



HALF TERM UPDATE

March 2022



Students Sing for Ukraine

Communities across Cheshire have been rallying together to support the people of Ukraine. Cousins Adam Buttery (12) and Max McLintock (13) entertained shoppers in Chester city centre and were left “overwhelmed” by those who dug deep to help them in their quest to support people affected by the Russian invasion.

The cousins, whose covers included Oasis, Foo Fighters, Coldplay and George Ezra, have raised more than £1000 for The Disasters Emergency Committee (DEC).

To donate to the DEC visit dec.org.uk

(Source: cheshirelive.co.uk)

A Prayer for Ukraine

The Archbishops of Canterbury and York asked the Church of England to join with Pope Francis to pray for Ukraine. This is what they wrote: God of peace and justice, We pray for the people of Ukraine today. We pray for peace and the laying down of weapons. We pray for all those who fear for tomorrow, that your Spirit of comfort would draw near to them. We pray for those with power over war or peace, for wisdom, discernment and compassion to guide their decisions. Above all, we pray for all your precious children, at risk and in fear, that you would hold and protect them. We pray in the name of Jesus, the Prince of Peace. Amen

Head's Welcome



#Known

March is the beginning of spring and new beginnings. This edition of the Headteacher's Newsletter reflects that as we continue to emerge from the pandemic, opportunities are beginning to open up for our students and the pattern of the normal school day is returning with inspiring and impactful lessons continuing across the school. Our staff and students have shown great resilience over the last few years and their continuation to flourish under these circumstances is admirable. This edition reflects their hard work and where we are heading for the rest of the academic year.

#Nurtured

March also marks the home stretch for many students as the culmination of years of hard work towards their examinations. Inside this newsletter there are revision tips, key dates and information about Option's week, career's advice and post-18 destinations. We as teachers also reflect on what students have been saying and look to continue to work with our young people to ensure our lessons deliver the best outcomes for all.

#Inspired

Recent sporting successes continue to inspire our community both individuals and teams have performed fantastically in recent months and we wish them well. Our lessons continue to challenge and inspire and our recent personal development day

allowed our school community to explore new topics and ideas.

The Church of England's theme for #LiveLent this year is Embracing Justice, an opportunity to reflect and pray that 'justice may roll down like waters, and righteousness like an ever-flowing stream' (Amos 5.24). The humanitarian crisis in Ukraine has dominated our news and rightly so, we know that it has been difficult viewing and that many members of our school community have been affected. We hope the guidance and prayer shared during form time and in our newsletter can help support discussions at home and around school. Our prayers continue for the people of Ukraine.

Ian Wilson
Headteacher

Term Dates

2021/2022	LAST DAY IN SCHOOL	DATE OF RE-OPENING
Easter Break	Fri 1 April	Tues 19 April
Summer Half Term	Fri 27 May	Mon 6 June
Summer Break	Thurs 21 July	

Key Dates

14-18 Mar Careers Week
17 Mar Year 9 Option Subject Parents Evening
23 Mar International Maths Day



@BishopsHigh
Main Twitter account

@Bishops6thForm

Updates, key information and events



@BishopsChester

Known Nurtured Inspired



From the Chaplain

Thankfulness

In the recent personal development day, I was privileged to run a session with year 7 all about thankfulness where we looked at the benefits of those two key words – Thank you. It sounds like such an obvious thing, something that we all should do, but actually I wonder how good we really are at saying thank you? If we master the art of saying, 'Thank you' we can have such a positive impact in the lives of others. Thank you boosts the morale and mental health of the hearer. Actually, it boosts the mental well-being of the speaker too. When we stop and are truly grateful for all the things we have it helps us to have a more positive outlook on life.

The Bible has a lot to say about saying thank you. 1 Chronicles 16:34 says 'Give thanks to the LORD, for He is good; for His steadfast love endures forever!' and 1 Thessalonians 5:18 reads 'Rejoice always, pray continually, give thanks in all circumstances'

We are reminded that however bleak our situation is, however challenging the future looks, whatever our circumstances are God's love is with us and we can be thankful.

How often do we recognise the things people do for us and truly share our gratitude? What are we like at saying thank you? Year 7 are working hard at mastering this skill. What are you thankful for?

Ukraine

Imagine The current situation in Ukraine is very difficult to understand and can be very difficult to explain to your child. With the prevalence of information, it is difficult to get our heads around what is actually happening. The D of E The Department for Education has published resources to help combat misinformation and help you communicate facts.

D of E information

You can also find good advice on explaining the situation from charities such as Save the Children and Unicef who have produced helpful advice

Explaining the Ukraine Conflict – Save the Children

Explaining the Ukraine Conflict – Unicef

The images we are seeing from Ukraine are heart-

breaking and can easily leave us feeling helpless. Giving our children practical ways to help can be extremely beneficial. One practical way to support the people of Ukraine is to support the Disasters Emergency Committee who are running an appeal.

The DEC consist of 15 Major charities including Christian Aid, Tear Fund, Cafod, Oxfam, the British Red Cross and Save the Children.

You can donate to the appeal here: dec.org.uk/

Of course, we can pray and the Church of England is encouraging us to pray for the peace of Ukraine. Christian Aid have produced some good prayer resources

christianaid.org.uk/pray/prayer-ukraine

Rev. Paul North
School Chaplain



LIVE LENT

Embracing JUSTICE

Our Lent Reflections

This Lent we are called to reflect on the injustices of the world and ask what God is calling us to do about them. Over forty days, we step into God's work in the here and now – and in doing so we move from brokenness towards wholeness,

#LiveLent app can be downloaded, or you can visit churchofengland.org to follow each week's theme. There will be a daily Bible reading, a short reflection, and a prayer, as well as a practical challenge linked to each week's theme.

#LIVE LENT

How to Talk to your kids about the Crisis in Ukraine

Over the last week or two, many of us will have been watching events in the news with a mixture of shock and horror. Even without a direct personal connection to the conflict, it is natural seeing all the footage coming out of Ukraine, whether on the news or on social media, can be distressing. It is important to recognise this, even if we are committed to paying attention, showing solidarity, or seeking to help the victims.

