

Trinity staff musical
rendition on page 17
....a must see

Trinity All Through School

Website: Trinitylewisham.org

WEEKLY NEWSLETTER

Primary Phase

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Secondary Phase

Taunton Road, Lee, SE12 8PD

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MAY HALF TERM

Keyworkers provision see Page 2

Good morning everyone, I hope you are well and safe. Please continue to follow the government's advice and stay alert. I have had a lot of questions about what the school is going to do about the government's recent announcements. I have mentioned through our newsletter over the previous few weeks the start of our plans. We only see the information from the government at the same time as you, and more detailed documents often come out over several days and weeks after the announcement. So we are still awaiting more specific detail that is coming out over the next week. I can assure you we are not going to be rushing into anything. We want to be able to open our school slowly to mitigate as many issues as possible and keep us as safe as we possibly can. I really do appreciate that this is a challenging time, and extremely worrying for many people. I can assure you it is just as worrying for staff and their families as it is for you – so we are in this together.

The government's announcements have given information as to why schools can open to more children slowly over time – all of which is dependent on the national data indicating it is safe to do so. Further guidance for parents and carers regarding reopening of schools can be found at this web address: <https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june> Please find attached a document that summarises the government's plans within this newsletter, so you can see the expectations clearly laid out. The first year groups to return are year R, 1 and 6 in the first phase of return, then some growth in provision for year 10 moving into phase 2 later on. It will take time for our clear plan to emerge.

To this end we have started surveys with our staff, parents and groups of pupils. We want to make sure we listen to the whole community so that as we continue to plan we are able to take into account everyone's views. There are many different aspects to consider, and as this is an unprecedented time we have as many questions as you do. Together we will get through these and prepare for an opening that we can all feel positive about. Please see the grid below to show you some of our current plans. These are the broad changes we will be looking at to stay in line with government guidance. However, the safety of our pupils and staff is paramount to us. We are completely open to suggestion. The specific changes we will be making to the school day, the building and routines will be decided when we have received the views of parents, staff, the local authority and have completed a thorough risk assessment.

Provisional Plans				
Building safety	School structure	Movement	Teaching	Key worker provision
Hand sanitizers at every door of each building so all can clean hands as they enter the building. Increased amount of hand wash material in all the toilets so that clean hands can be reinforced. Clear plans for staggered entrance to the school / exit of the school / break and lunch. All classrooms will be fully cleaned each day.	Smaller group sizes across the school – maximum of 15 per room. We are aiming to keep pupils in the same room where possible so we have limited movement to start with. Seating will be arranged so that there is distancing in the rooms. To make this work we may have to consider part time timetables.	We would limit movement around the building. If any equipment is shared it will be wiped down before another group uses it – the aim would be each room has its own facilities so that sharing does not need to happen. Only one parent would be able to drop off a pupil, we would use different times and different doors for each group where possible. This will make starts and ends slower than usual. We will also have to have strict guidelines for adults dropping off – so that we are all following social distancing.	We would aim to start slowly – the exact date will be confirmed and will be after the 1 st of June for year R, 1 and 6. Other year groups later on. Year 10 only for secondary before the summer holiday, but only with indications of some face to face before the summer holiday. We will not rush our start so we can embed our new practices within the school – getting staff and pupils into a new routine. Those not yet back in school will continue to get home learning set to secure their continued progress.	Key worker provision will continue in its current format – but we may have to consider changing the site this is based in.

Once we have finalised our risk assessment and plans we will give you all the details ready for us to gradually start re-opening Trinity.

Whilst these plans are happening can I remind you that we are here to support you fully. Our phone calls home have been received with open arms and any feedback is being used to improve and alter our provision over time. Getting home learning right is still vital, as a large number of our pupils will be working from home for some time to come. We know it is hard at home to motivate children for school work – you are doing well. School work is one way of taking up the endless time at home. Do not forget it is vital to use this time to reassure each other, bond as a family and make lots of memories.

Take care – stay safe and strong. We really are looking forward to seeing everyone, but only when we are in a position to do so.

David Lucas

Executive Headteacher
Trinity Church of England School, Lewisham
An All-Through School
020 88523191
www.trinitylewisham.org



HALF TERM – Tuesday 26th May to Friday 29th May 2020

Trinity will continue to provide half term schooling to support key workers children. This will run during the half term break from Tuesday 26th May to Friday 29th May 2020. This provision will be facilitated at Trinity Primary site in Leahurst Road.

Date : Tuesday 26th May to Friday 29th May 2020
Times: 08h00 to 16h00
Cost : £50 for the four days – no daily rate
Provision: NO FOOD PROVIDED – Please provide your child with a packed lunch
Booking : To ensure your child's place please book a space by contacting
 Ms Suleiman : 07958063310
 or email to w.suleiman@trinity.lewisham.sch.uk

PLEASE CALL US AS SOON AS YOU ARE ABLE TO RESERVE YOUR CHILD A PLACE.

SPACES WILL BE LIMITED

Key worker provision will be continuing throughout the changes over the next few months – so a timetable for this will continue. The location of this provision may change, but we will keep you informed. Also home learning will of course continue into the foreseeable future, this is key.

