

Christmas Mass Times

Vigil

6pm.

St Michael's Houghton

St Joseph's Birtley

Our Blessed Lady Immaculate

St Bede's

8pm.

St John Boste

Our Lady Queen of Peace

Morning

8:30am.

St Bede's

10am.

St Michael's Houghton

St Joseph's Birtley

10:30am.

Our Blessed Lady Immaculate

House Totals

Winter Term

St. Aidan

5471

St. Cuthbert

5271

St. Godric

4941

St. Hilda

4458

Dear Parents, Carers and Friends of the School

I am writing to you, as we approach the end of what has been a very busy term. I hope that those students new to us this year have settled in well and feel very much part of the St Robert's community. This term has seen all local schools hit somewhat by various flu-type bugs, but I hope that we have managed to come through that period and everyone is feeling on the road to recovery ready for Christmas. Well done to everyone for their hard work over the term. I am sure you will join with me in thanking all staff at the school for their continued efforts in working to support our young people. Thank you to parents and carers too, for your ongoing support of the school, and for working together with us. Well done also to those older students who were involved in mock examinations recently. I am sure your continued hard work will be well rewarded. As ever at Christmas, we come together as a Catholic school in many ways. As well as the in-school preparation for Christmas with students during Advent, we also share some of these activities with the wider school family, and I do hope you are able to join us at some of the events planned for the end of term, such as the Christmas Fayre or the Carol Concert. It remains for me to wish you all a very happy and peaceful Christmas and to send you my very best wishes for 2020.

Mr D Juric

Headteacher

Christmas in 6th Form

As a long term comes to an end, 6th Form students celebrate in style. In the penultimate tutorial session students took part in the traditional 6th Form Christmas Quiz. Mr Green was the host and quiz master for Year 12 students in the Drama Hall, and Mr Bayne ensured fair play for the Year 13 quiz. Competition was fierce as teams tackled questions from topics such as Christmas films, music, celebrity pictures, politics and science. Spot prize questions put teams under pressure to answer in less than one minute.

The Christmas Quiz coincided with another 6th Form tradition of Christmas Jumper day. It certainly was beginning to look a lot like Christmas. A huge range of festive jumpers were on display with a whole host of themes – Santa's, reindeers, flashing lights and even politics. A group of students set a very high bar for future years as they coordinated their jumpers, an impressive demonstration of teamwork and fun. From money donated on the day, students raised £350 for



6th Form Open Evening

The 6th Form college threw open its doors in October and almost 300 students attended along with their parents. The Performance Hall was packed as prospective students met existing students and subject staff to find out more about the huge variety of courses on offer. Presentations by Mr Juric and Mr Bayne outlined the successes enjoyed by our 6th Form and highlighting the distinctive and inclusive nature of Catholic education at Post-16. The results speak for themselves and place our 6th Form as the most successful in the area. Students from 19 other schools attended the Open Evening which is reward for the close links that the 6th Form team have established with secondary schools in the area.

Subject departments enlisted the help of students on their courses to give prospective students a real insight into why they might want to choose their subject in 6th Form. A healthy and friendly rivalry exists between departments to make their subject stand the most eye catching. An impressive array of work from 6th Form students was testament to the great ability of our students and the excellent teaching from subject teachers. Then 6th Form had cast its net wide using a variety of advertising from SunFM, Sunderland Echo and social media platforms. Word had got round that St Robert's 6th Form was the place to be that evening. Applications are now open for students who wish to join the 6th Form in September 2020 and can be found on the college website.



School News

Durham House collection for Washington Food Bank

10D2 Tutor group recently completed a house assembly based on the theme "Harvest". Whilst completing the assembly they realised that not everyone could Harvest food, as they might not be fortunate enough to have food, especially coming up to Christmas.

10D2 organised a collection for all of the tutor groups in Durham house to collect for the local food banks. Pupils and parents/guardians generosity was outstanding and we would like to so a massive thank you to everyone who has donated. If you would like to donate or to find out any further information, please contact your nearest food bank.



Food Bank

A group of our Year 10 and 11 students recently visited Washington Food Bank to deliver the donations received from staff and pupils. They also volunteered helping to make food packs for struggling families in the Washington area. The staff and



volunteers at the Food Bank were very grateful for the amount of food and toiletries that they received and said how much of a positive impact it will have on so many different people's lives.

Thank you to all who donated.



School News

Our History Baubles

My bauble is about coke Christmas adverts throughout history. To make this bauble I had a red ball then I printed off lots of pictures of coke Christmas adverts in the past and stuck them on the ball using glue, then I put PVA glue over the pictures to make it nice and shiny. To finish my bauble off I put string on it so that I could hang it on our spectacular history Christmas tree. I decided to do this idea because every year coke come up with a new Christmas advert and there are so many amazing ones over the years, many people see these and the adverts make you feel hopeful and joyful. I really enjoyed making my bauble because it was fun to do and I see the adverts almost every year.

My bauble is about the suffragettes. I decided to use a polystyrene ball and a ribbon in the top of it so I could put it on our amazing history Christmas tree. I used images to show how women were treated. It has descriptive information about the brave things women did to risk their lives. My bauble describes what it was like for the suffragettes and when women fought for a vote. I decided to come up with this idea because I have learned so much about the suffragettes and I found it really interesting to learn and write about.



By: Scarlett Palmer and Lily Christie.

Teesside University Ireland Lecture

Through our A level history studies we were given the opportunity to go to the Teesside Ireland lecture in order to supplement our studies and help consolidate our knowledge for the Ireland coursework option. This Lecture was led by a former pupil, Tim Ellis who specialises in Irish politics and early twentieth century history. As part of the lecture, we were shown different PowerPoints that broke down the period into a sort of timeline with reference to Historians who specialise in certain parts of Irish history. More than just writing down a collection of facts we also received primary sources, to include in our coursework, which have helped to form the conclusion and basis for most of the arguments. This has helped to expand our historiography massively which has also helped in formulating our argument and expanding our Irish history library.



This is significant, as the lecture has developed our analytical skills for our coursework and our generalised historical studies.

Thanks to the universities historical studies and great connections, we were able to be given a copy of the PowerPoint document in order to be used for future references for the coursework for this year and following years. Ultimately, we realised that Irish history has an

element of subjectivity, as what caused Irish social determination during the 1900's comes down to various factors ,which gives us the ability to have our own independent beliefs and sustain them in a manner befitting of academic historical debate. Therefore this lecture was an interracial part of our coursework studies as Irish history is more prevalent than ever in our current political sphere.

By Hannah Kelly & Sam Canaval

School News

Year 10 Cambridge University Visit

On the 2nd – 3rd July, six Year 10 students visited Jesus College, Cambridge along with students from other schools in the north east. The aim of the trip was to give students an insight into student life at Cambridge University, and to encourage students to consider opportunities in further education. The visit consisted of many activities and workshops, including lectures, talks from current undergraduates, and a tour of the college. This allowed the students to ask questions about university and gain a better understanding of the challenges and benefits of applying to Russell Group universities, including Oxbridge. The students were also given a tour of central Cambridge and other colleges, giving them the chance to explore the university in greater depth. Everybody thoroughly enjoyed the trip and felt that they had a better understanding of further education.

