
WHAT'S THE LATEST FROM ST BEDE'S?

Back in business at Bede's

It has been a very busy couple of weeks since our last blog. Our new students are all settled in now. We are about to get our extra-curricular programme back up and running. The kitchen redevelopment is now complete and the food is as amazing as ever! We've had held three open evening nights including two for our partner primaries. Lessons are all up and running too and it's only 5 weeks into the new term! In this edition of the blog you can read about how our new students have settled in as well as other interesting stories from our departments. As always, keep up to date with our latest news via the school Twitter page (@stbedes1957).

Year 7s officially welcomed to St Bede's

Mr Cox offered this wonderful speech and prayer to our new Year 7s on their welcome day two weeks ago. He said:

"It is my pleasure to stand here today in front of you on this day of welcome, year 7.

You have been in St Bede's now for over two weeks and I am happy to see how well you have all settled into school life. As I walk around the yard and observe you in lessons I can see how hard you are working and starting to make new friendships. Some of these will last your whole lives.



The transition from primary to secondary school is always a demanding time – making new friends, finding your way around, trying to learn new teachers' names, getting the school bus – you have handled all of these challenges well and should be proud of yourselves.

We find ourselves in strange times in school – one-way systems, staggered lunches, face masks – all of these you have adapted to quickly and without complaint. I am so pleased to see you all smiling as you go about your school day and moving between your lessons.

Secondary school is a period of your life when you change from being a child to a young adult. The time you spend at St Bede's will shape the rest of your life. I can look back now at my time in secondary school and remember key moments and people that made me the person I am today.

Whilst you are here you will learn lots of things about the wonderful world we live in – the different languages people speak, the way the mountains formed, the way that planets move in the sky and countless other exciting things.

Equally important though are the values you will develop – trustworthiness, courage, kindness, empathy and a desire to go out and change the world around you.

I know you will all achieve wonderful things during your time here and it is my pleasure to be your pastoral leader.

So, let me extend you all a warm welcome to St Bede's, I hope you have had a fantastic day today and have many more to come. Please remember we are all in this journey together and we are all here to help one another. Don't be afraid to ask for help when needed, and make sure you help others when they need it from you".

RE teacher goes global

Over the holiday, Mrs Glover was involved in Global Teacher training sessions which she explains below:

"I virtually attended the Global Teachers Award training with a group of colleagues from our local area. As a group, we participated in a variety of workshops, discussions, reading tasks, written tasks and experimented with embedding learned techniques and concepts into our teaching practice. We explored questions such as "What is education for?" and critically reflected on why we teach what we teach. I particularly enjoyed the opportunity to collaborate with colleagues and refresh my understanding of the importance of teaching global skills to our pupils, enabling them to become creative and critical thinkers with an understanding of our commonality".

We wish Mrs Glover all the best on her upcoming maternity leave.



Where have our Year 11s gone?

Mrs Turpin does a fantastic job as our careers education information advice and guidance (CEIAG) coordinator. Yet again 100% of our students have moved on to an apprenticeship, employment, college or other educational setting. Mrs Turpin said, "I am very happy to announce that even through all the issues our leavers had to contend with they have all managed to secure a place at college or an apprenticeship. Congratulations and good luck to them all for a successful and happy future".

Below you can see the range of destinations our students have moved on to this year. We are really proud and believe this reflects the great CEIAG they receive.

DESTINATION
APPRENTICESHIPS
WINSTANLEY
RUNSHAW *
SOUTHPORT
WEST LANCS *
CITY OF LIVERPOOL
LIPA
SJR
HUGH BAIRD
KGV
ORMSKIRK SCHOOL *
MYERSCOUGH COLLEGE*
ITALIA CONTA
WIGAN AND LEIGH
CRONTON COLLEGE
CENTRE POINTE DANCE SCHOOL
CARMEL
ST HELENS
DAVID CAMPBELL SOCCER SCHOOL
TRANMERE SOCCER ACADEMY
EVERTON COLLEGE
CARDINAL NEWMAN *

What do our Year 7s think of St Bede's?

Last week Mr Denton and Mr Holt met with a random group of Year 7 students for the first Headteacher's Breakfast of the year. Mr Denton has these events to get the thoughts of students in school. Sitting socially distantly, enjoying toast and juice, here's what the students had to say:

What has been your experience of St Bede's so far?

- 'We have been made very welcome'
- 'Staff have been very helpful'
- 'It has felt like a second home'
- 'They enjoyed the Yr 7 Day of Welcome'
- 'Some of the older people have made the effort to speak to new Year 7s. Some of the other years keep their distance'
- 'Meeting new people making new friends in class'

How are you finding the work in your classes?

- 'The work is a combination of Year 6 and 7'
- 'The work has had the right level of challenge'
- 'It has been good to learn new topics'
- 'More fun and interesting than year 6. In more depth and challenging'

Do you feel safe around school?

- 'People are wearing masks and using sanitizers'
- 'We feel safe in school and school is doing all the things in the Covid situation'

Would you recommend St Bede's to Year 6 or 5?

- Score 8-10 out of 10.

A prayer for our Year 7's

Dear Lord

Be with us during our journey at St Bede's

Fill our hearts with joy

Fill our minds with learning

Fill our classrooms with peace

Fill our lessons with fun

Fill our friendships with kindness

Fill our school with love

Amen

Laudato Si Winners

Laudato Si Global Student Leadership Award – Sustainable Development Goals

Our school vision statement says “We are striving to create a world class Catholic education that encourages our students to want to make the world a better place”.



