

Trinity All Through School

Website: Trinitylewisham.org

WEEKLY NEWSLETTER

Primary Phase

Leahurst Road, Hither Green, SE13 5HZ

Tel : 0208 325 4551

Secondary Phase

Taunton Road, Lee, SE12 8PD

Tel : 0208 852 3191

"What do we do when our hearts hurt?" asked the boy



"We wrap them with friendship, shared tears and time, till they wake hopeful and happy again."

WE WILL GET
THROUGH THIS
TOGETHER



24th April 2020



Don't forget to check out the weekly executive head assembly. Week 4 will be out by 0800 on Monday...



Dear Trinitarians

Well done to you all. I know it can seem difficult at times, but you are making a huge difference. Keeping children safe and well is crucial at this time. Doing school work helps pass the time and helps pupils progress, but ultimately our children's mental health is vital. I recently read the book by Charlie Mackesy called 'The Boy, the Mole, the Fox and the Horse'. If you have not read it I highly recommend it for any age. It literally has appeal for very young children all the way to adults. The two pictures above are taken from this book, and my assembly on Monday will refer directly to this story. It is written in a similar style as Winnie the Pooh, with some great profound statements.

The storm will pass. We will get through this, and we will look back at this time with many memories for generations to come. At times our hearts will hurt, but please do wrap up as a family network together and you will get through this. Talk and listen to each other. We may have tears of frustrations, but through love we will wake hopeful and happy again. I honestly believe this.

We have been listening to a lot of feedback recently and have put things into action across the school to ensure we are meeting the needs of all our families. We are still supporting many through food parcels and we are calling regularly families who have reached out and asked for support. Our in school provision for key workers and vulnerable children has started again and helping support our pupils on a day to day basis. We have a primary story / message going out very shortly (might even be out by the time this is published). We have extended our calls to primary parents and all our staff are working feverishly on ensuring the resources provided now and in the future are detailed. If you have any feedback, or require any support please do contact us directly.

I would also ask all parents to ensure they are using Weduc now. This is our school app. We have a big drive to make sure all our primary parents are using this now. It is a through school tool, and we are starting to use it more for all messages going out. Our technical team have been emailing everyone every fortnight their log in details if they have not yet signed in. Do contact the school if you require any support with this. We will start using this more and more as our primary form of communication.

Please do follow the government's advice and stay safe and well. We are missing seeing you as parents, but in particular seeing all the pupils. Please tell them how much we miss them and spend as much time as you can together. Remember, the storm will pass.

A handwritten signature in black ink, appearing to be 'DL' or similar initials.

David Lucas

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





Dear Trinity families,

I hope you enjoyed your Easter Break despite it being under very different circumstances than normal.

As it is a new term, we wanted to remind all parents that home learning tasks are updated weekly on the home learning tab on our website, which can be found [here](#).

Next week, we will be adding two optional tasks based on the BBC online learning resource which began nationally this week. Mr Weddell has also added a suggested timetable for learning at home under each year group's home learning page. This may be helpful for those who have found it hard to get back into the swing of learning now that the Easter break is over. However, it is only suggested; we appreciate that each family has unique circumstances.

We are also busy creating new home learning paper packs which we will send out next week by post. We will add an electronic version of these packs under the home learning tab.

We appreciate that school is about so much more than learning and that children will be missing contact with familiar faces – both of their peers and adults alike. As such we will be uploading a weekly story-telling and teacher comment video. This will be available as a YouTube link, linked on the newsletter below, the blog and on the website under the home learning tab. We will also be adding this to the school Weduc app. Please sign up to this if you have not already done so as this may be the quickest way to receive this and more information. As ever, the office is on call should you need advice on this.

Keep reading with your child, giving them your time and loving them. I look forward to seeing you and your children soon.

Head of School, Primary Phase
Trinity all Through School

STORY TIME AT THE PRIMARY: WEEK 1

Each week we will be sharing a video of us reading a story and taking time to share loving and supportive messages from each class teacher. Nothing will replace your children being in school but we hope this effort will make the difference.

BBC HOME LEARNING RESOURCES

You may have heard from the daily government announcements that the BBC have been creating some online [learning tasks](#). We have added appropriate links as optional tasks on weekly home learning letters on the home learning tab [of the website](#).

<https://trinityprimarylewisham.blogspot.com/2020/04/bbc-home-learning-resources.html>

TAKE A TOUR OF THE NATIONAL HISTORY MUSEUM, LONDON

This week we would like to encourage you to take a tour of the National History Museum in South Kensington. During your tour, see if you can find the [Megatherium](#) fossils- an extinct species of giant ground sloth which is actually Mr Janes' favourite animal!

<https://trinityprimarylewisham.blogspot.com/2020/04/take-tour-of-national-history-museum.html>

WELCOME



Trinity welcomes our new caterers AiP to our school. Both Secondary and Primary will on return to school have new caterers cooking up delicious nutritional and well balanced meals. Focused on providing our pupils and staff with a wide range of new and exciting menus full of fresh ingredients and wonderful flavours.

Primary and Middle Schools

At AiP we firmly believe that we have a responsibility to support our Primary Schools by helping with the education of the children with regards to food, lifestyle and making healthy choices. Our Primary School offer is all about promoting a well-balanced diet whilst encouraging the children to try new things and to have fun with food!

Our aim with Food Smart is to deliver freshly prepared meals that exceed all nutritional standards, served by caring staff in a welcoming, home from home environment. We only use local, fresh core ingredients including meat sourced from British farms, in-season vegetables and free range eggs. AiP uses the industry-recognised Saffron database to create compliant menus.