Ella Cushlow and Anna Barnes



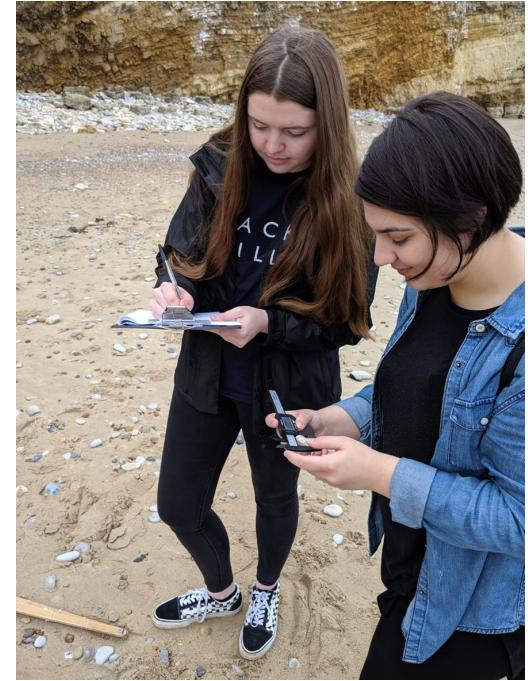
A Level Geography Field Trips

Our A Level Geographers spent two days this half term practicing primary data collection techniques in preparation for their independent investigations.

Students spent the first day in South Shields, investigating physical processes including coastal erosion and deposition and sand dune succession.

They practiced skills such as field sketching and sought the views of members of the public using questionnaires.

They spent the second day at Newcastle Quayside and the Ouseburn where they explored the various regeneration strategies that urban planners have used to attract people and businesses back to the area. They completed epitome surveys of the major landmarks such as the Sage and the Baltic and were given a guided tour of the Ouseburn Valley by Dotty Ellis from Ouseburn Farm. The highlight for Mrs Horrocks and Mr Emsley was watching the students shepherd a flock of sheep from a grazing paddock into a pen in Ouseburn Farm. It was an unforgettable moment!



School News

Year 10 Raising Aspirations in Mathematics Conference

On the 8th of July sixty Year 10 students from our school and Cardinal Hume Catholic School, attended a Maths conference. We took part in discussions, icebreaker activities and three workshops ran by teachers from both schools. These consisted of calculus, geometric sequences and mechanics. We worked on challenging problems, learning helpful skills we can use in our GCSE studies. We were encouraged to study Maths at a higher level in Sixth Form as well as at university and found out that a Maths degree could lead to some very successful careers such as a financial manager, consultant or even a doctor or vet. The day concluded with a talk by Mr Davies, centred on mental health and wellbeing and how to cope with exams. All students thoroughly enjoyed the session, and due to its success, similar events are to be held in the future.

Anna Barnes and Maddie Forster



Philip Robinson Library trip, Wednesday 18th September

As part of the A Level History qualification in Year 13, we have to complete a non-exam assessment which involves an historical investigation that takes form as a 4,500-word essay demonstrating different skills required across the course. On Wednesday 18th September, we visited the Philip Robinson Library in Newcastle to develop the necessary skills for completing our coursework. This involved a workshop on literary skills about how to reference and to avoid plagiarism. The workshop allowed us to develop structural skills useful in the non-exam assessment.



We received a tour of the library led by staff members who outlined the everyday running of the library, which included the Dewey Decimal system, a method to organise books that links to the online system allowing library visitors to quickly access necessary books. After this, we were given online access to the library catalogue which listed all the available resources both online and physical. This allowed us to gather resources to build into our research to enable us to form our coursework answers. The collection of

resources involved primary sources, book extracts and reviews. Overall, the trip was valuable to our A level History qualification as it helped develop our skills to successfully complete our coursework.



Crisis at Christmas

Throughout the season of Advent all tutor groups from Year 7-13 were asked to raise £29 for the 'Crisis at Christmas Appeal'. The aim of this appeal is to provide one homeless person with somewhere to stay this Christmas and introduce them to the education, training and support to help end their homelessness for good through Crisis' year-round services. This initiative is part of the school's approach to social justice and ensuring pupils live out the true mission of Catholic education. It has been fantastic to see the response of our pupils who have all giving generously to uphold the human dignity of all.

Crisis at Christmas

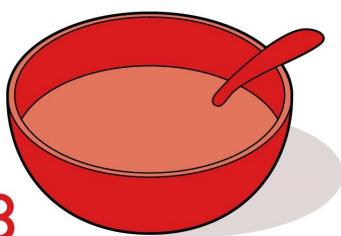
WHAT YOUR MONEY COULD BUY

£5



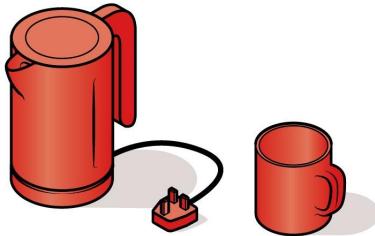
Advice session helping someone access Crisis's year-round services

£28.18



A place at Crisis at Christmas, providing three hot meals a day and vital medical care

£59



Kitchen essentials for a new home, including a kettle, toaster and microwave



Supporting Cancer Research

This year we decided that it was important for our students to have a say in what charity we raised money for so that it made it more personal. We asked for students to put forward an A4 page letting us know what charity they wanted to support and the reason why they wanted to support this charity. This allowed our students to tell us a personal story about a charity that is close to their hearts. We had an overwhelming number of responses with a huge majority of our students putting forward a personal message about why they wanted to choose Cancer Research to be our house charity. Many of our students shared such a personal story about how they had been affected by cancer and what it would mean to them if we were able to raise money for such a fantastic cause. One of our brave students shared his own personal story during assembly with the whole house, this charity is incredibly important to both him and his family and he wanted to share how Cancer Research helped not only his Grandma recover, but also how they supported his full family during this very difficult time. This story, along with many of our other student's stories is why we chose this and hope throughout this year Godric Finchale House can make a significant impact on Cancer Research and help many families close to our hearts.

Each tutor group had been set a challenge to raise money on the run up to Christmas and our tutor groups have come back with fantastic and creative ways to fundraise which shows that students are excited about raising money for such a brilliant charity! Bake sales, Candy Canes, raffling off Christmas hampers or baskets and taking part in Christmas Stalls are a few different ways our students have decided to raise money! As a house we are running a stall at our schools Christmas Fair to support Cancer Research. Three of our fantastic students are running our stall, all who have very personal story to why they are supporting our charity. One of our main items that we have chosen to sell is a range of different memory ornaments that students can buy as a reminder of someone they may have lost. So far we have been blown away with the response from our fantastic students and their fantastic fundraising efforts! We look forward to continuing our fundraising into the New Year and will keep you all updated!



School News

Year 10 Greenpeace Talk

Year 10 had the opportunity in November to have a talk from Greenpeace, a pressure group who have a primary focus on improving the environment. The talk covered the key elements that Greenpeace look to take action on:

- Destructive fishing
- climate change
- deep sea mining
- Oil drilling

Ruth from Greenpeace then went on to discuss with students how they could change corporate mind-sets and get involved in combatting the impact we have on the environment. This talk closely links in with our key theme in school this year of caring for our common home as it illustrated how the small things students can do, have a big impact on our wider environment.



