



Salvatorian  
College

the

salvatorian

The 2020  
Easter  
Edition

DEO DUCE



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The Salvatorian Easter Edition 2020

Design by Gavin James

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*Integrity Humility  
Compassion Justice*

# From the Executive Headteacher



The word 'unprecedented' is now becoming clichéd. The world as we knew it has been turned upside down and we do our best to get to grips with the change in our lives wrought by Coronavirus. I pray that everyone and especially our Salvatorian pupils and family members keep well and that we are able to support each other and stick together in new and difficult times. I have spoken to several people who are finding the current state of affairs, worrying, frustrating and stressful. We must take heart and together encourage the downhearted - the current situation may drag on for a while but it will end - and life will return to more or less as it was.

Sadly, we have lost and will lose more of our loved ones. Our heart-felt sympathies go out to the family of Ron Yep, our governor and friend who sadly passed away with Coronavirus this past weekend.

He was a stalwart supporter of the school and gave generously of his time. A gentleman and stalwart of our parish and community, may he rest in peace. I pray that this Easter we find hope in the person of Jesus Christ. God, whose nature is mercy, sent his Son, who experienced the fullness of our own human suffering, to renew the face of the earth. Each one of us must listen to God's call to serve those within and beyond the church, and to care for the vulnerable and lonely.

I am sure that parents are doing their best to ensure that children continue with their learning and are attempting the tasks set by teachers. If there is anything additional needed, or anything that is not clear, do not hesitate to contact us through [admin@salvatorian.harrow.sch.uk](mailto:admin@salvatorian.harrow.sch.uk) and we will do our best to help.

With the gained time that children are benefiting from, I suggest they undertake some reading and some studying online, using the school recommendations. I have found that setting daily goals and working to a routine, gives a structure which can help us all be more productive.

I was inspired as I watched Cardinal Nichols' message on participating in Mass (which is at the heart of our prayer) which we can do through online streaming services, whilst churches are not holding public services. You can watch the Cardinal's message on Youtube by following this link:

[https://www.youtube.com/watch?v=W5s\\_4EwRm4s](https://www.youtube.com/watch?v=W5s_4EwRm4s)

Holy Week is, of course, upon us now. Staying at home gives us the chance to renew our prayer life, to pray with our families and maintain in a special, and this year unusual, way, the rhythm of our spiritual life.

Best wishes to all.

Martin Tissot

EXECUTIVE HEADTEACHER

*Forgiveness* *Tolerance* *Service*  
*Holiness*

# Art & Design

## Spotlight Interviews

Aiden and Krunaal in Year 10 interview teachers from different departments to reveal their top tips for studying, and what they love most about teaching at Salvatorian.

### **Mr James – Head of Creative Arts**

**Question:** What has been the best moment in your career as an Art teacher?

**Answer:** Every year when we put on the Art show to showcase student's work is a highlight for me. It's great to see their achievements shown off.

**Question:** Which topic is the most interesting for you to teach?

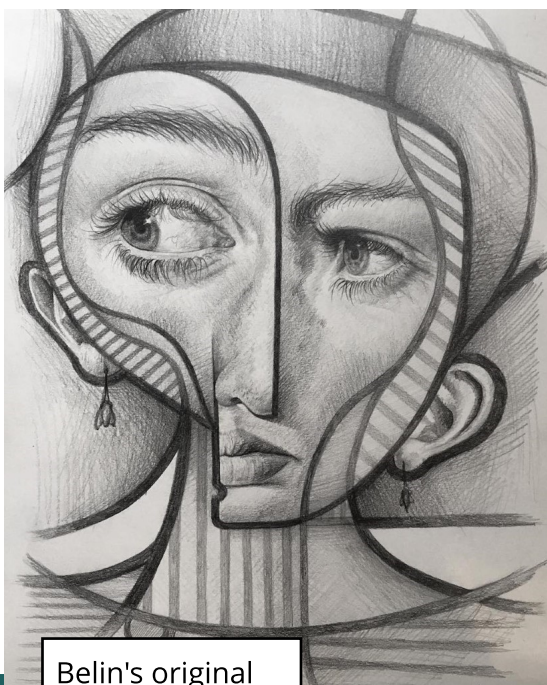
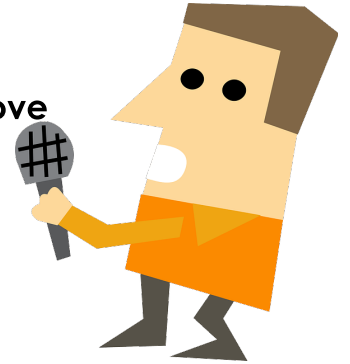
**Answer:** Oil painting and acrylic painting especially big portraits.

**Question:** Are you going to organise any school trips this year?

**Answer:** I am thinking of organising a few trips for Year 8 and Year 10 - Every year we take a trip for Year 10 to kick-start their coursework project.

**Question:** What are your top revision tips for improving grades in Art?

**Answer:** Go over your work 2-3 times and improve it each time.



Belin's original

### **Artist study on Belin by Blessing in 10G**

Here we can see his original source image by Artist "Belin" followed by his own interpretation of the work using his own portrait in pencil, as he prepared to design a final piece in paint.



Blessing's self portrait response



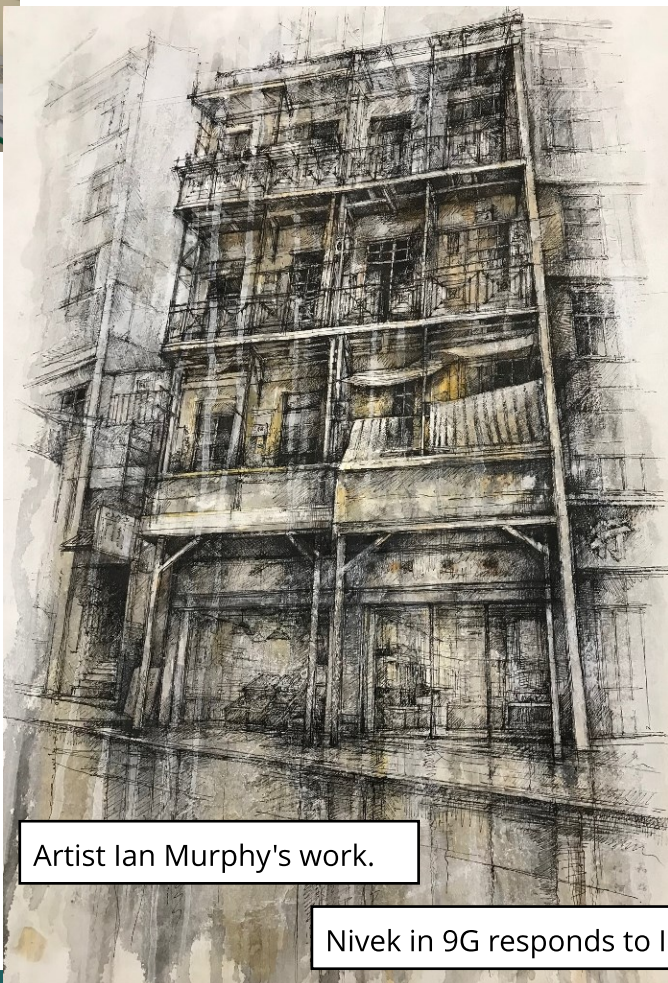
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Ibrahim Beelut, 7G, Colour theory homework

## What's been going on in Art this term?

- Year 7 are studying Colour Theory.
- Year 8 have been studying Surrealism.
- Year 9 have been studying Architecture.
- Year 10 have been completing a foundation project and learning oil painting.
- Year 11 have been studying their exam project on their chosen theme.



Artist Ian Murphy's work.



Nivek in 9G responds to Ian Murphy's Architectural drawings, using coffee and pen.



# Artists in Year 7



In Spring term, Year 7 Artists started a new project looking at **Colour Theory**. They were set a homework to make a personal physical representation of the colour wheel, but for once were asked NOT to draw or paint the colour wheel.

These are some of the many fantastic examples of creativity we received from over 115 students.



*Tolerance*  
*Forgiveness*  
*Service*  
*Holiness*





Service ce  
Success



# Catering

## Year 11 Catering Exam

Pupils had to research dishes to serve in a bistro diner. They had to make 2 dishes from either a starter, main or desert course in a timed exam. Pupils had to demonstrate their ability to use at least three cooking methods, three preparation skills, and present their dishes to a high standard. The more complex the methods, skills and presentation techniques were used to good effect then the higher grades could be awarded.

Well done to all of the boys, some quality dishes produced, the vast majority achieving a Merit grade (GCSE Grade 6) or above.



*Integrity*  
*Compassion*  
*Justice*





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# Design & Technology

## What's going on in DT this term?

This year we were pleased to have a new DT workshop where Year 11 pupils are studying a new course: 3D design: Product Design. This requires more emphasis on planning, project and design skills whilst also finishing with a 3D product.

Given only a basic brief, year 11 pupils were required to produce for GCSE a product based on a natural form. Some students chose the human form and produced objects including lamps and trophies in the form of a hand, and masks based on the face. Others were inspired by the landscape and produced representations of WW1 scenes which involved studying the history of that period.

Some pupils produced objects with running water including bird baths and a water table. Animals were not forgotten and inspired products including a desk tidy based on a snail. Vegetation also inspired some pupils with leaves and tree shapes, often included to give a natural look.

With the new facilities the pupils were able to make good use of the computer controlled equipment including a laser cutter, PCB etching machine, engraver and 3D printer.

The computer based machines required a good understanding of 2D design and 3D design computer based programs, and many students produced some or all of their final product using a 3D printer. Other students used more conventional materials like wood and MDF which was accurately cut using the laser printer. To aid the design element students were able to engrave pictures and designs on to wood, MDF or plastic to achieve the design they had specified.



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*Compassion* *Justice*





The need for a wide variety of materials meant a wide variety of skills were required. Where fabric materials were used, sewing skills were essential. Moulding with clay, styrofoam and plasticine require good handcraft skills and a good eye for proportion and aesthetics. To make water pumps and lamps operate correctly a basic understanding of electronics and soldering was required. Carving of bricks was a delicate task but produced excellent model products.

Year 8 continued to build on skills from Year 7 and have successfully completed some excellent drawings using two-point perspective and used felt and other materials to create interesting credit card holders.

With a large intake of Year 7 there have been five classes of pupils all learning the basic safety rules and skills for the workshop. They all produced wooden maze games with some amazing designs and ideas.

DT clubs are run at lunch times and after school where pupils are allowed to make objects of their choice if approved by staff. Year 7 pupils are very enthusiastic to attend and often need to use tools and materials which they are not yet familiar with. So they get one-one tuition which gives them a greater understanding for their lessons and future examinations.

