

# Newsletter

Third Sunday of Advent - Gaudete, Joy

Newsletter Issue 117

11 December 2020

Dear Parents and Carers,

This week marks the third Sunday of Advent, sometimes referred to as *Rose Sunday*, or *Gaudete Sunday*. You can see at the top of this newsletter the pink candle that is lit amongst the traditional liturgical purple. Every week when I look at the readings for Sunday, the scripture seems to ring true to our lives today. We are asked to be joyful; to rejoice and live in peace. We have seen joy this week in the reactions of many people in our community who have hope because of the Covid vaccine; joy from the community leaders who have received our donations to food banks; joy that the end of term is approaching for some much needed time with family. The most joyful scene across the world this week was that of Margaret Keenan, around 1 mile from our school, receiving the first Covid vaccine. I know that there are those who have been sceptical about it, but if it prevents the spread of this awful virus, and allows us to see our friends and family properly, and gets our businesses and jobs to flourish, then it truly will be a joyful moment.

There have been many moments of joy around school this week and you will see one of the pieces of art in this newsletter by the fabulously talented Daya Saju from Year 8, who created a deep and beautiful image whilst at home. One of our wonderful Year 10 students has been sharing her reflections and messages of hope from her bible study with staff around the school, and we had fantastic feedback about how well some of our former students have been interviewing as they move into the world of work.

We are also joyful that despite the incredible challenges facing our families and our school during this term, we have Christmas, of some sort, to look forward to. In line with other local secondary schools and due to timings of the buses, school will have a staggered finish on Friday 18 December, with students released from 12:30pm and the last bus leaving at 12:45pm.

However you will be celebrating, please rest, stay safe, and adhere to the government guidelines; the best present that you can give this Christmas is good health.

God bless,

Mr Everett



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## Important - End of Term Arrangements

As a school, we are following the term dates for 2020/2021 as already published to parents/carers and there will be no change to the published dates of this term.

The last school day for pupils is **Friday 18 December** and students will have a staggered finish from 12:30pm with the last bus leaving at 12:45pm.

The school day on 18 December will be structured as follows:

Years 7, 9, 11	Years 8, 10 & 6th Form
Form at Usual Times	Form at Usual Times
P1 9.30 - 10.30	P1 9.30 - 10.30
P2 10.30 - 11.30 *allow for Toilet breaks between P1/2	P2 10.30 - 11.30
Form 11.30 - 11.50	Lunch 11.30 - 11.50
Lunch 11.50 - 12.20	Form 11.50 - 12.30
Form 12.20 - 12.30	* anyone catching the 112 to be dismissed before 12.30