Industry Talk for Year 13 ICT Students

In November we were delighted to host a representative from the Eldon Insurance Group to talk to our Year 13 ICT students about the technical aspects of Insurance, and the underwriting process. This material led directly into the students' large scale project, to design, plan, build, test and evaluate a prototype car insurance quote system.

The direct access to an industry professional allowed students to gain a much deeper understanding of the technicalities of running a large scale ICT infrastructure and the work that goes on behind closed doors, such as network



management, and legislation compliance.

This was a very useful session for the students and our thanks again to the Alice Scull from the Eldon Insurance Group for providing such fantastic



School News

Business and law Workshop

Year 12 and 13 business students were able to take part in a Business & Law workshop ran by Newcastle University, which allows students

to take part in a simulation game. As part of the simulation they were owners of an organisation called CrepeTech which makes trainers which calculate steps, calories burned as well as similar features provided by fitness watches in the industry.

They followed this business from start up to growth making key decisions regarding finance, marketing, operations and legislation, which lead to a range of

outcomes. The groups of student had to manage their profit and costs throughout the process, with the winning groups having made the most amount of profit. Students loved the opportunity stating 'it was a chance to be part of a business and feel like a real entrepreneur'. Many thanks to Newcastle University for providing this opportunity.



JavaScript must be enabled.

Synagogue Visit

On 9th December the two VI form Y12+13 French classes visited Newcastle for an exciting trip linked to their Paper 2 literature studies.



They visited a synagogue where they learned more about the Jewish religion, which helped them to understand more about the book they're reading "Un Sac de Billes" by Joseph Joffo. This book tells the real story of two young Jewish boys, Joseph and





Maurice, who were forced to flee their home in Paris in order to escape the Nazi persecution. Deanna Van de Velde was as ever, animated and shared fascinating accounts with us, linking them to the plight of the boys in the novel.

After this, we had built up an appetite, so we ventured to the Grainger Market where we were prepared some lovely crêpes by Julien at *la Petite Crêperie*. Everyone chatted in French to Julien and engaged in animated French chat.



School News

St Cuthbert Durham House

St Cuthbert Durham House has had a drive and focus toward positive comments this academic year and lots of letters have been sent home to commend achievement and effort this term. A small snap shot of the excellent students we have in our house are those who were chosen as our Pupil of the week for various reasons:

Alexander Wilkinson

Sienna Hardy

Francesca Allen

Anthony Jones

Jemma Phillipson

Michael Iley

Oliver Clinton

Daniel Burnikell,

Kate Davies

Emma Lindo

Josh Whittle

Olivia Colling

Bede Walker

Matthew Haugh

Christopher Collins

Sally Buglass

Dominic Dagys



A big well done to all of the Students in St Cuthbert Durham. Thanks for an excellent term, and an outstanding effort form you all.



National Schools Swimming Finals

For the first time in over a decade St Robert of Newminster qualified for the National Swimming finals in London. The U13s boys team recorded the 18th fastest time in the country for the freestyle relay and they also managed to qualify for the Medley relay final. The achievement was even more remarkable as three members of the team are a year young, so they can compete at U13 level again next year. Mr Fisher recalls that in his 20 years of service at St Roberts no boys teams have reached the finals before.

After what seemed like an everlasting journey the team checked into their hotel in Stratford, London. After a team evening meal, the boys retired early as they had an early start on the Saturday morning. Saturday morning was the pool familiarisation session. With so many schools competing, the organisation of the event ran like clock-work. What was evident was the quality of the opposition, with schools from both the private and public sectors competing.

The team were able to return to their hotel for some more rest before heading back to the venue for the afternoon competition. Zach Larsen was nominated captain and took part in the parade at the start of the event.

Each team were placed in heats. Our first event was the Medley Relay where they finished 6th in their heat. However with another 2 heats also happening the team had to finish in the top 10 to qualify for the final. They finished 16th. It was a similar story in the freestyle event where the team came up against some tough opposition. However it was an amazing experience, and with the many of the boys being a year young the future looks bright for swimming at St Roberts. Let's hope next year we can have both boys and girls teams qualifying for the finals.



School News

STEM Challenge



A number of students from Year 8 & 9 competed in a regional STEM challenge on Thursday the 12th of December at Nissan's Innovation centre. The challenge involved aspects of design, engineering and programming to build robots to solve real world issues.

The students have been working very hard since September to prepare for the competition during their lunches and after school. The competition involved:

- Designing, building and programming robots to solve a real world issues.
- Researching a problem in the local community, designing a solution and delivering a presentation to judges.
- Demonstrating values such as innovation, teamwork inclusivity throughout the day.

In a very competitive competition involving around 30 schools from the region, our team managed to finish runners up in the first year we have entered the competition. The Reece Foundation presented the students with a cheque for £1000 as a prize. They will now compete in the National tournament in Bristol this coming February. The trip will be fully subsidised by Nissan and the team will be representing the North East. The students behaved impeccably and were a credit to the school. The students involved were:

Year 8

Kieran Seddon, Jerome Bramley, Zach Larsen & Oscar Conlon



Year 9

Charlie Preston, Evan Burnikel, Hannah Taylor, Lucas Huitson & Bede Walker

The English Elf

The English Department have a new member of staff this December – the English Elf! The Elf has been very busy helping sorting out the revision guides, ‘teaching’ lessons and ‘marking’ work! He has also been up to no good on a weekend when we are not here and has climbed onto the copier!

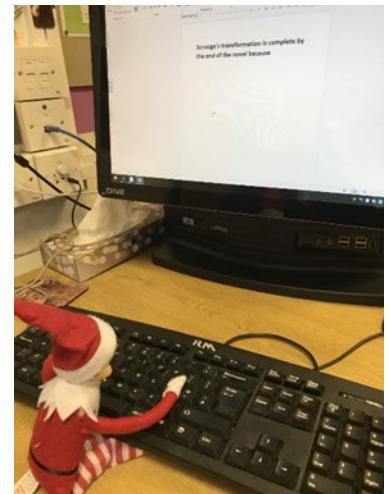


Despite this, the English Elf is also spreading much cheer this Christmas. Along with Mrs Slater, the Elf thought it would be a good idea to collect donations of books for the Great North Children’s Hospital. The English Department and other staff have been involved and so far we have collected a huge number of children’s books to donate to poorly children in the local area.



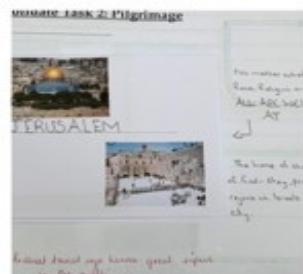
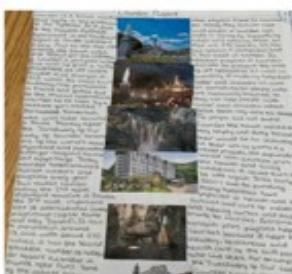
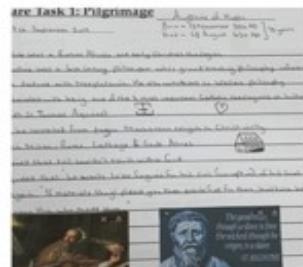
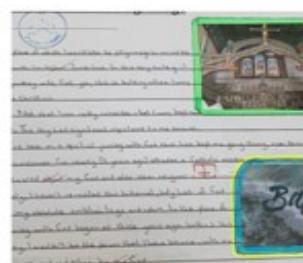
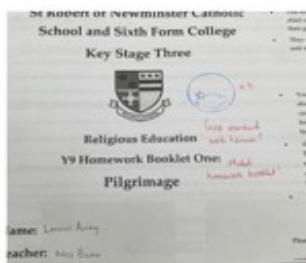
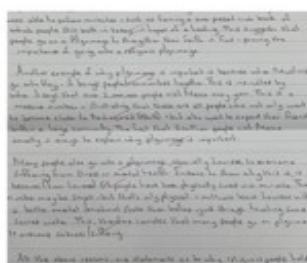
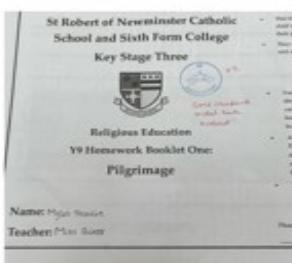
If you would like to donate any old children’s books please deliver these to the English office as the Elf, Mrs Slater and Mr Brettell will be visiting the hospital before Christmas to hand these over.

