

WEEK 31: 9-12TH JUNE 2026



CARDREW COURT SCHOOL NEWSLETTER

Updates

With only 20 school days to go we want to highlight the exciting events we have coming up for the end term.

Day of Rest and Play
Activities week trips
Year 11 leavers assembly
Year 11 Prom
Summer Fair

ReminderS

Please remember we cannot authorise term time holidays, visits or trips that are not school related. Coming into school consistently is key to your child's educational success.

2026- 2027 class updates REMINDER

Gorse will become Heather Yr8, taught by Gabby
Verbena will become Fern Yr 9, taught by David
Clover will become Dandelion Yr 10, taught by Tammy
Moss will become Meadowgrass Yr 11, taught by Hayley
Heather will become Foxglove Yr 11, taught by Dani

Clover will be a new Yr 11 class, taught by Emma M
Bracken will be a new Yr 7 class taught by Vic
Verbena classroom will be the new Bracken room led by
our HLTA Lauren

Adam will be joining Dave on the Outdoor Ed team

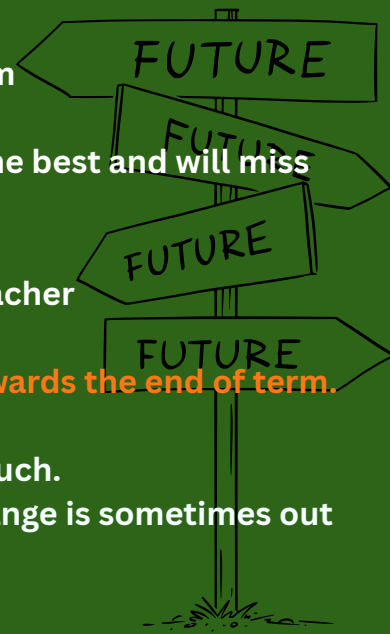
Matt will be leaving to work at a local primary school, we wish him the best and will miss him.

Julian will be joining us from September as our PE Teacher

More updates on all new staff to follow within our transition packs towards the end of term.

If you have any questions or queries please get in touch.

Whilst we want you to have this information now, please be aware change is sometimes out of our control



Careers

CARDREW COURT SCHOOL



Year 11 have been working hard to complete their examinations this term. They have shown resilience, determination, and maturity in preparing for and undertaking their assessments, demonstrating the knowledge and skills they have developed. We are proud of their commitment and wish them every success as they move on to their next steps.



Year 10 learners have been exploring next steps and careers this term, investigating post-16 pathways such as further education, apprenticeships, vocational qualifications, and employment. They have reflected on their strengths and aspirations, researched career opportunities, developed employability skills, and created action plans to support informed decisions about their future education and career pathways



All year groups have been designing their own menus in Food Technology to develop home cooking skills and understanding of balanced meal planning. Linked to their Personal Development course, learners have also created menus inspired by different countries and cultures, researching traditional foods and customs while developing their creativity, planning, and presentation skills.



Our KS4 learners have enjoyed taking part in work experience placements this term, developing their confidence, independence, and employability skills. One learner has been gaining valuable experience at Trevassack Lake, learning new skills and taking part in a range of practical tasks. Positive feedback from employers reflects the learners' enthusiasm, commitment, and willingness to embrace new challenges.



Belong
Believe
Achieve

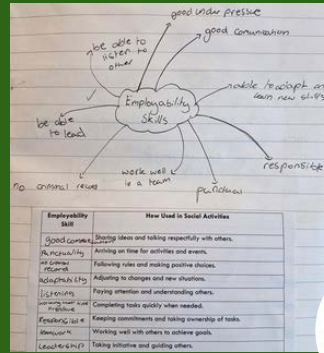


PSHCE

CARDREW COURT SCHOOL



In year 10, learners have been studying the topic of Careers and Your Future, exploring different career pathways, post-16 options, and the skills needed for employment. They have reflected on their interests, strengths, and aspirations while developing their understanding of how to plan for their future education and career goals.



want to level up your skill set?

By researching the job or company you're applying for, and get to know your way around the system.

Sign up for courses to gain more experience in your chosen field.

Interact with others with similar interests.

presented by gilda davis

WELL HELP YOU

APPLYING FOR YOUR FUTURE JOB?

need some more?

