



Newsletter

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Dear Families,

The week ended at a tempo, matching the previous five weeks of this half term. A lot was packed in with a series of reward trips to My Mall for students who had zero behaviour points. Year 8 had opportunity to visit the Environmental Centre in Akrotiri on Wednesday and Thursday. Whilst on Friday our Student Leadership Team organised a wide variety of Easter Theme activities over an extended breaktime. Activities like these have run alongside, and in support of, the curriculum and, as the term comes to a close, students are returning home with their progress reports today.



Thank you for your continued support over this term. Now that the Easter Holidays are upon us, I do hope that you all manage some leave and enjoy, as a family, the springtime temperatures here in Cyprus, or perhaps elsewhere for those of you who are travelling. I look forward to welcoming students back to school on:

Tuesday 22nd April at 0800 hrs.

Upcoming School Events

Week Commencing 7th April

All Week

Easter Holiday

School closed to students and staff

Week Commencing 14th April

All Week

Easter Holiday

School closed to students and staff

Week Commencing 21st April

Week 2

Monday 21st April

Easter Monday (Bank Holiday) School closed to students and staff

Tuesday 22nd April

The new term begins at 0800 hrs

Thursday 24th April

SJS Coffee Morning 0800—1000 hrs

Bookings required via SJS.enquiries@modschoools.org

Week Commencing 28th April

Week 1

All Week

BFC Internet Safety Week—CJPU

Wednesday 30th April

A-Level Art Exam begins (all day)

GCSE Art Exam begins (all day)

Thursday 1st May

A-Level Art Exam continues (all day)

GCSE Art Exam continues (all day)

Junior Maths Challenge

Headteacher's Surgery : 0900—1000 hrs @ Akrotiri Hive

Friday 2nd May

A-Level Art Exam continues (all day)

DofE Silver Qualifying Expedition



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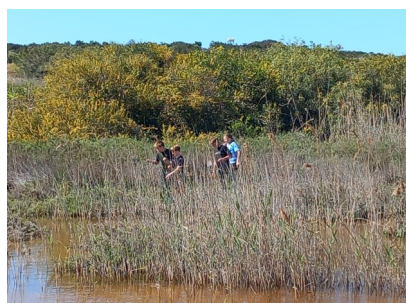


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This week at St John's School



Students compete in the HYROX competition following the completion of their unit of work looking at improving and maintaining fitness.



This week Year 8 students visited the Environmental Centre in Akrotiri. During the trip students got the opportunity to go onto the wetlands to collect samples and conduct various tests, to establish its condition and state. The wetlands and Salt Lake support a broad range of biodiversity, of which micro-organisms play a significant role. Students also learnt about the evolution of the Akrotiri peninsula, from when it was an island separate to the Republic over two thousand years ago. The students also got the opportunity to visit Akrotiri Marsh, where they were able to watch rare and migratory birds who visit the area annually. Our students thoroughly enjoyed the trip and learnt a great deal about the area and their role in protecting this important habitat



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Let's be friends!

Be sure to add us as a friend of Facebook to keep up to date with what is happening at St John's School



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Easter Revision and Exam Preparation

For most of our students the Easter Break presents a welcome break from study, however, for students in Year 11 and 13, the Easter Break presents an opportunity to reshape their revision programme and commit to an extended period of independent study. This period will be rewarded with an extended Summer Break, but there is a need for students to continue their study ahead of their final exams which will commence on the third week of the Summer Term.

EXAM REVISION



Students in both Year 11 and 13 should look to spend approximately 2—2.5 hrs a day revising in 30 minute chunks. This commitment should afford days off and involve a wide variety of revision activities. These activities are likely to centre around (but not exclusively) the practice of past exam questions, which can be done with notes and revision guides. As the Easter holidays roll on, the use of notes should be reduced and a shift made towards answering past questions under timed and exam conditions.

The approach to revision should be timetabled and parents are encouraged to discuss with their child what they have revised and how they are progressing. Each student's timetable will be individual to them and, for students in Year 11, it should plan for a greater amount of time studying for English, Maths and Science.



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Year 7 PSHE Lessons—FGM

Over the course of the year so far, your child has explored a range of topics in PSHE from friendships, mental health resilience, to bullying and keeping safe. Within this term's PSHE unit on Health your child will explore FGM (Female Genital Mutilation) as part of safeguarding, with the aim to protect all students from any form of abuse or exploitation.

FGM is illegal in the UK (also known as female circumcision, cutting or sunna) and is a practice that is carried out in some communities. It is a criminal offence to take a UK citizen abroad for the purpose of FGM (whether or not it is lawful in the country the girl is being taken to). According to the NHS, there were 2,175 cases of FGM identified in the UK between April 2024 to June 2024. It is estimated that in the UK there are approximately 20,000 girls under the age of 15 at risk of FGM each year.

This lesson will build upon lessons already taught at primary school and lessons on biological anatomy of the body and will be age appropriate. It is important that young people are able to use the correct language, keep safe and feel confident to ask questions and discuss in a mature and appropriate way.

We would rather be secure in the knowledge that our young people have learned about Relationships and Sex and Health Education in a safe environment, rather than learning through hearsay, gossip and be exposed to learning through harmful online influences such as pornography, inappropriate websites and social media.

