

# St Robert of Newminster

Catholic School and Sixth Form College

15<sup>th</sup> June 2020

WEEKLY NEWSLETTER



## Feast of Corpus

Christi: Sunday 14<sup>th</sup>  
June

The feast of Corpus Christi celebrates the Eucharist as the body of Christ. The name 'Corpus Christi' is Latin for 'the body of Christ'. This feast was celebrated on Sunday 14<sup>th</sup> June and focuses on the importance of the institution of the Eucharist as the "source and summit" of Catholic life.

## Reopening of Churches

Bishop Robert Byrne has announced the re-opening of the first two churches for individual prayer from Monday 15 June 2020:

St. Mary's Cathedral, Newcastle upon Tyne: Open daily from 1.00pm – 4.00pm (including Saturday and Sunday) plus 9.30am – 11.15am on Saturday and Sunday only.

St. Mary's Church, Sunderland: Open from 10.00am to 1.00pm, Monday to Friday.

Dear Parents/Carers, Students and Friends of the School,

We hope you are all well and beginning to see signs of normality returning. Over the course of the next four weeks we see the return of our Year 10 and Year 12 students. Although the situation is far from normal, the pupils will have the opportunity to speak directly to subject teachers and they will be provided with expert teaching to help them as they continue with their home learning. We have been busy ensuring that the safety and well-being of both pupils and staff is catered for. Pupils are reminded to abide by the social distancing measures on site and to ensure they wash and sanitize their hands when provided with the opportunity. Stay safe and we look forward to welcoming pupils back this week.

### Who is my neighbour?

Jesus often used parables to shed light, bring new insights, and provoke a change in the hearts of listeners. In the Gospel of Luke Jesus gives one of his most famous parables, the Good Samaritan. Jesus' parable calls us to our obligations as Catholics, to be a good neighbour: the one who stops and helps the injured; the one who does not hesitate to seek justice.

The signs of this time are asking us to take notice, to stand up and to speak out when we see racism. This is how we love our neighbour as ourselves. This is how we act like Jesus. This is how we begin the healing from racism in our land, writing a new parable of racial justice for this time.

The Bishops of England and Wales have released a statement this week:

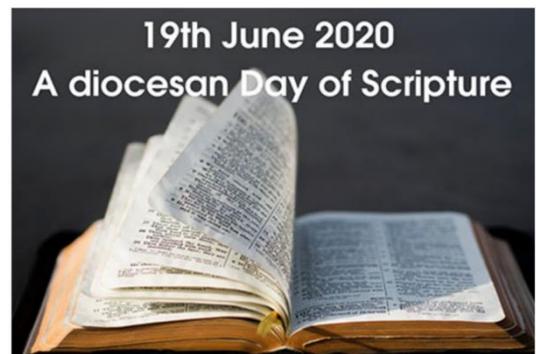
**"As Catholics we recognise that racism is an evil which must be opposed; we all have a responsibility for actively promoting racial justice. Whenever we ignore racism or dismiss BAME people's experience of it, we are complicit in violations of human dignity. We pray for God's help to overcome racism in all its forms and that we might protect everyone who suffers its consequences. We are all made in God's image."**

Mr Davis (Head of RE)

### Let us Pray...

God of Heaven and Earth,  
you created the one human family  
and endowed each person with great  
dignity. Help us, we pray, in overcoming the  
sin of racism. Grant us your grace in  
eliminating this blight from our hearts, our  
communities, our social and civil  
institutions.

Fill our hearts with love for you and our  
neighbour so that we may work with you in  
healing our world from racial injustice.  
Through our Lord Jesus Christ, your Son,  
who lives and reigns with you in the unity of  
the Holy Spirit,  
one God. for ever and ever. Amen



19th June 2020  
A diocesan Day of Scripture

On Friday 19<sup>th</sup> June, there will be a [Diocesan day of scripture](#) as part of the Year of the Word celebrations.



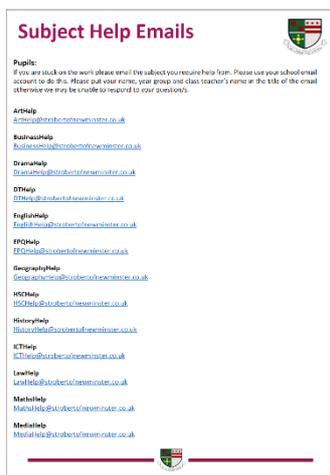
telephone: 01917161700

email: [school@strobortofnewminster.co.uk](mailto:school@strobortofnewminster.co.uk)

## Contact

Following a review of the online learning of our Year 10 and Year 12 students, our Pastoral staff will be making contact with those students who may be struggling with the transition from learning in school to learning at home.

