



Eco Schools
Award 2004



SUPPORTING HOLOCAUST EDUCATION
VISION SCHOOLS SCOTLAND

Turnbull High School, Recognition of Commitment, 2020

Turnbull Times

JANUARY/FEBRUARY 2021



LETTER FROM THE HEAD TEACHER

Dear Parent/Carer

TONY THOMAS (Rest In Peace)

It was with the greatest regret that I had to advise our school community of the death of S6 pupil Antoni (Tony) Thomas on 23rd December 2020.

Our thoughts and prayers continue to be with Tony, his family and his friends.

Eternal Rest grant unto him, O Lord
And let perpetual light shine upon him.
May he rest in peace.

May his soul, and the souls of all the
faithful parted
Through the mercy of God,
Rest in peace.
Amen

Remote Learning

Following the DFM announcement on school closure we have embarked upon a period of remote learning. Our remote learning provision follows the timings of the school day and includes a mixture of learning tasks set through SMHW and on-line contact which can take the form of a live lesson, a recorded lesson or a tutorial. We are delighted to report that pupil engagement with SMHW and on-line contact has been very good with 97% of young people engaging during week one.

We are keen to work in partnership with you to continue to refine and improve our provision. I would ask that you use the weekly review of remote learning form to provide us with your feedback.

SQA National Qualifications 2021

Following the First Minister announcement on Monday 4 January, the National Qualifications 2021 Group met to consider the impact this will have on schools delivering National 5, Higher and Advanced Higher courses under the alternative certification model. The National Qualifications Group is working through a range of scenarios and is considering potential flexibilities for the alternative certification model, should they be needed. This week the SQA have extended the date for submitting provisional results to the 18th of June.

To support schools SQA has published National 5 subject-specific guidance and resources. Subject-specific guidance on gathering evidence for Higher and Advanced Higher courses was also published between 18 and 29 January. This advised on the types of evidence that can be used to determine a provisional result for each learner and includes enhanced guidance for some practical-based subjects.

SQA will provide schools and parents with regular updates.

Stay up to date on [2021 National Qualifications](#).

Turnbull High School

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A community of faith engaged in learning

(Continued from page 1)

Option Choices Programme

On-line Options Information Evenings have taken place for parents of pupils in S2 to S5. These have been well attended and information has also been posted on our website for parents who were unable to join these events.

Options interviews for pupils in S2 – S5 will take place throughout January and February. During the lockdown period these interviews will be conducted via Teams. Work on the timetable for 2021/22 will then begin.

Staffing Update

Mr Paul John Corr has taken up the post of acting PT Pastoral Care for Marian House.

We currently have vacancies for a 0.5 FTE Teacher of Home Economics (Maternity Cover) and a 0.4 FTE Developing Young Workforce Co-ordinator at advert.

Mid Term Holiday

School will close for the mid-term break on Friday 5th February and will reopen on Thursday 11th February.

Please take full advantage of this break by closing your 'home school' and enjoying some quality family time together.

During these unprecedented times it is more important than ever that we work together to support our young people and ourselves. Home schooling can be very demanding and challenging. Please do not hesitate to contact me if you have any issues or concerns or if I can be of any assistance to you.

Thank you for your continuing support.

Yours sincerely

Eileen Kennedy
Head Teacher



Every year, the School holds a Junior Awards Ceremony to recognise the academic and wider achievements of some of our pupils over the past year.

Due to COVID restrictions regarding the meeting of groups, unfortunately we were not able to have this ceremony. However, despite this situation, we would still like to celebrate and recognise the successes of our young people in the unprecedented 2019-20 session.

All Aiming High Award winners have received their certificates by post.

We are now delighted to be able to announce our Junior Dux for 2019-20

Joseph S

HEALTH AND WELLBEING

Living Well During Lockdown

Information for our school community

This edition of the Turnbull Times reminds us of actions we can all take to make sure we live well during lockdown. Contributions and advice come from our young people as well as trusted sources.

You would think that, by now, we would all be 'experts' in managing our health and wellbeing. However, as everyone knows, poor health can creep up on us. We know that is now even more important to make time for looking after our wellbeing. We hope that you find this article useful in supporting your wellbeing whilst we are in lockdown.

FAMILY ZONE

MAINTAIN ROUTINES

- Predictability helps children and young people feel safe.
- Try sticking to the same time each day or week for different activities. Make a timetable as this helps with planning and organising your time. Knowing what is ahead and what needs to be done as well as making 'down time' can give a sense of normality.
- If you give your teenager some control over this, it can lessen the feeling of helplessness.

KEEP MOVING

- Physical activity can help redirect any nervous energy children and young people might have. Try to incorporate some exercise, like Joe Wicks or dancing, into the daily routine.
- Encourage them to set a personal best!
- Our PE Department provides a range of activities to interest all of our school community.
- The Lockdown A- Z is another 'go to' document, which is available on Show My Homework.
- Feedback from our young people indicates that with bad weather and our remote way of working, they are not as active.

RECONNECT

- Physical distancing is very unnatural for us human beings and remote learning is proving tricky for young people, families and teachers. Ideas to help include:
- Setting aside time at home to talk – about things which are important to you.
- Having a key adult to talk to in school and knowing where to get help if you need it.
- Celebrating our 'hellos' and 'goodbyes' e.g. virtual handshakes, big smiles, silly faces.
- Look over photos of people and places visited as a reminder of fun times.
- Lockdown will end – join in with others in setting goals. Will you improve your fitness together; take on a new recipe; develop a life skill e.g. using the washing machine or speak another language?



HEALTH AND WELLBEING

(Continued from page 3)

NOTICE THOUGHTS AND FEELINGS

- Help children and teenagers recognise what is going on in their mind. Soothing objects, getting out in the fresh air, breathing techniques and sharing what helps you calm down will help calm them down. Some advice on this is included later in this article.

HAVING A SENSE OF TIME AND SPACE

- Lockdown can feel like it is going on forever, especially if there is a great deal of uncertainty. Think about what has *not* changed and how you could mark the end of one day before focusing on the next one. We recommend Action for Happiness Calendar for taking positive steps and making each day count.

