



St Benedict's Newsletter 298

11 July 2025



St Benedict's Day Mass

Today we have celebrated the feast of St Benedict our patron. We were delighted that Bishop Peter, Fr John Warrington and Fr Dick White celebrated the Mass for us and that as a school we were able to share in communion on this special day of the year for the school. St Benedict, like all the saints, provides us with an example of Christian discipleship and his rule and the tradition handed down gives us a structure for worship and life. Our mission

statement of 'Developing Wisdom, Compassion and Resilience through Prayer and Work' is built on that guidance and example of St Benedict and we hope that our experience as a school community, reflecting these values brings us closer to God. Following the celebration of solemn Mass, we have enjoyed our St Benedict's fair and raising money for West Suffolk Wish in memory of Salvador Modke.

Mrs Senior













Catholic Social Teaching

Hello, and welcome to this week's reflection in our newsletter.

This week, we turn to the strand of **Creation and the Environment**, which invites us to honour and protect our common home, the Earth. Catholic Social Teaching calls us to recognise that the Earth is a gift from God, entrusted to our care, and that our actions have profound effects on all creatures and future generations.

Caring for creation is an essential part of living our faith: CAFOD highlights that we are called to live sustainably, reduce waste, and advocate for policies that protect the planet and the poorest communities who suffer most from environmental damage.

At St Benedict's, our mission compels us to act with foresight and empathy. By protecting our environment, we demonstrate wisdom in stewardship, compassion for those affected by climate change, and resilience in making sustainable choices.

In the words of Pope Francis in *Laudato Si'*: "The earth herself, burdened and laid waste, is among the most abandoned and maltreated of our poor and again with a gentle reminder of the tenderness with which we must treat our common home "The earth, our home, is like a sister with whom we share our life and a beautiful mother who opens her arms to embrace us." " — *Laudato Si'*, §1§§2

We live out care for creation by making everyday choices that respect our planet: conserving energy, reducing and recycling waste, and supporting eco-friendly initiatives in school and at home. We can plant trees, tend the school garden, and encourage fair farming practices. By raising awareness and taking action, such as joining clean-up events or advocating for sustainable policies, we contribute to a healthier world for all God's creatures.

We can show we understand this strand of CST through small, meaningful actions:

- **Wisdom:** Choosing sustainable habits that protect resources for future generations.
- **Compassion:** Caring for the most vulnerable who are hardest hit by environmental harm.
- **Resilience:** Persisting in eco-friendly actions, even when they require extra effort.

The health of our planet reflects the health of our communities. As stewards of creation, this week, we ask ourselves: *How can I reduce my carbon footprint and promote sustainability?* Each act, no matter how small, helps heal our planet, our home and shows respect for God's gift.

"The earth is the Lord's, and everything in it." — *Psalms 24:1*

Loving Creator,

You made the heavens and the earth, and all living things.

Grant us the wisdom to protect our common home,

the compassion to care for all your creatures,

and the resilience to persevere in sustainable living.

Help us to cherish and cultivate the gifts of creation,

so that future generations may praise your name.

Through Christ our Lord.

Amen.

Sports Day 2025

It is always such a wonderful day for the school to come together as a community. The students were all amazing, giving it their all in the many disciplines, from javelin to 1500m, from the 100m sprint to the triple jump. There were some fantastic sporting achievements across all the year groups but it was also lovely to see all the students supporting each other and getting behind their house teams. A big thank you to all the sixth form who helped run the events, the day couldn't have run without you. A special mention must to be given to Adam O'Flynn and Kuba Kluczynski who did a sterling job on the commentary. The winning House team and Best Girl and Boy for each year will be announced on the last day of term.

Here is a small selection of photos from the morning's events.







Year 11 in Japan

Mr Taylor, Mrs Senior and Mrs Kennedy returned this week from their trip to Japan with 23 of our Year 11 students. This was an incredible experience - funded by the Turing Fund that enabled students to visit, Tokyo, Kyoto and Osaka. During the incredibly busy fortnight, students visited temples, shrines, museums, dressed in Kimonos, attended a tea ceremony, travelled on the Shinkansen (bullet train) and much, much more. Many of the students described this as the trip of a lifetime and as a school we are delighted to be able to provide

this opportunity. Whilst in Japan we attended Mass in both Tokyo and in the Cathedral at Osaka which provided a real sense of community. We were also blessed to be able to visit a Catholic school in Osaka and spent the day with various groups of students aged 7-11. The students behaved exceptionally well and coped well with the somewhat punishing pace. Walking 20-25 kilometres a day in 30+ degree heat and on some days carrying their luggage transferring between hotels. It was a unique experience for all of us and one that none of us will forget.

