



St Robert of Newminster

Catholic School and Sixth Form College

WEEKLY NEWSLETTER



VE DAY 2020

It really was the most brilliant day:
It was 1945; it was the 8th of May;
It is a date, forever remembered,
As the day when Germany finally surrendered.

The war across Europe had come to an end:
A war in which many had lost family or friend;
It was a day of much celebration
In towns and cities across many a nation.

Very soon after they had heard the great news,
Communities came together and really let loose;
Folk, they rejoiced: there was a great atmosphere,
With many a pub running right out of beer.

Soldiers and sailors were dancing the Conga:
The line, which they formed, growing longer and longer;
People danced in the streets and danced in the parks -
They danced and they danced until way after dark.

From out of folks' windows, lights dared to glow,
And many a gallon of cheap champagne flowed.
A kaleidoscope of colour lit up the night -
As did blazing bonfires, which were burning so bright.

People held parties right there in the street,
With sweet and savoury dishes laid out to eat;
There was Hominy pie, and Corned Beef Hash,
Bread with Beef Dripping, and Faggots with mash.

There were Glory buns, Welsh cakes, and bread, spread with jam,
Apple Brown Betty, Plum Charlotte, and even Prune flan;
There were scones, carrot cookies, and eggless Fruit Cake,
Rock buns, Jam Tarts - all hastily baked.

The people of Europe were finally free,
And many a face was shining with glee;
At the Western Front, the fighting had ceased,
And, all throughout Europe, there was now, much welcomed, peace.

Dear Parents/Carers, Students and Friends of the School

Welcome to this newsletter. My first wish for you all is that you and your families are keeping well, and coping as best you can with these uncertain and difficult times. Our whole school community finds itself working in very different ways at present. We hope that we have been able to support you so far, both academically but also in other ways. Thank you for your patience, and also for the many messages of support we have received. We will continue to develop our systems for both academic and pastoral support of our students and their families, and I am sure that together we can all navigate the coming weeks successfully. I wish you all the very best and, as a school, we keep you in our prayers. God bless.

Mr Juric

The Golden Rule of Lockdown – Kindness

Archie (my son) and I decided to undertake a short questionnaire we found on Facebook. One of the questions asked: Why do you think we should be nice to others? Unprompted, his response was "Because we should treat people how you want to be treated". A very thoughtful response for a 10 year old. Unfortunately for Archie, having a Dad who is an RE teacher meant that I pursued this answer further. "How can we put this idea into practice?" I asked. He paused for a few moments and then said "we could start with toilet roll and pasta". Let me explain the circumstances that led to this response. Earlier that day we had taken a trip to Sainsburys (pre-lockdown) whose pasta and loo roll aisle had been left decimated. The general murmurings around the shop were pretty dire and there was a clear sense of anxiety. Archie had obviously picked up on this sensation which shaped his answer. As part of his school's Lenten challenge, the pupils had been asked to support the foodbank in Birtley by providing 40 items over 40 days. Archie decided that we will now (it would appear) become the sole providers of loo roll and pasta for Birtley. Archie's selfless action may well mean that circumstances in the Davis household become slightly precarious in the coming weeks. Nonetheless, the fact that his worldview encapsulates the needs of others is proof enough that our response (in any crisis) should not be one of unprincipled individualism but one in which we concern ourselves with offering kindness, compassion and love to our neighbour.

Mr Davis – Subject Leader of RE

Let us pray...

We pray for your protection over those who are most vulnerable in our world. May they be comforted by your presence in their lives.

We pray for those who work in the NHS and those who offer care for the sick in society. Grant them the resources they need and protect them in this time of crisis.

We pray for the leaders of our country and governments throughout the world. May they be guided by your spirit to ensure right judgement, wisdom and compassion in all their endeavours.

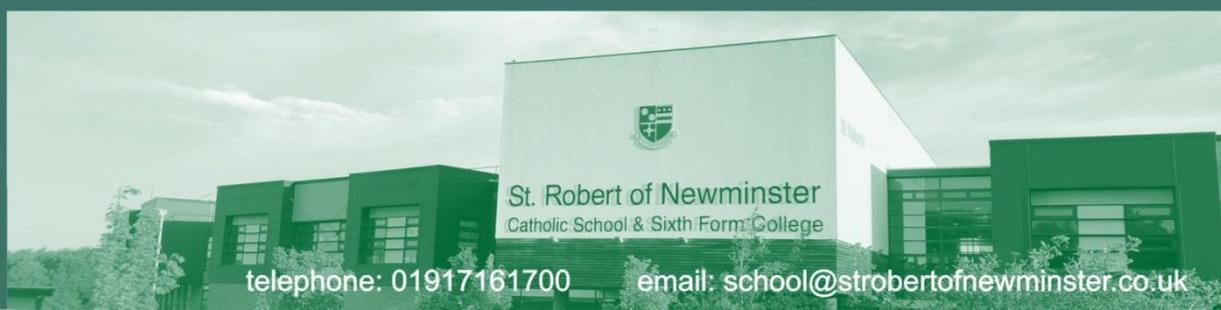
We pray for those who are sick and those who are suffering. Comfort and heal them in body, mind and spirit, giving them hope and courage in their troubles.