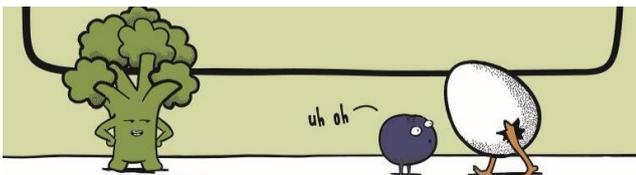
With Food Smart, good food doesn't stop at the kitchen either. We inspire pupils to enjoy healthy meals both at school and at home with theme events, food sampling, competitions and hands on cooking, often working alongside the curriculum in-school.



Secondary Schools and Academies

Today's high street savvy young people are always on the look-out for something new and exciting and therefore our development chefs are constantly refreshing our food concepts for this age group, whilst maintaining our healthy eating approach and offering Food for life Gold mark menus.

The needs of secondary school pupils are ever changing, and this group is particularly brand-savvy and influenced by trends in the bigger food landscape. AiP's secondary school brand 'Feed Me' has been developed to offer a range of solutions reflecting trends in food to go, café culture and street food, as well as more formal sit-down lunches made with quality ingredients. Our Feed Me brand makes students feel they are in an adult eating environment, giving them the flexibility to choose the food options that best meet the requirements of their busy day at school.



Sustainability...

Our promise to our customers and the world in which we live is to become as sustainable as possible. We incorporate local farmers produce wherever we can, ensure local, seasonal fruit and vegetables are used in all our kitchens within all our menus.

One of our goals is to have minimal impact on the environment, we are continuously looking for new ideas and ways of limiting the single use plastics. We now have schools that are completely plastic free including bottles, plastic wrap and any single use food holders.



Alliance in Partnership Specialists in Education Catering

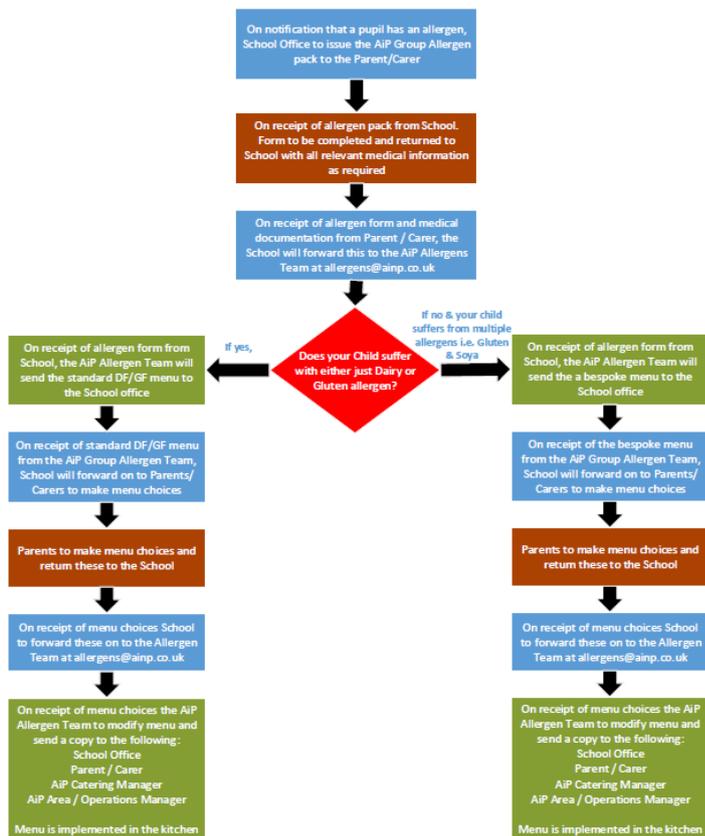
AiP provide fresh, healthy nutritious food and professional catering solutions to primary and secondary schools and colleges.

Established in 1998, today we serve over 75,000 meals per day in 400 Schools and Colleges.

Our partnerships are long lasting and we realise that no two schools or colleges are the same.

We produce quality, fresh, locally sourced and seasonal meals at affordable price and offer a solution for our clients regardless of their circumstances.

**AiP Group of Companies
Client Allergen Process**



NB: It is the responsibility of the school to inform the AiP Group Allergens Team of any changes in Pupils dietary requirements

