

# Diocese of Westminster Education Service

## Witness to the Word Week 6: School Bulletin 07.10.20

Dear Colleague in Catholic Education,

The Education Service every Wednesday provides schools with a wide variety of materials, resources, advice and updates on all matters relating to our schools and colleges. The content of these Bulletins are for Headteachers, Senior Leaders, Teaching Staff, Governors, Clergy and anyone who you feel would benefit from them. Please feel free to share widely.

### Objectives of the Education Service during Coronavirus (Covid-19) pandemic from September 2020

- To support and training for Headteachers, Heads of RE, RE Coordinators, Governors and the wider school community to cope at this time of unprecedented challenge;
- To provide the updates from the UK Government, DfE, CES and the Diocese of Westminster on all aspects of the Coronavirus Covid-19 relating to schools and colleges;
- To provide resources and advice relating to the Teaching and Learning of RE;
- To provide resources and advice relating to Mental Health issues;
- To provide resources and advice relating to Spiritual support and renewal.

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Thank you for all you are doing for your school community and for Catholic education

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## RE, Catholic Life and Worship Resources

### Rosary Links

Click [here](#) for the link to the Rosary PowerPoint on our website. Click [here](#) for recorded version on Youtube.

### Upcoming CPD

12 <sup>th</sup> October 3.30pm to 5.00pm	Standards in Primary Catholic RE (Five part course)	<a href="#">Single Ticket</a>
13 <sup>th</sup> October 1.30pm to 4.30pm	Secondary RE NQT Day	<a href="#">Single Ticket</a> <a href="#">School Ticket</a>
14 <sup>th</sup> October 4.00pm to 6.00pm	RSE Guidance for Governors	<a href="#">Book Ticket</a>
15 <sup>th</sup> October 9.00am to 3.30pm	RSE Policy and Practice Summary	<a href="#">Single Ticket</a> <a href="#">School Ticket</a>
19 <sup>th</sup> October 9.00am to 3.00pm	RSE Day 3	<a href="#">Single Ticket</a>
14 <sup>th</sup> October 5.00pm to 6.00pm	Presenting Officers	<a href="#">Book Ticket</a>
21 <sup>st</sup> October 3.30pm to 5.00pm	Religious Education in the EYFS	<a href="#">Single Ticket</a> <a href="#">School Ticket</a>
22 <sup>nd</sup> October 3.30pm to 5.00pm	Art in RE	<a href="#">Single Ticket</a> <a href="#">School Ticket</a>

*(Please click on the ticket link to book)*

Please note: We are making changes to our bookings. We will now be **closing booking links on the our booking site at 4pm two days prior to the start of the event**. After the close of the booking link you will then receive your Zoom invitation, Course Evaluation Form and any Pre-Course information direct from the Course Lead.

### Black History Month

Black history month was first launched in London in the 1980s, where the aim was for the local community to challenge racism and educate themselves and others about the British history that was not taught in schools. At the Education Service we are keen that Black History should not be a feature of one standalone month but should be very much part of British culture and education and we hope it will be a springboard for greater diversity and inclusivity in our schools.

### Resources

As it is both the month of the Rosary as well black history month, please find some non-white images of Mary [here](#) that you may wish to incorporate. You can also find images and information about black popes, saints and martyrs [here](#) and [here](#). [Here](#) is a useful resource for purchase depicting artwork of Jesus taken from famous artists across five continents (also links to the Year of the Word, with associated scripture accompanying each image).

Black History 4 Schools. A list of useful links can be found [here](#)  
Excellent short videos about UK Black History can be found [here](#)

A range of free and priced resources including lessons and activities for Black History Month can be found [here](#).  
A lesson which could be used for Year 7 and SEN students which explains what Black History Month is can be found [here](#)  
A US site with a downloadable document containing 10 Ideas for Teaching Black History Month can be found [here](#)  
The Runnymede Trust provides resources about the stories of the generations of migrants who came to and shaped the British Isles from the medieval times to present day. Click [here](#) for further details  
The Historical Association has a wide range resources including information on black Tudors, multi-cultural Britain, key historical figures and Black local history. For details click [here](#)

### **Black History Month**

Pope Francis in Evangelii Gaudium, speaks of inculturation:

116. ... *Through inculturation, the Church “introduces peoples, together with their cultures, into her own community”, for “every culture offers positive values and forms which can enrich the way the Gospel is preached, understood and lived”*. ...  
*St Mary’s Primary School, Enfield*

Black History Month with a twist at St Mary's Primary in Enfield: pupils painted scenes from scripture with people of colour inspired by Jesus Mafa images from Google. The Mafa Christian community (1973) in Northern Cameroon acted out scenes from scripture and a priest, Father François Vidil, took photos. A French artist (Bénédite de la Roncière) then painted the pictures.