For the past two years, St Bede’s has been working closely with Liverpool World Centre on projects helping to embed the Sustainable Development Goals into the school curriculum and empower their young people to have a voice on issues around sustainability.

St Bede’s in partnership with LWC has developed a leadership programme. The aim of the programme is to educate and inform the school and the community of the UN SDGs. It also seeks to encourage and facilitate student leadership development with a focus on the sustainability and the environment.

Between September 2019 and July 2020 Evie Maher has earned 120 LSGSLA Class Chart points and Noah Marston-Yim has earned 105 LSGSLA Class Chart points. Congratulations to the both of them.



Evie has been presented with a LSGSLA Award. The LSGSLA Logo was designed by Amber Wells, the 3D image was created by Mrs Morris and the frame was made by Mr Gibson. The frame has been fashioned out of recycled Teak hard wood from tropical rainforests that existed over 70 years ago.

What does Laudato Si' mean?

Laudato Si' is the name of Pope Francis' letter on the environment.

The phrase means "praise be to you" and the title is taken from a canticle (or hymn) written by St Francis of Assisi. St Francis, whose name the Pope chose when he was installed as Pope, is the patron saint of the environment.

Encyclicals offer Catholics guidance from the Pope concerning issues which affect the lives and beliefs of Catholics. In this particular letter, the Pope is not just writing to Catholics, but to everyone who lives on Earth because it is our common home.

How to earn LSGSLA Class Chart points

Couch award 5 Class Chart points

for all pupils who study of the SDGs that are connected to the subject curriculum

Home and School Award 10 Class Chart points

- Completing extra subject related tasks that explore the Sustainable Development Goals

These can be accessed via Class Charts each half term. Once you complete one of the LSGSLA tasks hand into your class teacher.

- Take part in an educational residential school trip
- For membership of extra-curricular groups for example:

Sports leaders	Science groups	Faith in Action
Music groups / Choirs	Literacy leaders	ROAR
Year 11 Prefect	DT club	Art Club
MFL clubs	Eucharistic Ministers	

Community Award 15 Class Chart points

For example:

- School Sports teams who compete against outside teams
- Membership of a school group, team, choir and are recipient of the Home and School Award- +plus contribution to several community events
- Participation on a residential school trip and are recipient of the Home and School Award - + plus publicising their experience via Blog, local media, Q Local, newsletters etc.
- Membership of a school group that contributes to the community eg Duke of Edinburgh Award
- DT club who are recipient of the receive the Home and School Award- + plus several contributions to other events' community points
- Year 11 who are recipient of the Prefects Home and School Award – +plus involvement in several community activities or events
- Sports leaders who are recipient of the Home and school Award - +plus some community events, e.g primary sports events

Global Award 20 Class Chart points

- Senior Students Global Award – + Plus Leading a whole school initiative can earn additional Global CC points
- Dream Team Global Award

If you are talking to your children about the environment, their mental health and their community, this is a great resource. You can see a summary of the key messages from Laudato Si here:

<https://www.youtube.com/watch?v=o3Lz7dmn1eM>.

Another milestone for Josh Tobin

ANOTHER TAEKWONDO MILESTONE FOR GB's JOSHUA TOBIN !

On the 19th September Joshua successfully passed his 3rd Dan black belt grading in Taekwondo, the sport he has loved since the tender age of six years old!

Attaining this grade at just 14 years old is a massive accolade and he became the youngest member of his Taekwondo club, Gajok Taekwondo Academy, to have accomplished this to date. Added to this, the fact that he had a fractured wrist sustained from training a few weeks earlier makes the achievement even more outstanding.

This milestone is just one of many goals achieved by Joshua in his Taekwondo journey so far. What started off as a hobby for some fun, turned into a passion for Joshua and it soon became apparent that he had a natural ability for both the Poomsae (pattern) and Kyrougi (sparring) side of the discipline. Whilst it seems like a lifetime ago with all that's gone on in the world since, it was only back in April 2019 that he became double gold European Cadet Champion, at the European Championships held in Turkey.

Since then he has been talent spotted for his sparring ability and has been enrolled in the GB Development Squad at the state of the art Ten Acres Sports Complex in Manchester where he trains on a fortnightly basis with the rest of the GB squad. The norm for enrolment into this academies development programme is a rigorous selection process held every summer, called 'Fighting Chance' where thousands of athletes from various martial arts disciplines face off against each other. Joshua's selection however, came about from being scouted during the 2019 British National Championships, an event in which he became National Champion in his weight category. This GB selection was classed as unprecedented and an exception to the rule by the selection panel themselves and is testament to his natural ability.

Whilst the recent lockdown threw every body's life up in the air, Joshua focused on the positives, thus keeping his fitness and training up to date with numerous club Zoom sessions, GB training sessions and remote strength and conditioning classes. If anything, Joshua has emerged on the other side stronger than before.

Joshua is looking forward to re-commencing his training at GB headquarters next month and more importantly, the prospect of getting back on the mats and representing his country once more!!!

Photo: Joshua being presented with his 3rd Dan UTA Promotion Certificate by Head of UTA Grand Master Tong Wan Shin 9th Dan.



