



# The Newman

Your College Newsletter Issue 36 Winter Edition 2024-2025



## The Newman - Autumn Term Headteacher's Message

Dear Parents and Carers,

Welcome to the Autumn Term edition of The Newman. It has been another action packed term at NCC, as our community continues to grow and develop. Within these pages we have some highlights of all of the activities our school community have been involved in, including charitable work, community work, school trips and significant academic and sporting achievements.

At our Governors meeting at the end of November, a mass of Thanksgiving for the service of Paul O'Shea our outgoing Chair of Governors was celebrated. Mr O'Shea has served the school for over a decade sharing his expertise and professionalism to guide the school on its journey to success. We thank Mr O'Shea for his dedication and he leaves a legacy of an outstanding Catholic school.

The term has been busy involving visits from organisations ranging from Personal Social Health Education sessions to a celebration of Parliament week including a visit from Lord Russell. Fifteen former students from 1964 visited their old school, known as Cardinal Hinsley school at the time, to reminisce and visit their own classrooms. The first half term ended with our Newman Day patron celebrations: two masses were held both at school and at the Shrine of Our Lady of Willesden church.

Term finished with a Christmas flourish: Chaplain Mr Roche organised three days of mission activities for Key Stage 3, which included visits from the *Brent Multifaith Forum*, *Caritas* and *CAfOD*. Students raised money for these charities along with two others this term: Breast Cancer awareness day raised over £1000 for breast cancer research; students also raised money for the *Friends of Royal Brompton Hospital*, where one of our students has been receiving long-term treatment.

If you have visited the school recently you will notice there are building works taking place. This is to provide a new special-needs provision for a small number of students, called an "Additional Resource Provision". There will be updates and communications regarding this in the New Year.

Christmas Eve marks the beginning of a Jubilee Year in the Catholic Church. This is been designated as "2025: Year of Hope", and there will be many celebrations throughout the calendar year. Our annual badge competition was centred around the Year of Hope theme, and resulted in lots of wonderful entries. The winning design will be announced in the first assemblies back. School restarts at 8.30 for the 8.40 bell from Tuesday 7th January 2025.

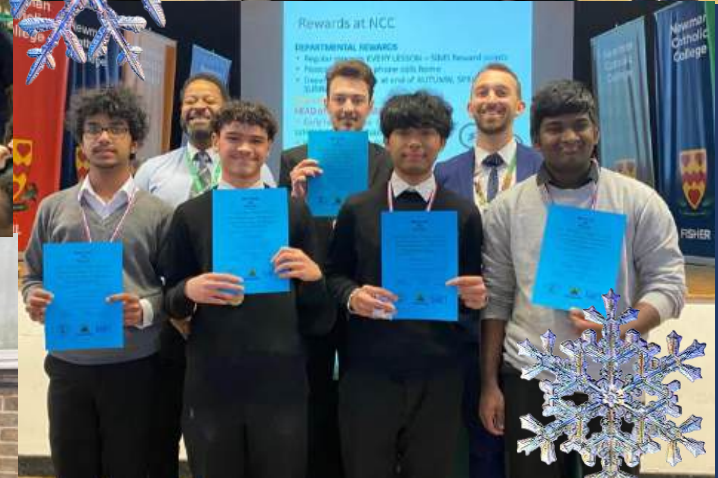
Wishing you a very Happy New Year. Please encourage your child to read daily!

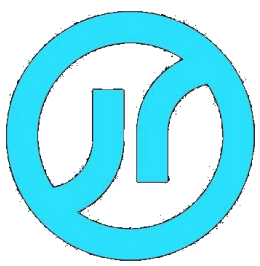
Mr Andrew Dunne  
Headteacher  
Newman Catholic College





# WINNERS GALLERY





# Jason Roberts Foundation Partnership

## Cardinal Hinsley Memories Revisited



Dear Ms Grace and Mr Dunne,

On behalf of all my school chums I would like to offer our thanks, appreciation and delight for ensuring our return to the Newman Catholic College on Wednesday such an extraordinary success.

We were inspired from the moment we met in the car park. Although most of us meet every month this was the first time since 1969 that we were together on school premises.

The welcome provided by our young hosts and the warm greeting offered by all your team members surpassed all our expectations and we settled to enjoy what was an outstanding return to school. It was extraordinary to see how the school had changed - or not depending on individual memory - and visits to classrooms, technical areas and even the playground and school entrance contributed to a growing nostalgia which will be difficult to forget.

Thank you for making this possible. Our monthly afternoon teas - 122 and counting since 2013 - is always dominated by laughter, reminiscences and memories of our old school and you can be sure that our Xmas tea in December will be one of shared personal memories of this visit.

We were all impressed and enthused of the management, vision, discipline and ethos you have created and, with your endeavours the NCC will continue for another 60 years, although within a new building.

Please thank all the team for us; the teachers who answered our questions, the lady who provided the excellent tea and the young hosts, who were all splendid, although what they made of a dozen "old gits" talking about their past sporting activities when they could barely climb the stairs they studiously kept to themselves.

With best wishes and renewed thanks

Kenelm Robert

PS Old habits die hard; after 54 years it is still unnerving to call any Headteachers of my old school by their first names!

Thank you to Otis Roberts (ex alumni student) and Valerie Roberts at the Jason Roberts Foundation for their support in organising this wonderful event.

These amazing alumni formed friendships when they started at our school in 1963 over 60 years ago, that have lasted a lifetime. They have gone onto success in a number of different careers- these include Film making, Senior Director of IBM, Banking, Accountancy, Senior Manager at British Telecom, Head of Promoter Services at the Royal Festival Hall, Founder and CEO of Stockbrokers, Sculptor and Artist, Founder and MD of O'Callaghan Building Company, University Lecturers, Education.

Kenelm Roberts reflects...I remember that we all met, aged 11, at the renamed Newman Academy from 5th September, 1963. The school had been opened for just five years and, in the desire to create an exemplary institute of learning, many seemingly quaint and unusual practises were adopted and was the usual criteria.

For instance, the prefects wore boaters and carried short sticks to mete summarily justice to younger pupils who had transgressed. School caps were always worn and, if a teacher was not shown the respect by "capping", (raising the headgear to acknowledge a master), punishment, usually three strikes of the cane, could be administered at the next morning's assembly.

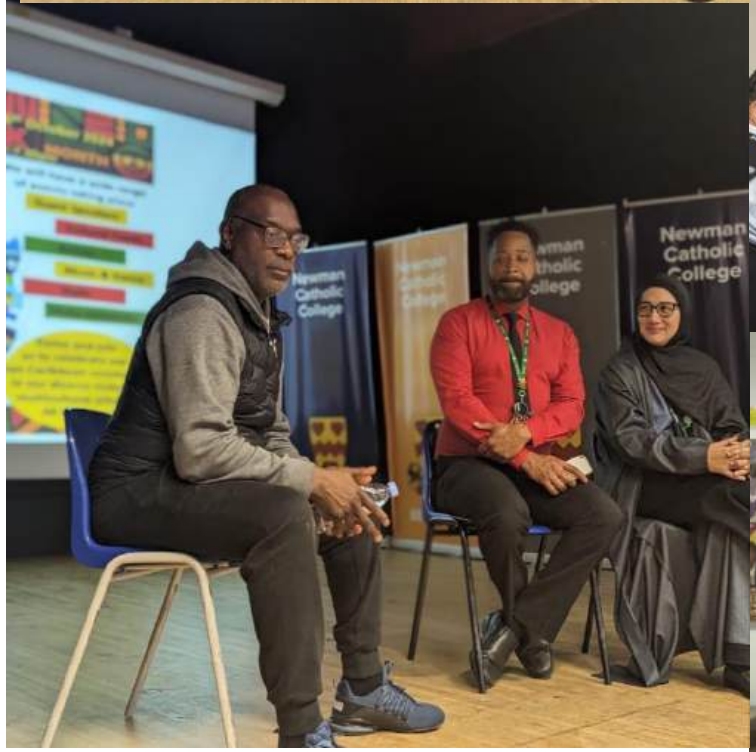
Despite these challenges all my friends agree that these were amongst the happiest times of our lives and our afternoon teas are spent reminiscing and reflecting 'a la recherche du temps perdu!



# BLACK HISTORY MONTH



We celebrated Black History Month at Newman. There were special assembly presentations led by Mr Henry and Mr Albert, our Black Caribbean Coordinators. Students had PSHE focused lessons on Black History Month. We also had an evening of celebration organised by our PTA. The guest speaker was Otis Roberts. Otis is a former alumni student of our school and a retired professional footballer who played for Grenada internationally. Otis has been a football agent, and he is currently the CEO of the Jason Roberts Foundation. Afterwards we enjoyed delicious food together.





**The Year 7s have been discussing the true meaning of Christmas in the lead up to the holidays. We decided that it is a good idea to help those in need, especially during the current living crisis. The students decided they wanted to make Christmas special for lots of people in our community and all over the world.**





**We held multiple charity events in Year 7 to raise awareness and spread hope and joy near and far.**

**The students spent hours taking on the big shoebox challenge 2024 for Samaritans. They made 24 boxes filled up with toys, warm clothing, accessories, toiletries and more, for lots of boys and girls!**

**They have been donating food to our Newman food bank on a weekly basis. They have contributed over 10 bags full up of rice, pasta, beans, soup, chocolate, biscuits and more.**





**Year 7 raised over £80 for our Pink Day for Cancer awareness and 7 Francis raised £40 as a form, making them the third highest in the whole school.**

**They raised over £100 for our Christmas jumper day. The students got involved and shined in their glitz and glamour.**

**We are incredibly proud of the boys showcasing the true value and meaning of Christmas!**





# Careers

## The King's Seeing is Believing Visit – Brent 2024

This visit explored the barriers facing young people when looking for and sustaining employment. Employers included delegates from KPMG, Pool Reinsurance Company, VVB Engineering, Verizon, Sovereign Network Group, Virgin Money, BP, Grant Thornton, JC Decaux, Pertemps, Tesco, Worldline and Royal Mail. Students told employers about what they feel businesses should be doing to better prepare young people for the world of work. Thanks to Mr Albert our Work Ready Coordinator for organising this event.



Ross and I attended the seeing is believing visit last week and we were so impressed with the school's ethos and the students. We really enjoyed our time with you and found the questions the students asked really impressive.  
Carly Stanley JCDecaux



The young people we met are a credit to the school! The delegates had a fantastic time meeting them and were blown away by them all.  
Louise Bruin,  
The Prince's Seeing is Believing Programme Consultant



# Meet your Leadership Team for 2024-2025



A huge congratulations to our new Sixth Form Leadership Team!

Head Boy, Osman & his deputy Jainik.

Head Girl, Anna & her deputy Jobelle!

They are fantastic role models! We wish them a successful year!

## Drop Down Days

Drop Down Days are 'off-timetable' days, used to strengthen our students' practical application of skills and provide a deeper learning experience. These days provide all pupils with the chance to learn beyond the curriculum, something which we are extremely proud of. This is an excellent opportunity for all students to extend their learning beyond the curriculum and work with peers in a group environment. Students develop highly important transferrable skills for the future. This term Years 7-10 took part in 'Careers and Living in the Wider World Workshops.

These included Money Management, Artificial Intelligence (AI), Soft Skills for Success, Gaming, Gambling awareness, UNIFROG. The US Charitable Trust organised Careers Focused presentations. Thanks to Miss Goodin for overseeing these.



Drop Down Days 2024-2025		
Careers and Living in the Wider World 	Health and Well Being 	Relationships and Sex Education 
Year 7 Monday 11 <sup>th</sup> November 2024	Year 7 Friday 17 <sup>th</sup> January 2025	Year 7 Monday 30 <sup>th</sup> June 2025
Year 8 Monday 2 <sup>nd</sup> December 2024	Year 8 Friday 21 <sup>st</sup> March 2025	Year 8 Friday 4 <sup>th</sup> July 2025
Year 9 Tuesday 10 <sup>th</sup> December 2024	Year 9 Tuesday 25 <sup>th</sup> March 2025	Year 9 Wednesday 2 <sup>nd</sup> July 2025
Year 10 Friday 13 <sup>th</sup> December 2024	Year 10 Monday 31 <sup>st</sup> March 2025	Year 10 Tuesday 1 <sup>st</sup> July 2025



Community Engagement

# Feed our Families Foodbank Faith in Action



Our Foodbank continues to support more than 90 families in the school community. We have seen an increased demand for our Foodbank since September 2024 with numbers of families accessing the Foodbank continuing to grow. Reasons for accessing the Foodbank include low incomes resulting from debt, health conditions and issues with social security payments, universal credit, no recourse to public funds. We are reliant on donations to continue to offer this service.

Thanks to the ongoing support from Selma at Nations Africa Centre we receive weekly donations from Marks and Spencer.

Our relocated Vegetable Garden has started to yield crops which are given to the Foodbank. A huge thank you to Katie Pascoe, Tony Burch and their team from Kensal Green Mutual Aid.



## NCC in the Heart of the Community

We really appreciate the businesses on Park Parade who continue to help the school in a variety of ways either through providing Work Ready Placements, Foodbank Donations, Art Donations or prizes for our events, supporting in whatever way they can.

We were delighted to be able to help decorate the Park Parade Christmas tree for the 2<sup>nd</sup> year in a row. Thanks to our wonderful Sixth Form volunteers and Mr Roche our Chaplain. This was the initiative of Nilly Flowers and Janie Lightfoot Textiles to bring the community together and to improve the environment where we live.



## Catholic Social Teaching

Our focus this term is on **Solidarity and Peace**

We believe we are part of one human family and have a responsibility to help each person achieve their full potential. At the heart of solidarity is peace and justice. Our love for all calls us to work for a peaceful and just society.

### UNICEF Rights

- 18 Protection from Kidnapping
- 19 Protection from Violence
- 22 Refugee Children
- 35 Prevention of Sale and Trafficking
- 36 Protection from Exploitation
- 37 Children in Detention
- 38 Protection in War

### Community and Participation

We believe that every person can be the architect of change in their own life.

### UNICEF Rights

- 14 Freedom of Thought and Religion
- 15 Setting up or joining groups
- 17 Access to information





School of  
**SANCTUARY AWARD**  
Welcoming People Seeking Sanctuary

# REFUGEES WELCOME

Newman Catholic College is a School of Sanctuary and a place of welcome for all. We...

- Educate about why people are forcibly displaced.
- Recognise that the UK is enriched by new arrivals.
- Support pupils from all backgrounds to feel seen, supported and included.
- We have 200 students from Refugee/Asylum Seeking backgrounds



Miss Elleithy our Refugee Coordinator arranged 150 coats from Wrap Up London to support those in our school community in staying warm this Winter.



Our Syrian students are happy about the fall of the al-Assad regime because it ends the brutal dictatorship in their homeland. Syrians are looking forward to building a peaceful Syria for all Syrians, and hope the new regime will work to bring about change.



Miss Elleithy and Mr Jeeves took a group of students on a tour of Wembley Stadium. They saw items such as the 1966 World Cup Final crossbar and the Trophies. They visited the Dressing Rooms, Press Room, Players' Tunnel and went Pitchside



Miss Elleithy and Miss Grace met Cristina Cellini Antonini from WeRestart whose projects support Asylum Seekers, Refugees and Immigrant Artists and Councillor Teo Benea the Council's Migrant Champion. We look forward to further collaboration work with them



We attended the 75th anniversary of the Human Rights Council of Europe who have the goal of upholding human rights. Students heard a panel of speakers. They were excited to meet Syrian award winning filmmaker Hasan Kattan, Krupesh Hirani, Member of the London Assembly and the Mayor of Brent, Tariq Dar. There was some amazing artwork from WeRestart



# Chess Club

Just as it finished last year, the chess club has started strongly and are going from strength to strength. We are getting many new recruits and students attending students for the first time across multiple year groups. We also have many returning faces to the chess club which has brought about new challengers and healthy competition to help all our players to become better.

With a new year of chess comes many new challenges including replacing students that have left the school and were part of our winning chess teams from last year. To do this we have our termly chess tournament to recruit and find out our how much people have improved and who are the new top 7 chess players in their age category.

Across three different chess tournaments (KS3, KS4 and KS5) we have had over 60 participants with many close matches and students showing great resilience to earn their spot in the 2024-2025 NCC chess team.

After many matches and hard fought victories the 2024-2025 NCC chess team members in order of board placement are;

**KS3:** Andre Victor Sena Maia (Team Captain), Nour Aldin Cheikh Khamis, Adryel Baretto, Nelson Bhandari, Kaua Ravi De Moraes, Joseph Zeidan

**KS4:** David-Stefan Portariuc (Team Captain), Abdullah Motaoa, Luis Fernandes Barbosa, Chirag Bedi, Mark Fernandes, Ahmad Cheikh Khamis, George Brandon Pasion.

**KS5:** Edward Tejada (Team Captain), Max Myhailetskyi, Majid Rashid, Lucas Oliveira, Jonas Fernandes, Divya Patel, Vinuzshan Ghanesh.



However, only 2 weeks after securing their spaces on the NCC chess team, they had their first challenge as a team which was to participate in the Brent one day secondary school rapidplay chess tournament.

This chess tournament was a open to all public, private and independent schools in the borough of Brent. There were over 8 different schools across all of the age categories (Under 14's, Under 16's, Under 18's) this was a whole day tournament and provided our students with many gruelling and powerful opponents to face against.

There were some highs and lows across all categories however, our students showed their class and resilience to pull through and perform round after round even if they suffered a defeat.

At the end of the tournament our boys had triumphed and won 2 out of 3 age groups from the tournament even playing perfect games in the final rounds against some of the most well known Private schools in Brent and still coming up victorious against them.



**The Under 14s/KS3 team came second in their tournament which was an improvement from their 3rd Place finish last year.**

**The under 16's/KS4 team won their tournament with David-Stefan and Luis Fernandes winning all 5 of their games and Abdullah playing a perfect game against the strongest player from an international private school to secure us the trophy.**

**The under 18's/KS5 team won their tournament with Max and Majid winning all of their games and Edward showing great resilience to find his rhythm in the tournament after a rocky start.**

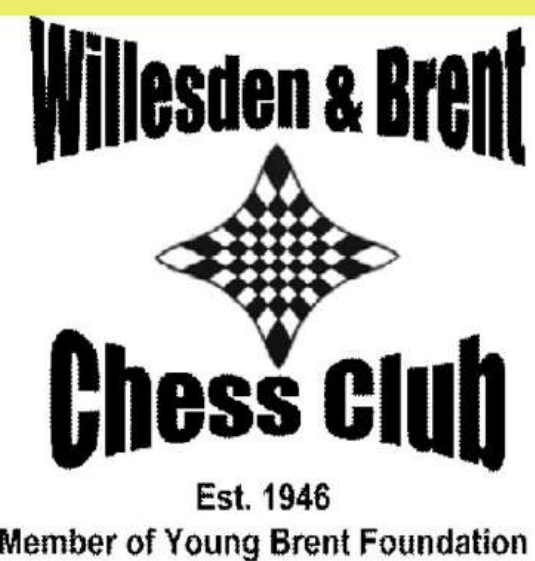
**A massive congratulations and thank you to all of our boys that participated and took part in the tournaments and for representing our school all players results are fantastic and highlight the brilliance of our boys and the greatness they have achieved.**



# Chess outside of Newman

Willesden and Brent chess club are a local friendly chess club which offer many social opportunities and games of chess for adults and children of all ability levels. They host their chess club on two separate days and locations which are pictured below with all relevant information. Their website for directions, locations and information is (<https://willesdenchess.wordpress.com/>).

As is recommended when attending these or any new events, students should attend the first few sessions with parents to help with navigation and safety as well as bring friends for maximum enjoyment.



**We are operating out of two venues on Mondays and on Wednesdays.**

**Every Monday**, except Bank Holidays, from September 1 to June 30. At **Cricklewood Library**, 152 Olive Road, London, NW2 6UY

Main Session (Players of all abilities welcome): 6pm-9pm.

Junior Coaching: 6pm-7:15pm **except for school and public holidays.**

[Travel and Walking Directions to Cricklewood Library.](#)

**AND:**

**Every Wednesday**, from September 1 to June 30. At **Chalkhill Community Centre (Welford Centre)**, 113 Chalkhill Road, Wembley HA9 9FX

Main Session (Players of all abilities welcome): 7:15pm-10pm.

Junior Coaching: 6pm-7:15pm **except for school and public holidays.**

[Travel and Walking Directions to Chalkhill Community Centre](#)

## Here are some facts about chess:

### Origin

The game of chess is thought to have originated in India, where it was called Chaturange. The word "checkmate" comes from the Arabic term "Shah Mat", which means "the King is dead".

### History

The first folding chessboard was invented in 1125 by a priest who wanted to play chess in secret.

### Rules

The queen was originally only able to move diagonally and a single square.

### Benefits

Playing chess can improve memory, logic, and pattern recognition. It can also help you make decisions visually and analytically.

### Records

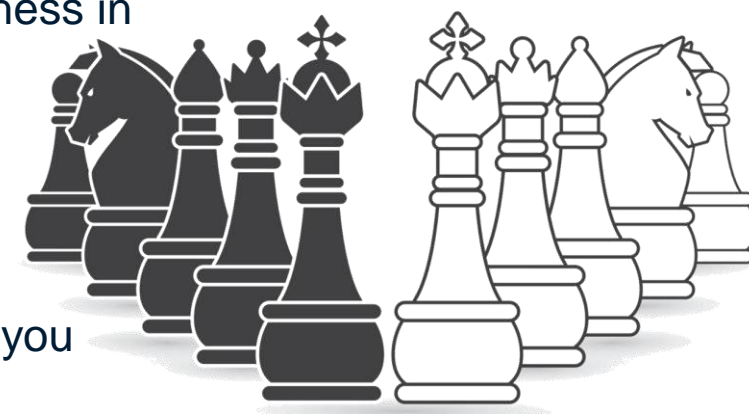
The longest official game of chess was in 1989 and lasted 20 hours. The world record for the most moves without capture is 100, set in 1992.

### Other facts

The second book ever printed in English was about chess.

There are more chess games than atoms in the universe.

July 20th is World Chess Day.



# Chess Enrichment

This year Newman has included chess as an option for the sixth form enrichment for the first time and it has seen a staggering intake of students. There was so much interest from students that it had to be capped at a maximum of 42 students that are taking part in Enrichment.

The Enrichment provides the opportunity for our sixth formers to develop their chess skills and tactics by being taught bespoke lessons by Mr Lopes. The lessons includes, terminology, scoring, tactical plays, openings and finding checkmate.

The students are taught all of these lessons for the first half of term, they then transfer all of their knowledge and use it to help mentor and teach primary school children how to play chess for the first time during the second half of the term.

During the winter term we have had the year 5's from Furness primary school come into NCC to be taught chess from not only Mr Lopes but his now expert chess instructors from the sixth form.

The chess enrichment has proven popular amongst Students from both school, it is clear to see that every week both students improve by leaps and bounds in their chess knowledge, skills and abilities.

The chess enrichment will be looking to teach Furness primary schools year 6 students next and are always welcoming other schools to join and take part in these free chess lessons directed towards primary school children.

**CHESS CLUB**

**CHALLENGE THE BACK LINE**

**BEAT ALL OPPONENTS AND CLAIM YOUR PRIZE**  
**LUNCH TIMES: 13:20-14:00**  
**ROOM: F32**



# MAS workshops

This year the MAS programme has been revived again at NCC, To help start the programme back up this year we have been fortunate enough to have two specialist guests from the medical and Business fields come in and deliver a number of workshops for our students. These workshops looked to offer helpful advice, wisdom and clarity on their career choices for later life.

With the MAS programme up and running again it will look to bring in specialists from across multiple fields and industries that our students would not usually consider traditionally. We are also going to be looking to bring back ex Alumni of NCC that have gone on to do great things with their lives and careers, they will look to offer pearls of wisdom to our current generation of students.

## Science workshop with Dr Burch

Our first workshop was lead by Dr Tony Burch who is a now retired doctor but has over 40 years of experience working as a doctor. He Kindly came in and delivered three different workshops to over 60+ MAS students ranging from year 9 through to year 13 across 2 days in October..

