

# Weekly Bulletin

17 May 2021

## *This edition includes:*

*Update on new face covering rules and home testing.*

*News from the Kairos Centre*

*Diversity websites*

*Redesigning Earls Court*

*Romeo & Juliet*

*Spoken word poetry*

*Messages from Year Team leads*

*Contact details*

## **REMEMBER!**

### **Early Closure**

The school is closing early on Tuesday 25th May to facilitate moderation of Yr 11 and Yr 13 assessments. Pupils will be dismissed at 12pm except specific Yr 11 and Yr 13 pupils who have a scheduled core assessment.

### **Change to end of term**

The last day of term for students has been changed to **Tuesday 20th July 2021.**

Dear Parents and Carers,

## **Reconnecting our Sacred Heart Community**

We are delighted to publish our first bulletin of the summer term. As such, we look forward in faith and hope. Nationally, Covid restrictions are being eased, allowing us as a school to tentatively start to plan events and activities in our school calendar which bring some semblance of the beginning of a return to normality. The focus of this edition of the bulletin reflects this: looking forward and building community.

We are moving forward with our plans to further develop our approaches to diversity and inclusion in school and we are currently reviewing key policies and training linked to this. Please do take the time to read about what has been happening from a pupil perspective on pages 2,3, 6 and 9.

We are planning a day for pupils at the beginning of July which will be given over to activities and workshops promoting positive mental health and well-being. We will also use the time to educate and support pupils about a number of safeguarding issues which have been increasing since lockdown. In addition, we hope to run workshops for parents and carers to raise awareness of the issues. More details about these will be shared with you in the coming weeks.

We ask particularly for your prayers at this time for our Year 11s and 13s who are currently completing their GCSE and A level core assessments.

With prayers and best wishes,

Mrs M Doyle & Mrs S O'Donovan  
Headteacher Associate Headteacher

This was a dedication made by the Sacred Heart sisters living in the US and Canada after the George Floyd tragedy

**“Each of us is created in the image of God, brothers and sisters, united and equal in God’s eyes.**

**We pledge to raise our voice in opposition to acts of racial discrimination and to fight tirelessly against the sin of racism”**

*The Society of the Sacred Heart*



## **SHHS Inclusion & Diversity Mission Statement**

- Sacred Heart High School is a **Christ-centred community** built on gospel values.
- We are a **rights-respecting school** and we **do not tolerate any racism, prejudice or marginalisation of communities.**
- We show respect for, and value, all communities.
- We will continue to endeavour to make our school inclusive and to ensure that **our curriculum is representative and relevant promoting equality for all.**
- We will make sure that our school systems and procedures are **fair, just and consistently applied.**

## Diversity and Inclusion Assembly



Racism and discrimination are pervasive within our everyday lives and negatively impact how we interact with one another on a daily basis. My fellow students and I have recently become more involved and concerned with the ongoing discussion of racism within our school, deciding to take action and stand united against all forms of racism and discrimination.

From the very beginning of raising awareness and starting an open discussion, we immediately had an outpouring of testimonies, support, and demands for more education and change. We wanted to make a positive impact and with the support and guidance of Ms. Neckles, we organised an assembly focussed on racism, intending to educate students and teachers on racism and discrimination.

Our assembly highlighted the key aspects of student concerns and education concerning racism such as: Black Lives Matter, stereotypes, microaggressions, white privilege, xenophobia, racism towards Asians, cultural appropriation/ appreciation, inspirational people of colour and how The Society of the Sacred Heart and Sacred Heart schools around the world have a no-tolerance approach to racism.

We wanted to make a powerful impact by exhibiting how racism and discrimination have made people of colour's lives so unfairly difficult and painful and giving a voice to all those facing discrimination.

"This assembly was important because it celebrates our differences and educates students," said Sophie M who was actively involved in this campaign showing the steps taken to celebrate our school's communities diversity.

As a person of colour at Sacred Heart, I am proud of the progress we are making and all the hard work being input to this area to fight strongly against the evil of racism.

**Keira Yr 10**

*Assembly participants: Sophie M, Sophie E, Anna, Zatali, Olivia, Sina, Faith, Chinelo, Aniya, Shantell, Laura, Lara-mae. Statement from: Sophie M*

## Olivia - I am me

I am me  
I am black  
I am proud  
I am strong  
I am beautiful  
I am loud  
No matter what you say  
You can't get me down  
Because I am me  
I am black  
I am proud



When I was in school  
My hair wasn't labelled as cool  
People would say its too messy, tangled and full  
But I didn't care because  
I am strong  
I am beautiful  
I am loud

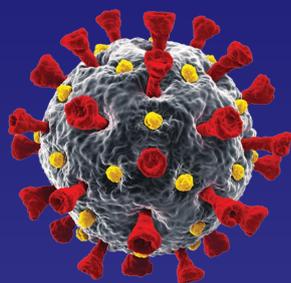
Now that I'm older  
and I'm carrying many folders  
I've learned that I have a voice  
And its my choice  
Instead of fighting  
And verbally biting  
But to take a break and educate



## The I.T. Helpdesk

With Ransomware attacks on the rise and an increase in companies exposing peoples security information, such as login details, students are reminded that their Gmail addresses and G-Suite apps should only be used for school related activities and never for personal purposes.

