

Dear Parents and Carers,

On Wednesday and Thursday of this week our tutor groups have been part of the special activities called 'Deep Days'. We use this title because it is a time when the pupils and staff can have a look at Bible stories more deeply. Of course, this time around the parts are about Easter, and each of the colleges have a look at the events of Jesus' final days, but do so from a different perspective each year. The two important aspects are that they are able to have a look at the writing and work out what it means, just like would happen for any other story. The second is that the message they uncover from the stories can be applied to our daily lives, individually and as a nation.



The final part of the Easter story is the miraculous event that was seen first by two female disciples, one of them Mary Magdalene, as an angel appeared by Jesus' tomb:

The angel said to the women, "Don't be afraid! I know you are looking for Jesus, who was crucified. He isn't here! God has raised him to life, just as Jesus said he would." *Matthew 28:5-6*

These Deep Days are also special because it allows the tutor groups to work together. Remember—they have children from each of the four years together. This is unique among middle schools in Worcestershire, and allows tutor and pupils to know each other so well.

Today will be the final day of the crossing patrol at the bottom of Feckenham Road. Pupils who would usually cross there will need to do so at the pedestrian crossing immediately outside the main school gate. There is a staff member on this crossing so pupils can be supervised.



Schools need to be safe places where everything is done to keep children safe from harm. Our thoughts and prayers are with the Covenant School in Nashville, USA, after the horrible events of earlier this week, and the families affected by the shooting.

Rev. C. Leach, *Principal*

This week's theme was:

Holy Week—death and resurrection

Standing close to Jesus' cross where his mother, his mother's sister, Mary the wife of Cleopas, and Mary Magdalene. Jesus saw his mother and the disciple he loved standing there; so he said to his mother, "He is your son." Then he said to the disciple, "She is your mother." From that time the disciple took her to live in his home. Jesus knew that by now everything had been completed; and in order to make the scripture come true, he said, "I am thirsty." A bowl was there, full of cheap wine; so a sponge was soaked in the wine, put on a stalk of hyssop, and lifted up to his lips. Jesus drank the wine and said, "It is finished!"

John 19:25-30

Father,

We thank you that you sent your Son, Jesus Christ to die for us. We thank you that He lay down his life to give us an opportunity to live with you in our lives, present and beside us everyday. We thank you that Jesus rose from the dead, defeating evil in its face and showing us that we can face it too. Let us trust in you, that we are your children, and you love us enough to allow yourself to suffer as we do on earth. We praise your almighty name, Amen.

Whole school Attendance

93.44%

Whole School Target

95.6%

20.03.2023 to 24.03.2023

Year 5 — 95.95%

Year 6 — 92.32%

Year 7 — 94.10%

Year 8 — 91.09%



For the week ahead

The Fruit of Faith is:	Thankfulness	You are my God, and I will give thanks to you. Psalm 118:28
The assembly theme will be:	St. George	Jesus said to all, "If anyone would come after me, let him deny himself and take up his cross daily and follow me. For whoever would save his life will lose it, but whoever loses his life for my sake will save it." Luke 9:23-24

We ask your thoughts and prayers in the week ahead for:

Draw us forth, God of all creation.
Draw us forward and away from limited certainty into the immense world of your love.
Give us the capacity to even for a moment taste the richness of the feast you give us.
Give us the peace to live with uncertainty, with questions, with doubts.
Help us to experience the resurrection anew with open wonder and an increasing ability to see you in the people of Easter.
Amen.

Picture of the Week



Martin Bernetti / AFP

A giant inflatable rubber duck, designed by Dutch artist Florentijn Hofman, sits in a lake in Santiago, Chile, as part of an open-air art festival



Abberley- Garden and Guests

The night before Jesus was crucified, he went to the Garden of Gethsemane to pray. His disciples came with him, and he asked them to keep watch. Unfortunately, they all fell asleep and let him down. In the Gospel of Mark there is a reference to a young boy who witnessed the arrest of Jesus. In this session we are looking at the scene from the boy's point of view, and the themes of friendship and betrayal of trust. We look at who we turn to for strength when life gets tough and how we might pray.