**by Mr Preskett, DT Technician**





# Drama



## What's going on in Drama this term?

On Friday, 6th March, some of the Year 7 pupils began working with masks in Drama. The students are currently studying Greek theatre and the history of use of masks. Masks served several important purposes in Ancient Greek theatre: their exaggerated expressions helped define the characters the actors were playing; they allowed actors to play more than one role (or gender). Here the students create freeze frames representing the masks emotion. The students certainly enjoyed this exciting opportunity as you can see from the pictures!

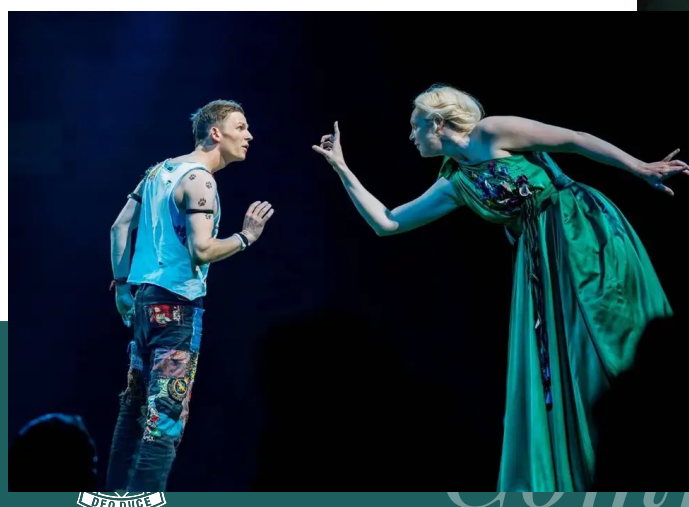
## Drama's theatre recommendations!

The Woman in Black

A Midsummers Night's Dream

An Inspector Calls

Blood Brothers



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*Compassion* *Justice*

## The Play That Goes Wrong

On Saturday, 21st January, 25 drama students travelled into the West End with Miss White (Head of Drama), Mr James and Mrs Stovold. They took a walk along the embankment at Westminster before visiting the Duchess Theatre in Covent Garden to see award-winning play called "The Play that Goes Wrong". The Cornley Polytechnic Drama Society put on a 1920s murder mystery - but as the title suggests, everything that could go wrong... does! The accident-prone thespians battled against all odds to make it through to their final curtain call, with hilarious consequences! This play boasts 6 awards including the 2017 Broadway World Winner for Best New Play and the 2015 Olivier Award Winner for Best New Comedy.

The students found the play hilarious and it enhanced their learning in class by demonstrating in a real life drama situation how very important dramatic characterisation and techniques (such as freeze frame, facial expression, body language and gestures) are.



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# Economics

## The effect of the Coronavirus on the stock market

By Tinu Reji Year 11, 01 March 2020

In Economics, we have been learning about how external shocks may impact the UK economy and UK businesses. One such shock is the Coronavirus which started in China in December.



Whilst the possible impact of this virus was noticed by the UK media, few had thought it would have such a major negative impact on global stock markets (see below). Around the world the valuations of the big listed companies have fallen at an alarming rate as worries over the likely contraction of the major world economies will lead to lower profits and likely rising unemployment. In particular, China (seen as the global factory) has basically withdrawn from the global market and the supply of its exports has reduced, as has the demand from China which is having crippling effects for global businesses.

Given the virus has spread to the UK, we will have our lock down which will again lead to reductions in domestic demand and further reductions in profits and more importantly a sharp reduction in confidence. All of which will lower UK economic growth and force the economy into a recession with the effect of decreasing incomes, rising unemployment, and de-multiplier effects.



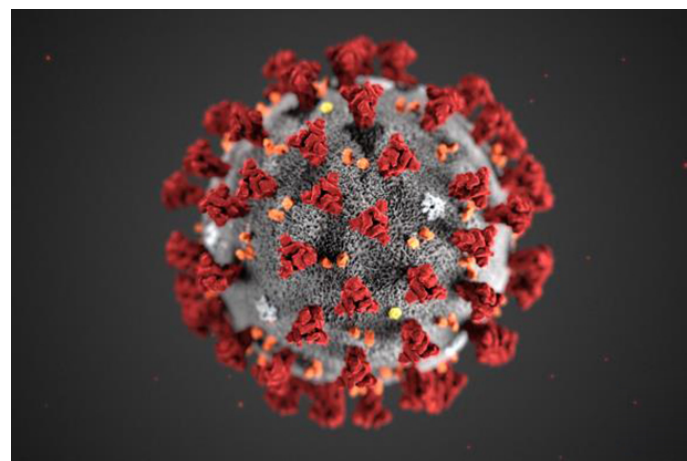
*Integrity* *Compassion* *Humility* *Justice*

## Coronavirus impact on stock markets



Source: Bloomberg

BBC



## What are the top skills needed for the future of jobs?



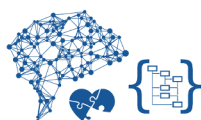
### Top 10 skills

#### in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

#### in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



Source: Future of Jobs Report, World Economic Forum



In 2020, the World Economic Forum updated its top 10 skills they believe are required to be successful in the the future of jobs. There are some noticeable differences since 2015, with more emphasis being put on **Critical Thinking**, and most noticeably, **Creativity**. Consistent however at number one remains **Complex Problem Solving**. Given the recent pandemic striking our economy and society, it seems these 3 skills will indeed be very important in helping us through this new crisis.

Ask yourself, are you ensuring you learn and put into practice these skills in all of your subjects?

*Tolerance* *Service* *Forgiveness* *Holiness*

# English

## **In a GCSE**

### **English class,**

*the boys were shown the picture above and asked to answer the following question:*

*You are going to be entering a creative writing competition for the school magazine.*

#### **Either:**

*Write a description suggested by this image*



**or**

*Write the opening part of a story about a place that is severely affected by the weather.*

*The following was planned and written by Thomas Haren 11G, in 45 minutes.*

## **Guilty pleasures**

Sitting on this downtrodden beach was not an option; I needed to see this mesmerising view, full of glory, so I obeyed my conscience. Immediately, an image of beauty met my eyes. The pure canvas of water took up most of this image; its broad spectrum of dark blues turning on and off like a flickering lamp. The withering waves of the omnipotent ocean dumped tonnes of story, history and guilt onto the innocent seabed, then proceeded on their journey back to the opposite face of the Earth. The sun lost its battle with the clouds, a clean slate of grey washing away the once untouched sky. I was treated to a warm echo in my ears as spools of wind whizzed through me. It seemed a dark day, yet I felt vibrant and hopeful. Or so I thought.

In the midst of all this ominous, yet picturesque, desert of water, I felt my vision strangely attracted to the colourful hustle and bustle of fish. Hundreds and thousands of fish. Each and every one had its own colours, from dismal silvers and depressing platinums to golden lead and scintillating reds. Each had its own story to say; their scaly skin illustrating key moments of history turning against them – their destiny written all over them. Yet they seemed optimistic, a sort-of love radiated from each other, pushing the water away and creating bridges of companionship between them. The schools of fish huddled together and moved to and fro, side to side like the notes on a stave, creating a dazzling effervescence on the surface of the water. The ocean was bleak, yet these fish brought the goodness out of it, letting it smile.



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*Humility*

*Justice*



I frowned as distant memories bounced into my head and warned against my deep gaze into the ocean. I remembered those feelings of remorse that I had felt in the past. I had sat here before, right where I stood, with my father, not giving an ounce of thought to the bright blue ocean which was once brimming with life and joy. I was fishing. I had lured innocent creatures of love and happiness, dragged them out from their companions, sucking every last breath from their senseless bodies and proceeded to dump them into a bucket. No remorse. No sympathy. No thought.

There I was, standing outside the now dark, indigo ocean, which was eerily quiet, except for a rainbow of fish which searched for a better life. Deep feelings of guilt and retribution came feeling for my face. I obeyed, gently marching into the ocean. Guilty sand filled the worn-out boots on my feet, the revenge seeking water cooling my body. I waded deeper and deeper, my eyes fixated on those beautiful, vibrant fish. I looked into their eyes and gave my soul to them, just as I had taken their souls all those years ago.

## **Spotlight Interviews**

**Aiden and Krunaal in Year 10 interview teachers from different departments to reveal their top tips for studying, and what they love most about teaching at Salvatorian.**



### **Ms Milani – English Teacher**

**Question:** What has been the best moment of this term?

**Answer:** *When my Y10 class were able to explain to me what caesura was. They had been struggling with this structural device and it was fantastic to see when they finally understood it.*

**Question:** Who is the star reader in English?

**Answer:** *Azaan in 7 Gabriel. He has been reading 2 books each week and is on his way to achieving a Bronze Reading Award.*

**Question:** Which topic have you found the most interesting to teach?

**Answer:** *Poetry. I love teaching the power and conflict cluster especially to my Year 10 group.*

**Question:** Do you think you will be organising any school trips?

**Answer:** *Absolutely. My I am taking my book club to the Harry Potter Studio in the summer.*



# World Book Day

**Our annual World Book Day** celebrations took place on Thursday the 5th of March. We have a large focus on literacy at Salvatorian College believing that good literacy skills are critical throughout education and beyond the classroom. The day's events included a live storytelling experience, over-subscribed writing workshops, literary-themed lessons and a costume competition. Many pupils commented that their day was "outstanding" and "exhilarating."

Teachers dressed in their favourite literary-themed outfits and made the day a brilliant success! *The Wonderful Wizard of Oz* team took the Best-Dressed title for 2020, and Mr Cooper received Best-Dressed individual for an outstanding interpretation of *Dracula*. It was wonderful to see our pupils excited and enthused about reading.

**Ms Ingram**  
Literacy Co-ordinator



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Compassion Justice



## World Book Day at Salvatorian College

By Krystian Majewski  
7 Champion

*Krystian recounts his World Book Day experience.*

First of all, World Book Day is a celebration dedicated to promoting a love of reading! And, let me tell you, our teachers did a fantastic job of giving us something to celebrate.

Firstly, Y7 were invited to participate in a costume competition. We had to dress up as our favourite book character and explain why we chose it. There were fantastic prizes to be won including vouchers, books and sweets! All of the contestants modelled their costumes, but there was a catch, they also had to show off their dance moves. After the wonderful rhythm finished, teachers had an excruciating time choosing the winner. Overall, Stanley Yelnats from *Holes*, Robin from *Batman* and Willy Wonka from *Charlie and the Chocolate Factory* were our successors!