[Click here](#) a link to an article/videos entitled 'Being Black and Catholic' with a foreword from Cardinal Nichols.

[Click here](#) for Hair Love, an Oscar®-winning animated short film from Matthew A. Cherry, tells the heartfelt story of an African American father learning to do his daughter’s hair for the first time.

### **Catholic Association for Racial Justice (CARJ)**

A series of free workshops for School Chaplains, Teachers and others interested in Catholic Education, has been organised by the Catholic Association for Racial Justice with support from CAFOD’s Development Education Fund. The Workshops will attempt to relate key issues to the life of the school. Click [here](#) for further details

### **Aspiring to Headship**

This course provides a professional development programme for existing leaders in a senior role aspiring to Headship in a Catholic setting. The purpose of the course, and what makes it unique from others, is its focus on using Christ’s example of servant leadership and the Gospel Values to underpin practice in schools. The course is now in its second year with many of the original participants having gone onto Headship. The course has been developed by two leading Catholic Teaching Schools and is endorsed by Formatio.

The course is ideal for anyone who is looking to move into headship within the next 2 years, or anyone who is new to this position. Alongside gaining practical, hands on advice and coaching delegates will become versed in the Gospel Values and how they underpin everything that we do as Catholic Educators. In order to become accredited all modules and the project must be completed. The course will run from November 2020 - July 2021. COST OF COURSE: £250 plus VAT



For further details or to register your place, contact [teachingschool@cvms.co.uk](mailto:teachingschool@cvms.co.uk) or [agnusdei@stbons.org](mailto:agnusdei@stbons.org)

## **Fratelli Tutti**

*Pope Francis's Social Encyclical: 'Fratelli Tutti' was launched at the Vatican on Sunday 4 October 2020. The document focuses on fraternity and social friendship as the ways to build a better, more just and peaceful world - with the contribution of all: people and institutions. Click [here](#) to download the full document.*

*We will provide a summary of a section of the document each week taken from [www.vaticannews.va](http://www.vaticannews.va)*

## **Week 1 - Global problems, global actions**

Opened by a brief introduction and divided into eight chapters, the Encyclical gathers – as the Pope himself explains – many of his statements on fraternity and social friendship, arranged, however, “in a broader context of reflection” and complemented by “a number of letters, documents” sent to Francis by “many individuals and groups throughout the world” (5).

In the first chapter, “Dark clouds over a closed world”, the document reflects on the many distortions of the contemporary era: the manipulation and deformation of concepts such as democracy, freedom, justice; the loss of the meaning of the social community and history; selfishness and indifference toward the common good; the prevalence of a market logic based on profit and the culture of waste; unemployment, racism, poverty; the disparity of rights and its aberrations such as slavery, trafficking, women subjugated and then forced to abort, organ trafficking (10-24). It deals with global problems that call for global actions, emphasizes the Pope, also sounding the alarm against a “culture of walls” that favours the proliferation of organized crime, fuelled by fear and loneliness (27-28). Moreover, today we observe a deterioration of ethics (29), contributed to, in a certain way, by the mass media which shatter respect for others and eliminate all discretion, creating isolated and self-referential virtual circles, in which freedom is an illusion and dialogue is not constructive (42-50).

## **Saints Stories – Mark Ten Mission**

The Mark 10 Mission project was launched to help primary school children engage with God and inspire them in faith. There are some amazing feast days in the coming months celebrating inspirational Saints which can inspire children too. Therefore, in the coming weeks, Mark 10 Mission will be creating 'Saint Stories' for teachers to read to their classes. Click [here](#) to find their first example, St. Therese of Lisieux. This week is based on St Faustina but look out for other saints this month too, including St John Henry Newman. We hope that your school will be able to use this resource to help children learn more about the lives of saints.

## **The Year of the Word**

### **This Week's Bible Verse**

As mentioned in a recent bulletin, every week, a new image-based verse from Scripture will be uploaded to the God Who Speaks home page to enrich opportunities for prayer and reflection. This week's verse is taken from Philippians 4:7. Click [here](#) to access the 'Weekly Bible Verse' archive.

### Webinars with Nick King SJ

You are invited to this unique opportunity to hear world-renowned Bible Scholar and Translator, Nicholas King SJ in 3 free webinars (including opportunity for questions).