Check out Friendly February below.

ACTION CALENDAR: FRIENDLY FEBRUARY 2021

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1 Send someone a message to say how much they mean to you	2 Ask a friend how they have been feeling recently	3 Do an act of kindness to make life easier for someone else	4 Organise a virtual 'tea break' with colleagues or friends	5 Show an active interest by asking questions when talking to others	6 Get back in touch with an old friend you've not seen for a while	7 Make an effort to have a friendly chat with a neighbour
8 Share what you're feeling with someone you really trust	9 Thank someone and tell them how they made a difference for you	10 Look for the good in people, even when they frustrate you	11 Send an encouraging note to someone who needs a boost	12 Focus on being kind rather than being right	13 Send a friendly message of support to a local business	14 Tell your loved ones why they are special to you
15 Smile at the people you see and brighten their day	16 Check in on someone who may be struggling and offer to help	17 Respond kindly to everyone you talk to today, including yourself	18 Appreciate the good qualities of someone in your life	19 Share a video or message you find inspiring or helpful	20 Make a plan to connect with others and do something fun	21 Actively listen to what people say, without judging them
22 Give sincere compliments to people you talk to today	23 Be gentle with someone who you feel inclined to criticise	24 Tell a loved one about their strengths that you value most	25 Thank three people you feel grateful to and tell them why	26 Give positive comments to as many people as possible today	27 Call a friend to catch up and really listen to them	28 Make uninterrupted time for your loved ones

Quotes:

- "The best way to cheer yourself up is to cheer somebody else up" - Mark Twain
- "The only way to have a friend is to be one" - Ralph Waldo Emerson

Footer: ACTION FOR HAPPINESS | www.actionforhappiness.org | Happier · Kinder · Together

SAFETY AND BELONGING

- Convincing children that we are safe might sound tough but little things like a safe place, a den or opportunities for 'downtime' and play can help.

HEALTH AND WELLBEING

(Continued from page 4)

SENSE OF PURPOSE

- Sadness and grief need to be acknowledged. Although young people and their families can work through this together, seeking space and time to discuss such feelings with another trusted person can help. The school can provide support for those experiencing loss, separation and bereavement through our Seasons for Growth Groups, Wellbeing Teacher support and through our LifeLink Counsellor.
- Redirect your child's thoughts and feelings by capturing any successes, skills or hobbies that they have learned in lockdown in photos, books, pictures and displays e.g. how well he has kept up his 10,000 daily steps.



PARENT AND CARER ZONE

Parents and carers have a great deal to manage at this time so there may be times when we adults also need support and advice.

Below are a few useful websites which may be of help.

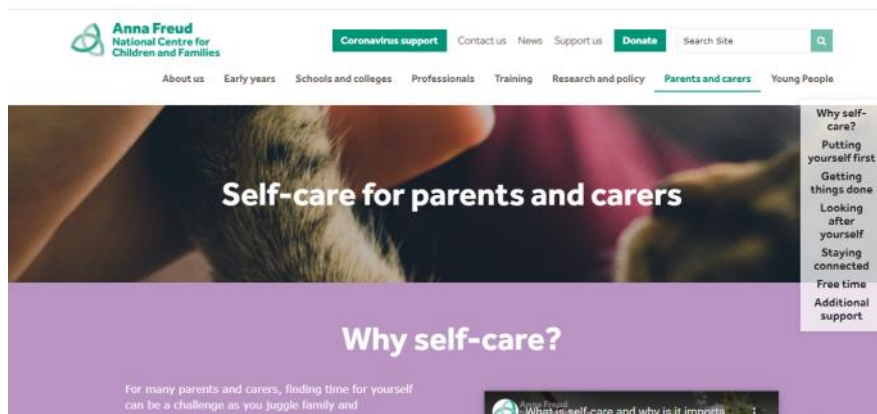
<https://www.parentclub.scot/>



<https://www.children1st.org.uk/help-for-families/parentline-scotland/>



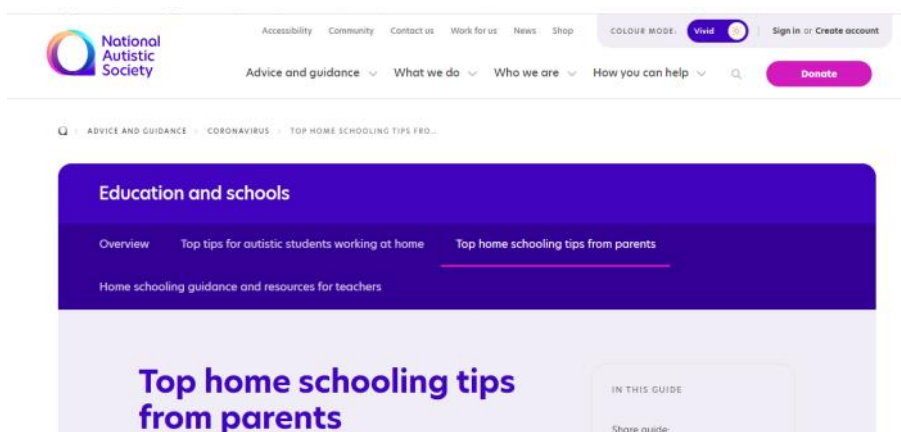
<https://www.annafreud.org/parents-and-carers/self-care-for-parents-and-carers/>