**Thank you as always for your continued support –
together we are stronger**



Dear Trinity families,

I hope you have had a good week. There have been some developments about the reintroduction of Primary pupils into schools.

From June 1st the government have said schools can begin to reintroduce groups of pupils back into school, beginning with groups from Reception, Year 1 and Year 6.

Our main priority is the safety of our pupils and staff.

To ensure this, we would like to make it clear that not all pupils will be starting back on this date.

You will receive information when your child will be starting back in the coming weeks.

In the meantime, we have sent out a survey in order to find out your views whilst we ensure we plan for our staff and pupils to be safely and gradually reintroduced to school.

Below are some of the key messages from the government's guidance to schools, which we are using as the first steps in our planning for pupils' safe return.

How are you making sure school is safe?



We will check for risks before school is open.



There will be less children in a room together.



Everyone will wash their hands regularly and hand sanitiser placed in all classrooms.



School will be cleaned regularly.



If a child or family member is sick they cannot come to school.



To do this we will need to make changes to the school day.

What else might change?



The time you drop off and pick up your child.



Your child may have a different classroom and teacher.



They may not have all their normal lessons.



We will change how we serve lunch.

More information will be sent as we plan further. As always, thank you for your continued trust and patience at this time, helping us to make the right decisions for the safety of our children, families and staff.

In the meantime, keep reading with your child, giving them your time and loving them. I look forward to seeing you and your children soon.

Darren Janes

Head of School, Primary Phase, Trinity all Through School

This week we had a special worship from Steve Gurnett which was focused on David and Goliath and I know many of you watched from home and some of you even participated in the worship and made your own David and Goliath which was brilliant. The message of not giving up, of being resilient and showing courage was clear for us all to see. It is sometimes hard to stand firm, be brave, show courage and be resilient when everything around us causes us to be worried or scared. Throughout the Bible we are told that God will be with us, always, and therefore, we should be able to conquer our fears. God goes further and commands each and every one of us to have courage, have faith, and have confidence in Him.

In John 15:13-17 Jesus talks about having the courage to put others first; we are called to show love for others. Sometimes though, this might put us at risk and Jesus says it is the greatest love (and the greatest courage) that leads us to be willing to put the lives of others before our own. There are lots of stories of our NHS workers and other essential workers who are risking their lives, showing great resilience, showing great courage and going to perform their frontline duties so that our lives can continue. They are showing a greater love and courage.

This week in our Trinity Faith Team meeting we prayed for those men and women who are risking their lives for us to be safe and we asked God to bless them, their families all who need it during this difficult time.

Special prayer from Leo one of our primary Trinitarians this week:



**Dear God, Bless everyone who needs it at this time and guide them all the way to happiness and wonder.
Amen**

On the theme of resilience I set Reader Paul a challenge to see how resilient he could be this week.

The word resilience is one which probably resonates a lot today because it is what we need to manage the psychological and also physical effects of what is happening currently due to the pandemic. The effects can be boredom, feeling sad or lonely. What can we do to ease these feelings, to build our resilience? I decided to volunteer whilst following the rules and help with the watering of Saint Mary's Therapeutic Garden. By doing this quite regularly, not only does it feel great to be in the fresh air but also it helps create a sense of being one with nature and bring home the wonderful reality that squirrels are quite charming. How can you be resilient, what can you do? By Reader Paul



Have a good weekend, enjoy the weather and keep safe.
God bless
Miss Alder



TRINITY (EX-PUPIL) SPREADS POSITIVITY.

Morgan Seward left Trinity last year having completed Year 11. He was and is a very talented pianist and loved playing at Trinity's events. In true form Morgan is forever smiling and in times of adversity and stress he finds a way to keep focussed bring joy to others. He has always been a breath of fresh air to those around him. Read the article below on what he has been doing during lockdown.

MORGAN

An autistic teenage boy has set out to record a weekly piano show in an aim to spread positivity during the lockdown.

Morgan Seward, 17, from Lewisham, has made it his duty to entertain others with a recorded piano performance every week for the Lewisham B-involved and the Lewisham Positive Ageing Council websites.

The teenager, *pictured above*, is a student at The John Roan School in Blackheath, studying A-level music and politics. He is also an active member of The Young Mayors Team, working to support youth democracy in Lewisham.

Diagnosed with autism aged three, Morgan's talent for piano was discovered shortly afterwards. He had the gift of a 'perfect pitch' – the ability to identify and/or produce a musical tone correctly without the benefit of an external reference.

Gradually he learnt to play different genres and performed at various events. He recently performed at the Lewisham Positive Ageing Council's Christmas party.

In the early weeks of lockdown, the teenager experienced difficulties and anxiety with the sudden changes in his daily school routine.

Before lockdown, Morgan was due to attend a Jack Petchey celebration event, nominated for an award by his former school, for his contribution to the music department.

He said: "It was like somebody had pressed a pause button on my life."

With the support of his mother, Morgan soon came around to his new normal and later revealed to her he wanted to help others that were also struggling during the lockdown.

