



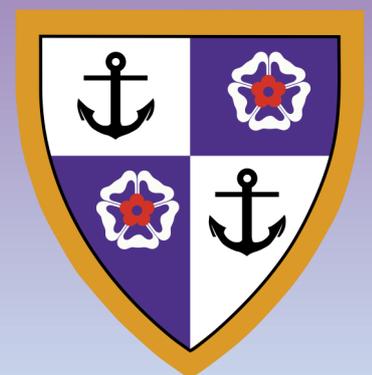
# The Howard School

## Newsletter

*Leadership, Organisation, Resilience, Initiative, Communication*

# *In this issue:*

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- ◇ LGBTQ+ Parents and Carers' support group
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- ◇ History: Crime through time
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# welcome

Welcome to the week 2 of term 6 edition of THS newsletter of term 6. My name is Ms Watts and I, along with Ms Anglin, lead on the Quality of Education at the Howard School and this year have also resumed my previous role as Head of History whilst Ms Turney has been on maternity leave.

We have had a very successful year within the History department as we continue on our journey to deliver an engaging and exciting curriculum that captures the interest of the pupils we teach and that creates a love of the subject.

Students in all Key Stages have continued to develop a range of historical skills such as cause, consequence, change, continuity, significance, source and interpretation analysis alongside engaging content. KS3 lessons have covered British History including the struggle for power and authority between Thomas Becket and King Henry II, the significance of the Tudor rule, WW1 and WW2, the Homefront and the Civil Rights Movement in America. This has helped pupils to understand how significant events have shaped out societies and has contributed towards understanding the complexities of people's lives as well as aiding students in understating their own identities.

This term Year 7 are developing their knowledge of the Industrial Revolution in England by developing their application of source skills and Year 8 are studying a new unit, 'Events that shook the world'. This has themes such as the changing nature or crime and punishment, the influence of sporting events and the role of activists in achieving change. These key questions cover large time frames in order to allow students to develop their ability to assess change over time. Year 9 are continuing with their study of Early Elizabethan England have completed some excellent extended writing on the Revolt of the Northern Earls via exam questions. The quality of explanation and analysis has been very impressive! Year 10 have made excellent progress with their study of modern medicine and in particular have been assessing the significance of the NHS and its impact on the health of the nation. Year 12 have made their mark within the department and have demonstrated their enthusiasm and commitment to the subject as they have completed their study of the Year 12 content and are now embarking upon the completion of their NEAs which will contribute 20% towards their overall A Level grade. This learning will be further consolidated on our trips to the WW1 trenches in Ypres and our first History trip to Poland early next academic year which we are looking forward to.

Finally, the History department would like to recognise all of the hard work, enthusiasm and determination to achieve that our current Year 11 and Year 13 students have demonstrated. We are very proud of all of our students and we are confident that their commitment will have been more than worth it when they receive their results in August.

**Mrs Watts**  
**Quality of Education Co-Lead**



UEFA

EURO2024

GERMANY

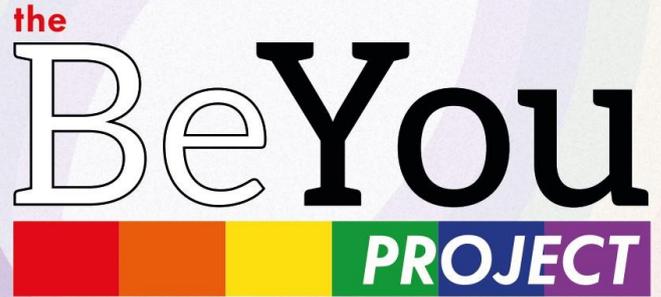


At The Howard, we are fully embracing the excitement of the Euros 2024. Our canteen has been transformed into a vibrant hub of football fever, festively decorated with colourful bunting representing all the competing countries. In addition, we have put up informative posters to keep everyone engaged and updated with the latest tournament draws and schedules.