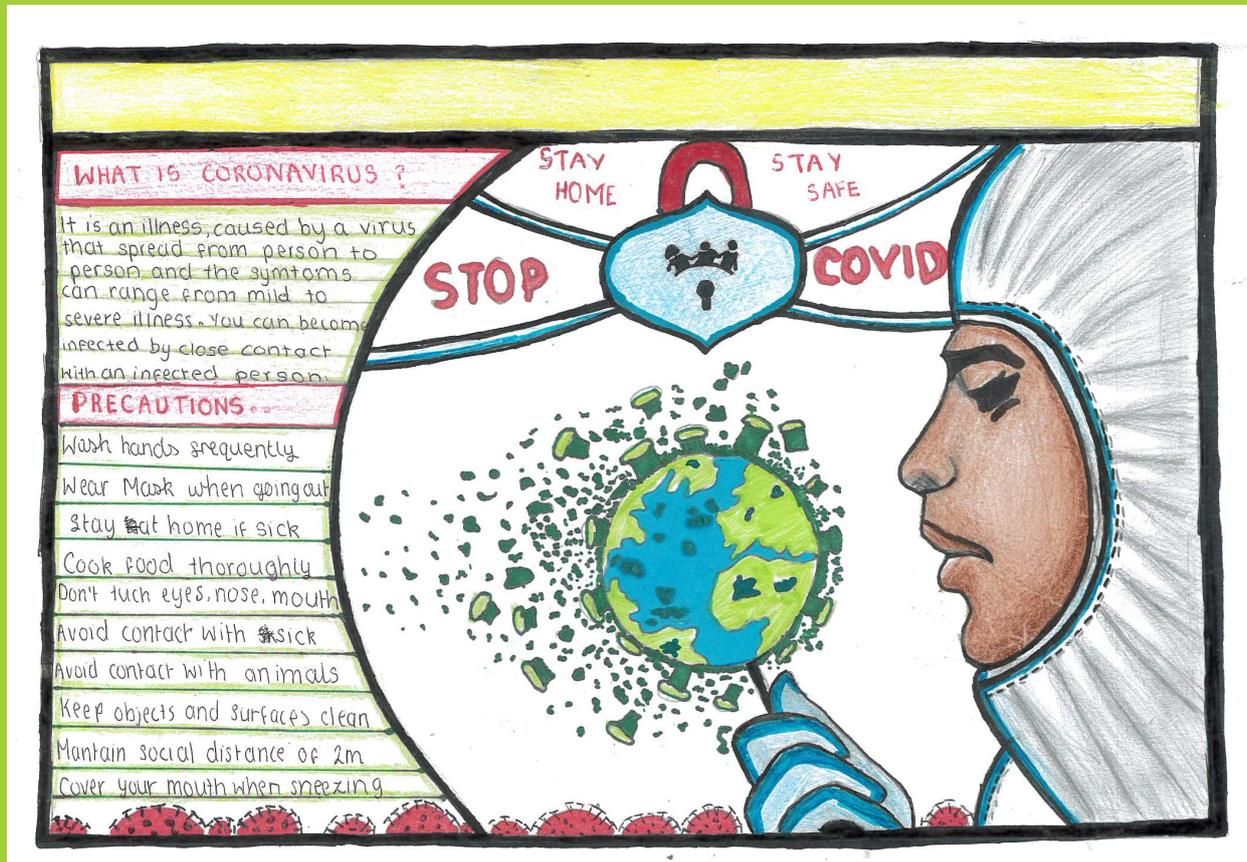
Students return on **Wednesday 6 January** (Monday and Tuesday will be INSET Days).





### Outstanding Year 8 Work

This outstanding piece of work was created by **Daya Saju** 8C. A wonderful and hopeful reminder of how to stay safe. Daya has been awarded a Romero Credit.



### Year 8 Library Competition

#### Year 8 Library Competition



2020 wasn't so great was it?

Well, we want 2021 to feel *gooooood!*

Recommend a 'feel good' book to cheer us all up and you could win a

**£10 Amazon voucher!**

Just email, share, write or draw a short review of your favourite 'happy read' and send to Miss Gould for your chance to win.

The closing date for this competition is in January so there is still plenty of time to enter!



This week, the Post 16 courses in the 'Spotlight', that Year 11 students may wish to consider, are Travel & Tourism and Philosophy & Ethics.

# Travel and Tourism

Travelling is a crucial part of life as it is the best way to escape our busy schedules. Exploring and experiencing new places, cultures, cuisines and lifestyles can explain why UK tourists are attracted to destinations all over the world.

Travelling can be a good remedy for stress, anxiety and depression.

Studying travel and tourism at Cardinal Wiseman School will be a stepping stone to a career in the tourism industry as well as gaining a qualification to enrol at university.

In the study programme, you will learn why destinations like Spain and France are top of the list for UK tourists. You will also understand why a strong pound provides more value to UK outbound travellers to other destinations; how the political/security situation in some destinations, for example Tunisia, Nigeria, Venezuela and Iran, impacts on travel; what attractions are offered by various destinations for example Cyprus, Egypt, Thailand; what role technology e.g. social media is playing in the travel industry; what transport principals are used in the travel industry; the contributions of the accommodation sector e.g. B&B, caravans; and above all the importance of sustainable tourism to the community at large.

The tourism industry is currently affected by the COVID-19 pandemic with restricted travel and loss of jobs. However, travel and tourism still benefits organisations in the tourism industry, the tourists and the economy of a country.

Mr Njang



# Philosophy and Ethics

Question: What do Malala Yousufazi, Tinie Tempah, Orlando Bloom, Katy Brand, Ricky Gervais, Jack Gleeson, Mayim Bialik and Martin Luther King have in common?

Answer: They all chose to study Philosophy and Ethics!

Religious Studies can take you in all sorts of directions in life. Only some of which involve becoming a celebrity!

Philosophy and Ethics explores the big questions of life and morality: on what basis do we judge things good or evil? It challenges you to examine your assumptions, opinions and worldview. Do we need to believe in God for life to have meaning – or have the arguments for the existence of God broken down? What does it mean to be human? Do we have free will, or is our life completely determined?