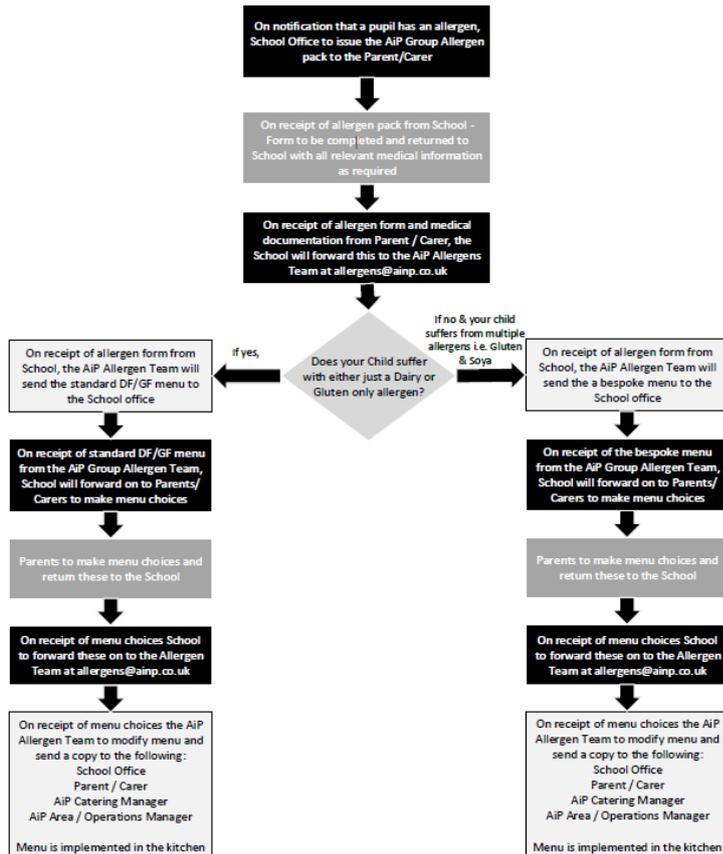
KEY: ■ School ■ Parent ■ AiP

Does your child have an allergy or intolerance to certain foods!

Please read the allergen process which will take effect when school resumes in conjunction with our new caterers.

Forms and other information can be found on our website Trinitylewisham.org

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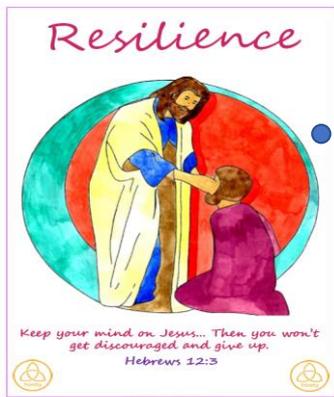
If your child suffers from food allergies the school **MUST** be made aware even if they are **NOT** having school lunches.

If your child develops an allergy after joining Trinity or during their school years at Trinity – Please notify us in writing immediately.

ALL PARENTS

Welcome back everyone, I hope you had a lovely break and managed to take some time to reflect on the death and resurrection of our Lord Jesus Christ. Last weekend was the second Sunday after Easter where Christians remember Thomas the Apostle who is unfortunately named as Doubting Thomas. When he realises that Jesus has risen he cries out: "My Lord and My God."

This half term we will be looking at resilience for the first part and independence for the second part. Our memory verse is '**keep your mind on Jesus...then you won't get discouraged and give up**' **Hebrews 12:3**. Not giving up and remaining focused on our faith and the hope and resilience showed by many such as Jesus and Bartimaeus is important during these times.



The image designed for this theme is based on Blind Bartimaeus and the resilience and determination he showed.

Next week we are going to explore how he

Christians often describe their spiritual life as a journey. Paul talks about the upward call of God in Christ: 'I run towards the goal, so that I can win the prize of being called to heaven' (Philippians 3:14, CEV). There are many possible diversions and temptations along the journey, which Christians try to resist. For Christians there is the promise that Jesus goes before them as the pioneer and perfecter of faith: 'We must keep our eyes on Jesus, who leads us and makes our faith complete' (Hebrews 12:2)

Paul, in his letter to Timothy, uses a series of images to help his readers - that of a soldier, of an athlete and of a farmer (2 Timothy 2:3-7). Each one needs dedication if they are to complete the race, or produce a good harvest. Most good things in life only come with time, patience, dedicated effort and perseverance. This is also true in the realm of faith. For example, Jesus advises his followers not to give up in prayer (Luke 18:1-8).

During these times, it is important to build our resilience and to follow Jesus' advice and not give up on prayer. This week take time to say the Lord's Prayer each day and when you pray "Your Kingdom come" we are praying for change, for a time when God's love will change everything. Draw a picture of what you think God's Kingdom might look like. Write "Your Kingdom come" on it. Put it somewhere everyone can see it, as a reminder that things will not always be as they are now.

Let nothing disturb you, Let nothing frighten you, All things are passing away: God never changes. Patience obtains all things whoever has God lacks nothing; God alone suffices.

***Dear God,
May we look
Backward with gratitude,
Forward with courage,
Upwards with confidence.***

Amen.

Spiritual development at home: activity for this week

- Over the next few weeks we are going to work to create a Bible Reading Record
- Each week I will give you different parts of the Bible to look at and stories to reflect on
- You should consider – What did you like? What did you not like? What words made you think? What would you want to read next?

This week: A Parable

A few for example:

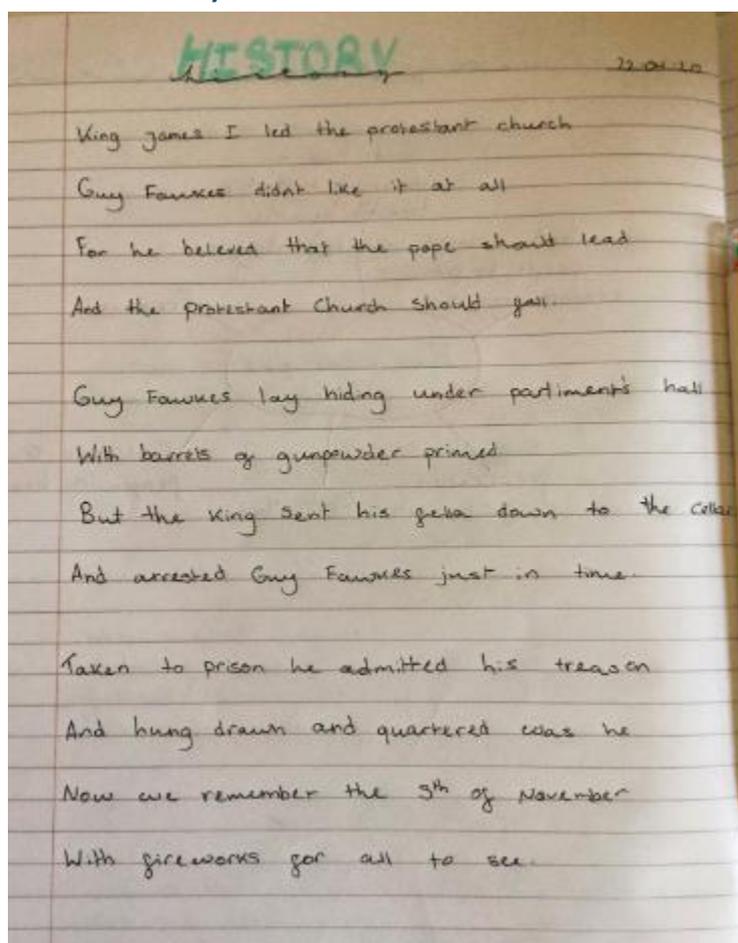
- Matthew 13, 18, 20, 21, 22, 24, 25.
- Mark 4, 13.
- Luke 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 18.
- John 10.