We pray for those who live and livelihoods have been impacted. May our prayers provide encouragement and opportunities during this disruption.

We pray for our young people and our staff at St Roberts. We ask you to provide reassurance and help to relieve any anxiety they may be feeling currently in their lives.

Lord in your mercy

Hear our prayer



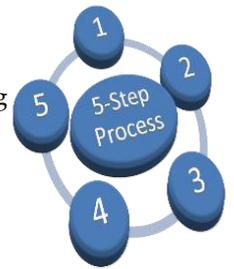
Mental Health and Well-Being

NHS England have identified 5 steps that both young people and their parents can do to support their mental health and well-being. Trying these things could help you feel more positive and able to get the most out of the time when you are at home rather than school. It is really important that you pay attention to your well-being and the well-being of those around you. There are also a number of useful websites which provide support in this area:

www.kooth.com This is a free, confidential, online mental health service for children and young people

<https://www.camhs-resources.co.uk/>

This site was created for young people, carers and professionals to pool together lots of helpful resources from across the internet that are available to help support your mental health and well-being.



1. Connect: to promote healthy relationships

Connecting with our friends and family may become more difficult than we are used to. However, embrace modern technology and stay connected.

Connect with the people around you: your family, friends and neighbours. Talk about how you are feeling. Don't keep your worries and frustration to yourself.

2. Be active: to promote resilience and self-awareness

Being active is great for your physical health and fitness, and evidence shows that it can also improve your mental wellbeing. We think that the mind and body are separate. But what you do with your body can have a powerful effect on your mental wellbeing.

Being active doesn't mean you need to spend hours in the gym. Find physical activities closer to home (your garden/living room) that you enjoy and think about how to fit more of them into your daily life.

3. Keep Learning

Your teachers have provided you with plenty of opportunities to keep on learning during this interruption to school. The school website is a great starting point.

However, you can also see this as an opportunity to develop yourself in different ways other than simply through school. Perhaps you could read a book, learn an instrument or learn to cook

4. Give

Most people would agree that giving to others is a good thing. On top of this, it can also improve your mental wellbeing. Small acts of kindness towards other people can give you a sense of purpose. It can make you feel happier and more satisfied with life.

Giving can take lots of different forms, from small everyday acts to larger commitments. You could say thank you to someone, for something they've done for you. Phone a relative or friend who needs support or company. Support people in your local area with everyday jobs (always follow government advice on social distancing)

5. Be mindful

It can be easy to rush through the day without stopping to notice much. Paying more attention to the present moment – to your own thoughts and feelings, and to the world around you – can improve your mental wellbeing. Some people call this awareness "mindfulness". Mindfulness can help us enjoy life more and understand ourselves better. You can take steps to develop it in your own life.



Message from your Heads of House

To all St Aidan, Lindisfarne Pupils,
I hope you and your families are all safe and well. Home school is hard I know but try your best to embrace the challenge with the tenacity I know you all have. Relish the opportunity to spend quality time with family members. God bless, Mrs Duncan.

To all St Cuthbert, Durham Pupils,
Just a little message to remind you that soon you'll be back at school and working hard. In the hustle and bustle of a normal day, we may have forgotten at times that the most important thing is our health and our family. Stay safe Team Durham, Mrs Mulhatton.

To all St Godric, Finchale Pupils,
I hope you and all your families are keeping well. All your tutors, Mrs King and myself want you to take good care of yourself, stay safe and look forward to seeing you all when we can. Stay safe and keep washing your hands. God bless, Mrs McHale.

To all, St Hilda, Whitby Pupils,
I hope everyone is staying safe and sensible and enjoying time with those that care for them. Although you may not admit it, I'm sure you're all missing school, though before long when we're back you'll be quick to tell us you wish you were at home! Therefore, make the most of this period by spending quality time with those close to you and keep up your school routine by completing your work. Stay safe, Mr Thompson

English and Maths tips from your teachers...