We invite all students and staff to join us in the canteen to celebrate and support our team. Whether you're a die-hard football fan or just looking to soak up the atmosphere, there's something for everyone to enjoy.

Come and get into the spirit of the Euros 2024 with us at The Howard!





thebeyouproject.co.uk | @beyoukent

# Parents and carers' support group

## Does your child identify as LGBTQ+?

Join our support group, where parents and carers of LGBTQ+ young people can share experiences, connect with new people and get help and advice.

Whether your child has just come out to you or you're a proud parent who's been supporting their child for years, you are very **welcome** to join us and share your story in confidence.

Our group is co-hosted by the parent of a LGBTQ+ young person, so you can be sure of an understanding ear.

**Join us online, every other Friday from 7-8pm**

**For joining instructions, email [beyou@porchlight.org.uk](mailto:beyou@porchlight.org.uk)**

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# YEAR 11 2023/24 OVER AND OUT!



Celebrate

# 10 Top Tips for Parents and Educators

## FAIR PLAY AND FRIENDLY COMPETITION

In school sports, fair play and friendly competition are important for character development. Fair play embodies respect and integrity while good-natured competition balances rivalry with camaraderie. This guide addresses potential challenges – like the pressure to win – and offers practical tips on instilling values of fair play and cultivating a positive sporting environment for young athletes.

### 1 LEAD BY EXAMPLE

Parents, carers and teachers should try to exemplify fair play: demonstrating respect for opponents, coaches and officials. Children frequently learn by observing adult behaviour, so displaying a sense of fair play sets a powerful precedent for them to follow in their own actions on and off the field.

### 2 EFFORT OVER OUTCOME

Encourage children to focus on giving it their all, rather than basing their entire performance on whether they win or not. This fosters a growth mindset, where the journey and the process of improvement are valued just as much as the end result. It also reduces the pressure to “win at all costs”, which can be a harmful outlook in some situations.

### 3 SET CLEAR EXPECTATIONS

Establish clear guidelines and expectations for behaviour before, during and after sporting events. Ensuring that children understand what is considered acceptable conduct helps prevent misunderstandings and promotes a positive, respectful atmosphere.

### 4 HIGHLIGHT COOPERATION

Underline the value of teamwork and cooperation in achieving success. Success isn't just about individual achievements, but about how well the team communicates, encourages each other and works together towards a common goal. A strong focus on cooperation fosters camaraderie and mutual support among players.

### 5 DISCUSS ACCEPTING DEFEAT

Help children to understand that they can't win every contest – that losing occasionally is a natural part of both sport and life in general. Teaching them to accept defeat gracefully and learn from their mistakes promotes resilience, humility and the ability to bounce back stronger from setbacks. Taking a loss in one's stride is also an admirable trait and can help children and young people garner respect in their future life.

### 6 ENCOURAGE INCLUSIVE PARTICIPATION

Promote an environment where all children feel welcome and valued, regardless of their skill level. Prioritise the importance of participation and enjoyment over winning, creating a supportive atmosphere where every child can thrive and develop their abilities without unnecessary pressure.

### 7 FOSTER CONFLICT RESOLUTION SKILLS

Teach children how to resolve conflicts peacefully and respectfully, both on and off the field. Providing them with strategies for effective communication and problem-solving helps build stronger relationships and enhances their ability to navigate challenges, which can be a huge boon to them throughout their adult lives.

### 8 TEACH RESPECT

Emphasise to children the importance of respecting everyone involved in the game, regardless of the outcome. Respect for your teammates, opponents, coaches and officials helps to create a positive, inclusive sports environment where everyone can feel valued and appreciated.

### 9 GIVE CONSTRUCTIVE FEEDBACK

Offer feedback that focuses on areas for improvement rather than unfiltered criticism. Praise what a child has done well and advise on how to improve, rather than simply pointing out shortcomings. Encouraging a growth mindset and highlighting progress helps children to develop confidence, resilience and a desire to continue striving for excellence.