Mrs Senior







The Journal of Science

SCIENCE NEWS – The Journal of Science is back!

After a year in abeyance, the Journal is back to showcase some excellent pieces of work produced by our young scientists. There is much to commend in this issue with articles from Yr7, Yr10 and Yr12 6th form. Topics range from climate change; electric cars; the safe disposal of organic chemical waste; the safe disposal of organic chemical waste; and conservation in the UK.

The editor noted a perfect synergy between the article about climate change by Scarlett Pullen (7S) and the articles about electric cars by Ellen Beckwith, Sean Dersley and Zuzanna Bulacz (Yr10s). Thank you to Mr D'Mello for his Yr10 physics students' work and especially to Scarlett Pullen for her permission to publish her article, which was previously published in the school's Newsletter.

The majority of papers in this issue are from our Yr12 (6th Form) biologists and chemists, from their homework set by Mr Sousa and Ms Coogan. Although an editor would not normally admit more than one paper from a particular author in the same issue of a Journal, many of the Yr12 students are studying both Chemistry and Biology so an exception has been made – hence some authors appear twice.

Mr Sousa kindly provided some comments for the Journal:

“As part of their studies on biodiversity and ecosystems, our Year 12 A-Level Biology students were tasked with investigating conservation efforts taking place within the UK. Each student chose a particular species, habitat, or organisation to research in depth, developing an understanding of the scientific, ecological, and ethical issues surrounding conservation work.

This project not only got them researching real life practices of conservation but also gave students the opportunity to practise scientific writing, including correct use of Harvard referencing. The variety of topics chosen reflects the breadth of conservation work happening across the country—from protecting endangered species to managing habitats.

The students' papers published in the Journal show a selection of their work, highlighting their curiosity, and attention to detail, to understanding how science informs real-world decision-making. We hope you find their research as informative and thought-provoking as we did.”

Ms Coogan's Yr12 chemistry students were similarly tasked with writing an article about the disposal of organic chemical substances, in particular those compounds used in the chemical industry. An important aspect of this was that the students should hone their skills in researching and writing a scientific article/paper – including using conventions regarding listing and citing sources of information. This will be expected of them at university, so such practices during their 6th form education will stand them in good stead for the next phase of their education.

[Journal of Science](#)

Mr Gregory

Henry Moore

Henry Moore inspires 'Ore' Projects, for year 10 GCSE artists

26 year 10 students visited Henry Moore Studios at Perry Green this week to learn more about the nature of Sculpture and working in metal.

The day began with a tour of the grounds in Hertfordshire, learning more about Moore's work and the breath taking sculptures on display of different scales. The weather was perfect for sketching, so after a picnic lunch, our students took time to capture their favourite sculptures in their sketchbook.

In the afternoon we were welcomed by Lauren and Daniella in the studio at 'Ore projects', a team of expert metal fabricators who work making sculpture for brands such as L'oreal and Caterpillar. Here students had the chance to learn more about working with metal and try their hand at MIG welding to make armatures and structures of their own. Some brave sculptors working on a hot day in professional PPE clothing!

I hope that some of our artists and designers will take up the challenge to develop their skills with sculpture even more after today. Congratulations to Rufus Atkinson who won the 'make the maquette challenge', who showed particular flair for working in 3D to a time limit. Well done year 10 for making the day such fun and thank you to the Arts Council for funding our workshops for the day. We had a wonderful time!