Just when we thought the day couldn't get any better, it was revealed that students would be taking part in a sensory writing workshop. The writing session was challenging. We had to describe objects using our senses. Some items included smelly cheese (gross), apples, a ginormous shell and some delicious sweets.

I was so delighted about what had happened so far, however, our teachers had one final treat in store for us. We were to attend a live storytelling experience presented by our very own Y9 storytelling team! I had a phenomena time listening to them. The way they read made my imagination run wild. They captivated the entire hall as they read each scene. You could definitely tell they were passionate about it. As I looked around the hall, I could see everyone silent and still. This was probably the highlight of the day.



# World Book Day Sensory Writing Workshop

## World Book Day - Sensory Writing Workshop

*As part of our WBD celebration, pupils participated in a series of writing workshops. Here we have a selection of their work produced on the day.*

### **What can you see?**

*A variety of colours danced from side to side. Colours of azure, violet, pink and scarlet. A velvety crimson that looked if it could completely consume you. A dark tree arose from the amalgam. Its branches stretched across the galaxy of colours, almost touching the stars.*

By Ronan Mervyn  
9 Gabriel

### **What can you smell?**

*The smell hit me like a baseball bat. The smell of rotting fruits and vegetables filled my nose with horror and disgust. It lingered and caught my senses like a snapping crab that wouldn't let go. It was putrid and remained for an eternity in my nostrils.*

By Blessing Lusakumunu  
10 Campion

### **What can you hear?**

*The shell had an echo that haunted your ears and separated you from the outside world.*

By Mevinton Kugathasan  
7 Gabriel

### **What can you taste?**

*As your teeth slice through the hard sugary layer your tongue envelopes the sweet and the gooey jelly, leaving the taste of a tropical holiday in your mouth.*

By Angelo Appuhamy  
9 Gabriel

### **What can you feel?**

*The water bubbles were especially squishy. Their coolness felt like pure magic against my curious fingers.*

By Gerrald Asamoah Carr



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# Geography

## Year 11 Geography Trip

On a very rainy and windy Friday, 28th February, the Year 11s made the trip to Walton-on-the-Naze as part of their GCSE coursework. They were going to conduct fieldwork to help them answer unit 3 of their specification. In the morning, the boys spent time measuring longshore drift with the help of an orange, and collecting data on the height of the groynes, a method of protecting against erosion. In the afternoon, the boys walked around the town and asked local residents what they thought about the beach and local amenities and recorded this in a questionnaire.

Despite the typical British weather, they were able to collect the data they needed which we then analysed back in the classroom. The boys all gained valuable knowledge from the trip and had a day out at the great British seaside.



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*Compassion* *Justice*

## Year 7 – The Dharavi slums in India.

By Darren 7G

Dharavi is a slum in Mumbai, India. 1 million people live in 1 square mile. This makes it the most populated place on Earth. It can be seen as a slum of hope to some but it can be seen as a slum of no hope for others.

Dharavi is a slum of hope because it is well organised and makes money effectively. This is because it makes \$1 billion USD a year. If a slum can make this amount of money, then they must be doing something right. They are extremely well organised as they work very hard and they produce many sought after things such as fabrics, plastics and leather. Another reason why it makes so much money is due to the fact that there are over 15000 single room factories in the area and over 7000 well established businesses. This makes Dharavi a slum of hope because of its economic success. In addition to this, there is also a community spirit in Dharavi that keeps the morale up no matter what is happening. They have rail lines that can take them to work as well. It also costs as little as \$3USD to run one room in Dharavi.

On the other hand, Dharavi is not a slum of hope because of the residential area and how much people earn. In the residential area, there is a lack of roads, toilets and public conveniences. There are stray dogs and cows pooing on people's doorsteps. Also, people are not fortunate enough to be able to drink clean water. 90% of housing there is illegal and not registered with the government. Laundry was also being one on dusty sidewalks. People can not afford things like clean water because the majority of people only get paid \$1 to \$2 a day despite the fact that the slum makes \$1 billion a year! There is a lot of litter as well which leads to Dharavi being unsuccessful environmentally.

Overall, I think Dharavi is not a slum of hope despite their economic success. This is because all the hard workers have to live on \$1 a day when they have to feed their family. Also, they do not have access to clean toilets and water. This means that people do not have acceptable living and working conditions. But, there is room for improvement that can make it a very successful place.





# History

## What's going on in History this term?

Year 7 historians have been studying the Battle of Agincourt, 1415 - they spent time looking at Kingship and what makes a good King. Part of this meant they looked at the reign of Henry V and thus focused on the Battle of Agincourt.

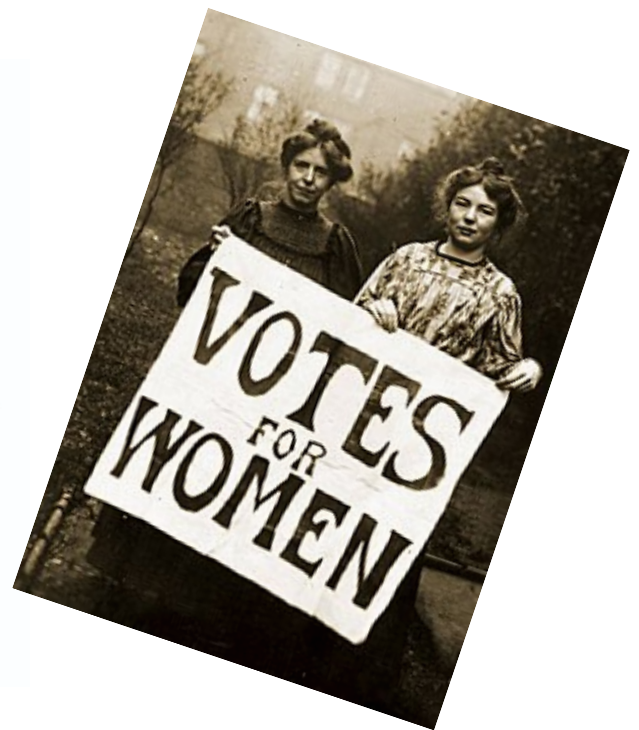
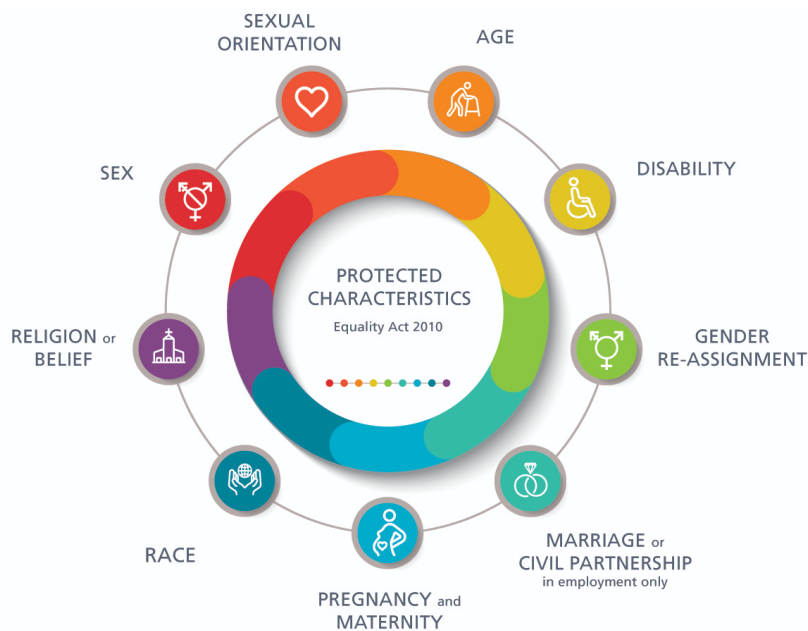
**Athiran and Priyan, 7Campion**, produced this wonderful homework in response to the topic. The boys included two key themes in it about Henry - his love for religion and England.

If you look closely, you will find two hidden symbols of Henry's loves.



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*Compassion* *Justice*





This term, Year 8 began exploring how woman became citizens in the United Kingdom through studying the Early Thinkers like Mary Wollstonecraft, Suffragists, Suffragettes, culminating with how women achieved suffrage during World War One. Following this, students learn about the Holocaust, in which they answer the question “No Hitler, No Holocaust?”. This inquiry covers the important narrative of the Holocaust, starting with post-war Germany and then moving through the origins of the Nazi party, Mein Kampf and the 25-point plan, early anti-Semitic laws, Nuremberg laws, Kristallnacht and the events during World War II. Students look at the two main interpretations of the Holocaust: intentionalist versus structuralist. The final topic that Year 8 study is the Equality Act (2010), in which citizens went from exclusion to equality. Students learn about how the Equality Act legislated equality based on gender, sexual orientation, disability and race.





# Mathematics



## Spotlight Interviews

Aiden and Krnaal in Year 10 interview teachers from different departments to reveal their top tips for studying, and what they love most about teaching at Salvatorian.

### **Mr Banji – Maths Teacher**

**Question:** How can students prepare for exams in Maths?

**Answer:** Complete as many practice papers as you can and regularly work on topics that you don't understand so well.

**Question:** What has been your favourite moment teaching?

**Answer:** My favourite moments are when students realise they understand how to do something. It really shows that if you go over each topic and revise you will eventually understand it.

**Question:** What tips do you have for revision?

**Answer:** You must study maths daily. At least 25 minutes of maths per day to make improvements.

**Question:** Will you be organising any school trips?

**Answer:** Yes definitely. We're going to the Bank of England and then somewhere else for the Eden Project.



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# UK Maths Challenge



**Congratulations** to Thomas Corcoran (9G), Lahiru Perera (9G) and Benoit Columbia (10C) who all achieved the Gold Standard in the Maths challenge this year and are now going forward to the next round of the challenge. Well done to all the boys who took part this year.

	2019	2020
gold	1	3
silver	2	7
bronze	12	7
	15	17

		Bronze	Silver	Gold	Best in	Cert/
Thomas Corcoran	9			✓	Best-in-year	Grey
La Hiru Perera	9			✓		Grey
Benoit Colombier	10			✓	Best-in-year	Pink
Rhys Asare Sackey	10		✓			
Luke Pereira	9		✓			
Abesan Ke Hiesan	10		✓			
Elliot Golledge	10		✓			
Yezdan Sekandary	10		✓			
Deron Ravi	10		✓			
Lifran Gonsalves	9		✓			
Rhys Flynn	10	✓				
Szymon Ciba	10	✓				
Vithus Ragavan	10	✓				
Anojan Anton Julius	10	✓				
Nivek Karunanithy	9	✓				
Karol Fusingwa	10	✓				
Sheron Jeyaseelan	10	✓				



# Physical Education & Sports

Year 7  
Salvatorian A  
Team lost after a  
tremendous  
effort in the  
semi-finals of the  
Harrow Schools  
Tournament.