If students do use the Gmail account as a login for a school related website or online service, it is best practise to use a completely different password than their Google login. If the website has a security breach, they will only have their username revealed and the school's systems will not be compromised.



## Change to Face Coverings Rules

### Change to Government Guidance for Schools

From **Monday 17 May** advice to schools from the government states that:

*'face coverings will no longer be recommended for pupils in classrooms or communal areas in all schools. Face coverings will also no longer be recommended for staff in classrooms.'*

*In all schools we continue to recommend that face coverings should be worn by staff and visitors in situations outside of classrooms **where social distancing is not possible** (for example, when moving around in corridors and communal areas)'*

*'Children and young people aged 11 and over must still wear a face covering on public transport.'*

### The Face Covering Rules at Sacred Heart from 17 May will be

1. **Pupils** are no longer required to wear face coverings in the classroom but they may continue to do this if they wish to.
2. **Pupils** are no longer required to wear face coverings in communal areas such as corridors but they may continue to do this if they wish to.
3. When we gather as a whole year group for assembly, **pupils and staff will still be required** to wear a mask unless exempt.
4. We remind **pupils and staff** regarding the requirements to still wear face covering on public transport.
5. **Staff** no longer need to wear a face covering in the classroom
6. **Staff** are still required to wear face coverings in communal areas.

## Home Covid Testing Update

Staff and pupils are still encouraged to carry out lateral flow tests at home twice a week and to upload the results of these both to the NHS and to the school.

### Negative and Void Results

These must be reported on EduLink. The forms on EduLink 'appear' on a Sunday and Wednesday and contain the date that the test is taken in the heading for ease. They 'close' at midday on the day after the test. The form for Wed/ Thurs test appears on Wednesday and closes on Friday at noon. Info about EduLink is available later in this Bulletin.

### Positive Results

Positive cases should be reported immediately to [covid@sacredh.lbhf.sch.uk](mailto:covid@sacredh.lbhf.sch.uk)

### Concern re lack of reporting to the school

Currently very few pupils or staff are reporting their test results to the school. We therefore have no way of telling whether pupils and staff are indeed continuing to test twice a week or not.

Everyone should be aware that this remains a key element of the government's strategy to control Covid and limit any re-emergence of variants. We have noted the limited reporting within an updated risk assessment and cannot rely on the efficacy of this government control.

We understand the feeling that this may be all over, but that is not the message that we are hearing from the government and we encourage all pupils and staff to continue to 'home test' and report these results.

We have enough testing kits for all pupils and staff to test twice a week to the end of term. These can be collected at any time from the school office and they can also be ordered free online using this link: <https://www.gov.uk/order-coronavirus-rapid-lateral-flow-tests>

Many thanks for your ongoing support.

## NEWS FROM THE KAIROS Centre

Nothing has thrilled me more in recent months, than the sight of this messy table in the Kairos Centre – the glitter and glue and scissors and canvases mean one thing; the return of Kairos Team meetings at lunch! What a joy it is to hear the laughter of students again and their energy and excitement about these small steps in beginning to get back to sharing experiences as a community.



We have also seen the return of Year Group assemblies in the Chapel and it has been a wonderful experience to see everyone gathered together in prayer after over a year apart.

It might seem that fifteen minutes a day is inconsequential but these opportunities are so important for building our sense of belonging to the Sacred Heart family.

This week our student-led Diversity and Inclusion Committee have written and delivered a very powerful assembly which has educated, challenged and united us as a community in standing up to racist behaviours and attitudes.

During the month of May, our Year 7 and 8 students have been learning more about devotion to Our Lady and have gathered in small groups in our Prayer Room to learn how to say the Rosary. We have talked about bringing our prayer needs to Mary, who intercedes for us and have represented these needs on paper chains which we have left at the feet of Our Lady in the Lady Chapel. It's been great to hear our younger students commenting on how at peace and reflective they felt whilst praying together.

*Let us continue to pray for our community that we may grow closer together as One Body in Christ.*

Mrs Lorenzato



# Year 8 & 9 Computing

## Diversity in action

### Why does diversity matter?

Diversity matters because diversity can help companies evolve, innovate, problem-solve, and be more efficient. Highly diverse workplaces offer people a better sense of community, increased engagement, and a more positive culture and atmosphere.



Year 8s and 9s have been doing web design both in school and at home and a group of pupils has put together mini websites on the topic of diversity, using creative artworks, Internet research and images and coding in the programming languages CSS and HTML.

Sofia

## Being in community together

### How diversity helps us belong

"Diversity is not about how we differ. Diversity is about embracing one another's uniqueness." -Ola Joseph



Kortney and Virginia

## BLACK LIVES MATTER

### All about

### The purpose, history and aims of Black Lives Matter

Black Lives Matter (BLM) is a decentralized political and social movement protesting against incidents of police brutality and all racially motivated violence against black people. George Perry Floyd Jr. was an African American man murdered by police during an arrest after a store clerk alleged he had passed a counterfeit \$20 bill in Minneapolis. Derek Chauvin, one of four police officers who arrived on the scene, knelt on Floyd's neck and back for 9 minutes and 29 seconds. This act single handedly caused a world wide protest to end racism and put a stop to discrimination.

