



ND VOICE

Welcome to edition 5 of ND VOICE. On Friday May 12th we said goodbye to our Y13 class of 2023 with a final assembly, refreshments and an extended break on the labyrinth. This was followed by a wonderfully spiritual end to the morning as Father John Cooke from St Williams Parish celebrated Mass with us. As always, his homily was both thought provoking and inspiring. We send our prayers and best wishes to our leavers for their exams and whatever next steps they have planned, may the good Lord bless them all. If you're a parent of a Y13 student, and whether you have been with us for 2 or 7 years, we would like to thank you for all your support. As we often say, it takes a village to raise a child, and we are very much aware that so much of the success we enjoy at Notre Dame wouldn't happen without your parental input.



Student Achievements

Y12 European Youth Parliament Successes

The below students competed in the European Youth Parliament and have qualified for the national tournament.

- Jacob Shaw
- Jack Adams
- Emma Heafey
- Lehane Rose
- Suraffel Woldemichael
- Isobelle McGrail
- Stephen Baster
- Edward Kellet

Sixth Form Music Exam Successes

- Sarah Lambert- clarinet- grade 8
- Rowan Meijer- clarinet- grade 8
- Aidan Stordy- piano- grade 8 distinction
- Natalie Dalpra- piano- grade 5 pass

Hannah Green, in Y12, participated in the Lessons from Auschwitz project recently. Please see below her reflections particular about her visit to Auschwitz-Birkenau.

Reflective Statement

Hannah Green

This project (Lessons from Auschwitz) has been a greatly eye-opening experience for me as a young person. I value the experiences I have gained and hope to share my knowledge with other young people through being an ambassador and an advocate for the Trust. The experience of visiting Auschwitz has left me feeling empowered, and although overwhelmed with emotion, the messages will remain with me forever. What particularly struck me about the camps (specifically Auschwitz- Birkenau) was the incomprehensible size of it. I remember standing on the train tracks, as so many before me have, looking out to the end of the line and never seeing a definitive end. I cannot imagine what people must have felt going into this foreign territory, to face the truly unknown.

In defining the holocaust as the mass murder of approximately six million Jewish people by Nazi Germany and its collaborators during the Second World War, it is important to understand that the genocide was not simply Adolf Hitler's ordered destruction of a group of people. I now understand that the holocaust was far more complex than simple statistics that may be impersonal and often incomprehensible, neglecting the individual victims and the traumas they were forced to endure; it was also an attempt to obliterate a cultural heritage.

Auschwitz-Birkenau was the largest of the Nazi concentration and death camps where more than one million Jewish people, by some accounts, lost their lives from 1939-45. My visit there demonstrated to me the sheer magnitude of the crisis and demonstrated individuals' experiences of the holocaust. Listening to Janine Webber's testimony particularly stuck with me, as her account individualised the experiences of the holocaust, and left me to question how many other people have similar, equally horrifying stories. Janine shared how she was left alone; she survived but her family members did not. She reflected on how she witnessed the death of some family members as a young girl, and despite this unimaginable trauma, she seemed resolute in not holding any kind of vengeance for those who had murdered her family. This shows incredible faith and strength of character, as when asked if forgiveness is ever possible for her, she answered:

"I don't really believe in revenge. I believe in justice."

Janine revealed of how an SS soldier murdered her seven-year-old brother in front of her, and without mentioning Hitler once throughout her testimony, she demonstrates that it was not the regime that left an impact on her, it was the direct act of one human being's violence to another that made an impression on her.

During the closing ceremony of my visit (at Auschwitz- Birkenau) the Rabbi reflected on how the holocaust was the murder of humans, carried out by other humans. In understanding this, it is essential that in order to humanise the victims of the holocaust, we must also humanise the perpetrators. For a contemporary audience, looking back on the horrors of the holocaust, I think it is important to comprehend that in order to prevent something so atrocious from ever happening again, we must acknowledge that if the human beings of Nazi Germany were able to inflict great levels of pain and suffering upon others, we too are able. Therefore, I feel as though Janine's hope for justice in the world, empowers us all to act on her words and look to build justice in aspects of our own lives and surroundings. I hope to play a role in this by working with my peers in creating resources that will be shared around my school community, in the form of articles, blogs and the running our own sessions.

