughter to have a free, healthy meal at lunchtime that's great – she will get a free meal (saving you more than £400 per year!). There is NO stigma attached and no one will know because we operate a cashless payment system in our Dining Hall.

If you qualify but don't want your daughter to have Free School Meals, please still register as the school will get additional funding. Your daughter can still continue to have her packed lunch as normal!

To apply please complete the on-line Free School Meals application on the Redbridge.gov.uk website. You can apply regardless of which borough you live in because your daughter attends a school in Redbridge. It is a simple 1-page form, so don't delay, apply today!!

It is important to note that:

- Taking the meal is recommended but not compulsory
- Your daughter may receive additional help as a result of being registered, for example, help with the cost of music lessons or school trips
- No one will know and it will not affect any other benefits you are claiming
- Registering your daughter for Free School Meals will bring in more money to our school.

Thank you for your co-operation!



Friendly February 2023

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
		1 Send a message to let someone know you're thinking of them	2 Ask a friend how they have been feeling recently	3 Do an act of kindness to make life easier for someone	4 Invite a friend over for a 'tea break' (in person or virtual)	5 Make time to have a friendly chat with a neighbour 
6 Get back in touch with an old friend you've not seen for a while	7 Show an active interest by asking questions when talking to others	8 Share what you're feeling with someone you really trust	9 Thank someone and tell them how they made a difference for you	10 Look for good in others, particularly when you feel frustrated with them	11 Send an encouraging note to someone who needs a boost	12 Focus on being kind rather than being right
13 Smile at the people you see and brighten their day	14 Tell a loved one or friend why they are special to you	15 Support a local business with a positive online review or friendly message	16 Check in on someone who may be struggling and offer to help	17 Appreciate the good qualities of someone in your life	18 Respond kindly to everyone you talk to today, including yourself	19 Share something you find inspiring, helpful or amusing
20 Make a plan to connect with others and do something fun	21 Really listen to what people say, without judging them	22 Give sincere compliments to people you talk to today	23 Be gentle with someone who you feel inclined to criticise	24 Tell a loved one about the strengths that you see in them	25 Thank three people you feel grateful to and tell them why	26 Make uninterrupted time for your loved ones
 27 Call a friend to catch up and really listen to them	28 Give positive comments to as many people as possible today					

ACTION FOR HAPPINESS

Happier · Kinder · Together



Redbridge News

Are you caring for a child who is not yours?

Private fostering is when someone who is not a close relative cares for another person's child under the age of 16 (18 if disabled) for 28 days or more.

A close relative is considered to be an aunt, uncle, grandparent, step parent or siblings. Friends of the family and other family members such as cousins or great aunts are not classed as close relatives for the purposes of Private Fostering, neither are families hosting overseas students who are being educated in the UK.

You need to legally notify us of any private fostering arrangements in Redbridge to ensure the child is safe.

Are you looking after a child who is not your own?

- Is the child under 16 (or 18 if they have a disability)?
- Are you NOT the child's step parent, sibling, aunt, uncle or grandparent? This also includes host families to overseas students
- Do you plan to have the child with you for more than 28 days?
- This is called "private fostering" and we must be LEGALLY notified to ensure the child is safe.

Please contact Redbridge Children's Services:

📞 020 8708 3885

✉️ CPAT.Referrals@redbridge.gov.uk

or visit www.redbridge.gov.uk/private-fostering for more information

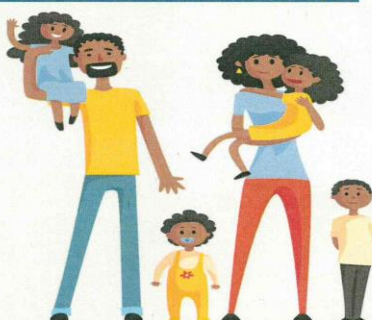
Please contact Redbridge Children's Services on 020 8708 3885 or by email

CPAT.Referrals@redbridge.gov.uk

For more information please visit our website: <https://www.redbridge.gov.uk/private-fostering>

Redbridge Educational Wellbeing Team (REW T)

Parent Workshops



REW T are excited to be delivering parent workshops to support the wellbeing of Redbridge parents and their children. Please register for the workshops using the links or QR codes below.