During Dr Burch's workshop he went on to speak about his experiences as a doctor, the GCSEs and A levels he choose that helped him or would benefit him in becoming a doctor, why he became a doctor and spoke about why they should become a doctor. He also highlighted some of the difficulties of the job, what to expect in the first few years and whilst training, making sure students choose to become a doctor for the right reasons and to ensure its their choice and not someone else's.

Dr Burch also included a poem that resonated with him about his experiences of being a doctor as well as hosting a Q&A session with many questions asked by inquisitive and curious students.

The workshop was well received by students, they expressed their desire to have more workshops with different specialists from the medical field. Some of the feedback from the workshop included;

“From an educated person, I learned many different things not only in the field of medicine but in the world as a whole. There are many valuable lessons to take out of todays workshop.” Max Donnelly -Trimble year 9.

“What I found particularly interesting about the workshop was the opportunity to have direct access to a doctor who could provide real-world insights into both medicine and the healthcare industry. It was valuable to hear first-hand about the day-to-day challenges and rewards of working in the field.” Riel Mavounda year 10.



# Business workshop with Kennedy Assoumou

The next workshop we had this term was delivered by a former NCC student and now current business analyst & consultant for BAE Systems Digital Intelligence Kennedy Assoumou.

Kennedy kindly took time out of his busy schedule in December to deliver two different workshops for our students. The first workshop was delivered exclusively to our NNC 6 students that are doing a Business qualification.

The Business workshop was a fantastic opportunity for our students to ask and speak to a specialist in the field of business to ask questions about skills, advice and what working in the world of business is actually like.

This workshop was a fantastic opportunity for our students to speak with not only a former student that has experienced growing up and living in the local community, but someone that is an expert and is recognised for their contributions at a national level within their field.

Our MAS and BCRB students relished the opportunity to speak with Kennedy and really put him through his paces with some excellent questions. Kennedy managed to answer all of the questions that our boys had and he gave some valuable insight, wisdom and advice that our boys can use in their life.

One students feedback from the workshop was;

“The business workshop was very informative and it taught us lessons about how to live our lives and to reach our potential. Being able to listen to a former student showed us that it is possible to do great things in life”. Eden Eyison Year 10.



These are the first workshops/experiences that have been organised for the MAS students so far. There are however, many other workshops and experiences on the horizon for our students to look forward to, these include:

- A trip to go see William Shakespeare's Macbeth live at the theatre for our MAS students in English and Performing arts.
- More workshops including guests that are specialist in STEM careers or STEM adjacent careers.
- Plus more events

Any Parents, careers or former students that are in specialist fields or know of contacts in specialist fields that could offer their time to come and speak to our students or know of any events that would benefit our students. Then please get in touch with myself at [tlopes@ncc.brent.sch.uk](mailto:tlopes@ncc.brent.sch.uk) to discuss whether these would be a good opportunity for our students.

# Business @ NCC

Firstly, Mr. Albert, Ms Murphy and Mr Connors would like to wish you all a happy and healthy festive season. We hope that you all enjoy a good rest and spend some good quality time with those dear to you. It has been another busy year for the Business department and we thank everyone for supporting us with the winter fair. All donations from the fair will be going towards some very good causes!

We hosted the second Winter fair this year and we were blown away by the support we received. We would like to thank all of the local businesses that supported us with donations. We would like to thank Ms Englishby, her ongoing support for the event was much appreciated and finally we would like to thank the staff and students from NCC and local primary schools for your attendance and for supporting us.

Our Year 12 students worked tirelessly to ensure that the event was the roaring success it was. All of them came together and ensured that everything ran smoothly. We are very proud of them!



## 1p Challenge!

Every Year we suggest that students can attempt the 1p challenge!

How many of you gave it a go?

The New Year is the best time to develop a new habit. What we are suggesting is that you take part in the 1p challenge.

Here is how it works:

Each day you save what you saved the day before, plus just 1p more. So you start by saving 1p, then 2p, then 3p a day – right the way up to £3.65 by the end of December.

If you start on 1 January, then by 31 December you'll have saved a huge total of £667.99 – just by saving your pennies.

If you want to get involved speak to Mr Connors who will print you off a chart that you can use to track your progress!



# Business @ NCC

## The Crypto Workshop

Mr Albert's Year 10 class were selected to take part in workshop aimed at exploring the World of Cryptocurrency. Justin and Leon visited in November to deliver the first segment of a three part workshop which includes a insightful presentation, a visit to Bush theatre to watch the production of Wolves On Road, and a Q&A with a cast member to conclude the programme in the new year. For all the controversy surrounding cryptocurrency in the media, it is important to analyse whether it may be the future of finance. So to explore the benefits as well as the pitfalls give our business students an informed place of judgement on the subject. Mr Albert



# ENGLISH DEPARTMENT

Another Year and Christmas Cheer is here again!!!

As the year draws to a close and we are preparing for the festive season, it is a fitting time to reflect on our growth and achievements within the department. This has been another productive year for the English Department with positive GCSE results making the school immensely proud of our students. The department looks towards developing student mindset to be "Creative, Able and Ambitious."

At the start of the academic term we welcomed in our potential intake for the next year 7 students at Open Evening, proudly exhibiting an array of what the department offers and our drive on literacy towards attainment.

This academic term, the department has restructured the distribution of teaching sets to ensure a balanced teaching time is delivered across the cohort by retaining the same teacher in Literature and English Language thus developing a unified and secure management of each subject area.

The department also completed the Spoken Language early, to ensure the GCSE classes have adequate time to revise topics towards their key GCSE exams. Early next term, the department will be rolling out intervention classes in the new term providing an adequate period for revision.

This time of the year also means we should find the time to be thankful for daily mercies, love, family and peace.

We look forward to welcoming the coming year with fresh inspiration!

May our prayer for peace around the world in the New Year continue to be shared.

MERRY CHRISTMAS FROM THE DEPARTMENT OF ENGLISH



# Visit to The Palace of Westminster

On Monday 23<sup>rd</sup> September Year 9 went to visit the UK Parliament, where they had a tour of many rooms, including the House of Commons and the House of Lords. Following an informative Tour of The Palace of Westminster, pupils engaged in a workshop about Petitions and how to write one! The pupils worked in groups, they had to work out their given topic by solving a jigsaw puzzle: topics included, education Transport Medical Research. As a group they had to think of what to improve and present to the class and teachers! We asked each group questions, to help them prove their points! There was great team work and presentations were of a high standard addressing the issues of today.... the presenter was very impressed... the pupils were seen to be eloquent speakers!

Here is what the pupils said.....

## Ezequiel 9P

I enjoyed visiting Parliament because I have never been there and didn't know a lot about it, so now I do . I never saw Big Ben and the London Eye, it will be a memory for life I found it interesting about what happened when Elizabeth and King Henry were kings and learnt a lot about the past, such as: Kings, Queens, Voting and ,Parliament. I enjoyed the trip to Parliament!

## Nour 9P

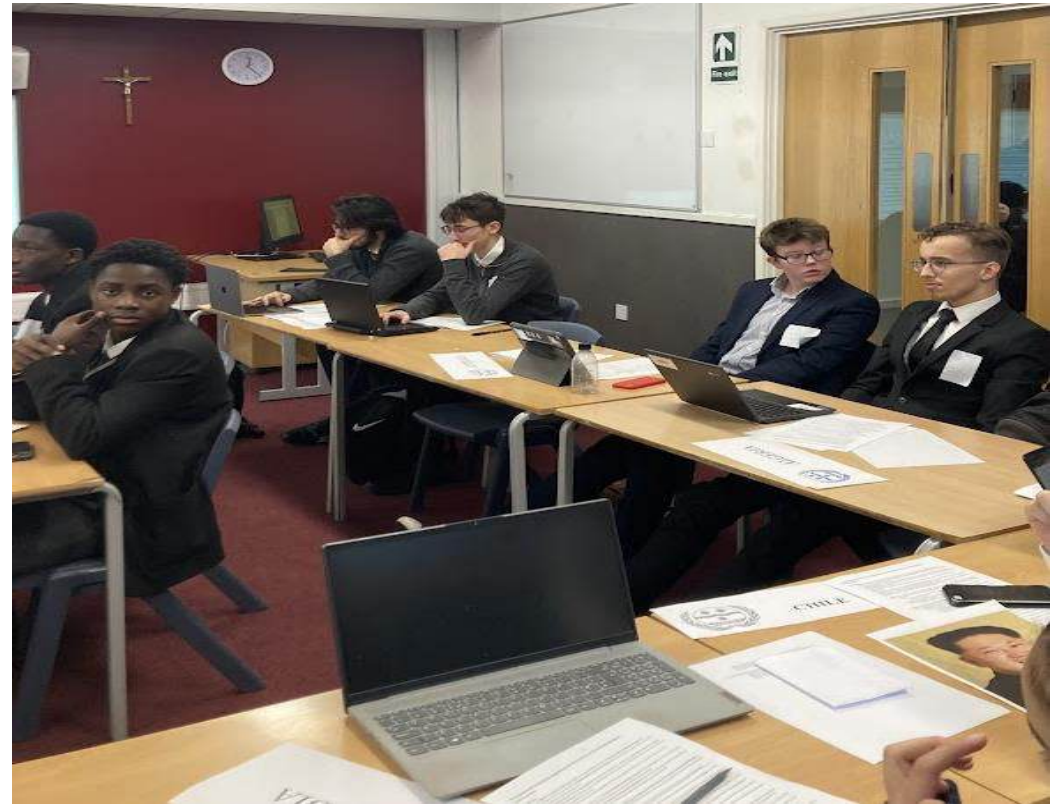
I learnt many new things from the trip to parliament. For example facts like many woman would go out side parliament to protest to be able to vote and sometimes they chain them self into the wall so no one can take them away from parliament, this caused many woman to be arrested. I saw many

statues of past prime minister and paintings of wars and big fights inside parliament we also got to see Queen Victoria's throne which is still in parliament today we also learnt that Henry VII did not like Parliament as his house, so he gave it away to Parliament and went on to live in a better place . Lastly we also got to do a workshop where we came up with petitions to present about things we thought our country needed our group chose that every student had a right to any school resource for free.



# Model United Nations Conference at The London Oratory School

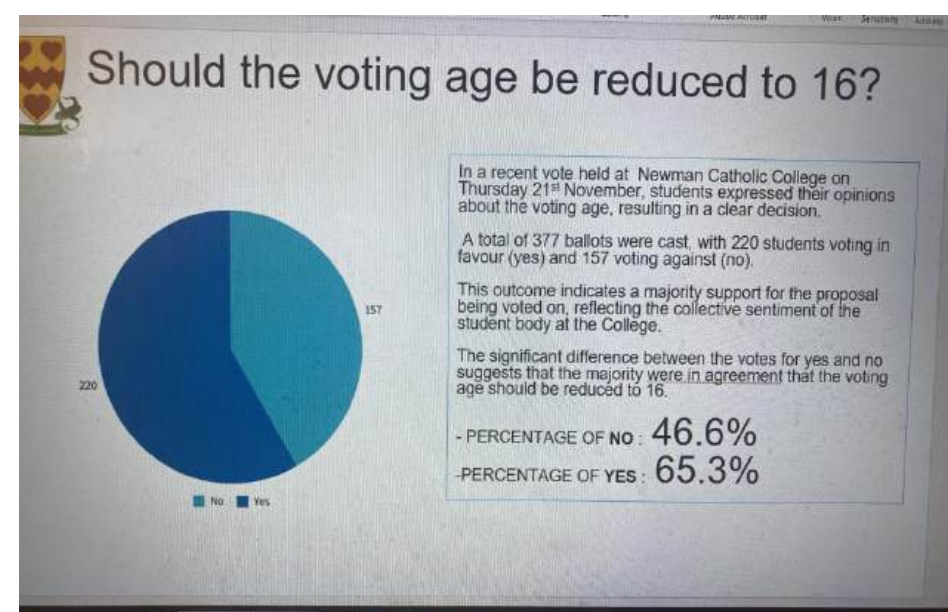
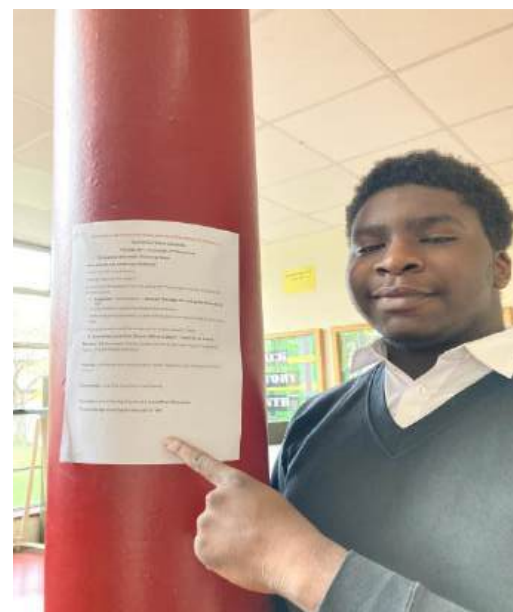
On Saturday 23rd November, Denito Alex Artur Zak and Kaizer all went to The London Oratory School for The annual Model United Nations Conference; they met many pupils from schools across the UK and together they discussed topics such as The question of cyber security, the Environmental effects of oil drilling, women's education and combating the international illicit drug trade. There were some fruitful debates... all of our delegates represented Newman very well, Zak Hassan was commended in the final Closing ceremony for his convincing debate ! Well done to all!



# Parliament Week UK Parliament

Newman Catholic College have been participating in UK Parliament Week, pupils have been actively engaging in activities throughout the week, helping them to become better informed in the British Political System. The week culminated in the Big Debate: Should the age of voting be reduced to 16? All pupils in the school were given a chance to vote in response to the Debate.

Thank you to our A level Pupils: Tony, Baron, Manuel, Hamza, Aboubacar, Ashton Myfen who did a fantastic job bringing the Political system alive at Newman!



# Learning with the Lords

## A member of the House of Lords comes to Newman Catholic College

On Friday 11<sup>th</sup> October, Newman Catholic College were fortunate enough to have a visit from Lord Russell of Liverpool as part of the Learning with Lords Programme. Lord Russell's interests are close to our Newman Heart, as he focuses on Asylum, Immigration and Nationality, Communities, Families and Education. We were given a great insight into the structure and function of the House of Lords and House of Commons, as well as how Bills are passed. The pupils were given an opportunity to discuss the question: If you were designing a Second Chamber, how would it work? Overall, pupils gained much from the visit and this was a brilliant introduction for our A level Politics students. Here are some of the things that our A Level Politics students learnt:

*It was interesting to learn about Lord Russell's background, he studied History at Cambridge and the embodiment of his position.*

*Lord Russell gave us an insight into the chaotic life of an MP.*

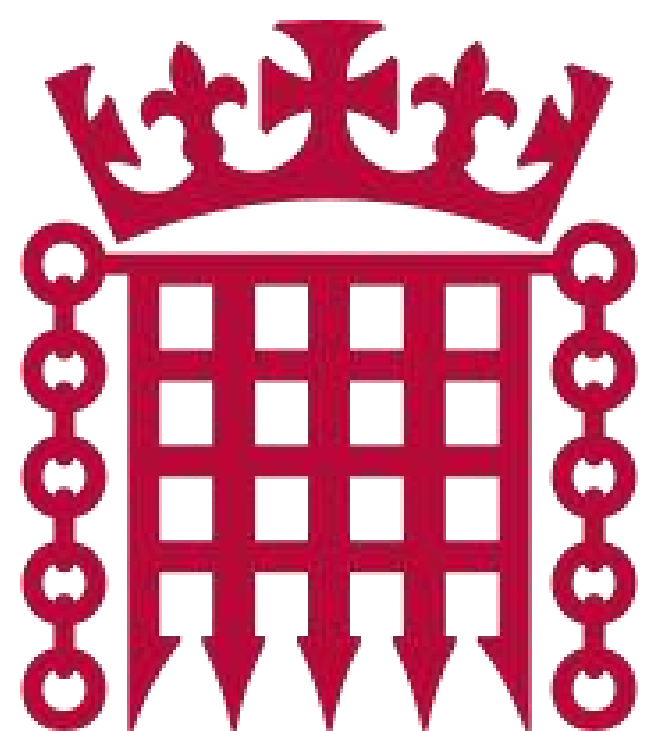
*We learnt how the House of Lords is not allowed to pass Bills related to Finance.*

*We discovered how Lord Russell supports the idea that Young people should be given the right to vote at the age of 16 a topic that we discussed in our lesson.*

*It was interesting how Lord Russell, told us that all people should really vote,*



# HOUSE OF LORDS



## Apollo – our school dog

Apollo started with us in early October. He is still a puppy but has undergone nearly 5 months of training. Many schools now have a dog to support pupils and academic research has shown that dogs working and helping in the school environment can achieve the following:-

- ☑ a calming effect on pupils, particularly those with behavioural or learning difficulties
- ☑ improved behaviour and concentration, reduced stress and improved self-esteem
- ☑ encouraging expression and participation in more withdrawn children
- ☑ fostering a sense of responsibility
- ☑ motivating pupils to think and to learn, as most children have a high level of natural interest in, enthusiasm for and enjoyment of animals
- ☑ encouraging respect and thereby improving pupils' relationships with each other, parents and teachers
- ☑ teaching children to nurture and respect life
- ☑ helping work undertaken with the most vulnerable children, and educational improvements with low achievers
- ☑ helping children build confidence in reading.

Apollo is a Labrador Retriever and they are known for their friendly and outgoing nature, making them ideal for educators. They are patient and gentle with children, and their intelligence and trainability make them great companions for educators. Labradors are known for their ability to interact positively with children, adapt to various environments, and provide companionship and support to educators. They offer the right mix of temperament, intelligence, and adaptability, making them ideal choices for education professionals.

Once Apollo has grown he will go to the library to help with reading. In the meantime he is working with small groups of pupils as well as meeting and greeting students at break, lunch and after school. He is a calm dog but, like many of us, can get a bit overwhelmed when surrounded by lots of people. The students have welcomed him and many like to give him a stroke on their way in or out of school. He is keen to blend into Newman life and the pictures show he took part in Odd Socks Day in Anti-Bullying week, played football on the astroturf, went on duty at the end of the day and asked the teacher for extra work to do

## ALLCHILD at Newman

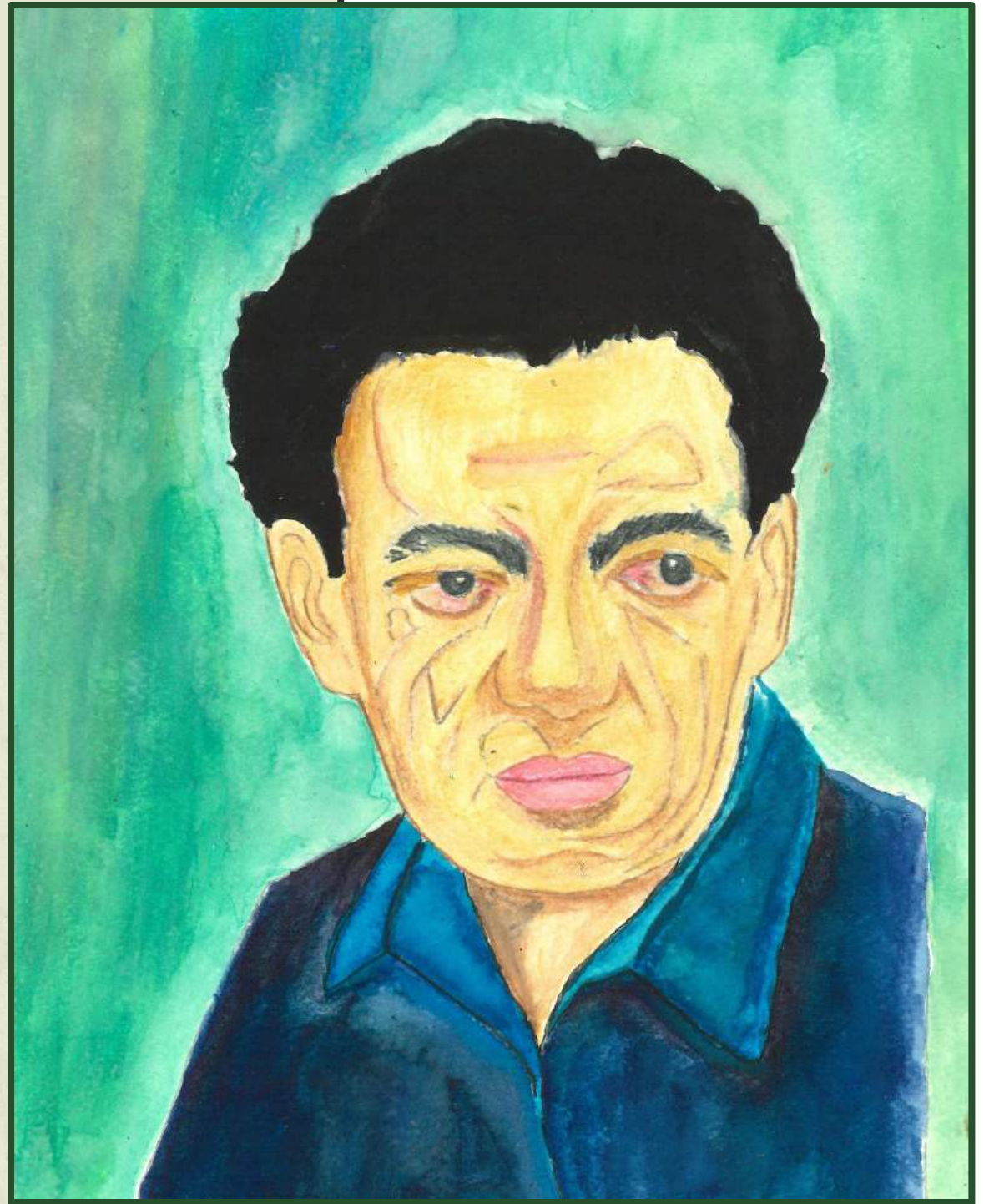
This term has been a busy term for All Child the young people have had many opportunities and taken part in various forms of support. They have had the opportunity to have football coaching with QPR where each week they had a football coach come in and run sessions. The boys have enjoyed this so much and loved having this activity to look forward to after school.

Due to these football sessions a great opportunity came along where they were able to go and visit the Queens Park Rangers football stadium. This allowed them to really see their sessions come to light and see where hard work and determination could take them. The boys thoroughly enjoyed having a tour of the stadium, sitting in the stalls and seeing where the private boxes are. This was definitely the highlight of the term for them and were really inspired to continue playing football.



Another opportunity that AllChild provided was an debate off with a company called Debate Mate, where the boys had debates with other AllChild schools - this took place in the Leadenhall Building on the 39th floor in Liverpool street. This floor and beautiful views of central London and was everyone's favourite part of the trip. The day started off with a lovely travel into central London, and a beautiful lunch provided by the staff at Leadenhall, they were then given a quick refresher session on how to debate and then they were off. First they were started off by being given a motion and were told if they were going to the proposition or opposition. They then had their first debate. Once this was over and the boys had warmed up they were given the second motion which was Everybody should by law go to university: here Newman were debating as the opposition (against the motion). They were then given planning time where they worked as a team and then debated. Some brilliant points were brought up which lead them to win the debate. Overall it was a really enjoyable day and the Newman boys were able to leave feeling extremely proud of themselves for sure!