### 10 CELEBRATE GOOD SPORTSMANSHIP

Try to avoid solely drawing attention to children's physical performance on the field. Recognise and celebrate acts of sportsmanship, fair play and kindness, too. By spotlighting positive behaviour, you reinforce the importance of such conduct and inspire children to practise this in the future, creating a culture of respect and camaraderie within the sports community that does wonders for morale.

## Meet Our Expert

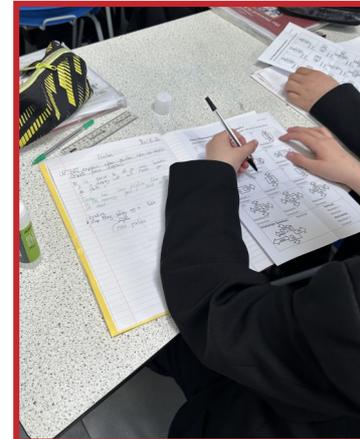
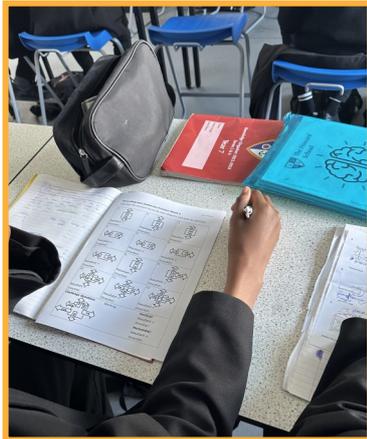
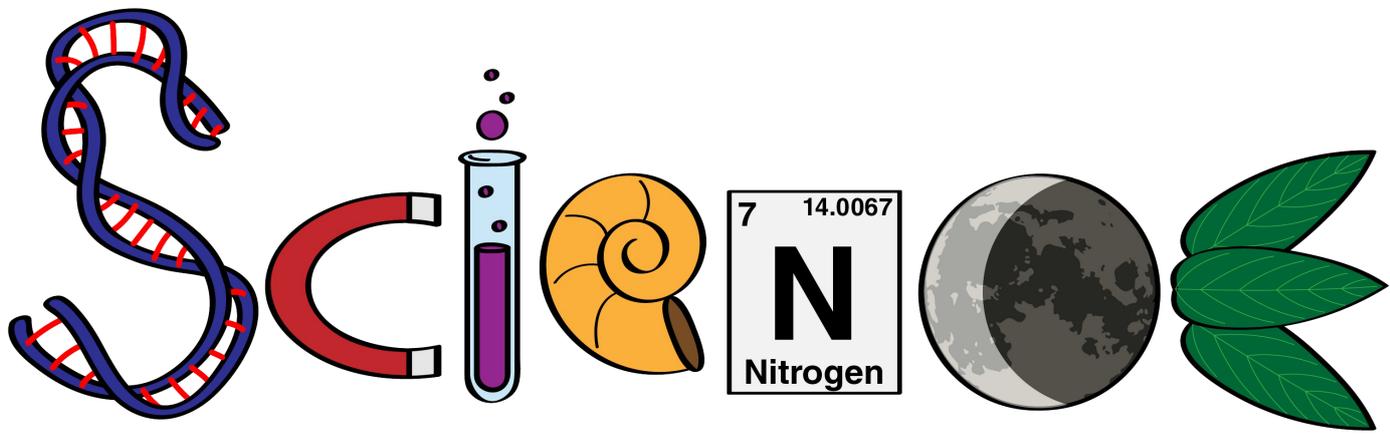
Caroline Holder is a PE consultant based in Staffordshire. Having worked across all age ranges delivering PE in schools, she now trains teachers and works with schools to develop their provision and ensure it achieves maximum impact for pupils. She passionately believes in the impact that PE, sport, and activity can have on children.