I am so fortunate to have had this opportunity and I will help to ensure that the horrors of the holocaust are not forgotten. The holocaust was not so long ago and it occurred a few hours journey from where I live. So many people feel that the holocaust is a footnote in history – something that will never happen again. But only education and knowledge will prevent it happening again. Apathy will not. In fact, we must all stand against discrimination and prejudice to ensure that we have learned from our human history and chosen to carry these lessons forward.

Finally, leaving the camp was an experience indescribable. Some of the Rabbi's final words left me with an every feeling, as he reflected upon how, in exiting Auschwitz- Birkenau, we must remember all those who have walked the opposite way; men, women and children, stripped of every individual trait, walking to their deaths.

Upcoming events and reminders

Y13 Results day Advice

On A Level results day, UCAS will come live at **8am**. Students log on to UCAS to see if their place is confirmed. Possible scenarios:

- A. Students have the grades for their firm choice (or don't have the grades, but their firm choice still accepts them) – **PLACE AT FIRM CHOICE CONFIRMED**
- B. Students have the grades for their Insurance choice (or don't have the grades, but their Insurance choice still accepts them) – **PLACE AT INSURANCE CHOICE CONFIRMED**
- C. Students don't have the grades for either their firm or insurance choice – they will then be eligible for Clearing and will receive a clearing number. Students can then ring as many universities as they wish and gain as many offers as possible over the phone, **BUT CAN THEN ONLY PUT ONE DOWN THROUGH UCAS CLEARING LATER THAT DAY (Time TBC, but normally 4pm)**

If a student changes their University, they then just need to book accommodation with that institution on Results day and update Student Finance with their new institution/course.

Further information from UCAS is below.

[Supporting you through Confirmation and Clearing | Undergraduate, Conservatoires | UCAS](#)

Y12	
Date	Activity
16 June 2023	UCAS Fair at the Sheffield Arena
20 June 2023	UCAT (for Dentistry and Medicine applicants) registration opens – book your date to take the test (closing date 21st September)
June-July 2023	Students begin researching university options via UCAS, Unifrog and by attending Open days. The calendar of open days can be found at... Opendays.com - university and college open days - home page
June-July 2023	Students sign up for UCAS in school.
10/11 July 2023	Enrichment days – Students will sign up to UCAS, have a visit to Sheffield Hallam University and complete sessions around personal statements, Gap Years and Degree Apprenticeships
July-August 2023	Students work on personal statements.
September-October 2023	University entrance tests/BMAT registration opens – register with exams office in school.
September-November 2023	UCAS application form completed and personal statements finalised.
16 October 2023	UCAS Application DEADLINE for Oxbridge, Dentistry, Medicine and Veterinary applications.
Date TBC November 2023	BMAT and Early Entry Admissions Test Date (taken at school)
30 November 2023	SCHOOL deadline for all UCAS applications
31 January 2024	UCAS EXTERNAL Deadline for All Applications
February–May 2024	Student Finance applications to be completed
May/June 2024	Deadline for students to accept firm and insurance choices

Upcoming events and reminders

Communication From Mr Smith

We recently sent some information via email/MCAS regarding an important assembly that has taken place with Y12's. Please ensure you have read this email. Any problems with accessing the system please contact Miss Vessey– evessey@notredame-high.co.uk.

Enrichment Days

The next Enrichment Days will take place on Monday 10th & Tuesday 11th July. Year 12 students will be attending Sheffield Hallam University on the Monday, getting a feel for a University and will have the opportunity to do various taster sessions in a number of subjects. On the Tuesday, students will be in school attending talks covering Gap Years, Degree Apprenticeships and personal statements. The students will also sign up for UCAS on this day. Students on the Biology Field Trip will sign up for UCAS during one of their Biology lessons.