Ms Chacksfield, Head of Art and Design



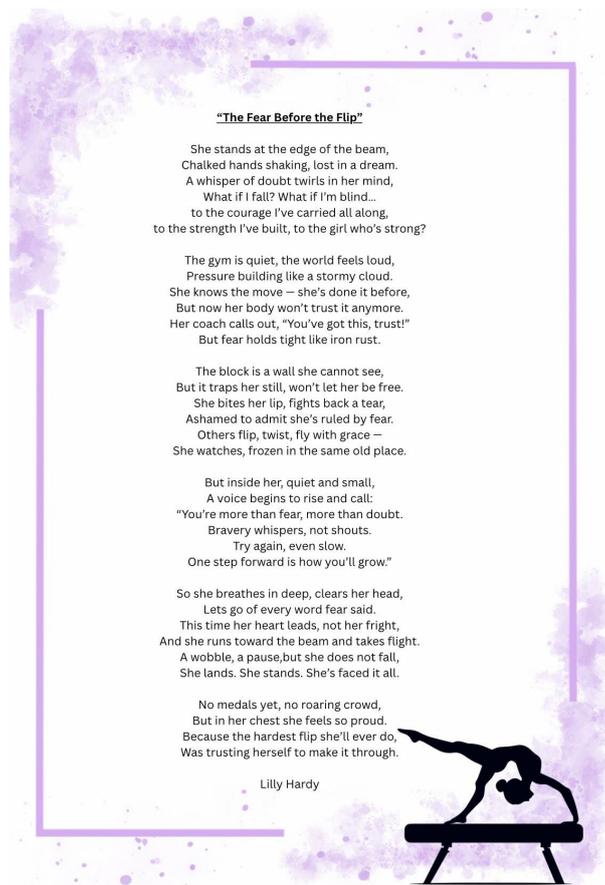




Poetry

Mrs Keefe's classes have been tasked with researching poets and poetry both in lessons and for learning outside the classroom ("homework"). Once this was completed, their next challenge was to produce a poem of their own, taking inspiration from what they'd found out. Please see below the fantastic original composition by Lilly Hardy, Year 8. She should feel very proud of her efforts on this, as am I.

Mrs Keefe



Year 10 Geography

Last week, our intrepid Year 10 Geography students set off for Hawstead to tackle the physical geography fieldwork element of their GCSE course. Armed with wellies, clipboards, and a spirit of adventure, the three classes investigated how the River Lark changes along its course.

From measuring width and depth to calculating velocity, students fully immersed themselves—quite literally in many cases—as they waded into the river to collect vital data. Those who stayed dry played a crucial role too, recording observations and ensuring the accuracy of results.

It was a brilliant day of hands-on learning, teamwork, and discovery. The fieldwork they completed will not only support their understanding of river processes but also give them a strong foundation for success in next summer's exams. Well done, Year 10 Geographers.

Mr Sayer



MARKETING: IT'S EVERYWHERE!

WHAT IT IS, WHY IT MATTERS, AND HOW IT COULD BE YOUR FUTURE CAREER



An Introduction to Marketing

On Friday 4th July, our cohort of Year 12 students (alongside Mr. Adams' Year 7 Tutor group) were introduced to the world of Marketing and what might be involved in a career in this creative and fast-paced sector. Our guest speaker, Gurjeet Makh, is a Senior Marketing Leader with over a decade of experience delivering creative and strategic solutions for top brands such as Mercedes-Benz and Amazon. She has worked on a variety of campaigns including rebranding for Shell Energy and has delivered large-scale international exhibitions for the Daily Mail Group in Japan and the USA.

We learned how vital great communication and problem-solving is in this field. Gurjeet underlined how thinking on your feet, teamwork, storytelling, and stretching your imagination can lead to huge successes and global recognition. The importance of developing skills in digital marketing was also very much taken on board!

This was an exciting and inspirational talk, and one we would certainly like to offer to a wider student audience in the future.

Students aged 13-19 yrs can access FREE online Work Experience (**WEX**) in Marketing:

[Social Media Marketing | Springpod](#)

[Heathrow Marketing Sprint: Stakeholder Collaboration | Springpod](#)



Year 10 Next Steps Assembly

On Monday 7th July, I delivered a *Next Steps* assembly to our Year 10 cohort with the aim of encouraging the students to begin researching their post-16 options *and* to book Open Events at Sixth Forms and colleges of interest. **Year 10s can begin applying for post-16 destinations in only 3 months' time** and it is vital that their choices are based on the latest factual information, as well as their preferences and passions.

During the assembly, we looked at four main options going forward: A Levels, T Levels, Vocational (job/career-related) courses and apprenticeships. I explained what each option involved and the meaning of different levels of qualification e.g. Level 2 is equivalent to GCSE (General Certificate of Secondary Education) and Level 3 is equivalent to A (Advanced) Level. We looked at entry requirements and the key question students should ask when researching options: *do my choices meet the entry requirements for... degree courses, apprenticeships, my future profession?*

As Year 10s take their next steps, they will be very well supported - by the whole staff team.

From the beginning of Year 11, I will meet with each and every student for an hour's dedicated conversation about post-16 options. My remit, as a Level 6 (degree equivalent) qualified Career Guidance and Development Adviser, is to deliver unbiased and impartial Careers Education, Information, Advice and Guidance (CEIAG). This means that we will look at any and all areas of interest together. I should mention that this is also my passion! I will deliver more regular and detailed information to students and parents and carers, once we have settled into the new academic year.

