

# The Eagle



Culcheth High School

Issue 86 – March 2019

Dear Parents/Carers

In this month's newsletter, I am appealing to all parents and carers of our young people as the Headteacher of Culcheth High School and as a father of two boys aged 14 and 11. As a Dad, I see the effects of social media and 'screen time' first hand and the effects that this has, at times, on our family dynamic.

As Headteacher of Culcheth High School, I see the same effects amplified every day of every week within the school community. Young people are progressively conducting their lives online and it is increasingly apparent that schools alone cannot protect children and young people from all online risks.

School staff increasingly have to deal with the 'fall out' from social media interactions that have happened outside of school and beyond our control but are brought in to school, particularly on a Monday morning or after a school holiday when students have had extended use of social media and much more screen time than usual.

We have a clear school policy on mobile phones in school; they should not be out or used during the school day. There is a clear rationale for this that stops students using phones so they do not disrupt the learning of others, it ensures that they are not distracted themselves and it stops the temptation to engage in inappropriate conduct that may involve their phone including filming, taking pictures and online activity.

There has been much research conducted regarding young people's use of social media and the amount of screen time that young people engage in. Although it is not yet conclusive, it does shine a light on the effects of these behaviours on mental health and the physical health of young people.

Concern is also growing in government and medical circles about the effect of "recreational" screen use on children's ability to learn and acquire knowledge. A study published in the *Lancet Child & Adolescent Health*, based on a survey of children in the US, found higher levels of cognition in children whose "recreational screen time" was less than two hours a day. A separate US study of people aged 18 to 24 found last year that 41% of social media users thought it made them feel sad, anxious, or depressed. A report for Ofcom last year found that children aged between five and 15 in Britain spent an average of 15 hours a week online and half of 12-year-olds had a social media profile. A report last year by the Education Policy Institute found a link between social media use and mental health issues. It cited figures showing that while 12% of children who spent no time on social media had symptoms of mental ill health, the figure rose to 27% for those who were on the sites for more than three hours a day.

The NSPCC said although the amount of time online has an effect it was the content children were exposed to that mattered, rather than the time they spent online. It is campaigning for the government to introduce statutory regulation of social networks to keep children safe, it said. "Whether a child is online for five minutes or five hours, they should be protected from harmful or inappropriate content and behaviour. Parents can help their children by remembering 'TEAM; Talk to your child about online safety, Explore their online world together, Agree what's OK and what's not, Manage privacy settings and controls.' The internet is amazing but it moves so quickly that it's no wonder we all have questions about it."

The Royal College of Paediatrics and Child Health has produced the first guidance for parents on how long children should spend on their laptops and phones. They emphasise the importance of each family deciding on what is best for its own members. They do suggest all children would benefit from switching off the screen an hour before they go to bed to help them sleep.

The college suggests families ask a series of questions to decide whether their children are spending too long at computers and on phones:

- Is your family's screen time under control?
- Does screen use interfere with what your family want to do?
- Does screen use interfere with sleep?
- Are you able to control snacking during screen time use?

As Headteacher and as a Dad, I would ask one more question:  
Do you really know what your child/children are doing online?

In school, we have to clear the diary of a team of staff, to deal with social media fall-out issues on a Monday morning. These issues are caused by online behaviours by our students when they are at home or out with friends and parents over the weekend, ultimately whilst in the care of parents and carers.

As a school, we teach students about online safety in Computing lessons, through the Personal Development curriculum and in a range of extra-curricular activities including the recent Safer-Internet Day. We have a wealth of information and support on our school website for parents, carers and students in the Care, Support & Guidance section.

Young people are increasingly conducting their lives online and it is increasingly apparent that schools alone cannot protect children and young people from all online risks. It is incumbent on us all as parents to ensure that we know what our children are doing online and the impact of their screen time and social media use is having on our own children and others.

I am a Dad, myself; I understand the difficulties and how convenient it is to allow my children to play on their Xbox for a few hours whilst I do other things. I also see, first hand, the effect that prolonged screen time use has on my children and the resulting impact on our family dynamic.

It is only when we work together and ensure that we understand that is all of our responsibility to educate our children about the impact of their social media use and screen time usage, will we start to see a better informed community and a safer approach to the use of social media and screen time. If you need any further support or guidance, then please visit our school website or go to [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for more information.



## Key School Dates

28<sup>th</sup> March 2019  
**Year 9 Parents' Evening (A Side)**

4<sup>th</sup> April 2019  
**Year 9 Parents' Evening (B Side)**

5<sup>th</sup> April 2019  
**Last day of Spring Term**

23<sup>rd</sup> April 2019  
**Summer Term Commences**

2<sup>nd</sup> May 2019  
**Year 7 Parents' Evening (A Side)**

9<sup>th</sup> May 2019  
**Year 7 Parents' Evening (B Side)**

## Monday Week 2

11<sup>th</sup> March 2019

25<sup>th</sup> March 2019

20<sup>th</sup> May 2019

10<sup>th</sup> June 2019

## Publication Dates

3<sup>rd</sup> May 2019

7<sup>th</sup> June 2019

12<sup>th</sup> July 2019

## Ski Visit to Grandvalira, Andorra

The February half-term holiday saw us make our fourth venture to Andorra, and once again we had an absolutely fantastic time! 46 students were joined by Mr Welsford, Mr Dugdale, Miss Longden, Miss Shawcross and Miss Flaherty for a week of fabulous skiing and apres-ski activities – what more could we ask for?