Bredon – Ascension and Followers

Forty days after the resurrection, Jesus ascended into heaven. This story can be found in Chapter 1 of the book of Acts. After this event, the Holy Spirit descended on the disciples, and they felt moved to preach the word of Jesus. This session looks primarily at having the courage to stand up for what you believe in. It looks at Stephen who was stoned, and Saul who converted after being an enemy of Christianity.

Cleeve – Food and Festival

The night before Jesus was crucified, he ate a meal with his disciples. Because they were Jewish, they were celebrating the Jewish festival of Passover. This is also the time when Jesus announced that one of his disciples would betray him and that another would deny knowing him. This session is largely about why food is important, particularly when celebrating, and how it can bring people together.

Malvern – Justice and Fairness

Before Jesus was crucified, he was put on trial before Pontius Pilate. However, it was not a fair trial, as he was put in front of the crowd, and they were told to decide who should be executed. The choice was Jesus or Barabbas, who was a known murderer. This session looks at the idea of human rights today and empathising with the various people in the scene, peer pressure, and motivational messages in the face of adversity.



Music Concert



On Tuesday evening, Walkwood held a spring concert, and the hall was full with an audience of parents and friends. Our orchestra performed themes from Harry Potter, James Bond and Pirates of the Caribbean having worked on a film theme for this term.



Our wonderful choir sang hits from Coldplay and Avicii. Their rendition of Tale as Old as Time from Beauty and the Beast was beautiful.

There are lots of pupils at Walkwood who learn a musical instrument in school and many of them were chosen to perform solo items. For lots of pupils taking part this was their first performance to an audience, this is very brave!

This has also been a very successful term for extra-curricular activities in Music and our recorder, ukulele, and keyboard clubs all had the opportunity to demonstrate their new skills. Thank you to all the pupils who



Helping children and young people with MANAGING DEVICE STRESS AND ANXIETY

WHAT ARE THE RISKS?

The internet and advances in the capability of digital devices have afforded us arguably the fastest period of technological and social evolution in living memory: creating opportunities for us to interact with people anywhere in the world, 24 hours a day. It's also, however, blurred safety boundaries and added new stresses for young people, who are often less aware of the hidden hazards. With almost half of 10-15-year-olds experiencing bullying online and algorithms pushing content in front of our children every day, it's important to know how to address some of these challenges.

LIVING ONLINE

The internet is awash with sophisticated algorithms that learn from our online behaviour and try to predict our wants and needs. That's very helpful in some respects, but it can make the online world difficult for children and young people to negotiate. Content can be brought to them at any time – it may not always be appropriate, and children may not have the ability or the support to deal with it.

PUSHY NOTIFICATIONS

Content is also directed at us through notifications from our apps: letting us know we have a new message or social post to read, for example. While that's useful in some circumstances, it conditions us to keep going back online (and is designed to do so) and can be a near-constant demand on your child's attention. As such alerts become more common, are we experiencing an 'attack of the pings'?

BLURRED BOUNDARIES

There are now so many ways we can communicate online in real time (like instant messaging apps) or with a delay (such as on social media) that it's possible to be constantly in conversation. Young people often prefer quickfire exchanges of text – but using fewer words can cause distressing miscommunications through the lack of non-verbal cues like facial expressions or tone of voice.

DIGITAL DEPENDENCY

As devices allow access to immediate external help in challenging situations, it's a concern that children may not be developing the inner confidence to work things out for themselves. Likewise, group membership is hugely important to young people – both in digital and 'real' life – and being excluded from online conversations can cause damaging feelings of loneliness and isolation.

DISGUISED DISTRESS

Children often haven't yet developed the emotional resources to deal with many of the setbacks of everyday life, so identifying when it's specifically something online that's worried them can be tricky. A certain level of stress is a normal response to a problem: it spurs us into action to keep ourselves safe. If the stress is excessive, though, it can feel overwhelming and potentially lead to anxiety or depression.