CREATIVITY



symbolise? and match them up with their symbol.

- 1. Equality
- 2. neutrality
- 3. Fairness
- 4. balance
- 5. Power
- 6. Authority

Equality Fairness Neutrality Authority

In Years 7 and 8 learners have been studying Citizenship, exploring how society is organised and the role individuals play within it. They have developed their understanding of rights and responsibilities, democracy, and how laws are made and applied.

PLANNING

Least important →

1. To protect us and keep us safe

2. To persuade us to do the right thing

3. To help us thrive

4. To help make sure we all get along

5. To settle our arguments and disputes

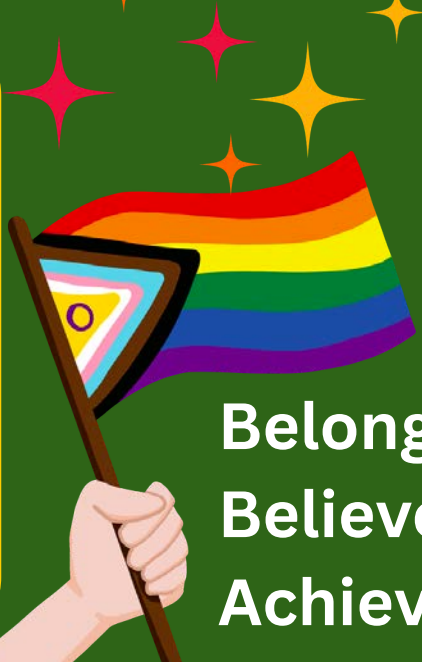
6. To protect our rights



Year 9 learners have been studying Citizenship with a focus on Law and the Justice System. They have explored key questions around fairness and access within the criminal justice system, including the roles of different professionals, how crimes are treated, and the importance of fair courts. Learners have also considered whether the law is accessible to all, how injustice can be challenged, and whether the justice system operates fairly in society.



The whole school has been focusing on Pride Month, celebrating diversity, inclusion, and respect for all members of the community. Learners have explored the importance of equality and acceptance, learning about the history and significance of Pride, as well as the challenges faced by the LGBTQ+ community. Activities have encouraged understanding, empathy, and reflection on how we can all contribute to creating a safe and supportive environment for everyone. We all belong!



Pride Month is celebrated annually from 1st - 30th June

Belong
Believe
Achieve





Food Technology



Weekly Highlights:

The kitchen has been full of delicious smells, happy faces, and fantastic cooking this week!

🌿 Moss & Heather Class have been putting their skills to the test as they worked towards their Level 1 Home Cooking Cooking Skills Exam. We are incredibly proud of their hard work, determination, and growing confidence in the kitchen.

🍋 Clover Class brightened up the week by making a zesty Lemon Tart. Their baking skills were put to the test, and the results looked absolutely delicious!

🍔 Verbena Class cooked up some mouth-watering Turkey Burgers, learning how to prepare, season, and cook a healthy and tasty meal from scratch.

🥗 Gorse Class got chopping and mixing to create a fresh and crunchy Homemade Coleslaw. They showed great teamwork and excellent food preparation skills.



next week

MUST TRY!

Week Commencing 15th June

Gorse	<u>Tandori Chicken</u>
Verbena	<u>Piri Piri Burgers</u>
Clover	Personalise your Flapjack!
Heather & Moss	Level 1 Home Cooking Skills
Fern	Food Hygiene level 2

Ingredients:-

1/2 small onion
 125g lean turkey mince
 1 x 5ml spoon dried mixed herbs
 1 x 5ml spoon Worcestershire sauce
 Ground black pepper
 To serve:
 2 wholemeal rolls, bagels or pitta bread
 1 tomato
 Lettuce leaves
 Pickled gherkin (optional)

Equipment:-
 Chopping board
 Vegetable knife
 Mixing bowl
 Mixing spoon
 Weighing scales
 Measuring spoons
 Grill pan
 Pastry brush
 Bread knife

Adaptations

Experiment using different herbs and spices to flavour the burgers.
 Use extra dried ingredients - may not count towards your 5 & 5.
 Try using fresh herbs for beef mince.
 Add grated (chopped) vegetables to the burgers such as carrot, courgette or mushroom.

