16-10-26

ISSUE 048

KEEP IN TOUCH

Chenderit School
Aim High, Work Hard, Be Kind



HEADTEACHER'S MESSAGE

It is hard to believe we are already just one week away from the end of our very first term! With Halloween right around the corner—and Christmas decorations already creeping onto the supermarket shelves—the school year is moving at full speed.

This time of year, also signals the arrival of our first round of pre-public examinations (PPEs). That is why it was so fantastic to see such a tremendous turnout at our Year 11 'Ready, Set, Revise' evening last week. Showing up is the vital first step in supporting your child through the rigorous GCSE journey, which demands so much focus, effort, and organisation. Seeing our hall filled with supportive families gives us great confidence that our students have the backing they need at home to achieve their very best. Rest assured, the dedicated staff here at Chenderit are working equally hard across all year groups to equip every student with the skills and knowledge to excel.

Beyond exam prep, it has been a wonderfully vibrant week across the school. Our Year 7 students have continued their fantastic celebration of reading by coming together over breakfast to share and discuss their favourite books. Building on that brilliant energy, we are looking forward to our 'Stop, Drop, and Read' event next Friday! Alongside these literacy celebrations, we have been busy preparing for our upcoming Sixth Form Open Evening and leading tours for prospective families—always a highlight, made even better by the wonderfully positive feedback from visiting parents.

While we are constantly looking ahead and planning for the future, it is just as important to pause and appreciate the present. I hope this coming weekend offers you and your family a chance to slow down, relax, and enjoy the moment before we step into another busy week.

Mr C Billings

Safeguarding at Chenderit School

RISK AWARE

SAFEGUARDING IS EVERYONE'S RESPONSIBILITY

If you have concerns about the safety or wellbeing of anyone in our community during school hours, please contact the school using the following contacts:

Telephone: 01295 711 567 - please ask to be put in touch with a Designated Safeguarding Lead (DSL)

Email: safeguarding@chenderit.net

Chenderit's Designated Safeguarding Leads:



Billy Belstone

Deputy Headteacher: Behaviour and Pastoral Designated Safeguarding Lead



Jan Hooper

Safeguarding and Welfare Manager
Deputy Designated Safeguarding Lead



Allison Smith

Deputy Safeguarding and Welfare Manager
Deputy Designated Safeguarding Lead



Holly Millan

Head of Sixth Form
Deputy Designated Safeguarding Lead

If you have a safeguarding concern outside of school hours and you feel that someone is at immediate risk, or if you do not receive a response during school hours from a DSL, please contact the appropriate emergency service by calling 101 or 999 in an emergency. The following contacts can be used in Northamptonshire and Oxfordshire if needed:

Northamptonshire:

- Multi Agency Safeguarding Team (Social Care): 0300 126 7000 (option 1)
- Out of Hours Emergency Duty Team (Social Care): 01604 626 938
- Early Help Team (Social Care): 01604 365 955 / partnershipadvice@nctrust.co.uk
- West Northants Designated Officer (DO): LADOConsultations@nctrust.co.uk

Oxfordshire:

- Multi Agency Safeguarding Team (Social Care): 0345 050 7666
- Out of Hours Emergency Duty Team (Social Care): 0800 833 408
- Local Authority Designated Officer (LADO): 01865 810 603 or email: lado.safeguardingchildren@oxfordshire.gov.uk
- Local Community Support Service (LCSS) North: 0345 241 2703

The following numbers may also be able to offer support:

- NSPCC Helpline: 0808 800 5000
- Childline: 0800 11 11

If further support is needed, particularly in relation to managing wellbeing, more details and contact information can be found on our Safeguarding and Wellbeing page of our website here.

Contact Information Changes

If any personal or emergency contact details for students, parents or carers change, please inform Nicola Barlow, our Data and Examinations Manager, immediately by clicking here.

WEEKLY CALENDAR

BLUE

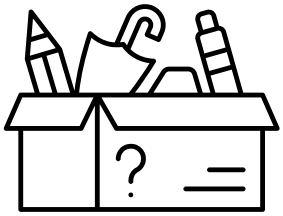
WEEK 8

19-23 OCTOBER

Monday	
Tuesday	
Wednesday	Year 11 Mock Interviews - All day A Level Physics trip - Diamond Light
Thursday	
Friday	END OF TERM

SCHOOL NOTICEBOARD





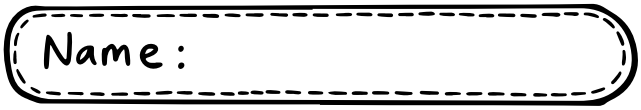
Lost Property

The school's **lost property** collection will now be open to students every **Friday during morning break (11:05 am – 11:30 am)** to allow for the retrieval of missing items.

To prevent items from accumulating, we request that parents and guardians clearly label items with the student's full name.

Please note that any clearly labelled property will be returned directly to the student.

Thank you for your cooperation.



Year 7 Halloween Disco - Wednesday, 21st October

This event has been cancelled.

Refunds will be issued via ParentPay.



ART

ARTICULATION

Following our success in last year's competition, Chenderit Sixth Form students have again been invited to take part in "Articulation", a nationwide competition organised by The National Gallery.

Articulation is designed to use art as a springboard to develop vital oracy, independent research, and presentation skills. Participants each create and deliver a presentation about a piece of artwork that they find interesting. It has been really interesting to see which artworks our students have selected, and the diversity of the chosen artworks reminds us how exciting art can be.

The Chenderit Finals of Articulation take place after half term, from which one student will progress on to the regional finals in January. Winners will join the Articulation Alumni network, enabling them to access exciting work experience opportunities, training and mentoring schemes and to work with the world's art experts. We are excited to hear the students' speeches, and look forward to hearing more about their selected artworks.