Mr. Ben Teuten one of Trinity Secondary History teachers set some Easter work for his Year 7's. They were asked to research and rewrite the 'Remember, remember the 5th of November' rhyme. Fantastic replies were received and after much deliberation the following pieces were chosen to share with you.

5th of November
By Alex Gaitan Y7

Remember, remember the fifth of November
The day of treason and plot
We see no reason to ever forget
The bomb that could change the whole lot
Guy Fawkes wanted control over England
Three barrels were laid below
He didn't agree with James I politics
And wanted England's overthrow
The people of England were hungry
The rich had plenty of food
They could have shared all that plenty
They could and they should
He thought he would bring justice
He thought he'll level the power
We celebrate the failure now
With fireworks lit from towers.
To punish him, they burned him up
Together with his friends
There was no justice done
And this is how the story ends.

Gunpowder Plot by
Nancy Eaton-Hilson in Y7



Guy Fawkes and the Gunpowder Plot 1605
By Diego Antonio Grateron Sangines Y7

Verse 1

James the first and the last,
Three majors' issues past:
Richard Bancroft died;
James concerns blasted.
Robert Cecil died;
James was busted.
Religious crisis - James blew up;
Ballasted, casted, cursed James up.

Verse 2

James the first was not gonna last; more than able.
Fawkes, 36 barrels, unable: sure.
Assassin; remained a Guy Faw-lure
Flourishing! House of Lords got damaged! Salvable!

Verse 3

Plot full of let-down – how it goes?
Plotters caught double bind – how it comes.
Plotters snitching – not as great.
Powder barrels was the bait.

Remember? I Remember!
In 5th of November.

Well done to all Mr Teuten's pupils who have composed some fantastic poems during their Easter break.

YEAR 7
POEMS

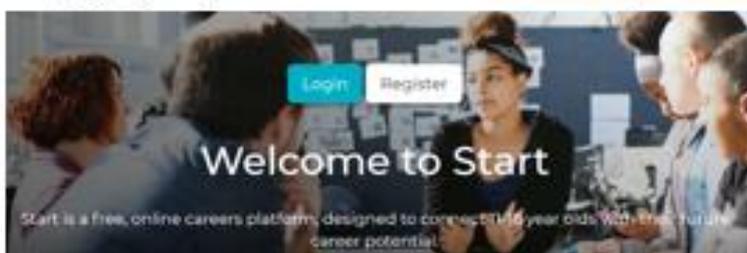
GCSE Option Activities with

If you're in Year 8 then you're soon going to need to choose what GCSE subjects you're going to study for the next stage of your education journey.

There are certain subjects you **HAVE** to study as well as other subjects that you have a choice around. Your choices can have an impact on your future studies and even your future career, so it's important to make an informed decision.

Use **START**, the online careers resource, to explore and learn more about your options with a range of activities and modules including *GCSEs Explained*, *Making your decision*, *Where could my GCSE subjects take me* and a *Decision making checklist*.

Simply login to your **Start** account at www.startprofile.com



Select **What To Study** from the dashboard menu:



Select the GCSE section:



All students will have been given a letter containing their individual username and password and instructions on how login to their **START** account. Parents & Carers have also been given a letter with more information about **START** and how to create their own account

If these letters has been misplaced please go to www.startprofile.com and follow the simple instructions to create your own account.

Lewisham Young Mayor Project



Emmerson S.

Young Advisor, 13

Emmerson joined the Young Advisors at the age of 9! Since then he has been involved in engaging other young people into civic life in Lewisham. He is also passionate about football, theatre and giving other young people a chance to express their views!

TRINITY PUPIL ON THE YOUNG MAYOR'S TEAM

The programme enables young people, politicians, council officers and partners to work together to develop ideas, while also addressing issues of concern and interest. In doing so, young people's active and effective participation in democratic processes and local governance is genuinely enhanced. The Young Mayor's Team continues to play an active role in helping to develop community solidarity and cohesion particularly necessary in an era of austerity and retrenchment. As this period slowly comes to an end it becomes even more important to remind ourselves and young people that other ways of doing things and being in the world are both possible and viable through our active engagement with each other and the world around us.

KNOWLEDGE ORGANISERS FOR TRINITY TERM (April 20th to May 22nd)

Remember our **new** Knowledge Organisers for this term (Trinity term) are on our website. Should you require a printed out version please contact us on the numbers listed below so we can print out a copy for you to collect.

All pupils Years 7 – 10 should now be working in their **new** Knowledge Organisers this term.

