



Newsletter Issue 144

10 September 2021

Dear Parents and Carers

This week has been an absolute delight; seeing our children back and moving around and playing sports is something that we have often taken for granted. It has been wonderful to see and meet some of our wonderful new Year 7 students, but also see how many of our others have grown and matured over the summer. I am looking forward to a full suite of extra-curricular and enrichment activities that will be starting over the course of this half term, especially the DJ Club, Glee Club and, of course, Mr Hermitage's Rocket Scientist Club!

I would also like to take a moment to reflect on some sad news that came through to us over the summer, which was the passing of former Cardinal Wiseman Science teacher, Mr Seán O'Connor. Many of you, or your parents, may have been taught by Mr O'Connor before he left to take up a post as Head of Science at Cardinal Newman School. Many of the passions that Seán had, and supported Wiseman students with, still have a proud legacy to this day. He used to train the students at the boys' school for cross-country running and many students were successful medallists locally. The first activity that we held after lockdown restrictions were eased was the Coventry Catholic Schools cross-country event for our primary students, and this is something that will remain a high priority for our PE staff, keeping our students in the peak of physical fitness. He also ran a photography club after school, building the club and activities with very little equipment. To this day, our excellent photography facilities and results are a legacy of what he started, and our young children today will benefit because of his time teaching at Cardinal Wiseman.

I would like to thank everyone who has given their support and kind words for our staff this week, and give a gentle reminder to park as conscientiously as possible away from the school. Our local residents have had a few problems with parking and we would urge you all to drive responsibly in the surrounding area and on Potters Green Road especially.

Have a wonderful weekend.

God bless

Mr Everett
Principal



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Duke of Edinburgh's Awards Summer Expeditions



Between 13 - 16 July, ten Year 12 and 13 students completed their four day trek for their **Gold Duke of Edinburgh's Award** in the Yorkshire Dales. Each day they completed over seven hours of walking, during one of the hottest weeks we have had last academic year.

Often running out of water and having to be replenished as staff met them, they persevered through each day. This expedition section was a challenge, not just physically but mentally, and there were several students who at one point were at their lowest and wanting to stop, but then a few hours later, after a drink, rest and walking downhill were perky and bright again.

All students should be proud of completing the expedition and managing to push through with blisters, sore knees and aching muscles and shoulders from carrying all their equipment and supplies for the entire four days.

Well done everybody.



On Thursday 22 and Friday 23 July, the Year 9 **Bronze Duke of Edinburgh students** completed their final expedition along with Alby from Year 11 who, due to COVID the year before, had not completed his expedition.

Once again the students had to endure a mini heat wave during their two days of walking and both groups spent up to eight hours trekking both days to complete the expedition. They camped in the grounds at Cardinal Wiseman for their overnight camp and all improved their understanding of camp-craft skills.

Walking was slowed by a few blisters, but mainly due to the overgrown path ways along the Coventry Way that they walked along. However they pushed through and with a few scratches along the way managed to finish both days with a smile on their faces.

All students worked well as a group and managed to keep team spirits high most of the time. Well done all and hopefully some of you will be brave enough to move onto the Silver award this next year.



Mrs Jefferson

Going somewhere exciting ? Take a book with you and enter...

The Library **EXTREME READING** Competition!

You could be reading prose at the park, a biography on a boat, literature at Legoland, a murder mystery at a museum or a crime drama at Coombe. Wherever you are, photograph yourself reading in an unusual place and you could win a £10 Amazon voucher.