We arrived in resort early on Sunday afternoon and checked into our hotel, to find that it had been refurbished since last year's visit, which was a rather nice surprise. We soon headed off to the ski hire shop to collect our gear for the week, before returning for our dinner and a rather welcome bed.

We woke on Monday morning to a cloudless sky and slopes in tip-top condition, so everything was set for a great start to our week. Mile after mile of wide, perfectly

prepared slopes provided great skiing for all abilities, and we had a fantastic first day. We finished off Monday with a trip to the bowling alley, where Sian Shaw proved that she was top striker on both the bowling pins and the punch-bag in the arcade!

The remainder of the week brought similarly wonderful conditions, and I can genuinely say that we didn't see a single cloud all week. Under the watchful eyes of our ski instructors, our skills progressed on a daily basis, and the improvement in some students' skiing really had to be seen to be believed. By Friday, students who had never before skied had become very comfortable with much of what the mountain had to offer, and when the apres-ski spa, disco and shopping nights had also been factored in, almost everyone had had an absolutely fantastic time.

Despite an overturned truck causing us a sizable delay on our return journey, we were all back in Culcheth safe and sound just after 9.00pm on Saturday night, more than ready for a relaxing day of rest and recovery on Sunday! I know that many of the students (and staff!) are already longingly looking forward to next year's visit, so those of you who now wish you had joined us, look out for details, which I hope to have available shortly after Easter.



## Big Bang STEM Competition

Congratulations to our Year 9 STEM team Katie Tanner, James Pouncey, Heather Miller, Seth Johnson, Charlotte Davies and James Cooper who won the Sellafeld Local Schools Big Bang Competition on Tuesday 12<sup>th</sup> February.

The competition, held at Sellafeld's Hinton House site, was aimed at Year 9 students to try to encourage their appreciation of STEM subjects and to open their eyes to the possible careers that could result from their study. This full-day event took teams of six students from different schools in the area and required them to work in their team to design and construct a temporary bridge to carry a large piece of equipment across a river, in order to try and win funding to attend the 'Big Bang' event at the NEC, Birmingham in March. Students had to assume a range of roles from different types of engineers to environmental scientist. Sellafeld graduate mentors and engineers were available to offer advice on matters such as further education, work experience and possible career paths, and our students were guided during their practical task towards considering a broad range of aspects such as cost and environmental impacts, not just the performance of their final solution.

Sellafeld staff commented on how enthusiastic, focused and motivated our students were in their task and how they worked together to overcome problems that arose with their design. Each bridge was tested and judged by a number of senior engineers from Sellafeld. Many thanks to Sellafeld Ltd for the opportunity to take part in such a rewarding and interesting event.





## Parking Around School

A note for parents who drive students to school and use the school car park, Withington Avenue and Culcheth Hall Drive. If you drop your child off or collect them from school, please use the drop-off bay in the school car park or, if using Withington Avenue or Culcheth Hall Drive:

- please drive slowly – children are crossing to and from the ginnel
- please park considerately so that driveways are not blocked and grass verges are not damaged.
- Please do not use residents' driveways to turn
- Please do not use the Primary School Car Park

## School Gates

A reminder to all parents/carers that the school gates open at 8am. Students arriving on site before 8am will be unable to enter the school site.

## School Uniform 2018-19

Please be advised that from September 2018, girls socks should be of a length whereby they are unable to wear them above the knee. Knee high socks turned down are not deemed acceptable. A full updated version of the school uniform guidelines is on the school website.

The rest of the school uniform for 2018-19 has not changed in essence, however there are a number of points that parents/carers need to be aware of:

1. The 'School Shoe Guidance' that remains applicable for September 2018 is contained in this newsletter and is available on the school website, along with the 2018-19 uniform statement.
2. Students in Years 7 through to 10 must wear school 'clip-on' ties from September 2018.
3. Year 11 students can still wear their regular ties, however replacement ties are now 'clip-on' ties only, as stock of regular ties has now run out.

## Is Your Revision Effective?

We are now half way through the academic year and with the pressure of impending GCSEs is starting to show. For many students, assessments are a time of anxiety, nerves and fear and revision can begin to feel like it is never ending. However, revision should not be a **bolt-on** activity. It should not be something that is done in addition to classwork and indeed homework. Retrieval of knowledge is something that should be happening all of the time! Fundamentally, if we teach students the most effective strategies of learning, then the traditional view of revision will change. Although we have covered revision before in the Eagle Newsletter, regular reminders are necessary to remind students to work smarter during times of stress and pressure.

Making sure that revision is **effective** in actually helping you to learn and recall the information you need is certainly a challenge. Making better choices about how to 'revise' will ultimately save time and ensure that it is purposeful. Many students simply re-read notes, highlighting key bits of information. Some make flash cards, but then are unsure what the best way to use them is. *What do you do with them once you have created these beautiful pieces of art?*

Research shows that there are some methods of revision that have proven to be far more effective than others. Reduce revision workload by choosing strategies that are proven to be effective and ditch the ones that are not! Try out some of the ideas below now and remember the blue links are clicky – they will give you more information about each strategy to try.