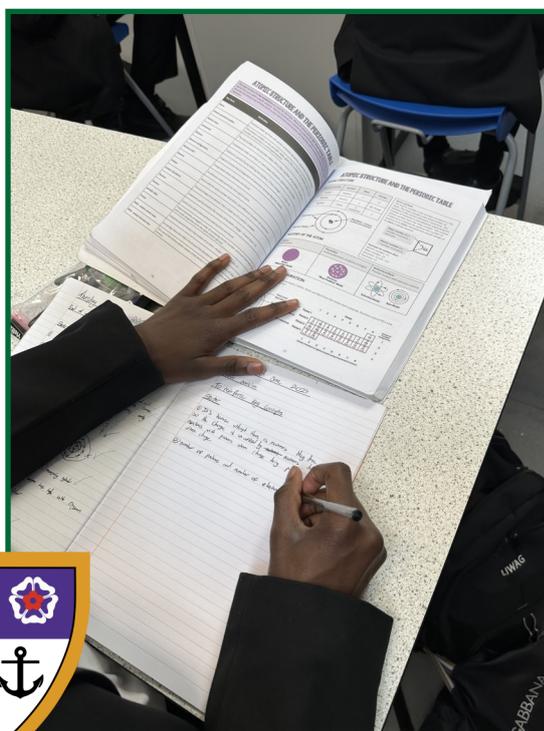
#WakeUpWednesday

The National College

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/friendly-competition>

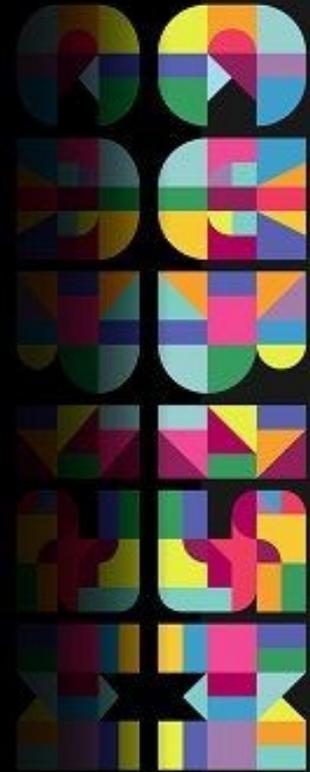


In their science lessons this week, Year 7 students focused on physics, specifically exploring the concept of friction. The lesson used skiing as an example to illustrate how friction works in real-world situations. Students learned how friction acts between the skis and the snow, influencing the skier's speed and control. As part of the lesson, students completed and annotated force diagrams to visually represent the forces at play, including friction and gravity. Through engaging discussions and detailed diagram work, they investigated how different surfaces and conditions can affect friction levels. This interactive approach helped students gain a deeper understanding of the forces at play in everyday activities and sports.



In their science lessons this week, GCSE students delved into the fascinating world of atomic structure and isotopes. They explored the fundamental components of atoms, including protons, neutrons and electrons, and learned how these particles are arranged within the atom. The lesson also covered the concept of isotopes, highlighting how atoms of the same element can have different numbers of neutrons, leading to variations in atomic mass. Through engaging discussions, interactive models, and practical exercises, students developed a solid understanding of how atomic structure influences the properties of elements and the significance of isotopes in scientific research.





In their art lessons this week, Year 8 students have been deeply engaged in exploring the fascinating style of Cubism. They have been planning and executing observational drawings, experimenting with painting, and mixing colours to create their final pieces. During this process, they focused on observing a bottle, understanding its form, and using cylinders and ellipses to create accurate bottle drawings with a range of media.

Students have also learned how to use line, tone, and mark-making techniques to add surface quality and depth to their bottle drawings. Building on the foundational skills, they have now mastered the ability to deconstruct and reconstruct a bottle drawing in the distinctive style of Cubism. This approach has allowed them to appreciate the abstract and fragmented perspectives characteristic of Cubist art, resulting in unique and imaginative final pieces.