Chelsea

## Toxic masculinity in the patriarchal society we live in today

Society has been built on the idea that men are "stronger" than women and are more capable than women, leading to the objectification of women throughout history. This idea is still very much present in society today. Today, men are seen by society as weak if they cry. Society gives the expectation that men have to be strong all the time and unfortunately are often mocked when seen crying. Society expects men to not display any sort of emotion otherwise they are seen as "weak" or "violating their masculinity".



Eloise

## Diversity in action

### Why does diversity matter?

Diversity matters because Diversity is about what makes each of us unique and includes our backgrounds, personality, life experiences and beliefs, all of the things that make us who we are. It is a combination of our differences that shape our view of the world, our perspective and our approach



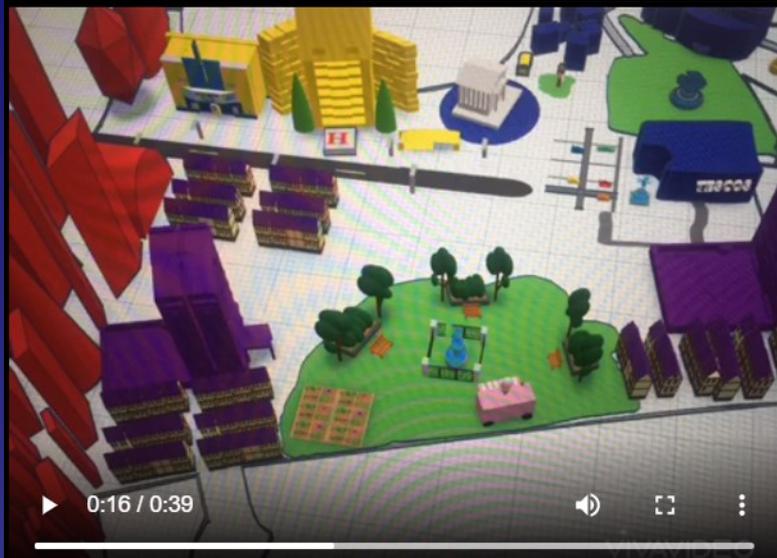
Chelsea-Mae

# Year 9 Redesign Earl's Court

Year 9 were tasked with applying their geographical knowledge of development and settlements to design their own urban regeneration project for Earls Court in London. Pupils worked in groups to discuss, design and finally present their redevelopment project to the rest of the class. The aim was to utilise the brownfield sites in this inner city area to breathe new life into the community and deliver positive social, economic and environmental benefits for local residents. Year 9 worked incredibly hard and delivered fantastic presentations – including 3D models and YouTube videos!

YouTube link:

<https://www.youtube.com/watch?v=7WiYNf4QWig> (Caitlin B)



Screenshot of 3D model for Earls Court

by Stefania, D'Richy, Angela, Kaylee

## Extracts: Earls Court Redesign from PowerPoint

by Amelie, Shantelle, Sienna and Olivia

# Year 8 Study Romeo & Juliet

Here are some creative and inspiring context posters made by 8B3 in support of their study of Romeo and Juliet.

## William Shakespeare

William Shakespeare was an English playwright and poet who is widely considered to be the greatest dramatist of all time. His most notable works include Romeo and Juliet and Hamlet.

Shakespeare was born in Stratford upon Avon, Warwickshire and was raised by parents Mary and John Shakespeare. His school that he attended was King Edward VI school but however he dropped out to pursue his passion. At the age of 18 Shakespeare married Anne Hathaway and had 3 children before starting his successful career as an actor, writer, and part owner of a playing company called the Lord Chamberlain's Men (later known as the King's Men). At the age 49 Shakespeare retired in Stratford, where he died three years later. Unfortunately we do not know much of his personal life as there are few records.



"To be, or not to be, that is the question" William Shakespeare's Hamlet

One of Shakespeare's renown plays Romeo and Juliet first performed in 1597. It is originally based off two real lovers who died for one another in 1527. This was a tragic historic event which happen to be a foundation for Shakespeare's play. These violent delights have violent ends... Romeo & Juliet

Shaelan

# Romeo & Juliet

THE STORY IS BASED ON 2 LOVERS WHO DIED FOR EACH OTHER IN 1303. SHAKESPEARE FIRST LEARNED OF THE POEM IN 1562.

THE ORIGINAL POEM (THE TRAGIC HISTORY OF ROMEO AND JULIET) WAS WRITTEN BY ARTHUR BROOKE AND SHAKESPEARE USED THIS AS THE FOUNDATION OF HIS PLAN.

ROMEO WAS FIRST PERFORMED IN 1597. IT WAS SET IN VERONA-ITALY.