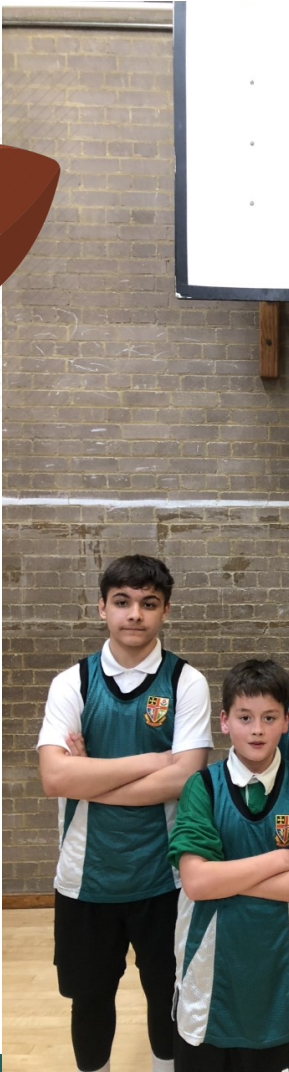
Year 9 have progressed to  
the semi-finals of the Harrow  
Schools Cup and will play  
Hatch End. Well done!



Year 7 and 8 Rugby



Year 10  
Basketball



Year 11 Bo



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*Compassion* *Justice*





Year 11 Basketball Team have qualified for the final of the Harrow Schools Championship.



Year 11 Salvatorian Table Tennis team



## CHAMPIONS!

It is with great pride that I can inform you that the Year 8 Basketball Team were crowned Harrow Schools Basketball Champions this evening after a wonderful victory against Harrow High School. The team were unbeaten in their six group games, semi final and final performances with outstanding performances from everyone involved.

This achievement is remarkable and a huge landmark in the schools sporting development.

We also have not had a sports hall to develop our basketball talent for three years but, through adversity, the Salvatorian spirit and character shines.

The boys played with tremendous determination, unity, hard work, courage and great sportsmanship throughout the tournament. It was a real display of all the Salvatorian values that we all continue to nurture everyday.

A special mention needs to be made for the contribution of Mr Sozzi and Mr Doyle who have been working so hard with the Year 8 boys this term in Games lessons to develop their basketball skills and game-play.

Well done to everyone involved! A very proud day for the school and the PE Department.

**Mr Creamer, Head of PE**





# Religious Education & Spirituality

## Spotlight Interviews

Aiden and Krunaal in Year 10 interview teachers from different departments to reveal their top tips for studying and what they love most about teaching at Salvatorian.

**Ms Donnelly – RE Teacher**

**Question:** How can pupils achieve higher grades in RE?

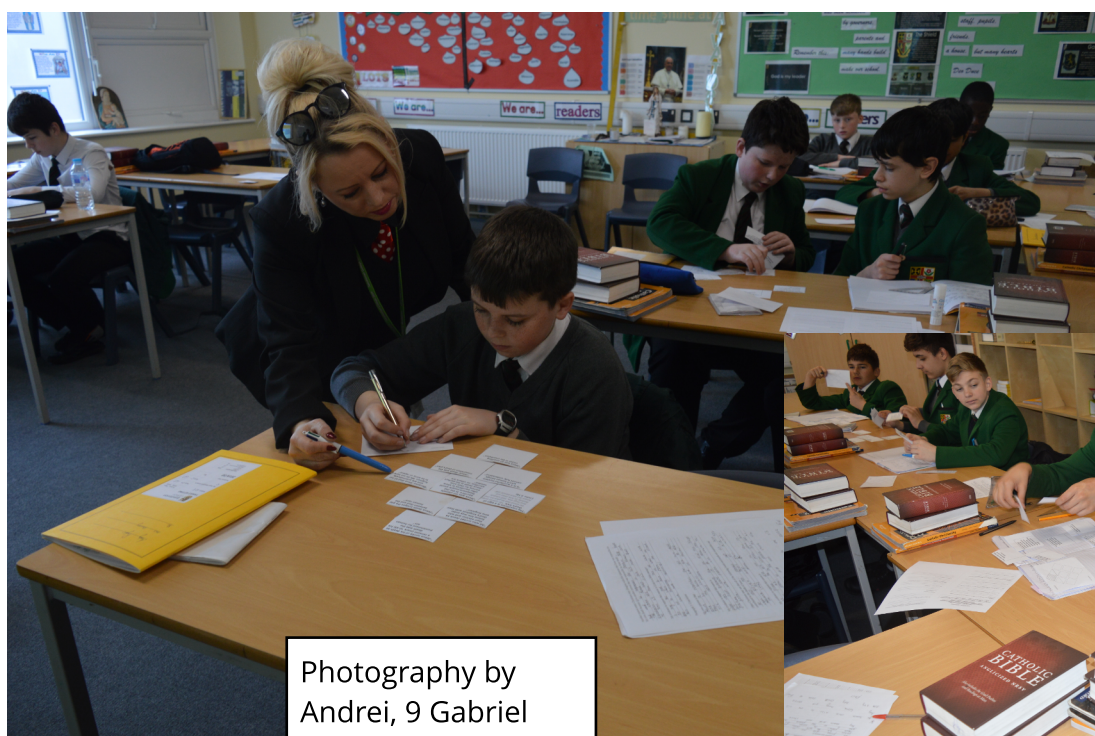
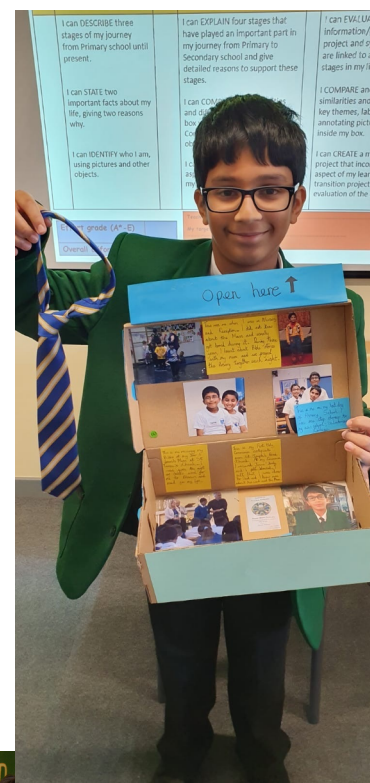
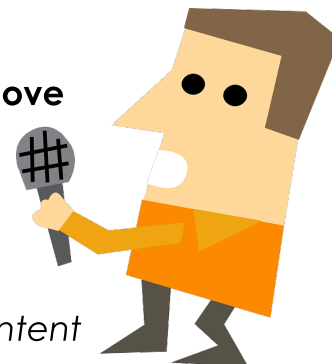
**Answer:** Ask your teacher for support if you are unsure of the content and revise regularly.

**Question:** What tips do you have for memorising Bible passages?

**Answer:** Have a bible app on your phone to revise with.

**Question:** What has been the best moment in your career as an R.E teacher?

**Answer:** Achieving the most level 9s in the school last year, but each day is a special for me because I get to help my students achieve their best.



Photography by  
Andrei, 9 Gabriel

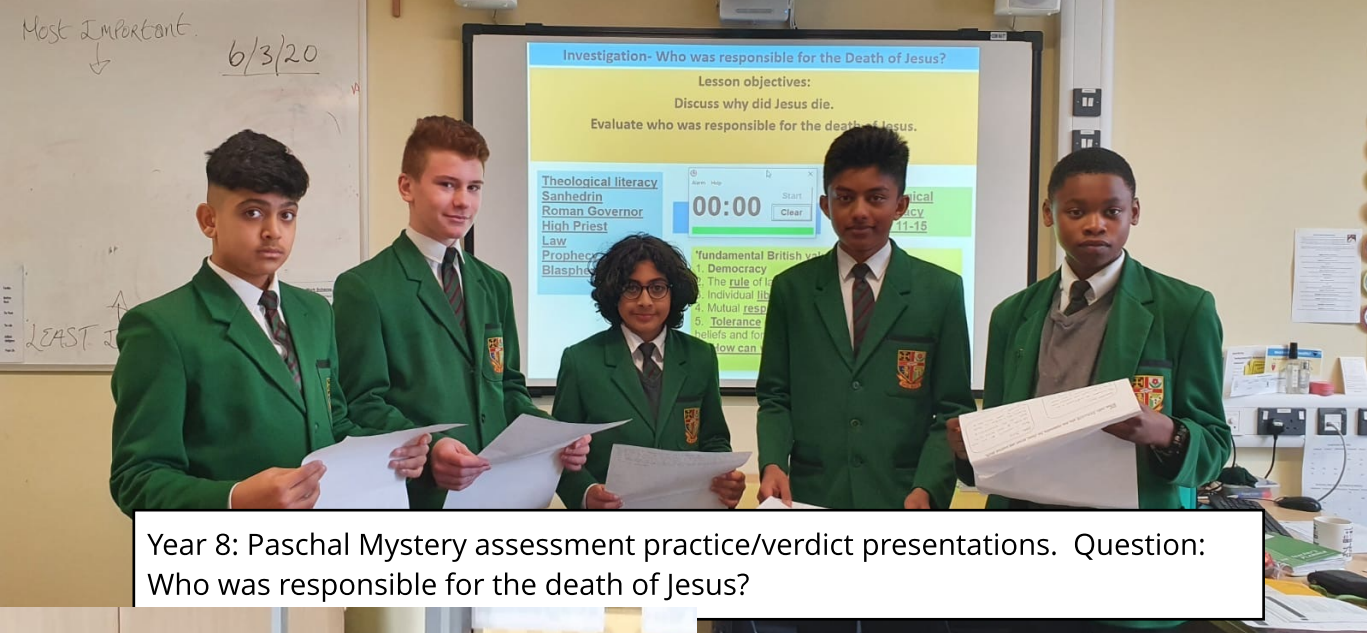


Integrity Humility  
Compassion Justice





Year 7: Transition project.



Year 8: Paschal Mystery assessment practice/verdict presentations. Question: Who was responsible for the death of Jesus?



Year 9: Lectio Divina, meaning divine reading, is a method of reading the Bible carefully that many Catholics are encouraged to follow today.



Year 9: 'Cup in the Air' creative learning starter.



# Religious Education & Spirituality



We have been very fortunate this academic year to be able to hold mass at St Josephs Church attached to our new building.

A beautiful building with excellent facilities, Mr Mann and his budding musicians have already performed numerous times in the church.

