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## National Apprenticeship Week

National Apprenticeship Week is your chance to learn about the world of apprenticeships. Employers will be hosting virtual events throughout the week.

Calendar of events: [CLICK HERE](#)



The following organisations are also hosting a number of virtual events and may be of interest to you: (please click on the logos)

**YOUNG PROFESSIONALS**

**success at school**

If this has captured your interest, find out more:



03.02.25

**NATIONAL APPRENTICESHIP WEEK**

#NAW2025

10-16 February



winchmore\_secondary\_school



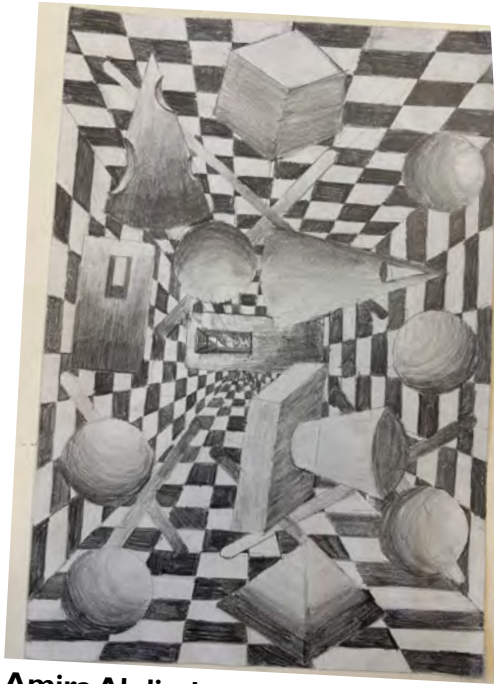
@thisiswinchmore



@winchmoreschool

## Year 7 Art Lessons

Students in Year 7 Art have produced some outstanding responses to their abstract and optical illusion investigations. Students were task in presenting a final piece demonstrating their skills in tone and line by creating an optical illusion art piece with a background inspired by the work of Bridget Riley. Here are some of the amazing talent we have in Year 7!



Amira Abdirahman - 7B



Leah Andrews - 7B



Anna-Maria Sommella 7A

## Year 9 Surreal Masks

In term 1, the Year 9s have studied surrealism. They made clay masks in the style of Peggy Bjerkan and were inspired by idioms.



1.



2.



3.



4.

1. 'Spill the beans'  
by Heidi Van Der Merwe 9M
2. 'When pigs fly'  
by Ricardo Nunes 9M
3. 'It's like talking to a brick wall' By  
Darnell John Oppong-Kwarteng
4. 'Devil in disguise'  
by Ruby Morgan 9M
5. 'Actions speak louder than words'  
by Darina Blyznyuk 9M



5.



## ATTENTION! SAFER INTERNET DAY

Bring £1, wear full school uniform and add a blue accessory to support Safer Internet Day



**Tuesday 11 February**

No face coverings



## What are you Reading?

I'm Miss Falconer and I am the Literacy Coordinator at Winchmore School.

It's really important that we encourage our students to foster a love of reading as it offers numerous benefits, from expanding knowledge and improving vocabulary to boosting imagination and creativity. It helps reduce stress by providing an escape, while also enhancing focus, concentration, and memory. Regular reading fosters empathy by allowing you to experience different perspectives and encourages lifelong learning. Overall, it is a powerful way to stimulate the mind and nurture personal growth.

Therefore I encourage you to pick up a book and start reading. Whether it's on the bus home, before you go to sleep, or while you're waiting to pick your sibling up from school. Expand your mind and discover something new. If you feel inspired, I encourage you to write a short review of your book and send it to me at [madeleine.falconer@winchmore.enfield.sch.uk](mailto:madeleine.falconer@winchmore.enfield.sch.uk) and you will be published in the Winchmore Weekly!