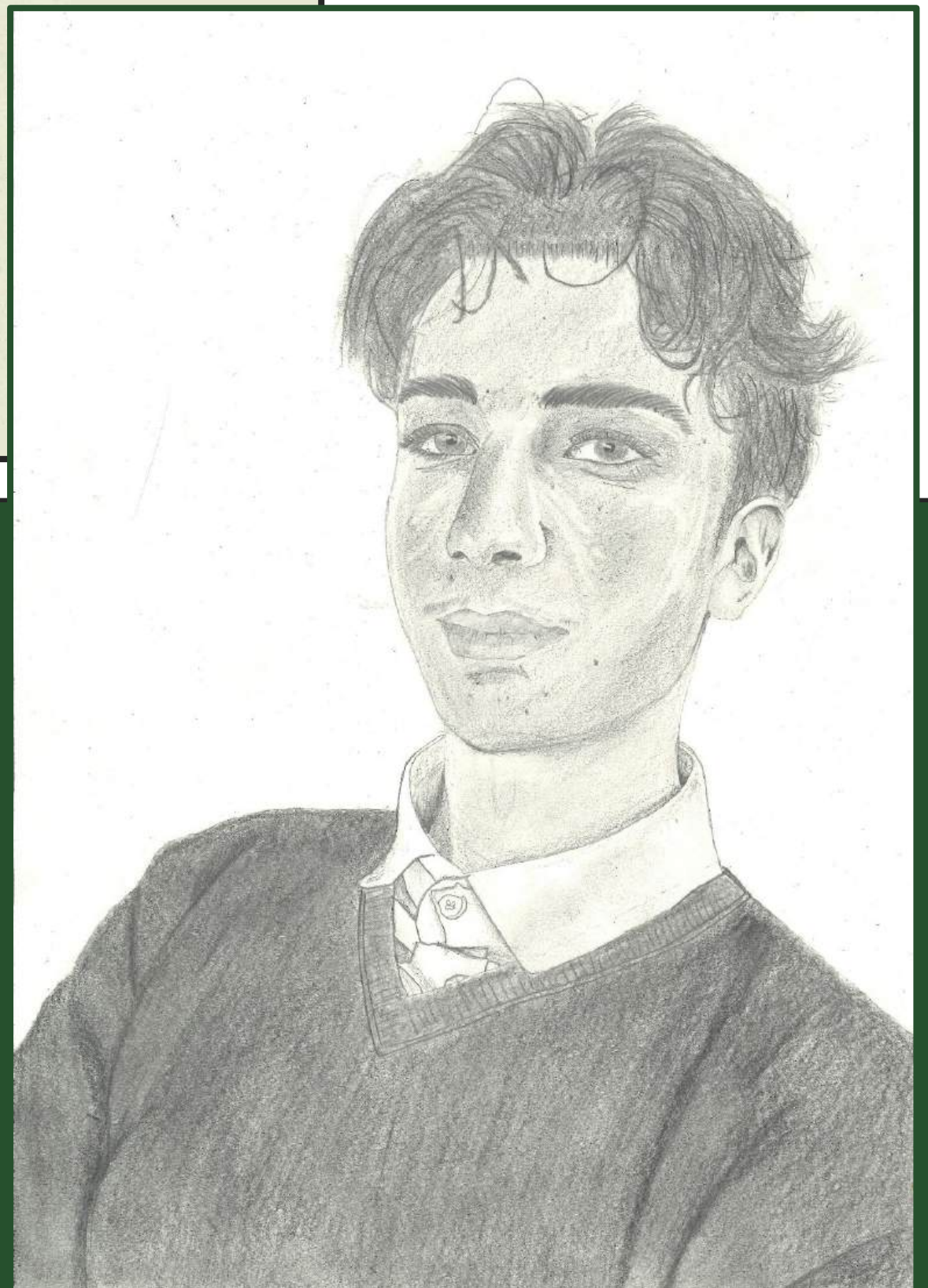
DIEGO RIVERA PORTRAIT STUDY.

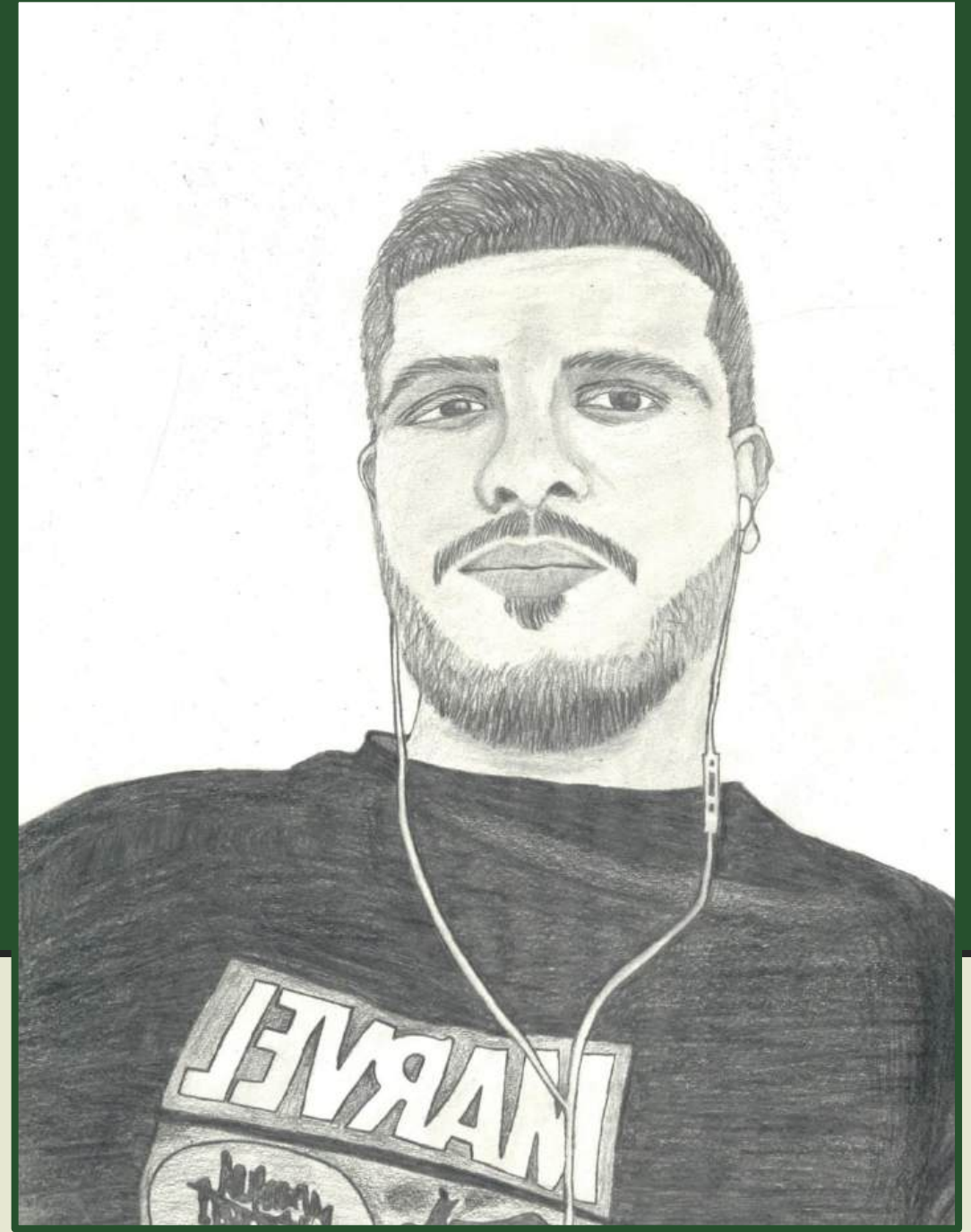
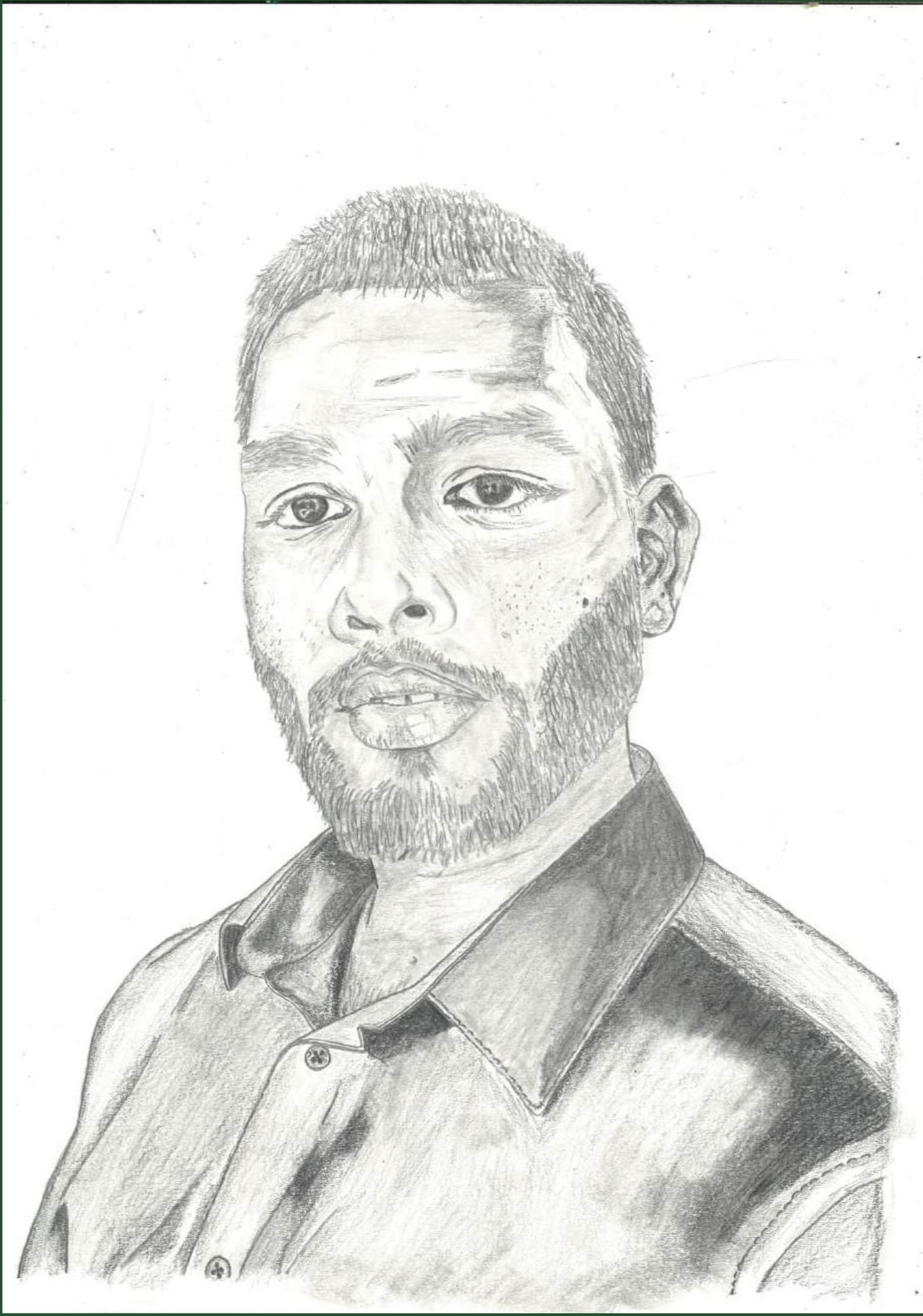
## ART AND DESIGN:

### Year 13 Self Portrait Project

This term, Year 13 have been looking at the any artworks of Frida Kahlo and Diego Rivera.

They have been focusing on self portraits, creating observational studies, and are now working towards developing their own self portraits into an artwork of their own.





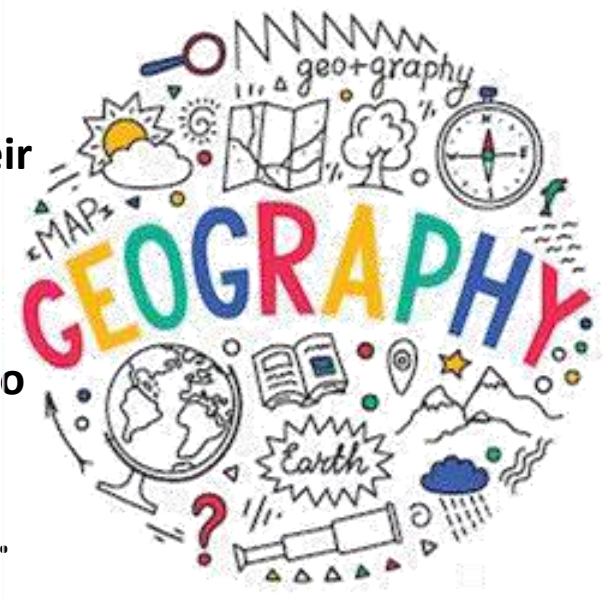
# Geography Fieldtrip

This term year 11 and year 13 Geography students visited the Olympic Park in Stratford. Their aim was to assess the success of the regeneration of the area. The students were preparing for their Geographical Skills exam paper which accounts for 25% of their final grade.

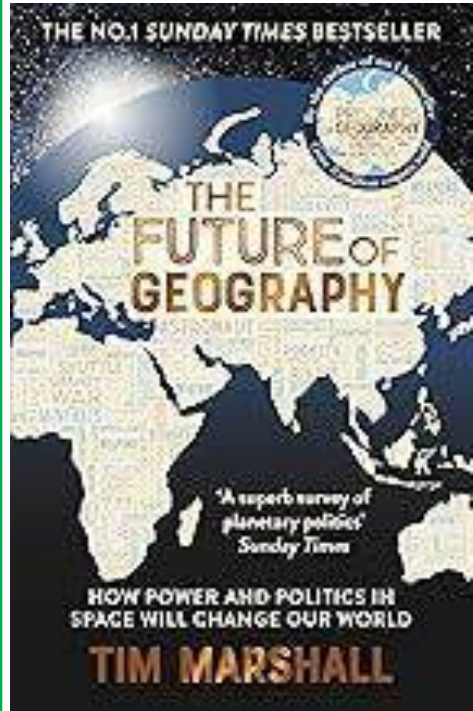
The day started with a talk from our Headteacher Mr Dunne who has a personal connection to the area.

The students assessed the environment using a survey as well as interviewing local residents.

The students showed a great deal of enthusiasm despite the cold temperatures!



## What to Read?



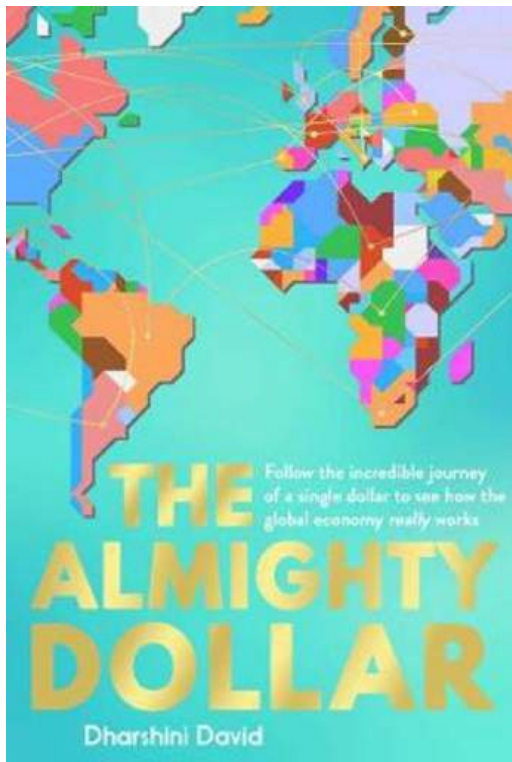
The Future we Choose by Tim Marshall

## What to Watch?



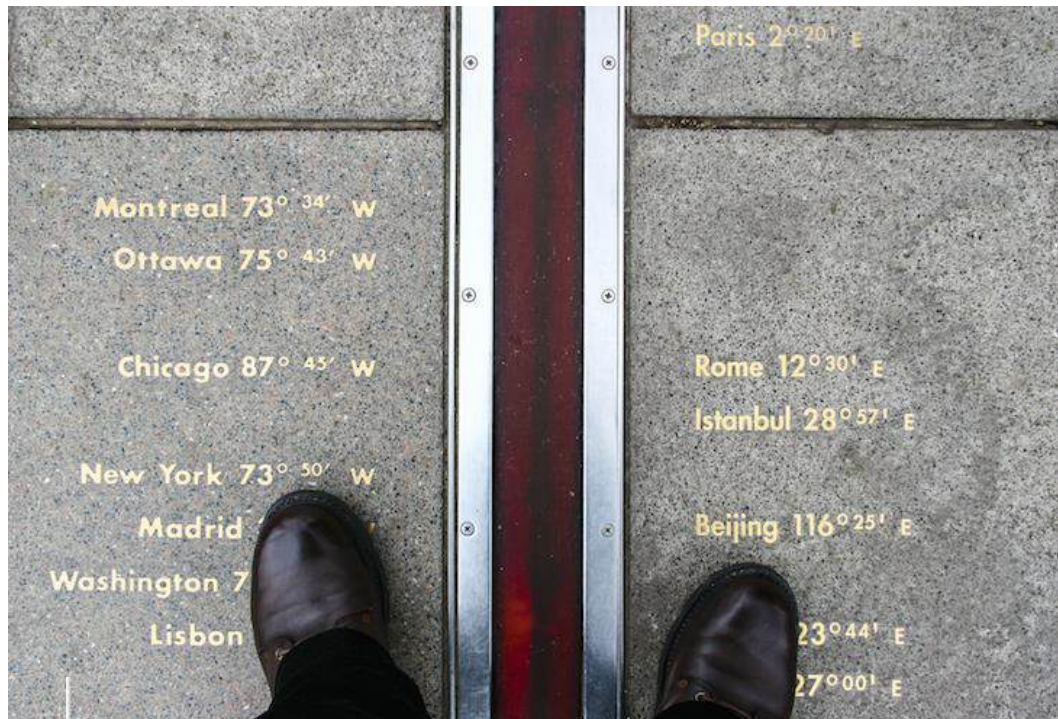
All are on

The Almighty Dollar By Darshini David

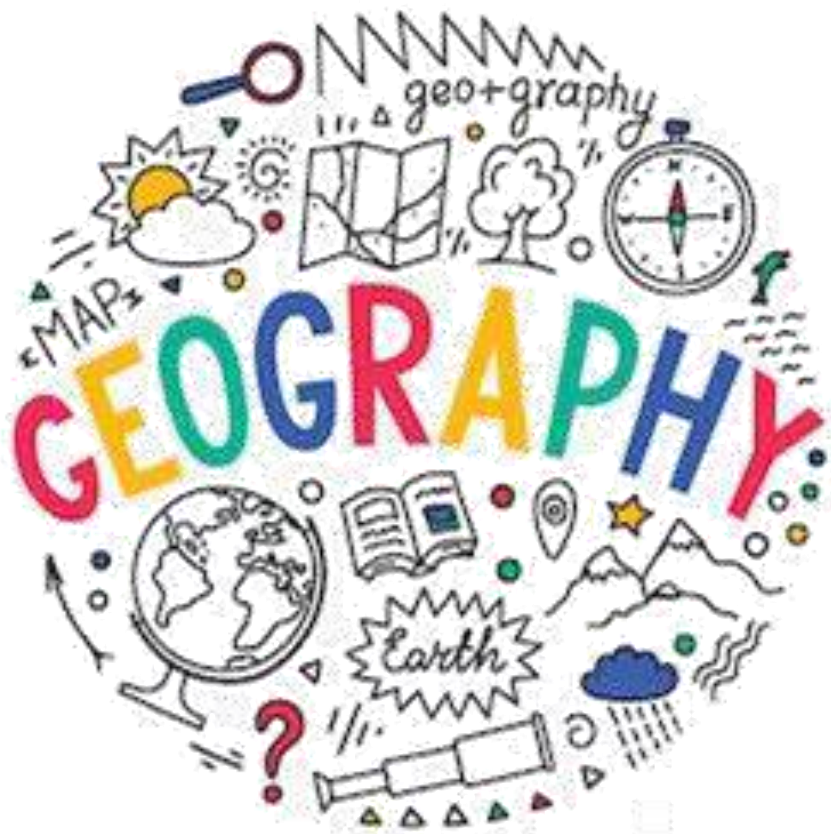


# What is the Prime Meridian?

It's basically an invisible line which splits the Earth into east and west in the same way that the Equator splits it into north and south. It runs right through the Royal Observatory in Greenwich and sits on zero longitude — all other measurements of longitude across the globe are taken from this point.



There are plenty of places around London and beyond where the course of the Meridian line is marked in some way. Our Year 13 geographers were lucky enough to spot it on their trip to Stratford!



## How to Improve your General Geography Knowledge

Use Sparcle to see how good your country and capital city knowledge is.

Start with Europe...

[www.sparkle.com/games/g/europe](http://www.sparkle.com/games/g/europe)



# Maths Department News

## NEW OPTION for GCSE Students

We are delighted to announce that following the success of students studying for Level 2 Further Mathematics after school for the last four years, we will be offering this course alongside GCSE Statistics as an official option for students moving into year 10 September 2025. This option is particularly suited for those students who plan to study A Level mathematics or science. Both qualifications provide the opportunity to strengthen knowledge and skills of high-level GCSE mathematics content and an introduction to some A Level mathematics concepts. This places students in a very strong position for making the transition to sixth form study.

## **AQA Level 2 Further Mathematics (equivalent to a GCSE)**

The exam board is AQA, and the specification can be found [here](#). The course covers the areas of algebra and geometry in greater depth and breadth than GCSE mathematics. The emphasis is on higher order technical proficiency, rigorous argument and problem-solving skills. It also introduces A Level content including calculus and matrices and develops further skills in trigonometry, functions and graphs.

## **Edexcel GCSE Statistics**

The exam board is Edexcel, and the specification can be found [here](#). The course gives students the opportunity to apply statistical techniques within the framework of the statistical enquiry cycle using real data from authentic contexts. This will involve the critical analysis of data and application of statistical techniques across the curriculum in subjects such as science, computer science, geography and economics. Students will also understand the role technology plays in the use of large quantities of data to inform decision making processes in public, commercial and academic sectors.

## **What students say about Level 2 Further Mathematics**

“I feel so much more prepared for my GCSEs now that I’ve learned these advanced topics. It’s also making me excited to take maths at A-level!” Ahmad, Year 11

“It’s a great feeling to solve problems you never thought you could. The teacher is so supportive, and I can see how this will help me in the future.” Yusuf, Year 10

## **More Information**

We are very excited to welcome as many students as possible onto this course in September 2025. If you have any questions, please see Ms Palmer or email [epalmer@ncc.brent.sch.uk](mailto:epalmer@ncc.brent.sch.uk)

## **A level Mathematics**

The mathematics department are pleased to be offering A level mathematics once again this year and are delighted to welcome Mr Grant who is an experienced A level mathematics teacher to the team. This is an excellent and rigorous course for anyone to consider taking and will complement a wide number of A level choices.

## **Why study A Level Mathematics**

- A level mathematics complements several other level 3 courses with mathematical content such as geography, economics, biology, business, psychology, PE and sociology.
- Students who study A level mathematics are well placed to pursue a wide range of subjects at university. For most STEM courses A level mathematics is a prerequisite.
- A level mathematics is a requirement for a number of degree level [apprenticeships](#).
- A level mathematics will provide the skills that future employers are looking for. For example, “The majority of private sector organisations believe the use of data analytics will be the most important factor in increasing growth in UK businesses” ([Professor Sir Adrian Smith](#))

# Maths Department News

- There are a wide range of [career opportunities that involve mathematics](#).
  - Mathematics in technology. For example: medical, game design, internet security, financial cryptography, computing, communications, artificial intelligence
  - Engineering. For example: aircraft modelling, fluid flows, acoustic, software development, electronics, civil engineering
  - New scientific processes. For example: modelling populations, modelling diseases, quantum physics, astronomy, forensics, DNA sequencing
  - Applications relating to human behaviours. For example, data science, psychology, law, economics, climate change, environmental modelling, political science, international development
- Students who study A level mathematics could attract earnings [11 per cent higher](#) on average.

## Course Content

There are three overarching themes that permeate the curriculum:

1. Mathematical argument, language and proof.
2. Mathematical problem solving
3. Mathematical modelling

Students study pure mathematics, mechanics and statistics. Pure mathematics is the concepts, methods and techniques that underpin all other mathematics. Mechanics looks at how to model the world around us using mathematics. Statistics uses data to make inferences.

## Maths Circles

The Maths Department is happy to continue running maths circles this year, a club designed for Year 7 and 8 students. Held once a week during lunchtime, Maths Circles are a great way to explore the intriguing and exciting side of maths outside the normal maths curriculum.