ANTI-SOCIAL SOCIALS

Social media can bring people together in hugely positive ways. Sadly, it does also have a darker side, including 'flame war' arguments which can escalate quickly and have hurtful consequences. With so many people looking on, 'group shaming' situations are also common – while there are continual opportunities for young people to compare themselves negatively with other social media users.

Advice for Parents & Carers

LEARN THE BASICS

It's impossible to keep up with every online change or every new app. The best option is to make yourself aware of the fundamentals of how the internet operates, so you can help your child to grasp how – and why – content reaches them. Devices and the digital world can be confusing, so learning to understand them better will give you the confidence to talk to your child about them.

TALK IT OUT

If a child mentions a comment that's been directed at them in a text chat or on social media, it may sound minor but can actually have a much bigger effect than we realise. In our evolved brains, any perceived threat can get internalised while our body reacts as if we were in physical danger – raising stress levels. It's always worth encouraging your child to get any concerns out in the open.

PUSH DISTRACTIONS AWAY

Notifications to our phones and tablets can be helpful, but they sometimes make one wonder who's really in charge: the person or the device? Checking our phone as soon as it goes off is an easy habit to fall into – especially for young people. Try switching off non-essential alerts on your devices and encourage your child to do the same: you should both feel less triggered and more in control.

LOOK FOR THE SIGNS

This is tricky – and may depend on the child's age – but any sudden change in behaviour is worth looking out for. If your child seems to be checking their phone or tablet more, doesn't want to be parted from them, or appears unusually secretive, anxious or withdrawn, it could be a sign that something is amiss in relation to their device – and, possibly, that they're in need of extra support.

KEEP CHECKING IN

Healthy emotional regulation balances three systems: threat, drive and grounding. Down the various rabbit holes of the internet, however, that balance can easily slip away – so it's important to help your child manage their emotions when they're online. Check in with them regularly when they're on their device, and remember that 'distraction' and 'relaxation' aren't always the same thing.

BE KIND: UNWIND

Be kind to yourselves as parents and carers. Remember that we're all in the same boat, trying to safely guide our children through this complex, fast-moving digital environment. Getting into the habit of having natural, relaxed conversations with your child about their online life (and yours) can level the playing field and make it far easier for them to open up to you about any concerns.

Meet Our Expert

Dr Carole Francis-Smith is an experienced counselling psychologist who specialises in promoting safe and ethical online communications. She consults with and offers bespoke training to businesses and organisations, supporting positive and effective online communications – often by considering some of the more hidden aspects of the various mediums.



NOS
National
Online
Safety®
#WakeUpWednesday

Source: <https://www.childrenscommissioner.gov.uk/report/the-big-ask-big-answers/>
<https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/bulletins/childrensonlinebehaviourinenglandandwales/yearendingmarch2020>



Walkwood
Church of England  Middle School

Pastoral Manager

Walkwood Church of England Middle School are looking to recruit a Pastoral Manager Remuneration: TA 2 – TA 4 pro rata from £ 21,575 to £ 29,439 pro rata

5 days a week, 35 hours per week, term time only plus the 5 Inset Days (with a view to amended hours due to after school club support)

Also, we would welcome applications from individuals looking to explore flexible working hours.

We are looking for a strong and empowering Pastoral Manager with an understanding of the best way to support pupils' emotional and wellbeing journey throughout their time at Walkwood. They will enjoy working as part of a pastoral / college-based team and demonstrate the ability to establish good working relationships with pupils and parents, acting as a role model. Previous experience is desirable for this role although not essential.

Closing of applications is **9.00am on Monday 17 th April 2023**. Short-listed candidates will be contacted soon after this date.

Walkwood Church of England Middle School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake an enhanced DBS check .