Currently, I am reading *The Captain's Daughter* by Leah Fleming. This is a different version of the Titanic story where a young mother, May, sees her young baby daughter and husband die as the boat sinks. She manages to survive by being rescued by a lifeboat and just before he drowns, the Captain passes on a young baby girl to May to look after. May decides to keep the fact that this is not her baby daughter a secret and starts a new life with this baby terrified that someone will find out the secret. I can't wait to find out what happens next!

Ms Peon - Head of MFL



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## WINCHMORE'S WOW! WORD OF THE WEEK

## Technique

Week beginning 10th February



**Word Class** Noun

**Meaning** A way of carrying out a particular task, especially the execution or performance of an artistic work or a scientific procedure.

- Examples**
- He improved his basketball shooting technique with months of practice. His technique in writing suspenseful stories kept readers on the edge of their seats.
  - GCSE Science : Describe the technique used to separate a mixture of sand and salt. Explain the steps involved and the scientific principles behind the process.
  - GCSE English : Explain the technique used by the poet to create a sense of tension in the poem. Refer to specific language features and how they contribute to the overall effect.

**Challenge** Wordle : <https://www.nytimes.com/games/wordle/index.html>  
Connections : <https://www.nytimes.com/games/connections>

## NATIONAL APPRENTICESHIP WEEK

### LUNCHTIME ACTIVITIES:

- Library
- Music Production Club in M2
- Year 10 English Boost - all welcome
- Girls Leadership Group - Wellbeing hub (the hut)

### AFTER SCHOOL ACTIVITIES:

- After School Club Library 3pm to 4pm
- Art club - AI 3:15 until 4pm
- Year 11 Boys Football - 3pm-4.15pm on the field
- Year 10-13 Dance Club - 3.15-4.15pm in DA2
- All Years - Art Club - AI 3.15-4.00pm
- Scrabble club - Monday 3:15-4:15 pm in the EAL room (selected students)
- Film Club 3:00pm-4:00pm- Room 88
- Debate Club - Model United Nations 3-4pm Room 85
- Coding Club - All years 3:00-4:00 pm in Room 03
- Year 7 Netball Game vs St Annes

**Online Safety Talk – Monday, 10th February 2025 at 8:00pm to 9:00pm**

<https://meet.google.com/wez-sxgv-cmu>

Monday  
10th February

## BLUE ACCESSORY DAY - To mark Safer Internet Day

### LUNCHTIME ACTIVITIES:

- Library
- Piano Club in M1
- Wellbeing Hub (the hut) is open - all years welcome

### AFTER SCHOOL ACTIVITIES:

- After School Club Library 3pm to 4pm
- Year 9 Boys Football - 3pm-4.15pm on the field
- English for specific SEND students 3:15-4:15 pm in the EAL room
- Year 11 Spanish/French Boost classes (selected students, all welcome) 3-3.45pm
- Drama Year 11 Exam Booster TX2 3pm -4.30pm
- Year 9&10 Football Game vs Kingsmead



Tuesday  
11th February



Wednesday  
12th February

### LUNCHTIME ACTIVITIES:

- Library
- Piano Club in M1
- Poetry By Heart – 1:30-2pm Room 85
- Wellbeing Hub (the hut) is open for Lego Club

### AFTER SCHOOL ACTIVITIES:

- After School Club Library 3pm to 4pm
- Year 10 Boys Football - 3pm-4.15pm on the field

**TRIP: Studio 30 to Harry Potter World**

## LUNCHTIME ACTIVITIES:

- Christian Club in Room 23
- Silent Reading Library
- KS3 Drama Club - DR1-1.15PM-1.45PM
- Wellbeing Hub (the hut) is open - all years welcome

## AFTER SCHOOL ACTIVITIES:

- After School Club Library 3pm to 4pm
- Year 8 Boys Football - 3-4.15pm on the field
- Year 7 Boys Football - 3-4.10pm on the field
- Years 10-13 - Basketball - 3:15-4:15pm in the Sports Hall
- Guitar Club and KS3 Band in M1 - 3.15-4.15pm
- Pride Group - 3.00pm-4.00pm - M3
- Year 7 and 8 Languages Club in room 79 - 3-4pm
- Zine Club 3-4pm Room 85
- Year 9 Maths Boost for invited students . 3-4pm
- Year 10 and 11 Practical Drama Booster 3pm-4pm DR1 and DR2
- Year 9 and Seniors Netball Game vs Wren