Mr Brettell said:

“Use the modelled writing on the lessons to help you craft your own writing; there is lots of this and it is always attached to our writing structure (the ladder), for each year group. Identify where your teachers have 'hit' the criteria in their writing and steal some of their phrasing so that your writing sounds similar. Be ambitious with your language analysis - this is where a lot of the marks are given.”



Mr Medd said:

“Year 7-10, always make sure you watch the video in its entirety before attempting to complete a Hegarty Maths task. If you get stuck on a particular question, click on the 'Get help' icon and it will take you straight to the part of the video that is relevant to that question.”

“Year 12, remember, with each exercise in the online textbook there is a worked solution available for each question, should you get stuck. This will hopefully model the method for that particular question.”



Support from Mrs Hurst (Director of SEND)

Mrs Hurst has recommended a number of online applications that can support you with your home learning as well as your mental health and well-being:

ThinkNinja is designed for children and young people (10-18 years old) to help support your mental health and emotional wellbeing. ThinkNinja also helps children and young people learn and develop a range of skills for when they are experiencing daily life stresses or who maybe feeling anxious or their mood feeling low.



ThinkNinja 
Healios
★★★★★ 3.9, 25 Ratings
Free

Socratic by Google can be used as a support for a number of subjects. The app uses vision technology to read the submitted image and AI to figure out the concepts for solving it.

Photomath is similar to Socratic but has additional features which makes it far better to support with Maths.



Sixth Form News

Eton Research Skills

All student students have access to a free online course provided by Eton school on Research Skills. These skills are invaluable to help their progress in their current and future studies. Students have been provided with the login details in order to start the course.

Unifrog

Students have created accounts on Unifrog and started to find MOOCs that will help them broaden their existing studies but also provide enrichment in helping them to find courses at university. Students are starting to record their competences and subject experiences that be will the basis for their personal statements on their university application. For students considering apprenticeships or employment, the skills portfolio that they are creating will assist their application letters and CVs.

Year 13 Students

Students should be deciding on their Firm and Insurance choices for university. The UCAS deadline to accept offers is 18th June 2020. This is an extended external deadline set by UCAS. Failure to meet this deadline will mean students will lose all offered university places. Students need to log into UCAS Track and follow the steps.

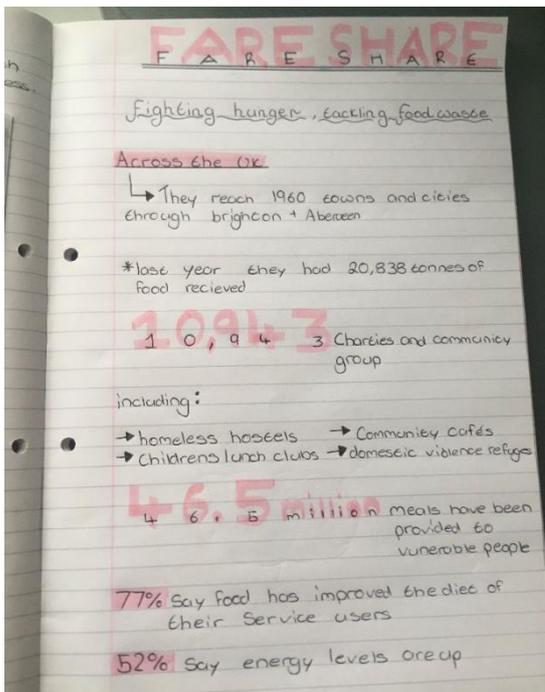
Email

Check you emails regularly as Mr Bayne will keep you further updated

Message from Mr Clark

Thank you for the fantastic work we have been receiving lately and a big well done on adapting to our new way of working. It has been fantastic to see you engaging with the work and producing high quality responses across a range of different subjects. Parents/carers please continue to encourage your child to access the work regularly and complete the tasks set by their teachers. This will enable them to receive feedback on certain tasks set throughout the term. If students continue to do their best, then we cannot ask for more than that. Please continue to build in some down time away from their screens and encourage opportunities for daily reading, exercise, relaxation, fresh air and connecting with family and friends. Many thanks for the support with the online work so far and I wish you and your families well.

We have attached some examples of work pupils have produced using Microsoft Forms which means students can receive feedback from their teachers. In addition, some pupils have been sending their teachers pictures of the work produced. Check out department Instagram pages to see this work displayed.