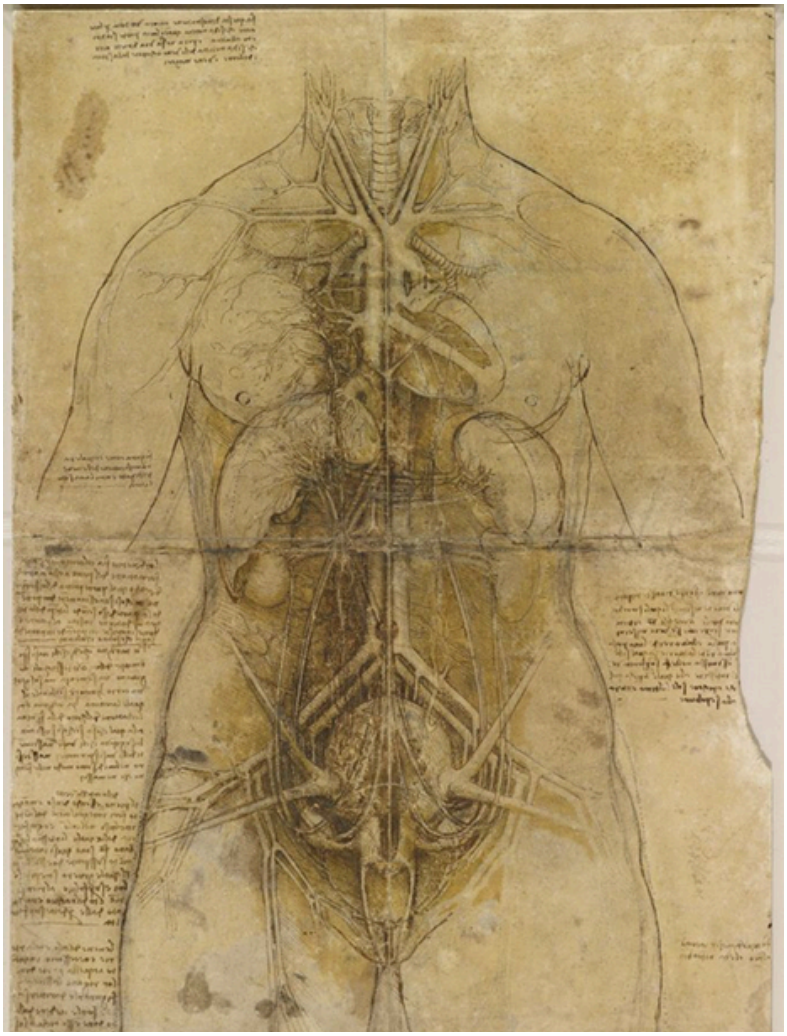


VISIT TO WINDSOR CASTLE

On Tuesday 06/10/26, our Articulation students were invited to Windsor Castle, for an exclusive access-all-areas tour of the Royal Library and Print Rooms, areas of the castle that the public never usually get to see. We were privileged to be shown around by the expert curators who shared treasures and secrets that are housed in the priceless Royal Collection.

The Royal Library was incredible and felt like something from Hogwarts, with leatherbound books from floor to ceiling. Students were told all about how, like many couples at the time, Queen Victoria and Prince Albert would read to each other as a means of entertainment- in the same way that people in the twenty first century might spend time together watching TV or a film. We were shown the last book that she ever read him, complete with mourning bookmark and a message that she had written. We were surprised and honoured to be able to handle this incredible piece of history. Sixty four years after the premiere of the film Dr. No, Mr Christy also spotted Ian Fleming's James Bond adventure "Goldfinger" on the shelf. The library's curator was pleased to point out that this was the copy owned by the late Queen, and contained her Royal seal in the front of the book. Apparently, she loved James Bond books, which makes her entrance to the 2012 Olympic Games in London even more interesting.

ART



Students were also shown a series of 500-year-old drawings by Leonardo DaVinci, in which the artist had attempted to understand the workings of the human body by dissecting and then drawing the corpse of a man he had seen die. DaVinci is well known as an artist, but it was great to discover his work as a scientist, and to see first hand his distinctive mirror writing.

After visiting the collection, students then worked in teams with students from other schools to create presentations about some of the artefacts that they had learned about. It was a fabulous day, and the students did Chenderit proud, asking insightful questions and creating some informative and memorable presentations.

Students ended the day with an access-all-areas tour of the castle. We were shown the state banqueting rooms, King Henry VIII's suit of armour and Queen Mary's famous dolls house. We also saw the Grand Reception Room and the Waterloo Chamber being prepared for investiture: these are the rooms where you would visit if you were being knighted or given a special reward. If we had been on the trip one day later, we would have seen Prince William and a host of assorted celebrities.

The students were impressed too. Keira, in Year Twelve, commented, "This was a great opportunity to see unique art and artefacts. The castle itself was extremely beautiful. It was a great trip that helped with preparing for the Articulation process."

TECHNOLOGY

Hello, and welcome to the first contribution to the Keep-In Touch magazine this term from the Technology Department.

The first seven weeks of the autumn term have been really busy as students start their new projects. Students in Year's 7 and 8 continue to rotate between teachers starting a new project roughly every ten weeks; building up a huge range of skills and experiences in the different Technology disciplines. Our Year 9 students have started their new GCSE D&T and Food and Nutrition courses this term and are getting used to the rigours of coursework and theory lessons each week. Our Year 10 and Year 11 GCSE groups are continuing their studies leading to a final grade at the end of Year 11. Many Year 11 students are heavily focused on producing NEA coursework ready for next year's spring term deadline; whilst revising and preparing for the forthcoming round of PPE's in early November. Finally, our Year 12 and 13 students are also busy getting to grips with the challenges that the A-level curriculum presents them. Our Year 13's are also busy completing important coursework that will become an essential part of their overall final grade in 2027.

In case you are wondering who the Technology Team are, here is a quick reminder:

- Mrs Rowe – Second in the Department, specialising in Food and Nutritional Technology
- Mrs Watts – also teaching Food and Nutritional Technology and a Year 7 tutor
- Mrs Adams – a part-time Textile's specialist inspiring our students in Key Stage 3 and 4.
- Mr Kirton – a Design and Technology specialist in timber, metal & polymers; working with groups from Year 7 to Year 13 and famous for his NEDBOT project.
- Mr Parsons-Brown – an Art specialist who can't resist working with our Key Stage 3 students to develop their creativity in a range of projects including textiles, electronics and product design.
- Mrs Dixon – our technician supporting staff and students in the Food and Nutrition kitchens and with Textiles.
- Mr Black – our technician who supports Mr Kirton and myself with many roles connected to the day-to-day running of the Design and Technology workshops.

Although many of our groups are mid-way through projects, I have asked the team of Technology teachers to give me some insight into some of the work their students have been producing and who are the current 'star students' in their groups. Below is a taste of some of the excellent work that is being produced and the names of some of our students who have made a really positive impression in their lessons with their work, attitude and commitment.

TECHNOLOGY
YEAR 7

Mr Kirton – Year 7 NEDBOT project (7A/TC1)

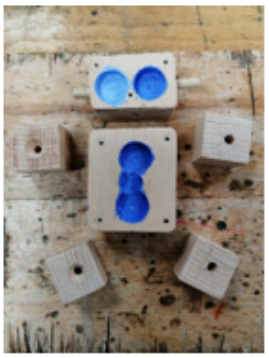
These are an example of projects from students within one of my Year 7 groups who are learning lots of new skills in the Technology workshops, working hard and showing lots of enthusiasm to make their own brilliant NedBot!