BE PREPARED FOR TOUGH QUESTIONS

Be aware that they may have strong feelings/ opinions and/or may ask tough questions. Remember, you do not need to know all the answers, but talking things through can help them feel calmer and clearer.

TALK TO THEM ABOUT IT

Check in regularly with your teenager and help them to understand what is happening and why. Remind them that it is okay for them to feel scared, unsure, or angry, and try to reassure them. Treat your teenager as an equal – be willing to have the conversation they want to have.

LISTEN CAREFULLY TO THEIR CONCERNS

Listen carefully to their worries and concerns and reassure them that it is okay and understandable for them to feel however they feel. Provide lots of comfort and reassurance.

TALK ABOUT WHAT THEY'RE SEEING

Talk to your teenager about what they are reading online about the conflict in Ukraine – make them aware that there is a lot of fake news and misreporting, and that while it's important to engage with the reality for people in Ukraine, looking at graphic images could impact them.

TRY NOT SHIELD THEM FROM THE NEWS

Right now, it's difficult to get away from the news, but encourage them to reflect on how they're feeling and think about things they can do, both to help the situation if they want to, and to make themselves feel safer and less worried. Your teenager may need more support at this time, so it's important to reassure them that you're there for them and you will get through this together.

CONSIDER LIMITING THEIR EXPOSURE

But think about limiting their exposure by only checking the news at certain points during the day or only reading updates from reputable sites. It might help to remember that things are incredibly unsettling at the moment and that the world's media are focussed almost entirely on this issue. Taking a break from what is going on to focus on other things can help.

HELP THEM MANAGE THEIR SOCIAL FEED

Talk to them about who they follow on social media and what news updates they're getting from these platforms. Social media is a great way to stay in touch with people, but constant news updates on their feed could also become overwhelming. Encourage them to set timers to limit how long they spend on social media or only go on at certain times of the day. It's important to remind them that they are in control of what they see on their feed and they can mute or unfollow accounts that make them feel more worried at this time. They can also think about accounts that make them feel good.

Advice and information taken from youngminds.org

Go Green in the Canteen

Building work is well underway for our new dining space 'The Huddle'. Once complete we will have an additional area for students to come together at lunchtime to purchase food, eat, and socialise. Built next to our Sports Hall and pitches, it is only apt for the space to named 'The Huddle' being a space where friends can come together to support, celebrate and motivate each other throughout the school day.

Going Greener

After almost two years of using disposable items as part of our mitigating factors to reduce the spread of Covid it is important that we move further forwards with our priority of promoting greener sustainability. Covid saw a rise in students eating grab and go and unfortunately an increase of up to 50% in the cost to purchase disposables such as cutlery, wraps and cardboard cartons. To encourage both staff and students to make greener choices we are incentivising individuals to sit and stay in our dining areas using school provided crockery, or to bring in their own re-usable containers if they would like to eat out. We will be adding an additional 15p surcharge to meals that are being taken out using single use disposables. Sixth Form students have been trialling this for a few weeks in the Bistro and it has been a great success. Students and

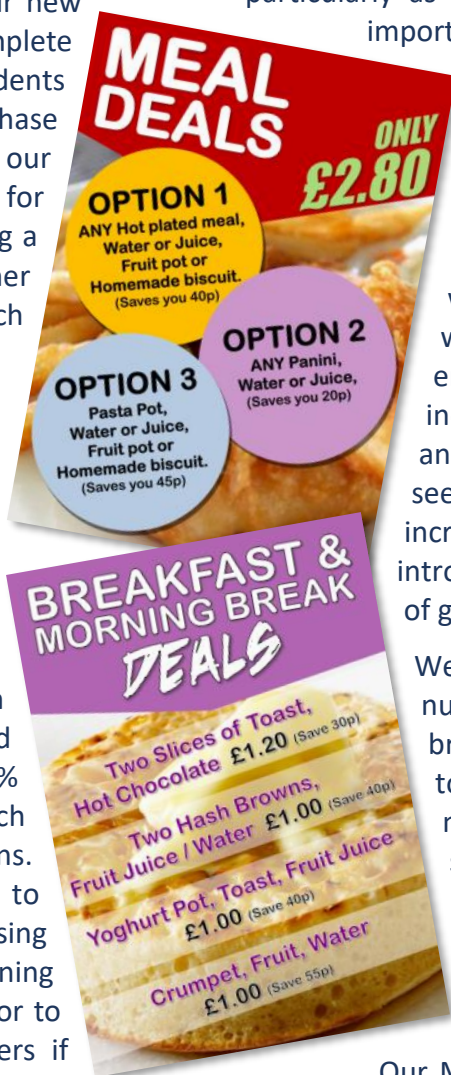
staff are still encouraged to bring in their own water bottles and fill up throughout the school day particularly as we enter the warmer months as it's important to stay hydrated.

Food Options and Prices

We are proud of the fact that we make onsite a wide variety of fresh and hot dinners for our students to enjoy, but like all other organisations we are facing increasing prices in the wholesale market as well as increasing energy costs. We have from February increased the cost of most drinks, cakes, and biscuits by 5p, with other items also seeing an increase. Not all items have increased and where possible we have introduced some new items into our range of goods to suit all budgets.

We have worked hard to increase the number of meal deals options across breakfast, morning break and lunchtime to ensure students can access nutritious meals for the best value for money saving as much as 55p on the price of purchasing the items separately. Our free school meals allowance has also been increased to £2.80 to accommodate the rise in costs.

Our Meal Deals are on display in the Bistro and Canteen as well as our price list, and can also be found on our website under catering: bishopschester.co.uk/about-our-school/catering/



The Environmental Club

An environmental club has been set up at Bishops this school year following an assembly to each year group about environmental responsibility – the impact we are having upon the planet and how students can live more sustainably both in and out of school.