More students enjoy food and nutrition at school and home

Pupils in KS3 had a range of activities that they could choose from. Here are some pieces that pupils submitted: Kelsey Walker carried out research on key nutrients we look at in KS3 and gave examples of foods that we could eat for a balanced diet

Why do we need different types of nutrients ?				
<p>Proteins</p> <ul style="list-style-type: none"> • Eggs • Beans • Fish • All meats • Greek Yogurt 	<p>Carbohydrates</p> <ul style="list-style-type: none"> • Bread • Pasta • Rice • Potatoes • Porridge 	<p>Vitamins</p> <ul style="list-style-type: none"> • Seeds • Peas • Spinach • Nuts • Oranges 	<p>Mineral</p> <ul style="list-style-type: none"> • Lentils • Cheese • Mushrooms • Bananas • yogurts 	<p>Fats</p> <ul style="list-style-type: none"> • Avocados • Olive oil • Coconut oil • Peanut butter • Oily fish
Protein helps our body build and repair muscles, skin, blood, cartilage and is an important building block for our bones.	Our main source of energy comes from Carbohydrates, This helps fuel our brain, central nervous system and vital organs.	Our body needs vitamins as it's essential that we can produce healthy red blood cells.	To function properly we need minerals which play a very crucial role in a strong immune system, bones and help us from being tired.	We need fats as it absorbs vitamins, protects our organs, keeps us warm and builds cell membrane to protect our cells.

Conor Kelly reviewed a cooking programme and explained why he thought this was a good watch.

I watched Gordon Ramsey's kitchen nightmares.

I like this programme because it is interesting and eventful. Also I like seeing the progress that the restaurants make through the episode. I would recommend it to people that want to open a restaurant of their own, I think this because he talks about what improvements the restaurant should make.

He also made quesadillas. Here he is in action:



Hannah Dykes has made an evening meal, with an accompaniment. This was also a gritty curriculum challenge task.



Aimee Coy designed how her items would look for her take-away meal project.



Hannah continued to practise her baking skills at home and we have some great action shots of her decorating her sponge cake.



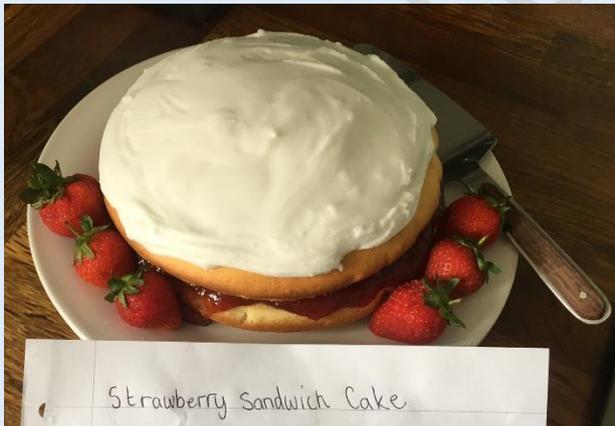
Sophie made unicorn biscuits, following a recipe from BBC Good Food. This was the making activity for the project she was working on at home.



Josh Mann was very busy in the kitchen before we finished for the summer holiday. Here are the things he produced:

Afternoon Fayre

Family meal



Afternoon Tea



Niall Carroll made a lockdown lunch and he referred to allergens that would be evident in this meal

Lockdown Lunch



Lunch includes:

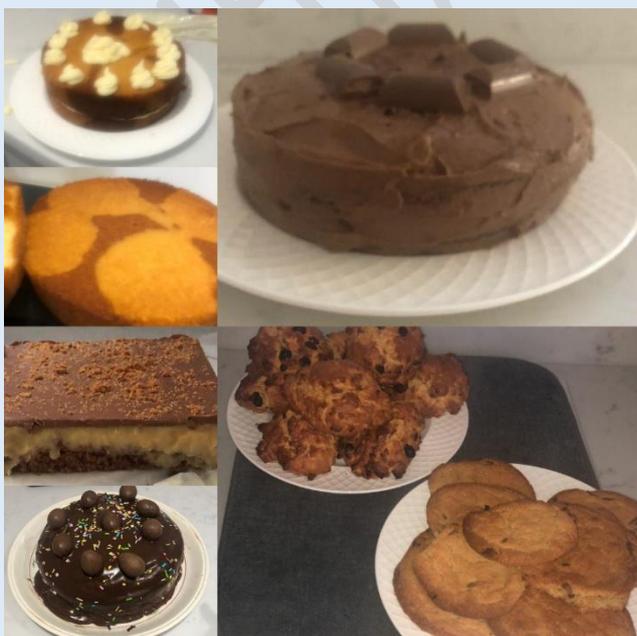
Cheese & Tomato Sandwich
 Allergens: Milk
 Gluten
 Barley
 Soya
 Suitable for vegetarian

Fromage Frais
 Allergens: Milk
 Suitable for vegetarian

Fruit Jar

Niall Carroll

Emily Taylor kept up with her baking skills and she has made a variety of cakes in lockdown.



Ruby O'Brien was busy practising her decorating technique in the summer holiday and made a cake for her birthday, an anniversary and a family birthday. I think you will agree they are fabulous creations.



Emily Murphy kept herself busy by making a chocolate, vanilla and strawberry sponge cake.