### Advice for your students from @AceThatTest The Learning Scientists

- ⇒ If your teacher provides **practice tests**, or there are **practice questions** in your textbook, make sure to do them – but without looking at your book or notes. Retrieval practice is one of the most powerful tools in your toolkit and most of the time you do not even need to have a pen!
- ⇒ If you don't have practice questions (or you've already answered all of your practice questions a few times), you can **make your own questions**. This process takes a little extra time, but if you create a study group you can each create a few questions and trade. *Here's a blog post that takes you through the process of creating questions from a textbook and practising retrieval:* [Be Your Own Teacher: How to Study a Textbook](#)
- ⇒ You can also **create flashcards**, but make sure that you really use them to practise retrieval (bring to mind what you think is on the other side!) rather than peeking. There are also many apps for this if you prefer to use technology such as Quizlet.
- ⇒ Do make sure to practise retrieving more than just the simple concept definitions you write on your flashcards, though – try linking concepts, or trying to remember how two concepts are similar/different. Here's a great blog post on more advanced flashcard techniques: [Be Your Own Teacher: How to Study with Flashcards](#).
- ⇒ Even simpler than practice questions and flashcards, you can just grab a piece of paper and **write down everything you know on a topic**. All you need is pen and paper – so no excuses!
- ⇒ Start with a blank piece of paper and create a '**memory map**' on a particular topic. Focus on **key themes, key words, sources, quotes and so on**. Use these as a starting point and then add more branches as you go using only your memory. Finally, can you make links between any of the ideas or concepts on your memory map?
- ⇒ If you like sketching, you can try to **draw everything you know on a topic from memory**! It doesn't have to be pretty – it just needs to make sense to you. Here's a step-by-step guide for how to use pictures to help you remember: [Be Your Own Teacher: How to Study with Pictures](#).
- ⇒ While sketching, you can also try to **organise your ideas into a concept map**, that summarises how retrieval practice works. In a concept map, you take the main ideas and link them together with phrases that explain the relationship between the concepts. But, always try to make the concept map from memory first!

## Fun in the Sun

Year 8 Oarsome students have made the most of the surprising February weather putting in the hard work during each outing on the water. Crews are progressing well; balance and timing is key as students upgrade from training quad boats into the racing quad (4x), with students developing ultimate trust and teamwork in the double boat (2x).

Over the next couple of weeks, students have the privilege of receiving coaching from special guests Georgina Dooley (Women's Henley Regatta J1x 2018 Winner) and Lauren Barclay, experienced junior coaches from neighbouring Agcroft Rowing Club. We would just like to say how proud we are of each student taking part in the project; 100% commitment week in week out, representing the school and upholding our school values within the community. Top effort!



## BETT Show – Google Teaching Theatre

James Davies, Adam Swift and Matthew Middlehurst were personally invited by Google down to the BETT Show on 25<sup>th</sup> January 2019 at London Excel Exhibition Centre which is the biggest education technology show in the UK. They were asked by Google to present another version of their superb and compelling "Leveraging Efficiencies of the Cloud using Google - A Student's Perspective" which they presented at the 'Google On Tour' event held at the school in November 2018.

All three students worked hard on their presentation, improving and tailoring how they delivered them. At the BETT Show Teaching Theatre, the students provided an excellent presentation to around 100 education guests and visitors, including Google representatives. They received a huge round of applause from the audience and really did show how well we use the Google products as a school and showcased our school ethos of respect, honesty and excellence.

It was brilliant to watch our students and the interaction they have with school software and how it has helped their education, making their learning at school easier. They all had superb presentation skills and should feel proud that they kept their nerve and delivered such a great presentation, contributing to the BETT Show in such a professional manner.





# PERSONAL DEVELOPMENT

## Compulsory Health, Relationships and Sex Education – A New Era for PSHE

In what has been hailed as a 'historic' moment, the government has finally published the first new guidance on relationships and sex education for 19 years!

The health and 'relationships and sex' aspects of PSHE education will be compulsory in all schools from 2020. As a school, we **championed this government commitment** to strengthening PSHE's status when the initial announcement was made last year. It feels like the beginning of a new era for the subject; with huge potential for a levelling-up of PSHE standards across all schools, building on the fantastic work that the Secondary schools across Warrington have already been doing via our PSHE Hub Network and the 'Future in Mind' initiative.

The Department for Education has this week launched its statutory guidance on health, RSE and relationships education which sets out what schools must cover from 2020 – the guidance is marked as draft as it is awaiting final parliamentary sign-off, but we don't expect any significant changes. The changes to status won't come into effect until 2020 but at Culcheth High School we are ensuring that we are fully prepared to meet these new requirements, and have already created our new Personal Development Programme of Study using guidance from the PSHE Association, who pre-empted many of these changes. In addition to these areas, the Personal Development Schemes of Work also cover economic wellbeing and careers. Although these elements are not yet compulsory, as a school we believe that these have never been more important, so we remain adamant that our school should cover PSHE in its entirety. It is, however, good to see elements of economic wellbeing included, for example relating to gambling and online fraud.

It's also great to see mental health and consent cited in the statutory DfE guidance. We've been busy updating the mental health guidance and lessons in line with our Future in Mind initiative, including how this links to the emotional health and well-being of our students.

We are also looking through the new draft Ofsted framework at the moment. Early impressions suggest that there may be greater potential for using PSHE to evidence progress against new judgements.

The main basis of the legal duty on schools is to ensure that RSE and health education is being delivered, but there are few other things that we have to do legally:

- Firstly, schools must have a written policy on how they plan to teach relationships and sex education and consult parents when developing and reviewing that policy. We must also make copies of the policy available to anyone who requests them, and put them on our websites. This will be developed over the coming months in line with requirements and parental feedback, and will also include information on how Culcheth High School meets the needs of SEND students by tailoring content and teaching to meet the needs of students at different developmental stages.
- Schools must also take into account religious background of all students when planning their teaching. They must also ensure they comply with equalities legislation, make the subjects accessible for all students and must not discriminate against anyone on the basis of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation.
- They must also ensure teaching and materials are "appropriate to age and background of their students" and that while teaching about sex, sexuality, sexual health and gender identity, they recognise that young people "may be discovering or understanding their sexual orientation or gender identity".