In Maths Circles, students solve tricky puzzles, tackle fascinating challenges, and work together to crack mathematical mysteries. These sessions are all about exploring maths and showing how it connects to unexpected ideas. Along the way, students will grow their problem-solving skills and learn to think in creative ways.

One of the best parts of Maths Circle is how much fun students have while learning. They get to discover solutions on their own, work with friends, and build confidence as they figure things out.

## Why should students join?

1. Better Problem-Solving Skills: Maths Circles teach students how to think logically and solve problems in more strategic and efficient ways.
2. More Confidence: Figuring out tough problems feels great and helps students believe in their abilities.
3. Love for Maths: These sessions show that maths is exciting, beautiful and full of surprises!
4. Teamwork: Students work together, sharing ideas and learning from each other.
5. Skills for the Future: Creative thinking and logical reasoning from Maths Circles is helpful for school and life.

## Sparxmaths Homework

Students in years 7, 8, 9, 10 and 12 continue to be set weekly homework on sparxmaths.com. This is an online platform that creates personalised homework for each student. The questions are chosen to challenge but allow 100% success. You can view more information about this platform at [sparxmaths presentation](#).

# Maths Department News

It is vital that your son completes his homework independently as the platform adapts the questions to the responses he gives. If your son needs help with his homework he should take the following steps:

- Watch the support video
- Look at the relevant lesson on google classroom
- Go to homework club (Monday after school or Thursday lunchtime in M47)
- See his class teacher.

You can keep track of your son's progress by looking out for weekly emails from sparxmaths. If you are not receiving these, please contact the school to update your email address.

## UKMT Maths Challenge

The Maths Department is thrilled to share the fantastic news of our students' outstanding performance in the Senior Maths Challenge this October. For the first time in several years, we entered selected students in this prestigious national competition, and the results have exceeded our expectations.

The competition, designed to stretch the mathematical minds of students in Key Stage 5, is notoriously challenging. It demands not only strong problem-solving skills but also a creative and analytical approach to tackling advanced mathematical concepts. Our students rose to the occasion with remarkable enthusiasm and determination.

We are proud to announce that **Luis Fernandes-Barbosa**, a year 11 student, earned a **Silver Award**, a truly commendable achievement that places him among the top-performing students nationwide. Luis's dedication and flair for mathematics shone brightly, and the euphoria on his face when he received his award was a moment we will all cherish. "I was honestly surprised but so proud," Luis said. "This result has motivated me to aim even higher next time!"

In addition, **Leon D'Souza**, **Manuel Espiritu**, and **Tony Muraskinas** achieved **Bronze Awards**. "I'm thrilled with the result," said Leon, grinning from ear to ear. "We went into this for the experience, and to come out with an award feels amazing!".

## Level 3 Algebra Award

We are once again entering selected students from year 11 for the Level 3 Algebra Award in January 2025. The content of this course encourages students to focus on improving their higher-level algebra skills. This is excellent preparation for their upcoming GCSE assessment and for those planning to study mathematics A level. This qualification also attracts 3 UCAS points and can be used for university applications. Wish them luck!

## Equipment

All students are required to have their full equipment, including a Maths set and a scientific calculator. These are available to buy through parent pay at a subsidised cost: £1 for a Helix Maths set, and £10 for a Casio fx-85GT CW scientific calculator.

# Maths Department News

## Usain Bolt and His Relay Team-A Lesson in Teamwork for Maths Class

By Benjamin Anarfi-De-Khems

Usain Bolt is known as the fastest man on Earth. In 2009, he ran the 100 meters in an unbelievable 9.58 seconds—a world record that still stands today. Imagine running the length of a football field in less time than it takes to tie your shoelaces! But here's something even more amazing: when Usain joined forces with his Jamaican relay team, they set another world record, running 4x100 meters in just 36.85 seconds. Wait a second... if Usain is the fastest on his own, how did he run even faster as part of a team? That's the magic of teamwork—and it's a lesson that can teach us a lot about how we learn, even in maths class!

### Faster Together: The Power of Teamwork

When Usain Bolt ran the 4x100-meter relay, he wasn't just relying on his own speed. He had teammates—Asafa Powell, Nesta Carter, and Michael Frater—who all worked together, handing over the baton at just the right moment. Each runner sprinted their heart out, but it wasn't just about speed. It was about trust, timing, and working as a unit. In maths class, the same idea applies. Sometimes solving a tricky problem on your own can feel like running a marathon—slow, exhausting, and maybe a little frustrating. But when you team up with classmates, suddenly things start to click. One person might spot the mistake, another might have a clever shortcut, and together you find the solution faster than you could alone.

### Maths Teachers, Take Note!

Usain Bolt didn't win all his medals by running solo, and your students don't have to tackle tricky maths problems on their own either! Just like Bolt's relay team worked together to smash world records, teamwork in the classroom can help students achieve amazing things. Think about it—every student has their own strengths, just like each sprinter on a relay team. One might be a pro at fractions, while another is the algebra genius. Together, they can cover all the bases and solve problems faster.

When students explain their thinking to each other, it's not just their classmates who benefit—they're also learning more themselves. Teaching someone else is like running an extra lap in the race of understanding. Plus, teamwork builds confidence! Just like a relay team cheering each other on, working together in maths helps students encourage one another. Solving a problem as a group feels like crossing the finish line first—everyone gets to share the victory!

Collaborative learning is a win-win for everyone. Problems get solved faster when the workload is shared. Students get to learn from each other's strengths, gaining a better understanding of concepts they might struggle with on their own. And let's be honest—maths is way more fun when it feels like a race to the finish line with your friends. Best of all, when the group succeeds, everyone gets to celebrate together—just like Bolt and his teammates did after breaking their record.

So, take a page from Usain Bolt's playbook: encourage your students to work together, share their skills, and race towards maths success as a team!

By Mr. De Khems



# Performing Arts Christmas 2024

## Bush Theatre

### Wolves On Road

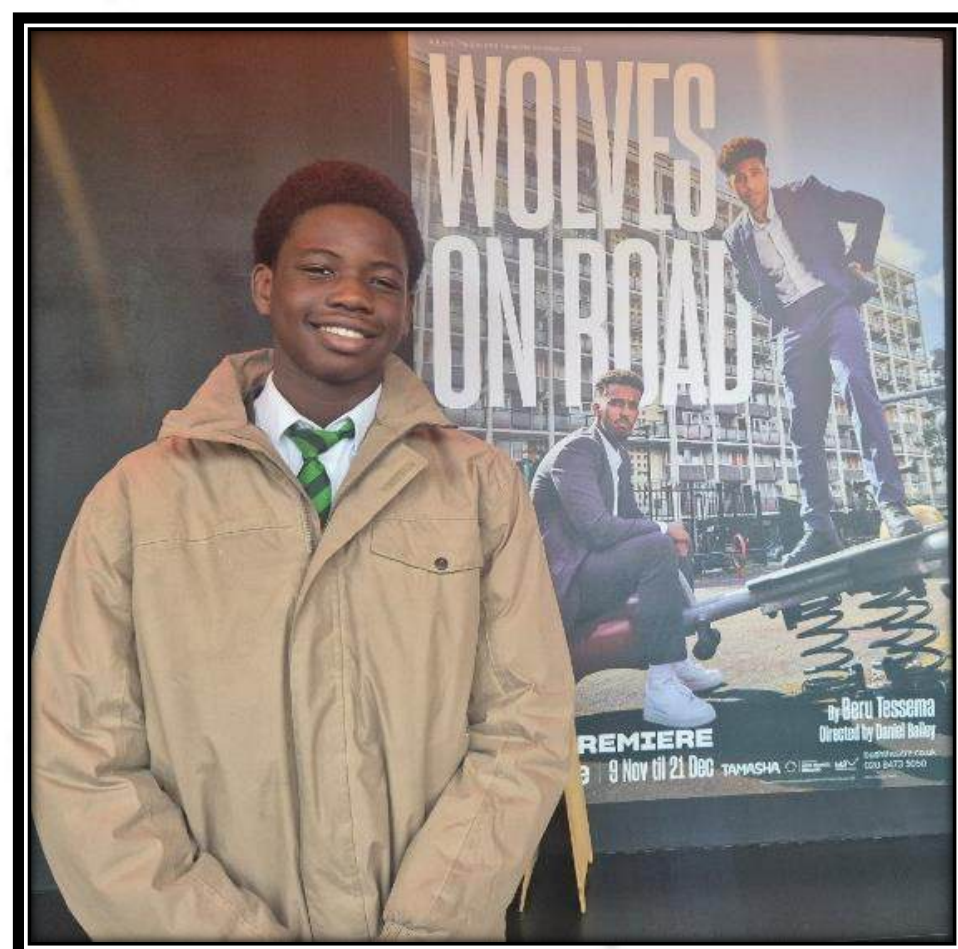
**Bush Theatre  
Young Company**



Theatre-making for West London based Young Artists aged 14-17



**TUESDAYS 6-8PM** **JOIN US**



The drama department are so fortunate to have a partnership with the Bush Theatre. As well as free tickets to all their shows our young people are given opportunities to attend their Young Company, they can develop their skills and work with accomplished actors and directors at these sessions.

# WOLVES ON ROAD

The drama department had the pleasure of taking some of our Year 11 and Year 10 Drama students to see a newly written play that centred around the hot topic of digital currency at the Bush Theatre. 'Wolves On Road' by Ethiopian-British writer-director Beru Tessema follows two young friends, Manny and Abdul, as they navigate the lure of cryptocurrency in a risk it all adventure that highlights the importance of financial literacy.



# WOLVES ON ROAD

This energetic play offered our students an immersive experience into the world of digital currency, with an informed perspective on how we can implement it responsibly in our own lives regardless of our background. As the students left the theatre, they could only sing its praises as they resonated with the characters and really engaged with the story being told. The venue also offered a post show Q and A in which the students were able to get to know the inspiration behind the piece and enrich their knowledge of the production process, speaking with the cast and director.



# Bush Theatre



**From the director of West End hit *Red Pitch*, Daniel Bailey, comes this thrilling deep-dive into the mysterious world of cryptocurrency.**



# OPERA DOUBLE - RESPIGHI

Franz David Agcaoili

Franz is completing his Production Arts degree at the Guildhall and has just finished a project as a scenic arts designer with the Royal Shakespeare Company. We are fortunate to welcome him on many occasion where he has lent his skills to our productions in the lighting design. It is important to recognise the success of the students that leave Newman and go on to do incredible things.



# Gabriel Vieira Rodrigues

Ex drama student doing great things in the performing arts world.

Gabriel successfully completed an extended diploma in Performing arts at Newman and is graduating from Buckinghamshire New University 2025 with a degree in stage and screen.

He is working with well know young actors like Harry Trevaldayn. Gabriel is currently appearing in 'Good Will Hunting'. He is close to becoming a full time actor. We are so proud of him and with him every success.



# The Kiln Theatre Kilburn



On the preview night for the show 'The Purists' at the Kiln theatre we had the pleasure of meeting one of our ex drama students Sandip Valgi, he is training to become a deputy stage manager and works in the bar during busy times. His manager spoke so highly of him: his friendly sociable manner and his willingness to learn, are the essential the attributes for a successful career.

# Tre Jordan Holmes

Huge congratulations to one of our ex students, and we wish him every success in the future.



**2022 - 2025**

**The Royal Central School of Speech and Drama - BA (Hons) Acting**

**2022 - 2022**

**National Youth Theatre**

**2020 - 2022**

**ArtsEd - Btec Acting (D\*D\*D\*), A level Drama (A)**

**Sir John Guilgud Trust Fund 2024**

**Nellie Watson Scholarship 2024**

2024 King Edward IV, Richmond, Lord Mayor, Tressel,  
Messenger 2 - *Richard III* (Stephen Whitson)

2024 Menelaus - *The Oresteia* (Claudette Williams)

2024 Sir Benjamin Backbite - *School for Scandal* (Paul Tomlinson)

2023 Seth Holly - *Joe Turner's Come and Gone* (Amani Naphtali)

2023 Dave Moss - *Glengarry Glen Ross* (Peter McAllister)

2023 Orlando - *As You Like It* (Clarence Smith)

2023 Pytor Trofimov - *The Cherry Orchard* (Lawrence Evans)

# Indhu Rubasingham



Meet Indhu Rubasingham, named by Vogue as currently the most powerful woman in British Theatre. This Sheffield born Sri Lankan is a trailblazer for the South Asian community in performing arts after being appointed the first woman and the first person of colour to hold the title of Artistic Director at the National Theatre. Her story is one of passion, love and dedication to theatre which offers inspiration to those who may have felt fearful or doubtful of pursuing a career in the performing arts – from societal pressures or parental expectations. We can take Indhu's story as evidence of why representation in all spaces are important.

Indhu has supported the drama department in so many ways over the past few years. During Covid she organised her team from the Kiln theatre to help us continue our work. She brought her production team together and her marketing manager so that we could link with them online and complete industry linked units. She helped the department secure backstage tours and youth theatre workshops, we wish her continued success and look forward to connecting with her at the National Theatre.

**US Celebration event at Willesden Library.**



**The drama team were out in force to celebrate with Serena Balfour and the US Charitable Trust, to acknowledge her long association with Newman and especially the drama department.**

**We have collaborated on many projects over the years. Wonderful to see our ex students.**

# A Christmas Carol



Mr Joseph, joined the department in September and has brought the choir from strength to strength.

All photos for the show were taken by Junnan Huang.

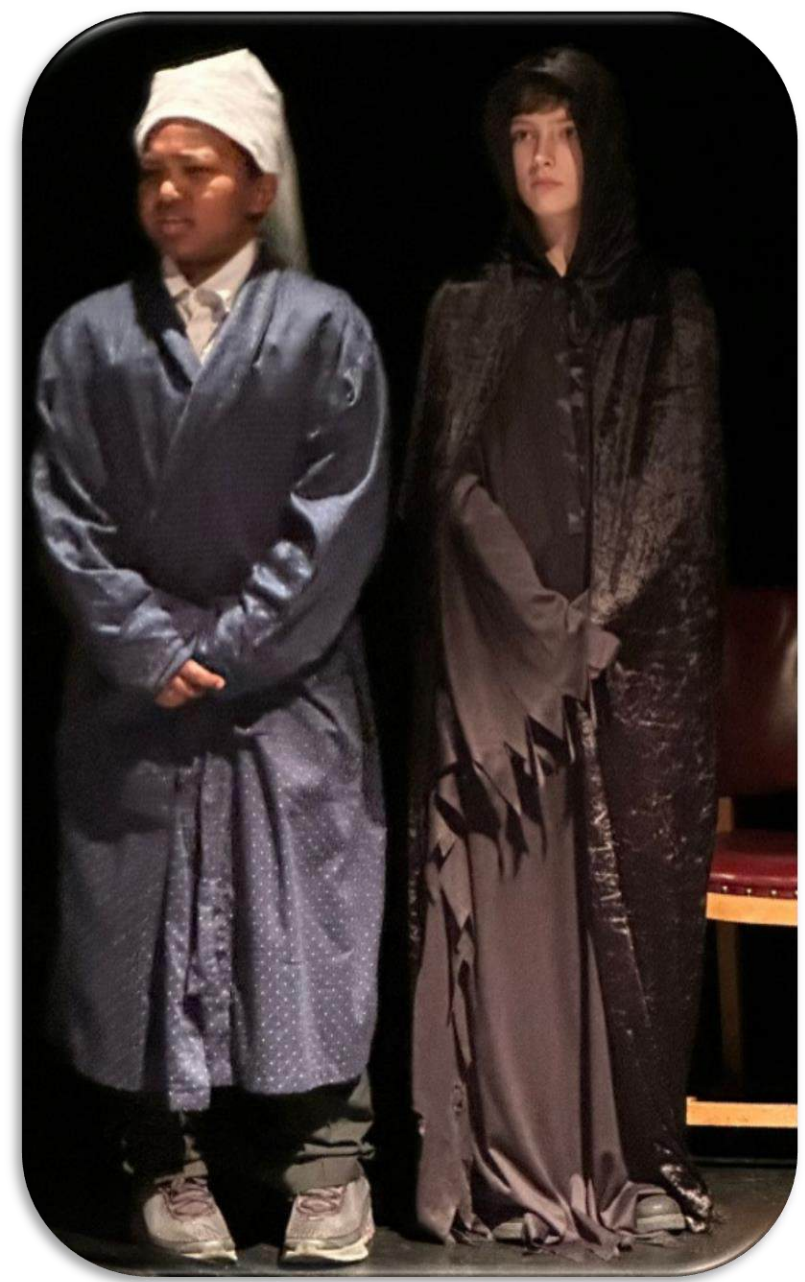


# A Christmas Carol

A joyous performance getting everyone in the festive mood.

My thanks to our incredible team Miss Whittaker, Miss Gunning and our choir master Seth Joseph.

We are very fortunate to have a dedicated and specialist team of teachers in the Performing Arts department, we appreciate the tireless work of Miss Tetley, Mr Jalil, and Miss Hardy, Miss PHarkisan



# A Christmas Carol



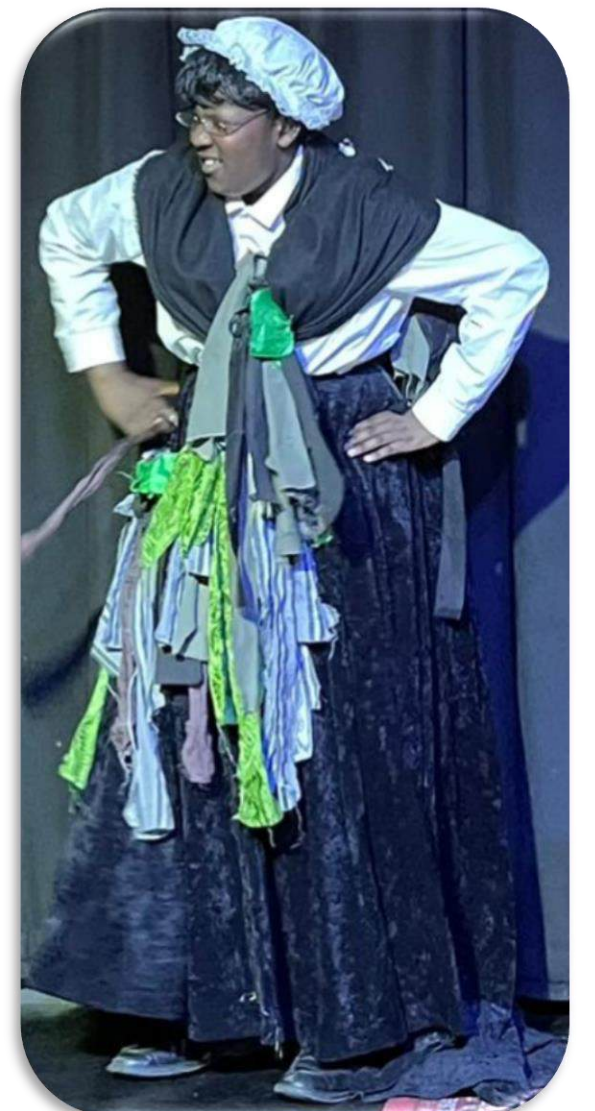
Our thanks to the Art department who worked with the drama team to make the props, it is very much appreciated.

Year 8 winner of the poster competition for the show.



# A Christmas Carol

C Beirne- Francis



Wishing you a happy and peaceful Christmas, health and prosperity in 2025

*On Wednesday 18th December*

*at 5:30pm*

*Drama Studio*

*KS3 Students are Performing in-*  
*'A Christmas Carol'*

*Suggested donation - £3*

C Beirne- Francis

# US CHARITABLE TRUST

The Us Charitable Trust had the privilege of hosting 4 drop-down days on the topic of 'Careers and the Wider World' with the support of our partners. From Year 7 all the way up to Year 10, we saw a carousel of young people every hour over 4 days.

For Year 7 and 9, The Us Charitable Trust led human rights workshops focusing on the 'wider world' aspect of the theme. In these interactive workshops, practitioners tasked to think about, and name as many human rights that they could think of, and how that would be represented in a real-world symbol. Examples given were: 'The right to rest and play' as parks, leisure centres, football stadiums, etc, or 'The right to education' as schools, libraries, homes, etc. Students were then tasked in groups of 4 to create a community based on these rights and their characteristics. Once students had finished building their community, they were then given the opportunity to present their ideas to the rest of the class which allowed them to practise their communication, presentation, and discourse skills.

For Year 8, The Us Charitable Trust partnered with Ministry of Justice for the second year in a row, with guests including Kavita Patel (Home Office), Joseph Sullivan (BEIS), and, Olivia Gordon (Defra). Kavita, Joseph, and Olivia created an engaging workshop with activities, information on civil service jobs, and a fun quiz to educate young people about the various opportunities offered in this sector. From data collected, students who were interested in civil service jobs increased from the beginning (when they had little to no idea) to the end of the workshops.

Finally, for Year 10, The Us Charitable Trust partnered with the Ask Programme to deliver 4 engaging workshops to students about apprenticeship opportunities. Yana Lunova, a former primary school teacher, ran interactive workshops to discuss the many benefits of apprenticeships. Students remained engaged throughout the session, partly due to Yana's excellent delivery, and the topic, which was relevant to the cohort.

In the New Year, The Us Charitable Trust will be engaging more with Newman Catholic College by introducing the youth-led 'Zenobia Scholars' girls programme to the girls and young women of the school.



*Merry Christmas / Happy Holidays*

AND

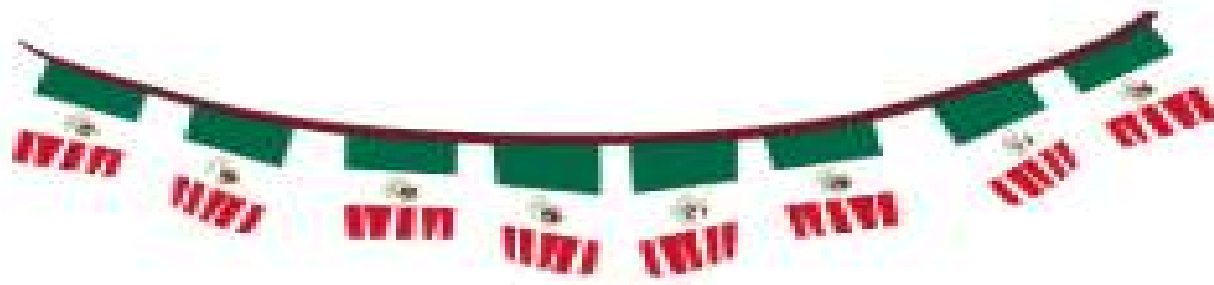
HAPPY NEW YEAR

FROM THE US CHARITABLE TRUST



Congratulations to the US Charitable Trust on their 10 Year anniversary. We very much appreciate the support they give to us and work they do.





# Mexican Art

As part of the curriculum, I especially enjoy teaching cultural capital elements. This term, Y8 students have learnt about Mexican Art.



## Frida Kahlo

Frida Kahlo (1907–1954) was a renowned Mexican artist whose vivid, emotionally charged paintings and unique style have made her an icon in art and culture. She is best known for her self-portraits, which explore themes of identity, pain, and resilience. Kahlo's art reflects her experiences with physical suffering, political beliefs, and her deeply personal connection to Mexican heritage.

### Early Life and Challenges

Frida contracted polio as a child, leaving her with a limp. At 18, she suffered a devastating bus accident that fractured her spine and pelvis, requiring multiple surgeries and leaving her in chronic pain. While bedridden, she began painting, turning her physical and emotional struggles into artistic expression.

### Artistic Style

Frida's paintings combine surrealism, symbolism, and Mexican folk art. Her use of vibrant colours and dramatic imagery draws from traditional Mexican culture and her personal experiences. While some consider her a surrealist, she rejected the label, famously saying, "I never paint dreams or nightmares. I paint my own reality."