Turkey Burger



1. Peel and finely chop the onion.



2. Place the mince, onion, mixed herbs and Worcestershire sauce in a bowl. Season with black pepper.



3. Mix the mince mixture together.



4. Preheat the grill at medium.



5. Divide the mince mixture into 2 and shape into burgers. Thoroughly wash and dry your hands after touching the raw meat.



6. Place burgers on a grill tray and grill for 5-6 minutes each side. Check that the burgers are thoroughly cooked and there are no pink juices.



7. While the burgers are cooking, shred the lettuce and slice the tomato.



8. When the burgers are cooked, assemble each burger.

Fern Class

Weekly Highlights...



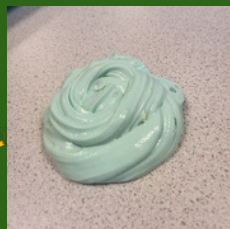
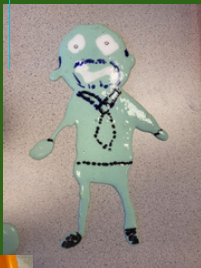
It has been another week of GCSE exams for our Fern learners. Excitingly, their final exam is scheduled for Monday next week—yay! The end of the exam period is finally here, and the learners have shown incredible dedication throughout this journey. As always, we are immensely proud of each and every one of them.



This week, Lisa visited the St. Columb RSPCA to check in on Gabby during her work experience placement. It was a delightful and informative visit, allowing us to observe Gabby's contributions and meet some of the wonderful animals under their care.



Wednesday afternoon Pheobe & Nox had fun making some slime together during their down time after their maths exam. They added colour & fruit charms & confetti into their slime to add to the cool texture. They also designed a very cool alien looking person!



This week, Gabby showcased her culinary skills in Food Tech by preparing some scrumptious Carrot Cake Muffins . They were extremely delicious!

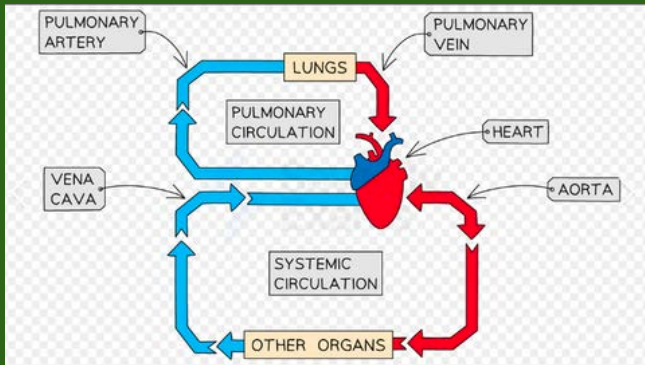




Clover Class



Weekly Highlights:



In Science (Biology) we have been looking at the blood circulatory system. Specifically the differences between arteries and veins, how they work in relation to the heart and why they differ.

Clover have been practicing writing CV's using to help to prepare for the future. We went through how to format a CV using examples as a template and tailor it for a specific role.



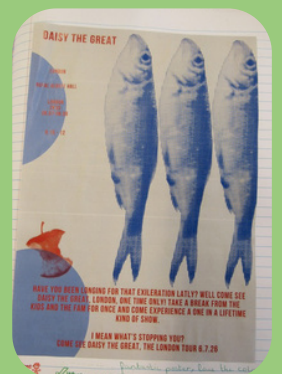
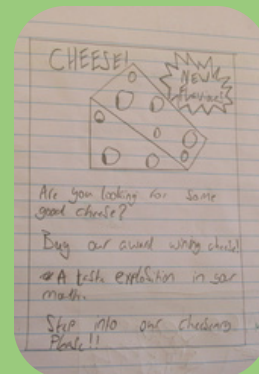
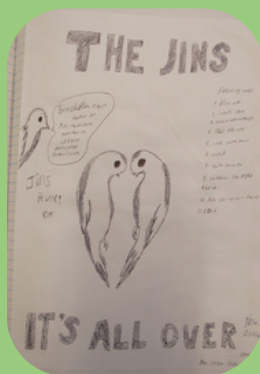
In English this term, the learners will be exploring the traditional Rags to Riches story theme. They will read and discuss a range of engaging stories, identifying key features such as character development, challenges, and happy endings. Using these texts as inspiration, the learners will develop their own creative ideas and plan, write, and edit their very own children's stories, focusing on creating exciting characters, imaginative settings, and engaging plots.