<u>Staff Member</u>	<u>Number</u>	<u>Role</u>
Camilla	07852217944	• General Enquires
Rachel	07958063326	• Work to be printed • General Enquires
Zuhre	07340473632	• WEDUC support • Reports
Waad	07958063310	• Admissions

“Staying at home for prolonged periods of time can pose a significant challenge for remaining physically active. Sedentary behaviour and low levels of physical activity can have negative effects on the health, well-being and quality of life of individuals.” (World Health Organisation).

With the above in mind, the Trinity PE department is launching a **#stayinworkout** section on our weekly newsletter. Members of staff and students will be describing how they are staying active during the lockdown. Remember, you can go out and practice some form of exercise for an hour a day. Let’s make the most of it whilst staying safe!

I am delighted to be the first to write this column. I have managed to be quite active for the past month: I created a fitness programme for myself and finally put my body and mind to the test. Combining home workouts and runs at my local park has given me the platform to reach a good level of fitness, something that I was previously finding difficult to achieve due to my busy work-life schedule.

On Wednesday morning, some secondary school boys and I joined the Joe Wicks session live. They really enjoyed it and are keen to do it every morning to stay fit. Well done to **Tobias Goedhart, Matthew Hesman, Tyler Baptiste-Mcintyre, Jesse Kitaka, Justice Lennartz and Ben Markham** who were very active during the session. Picture below.

Below are some organisations who explain the benefits of staying active and also others who have put together a set of activities to stay active at home during the lockdown.

The Independent Article - <https://www.independent.co.uk/life-style/health-and-families/coronavirus-how-stay-fit-home-lockdown-a9429931.html>

Sport England - <https://www.sportengland.org/stayinworkout>

Move GB <https://go.movegb.com/>

Men’s Health Magazine 21 best home exercises - <https://www.menshealth.com/uk/building-muscle/a754099/the-15-best-beginners-exercises-to-do-at-home/>

Verywell Fit - <https://www.verywellfit.com/best-ways-to-exercise-at-home-1231142>

NHS - <https://www.nhs.uk/live-well/exercise/10-minute-workouts/>

#stayinworkout



Trinity Student Report on their Fitness regime at home



India D (Y7)



During lockdown, my brother (Oscar), my mum and I have been playing a variety of sports activities including, 1 vs 1 vs the goal keeper which involves 2 people playing football and the first one to score wins and the loser swaps with goalkeeper in goal. We have also played a lot of cricket as my brother bought himself a cricket set. Me and my family tried doing the Joe Wicks fitness videos but didn't enjoy them as much as playing a game that we want to play but is also very active. Yesterday, my brother and I made up a new game which involves one person throwing the ball to the other person on the other side of the garden and once that person has caught it you run and switch sides. This game was very fun and active. Sometimes I go on walks with my family but not much as we are worried about catching covid-19. I think keeping active is important especially during this time because it is really easy to just sit down and not go out because you have an excuse but I think that you should still go out because it keeps your blood pumping and gives you energy to keep up with your schoolwork and helps your mental health as well as your physical health.



Torin P (Y10)



During the lockdown you should try to keep a good healthy diet, so you can remain healthy. To keep myself fit, I've been doing skipping for cardio workout. Also, I've played tennis in my ally way over a gate with my dad. I do weights to build my strength up. Today I'm doing a boxing workout with my mum to improve our stamina.

<https://www.strava.com/clubs/trinity-school-PEdepartment-Lewisham>

*Calling all pupils.....please take some fun shots of yourself
(and perhaps your parents) doing your daily workout.
Let's see you sweat. Remember no gain without pain!*

Best picture!!! (Send to Mr. Cruz)

(wait and see|)

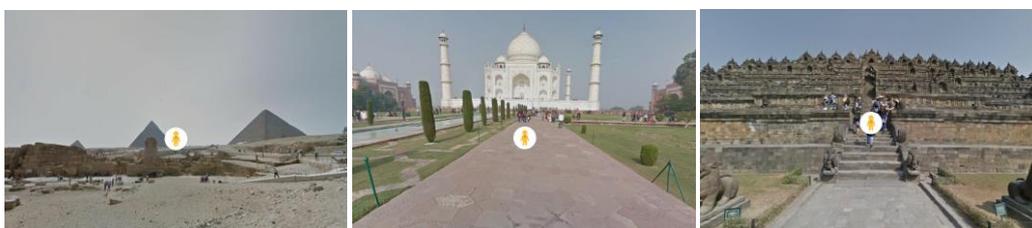


Explore the world with UNESCO World Heritage Sites:

Explore some of the most amazing places on the planet with a virtual tour of UNESCO World heritage sites. A World Heritage Site is a landmark or area, selected by the United Nations Educational, Scientific and Cultural Organization (UNESCO) for having cultural, historical, scientific or other form of significance, legally protected by international treaties. There are currently a total of 1,121 World Heritage Sites across 167 countries. World Heritage sites belong to all the people of the world, irrespective of the territory on which they are located. To find out more visit:

<https://whc.unesco.org/en/list/>

Take a virtual tour of some of the most recognized and popular cultural heritage sites in the world. From The Pyramids of Giza in Egypt to the Taj Mahal in India, explore 8 of the most popular World Heritage Sites with Google Arts and Culture.



https://artsandculture.google.com/theme/8-top-world-heritage-sites-you-can-explore-in-street-view/2QLyV2_DL576Jg?hl=en

The Great Barrier Reef is a site of remarkable variety and beauty. Listed as a UNESCO World Heritage Site since 1981. It is the world's most extensive coral reef ecosystem, with 400 types of coral, 1,500 species of fish and 4,000 types of mollusc. It also holds great scientific interest as the habitat of species such as the dugong (sea cow) and the large green turtle, which are threatened with extinction.