Our Instagram page has over 530 followers and the Elf is receiving lots of likes for his niceness (and naughtiness!), so give us a follow at **strobertsenglish** if you would like to see what he gets up to and remember to rake around at home to bring in unwanted books for such a good cause.



The Gold Standard

The Gold Standard was introduced for all Key Stages at St Robert's in September. The Gold Standard clearly outlines the schools expectations around the quality and presentation of pupil work. The aim is to ensure that the quality of pupil work, whilst already good, continues to improve and get even better. An assembly was delivered to all pupils outlining The Gold Standard expectations. There is copy in the pupil planner and a copy on the wall in every classroom. So far, the response from pupils has been fantastic. Parents/carers can help us by checking if homework meets the Gold Standard criteria before handing it in.



PIC-COLLAGE

Gold Standard Work in Religious Education

of the human: a body and mind (soul).

Physical / tangible existence will erode.

Overstatedly pessimistic

The body is the prison of the soul.

Like the cage trapped from enlightenment Function best when in balance.

Plato States the soul has 3 distinct parts:

REASON → helps us work out right from wrong, helps us see world of Forms and helps us gain Knowledge.

EMOTION → gives us the ability to love, be courageous - can lead to recklessness.

DESIRE → motivates us, looks after the physical needs of our bodies → can lead to **HEDONISM** → the pursuit of pleasure.

the body associated with an individual's personality, decisions and fate well. It is our personal identity and survives after death.

Roman Catholics accept this (heaven).

Plato said that the soul is both simple and complex and is like a diamond - it is one thing that can be viewed from many different angles.



Strengths of Plato's theory of the forms

- Based upon reason or logic
can be applied to our lives
- Bryan Magee
 - Analogy encourages people to solve philosophical problems → such as
"The things that bear us under water have the greatest value and meaning to our world."
 - He argues that we are made to question our actions and self-inflict
- Stephen Evans
 - Based upon reason or logic
can be applied to our lives
 - removal of evil
the existence of absolute truths are inherently good or bad) e.g. Justice
 - not all universal truths that have always existed e.g. math
Such as: addition (2+2=4)
 - Some things are always the regardless of any
- Logical and reasonable argument
- Which argument is most effective
- Overcomes problem of evil
- Analogies encourage people to solve philosophical problems → such as
"The things that bear us under water have the greatest value and meaning to our world."
- He argues that we are made to question our actions and self-inflict

1. Name Aristotle's four causes:

natural

efficient

final

formal

2. What is a word used by Aristotle which means 'end' or 'purpose'?

telology

3. Which cause is the most important for Aristotle?

final

4. What did Aristotle observe when he looked at the world and looked at the planets/stars?

movement + change

What question did this make Aristotle ask?
Who's moving it, why is it moving? ✓

Aristotle believed there was a Prime or Unmoved Mover - name 3 characteristics of it:

Perfect

Transcendent

Inamitable - It doesn't change

What approach to Aristotle take for acquiring knowledge?

An posteriori ✓

What was the reason why all living things move toward the unmoved mover?

Desire ✓

name 3 weaknesses of Aristotle's theory:

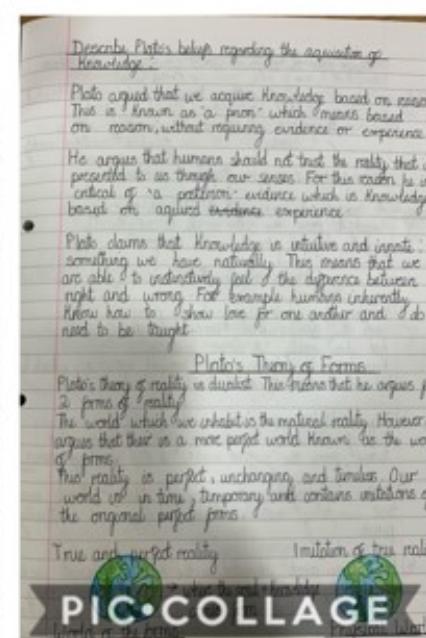
topic challenge - Big Bang challenges Aristotle ✓

empirical evidence ✓

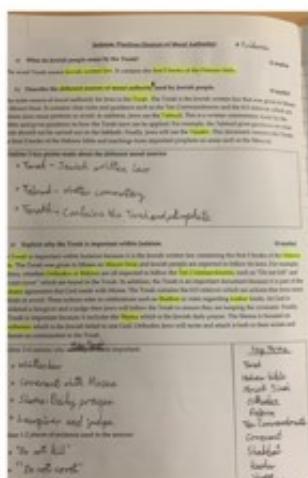
apply to anything, we just exist ✓

Aristotle said all living things were 'actuality with potentiality' which meant we all have potential to change. What made the unmoved mover/prime mover different?

actuality with no potentiality ✓



Gold Standard Work in Religious Education



Should follow Torah laws. The Torah states: "We will do everything the Lord has commanded".

In contrast, some Orthodox and Reform Jews might question this statement and argue in favour of the **Talmud**. The Talmud is a commentary made by the rabbi and gives clear guidance on how laws should be followed. For example, the Talmud gives direction on what actions aren't permitted on Shabbat. Likewise, it gives clear examples of what religious laws can be broken for gilchasim needs. The rabbis have made important additions to the Torah to ensure Jewish people have a good relationship with each other and with God.

However, after considering both sides of the argument I would argue that the Torah is the most **important source of moral authority**. It contains a detailed history of important Jewish figures such as Abraham and Moses. It also proves to Jews that God is the creator of the universe as seen in **Covenant**. "In the beginning God created the heavens and the earth". Most importantly, the Torah highlights the importance of monotheism which according to **Kaehanah** is the most important of the 13 principles.

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Outline 2/0 arguments in favour:

• 10 Commandments / 10 Mitzvot / 613 mitzvot given to Moses

• Rabbinical sources, 13 Principles

• The Torah is part of the covenant God made with Moses

Outline 2/3 arguments against:

• The Torah is commanding killing has Nefesh

• 10 Commandments / 10 Mitzvot / 613 mitzvot given to Moses

• Rabbinical sources, 13 Principles

• The Torah is commanding killing has Nefesh

The Torah is the most important source of moral authority

Many Orthodox Jews believe that the Torah is the most important moral source. This is because the Torah was given directly from God. The Torah is a written document that the Torah should not be changed and another outlines that the **Torah comes directly from God**. This source clearly shows why the **Torah** can be considered the most important source. In addition, the **Torah** is part of the **covenant** that God made with **Moses** and the Jewish people. Jews are expected to follow the **Ten Commandments** and the **613 mitzvot** which give clear guidance on actions they should **perform or avoid**. This is a strong argument because Jews believe God is both a **lawgiver** and a **judge** so they should **believe God's laws**. The Torah states: "We will do everything the Lord has commanded".