This club has the aim of leading Bishops to an even more sustainable way of doing things, at both organisational and individual levels. As a school with well over a thousand students and staff, we have a responsibility to play our part in tackling the crisis that currently threatens the planet, for the benefit of both our community and all of the people and wildlife that are fellow inhabitants of this globe.

We have joined with the “environmental heroes” to raise awareness, come up with ideas and plans, and to take action around the school site. Through our actions, we are eventually aiming to apply for an Eco Schools Award.

The group meets every Monday lunchtime in W19 and any student with an interest or passion is welcome to join!

Cole Brautigam (Year 11)

Spring into Social Action

This term, students at Bishops' will be 'springing into social action' by supporting the Year Group Charities that they voted for before Christmas. Ms Cairns recently launched this social action initiative through assemblies for every year group. Using Desmond Tutu's concept of 'ubuntu' ('humanity towards others'), she emphasised the importance of putting Jesus' teachings of love into action to improve the lives of others both in our own community and in our wider society. Assemblies delivered during Children's Mental Health Week also reinforced the point that altruistic behaviour and showing compassion for others is one of the best ways that we can take care of our own mental and spiritual well-being.

As our students progress through the spring and summer terms, our hope is that they will 'spring into action' for their chosen charities by raising awareness and funds for them. Social action projects are being organised both at a tutor group and year group level and, in addition, our planned non-uniform days will

also be treated as social action days where funds can be raised for the designated charities.

In the meantime, if you would like to make a donation towards your child's year group charity, you can do so at any time through the school gateway or following these links.

The charities being supported in each Year Group are:

- Year 7 railwaychildren.org.uk/
- Year 8 salvationarmy.org.uk/
- Year 9 samaritans.org/
- Year 10 wwf.org.uk/
- Year 11 hospiceofthegoodshepherd.com/



Giving
Hope
Today



RAILWAY
children
Fighting for street children



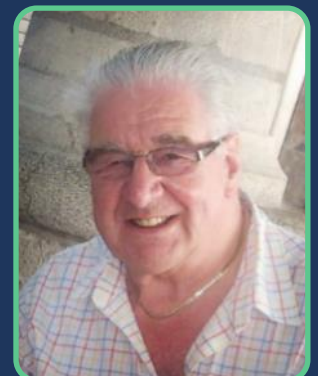
HOSPICE
OF THE GOOD SHEPHERD

The Derek Jackson Community Award Trophy

It was with great sadness last year when we had to say goodbye to Derek Jackson. A long-serving member of Bishops' High School, his contribution, dedication and commitment to the students he taught was monumental.

The Rotary Club, of which Derek was a long-time member, have commissioned a trophy in his memory which was presented to Bishops' to continue to celebrate Derek's legacy.

"Awarded to the student demonstrating the most commitment to the community and voluntary work"



Known Nurtured Inspired

WORLD BOOK DAY[®]

Every year in March, we celebrate World Book Day. In English lessons across years 7-9, students had the chance to celebrate their favourite books by writing and performing their own songs and we had some amazing efforts and we definitely have some songwriters and performers in the making! In assemblies across the week, Mrs Bates shared the magic of World Book Day and our wonderful library, and even treated students to the English department's own song 'It's World Book Day'. There were lots of activities in the library, including a book quiz, and a short story reading by Mr Coffey.

This year saw a record number of entries to our Extreme Reading Competition for KS3: so many students sent in pictures of themselves reading their favourite books in weird, wonderful, and wild places!

Well done to this year's winner: Noah Rasores-Parry and our runners-up: Charlie Buck, Louie Taffs, Phoebe Bates, and Isaac Houghton.

Thank you to everyone who got involved to help celebrate World Book Day this year!

Ms McManus



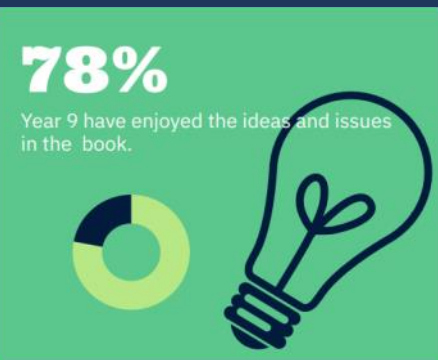
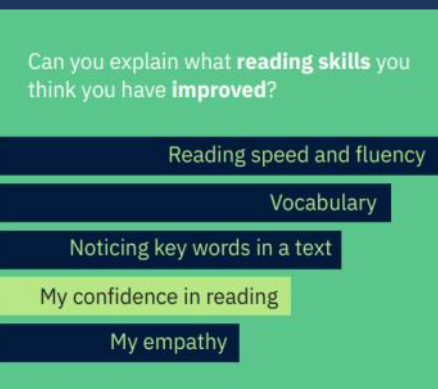
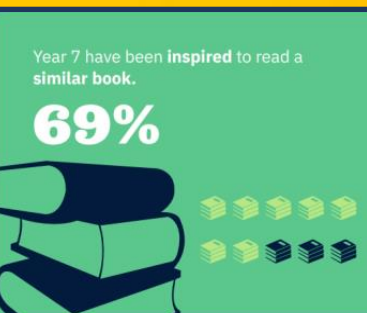
Staff and students at Bishops' recognise the importance of reading and the wonderful contribution it can make to our lives: academically, socially and personally. This year the new tutor time reading programme was introduced in years 7-10 and students have begun practising the key skill of critical reading once a week with their form tutors.



Students have the potential to win BEST points and prizes by submitting their book reviews and we encourage you to join in and read along with your child at home.

Forensic Reading is a programme whereby students will encounter a different fiction or non-fiction text each half term and read extracts with their form tutors. They will critically explore the text by examining the words and answering questions that focus on the key reading skills of inference, analysis, evaluation and empathy. They learn about the context of the book and the main issues and themes it raises with via a range of multi-media links and related news articles; linking the characters, experiences, language and plots into our real world and their own lives.