MOSS CLASS HIGHLIGHTS

Moss are currently working on their Level 1 Home Cooking Skills qualification in Food Tech. We were so proud of their hard work and resilience during their lesson on Monday this week! They demonstrated lots of skills and followed their personalised recipes step by step which was great to see - Well done Moss! Your dishes were delicious!



In Humanities, we are currently looking at local places of worship and how they are important to the community. We started with Truro Cathedral and learners were impressed by the architecture and how multifunctional the space is.



In English this week we have been looking at persuasive techniques and how they are used in different ways. Learners have created their own adverts and written a persuasive speech to demonstrate the skills they have learnt throughout the week.



VERBENA CLASS HIGHLIGHTS




Some of our science learning focussed on invertebrates. We used our computing skills to create Powerpoints containing facts about an invertebrate of our choice.

Arachnids

No, jumping spiders do not have a spine. As invertebrates, they lack an internal skeleton or backbone entirely. Instead of bones, they have an exoskeleton—a hard, outer shell made of a material called chitin that gives their body structure and protects their internal organs.

Instead of a spine to keep their bodies upright, they pump a fluid called hemolymph (their version of blood) through their bodies. This hydraulic pressure gives them their shape and even powers their famous jumping ability, allowing them to extend their legs.



Sun beetles



Sun beetles are invertebrates. They are not a beetle I don't know why these beetles are in the insect group.

Copilot Search

Invertebrates are animals that **lack a backbone** or vertebral column, which distinguishes them from vertebrates. They make up over **90% of all living animal species** and include a diverse range of organisms such as insects, mollusks, and crustaceans. Invertebrates play crucial roles in ecosystems as **pollinators, decomposers, and prey** for larger animals, and they have significant ecological, economic, and medical importance. Wikipedia +4



In English we are reading newspaper reports and getting to understand their features.



We looked for the 5 W's in an article—Why, Where, Who, What and When. These 5 things always appear in a newspaper article.

Lots of baking and cooking this week including biscuits, chocolate buns and chicken burgers.

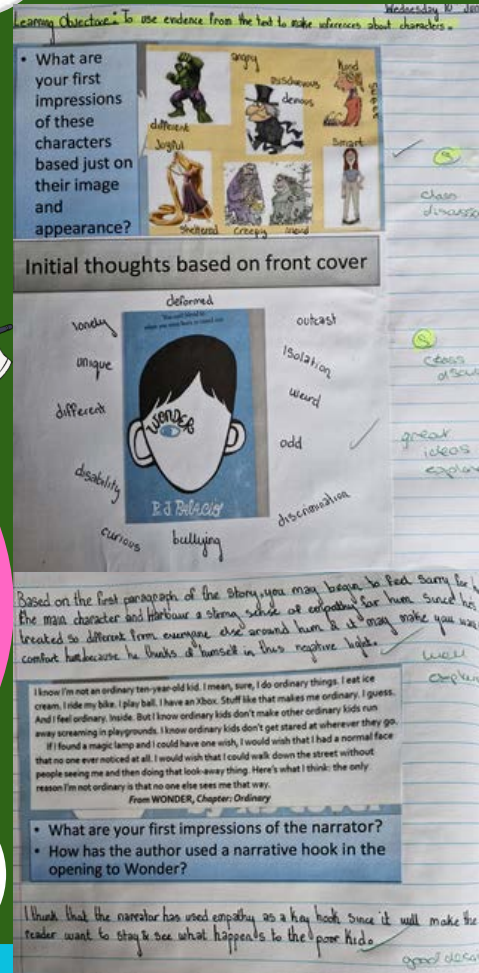
We also did some geography trying to discover where all the 48 countries in the World Cup are.