Oxbridge Events & Essay Competitions

[Outreach Events - Magdalen College \(ox.ac.uk\)](http://ox.ac.uk)

[Essay Competitions - St Hugh's College \(ox.ac.uk\)](http://ox.ac.uk)

[Essay Prizes and Competitions - Trinity College Cambridge](http://Trinity College Cambridge)

UNIFROG

A reminder that all students in Sixth Form have a login and access to Unifrog. This is a careers platform bringing all information around University, Personal statements, careers and Apprenticeships into one comprehensive platform. [Unifrog - The universal destinations platform.](#)

Opportunity for students to go to Calais 14th-17th July.

- The students must be 17yrs of age before the 14th July
- The cost is £350 all inclusive (own insurance is required)
- The students must attend a training day on 17th June
- There are only 6 places for Hallam Diocese

Please let Miss Gomes- sgomes@notredame-high.co.uk, if you would like to participate in this project.

Form Time Agenda

Y12

5-Jun-2023	Launch of EPQ
6-Jun-2023	
7-Jun-2023	
8-Jun-2023	Form challenge day
9-Jun-2023	Quiz
10-Jun-2023	
11-Jun-2023	
12-Jun-2023	Bulletin
13-Jun-2023	Media Literacy and digital resilience 2 L20 - L25
14-Jun-2023	Volunteering
15-Jun-2023	
16-Jun-2023	Quiz
17-Jun-2023	
18-Jun-2023	
19-Jun-2023	Bulletin
20-Jun-2023	
21-Jun-2023	Volunteering
22-Jun-2023	Form challenge day
23-Jun-2023	Quiz
24-Jun-2023	
25-Jun-2023	
26-Jun-2023	Bulletin
27-Jun-2023	
28-Jun-2023	Volunteering
29-Jun-2023	Form challenge day
30-Jun-2023	Quiz
1-Jul-2023	
2-Jul-2023	
3-Jul-2023	
4-Jul-2023	
5-Jul-2023	
6-Jul-2023	
7-Jul-2023	Rounders
8-Jul-2023	
9-Jul-2023	
10-Jul-2023	Enrichment day 4: Y12 SHU Visit
11-Jul-2023	Enrichment day 5: In school covering Gap Years, Degree Apprenticeships and personal statements
12-Jul-2023	UCAS/UNIFROG
13-Jul-2023	
14-Jul-2023	Assembly
15-Jul-2023	
16-Jul-2023	
17-Jul-2023	
18-Jul-2023	
19-Jul-2023	Tutor/tutee Interviews
20-Jul-2023	
21-Jul-2023	

Post 18 Progression

At the University of Sheffield, throughout Spring and Summer there are a number of opportunities for students to experience what it is like to study different subjects at university. All of the activities are completely free of charge and will provide students with a good insight into their chosen subject or area of interest at university. Students need to fill out the booking forms individually using the links be-

Subject	Date	Time	Location
Physics	Wednesday 7th June 2023	4.00pm - 5.30pm	Online
Mechanical Engineering	Thursday 8th June 2023	4.00pm - 5.00pm	Online

[CMS Law Scholarships and CMS Connect Slides for Schools - RUK \(002\).pdf](#)

Channel Talent would like to invite students to their Summer term programme of free interactive university online events.

Below is the current Summer programme. They will be adding further sessions and adding details to existing sessions as they are confirmed so please do register for more regular updates here: <http://eepurl.com/duFY5H>.

HE Guidance

- **June 13 @ 16:30 - 17:15** HE Guidance: How To Choose The Right Course For You? UEA (KS5) [Find out more »](#)
- **June 15 @ 16:30 - 17:15** HE Guidance: Transitioning From School Or College To University - UEA (KS5) [Find out more »](#)
- **June 27 @ 16:30 - 17:15** HE Guidance: How To Get A Head Start On Your University Application - UEA (KS5) [Find out more »](#)
- **July 18 @ 18:00 - 18:45** HE Guidance: Clearing In Five Easy Steps - UEA (KS5) [Find out more »](#)

Modern Languages

- **June 7 @ 15:45 - 16:45** Spanish/MFL: University Film Society – El Laberinto del Fauno with UEA (KS5) [Find out more »](#)