### Major Works

Some of her most famous paintings include:

- "The Two Fridas" (1939): A dual self-portrait symbolizing her emotional conflict after her divorce from Diego Rivera.
- "Self-Portrait with Thorn Necklace and Hummingbird" (1940): A representation of her pain and resilience.
- "Henry Ford Hospital" (1932): A raw depiction of her miscarriage and the emotional turmoil surrounding it.



### Legacy and Impact

Frida Kahlo became a feminist icon, celebrated for her unapologetic self-expression and defiance of societal norms. Her home, La Casa Azul, in Coyoacán, is now the Frida Kahlo Museum. Her image and art continue to inspire discussions about gender, identity, and post colonialism.

Frida's influence has extended far beyond the art world, and she remains a symbol of strength, feminism, individuality, and creative genius.

# Alebrijes



Alebrijes are brightly coloured, fantastical creatures that are a unique form of Mexican folk art. They originated in the mid-20th century and have become an important symbol of Mexican creativity and culture. Alebrijes typically depict a blend of animals, real or imaginary, combined into one creature, and are painted in vibrant, intricate patterns.

## Origins of Alebrijes

Alebrijes were first created by Pedro Linares López, a papier-mâché artist from Mexico City, in the 1930s. While suffering from a feverish illness, Linares dreamed of a strange, colourful world filled with fantastical creatures. In his dream, he heard the creatures shout the nonsensical word “alebrijes.” When he recovered, he began recreating the figures from his dream using cartonería (papier-mâché).

## Characteristics

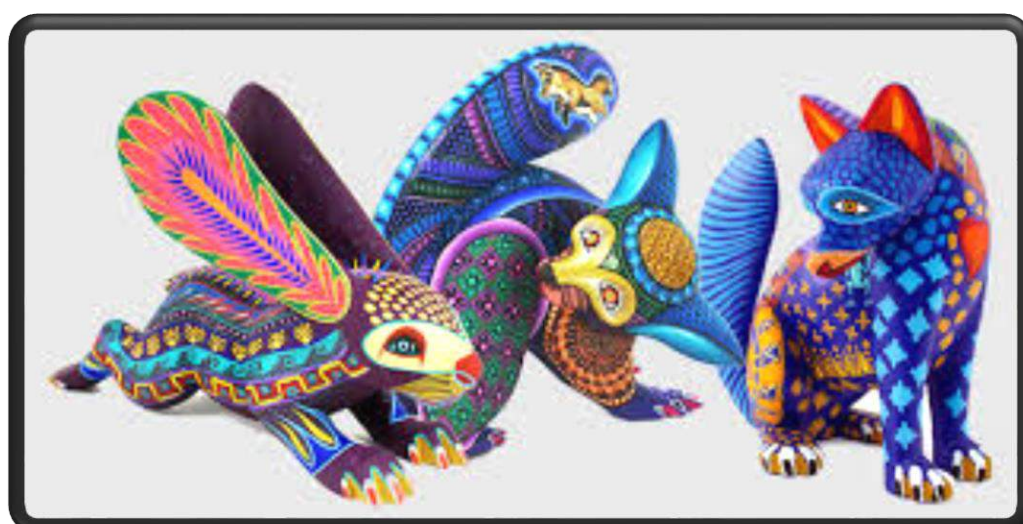
- Design: Alebrijes are hybrids of various animals, like a lion with wings, a fish with dragon scales, or a dog with horns. The combinations are limited only by the artist’s imagination.
- Colours: They are painted with eye-catching, bright colours and detailed patterns that make them appear lively and otherworldly.
- Mediums: Traditionally, alebrijes were made from papier-mâché, but in Oaxaca, artisans began carving them from copal wood, creating durable and highly detailed wooden sculptures.

## Oaxaca and Alebrijes

In the state of Oaxaca, alebrijes are especially popular, and many families have built entire traditions around carving and painting them. The towns of San Martín Tilcajete and Arrazola are famous for their wood-carved alebrijes. The Oaxacan alebrijes often incorporate Zapotec cultural symbols and motifs, connecting them to indigenous traditions.

## Cultural Significance

Though alebrijes are not tied to ancient pre-Columbian traditions, they have been embraced as part of modern Mexican identity and folk art. They symbolize imagination, creativity, and the blending of indigenous and contemporary Mexican culture.



# Students' work



Alebrjes are brightly coloured Mexican folk art sculptures depicting fantastical creatures or familiar animals. They can have horns, antlers, wings, fangs, fins, scales, human bodies and some have all at once. They are painted with intense vibrant colours and intricate patterns. Alebrjes are cool. They are celebrated.

JUSTINRAY CABAQ  
8 JOSEPH

Remembered for her Self-portraits

She painted using vibrant colours.

Pain + Passion

Artist

Mexican

Frida Kahlo

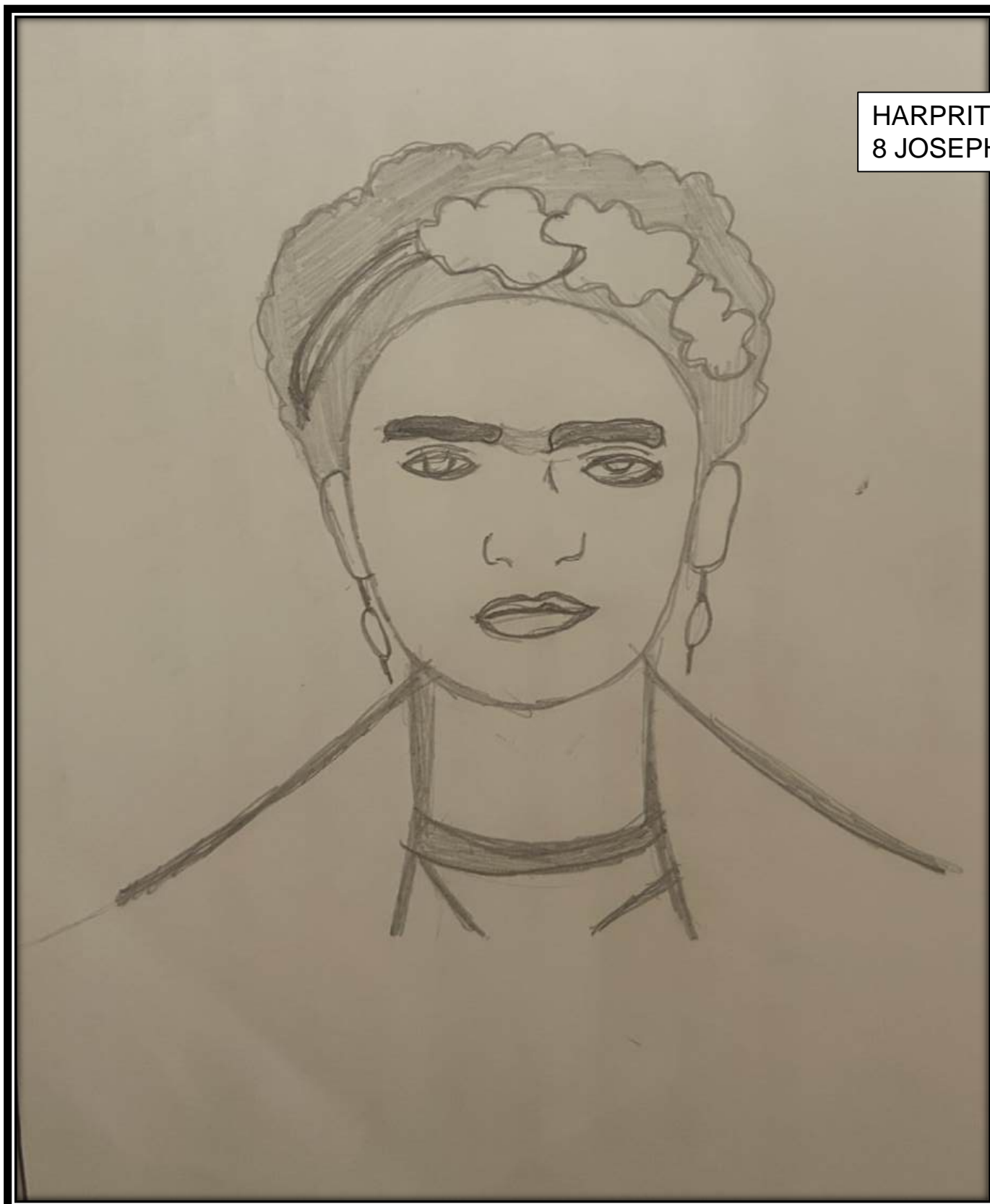
Painter

she was born on July 6, 1907 in Mexico City.

Began painting in 1925

She achieved international recognition.

KEYONDRE EBANKS  
8 FRANCIS



HARPRIT MANOJ  
8 JOSEPH

# Experiences of migration at SOAS

Students from the EAL Department visited SOAS University of London in November. The students enjoyed taking part in the different workshops, which focused on the themes of migration, marginalisation and the varying experiences of people who have migrated to the UK. They also explored the concept of history, both as part of the school curriculum and learned in family and community experiences. Mohamad said, "They have a big library and we learned about different cultures and enjoyed different sessions about coding, history and artefacts." Milford agreed,

"We received a lot of information and the coding session was amazing. The library was so big." Janiel found the visit to SOAS educational and enjoyable, "I liked the workshops, the clothing from the Philippines university itself." While Arsham enjoyed taking part in different cultures.



**"I participated in different activities and learned about different cultures."**

Ana



**"It was very good because I learned a lot. I learned about the university and I hope to go there after I finish school."**

Mohamed Ali



**"I liked the atmosphere and the way they teach at SOAS. I also liked the way we used a program in the coding class."**

Matvii



**"We learned a lot about other cultures and wrote about our own cultures and our history and memories."**

Ola



# Enjoying London's cultural landmarks

Students visited the British Museum and Natural History Museum to build their cultural capital, that means their knowledge and experiences of different cultures. At the same time, they benefitted from experiencing amazing London landmarks and seeing artefacts from all over the world. The visits are linked to topics across the curriculum.



**"I loved the British Museum, it showed me so much about different cultures including my own culture. I saw so many things that I hadn't seen before."**

Abel



**"I liked everything about the British Museum. I especially liked the large statues."**

Fabio

**“We liked the statues at the British Museum and seeing the Egyptian artefacts. Everything was so old and it was interesting. Some of the statues and displays were so big.”**

Abbas and Hamza



**“I liked looking at the clocks, they were moving slowly.”**

Krupansh



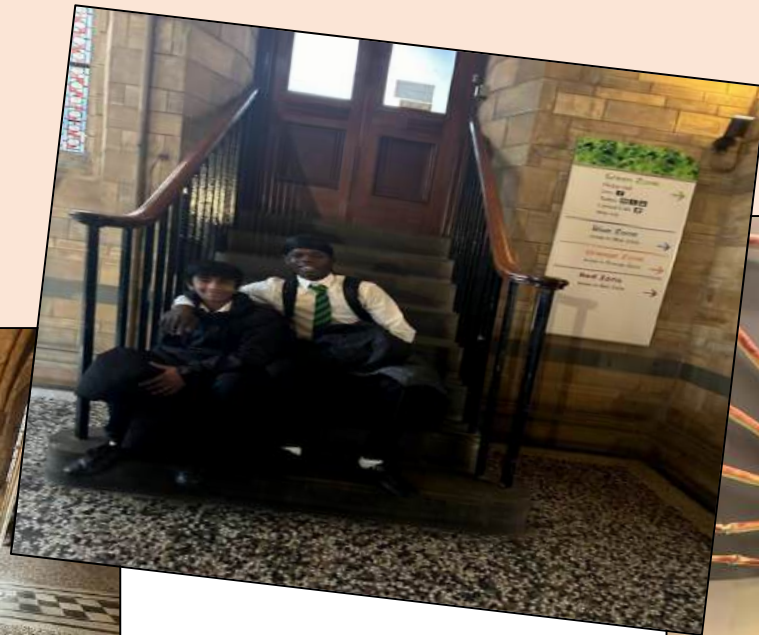
**“I liked the trip because I was with my friends and I liked seeing the ancient artefacts.”**

Ward



**“I was impressed looking at the dinosaurs, the way they were moving was realistic and the dinosaur skeletons were so big.”**

Milford



**“I liked visiting the Natural History Museum. It was a fantastic trip and it was impressive to see the different exhibits. I enjoyed learning about history.”**

Victor

**“This is the first time that I was in a museum in the UK. The Natural History Museum was fantastic.”**

Ola



**“It was interesting. I recommend it if you are a natural history fan and it was fun to go with friends.”**

Mohammad

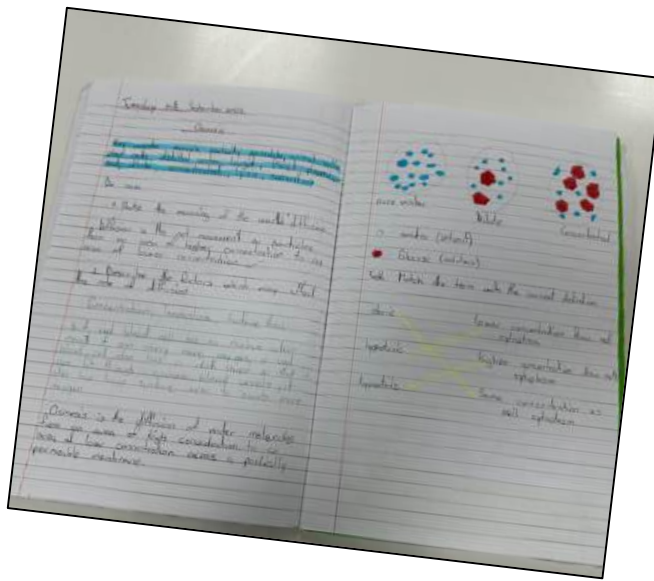
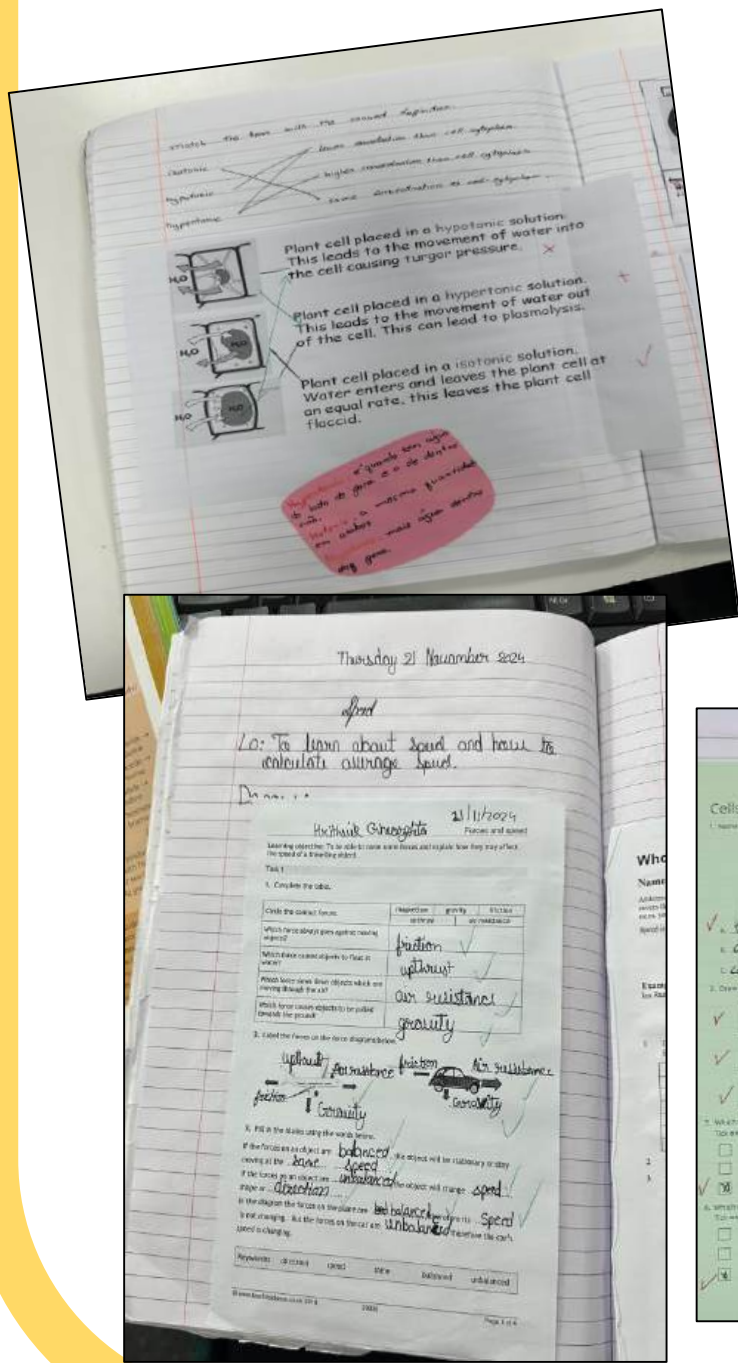
**“I really enjoyed the trip and found the different stones in the displays amazing and beautiful.”**

Ana

# Exploring Science

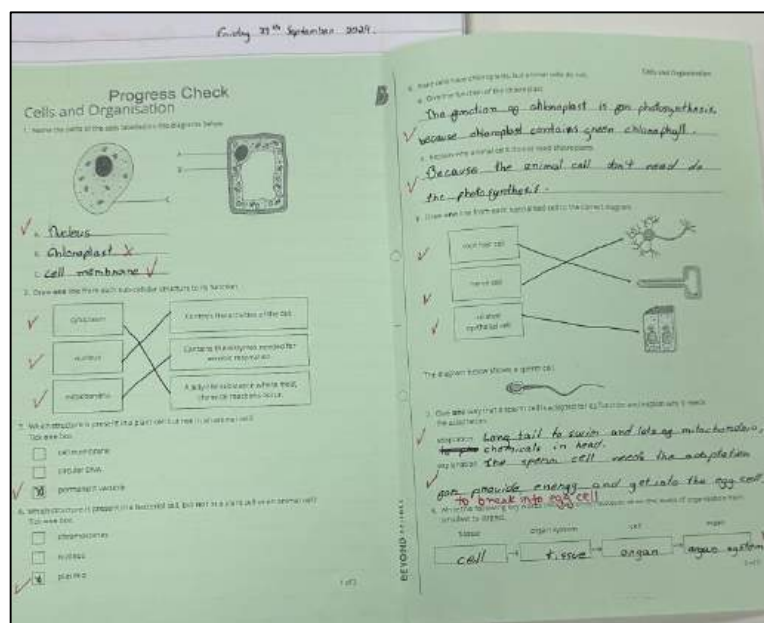
EAL

Students carried out an investigation into plant cells, looking at onion skin under a microscope.

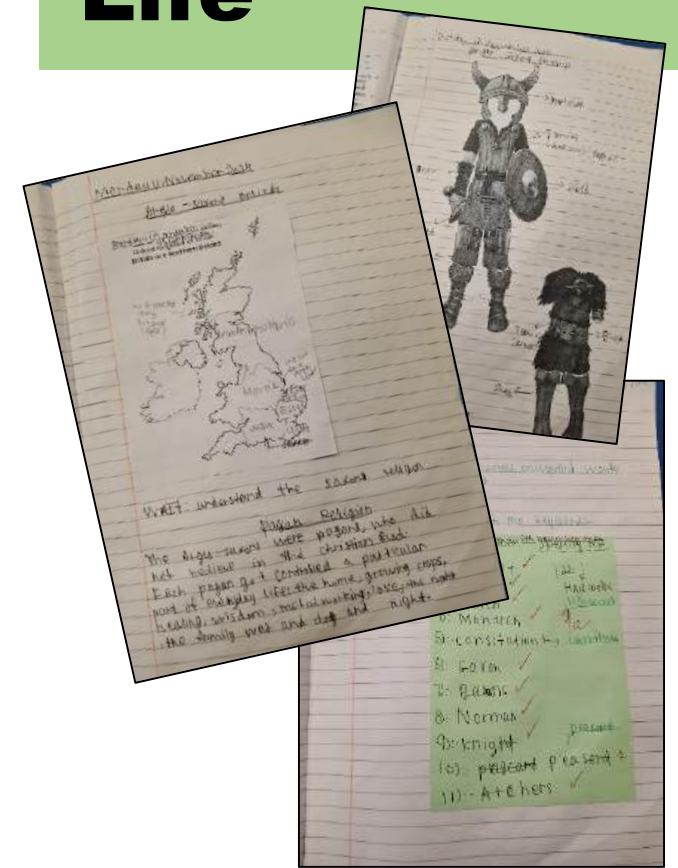


**"I enjoy learning new topics in science that I have never learned before. I like science."**

Ola



## Anglo Saxon Life



In our EAL History sessions pupils learned about the Anglo-Saxons invasion of Britain. They learned that the Anglo-Saxons were a group of people from northern Germany, Denmark, and the north of the Netherlands who invaded Britain after the Roman Empire fell. They crossed the North Sea in wooden boats and settled in different parts of Britain, forming kingdoms with their own royal families. The Anglo-Saxon period in Britain lasted from around 410 to 1066, and was a time of many changes in the country's political landscape.

The Anglo-Saxons divided Britain into seven kingdoms known as the Heptarchy, including Kent, Mercia, Northumbria, East Anglia, Essex, Sussex, and Wessex and pupils identified the borders on a map of Britain. Students also learned about Anglo-Saxon beliefs, village life and clothes worn in battles.

Students also improved their literacy skills in spelling, reading and word investigation activities.

## Reading with Sparx Reader

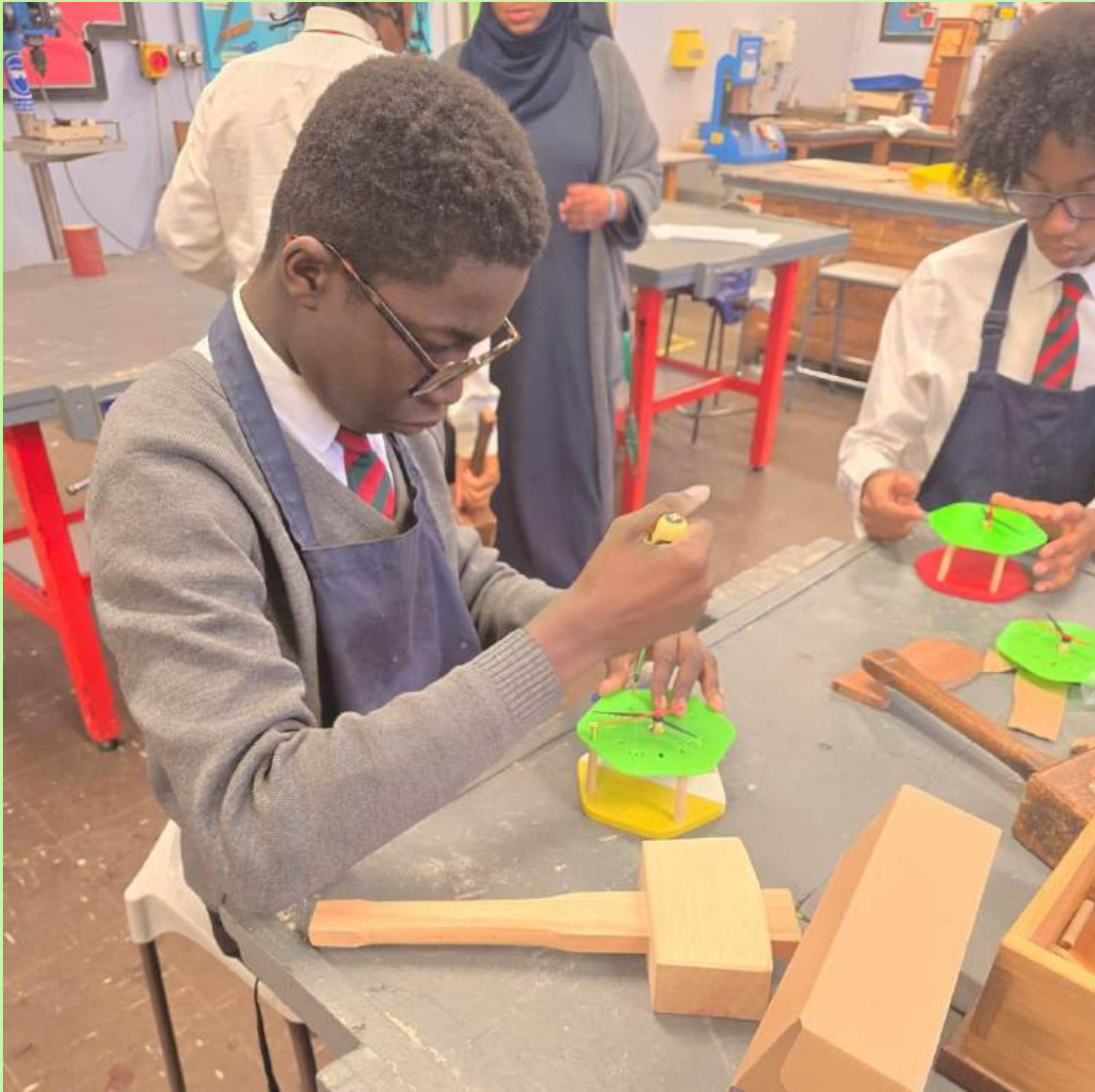
Sparx Reader is an online reading programme designed to develop skills in reading and comprehension. All students at Newman Catholic College are registered and can use Sparx Reader. There are over 350 online books and students, after an initial assessment, are offered a choice of four books. Comprehension questions about the book are built into the programme. Each term students receive awards if they have gained a specific number of Sparx Reader Points.