In between his home learning, the pianist set about recording 30-minute videos of himself playing the piano.

With the help of the Young Mayors Team, his videos were shared with Lewisham's B-involved and the Lewisham Positive Ageing Council.

He added: "Playing the piano was helping me get through the lockdown."

Morgan has recorded four virtual piano concerts as of yet and is now taking requests from people's suggestions of songs.

Find Morgan's recent performance [here](#).



HOLD STILL

A PORTRAIT OF OUR NATION IN 2020



Spearheaded by The Duchess of Cambridge, Patron of the National Portrait Gallery, **Hold Still, a portrait of our nation in 2020**, is an ambitious community project to create a unique photographic portrait which captures the spirit, mood, hopes, fears and feelings of the nation as we continue to deal with the Coronavirus outbreak.

The Duchess and the **National Portrait Gallery** invite you to submit your own photographic portrait, taken during these extraordinary times, which responds to one of the following themes of **Helpers and Heroes**, **Your New Normal** or **Acts of Kindness**. One hundred shortlisted portraits will feature in a virtual exhibition on the Gallery's website and a selection of images will also be shown across the UK later in the year. The project is completely free and open to all ages and abilities. The **closing date** for submissions is the **18 June 2020**.



<https://www.npg.org.uk/hold-still/>

National Portrait Gallery



In need of some inspiration then explore the **National Portrait Gallery's** vast **Photographic Collection**. Discover over 250,000 photographs and negatives from the 1840's to the present day. Learn about photographers in the collection, photographic commissions and past and future exhibitions and displays.



<https://www.npg.org.uk/collections/about/photographs-collection>



Discover the **Imperial War Museum's** thought provoking photographs with their **Collections Online**. The IWM holds over 11 million photographs covering the cause, course and consequence of modern conflict from the First World War to present day.



<https://www.iwm.org.uk/collections/photographs>

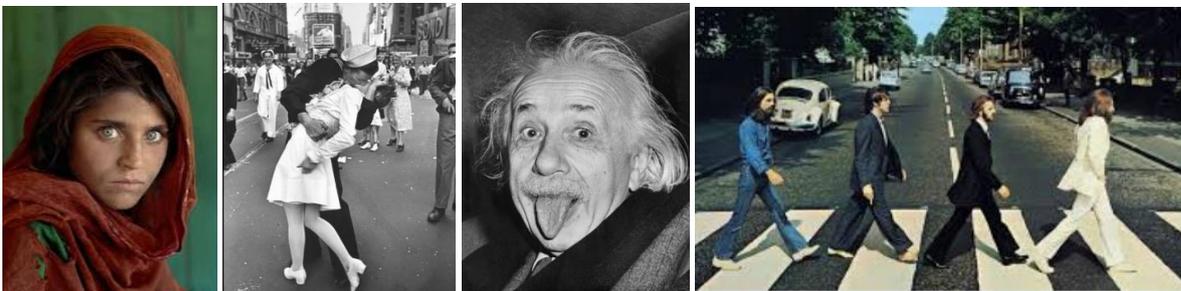


Google Arts & Culture



Photograph

Explore the world of **photography** with **Google Arts & Culture**. Learn more about the medium, read stories and discover some of the amazing online collections throughout the world ranging from the **British Museum** to the **Smithsonian's National Portrait Gallery**, USA and the **Art Gallery of New South Wales**, Australia.



<https://artsandculture.google.com/entity/photograph/m068jd>



The world's greatest flower show is going digital to bring you an exciting line-up of world-leading designers, plant experts and practical gardening advice – all from the comfort of your home. Events include daily videos from well-known gardening presenters and experts, behind-the-scenes tours from award-winning nurseries, vote for your favourite plants and gardens and a **daily School Gardening Club** with activities for families to grow plants and connect with nature. Virtual Chelsea runs from 18th – 23rd May.



<https://www.rhs.org.uk/shows-events/virtual-chelsea>

The Write Club

English teacher Ms Moore recently started a 'Write Club' and asked Trinity secondary pupils to write some creative work pieces from the following categories;

1. A view from...
2. Behind the door – your experience in quarantine

From work received Ms Moore chose the following work highlighting the work of two pupils Daniel Chidi-Umeh In Year 8 and Ituni Matti in year 9, who both chose to the category - *A View from...*

A View from an African

Itunu Matti Year 9

My people, my home, my culture
I guess you'd say I'm only from one
country
But I'd say my identity is more of the art
of a great sculpture

You see, my ancestors were scattered
around the world
Hurled, whirled and twirled
Separated and regrouped
And then sent in as new recruits

I was born to be free without those
shackles and chains
To speak my mother's tongue again and
again
To fill my lungs with fresh air
And to be proud of my black hair

Now my people walk with ease
The warm breeze sways the trees
The seas move as they please
We can now sit drinking teas.

A View from My Balcony

Daniel Chidi-Umeh Year 8MSE

One of my favourite places to go is the outdoor balcony in the back of my house. It is about ten to fifteen feet in the air, which means you look out from about fifteen to twenty feet in the air. Our house is snugly fit against a small woods and a recreational park. It's quite large and you could see all the tall trees as they shaded the house from the sun's rays. The reason that the balcony is so nice is that it looks out onto the woodlands, giving you a view across a few feet of lawn and into the woods. One of the best scenes in the woods is when it's covered in snow.