# HOUSE DARTS!



This week years 7, 8 and 9 all competed in House Darts! Students came along at lunch time and represented their Houses to achieve the highest score possible for their House. Some min pro darts players in the making here as students scored many triple twenties while also showcasing their clustering skills!

# YEAR 11 GOLDEN TICKET PRIZE DRAW!

Golden Ticket

Student's Name: \_\_\_\_\_  
 Teacher's Name: \_\_\_\_\_  
 Subject: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Faculty: \_\_\_\_\_  
 Congratulations! You have been selected for the Golden Ticket Prize Draw and will receive a prize!

Golden Ticket

Golden Ticket

Golden Ticket

Student's Name: \_\_\_\_\_  
 Teacher's Name: \_\_\_\_\_  
 Subject: \_\_\_\_\_  
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Golden Ticket

Student's Name: \_\_\_\_\_  
 Teacher's Name: \_\_\_\_\_  
 Subject: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Faculty: \_\_\_\_\_  
 Congratulations! You have been selected for the Golden Ticket Prize Draw and will receive a prize!



Thank you to OXDEN FLOORS LTD., our year 11 students are in with a chance to win a 50" LG Ultra HD smart TV at the Golden Ticket raffle at the



generally...  
<http://oxdenfloors.com>  
 flooring.

Oxden Floors is a family-run business with a rich near-40 year history. We are a technical and commercial flooring specialists, respected worldwide. They can supply a wide range of flooring for Industrial and Commercial applications and can offer advice on the best flooring for the environment.

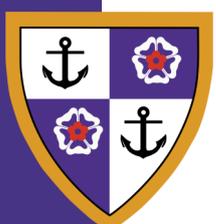
Family values and a professional team, and this is reflected in the service they provide. They always go the extra mile to ensure customers' flooring project is delivered and installed on time. Every time.

Floors Ltd. is a family-run business that has earned a reputation for high quality flooring solutions. Our main reception is in the heart of the city. Good luck to all our customers and their very loyal staff.

high quality

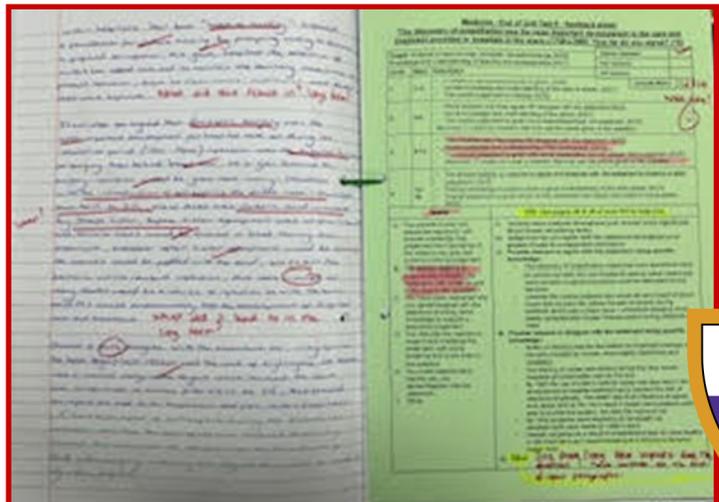
specialists. Their service and products are well