In contrast, some Orthodox and Reform Jews might question this statement and argue in favour of the **Talmud**. The **Talmud** is a commentary made by the rabbi and gives clear guidance on how laws should be followed. For example, the **Talmud** gives direction on what actions aren't permitted on **Shabbat**. Likewise, it gives clear examples of what religious laws can be broken for **gilchasim** needs. The rabbis have made important additions to the **Torah** to ensure Jewish people have a good relationship with each other and with God.

However, after considering both sides of the argument I would argue that the **Torah** is the most important source of **moral authority**. It contains a detailed history of important Jewish figures such as **Abraham and Moses**. It also proves to Jews that God is the creator of the universe as seen in **Covenant**. "In the beginning God created the heavens and the earth". Most importantly, the Torah highlights the **importance of monotheism** which according to **Kaehanah** is the most important of the 13 principles.

Outline 2-3 arguments in favour:

- > Torah is a moral source / From God
- > Covenant with God & Moses
- > 13 Principles

Outline 2-3 arguments against:

- > Rabbi Commentary (Talmud)
- > Pikuash Nofesh
- > Importance of Shabbat / What can be done on Shabbat.

RE Key Terms

- Torah
- Covenant
- Rambam
- Rabbis
- Pikuash Nofesh
- Genesis
- Orthodox
- Reform

What should people do on the Sabbath?

The Torah was given to Moses on Mount Sinai, the Ten Commandments and 613 Mitzvot.

The Torah is a written commentary written by rabbis.

After Torah comes the Ten Commandments and 613 Mitzvot.

Explain why the Torah is important within Judaism.

The Torah is important within Judaism because it is the Oracle written law containing the first 5 books of the Hebrew Bible. The Torah was given to Moses on Mount Sinai and Jewish people are expected to follow its laws. For example, the Torah says that we should not eat shellfish or touch dead animals. These are called **gilchasim** which are found in the **Torah**. In addition, the Torah is an important document because it is part of the **creativity** argument that God made with Moses. The Torah contains the 10 commandments which are actions that Jews must perform or avoid. These actions refer to obligations such as Shabbat or rules regarding human foods. As God is considered a king and a judge then Jews will follow the Torah to ensure they are keeping the command. Finally, the Torah is important because it is the Oracle the Hebrews which is in the Jewish daily prayers. The Hebrews is focused on monotheism which is the belief in belief in one God. Orthodox Jews will write and attach it to both of these words and then attach them to the Torah.

Outline 2/0 arguments in favour:

• Torah is a moral source / From God

• Covenant with God & Moses

• 13 Principles

Outline 2/3 arguments against:

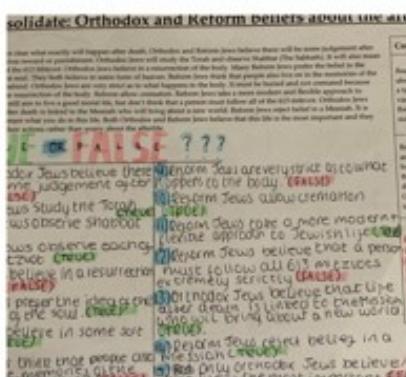
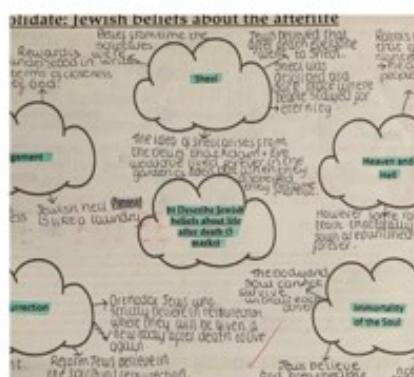
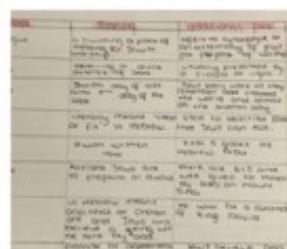
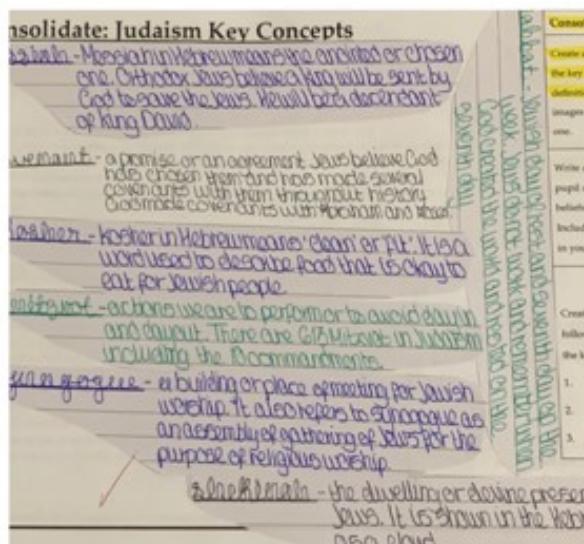
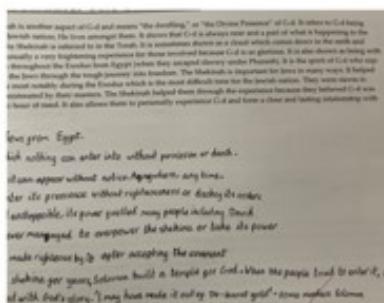
• In the case of Jewish law / e.g. Pikuash Nofesh

• The Torah is a written commentary written by rabbis

• The Torah is not a moral source / Shabbat

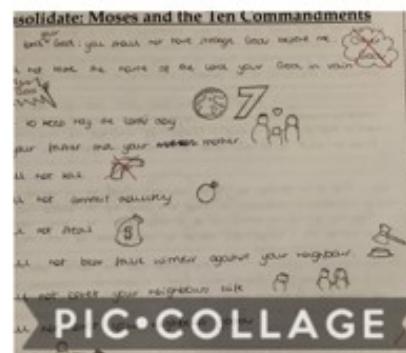
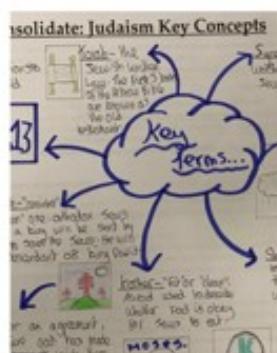
PIC-COLLAGE