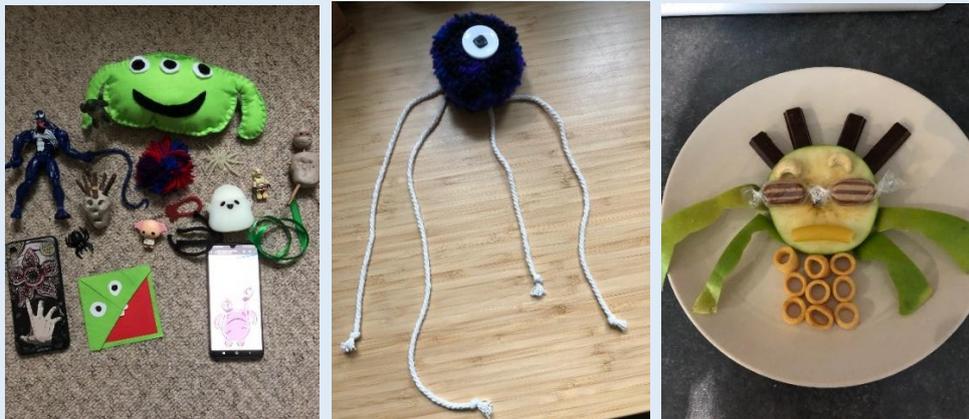
Lucy McCluskey worked on her monster creation for her mini work



Erin Rose-Barker has made a food product and modelled her monster creation



Flynn Sinclair also worked on his monster creations: modelling, food product and textiles are demonstrated here



Rose Jackson has also created a monster creation



Lucy Currie in Year 11 carried out research about Afternoon Tea and made a version herself.

A simple menu for afternoon tea at home

Scones - A plain scone packed with clotted cream and strawberry/raspberry jam

Cakes - A simple vanilla mini cupcake with a chocolate buttercream.

Confectionary - Vanilla macarons & chocolate chip cookies/chocolate and oatmeal cookies

Drinks - A traditional cup of tea, prepared with tea leaves, a jug of milk and tub of sugar.

My own image from an afternoon tea I prepared

A photograph of a traditional afternoon tea set. It includes a teapot, two cups of tea on saucers, and a plate of scones and cookies.

Ellen Charlampowicz carried out some of the summer activities to help her prepare for Food Technology in Year 7. Here is an example of her work, showing ways of modifying a recipe, for when a different ingredient was used. This also was a task to be carried out independently.

First, I got my mum to help me get the Magi mix blade out of the cupboard and then carefully placed it in, then I grated the carrot. I then weighed the rest of the ingredients with a digital scale. (I chose to make a carrot cake).

Then I mixed all the ingredients except the carrots and oil, after I had mixed it, I added the carrots and oil. Then I proceeded to spoon the mixture in to the cake tin.

I put the cake into the oven for 1hr and 15mins at 180° fan, making sure I put a skewer in so I knew it was cooked

I made sure I washed up while it was baking in the oven.

This is the end result it didn't last very long!

New term – September 2020

Pupils in Year 8 have developed and made their own pasta salad. This has been carried out at home, with adult supervision. Here we have some examples, which look colourful and nutritious.





Saucepan		100g pasta	
Wooden Spoon		1/2 cucumber	
Colander		100g cherry tomatoes	
Knife		60g feta cheese	
Measuring Spoon		Handful of olives	
Weighing Scale		Salt and pepper	
Cup		1 tbs lemon juice & 1 tbs olive oil for dressing	

Time	Method - what will you do?
10 minutes	Weigh the pasta. Put it in a pan of boiling water and cook for 8-10 minutes (check the packet instructions)
10 minutes	While the pasta is cooking, prepare the other ingredients. Cube the cucumber Halve the tomatoes Halve the olives Cube the feta cheese Whisk together the lemon juice and olive oil with a fork
5 minutes	Drain the boiling hot water away from the pasta into a colander in the sink. Cool the pasta by rinsing it under a cold tap for a few moments. Drain well.
5 minutes	Place the pasta in the serving dish and stir in 1/2 of the dressing Layer the vegetables on top of the pasta and pour over the remaining dressing Crumble the cheese over the top and add the basil leaf for garnish.

Year 9 have been developing a Ragu dish, which they have made and presented at home. This was with adult supervision. They look colourful and appetising.





First I boiled my pasta on a low heat



Next I diced my onion and a clove of garlic

Then I added my onions to a pan with oil to soften for 2 minutes



To the pan, I contributed peeled tomatoes, tomato purée and the garlic

For more flavour, I used chilli powder



When my pasta was ready, I drained it in a sift

To top off my dish, I grated some Parmesan cheese



BON' APPÉTIT

Year 10 have been learning about macro nutrients. Here are some examples of the dishes they created, with the following nutrients present: fat, protein and carbohydrates.





MFL News

Last Friday, we celebrated European Day of Languages! We had French and German menus in the canteen, all of our linguists wore special wristbands, Mr Denton spoke to the staff in Italian and Ms Harris greeted us all in French. We also discovered that lots of other teachers are multi-lingual too! In lessons pupils had taster lessons of Russian, Italian and Japanese.





Above are some photos of pupils showing off their wrist bands and getting to grips with some Japanese writing in years 8 and 9!

Year 8 and year 10/11 Germanists

Fancy entering a competition to win cash prizes? Read below, and contact your German teacher for further information!

The topics this year are all based around the theme of the alps, and it is being run by the **OXFORD GERMAN NETWORK**

Or follow this link: www.ogn.ox.ac.uk/content/oxford-german-olympiad-2021



Calling ALL linguists

See if you can sign up to one of the vocabulary and grammar learning websites suggested below. These can be downloaded as apps to use on portable devices, and are very popular, as learners can set their own recommended learning time per day (say 5 minutes). Every half term, new topics will be added in to these classes.

Regular practice really will improve your understanding and vocabulary, will improve pronunciation, listening and spelling!

acquisition of

Year 7 French Quizlet www.quizlet.com/join/pc98rBkCm

Year 8 German Quizlet www.quizlet.com/join/C54twK625

Year 9 French Quizlet www.quizlet.com/join/HGuFNyCrU



Quizlet

If you are unable to log on, email us so we can assist you. If you are below the age of 13 you will require parental permission to set up an account on Quizlet.

This website is also excellent for adults wanting to learn a new language, or to brush up on existing language skills!