For information, galleries and videos about this amazing and fragile ecosystem visit:

<https://whc.unesco.org/en/list/154/>

Get a live view of the barrier reef with The Nature Conservancy Australia's Reef Cam. Watch a live stream from under the ocean, identify and get to know the fish on Reef Cam and learn more about the barrier reef and its importance.



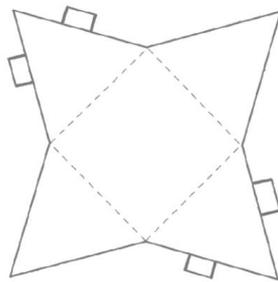
<https://www.natureaustralia.org.au/what-we-do/our-priorities/oceans/ocean-stories/reef-cam-underwater/>

Now get creative!

Design, build and decorate your own Egyptian Pyramid out of cardboard or paper:



Pyramid of Ancient Egypt



Or build your own cardboard coral reef aquarium, full of colourful sea life, real or imaginary.



Take a picture of your pyramid or aquarium and email to :
p.morhen@trinity.lewisham.sch.uk

Check out these wacky science experiments on YouTube

<https://www.youveseen.com/science-experiments-home/>

<https://www.youtube.com/watch?v=4MHn9Q5NtdY>

<https://www.youtube.com/watch?v=CCxbl1qRsWY>

<https://www.youtube.com/watch?v=CCxbl1qRsWY>

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

<https://www.youtube.com/watch?v=gf57ej2SQB8>



Calling all Year 6 'Outstanding Trinitarians'

Soon you will be making your move to your secondary phase of learning. An exciting step in the next stage of your educational journey. As part of the Trinity family we all want to help each other to make this transition as enjoyable and smooth as possible. To help us do this, we are looking to appoint some Year 6 pupils to take up the role of being an 'Outstanding Trinitarian'. This role will begin in July and to carry forward throughout Year 7. Being a nominated 'Outstanding Trinitarian' will involve being an appointed role model to Year 7 pupils who have joined the Trinity family from other primary schools, to show them the Trinity Way and make them feel welcome. You will have an Outstanding Trinitarian tie and badge to identify you to other Year 7s.

Are you an Outstanding Trinitarian? Are you interested in this role? Look out for more information in the newsletter next week and about how to apply.

Mrs Buckley

IMPORTANT NUMBERS DURING SCHOOL COVID CLOSURE

<u>Staff Member</u>	<u>Number</u>	<u>Role</u>
Camilla	07852217944	<ul style="list-style-type: none"> • General Enquires
Rachel	07958063326	<ul style="list-style-type: none"> • Work to be printed • General Enquires
Zuhre	07340473632	<ul style="list-style-type: none"> • WEDUC support • Reports
Waad	07958063310	<ul style="list-style-type: none"> • Admissions • WEDUC Support • Reports

ALL PARENTS



Captain Tom Moore has already received thousands of birthday cards (Picture: EPA; BBC)

Trinity invites every pupil to create or draw a birthday card and send to Captain Tom

YouTube has great ideas on how to make cards

Captain Tom Moore is being sent so many birthday cards the Royal Mail has given him his own sorting machine.

The war hero, 99, who raised more than £27 million for the NHS by walking laps of his garden, has already received 25,000 cards so far, but that number will likely rise before his 100th birthday on 30 April.



Captain Tom Moore

Captain Tom Moore's 100th Birthday Walk for the NHS

Cpt Tom Moore is walking 100 lengths of his garden for NHS Charities Together because our fantastic NHS workers are national heroes

Captain Tom Moore
C/O Marston Moretaine
Post Office
67 Bedford Road
Marston Mortaine
Bedford
MK43 0LA

<https://www.century.tech/explore-century/parents/>

Parents & Students - CENTURY

Free access for families during coronavirus school closure. Get instant access to English, maths and science resources. Powered by the world's leading AI teaching and learning platform, our resources are suitable for Years 3-11 and aligned to the national curriculum.

www.century.tech

Resources

Further information about taking care of your mental health at this time:

- MIND – Coronavirus and your wellbeing <https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/#collapse6566e>

Coronavirus and your wellbeing | Mind, the mental health charity - help for mental health problems | Mind, the mental health charity - help for mental health problems

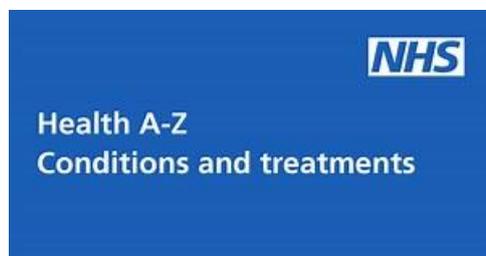
You might be worried about coronavirus (COVID-19) and how it could affect your life. This may include being asked to stay at home or avoid other people.

www.mind.org.uk

- Mental Health Foundation – Coronavirus and looking after your mental health <https://www.mentalhealth.org.uk/publications/looking-after-your-mental-health-during-coronavirus-outbreak>
- BBC – How to protect your Mental Health <https://www.bbc.co.uk/news/health-51873799>
- Psychotherapist Anna Mathur blog <https://www.annamathur.com/blog>

Breathing exercises for stress:

- NHS – Breathing exercise for stress <https://www.nhs.uk/conditions/stress-anxiety-depression/ways-relieve-stress/>



Breathing exercise for stress

Relaxation tips to relieve the symptoms of stress, including a calming breathing exercise.

www.nhs.uk

Physical exercises:

- NHS – Fitness studio exercise videos <https://www.nhs.uk/conditions/nhs-fitness-studio/>
- Tai Chi routine - Frimley Hospital Physio https://www.youtube.com/watch?v=N_h8iiVrdnM&app=desktop

Sleep hygiene:

- Sleep Foundation <https://www.sleepfoundation.org/articles/sleep-hygiene>

Mental Health & Wellbeing

For many years, mental health had been somewhat of an afterthought when it came to general wellbeing, with physical health taking top priority. However, over the past decade or so, attitudes have been changing, as the negative impact of mental ill-health on both a personal and professional level has become more widely recognised and publicised.