Gold Standard Work in Religious Education



ad: Skill b) Describe Jewish beliefs about God (5)

people because God is Omnipotent. Their reasoning that all powerful, thus is. Despite what else he has already said \$200 for the driver to escape script. You're people have that God is Omnipotent. Nowhere else do I think all omnipotence. Because we post that God doesn't
desire to forgive. In fact, God is omnipotent - omniscient
wise and omnibenevolent. You don't think the fact that
the driver intended to kill these three little babies come
as a consequence God didn't because you are from the
atheistic tradition. See, this was established through
the New Testament. So, the New Testament
says also below. God's judgment will evident through
affirmations - And according both command. The
mildness are part of the New Testament. Such people must
not be allowed to repeat. God will eventually appear
to follow. God is our Father. Whereas in God's Word when
the humanists and Christians the humans are the ones
the weak people move and help on the outside. In
God's Word when the humans for us to live according an



Gold Standard Work in Geography

Spice up your life

effusive eruptions gentle and others violent? and select an option:

As effusive eruptions are a slow, gentle outpouring of lava, Baby spice could be easily compared to this type of volcano. Gentle eruptions occur slowly over time, letting the magma rise to the surface. Dissolved gases escape easily as the magma erupts; this forms lava that flows gently downhill. For example, most Hawaiian eruptions are examples of this type of eruption. This reflects the personality of Baby spice as she is known to be small, gentle but can make a statement. Spice girls, after their years. Formed in 1994, the girls have been talking about name ever since. This highlights this particular type of volcano as it slowly releases lava flows, although they are not quick, they have great damage and are around for long periods of time.

explosive eruptions

Explosive eruptions are vicious and contain a lot of gases which cannot escape as easily. Therefore, pressure builds up until gas explosions blast rock and lava fragments into the air. It's like a bottle of fizzy lemonade that has been sealed, but if you open the bottle the gas wants to escape. This builds pressure inside the bottle, and when you release the pressure by opening the lid of the bottle, the gas rushes out the top carrying some of the liquid with it. This can be compared to scary spice, also known as Melanie Brown. Mel B is known to be loud and crazy and makes a large statement. Furthermore, Melanie Brown is able to her enormous power and abilities to direct difficult situations toward her own goals. Mel B is often described as "the power behind the throne." Also, scary spice's name has connotations of fear many people are afraid of these types of volcano as they can cause huge destruction. In the music video for "Wannabe" Mel can be seen with a huge afro; this reflects the huge ash clouds that rise out of volcanoes.

Week 3 Volcanic Eruptions

Extension (45 minutes)

Task: Read "Why are some volcanic eruptions gentle and others violent?" and select an option:

- Reduce the article to 10 bullet points
- Change the article to a series of images/pictures
- Personify the two types of volcano by comparing each one to a celebrity. Write an explanation or annotate photographs of each celebrity.

EFFUSIVE ERUPTIONS OR EXPLOSIVE ERUPTIONS

SHIELD OR COMPOSITE

TWO MAIN FACTORS

0.5% 7-8%

Week 3 Volcanic Eruptions

Extension (45 minutes)

Task: Read "Why are some volcanic eruptions gentle and others violent?" and select an option:

- Reduce the article to 10 bullet points
- Change the article to a series of images/pictures
- Personify the two types of volcano by comparing each one to a celebrity. Write an explanation or annotate photographs of each celebrity.

Donald Trump - Explosive Volcanoes:
He can change a country like a volcano can change a climate.
He can cause damage when he erupts of is angry just like an explosive eruption
the magma moves around the volcano similarly the things usually moves around the US.
Some of his speeches are violent or explosive.

Emma Watson - Gentle Eruptions:
She poses very little (no) threat to humans and is probably gentle in nature, especially in comparison to Explosive eruptions probably.
She is also not violent or explosive.

Week 1 Structure of the Earth

Consolidation (30 minutes)

Task: Find a concrete example that helps you understand the structure of the Earth e.g. the structure of the Earth is like X because...

Present your work as a photograph or drawing and a paragraph.

1) Locally, there's a ball made completely out of gum alone (just like the inner core being only a solid ball of metal).

2) A spicy flavoured second layer which takes up the majority of the lollipop, like the mantle/asthenosphere.

3) This layer is spicier than the last layer, symbolizing the crust/upper asthenosphere and its heat.

Excellent explanation using the properties of the lollipop!

1) The structure of the Earth is like a Bacardi lollipop due to the many layers that resemble the layers that the Earth itself has, for example: the thin layer/surface of the candy would resemble the Earth's crust. Furthermore, the second layer of the lollipop would replicate the mantle/asthenosphere as it takes the majority of the lollipop's structure and begins to get spicy/chilly linking to the heat of the mantle. Then there's the outer ring/lollipop, or also known as the next layer in the lollipop, and once again begins to show a spicier taste in similarity towards the heat of the lollipop. Finally, we reach the last layer, different to the rest of the layers, this is all completely gum but incredibly spicy. Yet again it replicates the inner core, once again it's different to the other layers as well as a solid ball of metal.

Week 1 Structure of the Earth

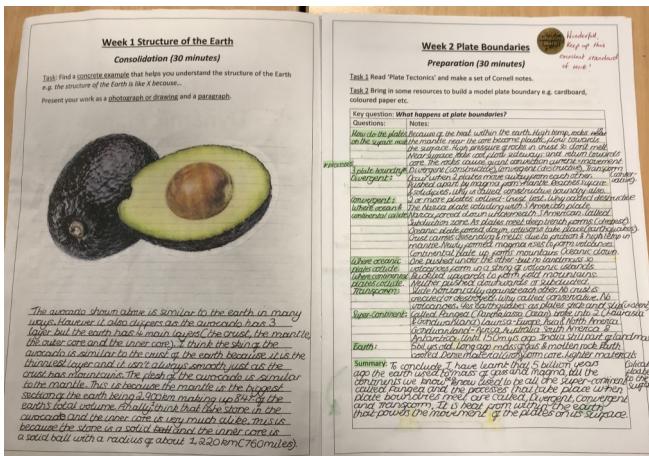
Consolidation (30 minutes)

Task: Find a concrete example that helps you understand the structure of the Earth e.g. the structure of the Earth is like X because...

Present your work as a photograph or drawing and a paragraph.

A kiwi can be compared to the structure of the Earth, as they have a very similar interior structure. Firstly, the crust can be compared to the skin of a kiwi, as they both completely surround the sphere shape and also they are both the thinnest layers of the structure. Furthermore, the mantle layer can be compared to the flesh part of the kiwi (the green part), as they are both the thickest part of the structure. The outer core is also much different colour to the crust due to its composition of rocks. This is comparable to the skin and flesh of a kiwi. The outer core is like the seeds because they both completely surround the inner core. Finally, the inner core can be represented by the center of the kiwi, because it is a sphere shape and is the most solid part of the kiwi. Excellent explanation

Gold Standard Work in Geography



Gold Standard work. Outstanding!

Week 2 Climate Change Evidence

Extension (30 minutes)

Task 1: There is a lot of scientific evidence that tells us Earth's climate is changing rapidly. Read about the evidence here: <https://climate.nasa.gov/evidence/>

Task 2: Choose five pieces of climate change evidence and rank them on the line from strongest to weakest. Include a summary of the evidence too (see example).