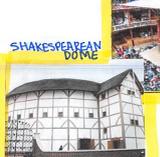
THE ELIZABETHAN ERA WAS ALL ABOUT DISCOVERY. POOR PEOPLE STOOD IN THE YARD TO WATCH THE PLAY.

THE THEATRE WAS ALWAYS SWARMING WITH PEOPLE. RICH PEOPLE HAD BETTER SEATING THAN POOR PEOPLE AND VIEWS SHAKESPEARE CALLED THE STANDING PEOPLE "GROUNDLINGS".

THE HIGHER YOU SAT IN THE DOME, THE BETTER YOUR SOCIAL STATUS.

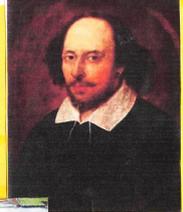
ALL WOMEN'S PARTS WERE PLAYED BY MEN. IT WAS SEEN AS UNLADY LIKE TO BE SEEN AS UNLADY LIKE A DOME.

SHAKESPEARE DOME



## William Shakespeare

WILLIAM SHAKESPEARE WAS, AND STILL IS SAID TO HAVE BEEN THE GREATEST POET AND STORY TELLER IN HISTORY. BORN IN 1564 IN STRATFORD-UPON-AVON. SHAKESPEARE BEGAN ATTENDING SCHOOL IN ABOUT 1571 AT A YOUNG AGE. AT 14 HE LEFT SCHOOL AND AFTER HE FELL IN LOVE WITH A WOMAN NAMED ANNE HATHAWAY AND MARRIED HER HAPPILY AT 18 YEARS OLD.



SHAKESPEARE ALSO HAD A THEATRE BUILT AFTER HIM IN 1614. HE ALSO HELPED PAY FOR ALL OF THE BUILDING ITSELF.

Emily

## THE ELIZABETHAN ERA

Queen Elizabeth I was the queen for most of Shakespeare's life; he even played parts before her. The Elizabethan Era continued believing in witches and ghosts which are both commonly mentioned in some of Shakespeare's plays. For example, Macbeth contains scenes with witches and the character Macbeth is supposedly cursed and followed by the ghosts of people he killed. The theme of 'doting' and fate is consistent as well with characters such as Romeo and Juliet being star-crossed lovers.

# WILLIAM SHAKESPEARE CONTEXT

## ELIZABETHAN THEATER

During the Elizabethan era, theater was the only big source of entertainment, making it extremely popular in all classes. Approximately 20,000 people would go to the theater each week. He made money that he used to build the highest seats where the highest people in society sat at the standing area of the theater. Poorer people who could not afford seats, Shakespeare often acted in his plays as well as writing them and all female parts had to be played by men as women acting was seen as unrespectable. During these times, great steamships were a large factor in a good play to keep people entertained. One of the most famous theaters is the Swan Theatre, named after William Shakespeare.



The Globe Theater

## WILLIAM SHAKESPEARE

William Shakespeare was born in the year 1564 in Stratford-upon-Avon. He later married Anne Hathaway in 1582 who gave birth to three children. Shakespeare moved to London to start his writing career which involved numerous plays, some of which he himself performed in. His works include at least thirty-seven plays and one hundred and fifty-four sonnets. Three years after ending his career, William Shakespeare passed away on his birthday (23rd of April 1616). He was buried in the Holy Trinity Church in Stratford, yet his plays are still performed around the world today.



Queen Elizabeth I



William Shakespeare



Anne Hathaway Stratford-upon-Avon

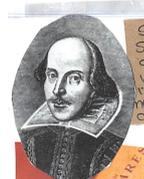
## SHAKESPEARE'S PLAYS

Shakespeare's plays often consisted of a specific type of poetry called a sonnet. The main themes in his plays were tragedy, comedy or romance. Some examples of Shakespeare's plays are:

- Romeo and Juliet
- Othello
- King Lear
- Hamlet
- Twelfth Night
- Macbeth
- The Tempest
- A Midsummer Night Dream



# Shakespeare



Shakespeare wrote 38 plays. Shakespeare's plays are split into three genres: tragedy, comedy and history. William Shakespeare is best known for his plays, although he was also an accomplished poet and actor.

Shakespeare was often inspired by history. He wrote many plays with historical figures, and based on kings and queens and other characters. He was also inspired by Greeks and Romans and mythology in general. Shakespeare was inspired by the stories he heard or read from other sources. He wrote a play called Romeo and Juliet. It's about...

Romeo and Juliet is a play written by Shakespeare. It is a tragic love story where two main characters, Romeo and Juliet, are supposed to be sworn enemies but fall in love. Due to their families' ongoing conflict, they cannot be together and die for each other in 1303.



A sonnet on the theme of love - Romeo and Juliet - Fate and destiny - Shakespeare

Real lovers who died for each other in 1303.



Why were Shakespeare's tragedies so popular? Shakespeare wrote tragedies because he thought that other tragic plots were that English writers wrote were lacking in plot. Most of his tragedies included a main character's death or a bad accident. He also included suspense and a climax to attract more attention.

Did you know? In Shakespeare's time all boys were male. Men and boys played all the female parts.