In the PSHE module within Personal Development (and within some science modules), students will learn about 'different types' of relationships, the legal status of marriage, the roles and responsibilities of parents and how to determine whether other children, adults or sources of information are trustworthy. There will be content on how stereotypes can be damaging, on criminal behaviour in relationships such as violence or coercion and what constitutes sexual harassment and sexual violence and 'why they are always unacceptable'.

Students will also be taught about their rights and responsibilities online, and how sexually explicit material like pornography presents a 'distorted picture of sexual behaviours'. The content will also cover sexual consent, exploitation, abuse, grooming, coercion, harassment, rape and domestic abuse. Content on forced marriage, honour-based violence and female genital mutilation has also been added since the guidance was in draft form. There is also content on reproductive health and fertility, managing sexual pressure, the range of efficacy of contraception, STIs and the facts around pregnancy, including miscarriage. Students should also be taught that there are 'choices in relation to pregnancy', using 'medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help'. In late secondary education, students will also learn about the 'benefits of regular self-examination and screening'.

Health education will move on to cover common types of mental health issues, the unrealistic expectations for body images shown online, the science relating to blood, organ and stem cell donation and the risks associated with alcohol, drugs and tobacco consumption. Personal hygiene and dental health will also be covered, and teaching of basic first aid will become more advanced than at primary school, to include CPR and other life-saving skills.

The government has also strengthened its guidance on teaching about LGBT issues slightly, insisting that it 'expects' all students to have been taught LGBT content 'at a timely point' during relationships and sex education.

Parents will have the right to request that their child is withdrawn from 'some or all' of their sex education at secondary school under the new guidance, but the final decision will lie with Headteachers. Headteachers are being encouraged to grant such requests 'except in exceptional circumstances' and should discuss parents' wishes with them before making a decision.

For further information on the range and content of the PSHE Schemes of Work, please contact Mrs Shaw, Head of PSHE, or visit the CHS website Personal Development area, or view the statutory guidance at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/781150/Draft\\_guidance\\_Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education2.pdf) For further information on the range and content of the PSHE Schemes of Work, please contact Mrs Shaw - Head of PSHE, or visit the CHS website Personal Development area, or view the statutory guidance at:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/781150/Draft\\_guidance\\_Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education2.pdf)

# PERSONAL DEVELOPMENT

## LGBTQ History Month

The final Year 10 assembly of last month focused on the LGBTQ History Month themes of Citizenship, PSHE and the Law. Through the questions, issues and ideas raised in a selection of films, the assembly supported our young people to consider the impact and limitations of the 1967 Sexual Offences Act as the first step on the continuing journey towards equal rights for LGBTQ people.

The 1967 Act was a crucial milestone for the advancement of LGBTQ rights in the UK, however it may seem like a small step to us today. The Act decriminalised homosexual acts between two men in private, over the age of 21 in England and Wales. This was of course a long way from the rights and freedoms of heterosexual people. In 1967 the age of consent for heterosexual people in England and Wales was 16. The term 'in private' in the Sexual Offences Act meant that homosexual acts were not legal in hotels or shared houses, because these were not 'private homes', and public expressions of affection, such as kissing, were excluded from the Act. However, the Act was a step forward and a possible reflection of changing attitudes.

Although a number of clips were shown to highlight the changing perceptions of society over the last 70 years, including clips from *Rebel Without a Cause* (1955), *Victim* (1961), *Pride* (2014 – but set in 1984), and *G.B.F.* (2013), the main focus of the assembly was on the homophobic persecution of Alan Turing. Students were shown a clip of Benedict Cumberbatch playing Turing in the 2014 feature film *The Imitation Game*. Alan Turing was a pioneering Mathematician who led the cracking of the Nazi Enigma code during World War Two, (well done to James Sutton-Wilson who correctly explained the role Turing played in this ground-breaking work) which is thought to have shortened the war by two years saving about 14 million lives, however in 1952 he was convicted for 'gross indecency' as all homosexual activity was illegal before 1967. Rather than go to prison for two years, Alan Turing accepted probation on the condition of a hormonal treatment, known as a chemical castration. Many of his friends and colleagues knew that Alan Turing was gay and were appalled by his treatment, as students saw portrayed by the character of Joan Clark, played by Keira Knightley. Having had his government security clearance revoked and undergone the hormonal 'treatment', Turing spent two years living abroad and in 1954 he sadly committed suicide.

In 2013 Queen Elizabeth granted a posthumous royal pardon for his conviction of gross indecency in 1952 and in October 2016 the government announced that all men convicted of gross indecency will now receive pardon. Alan Turing is celebrated for his role in World War Two but was one of approximately 49,000 men who were convicted of gross indecency under British law between 1895 and 1967. Students commented at the end of the assembly that this was "one of the most interesting and thought-provoking assemblies" that they have had.

The use of film is an inspiring way to encourage our students to learn about LGBTQ History for a number of reasons:

- Films help students to see and understand stories that they may not have experienced first-hand and provides stimulus to discuss and critique complex issues.
- Films help students to empathise with a diverse range of people.
- Films can tell students about past events and support us to reflect on social changes. Films provide information to help us to compare how we discuss and tell stories about topics now with approaches in the past, and to understand continuity and change.