Through critical exploration of different worldviews and religions, our Philosophy and Ethics programme at Cardinal Wiseman Catholic School will help you learn to analyse and evaluate arguments and to compose and communicate your own ideas in a more reasoned and logical manner.

My specialism is in the 'Philosophy of Religion' and I have taught Philosophy and Ethics for five years. I am also an experienced A level examiner for this subject. The subject is led by conversation, debate and the sharing of ideas at Cardinal Wiseman. It will equip you with the intellectual skills and perspectives needed to face the ethical and philosophical challenges of our times.

The Russell Group of top universities has made it clear that Religious Studies A level provides 'suitable preparation for University generally', and both Oxford and Cambridge University include Religious Studies in the top level list of 'generally suitable Arts A levels'.

Universities like students who can reason and think in a mature and balanced way, as does the world of work. Philosophy and Ethics at Cardinal Wiseman builds these skills of analysis and debate, critical thinking and mature reflection. Many of our students have gone on to study the subject at Undergraduate level whilst others choose to combine Theology or Philosophy with subjects such as Politics, Economics or English Literature.

Philosophy and Ethics develops highly marketable transferable skills in analysis, evaluation and persuasive writing. So if you are wondering what subject to take in the Sixth Form, why not study something that really matters...Truth, Ultimate Reality, The Meaning of Life, What makes us Human, Sex and Death!

Miss Howe looks forward to welcoming you to A Level Philosophy and Ethics at Cardinal Wiseman Sixth Form.



**“Come to me, all who labour and are heavy laden, and I will give you rest.”  
Matthew 11:28**

The theme for the Post 16 Advent assembly was based on the Gospel of Matthew and focused on those people who have worked so hard during the Covid pandemic.

Mr Beesley led the assembly, asking students to give thanks for key workers. He also encouraged them to have a new appreciation for those roles perhaps not previously valued highly but now shown to be essential to our lives.



During Form Time on Thursday, there was also a Whole School Advent Assembly celebrating the Second Week of Advent which was led by Helen Quinn, our Catholic Senior Executive Leader. The theme was the ‘preparation of our hearts and minds to receive Christ’.



Artist of the week is GCSE Art student **Maya Kothavale** from Year 10. This particular piece of her work was inspired by the Pointillism technique.

Pointillism is a technique of painting in which small, distinct dots of colour are applied in patterns to form an image. Artists Georges Seurat and Paul Signac developed the technique in 1886, branching from Impressionism.

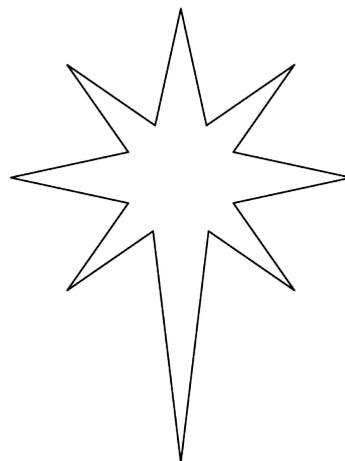


# Rt. Rev. William Kenney CP

Regional Bishop Coventry, Oxfordshire & Warwickshire

December 2020

**To the Catholic Schools in the Southern Pastoral Area**



Dear Friends,

I think that for all of us this has been a very unusual year. Probably all of us have had to change the way we live. We have not been able to go to school as we normally would; we have not been able to meet our friends, our teachers. Perhaps, even at home, we have not met our relations as we normally do, and we have found the constant companionship of our brothers and sisters and our parents trying at times, however much we love them.

Have we learnt anything new? I am writing this in Advent which means a time of waiting. We wait, of course, for Christ to come among us as a child. While we really mean what we say, most years it is not always that real as we prepare for Christmas. This year we possibly really know something about what it means to wait. We are waiting for things to return to normal. We are waiting to know what we are going to do about school work, exams, holidays, whom we can meet, and much more.

Maybe we have learnt that waiting requires much patience. We need to listen and pay much more attention to what others want, at home or in school. We become irritated more easily, and we want change. We fight against not being able to do what we want, and at worst we not only become impatient but we get angry as well.

Mary and Joseph knew all about this, as they waited for the baby to come. What we need to realise is that just like them we need time to get used to what is happening. I cannot cope with change all at once; I need time to think and to accept.