## TRIPS:

- YR 9 Art to Frameless immersive experience
- Dance to see Michael Jackson



## LUNCHTIME ACTIVITIES:

- Wellbeing Hub (the hut) is open for crochet club - all years welcome
- Library

## AFTER SCHOOL ACTIVITIES:

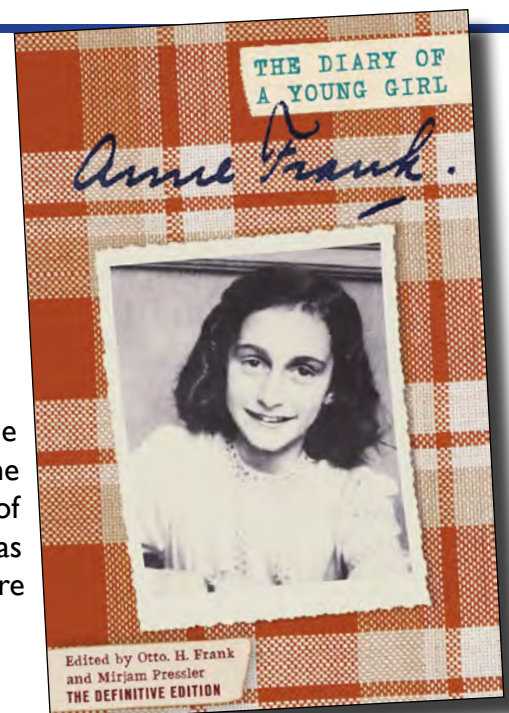
- Year 11 GCSE PE Intervention - 3-3.45pm - Room SC2
- Year 7-9 Dance Club - 3.15-4.15pm in DA1
- Winchmore Tabletop Society - 3-4:pm in room 88

## Available in the Library...

**The Diary of a Young Girl** - by Anne Frank

*'In spite of everything I still believe that people are really good at heart ...'*

In July 1942, thirteen-year-old Anne Frank and her family, fleeing the occupation, went into hiding in an Amsterdam warehouse. Over the next two years Anne vividly describes in her diary the frustrations of living in such close quarters, and her thoughts, feelings and longings as she grows up. Her diary ends abruptly when, in August 1944, they were all betrayed.



## What Parents & Educators Need to Know about SCAMS AND FAKE NEWS

"Fake news" refers to falsified or misleading material presented as a legitimate account of events. It's often used by malicious actors online to push an agenda, or even by criminals as a way of making scams more persuasive. Scammers can trick us into handing over personal information, security details and even our hard-earned cash.

### WHAT ARE THE RISKS?

#### "CLICKBAIT" PHISHING SCAMS

A message arrives saying "Have you seen this video of yourself?" or you might be sent an attention-grabbing headline about a celebrity that's been shared on social media. This kind of "bait" is produced by scammers to drive us to click on an unsafe link, where malware could be downloaded to our devices. These scams rely on our curiosity and our "need-to-know" instinct.

#### SALES, DEALS & DISCOUNTS

Some scams appear as adverts, offering a chance to buy something – such as designer products, expensive gadgets or tickets to a popular show – at a reduced price. Such plays often include a time limit or countdown, urging us to hurry so we don't miss out on the deal. This pressure encourages us to input personal details or payment information before pausing to check if it's legitimate.

#### YOU'RE A WINNER!

This kind of scam involves fake giveaways, opportunities or freebies. It could be a message saying we've won a prize draw or competition. Or it could be a gift, free trial, bonus credit, and suchlike. It might claim that a package or refund is waiting. All these techniques are used to prompt us to share our personal information, thinking that there's something to be gained by doing so.