Although significant progress has been made in moving towards equality for LGBTQ people, there is still evidence of prejudice in British society. STONEWALL is a charity that leads on education and training with the aim to make sure that every LGBTQ person is accepted without exception, both in the UK and abroad. Culcheth High School is proud to be a STONEWALL champion.

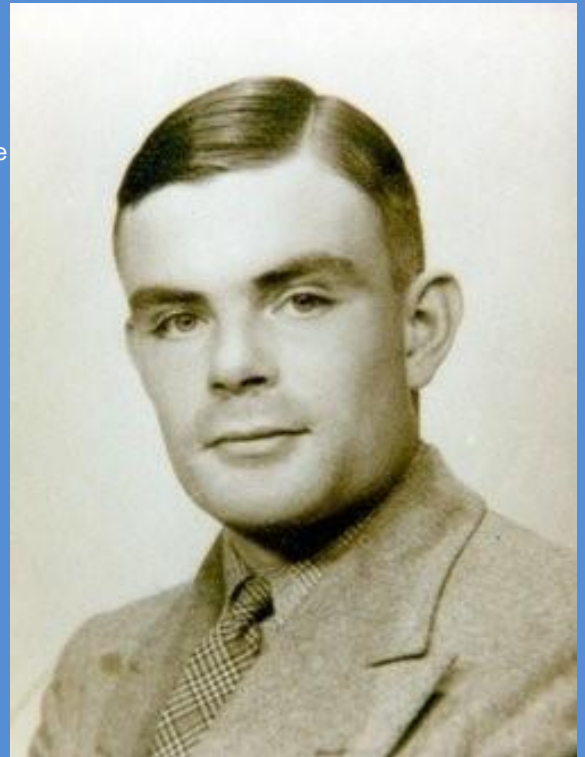
Students were shown a clip from 'Into Film In School Visit' with Samuel from Stonewall discussing why film can have such a positive impact on tackling prejudice and representing LGBTQ people positively.

The full In School Visit film can be viewed at;  
[www.bit.ly/intoflmandstonewall](http://www.bit.ly/intoflmandstonewall).

Filmmaking can be an excellent way for young people to share their stories, views and opinions with others, and there are hundreds of films made by young people on the Into Film Shorts You Tube channel.

An LGBTQ playlist of youth made shorts is available at [www.bit.ly/intoflmLGBTQshorts](http://www.bit.ly/intoflmLGBTQshorts).

Two particularly useful websites are;  
[www.youngstonewall.org.uk](http://www.youngstonewall.org.uk) and  
[www.themix.org.uk/sex-and-relationships/sexuality](http://www.themix.org.uk/sex-and-relationships/sexuality).



**Stonewall**  
Acceptance without exception





# FOCUS ON SPORT



## Anything You Can Do, We Can Do Better!

Forget the glass slippers, these girls wear football boots. A new initiative to promote girls' football within secondary schools has been launched by the FA. Our school was invited to attend the "Game of Our Own" football camp to which we selected five of our Year 8 players, on 22<sup>nd</sup> January 2019.

The camp trained the selected girls to become football activators and encourage more girls back here at Culcheth to get into football. Our activators on the day took part in multiple workshops such as marketing and delivery, skills session and listened to the Lioness Legends recall their football careers.

The activators met and spoke to Rachel Holt (Former England keeper) and Sue Smith (former left winger) who both played up to international level in their football careers and now act as pundits on some of the premier league matches.



## Leading by Example

It is important to remember that events always have people working in the back ground. For our Sports Leaders, they help and assist with events hosted here at Culcheth high school.

Thank you to our athletics leaders who helped to run the Warrington School Indoor Athletics competition and to our Netball Leaders who helped to run and provide a skills session to our schools within the community, Culcheth Primary and St Lewis'. A special thanks to Lucy Burnham, Millie Lowe and Sian Taylor.



## Warrington Indoor Athletics

Congratulations to both our Year 8 Boys' and Year 8 Girls' Athletics teams who came 2<sup>nd</sup> (Boys) and 1<sup>st</sup> (Girls) out of the schools in Warrington. Both teams deserve a huge well done as they have now made it through to represent Warrington at the next stage of the indoor Athletics on Monday 11<sup>th</sup> March. We wish them all luck in the forthcoming rounds.



## Girls' Football

Fixtures are still coming in thick and fast, to which all teams have played a match in either the PlayStation cup, Cheshire cup or Warrington schools league this term. Wednesday 13<sup>th</sup> February saw the Year 9/10 team add to their second tournament of the season, placing us 3<sup>rd</sup> in the Warrington School League.

The Year 7 team have been entered into a new cup called the PlayStation Cup. Thursday 14<sup>th</sup> February saw the team play their Round 4 tie against Sale Grammar. They progressed swiftly into round 5, led by Arabella Dahou scoring a hat trick with a finishing score of 3-2.

The U13s have made it through to the Cheshire Cup final from defeating their last opponent in the semi-final with a score of 11-1! The Final is on Thursday 14<sup>th</sup> March - the PE department wishes all the team players Good Luck!