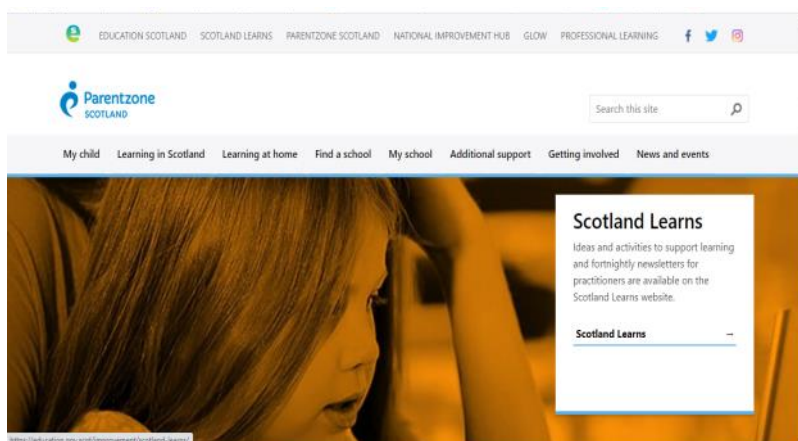
HEALTH AND WELLBEING

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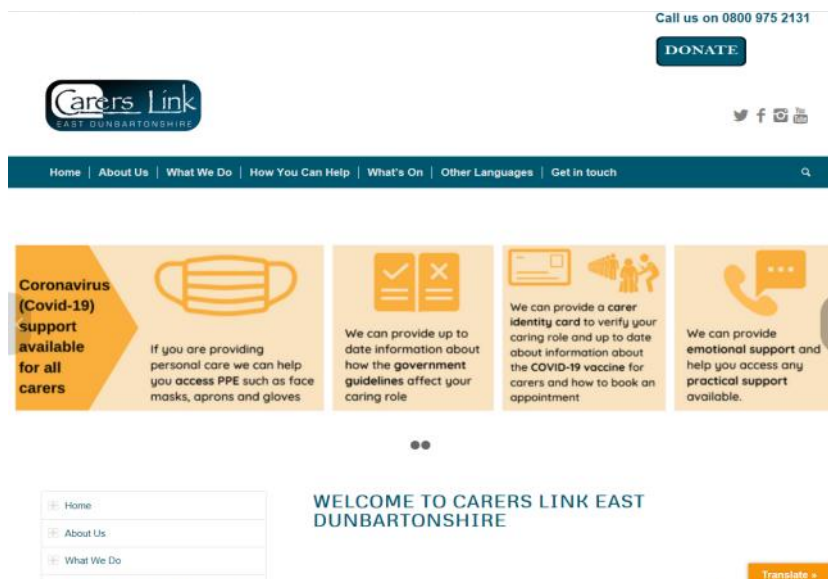
<https://www.autism.org.uk/advice-and-guidance/topics/coronavirus/education-and-school/home-schooling-tips-from-parents>



<https://education.gov.scot/parentzone/>



<https://carerslink.org.uk/>

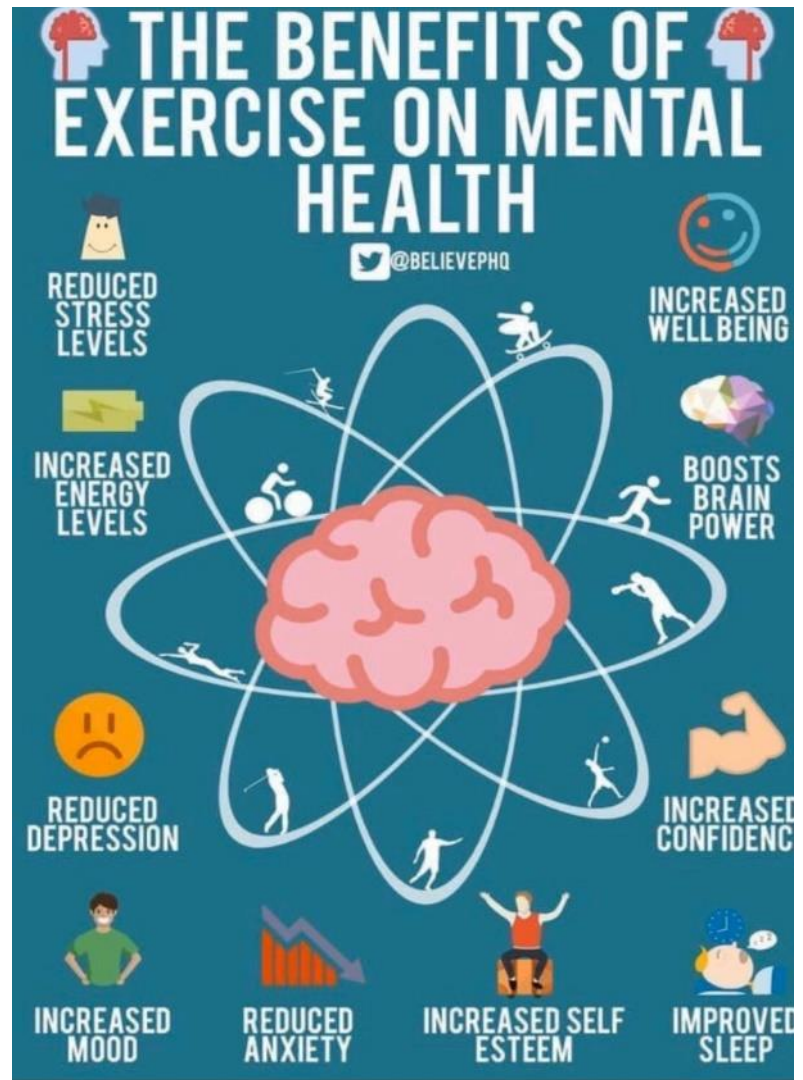


HEALTH AND WELLBEING

(Continued from page 6)

TEEN ZONE

Here are some tips and reminders for our teenagers on how to keep well and manage emotions. This is based on the feedback we have received so far from our learner questionnaires.



Coping Strategies Wheel helps us manage emotions.

Add in your own coping strategies and use this when you feel uptight, angry or anxious. This is a reminder of how you can keep emotions in check.