Understanding and supporting bereavement and loss

(Workshop)

Tuesday 31st

January

(4.30 – 6pm)

<https://tinyurl.com/2t7p6j8y>



Parents actions to improve wellbeing

(Webinar)

Wednesday 8th

February

(4 – 5pm)

<https://tinyurl.com/3hut7b24>



Listening to the voices of our Redbridge parents

(Workshop)

Wednesday

22nd March

(5 – 6pm)

<https://tinyurl.com/y7zhwybe>



Please email
REW T@redbridge.gov.uk if you
have any queries

London Borough of
Redbridge 



NHS England
Wellington House
133-155 Waterloo Road
London
SE1 8UG

24 January 2023

Dear Parent Carer,

Child Flu Vaccination

The flu jab is one of the most important vaccinations offered to keep children protected this winter as the flu virus spreads easily especially in enclosed spaces like the classroom. For children with existing health conditions there is a higher risk of serious illness that could lead to hospitalisation.

As temperatures fall again in the coming weeks, getting vaccinated against flu gives your child that vital extra protection from this dangerous virus which spreads more easily in colder weather when we spend more time with friends and family indoors.

Secondary school-aged children in years 7 through 9 are eligible for a free flu nasal spray. The nasal spray is quick and painless, and most children will be able to get it at their school. If you have missed your child's school vaccination, it's not too late – you can still get a flu vaccine from your GP if your child has a long term health condition and is in the 'at risk' category or your local School Aged Immunisation Service as per the details below.

Visit www.nhs.uk/wintervaccinations or search 'NHS child flu vaccine' for more information.

Yours faithfully,

Susan Elden

Susan Elden
Consultant in Public Health
Senior Immunisation Lead
NHS England
Wellington House
133-155 Waterloo Road
London
SE1 8UG

Borough	Provider	Phone Number	Email address
City & Hackney	Vaccination UK	0207 613 8370	hackney@v-uk.co.uk
Tower Hamlets	Vaccination UK	0207 613 9422	towerhamlets@v-uk.co.uk
Newham	Vaccination UK	0208 214 1393	newham@v-uk.co.uk
Waltham Forest	Vaccination UK	0208 017 4291	walthamforest@v-uk.co.uk
Barking & Dagenham	Vaccination UK	0203 343 2400 opt 1	barking&dagenham@v-uk.co.uk
Havering	Vaccination UK	0203 343 2400 opt 2	havering@v-uk.co.uk
Redbridge	Vaccination UK	0203 343 2400 opt 3	redbridge@v-uk.co.uk
Haringey	Vaccination UK	0208 017 7925	haringey@v-uk.co.uk
Islington	Vaccination UK	0208 017 7926	islington@v.uk.co.uk
Enfield	BEH	0208 702 3499	Beh-tr.enfieldimmunisationteam@nhs.net
Camden	CNWL	0203 317 5076	Cnw-tr.ImmunisationTeam@nhs.net
Barnet	CLCH	0208 447 3622	clcht.barnetimmunisationteam@nhs.net
Harrow	CLCH	0208 102 6333	clcht.harrowimmunisationteam@nhs.net
Hillingdon	CNWL	01895 485 740	cnw-tr.immunisationteam@nhs.net
Hounslow	CLCH	0203 691 1013	clcht.hounslowschoolagedimmunisation@nhs.net
Ealing	CNWL	01895 485 740	cnw-tr.immunisationteam@nhs.net
Brent	CNWL	01895 485 740	cnw-tr.immunisationteam@nhs.net
Kensington & Chelsea	CNWL	0203 317 5076	cnw-tr.immunisationteam@nhs.net
Hammersmith & Fulham	CNWL	0203 317 5077	cnw-tr.immunisationteam@nhs.net
Westminster	CNWL	0203 317 5078	cnw-tr.immunisationteam@nhs.net