Archie Ingram - 7C



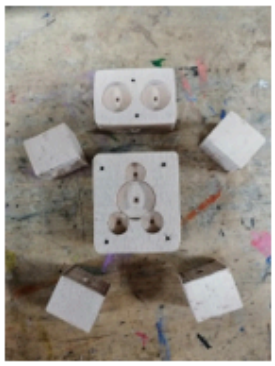
Ted Cherry - 7C



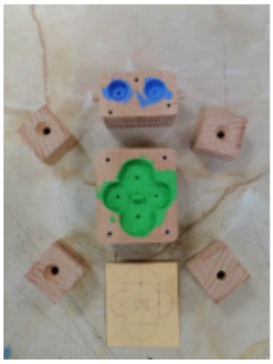
Jessica Clark – 7A



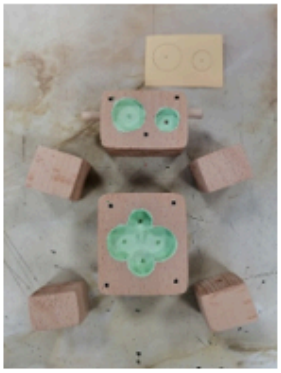
Ahnaf Gulam - 7C



Bran McGaw - 7C



Alex Canning – 7B



Paige Leach – 7B



Evie Jones – 7A

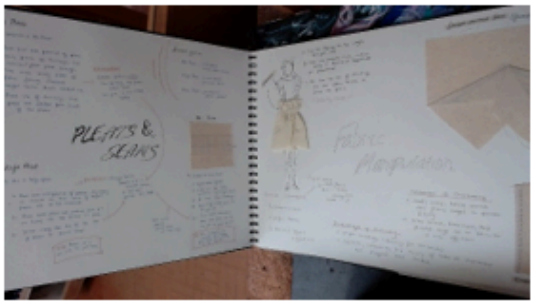
TECHNOLOGY
TEXTILES

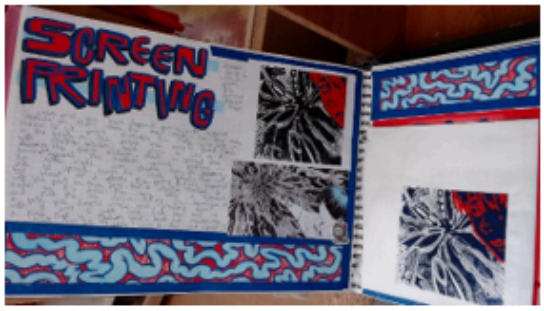
Mrs Adams – Year 10 GCSE Textiles group

In Textiles, the Year 10's have been busy mounting their work from year 9 into their sketchbooks, they are encouraged to find their own style of presentation when doing this. As you will see this has resulted in very individual and creative pages



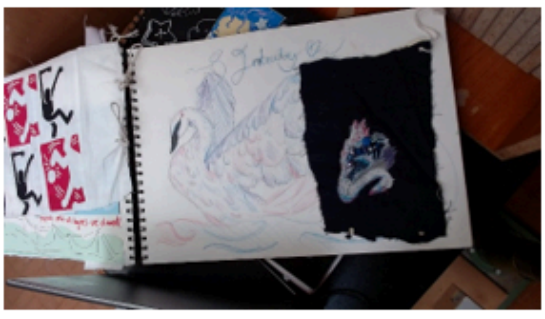


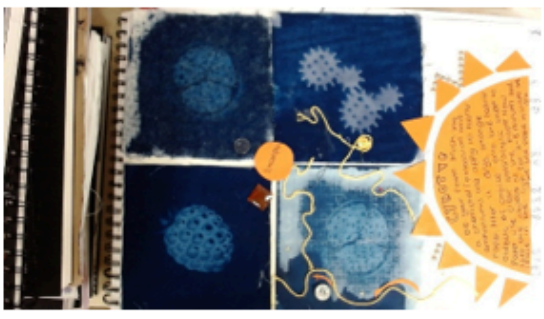








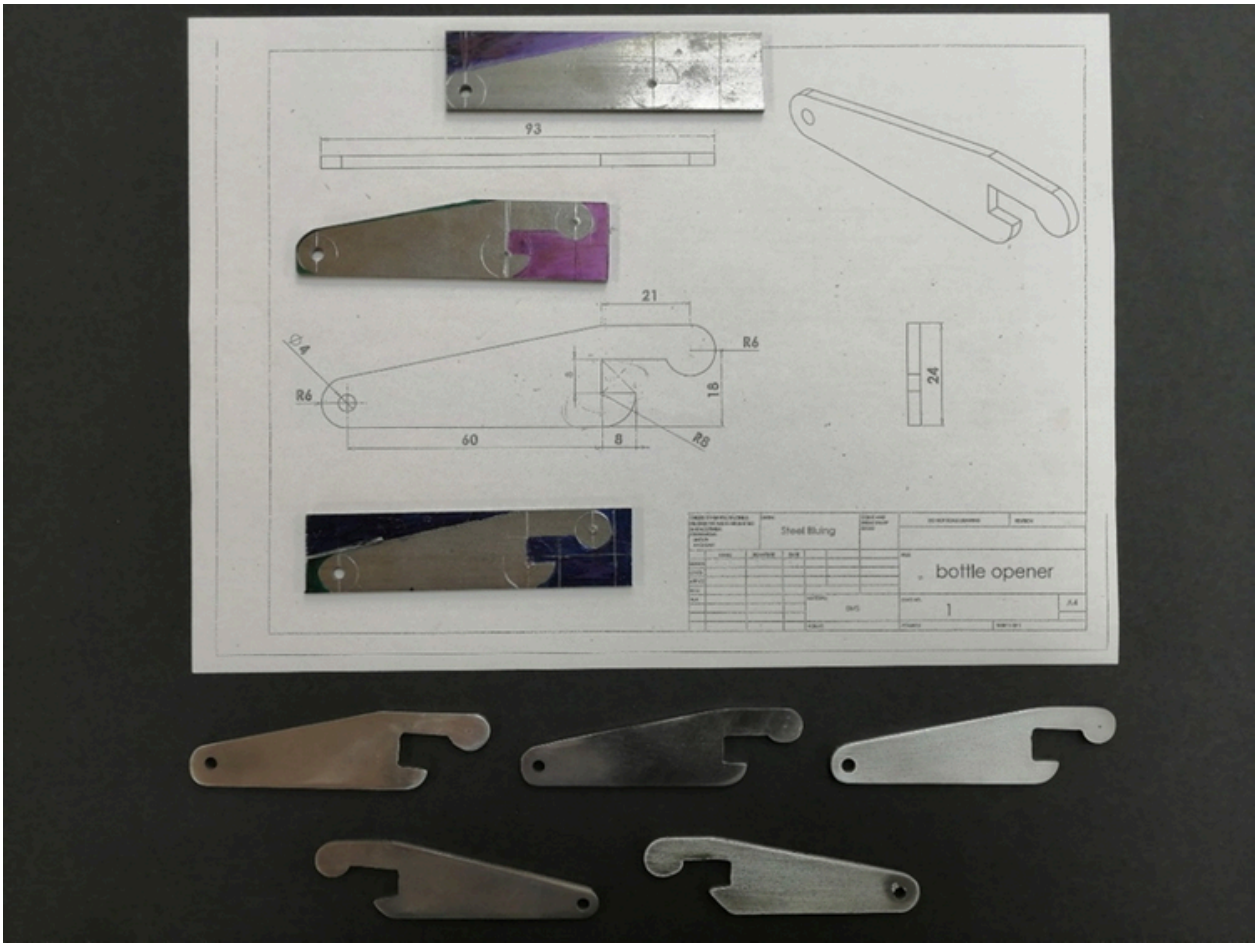




TECHNOLOGY
DESIGN & TECHNOLOGY

Mr Holland – Year 9 GCSE Design and Technology group (9J/TE1)

In our most recent D&T project students have been learning engineering skills in the workshop to follow a simple orthographic/isometric scaled drawing to make a traditional bottle opener out of a piece of steel bar. Here are examples of some fine pieces of work in progress.