Lunch Money

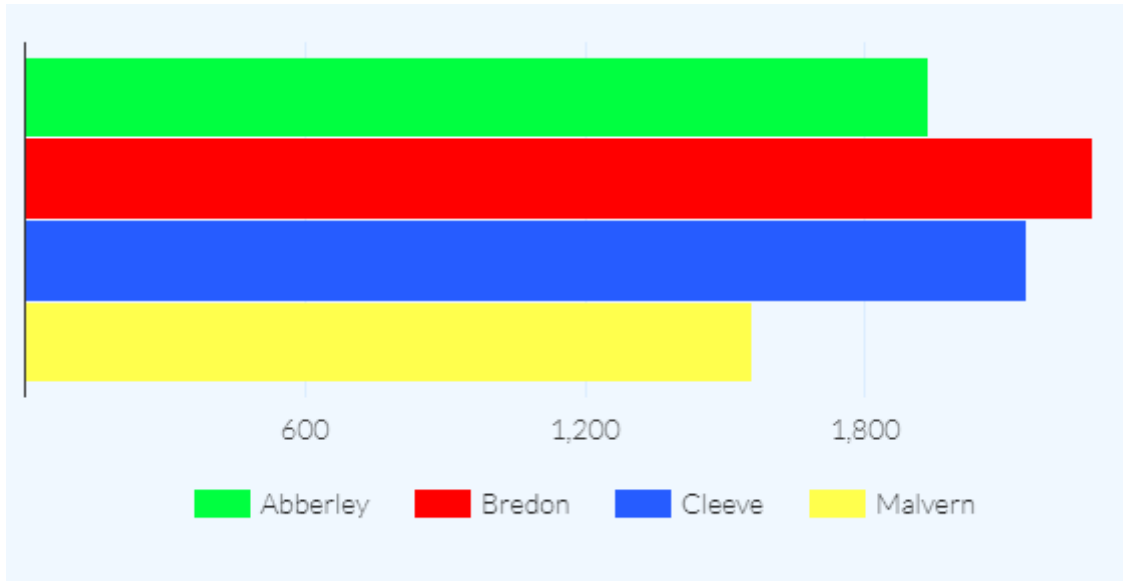
Please can we ask that all ParentPay accounts are settled before the start of the new term. If you have any queries, please contact the finance office.

Many thanks.





epraise this week



Top Readers for 28.02.2023 — 29.03.2023

Congratulations to:

Top Girl

Hope Ivers BKKH Year 6 - who has read 481,501 words.

Top Boy

Charlie Gardner MDSL Year 7 - who has read 513,083 words.

Well done - merits will be awarded to you both.

Keep reading Walkwood, next week it could be YOU ...



If anyone quizzes during the Easter holidays, 3 merits will be awarded.

Knowing our curriculum

For information about the curriculum for each year group, please select:



[Year 5](#)

[Year 6](#)

[Year 7](#)

[Year 8](#)



For information about specific curriculum subjects, you will find the calendars here:

[Art and Technology](#)

[Computing](#)

[Drama](#)

[English](#)

[French](#)

[Mathematics](#)

[Music](#)

[Physical Education](#)

[Science](#)

[Spiritual & Social Education](#)

Additionally, for [Careers](#)



For the overall rationale for the way we have put the curriculum together, or for how the pastoral system operates, please select:

[Curriculum Rationale](#)

[Pastoral Strategy](#)



Walkwood

Church of England  Middle School

For information about our school:

www.walkwoodms.worcs.sch.uk

Keeping children safe

The following information concerns how we continue to ensure that pupils are cared for within our school:

Early help: <https://www.walkwoodms.worcs.sch.uk/Content/files/19c6-Early%20Help%20Offer.pdf>

E-safety: <https://www.walkwoodms.worcs.sch.uk/E-Safety>

Anti-bullying: <https://www.walkwoodms.worcs.sch.uk/Content/files/f2c9-Anti-bullying%20Policy.pdf>

Attendance: <https://www.walkwoodms.worcs.sch.uk/Content/files/53d7-Attendance%202018.pdf>

Prevent: <https://www.walkwoodms.worcs.sch.uk/Content/files/25a5-Prevent%20Policy%202019.pdf>

Safeguarding: <https://www.walkwoodms.worcs.sch.uk/Safeguarding-and-Child-Protection>

<https://www.walkwoodms.worcs.sch.uk/Content/files/a297-Safeguarding%20Policy%202019.pdf>

Relationships and Sex Education: <https://www.walkwoodms.worcs.sch.uk/Content/files/9ca0-Relationships%20and%20Sex%20Education%20Policy%202019.pdf>



