

# Newsletter

*Of great merit, character and value*



## Mrs Geary writes:

In assembly this week, we talked about how the Christmas' adverts herald the start of the festive period and a particular favourite from previous years is the John Lewis advert which features Boxer the Dog and various animals trying out the new trampoline. The soundtrack is by The Vaults and the song is "One Day, I'll..." We all have dreams and aspirations for the future: some can give us the focus we need to achieve our very best, others might seem unrealistic or even daunting, but it's always good to aim high.

We challenged the pupils to think about starting "Today" rather than "One day..." For example, today I will tidy my bedroom without being asked; today I will invite someone to join our game when I notice they are on their own, today I will think of others before myself.

We are so grateful to all those who have donated to the charity People's Pantry this year. The charity requested stationery items such as colouring and reading books and we have had lots of donations which we collected in our sleigh. Today, those who have given to the charity will make a difference to the lives of children this Christmas and we know that they will be appreciated.

Mrs Geary | Head of Lower School

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## Mr Sloman writes:

This week, after weeks of revision and preparation, our Year 11 pupils and Year 13 students have commenced their mock examinations. Mock examinations are an opportunity for pupils and students to test out the effectiveness of their revision strategies and techniques, and to put into practise their understanding and knowledge of each subject; to practise answering different types of questions; to practise their time management and to experience the reality of sitting an examination. Mock examinations are therefore essential preparation for both Year 11 pupils and Year 13 students as part of their overall learning experience.

However, it is effective and regular revision that ensures key knowledge is remembered and makes success in examinations far more likely. Regular, effective revision ensures that revision is seen as manageable and realistic; we would recommend approximately one hour per evening for Year 11 pupils and Year 13 students with no more than twenty minutes per subject (three subjects per evening). During each twenty minute revision session, pupils and students should seek to produce diagrams, mindmaps or notes of what they have revised, or participate in a knowledge test or quiz – it is important that they are actively engaged in the revision process. Passive revision techniques, such as simply reading their exercise books or revision guides, are ineffective.



## Important Dates for your Diary

- Friday 22nd December:**  
Last Day of Term (Half Day)
- Monday 8th January:**  
Staff Training Day – School closed to pupils and students
- Tuesday 9th January:**  
First day of term for pupils and students
- Thursday 11th January:**  
New York Visit Information Evening (6pm to 7pm)
- Tuesday 16th January:**  
Iceland Visit Information Evening (6pm to 6:30pm)
- Thursday 18th January:**  
Year 11 NEA Day (Option B)
- Friday 19th January:**  
Year 11 NEA Day (Option A)
- Monday 22nd January:**  
Year 11 Macbeth Revision Theatre Visit
- Thursday 25th January:**  
Year 13 UCAS Application Deadline



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It is also essential that pupils and students look after both their mental and physical wellbeing during examinations. In particular, they should get plenty of good quality sleep, with no distractions, for at least eight hours per night. Each morning, pupils and students should eat a healthy breakfast, as this has been proven to aid learning and memory, and improves recall in examinations. Plenty of sleep and a healthy diet can also help mental health, particularly around examinations. Pupils and students should also ensure they make time for family, friends and doing things they enjoy, as well as time to relax and unwind. This, combined with excellent revision techniques, will ensure success.

Good luck to all our Year 11 pupils and Year 13 students.

**Mr Sloman**  
Headteacher

## End of term information

### Recent Music examination success.

Imogen Thrower	Grade 4 Piano
Evie Twigg	Grade 1 Piano

School will finish at 12.15pm on Friday 22nd December 2023 at which point children with permission from parents or carers may leave school site.

Please complete a permission form for every child via the link on ClassCharts or on your email.

If you have any queries about the Christmas Service or early finish, please do contact the School office on office@woldgate.net.

Most of the school transport routes will be collecting children at 1.15pm instead of 3pm – due to commitments with other routes they are unable to call earlier. However, passenger services have informed us that, due to their many commitments with service routes, and lack of available spare buses, East Yorkshire Motor Services are unable to pick up early and will only be able to call at the usual time – 3pm

Therefore, if your child depends on school transport to get home, please check the table. Children travelling on the affected routes can either stay supervised in school and catch the bus home at 3pm, or have parental permission to leave school at 12.15.