Flynn Nunn – 9D

Toby Kerton – 9C

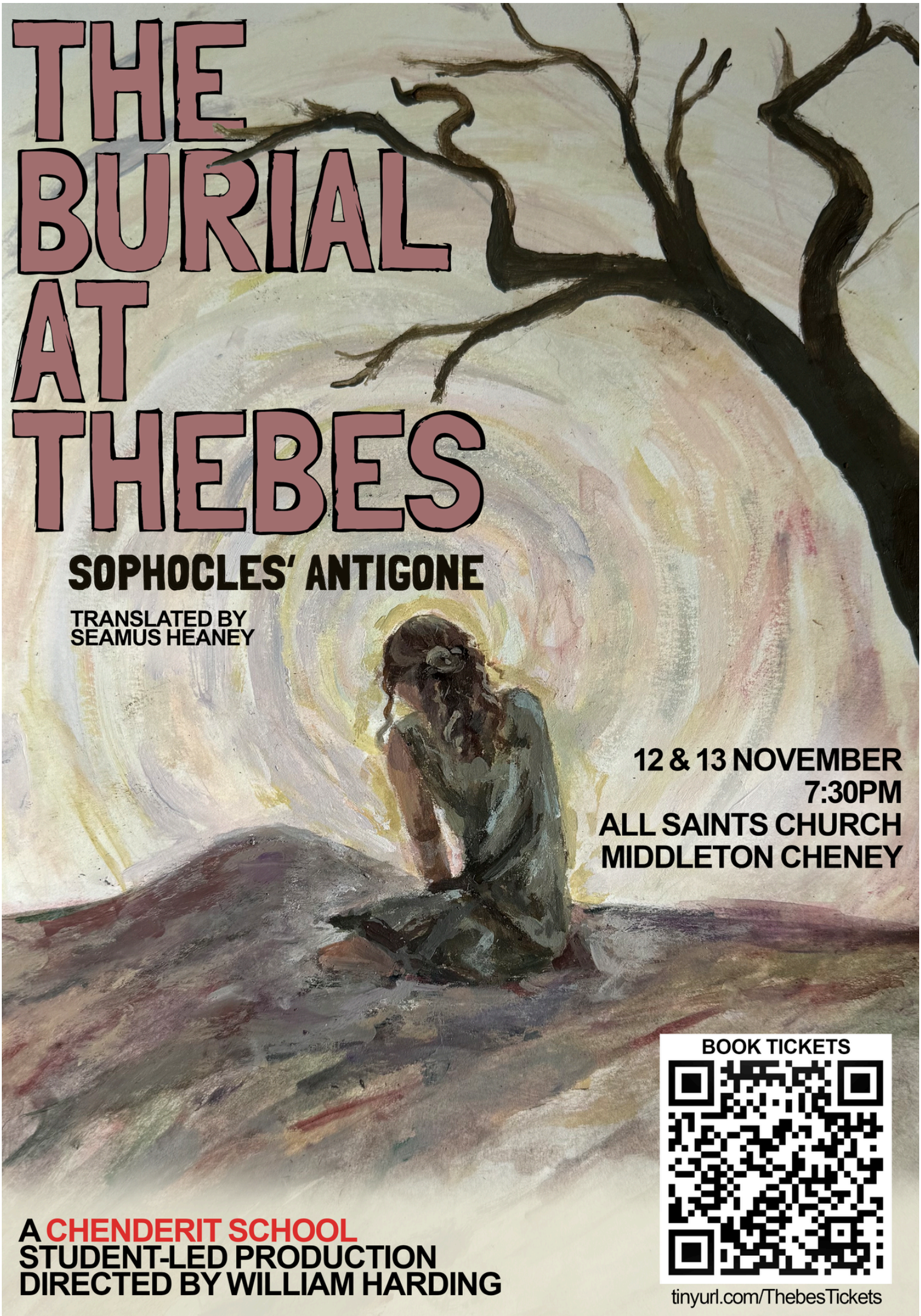
Noah Perry – 9B

Toby Pollard-Bond – 9A

Alfie Townsend – 9A

Well done to all the students whose work has been featured in our article. There were lots of examples that we could have chosen to use and if your work has not been showcased this time maybe your work will appear in our next contribution to Keep-In Touch later in December.

Best wishes
Toby Holland
Head of Technology


THE BURIAL AT THEBES
SOPHOCLES' ANTIGONE
TRANSLATED BY SEAMUS HEANEY
12 & 13 NOVEMBER
7:30PM
ALL SAINTS CHURCH
MIDDLETON CHENEY
BOOK TICKETS
tinyurl.com/ThebesTickets
A CHENDERIT SCHOOL
STUDENT-LED PRODUCTION
DIRECTED BY WILLIAM HARDING

DRAMA

'THE BURIAL AT THEBES: SOPHOCLES' ANTIGONE',

TICKETS AVAILABLE NOW

Chenderit School is proud to present **'The Burial at Thebes: Sophocles' Antigone'**, an ambitious student-led production coming to All Saints Church, Middleton Cheney, this November.

📅 **Thursday 12 & Friday 13 November 2026**
🕖 **7:30pm | Doors open at 7:00pm**
📍 **All Saints Church, Middleton Cheney**

Written almost 2,500 years ago, Sophocles' Antigone remains one of the most powerful stories in world theatre. In Nobel Prize-winning poet Seamus Heaney's acclaimed translation, this ancient tragedy asks questions that still matter today: What do we owe the dead? When should conscience challenge authority? And what happens when leaders refuse to listen?

Following a devastating civil war, the new King decrees that one of Antigone's brothers shall receive an honoured burial, while the other must remain unburied as a traitor. Antigone refuses to accept his law, setting herself on a collision course with the King, the state and the city around her.

A story of grief, conscience and the limits of power.

Staged in an intimate traverse format inside the beautiful, Grade I listed All Saints Church, audiences will be seated on two sides of the playing space, placing them at the heart of this timeless conflict.

Created and performed by Chenderit students, the production is an ambitious collaborative project, with students taking responsibility for directing, design, technical production, photography and more.

🎟️ BOOK YOUR TICKETS:

Tickets are available with a suggested voluntary donation of £10 per person (£8 concessions), with donations supporting Chenderit's drama provision and All Saints Church.

https://tinyurl.com/ThebesTickets

Seating is strictly limited, so early booking is essential.

A special thank you to Year 13 Art student INDIRA CHRISTY for creating the stunning production artwork and helping establish the visual identity of the show.

We look forward to welcoming students, families, staff and the wider community to All Saints Church this November.

DRAMA

Year 8 Drama

Year 8 students have made an excellent start to their Fractured Fairytales and Revolting Rhymes topic this term, developing their knowledge, understanding and application of drama conventions to devise original and imaginative performance work. They have been exploring how to structure performances effectively and create engaging, believable characters, demonstrating growing confidence, creativity and collaboration in their practical work. Homework has been of an outstanding standard, showcasing students' creativity and commitment to the topic, with some fantastic examples now proudly displayed.

Drama Stars: The following students have been selected for consistent effort, progress and team-work.

8A1 Francesca Cromack and Isaac King
8A2 Chelsea Carron and Huw Osborne
8A3 James Yard and Amelie Jackson
8B1 Effie Hibberd and Amaya O'Driscoll
8B2 Evelyn Jeffery and Sienna Crowshaw
8B3 Polly Terry and Jamezy Tibbetts

Theatre Trip:

The Year 8s are super-excited to be attending the Drama and English cross-curricular Theatre Trip to see **'Christmas Carol Goes Wrong'** by the highly acclaimed and award-winning Mischief Theatre in February 2027. This will be an excellent opportunity for them to develop their knowledge and understanding of live theatre, developing their evaluative and analytical skills, and of course supporting their understanding of 'A Christmas Carol' where they study this text in GCSE English.