The Webinars will take place over 3 evenings:

- 7 October: EVANGELISATION
- 14 October: DISCIPLESHIP
- 21 October: FELLOWSHIP

Timings: 7.45 pm – 9.15 pm

Register your interest now by contacting Holy Innocents' Parish Office via email: [orpington@rcaos.org.uk](mailto:orpington@rcaos.org.uk)



### Bible Journalling

On 30th September, we celebrated the 1600th anniversary of St Jerome's death. As many members of our school communities continue to face challenge of self-isolation, it makes sense to turn to St Jerome for help as he was very experienced in social distancing. St Jerome, painstakingly wrote out the Scriptures, translating them from the original languages into Latin. Whilst most of us won't be working on a new translation of the Bible, some of your older pupils may find Bible journalling a helpful alternative to engage deeply with Scripture. Click [here](#) to access an article from the Bible Society entitled: '12 Ways To Kick Start Your Bible Journalling Habit'.

### One Life Music Virtual Retreats

Exciting pre-recorded school-based retreats for primary classes and school INSET sessions. Designed to celebrate faith in school and easily accessible for all staff. Click [here](#) for more information.

### Prayer and Liturgy Directory

Two Departments of the Bishops' Conference of England and Wales are collaborating in the writing of a Prayer and Liturgy Directory for Catholic schools. The aim is for the Directory to be published for September 2021. The Department of Christian Life and Worship as well as the Department for Education and Formation have come together to work on guidance that will support Catholic schools.

The Directory will set out clearly the principles and norms for Catholic prayer and liturgy and their application in the specific context of schools. It will be based upon the wider principles and norms for Catholic prayer and liturgy used in the Church. The Directory is intended in the first place for all who are directly involved in overseeing and facilitating prayer and liturgy in their schools. It has also been written as a tool for formation and is intended as a resource for all who support those on the 'front line'.

To support the writing of the Directory an online survey was distributed to those in Catholic education through emails from NBRIA (National Board of Religious Inspectors and Advisors), ATCRE (Association of Teachers of Catholic Religious Education) and ACCE (Association of Catholic Chaplains in Education). The online survey was available for 21 days (3 weeks), from 28th February 2020 to 20th March 2020. The combined response from 352 respondents resulted in a total



of 23,080 words. The writing group for the Prayer and Liturgy Directory were very grateful to all those that took the time to respond to the online survey.


## Music and Singing Guidance

The Guidance for full opening: schools covers music provision and can be found [here](#).

The Incorporated Society of School Musicians have a summary document which can be found [here](#).

### Key Points are:

- **Risk assessments to be undertaken by schools:** Your employer and the employer in control of any premises you may be visiting must undertake a specific COVID-19 risk assessment which considers the risks to you and the measures required to keep you safe. You have a right to see this assessment.
- **Social distancing in schools** is a key prevention principle in this guidance. Teachers are advised to keep two metres' distance from pupils and adults. Close face-to-face contact or working within one metre should be limited.
- **Peripatetic teachers can move between schools** but must comply with any school's individual arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.
- **All musical activities and teaching** can be undertaken but with the caveats noted below, as contained in this guidance and guidance provided by the Department for [Digital, Media, Culture and Sport \(DCMS\) for professionals and non-professionals](#). DCMS studies show that cumulative aerosol transmission from both those performing in and attending events, which is likely to create risk. DCMS is continuing to develop a more detailed understanding of how to mitigate this potential aggregate risk. This is relevant for singing, brass and wind instruments – see below.
- **Minimising contact between individuals** – all concerned must do everything they can to minimise contact between individuals, through keeping groups separate and through distancing: ideally, two metres.
- **Other risk-mitigating actions** include limiting numbers playing or singing at once, playing outdoors, playing indoors in spaces with high ceilings and good ventilation with limited numbers. Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation (see below) can be maintained.
- **Social distancing:** In smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, two metres is appropriate.
- **Seating positions:** pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player.
- **Keep background or accompanying music volume down** at levels, which do not require teachers and performers to raise voices, as this is considered an increased COVID-19 transmission risk.
- **Use microphones** where possible or encourage singing quietly.