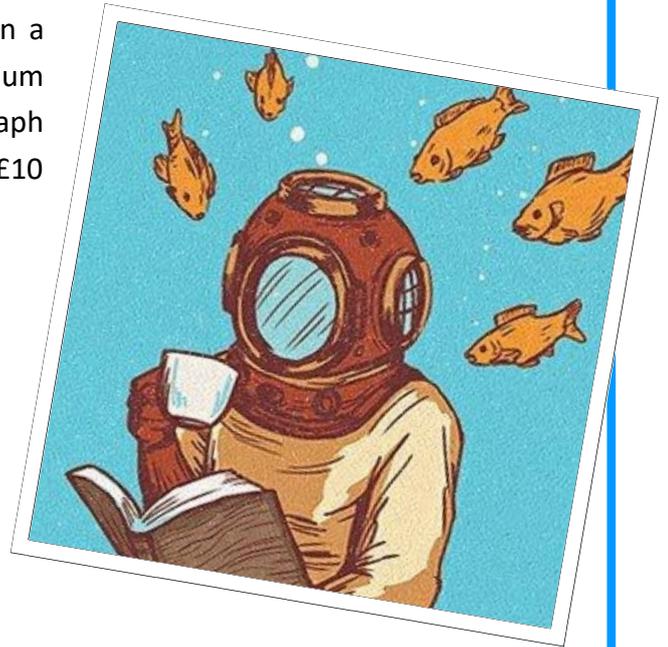
This is open to staff and pupils and the closing date is:

Friday 17 September

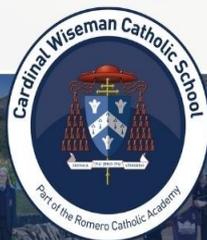
Email your photos to:

cgould@cardinalwiseman.coventry.sch.uk

Have a great summer of reading!



Prospective Year 7
Open Evening
Tues 21 Sept 2021



#WhyWiseman

#BeIncredible



Enrichment Activities — PE

Tuesday

Years 8 and 9 Girls Basketball

Guardian Ballers Coaches

Year 8 Boys Football Club

Mr Montague and Mr Alton

Year 9 Boys Football Club

Mr Page

Wednesday

Years 8 and 9 Boys and Girls

Fitness Club

Mr Forinton

Year 11 Football Club

Mr Blair

Thursday

Years 8 and 9 Boys Basketball

Guardian Ballers Coaches

Year 9 Rugby Club

WASPS Community Coaches

Mr Alcott

Year 7 Boys Football Club

Mr Blair

Key Stage 3 Girls Football

Mrs North

All Years Netball

Mrs Jefferson

When picking up and dropping off students please be respectful of our neighbours.

Please do not park or reverse onto their drives.

Thank you.



What is Google Classroom?



Google Classroom

Many pupils will be encouraged to use Google Classroom as a resource to assist them both in the classroom and at home. Teachers can use Google Classroom to send announcements to entire classes, share resources, course notes, presentations, diagrams and homework.

Pupils can use it to access work covered in class, in school, at home or on the go and complete homework. Parents can use some of the features of Google Classroom to help engage with and support pupils in their home study. It is a free resource that can be accessed from any device connected to the internet - laptops, desktop computers, chromebooks, tablets or mobile phones.

For a basic guide to Google Classroom, please select the following link:

<https://docs.google.com/document/d/1ldATG6Ssg-E-m4U2ISiGa-nWZAGkeR64Tf3IHdDEw4/edit?usp=sharing>



CHAPLAINCY

Our Lay Chaplain, Tom Machin, welcomed in the new term with a reflection and call to prayer that was shared during form time this week.

You can view this by selecting the following link:

https://youtu.be/XQ_xJD5yf1o





2021/2022 School Terms and Holidays

	Term Dates	Training Day School is closed to pupils
Autumn 2021	Autumn Term Autumn 1 Tuesday 7 September 2021 to Thursday 21 October 2021 Autumn 2 Monday 1 November 2021 to Friday 17 December 2021	Friday 3 September 2021 Monday 6 September 2021
	Half Term Break Monday 25 October 2021 to Friday 29 October 2021	
	Romero Teacher Day	Friday 22 October 2021
	Christmas Holiday Monday 20 December 2021 to Monday 3 January 2022	
Spring 2022	Spring Term Spring 1 Wednesday 5 January 2022 to Friday 18 February 2022 Spring 2 Monday 28 February 2022 to Friday 8 April 2022	Tuesday 4 January 2022
	Half Term Break Monday 21 February 2022 to Friday 25 February 2022	
	Easter Holiday Monday 11 April 2022 to Friday 22 April 2022 Friday 15 April is Good Friday and Sunday 17 April is Easter Sunday	
Summer 2022	Summer Term Summer 1 Monday 25 April 2022 to Friday 27 May 2022 Summer 2 Monday 6 June 2022 to Thursday 21 July 2022	Friday 22 July 2022
	May Day Holiday Monday 2 May 2022	
	Half Term Break Monday 30 May 2022 to Friday 3 June 2022 Platinum Jubilee Holiday 2 June 2022 Spring Bank Holiday 3 June 2022	
	Summer Holiday Term ends for students on Thursday 21 July 2022	