## Attendance Update

We continue our year with celebrations! Friday 15<sup>th</sup> February was the half-way point of our school year. Yes, time flies! Three out of six half terms gone already. We still have 250 students in the school with 100% attendance since September. This is an increase on the 222 students we had at the same point of last year as well as an increase from 2017 when there were 247. We are hoping that many more of our students will join them week commencing 13<sup>th</sup> May as we celebrate with Biscuits at Break, when we also invite students who are 100% from January until the April holidays. As it stands at the moment, an additional 311 students (a decrease on the 322 students last year, but an increase on 258 from 2017) have managed to achieve 100% since January, so Biscuits at Break could be a huge celebration with 561 students celebrating being 100% since September or January, and our students between 96 and 99.9% will boost the attendance too.

In the last newsletter, we said that we had 753 students (65% of the school) in our top two attendance categories and 415 students (35% of the school) in our lower attendance categories and that we were hoping that these figures would increase and reduce respectively by the next newsletter. I am pleased to announce that this is the case. We now have 790 students (67.8% of the school) in our top two categories and 376 students in our lower attendance categories (32.2% of the school). As we start this second half of the school year, we hope that all of those 376 students will end the second half of the school year in our top attendance categories between 100% and 96% or will have increased their attendance percentage considerably. And, of course we hope that all of our 790 students in our top categories can maintain or improve their percentage too.

May I take this opportunity to remind you all that our students receive their attendance percentage every two weeks and should note this in their planner. The target attendance percentage for all of our students is 97% or higher. For any of our students who are below this percentage, this midway point of the year is a perfect point to start again, to not only increase their attendance percentage, but to ensure that they have an example of when they have worked hard to improve a situation.

The POP Chart continues to be very competitive. The table below shows the winners for Half Term 3 and there are photographs of Ms Cookson's tutor group, 8A and Mr Simms's tutor group 11I. Both tutor groups were winners in the POP Chart from fortnight ending 8<sup>th</sup> February. 8A had a significant climb to reach 97.5% and 11I achieved 96.8% as well as achieving an average of 96.6 % for half terms 1-3. Special mention should also be given to Mrs Mortimore's tutor group, 11H with an average of 97.7%.

| <b><u>Top of the Pops, Spring, Half Term 3</u></b> | <b><u>Highest Climber, Spring, Half Term 3</u></b> |
|--|--|
| 7T, MRS LEPETIT                                    | 7M, MISS MCGREGOR                                  |
| 8Y, MR WELSFORD                                    | 8I, MRS CORE / MISS BROCK                          |
| 9H, MISS JOHNSON                                   | 9Y, MISS HOLT                                      |
| 10T, MISS LONGDEN                                  | 10M, MR BOLTON                                     |
| 11H, MRS MORTIMORE                                 | 11T, MR TASKER / MRS ANDREWS                       |





## Iceland Visit

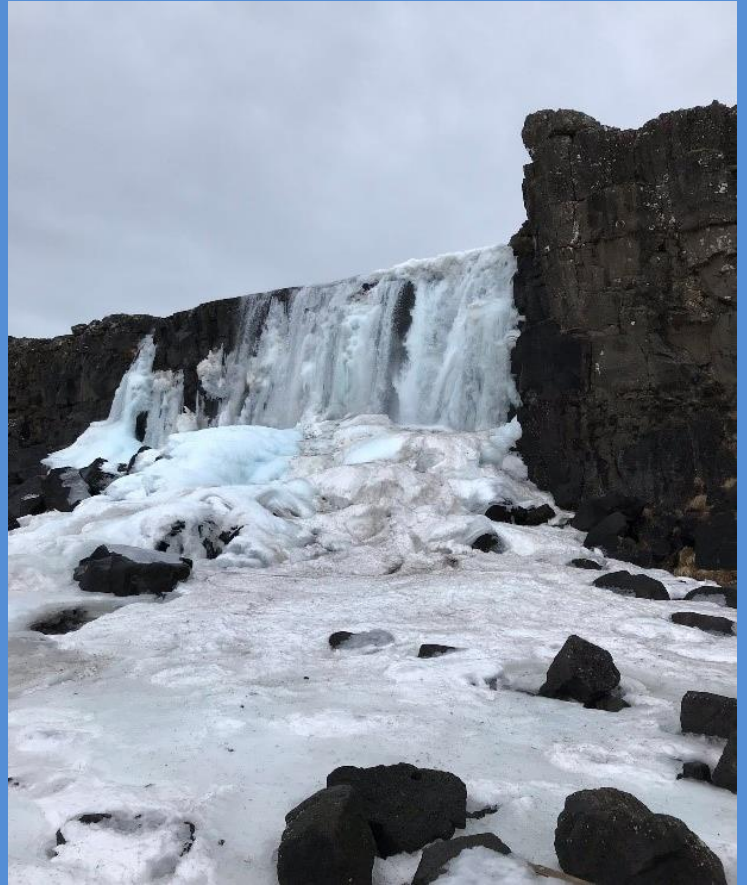
After a very early and dark start on Thursday morning, myself, four other members of staff and 50 students set off on our travels to Iceland. We landed and headed to see the Bridge Between Two Continents, providing the students with a chance to see a constructive plate boundary and the effect of the Eurasian and North American Plate pulling apart from each other.

After this, we headed straight to the Blue Lagoon for some relaxation in the luxury spa resort, built on geothermal pools. This was a wonderful experience and was certainly needed after only four hours of sleep. The day was rounded off with a walk around Reykjavík, during which we experienced a famous Icelandic storm.