HEALTH AND WELLBEING

(Continued from page 7)

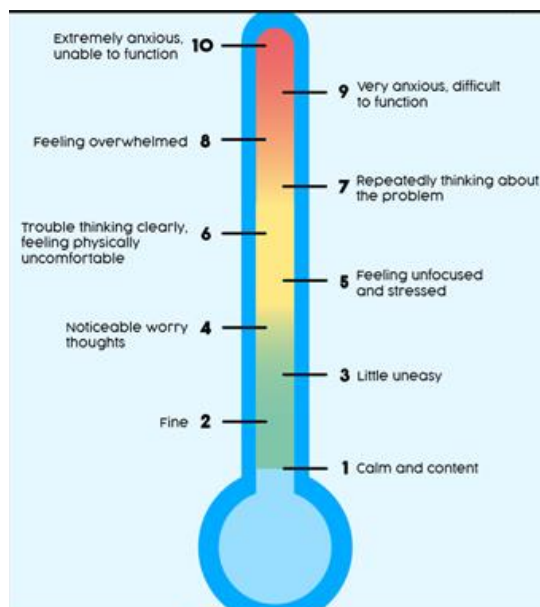
ANXIETY ZONE

The Anxiety Thermometer

We can experience anxiety at different levels and intensities, and at times it can feel really uncomfortable and scary.

A helpful strategy is becoming aware of what level our anxiety is at. If we can develop an understanding of our anxiety or worries, then this is the first step in learning strategies to manage or cope better.

Anxiety may be triggered by different situations, and so using this tool can also help us recognise what situations make us feel more anxious or worried than others.



Dealing Negative Thoughts

We can begin to change the negative way with think about things by reframing our thoughts. Talking through this simple example with a parent, family member or friend might help keep the negative thoughts at bay.

Situation	Negative/unhelpful thought	Evidence against this	Reframe
I had an argument with Kya.	I have no friends, everyone hates me.	Sam and Clara were nice to me and asked me to play with them.	It is good to have more than one friend to support you, like I do.

A reminder that kindness matters – be the person who makes a difference



Little Ripples...
can make...
Big Waves...

#KindnessMatters

Kindness for Others

- Take time to listen and empathise.
- Write a letter or send a text to show "I'm thinking of you".
- Surprise a friend or relative with a personalised gift.
- Leave a positive review or compliment.
- Remind someone of their best qualities.
- Share a photo of a happy memory.
- Tell someone that you're here for them when they need you.

Kindness for Yourself

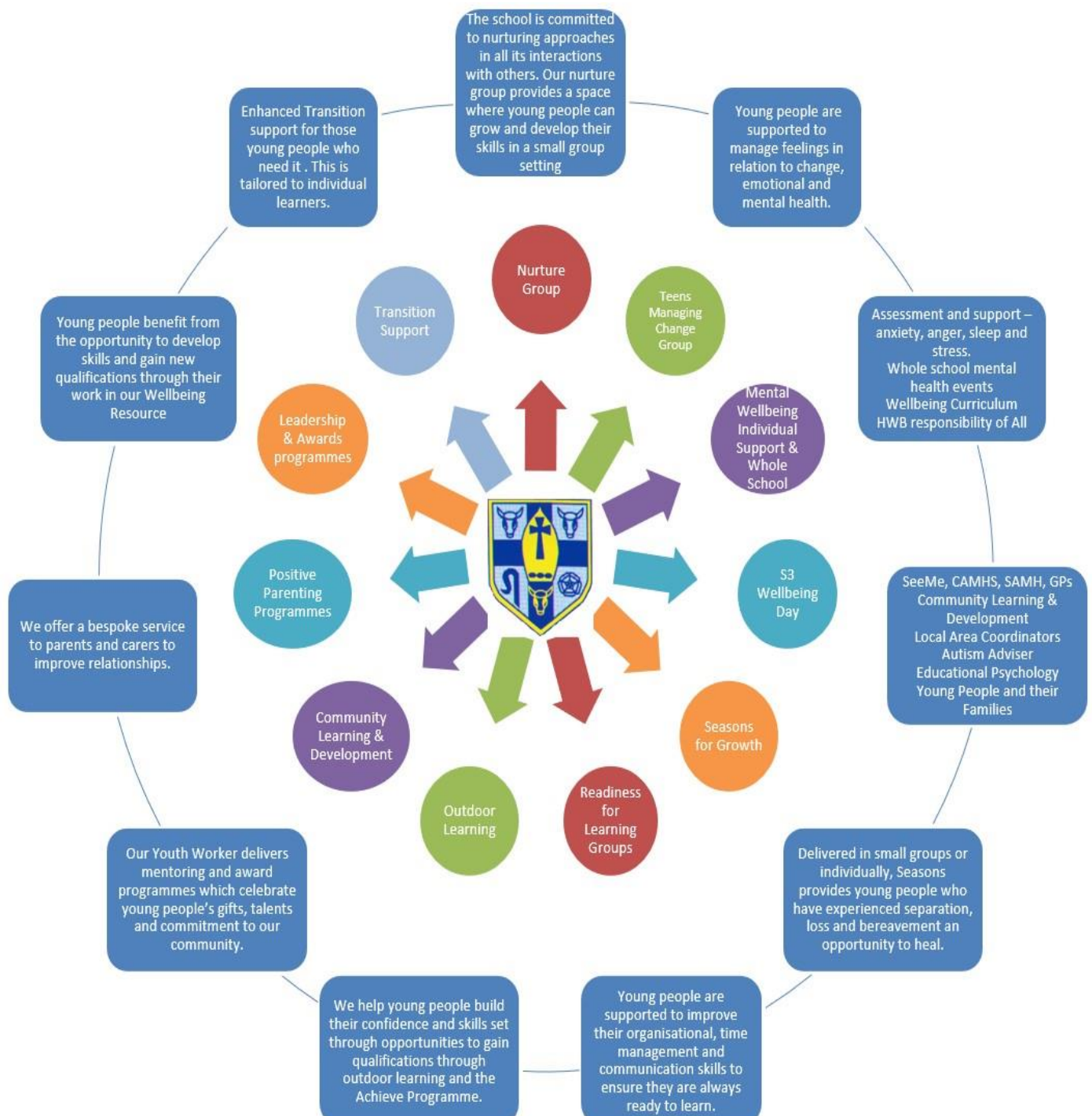
- Take a break and relax with your favourite hobby.
- Watch/Read/Listen to something that makes you laugh.
- Practise positive self-talk during difficult situations.
- Write down "3 Good Things" that went well today.
- Celebrate your success and hard work.
- Plan time for exercise, self-care and getting out in nature.
- Ask for help when things are getting tough.