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- **Handling equipment and instruments:** increased hand washing is important. Sharing equipment, scores, parts and scripts should be avoided if possible. Schools should ensure there are proper procedures for cleaning instruments and establish processes for picking up and dropping of instruments and other materials.
  - **Individual music, dance and drama lessons and performances in groups** can resume in schools, FE colleges and out of school settings, but social distancing for peripatetic teachers is required, as noted above.
  - **Individual music lessons in private homes** can take place as previously announced provided that social distancing is observed (two metres if face-to-face and without mitigation) and subject to ventilation in the space being used. Pupil and teacher will ideally be positioned side-by-side. Instruments and materials should not be shared if at all possible. If they have to be shared, they should be regularly disinfected and cleaned in accordance with the guidance for performing arts: [see Section 5 of this guidance](#).

CanDoMusic has created useful site entitled Teaching music during coronavirus (Covid-19) which can be found [here](#).  
Socially Distanced Bubble Nativities. For schools trying to plan for their nativity Out of the Ark Music can be found [here](#).

### **Mission Together**

Mission Together have created a short video to explain their FREE resources to support schools during the month of October for collective worship which includes a PowerPoint for the feast of John Henry Newman which is celebrated on 9<sup>th</sup> October. It also includes details about their home/school learning materials with cross curricular links as well as their Children's Liturgy materials linked to the Sunday Gospel and can be found [here](#).

## **Mental Health Checklist**

### **Mentally Healthy Schools**

[Click here](#) for resources to support World Mental Health Day

[Click here](#) for the Toolkit –for World Mental Health Day “Celebrating difference”

[Click here](#) for the 2019 Toolkit for previous World Mental Health Day

Young Minds – Hello Yellow Campaign

[Click here](#) for primary and secondary school resources for the Hello Yellow campaign


[Click here](#) for more information about the Hello Yellow campaign

**World Mental Health Day – Saturday 10<sup>th</sup> October - Theme - Mental Health for All**

Message from Dr Ingrid Daniels - President of the World Federation for Mental Health

“The world is experiencing the unprecedented impact of the current global health emergency due to COVID-19 that has also impacted on the mental health of millions of people. We know that the levels of anxiety, fear, isolation, social distancing and restrictions, uncertainty and emotional distress experienced have become widespread as the world struggles to bring the virus under control and to find solutions.”





“World Mental Health Day isn’t simply a one-day event. We need to start now and continue our call to ensure that no-one is left behind. A great opportunity is provided to focus on the call for greater investment in mental health for all as we lead up to 10 October.”

“Together we are stronger and together we can make a big difference all over the world. World Mental Health Day aims to raise awareness in the global community about the critical mental health agendas – with a unifying voice through collaboration with various partners – to take action and to create lasting change through the messages we promote. We are all in this together and together we can bring about mental health for all.”

**The DfE has announced extra funding for mental health and well-being for schools, including funding for their Wellbeing for Education Return programme.** [Click Here](#) for the DfE news link.

The Wellbeing for Education Return programme is a joint initiative from the Department for Education, Department of Health and Social Care, Health Education England, NHS England and Public Health England. The programme supports staff working in schools and colleges to respond to the additional pressures some young people may be feeling as a direct result of the Covid-19 pandemic, as well as to any emotional response they or their teachers may be experiencing. Content for this programme has been developed by MindEd with input from mental health and education experts. [Click Here](#) to register at MindEd and gain access to the programme’s webinar training.

#### **DfE Mental Health and Wellbeing training material for teachers**

The DfE have also produced training materials for schools linked to mental wellbeing as part of the new Health Education curriculum launched in the Autumn Term. [Click Here](#)

#### **DfE guidance for parents on Mental Health and Wellbeing**

The DfE has also created guidance for parents and carers on supporting children’s mental health and wellbeing during the COVID pandemic [Click Here](#)





## Capital & Pupil Placement Planning

### VASCA 2020/2021

Wave 2 projects are now joining the programme as consultants confirm the specific issues. Once the full wave is active, we will be able to determine whether there is sufficient capital to enable a wave 3 release.

### Statlog

Many schools are now working with their retained building consultant to ensure that their needs are reflected in the complete data set. This will be used by the Capital Strategy Committee to identify priority issues in February 2021. Please ensure that your survey is correctly uploaded and verified by the 31<sup>st</sup> December 2020.

### Priority School Building Programme

Project managers continue to monitor the progress of schools in this scheme. There have been some positive developments at Douay Martyrs, John Henry Newman, and St Joan of Arc. The work at St Joseph's, and at Botwell House are making good progress and at Gunnersbury, the superstructure is nearing completion. Contractors are making progress in spite of the restrictions imposed.