CATERING SERVICE



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<i>meat dish ... meat dish ...</i>				
Jumbo American Hotdog Onion Rings & Southern Wedges	Macaroni Pastitsio Mixed Vegetables & Garlic Bread	Roast of the Week Roast Potatoes Mixed Vegetables & Gravy	Cajun Chicken Flatbread Mixed Salad, Coleslaw & Bombay Potato	Battered Fish & Chips Baked Beans Or Mushy Peas & Curry Sauce
<i>vegetarian dish ... vegetarian dish ...</i>				
Quorn Hotdog Onion Rings & Southern Wedges	Cheese & Tomato Pasta Bake Mixed Vegetable & Garlic Bread	Roast of the Week Roast Potatoes Mixed Vegetables & Gravy	Quorn Flatbread Mixed Salad, Coleslaw & Bombay Potato	Cheese & Tomato Pizza with Chips Mushy Peas, Baked Beans & Curry Sauce
<i>vegetarian dish ... vegetarian dish ...</i>				
Jacket Potato With a Choice of Fillings Cheese, Tuna, Beans Coleslaw	Jacket Potato With a Choice of Fillings Cheese, Tuna, Beans Coleslaw	Jacket Potato With a Choice of Fillings Cheese, Tuna, Beans Coleslaw	Jacket Potato With a Choice of Fillings Cheese, Tuna, Beans Coleslaw	Jacket Potato With a Choice of Fillings Cheese, Tuna, Beans Coleslaw
<i>And There's More.... And There's More.... And</i>				
Selected Sandwiches, Wraps	Selected Sandwiches, Wraps	Selected Sandwiches, Wraps	Selected Sandwiches, Wraps	Selected Sandwiches, Wraps
<i>pudding ... pudding ...</i>				
Assorted home-bakes Cakes & Biscuits	Assorted home-bakes Cakes & Biscuits	Assorted home-bakes Cakes & Biscuits	Assorted home-bakes Cakes & Biscuits	Assorted home-bakes Cakes & Biscuits
If you have specific dietary requirements - Please ask for advice or Allergen information				



Conversation starters for parents and carers: **ONLINE CONTENT**



Trying to start a conversation about online safety with children can be a daunting task. There are many reasons why children may not want to talk to adults about it. One might be that they don't think you'll understand or that you won't know how to help if they came to you with an online problem. It can also be hard to start a conversation about something that you might have limited knowledge about. However, with screen time increasing during the lockdown, it's important now more than ever, to be talking to children about what they are accessing online.

1 ASK THEIR MOTIVATION

Sometimes it's easy to assume we know why children choose certain games or apps. It can seem obvious, like the child interested in football will be enthusiastic about the new FIFA game. But sometimes it can be more subtle than that. It could be that it's an outlet for their creativity or it might be that they like the look of the main character. Learning their motivation and knowing why they like it can help advising them on how to use it safely and help you discuss the pros and cons.



6 MAKE TIME TO LISTEN

When your child can't wait to tell you about their new game, always try and listen to what they say. We always have a lot on our minds, so it's easy for us to drift off onto other things which may be more important. However try to stay involved and ask them more details about aspects of the game/app. Children will appreciate your interest and the more questions you ask, the more you can find out. If you act uninterested, then they are less likely to tell you about it again in the future.