FOR GCSE PUPILS ONLY, Seneca Learning offers very in depth home learning /revision which is closely linked to the two GCSE text books we use for French and German, and pupils can compete with peers online!
See below for your class codes. There are links to MEMRISE, too.

Year 10 and 11

French

www.memrise.com/group/425815/

www.senecalearning.com Year 10 French Class Code: t0sngxxhzo

www.senecalearning.com Year 11 French Class Code: 1uyx6e0t91

German

[www.memrise.com /group/425816/](http://www.memrise.com/group/425816/)

www.senecalearning.com Year 10/11 German Class Code: 70edc9k0qr

FOR ALL PUPILS:

www.atantot.com (lots of games)

username: bede1 password: 9938

www.language-gym.com (grammar exercises)

Art news

Year 7

Year 7 have been working extremely hard on their Self Portraits. They have made a great start I'm sure you'll agree!





Faith

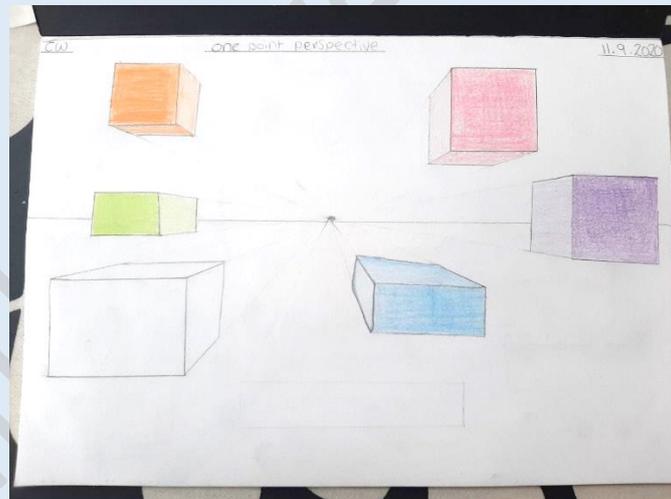
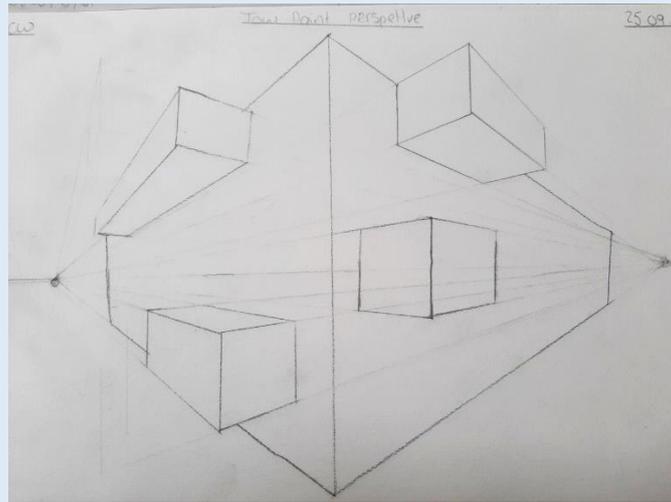
Year 8

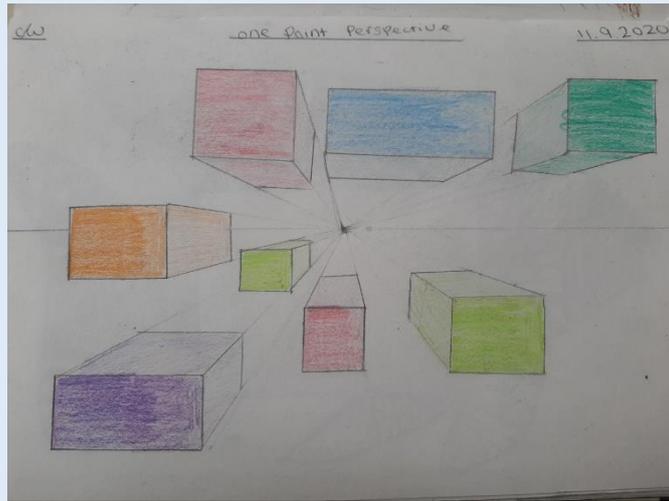


Year 8 have been drawing cakes from observation this week. They have developed skills when using oil pastels trying hard to mix and blend their colours. We have taken

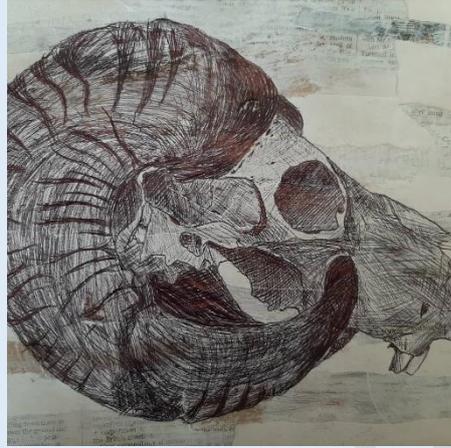
Year 9

Year 9 have been learning about one point and two-point perspective. We've been drawing lots of boxes and landscapes.





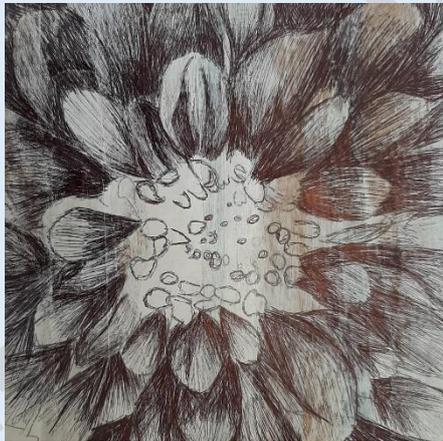
Year 10



Faith, Love, Hope



Year 10 have been working extremely hard on their pen and ink drawings. Here are just a few of the high-quality tonal drawings. Excellent use of mark making yr10!