Wellbeing at Trinity

Trinity aims to provide a variety of ways in which pupils can access support for their general health and wellbeing. Currently there is a range of therapies, groups and trained individuals that Trinitarians have access to. Trinity now has plans to add to its existing provisions by introducing its first team of pupil Wellbeing Ambassadors.



Wellbeing Ambassadors

The role of our Wellbeing Ambassadors is to provide valuable early intervention help to their peers who may be emotionally distressed, need someone to talk too and responds well to those in need of a 'listening ear'. Much like the Mental Health First Aiders the Wellbeing Ambassadors are to be an additional point of contact for pupils. Wellbeing Ambassadors will help to facilitate the implementation of Trinity's Health and Wellbeing strategy by:

- Removing the stigma by getting people talking about mental health and sharing their experiences
- Raising awareness of mental health problems
- Organising specific events & celebrate mental health awareness days
- Promoting positive mental health in our school
- Signpost young people to access support in your school
- Share good news stories

If you have confidence to step in, reassure and support a person in distress or have enhanced interpersonal skills such as the ability to listen non-judgementally and would like to help someone recover their health by guiding them to further support - whether that's self-help then this could be the role for you. Becoming a Wellbeing Ambassador may be similar to the career you wish to pursue in the future.

Even without these skills still apply as all ambassadors will receive training. Keep an eye out for advertising and dates of when to apply.



If you are interested in becoming a Wellbeing Ambassador and would like to make a worthwhile contribution to Trinity's community, please speak to Mrs Buckley, Ms Lewis or Ms Simpson for further information. Further details on application will be on WeDuc and also in the newsletter next week.



Online safety at home

While using technology can provide hours of education and important social opportunities for children and young people during this period, it can present risks. Here are 4 things you can do to help keep your child safe online during this unsettling time.

1. Use the opportunity to chat with your child

With children and parents spending more time at home, now is a great time to continue to chat with your child about how they are using online technology and what it means to them.

Ask them what they are doing online, and what they like and dislike about the apps and services they use. If you like, discuss some 'ground rules' like how much time they spend online doing different things and what games and apps are appropriate to use.

2. Explore Thinkuknow resources together

Thinkuknow is the online safety education programme from the National Crime Agency. Included in the link above is a number of resources you can work through with your child.

Every fortnight Thinkuknow will release a new set of simple online safety home activities to share with children and young people between the ages of 3 and 16. Use these to help you keep up a positive, supportive conversation about safety online in your home.

Take a look at the Parents and Carers Helpsheets for further online safety advice and links to useful resources and support services.

Follow them on social to contribute to surveys and polls so they can provide you with updates and advice that you would find most useful at this time. You'll find them at **Click CEOP** on Facebook, and **@CEOPUK** on Twitter.

3. Remind children to report anything worrying, and how they can do this

It's important that children and young people always know where to go if they come across something that worries them or makes them feel uncomfortable online.

This is especially important during this time as trusted sources of support are not always readily available. Children may not have as many opportunities to confidently talk to their friends, who we know are often their first point of contact when they are worried.

To help, you could:

- Help them to identify a trusted adult that they can approach during this period, even if this means on the phone. Encourage them to speak to you or another adult immediately if they have any worries or concerns.
- Make contact with your child's teacher / Family group leader / Head of Year or another member of staff at Trinity.
- Remind them that they can always call Childline if they have any worries, big or small – whether it's something that has happened online, stress about being stuck at home, arguments with siblings or anxiety about Coronavirus.
- Make sure they know that they can always report to CEOP if they are worried about any form of abuse online. Young people can also report to CEOP if they are worried about a friend.

The best thing you can do is make sure they would feel they could talk to you if they were ever worried - make sure they know that you would never blame them for anything that might happen online.

4. Set up or review your parental controls

Setting parental controls can be a quick and effective tool to help protect your children online, and should be installed on all devices that children use. For advice and support in setting these controls, please read **the Thinkuknow article**.

Want more information?

You can visit Thinkuknow parents and carers website for more information and advice on supporting your child online.

For more information on popular apps and games children use, please visit NSPCC and O2's Net Aware Guide.

Stay safe

David Lucas

Looking after children and young people during the coronavirus outbreak



How a child or young person reacts to the coronavirus (COVID-19) outbreak may depend on their age, past experiences or understanding of what's happening.

Some children and young people, including those with additional needs and disabilities, may find it difficult to deal with things.

For instance, some may worry about their health, their loved ones or have physical symptoms like stomach ache. Others may behave differently, getting more angry, distant or acting up in other ways.

Some children might react right away and some may show signs of difficulty later on. Other children might be coping fine, and some younger children may be enjoying more time with the family.

If you are a parent or carer, it's important you know how to look after the mental health of those you care for during this time. Here are 10 top tips to help you.