This half term students are reading a variety of books from different genres including 'the Fault in Our Stars', a teen romance set against the tragedy of terminal illness; 'When The Guns Fall Silent', a World War One celebration of the Christmas Day truce in the trenches; 'Pig Heart Boy', about the potential of scientific advancements in medicine and 'Boy 87', a tale of two refugee boys fleeing their war-torn country. Year 7 will be lucky enough to have a virtual visit from the author of 'Boy 87', Ele Fountain, on 22nd March where she will be exploring the context of the book and will be answering any questions they have about the story and why she wrote it.



I enjoy reading with my form because everyone has a different opinion so it makes the **discussions** and overall experience **more interesting** then reading alone.



Known Nurtured Inspired

7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

- 1** Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

- 2** Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

- 3** Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

- 4** Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

- 5** Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

- 6** Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

- 7** Maintain the motivation to read



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

Teaching and Learning

Reflections from the Student Council

Student Council meetings took place with Form Representatives from Years 7 - 11 with Staff at the end of Term One. The meetings provided time for students to complete a questionnaire and then use their thoughts to inform a panel discussion. The focus of the meetings looked at students' reflections on lessons at Bishops' and how feedback is used to support students' learning. Representatives from this group have also shared their reflections with members of the Governing Body and will be reporting back to them later in the year.

Three key areas were identified as a result of the meetings and these, together with next steps can be seen below:



Area Identified	Next Steps
Students would like more opportunities for a wider range of contributions for questioning within lessons.	Teachers have participated in a training day with the practitioner Tom Sherrington. This training encouraged teachers to reflect on different approaches to questions such as 'cold calling' (where students are selected by the teacher, rather than only using a hands-up approach) and 'think, pair, share' (where students are given time to discuss questions with a partner before sharing their thoughts with the class).
Students would like more time to reflect on assessments.	Subject Leaders are working with their department teams on the type and frequency of feedback and how DIRT (Dedicated Improvement and Reflection Time) can be built into more lessons.
Students enjoyed lessons where a variety of learning tasks are used.	All teachers continue to have weekly Teaching and Learning Briefings where 'best practice' ideas are shared. As part of this, information from the meetings with the Student Council was shared with teachers to help them consider the opinions of the students from different Year Groups when planning lessons.



The Bishops' Blue Coat Church of England High School



Year 13 Criminology Guest Speaker

On 4th March we welcomed Chris Matheson MP into school with his Parliamentary assistant Samanta. They joined with the Year 13 Criminology class to talk to the students about all things law-making and life in Westminster to help students with their Unit 4 exam preparation. The students also asked questions around the government's response to the continuing crisis in the Ukraine, potential Bills around fox hunting and responses to controversial Christmas parties. It was so beneficial for the students to hear from people who are actively involved in the law-making processes.

Chris and Samanta both gave up their valuable time and it was greatly appreciated.

UKMT

Intermediate Maths Challenge: The Pink Kangaroo

Congratulations to the following students:

Year 10: Jonny Riley

Year 11: Gregory Black, Abi Blunt, Cole Brautigam, David Freeman, Adam Gibson, Emma Pimblett

They have all qualified for the next round of the maths challenge from the UK Maths Trust.

Year 7 and Year 8 have an opportunity to take part on March 23rd.

Skills for Success

Year 11 Skills 4 Success Sessions have been focussed around helping students prepare for their next steps in September, through meeting with current year 12 students to discuss Sixth Form life to hearing from NCS about the importance of adding to your CV and applications through developing transferable skills, such as communication. They have also learnt about CV writing and prepared for their 'mock interviews' with external employers later this month.

Passport to the Prom

Year 11 Passport to Prom has been launched with students receiving 'stamps' for BEST points and attendance at revision sessions. The revision opportunities can be seen [here](#). Using the Tim Milner resources and strategies, available on Satchel to support with revision will help with preparation for both the March PPEs and summer examinations.

PERSONAL DEVELOPMENT DAY

Last month students took part in their second Personal Development Day. Students from across the school have taken the opportunity to learn about things that will allow them to grow as people. The days are aimed at pushing students to think beyond their curriculum and reflect on becoming the best version of themselves. The sessions planned with three key ideas in mind. Dignity and Respect. Hope and Aspiration and Wisdom Knowledge and skills.

These sessions included

- Year 7** Body. Mind and Spirit
- Year 8** Personal Finance
- Year 9** Next Steps
- Year 10** Risk, Relationships and Sex Education
- Year 11** College and 6th form taster days
- Year 12** Edge Hill University Trip

We were so proud of the students' attention and engagement in the day as they thought navigated through the day with a real sense of enthusiasm and purpose. Upon speaking to the students they seems to have had really instructive day which have given them lots of information and food for thought about the person they want to become. Some of their feedback is shared below.

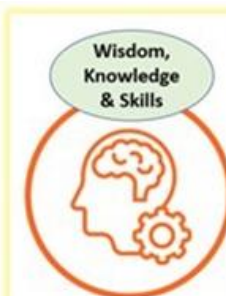
"I loved the 100 challenge because I got to dance with my friends and it made me feel happier and healthier". (Year 7 Student)

"My favourite part of the day was when I went in the prayer space because it was relaxing" (Year 7 Student)

"I learnt about the difference between debit and credit and that will help me balance my account in the future". (Year 8 Student)

"I learnt a lot about the differences and how to work out a balance, a credit and a debit. And learning how to tell the difference between them. I really enjoyed learning about the gender pay gap and why it exists". (Year 8 Student)

"I learned what career opportunities there are and what the next best step is to take" (Year 9 Student)



"My favourite part was doing the quizzes on Unifrog and looking through the suggestions and picturing what my life would be like when I will be 30". (Year 9 Student)

We will look forward to our final Personal Development Day on the 3rd of July.

Mr Otton

Religious Studies News

Year 7 are working hard exploring what it means 'to belong' in different religions. They have worked so well in their study of Sikhism, truly understanding what it means to belong in the Sikh faith. We enjoyed a virtual visit from C.J. Singh (pictured) who spoke via Zoom about life as a Sikh and gave a tour around his Gurdwara. This really helped the students to understand what it means to be a Sikh.