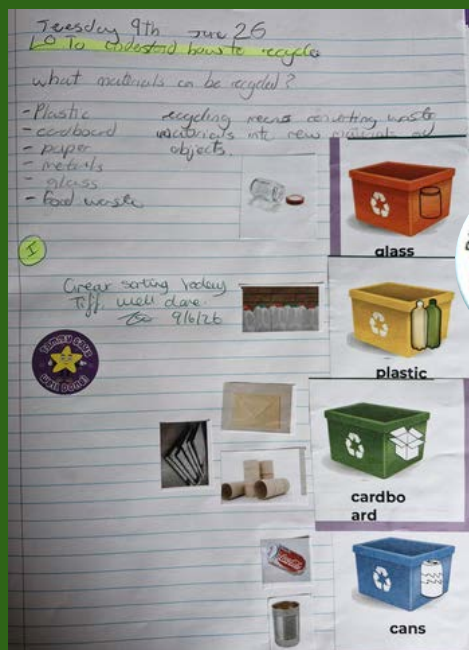
Heather Class



In English, learners have started a new topic based on the novel Wonder. Through studying the text, they have explored themes such as kindness, empathy, friendship, and acceptance, while developing their reading, comprehension, and discussion skills. Learners have enjoyed engaging with the characters and storyline, using the text as a basis for reflective thinking and written responses.



In Science, learners have been studying variation, exploring how and why individuals within a species differ. They have investigated genetic and environmental factors that contribute to variation and considered how this leads to differences in characteristics.



In Personal Development, we have been learning about recycling and the important role it plays in protecting the environment and conserving natural resources. They have explored the different types of materials that can be recycled, the recycling process, and the impact that waste can have on local and global environments. Learners have also discussed practical ways to reduce, reuse, and recycle in their everyday lives, helping them to understand how small individual actions can make a positive difference. Through these activities, they have developed a greater awareness of environmental responsibility and sustainability.



Gorse Class

It has been a great week of learning here in Gorse Class.
This week's guest writer is Myles.

In Maths I have been learning about measuring. I found it good to do and can use these skills everywhere.

Fill in the missing numbers.

a) 1 foot is equal to inches. ✓

1 inch is approximately centimetres. ✓

b) 1 pound is equal to ounces. ✓

1 stone is equal to pounds. ✓

c) 1 gallon is equal to pints. ✓



In Science we did an experiment separating solutions. It was fun.

Something I am proud of is my Maths learning and completing the Gwennap Pit challenge.



Here is the timetable for next week

<https://padlet.com/MrTilley/gorse-class-wb-15-06-26-k3124yb8r60gtmpm>



Article of the Week World Day Against Child Labour

2025 – 2027



Rights Respecting Schools

UNITED KINGDOM



Bronze Rights Committed

Throughout history, children have had to work in all sorts of different ways. In the 20th Century the world agreed that work that endangered children or stopped them from enjoying all their rights was unacceptable.

In 2002, The International Labour Organisation (which was set up by the United Nations) launched the first World Day Against Child Labour to highlight the struggles faced by working children. Held each year on 12th June, the day is intended to promote and encourage the growing worldwide movement against child labour.



It is hard for most children and young people in the UK to imagine what it must be like to have to work as a child.



@UNICEF/Gilbertson VII Photo

How many reasons can you think of why children should be protected from working, especially in dangerous conditions?

CARDREW COURT SCHOOL

WORD OF THE WEEK

Animosity

noun

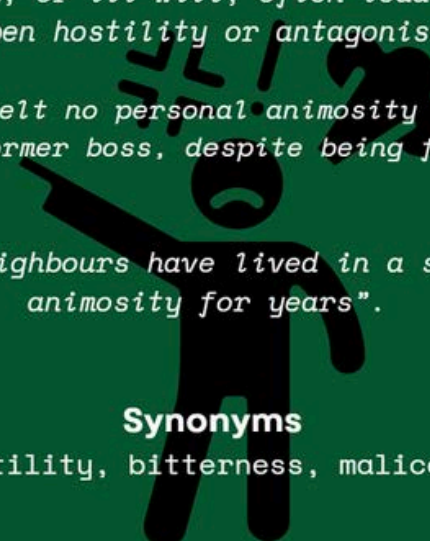
a strong, active feeling of dislike, hatred, or ill will, often leading to open hostility or antagonism.

"They felt no personal animosity towards their former boss, despite being fired".