Please be aware that the canteen facilities will be open for morning break but not over lunch, so children staying until 3pm should bring a packed lunch.

Route	Pick up time from Woldgate School on 22nd December 2023	
1W	1.15pm	11W 1.15pm
3W	1.15pm	12W 1.15pm
5W	3pm	13W 1.15pm
6W	3pm	H1 1.15pm
7W	3pm	B1 1.15pm
8W	3pm	D1 1.15pm
9W	3pm	



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## Upper School



### Mr Bell writes:

I wish to start by praising pupils for their hard work and effort with the December Mock examinations. They are showing how prepared they are for their summer examinations by following all examination routines. I know families have been working hard in preparation for these examinations and I really believe pupils' hard work will pay off.

It is a week now since we have the A level taster day and also the various events for pupils who wish to undertake an apprenticeship or who want to go elsewhere when their finish their GCSEs. All pupils acted in a sensible and mature fashion on this day and I have heard from a number of pupils who say the event helped them make their mind up in terms of subjects they want to study and staying at Woldgate Sixth Form

Many families will know we switched the GCSEPod to answering questions a few weeks ago, since then we have seen a 620% increase in the number of questions pupils have answered, with nearly 3,500 correctly answered questions; pupils who do not use GCSEPod and answer questions after the Pod are really missing out. Please speak to your child and ask them if they are logging in and watching GCSEPods as part of their revision top up.

We now have over three quarters of Year 10 pupils logged onto the Work Experience App: Connect. Type in Connect Placement Manager on Apple or Google Play. Pupils can always see me in the Upper School yard if they have any questions. I know some pupils, in the past, who have found part time work from their work experience provider.

Finally, next week we will be at All Saints Pocklington Church celebrating Advent and Christmas as a school. I thoroughly enjoyed this service last year. I am looking forward to it again.

**Mr Bell**  
Head of Upper School

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## Miss Smith writes:

This half term is very busy within the Sixth Form as we have welcomed our Year 11 students to our Open Evening and Sixth Form Taster Day. In addition, two weeks ago we ran our annual Sixth Form Charity Week. This year the Sixth Form decided to support Cancer Research UK and to run a collection for our local foodbank.

In order to raise funds to support Sixth Form Charity week our students ran a number of tuck shops and other activities including guess the name of the teddy, guess the number of sweets in the jar, treasure hunt and Just Dance. Currently, we are still counting our total and the final few donations are incoming, so I look forward to sharing our total with you in the New Year. However, one aspect of Sixth Form Chairty Day is the fancy dress that Sixth Formers participate in throughout the week. This year's fancy dress themes included, TV and Film, Day at the Races, Initials Day and Christmas and I would like to take this opportunity to share some of the images with you from this event.



Miss K Smith  
Head of Sixth Form



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## Safeguarding at Woldgate

Looking after your child's  
mental health this Christmas

Among all the fun and festivities, Christmas can be an overwhelming time for some people. Here is some advice on how to look after your child's mental health over the holidays.

### Take time out

It's so important to take time out every day, not just in the festive period. If your child feels themselves getting a bit overwhelmed, or upset, take five to ten minutes away from everyone on Christmas Day to just have a bit of time to themselves. Christmas Day can be quite an overwhelming day, so by taking time out can allow time to recharge.

### Sleep

A good night's sleep is so important when it comes to looking after mental health. Teenagers need an average of nine-and-a-half hours' sleep each night. When it comes to the festive period, ensuring your child gets enough sleep can become difficult due to things like late nights at home and parties. To make sure your child gets back into their normal sleeping routine easily, suggest they go to bed at normal times as the festive period draws to a close. This'll make getting up for school a lot easier and, in turn, will help their mental health a lot.

### Exercise

Physical activity releases a chemical called endorphins, which makes us feel good, so if your child is feeling a bit overwhelmed or low at Christmas, why not suggest a walk? You could even suggest a bike ride or even a run.