Are you interested in blogging?

Are you interested in Art?

If so we have an exciting opportunity for you!

We have teamed up with Jenny Yarnell from Outline Arts. She is giving pupils from St Bede's the opportunity to write for her blog.

The brief

Write 250-440 words on any aspect of art you are passionate about.

For example:

You could write about the artwork surrounding the BLM or coronavirus... Perhaps you've been to an exhibition recently or taken part in an art webinar.



Check out Jenny's [blog](#)

Send your work to Mrs Mitchell or Miss Ferries for us to proof read before we send it. If you'd like some help, pop up to the art room on a Thursday lunch. We can't wait to read your submissions!

Subscribe to my channel on You Tube for the latest Art tutorials



https://www.youtube.com/channel/UCo07Ud4dD5e0_25eWt7Jl62nd0t_00

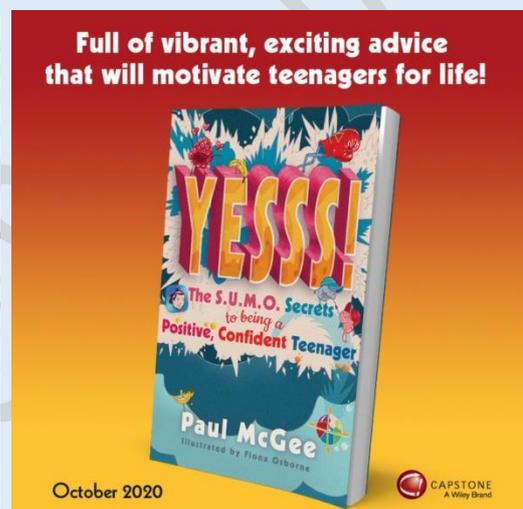
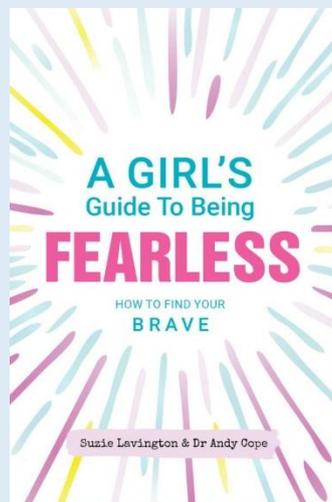
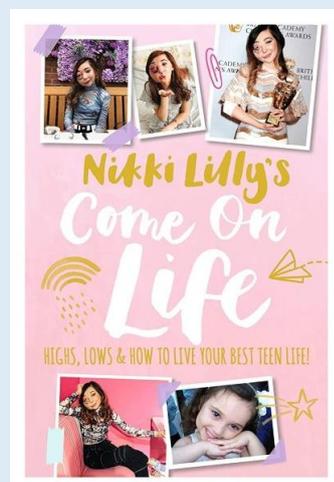


GCSE ART Club

Tuesday, Wednesday, Thursday, Friday

Lunch and after school With Mrs Mitchell and Miss Byrom

Recommended Read



Recommended watch

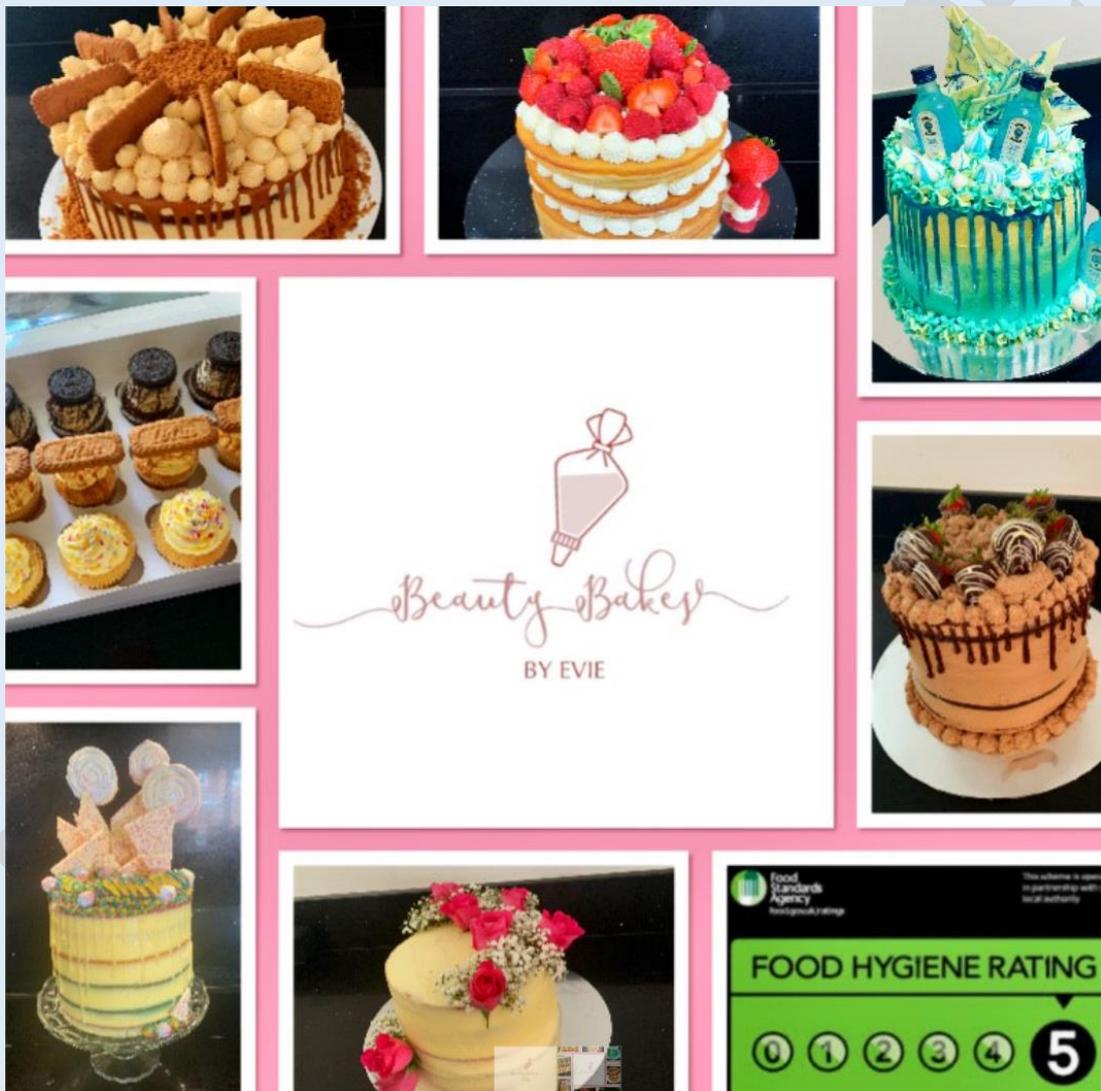
Grayson Perry's Big American BBC iPlayer McQueen