"O swear not by the moon, th' inconsistent moon, that month by month changes in her circle orb, lest that thy love prove likewise variable."

Sophie

## Year 8 Spoken Word Poetry



See below some poems written by 8B3 written as part of their spoken word poetry project, inspired by US poet Amanda Gorman.

### Inequality & Change

Normalised instead of realised  
Blended into society not appreciating the wider variety  
Standardised without even a thought of dubiety

Though the solution is  
Change

(small pause)

We don't notice it until we realise, until we experience it. Understand it  
Sometimes it's not what we say, it's how we say it, once we've said it

there's no way to fix it

Not everything that is faced can be changed

(small pause)

We need to make less space for it  
To expand

Strand by strand

Infecting those who sit and stand

Watching it unravel, the hatred travel

But for this to happen we need

Change

(small pause)

There is no such thing as race only the human race  
Teach others not to stereotype people for colour of their face

The world is forever shifting

So we should be uplifting

Change



## Year 8 Spoken Word Poetry (continued)



### Global Warming

The Earth, the Moon and the Stars

Beautiful, untouched free,

2021

Heat is rising,

Litter is piling,

It's getting hard to breathe.

We took this world for granted,

But now it's too late,

The world was like a diamond on our silver plate.

Greed, selfishness, recklessness too,

Coral reefs dying out every minute, second, what  
should we do,

Trees falling without warning,

Ocean creatures going extinct,

I can't breathe,

Please help me,

I'm going to sink,

Safaris emptying,

Our planet deserted.

But there's still hope for what hasn't been hurt yet.



# Year 8 Spoken Word Poetry (continued)



## CHANGE

Schools were open,  
Friends were accessible,  
The world was normal, vibrant, tranquil.  
CHANGE



We stayed at home, so we'd be safe,  
While we stop and wait for the world to mend,  
The world had changed, let's hope for good.  
CHANGE



Zoom calls,  
Never-ending,  
Wifi-cutouts which drive you insane!  
CHANGE



Lives have been lost,  
Nothing felt the same,  
Normality has been lost,  
Will it ever be retained?  
CHANGE

All locked inside,  
Scared for our lives,  
For the deadly virus  
Is quick to end our life  
CHANGE



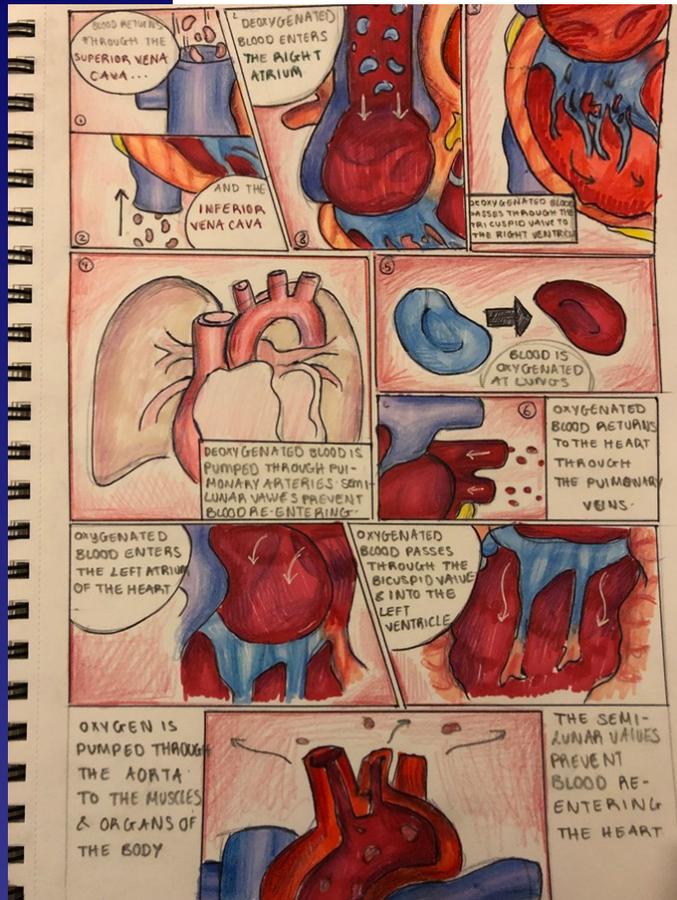
Online learning,  
Constant calling,  
Will school ever be the same.  
CHANGE

Sports stopped,  
No more activity,  
Time had been lost.  
CHANGE

Covid has overpowered.  
Covid has overpowered.  
Covid has overpowered.  
CHANGE



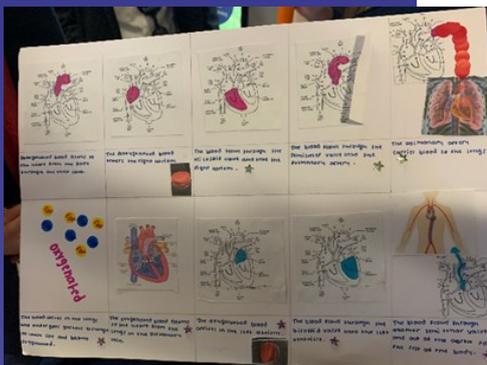
Winning entry from Bella!