### Try to relax

It's easy to say "Christmas is fun - just relax", but the reality is that relaxing can be tricky. Suggest things like breathing

exercises or meditation to help your child calm down if they are feeling a bit stressed over the festive period.

Just because it's Christmas, it doesn't mean caring for your child's mental health has to be put on hold. Mental health and physical health are as equally important; if you fell over and grazed your knee on Christmas Day, you would put a plaster on it. So if your child's mental health needs a plaster, you're allowed to do something about it.

For more help and advice, visit: [www.nspcc.org.uk](http://www.nspcc.org.uk)

### Police StreetSafe Website

StreetSafe is a pilot web service for anyone to anonymously tell us about public places where you have felt or feel unsafe, because of environmental issues, eg street lighting, abandoned buildings or vandalism and/or because of some behaviours, eg being followed or verbally abused.

### Streetsafe Website

Please note 'StreetSafe' is not for reporting crime or incidents. If something has happened to you or someone you know (including in public spaces online) you can call the police on 999 for emergencies, or 101.

As ever, please do contact us at Woldgate School if you have any concerns. We hope that you and your family have a merry and restful Christmas, and a happy New Year. We are looking forward to welcoming your child back to school in January.



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## Personal Development Update

Mr Barrett writes:

### Careers update

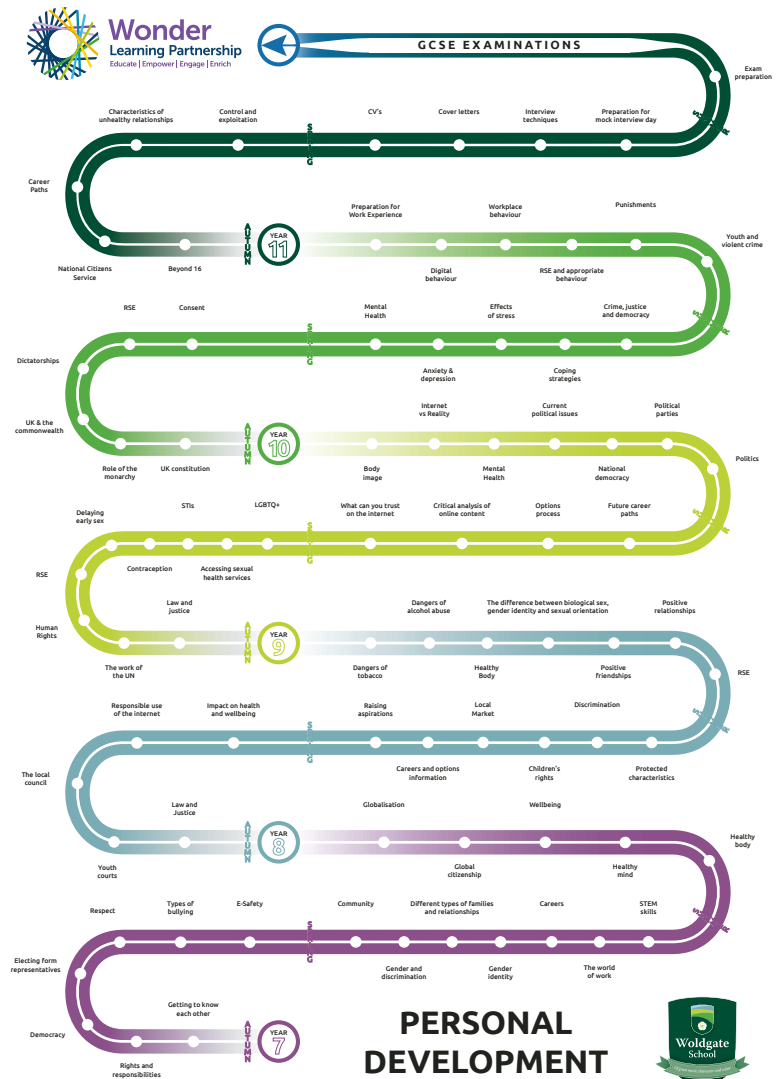
Over 60% of all new jobs created are to be found in Science, Technology, Engineering and Maths.