Year 8 have been getting to grips with thinking ethically. We have been investigating moral dilemmas including the Just War theory, designer babies, wealth and poverty and animal experimentation. Students have worked hard to develop their skills of ethical debate and evaluation, skills that will help them across many of their subjects and certainly in their GCSE RS journey next year.

Students in **Year 9 and 10** have been working hard on their GCSE content studying topics such as Relationships and Families, Crime and Punishment and Christian Beliefs. Year 10 are on countdown now with only 10 short school weeks left until their GCSE is complete. We are incredibly proud of how they are working in lessons and approaching their revision. Our programme of after-school revision sessions is now under way, and we have been blown away by the high levels of engagement with these. Over 80 students attended our first Monday after-noon session and there was also a strong turnout to the Tuesday Walking Talking Mock and the Thursday evening study group. Well done to every student who is putting the time in both at home and at school to fully prepare for the GCSE!

Our AS RS students in **Year 12** have made a really strong start to their study of philosophy, ethics and Christianity and our highly dedicated **Year 13** students are now preparing themselves in earnest for the summer exams. They have been superb ambassadors for our subject this year.



Food & Nutrition Update

After a busy start to the year which saw all our Year 11 Food Preparation and Nutrition GCSE students successfully complete their 3-hour practical exam – this half term starts with our Year 12 Level 3 Food Science and Nutrition group completing their practical exam. This is our largest cohort yet and we are looking forward to seeing what they produce.

At Key stage 3 – Year 7 are learning about the Eatwell guide and recipes containing fruit and vegetables are the current focus. Year 8 are carrying out some investigations comparing homemade food with shop bought ready made versions to compare sensory attributes with convenience. Year 9 will be making some recipes they have missed out on in Years 7 and 8 due to the Covid pandemic – we believe it is important that students have a good range of recipes they are confident making by the end of this Key stage. This has been enforced by the 'Levelling up' white paper published by the Government in February which acknowledged the importance of students learning to

cook a range of dishes and the positive link between cooking skills and good health.

We have been very impressed with our current Year 10 GCSE classes who are continuing to excel in high level skill practical lessons, as well as preparing for their upcoming exams using a variety of revision aids including GCSE pod.

Now our Year 11s have all completed their coursework – our classes are revisiting exam content with the focus on the pre-release material from the exam board. Students are confident with GCSE pod are working on exam technique in class. On the recent Extended Curriculum Day – some Year 11 students took part in a taster session for the Level 3 Food Science and Nutrition course we run in Sixth form – they were given a food presentation task and we were very impressed with what students could achieve in less than 15 minutes!

At the time of writing, our Year 13 Food students are eagerly awaiting the results of their Unit 2 external assessment and are putting the finishing touches to their Unit 4 coursework.



THE READING CLUB

Over the last term, it has been really exciting to relaunch our reading club at Bishops', now called 'Between the Lines'. With the library being reserved for the club at Friday lunchtimes, it gives us our privacy to read, debate and share our love of reading. One of our favourite aspects of the club is being able to discuss our favourite books – sometimes this encourages others to pick up the book or it can quickly delve into a debate on the book itself. Each week we have read a short story, something quick that has allowed us to share our thoughts and enjoy a wide range of genres.



Although reading is clearly a focus, Between the Lines encourages our creative writing students to come along too – reading and writing definitely go hand in hand. I regularly encourage the group to enter creative writing competitions. Last term, Norah W-R was published in a YoungWriters' anthology of poems, winning some goodies for her brilliant prose.

So, whether you fancy the debate on your favourite series or just want to chill in a space and listen to some reading – come find us in the library at lunchtime on a Friday.

Mr Thomas

Past papers. Testing yourself with past papers is one of the best ways to revise. With our past paper finder, you can also look at mark schemes and examiners' reports.

Make a revision plan. This is a great way to start. Keep the sessions in your revision plan to a maximum of 30 minutes each and vary the topics - don't keep repeating the ones you already know. Limit yourself to seven hours max of revision a day.

Look after yourself. Eat well, get enough sleep, take regular breaks and get some exercise whenever you can. Breathing exercises and meditation can help you to stay calm and focus.

Get help. Get parents or other family members to test you on what you have learnt. Set up a revision group with friends and ask your teacher to give you feedback.

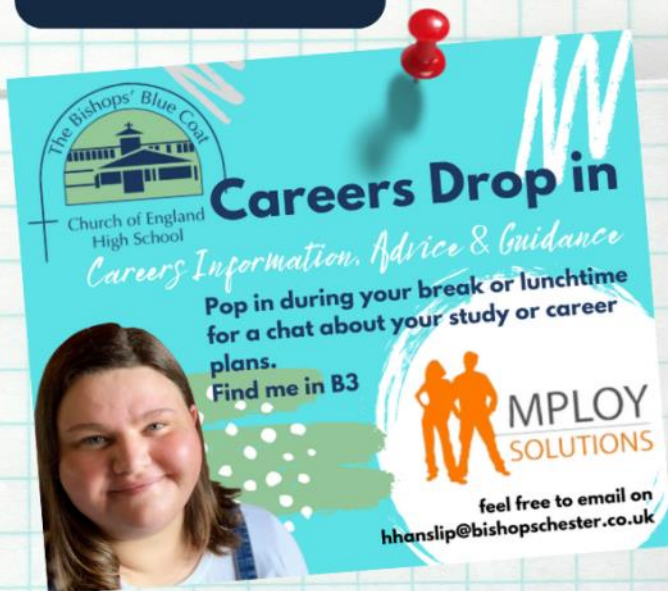
Revision Top Tips



Know yourself. Put together revision activities that work for you, whether that's flash cards, mind maps, revision apps, or watching videos. But keep it active!

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Career's Week
14 – 18th
March



As part of the Bishops' commitment to providing high quality careers education, we have a fully qualified careers advisor.

If any student wishes to book and appointment, they can attend a drop in session on Wednesday's during break and lunch times.