In addition, Pupils in all Year groups have direct access to support from their teachers through the use of the department help emails.



## School Reopening

The reintegration of Year 10 and Year 12 pupils begins this week. A detailed letter and reopening plan has been sent to parents and is available on the school website. Year 10 will attend w/c 15 June and w/c 29 June. (W/c 22 June and w/c 6 July are for Year 12 students. Details for the final week of term will be sent to you in due course.) Each student will attend one day a week, only, in each of these two weeks. The order is based on the tutor group to which your son/daughter belongs. It is your decision whether you send your son/daughter into school. However, we hope that the majority of parents will be able to do so. If you will not be sending your son or daughter to school on their allotted day next week, we ask you either to email the school to that effect in advance of the day, or to ring the school on the morning of his/her allotted day between 8:30 and 9:30am. We ask that you give us a reason for his/her absence, but it will be enough to say that you do not feel able to send him or her in, if that is your reason.

## Online Home Learning

A huge thankyou to all the pupils who have actively engaged in the many home learning opportunities over the last two months. The number of e-postcards that we have sent out as a school has shown that so many, despite the difficulties posed, are continuing to produce 'Gold Standard' work. Below gives an overview of how your online home learning will look as we move forward:

### Key Stage 3 (Year 7, 8 and 9)

Your teachers will be uploading resources over the next few weeks that will review the work you have completed since Easter. They will also be providing you with the opportunity to complete a variety of tasks and activities as well as provide opportunity to share your hard work with your teachers (**see examples on next page**)

### Key Stage 4 (Year 10)

Your teachers will continue to upload lessons and resources. To access these follow the link on the homepage of the school website. These will include a variety of review and retrieval tasks that will help you check your learning from Easter onwards. In addition, departments will be providing opportunities to look at new learning that is crucial for your GCSE courses. The lesson plans, PowerPoints and feedback tasks provide you with all the information you need to complete this work to the best of your ability.

### Key Stage 5 (Year 12)

Year 12 'Microsoft Teams' lessons begin on Monday 15<sup>th</sup> June. Each week you will be sent an email to join your team from your class teachers. This is an excellent opportunity to receive 'live' teaching and actively engage in the lesson with your teachers. In addition to this, your teachers will continue to upload lessons and resources. These lessons will include the chance to receive direct feedback from your teacher and also undertake tasks that give immediate feedback on 'Microsoft Forms'.

<p><b>Religious Education: GCSE Preparation Work</b></p> 	<p> <b>Read</b> the article outlining Jewish beliefs about the Messiah and the Messianic Age.</p> <p><a href="#">The Messiah</a> RE: Online Time: 10 minutes</p>	<p> <b>Listen</b> to the GCSE pod playlist on the Covenant and the Mitzvot. It will explain the significance of the important prophets in Judaism, such as Abraham and Moses, and the commandments they received from God.</p> <p><a href="#">The Covenant and The Mitzvot</a> GCSE Pod Time: 39 minutes</p>	<p> <b>Listen</b> to the GCSE pod playlist outlining different Jewish practices. It will explain different rites and rituals of Jewish communities concerning all parts of life.</p> <p><a href="#">Judaism: Practices</a> GCSE Pod Time: 1 hour 20 minutes</p>
<p> <b>Read</b> the article on a Kosher food diet. It outlines the origin of the word 'Kosher' and the types of food Kosher Jews will eat and will not.</p> <p><a href="#">What is Kosher?</a> Heathline Time: 20 minutes</p>	<p> <b>Listen</b> to the BBC Sounds programme. You will hear about the structured approach to mourning offered in Judaism which aims to guide the mourners through their loss and ease them back into the world beyond grief.</p> <p><a href="#">Jewish Mourning</a> BBC Sounds Time: 13 minutes 31 seconds</p>	<p> <b>Complete</b> a mind map outlining the diversity within the Jewish community. Include an overview of the Ultra-Orthodox, Orthodox, Reform and Secular Jewish communities.</p> <p><a href="#">Jewish Diversity</a> RE: Online Time: 1 hour 30 minutes</p>	<p> <b>Watch</b> the interview with Rabbi David Lister. He gives a concise overview of Jewish beliefs about God, life after death, beginnings, everyday life, rites of passage and festivals.</p> <p><a href="#">Overview of Judaism</a> True Tube Time: 5 minutes 43 seconds</p>
<p> <b>Watch</b> the documentary 'Strictly Kosher' which gives an overview of the lives of the Orthodox Jewish community in Manchester. You will gain an insight into Jewish traditions, history, festivals, and faith.</p> <p><a href="#">Strictly Kosher 1</a> <a href="#">Strictly Kosher 2</a> <a href="#">Strictly Kosher 3</a> YouTube Time: Each episode is 46 minutes</p>	<p> <b>Read</b> the article on Jewish views on the environment. This will help you understand what Jewish people believe about the world and their responsibility to take care for it.</p> <p><a href="#">The Environment</a> RE: Online Time: 10 minutes</p>	<p> <b>Watch</b> a day in the life of a Rabbi with David Lister. He gives an insight into his average day as well as describing different features of the synagogue and various symbols associated with the Jewish faith.</p> <p><a href="#">Rabbi David Lister</a> True Tube Time: 7 minutes 20 seconds</p>	<p><b>FEEDBACK TASK</b></p> <p> <b>Complete</b> a profile on the following Jewish festivals, Pesach, Rosh Hashanah, and Sukkot.</p> <p><a href="#">Link to upload for your teacher to view and mark: (Ctrl+Click)</a></p> <p><a href="#">Festivals of Judaism</a> BBC Bitesize Time: 2 hours</p>