HEALTH AND WELLBEING

MENTAL HEALTH AND WELLBEING

We value every member of our school community.

As a result, we are committed to ensuring that everyone experiences the best possible health and wellbeing to ensure they achieve their full potential in life. An overview of some supports available to learners and their families is outlined below.



HEALTH AND WELLBEING

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Below Mrs Wallace, our Wellbeing Teacher, gives an overview of her role and of our Wellbeing Hub and the support we can offer our young people and our families.

Wellbeing in Turnbull High School

Our Wellbeing Hub is a calm, safe and supportive place where personal wellbeing really counts. We understand that there isn't a 'one size fits all' solution to our worries and what works for one person might not quite work as well for another. Therefore, to help pupils with their own wellbeing pathways, we provide bespoke solutions.



What do we do in the Wellbeing Hub?

Positive health and wellbeing for all of our school community is a priority for us. We aim to provide early intervention and prevention to empower pupils to recover from, or live better with, mental ill health and thus enable them to attend school and engage fully with their learning. We can do this through the provision of information, support, self-management programmes and peer support.

The Wellbeing Hub has been a significant addition to wellbeing agenda in our school and has proved very popular with pupils, whether simply needing some privacy and timeout, new place to meet friends in a supported environment, just to talk to empathic staff members or a relaxing environment for life skills coaching.

Depending on our young people's needs, we run bespoke programmes for pupils in all year groups. Most programmes run annually and offer small groups or individuals, the opportunity to look at changes they are experiencing in their life.

This can provide them with a better understanding of their feelings, how to recognise and manage them and gives tools to make the right choices. It also equips young people with coping strategies which they can implement when times are difficult. The programmes usually run over 6/ 8 weeks and can involve a variety of group activities and discussions. Careful planning is in place to allow pupils to attend every week whilst reducing impact on their class work.

Although there is limited access to the school at present, we are still offering and delivering bespoke support for those pupils in need.

HEALTH AND WELLBEING

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Programmes include:

- **Anger Management:** The process of learning to recognise signs that you're becoming angry, and taking action to calm down and deal with the situation in a productive way.
- **Exam stress workshops:** This is bespoke to S3-S6 pupils and is either for individuals or a group. The programme gives personal advice on anxiety, managing classwork, study techniques and self-confidence.
- **LIAM:** 'Let's Introduce Anxiety Management' (LIAM) is a cognitive behavioural therapy (CBT) informed intervention for mild to moderate anxiety.
- **Managing Change:** Highlights and explicitly teaches skills used every day, building confidence in your teenager's ability to interact with others socially.
- **Nurturing Approaches:** as part of small group work and at whole school level to build in our young people a sense of belonging and success
- **Prince's Trust 'Achieve':** Building interpersonal skills and self - confidence.
- **Seasons for Growth:** is a separation, loss and bereavement peer-group education programme to support young people who are affected by change, loss and grief.
- **Resilience:** Young people who are resilient tend to be more hopeful, confident and possess higher self-worth during hard times. They are more likely to overcome challenges, recognise when they need support. The programme helps them develop coping strategies to enable them to be resilient.
- **Transitions:** to support and prepare young people to be well equipped for the demands of life in a busy secondary school. Activities can include improving time management and organisation; finding your way around; developing good habits for learning.

Daily Support

For some pupils, lunchtime and break are the most stressful times of the day. Small clubs run yearly to support the enhancement of confidence and social skills. It helps pupils develop friendships in a nurturing environment, allows pupils to calm and settle and gives them an opportunity to engage with alternative activities. These clubs have included a gardening club, enterprise groups, themed workshops, Lego challenge, crafts, quizzes and board games. Pupils involved in these activities have the opportunities to gain Dynamic Youth and Saltire Awards as well as leadership and transferable skills.

Support for Parents and Carers



Triple P- Positive Parenting programme promotes self-reflection, good communication and strong relationships between parents, carers and children. It is a toolbox of solutions for parents and carers. Participants choose the strategies they need, the time and the place.

Leadership Opportunities

Every year, two S6 pupils are nominated as **Wellbeing Captains**. The two representatives are responsible for driving initiatives they feel are important to the wellbeing of their school based on pupil voice and school priorities. These include organising our Health and Wellbeing Week, identifying key topics throughout the year and being the voice of the pupils. They are also encouraged to help with the younger pupils in the school within the Wellbeing Hub. We also run the peer education programme in conjunction with the primary schools.

HEALTH AND WELLBEING

(Continued from page 11)



Our Wellbeing Hub provides a safe, calm environment for pupils to visit, recharge and talk. Our Wellbeing Captains and other interested pupils are trained to deliver a series of mental health lessons to our cluster primary schools as part of the improving understanding about mental health and promoting the anti-stigma message.

Wellbeing in Turnbull High

To access the Hub, pupils can just walk in and talk to Mrs Wallace. I am always here to help no matter how big or small the problems are. This encourages a culture of emotional awareness, but it also means that asking for help and talking about your feelings can de-stigmatised.

The wellbeing of your child matters

For more information, please contact the school.

Always happy to chat!

Mrs Wallace, Wellbeing Resource Teacher

Working Together to Improve Wellbeing

Partners such as our Community Learning and Development Youth Worker, Language and Communication Outreach Teacher, LifeLink Counsellor, Pupil Support Team and Educational Psychologist all feed into the delivery of the wellbeing provision and curriculum in Turnbull High.

Parents, carers and our young people are our key partners in all that we do.

There are a number of ways in which young people and their parent/carers can share concerns and ask for help and support.