We also want to offer parents careers appointments to discuss their child's future options. If you would like to take up this offer please contact Mr Hardman who will arrange a telephone appointment.

ahardman@bishopschester.co.uk

Unifrog

In keeping with our commitment to provide students with outstanding careers guidance and tailored support when choosing their next step after school, we will now be using Unifrog; an award-winning, online careers platform.

All students in Years 8, 9, 10, 11, 12 and 13 now have access to this excellent website,

The Unifrog platform is designed to promote aspirations and to support learners in making the most informed decisions about their futures and has a range of tools that are suitable for all year groups. Each student has their own personal account that provides a wide range of information related to their interests and aspirations.

Key Features:

Exploring Pathways - personality quizzes, career and subject profiles, MOOCs and webinars

Recording - self-reflection and extracurricular activities and key employability skills

Opportunities - search tools showing live vacancies/courses/placements for apprenticeships, universities, FE, virtual work experience

Applications - tools to help students build applications for a range of pathways (e.g. CVs, Persona; Statements, Common App Essays).

Students have already logged on to the platform during personal development days and in tutor times. We have set up a parent login so that you can use Unifrog as if you were a student yourself to support your child throughout the process.

Click: <https://www.unifrog.org/code>

Code: BBCCparents



Year 9 Options

Career's Week
14 - 18th
March

Year 9 is an exciting and important time in your child's education when students have the opportunity to choose their own subjects to complement the core curriculum at KS4. It is important to view this process as a milestone within their seven-year journey towards Sixth Form or into further education or training if Sixth Form is not for them.

We trust our students to make these important choices and have put together a program of events during our designated Options week which will commence Monday 15th March. During this week, students will be given information about the options available to them and supported and guided through this important decision-making process. Miss Yule, Mrs Mooney and form tutors will be available to help and advise students. In addition to this, the parents evening scheduled for Thursday 18th March will be a designated options parents evening in which discussions can be had with members of staff for options subjects. Core subjects, Maths, English, Science and Religious Studies will have a parents evening Thursday 5th July. It is important that students make informed choices based on subjects that they have an aptitude for but also an enthusiasm and enjoyment for, in order to be successful. See program below for full timetable.

Day	Focus	Other Information
Monday 14th March	Welcome, looking ahead, thinking about careers	SWAY available to students on satchel, students should already have an idea of their pathway from the information given out by form tutors during PD day.
Tuesday 15th March	Thinking about the best option subjects for you & finding out more about option subjects on offer.	SWAY available to students on satchel - encourage students to share this with their family at home (school login is required to access)
Wednesday 16th March	A walkthrough of the options online process.	SWAY available to students on satchel. All students & parents will receive an invitation to use the SIMs options online portal on Friday. Parents are able to view the portal but they cannot input choices
Thursday 17th March	Options parents evening	SWAY available to students on satchel
Friday 18th March	Options portal opens for 1 week	Students will receive login details via their school email address. They must make 4 choices where requested (it is VERY likely that their 4th choice will be used.) Students have 1 week in which to make options choices



Career's Week
14 - 18th
March

Year 10 & 12 Work Experience

Work Experience is taking place between Monday 11th and Thursday 21st July 2022 for Year 10 and between Monday 18th July and Thursday 21st July for Year 12.

Our experience suggests that students who have a role in organising their own work placement tend to have the most successful placements. For this reason, we ask that as many students as possible find their own placement. This will often result in the student being able to work in an area where they have some interest, whereas this cannot be guaranteed if school organises the placement.

Previously, students have found that family friends have been able to make enquiries at their workplace in order to find something suitable. Other students have found that contacting a workplace of their choice has been a successful way of gaining work experience. This can be a huge advantage to a student as their first experience of a workplace could be a much less daunting prospect if there is someone there they know or if they have chosen it themselves. Also, the nature of work being undertaken is likely to be suited to the individual talents and attributes of the student.

Please can students from Year 10 and Year 12 complete the self-placement form and return it to form tutors as soon as possible.

If you have any questions about work experience, please contact Mr Hardman at ahardman@bishopschester.co.uk



EMPLOY
SOLUTIONS

Skills for Success

Year 11 Skills 4 Success Sessions have been focussed around helping students prepare for their next steps in September, through meeting with current year 12 students to discuss Sixth Form life to hearing from NCS about the importance of adding to your CV and applications through developing transferable skills, such as communication. They have also learnt about CV writing and prepared for their 'mock interviews' with external employers later this month.

Known Nurtured Inspired

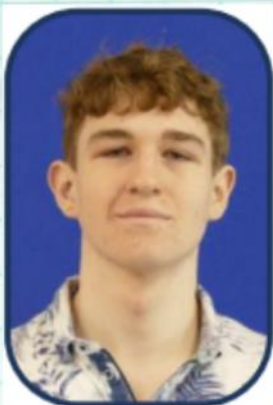
Career's Week
14 - 18th
March

UCAS

The future-how scary! Even though the whole UCAS process can feel quite daunting in the beginning, the teachers provide an immense amount of support from start to finish. During Year 12 a range of speakers are invited in to provide information on different career paths, whilst students learn to adapt to the new environment of Sixth Form life; from university representatives to apprenticeship workshops there is something for everyone.

Moving onto Year 13, students are expected to write their application, and a multitude of resources is accessible and we are strongly encouraged to visit a range of open days too. From individual UCAS appointments with Mr Moffat, to writing your personal statement with form tutors' help and careers appointments with Mrs Hanslip the process is basically straightforward. Often teachers give personal university recommendations, which I found extremely helpful. When the electronic form is ready to send off, subject teachers personally check over every application to ensure all students have showcased their talents in the most suitable way for each of their chosen courses. All in all, teachers are eager to help all students work out what path they want to pursue in the future and how best to embark upon it.

In the future I plan on going to Lancaster University to study French and Spanish for beginners. I am especially excited about the third year abroad where I can develop my fluency but also indulge myself in the culture of both countries. Thereafter, I would love to enter a profession which allows me to utilise my organisation and leadership skills, perhaps in the realm of international relations.