Extra-Curricular Activities			
Day	Activity	Time	Room
Monday			
	Indoor Rowing - All Year Groups: KKE	12.40 – 1.10p.m.	Gym
	Worship Band – All Years: SDE	1.00 – 1.40p.m.	S5
	Maths Intervention – Year 11: SAH	12.40 – 1.40p.m.	F15
	Chemistry Club – All Years: JOS	1.00 – 1.30p.m.	G8
	Netball – Years 7 & 8: JMA	3.20 – 4.20p.m.	Playground/Gym
Tuesday			
	Woodwind Ensemble – All Years: SDE	10.40 – 11.00a.m.	Practice Room 3
	Maths Club – All Year Groups: TKO	12.40 – 1.40p.m.	S6
	Contemporary Dance – Years 7 & 8: SFR	12.40 – 1.10p.m.	Dance Studio
	Trampolining – Years 9, 10 & 11: KKE	12.40 – 1.10p.m.	Gym
	Eco Warriors Club – Years 7 & 8: HCO/JMC	1.00 – 1.30p.m.	G3
	Year 11 Band: SDE	12.40 – 1.10p.m.	S5/PR1
	Violin Ensemble – All Years: SDE	1.10 – 1.40p.m.	S5
	STEM Club - All Year Groups: AKO	1.00 – 1.30p.m.	G12
	Drama Club – Years 7 & 8: IMI	1.00 – 1.30p.m.	Drama Studio
Wednesday			
	Ukulele Group – Years 7 & 8: DEA	10.40 – 11.00a.m.	S5
	GCSE Dance Students – Years 10 & 11	12.40 – 1.10p.m.	Dance Studio
	LGBTQ+ ‘Alphabet Soup’ Club – All Year Groups: HMA/EDO	12.40 – 1.10p.m.	F19
	Science Club (Selected Students): PBH	12.45 – 1.15	G10
	Board Games Club – All Year Groups: BFA	1.00 – 1.30p.m.	F13
	French Club – Years 7 & 8: LDE	1.00 – 1.30p.m.	G6
	UAI Choir – All Years: SDE	1.00 – 1.40p.m.	S5
	Football – Years 9, 10 & 11: LBU/CSC	3.20 – 4.20p.m.	Playground
	DT GCSE Catch Up Session: AKO	3.30 – 4.30p.m.	G12
Thursday			
	Art GCSE Coursework & Intervention: RBU	12.40 – 1.40p.m.	S2
	GCSE Dance Students – Years 10 & 11	12.40 – 1.10p.m.	Dance Studio
	P E GCSE Coursework & Intervention – Group 2: KKE	12.00 – 1.30p.m.	G18
	Chess Club – All Year Groups: LFI/BFA	1.00 – 1.30p.m.	G7
	STEM Club - All Year Groups: AKO	1.00 – 1.30p.m.	G12
	Guitar Ensemble – All Years: SDE	1.00 – 1.40p.m.	S5
	Netball – Years 9, 10 & 11: SFR	3.20 – 4.20p.m.	Playground/Gym
	GCSE Computer Science Catch Up Session – Years 10 & 11: RMI	3.30 – 4.30p.m.	F6

	Year 11 English 5 o'clock Club: MCR/LBU/LCA/FCH	3.30 – 5.00p.m.	F8
Friday			
	Art Club – All Year Groups: RBU	12.40 – 1.40p.m.	S2
	Multi Games – SS Students (Invitation only): BTEC Students	12.40 – 1.10p.m.	Gym
	Glee Club – All Years: SDE	1.00 – 1.40p.m.	S5
	Running Club – All Year Groups: JMA/NHA	3.20 – 4.20p.m.	Playground/Gym