1. Explain why Hitler became Chancellor in 1933.

12 / 12 pts

One of the most important factors that led to Hitler becoming Chancellor in 1933 is the role of the SA. They made the Nazis seem disciplined and organised which made them seem strong in the time of the depression. The SA appeared powerful and reliable which appealed to the middle class as they were losing faith in the Weimar Government; furthermore they were also used to disrupt other parties meetings violently which intimidated political opponents and discouraged local Germans from going to meetings. They especially targeted the communists who they openly fought on the streets, in one specific occasion 18 were killed. This is why the SA were one of the most important factors in making Hitler chancellor in 1933. A less important factor that helped Hitler become chancellor in 1933 was propaganda and Hitler's personality; a key person in this factor is Josef Goebbels. He used radios, films, loudspeakers, posters and leaflets to hide simple messages such as 'One People, One Nation, One Leader'. In addition the propaganda targeted specific groups such as workers, farmers and businessmen. Goebbels made sure the Nazi message was heard everywhere on local and national levels. A significant message was about 'unity' and bringing Germany together again. Hitler was also shown as the decisive and strong leader that Germany needed. He appealed to all Germans as a veteran and a worker and propaganda showcased him as 'our last hope'. Large crowds were drawn in as he was an excellent speaker and he flew to 6 cities a day to deliver simple yet powerful speeches. An important event that highlighted how the people saw Hitler as the future leader of Germany is the 1932 Presidential election when he received 11 million votes. This shows the significance of propaganda and Hitler's personality had on him becoming chancellor. The most significant factor that made Hitler chancellor in 1933 is the depression and economic problems. When the Wall Street crashed in America in 1929 the US banks lost billions of dollars; furthermore many businesses and banks closed down causing a world wide depression that quickly spread to Germany. The Weimar Government were demanded to repay all the loans the US gave them which caused serious problems in Germany. German business were forced to pay back their loans and received no investments from US banks; in addition industrial production dropped 40% by 1932 and wages dropped 15%. As a result businessmen lost lots of money and many workers were fired due to factories and companies closing, causing bankruptcy. Moreover the government refused to print more money which resulted in Chancellor Brüning decided to raise taxes and cut unemployment benefits, nothing improved as they struggled to agree on how to fix the economy. The crash also led to mass unemployment which is shown by the amount of unemployment in workers doubled from 1930 to 1932. Businessmen, farmers and the middle class lost all their savings; with no work and taxes and benefits raised the German people suffered terrible poverty. This helped the Nazis however as the depression caused more hatred towards the Weimar Republic as they worsened the situation. This resulted in people voting for extremist parties like the communists and Nazis. The Nazis promised to fix the economy and Hitler promised 'bread and work' in speeches as they opened soup kitchens for the poor. This shows that the most significant factor that helped Hitler become chancellor in 1933 was the Nazis using the depression to get votes.

2. What were the first type of castles called?

1 / 1 pt
Auto-graded

Mottle and Bailey ✓

Concentric Castles

3. What was one weakness of the early castles?

1 / 1 pt
Auto-graded

They could easily be set on fire ✓

They were quick to build

4. What was built to protect the castles

1 / 1 pt
Auto-graded

Shell Keep ✓

Motte and Bailey

1. Skill d) 'God created the universe'

Discuss the statement showing you have considered more than one point of view. You must refer to religious and non-religious belief in your answer (15 marks)
(12/15 Points)

The Catholic Church believe God is the origin of the universe because St Augustine argued in his 'Confessions' that God created the universe ex nihilo. Ex nihilo is the idea that God created the world from nothing. Fundamentalist Christians would also argue that God created the universe because it is stated Genesis - God created our world in 6 calendar days. Fundamentalist Christians believe the Bible is literal and cannot be mistaken meaning Genesis is an accurate account of the creation of the universe. Roman Catholics accept the statement and scientific beliefs such as evolution and the Big Bang because St John Paul 11 argued that science and faith in God are compatible. The scientific theory of evolution could have happened under the guidance of God and the Big Bang supports the belief that God created the universe ex nihilo.

However atheists such as Stephen Hawking and Richard Dawkins would strongly challenge the statement because of scientific theories such as the Big Bang and evolution. Stephen Hawking argues that the Big Bang proves there is no need for a creator and things just happen for themselves. Richard Dawkins argues that science has disproved God as the origin because the creation of humans is just a lucky genetic mutation. Charles Darwin put forward the theory known as the 'survival of the fittest' which challenges the literal interpretation of Genesis and says humans were not created perfectly but evolve over time.

Having considered the various points, i would argue that the Big Bang offers the strongest argument because strong telescopes can detect evidence of background radiation which is possibly left over from the initial expansion of the universe. Therefore i disagree with the statement 'God created the universe'.