1. Listen to what your child says and how they're feeling

Children and young people may respond to stress in different ways. They may be more emotional (upset, anxious or angry) or behave differently (clingy, withdrawn or wet the bed). They may also have physical symptoms, like stomach ache, and problems sleeping.

Children and young people can feel less anxious if they are able to express themselves in a safe and supportive environment.

Stay calm – kids often take their emotional cues from the adults in their lives, so how you respond is important.

Listen to and acknowledge their concerns, speak kindly to them and answer any questions they have honestly. Give them extra love and attention if they need it.

2. Be clear about what's happening

Children and young people want to feel that those who care for them can keep them safe.

Explain what will help to keep them and those they love safe, such as washing their hands regularly. Do this by talking openly and giving honest answers to questions they have.

Use reliable sources of information, like the [coronavirus advice on GOV.UK](#) and [NHS coronavirus advice](#) – and explain things in words they understand.

If you cannot answer all their questions or stop them from worrying, focus on listening to their feelings. This will help them feel supported.



3. Limit news and conversation about coronavirus

Children and young people, like adults, can become more worried by too much news on the coronavirus outbreak in the media and online.

But blocking all news rarely helps, as children are likely to find things out from their friends or online. Turning off the TV or closing websites when children come into the room may increase their interest, and their imagination, too much.

Cut down on the amount of coronavirus news and talk you and your family have. Try to stick to getting an update twice a day – it's enough to keep you informed but not overwhelmed.

You should talk to them about what's going on and ask them what they have heard.

4. Keep close and regular contact

Try to keep your children close to you or those who care for them, as they will need that closer contact now. If you are not living with your children or must go away, for work or to hospital, keep regular contact by phone or video calls.

If the children are part of a family that is separated, it's important for them to be supported in their contact with parents and other family members – even when the adults do not always get on.

Help them understand any arrangements that have been or are being made for them. Use simple terms they understand so it's clear why these things are happening.



5. Create new routines

Life has changed for all of us for a while. For most children and young people, certain routines like going to school have stopped. Routines make children and young people feel safer, so think about how to develop new routines that are interesting and fun.

Make a plan for the day or week that includes time for learning, playing and relaxing.

Ask teachers what you can do to support learning at home. Explore online educational resources and activities like [BBC Bitesize](#). You could arrange a virtual play date with friends or visit an online museum or gallery.



6. Get active indoors

Children and young people should be active for 60 minutes a day, which may be more difficult when we all have to stay indoors more. It's important to try to build activity into kids' daily routine.

Plan time outside, but only if you can do it safely, following the [government advice on social distancing](#). There are lots of [indoor games and activities for kids](#) to play on the Change4Life website.



7. Eat healthily and avoid too many treats

We know it can be tempting to give sweets or chocolate to cheer your children up. But too many treats are not good for their health, especially if they're not as active as they normally are.

Change4Life has loads of healthier snack ideas – and making them together is also a great way to keep the kids busy.

[See Change4Life snacks >](#)

8. Children and young people need good sleep

Sleep is so important for mental and physical health for everyone.

Children and young people need good-quality sleep, so it's important to keep to existing bedtime routines.



9. Look after your own mental health and get support



Remember to take care of your own mental health and wellbeing! You will give the best support to those you love if you can deal with things calmly and confidently.

You can be more supportive if you are better prepared to deal with any issues. There are things you can do, and support is available on looking after your mental health and wellbeing during the coronavirus outbreak.

[Look after your mental health and wellbeing >](#)

Further support

If you're worried about how your child is coping, there's plenty of advice, help and support out there.

[Parents Helpline Enquiries](#), from Young Minds, offers advice about mental health in children and young people up to the age of 25. You can call the helpline on 0808 802 5544.

Childline offers a confidential telephone counselling service, so your child can speak to someone anonymously. They can:

- call 0800 1111 any time, free of charge
- have an [online chat with a counsellor](#)
- check out the [Childline message boards](#)

Shout provides free, confidential support with trained crisis volunteers via text for anyone, 24 hours a day, 7 days a week. Text SHOUT to 85258 in the UK, or [visit Crisis Text Line](#) for more information.

The Mix offers a free, confidential telephone helpline and online service for young people. They can:

- call 0808 808 4994 free of charge, from 11am to 11pm every day
- access the [The Mix online community](#)
- [email The Mix](#)

<https://www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-anxiety-tips/>

Keeping our children on their learning journey



[Duolingo](https://www.duolingo.com) <https://www.duolingo.com>

[Duolingo](#) is a highly effective language learning programme with courses on over 30 different languages including French and Spanish,



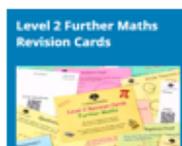
[BBC Bitesize](https://www.bbc.co.uk/bitesize) <https://www.bbc.co.uk/bitesize>

There is useful content for all KS3 and KS4 subjects on [Bitesize](#)



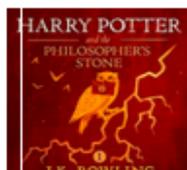
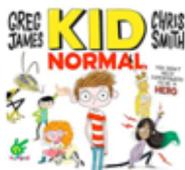
[Seneca Learning](https://www.senecalearning.com/) <https://www.senecalearning.com/>

Seneca is a learning platform based upon cutting edge cognitive science. This means that it is a really efficient way to learn and revise. The content covers KS3 and KS4.



[Corbett Maths](https://corbettmaths.com/) <https://corbettmaths.com/>

Corbett Maths has video tutorials and practice exercise for most maths topics.



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