<p> <b>History Year 9:</b></p> <p><b>Online Work Medicine Through Time</b></p> <p>15th-19th June 22nd -25th June</p> <p>Please complete all the tasks on the top row and then choose 4 other tasks. Then complete the feedback task by 25th June.</p>	<p> <b>Watch</b></p> <p>Watch this documentary on Medieval London. Make bullet points of key information about why London was such an unhealthy place to live in Medieval Times</p> <p><a href="#">Filthy Cities: London</a> Time: 1 hour</p>	<p> <b>Read</b></p> <p>Read the information on BBC Bitesize about Medicine Through Time. Write down any changes that you can identify between the time periods. Take the test at the end to test your learning</p> <p><a href="#">BBC Bitesize</a> Time: 20 mins</p>	<p> <b>Complete</b></p> <p>Complete a timeline beginning at 1250 and finishing at 1750. This will cover the Middle Ages and the Renaissance Period. Add 15-20 events using the links</p> <p><a href="#">BBC: Introduction to the Middle Ages</a> <a href="#">BBC: The Tudor Era (Renaissance)</a> Time: 30 mins</p>
<p> <b>Watch</b></p> <p>Watch this BBC Teach clip about Medieval Medicine</p> <p><a href="#">BBC Teach: Medieval Medicine</a> Time: 5 mins</p>	<p> <b>Read</b></p> <p>Read the article about Medieval Medicines. Reduce the information about each cure down to one sentence.</p> <p><a href="#">Medieval Medicines Kill or Cure?</a> Time: 30 mins</p>	<p> <b>Complete</b></p> <p>Read this article then complete an answer to the question: <u>Would Medieval Medicine be effective in curing disease?</u></p> <p><a href="#">British Library Article</a> Time: 20 mins</p>	<p> <b>Watch</b></p> <p>Watch these two overview clips about Medieval and Renaissance Medicine</p> <p><a href="#">Medieval Renaissance</a> Time: 5 mins</p>
<p> <b>Watch</b></p> <p>Watch this BBC Bitesize clip about some individuals who helped to improve Medicine in the Renaissance Period</p> <p><a href="#">BBC Teach: Pare, Harvey and Vesalius</a> Time: 5 mins</p>	<p> <b>Read</b></p> <p>Read the information on the BBC Bitesize page about the size key changes in the Renaissance. Take the quiz at the end to test your knowledge</p> <p><a href="#">BBE Bitesize: Six Key Changes in the Renaissance</a> Time: 20 mins</p>	<p> <b>Watch</b></p> <p>Watch this clip from BBC Teach about Renaissance Medicine</p> <p><a href="#">BBC Teach: Renaissance Medicine</a> Time: 5 Mins</p>	<p> <b>Feedback Task:</b> Click on the link to complete the feedback task. Please submit your feedback task by 25th June.</p> <p><a href="#">Click here to submit feedback task</a></p> <p>**Use all the tasks you have completed to help answer this question **</p>

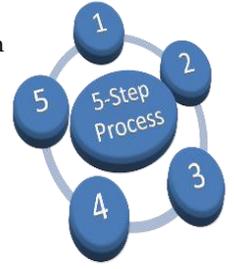
## Mental Health and Well-Being

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](http://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**)