Let's try and really wait for Jesus and think about what that could mean for ourselves. If I do that I may understand much more about waiting, at home and in my life, for life to return to something that is easier to live with.

Have a holy and happy Christmas

(Rt. Rev.) William Kenney

Auxiliary Bishop of Birmingham.





## CATERING SERVICE

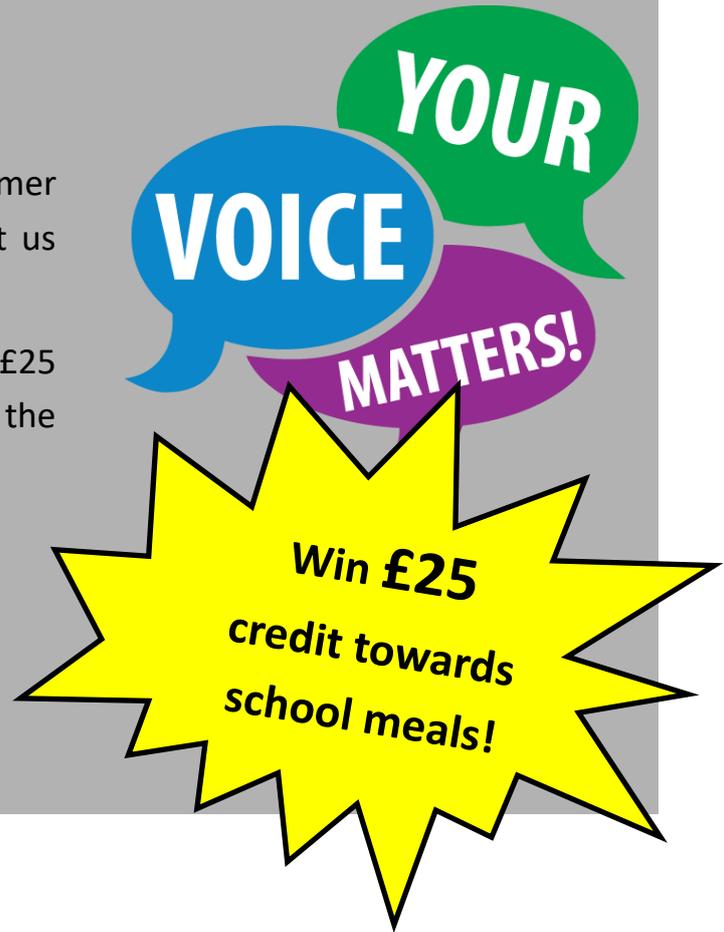
### Time is running out!

There is still just time to take part in our customer survey. Please click on the link below and let us know what you and your children think!

If you want to be entered into a draw for £25 towards school meals, just add your name to the survey.

Thank you.

[Have your say.](#)



## ATTENDANCE

# ATTENDANCE MATTERS

### Year 7 have the best attendance—well done!

**Best form groups in Year 7 are 7A & 7H at 97.4%**

**Best form group in Year 8 is 8C at 95.3%**

**Best form group in Year 9 is 9B at 94.3%**

**Best form groups in Year 10 are 10A & 10G at 95.2%**

**Best form group in Year 11 is 11D at 96.5%**

Please encourage all students to attend everyday as attendance is very important. It is crucial that all absences are reported by 9:30am everyday. It is very important you keep school updated to ensure all absences are recorded correctly.

If any COVID tests are required in the household please keep school updated and ensure a copy of any results, positive or negative, is forwarded onto school

at [attendance@cardinalwiseman.coventry.sch.uk](mailto:attendance@cardinalwiseman.coventry.sch.uk)

The attendance team are always available to help support families and students with their attendance, if you have any concerns please contact us.

Attendance



*Supporting the future of Coventry's young people through outdoor education*

## ***A message from Plas Dol-y-Moch***

Plas Dol-y-Moch has provided Coventry schools with high quality outdoor, residential experiences within the beautiful Snowdonia National Park for many years.

We had hoped to be giving you some good news about Outdoor Education and in particular about Plas Dol-y-Moch and the planned expansion of the buildings. At the moment we have no news, but we do hope that there will be something positive to tell you soon.