2 CULTIVATE A BLAME FREE CULTURE

Children can often blame themselves if they come across something that scares them or makes them feel uncomfortable. There will be times when your child has gone against something that you have forbidden, however, most children do not intend to put themselves at risk. Therefore, it's important that your child is able to come to you with a problem and won't be blamed for it. Try to understand what happened and why and warn them of the dangers once more. Engaging in a 'told you so' dialogue or suggesting they are in trouble for not listening may deter them from reporting any future concerns.



7 ASK THEM TO BE THE TEACHER

Showing an interest in what children are accessing online is a great opportunity for you to learn something new as well. Children on the whole love sharing their experiences so by asking them to teach you how to use an app or play a game is not only a great way to bond, but you will also feel more empowered to talk about it. It is easy to shy away from conversations when the child perhaps knows more about the subject content than you do. This can help to turn this around.



3 SHARE PERSONAL EXPERIENCE

Starting a conversation by sharing something that you've seen or that has made you feel uncomfortable can be a great opener. Talking about your own feelings can help children realise that it isn't just them - adults can be affected too. You can then go into how you coped with it therefore indirectly giving children advice on how they can also cope in uncomfortable situations. You can also explain that the reason that you've chosen to talk to them about it is because talking helps. Children will hopefully be able to see the parallels in the experiences and mimic your behaviour in future.



8 USE SCHOOL MESSAGING

It might be that your child's school has sent out a message about the Childline number or to remind children to use the CEOP button to report content. Ask the children what they learned about these at school. When would they use the Childline number? When would they need to use the CEOP button? What does it look like? Asking the children why the school thought that the information was so important that they sent out a message about it reinforces what they learnt whilst at school.



4 TALK ABOUT THE NEWS

Asking children what their response is to news stories around online safety can be revealing. For example, there has been a recent survey conducted by the BBFC who are currently campaigning for the application of age ratings and content warnings on video sharing platforms. What do they think about this? Can they think of a time when this would have helped themselves or someone they know? Are they against the idea? If so, why? Could they be accessing something they shouldn't be?



9 ASK ABOUT THE RISKS

Many children may know what online risks are and will happily explain the potential dangers. Listen and try not to be overly shocked if they tell you something that disturbs you. This can then lead nicely into you asking the question about what steps they are taking to look after themselves or what help they could seek if something goes wrong. Sometimes it's just nice to know that your children know the dangers and have taken steps to help reduce the risk for themselves - this is the ultimate goal.



5 ASK FOR ADVICE

It could be that you really do have a friend at work who is debating whether or not to let their child do something online, or it could be that you're bending the truth slightly, but hopefully the outcome would be the same. Don't be afraid to ask others for advice. Not only why they should let the child use it, but also what would they tell the child to be aware of. What are the risks? This will help you understand the risks yourself and what to look out for in future.



10 ASK ABOUT RESPONSIBILITIES

Try asking open ended questions about roles and responsibilities online. Who is in control of the internet? Who is looking after you whilst you are online? Who decides what is appropriate for children to see? This can reveal a lot about a child's perception about who is responsible for their online safety. If they believe that it is up to everyone else to keep them safe, then you know you need to have a conversation about how they can reduce their own risk.



Meet our expert

Heather Cardwell is a practising Online Safety Lead and senior school leader who is passionate about safeguarding children online and educating them around online risks. She has over 10-years as a Computing Lead and has successfully developed and implemented a whole school approach to online safety in schools, delivering online safety training to both school staff and parents and helping to roll-out a bespoke online safety policy across her local network of education settings.



11 ASK ABOUT SCHOOL ADVICE

Sometimes it's hard to know what to warn children about. If there is a new app or game that your child has come across recently, ask them what they think their teacher would say about it. What advice would school give them? What have they been told about trusting people online or about fake news? Finding this out would be a good way to hear what advice they were given at school and help you reiterate the same message. Quick reminders about what to do if something makes them feel uncomfortable or who their trusted adults are can make all the difference.