P E Clubs	Monday	Tuesday	Wednesday	Thursday	Friday	
Lunch 12.40 – 1.10p.m.	Indoor Rowing All Years Gym (Ms Keogh)		Trampoline Years 9, 10 & 11 Gym (Ms Keogh) Contemporary Dance Years 7 & 8 Dance Studio (Ms Francis)	GCSE Dance Students AA Year 11 Dance Studio	GCSE Dance Students MS Year 11 Dance Studio GCSE PE Coursework & Intervention Group 2 G18 (Ms Keogh)	Multi Games SS Students (Invitation only) Gym (BTEC Students)
After School 3.20 – 4.20p.m.	Netball Year 7 & 8 Playground/Gym (Mrs Mansell)			Football Years 9, 10 & 11 Playground (Mr Burt/ Ms Scallan)	Netball Years 9, 10 & 11 Playground/Gym (Ms Francis)	Running Club All Years Playground/Gym (Mrs Mansell & Ms Harrington)



EXTRA-CURRICULAR MUSIC CLUB TIMETABLE						
	Monday	Tuesday	Wednesday	Thursday	Friday	
Breaktime		WOODWIND ENSEMBLE @10.40am Practice Room 3	YR 7+8 UKULELE GROUP @10.40am S5			
Lunchtime	WORSHIP BAND @ 1pm S5	YR 11 BAND @ 12.40pm S5/PR1 VIOLIN ENSEMBLE @ 1.10pm S5	UAI CHOIR (All years) @ 1pm S5	GUITAR ENSEMBLE @ 1.10pm S5	GLEE CLUB @ 1PM S5	



A Weekly Gift to you and your family from your Catholic School

THE Wednesday WORD



SHARING SUNDAY'S GOSPEL WITH PARENTS & FAMILIES

Dear Parents and Carers,

This Sunday's Gospel shows how the message of Jesus can change everything in the world. Jesus reminds us that we are not here only for ourselves - we're here for others: to improve the lives of those around us with love, care and goodness.

Whenever we perform an act of goodness, even the smallest good deed, it pleases God and sets an example for others to see and to follow.

Wednesday 1st February 2023

So this Gospel reminds us of the importance of our role in life: to bring God's light to others and to be 'the salt of the earth'. Now let's go and bring that taste and that light of Jesus to everyone we meet.

Enjoy a special time together exploring this Sunday's Gospel and this Wednesday's word, which is **GOODNESS**.

Dom Henry Wansbrough



To see this week's Parish Version of The Wednesday Word: wednesdayword.org - Parents' Pages - Lectio Divina with Fr Henry.

"Happy are the young,
because they have time
before them to do good."

St Philip Neri

THE GOSPEL IN CHURCH Sunday 5th February 2023



Jesus said to his disciples: "You are the salt of the earth. But if salt becomes tasteless, what can make it salty again? It is good for nothing, and can only be thrown out to be trampled underfoot by men. You are the light of the world. A city built on a hill top cannot be hidden. No one lights a lamp to put it under a tub; they put it on the lamp-stand where it shines for everyone in the house. In the same way your light must shine in the sight of all people, so that, seeing your good works, they may give the praise to your Father in heaven."

Adapted from
Matthew 5:13-16 (the 5th Sunday of Ordinary Time, Year A)

Everyone can learn more about this Gospel
in Church - all are warmly invited.

"A good example brings about
so much good. Goodness
always tends to spread."

Pope Francis



THE Wednesday WORD

CONNECTING HOME, SCHOOL AND PARISH THROUGH SUNDAY'S GOSPEL

People can see God at work through the goodness in others. Living in the way that Jesus taught us, knowing that we are loved forever by God and responding to that love by our good deeds, we bring praise to God and become a light for others.