I must say that I never cease to be inspired by the level of ambition and maturity of our students and am very much looking forward to our discussions next term.

Miss Hahn

PRIMARY LIAISON NEWS – St Edmund’s Catholic Primary goes to Mars!

Well not quite, but as part of the St Benedict’s primary liaison program Ms Mak and Mr Gregory spent last Wednesday morning (9th July) at St Edmund’s Catholic Primary School with an enthusiastic group of around 60 budding year 5 astronauts who were given a presentation about why, throughout history, people have been so fascinated by Mars, the “Red Planet”. In particular the prospect of finding evidence of life on Mars. HG Wells told the story, in his book *The War of the Worlds*, of Martians invading the Earth in order to colonize it and destroy the human race.

Scary enough, but even more scary was the radio program broadcast in the US in October 1938. Orson Welles famously broadcast a radio version of HG Wells’ book, but in a news-reporting style. It sounded so realistic that listeners actually believed at the time that Martians had landed outside New York intent on taking over the world, which caused mass panic!

The St Edmund’s students, working in teams of 5 or 6, were then given 3 soil samples to test. One of the samples was from Mars and, with hints given about what Martian soil is like, they had to determine which one was most likely Martian. The tests included colour, feel, particle size of the grains, acidity, solubility and, finally, an evaporative test to see whether there was any salt present in the sample. The ability to understand and carry out such tests will be essential for the students as they progress through science to GCSE and beyond. Hopefully the students found the morning’s activities a ‘fun’ introduction to serious science.

The student teams excelled at following method instructions and handling the various items of equipment to obtain accurate observations and results. This enabled them to collectively agree which sample was Martian. (Spoiler: it wasn’t actually from Mars, sorry!)

The educational resource used was provided by the UK Space Agency and developed by ESERO-UK (European Space Education Resources Office in the UK) and the Centre for Industry Education Collaboration. The aim of ESERO-UK is to support the space sector by helping teachers open doors for young people from all backgrounds, by delivering inspiring world-class teaching in science, technology, engineering and mathematics (STEM).

Mr Gregory



Exam Stats

In early May students began sitting the written exams for the summer 2025 exam season which lasted until the end of June.

As a school 281 students sat 4115 exam papers lasting between 1 hour and 3 hours across 53 different A Level and GCSE subject specifications. Our dedicated exams team consisting of 21 Invigilators and 11 scribes/readers ran 48 separate sessions of exams totalling 144 different exam components (these statistics don't include coursework components, practical or speaking exams).

Well done to all the students for their hard work and mature approach to the exams. We eagerly anticipate seeing everyone who took their exams with us this summer on Results Days in August – Thursday 14th for A Levels and Thursday 21st for GCSEs. (Sixth Form Enrolment happens on GCSE results day).

Well done and thank you to everyone involved.

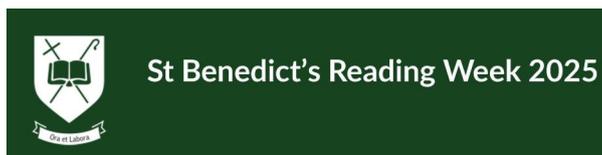
Caroline Edwards - Exams Officer

Reading Week

Don't forget to visit the Library before next Friday to stock up on all your reading for the summer.

You could also win a prize when we return. The Reading Week flyer contains all the details. Good Luck!

Mrs HG, (Librarian) and the English Department



Your librarian recommends these Summer Reads!

Percy Jackson and the Olympians series, Rick Riordan
The Chronicles of Narnia, C.S.Lewis
War Horse, Michael Morpurgo
The Borrowers, Mary Norton
Skellig, David Almond
Goggle Eyes, Anne Fine
There will be Lies, Nick Lake
Susilous and Amazons, Arthur Ransome
Wave me Goodbye, Jacqueline Wilson
A Good Girl's Guide to Murder Series, Holly Jackson
Divergent Series, Veronica Roth
Maze Runner Series, James Dashner
Lord of the Rings, J.R.R.Tolkien
Pinch Perkins and the Midsummer Curse, Cathy Fitzgerald
The Last Whale, Chris Vick
Destination Anywhere, Sara Barnard
AdeLAIDE Just Wants to Help, Melinda Salisbury
The Summer We Turned Green, William Sutcliffe
Caterpillar Summer, Gillian McDunn
Fallout, Lesley Parr
Some Sunny Day, Adam Baron
Mayowa and the Sea of Words, Chibundu Onuzo

Turn over for more reading ideas!