STRONGEST	WEAKEST
 <p>Declining arctic sea ice. Meaning less homes for animals.</p>	<p>What evidence convinces you the most?</p>
 <p>Ice caps are melting.</p>	 <p>Glaciers are retreating because the ice is melting.</p>
 <p>Decreased snow cover meaning less shelter for animals.</p>	 <p>CO₂ levels are rising rapidly causing the enhanced greenhouse effect.</p>
 <p>Ice sheets are melting because the planet is the warmest it has been in the last thousands of years.</p>	 <p>Rising sea level meaning that the ice is melting with the heat.</p>
 <p>There is more acid in the oceans.</p>	<p>Species are dying out with the heat.</p>

Gold Standard Work in Spanish

jueves, el 21 de noviembre

40 words

- Presentate
- Describete ahora y en el pasado
- tu día favorito y por qué
- tus profes
- Me llamo Isabelle. Tengo once años. Mi cumpleaños es el quince de julio.
- Soy muy simpática. Cuando era más joven, era bastante generosa y un poco tonta. Cuando sea mayor, me gustaría ser lista y seria.
- Mi día favorito es jueves porque estudio español. Me gusta español porque es Me encanta el español porque desde mi punto de vista es interesante.

Mi profesora de español es muy simpática paciente y divertida. Mi profesora de educación física es seria y un poco aburrida aburrida. Mi profesor de matemáticas es aburrido severo y muy impaciente. Mi profesor de historia es un poco raro raro

94 words

Absolutely amazing work, so much content, lots of high level vocab. Outstanding!

IAP.



jueves el 21 de noviembre

40 words

- Presentate
- Describete ahora y en el pasado
- tu día favorito y por qué
- tus profes
- Me llamo Ruby, tengo doce años y mi cumpleaños es el doce de noviembre.
- De vez en cuando soy bastante simpática pero también un poco tonta. Cuando era más joven, era muy tímida sin embargo a veces era bastante lista. Cuando sea mayor, me gustaría ser generosa y tranquila.
- Mi día favorito es martes porque estudiamos español. Me gusta el martes porque español es muy interesante y un poco divertido.
- Mi profesora de inglés es muy generosa porque

de vez en cuando un poco seria. Mi profesor de música es bastante lista y simpático.

92 words

WOW!

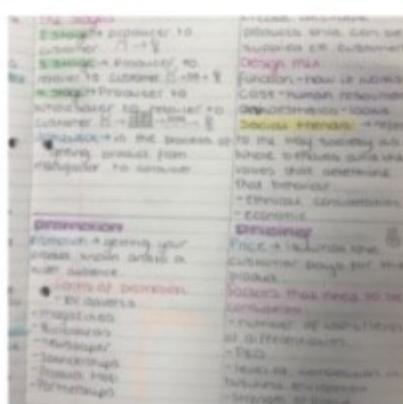
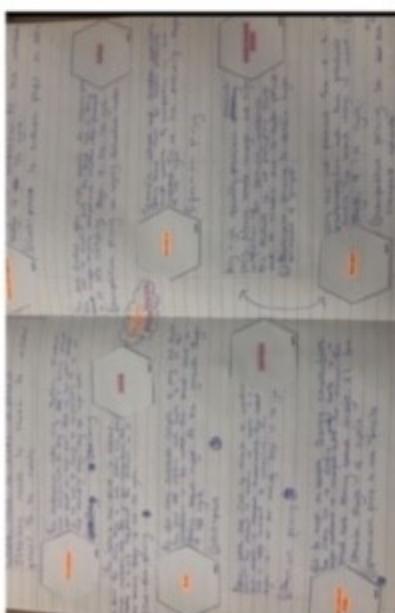
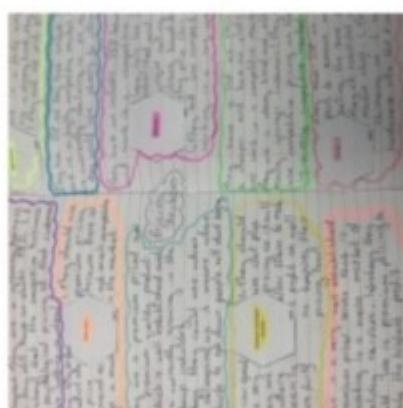
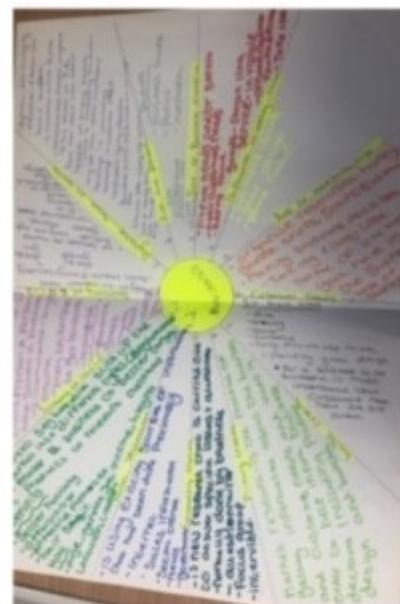
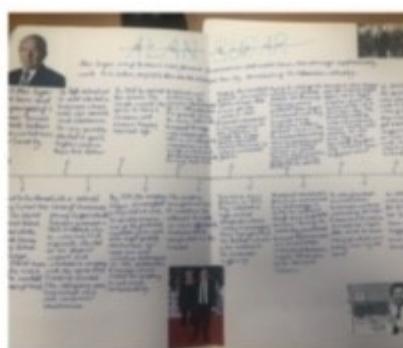
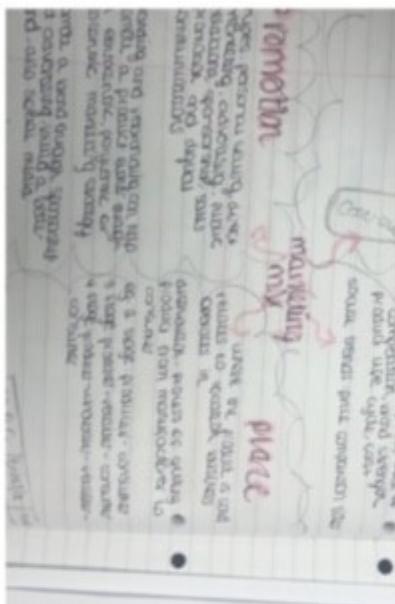


IAP!

www ian excellent piece of writing, lots of content and variety of vocab. Good use of complex phrases

ctri careful with adjectival agreement .

Gold Standard Work in Business Studies



Gold Standard Work in Art



Excellent effort of homework from year 7

Colour theory with 7R 7L 7E 7A 7W.

On display currently in Art.

Thanks to Form Class 7L3 who made the giant collage colour wheel.

GOLD STANDARD WORK

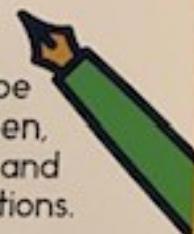
1

All of your work must be completed using neat and legible handwriting.



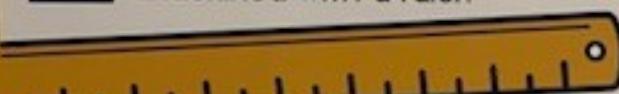
2

All responses to feedback must be completed in green, including literacy and numeracy corrections.



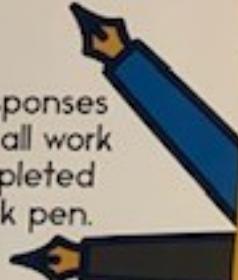
3

All dates and titles must be underlined with a ruler.



4

Except for responses to feedback, all work must be completed in blue or black pen.