DRAMA

Year 9:

Our Year 9 GCSE Drama students have made an outstanding start to the course, demonstrating impressive enthusiasm and creative maturity.

To establish their baseline skills, the class collaborated on a whole-class piece, The Market Square, applying drama conventions like freeze frames, cross-cutting, and choral movement to build mounting tension.

Building on this, students have moved into Children's Theatre, devising performances inspired by favourite children's books to explore morals such as the importance of kindness. They look forward to performing these later this year for a very willing audience of foundation children from St. Leonard's Primary School!

Parallel to their practical work, students are developing their live theatre evaluation skills through formal essays on the National Theatre's production of Peter Pan, accessed via the school's Drama Online subscription. Their impressive commitment to both performance and analytical writing sets a fantastic standard for the year ahead.



Year 9 Drama Stars:

Chloe Tillcock and Poppy Williams

Year 10:

Our Year 10 GCSE Drama students are excelling in Component 1, demonstrating outstanding creativity with OCR's stimulus materials. Working from diverse prompts, they are devising a broad range of original performances to fulfil their artistic intentions, suitable for their selected target audience.
This cohort stands out for its broad range of skills with acting and design students -covering lighting, sound, set, and costume - collaborating seamlessly to bring cohesive, impactful ideas to life. Alongside rehearsals, students are documenting their creative choices in coursework portfolios/ This component is worth 30% of their final grade across performance/presentation and coursework.

Year 10 Drama Stars:

Taya Blencowe and Emily Barker-Fox

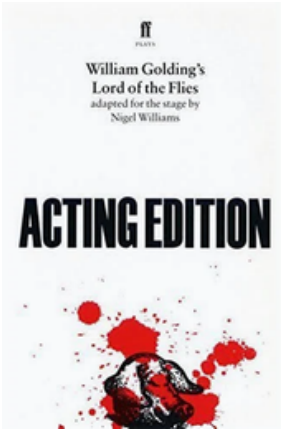
DRAMA

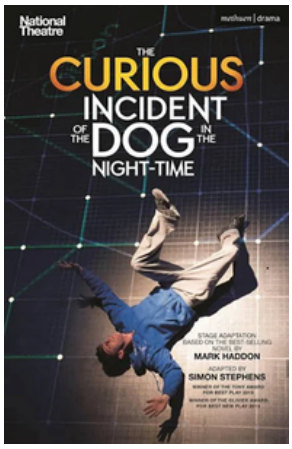
Awesome Year 11 Drama Students!

Our awesome Year 11 Drama students are working incredibly hard as they prepare for their upcoming written and practical PPEs! They are currently developing their live theatre evaluations of the National Theatre's Frankenstein, analysing the production choices that bring this powerful performance to life. Alongside their written work, students are staging performances and developing creative designs for their group, monologue and duologue assessments, exploring either the stage adaptation of Lord of the Flies or The Curious Incident of the Dog in the Night-Time. Both fantastic texts feature in our **16 Before 16** school reading initiative, bringing literature and practical Drama together. Go smash it Year 11!

Year 11 Drama Stars:

Scarlett May and Nancy Brookes-Baker







A-level Drama and Theatre:

Year 12:

Year 12 students have made a strong start to the term, diving headfirst into Andrew Bovell's *Things I Know to be True*. They are creatively manipulating space, and physical storytelling by applying a diverse range of theatrical styles and practitioner methodologies from Stanislavski through to Punchdrunk.
To prepare for their written examination, the cohort is making strong progress practically exploring Polly Stenham's That Face from the perspective of both actor and designer. Additionally, students are reading a wide range of playtexts, carefully sourcing and staging engaging monologue performances to sharpen their performance and analytical skills ready for the performance exam in Year 13.

DRAMA

Year 13:

Our awesome Year 13 Drama and Theatre students are making exceptional strides as they develop their directorial concepts for Georg Büchner's Woyzeck. They are demonstrating an outstanding grasp of Brechtian methodology, skillfully embedding epic theatre techniques, gestus, and stark alienation effects into their presentations during lessons.
In tandem with their directorial work, the cohort is actively staging Marius von Mayenburg's The Ugly One. Through bold, highly articulate stylistic choices, they are refining their practical staging in preparation for both their January PPEs and their final performance exam in Easter 2027. We cannot wait to see their final productions come to life on stage.

A-level Drama Stars: Alexie Critchley and Sophie Cooper

Review of the Year 11 and A-Level Drama Trip to Everyman Theatre, Cheltenham

The recent trip to the Everyman Theatre in Cheltenham proved to be an exciting and memorable experience for our Year 11 and A-Level Drama students, who chose to watch Paranormal Activity. However, it was particularly our Year 13 Drama students who campaigned enthusiastically for this opportunity, recognising its potential to support their written examination, where they are required to evaluate live theatre.

Their enthusiasm for the educational value of the trip was certainly commendable, although I suspect the opportunity to give their teachers a fright may also have played a part in their persuasive efforts!

Paranormal Activity delivered plenty of suspense, tension and unexpected moments, creating an unsettling atmosphere that kept the audience on edge. The production provided a valuable opportunity for students to observe professional theatre in action, considering how performance techniques, staging, lighting and sound combine to manipulate an audience's emotions and build suspense.

It was particularly sweet to see that some of the students had organised to bring special teddies to the theatre with them to provide comfort for jump-scares!









DRAMA

LUNG's production of 'Woodhill' at The North Wall, Oxford:

Our Drama students enjoyed an inspiring trip to The North Wall to experience LUNG Theatre's powerful production of Woodhill, followed by a practical verbatim theatre workshop and dinner in St Edward's Great Hall.

The visit offered far more than watching professional theatre; it provided compelling insight into how verbatim theatre can educate audiences on systemic failures. Through authentic testimony and real family voices, Woodhill confronted the audience with the stark realities of HMP Woodhill -exposing the crisis surrounding prisoner care, extreme self-harm, and systemic neglect within the UK justice system. LUNG demonstrated the immense power of verbatim performance to humanise hidden stories while preserving emotional integrity and calling for accountability.

In the accompanying workshop, students explored LUNG's methodologies first-hand. Learning how to handle sensitive source material, shape real narratives, and represent lived experiences provided practical strategies for their own devising work, alongside a deeper awareness of the ethical responsibilities involved in making socially conscious theatre.

The day concluded with dinner in the magnificent surroundings of St Edward's Great Hall, allowing students and staff time to reflect together.

We are immensely grateful to Abi Walton and LUNG Theatre for an exceptional experience that has equipped our students with invaluable tools and fresh creative inspiration.