### Sparx Reader Leaderboard – EAL Department

Satyam Kirti	Year 10
Abdul Manan	Year 8
Raxit Kara	Year 9
Om Patel	Year 8
Maan Asvin	Year 8
Tanex Dinesh	Year 9
Hassan Adam Abdullah Abubaker	Year 12
Arman Safdari	Year 9
Sweden Barreto	Year 9
Nand Patel	Year 9

# Design and Technology

## Year 8 -Resistant Materials



Year 8 Students working and displaying their clock projects.

# Year 9-Resistant Materials

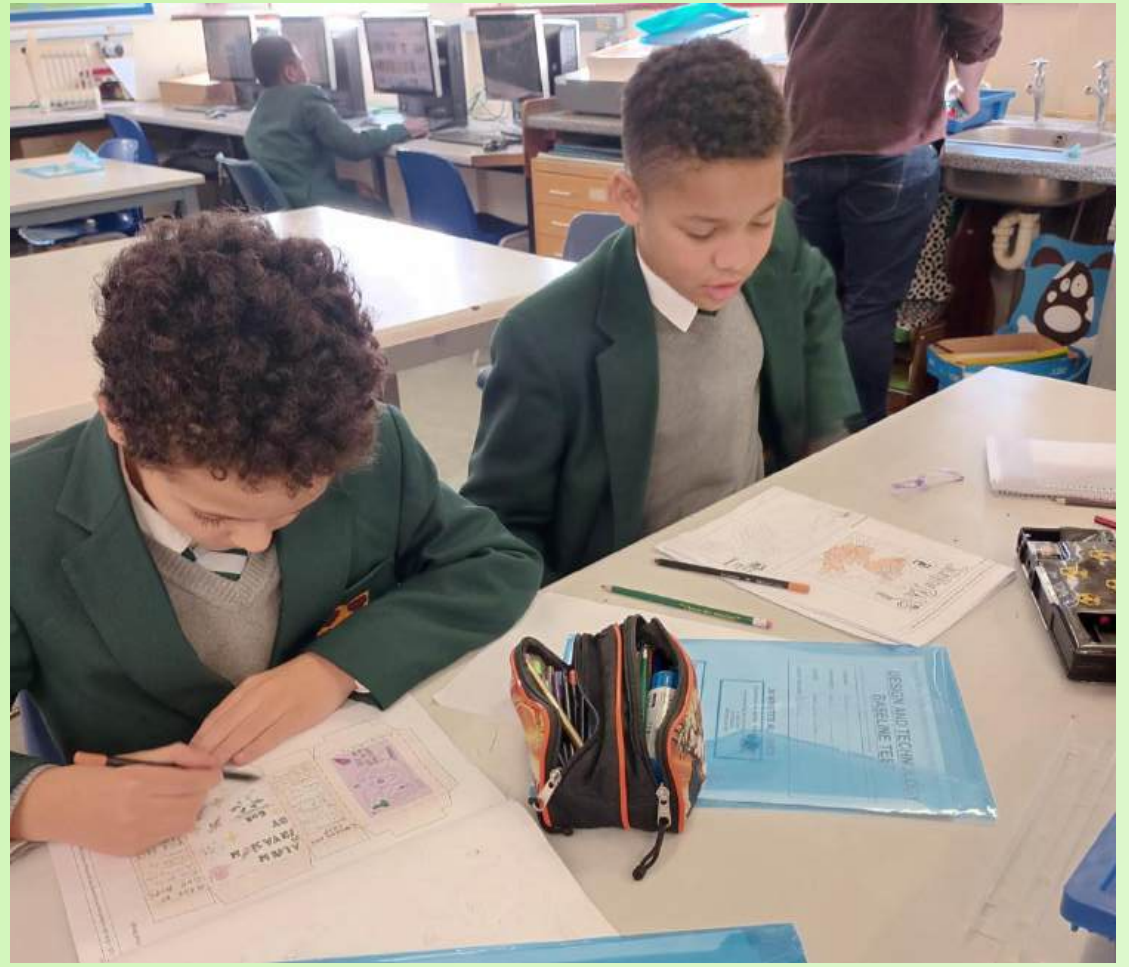


Year 9 students proudly displaying their Mechanical Toys.

# Year 7 - Graphic Products



Gabriel expertly cutting out his cereal box.



Gabriel and Samuel adding final touches to their cereal boxes.



Year 7 students proudly displaying their Cereal Box.

# Catering - Year 9



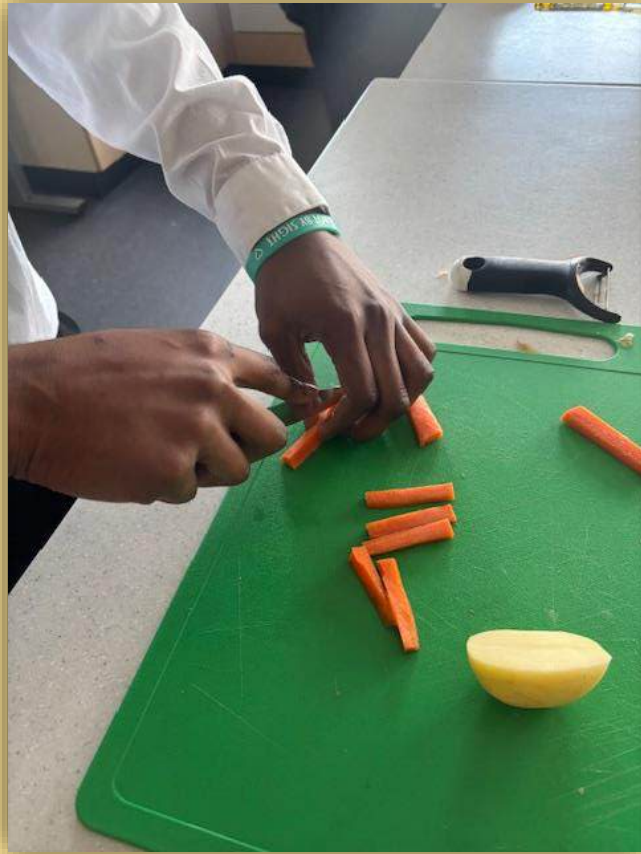
Year 9 have been cooking foods from around the world this term. Starting with Chinese cuisine making Vegetarian noodles with Tofu which many tasted for the first time and really enjoyed, despite their reservations and requests for chicken at the start of the lesson. We have also been focusing on presentation techniques and attempting to make food look presentable on a plate. Then we stepped up our cooking techniques by making an Indian chicken curry and flatbreads which challenged the pupils to make a main with a side accompaniment and finally we moved to South American cuisine and made Quesadillas which was a class favourite using the most popular ingredient - chicken.

# Catering - Year 10



Year 10 have made amazing progress starting a new qualification in Hospitality and Catering and although theory work has been very heavy, practical lessons have been interesting. Chicken Fillo Pie went down very well with the class, especially enjoyed by Mr King who put his own spicy twist on the recipe.

# Catering – Year 10



Cutting techniques practical lesson was an opportunity for the group to practice different cutting skills used in a variety of recipes to improve the look or texture of the food. Cutting techniques practical lesson was an opportunity for the group to practice different cutting skills used in a variety of recipes to improve the look or texture of the food.

# Newman Catholic College

## Safeguarding Updates

**Safeguarding Team: 02089653947**

**Email: Safeguarding@ncc.brent.sch.uk**

**Designated Safeguarding Lead: Miss S Jackson**

**Safeguarding Team: Miss B Goodin- Deputy Safeguarding Lead, Ms S Murphy –Deputy Safeguarding Lead, Mr D Nwandison, Mr C Albert and Mr J Roche**

**Governor Responsible for Safeguarding in school: Mr T Ostojic**

**Mental Health Lead: Ms B Goodin**

**Safeguarding during weekends & school holidays:**

**If you have any concerns, please email us at the following address:**

**Safeguarding@ncc.brent.sch.uk but if it is an emergency call 999 or**



**0800 1111**



**0808 800 500**

### **A Note on Dangerous Gifts - Child Accident Prevention Trust**

More than ever our Christmas shopping is done online from an increasingly varied list of providers. From imitation manufacturers, to sellers platforms like Etsy and to third party small businesses that use known provider logistics services, we are all trusting people ever further removed from us to provide high quality goods. Unfortunately this is far from guaranteed. Production firms abroad or within a cottage industry may not have the strict manufacturing standards applied in the UK, or expected as industry standard. The Child Accident Prevention Trust has published a list of eight gifts most likely to cause an accident this year. Please follow the link below for more information. It is always important to remember that prevention is always better than repairing

<https://capt.org.uk/8-dangerous-gifts-to-avoid-this-christmas/>

### **Cannabis Edibles**

Cannabis edibles are increasingly being offered to young people across the country. It is also very important that you convey to your children that they must steer clear of these gummies and edibles as they may appear to be innocuous, are actually very harmful. They must also understand that we, as a school, will respond to any incident of this type with appropriate sanctions; which are in line with the school's Behaviour Policy.

The police have the following advice: Cannabis edibles are food products which contain the mood-altering ingredient from cannabis (THC). They are illegal but available in many different forms, including cakes, sweets, chocolates, drinks, syrups, butters or spreads and oils. Although cannabis edibles contain an element of the Class B drug, they do not have the smell or appearance of cannabis. They may also contain other illicit substances. Instead, they look and smell like a normal shop-bought food item but can be stronger than other cannabis products. And because of how they are packaged, they can be particularly appealing to young people and teenagers, who may call them gummies or bites.. Indeed, we know gangs are using edibles as a 'hook' through which they coerce pre-teenage children into the county lines model. They do this particularly because children aged under ten-years-old are under the age of criminal responsibility. Gangs are using normal postage routes to deal the drugs particularly as they don't smell of cannabis so can go undetected. Unlike smoking cannabis, swallowing cannabis is much easier to consume, however it takes longer to take effect. As a result, those taking them are likely to eat too many due to the delayed effect.

Symptoms can include; psychotic episodes, disorientation and confusion, changes in perception, depression, paranoia, heart problems, panic attacks, nausea or vomiting, hallucinations, memory loss, feeling lethargic, loss of consciousness, breathing difficulties, insomnia and anxiety. The purchase of cannabis edibles is illegal in the UK, but we know the products are advertised for sale through social media networks – and therefore young people are at risk of seeing them.

### **Snus**

We have recently had a warning from the police about the dangers of something called snus which growing numbers of students in the UK are using as an alternative to vapes. We wanted to bring this to your attention as many of you might not have heard of it before. This product, deceptively marketed as a safer alternative to smoking or vaping, is gaining popularity in schools, where its discreet nature makes it challenging to detect. Snus, particularly in its tobacco-free form, is being marketed with bright, youth-friendly packaging and flavours designed to appeal to younger people. It is often championed by influencers and athletes, further fuelling its appeal among impressionable teens. This emerging problem has already led to instances of severe nicotine sickness in students, prompting some schools to issue urgent warnings to families.

# Newman Catholic College

## Safeguarding Updates

### 1. What is Snus?

Traditionally, snus referred to a form of moist smokeless tobacco, widely used in Scandinavian countries, where it is placed between the lip and gum. Modern snus includes tobacco-free nicotine pouches, which deliver the same addictive substance without the traditional tobacco base. These pouches are discreet, odourless, and often resemble chewing gum or mints, making them harder to spot than vapes. They are particularly appealing to students looking for a concealed way to consume nicotine during school hours.

### 2. Why is it Dangerous?

Despite the absence of tobacco in some snus products, the nicotine content can be alarmingly high. Some pouches contain double or triple the nicotine of a pack of cigarettes. The risks include dizziness, nausea, gum irritation, receding gums, and an increased likelihood of addiction. Prolonged use can lead to significant oral health issues, such as gum disease and tooth loss. Some studies have seen evidence of negative consequences for the developing brain. For students already vulnerable to peer pressure, the risk of addiction can spiral quickly.

### 3. The Legal Status of Snus

The legal landscape around snus is not totally straightforward. Traditional tobacco-based snus has been illegal to sell in the UK since 1992, but tobacco-free pouches exploit a regulatory loophole. These products are not subject to the same age restrictions as cigarettes or vapes, meaning they can be legally sold to minors. Efforts are underway to address this gap, with proposals to ban the sale of nicotine pouches to under-18s. However, for now, school leaders must remain vigilant, as these products are easily accessible online and in high-street shops.

### 4. The Influence of Celebrity and Sporting Culture

The normalisation of snus among celebrities and athletes has amplified its popularity among young people. High-profile footballers have been spotted using nicotine pouches, and TikTok influencers often promote the products under the guise of sharing personal habits. This visibility lends an air of glamour and acceptability to snus, making it appear harmless or even aspirational.

### 5. The Role of Marketing and Social Media

Snus products are aggressively marketed with bright, playful packaging and sweet, fruity flavours that mimic those of popular confectionery. This deliberate targeting of younger consumers extends to social media, where videos and posts often trivialise the risks while glorifying the experience. For schools, the challenge lies in countering this pervasive messaging with education and awareness campaigns that resonate with students and their families. Talking mental health with young people at secondary school- Some advice for parents and carers "It's good to talk" "The teenage years are both exciting and challenging to parents and children. Children start to see a future independent of their parents while parents have to find new ways of protecting a young person who may choose to turn to peers rather than parents for support. This period can be a confusing and testing time which can be hard for parents. Most young people navigate their way through adolescence. However, for a small number of children problems can become persistent and can threaten the connection between parent and child. Talking early on, before problems become too ingrained, almost always helps. Sometimes we stop talking because we don't know what to say. We hope this leaflet may help. Of course, we all know that it's not always possible to talk, but it is always good to make the offer. Sometimes supportive friends or a trusted adult – perhaps a teacher – can help. Professionals are there, but even if their help is required, it is still good to talk." Professor Peter Fonagy, CEO of the Anna Freud National Centre for Children and Families.

### Mental health and wellbeing during secondary school

As parents and carers, it can be hard to know whether your child's feelings and behaviour are normal or becoming a problem. This is especially during adolescence when young people can feel a great deal of pressure and increasingly want to loosen their family ties. Young people's need for independence is partly due to changes in brain development. This makes reading and understanding others more difficult than when they were younger. This can leave parents feeling that young people are in a world of their own, when actually they can be struggling to understand themselves and others! A rollercoaster of changing emotions and feelings that come and go is completely normal at this age. Feelings and moods that become a problem are those which last a long time, become overwhelming, and stop your child from doing what they want to in their lives. We know that having strong relationships lies at the heart of good mental health. As parents and carers we also have our own stresses such as money, job security and juggling family demands. These can put pressure on our capacity to respond sensitively to our children. Talking can be a helpful way for young people to manage their wellbeing as it helps them to make sense of and manage difficult experiences and feelings.

### Top tips for talking

1. Give your full attention, be curious and take it seriously. We all know it's not nice to be half listened to. Being actively interested in your child can be a powerful way to help them feel listened to and understood. Try to resist the urge to downplay or dismiss what your child is telling you.
2. Emphasise that you are always available to talk. It may be that your child doesn't want to talk, can't find the words at the moment or is trying to assert their independence. But don't be misled by your teenager's need for separation. They need you just as much as ever.
3. Take time to reflect. Research shows that thinking about what is going on in your child's mind and being aware of your own thoughts and feelings promotes secure attachment, good social skills and the ability to 'read' others.
4. Provide empathy. When children feel truly understood they start to be able to manage their emotions and this has a big impact on their wellbeing. Using empathy is also a great way to defuse tension.
5. Be aware of your own stress and negative feelings. They can really get in the way of feeling close to your child. Reflecting on the causes of stress can prevent it from spilling into your relationships at home.
6. Think about timing. Ask yourself 'Is this the right time to talk?' Choose a time when you can focus on your child and ignore distractions.
7. What should I do if I am worried? You can find some advice and guidance listed below. In particular, MindEd for Families provides comprehensive information on a range of mental health problems. If problems persist, become overwhelming or you feel your child is displaying particular symptoms, we strongly recommend that you visit your GP.

### Screen Time

The Chief Medical Officer for the UK has published guidance on screen-based activities.

The guidance has an infographic which helps parents and carers think about the challenges of managing their children's screen use.

If you have any concerns, please email us at the following

address: [safeguarding@ncc.brent.sch.uk](mailto:safeguarding@ncc.brent.sch.uk) but if it is an emergency call 999 or Child Line:0800 11110 or NSPCC: 0808 800 5000

Other useful websites

Useful places to go for information for your son/daughter:

Samaritans: 116 123

Childline 0800 1111 specifically online safety 0808 800 5002

<https://www.nspcc.org.uk/>

<https://www.thinkuknow.co.uk/>

<https://www.ceop.police.uk/safety-centre/>

<https://youngminds.org.uk/> 0808 802 5544

<https://www.kooth.com/>



### What's the problem?

- There have been many media stories about bullying on Instagram, and about children seeing harmful content about weight loss, self-harm and suicide
  - Children can feel pressurised to look a certain way – they might feel like they should look like other users who share weight-loss content
  - Primary-aged children are coming across violent material on social networking apps like Instagram, according to research from Ofcom
  - Instagram is used for online 'grooming' – gangs use it to recruit children, and strangers can use it to contact your child and ask them for naked pictures, or to send photos to your child
  - News stories have highlighted how it's also used for 'sextortion', often targeted at children – the child is tricked into sharing an intimate image, which the abuser then threatens to share if the child doesn't pay or perform some other favour
- The **minimum age** to have an account is **13**. Instagram has added features to make it harder to lie about your age, but it's still possible.

### 7 ways to help your child use Instagram safely

#### 1. Check that your child is on a 'teen' account

This new feature is still being rolled out, so your child may not yet have a 'teen' account. When they do:

- Children under 16 will automatically be switched to a 'private' account (more on these below)
- Children under 18: Won't be able to receive messages from, or be 'tagged' or 'mentioned' by, anyone they don't 'follow' Will see less 'sensitive content'

If your child is under 16 and wants to change their 'teen' safety settings, they'll need to add you to their account as a parent or guardian, and you'll be able to decide which features to change. Older children can change these settings themselves, unless their account is supervised by a parent or guardian (read more about supervision in number 6 below).

#### 2. Set their profile to 'private' to limit what strangers can see

'Teen' accounts and any Instagram account created by a child under 16 since July 2021 will automatically be set to 'private', but older accounts will have been set to 'public' by default. Encourage your child to keep their profile 'private' so that only people who they approve will be able to 'follow' them and see content they share, including 'stories' and 'reels'. Anyone can send your child a message directly, though (unless they have a 'teen' account). Tell them to only approve 'Follow requests' or view 'Message requests' from people they know and trust in real life. To set an account to 'private', go to 'Settings and activity' (tap the person icon in the bottom-right of the app home screen, then tap the 3 lines in the top-right), then go to 'Account privacy' and turn on 'Private account'.

#### 3. Restrict harmful comments and interactions on your child's posts

Open 'Settings', scroll down to 'How others can interact with you', and then 'Comments'. Here, your child can:

- Block specific people from interacting with their posts (under 'Block comments from')
- Decide who can comment on their 'Stories'

Also under 'How others can interact with you', under 'Hidden words', you/your child can:

- Automatically hide comments that might be offensive (under 'Hide Comments') – 'teen' accounts will already do this
- Hide other comments and messages they don't want to see by creating a custom list of words, phrases and emojis (under 'Manage custom words and phrases')

#### 4. Make sure your child knows about restricting, blocking and reporting

Restricting is a feature designed to protect children against bullying.

If your child restricts someone, that user won't be able to see when your child is online or if they've read their messages. Other people won't see the restricted person's comments on your child's posts, and your child won't be notified about comments or messages from them. Your child can choose to view the user's comments and approve or delete them.

To **restrict** someone:

- Swipe to the left (iPhone) or tap and hold (Android) on a comment they've left on your child's post, tap the exclamation mark, and then 'Restrict'; or
- Go to the user's profile, tap the 3 dots in the top-right, then choose 'Restrict'

Young people are often reluctant to block others, so reassure your child that **blocking and reporting is anonymous**.

- To **block** an account, tap the 3 dots at the top-right of the user's profile, then choose 'Block'
- To **report a photo in a feed**, tap the 3 dots icon at the top of the post, then tap 'Report'
- To **report a comment**, swipe left over the comment (iPhone), or tap and hold on the comment (Android). Tap the exclamation mark, tap 'Report this comment' and follow the instructions
- To **report an abusive photo, video or message that your child has received directly**, open the conversation, tap and hold the abusive message, then tap 'Report'. Choose a reason for reporting the message, then tap 'Submit report'
- To **report a profile**, tap the 3 dots in the top-right of the user's profile, then tap 'Report'. Follow the on-screen instructions and choose a reason for reporting the profile

#### 5. Remind your child to be careful about what they share and with who

It's easy for others to screenshot messages or images and share them outside of the original poster's control. So remind your child to think carefully about what they share. Before they share anything, tell your child to ask themselves: "would I be happy for other people to see this?"

In particular, make sure your child knows that taking, sharing or viewing naked or sexually explicit pictures of themselves or another child (anyone under 18) is illegal. They should ignore any pressure from others to share nude or semi-nude pictures of themselves.

#### 6. Consider setting up supervision

Instagram allows parents or guardians to supervise their child from their own account. You can set this up by going to 'Settings' on your or your child's account, then selecting 'Family Centre'.


- You and your child must both consent to using supervision before you can access any of the features.

Once you've enabled supervision, you can:


- See who your child follows, and who follows them
- Monitor how much time your child is spending on Instagram
- Receive notifications if your child reports a post or an account

# Newman Catholic College

## Safeguarding Updates




### SCREEN TIME PARENT GUIDE



#### BE A DIGITAL ROLE-MODEL

It's not just children who are susceptible to the persuasive design of Social Media and games. Anyone can find themselves swiping through a newsfeed for longer than they intended, or using their smartphone before bed or during meal times.

Children are looking to us to learn behaviours, and the addictive nature of smart phones is a societal challenge. Lead the way by limiting your own screen time and demonstrating positive digital habits.



#### BE MINDFULL OF THE IMPACTS OF SCREEN TIME

It can be useful to reflect on how our children's use of technology may be impacting them. To get started, try writing out an answer for each of these questions:


What impact is screen time and technology usage having on my children?

How are we currently using technology in the household?

What would I like to change about we use technology as a family?

Is our use of technology impacting our sleep?


If these questions raise concerns for you, think about the areas that you want to make changes.



#### DECIDE AGE RESTRICTIONS IN ADVANCE

If your child is using a Social Media platform such as Instagram or TikTok, it may be difficult conversation to ask them to delete it once they have already started using it.

Instead of this, decide in advance what age you would want your child to be before they access a certain app or game.