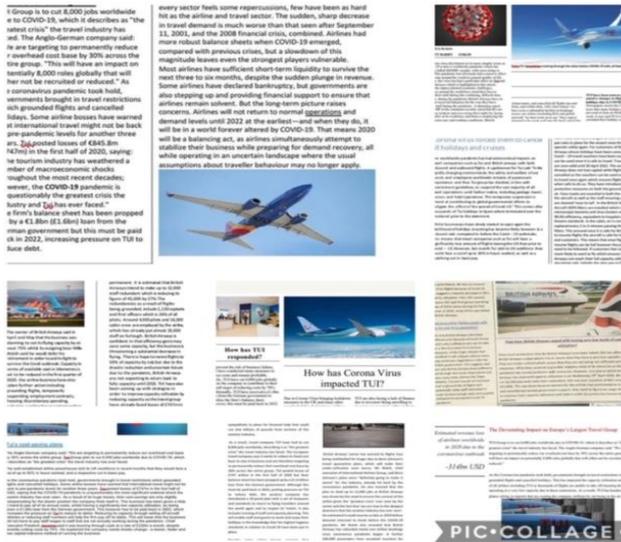
### 5. Be mindful

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.



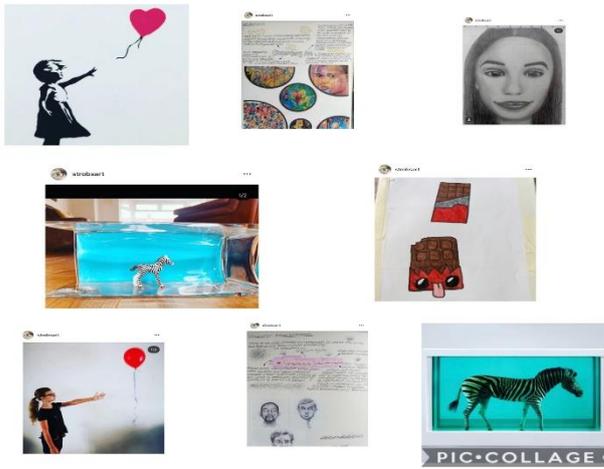
## Business Studies Home Learning

Some examples of students work in Business looking at the impact of the pandemic on the economy:



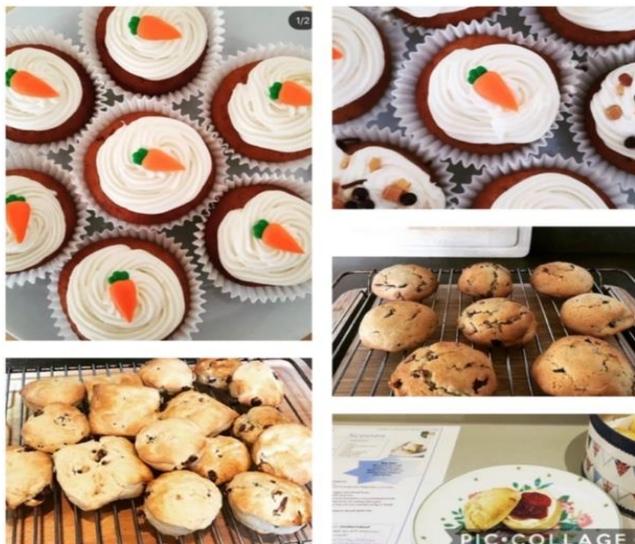
## Art Home Learning

Some examples of students work in Art:



## St Robert's Food Home Learning

Some examples of students work in Food:



## It's nice to be nice

One thing that has been very evident since we entered lock down a few months ago, is how nice people really are. The number of people that have signed up to work for charities is phenomenal. Family members and neighbours have showed their tremendous generosity by going shopping and providing for those that could not do so for themselves. It would be impossible to mention even the tiniest of fractions of all the nice actions that have taken, and continue to take place in these difficult times. Let us take a look at the simplest of them.

Everyone has shown they have patience during this time. Waiting patiently in a queue has not been an issue. No one has been in a rush, as everyone has been willing to wait on a grass verge or an equivalent safe place whilst an oncoming person approached during their daily walk. People have taken it upon themselves to ensure they have contacted a lonely person or someone they'd lost contact with at a regular interval. During daily exercise, everyone nods or will say "hello" to people they've never seen before. The simplest of simple, nice actions that can really brighten up another's day. Thankfully, the majority of people will still and will continue to show this niceness once this is all over.

However, watching the news, listening to the radio and reading the media most recently, shows that as we ease to a slightly more normal time, it would seem some people are maybe losing this instinct to be nice. Last week our article concentrated upon our own wellbeing. This week, we'd like you to think about everyone's wellbeing, as the simplest of things like a "hello" to someone out on their walk may brighten up their day more than you realise. Let's continue to be nice, it isn't hard.

Keeping you all in our thoughts and prayers,

Mrs Duncan, Mrs McHale, Mrs Mulhatton & Mr Thompson