Parents and carers:

- Contact your child's PT Pastoral Care
- Make contact with the Year Group Head
- Give feedback through the weekly questionnaire

Young people in school:

- Speak to your PT Pastoral Care
- Speak to your Year Group Head
- Speak to Mrs Wallace, Wellbeing Teacher or drop into the Wellbeing Hub

Young people out of school:

- Contact your PT Pastoral Care – email or telephone
- Contact your DHT – email or telephone
- Contact Mrs Wallace, Wellbeing Teacher – email or telephone
- Give feedback through the weekly questionnaire

HEALTH AND WELLBEING

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LOOKING AFTER YOUR MENTAL HEALTH DURING THE CORONAVIRUS OUTBREAK

from mentalhealth.org.uk

Sketchnote by @Haypsych

try to avoid speculation and only use reputable sources on the outbreak

good sources:

- Public Health England
- Public Health Wales
- Health Protection Scotland
- NHS
- Gov.UK
- World Health Organization

try to stay connected

- keep in touch with friends and family
- set up private chat groups on WhatsApp
- increase communication with colleagues working from home in isolation

stick to a daily routine

- keep active
- eat a balanced diet
- have a to-do list
- take a lunch break
- have a regular start and end to your working day

try to anticipate distress


- acknowledge how you are feeling
- talk to someone you trust if you are feeling anxious
- reassure people you know who may be worried
- check in with people you know who are living alone

try to manage how you follow the outbreak in the media

- limit your consumption of the news and social media
- if the news starts to cause you stress and anxiety, take a break from it
- Don't avoid all news as it's important to keep informed and educated about the outbreak

if you are in self-isolation or quarantine

- acknowledge that it is a different rhythm of life
- keep in touch with other people regularly on social media, email, phone, video calls
- create a new daily routine, such as reading more or learning something new
- be gentle with yourself, rest if you need to






Key websites and helplines to support your mental health and wellbeing

You may be worried about yourself and your family and how you can look after your mental health at this time. It's normal to feel stressed, scared, confused and even angry during these times. If you have any of those feelings only get information and advice from credible and reliable sources. Limit the amount of time you spend checking the news and avoid some of the 'fake news' stories that are going around.

You can find a range of **NHS Trusted Mental Health and Wellbeing Apps** here:

<https://www.nhs.uk/apps-library/category/mental-health/>

HEALTH AND WELLBEING

(Continued from page 13)

Other useful websites here:

Bereavement: www.cruse.org.uk helpline and listening support.

Family bereavement centre provides counselling free of charge by anyone affected by the death of a child - www.lauracentre.org - For a wide range of organisations dealing with Bereavement please see www.supportline.org.uk

Carers Link East Dunbartonshire: support for carers and young carers. Tel: 0800 975 2131, www.carerslink.org.uk/

Children and Young People: Young Minds www.youngminds.org.uk Parent helpline; 08088025544

Domestic Abuse/GBV: For anyone needing support for domestic abuse as well as family members, this is a confidential, sensitive service for anyone to call. You can speak to a professional in your preferred language: 08000271234 or email helpline@sdafmh.org.uk

East Dunbartonshire Citizens Advice: Free and confidential financial advice: www.edcab.org/ Tel: 0141 775 3220

General Anxiety: www.anxietyuk.org.uk Text service 07537416905

How to look after your mental health: www.mentalhealth.org.uk

Loneliness: Loneliness has many different causes and can affect people of all ages. <https://www.mind.org.uk/information-support/tips-for-everyday-living/loneliness/about-loneliness/>

Mental Wellbeing and COVID-19 – SAMH: www.samh.org.uk

NSPCC: <https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/depression-anxiety-mental-health/>

Self-Harm: <https://www.mind.org.uk/information-support/types-of-mental-health-problems/self-harm/about-self-harm/>

Suicidal thoughts: Samaritans telephone **116 123** lines open 24 hours, Breathing Space, **0800 83 85 87** lines open 24 hours at weekends. **Do you need help now? If so dial 999 right away** –Don't Cope Alone!

Turnbull High Pupil Focus Group

Some of our S3 and S4 pupils met to discuss their experience of working at home and here is some of their good advice to help make your remote learning experience a better one.

“Time is not something you have; it is something you make!”



Do not oversleep...

When I oversleep, nothing goes to plan. Sometimes I even feel more tired. So, below please find some facts to encourage you to get up when the alarm goes off!



COMMON SIGNS OF OVERSLEEPING



The negative effects of sleep deprivation are well known, but sleeping too much can also impact your wellbeing. If you've been sleeping for nine or more hours a night and have noticed these symptoms, then you might want to start setting an alarm.



Brain Fog

Are you struggling to string together a coherent sentence after sleeping in or just can't seem to remember that...wait, what was it again?

Headache

Why does oversleeping cause headaches and migraines? It may be linked to neurotransmitter fluctuations or lead to low blood sugar.



Achy Body

Do you wake up feeling like you've been hit by a bus? Lying down for too long in the wrong sleep position can lead to muscle stiffness and pain.

Waking Up Tired

Do you ever wake up after sleeping in and want to crawl right back to bed? Oversleeping can throw off your biological clock, which makes you feel tired.



Weight Gain

Have you noticed that your waistline is increasing with your Z's? Too much sleep may be messing with your appetite and your exercise routine.

Turnbull High Pupil Focus Groups

Do not spend too much time on technology...

I always get headaches if I spend too much time on my devices. Therefore, my advice is to take breaks – often. Below you will find out why it is important to limit the time spent on ICT.



Some good advice to consider when using devices...

- **Eyestrain:** Staring at a screen all day may lead to Computer Vision Syndrome (CVS) So every 20 minutes look at something 20 feet away for 20 seconds.
- **Headaches:** Too much time on devices can lead to headaches. So make sure you take occasional breaks.
- **Sleep:** The blue light emitted from devices has been shown to have a negative effect on natural sleep hormones, so do not use your phone/I Pad before going to sleep.

Turnbull High Pupil Focus Groups

Create your own space...