Playing the violin beautifully was Antoni in 7 Campion, who performed a solo for all.



## Ash Wednesday Mass

A whole school Mass took place at St Josephs on Wednesday, 26th February to mark Ash Wednesday. This is always an important date in our liturgical year as it marks the start of the Lenten period leading up to Easter, when Jesus was resurrected.

Pupils received an ash cross on their forehead as they left, which symbolises both death and repentance. During this period, Christians show repentance and mourning for their sins, because they believe Christ died for the redemption of their sins.

Fr Fortunatus celebrated Mass for us and Mrs Watt, Mr Sozzi and Ms Henry were Eucharistic ministers and applied the cross of ashes to the school community and congregation saying: "Repent and believe in the Gospel."



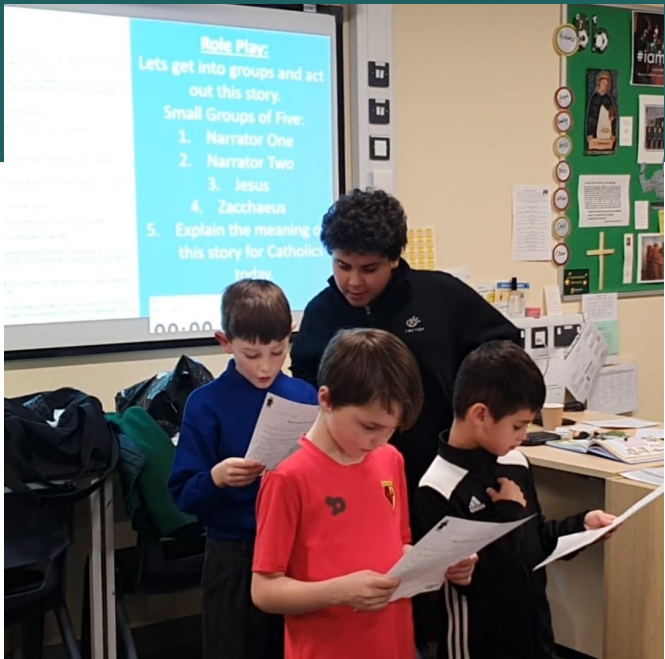
*Integrity* *Humility*  
*Compassion* *Justice*





Thursday mass in the Oratory with Father Fortunatus, pictured above.

First Holy Communion Classes at Salvatorian, with Adam, 7 Francis, assisting the younger students.



### Gideons

Year 7 had an assembly about what it means to be a Christian and the role the bible plays in supporting and strengthening faith. At the end, all were given a pocket size copy of the New Testament provided by the GideonsUK which will aid them in Religious Education lessons.





# Science

## Spotlight Interviews

Aiden and Krnaal in Year 10 interview teachers from different departments to reveal their top tips for studying, and what they love most about teaching at Salvatorian.

### Ms Ibrahim – Science Teacher

**Question:** What tips and techniques do you give students to help them learn in science?

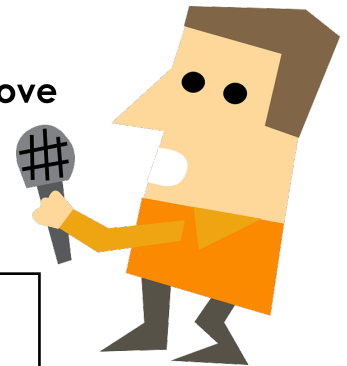
**Answer:** Definitely that revision should not be endless hours of work. Instead, it should be quick small chunks that allow students to summarise notes.

**Question:** How can students better understand science equations?

**Answer:** Students should use The Triangle method. It is the most effective. If you need any more details on this method come and speak to me!

**Question:** Do you think you will be organising any school trips?

**Answer:** Not this term, however, the Duke of Edinburgh trip will be taking place soon.



Year 10 distance learning work submitted  
By Charlie Woolcombe, Year 10

## Type 1 Diabetes

Type 1 diabetes is when not enough insulin is created to help the body to use glucose for energy.

It can affect what you can and cannot eat and do. You need to supplement the body's insulin with injections to replace the hormone not produced by the pancreas.

The treatments are:  
Taking insulin;  
Monitoring sugar levels;  
Having a healthy body.

Treatments have progressed since insulin was made by scientists. Type 1 diabetes was fatal before this treatment.

## Type 2 Diabetes

Type 2 diabetes when the body becomes resistant to insulin.

Obesity and lack of exercise are factors. It can impact your life expectancy too as it also affects your blood pressure.

You can help by eating a wide variety of foods that control your fat intake, sugar and salt you take in and take regular exercise.

Strips have now been made to measure glucose and sugar levels making symptoms easier to manage.



Integrity Humility  
Compassion Justice

# Science

## Supersonic Travel Research

By Benjamin Baker 7 Gabriel

### What is Supersonic Travel?

Supersonic travel is when you are travelling in an object capable of hitting supersonic speeds, 340 meters per second, or also known as Mach 1. This can and is usually done by planes, ranging from fighter jets to commercial planes, that you used to be able to buy a ticket for. Unfortunately, the most popular supersonic plane, known as the Concorde, is no longer used.

### How are objects designed to travel at supersonic speed?

Objects are designed to travel at supersonic speeds by having immense amounts of power and thrust. This makes it easier for the vehicle to reach higher speeds. Objects also have to be extremely streamlined, otherwise they will not move through the air well. Making your vehicle streamlined is extremely important, so that you can slide through the air quickly and easily.

### What are the benefits of Supersonic travel?

A benefit of supersonic travel is that you can travel long distances in very short times. You could fly from London to New York for a meeting. In a regular plane, this takes around 8 hours, whereas in a Concorde, it would take under 3 hours!

### What are the disadvantages of Supersonic travel?

The main disadvantage of Supersonic travel is the 'Sonic Boom.' This is created when a vehicle hits the supersonic speed (around 770 mph). This was known to shock people and could even reach the ground! It was so bad that they had to make it illegal to break the sound barrier in the U.S.A! Another disadvantage is the amount of fuel that a supersonic plane would use. The Concorde would use two tons of fuel during the process of taxiing from the gate to the runway! When taking off, after enabling the afterburners, it used 32.5 litres of fuel every second!

On the left is the F-35 Lightning, capable of reaching speeds of 1,200 mph. On the right, is the Concorde, capable of reaching speeds of around 1,354 mph!

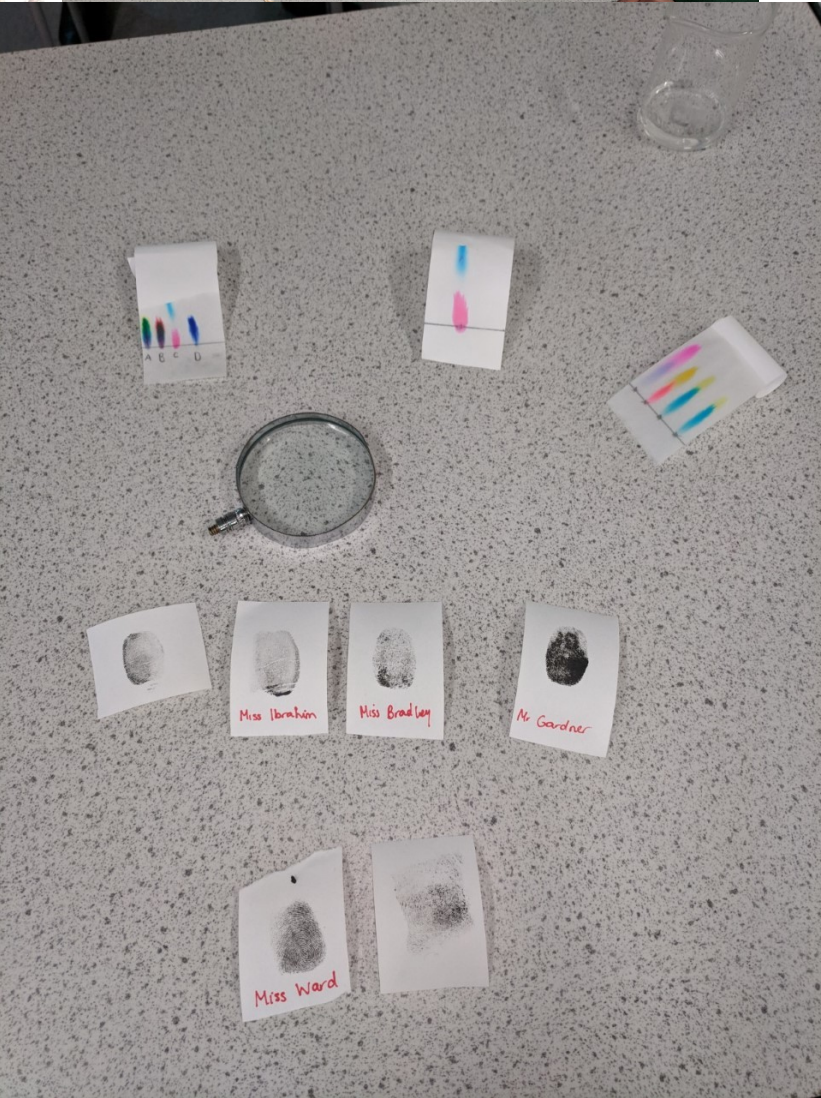




# British Science Week and Science Club

**British Science Week** was celebrated this year from 6th- 15th March. It is a national event occurring annually and this year was focused around theme of “Our Diverse Planet”.

This covered a wide range of topics celebrating the amazing diversity we see across the world. From the biodiversity of organisms to the cultural/societal diversity of people across the world and the diversity of knowledge in STEM careers and subjects. During science lessons in this week students covered a range of research and practical topics.