The next day was action-packed and saw us visit a Geothermal Energy Power Station, a magnificent waterfall and a geyser. In the evening, students visited the local swimming baths and had a very competitive game of water basketball. Another early start in the morning saw students visit the Black Sand beach, another waterfall and a chance to see a glacier. This was a fantastic experience to see first-hand the effect that climate change is having on the extent of glacial retreat. One that was made even better by a rainbow appearing over the snout of the glacier. Thoroughly exhausted, students were treated to an ice cream in the evening.

This was a brilliant and action-packed visit and all students were a real credit to themselves and our school. Special thanks to Miss Lomax, Mrs Doyle, Miss Brock and Mr Hunt for helping to make this trip a success.

*Miss Tyers, Head of Geography*





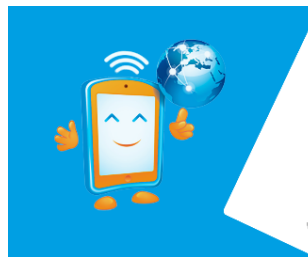
## Safer Internet Day at Culcheth High School

At the beginning of February, Culcheth High School ran events all week for Internet Safety Day, which was 5<sup>th</sup> February.

In tutor time, tutors ran through activities each day to quiz and discuss with students about E-Safety and understanding why we have Safer Internet Day and its importance.

In computing lessons, students were able to discuss E-Safety with their teachers and view the digital signage and large projector screen in school, which gave them helpful videos, and advice on how to keep themselves safe online. We wrote to all parents to give them some advice on how to manage the use of Safer Internet at home, which we have attached below.

The week was a great success and students enjoyed completing their quizzes and learning more about the dangers and risks associated with the Internet and Social Media.



We are supporting  
**Safer Internet Day**  
5 Feb 2019

#SaferInternetDay2019  
[www.saferinternetday.org.uk](http://www.saferinternetday.org.uk)

### More about Safer Internet Day:

In the UK, Safer Internet Day is organised by the **UK Safer Internet Centre** ([www.saferinternetday.org.uk](http://www.saferinternetday.org.uk)), and this year's theme is "Together for a better internet."

### Test your Child's knowledge

A fun way to check how well your child knows how to stay safe online is to challenge them to the SMART rules quiz on the Childnet website why not have a go too and see if your online safety skills are up to date.

<https://childnet.com/quiz>

### Know your Social Media Sites

<https://www.net-aware.org.uk/networks/?order=-popularity>

This website offers great advice based on Social Media sites across the Internet so when you see then you know what they are, what other parents say about them, the legal age to sign up and much more information.

### Parents' Tech Guide

<https://www.internetmatters.org/advice/tech-guide/>

Great resource for choosing the correct technology for your child with useful statistics on risk of that equipment and some examples to consider. Great if you are looking for new technology for your child.

### Setting up Safe Checklist

<https://www.internetmatters.org/hub/guidance/e-safety-checklist-getting-your-kids-tech-devices-set-up-safe/>

To accompany the above if you are buying a new device, easy to follow guide to ensure all elements of the technology your setting up is done with ESafety in mind.

### Parents' ESafety Quiz

<https://www.internetmatters.org/hub/interactive/how-e-safe-are-you-as-a-parent/>

Are you up to speed with technology and have a handle on ESafety? Well if you have a spare 5 minutes please try your knowledge with Internet Matters Quiz.

## Belonging, Britishness and Identity Day

Four Year 10 GCSE RE students, Mrs Smith and I were very kindly invited to a 'Belonging, Britishness and Identity Day', held at the beautiful Anglican Cathedral in Liverpool. The group (*Nada Abu'Taa, Oliver Mellows, Gracie Cooke-Welling and Aisling Carrol-Marsh*) were asked to participate in a round table presentation to be held at St James House, Liverpool Anglican Cathedral's conference centre, on 23<sup>rd</sup> January 2019 and were joined by young people from four other schools that have participated in a research study relating to 'Identity and British Values'. Our students were outstanding in the way they presented themselves and the way in which they articulated their hopes, fears and wishes about life as young people in a 'post-Brexit' Britain. The students were able to discuss contemporary issues, with people of a range of faiths and political beliefs and really have their voices heard! Their thoughts and views were not only very inspiring but also very humbling.

In the afternoon, the students took part in some experiential learning which involved visiting the living room of a Muslim family and that of an Ethiopian Christian family. This was a fantastic part of the day where the students were invited to ask questions about what life is like in belonging to that faith. We were then treated to a banquet lunch that allowed us to experience a range of cultural cuisines – this included vegetarian scouse stew, curried lentils and buttered chicken!

We had a fantastic day and I was incredibly proud of our students and the way in which they present themselves, not only on that day, but every day!

Miss J Lomax, Teacher of RE





## Focus on Year 11 – International Women’s Day

On Friday 8<sup>th</sup> March it is International Women’s Day; a day where globally there is a celebration of the social, economic, cultural and political achievements of women. The day also marks a call to action for accelerating gender equality.

At Culcheth High School, we are encouraging students to accessorise their uniform with something **PURPLE**, for example wristbands, ribbons and badges. On 8<sup>th</sup> March, we will be holding various charity activities, proceeds of which will go towards helping girls in the UK who cannot afford certain necessities which we take for granted. Some of the activities occurring include name the famous influential women when they were younger, and sweet pong.

We at Culcheth High School feel that this a very important cause to champion. We are looking forward to students leading sessions on the importance of women in history and how women can and have impacted the world. Year 11s will be visiting the younger year groups to share our own experiences, along with interesting information about influential women such as JK Rowling, Brooke Boney and Dr Mae Jemison, who have all worked to improve the world and inspire us in different ways.