Studying STEM subjects leads directly to a huge variety of exciting and rewarding career opportunities. With STEM skills, you can make a big contribution to many of the big challenges facing society today. From designing visual fx for a new film, to working as a physiotherapist for an athlete, to inventing a new hi-tech health scanner, to manufacturing a racing car or putting new satellites into space there are thousands of exciting and well-paid opportunities.

Many of the jobs of the future will involve technology as the way that people work will continue to change. People who work in the health sector rely hugely on their scientific skills, whilst the finance sector requires people who are a whizz with numbers. As the population grows, more homes will need to be built and the infrastructure in towns and cities will rely on skilled engineers.

To this end, I would like to bring to your attention an opportunity for Year 9 and 10 pupils who are interested in a career in STEM. The opportunity is provided by the EDT (Engineering Development Trust). The EDT are a nation wide charity that aims to help young people have better access to careers in STEM. They have opened the 2023/2024 virtual work experience opportunity. Routes into STEM virtual experience provides an exciting opportunity to explore the various routes you can take towards your STEM career. This course is designed to enable young people to work through activities and projects at their own pace, tour a variety of institutions virtually and also have access to live career sessions and mentor panels with STEM employers.

If there are any pupils that have an aspiration for a career in STEM and want to be able to do something to help them stand out from the crowd, this might be the opportunity for them. If your child is interested please see the flyer promoting the opportunity. (Please note, this is in no way linked to the school and parents will need to arrange and monitor the opportunity if their child takes part).



# Routes into STEM Virtual Experience

## 2023/24

Routes into STEM virtual experience provides an exciting opportunity to explore the various routes you can take towards your STEM career. This course is designed to enable young people to work through activities and projects at their own pace, tour a variety of institutions virtually and also have access to live career sessions and mentor panels with STEM employers.

## Who is it for?

- Students in **Year 9 or 10 / S3 or S4 / equivalent** who are interested in exploring a career in STEM (Science, Technology, Engineering and Maths)
- All you need is an interest in STEM and curiosity about the future. The course is open to all academic abilities

## What's involved?

- Approximately 20 hours of study virtually at a pace that suits you
- Exploring different Routes into a STEM career including College Courses, University Courses, and Apprenticeships and learning from industry what is involved in a STEM career as well as enhancing your skills
- Live interactive sessions over the half-term breaks, school holidays and after school, allowing you to listen and ask questions to STEM students and professionals
- Getting to work on a project set by a STEM company to look further at a career area that interests you

## What do you get out of it?

- Find out about different Routes into a STEM career from industry experts, college and university leaders, as well as young people who are currently on that path
- Engage in projects and activities that will enhance your problem-solving, critical thinking, creativity and innovation skills and inspire you to find career motivation. Projects include a Biopharm challenge from GSK, a Design challenge from Balfour Beatty, an RSC Chemistry challenge and many more exciting challenges in all areas of STEM.
- Create your own personalised action plan to see your own Route into STEM
- Learn about your career skills and how you could write about this in your CV/ Personal Statement or Application form
- Receive an Industrial Cadets Bronze Award showing all that you have achieved on the course



# When is it?

This experience runs from 2 October 2023 until 2 August 2024 **with live sessions running throughout the duration, over the half-term breaks, school holidays and after school**

# Cost

£75

If cost is a barrier, fully funded places are available, please indicate your interest on the application form

# How to apply?

To apply, please visit our website [here](#) or **scan the QR code!**



# What previous students have said

*"This experience has shown me just how varied STEM is. I know that I can have a career that suits me, no matter my academic merit or personal qualities. I've also heard a lot from people who study and work in STEM, and it has been inspiring and encouraging to hear about their positive experiences and ambitions for the future. Industrial Cadets has also taught me key skills such as problem-solving and communication, which I am eager to apply to my future education and career."*

*"I've always loved STEM things but I always worried about not being able to make it, but now getting a STEM career seems more achievable."*

*"Before, I was fixed on a regular plan to go into 6th form, go to you university, and move forward without looking for any non-linear pathway. Routes into STEM has shown me that many of those who end up in STEM careers have not pursued that linear pathway, and this has made me more open to options such as apprenticeships, which I had never considered previously"*

**94%** of students felt confident about making future career choices following their course

**99%** of students felt they know more about the STEM careers opportunities available to them



## RELIGIOUS STUDIES

### *Mrs Shearing writes:*



Year 10 GCSE pupils, who began studying their GCSE in Year 9 have spent this term looking at the topic of Marriage and the Family (Christianity) They have covered the following main topic areas: The purpose of marriage, families, roles in the family, family planning, divorce and gender prejudice and discrimination. As part of their pupils have prepared, organised and then presented their work to the class.