## Pupil Placement Planning

### 1<sup>st</sup> Planner Project

The Pilot Project is rapidly approaching the end of Stage 2. A formal report will be presented to the Oversight and Scrutiny Committee of the Trustees within the next 6 weeks. The outcome of that meeting will determine the direction of Stage 3. Engagement meetings with Head Teachers have been extremely positive. The bulk of the discussions have focused on the themes developed earlier in the year (The WinWin Initiative). To facilitate conversation, 1<sup>st</sup> Planner has provided basic schematics that suggest how Diocesan Trust assets could enrich education whilst also providing a potential and sustainable income for the Diocese. Covid-19 has had a dramatic affect on the anticipated income of the Diocese, and this will adversely affect the mission of the Church. Developing options that enable Trust Assets to work smarter/harder are worthy of consideration.

### Lighthouse – Catholic School Data System

This year, Lighthouse has been commissioned to facilitate the collation of Catholic School data. Click [HERE](#) to fill out the Diocesan October Census. Thank you for supporting this initiative.



## **UK Government & DfE Updates and links; Maintaining Educational Provision for Vulnerable and Key Worker Children:**

### **Guidance Updates as of 07.10.20**

#### **DfE Guidance**

Please see below links to the most recent DfE guidance that has been issued to schools and colleges.

- Get help with remote education – updated 1 October 2020  
<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>
- Coronavirus (COVID-19): safer travel guidance for passengers – updated 30 September 2020  
<https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers>
- Responsibility for autumn exams – updated 29 September 2020  
<https://www.gov.uk/government/publications/responsibility-for-autumn-gcse-as-and-a-level-exam-series>
- Disapplication notice: school inspections legislation changes – updated 29 September 2020  
<https://www.gov.uk/government/publications/disapplication-notice-school-inspections-legislation-changes>
- Modification notice: school registration legislation changes – updated 29 September 2020  
<https://www.gov.uk/government/publications/modification-notice-school-registration-legislation-changes>

### **Catch up funding for schools**

The first instalment of the catch-up premium is expected to be provided to Local Authorities on 1 October 2020 and will be passed onto schools soon after on the basis of the allocations published. This will be 25% of the provisional total for the year based on the October 2019 census.

<https://www.gov.uk/government/publications/coronavirus-covid-19-catch-up-premium-provisional-allocations>

The second instalment is expected in the spring term and the final one in the summer. These will be adjusted for the updated pupil number data from the October 2020 census. Catch up funding can be spent to support pupils who may have fallen behind during lockdown and the wider re-opening of schools in the summer term.

Schools may choose to spend it on interventions, the purchases of devices or other resources in line for DfE guidance  
<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>



The National Tuition Programme is also available to support catch up. More information about what it can offer can be found here: <https://nationaltutoring.org.uk/faqs>

### **NHS COVID-19 app**

The NHS COVID-19 app is part of the NHS Test and Trace service and will be used, alongside traditional contact tracing, to help notify you if you have come into contact with someone who tests positive for coronavirus.

The app will:

- allow you to report symptoms
- order a coronavirus test
- check in to venues by scanning a QR code

Any data shared with the app is held on your phone. Nobody, including the government, will know who or where you are, or where you have been. You can delete the app and all data at any time. Please see the [video explainer](#) introducing the app for more detail. More information can be found at: [www.covid19.nhs.uk](http://www.covid19.nhs.uk). Please download it and encourage your staff, family and friends to do the same. The app is for anyone aged 16 and over.

### **How to tell the difference between a common cold and Covid-19**

Most people who feel ill with coronavirus **will have at least one of the key symptoms:**

- a high temperature
- a new, continuous cough
- a loss or change to their sense of smell or taste

The BBC have produced a video explaining the differences which schools may find helpful  
<https://www.bbc.co.uk/news/health-54145299>

### **Remote education provision in primary and secondary schools**

You will have received information from DfE on Friday about providing immediate remote education for pupils who are self-isolating, you can read the guidance in full at:  
[https://www.gov.uk/government/publications/remote-education-good-practice?utm\\_source=2%20October%202020%20C19&utm\\_medium=Daily%20Email%20C19&utm\\_campaign=DfE%20C19](https://www.gov.uk/government/publications/remote-education-good-practice?utm_source=2%20October%202020%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19)

There are two free national school webinars run by DfE you can attend:  
[https://www.gov.uk/guidance/remote-education-webinars?utm\\_source=2%20October%202020%20C19&utm\\_medium=Daily%20Email%20C19&utm\\_campaign=DfE%20C19](https://www.gov.uk/guidance/remote-education-webinars?utm_source=2%20October%202020%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19)