St Benedict's Reading Week 2025

Why not choose an unusual location to read this summer?

Take a picture and bring it in after the holidays
for the possibility of winning a prize!

Inside a hammock. *(Have a cosy read whilst gently rocking)*

In the shallows at the beach. *(Stand or sit where the waves reach your feet)*

Under a tree in your garden, a park or the Abbey Gardens.
(Let the leaves be your ceiling. Bring a blanket, drink and snacks!)

Inside a boat in calm waters. *(Tie yourself to a dock or drift. Take a lifejacket!)*

On a swing at home or in a park.

With your pet. *(On the sofa, in the garden or in a paddling pool together!)*

Outside at sunset. *(Bring a chair, a blanket and enjoy the view)*

Lockers and ParentPay

ParentPay and Lockers

As we approach the end of term, please may we ask parents and guardians to check dinner money balances on ParentPay. If there is an overdrawn balance, kindly repay via ParentPay, equally if there is a credit balance that you would like refunded, please contact Finance@st-benedicts.suffolk.sch.uk.

Year 11 lockers

Please may we ask that Year 11 students return locker keys to the school reception.

Thank you for your support.

Mrs Ellis

Music Lessons



Don't forget if you would like to sign your son/daughter up for musical instrument or Lamda lessons or to continue having lessons you must complete the online form

<https://forms.office.com/e/Zd6JBvwxPg>

If you have any questions about the lessons please pop me an e mail.

troughley@st-benedicts.suffolk.sch.uk

Mrs Roughley

Uniform and Punctuality

St Benedict's Catholic School prides itself on having a neat and dignified uniform, representing our identity to the community as a whole. High standards of personal presentation reinforce our values of self-respect and pride for our school and in ourselves.

If a student is unclear whether an item of clothing or appearance is acceptable, they should – in advance – speak with their tutor or Head of Year. All clothing must be clearly marked with the student's name.

Please see the website for full details of the school's uniform policy: [Uniform](#)

Thank you very much for your assistance in helping us to maintain our uniform standards.

Please can we also remind all students that they need to be in school before the first bell at 08:50 to prevent a late mark being recorded. Please see the school website for more information about attendance: [School Day](#)

Lost Property

As ever, there is a huge pile of lost property in school, which includes many un-named coats. If your son/daughter has lost any items during the school year, especially if they've lost a coat, please ask them to go and look in the lost property area outside F2.

Thank you

Mrs Sayers

Old Uniform and Books

Y11 and 13 Leavers

If you have any revision books that you no longer require, we would be very grateful if you could donate them to St Benedict's, so we can ensure that ALL our students have access to revision materials in the future.

Uniform that is no longer required (especially skirts) by your families and is in good clean repair would also be gratefully received.

Any donation items can be dropped at reception.

Thank you

Data Collection Sheet Updates

It is important that the information we hold about your child is kept up-to-date.

Please remember that as a parent/guardian/carer, you can check, amend and update most of your child's information on Arbor, including changing your mobile number and address or adding information such as religion, family contacts, medical information and transport method.

If you are struggling to do this please email Arbor@st-benedicts.suffolk.sch.uk where we will be able to help you.

Thanks

Mrs Defew

Reporting Absences

Reporting your child's absence

If your child is unwell or has an appointment e.g. dentist/doctor could you please leave a message by 9.00am including the reason for the absence via:

Phone: 01284 753512 and Choose option 1:

And then choose option 1 for students in year 7-11 and option 2 for students in the sixth form

OR

Email: attendance@st-benedicts.suffolk.sch.uk

For information on what to do if your child has COVID-like symptoms please see the following link for NHS guidance:

<https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>

If you do not inform us by 9.00am or use the above phone/email address, it will be highly likely that you will receive a text alert at home or at work. Please note the school operates a first-day response to absences.

If, in exceptional circumstances, you need to request permission for your child to be absent from school during term time, you should complete a **leave of absence application form (please see link below)**, at least three weeks in advance, stating the reason why the absence must be taken in term time. Please note that the Fixed Penalty Fine is now £80 per legal guardian for unauthorised absences of 10 sessions (5 days) or more.

<https://www.st-benedicts.suffolk.sch.uk/attachments/download.asp?file=74&type=pdf>

Thank you very much.

Mrs Wesley - Attendance Officer

Dates for your Diary



16,17,18 July - New Year 7 Transition Days

18 July - Break up for summer

1 September - PD Day

2 September - Students back in school

[Term Dates](#)

Contact Us



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