coverings for a wide range of flooring team. This is used in



# HISTORY CRIME THROUGH TIME

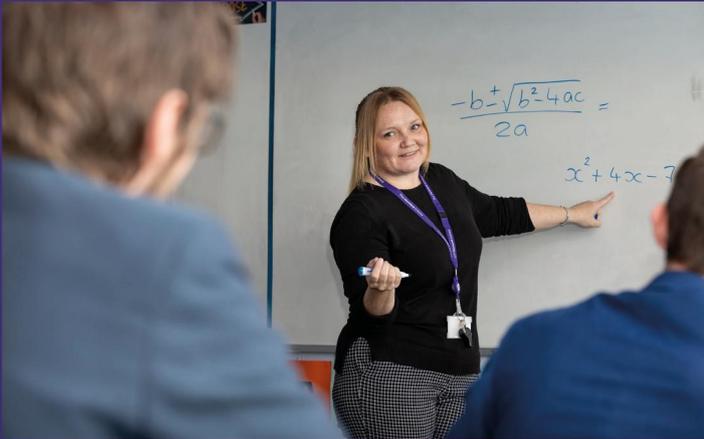
In their history lessons this week, Key Stage 3 students explored the fascinating evolution of crimes throughout time. The lesson focused on how societal values and laws have shifted, highlighting some of the more unusual crimes from the past. For instance, students learned about the historical prohibition against wearing purple, a colour reserved exclusively for royalty, and the legal requirement to attend church on Sundays, with severe penalties for non-compliance. Through engaging discussions and interactive activities, students examined the reasons behind these laws and how they reflect the social, political, and religious contexts of their times. They also compared these historical crimes to modern-day laws, gaining insights into how concepts of crime and punishment have developed over the centuries. This lesson helped students understand the dynamic nature of legal systems and the impact of cultural and societal changes on what is considered a crime.



NEW DATES  
AVAILABLE

# Interested in a career in teaching?

At The Howard School, we are committed to teacher training and want to support those considering a career in teaching to make informed decisions.



## Is teaching for me?

Teaching is a highly rewarding and enjoyable career but it is not all holidays and early finishes! To be a successful teacher, you need to have a passion for supporting young people to reach their potential; a drive to challenge thinking and ideas; and an enthusiasm to bring learning to life!

## Teacher Open Day Events

As part of our commitment, we are offering "Teacher Open Days" where individuals will be able to come to the school and experience what it's like to be a teacher!

Events run from 9am-3pm and you will:

- Experience subject specific lessons
- Meet with leaders of ITT at THS
- Learn about the training routes available and how to apply



## Upcoming Teacher Open Days

Thursday 21 March 2024 | Wednesday 3 July 2024

For more information, visit: [www.thehoward-that.org.uk/itt](http://www.thehoward-that.org.uk/itt)  
Email [enquiries@tgtsh.org.uk](mailto:enquiries@tgtsh.org.uk) to register your place at an Open Day



**The Howard**  
School



THE HOWARD  
Academy Trust



Thames Gateway  
Teaching School Hub

**KMT**

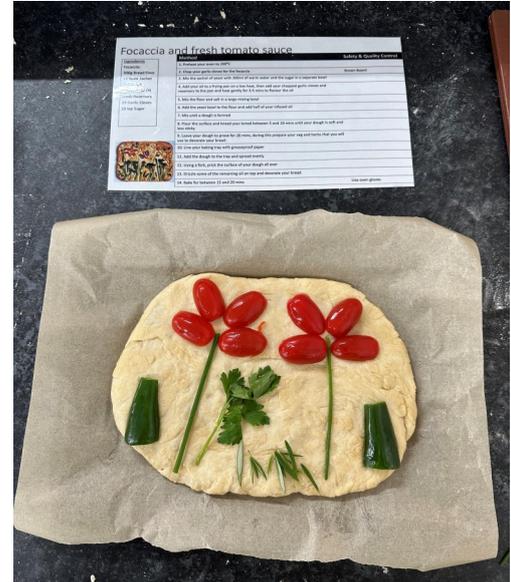
QUALITY  
TEACHER  
TRAINING

# Food Technology - Making Focaccia

In their food technology lessons this week, GCSE students have been honing their culinary skills by making Focaccia, a traditional Italian bread. The lesson began with an introduction to the history and characteristics of Focaccia, emphasizing its unique texture and flavour. Students learned about the essential ingredients and the importance of each in the bread-making process.

They then moved on to the practical part of the lesson, where they measured and mixed ingredients to form the dough. Throughout this hands-on experience, students practiced key techniques such as kneading, proofing, and shaping the dough. They also explored how to infuse the bread with various herbs and toppings to enhance its flavour and presentation.