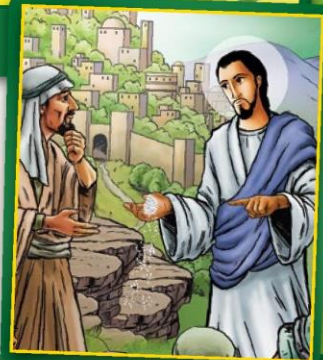


1 Our Special Time Together

Enjoy reading the Gospel overleaf (or below for younger children)

Jesus said to his disciples: "You are the salt of the earth. You are like a light shining for the whole world to see, just like a city built high on top of a hill which cannot be hidden from view. No one lights a lamp and then covers it up; they put it where it shines and gives light to everyone in the house. In the same way, you must let your light shine for others, so that people will see the good that you do, and give thanks and praise to God for sharing his goodness through you."

What did Jesus say would make people want to give praise to God? Which word stood out for you in the Gospel, and why? What does the picture make you think about?



2 Wednesday's Word is ...

GOODNESS

3 Loving God & Each Other

"Let us allow God to fill our hearts with his goodness." *Pope Francis*

Ask your child what the word 'goodness' means to them. Who stands out for them as being full of goodness? How do they show that goodness? As a family, name a quality of goodness that you can see in each other (perhaps helpfulness, politeness, thoughtfulness, generosity, patience, gentleness, kindness). Are there any qualities of goodness that you would like to have more of?

"Each person, according to their ability, should be a pattern of goodness to others." *St Basil the Great*

We can show our love for God through trying our best to grow in goodness. Each of you decide on a particular act of goodness to let your 'light shine' - to make life better for others. Perhaps you can: be more compassionate and caring; share sweets or other favourite things; make a phone call to someone who may be lonely; be a kind and patient listener; ask God to help you grow in goodness; get involved in Racial Justice Day, this Sunday, working and praying for an end to racism (see carj.org.uk).



Dear Lord Jesus, you are the source of all goodness. Thank you for all the people who help us to grow in goodness and become the best that we can be. Amen.

Gospel Gallery

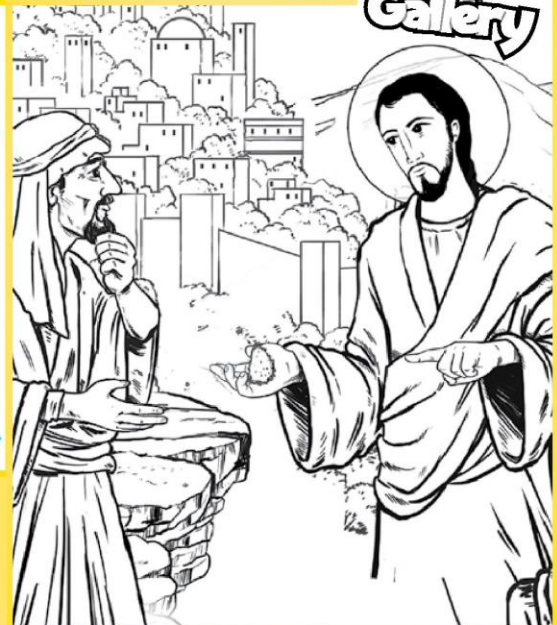
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WEDNESDAY WORDSEARCH

SMARTSEARCHERS FIND THESE EIGHT WORDS EITHER ACROSS OR DOWN

- SALT
- EARTH
- LIGHT
- SHINING
- SHOW
- GOODNESS
- GOD
- PRAISED

SUPERSEARCHERS FIND THE WORDS BACKWARDS OR DIAGONALLY



Cross out the letters **u k m** in the jumbled words below to find 4 real words.

wokrumld limgukht kearmuth smaklut

You are the _____ of the _____. You are like a _____ shining for the whole _____ to see.

Search for at least three differences between this picture and the colour one. Then draw them in before colouring.



God is good - all goodness comes from God.

Whenever we are truthful, loving and caring we are on the path to goodness and we show ourselves to be the salt of the earth and a light for the world.



Write a promise and then draw a big smile on Smiley

This week I will try my best to...

.....



For more, see: wednesdayword.org and cbcew.org.uk