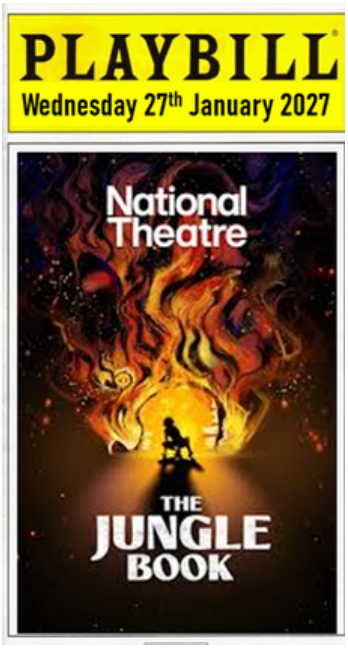




DRAMA

Upcoming Theatre Trips and Workshops:

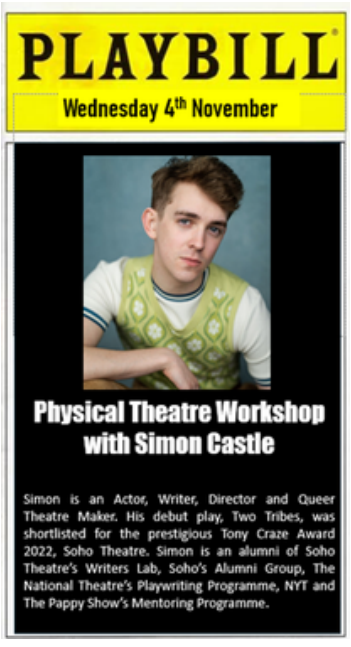
Please see below for the upcoming GCSE/A-level Theatre Trips and Practitioner Workshops











POLITICS

A-Level Politics: The Power of a Politics Journal

They used to say a week is a long time in politics. With the development in social media, it would be more appropriate to say ‘A Day is a long time in Politics’.

Keeping up to date is one of the biggest challenges that our Politicians face in developing their understanding of the A-Level specification. Even something as simple as our topic on the UK Executive requires students to now know each UK Prime Minister from 1997, including their policy focus and this is a list that keeps growing (we currently have 10 living current / former Prime Ministers).
How do we help students?

Each week, students in Year 12 Politics complete their weekly ‘Politics Journal’. This sets them the task of engaging with, and recording, 3 political news stories, broken down into:

- 2 x news stories
- 1 x Podcast

We provide students with a list of suggested sources (BBC, Al Jazeera, Newspapers, Podcasts) and explore the bias and problems of each. In their first lesson of each week (currently Tuesday), 3 students share their weekly research and we explore how this connects to the wider specification and their studies so far.



My Politics Journal

This journal is designed to be a record of your wider engagement in Politics as the course develops. Remember, politics is an up-to-date subject – what we cover in class is the core content, but the ‘lived experience’ and examples are all around you! The more varied and modern your examples, the more impactful your writing and arguments!

How to use this journal

In this journal is one page for each week of the school year, including the holiday’s.

For each week it asks you to:

- Listen to one episode of a political podcast
- Engage in two news articles

For each of these 3 sources of media, you need to:

- Summarise what the main argument of the podcast / news article was
- Identify which part of the politics course it best links with (you can use your PLCs and Spec Overviews to support this)

Each week a few of you will be asked to share your findings with the class, so come prepared

Possible links (not exhaustive and there are plenty out there to choose from – most are on Spotify, Apple, Audible, YouTube etc):

Podcasts	News Sources
The Rest Is Politics (UK and US)	BBC
The Guardian Politics Podcast US and UK	Al Jazeera
The New Statesmen	Newsweek
The Financial Times Politics Podcast	Politico

Week 1 – September			
Political Source	What source did I choose?	Summary of the core message / event / issue	Where does it link with my specification?
Political Podcast			
News Article 1			
News Article 2			

At home, consider asking them what stories they are accessing and what they found out.

Mr Bonnett

PSYCHOLOGY

A Level Psychology: A room full of practicals!

Year 12 Psychologists this term have been slowly learning how to conduct their own studies as well as looking at some historical and contemporary psychological studies.

With Mrs Brunt the students are learning how to conduct studies from start to finish. They have been looking at a variety of hypothesises such as ‘Can music help you remember, does background noise affect concentration’, and ‘does time pressure make you perform differently?’

Year 12 have been investigating these questions through their own psychological experiments, recruiting fellow students, collecting data and using the Mann–Whitney U test to analyse their findings. They’ve been discovering first-hand that the results aren’t always what you expect!

With Mrs Gulamhussein the students have been delving into the Biological area:

They have looked at Sperry (1968)’s Split Brain study which investigated the effects of having your corpus collosum severed (aka, split brain surgery, severing the bundle of nerves that allows your left and right hemispheres to talk to one and other).

They have looked at Casey et al. (2011)’s study into the Delay of Gratification whre out Y12s replicated Casey’s Marshmallow Test and her Go/No-Go Task to see how strong their impulse control was.

Most recently they have been looking into Blakemore and Cooper (1973)’s study into Visual Development. This study used kittens as their brains are very similar to our own. Prior research showed that we have neurons (brain cells) that are specific to orientation, and communicate orientation in a relay manner, travelling from our eyes to our brain and back. These kitten’s were placed into a cylinder for 5 hour a day, and wore a collar that hid their bodies from them. The walls of the cylinder had either horixontal or vertical lines on it. This was done to see what the effects of manipulating our early visual experiences would be on our brains when we are fully developed. The results showed that the cats actually did not react when objects were thrust in their face, and made no attempt to meet a surface e.g if you hold a cat and go to put them down, they will stretch their legs to meet the surface you put them on. These kittens didn’t. However, this was not a permanent issue, after about 10 hours in a normal room, their vision returned to normal.



Image:

A replica made by students of the Apparatus used in Blakemore and Cooper’s (1973) study.

Mrs Brunt & Mrs Gulamhussein



SOCIOLOGY

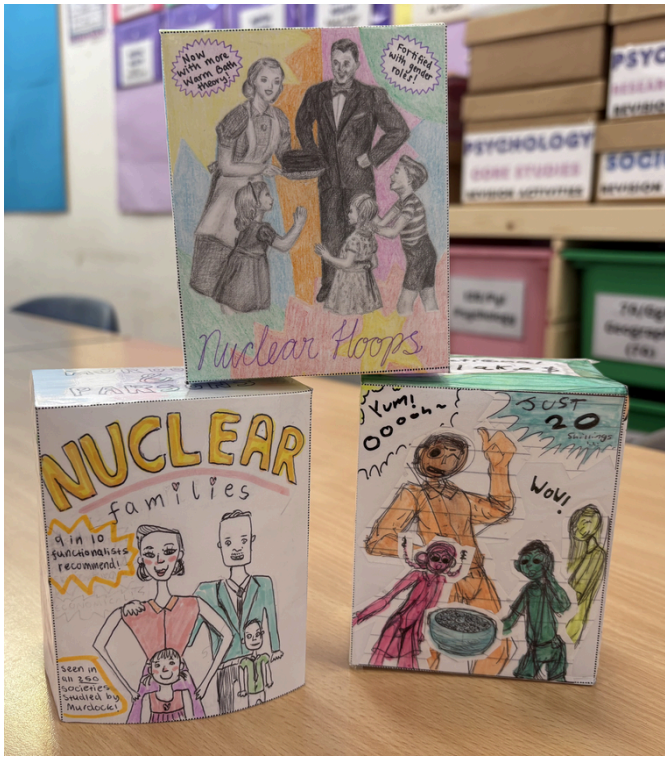
A Level Sociology: the perfect family!