You may have read in the press or on TV that many Outdoor Education Centres are under severe financial pressure because they are not currently allowed to be open for residential opportunities. There are many ways that you can inform yourself, and help if you wish, some of which are shown below:

**To help support Outdoor Education throughout the UK, if you are on Facebook, go to,**  
<https://www.facebook.com/watch/saveoutdoored/>

**If you do not do Facebook you could listen to the short video from Steve Backshall**  
<https://fb.watch/26mDDDj8x7/>

**or from Iolo Williams (BBC Springwatch)**  
<https://www.facebook.com/saveoutdoored/videos/1479375742261761>

**You can also support the petition to the Welsh Government to support Outdoor Education throughout Wales which of course includes Plas Dol-y-Moch**  
<https://petitions.senedd.wales/petitions/244442>

***Many thanks from the Friends of Plas Dol-y-Moch***





# SAFEGUARDING



## What parents need to know about INSTAGRAM

AGE RESTRICTION  
**13+**  
Anyone over the age of 13 can create an account

Instagram is a hugely popular social networking app with over 1 billion users worldwide. The app, which is accessible on iOS and Android devices, allows users to upload images and videos to their feed, create interactive 'stories', exchange private messages or search, explore and follow other accounts they like. Images and videos can be transformed with an array of filters to edit the shot before sharing and anyone with an account can see others' online 'galleries' if their account is not private. To make posts easier to find, users can include searchable hashtags and captions to their uploads. That's why we've created this guide to help parents and carers understand exactly what Instagram is about.



LOCATION

#HASHTAG

### HOOKED ON SCROLLING

Many social media platforms, Instagram included, have been designed in a way to keep us engaged on them for as long as possible. Behavioural economist Nir Eyal, calls this the 'Hook Model' and the Instagram feed is a great example of this. Children and adults may find themselves scrolling to try and get a 'dopamine release'. Scrolling may become addictive and it can be difficult to stop until children find that 'something' they are looking for, quickly losing track of time as they get deeper into their Instagram feed.

### SLIDING INTO DMS

Direct messages (or DMs) on Instagram allow users to share posts, images, videos, voice messages and calls between each other privately (or in a private group). Even if your child's account is set to private, anybody has the option to message them and send them content. If the person is not on your child's friends list, the message will still be sent to their inbox but the user has to accept their request to see the message.

### INFLUENCER CULTURE

Influencers are sometimes paid thousands of pounds to promote a product, service, app and much more on social media. When celebrities or influencers post such an advert, they should add a disclaimer somewhere in the post which states that they have been paid for it. Commonly, this is well-hidden in the hashtags or in the comments of their post, making it unclear that their photo/video is actually an advert. This can be very misleading to young people who may be influenced into buying/wanting something promoted by somebody they admire, creating a false sense of reality and potentially affecting their mental health and wellbeing.

### IMPACT ON WELLBEING

In a report by the RSPH, Instagram was ranked the worst for young people's mental health. Using filters on photos on Instagram can set unrealistic expectations and create feelings of inadequacy. Children may strive for more 'likes' by using realistically edited photos. Judging themselves against other users on the app might threaten their confidence or self-worth. In early 2019, Instagram banned images of self-harm and suicide, following the suicide of 14-year-old Molly Russell, who had reportedly been looking at such material on the platform. They since extended the ban to include drawings, cartoons and memes.

### LIVE STREAMING TO STRANGERS

Live streaming on Instagram allows users to connect with friends and followers in real-time and comment on videos during broadcast. If your child's account is private, only their approved followers can see their story. It's important to note they may have accepted a friend request from someone they don't know, which means they could be live streaming to strangers. Children also risk sharing content they later regret, which could be re-shared online for years to come. Public accounts allow anybody to view, so we suggest your child blocks followers they don't know. In early 2019, data gathered by the NSPCC, found that sex offenders were grooming children on Instagram more than on any other online platform.

### IN-APP PAYMENTS

Instagram allows payments for products directly through the app. It operates under the same rules as Facebook Payments, which state that if you are under the age of 18, you can only use this feature with the involvement of a parent or guardian.

### EXPOSING LOCATION

Public locations can be added to a user's photos/videos and also to their stories. While this may seem like a good idea at the time, it can expose the location of your child. This is particularly more of a risk if it is on their story, as it is real time. A photo which includes landmarks in the area, their school uniform, street name, house and even tagging in the location of the photo uploaded to Instagram can expose the child's location, making it easy to locate them. If their account is public, anyone can access their account and see their location.