#### FALSE FRIENDSHIPS

Scammers often pretend to be someone they're not to gain their victims' trust. They might attempt to convince any children they connect with that they're a child of similar age with shared interests. Warning signs include a high volume of messages (often with an intense tone), secrecy, inappropriate levels of intimacy, guilt tripping, emotional manipulation, threats or blackmail.

#### PANIC MODE

To trigger a sense of panic, scammers may claim that a child's account has been hacked, or a virus has been installed on their device, or any number of other scary scenarios. They may claim to be able to fix the problem or offer a solution – if the child hands over control of the device or sensitive information. Similar scams involve impersonating a friend or relative, claiming that they're in trouble and need help.

#### FAKE CELEBRITY ENDORSEMENTS

Impersonating influential people online is a common tactic for scammers, who can use technology to create fake photos, audio and even videos that look authentic. These can be used to convince us, for example, to buy products, sign up for so-called "business opportunities" or invest in cryptocurrency schemes – all of which are fake or otherwise malicious. Many scams also involve the impersonation of popular companies' social media accounts, as well as those of individuals.

### Advice for Parents & Educators

#### STAY INFORMED

Stay up to date with the latest information and best practice on cyber-security. See what scam stories are reported in the news and make note of what tactics were used. Keep up with young people's digital lives: talk about what they're doing online and use properly endorsed resources to learn what risks certain sites and apps pose to their younger users.

#### ENCOURAGE HEALTHY SCEPTICISM

Most scams rely on emotional or psychological manipulation, tapping into our human instincts – whether that's to keep ourselves safe, help others, find answers, make friends, avoid losing out or to secure something we really want. Encourage children to recognise that pressure to act and to always consult with an adult – especially if what's on offer sounds too good to be true.

#### TALK TOGETHER

Chat often and openly with young people about fake news, online scams and how they both work. Encourage them to talk to you about anything they're unsure of or worried about online. If a child claims to have been scammed, don't pass judgement. Blaming the victim may deter young people from asking you for help. Remember: adults are scammed just as often, if not more.

#### BE PROACTIVE

Children increasingly use digital devices for education, socialising, shopping and play. Don't wait for a problem to arise before you discuss the risk of scams, false information and fake news. Highlight what to look out for and clearly communicate information and fake news. Highlight what to look out for and clearly communicate information and fake news. Highlight what the child ought to speak to an adult. Finally, ensure that they're aware of the support services that are available to them (such as Childline).

#### Meet Our Expert

Dr Holly Powell-Jones is the founder of Online Media Law UK and a leading expert in digital safety, media law and young people. Her PhD investigates children's understandings of risk online. She works with schools, businesses, and universities to provide award-winning education on the criminal, legal and ethical considerations for the digital age. Visit [OnlineMediaLaw.co.uk](http://OnlineMediaLaw.co.uk) for more.



Source: See full reference list on guide page at: <https://nationalcollege.com/guides/fake-news-and-scams>


# Co-parenting with care

Creating a positive environment for children

This programme is specifically for parents who are separated or divorced and needing support to improve their co-parenting of a child/ren living in Enfield. This is a valuable opportunity to enhance relationships and strengthen co-parenting skills; Both parents are welcome to attend.

## Sessions include

- Understanding co-parenting
- Communication skills
- Creating a co-parenting plan
- Navigating emotions
- Building a collaborative relationship
- Resources and support
- Moving forward

 These 2 courses will be delivered via MS Teams, over 6 sessions on the following dates and times:

**Date:** Wednesday 5, 12, 26 February & 5, 12, 19 March 2025

**Time:** 9.30 am - 11.30 am

**Date:** Monday 24 February & 3, 10, 17, 24, 31 March 2025

**Time:** 7.00 pm to 9.00 pm

For more information or to make a referral, scan the QR code, email [services@familylives.org.uk](mailto:services@familylives.org.uk) or call 0204 522 8700 or 0204 522 8699



We build better family lives together

[www.familylives.org.uk](http://www.familylives.org.uk)

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