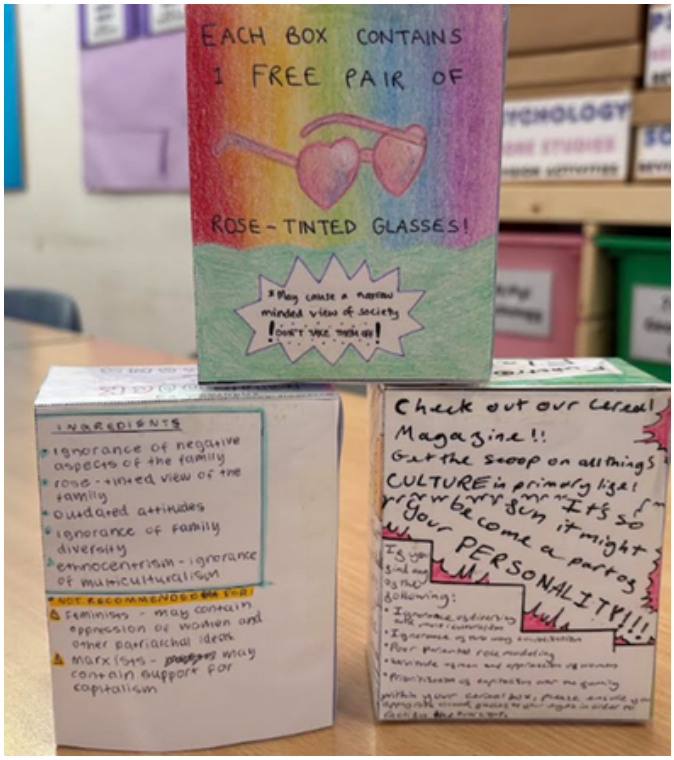
Year 12 Sociologists have started their first unit of Families and Households. This unit aims to unpick what a ‘family’ and a ‘household’ actually are in modern society and how these definitions have changed over time.

Students started by looking at the historical definitions of family. In the 1900s the ‘nuclear family’ was promoted as the ideal family type. This would traditionally be a married couple with children. Students have investigated the functions that a family performs (known as functionalism) . Warm bath theory argues that the family is there to help the breadwinner (traditionally the man of the house) relax and destress after work, stabilising their personality. This would allow them to then go back out the next day and provide for his family and the cycle continues!

To help reinforce how much the nuclear family was promoted our students made Cereal Boxes that reflected how Functionalists at the time argued nuclear families were the best type of family!

Front:
Back:





In both images we have work by Roman Watts on the top, then left to right you have Meredith Short and Archie Nunn – but every student produced some excellent work, well done!

Mrs Gulamhussein

INCLUSION

Supporting Your Child's Journey:
How We Process ASD, ADHD, and Dyslexia Referrals

I wanted to share an update on how we manage referral requests for students who are on assessment pathways for neurodevelopmental conditions such as Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), and dyslexia.

Over the past few months, we've seen a steady increase in requests to complete forms for external medical and diagnostic services. To make sure we give every child's paperwork the attention it deserves, we want to outline how our internal process works.

How to Submit Your Forms

If your child is currently undergoing a referral or awaiting a diagnosis and you need us to complete school evaluation forms, please send them directly to: referralrequest@chenderit.net



Why the Process Needs Time

We are often asked to fill out and return these forms within a few days. While we completely understand how eager families are to get answers, a quick turnaround just isn't possible — or professionally right — for something this important.

For a medical team to diagnose conditions like ASD or ADHD, official clinical guidelines require clear evidence that a child's traits are present in at least two different settings—usually home and school.

- **Autism (ASD)**: Diagnostic criteria look for persistent differences in social communication and interaction, alongside repetitive behaviors or routines, across different social settings.
- **ADHD**: Inattention, hyperactivity, or impulsivity must be noticeably affecting a child's day-to-day life in more than one environment (like in class and at home).

Because a diagnosis is lifelong, the evidence we provide must be thorough, balanced, and accurate. School feedback plays a crucial role in showing a diagnosing professional how your child manages outside the home.

INCLUSION



How We Gather Teacher Feedback

Since no single teacher is with a child all day, we don't rely on just one person's perspective:

- **Stage 1**: Once we receive your forms, we send them to **three of your child's subject teachers**.
- **Stage 2**: Collecting feedback from multiple teachers gives us a much fuller picture of how your child interacts, learns, and copes across different classroom environments and subjects.
- **Stage 3:** We then gather all three sets of teacher feedback, combine them into one detailed report, and submit it directly to the assessment team.

Because gathering, reviewing, and combining feedback from several teachers takes time, **please allow a four-week turnaround time frame** for this process to happen effectively and thoroughly.



Because gathering, reviewing, and combining feedback from several teachers takes time, please allow a four-week turnaround time frame for this process to happen effectively and thoroughly.

Thank you so much for your patience and support as we work together to get the best possible outcomes for your children!

Anna Greening
SENDCo

INCLUSION

Pets As Therapy partner with schools, hospitals, care homes and community groups to bring the comfort, companionship and joy of a therapy pet visit to those who need it most.

Brian visits Chenderit once a month with Sam.





DUKE OF EDINBURGH

UPDATE



Congratulations to all of our Bronze and Silver Duke of Edinburgh Award applicants who have been accepted for 2027 and have now successfully secured their places by paying their deposits this week.

Mr Huckin and the DofE team are shortly setting up student accounts and meetings will be arranged for each cohort to get everyone started.



Gold was launched this week during assembly. Students had the opportunity to pick up a physical letter to apply.

If they missed this or have further questions then they should **email Mr Huckin.**



To apply students should pay their deposit and submit their statement answering:

Why do I want to participate in Gold DofE? To Mr Huckin by **Thursday 5th November.**

PASTORAL CARE



At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

10 Top Tips for Parents and Educators

DEVELOPING HEALTHY SLEEP PATTERNS

Quality sleep is paramount for wellbeing as it impacts our cognitive function, emotional balance and overall health. A World Health Organisation study highlighted that **44%** of young people reported difficulty sleeping – potentially affecting their mood, concentration and immune system. Our guide offers expert tips for helping children to sleep more healthily.

1 MINDFUL TECH USE

Encourage a balanced approach to screen time. While phones, laptops, tablets and so on can serve as a helpful means of stress relief, it's advisable to minimise their use right before bed. These devices can keep the mind racing long after they're switched off, impacting how easily and how well a person can sleep.

2 EFFECTIVE SLEEP PRACTICES

Offer practical advice on reinforcing certain habits that have a positive influence on sleeping patterns. Children could start keeping a diary which they add to each evening, for example – or they could use up excess energy by exercising during the day.

3 HYDRATION HABITS

Underline the importance of drinking plenty of water throughout the day, while limiting drinks close to bedtime to prevent disruptions during the night: it's a lot harder to switch off if you keep needing to get out of bed for the toilet. Avoiding caffeinated drinks later in the day also allows the body and brain to slow down naturally, without any chemicals firing them back up.

4 CONSISTENT BEDTIME SCHEDULE

Assist children in developing consistent bedtime routines that tell the body it's time to wind down, promoting a more relaxed state. Establish specific activities for young ones right before going to bed – such as brushing their teeth – to set up an association between that action and falling asleep.

5 OPTIMAL SLEEP ENVIRONMENT

Ensure that the bedroom is comfortable, dark and free from distractions, fostering an ideal space for quality rest. The room's temperature should also be suitable for sleeping – that is, not too hot and not too cold – while rooms should be kept as tidy and free of clutter as possible.

6 RELAXING EVENING ACTIVITIES

Recommend activities that have a calming effect on the mind – such as reading or gentle stretching – in the lead up to bedtime, to prepare the mind for a peaceful night's sleep. Doing something quiet, relaxing and low intensity signals to the brain that it's time to rest and makes falling asleep much easier.