#### CREATE A FAMILY AGREEMENT

Creating a family agreement is a fantastic way of setting boundaries and clear expectations around screen time. This can include the amount of screen time that would be appropriate each week, along with when and where this will take place.

Get everyone to sign the agreement. Display the agreement where everyone can see it.


This family agreement can then act as a reminder of the boundaries that you have put in place to ensure healthy use of technology.



#### USE DIGITAL WELLBEING SETTINGS

Increasing social media apps are introducing wellbeing and screen time features. For example TikTok has Digital Well-Being features that allow you to limit screen time, and set restricted mode.

Instagram has a 'Your Activity' section, this allows users to see how much time they are spending on the app. You can also mute Push Notifications and set reminders to help users to limit time spent on the app.



**OpenView Education**  
TRAINING THROUGH THEATRE

Access more resources at [openvieweducation.co.uk](http://openvieweducation.co.uk)

**7. Tell the school about any bullying or grooming concerns you have**  
It isn't always easy to spot signs of cyberbullying. Be alert to the following signs:

- Changes in your child's behaviour
  - Your child is upset especially after using the internet
  - They are unwilling to talk about their online activities
  - You notice that many new phone numbers, texts or e-mail addresses show up on their device
  - Your child doesn't want to go to school or meet up with their friends
  - They avoid formerly enjoyable social situations
  - Your child has difficulty sleeping and low self-esteem
- Signs children may be being targeted by a gang, or groomed for other reasons, can include:
- Having new and unexplained possessions
  - Changes in friendship groups, behaviour and/or mood
  - Unexplained injuries

#### Sources

- [Instagram boosts privacy and parental control on teen accounts, Meta releases 'sexortion' data after mum's criticism](#), BBC News
- ['It can happen to any child': parents of sextortion victim send out warning, Meta documents show 100,000 children sexually harassed daily on its platforms](#), The Guardian
- [Instagram Help Centre](#), [Instagram Teen Accounts](#), Instagram
- [Meta Family Centre](#), Meta
- [Encountering violent online content starts at primary school](#), Ofcom
- [Content about suicide, self-harm and eating disorders to be hidden from kids on Instagram and Facebook](#), Facebook, Instagram, Snapchat and X failing to remove dangerous suicide and self-harm content – study, Sky News

This factsheet was produced by [The Key Safeguarding: thekeysupport.com/safeguarding](http://thekeysupport.com/safeguarding)



### NEVER ALONE

**NSPCC**  
0808 800 5000  
(24hrs)

**Mind**  
0300 123 3393  
(Mon-Fri 9-6)

**Cruse Bereavement**  
0800 808 1677  
(Mon-Fri 9-5)

**Action on Elder Abuse**  
0808 808 8141  
(Mon-Fri 9-5)

**Samaritans**  
116 123  
(24hrs free)

**National Domestic Abuse Helpline**  
0808 2000 247  
(24hrs free)

**Victim Support**  
0808 168 9111  
(24hrs)

**ChildLine**  
0800 1111  
(24hrs)

**Respect - Men's Advice Line**  
0808 801 0327  
(Mon-Fri 9-5 or 8pm)

**National Centre for Domestic Violence**  
0207 186 8270



I would like to take the opportunity at this special time of the year to wish all of the school community, a happy and holy Christmas. It has been a very rewarding year for the department, both academically and in the spiritual life of the school. We had an Outstanding Section 48 Catholic Inspection and the Year 11s who did their Religious Education GCSE exams in the Summer of 2024 did very well.

We had many students who achieved the top grades of level 7 to 9. It is always incredibly satisfying to see all our students who work hard achieve their potential so they can move on to the next exciting stage of their lives. We look forward to the Spring Term and helping our current Year 11s to prepare for their RE GCSE exams. We will always do our very best to help them be successful. We believe that the spiritual life of the school is very healthy and the power of the Holy Spirit permeates throughout the school. It can be seen in the big school events like Newman Day, the Charity drives, the Foodbank and in the little acts of kindness that people show to each other in the school. When Jesus was once asked to explain the most important commandments, his response was "to love God and love others". We feel that in our own worship in school and that the way we serve others in all our school community demonstrates that. Long may it continue throughout 2025!

**Lord, in this holy season of prayer and song and laughter, we praise you for the great wonders you have sent us: for shining star and angel's song, for infant's cry in lowly manger. We praise you for the Word made flesh in a little Child. We behold his glory, and are bathed in its radiance. Be with us as we sing the ironies of Christmas, the incomprehensible comprehended, the poetry made hard fact, the helpless Babe who cracks the world asunder. We kneel before you shepherds, innkeepers, wise men. Help us to rise bigger than we are. Amen.**

Mr Hughes (Head of Religious Education) Christmas Update and Prayer 2024

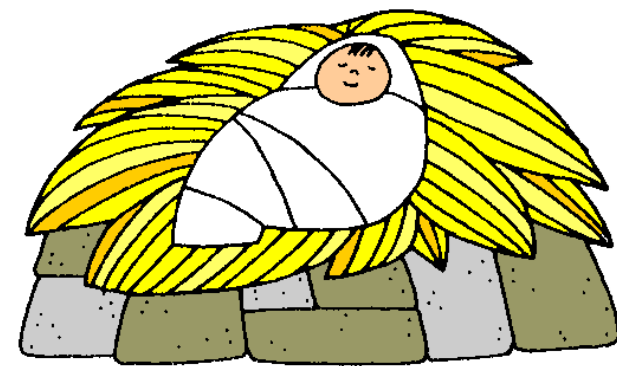
## GCSE Revision- Useful Websites

<https://kahoot.com/>

<https://senecalearning.com/en-GB/>

<https://www.youtube.com/user/mrmcmillanrevis>

<https://www.bbc.co.uk/bitesize/subjects/zb48q6f>



## Eduqas GCSE Exam Dates

**Tuesday 13th May (am)**

Component 1-

Foundational Catholic Theology

Origins and Meanings/Good and Evil

**Wednesday 21st May (pm)**

Component 2- Applied Catholic Theology

Life and Death/Sin and Forgiveness

**Wednesday 4th June (pm)**

Component 3 Judaism





# Jack Petchey Awards 2024

This year we have seen 12 awards given to students in Newman Catholic College, They have all been awarded for a variety of reasons from personal growth, resilience, determination, putting others first, going the extra mile in supporting others in need and giving up their personal time.

## Congratulations to:



### Bronze award for 6<sup>th</sup> form students

Daniel Sitnikov Teixeira 6<sup>th</sup> form

Leticia Quaresma 6<sup>th</sup> Form

Ade Olaoye 6<sup>th</sup> Form



### Gold award for KS3/KS4 students

Samuel Tracey January 24

Tsewang Lama February 24

Daniel Shamon March 24

Jack Yerby April 24

Ziani Thomas-Gaye May 24

Henry Roberts June 24

Jordan Bongog September 24

Zakeria Hasan October 24

Junior Charles- Stephens November 24



Leader Award Mr John Tennant for his outstanding contribution over 48 years to Newman Catholic College over many decades.

Will you be awarded in 2025? Watch this space.

# Music



This term a number of Year 7 to 11 pupils performed at the 2<sup>nd</sup> annual Winter Fair!

Many thanks to Mr Crawford, our peripatetic teacher, for his amazing support working with our bands!

# Computing

This term, the Year 7s learned how to create presentations using Google Slides.

They selected an environmental cause and created a poster and presentation, representing a charity.

Here are some examples from Victor, Lucas and Anas!


## BEST OCEANS

CLEAN OCEAN

- SUSTAIN FISHING BY MANAGING FISH STOCKS
- DEVELOP KELP FARMING
- PROTECT CORAL REEFS

ANIMALS SUFFERING

OCEAN POLLUTION AFFECTS MORE THAN 877 ANIMAL SPECIES WORLDWIDE, WHICH HAS INCREASED BY 23% IN THE LAST 5 YEARS ALONE. MARINE PLASTIC POLLUTION HAS AFFECTED 100% OF MARINE TURTLES, 59% OF WHALES, 36% OF SEALS AND 40% OF SEABIRD SPECIES. ONLY 1% OF MARINE LITTER FLOATS. EVERYTHING ELSE SINKS TO THE SEA FLOOR.




## Our Air

Our Air

- Clean air by reducing road vehicle pollution
- Increase offshore wind farms for cleaner electricity
- Develop cleaner air travel solutions

Our Air

Air Pollution is the 4th deadliest risk in the world. It shortens life expectancy by 2 years. 92 percent of the world don't have clean air. Air is a mixture of gases, primarily nitrogen and oxygen, that has no smell or taste and is necessary for living beings to survive. Air pollution is a greater threat to life expectancy than smoking, HIV or war.




## Our Air

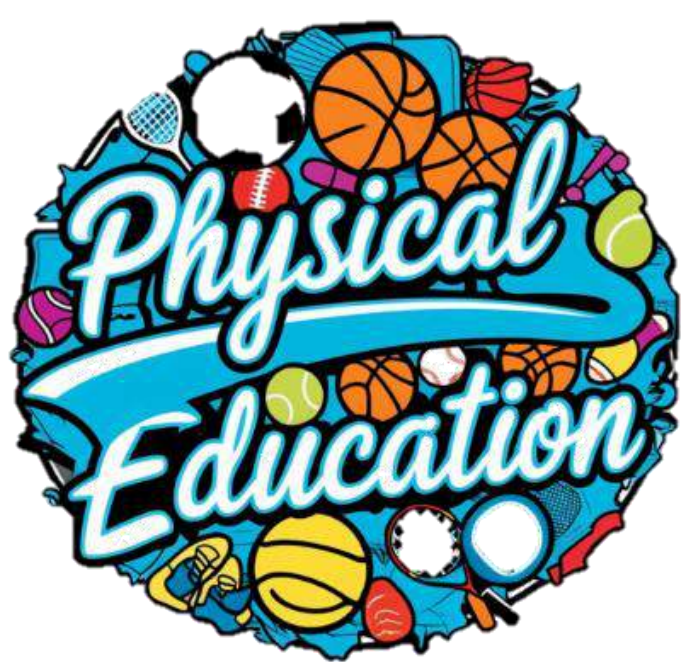
Missions

- Clean air by reducing road vehicle pollution
- Increase offshore wind farms for cleaner electricity
- Develop cleaner air travel solutions

Our Air

- Air Pollution is the 4th deadliest risk in the world.
- It shortens life expectancy by 2 years.
- 92 percent of the world don't have clean air.
- Air is a mixture of gases, primarily nitrogen and oxygen, that has no smell or taste and is necessary for living beings to survive.
- Air pollution is a greater threat to life expectancy than smoking, HIV or war.





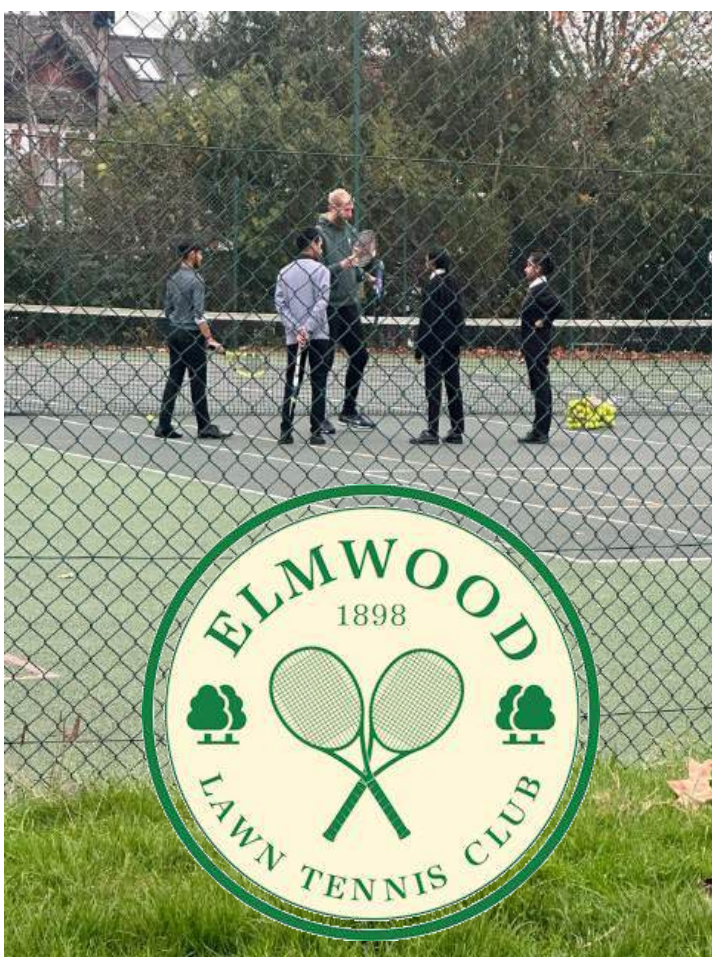
Wembley Stadium Tour



Basketball Winners



Year 7 Football Team



It's been a mixed season since September. The Basketballers are doing very well. The Footballers, likewise. Year 7s have played most of their games for Football but have unfortunately come out on the wrong end of a lot of the results. The Year 9s have been more successful and have won most of their games for Football and again, for Basketball. We're starting to see a trend across Year 9s and the Year 10s where we have very successful sports teams and hopefully we're slowly, slowly building up to the summer season.

It seems like a long way away but we will get there and hopefully this year we can retain the Brent Athletics.

The Basketball and the Football games will continue and we'll see in the New Year if we're actually getting into any semi finals and finals.

Congratulations to all the boys for all their hard work, for the boys who are playing for Brent Blazers outside the school, for Mr Jeeves's, for organising the trips to Wembley. Mr Lopes for organising Year 7 football. Mr Pacquette for organising his teams.

Good luck to all in the New Year. Mr Finnie

Tennis enrichment at Elmwood Tennis Club with Mr Jeeves. We very much appreciate Coach William Jenkins who has been giving our students tennis lessons on Wednesday afternoon. Thanks to Dede and Louisa from Elmwood for this amazing opportunity..



# IntoUniversity



At the end of October, **IntoUniversity** students in Year 10 took part in a Business in FOCUS Simulation at the private equity firm, Inflexion. During the business simulation, students competed in two teams to produce a campaign for a city they represented, as part of a bid to host the next 'Global Games'.

In the space of a few hours, students took on different roles, such as Chief Executive Officer, Artistic Director and Social Media Manager and worked together to persuade a committee panel of judges to reward their campaign and choose their city as the next 'Global Games' host. During the day, students had to write a business plan, submit funding applications, create a marketing strategy, and make merchandise, as well as present their ideas in meetings with corporate volunteers from Inflexion.

The fast-paced day gave students an insight into the working world and the chance to develop their teamwork, leadership and public speaking skills. One student said that they "had fun getting out of [their] comfort zone" while another said that the best thing about the programme was "how interactive it was because it showed a real-life experience."



## Free After-School Support Available

**IntoUniversity** is a national educational organisation that partners with Newman Catholic College. As well as in-school programmes, **IntoUniversity Brent** also offers after-school provision (**Academic Support**) at our centre in Kensal Green. Academic Support runs on **Mondays and Thursdays (4-5:30pm)** for secondary school students Y7-13. This is a **free service** (criteria dependent) where students can get support with their homework, revision or researching their future options. For more information, or to sign up your child, please call us on 020 8968 7498 or email us at:

[brent@intouniversity.org](mailto:brent@intouniversity.org).

# SCIENCE

## Engaging with Science: Investigations Across Year Groups

At NCC, science lessons are thriving with hands-on investigations that ignite curiosity and encourage critical thinking. Here's a glimpse into the exciting experiments conducted across our year groups recently:

### Year 11: The Impact of Insulation on Energy Transfer

Year 11 students have been exploring the effects of insulation on energy transfer. As part of their investigation, they devised innovative ways to model different layers of insulation, demonstrating creativity and problem-solving skills. This practical approach helped them visualize how insulation minimizes energy loss and its importance in everyday applications like home heating and sustainable energy use.

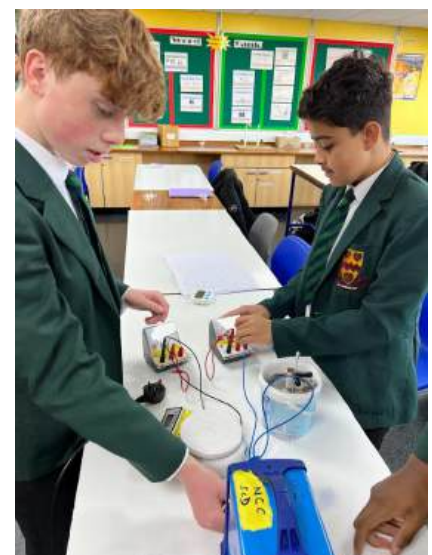
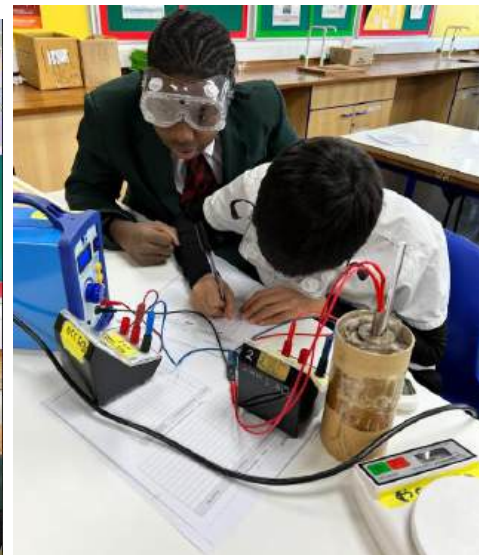
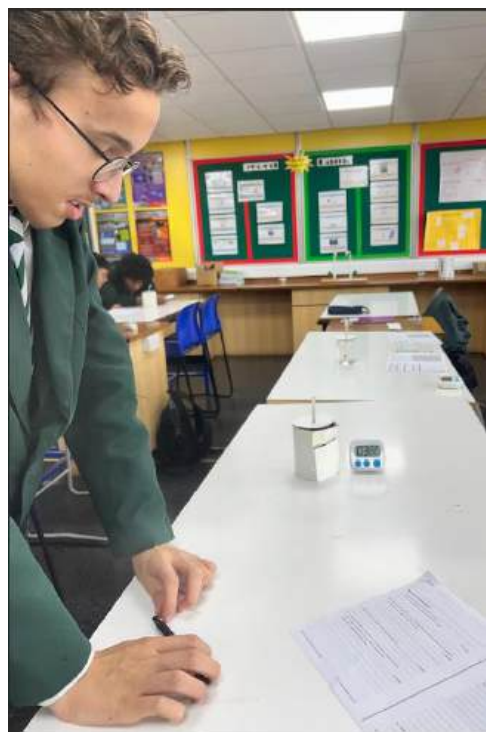
### Year 9: Calculating Specific Heat Capacity

Year 9 students took on the challenge of measuring the specific heat capacity of various materials, including aluminium, copper, and iron. Using a complex circuit to gather precise measurements, they calculated these thermal properties with impressive accuracy. This experiment gave them valuable insights into the thermal characteristics of materials, enhancing their understanding of energy transfer in real-world contexts.

### Year 8: Observing Liquid Pressure with Depth

Year 8 students delved into the concept of liquid pressure, observing how it changes with depth. Through careful experimentation and observation, they not only grasped the underlying principles of pressure but also confidently explained their findings. This activity connected theoretical knowledge with practical understanding, paving the way for a deeper appreciation of physics in action.

These investigations reflect our commitment to fostering a love for science and equipping students with essential skills for the future. Well done to all the students for their enthusiasm and hard work!



Year 11

Year 8

Year 9

# Chaplain's Communique by J Roche



## WEEKLY YEAR GROUP MASS

New term and a new academic year. The school has continued to celebrate Mass on Fridays at 12:20 thanks to the generosity of the visiting clergy. Each year group plan and takes on leading roles in the Liturgy: reading, serving, bidding prayers, operating the PPT as well as singing the hymns and responding to the prayers in Mass. We have introduced an offertory during the Mass and an introduction at the start of the Mass. This allows the pupils to know what the theme of the Mass is and to give them space to focus and refocus on what is about to happen. As always, each term starts with the Y11 pupils. Offering time to God as they work and prepare for their GCSE.

We would like to thank all the priests who are allowing us to continue to live a sacramental life of the school. Thanks to Fr Tom, Fr Matteo, Fr Albert, Fr Kamal and of course Fr Allan (who recently took up his new appointment in Kentish Town) who continue making the time for us in their parish life. We appreciate this. We have also this year started to link more with the tri-parishes of Harlesden (Our Lady of Willesden, Willesden Green (St Mary Mags) and Kensal Rise (the Transfiguration). Pupils are attending Masses in each.



**FIDES ACTIO:** Once again Mr Roche has developed the Year Group **Liturgy Groups** (Fides Actio – Faith in action). Each academic year have elected at least members for the Liturgy group. For the Y7 pupils this means exploring what this “group” is about. Once elected these join the Y8 team to plan with events with the chaplain. This allows the boys to discuss the readings for the Mass, write prayers for the Mass and to participate in a particular way in certain events in the school year. The Chaplaincy badge “Fides Actio” and the Liturgy Badge are worn by the members. The Fides Actio groups are growing and changing as pupils progress through the school.

**PRAYERS:** The school continues to be a place of prayer. The chapel is the hub of our Spiritual life and love of the Divine. The Heart that speaks to Heart if only we listen. Pupils and staff are able to use the chapel for personal, private prayer. The Chaplain leads prayer group services in the chapel. These are currently for the Y7 & 8 on Wednesday and Friday mornings. Pupils are encouraged to take an active part in the services. These allow time to reflect, to pray and to develop a relationship with God. All classes pray during the day, the Form Prayer is themed and the Fides Actio are encouraged to lead the prayer in the class. The weekly PowerPoint also contains the Gospel for the following Sunday. Pupils are asked to join in during Class prayer, this can be through silence as well as speaking up. Praying from where they are in their life.



**MARIAN PROCESSION:** Our Lady of Willesden parish held its procession of Our Lady of Willesden around the streets of Harlesden. The October evening was well attended by parishioners as well as the seminarians from Allan Hall. Newman once again was represented along with family members and staff. The faithful walked behind the statue of Our Lady being held shoulder high. Incense burning, candles lighting as we recited the Rosary. Motorists and locals showing respect, prayerfulness and understanding. The weather was an additional blessing as it was a pleasant Autumnal evening.