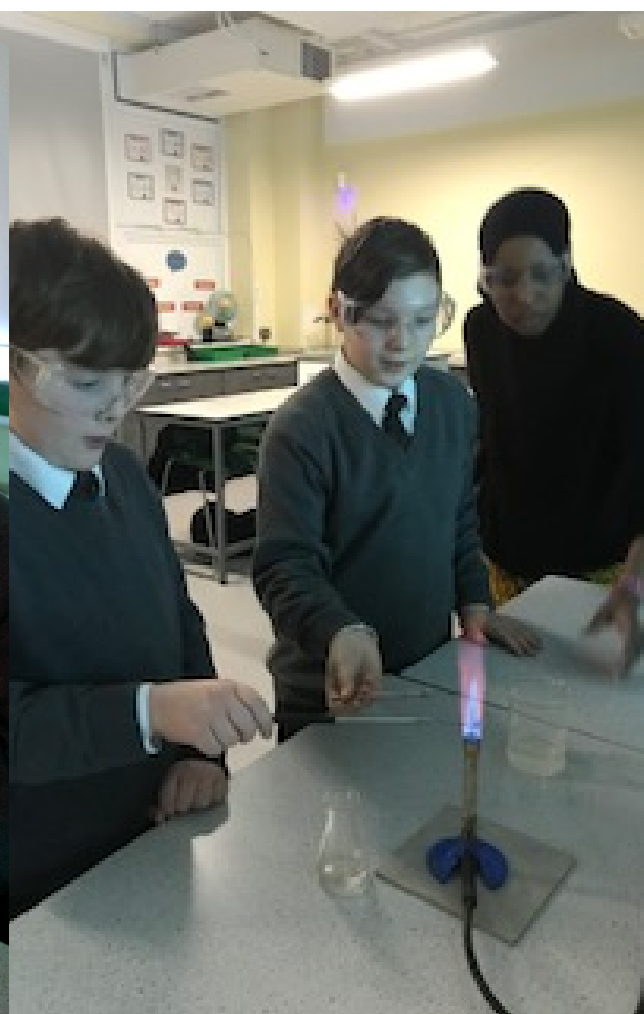
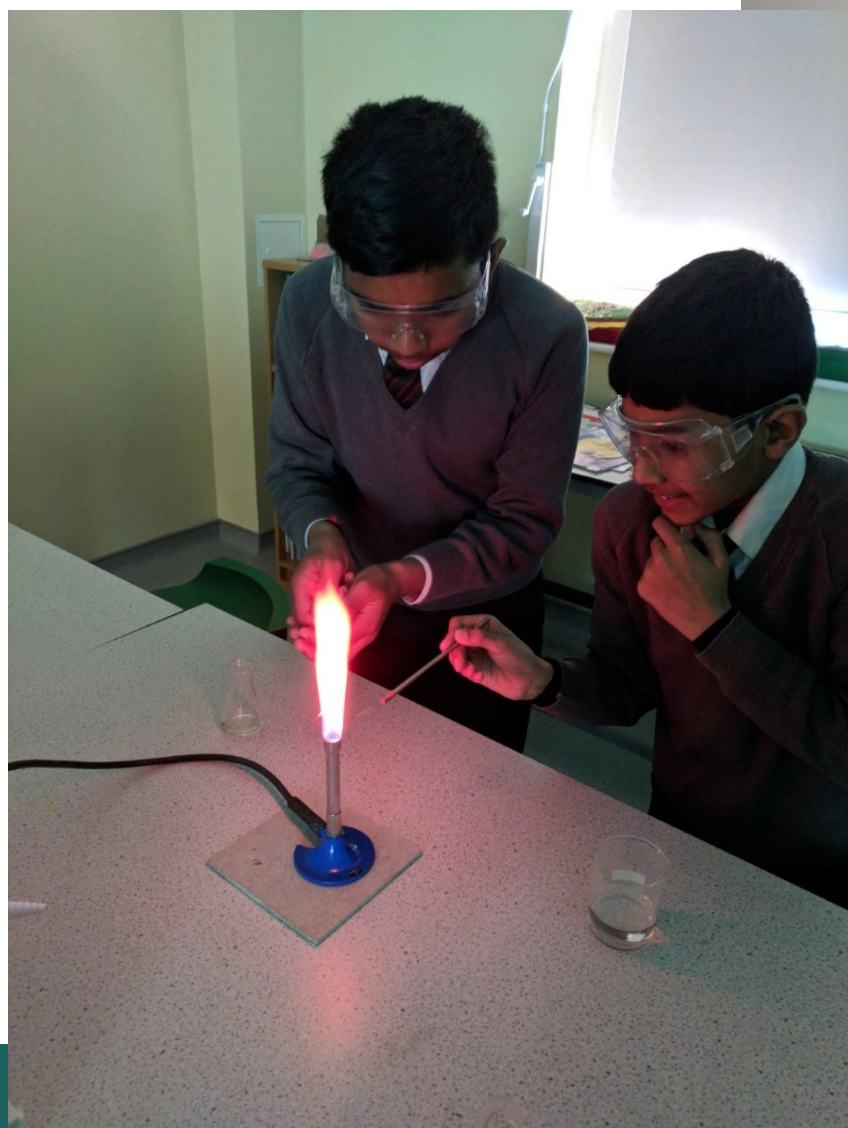




**Science club** is open to all students to join. The club runs every Friday lunchtime and experiments happen regularly with Ms Ibrahim and Bradley.

Science club members played a large role in British Science Week, attending various workshops.

Below are some experiments in action!





# British Science week



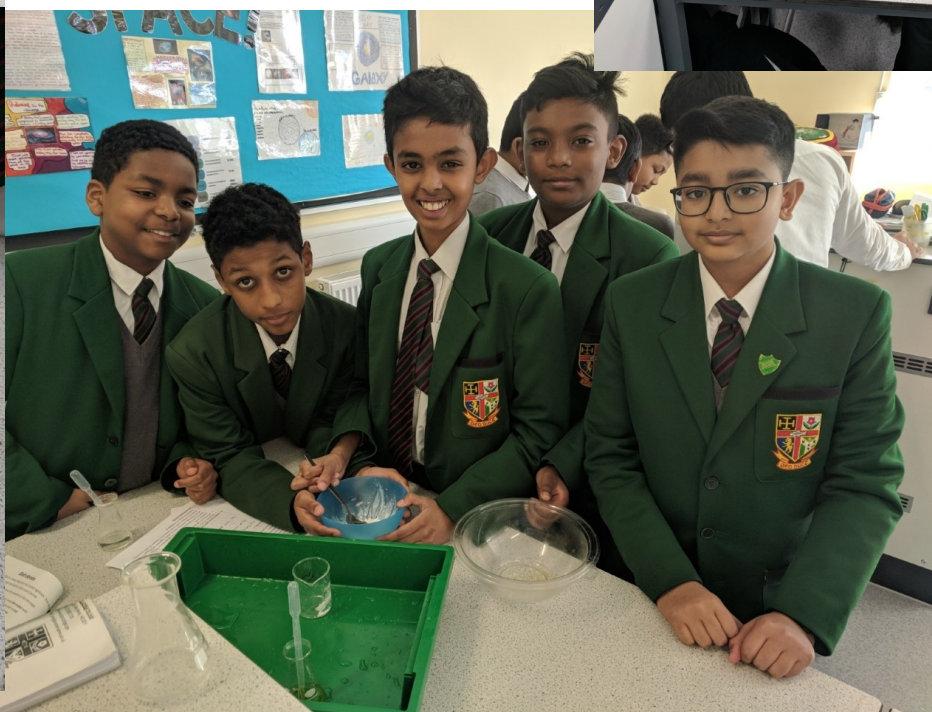
If you would like to find out more or see how you can still get involved visit: <https://www.britishscienceweek.org/>

For ideas on experiments that can be carried out at home visit:

<https://www.rigb.org/families/experimental>



**Year 7 and 8** investigated how to make their own bath bombs, experimenting with different ingredients. Their research tasks covered Antarctica and how people can live in such harsh conditions. They also looked at the proposed wolf reintroduction project in Scotland and considered whether a now extinct but native species should be reintroduced to the UK.

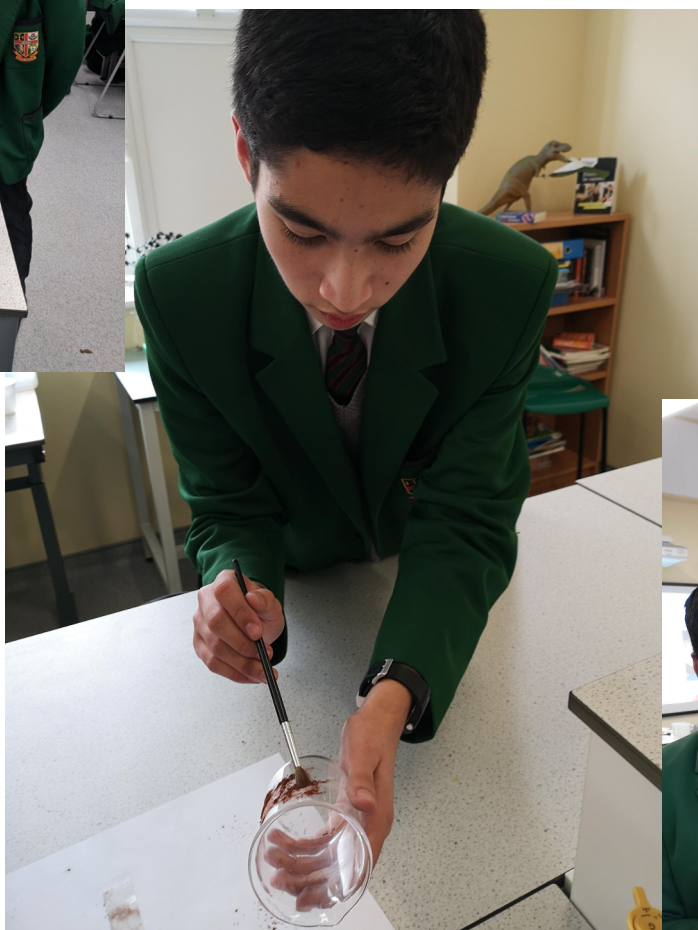
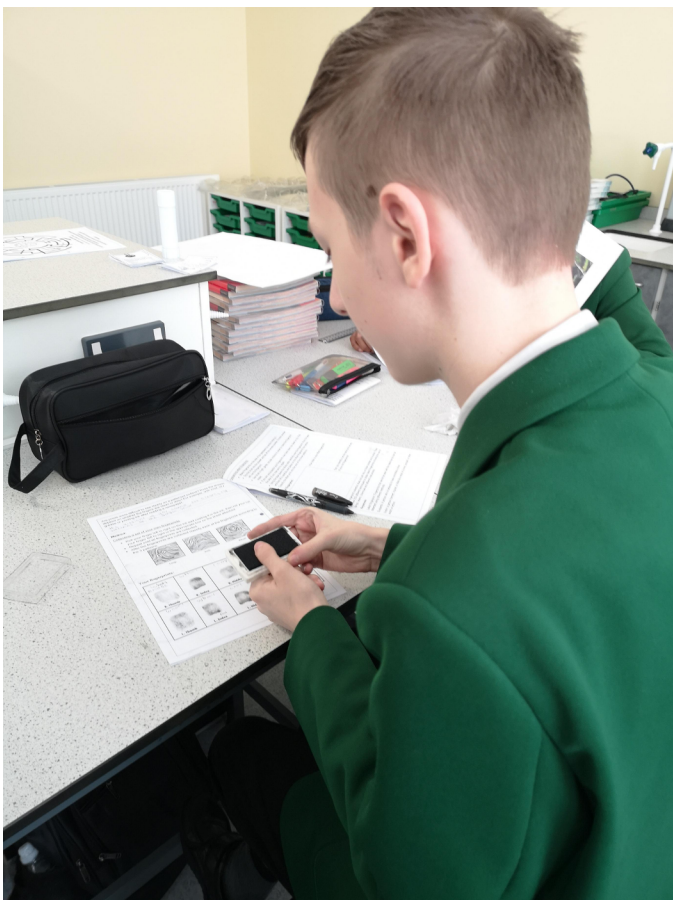


*Integrity*  
*Compassion*  
*Humility*  
*Justice*



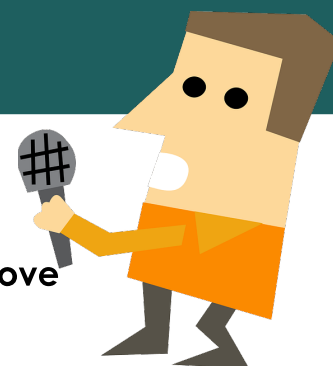
# British Science week

**Year 9 and 10** looked at some experiments linked to forensics, collecting fingerprints and extracting DNA. For their research projects year 9 looked at over exploitation in the Antarctic and how both the human and natural world is adapting to a growing population. Year 10 looked at biodiversity, why it is important and how it is being affected by things such as pollution and rapid development.