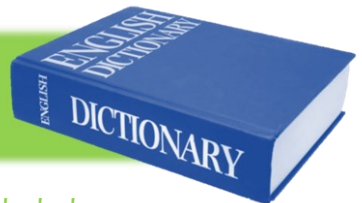
Reading matters



At Walkwood, we prioritise reading for empowerment. We teach pupils about how important reading is to them not only now, but also to their future selves, as the ability to read is such a strong indicator of success in later life. We remind pupils to strive to read for 20-30 minutes each day. During the past year our pupils have read over 110 million words, with over 7,500 books being quizzed on! Keep up the super reading, Walkwood!



Word of the Week



Each week, there is a word displayed here. If the pupils have a go at the tasks below linked to the weekly word, they will earn a point from their tutor. Once per fortnight the tutor will go through the previous two weeks' words and pupils will work collaboratively exploring their meanings, features and usage.

ease

1. What word class is this word? Could it belong to more than one word class?
2. How many syllables does it have?
3. Write the dictionary definition(s) of this word, using your own words.
4. What are the synonyms for the word?
5. What are the antonyms for the word?
6. Write four sentences, each containing the word.

Vary the type of sentence each time: write one as a statement; one as a question; one as a command and one as an exclamation sentence.

For example, if the Word of the Week were *exhilarated*:

Statement: Sam is feeling exhilarated this morning.



Clubs and Activities



Summer Term 1

	Lunchtime 12.15 – 1.00pm	After School 3:30pm – 4:45pm
Monday	Lunch Club, Room 20, duration of lunch, KCR/CMI Recorder Club, Music Room, GLA, 12.45pm-1pm. All welcome. We have instruments for those that need them. See Mrs Laishley to sign up.	
Tuesday	Lunch Club, Room 20, duration of lunch, KCR/CMI Choir, Music Room, GLA, 12.35pm-1pm. All welcome. First sitting lunch pass required. See Mrs Laishley to sign up.	Year 8 netball team only 3.30-4.45. Meet KRE in changing rooms. One off, first week back Keyboard Club: <u>3.30pm - 4.15pm</u> . Limited spaces. Sign up via Arbor required. Priority given to those who did not gain a place last term; participants will be informed if they have been successful in gaining a place. Starts 18 th April
Wednesday	Lunch Club, Room 20, duration of lunch, KCR/CMI Reading club, room 18, duration of lunch, JWa Core Reading Club, Room 15, duration of lunch, Mrs Shanley - Invite only	Ukulele Club: <u>3.30pm - 4.15pm</u> . Limited spaces, sign up via Arbor required. Priority given to those who did not gain a place last term; participants will be informed if they have been successful in gaining a place. Starts 19 th April
Thursday	Lunch Club, Room 20, duration of lunch, KCR/CMI Science Homework Drop In – Computing (Year 7 and 8)	
Friday	Lunch Club, Room 20, duration of lunch, KCR/PWE	



Trips and Visits



Date	Year group	Destination	Day trip?	Residential?	Cost
07/07 - 10/07/2023	5 •	Brecon Beacons Activity Centre		✓	£250
June	6	Blackwell Adventure	✓		£42
30/06 - 03/07/2023	7	Osmington Bay Activity Park		✓	£285
20/07/2023	8	Drayton Manor	✓		£40 *

• Fully booked

* Current estimated cost

For the Year 6 trips, these will go out on the following days:

Wed June 7 6c1 & 6c2

Thu June 8 6c3 & 6e1

Fri June 9 6e2 & 6e3



Looking ahead



	Date	Event
2023	Friday 31 March	End of Term
	Monday 17 April	Staff Development Day
	Tuesday 18 April	First day of the Summer Term
	Monday 1st May	Bank holiday
	Monday 8th May	Bank holiday
	Monday 29 May - 2 June	Half Term
	Wednesday 14 June	Y5, Y7 Parents' Evening 4.00 - 7.00pm
	Thursday 22 June	Y5, Y7 Parents' Evening 4.00 - 7.00pm
	Friday 21 July	End of Term