Alice and Harry pictured have presented their work this week in class on Gender prejudice and discrimination. They presented to the class key terms that needed for the exam and the meaning of different sources of wisdom and authority from Christianity.

Faye has began her GCSE Religious Studies course at the start of Year 10. She has also answered lots of questions from Year 6 pupils and their parents and carers at the Year 6 Open evening.

Year 10 pupils studying the two year course have been looking at Living the Muslim life topic in their lessons. Key topics covered have been, The Five Pillars of Belief, Jihad The 10 Obligatory Acts and Celebrations and Commemorations. As they move into the new year pupils will be looking at Crime and Punishment and Peace and Conflict.



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Monday 9<sup>th</sup> October 2023

The role of the church in the local community

"And God placed all things under his feet and appointed him (Jesus) to be read over everything for the church, which is his body."

- This quote means Jesus is in charge of the church
- It also means that the church is more to the church than a building, it's about the people.

**KEY WORDS:**

Prayer groups - groups of Christians who join together to pray and increase their understanding of prayer.

Ecumenism - movement working for co-operation between churches and spiritual church unity.

Food bank - a charitable organisation that distributes food to people who have insufficient money for food.

Sermons - talks on a religious subject (usually based on a bible passage).

What does the church do?

- Bible Studies
- Sacraments
- marriages
- Funerals
- Foodbanks
- youth groups
- special services
- conversion classes
- Choir
- pray and worship

Local churches help the local area by:

- working with schools
- food banks
- groups for children
- supporting with financial aid
- providing social facilities e.g. book club, coffee morning
- giving legal advice
- supporting causes such as Church Action on Poverty.

Why is a church important?

- unites the local community
- provides support and comfort when needed
- It can give advice from sources of authority, such as the minister or vicar.
- It gives identity and belonging to people in a community.

**Ecumenism**

- work together to help local people
- work for Christian charities
- have joint activities and gatherings
- in places where there is only one church building they involve all who wish to worship locally.

**Ecumenism** churches together

The Fossil Trust

Helps people who are less fortunate with things like food banks. It was founded on Christian principles.

"The local church community is important today."

For	against
Provides help for those in need	not many people go to church
helps educate people	cost a lot to run

Non-religious attitudes to good, evil & suffering

**KEY WORDS**

- Omniscient
- Omnipotent → all-powerful
- Benevolent → all-good
- Free will
- Moral evil
- Natural evil

**Fard** - actions that must be performed to be regarded as good

**Haram** - that which is forbidden

**Mandub** - actions which a muslim will be rewarded for but will not be punished for not doing

What do non-religious people think about evil and suffering?

Many non-religious people believe that evil exists because of the nature of the world. The suffering brought by things like diseases, floods and earthquakes.

Evil can be brought by humans, such as crime and war (moral evil), it is caused by humans being greedy and selfish.

7th September 2023

What will I be studying?

**Paper 1 - Religion and Ethics (Christianity)**

1. Christian Beliefs
2. Living the Christian life
3. Marriage and the family
4. Issue of life and death

**Paper 2 - Religion Peace and Conflict (Islam)**

1. Muslim Beliefs
2. Living the muslim life
3. Crime and punishment
4. Peace and conflict

Welcome to GCSE Religious Studies  
Beliefs in Action: Edexcel B

1. Why did you pick RS GCSE?  
I love thinking though why people have different beliefs and also I like learning about crime.
2. What sort of topics do you think you may be interested in?  
Crime, all religions
3. What sort of career/job would you like to do in the future?  
Lawyer, therapist, something to do with philosophy
4. What do you think your strengths are?  
I can think deep about both sides of an argument
5. Can you think of ONE thing you would like to improve?  
Maybe being able to write what I know is
6. Is there anything else you would like to tell me?  
I was christened so I know alot about christianity and I went to a catholic school