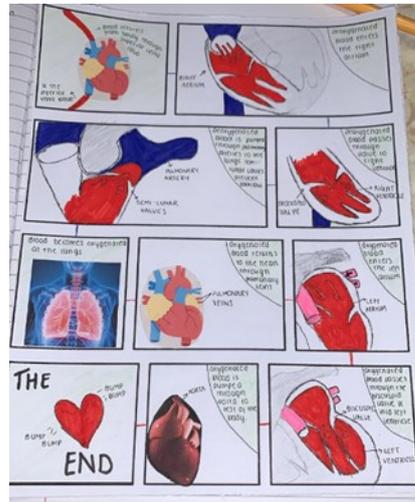
GCSE PE: The Year 10 GCSE class have been working really hard in practical and theory lessons since returning to school. Here are some examples of recent work from our class competition for the applied anatomy and physiology topic.

Keep up the great work girls!

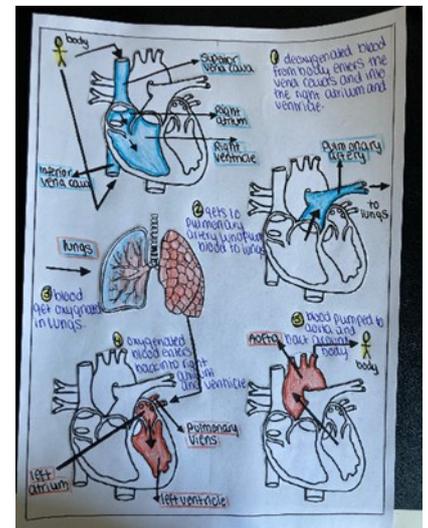
### Runners up



Mia



Sarah



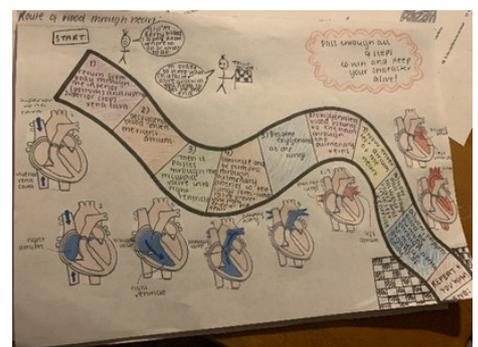
Isabelle B



Charlotte



Eliza



Isabelle M

## London Youth Games Virtual Run



The London Youth Games Virtual Spring Run is underway, with year 7, 8 and 9 pupils representing Hammersmith and Fulham in this event.

From the 10<sup>th</sup>-24<sup>th</sup> May, pupils lacing up their trainers and clocking in as many kilometres as possible in an attempt to win the Borough title!

A special well done to Year 9s Oake and Grace; and from Year 7, Marian - for completing collectively 10.8km in the first 2 days!

## Duke of Edinburgh

Expedition preparations are underway for Bronze and Silver and pupils who have been working very hard to complete their volunteering, physical and skill sections of the award. They have had to show great creativity and commitment to complete their awards during a pandemic. Below you can see what some of them have been up to:

### Cooking/baking



Beth

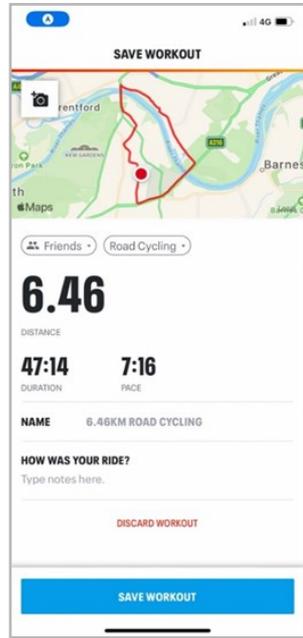
### Learning First Aid



Leilani



Mia



Nicole

## Duke of Edinburgh *Continued*

In addition to this, many of our pupils have been looking after vulnerable people during the pandemic by scheduling phone calls to check in on elderly people, sending cards to care homes and baking for neighbours.

10 Duke of Edinburgh Bronze Participants have been selected for the Lord Mayors Appeal- 'She Can Be' careers event on 27<sup>th</sup> May.



They will be taking part in an interactive day lead by London based businesses with a focus on building careers prospects and empowering women. Well done to Zoey, Alison, Maria, Niamh, Isabella, Charlotte, Scarlett, Emily, Naemi and Beth for being selected!

## PE Extra-curricular Activities

This half term we have been able to welcome pupils back to extra-curricular clubs and the turn-out has been fantastic! It is great to see so many of you out being active and enjoying physical activity and sport:



## Messages to each Year Group



 mind | Hammersmith, Fulham,  
Ealing and Hounslow

### Join the Competition!

Get creative and show us  
how nature makes you feel

Draw a picture

Record a video

Make a dance



Write a letter

Create a poem

Sing a song

This year's Mental Health Awareness  
Week's theme is **nature** (May 10th—16th).