### HIJACKED HASHTAGS

Hashtags are an integral part of how Instagram works, but they can come with risks. One person may use a seemingly innocent hashtag with one particular thing in mind, and before you know it hundreds of people could be using the same hashtag for something inappropriate or dangerous that your child shouldn't be exposed to.

### IGTV

Instagram TV (IGTV) works similar to YouTube. Users can watch videos from favourite accounts on the platform or create their own channel and post their own videos. It's important to note anyone can create an Instagram TV channel and doesn't have to be friends with a person to follow an account and watch their videos. In 2018 Instagram apologised and removed some of its TV content which featured sexually suggestive imagery of children. As the feature may encourage spending more time using the app, it's important to set time limits to avoid children's sleep or education being disturbed.

@MENTION

= POLL

## Top Tips for Parents & Carers

### RESTRICT DIRECT MESSAGES

If your child receives a message from somebody they do not know, encourage them not to accept their message request and 'block' this person; this is the only way to stop them messaging your child again. Children can also 'tap and hold' the individual message to report it directly to Instagram as well as reporting the account itself.

### LOOK OUT FOR #ADS

In 2019, the UK's Competition and Markets Authority launched an investigation into celebrities who were posting adverts on social media and not declaring that they were paid for. Influencers must clearly state that they have been paid for their posts, for example using a hashtag like #ad or #sponsored. Teach your child to look out for the signs of a paid post/advert and discuss with them that not everything they see from celebrities is their personal choice and opinion.

### MANAGE NEGATIVE INTERACTIONS

If your child is receiving unwanted or negative comments, they can block that account so that they can't interact with them. This stops them seeing and commenting on their posts, stories and live broadcasts. In addition, your child can instantly delete unwanted comments from their posts, turn them off completely and control who can tag and mention them in comments, captions or stories, from everyone, only people they follow, or no one at all.

### MANAGE DIGITAL WELLBEING

Instagram now has an in-built activity dashboard that allows users to monitor and control how much time they spend on the app. Users can add a daily reminder to set a limit on how much time they want to spend on Instagram, prompting them to consider if it's been too long. In addition, once users have caught up with all the previous posts since they last logged on, they'll receive a 'you've completely caught up' message. Both features can help you have a conversation with your child about how much time they are spending on the app and to set healthy time limits.

### PROTECT PERSONAL INFORMATION

Your child may unknowingly give away personal information on their profile or in their live streams. Talk to them about what their personal information is and make sure that they do not disclose anything, including their location, to anyone during a livestream, comment, direct message or any other tool for communication on the platform, even to their friends.

### USE A PRIVATE ACCOUNT

By default, any image or video your child uploads to Instagram is visible to anyone. A private account means that you have to approve a request if somebody wants to follow you and only people you approve will see your posts and videos. Children should also use a secure password and enable a two-factor authentication to add an extra layer of security to their account.

### FILTER INAPPROPRIATE COMMENTS

Instagram has an 'anti-bullying' filter, which hides comments relating to a person's appearance or character, as well as threats to a person's wellbeing or health. The filter will also alert Instagram to repeated problems so that they can take action against the user if necessary. This is an automatic filter, which should always be enabled. Children can also report abusive behaviour or inappropriate/offensive material directly to Instagram from the app. This includes posts, comments and accounts.

### TURN OFF SHARING

Even though this feature will not stop people from taking screenshots, it will stop others being able to directly share photos and videos from a story as a message to another user. This feature can be turned off in the settings. We also recommend turning off the feature which automatically shares photos and videos from a story to a Facebook account.

### REMOVE PAYMENT METHODS

If you are happy for your child to have a card associated with their Instagram account, we suggest adding a PIN, which needs to be entered before making a payment; this will also help prevent unauthorised purchases. This can be added in the payment settings tab.

**DON'T FORGET TO BE VIGILANT & TALK TO YOUR CHILD ABOUT THEIR ONLINE ACTIVITIES!**

### Meet our expert

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



### \*NEW FOR 2020\* INSTAGRAM REELS

Instagram Reels is the latest update from Instagram that gives users the ability to record and edit 15-second multi-clip videos with audio, effects, and new creative tools. It is the app's answer to TikTok and can be accessed via the Stories feature. Reels can be shared with friends and family, however, if your child has a public account, it could be shared wider via 'Explore' and viewed by millions of strangers online.



#WakeUpWednesday



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