During the baking process, students observed how the dough transformed, developing a golden, crispy crust and a soft, airy interior. The lesson concluded with a tasting session, where students sampled their Focaccia and discussed the outcomes, reflecting on the techniques and skills they had learned. This practical experience not only enriched their understanding of bread-making but also fostered a deeper appreciation for the art of baking.



1  
-18  
DEFINITION OF A CHILD

2  
NO DISCRIMINATION

3  
BEST INTERESTS OF THE CHILD

4  
MAKING RIGHTS REAL

5  
FAMILY GUIDANCE AS CHILDREN DEVELOP

6  
LIFE, SURVIVAL AND DEVELOPMENT

7  
NAME AND NATIONALITY

8  
IDENTITY

9  
KEEPING FAMILIES TOGETHER

10  
CONTACT WITH PARENTS ACROSS COUNTRIES

11  
PROTECTION FROM KIDNAPPING

12  
RESPECT FOR CHILDREN'S VIEWS

13  
SHARING THOUGHTS FREELY

14  
FREEDOM OF THOUGHT AND RELIGION

15  
SETTING UP OR JOINING GROUPS

16  
PROTECTION OF PRIVACY

17  
ACCESS TO INFORMATION

18  
RESPONSIBILITY OF PARENTS

19  
PROTECTION FROM VIOLENCE

20  
CHILDREN WITHOUT FAMILIES

21  
CHILDREN WHO ARE ADOPTED

22  
REFUGEE CHILDREN

23  
CHILDREN WITH DISABILITIES

24  
HEALTH, WATER, FOOD, ENVIRONMENT

25  
REVIEW OF A CHILD'S PLACEMENT

26  
SOCIAL AND ECONOMIC HELP

27  
FOOD, CLOTHING, A SAFE HOME

28  
ACCESS TO EDUCATION

29  
AIMS OF EDUCATION

30  
MINORITY CULTURE, LANGUAGE AND RELIGION

31  
REST, PLAY, CULTURE, ARTS

32  
PROTECTION FROM HARMFUL WORK

33  
PROTECTION FROM HARMFUL DRUGS

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PROTECTION FROM SEXUAL ABUSE

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PREVENTION OF SALE AND TRAFFICKING

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PROTECTION FROM EXPLOITATION

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CHILDREN IN DETENTION

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PROTECTION IN WAR

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RECOVERY AND REINTEGRATION

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CHILDREN WHO BREAK THE LAW

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BEST LAW FOR CHILDREN APPLIES

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EVERYONE MUST KNOW CHILDREN'S RIGHTS

43-54  
HOW THE CONVENTION WORKS

# CONVENTION ON THE RIGHTS OF THE CHILD

# Have a concern about a student?

Need some help or advice? People you can talk to:



Pastoral Manager

**Ms. McComas**

Deputy Safeguarding Lead



Deputy Head Teacher

**Mr. Green**

Safeguarding Lead



Assistant Head Teacher SENCo

**Mrs. Deakin**

Deputy Safeguarding Lead



Senior Head of Year

**Ms. Ali**

Safeguarding Officer



**Mrs. Parish**

Safeguarding Officer



Senior Head of Year

**Mr. Longe**

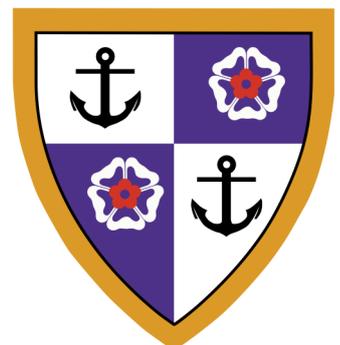
Safeguarding Officer

**Have a concern you would like to raise or discuss?**

**Visitors:** please email [greens@thehowardschool.co.uk](mailto:greens@thehowardschool.co.uk)

**Howard School Staff:** report on our internal reporting system

**Students:** contact any member of the safeguarding team



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[knightsj@thehowardschool.co.uk](mailto:knightsj@thehowardschool.co.uk)