5

No incomplete work or gaps in books-any missed work must be caught up as soon as possible.



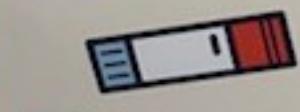
6

Diagrams, tables and graphs must be completed in pencil and using a ruler.



7

All sheets must be stuck in your book neatly.



8

Take pride in your work-your book will be a key revision resource.



St Robert of Newminster Catholic
School and Sixth Form College

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School News



Year 11 Awards Assembly

October 2019

The nominations for the following awards come from our Heads of House. The pupils nominated have shown a superb commitment to their Houses throughout Year 10 and Year 11:

Lindisfarne

Olivia Dryden-Quigley
Benjamin Conroy

Durham

Izzy Maw
Ben Smyth

Finchale

Grace Ord
Andrew Watson

Whitby

Amy Lanning
Stephen McDonough





Year 11 Awards Assembly October 2019

The nominations for the following awards come from Form Tutors. The pupils nominated have shown a superb commitment to their form throughout Year 10 and Year 11:

Lindisfarne

Maddison Barrow
Michael McBryde

Neve Warrener

James Kenyon

Durham

Madeleine Forster

Harry Barras

Sophie Luke

Ben Smyth

Finchale

Grace Ord

Joshua Bulch

Nadina Heavisides

Ben Sutcliffe

Owen Taylor

Joel Conlon

Whitby

Leah Gibson
Noel Ellis

Hannah Kitchen

Lewis McIlloney



Archaeology Club

I am a student in St. Robert of Newminster and I attended Archaeology Club for Year 7. Today I will be taking to you why I enjoy it so much and why I advise other Year 7 students to join.

On the first week of the Archaeology Club, we looked at coins back in the centuries and what each coin was worth. Miss Bevan even brought in her own coin collection so we could have a look at them close up. We also did our own coin design using the facts we found in the lesson and produce a wonderful Old-century coin.

One week, we were looking at the difference between a Christian burial and a Pagan. I learnt that Pagan was buried with a sword to take into the afterlife and Christians could not because it was said that a Christian could not kill people so that is why Pagans are allowed and Christian were not.

Continuing on with the Christian and Pagan burial, we worked in groups of 3 to figure out if a Pagan or Christian was buried in the ground. We looked at the objects buried in this grave and used the clues to find out if it was a Christian or Pagan's burial.

Archaeology Club overall is a wonderful place to spend a Friday Lunchtime. We do lots of contests within the group and there are lots of prizes up to grab. I quite enjoy it myself and I learn more History within the club and I can apply this knowledge to my main History lessons. I recommend the Archaeology Club for any Year 7 who want to learn more in History but to have fun as well!

Mirella Ebere (Year 7)



Christmas Fayre

The Art Department at St Robert's created a number of Christmas decorations and treats to sell at the Christmas Fayre. They would like to offer a huge thank you to everyone who came along and purchased our Christmas crafts, delicious treats or one of our beautiful wreaths! With your support they have raised approximately £330 for <https://www.daftasabrush.org.uk/>



A special thank you to our Year 7 pupils who gave up their time to either make or sell crafts at the fayre. Wishing you all a very Merry Christmas

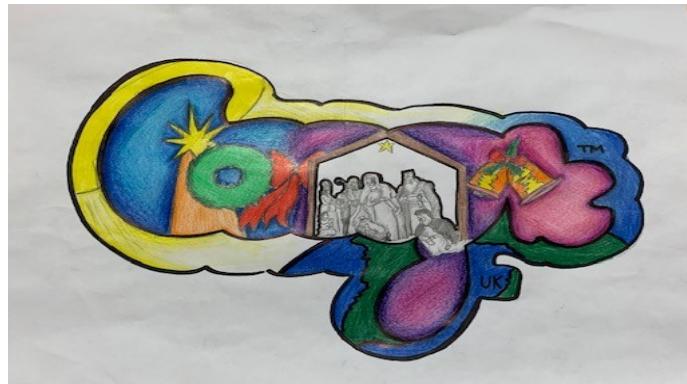
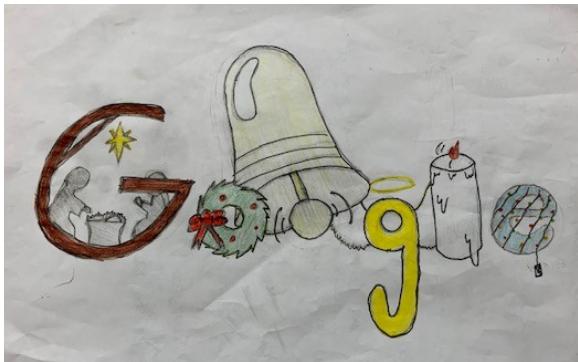
The Art Department



School News

Google Doodle

This Advent the RE Department have run the 4th annual Google Doodle competition. Each year the search engine has a different illustration to celebrate Christmas, but it never depicts anything remotely to do with the Nativity Story. We challenged Key Stage 3 to come up with their own Google Doodle that would. Since this is a competition that has been going for a while now I am continually surprised at the creativity and imagination that we see from our entries. Here are the 1st and 2nd place illustrations from Years 7-9.



EXECUTIVE STUDENT COUNCIL

STATE OF THE CITY DEBATE

On Friday 29th November, the Executive Student Council were invited to the annual State of the City Debate. This took place at the Council Chambers in Sunderland. We took a team of five students (Francesca Allen, Michael Swinhoe, Von Carlos, Antony Jones and Simon Batchelor) from three different year groups.

On arrival, we were welcomed with refreshments, which was a lovely way to start. We all enjoyed the custard creams before the serious business began!

The items on the agenda were chosen from the top youth concerns voted for by secondary schools in Sunderland. The following topics were debated during the morning : the environment, knife crime, mental health, hate crime and the vote at 16. Despite a quiet start, our team all managed to contribute to the discussion. Teachers from other schools even commented on our ideas – they were that good! At the end of the debate all the schools voted for what they thought was the most pressing matter, which would then be taken to the Houses of Parliament by the Sunderland Youth Council, that was the environment.

We had a really enjoyable morning and it was an amazing and unforgettable experience, it was really great to sit where the real Councillors of our city debate.

Francesca Allan and Antony Jones

Retreats

Retreat to the Emmaus Youth Village

This term we have had 3 lots of overnight retreats at the Emmaus Youth Village



Y8 spent three days and two nights -The theme of the retreat was 'Voices' where we reflected that God is always calling us to recognise his love, and reflect on the different voices they encounter in their lives. They also had the opportunity to reflect on how their voices help others to become the person God created them to be.

Y9 spent three days and two nights—The theme of the retreat was 'Choices' where we



reflected on the love of God for each of us and it is our choice whether we accept it or not. There were opportunities to look at where they were at the present; and how their choices can change their lives and those around them.

Each of the retreats were full of fun activities and small group work as well as some personal reflection time.

Retreats



Y12 spent two days and an overnight at the Emmaus Youth Village

The theme of the retreat was Aubrey Grahams call 'YOLO' we spent time recognising that we have been given one life—a life that is a precious gift. We looked at the call to see ourselves as God sees us and treat others in the same way.



Food Bank

Reverse Advent calendars



Food Bank



Christmas Fair



Christmas Fair





**Wishing all of you a Peaceful Christmas
And a happy new Year**