I share a room with my sister so I never have enough space to organise my work. I asked my dad if he could sort me something out, and he did – I now have a corner at the back of the house where nobody is allowed to go!



Don't overthink...

Some pupils feel left out, even though there is no evidence for feeling this way. I know I did. I felt disconnected from everyone and irrational thoughts began to spiral out of control making me feel insecure. Take action: phone a friend or speak to someone in your family.



Turnbull High Pupil Focus Groups

Listen up...

Improve your listening skills. Honestly! I do not know how many times the teacher tells us what to do but I never really listen properly. Then when I go home, my parents moan at me for being disorganised and then they argue. SO! To avoid any conflict, listen to the instructions that your teacher gives you, and if you do not understand, ask the teacher to explain.



Stay healthy...

My friends and I did exercises on zoom...it was a laugh! You could also watch Joe Wicks.



Be a peacemaker and not a troublemaker...

There are five people living in my house so I try to stay out of everyone's way. I suppose I should have been supportive by helping more. So yeah, that would be my advice: support each other!



Turnbull High Pupil Focus Groups

Have a routine...

I think advice about having a routine helped me the most. When I used a planner, I stuck to my routine, I began feeling less anxious about everything and I felt in control.



Don't get distracted....

I get easily distracted. I know I need to stick to my plan but I find it difficult to do sometimes. Things would have gone better if I rewarded myself with time watching TV, rather than choosing it over work!



PE DEPARTMENT

The Santa Dash

On Thursday 17th December, the PE Department along with myself and the other Active Schools Ambassador, Lily B, hosted our annual Santa Dash! With the run up to Christmas we decided this would be some good Christmas fun and a great way to raise money for charity. Each year group from S1-S4 were split into their house groups and walked around the school mile path with their Christmas hats on and Christmas music playing, getting us all into the Christmas spirit! As Christmas is a time of giving, we were very fortunate to have all our generous pupils and staff bring in tins/cans for local food banks and nurseries or a donation for charity. Overall, the Santa Dash was another great success and lots of fun was had by all. Thank you very much to everyone who donated to help those in need.

Christina H, S4



We have also decided to keep this going a little longer..... so when we do return to school all pupils will still be able to donate tins of food or make a donation for us to buy some more tins of food also!!

Christmas Cards

The Intergenerational Team, led by Mr Corr, decided that as we wouldn't be able to visit the care home or host any events, due to Covid-19, we would instead make personalised Christmas Cards for all of the residents and some of the staff in Lillyburn Care Home.

We wanted to do this to show we hadn't forgotten about them and to bring a little Christmas joy from Turnbull High School. With help from some of the PSE classes we made over 150 amazing cards. We also included a little chocolate, as a treat, with the card.

This was a brilliant team effort by everyone involved and it was greatly appreciated by all the residents and staff at the care home.

By doing this we displayed one of our school values of reaching out in compassion to others. This little act of kindness brightened the day of those of Lillyburn Care Home.

Christina H, S4



RELIGIOUS EDUCATION AND CHAPLAINCY

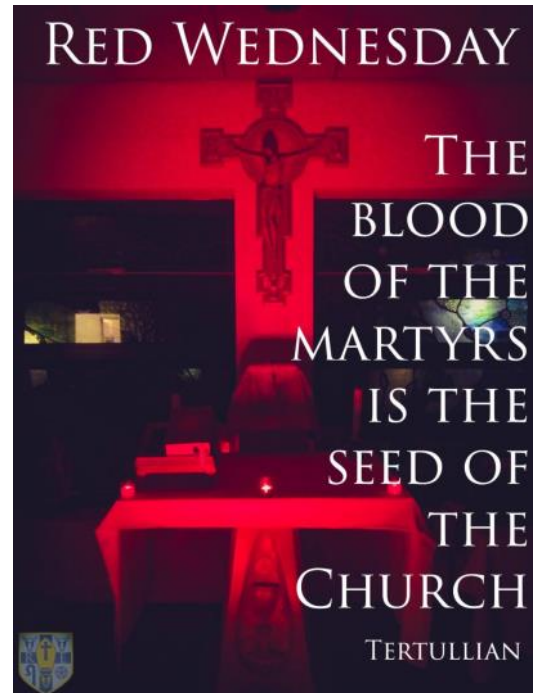
Follow our RE and Chaplaincy department on Twitter and Instagram for more updates and spiritual well-being resources @turnbullhs_re

Red Wednesday 2020

In keeping with our longstanding partnership with Aid to the Church in Need, Turnbull High School celebrated Red Wednesday - a day to raise funds and awareness for Christians who are persecuted for their faith.

Our usual events were not possible this year but pupils made donations and wore red, the colour of martyrs, with their uniform to show solidarity with those who are oppressed, tortured and killed for their faith in the Lord Jesus Christ. Following what has become a Red Wednesday custom across the UK, we lit up our oratory Red.

Our Aid to the Church in Need group led the event and did a great job with advertising. Joined by Fr Monaghan and Mr Pearce, the group also joined to pray the sorrowful mysteries of the Rosary, meditating on the suffering of Jesus and the suffering His Church.



RELIGIOUS EDUCATION AND CHAPLAINCY

Illuminating Festive Physics!

"And the Word was made flesh and dwelt among us" - so goes the first chapter of the Gospel of John. The Greek root of 'Word' is Logos or 'mind.' Our faith teaches us that all things were made through the Word - the divine mind- and this is the reason why the universe is intelligible.



As part of our Advent learning, the RE Department teamed up with Science Department to look at the Star of Bethlehem which was to repeat on the 21st of December for the first time in 800 years!

Just like the Shepherds, men of the true faith at the time, were led to Jesus through a vision of the angels, our young people had opportunities to learn and pray the readings and liturgy of Advent, meditating on the significance of the Incarnation.

Just like the wise men, who used material science and academic study of the Old Testament prophecies, our young people studied the science behind the Star of Bethlehem and were immersed in the study of the prophets.