You could go out and look from the balcony out into the snowy woods. The brisk air would brush against your arm. You could hear the sound of water gurgling down the drain pipe behind you. The snowflakes felt cold as they landed on your skin and then melted into a tiny drop of water, which then blew away in the slightest breeze. The air had a fresh smell to it, or rather the absence of an industrial smell, like that of burning petrol or smog. The freshness made you want to take a deep breath and just stand there.

Looking out into the forest, almost nothing moved. The land and branches were blanketed in a soft white sheet of snow. A wooden playset sat in the snow with its two wooden towers, plastic slide, and swings hanging from the monkey bars that connected the two towers. It was all almost perfectly camouflaged in the snow. Here and there a patch of rich brown earth showed where the snow had melted. A rabbit, bird, or fox track lay almost invisible in the whiteness it was made in.

If you looked closely enough, you could see a robin resting at the base of a snowy branch. You could hear a woodpecker pecking away at a tall locust tree. Here and there a bird swooped down to pick up a berry, then find a warm nook in a tree to eat it in. Sometimes you could see a timid squirrel turn across the blanket of snow looking for something to eat.

If you were lucky, you could see a fox run into the distance, carefully looking for its next snack. In the air, an owl would fly around. You could see in the snow far beneath your feet a small path made of twist and turns. Despite how serene and still the woodlands was, it was filled with movement and life.

Though as hours passed, the snow would slowly melt as the midday sun beamed through. Little columns of steam would rise from where the sun thick sheet of ice that was clinging to a tree. Birds would gather in the dozens or hundreds to peck at seeds now exposed to their hungry mouths.

Over the days the blanket of snow would turn to a sheet, which would soon turn into water making you wish the serenity could last longer. One day they would be a pearly white blanket of snow, the next day it would be gone, exposing patch of grass where birds would land and look for something to eat. After all the snow had gone, the beautiful landscape would return, which allowed you to take a deep breath and just stand there gazing at the sun as it rose.

Well Done

Thanks to all those who have submitted creative pieces in the last two weeks. Please keep your work coming in.

The next prompt will be: **The sound of silence**

Be Imaginative. Be Creative. Be Safe. Miss Moore

Let's get our Trinitarians, staff and families cycling to school or work



11.05.20

£2bn boost for cyclists and pedestrians

Transport Secretary Grant Shapps launched a set of greener, more active transport plans on Saturday (May 9) with plans to promote walking and cycling across the country.

The £2bn investment forms part of the **£5bn funding announced** for buses and cycling in Feb 2020, of which £250m will be put into pop-up cycle lanes, wider pavements, safer junctions and cycle and bus-only corridors 'within weeks'.

The coronavirus restrictions have meant less cars on the road and cleaner air worldwide, making it an ideal time to accelerate and prioritise plans to boost more active travel.

The plans aim to encourage people to choose alternative methods of transports that promote a more sustainable lifestyle, with better choices for the health of individuals and the environment, whilst also staying safe on UK roads.

The Government will work together with local authorities and fund new measures such as Transport for London's, plans for a "bike Tube" network above Underground lines.

Greater Manchester will also be among the regions with ambitious plans for walking and cycling, with plans to create 150 miles of protected cycle plans.

New guidance has been published with immediate effect telling councils to reallocate road space to accommodate more cyclists and pedestrians and vouchers will be issued for cycle repairs.

Transport Secretary Grant Shapps said:

"During this crisis, millions of people have discovered cycling - whether for exercise or as a means of safe, socially-distanced transport. While there is no change to the 'stay at home' message today, when the country does get back to work we need those people to stay on their bikes and be joined by many more.

"Otherwise, with public transport's capacity severely restricted at this time, our trains and buses could become overcrowded and our roads gridlocked – holding up emergency services, critical workers and vital supplies.

"We know cars will continue to remain vital for many, but as we look to the future we must build a better country with greener travel habits, cleaner air and healthier communities."

E-Scooter trials will also be brought forward from next year to next month, looking to encourage people to choose a greener form of transport.

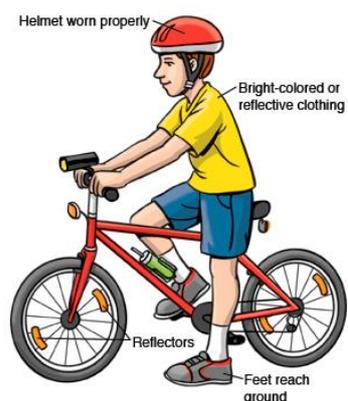


My bike takes me places
my car never will.



**"Let's ride
against
climate change."**

- Antonio Garnero



Teaching Children Bicycle Safety

Your child rides a bicycle—that's great! Bike riding is fun, it's good exercise, and it can give your child a sense of independence. But a bike is a vehicle, not a toy. So you and your child need to know how to ride safely. Three important things you can do to keep your child safe are:

- **Have your child wear a helmet every time he or she rides a bike—no exceptions.**
- **Teach your child the rules of the road to keep him or her safe while riding on the street.**
- **Make sure your child's bike is kept in good working order.**

Read on for more details about bike safety and children.