Road Trip E4



Entrepreneurial Evie can create your dream cakes!

Evie Maher came to visit me this week with some incredible cakes. They all had a Halloween design. Our fantastic office team were the chief tasters and they were all very impressed. I even managed to sneak three home for my children who devoured them in all of 10 seconds. Evie explained her new enterprise to me; "I started baking a few years ago but during lockdown I tried new recipes and started baking for family and friends. They encouraged me to go further and I launched Beauty Bakes by Evie in August. I have passed 2 online exams in food hygiene and allergens and I was inspected by the Environmental Health Officer from West Lancs council who awarded me the maximum Food Hygiene Rating of 5 (very good) and I am also fully insured. I manage all of the orders and ingredient buying and I am always looking at new products. I have recently advertised some new bakes for Halloween".



I have a Facebook and Instagram page and I am baking several times a week for local parties and events and I am also supplying a café in Ormskirk.

I would offer anyone at St Bede's special school rates.

Please follow me on Facebook and Instagram @BeautyBakesByEvie

St Bede's students create an anthem for the environment

Background

Towards the end of 2019 I was approached by Liverpool World Centre to work with St. Bede's school in Ormskirk near Liverpool to create a piece of music, an 'anthem' to be performed by the school choir, the work to be an expression of students' thoughts and feelings about climate change and wider environmental issues, and also (coming from the school's Catholic faith ethos), making reference to the 2015 papal encyclical *Laudato Si'* – 'on the care of our common home'.

Let us sing as we go. May our struggles and our concern for this planet never take away the joy of our hope.

from *Laudato Si'*. Pope Francis

Essential to the overall project was that it should give prominence to the voices of the young people involved and, following discussions with LWC and the school, a process was agreed involving an initial session with a geography study group to discuss themes, to be followed by more extended work with a GCSE music exam group devising text and music, this leading to my finishing the composition for rehearsal with the choir.

Working in the school

The first engagement was an afternoon session with fifteen year 8 students who had recently worked on a climate change module. We talked about the anthem project and how we might articulate issues within a piece of music and, from this, working in smaller groups, the focus of the session was on identifying common awareness and concerns, and encouraging thinking and discussion about hopes for the future.

Very quickly it became clear that these young people had a strong awareness of issues of climate change but I was also struck by how bleak the situation appeared to them. There were genuine, visceral fears: of ocean rise, of destruction of habitat, the extinction of animals, and, whilst they had good awareness of policies such as reducing emissions and replacing/recycling plastics, several of the students expressed a sense of powerlessness to effect significant change. To the question, 'what can we do about the situation?', one student replied with a despairing, 'I don't know, what can we do?'

Having the aim of producing a piece of artistic work as an outcome allows us to focus these sorts of feelings in a positive way. Young people understand clearly that a song can express loss and hurt, and that through articulating feelings one gains a degree of power and control. In this case, we were able to focus discussion and writing on articulating more precisely what, and why, we would miss about certain things ('why do we care about deforestation? Why do we care about animals becoming extinct?'), and how we might also express something positive about the future.

Working in smaller teams the students engaged beautifully with the process, expressing wonderful sense of concern for natural environment and, if not solutions, then a strong sense that there is a need for change.