"The neighbours have lived in a state of animosity for years".

Synonyms

hostility, bitterness, malice.



IDIOM OF THE WEEK

No news is good news

If you haven't heard anything about a situation, you can assume it is all going well.

"My son is travelling abroad, but I haven't heard from him in a week. No news is good news, I suppose".

Origins:

Greek playwright Sophocles (5th century BCE): "No news is good news to the weary."



COLLEAGUE OF THE WEEK:



Ian G

Staff vote weekly in our Colleague of the Week draw

Thank you for all you do at Cardrew Court School



Goes to all learners as they are navigating

Headteachers Award

the transition to the new academic year so well.



Outdoor Education



We saw an improvement in the weather at the start of the week, so we made our way to the South Coast.



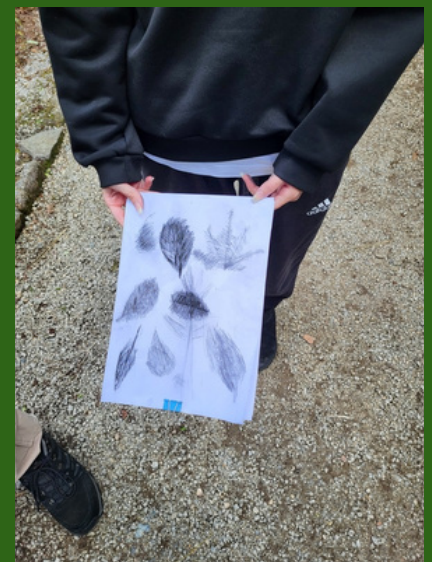
Monday saw us exploring the gardens at the National Trust property at Trelissick.



Tuesday and Wednesday and Friday saw us take to the water for some paddleboarding at Loe Beach.



Due to some unfriendly conditions on Thursday, we decided to check out the geothermal pool in Penzance. It is NOT as warm as you might think!!!



At Cardrew Court School the school immunisation team come in regularly, please ensure you email us if you do not consent to your details being passed to the immunisations team.
office@cardrewcourt.org



Cornwall & Devon
School Age Immunisation Service

NHS

Did you know children are offered these routine vaccinations at school?

- ✓ FLU: Reception - Year 11
- ✓ MMR: Catch-up
- ✓ HPV: Year 8 - Year 11
- ✓ Meningitis ACWY: Year 9 and Year 11
- ✓ Diphtheria, Tetanus, Polio (DTP): Year 9 - Year 11

FLU

MMR

HPV

MENINGITIS
A,C,W,Y

DIPHTHERIA,
TETANUS,
POLIO (DTP)

Did you miss us?

We also run community clinics across Cornwall and Devon for:

- ✓ Home educated children
- ✓ Anxious children
- ✓ Children who missed the session at school



Contact us for further information,
to check your child's vaccination status,
or book a catch up clinic:

01872 221105

kernowhealthcic.schoolimmunisation@nhs.net

Young people are offered the following vaccines in secondary school:

Vaccine	School year offered	Diseases protected against
Flu vaccine	Annual vaccine offered to all in Years 7 to 11	Protects against flu, which can lead to acute bronchitis and pneumonia
Human papillomavirus (HPV) vaccine	Year 8	HPV related cancers such as cervical cancer, some cancers of the head and neck, some genital cancers and genital warts
MenACWY vaccine	Year 9	Meningococcal groups A, C, W and Y (which can cause meningitis and septicaemia)
3 in 1 teenage booster (Td/IPV)	Year 9	Tetanus, diphtheria and polio
MMR – for those that have not had 2 doses of MMR	Catch-up – offered opportunistically	Measles, mumps and rubella

Catch-up opportunities, either as additional visits or when the immunisation team is already coming into the school, may be offered for those who have missed out on their vaccinations.

Further information on supporting immunisation in education and child care settings, including colleges and universities can be found at: www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/supporting-immunisation-programmes



We recently met with Helen Girvan of Kynde and would like to signpost their free SEND parent / carer coffee mornings. More information on their website.

Coffee Morning

For SEND Parent Carers



Wednesday 17th June

10am - 12pm

The Arborist Café

TR3 6AG



www.kynde.co.uk
helen@kynde.co.uk

This week GMTV news did an article on Snapchat and the dangers of open profiles, we would advise you check your child's apps, ensure they are private and that your child is aware not to communicate with people unknown to them. Please see more below

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.