Tips for bicycle safety

Follow these tips for safe bike riding:

- Make sure your child has the right equipment:
 - Have your child wear a helmet every time he or she rides a bike (see box below).
 - Make sure the bike is the correct size for the child. A bike that's too big makes injuries more likely:
 - The child's feet should reach the ground when he or she is seated.
 - The bike should fit your child at his or her current age. The child shouldn't "grow into it."
 - Make sure the type of bike matches your child's abilities. For instance, gears and shifting can be confusing for a young child. Start your child with a one-speed and work up.
- Keep the bicycle in good repair. Inspect it often. Things to check include the brakes, the tire pressure, and the tightness of the chain.
- Make sure your child can be seen easily:
 - Dress your child in bright-colored or reflective clothing.
 - Don't allow your child to ride when it's dark. And if your child must ride at dawn or dusk, make sure he or she uses reflectors and lights.
- Teach your child safe control of the bicycle:
 - Both hands should be kept on the bike's handlebars.
 - Books and other items should be carried in a backpack or a basket attached to the bike.
 - Only one person should ride a bike at a time—no exceptions.
- Make sure your child never wears headphones while riding:
 - Your child needs to be able to hear oncoming traffic.
 - If the equipment falls out of your child's ears, it could get tangled in the bike's wheels, causing an accident.
- Make sure your child wears the right clothing:
 - Your child should wear sturdy, closed-toe shoes. No flip-flops or bare feet.
 - Loose-fitting clothing should be avoided. It could get caught in tire spokes.

The rules of the road

Learning safety early can help ensure a lifetime of safe bicycle riding. Before your child starts riding, be sure to teach him or her the rules of riding, including:

- Bike riders should know how to use hand signals. These are used to let car drivers know what a bicyclist plans to do. Hand signals include:
 - Left turn: Left arm extended straight out
 - Right turn: Left arm bent up at the elbow, or right arm extended straight out
 - Stopping: Left arm bent down at the elbow
- As a rule, children under 10 years old should ride on the sidewalk, not on the road (even in the bike lane). Use your best judgment about whether your child is ready to ride on the road. Make sure he or she can demonstrate the skill and knowledge needed to keep safe.
- Before pulling into the street at an intersection, a bike rider should always:
 - Stop, look left, look right, and look left again.
 - Look back and yield to any traffic coming from behind.
- Bike riders should always watch for cars coming out of driveways, parking spaces, and parking lots.
- Bikes should always be ridden in the direction of traffic, never against it. They should also be ridden on the right side of the road.
- Bike riders should understand and obey all street signs, traffic lights, and crossing signals.
- Young children should always walk bikes through intersections.
- A bike rider should always assume that a driver can't see him or her unless the driver makes eye contact.



Help your child learn

Suggestions of what to teach your children about riding a bike:

- Model good behaviour. For instance, when riding a bike, make sure you stop fully at all stop signs. This teaches your child that “rolling” through stop signs is not acceptable.
- Have older siblings act as role models for younger ones. This “peer-to-peer” guidance can be helpful.
- Be firm. Let your child know that the rules must be followed, or else he or she doesn’t ride.
- Some kids, especially tweens (kids between 10 and 12 years old), think it’s “uncool” to wear a helmet. Let them know they can’t ride a bike without wearing a helmet.
- Look for local bicycle education classes that teach kids proper riding and traffic skills. Check out www.safekids.org or www.bikeleague.org for more information.

Bicycle helmets

One of the biggest risks from bicycle incidents is permanent brain injury. Wearing a helmet the right way greatly lessens your child’s chances of having a brain injury. Be sure to do the following:

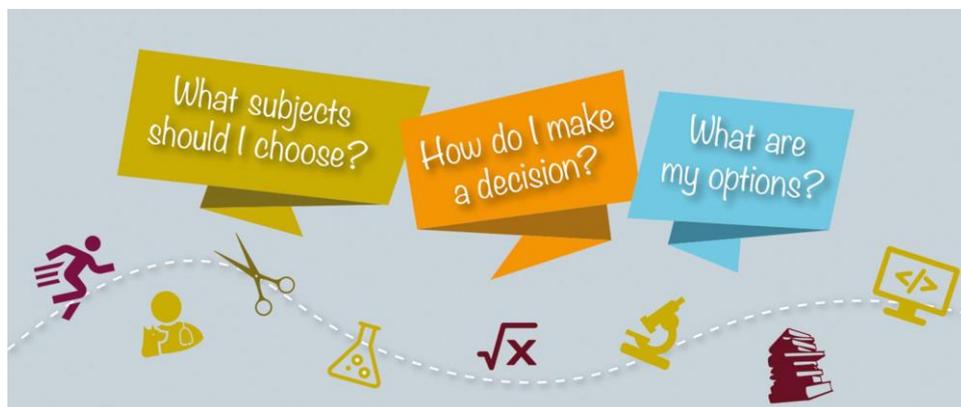
- Start your child wearing a helmet at an early age. Introduce the helmet when your child starts riding a tricycle.
- Make sure the helmet is appropriate for the size and/or age of your child, and fits well. It should be level on top of the head, about two finger-widths above the eyebrows. It should not rock back and forth or side to side. The strap should be buckled and snug under the chin. For more information on helmet fit, visit www.nhtsa.gov and search for “bicycle helmet fit.”
- If you can, take the child to the store to try on the helmet before you buy it. This helps you find one that fits well. It's also helpful because a child who chooses his or her own helmet may be more likely to wear it. If you can't bring your child to the store, measure his or her head before going to the store.
- Make sure there is a CPSC (Consumer Product Safety Commission) sticker on the helmet. This means the helmet meets the CPSC standard for safety.
- Don’t use a helmet that has been in a crash. Discard it and buy a new one. A damaged helmet may not protect the head.
- **Set a good example—wear a helmet yourself!**