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## Rewards

Our school motto is 'Everything you do should be worthy, of great merit, character and value', and every day our pupils' efforts, contributions and achievements are recognised with rewards that reflect these values. Our pupils understand these core values as being the foundation of successful learning, and a successful life, and each of the rewards holds a special significance:



Acts of Great

**MERIT**

**169,771**

**CHARACTER**

**24,647**

**VALUE**

**18,962**

**TOTAL  
REWARD  
POINTS:**

**415,617**

### Headteacher Award

The following pupils earned the highest total number of Rewards in their respective year groups, and have won the Headteacher Award for this week:

Year 7:	Thea Melling
Year 8:	Lucy Scott
Year 9:	Rebekah Coldbeck
Year 10:	Oliver Gossip
Year 11:	Evie Wood
Year 12:	Joseph North
Year 13:	Jorja Thornett





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## House Points

Every pupil belongs to one of our five Houses, representing our local countryside. Pupils can be awarded House points for exceptional contributions to school life, and for participating in House competitions and events, and all rewards contribute to each House reward total:

*All rewards earned by each House since the start of the year:*



81,436



90,615



101,077



77,377



79,187



TOTAL  
HOUSE  
POINTS:  
182,134



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## Acts of Great Merit

The quality of being particularly good or worthy, especially deserving of praise or reward. For example, the production of an outstanding piece of classwork, home learning or an outstanding assessment outcome.

The pupils with the highest Great Merit awards this week are:

Year 7:	Evie McDougall
Year 8:	Jack Grassam
Year 9:	Daisy Ralph
Year 10:	Gabriella Crewe
Year 11:	Ryan Davison
Year 12:	Freya Huby
Year 13:	Francesca Legge

## Acts of Great Value

The principles or standards of conduct we work to; those acts and skills that are valued by our wider society. For instance, the ability to demonstrate emotional intelligence, to communicate effectively or be a leader of a team.

The pupils with the highest Great Value awards this week are:

Year 7:	Melissa Atthansiou
Year 8:	Jack Grassam
Year 9:	William Hart
Year 10:	Kateryna Panassenko
Year 11:	Isabelle Theakston
Year 12:	William Kennedy
Year 13:	Phoebe-Sophie Wood

## Acts of Great Character

The moral qualities that define an individual. For example, demonstrating kindness, offering support or actively engaging with the wider community.

The pupils with the highest Great Character awards this week are:

Year 7:	Lewis Allan
Year 8:	Ella Rose
Year 9:	Harry Kinsey
Year 10:	Chloe-Mae Simpson
Year 11:	Ellen Haw
Year 12:	Pollyanna Busfield Currie
Year 13:	Eloise Curran



*Please discuss these values with your child, and do regularly look at your child's rewards on the ClassCharts Parents' App.*

*Every week, our Newsletter and weekly pupil briefing highlights examples of our pupils demonstrating each of these values, and we encourage all of our pupils to embody each of these values in everything they do.*



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## Care and Achievement Coordinators



Year 7

Mrs F McDonough  
07980 702715  
fmcdonough@woldgate.net



Year 8

Mrs H Cross  
07790 987131  
hcross@woldgate.net



Year 9

Mrs L Cavanagh  
07790 987139  
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Year 10

Mr M Joseph  
07790 987142  
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Year 11

Mrs S Clark  
07790 987009  
sclark@woldgate.net



Sixth Form

Mrs E Fairhurst  
07790 987137  
efairhurst@woldgate.net



Deputy Designated  
Safeguarding Lead

Mrs C Wright  
07790 987007  
cwright@woldgate.net



Attendance  
Officer

Mrs R O'Brien  
01759 302395 Option 1  
robrien@woldgate.net



Inclusion  
Manager

Miss Parkin  
gparkin@woldgate.net