Dear Year 7,

I am amazed everyday by all of your enthusiasm for school life and for one other. Your tutors and I see how much you care for each other on a daily basis. It is this kindness and generosity of spirit which will endure throughout the remainder of Y7 and into Y8.

In our daily lives we are immersed in buildings, cars, trains or walking along tarmac, all human creations, unnatural. Use this weekend to get back to nature. You never know, you may be inspired by a bird's song, or a squirrel scurrying up a tree.

As part of this year's Mental Health Awareness Week's theme is **Nature**. After a long week in the classroom, I urge you to get your creative juices flowing and create a song, video, write a letter etc. about how nature makes you feel. Get back to nature.

Miss Nye

Dear Year 8,

It has been great to see you all back into the swing of school life and hopefully all beginning to feel a sense of normality.

The past year has probably been one of the most challenging of your lives however we are finally seeing light at the end of the tunnel.

It has been fantastic to see so many of you involving yourselves in our Sacred Heart community. Kairos has been full to the brim with year 8 pupils who are wanting to volunteer and give up their time. PE clubs are back on, and we have seen an amazing number of pupils attending weekly.

This week I have had the pleasure of watching an assembly planned and presented by our diversity and inclusion committee which includes Year 8 pupils. You were confident, eloquent and passionate. I have also shared some very exciting news with you all, a year group PGL residential has been planned for the end of year. I cannot wait to see you all enjoying some outdoor adventurous activities. A reward that you deserve and a great way to end the year!

So, I ask that you all continue to work hard, make the most of opportunities given to you and as always be kind to each other.

Keep smiling Year 8!

Miss Westley





Dear Year 9,

Once again, I have to congratulate you on the way that you have adapted to yet another change in the way we behave around school. You have taken wearing masks in the classroom in your stride and it has been great to hear so much positive feedback from teachers about your behaviour in lessons.

Last week, we were able to meet as a full year group for the first in 15 months as we gathered for assembly in the chapel. The way you lined up and sat in the chapel reminded me of how lovely it is for us to have these moments of communal worship that we have missed since the start of the pandemic.

This week, several members of our year group are representing the diversity and inclusion group by speaking in an assembly every morning to the whole school. It was inspiring to see members of Year 9 stand up and speak openly about their experiences in order to educate others and create a safer more inclusive space moving forward. Well done to everyone for all of your hard work and thank you to Ms Neckles for supporting the girls in this.

It has been a difficult time facing the pandemic and some might say much of your Key Stage 3 experience has been lost to online schooling and Covid safety measures. However, as we hopefully move forward to a time of normality, I have to share how proud I am to have a year group who are perseverant, have a sense of humour and are willing to stand up for others. It reminds me of the Bible verse from Hebrews 10:24 'let us consider how we can spur one another on towards love and good deeds'.

Here's to having a fun summer term!

Ms Curtis



Year 10, what an amazing year group you are. This past year you have shown your strength and resilience by taking all the changes and challenges we have had to face in your stride, and over the past few weeks you have demonstrated that by coming together you can create change for the better. Many of you have demonstrated immense bravery, determination, confidence and in doing so have brought our school community together. Let us continue to educate one another, gain courage to stand up against wrong doing and work collaboratively together.

Your transition into Year 11 is approaching fast and it is important for you to take time to reflect and enjoy the remaining time you have as Year 10. Many of you will be anxious and apprehensive with the worry of what the year may bring, but it is important to remember you have a support network around you. Your friends, your form tutor, myself, Ms Davis and Ms Maton are all here to support you in this transition. Continue to work hard in your lessons and practice good revision and studying skills in preparation for Year 11.

As always, it is a pleasure to be your Year Team Lead and thank you for continuing to teach us all.

Miss Dancer

# 11

Dear Year 11,

You are currently undergoing what is undoubtedly the most stressful assessment process of any Y11 cohort ever and I just wanted to tell you all how proud I am of you. This is a difficult and very tiring time for you all, but you are getting through it like champions, showing unbelievable resilience and maturity every day. Your perseverance is inspiring to me when I'm feeling like things are getting a bit much!

I am looking forward to celebrating all of your hard work and achievements with you soon, and counting down the days until you can all finally enjoy a very well-deserved rest!

Keep it up for the final push - you can do it!

Miss Jenkins

# 12 13

Dear Year 12 and 13s,

It has been great to see more and more normal routines and activities return for you over the past few weeks including our basement being a hub of activity once again, our official year group photos together, the upcoming Y12 residential to Liddington and now even having an eagerly anticipated Y13 Leavers' Ball to look forward to!

And whilst there have been many achievements, these past few weeks have also posed challenges for you as you reconnect and re-establish this normality. This is even more so for Year 13 as you have had to do this whilst working through your core assessments but I am so proud of each of you, your sense of determination, optimism, resilience and hard work throughout is awe-inspiring and a lesson to us all.

With the end of core assessments in sight this also means we will sadly soon be saying goodbye to you, Year 13, although with every ending is a new and exciting beginning.