## Culcheth High School in the Community – Year 9

This year’s pantomime was put on by the Culcheth Players and Rosemary Powell’s school of dance. Lucy Fillery-Brown, Emma Hind, Katie Tanner, Sophie Tanner, Lucy Driver, Benedict Percival and Emily Tickle are students from Years 8, 9 and 10 who took part in Snow White. They did four shows (one on Friday 15<sup>th</sup>, two on Saturday 16<sup>th</sup> and one on Sunday 17<sup>th</sup> February) and each one had a unique crowd with children and adults enjoying the show. The dancers performed to songs like ‘All of Me’ (John Legend) and ‘You Can’t Stop the Beat’ (Hairspray) also the actors did comedy and dramatic scenes. Lucy Fillery-Brown and Sophie Tanner played the part of dwarfs, Lucy as Doc and Sophie as Bashful and Benedict Percival as Danny Dumpling.

Rehearsals for the dancers and actors were separate. The dancers would rehearse every Saturday and the actors would rehearse every Monday and Thursday. It took them 5-6 weeks to get the pantomime ready for the audience to see.

We really enjoyed the experience and are excited to be doing it again next year. We also enjoy collaborating with The Culcheth Players Drama Group. We can’t wait to find out the costumes and dances for next year’s pantomime.

*Katie Tanner, Lucy Driver and Emma Hind, Year 9*





## Focus on Year 7 – 7N

Penh Nicholls, Scarlett Knox, Daisy Maidment, and Casey-Leigh Taylor-Pickering all from 7N, volunteered to help Mrs Butler collect and divide all the food donations brought in by the whole of Year 7. Penh even decorated one of the boxes to help everyone feel the festive cheer. The food donations were sent to Warrington Food Bank, where every year they see a spike in demand at Christmas, and this year they had their busiest Christmas ever. So thank you to everyone who donated!



## Care, Support and Guidance



[soschs@culchethhigh.net](mailto:soschs@culchethhigh.net)

SOSCHS gives Culcheth High School our students a discrete and confidential way to speak up about their concerns, no matter how big or small.

SOSCHS has been used by students to talk about incidents of bullying, cyberbullying, self-harm, domestic abuse, and mental health concerns.

Using the school's confidential email address, [soschs@culchethhigh.net](mailto:soschs@culchethhigh.net), via the students' email system, this provides students a trusted way to disclose their concerns directly to a dedicated team within Culcheth High School. This is important for when they may be unable to do so face-to-face – they may not be confident enough to approach an adult or they may want to speak-up but they are at home, on a school visit or cannot access the right member of staff.

### REPORT YOUR CONCERN

- Using mail.google.com, please login with your School's Google account using [yourname@culchethhigh.net](mailto:yourname@culchethhigh.net)
- Click **compose new email**
- Enter the confidential email address, [soschs@culchethhigh.net](mailto:soschs@culchethhigh.net) and type your message.
- You will receive an immediate response and a member of staff will be in touch to discuss further.

## Job Vacancy at CHS



**Pastoral Student Support Officer**  
37 hours week, 8am-4pm, term time only  
12 months fixed term contract initially

We are looking to appoint an experienced and enthusiastic Pastoral Support Officer. The role involves working as part of the Pastoral & Inclusion team with specific or targeted groups of students to develop, nurture and improve behaviour, attainment, attendance, uniform and punctuality. You will provide support to class teachers, maintaining excellent standards of behaviour. You will lead small group work, with agreed strategies/target objectives, including experience of mediation or restorative justice. Working with staff, parents, agencies and students to overcome barriers to learning. You will support the work of Progress Leaders and may undertake home visits as required.

The ideal candidate will be highly motivated, positive and an inspirational role model with the ability to build constructive working relationships with students, parents/carers and colleagues. You will be sensitive, patient, tenacious and resilient, able to respond to individual needs whilst maintaining a professional approach. Previous experience of working with students is essential.

Further details and an application form are available on our website [www.culchethhigh.org.uk](http://www.culchethhigh.org.uk) alternatively please email [info@culchethhigh.org.uk](mailto:info@culchethhigh.org.uk) providing full name and home address.

We are committed to safeguarding our students and each other. The successful candidate will be subject to enhanced Disclosure and Barring Service with Child Barring checks and the receipt of satisfactory references.

NJC grade 6 £22,401 - £25,463 pro-rata (pay award pending)  
Actual term time salary £18,691- £21,246

Closing date Thursday 21<sup>st</sup> March 2019

➤ RESPECT  
➤ HONESTY  
➤ EXCELLENCE

## Culcheth Athletic U12s

**Culcheth  
Athletic FC  
U12s Cobras.**

**ARE YOU READY FOR A NEW CHALLENGE?**

**IN PREPARATION FOR NEXT SEASONS MOVE TO 11  
ASIDE WE ARE LOOKING TO ADD 2-3 PLAYERS TO  
OUR HIGH LEVEL TEAM.**

**MATCHES ARE PLAYED ON SATURDAY MORNINGS  
WITH HOME FIXTURES PLAYED AT THE OAKS.**

**THE TEAM BENEFITS FROM FA QUALIFIED  
COACHES, STRENGTH AND CONDITIONING COACH  
AND PHYSIOTHERAPIST.**

**SUITABLE FOR A SUNDAY TEAM PLAYER  
WANTING TO INCREASE THEIR FOOTBALL TIME OR  
AN EXPERIENCED PLAYER LOOKING FOR A NEW  
CHALLENGE.**

**Contact Gareth: 07717262715**