# SEND Department



## Spotlight Interviews

**Aiden and Krunaal** in year 10 interview teachers from different departments to reveal their top tips for studying, and what they love most about teaching at Salvatorian.

**Ms Kilroy – SENCO**

**Question:** Which topics do you find the most interesting?

**Answer:** *Maths and Drama are interesting subjects. I did Drama in school and still believe I will be an amazing actress.*

**Question:** What has been the best moment of your career so far?

**Answer:** *Working with an amazing team of people and working with my students every day.*

**Question:** Do you have any revision tips for exams?

**Answer:** *Get away from the television! Use your revision cards and remember keywords.*

We have recently started “**Circle of Friends**” with a small group of boys from year 7.

The aim of this is to develop their SEMH (Social, Emotional, Mental Health), including confidence building, understanding the importance of body language, eye contact and tone of voice.

Some pupils struggle to make friends, or even if they are part of a group they find it difficult to interact with their peers/friends.

Circle of Friends is designed to help them develop a sense of belonging within the school environment and within the wider community.

We run Circle of Friends twice a week and in this time we sit and talk and play games to support development of social skills with question and answers that will help them interact with people more confidently on a daily basis.

Children with better social skills will not only benefit from having positive relationships but they can do better in school – with an improved self-image.



*Integrity Humility  
Compassion Justice*

## English as an Additional Language

**EAL** refers to learners whose first language is not English. The learner may already be fluent in several other languages or dialects, with English being their second language.

Here at Salvatorian College, 43% of students come from backgrounds speaking over 20 different languages such as Romanian, Polish, Portuguese, Tamil and Urdu.

We offer these students extra intervention once a week after school, Year 7 & 8 on Tuesdays and Year 9 & 10 on Thursdays, to help them build confidence, promote inclusion and sense of belonging within the school environment, with spoken and written English. They also make friends along the way! The aim of these sessions is to help them with their English grammar, sentence structure, everyday spoken English, reading and spelling.

Students get assessed on entry and get assigned a level: A–new to English; B–early acquisition; C–developing competence and E–Fluent. Depending on their level, they are then invited to these interventions and work is assigned. Visual and audio aids are also provided to support their learning.



***"To have another language is to possess a second soul."***  
***-Charlemagne***



### ***Your Salvatorian SEND team***



Ms Kilroy, Assistant  
SENCO



Ms Hyland



Ms Sajip



Ms Buddington



# Sociology

## What is Sociology?



**Sociology** is a study of society, patterns of social relationships, social interaction and culture of everyday life. It is a social science that uses various methods of empirical investigation and critical analysis to develop a body of knowledge about social order, acceptance, and change or social evolution.

## Did you know?

What do Lady Amos (UN Under-Secretary-General for humanitarian affairs), Martin Luther King Jr, Robin Williams, and Michelle Obama have in common? They are all sociology graduates.



Sociologists like to analyse and explain human behaviour. Every area of modern life can use the services of a sociologist.

Understanding people within society can also be useful in careers such as market research, retail management, the police force and journalism.



## What careers can Sociology lead to?

### Top Jobs for Sociology Majors



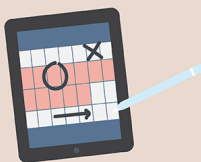
Guidance Counselor



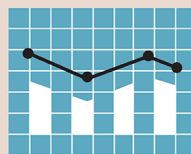
Human Resources (HR) Representative



Lawyer



Media Planner



Market Research Analyst



Management Consultant

 the balance



*Integrity*

*Compassion*

*Humility*

*Justice*

## **"Marxist and Feminist criticisms of the nature of the family and of family-life are accurate, valid and correct" - do you agree with this view?**

Michael Lawson, Year 11 Francis

One reason to agree with this view is because of things that women do in the family. For example, in some families there is a dual burden, which is when the mother of a family does paid work and house chores and, in some families, there is a triple shift where the mother of the family does dual burden and the emotional support of the family. Feminists like Ann Oakley discovered the beliefs of triple shift and dual burden and it criticises the family because the mother of the family is doing more work than the father of the family so there is an inequality in work. Therefore, a reason to agree is because in families where dual burden and triple shift is present it shows inequalities in the nature of the family and family life.

Another reason to agree with this view is because the amount of work done by some parents could affect the amount of time they can spend with their children. For example: some working-class parents have families to support so they are less likely to complain about their work in case they get sacked. Marxists such as Eli Zaretsky came up with that belief and it criticises the nature of family because parents may not get the opportunity to fulfil primary socialisation or they may not have a lot of time with their children because they are working. Therefore, a reason to agree with this view is because some working-class parents may work so much that they cannot get time to spend with their children and that could affect the nature of family life.

One reason to disagree with this view is because single parent families where there is no father figure are not included in Marxist and Feminist criticisms. For example: boys raised without a male role model do not see fatherly behaviour to aspire to. And boys raised by single mothers will be unlikely to take responsibility for their own children and the children could fail in school or go to crime. Sociologist Charles Murray discovered this belief and although it is not discussing in Marxist's and Feminist's criticisms it still criticises the family because no father figure for a boy goes against primary socialisation and a mother who cannot control their son that could disrupt family life. Therefore, boys raised in a single parent family with no father figure criticises the nature of family as primary socialisation will not be fully completed.

Another reason to disagree with this view is because of an increase in equality of work done in the family. For example: symmetrical families is when conjugal roles are more equal thus more leisure time can be spent with children. Functionalists Willmott and Young discussed how symmetrical families provide equality in families and they are not a criticism and Marxists and Feminists do not bring up symmetrical families in their criticisms so they are a positive aspect of families as there is no inequality in the family when it comes to tasks. Therefore a reason to disagree is because symmetrical families do not criticise the nature of family as there is equality in the family.



# Gifted & Talented

## **DDAY Normandy 3D film** - A trip to the cinema for selected G&T students.

June 6, 1944: The largest Allied operation of World War II that began in Normandy, France.

Exploring history, military strategy, science, technology and human values, the film educates and appeals to all.

### **An essay in response: Why was D-day Normandy 1944 such a monumental event and how did it change the world?**

On D-day June 6th 1944 in Normandy was the landing of allied forces upon the Northern beaches. The Americans landed at Utah and Omaha, the British at Gold and Sword and the Canadians on Juno. These landings lead to a colossal amount of casualties as allied forces, wave after wave, attempted to breach the Atlantic Wall (The German's coast defences). Through these landings the Allies were able to regain France from the Nazis and open another front, making the war harder for Hitler and his generals. Through this essay, I will explain how these landings were a monumental event for the war effort and the world as a whole.

By 1943, the Allies were being stressed by Stalin to open a new front to be able to conquer Berlin. American General Dwight D. Eisenhower led the planning for the opening of the new front. He gathered troops in Britain, mass produced carrier vehicles for the invasion and urged for new technology to be invented that would help the landings. Eisenhower had predicted that Hitler knew where the Allies would want to land, Calais, due to heavier defenses being situated there. Therefore he employed various deception tactics such as placement of fake planes and tanks near the coast across Calais and using fake landing plans on a fake corpse of a general to reinforce the belief that the Allies would land in Calais and therefore mislead the Germans about the location and date of the landing. The Germans believed the landing would occur in Calais, contrary to the landing site of Normandy. Leading to even heavier defenses being placed on Calais, and lighter defenses on other areas of the Atlantic Wall. The date was decided based on the moon for the Allies needed the tide on the beach to be far enough on the beach to create a shorter distance for the soldiers to have to go across and a tide low enough to see German boat traps on the beach. This meant that the perfect landing day would only occur on specific dates during each month, so as soon as all the conditions were met, the Allies had to act swiftly and start the landings.



*Integrity* *Humility*  
*Compassion* *Justice*

On the night before the landings, paratroopers and French rebels sabotaged German infrastructure, isolating Normandy. In the morning, with naval support, the allies' infantry units landed. This led to a gruesome battle as the unprotected, exposed allied soldiers had to break through the Atlantic Wall leading to casualties of 209,000 by the end of the operation.

D-Day had led to various technological advancements as Eisenhower stressed allied scientists to create inventions to make the operation possible. For example, floating harbours named "Mulberry Harbours" which aided the dispatch of tanks and naval units and ensured a sustainable line of supplies. The most prominent innovation was the landing craft which allowed for the transportation of allied troops onto the beaches.

In conclusion, D-Day was a monumental event as it was the turning point of the war (for the Western front). It allowed for a new front which encircled Hitler's forces, leading to the downfall of the Third Reich. Without it, Stalin's forces would not have been able to penetrate through Hitler's forces as effectively for Hitler would still only fight on the Eastern Front. However after D-Day he was forced to split his forces in a more equal distribution, allowing for Stalin to overpower German forces and to push them back to Berlin. Leading to the the defeat of Nazi Germany.

Szymon Ciba, Year 10



**What is the G&T Programme?**

At Salvatorian, we run a Gifted & Talented programme that endeavors to expose our G&T students to a wide variety of external experiences and educational insights that will stretch their learning, thinking and opportunities beyond the classroom. This includes a variety of trips to places such as the National Gallery, UK Parliament, and Museums. We also aim to bring in guest speakers, and in-house workshops such as working with Artists on community projects. Students are selected to join the programme by the co-ordinators based on exceptional progress, and are also recommended by subject teachers.