**Hail Mary, full of grace. The Lord is with thee. Blessed art thou amongst women, and blessed is the fruit of thy womb, Jesus. Holy Mary, Mother of God, pray for us sinners, now and at the hour of our death, Amen.**





# Chaplain's Communique by J Roche

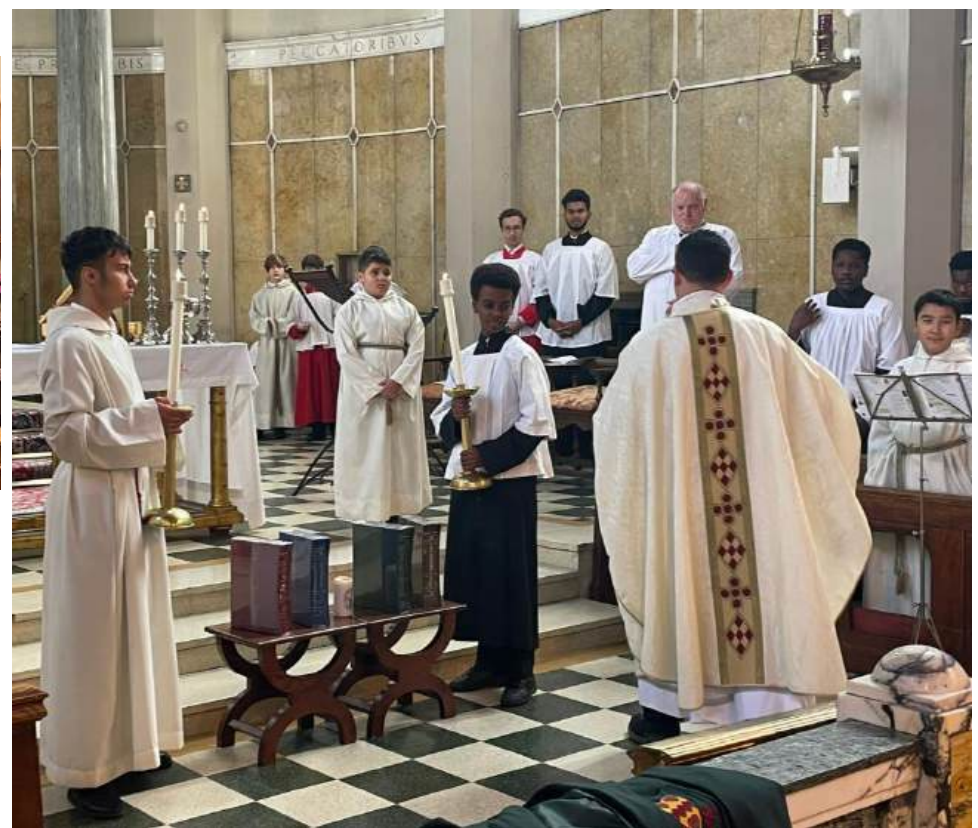
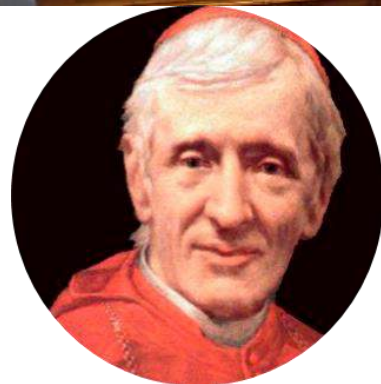
## The NEWMAN DAY MASSES:

The 9<sup>th</sup> October the Church celebrates the feast of St John Henry Newman, the college's patron. On Friday 18<sup>th</sup> the entire College were able to celebrate Newman Day with two Masses celebrated simultaneously. One in the Parish church of Our Lady of Willesden and the other in the school Hall. Both Masses were planned by Mr Roche. Fr Allan celebrated the mass in Our Lady of Willesden with staff and pupils from y7 to y11, meanwhile Fr Tom OMI from Quex Rd celebrated Mass with y12, 13 un the school. The 6<sup>th</sup> Former Mass was supervised by Mr Jalil and Mr Albert and their Form Tutors.

In Church, we had a brilliant organist; Helen Blake playing for us. Pupils had Mass booklets and were able to follow along and respond accordingly. Pupils read beautifully and clearly, the numerous servers carried out their duties and the day was a delight. This year we had the new lectionaries to bless. These will be used from the start of Advent. The Chaplain was MC at the parish event. We were also blessed with numerous volunteers: eighteen servers, scripture readers, prayers of the faithful readers, offertory procession people. All went beautifully and it was an uplifting day. Good feedbacks came from Fr Tom and the 6<sup>th</sup> formers. The head students and their team executed the set up in Mr Roche's absence. Staff were eucharistic ministers for both Masses. A truly school event.

As is tradition on this special Newman day each pupil has received souvenir on the day – this year it was a Newman green pencil with the message "I have my mission" printed on it and the obligatory bar of Cadburys Dairy milk. Hopefully the message will inspire student. The School has set up Mission days later in this term. After lunch pupils went home earlier, they queued to be presented with their gifts. Staff members also received a bar of chocolate and a Newman pencil. Thanks to all who helped and took part.

**May St John Henry Newman continue to pray for Us.**



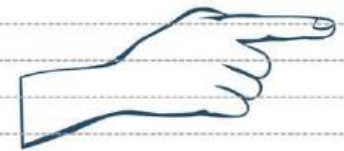
Revelation 21:4 "He will wipe away every tear from their eyes, and death shall be no more, neither shall there be mourning, nor crying, nor pain anymore, for the former things have passed away."

"We pray for (the dead), because we still hold them in our love, and because we trust that in God's presence those who have chosen to serve him will grow in his love, until they see him as he is." Catechism 958 *Communion with the dead.*

### PRAYERS FOR THE HOLY SOULS

Your name: .....  
The names of the dearly departed to be included in prayers for the Holy Souls:

n.b.



## BEREAVEMENTS:

November is the Month of the Holy Souls, when the Church remembers those who have in gone before us to their eternal reward. All staff and pupils were given the opportunity to record the names of their deceased loved ones. These were prayed for the school Masses. The Book of the Holy Souls lay on the altar in the chapel. Mr Roche is always available to sit, talk, pray etc. with pupils and staff.

**May the souls of the faithful departed, through the mercy of God, rest in peace. Amen**

## Samaritans purse – Operation Christmas Child:

Pupils at NCC were busy in the last few weeks of term packing shoeboxes for children across the world who have little or nothing this Christmas. A programs to treat severely malnourished children and run distributions to feed victims of disaster, famine, and war.



# Chaplain's Communique by J Roche



## ADVENT & CHRISTMAS:

As November draws to a close, we celebrate the Feast of Christ the Universal King. All the school had the 'joy' of having the chaplain deliver the Advent Assembly. This is another step onwards in the ADVENT-ure we call life. We looked at the meaning of Christmas and the events around the first Christmas. This was then reflected in the mirror of what had happened recently: the Ukrainian war, Gaza war and the migrants crossing the English Channel. The true meaning of Christmas is not trees, presents and getting the best deal from Black Friday but Love. Love that reaches out to others, starting with yourself and your family then to others.

*I confess to almighty God and to you, my brothers and sisters, that I have greatly sinned, in my thoughts and in my words, in what I have done and in what I have failed to do, through my fault, through my fault, through my most grievous fault; therefore, I ask blessed Mary ever-Virgin, all the Angels and Saints, and you, my brothers and sisters, to pray for me to the Lord our God.*

*May almighty God have mercy on us, forgive us our sins, and bring us to everlasting life. All: Amen.*

Advent Masses were celebrated with pupils as we move towards Christmas. Catholic pupils were offered the chance to avail of the sacrament of healing and reconciliation (confessions). Thanks to Frs Tom OMI, Brendan CsSP and Matteo for Masses as well as hearing confessions and offering God's absolution.

Pupils were lead in their examination of their conscience based on the Confiteor and the 10 commandments.



**A prayer for World peace**  
**O God of the nations,**  
**as we look to that day when you will**  
**gather people**  
**from north and south, east and west,**  
**into the unity of your peaceable**  
**Kingdom,**  
**guide with your just and gentle**  
**wisdom all who take counsel**  
**for the nations of the world,**  
**that all your people may spend their**  
**days in security, freedom, and peace,**  
**through Jesus Christ, our Lord. Amen.**



## Armistice Day:

Pupils at NCC marked the 11<sup>th</sup> of Nov at 11am with the 2-minute silence. The forms lined up and after a prayer service, the school fell silent. This was amazing. Such respect and understanding. The Last post was played. We remembered those who died in War, all wars. Those being fought now and those long-term murmuring wars.



**Eternal rest grant unto them, O Lord,**  
**and let perpetual light shine upon**  
**them. May they rest in peace.**  
**Amen.**



**DESIGN A BADGE**  
**COMPETITION**

**2024 -2025 – theme is**  
**(Flame of) HOPE**

Design a Badge of HOPE: Students are asked to design a new badge for the Year of Hope . They need to be as imaginative as possible. The deadline was the beginning of Advent. "Let us hold unwaveringly to the hope we profess, for he who promised is faithful." Hebrews 10:23

# Chaplain's Communique by J Roche



**Gardening  
NCC6  
Enrichment  
Club.**  
The autumnal  
report and tidy  
up around NCC.



Once again enrichment group were set up for the 6th Form pupils. Y12 and Y13 pupils provide 1 hour of gardening work around the school. They are learning new skills and finding the gardening a “good place to think” according to one of them. The advantages of gardening to the mental health of the individual. The laugh, the banter and the good-naturedness is matched by the work done. The team were busy with planting, tidying up the garden area and raking leaves.

We are still operating a foodbank for the needy families of the school. The Foodbank, operating out of the cabin is operated by the students every Friday after school. We are blessed by the enthusiasm of these students and those in 6th form who use the project in their business studies.

From our excess we can support other Foodbanks, especially those in Kilburn area. We support the Oblate food bank and Tony's Food kitchen every Friday. The Oblate religious community run their foodbank from the Quex Rd Catholic Church and Tony sets up stalls every Friday at 19:00 for those in need. Local people hand out hot food etc along with other food. All donations are welcome. We have harvested, potatoes, beans, tomatoes, kale, chard, artichokes, chillies etc. The journey is operated from field to “plate” by the students. Pupils operate the Foodbanks while others get involved in the harvesting and growing stages.



# Chaplain's Communique by J Roche



## Eucharistic Minister training and Commissioning:

We have had the pleasure of delivering more "in-house" training for confirmed Catholics who are interested in becoming Extraordinary Minister of Communion. Especially for the school Masses. Two Y11 pupils and one staff member attended the lessons set up and lead by Mr Roche. The lessons are based on those used in Westminster. We met for weekly for a few weeks. They were commissioned by Fr Tom OMI at the school Mass before their peers and colleagues. Being a Eucharistic minister is found in the catechism - "The baptismal seal enables and commits Christians to serve God by a vital participation in the holy liturgy of the Church" (CCC 1273).

*"There are different kinds of spiritual gifts but the same Spirit; there are different forms of service but the same Lord; there are different workings but the same God who produces all of them in everyone. To each individual the manifestation of the Spirit is given for some benefit."* 1 Corinthians 12:4-7

## The Particular Functions of the Ministry are to:

- Distribution of Communion at Mass in the absence of ordinary ministers (bishop, priest or deacon)
- Taking Communion to those who are sick, homebound, in nursing homes, hospitals, or prisons
- May expose and repose the Blessed Sacrament for Eucharistic Adoration



*"Whoever eats my flesh and drinks my blood remains in me and I in him. Just as the living Father sent me and I have life because of the Father, so also the one who feeds on me will have life in me"* (John 6:56-57).

*"I am the vine, you are the branches. Whoever remains in me and I in him will bear much fruit"* (John 15:5)

## You Are What You Eat

*"What you see...is bread and a cup. This is what your eyes report to you. But your faith has need to be taught that the bread is the body of Christ, the cup the blood of Christ...If then, you wish to understand the body of Christ, listen to the Apostle as he says to the faithful, "You are the body of Christ and His members"...You reply "Amen" to that which you are, and by replying you consent... Be a member of the body of Christ so that your 'Amen' may be true... Be what you see, and receive what you are"* (St. Augustine Sermon 272).

**The Foodbank is still running successfully.**

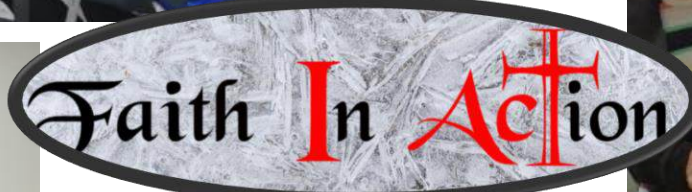


*"God has created me to do Him some definite service. He has committed some work to me which He has not committed to another. I have my mission."* St John Henry Newman  
Students learn about Catholic Social teaching and Justice in many ways. Sometimes it's hands-on. We are inviting the charities in to talk to students about their work and a chance to pray and reflect.

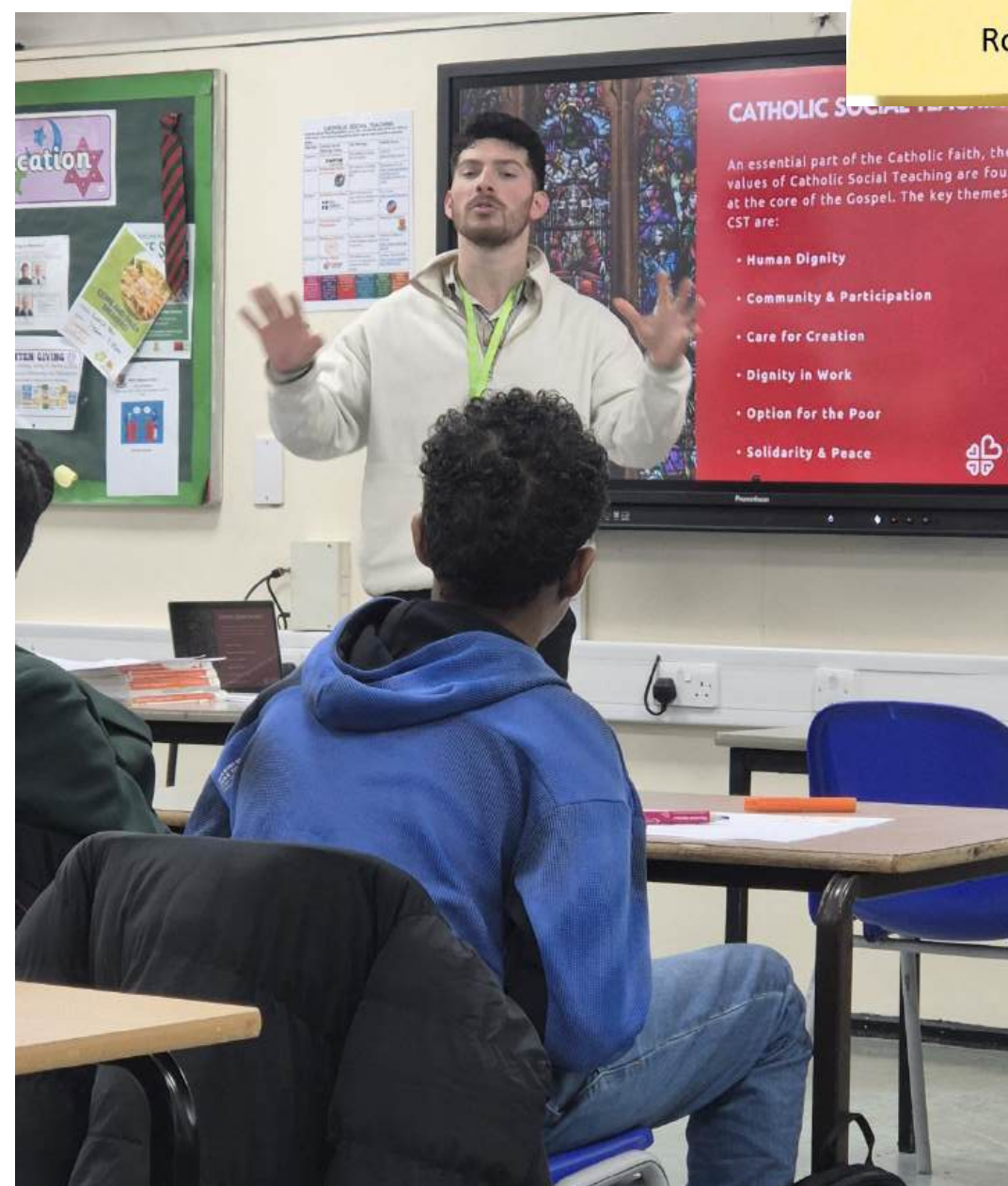
# Chaplain's Communique by J Roche



The Mission of My Life Day is a time when we focus on our mission and values. We made cookies and sweets to sell in the Christmas fete.



**NON – UNIFORM DAY  
WEDNESDAY 18<sup>th</sup> ONLY!!!**  
Wear a **Christmas Jumper**  
**£2.00.** Money is going to 3 charities:  
CAFOD, Caritas & Roval Bromton Hospital



**Mission Day** — Spiritual Dropdown Day

**Mon 16th December - Year 7**

**Tues 17th December - Year 9**

**Wed 18th December - Year 8**

**Westminster Multi-faith wrote:** It was wonderful to be invited to Newman Catholic College to provide an interfaith panel for their Yr 7 & Yr 8 Mission Days. These days were facilitated by college, Chaplain Mr Roche and focused on putting faith into action. Alongside workshops from Caritas Westminster and CAFOD, James Holland (Westminster Diocese's Interfaith Coordinator) ran the interfaith session with Rabbi Dr Frank Dabba Smith and Farhat Zaheer.

Students listened as each panellist explained what their religion teaches about social action. Rabbi Frank explained part of Leviticus 19, where farmers are told not to harvest to the very edges of their fields, so that the poor might have some food to eat (Leviticus 19:9-10). Rabbi Frank emphasised the Jewish belief that you must love the stranger as you love yourself.

Farhat looked at a Hadith from Abu Sa'eed al-Khudree (may Allah be pleased with him), which gives a Muslim view on how to act for social justice: "I heard the Messenger of Allah pbuh say, "Whoever witnesses something evil, let him change it with his hand, and if he is unable then with his tongue, and if he is unable then with his heart, but that is the weakest form of faith".

# Chaplain's Communique by J Roche



After the panel's contributions, the students had an opportunity to ask questions on a variety of subjects, including: Why do Christians believe Jesus is God? How to Jewish people worship? What is the Muslim view on life after death?

In a world that is often so divided, these sessions gave students the opportunity to see three people of faith standing together, expressing their religious beliefs, sharing many values and signally hope for interfaith dialogue in Brent.



## Community Links and Christmas preparation:

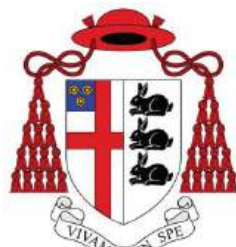
"It's beginning to look a lot like Christmas" as the song says. We are blessed by the outreach of our students. Giving that extra bit. They were decorating the school Christmas tree and then the smaller chapel tree. For many this was their first time. For some this wasn't even part of their culture.

Christmas is a time to be there for the other. We wish each other a Merry Christmas or a Happy Christmas. But what do we do to make this more of a reality. The birth of a baby in Bethlehem, a baby who was called Jesus, the Christ. He went on to show how we should love and live. Students give freely of their time and energy to bring cheer.



## Thank You Mr Paul O Shea.

The Staff and Governors of Newman gathered to celebrate Mass of thanksgiving for years of service Paul O Shea (Chair of Governors) had to the school. Thanks to Fr Stephen for celebrating the Mass. There are places on the Governing Body for practicing Catholics to continue to move the school forward, building on the success so far.



**O God of Love,** allow us not to only mark Christmas with feasting and celebration, but to remember those who seek asylum as fellow humans; to act upon your Word, to love you and our neighbours as ourselves. Remind us of those who spend cold days alone and exposed to the harsh weather as your son and his family were, may we reflect your benevolence. May we be active in our own will to nurture the young and cherish all people of all races and creeds as united children of Heaven on Earth. Amen.



# Parent Information



## Parent Pay

We are a cashless school. Parents need to pay for their children's meals in advance. Parents have the option of topping up Parent Pay online (there is a link at the top of the school website home page) or by going to a shop displaying the Parent Pay sign. All parents should have received a unique login (for the internet) and payment card (to be used in shops).

## Extended School Activities

We have extended school activities happening every afternoon of the week. These are free. Please encourage your child to join up and learn a new skill. These are listed on our website.

<https://www.ncc.brent.sch.uk/attachments/download.asp?file=2454&type=pdf>

## Newman Catholic College PTA Parents Association

This is a group of parents who meet monthly to organise events and raise money for the school. Some events have been our Community Day, Bingo Night, Quiz Night. New members are always welcome. This is a chance to meet other parents and make new friends.

Future meeting dates- Come along and see for yourself.

All meetings start at 6.30pm in the School Conference Room.

**Wednesday 29<sup>th</sup> January Wednesday 26<sup>th</sup> February, Wednesday 26<sup>th</sup> March, Wednesday 30<sup>th</sup> April** are our next PTA meeting dates. Please come and join us.



Meet Chloe Edmonds, our PTA Chairperson

## Newman Foodbank

We run our own Foodbank every Friday. Our food is donated. We stock a number of long life products as well as fresh bread, cakes and sometimes vegetables. If your family need our support, please speak to Miss Grace, Mrs Kiernan or your child's Head of Year.

Do you know someone in need?

### Fresh Foodbank

Every Friday 11.00-12.30pm at Harlesden Methodist Church

Supporting individuals and families in need in our local community. The food bank will supply up to 2 standard sized shopping bags of food free. (BYO Bags)



THE FELIX PROJECT



Click on the link for a list of places where people can obtain free hot food or food parcels, via open access unless noted 'by referral only'. Please note that services may change or close without notice.

<https://www.brentfoodaidnetwork.co.uk/help-available>



**RUMBLE'S**  
**UNIFORM SHOP**  
598 HIGH ROAD  
**WEMBLEY** HA0 2AF  
Near Wembley Central Station  
[www.RumblesUniform.com](http://www.RumblesUniform.com)



## CAR BOOT SALE

If you would like a stall, please call Alfie on 07960113708.

All proceeds from the Car Boot sale go to the school.

# FREE SCHOOL MEAL APPLICATIONS

Newman Catholic College

Harlesden Road, Willesden  
London NW10 3RN

Tel: 0208 965 3947/8497

Fax: 0208 965 3430

E-mail: [office@ncc.brent.sch.uk](mailto:office@ncc.brent.sch.uk)

Website: [www.ncc.brent.sch.uk](http://www.ncc.brent.sch.uk)

The qualifying benefits are:

- Income Support (IS)
- Income-based Jobseekers Allowance (IBJSA)
- Income-related Employment and Support Allowance
- Support under part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual

Income, as assessed by HM Revenue and Customs (HMRC), that does not exceed £16,190

- The guaranteed element of State Pension Credit
- Working Tax Credit run-on-paid for four weeks after you stop qualifying for Working Tax Credit
- Universal Credit

## Apply for free school meals

If you meet the criteria you can apply by:

- [Download the application form](#) (.pdf, 1.41MB) and return to Children's Team, Brent Customer Services, PO Box 1057, Wembley, Middlesex HA9 1HJ
- Asking your child's school for an application form which you can return to them or us
- Contacting Brent Customer Services Team on 0208 937 3110 for a paper copy of the application form which they will post to you.

The application form is only for a child or young person who attends a school or nursery in the London borough of Brent.

We will ask for proof of Child Benefit to be provided if this is your first application for free school meals. Eligibility for free school meals will not be backdated, so ensure you apply as soon as possible.

Please note that providing us with an email address or mobile number (or both) will help to ensure we can regularly inform and update you on the progress of your application.

## Working Tax Credit exception

If you receive [Working Tax Credit](#) your children may be entitled to free school meals:

- for no longer than four weeks from the date you became unemployed (or reduced your working hours to less than 16 per week) and started receiving Working Tax Credit.
- In this case you will need to provide evidence of your benefit. You need to make sure this information shows the date you became unemployed, or the date you reduced your hours, because free school meals are only available to parents on Working Tax Credit run-on-paid for four weeks after you stop qualifying for Working Tax Credit.


If you have been unemployed and receiving Working Tax Credit for longer than four weeks, then your children are not entitled to free school meals.

If your Working Tax Credit stops and you begin receiving a different benefit that is one of the qualifying criteria listed above, you will continue to be eligible after the four-week period.

If you increase your hours or begin working and continue to receive Working Tax Credit your free school meal entitlement will stop.



# Newman Values

- **Be responsible:** Think about how your actions affect others.
- **Be kind:** Treat others as you want to be treated.
- **Be respectful:** Value the beliefs and heritage of others.
- **Respect others:** Respect your own education and the learning of others.
- **Contribute:** Make a positive difference in school and in our communities.
- **Respect rules:** They keep everyone safe and happy.
- Communicate using only the **English language** 



**Ready Resilient Respect**

In Loving Memory of our former  
Newman Catholic College Staff Member  
**Janett Petrina Clarke**  
14th July 1974 - 24th November 2024



It is with great sadness that we announce the recent sudden passing of Janett our former staff member. Janett will be greatly missed as a colleague and friend. Our thoughts and prayers are with her daughter Krystal and her loved ones at this sad time. Janett gave Newman Catholic College over 20 years of devoted service. Janett made a huge contribution to the Special Needs and Mathematics Departments in particular. Janett was highly interactive and engaging, encouraging students to succeed and make positive progress.

*“When through one person a little more love and goodness, a little more light of the truth comes into the world, then that person's life has had meaning.” Fr. Alfred Delp*

# Happy New Year 2025

We wish everyone in our  
**Newman Community**  
a joyful and successful 2025  
filled with love, laughter, peace  
and unforgettable moments



@nccbrent