I'm Matty and this January I received an offer to read Law at Oxford university with the hopes of eventually becoming a Barrister.

The Oxbridge application process was slightly different from the regular UCAS process and involved an earlier deadline in October instead of the regular January one. This turned out to be a benefit for me, as it meant that I had an excuse to get my application out of the way early and didn't put it off until later in the year, when the workload from my 3 subjects began to increase rapidly.

The Sixth form team gave me 1-1 support for my personal statement, a vital part of the application that allows you to display your interest in the subject, which helped me to refine it through many drafts. Most subjects at Oxbridge also require both an entrance exam and interview. I found loads of practice papers online and the Sixth form organised a mock interview for me, which eased my nerves and filled me with the confidence I needed before the real thing. I also found the 'Jesus College Oxford' YouTube channel very helpful, as it has many tips for how to approach the application process as well as example interviews.

Ultimately, I would encourage anyone who is thinking about applying to Oxbridge to just do it. Whilst it is very competitive, somebody needs to get in and it could be you, you won't know unless you apply.

Destinations

Lots of students in Year 13 have been really busy these last few weeks completing their applications for university or degree level apprenticeships with organisations such as TTE and Merseyside Police. Students have coped remarkably well juggling the demands of Sixth Form life, preparing for mock assessments and researching next steps and the Sixth Form team are incredibly proud of each and every one of them. Many students are now in receipt of conditional offers from Universities (including lots of prestigious Russell Group institutes) and are beginning to make exciting plans for their futures. At Bishops' we are incredibly lucky to have such a team of skilled and dedicated tutors who are all post-18 experts that have supported students with UCAS and applications this year. We will keep our fingers firmly crossed for them as they approach the end of their seven year journeys and start preparing for exams – the results of which will help turn their dreams into realities.

Mr S Moffat



Sporting Success

INDIVIDUAL ACHIEVEMENTS

Cricket

Gemma Rose (Year 11) has been selected for Cheshire Cricket Boards Girls Academy programme, which is at the very top of the performance pathway and is a unique opportunity for a small group of players.



Gymnastics

Erin Cass-Jones (Year 11) was part of a trio of acrobatic gymnasts who came 6th in the British Gymnastics Youth Championships, in Nov 2021 and then achieved 1st place gold medal in the Youth Womens Group Pat Wade Championships in January 2022.



Football

Lucy Parry (Year 13) represented England at U19s and competed in the first round of U19 Euro qualifiers back in October 2021.

She is also now a regular member of the Liverpool FC women's professional football squad.

Ollie Hitchcox (Year 13) and Patrick Tierney (Year 12) were selected this year for the Cheshire Football squad and have played some fixtures already, getting good game time.

Year 9 students, Tom Pritchard, Adam Parry, Leo Heath, Evan Bartlett and Kieran Whittingham were all selected to play for the U14 Chester Schoolboys squad and have played in a number of fixtures so far this year.

Athletics

The following boys competed at the Cheshire Cross Country Championships on Saturday 5th February:

Jack Lahive (Year 7) came 21st out of 60 runners in the Minor Boys.

Silence Gwanyamwanya (Year 8) came 45th out of 56 runners in the Junior Boys.

Ellis Hancock (Year 10) came 20th and Andrew Barrett (Year 10) 21st in the Intermediate Boys race, with 28 runners.

TEAM SUCCESS

Football

The Year 7/8 girls football team won the Chester & District 7-a-side tournament held in Nov 2021, not losing a game in the whole competition. A fantastic achievement and they will now go on to represent the district at the County Finals on the 22nd March.



Year 7 boys were runners up in the Chester & District 5-a-side competition held in November 2021, narrowly beaten by Christleton after dominant displays in all of the games.

The Year 7 Football team won last night (3rd March) in their Chester & District cup semi-final match against Abbeygate College 1-0 on a difficult pitch to secure their place in the final. Opponents and date to be confirmed.

Year 11 and 6th Form also have upcoming Chester & District Cup semi final matches to play. Year 11 is at home on Monday 7th March against Kings and 6th Form are awaiting the winners of Tarporley and Bishops Heber.

The Year 8 football team have been one of the best performing from all of the year groups and were narrowly beaten in their Cheshire Cup Quarter Final against Wade Deacon High School in extra time. A fantastic cup run, so well done to the team.



Basketball

The Year 7 and 8/9 basketball teams were both crowned Chester & District Champions last month.

A great achievement for the boys who have only recently formed as a team and most are not regular basketball players.



Year 7 Champions 2022



Year 8/9 Champions 2022

Netball

Since September 2021 the school netball teams have competed well in a number of competitions: Particular success was with the Y8A Chester & District netball tournament held at Bishops' and were **plate runners-up**. Well done to the girls.

Y12/Y13 Chester and District netball tournament held at King's

Y11 Chester and District netball tournament held at King's

Y10 Chester and District netball tournament held at King's (photo right)

Y9 Chester and District netball tournament held at Bishops'



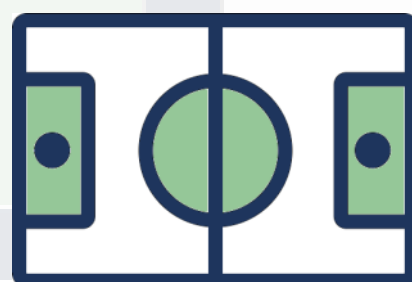
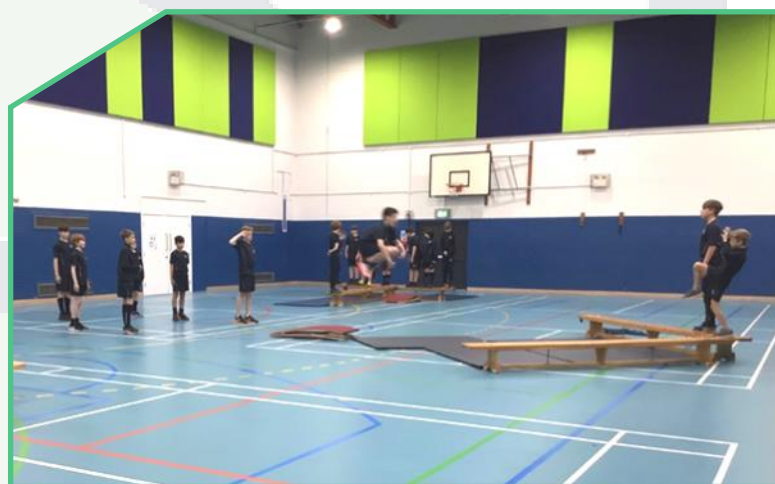
LESSONS