# Youth Club

## Why join Youth Club?

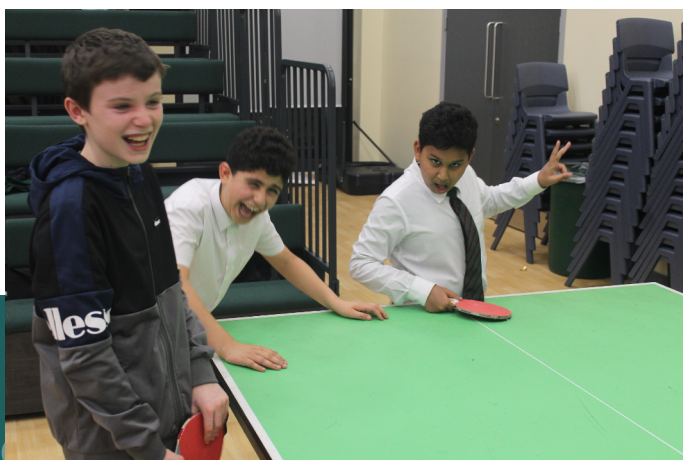
Over the last term, students have been taking a larger role in running Youth Club and setting up activities.

Youth Club is now run by students, supported by teachers. Which means students get a big say in what activities that happen. They set up the spaces for students to enjoy. Students run the tuck shop, games hire station, and registration. Students also now run the cinema room & Art space, choosing the films and activities for that week.



## You can play any games or sports you wish!

Currently we have three snooker and pool tables, 6 x table tennis, Fuzzball, Air Hockey, video games such as PlayStation, Wii and Nintendo. Students are free to rent and use any of these stations during Youth Club. They need only their membership card. If you fancy a quiet break, you can head over to the cinema room playing a different film every week.

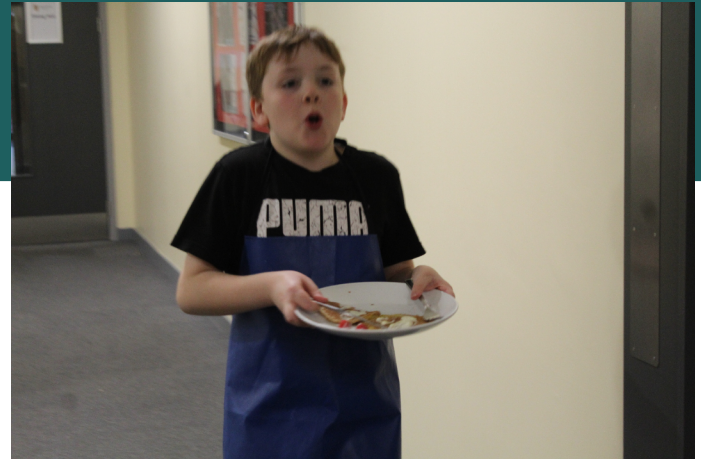


*Integrity*

*Compassion*

*Justice*





## You can have fun developing skills!

Take a trip to the Art room to learn some painting, or the hall to have some piano practice, or even walk along to a cooking session to learn a new treat! The decorated cookies are always excellent!



## And of course, the trips!

Trips you can expect to attend at Youth Club are Bowling, Treasure Hunts, Winter Wonderland, Theme Parks, Football Matches and the Theatre!

To join Youth Club, either fill out an application online via the school website, or speak to Mr James/Admin to receive an application.





# Clubs & Extra-curricular Activities

We are extremely proud of the range and variety of clubs and extra-curricular activities available for pupils at Salvatorian College. All of our clubs are free of charge and are run by Salvatorian College staff, often with the assistance of senior pupils.

There are three reasons why we encourage all students to participate in at least one club:

- Firstly, clubs provide the chance to acquire and develop skills and talent. Whether the patience and self-reflection that students gain from Fine Art club, or the confidence and self-assurance they practise in Debating club, there are few better ways to develop your character than to throw yourself into an extra-curricular activity.
- Secondly, clubs provide a great chance to meet new people, make friends and interact with students other year groups and classes.
- Finally, clubs offer the chance to have fun! Psychologists have found that the happiest people in life are those with a wide range of interests and hobbies.

Clubs at Salvatorian College take place before, during and after school.



Monday	Tuesday	Wednesday	Thursday	Friday
<b>Breakfast club</b> 8am Eat, relax, study. Canteen	<b>Breakfast club</b> 8am Eat, relax, study. Canteen	<b>Breakfast club</b> 8am Eat, relax, study. Canteen	<b>Breakfast club</b> 8am Eat, relax, study. Canteen	<b>Breakfast club</b> 8am Eat, relax, study. Canteen
	<b>KS3 Art Club</b> Break time. SG1	<b>KS3 Art Club</b> Break time. SG1	<b>KS4 Art</b> 8 – 8:50AM SG1	




## Morning Clubs





Monday	Tuesday	Wednesday	Thursday
		<b>Youth Club</b> Main Hall.	<b>Duke of Edinburgh</b>
	<b>Table Tennis Club KS3</b> Main Hall.	<b>KS4 Art Twilight</b> SG1	
<b>DT GCSE Club</b> NG3	<b>C.A.M Club</b> NG3	<b>Electronics Club</b> NG3	
<b>5 O'clock Homework Club</b>	<b>5 O'clock Homework Club</b>	<b>5 O'clock Homework Club</b>	<b>5 O'clock Homework Club</b>



## Afterschool Clubs

# Timetables

Friday

Breakfast club


study.




Club	When	Where
Breakfast Club	Every morning 8:00am	Canteen
KS4 Art Club	Thursday morning 8:00-8:45am Wednesday evenings until 4:10-6:00pm	SG1
KS3 Art Club	Tuesday, Wednesday, Thursday break time 11:10-11:30am	SG1
Drama Club	Monday lunchtime 1:30pm-2:10pm	Drama Studio
DT Club	Monday, Tuesday, Wednesday lunch time 1:30pm-2:10pm	NG1
Table Tennis Club	Lunchtime Monday Y7, Tuesday Y8, Wednesday Y9, Thursday Y10. 1:30pm-2:10pm.	Main hall
Homework Club	Every lunch time 1:30pm-2:10pm	Music Room
Gifted and Talented Club	Tuesday and Thursday Lunch time 1:45pm-2:10pm	NG1
Extra English Club	Monday lunchtime 1:30pm-2:10pm	NS6
Handwriting Club	Friday lunchtime 1:30pm-2:10pm	NS5
Maths Club	Wednesday lunchtime 1:30pm-2:10pm	NS1
Book Club	Wednesday lunchtime 1:30pm-2:10pm	NS6
TED Ed Club	Thursday lunchtime 1:30pm-2:10pm	NS6
MFL Homework Club	Thursday lunchtime 1:30pm-2:10pm	NF1
MFL Debate Club	Friday lunchtime 1:30pm-2:10pm	NF1
Science Club	Friday lunchtime 1:30pm-2:10pm	SF4
3D Design Club	Monday Afterschool 4:10-5:10pm	NG3
C.A.M Club	Tuesday Afterschool 3:10-5:00pm	NG3
Electronics Club	Wednesday Afterschool 3:10-5:00pm	NG3
Youth Club	Wednesday 5:00-6:30pm	Main hall
Duke of Edinburgh	Thursday Afterschool 3:10-4:10pm	Main hall
5 O'clock Homework Club	Monday, Tuesday, Wednesday, Thursday Afterschool 3:10-5:00pm	NG1

Thursday

Duke of Edinburgh




5 O'clock Homework Club




























NG1

Friday



# Clubs

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Drama Club <small>Studio</small></p>  <p>Extra English <small>NS6</small></p>  <p>DT Club 7-11 <small>NG3</small></p>  <p>Table Tennis <small>Y7</small></p>  <p>Main Hall</p> <p>Homework Club</p>  <p>Music room</p>	<p>Gifted &amp; Talented KS4 <small>NG1 1:45pm</small></p>  <p>Gifted &amp; Talented</p> <p>Creative Club 7-11 <small>NG3</small></p>  <p>Table Tennis <small>Y8</small></p>  <p>Main Hall</p> <p>Homework Club</p>  <p>Music room</p>	<p>Maths Club <small>NS1</small></p>  <p>Book Club</p>  <p>DT Club 7-11 <small>NG3</small></p>  <p>Table Tennis <small>Y9</small></p>  <p>Main Hall</p> <p>Homework Club</p>  <p>Music room</p>	<p>Gifted &amp; Talented KS3 <small>NG1 1:45pm</small></p>  <p>Gifted &amp; Talented</p> <p>MFL Homework Club</p>  <p>TED Ed Club <small>NS6</small></p>  <p>Table Tennis <small>Y10</small></p>  <p>Main Hall</p> <p>Homework Club</p>  <p>Music room</p>	<p>MFL Debate Club <small>NF1</small></p>  <p>Handwriting Club <small>NS5</small></p>  <p>Science Club <small>SF4</small></p>  <p>Science</p> <p>Homework Club</p>  <p>Music room</p>
<div><h1>Lunchtime Clubs</h1></div>				

ce  
forgiveness  
Tolerance  
Holiness  
Service



## *Our vision*

To be the School of First Choice

## *Our mission*

We will embrace the teachings of Christ and, in our pursuit of excellence, we will foster a greater knowledge and love of the Divine Saviour.

We will develop, in our pupils, exemplary manners and a commitment to their studies so that they make outstanding progress.

We will nurture our pupils so that they become effective leaders of good influence.

## *Our values*

INTEGRITY  
COMPASSION  
HUMILITY  
JUSTICE

FORGIVENESS  
HOLINESS  
TOLERANCE  
SERVICE

*Integrity Humility Tolerance  
Compassion Forgiveness*



## INTEGRITY

*Blessed are the poor in spirit, for theirs is the kingdom of heaven*

## COMPASSION

*Blessed are those who mourn, for they shall be comforted*

## HUMILITY

*Blessed are the meek, for they shall inherit the earth*

## JUSTICE

*Blessed are those who hunger and thirst for righteousness,  
for they shall be satisfied*

## FORGIVENESS

*Blessed are the merciful, for they shall obtain mercy*

## HOLINESS

*Blessed are the pure in heart, for they will see God*

## TOLERANCE

*Blessed are the peacemakers, for they shall be called Children of God*

## SERVICE

*Blessed are those who are persecuted for righteousness' sake,  
for theirs is the kingdom of heaven.*

Service Tolerance Service  
Forgiveness Holiness





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