GCSE

Options 2020 – 2021



Hello Year 8 pupils & parents,

I hope that you are well and staying safe at home but also managing to take some exercise during this beautiful weather according to the Government guidelines. By now you will have read through your option booklet and discussed it with parents/carers and should have an idea of your choices.

At Trinity we promote a love of learning, encouraging you to take ownership of your learning and to be curious & inquisitive. You now have an opportunity to pursue your passions further and to develop a deeper understanding of the subjects you enjoy. It is a hugely exciting time in your academic journey, choosing subjects that interest you and that will help you on your potential career path.

Please make sure you are ready to submit your options, the website portal will be available shortly where you will need to enter your choices. You will in the next couple of weeks receive an email with instructions on how to do this. Please make sure if you have any queries in regards to your choices you have contacted your HOY or DYPL beforehand. Below there are some frequently asked questions that might be able to help with some of your queries.

Head of Year 8 Ms Facey- P.facey@trinity.lewisham.sch.uk
Deputy Head of Year 8 Ms Dillon- H.dillon@trinity.lewisham.sch.uk

Frequently asked questions

What should I do if I am unsure about my choices?

Get information, advice and guidance from different sources: your, form tutor, Head of Year, current teacher via WEDUC, Parents/carers.

Do I need to know what career path I want to follow before I choose my GCSE option subjects?

No, not necessarily. If you already know you want to work in a specific job in the field of medicine, then you should check if you would be able to cope with the demands of the Triple Science course but most science careers do not require Triple Science at GCSE. If you are interested in working in design or graphics, then Art would be an obvious choice. If you have not yet worked out a career path, then choose the subjects you most enjoy. These are the subjects you are also most likely to be good at and therefore should be most successful in.

How will pupils find out about what each "Options" subject is about?

Year 8 had "Trinity Futures" & also had group careers interviews discussing options and potential career paths. Option booklets have been sent home and have a lot of information in with regards to option choice

English Baccalaureate (EBacc)?

The government has been promoting the study of a combination of GCSE subjects which can open more doors to more degrees and keep young people's options open for their future careers. The EBacc consists of: English language and literature, maths, sciences, a humanities subject of either geography or history & a modern foreign language. Having this wide range of subjects at GCSE improves your access to a variety of A Level courses.

How will optional subject groups be set in Year 9?

Groups are likely to be mixed ability as they currently are for GCSE. They will have three lessons a week for each optional subject throughout Year 9.

What should be taught in Year 9 optional subjects?

Year 9 should be a preparation year for GCSE in those subject areas. Subjects will use Year 9 as a base from which to develop students' skills and understanding for GCSE.

Is PE in the core, or an option?

Both. All pupils have core PE. It is also possible to opt for a qualification in PE (where you will either study GCSE PE or BTEC Sport).

What is the difference between GCSEs and the other courses offered?

GCSEs are qualifications where the full range of grades (from 9 to 1) are achievable. Other courses are equivalent to GCSEs but have other titles such as Certificate or Award or Diploma – some of these can be offered at level 1 (GCSE grades 1 to 5) or level 2 (GCSE grades 5 to 9) or BOTH levels and so are suitable for all levels of pupil. Non-GCSE courses are often more vocational or practical and develop a different set of skills for you.



YEAR 9 ART WORK

Outstanding work from Delilah in year 9 on her visual arts 'quarantine journal'. KS4 Fine Art students are working on a project to document their thoughts and experiences in a visual journal. Delilah works shows a strong personal style and creative approach to the task, well done.



CALLING ALL YEAR 7

Supportive?

Reliable?



Positive attitude?

Empathetic?

Role model?

Good communicator?

Use your voice for change. Make a difference.

APPLY TO BE A PEER MENTOR!

Read more information about the role and how to apply on [WeDuc](#) or contact [Ms Buckley](#) or [Miss Wright](#).

Trinity PE Department Report – Friday 15th May 2020

We started to have some good news as life is starting to get back to normal. From last Wednesday 13th May, the government has introduced new rules regarding the Coronavirus outbreak, below are the news regarding physical activities:

- Exercise outdoors as often as you wish - following social distancing guidelines.
- Use outdoor sports courts or facilities, such as a tennis or basketball court, or golf course – with members of your household, or one other person while staying 2 metres apart.