Key stage 3 are finishing off their final blocks of sports before Easter when we will move to summer sports. Here you can see the creativity of Year 7 boys in their gymnastics lesson.

Year 11 students are completing their exam unit ready for their May exam for their Cambridge National in Sport Science.

Students are now focussed towards upcoming assessments in Year 11, where they are finishing their final coursework unit of the Cambridge National in Sport Science and await the results of their January 2022 exam unit in the coming weeks.

Year 12 are studying towards their two summer exams for their BTEC National in Sport. They enjoyed learning about the heart in a practical way, shown here.





What Parents & Carers Need to Know about WHATSAPP



WhatsApp is the world's most popular messaging service, with around two billion users exchanging texts, photos, videos and documents, as well as making voice and video calls. Its end-to-end encryption means messages can only be viewed by the sender and any recipients: not even WhatsApp can read them. Updates to its privacy policy in 2021 (involving sharing data with parent company Facebook) caused millions to leave the app, but the new policy was widely misinterpreted – it only related to WhatsApp's business features, not to personal messages.

WHAT ARE THE RISKS?

SCAMS

Fraudsters occasionally send WhatsApp messages pretending to offer prizes – encouraging the user to click on a link to win. Other common scams involve warning someone that their WhatsApp subscription has run out (aiming to dupe them into disclosing payment details) or impersonating a friend or relative and asking for money to be transferred to help with an emergency.

DISAPPEARING MESSAGES

Users can set WhatsApp messages to disappear in 24 hours, 7 days or 90 days by default. Photos and videos can also be instructed to disappear after the recipient has viewed them. These files can't be saved or forwarded – so if your child was sent an inappropriate message, it would be difficult to prove any wrongdoing. However, the receiver can take a screenshot and save that as evidence.

ENABLING FAKE NEWS

WhatsApp has unfortunately been linked to accelerating the spread of dangerous rumours. In India in 2018, some outbreaks of mob violence appear to have been sparked by false allegations being shared on the app. WhatsApp itself took steps to prevent its users circulating hazardous theories and speculation in the early weeks of the Covid-19 pandemic.

POTENTIAL CYBERBULLYING

Group chat and video calls are great for connecting with multiple people in WhatsApp, but there is always the potential for someone's feelings to be hurt by an unkind comment or joke. The 'only admins' feature gives the admin(s) of a group control over who can send messages. They can, for example, block people from posting in a chat, which could make a child feel excluded and upset.

CONTACT FROM STRANGERS

To start a WhatsApp chat, you only need the mobile number of the person you want to message (the other person also needs to have the app). WhatsApp can access the address book on someone's device and recognise which of their contacts also use the app. So if your child has ever given their phone number to someone they don't know, that person could use it to contact them via WhatsApp.

LOCATION SHARING

The 'live location' feature lets users share their current whereabouts, allowing friends to see their movements. WhatsApp describes it as a "simple and secure way to let people know where you are." It is a useful method for a young person to let loved ones know they're safe – but if they used it in a chat with people they don't know, they would be exposing their location to them, too.

Advice for Parents & Carers

CLICK HERE

CREATE A SAFE PROFILE

Even though someone would need a child's phone number to add them as a contact, it's also worth altering a young person's profile settings to restrict who can see their photo and status. The options are 'everyone', 'my contacts' and 'nobody' – choosing one of the latter two ensures that your child's profile is better protected.



EXPLAIN ABOUT BLOCKING

If your child receives spam or offensive messages, calls or files from a contact, they should block them using 'settings' in the chat. Communication from a blocked contact won't show up on their device and stays undelivered. Blocking someone does not remove them from your child's contact list – so they also need to be deleted from the address book.



REPORT POTENTIAL SCAMS

Young people shouldn't engage with any message that looks suspicious or too good to be true. When your child receives a message from an unknown number for the first time, they'll be given the option to report it as spam. If the sender claims to be a friend or relative, call that person on their usual number to verify it really is them, or if it's someone trying to trick your child.



LEAVE A GROUP

If your child is in a group chat that is making them feel uncomfortable, or has been added to a group that they don't want to be part of, they can use WhatsApp's group settings to leave. If someone exits a group, the admin can add them back in once; if they leave a second time, it is permanent.



THINK ABOUT LOCATION

If your child needs to use the 'live location' function to show you or one of their friends where they are, advise them to share their location only for as long as they need to. WhatsApp gives a range of 'live location' options, and your child should manually stop sharing their position as soon as it is no longer needed.



DELETE ACCIDENTAL MESSAGES

If your child posts a message they want to delete, WhatsApp allows the user seven minutes to erase a message. Tap and hold on the message, choose 'delete' and then 'delete for everyone.' However, it's important to remember that recipients may have seen (and taken a screenshot of) a message before it was deleted.



CHECK THE FACTS

You can now fact-check WhatsApp messages that have been forwarded at least five times, by double-tapping the magnifying glass icon to the right of the message. From there, your child can launch a Google search and decide for themselves whether the message was true or not.



Meet Our Expert

Parveen Kaur is a social media expert and digital media consultant who is passionate about improving digital literacy for parents and children. She has extensive experience in the social media arena and is the founder of Kids N Clicks: a web resource that helps parents and children thrive in a digital world.



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