7 PRIORITISING ADEQUATE SLEEP

Emphasise the crucial role of sleep in maintaining physical and emotional wellbeing. It's especially important to sustain a healthy sleep pattern during challenging and intensive periods in our lives: during the exam season for children and young people, for instance.

8 NUTRITIONAL BALANCE

Highlight the significance of a healthy, balanced diet – and its role in establishing a more consistent sleep pattern. Try to lean towards preparing meals with plenty of fruit and vegetables, served in reasonable portion sizes: not only is this a lot healthier, but it also reduces the chances of feeling too full to be comfortable in bed.

9 PARENTAL SUPPORT

Parents and carers, of course, are uniquely situated to support their children in establishing and maintaining healthy sleeping habits. Parents can review their own sleep habits (incorporating anything from this list that they don't do already) to model a balanced bedtime routine and reinforce the importance of self-care.

10 MILITARY SLEEP METHOD

Look up 'the military sleep method': it's a technique for falling asleep quickly, which incorporates deep breathing exercises. You could encourage children to try it or even use it yourself. While it can take a good deal of practice to perfect, eventually it will start to feel natural – and the results are often extremely impressive!

Meet Our Expert

Minds Ahead design and deliver the UK's only specialist postgraduate mental health qualifications. Winner of the Social Enterprise UK: 'One to Watch' award, the charity provides training and support to education organisations and local authorities. This guide has been written by Adam Gillett – a learning and development specialist who is also Associate Vice-Principal for Personal Development at a large secondary school.

#WakeUpWednesday®

The National College®

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 13.03.2024

Chenderit Sixth Form
SIXTH FORM WEEKLY BULLETIN

AN OUTSTANDING SIXTH FORM

Ofsted Outstanding

Weekly Message

The beginning of term has been full on for our Sixth Form students, whether it be finding their feet in Year 12 or working towards those final exams in Year 13. This week saw the UCAS early entry deadline, congratulations to those students who have submitted their application and have already started to receive offers. Many students who have applied to Oxford, Cambridge and other competitive universities have also taken extra exams to support their applications – well done to them!

In assembly this week Mr Huckin discussed the Gold Duke of Edinburgh Award with Year 12 students (more information available via student email) and Year 13 students have been talking about healthy relationships, consent and the law

For those students considering an apprenticeship after the Sixth Form, a big document has been released this week detailing apprenticeships offered by large companies. More information can be found here:

https://www.amazingapprenticeships.com/resources/higher-and-degree-listing/

We urge students who are considering an apprenticeship as a Post 18 pathway to read the document and to ask for any help in making application from a member of the Sixth Form team

Mrs H Millan

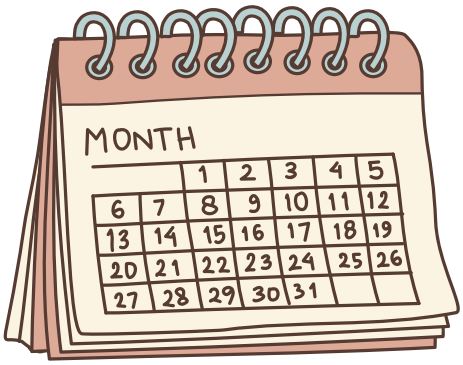
UON Degree and Apprenticeship Fair

All students in Year 12 have been invited to attend the University of Northampton Degree and Apprenticeship Fair on the 5th November. This is a fantastic opportunity for our Year 12 students. Please can all payments and reply slips be sent back into school before the deadline.

Year 12 Date for the Diary

Students in Year 12 will be taking part in
Work Experience from Monday 5th to Friday 9th July 2027.

Students will need to arrange their own placements. More information will be discussed with students during tutor time next week.



Sixth Form Stars of the Week

Isabelle Brimstead

Giuseppe Chisari

Molly Wright

Niamh Carvosso

Adam Cross

Xanthe Gibbins

Amber Dolan

Lolchan Gough

CHENDERIT SCHOOL SIXTH FORM

Open Evening

19th November 2026 6-8pm



Aim High, Work Hard, Be Kind

Ofsted Outstanding 2022

CAREERS & WORK EXPERIENCE

Year 11 MOCK INTERVIEW DAY!



A Warm Welcome to Our Professional Volunteers

On Wednesday, 21st October, we look forward to welcoming our industry volunteers for the Year 11 Mock Interviews. Thank you for giving your time and expertise to support our students at this key milestone!

To Our Year 11 Students: Embrace the Experience

Mock Interview Day is a great opportunity to build confidence and essential life skills. While nerves are normal, approach the day with enthusiasm! The practice you get today—communicating clearly, presenting yourself professionally, and learning from expert feedback will stay with you throughout your future.

Event Details

- Date: Wednesday, 21st October
- Location: Lecture Theatre
- Dress Code: Full School Uniform

We wish all of our Year 11 students the very best of luck. Make the most of every insight shared on the day!



That's all for this week,

Many Thanks, Mrs Williams

Careers and Learning Resources Co Ordinator

OXFORDSHIRE PARENT CARERS FORUM

A Voice for Parent Carers in Oxfordshire

Join us for our next webinar series with NDC CAMHS

Eight free online webinars for Oxfordshire parent carers



We're pleased to share the next OxPCF & NDC CAMHS Parent Carer Webinar Series, with eight free online sessions running monthly from September 2026 to April 2027.

Following our previous webinars with the NDC CAMHS team, this next series will explore a range of topics you have told us are important to parent carers – from what to expect from the CAMHS NDC Service and parent carer burnout, to EBSA, masking, distress, online safety and eating difficulties.

Each webinar will include accessible, evidence-based information, practical strategies and an opportunity to ask questions directly to clinicians and other professionals.

Once a month | Online via Microsoft Teams | 12:00pm–1:30pm | Free

What's coming up?

30 September – What to Expect from the CAMHS NDC Service

Find out how the CAMHS NDC assessment pathway works, what families can expect at different stages and how you can prepare.

23 October – Parent Carer Burnout and Looking After Yourself

Explore the signs of parent carer burnout and realistic ways to manage stress and look after your wellbeing alongside caring for your family.

18 November – Parenting Neurodivergent Young People as a Neurodivergent Parent

Explore the strengths and challenges of parenting when you're neurodivergent too, with practical approaches for navigating family life.

9 December – Emotionally Based School Avoidance (EBSA)

Understand what may be behind school-related distress and explore approaches that can help children, young people and their families.

20 January – Making Sense of Distress

Explore what may sit behind distressed behaviour and practical, compassionate ways to understand and respond to your child or young person.

24 February – Understanding Masking

Understand why neurodivergent children and young people may mask, the impact it can have and how you can support them.

17 March – Supporting Neurodivergent Young People to Stay Safe Online

Explore online safety, gaming, screen time and digital wellbeing, with practical ways to support safer and healthier online experiences.

21 April – Understanding Eating Difficulties in Neurodivergent Young People

Understand some of the factors that can make eating difficult for neurodivergent young people and explore practical, supportive approaches.

Choose the sessions that are useful to you

You don't need to attend the whole series. You can register for as many or as few webinars as are relevant to you and your family.

Find out more about each webinar and register for your free space:
www.oxpcf.org.uk/events