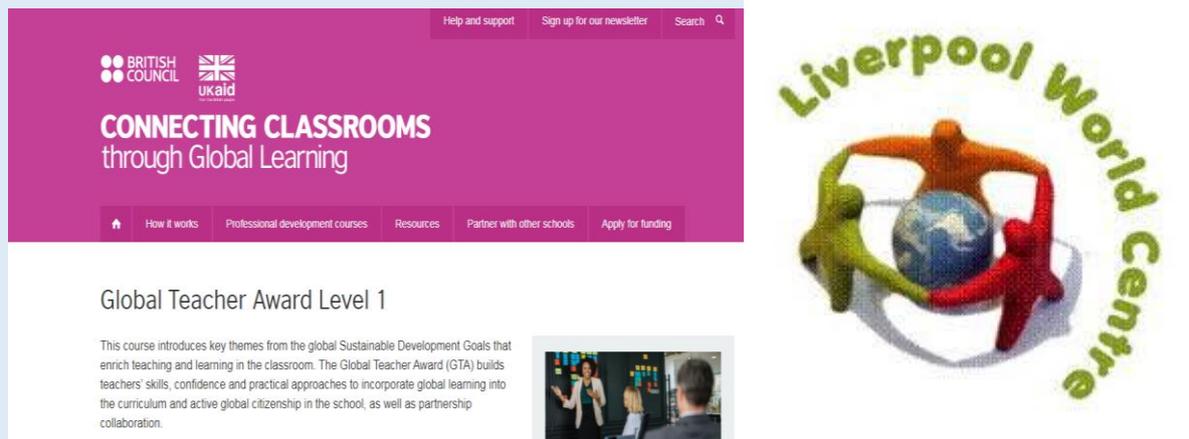
At the end of the session I have 20 sheets of paper crammed with lists of hopes and fears...

I fear the loss of our planet's beauty and nature, for it is what makes our planet different from any other bare piece of land.

The future I hope for has blue skies and clean air.

The future I hope for... I hope that we can fix this mess.

Global Teacher Award Training



The image shows a screenshot of the Global Teacher Award Level 1 training page. The page features a purple header with the British Council and UKaid logos, and the text "CONNECTING CLASSROOMS through Global Learning". Below the header, there are navigation links: "How it works", "Professional development courses", "Resources", "Partner with other schools", and "Apply for funding". The main content area is titled "Global Teacher Award Level 1" and includes a description of the course. To the right of the text is a small image of a classroom. To the right of the screenshot is the Liverpool World Centre logo, which features a globe surrounded by four stylized human figures in green, orange, red, and blue, with the text "Liverpool World Centre" curved around them.

Mrs Gallagher, Mrs Glover, Mr Holt, Frau Williams and Madam Williams have been trained for the Global Teachers Award Level 1. The training was led by Liverpool World Centre.

Message from Mrs Glover.

During the summer I virtually attended the Global Teachers Award training with a group of colleagues from our local area. As a group, we participated in a variety of workshops, discussions, reading tasks, written tasks and experimented with embedding learned techniques and concepts into our teaching practice. We explored questions such as "What is education for?" and critically reflected on why we teach what we teach. I particularly enjoyed the opportunity to collaborate with colleagues and refresh my understanding of the importance of teaching global skills to our pupils, enabling them to become creative and critical thinkers with an understanding of our commonality.

I appreciated having the opportunity to participate in the Global teacher training sessions, and meeting people from other schools. The whole MFL department undertook this training, which I think will really help to strengthen us as a team in our understanding of sustainable development goals, and in our delivery of the themes which we feel we can most embrace in MFL.

The course required us to plan and deliver a lesson to a class of our choice. Upon successful completion, we will be accredited with a Global Teacher Level one award.

As a department, we hope to continue to do more research on resources available, to collaborate with other departments in school, and to measure the impact of this type of teaching during pupil citizenship discussions and in other subjects.

To keep up to date with current issues/news/situations.

To investigate visiting a school where Global Learning is very much part of the fabric'.

Mrs Gallagher

Student responses from workshop

A few weeks later I began work with the music group, fourteen GCSE students who are now tasked with helping me make a piece of music from the ideas from the first session and to contribute their own thoughts and emotions into the construction of the anthem.

I shared the responses from the previous session and we discussed ways of approaching the project; how to write a lyric about a theme, finding an appropriate tone and musical style to express something serious. Inevitably much of the discussion was about purely musical matters; chords and melody, fast or slow, major or minor- it often the case that musicians (even 14-year old musicians) are uncomfortable dealing directly with ideas and words – that is why they do music! But we did have interesting discussions about the idea of negative and positive. Everyone understood that it is possible to write a song that is mostly bleak, that is sad and about loss or fear, but there was a clearer sense from the group that, for this piece, there should be something positive as well. Again, the strong consensus within the group was that we did not need to talk about specific solutions (no-one wants to write a song about recycling!) but that it was important to express hope, and the sense that young people were demanding that something be done.

We are the children of the earth

We have a song in our hearts

Things are not right with the world,

We think its time for a change.

lyric from the project

Reflecting now on this work, I am struck by two things -

In asking young people to engage with global issues that raise the possibility of catastrophic change to their own worlds, we need to be sensitive to the fact that these issues can be disturbing and lead to a damaging fear for the future.

And I am reminded how music, and artistic work more generally, offers a positive space, somewhere that can deal with fear and loss, and offers ways of expressing hope.

Postscript

Between the last of the music workshops and what was to have been the first session with the choir, schools closed.

By the time I finished the writing in May we were in Covid lockdown and I was working at home, not knowing if or when the work would be fully realised. As I write, we are still waiting to see how it will be possible for the choir to work together again.

For several weeks the streets were empty of traffic, the sky was clear blue and the air felt clean. How this might affect the final work, or maybe even the world, I cannot say.
Jonathan Raisin July 2020

Let us know your news!

If you are involved in any exciting activities over the summer or you have stories of St Bede's from years gone by please contact school and we can celebrate this in our fortnightly blog. Also if you have a relative or friend who you would like our school community to pray for let us know via admin@sbchs.co.uk.

God bless,

Mr P Denton, Headteacher

Faith, Love & Hope