Year 12 this does mean you will be stepping up as essentially top of the school, *the* key leaders and role models, and with that comes responsibility, one of setting a good example to others and of leading others, based on the teachings of God and on those who founded our Sacred Heart community. In making this transition and taking on this responsibility, you will notice many positive differences; this will be a year of intense personal growth and development for you all.

In the words of Madeleine Sophie Barat, "Your example, even more than your words, will be an eloquent lesson to the world".

Best wishes,

Ms McCarthy

# THE SCHOOL DAY

YEAR GROUP Arrival/departure point	ARRIVE	BUBBLE LOCATION	AM REG	LESSON 1	LESSON 2	LESSON 3 & BREAK	LESSON 4	LUNCH & LESSON 5	PM REG, INTERVENTIONS, DEPARTURE
<b>7</b> Bute Gardens	8.10 – 8.25	Digby Building	AM Reg. 8.25 - 8.45	Lesson 1 8.45 - 9.45	Lesson 2 9.45 - 10:45	Break 10:45 - 11:00	Lesson 3 11:00 - 12:00	Lunch 13:00 - 13:30	Lesson 5 14:30 - 14:40 Dismissal 14:40
				Lesson 1 8.45 - 9.45	Lesson 2 9.45 - 10:45	Lesson 3 (60 min) with break in between L:20 8:15 L:40		Lesson 5 13:00 - 14:00	Lesson 5 14:30 - 14:50 Dismissal: 14:50
<b>8</b> Bute Gardens	8.15 - 8.35	Barat Building, first floor corridor	AM Reg. 8.35 - 8.45	Lesson 1 8.45 - 9.45	Lesson 2 9.45 - 10:45	Break 10:45 - 11:00	Lesson 3 11:00 - 12:00	Lunch 13:00 - 13:30	Dismissal 14:30
				Lesson 1 8.45 - 9.45	Lesson 2 9.45 - 10:45	Lesson 3 (60 min) with break in between L:20 8:15 L:40		Lesson 5 + Reg 13:30 - 14:30	
<b>9</b> Blue Gate	8.00 - 8:15	Barat Building, second floor corridor	Tutor/ Activities 8:15 - 8:45	Lesson 1 8.45 - 9.45	Lesson 2 9.45 - 10:45	Break 10:45 - 11:00	Lesson 3 11:00 - 12:00	Lunch 13:00 - 14:00	
				Lesson 1 8.45 - 9.45	Lesson 2 9.45 - 10:45	Lesson 3 (60 min) with break in between L:20 8-15 L:40		Lesson 5 14:00 - 14:30	Tutor/ Intervention 14:30 15:00
<b>10</b> Blue Gate	8.15 - 8.25	Russel Building	Tutor/ Activities 8:25 - 8:45	Lesson 1 8.45 - 9.45	Lesson 2 9.45 - 10:45	Break 10:45 - 11:00	Lesson 3 11:00 - 12:00	Lunch 13:00 - 13:30	Dismissal 15:10
				Lesson 1 8.45 - 9.45	Lesson 2 9.45 - 10:45	Lesson 3 (60 min) with break in between L:20 8-15 L:40		Lesson 5 13:30 - 14:30	Tutor/ Intervention 14:30-15:10
<b>11</b> Bute Gardens	8.00 - 8:15	Calder Building	Tutor/ Activities 8:15 - 8:45	Lesson 1 8.45 - 9.45	Lesson 2 9.45 - 10:45	Break 10:45 - 11:00	Lesson 3 11:00 - 12:00	Lunch 13:00 - 13:30	Lesson 6 14:40- 15:40
				Lesson 1 8.45 - 9.45	Lesson 2 9.45 - 10:45	Lesson 3 (60 min) with break in between L:20 8-15 L:40		Lesson 5 13:30 - 14:30	Lesson 6 14:30 - 14:40
<b>12</b> Reception	8:25	W4, W5, W6, W7, W8, 3 Art rooms, M5, M6, G7	Tutor 8.30 - 8.45	Lesson 1 8.45 - 9.45	Lesson 2 9.45 - 10:45	Break 10:45 11:00	Lesson 3 11:00 - 12:00	Lunch 13:00 - 13:30	Lesson 5 14:30 - 14:40
				Lesson 1 8.45 - 9.45	Lesson 2 9.45 - 10:45	Lesson 3 (60 min) with break in between L:20 8-15 L:40		Lesson 5 13:30 - 14:30	Lesson 6 14:30 - 14:40
<b>13</b> Reception	8:25	W4, W5, W6, W7, W8, 3 Art rooms, M5, M6, G7	Tutor 8.30 - 8.45	Lesson 1 8.45 - 9.45	Lesson 2 9.45 - 10:45	Break 10:45 - 11:45	Lesson 3 11:45 - 12:00	Lunch 13:00 - 13:30	Lesson 5 14:30 - 14:40
				Lesson 1 8.45 - 9.45	Lesson 2 9.45 - 10:45	Lesson 3 (60 min) with break in between L:20 8-15 L:40		Lesson 5 13:30 - 14:30	Lesson 6 14:30 - 14:40

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