This week we have Mr Hutton and his cycling experience plus Mr Scoggins describing his passion for running. Next week we will have Ms Alder and Mr Tarca.

I would like to say a big thank you to all members of staff and students who are writing about their experiences for our newsletter and there will be more to come. This week we can read reports from the following students: Daniel Dasho (Y8) and Moses Barker (Y7). Next week we will have Leo Vecciarelli (Y9), Ryan Lalaj (Y7) and Tauseef Haider (Y8)

The video I recommend this week is from "[Build with Science](#)" YouTube channel, Jeremy Ethier will show you a workout without specific fitness equipment, but he will make it challenging by using books, bed sheets and towels. Exercises based on scientific articles. Check it out the video below.

Just click on this link – [How to Build Muscles at Home](#)

Mr Cruz

Keeping fit during lockdown – members of staff reports.

I have been keeping as fit and as well as I can during the lockdown period. It has been very difficult to get my fitness level back to what it was due to having an operation in March. I was not able to do any exercise at all for a month. My day starts with a dog walk at top speed. Willow and I go to the local woods and I pace around and she sniffs around then sprints after me. Some mornings I have done 5 laps of a local park. I have joined the schools Strava group and log my exercises. I have also been able to ride my bike again. I serviced my race bike and have been going to the edges of the South Downs. I will be building my stamina so I can get back to my normal 100km rides as soon as I can. Each day I have been exercising with my family. My eldest daughter Lauren has been off-road cycling with me every other day and my other daughter Chloe has been bouncing on her trampoline for hours on end. After weeks **of not moving much I am trying to get back to my old routine. It gets harder as you get older so keep moving kids!**

Mr Hutton



How running has helped me during lockdown

Last summer, as I was preparing to begin working at Trinity, it dawned on me that I hadn't properly exercised for about 15 years. Due to a mixture of laziness, lack of confidence and fear of competition I shied away from physical activity because I had decided, wrongly, that it wasn't for me. I fluctuated between wanting to get fit, to get good at football, to cycle and to run, even buying a pair of cheap running shoes in 2012 that I didn't use for 7 whole years (more about that later). Ultimately though, I think what held me back the most was the false idea that sports and exercise was something only for the physically gifted. I wasn't particularly fast or strong, so I thought therefore I didn't belong amongst the physically fit or the athletic, and if there's one thing I could change it would be to go back and tell myself how wrong I was.

So, coming back to last summertime around August, I decided to put on my cheap running shoes and do a lap around the park. I think I ran about 2 kilometers before giving up, taking at least 3 or 4 breaks, but despite the initial discomfort I enjoyed it. I felt invigorated physically and mentally and enjoyed the solitary nature of the activity. I set my sights on my first milestone: to run 5k without stopping. Working my way up and running a bit further each day, I was able to run 5k confidently within a month, and was a weekly participant in Parkrun (organized free 5k every Saturday at 9am). What I found initially bizarre was that although the experience of 5k as a rookie runner was at times excruciating, painful and uncomfortable it was still so incredibly enjoyable. Parkrun soon became my highlight of the week and I would go to bed on Friday evening full of excitement to try and beat my personal record and up my pace. As I gained more confidence, I began running with two friends and maneuvered up to 10k, 16k, sometimes taking up to a week to recover but loving every second.

For me, running is so appealing because it's such a pure form of sport. All you really need is yourself, some willpower, some good music or running companions to chat to and a decent pair of shoes. I can't really stress the shoe part enough – those cheap shoes I bought in 2012 had to eventually get thrown in the bin after a nasty set of blisters I picked up on



my first 10k attempt (still loved every moment though). During these strange and solitary times, I feel most at peace when I'm out the door and about to set off on a long run at 7am. Since quarantine began I've completed two half-marathons and am already planning another this Saturday, with a target finish time of under 1 hour and 50 minutes. What I love about running is that as a solitary sport, you only really need to compete with yourself if you even choose to compete at all. There is no standard, no bar you need to pass to feel like you did well. There are no winners or losers, just runners striving to meet their self-imposed targets or, like I often am, running to get some peace of mind.

If you're thinking about taking up running, my main pieces of advice would be:

- Don't worry about speed! If you try to sprint 5k on your first attempt you're more likely to get hurt before you even finish. Ease into it, run a little bit further each time, and the speed will naturally up itself
- Get a comfortable pair of shoes – This also doesn't mean buying the most hi-tech looking expensive Nikes on the market. My running shoes are made by Brooks, were affordable, and completely changed my experience for the better.
- Plan your routes and run to places you've never been before! One amazing thing running has done for me is it's recharged my passion for London and the geography of the city. I've lived in South London my whole life but have really had no idea how all the different neighborhoods connect until I started running through them!