Our young people reflected on Advent of Jesus in the past, present and future and the many ways in which we have an Epiphany- God revealing himself to us in so many ways.

This project was a reminder to us that Truth, whether communicated literally and numerically or symbolically and prayerfully, all finds its convergence in the Logos, The Word Made Flesh: Jesus, the Way the Truth and the Life.



RELIGIOUS EDUCATION AND CHAPLAINCY

Advent Learning and Teaching in RE

Advent is one of my favourite seasons of the Church year and every year I discover new layers of meaning in the prophecies of the Old Testament and their fulfilment in the New Testament. There are also so many beautiful ways that the liturgy and devotions unwrap the layers of the greatest gift ever given.

This year is the first that all of the BGE classes have all been engaging with our brand new courses.

S1 started by studying life in Palestine at the time of Jesus' birth and its place in salvation history or 'God's Timeline'. By applying their literacy and Higher Order Thinking Skills (HOTS), pupils engaged with a variety of Biblical and video resources to gradually build up a picture of the political, cultural and religious climate for the people of God at that time. S1 had a good idea of what God's people were expecting from the Messiah and began to think about how Jesus fulfilled this.

S1 then went on to explore ways in which we practice our faith in Advent, dividing the learning into 'Liturgy' and 'Devotions.'



S2 built on what they learned last year by studying the Old Testament prophets in the last part of November. They worked in groups to track God's Timeline, analysing the messages of the prophets Isaiah, Jeremiah and Amos. They saw that God is always faithful despite his people's infidelity and recognised the promise of the Messiah, the rescuer.

S2 continued to work in their groups through December to explore the clues of what the Messiah - The Anointed One- would be like. They studied the figures of the Old Testament who were anointed- Priests, Prophets and Kings and began to explore how Jesus would be the ultimate priest, prophet and king.

S2 concluded their study by analysing the Antiphons and selecting ones that complemented their learning. Sadly, we could not sing them this year but maybe next year's S2 will get a chance!



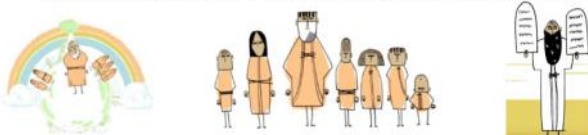
RELIGIOUS EDUCATION AND CHAPLAINCY

(Continued from page 23)

S3 expanded their prior learning by exploring the concept of Covenant in more depth. Applying their HOTS, pupils engaged with Biblical texts to identify the Covenant characteristics that they had learned. Again, by tracking salvation history and the development of the covenant through Noah, Abraham and Moses, young people then drew conclusions about the New and Eternal Covenant that Jesus was going to institute.

S.C.

- **Why** was the covenant necessary?
- **Who** instigated the covenant?
 - What were the **promises**?
- What was the **sacrifice**- who was the priest and what was the victim?
- What was the **meal**? (Moses only)
 - What was the **sign**?
- Did the people **keep the covenant**? Did God keep the covenant?
- What elements **point towards the Jesus and the New Covenant**?



Unusually, S4 were in school for lots more of Advent this year due to the absence of Prelims. They followed the first episode of Word on Fire's Catholicism series, deepening their understanding of the role of the Messiah and the paradoxical way in which God chose to rescue his people.

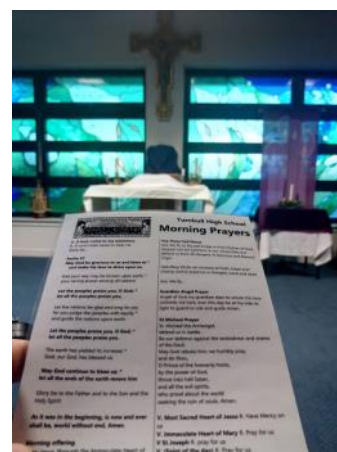
Advent Adoration

In harmony with the curriculum, our chaplaincy programme offered opportunities for prayer and meditation on our need for the coming of Jesus in our own lives and in the world. This was most powerfully evident in our Advent Adoration on Monday lunchtimes - the Advent of Jesus present in the Blessed Sacrament at the heart of our school.

Prayers and Devotions

In place of Mass, which is not possible at this time, pupils and staff joined in morning prayers, novenas and other devotions. An adapted version of our Bearing Gifts retreat was undertaken for each class, reflecting on the Annunciation, the poem 'In the Bleak Midwinter' by Christina Rossetti and ending with the Angelus.

What can I give him poor as I am?
 If I were a shepherd I would bring a lamb.
 If I were a wise man, I would do my part, yet,
 what I have I give him,
 Give my heart.



Family Learning

Advent is a season that is very rich in liturgy and devotions and so our families were provided with a one-stop-shop for living Advent in the home. This blog post featured prayers, crafts, recipes and even playlists of traditional and modern Advent music!

Advent Service

On the last day of term we joined for an Advent Service on Teams in which we reflected on the promise of the Messiah, his Advent to us in the present and our readiness for his coming in glory at the end of the world.

DATES FOR YOUR DIARY		
February	Holiday	8-9 February 2021
	INSET DAY 4	10 February 2021
	Pupils Return	11 February 2021
	S2 Parents Evening	16 February 2021—CANCELLED
	Parent Council Meeting	22 February – 7pm – delivered via Teams
March	PTA Meeting	2 March 2021—CANCELLED
	Parent Council Meeting	8 March 2021—7pm—Delivered via Teams
April	Holiday	2-16 April 2021 (inclusive)
	Pupils Return	19 April 2021
May	Holiday	3 May 2021
	INSET DAY 5	6 May 2021
	Parent Council Meeting	10 May 2021—7pm—Delivered via Teams
	P7 Induction Days	25 May and 26 May 2021—TBC
	P7 Induction Evening	27 May 2021—TBC
	Holiday	28 to 31 May 2021
June	Pupils Return	1 June 2021
	End of Term	24 June 2021
August	Pupils return	12 August 2021
https://www.eastdunbarton.gov.uk/residents/schools-and-learning/school-holidays		