Mathematics

- **June 15 @ 12:45 - 13:30** Mathematics/Statistics: Skills & Insight - Statistical Hypothesis Testing with Surrey (KS5) [Find out more »](#)
- **June 28 @ 14:15 - 15:00** Mathematics/Economics: Applying Maths to Understand & Tackle the UK Economic Crisis with UEA (KS5) [Find out more »](#)

Philosophy/Religious Studies

- **June 21 @ 16:15 - 17:15** Philosophy/RS: Foundations of the Metaphysics of Morals, Ch. 1 & 2 (Kant) with UEA (KS5) [Find out more »](#)

Post 18 Progression

Geography, Politics

- **June 19 @ 15:35 - 16:20** Environmental Science: Habitat Decline - Finding Solutions - Tutorial – Sheffield (KS5) [Find out more »](#)
- **June 27 @ 12:45 - 13:30** Geography: Designing Sustainable Urban Environments - Tutorial – Sheffield (KS5) [Find out more »](#)

Biology, Medicine, Nursing

- **June 12 @ 11:10 - 11:55** Society for Natural Sciences: Nuclear Magnetic Resonance (NMR) Spectroscopy (KS5) [Find out more »](#)
- **June 19 @ 15:35 - 16:20** Environmental Science: Habitat Decline - Finding Solutions - Tutorial – Sheffield (KS5) [Find out more »](#)

Drama, Music

- **June 20 @ 14:15 - 15:00** Music: Composition Skills & Confidence with Surrey (KS5) [Find out more »](#)

English Literature & Language, Classics

- **June 12 @ 16:15 - 17:00** Classical Civilisation/Literature: Homer's Iliad with UEA (KS5) [Find out more »](#)

Computer Science, Engineering, Physics

- **June 21 @ 14:30 - 15:15** Computer Science: Computer Organisation & Architecture with Surrey (KS5) [Find out more »](#)
- **June 26 @ 15:35 - 16:20** Physics: Problem Solving & Thinking Skills with UEA (KS5) [Find out more »](#)

Sociology, Psychology, Health & Social Care

- **June 12 @ 14:00 - 14:50** Sociology/Psychology: Skills & Insight - Research Methods - Focus on Ethics with Solent University (KS5) [Find out more »](#)

Economics, Business

- **June 13 @ 11:15 - 12:15** insight4me Economics: Externalities & Government Intervention with UEA & 1 Uni TBC (KS5) [Find out more »](#)
- **June 15 @ 14:15 - 15:00** Business: Decision Making to Increase Business Performance with UEA (KS5) [Find out more »](#)
- **June 28 @ 14:15 - 15:00** Mathematics/Economics: Applying Maths to Understand & Tackle the UK Economic Crisis with UEA (KS5) [Find out more »](#)

Revision & Pastoral Guidance

Sources of support for parents and students

- [PowerPoint Presentation \(notredame-high.co.uk\)](https://www.notredame-high.co.uk)
- [How-to-best-help-your-child-with-revision.docx.pdf \(notredame-high.co.uk\)](https://www.notredame-high.co.uk)
- [Video for Parents 3: Grades and coping with pressure | Resources | Net Sixth Form](#)
 - [Greg-Thornton-Revision-notes.pdf \(notredame-high.co.uk\)](https://www.notredame-high.co.uk)
- **Revision revisited** - improve your subject understanding PDF activity - [click here](#)
Accompanying video - Revision to improve understanding - [click here](#)
- **Understanding stress** and questionnaire PDF - [download](#)
Accompanying video - coping with stress - [watch](#)
- **Barriers to learning activity** – PDF - [download](#)
Self-reflection exercise about what barriers can be controlled more easily than others
- **GETTING IN THE RIGHT STUDY ROUTINE BEFORE EASTER**
The aim is for students to study around 20-24 hours independent study hours (3-4 hours per day) outside lesson time to help them achieve top grades.
- **PROCRASTINATION**
For students who get distracted with their phones - use this procrastination video - [click here](#)
- **ROUTINES**
For students who need more of a routine - use this video as well as the time management sheets that can be downloaded - [click here](#)
Time management sheet - [click here](#)
- **PUTTING IN THE HOURS**
For those who need persuading that high performing students put in the hours - [click here](#)