What Parents & Educators Need to Know about

SNAP STREAK

97

SNAPCHAT

AGE RESTRICTION
13+

WHAT ARE THE RISKS?

With over 900 million active monthly users and billions of 'Snaps' sent each month, Snapchat is a popular messaging app among children and young people. It allows users to share fun, spontaneous pictures and videos with friends and family while using playful filters. One of Snapchat's unique features is that pictures, videos and messages are only viewable for a short period of time.

ARTIFICIAL INTELLIGENCE

Snapchat's use of artificial intelligence (AI) includes features like the 'My AI' chatbot and AI-powered filters, offering interactive experiences that can be fun but also pose risks. These tools may share unfiltered or inaccurate responses, promote unrealistic beauty standards, and collect personal data. Advanced filters and deepfake-style lenses can distort reality, potentially leading to manipulation, impersonation, or inappropriate content.

SCREEN ADDICTION

Snapchat boosts user engagement and daily use with features like streaks (daily Snapchat exchanges between you and a friend). When a streak's been going for a few days, users will see a 🔥 emoji. The number alongside it shows the number of days, but if users miss a day and break the streak, the only way to restore it is to pay. This encourages daily use habits, and frequent notifications can keep users returning to the app even more often.

SEXTORTION

Because Snapchat's disappearing messages feature may foster a sense of safety, users may become targets of sextortion. For example, a predator may pressure someone into sending nude images, then somehow capture those images to threaten and intimidate the victim. This might involve claiming they will share the images with friends or family unless money is paid.

SNAPCHAT+

Snapchat+ is the platform's premium subscription service, offering early access to new and exclusive features. In June 2023, Snapchat introduced a new tier called Lens+, giving subscribers access to hundreds of lenses and AR experiences for playing, creating, and sharing Snaps. These paid features may encourage young users to spend money to access exclusive content, increasing the risk of overspending or feeling pressured to make in-app purchases.

ACCESSIBILITY

Snapchat is now accessible from a web browser, meaning children can use it on a laptop or tablet without downloading the app. This can make activity harder to monitor, reduce the effectiveness of parental controls, and increase the risk of unsupervised communication or exposure to inappropriate content.

INAPPROPRIATE CONTENT

Some content on Snapchat isn't suitable for children. The hashtags used to group content are determined by the poster, so even an innocent search term could still yield age-inappropriate results. The app's disappearing messages feature also makes it easy for young people to share explicit images on impulse – so sexting continues to be a risk associated with Snapchat.

Advice for Parents & Educators

ACCESS THE SNAPCHAT FAMILY SAFETY HUB

Created with guidance from Common Sense Media, Snapchat has developed a Family Safety Hub that explains how the app works and how to use its in-app protections for teens. It's recommended that you review this guidance before allowing a child to download Snapchat. Remember, the app is only intended for children aged 13 and over.

ENCOURAGE OPEN DISCUSSIONS

Snapchat's risks can be easier to handle if you nurture an open dialogue. Talk about scams and blackmail before letting children sign up. If they're lured into a scam, encourage them to tell you immediately. Talk openly and non-judgementally about sexting, emphasising its inherent risks. Furthermore, explain how popular 'challenges' on the platform can have harmful consequences.

BLOCK AND REPORT

If a stranger connects with a child on Snapchat and makes them feel uncomfortable by pressuring them to send or receive unwanted or inappropriate images, the child can tap the three dots on that person's profile to report or block them. There are options to state why they're reporting that user, with a tailored reporting section under the 'Nudity and Sexual Content' category. In this category, there's the option to report somebody for threatening to leak sexually explicit images, or 'nudes'.

USE PRIVACY SETTINGS TOGETHER

Sit down with the children in your care and explore Snapchat's privacy settings as a shared activity. You can help them adjust who can contact them, view their stories, or see their location on Snap Map. It's a good opportunity to explain why some settings are safer than others, reinforcing their understanding of online boundaries. Encourage them to regularly review these settings, especially after app updates or changes in their friendship groups.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian Government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



#WakeUpWednesday

The National College

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

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