Mr Scoggins

While in lockdown I have mostly been working on my skills in football I have used this time to make me an even better player and be ahead of the competition so I have been working hard to make myself grow as a football player also I have been giving my parents workouts everyday so they can keep fit while in lockdown sometimes I put videos on to watch and copy the workout they are doing sometimes I improvise and show what I know that can help them

Daniel Dasho (Y8)



I can't leave my house because we are shielding a family member, so exercise is restricted to my garden and home. At home to do exercise I do jumps on my trampoline, trying out different types. I also do skipping in the trampoline (which is good for your heart) and kick a football around in my garden. I try different obstacle courses and tasks, competing with my sister in the garden but it is really, really, small so we have to use our imagination. What I miss most is not being able to see my friends, so I zoom call them and we play computer games together whilst chatting. I think that staying active mentally and physically is important because it helps you relax and feel free. I also enjoy splashing in the river at the back of my garden when I get the opportunity (which is not often enough)!

Moses Barker (Y7)



Trinity School Strava FITNESS Challenge!

ATTENTION: All Students, staff and parents

During this time of 'lockdown' where the government is encouraging us to go out for our daily exercise (obviously abiding by the social distancing rules) why not set yourselves a bit of a **FITNESS**, yes keeping fit! **Challenge**.

I have created a "trinity-school-pedepartment-lewisham" Strava Club.

Strava is a great way of tracking the exercise you and your friends (and teachers!) have been doing. This can be anything from a short jog around the block, walking to the shop for a pint of milk or a longer walk with family over the weekend. Why not set yourself a challenge of seeing how long it takes you to run a mile? How about 2? Can you improve on this time?

If you would like to become part of the "trinity-school-pedepartment-lewisham" Strava club, just download the app and search for our club.

Mrs Wright

more moments to enjoy.....and have a great chuckle

Click on the link below to view our very own Executive Head, Mr David Lucas and some of his truly wonderful and talented Trinity staff perform an instrumental and vocal rendition of

'SOMETHING INSIDE SO STRONG'

(Aiming for a No. 1 hit)



Open the link below

<https://youtu.be/NiUOrR84VNA>

TRY YOU HAND AT KNOT TYING

"Get Knotted!" (A ROPE TYING ACTIVITY)

Equipment:

- Rope or yarn or shoelaces or equivalent

Introduction:

We use knots in our everyday lives, you have probably used 1 today to tie your shoes. Knots are essential to all boating activities, from dinghies to cruisers, row boats to container ships; they all need knots. As a skill you know when a knot has been mastered, when you can do it with your eye closed!

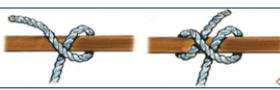
Instructions:

- 1) Here are 4 common knots for you to start practicing. For help, use the next pages or click on the icon for a YouTube Video.
- 2) Ask members of your household about knots they know and practice these. If they don't know any, teach them the 4 you have learnt.

Extension Challenge Activity
Have a go at *discreetive knot tying*, make a *monkey fist keychain*, create a *bracelet* ...

CLOVE HITCH (Easy-Peasy)

1. Make one full turn around an object the rope is being secured to.
2. Then pass the line over itself as you take another turn.
3. Finish the knot by tucking the working end under itself and pull tight.





Some 'How to tie knots' links

<https://www.animatedknots.com/square-knot>

<https://trailhead.gsnorcal.org/how-to-tie-knots>

<https://www.youtube.com/watch?v=Z6QzOcj6yZw>

25.3.20



COMFORT IN CRISIS

Pets and Coronavirus (COVID-19)

Here are some top tips from the UK's best loved national pet charities and experts.

Pets and Coronavirus PROTECTING EACH OTHER

- 1 There is no evidence that pets can get sick from COVID-19.
- 2 Just like human hands, pet fur could carry the virus from one person to another.
- 3 Wash hands well with soap after touching any pets or their belongings and avoid pet kisses – them and you!
- 4 If your pet is sick or injured, call your vet before going to the surgery.



Pets provide invaluable companionship, let's take care of them too

Pets and Coronavirus PRACTISE SOCIAL DISTANCING

- 1 Each person in the household can walk your dog once a day, but...
- 2 Keep you and your dog **at least** two metres from others.
- 3 Avoid contact with other people's pets.
- 4 Ensure you have your pet's normal supplies for 14 days; make only essential trips to the pet shop.



Wash your hands, follow the latest Government guidance and play your part to protect others

Pets and Coronavirus IF YOU ARE SELF ISOLATING

- 1 Think about how you can provide for your pet's needs.
- 2 Dogs can be let out into your garden, or just outside your home to toilet, but keep your distance from others and minimise time outside.*
- 3 Can anyone else care for your pet if you are sick or in hospital?
- 4 If your cat is used to staying in then keep them inside and clean their litter tray regularly. If an outdoor cat, try and minimise interactions with them.*



If you are sick, restrict close contact with your pets

Pets and Coronavirus HELPING EACH OTHER

- 1 Can you safely help a vulnerable person in your community with their pet?
- 2 Can you offer remote help to your local animal charity?
- 3 Could you donate pet food to your local food bank?
- 4 All animal charities will be impacted by this crisis – please consider donating to support their work.



Pets are family – let's look out for each other