Additional Revision Support Sources

- [Popplet](#)
- [Learning tools, flashcards, and textbook solutions | Quizlet](#)
- [Revision tips | Exam stress support | The Mix](#)
- [How To Stop Procrastinating | Managing Your Time | The Mix](#)
- [Ebbinghaus's Forgetting Curve - Why We Keep Forgetting and What We Can Do About It \(mindtools.com\)](#)
- [Study Motivation | How To Get Motivated To Study | The Mix](#)
- [Revision Tips | Best Revision Techniques | Study & Exam Tips | The Mix](#)
- [Revision Timetable Maker / Study Planner \(getrevising.co.uk\)](#)
- [Past papers \(getrevising.co.uk\)](#)
- [How to Create the Best Revision Cards | GoStudent | GoStudentPopplet](#)

Additional Support Sources for Wellbeing

- [YoungMinds | Mental Health Charity For Children And Young People | YoungMinds](#)
- [Home - Kooth](#)
- [Golddigger Trust](#)
- [Welcome to The Corner - WHO WE ARE \(thecornersheffield.com\)](#)
- [Home - Epic Friends](#)
- [Door 43 | Sheffield Mental Health Guide](#)
- [Sheffield Wellbeing Resources - 2019-11 v1.1.pdf \(learnsheffield.co.uk\)](#)
- [lets talk.pdf \(sheffieldccg.nhs.uk\)](#)
- [On My Mind | Resources for Young People | Anna Freud Centre](#)
- [Parents and Careers | Advice and Guidance | Anna Freud Centre](#)
- [Anxiety - Every Mind Matters - NHS \(www.nhs.uk\)](#)

Sixth Form Attendance Agreement

Notre Dame High School Sixth Form Attendance Intervention Agreement

Attendance for all students will be reviewed as below.

Attendance Monitoring Review Points			
Cycle	Date	Y12	Y13
M1	October	✓	✓
Interim 1	November	✓	✓
M2	December	✓	✓
Interim 2	February and March	✓	✓
M3	May	✓	
Interim 3	June	✓	
M4	July	✓	
Stage	Intervention		
0	<p>Stage 0 is ongoing for all students</p> <p>Using Bromcom registers Miss Vessey and Mrs Deeney follow up reasons for absence with students and parents.</p> <p>Miss Vessey and Mrs Deeney contact home via email, text or phone the same day if there is an unreported absence from lessons.</p>		
1	<p>Attendance below 90%</p> <p>Student attends an attendance assembly with one of the sixth form team.</p> <p>Parent/carer receives correspondence home informing them that this meeting has taken place and that the student is on Stage 1.</p> <p>Attendance is reviewed at next monitoring review point</p> <p>If attendance improves and is above 90% the student will return to stage 0.</p> <p>If a student remains on stage 1 for two consecutive monitoring review points they will move to stage 2.</p>		
2	<p>Attendance below 80% or continued poor attendance</p> <p>Student is invited to a meeting with a member of the sixth form team where we will discuss attendance and agree targets and support actions to improve attendance.</p> <p>An Attendance Agreement will be put in place and signed by the student and a member of the sixth form team.</p> <p>Attendance is reviewed at next monitoring review point</p> <p>If attendance improves and is above 90% return to stage 0</p> <p>If attendance does not improve or declines further we will implement the next stage of the attendance policy.</p>		
3	<p>Attendance below 70% or failure to meet the targets set by the Attendance Agreement.</p> <p>Parent/carer and student will be invited to a meeting with the Head or Assistant Head of Sixth Form.</p> <p>The Attendance Agreement will be re-issued and additional targets will be put in place.</p>		
4	<p>Attendance below 60% or failure to meet the targets set by the Attendance Agreement.</p> <p>Possible request to leave sixth form if the student is persistently absent from school or lessons and refuses to engage with intervention procedures.</p>		