The purpose of all Relationship and Sex Education and Health Education is: to prepare students for the physical and emotional changes of growing up; to give them the knowledge and skills to make informed and healthy choices; to build their confidence and skills to deal with situations they may encounter; to help them to stay safe and know where and how to ask for help if needed. We also see this as an important health and citizenship issue for all students in developing their understanding of discrimination and inequality.

As a school we believe that FGM is an important health education addition to the Year 7 PSHE programme as recommended by the government. Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. This can sometimes make an already confusing time as a teenager seem even more complicated. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.



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Year 7 PSHE Lessons—FGM cont...

We are keen to support parents and carers who may have concerns about FGM and put them in contact with agencies which will support them. Please see the list of support organisations below, should you wish to make contact directly.

- How to start the conversations about 'difficult' subjects that you need to have if you want to keep your children safe: <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/talking-about-difficult-topics/>
- NSPCC: fgmhelp@nspcc.org.uk 0800 028 3550 or www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/
- FORWARD:
www.forwarduk.org.uk

For your awareness, parents and carers have the right to request and excuse their child/children from Sex Education with the exception of those parts that are included in the statutory Science National Curriculum. There is no right to withdraw from Relationship and Health Education at secondary level and we believe the content of these subjects – such as family, friendship, safety (including online safety, FGM) and ways to maintain a healthy lifestyle – are important for all children to be taught.

This term's PHSE lessons on Health include:

- ◇ **Puberty** - To learn about the physical and emotional changes that occur in young people during puberty and the impact this can have
- ◇ **Diet and Exercise** - To learn about different influences on someone's diet and exercise choices
- ◇ **Physical Health** - To learn how to make independent, informed decisions about maintaining physical health
- ◇ **Sleep** - To learn about healthy sleeping habits
- ◇ **FGM** - To learn about FGM and how to access help and support

If you have any questions regarding FGM or should you feel there are any sensitivities for your child regarding this subject, please can I ask you to make contact with me at Samantha.Papaioannou@modschoools.org



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Career Exploration Fair

As part of our **Careers Programme** at St John's School, we invite community members to share their work experiences with students at our **Careers Fair on Monday 14 July 2025**.

This is a great opportunity to inspire and inform our young people about your career path and essential employability skills in your field.

All areas of work are of interest to our students, including but not limited to: **hair and beauty, fitness, public services, Armed Services, farming, business, finance, construction, computing, security, nursing, vet, photography** and more...

WE NEED YOU



Careers Stall

Practical
Demonstration

Careers Talk

Something else?

If you feel you maybe able to support us, we would welcome you to complete the form to share your details if you are able to help in some way <https://forms.office.com/r/UrNNgggwJF> or contact Samantha.Papaioannou@modschools.org for more information.



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St John's School Writers

This week, we are sharing another example of Y11 writing, produced under timed examination conditions. Students were asked to respond to the following task:

'Choosing a future career should be based on helping others and making a positive contribution to society, not achieving status or making lots of money.'

Write an article for your school or college magazine in which you argue your point of view on this statement.

THE PENALISING PRESSURE ON OUR BACKS TO MAKE A DIFFERENCE. TO BECOME BEES IN A HIVE OR THE QUEEN?

The look of success is everchanging. From tech giants such as Elon Musk, to influencers like the Kardashians. But ask yourself, what do they *actually* do? I, personally, have wondered this for a long time. You see them in the news, on social media, everywhere! With their newest invention, song, art, makeup or clothes line, but...who does this benefit apart from them? Now, dear reader, please don't scoff at another teenager sharing their regurgitated opinion that, 'Influencer bad! Reality good!', and please humour me whilst I try and convey my personal take on how we should go about our lives and careers in a way to benefit our community.



THE ISSUE WITH ASPIRATION

It is scientifically proven that we, as humans, are social and emotional creatures. We couldn't live without each other and our systems in which we play a part. The farmer produces the bait, the fisherman fishes the fish, the deliveryman delivers it, the chef cooks it, the waiter delivers it to your plate. Without each other, we would cease to exist. It is these small, seemingly insignificant jobs that are crucial to our society continuing to function in the way that it does day by day, week by week and year by year. So why don't we hear of people aspiring to fill them? We all hear Josh, the sporty kid in class ("I want to be a footballer!") and Lucy, the prettiest girl in the year, ("I want to be a beauty influencer!"). But where are the aspiring artists that are passionate about what they create? 42 percent of aspiring artists between the ages of 14 and 18 in the UK report that they "don't think that art is a sustainable job" and a further 21 percent say that art was their dream job before "reality set in". The dedicated, aspiring baristas that want to get your order just right are scared – let me tell you why.



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St John's School Writers

THE PROBLEM: MONEY!

No matter how much we may like it to, passion does not pay for water, or electric, or a roof over our heads. We cannot warm our cold hands with positivity, or happiness with our employment. We can, however, with money. So, when we, in the UK at the bright age of 14 begin to choose to pave the paths we will walk down for the rest of our lives, what do we look towards? The money. The lawyers. The business owners. The capitalists of our future are all formed by the simple idea of money. Now, please, this is not to say that you cannot have a lawyer, or a business owner or even a capitalist that isn't pleased and passionate about their work. But have you ever stopped to think how many artists, gardeners and musicians are lost to the terrible temptation of the sweet, seductive Great British pound note? I say it is time for change.

SETTING OUR PRIORITIES STRAIGHT AND OUR EXPECTATIONS LOWER

When we look back on our lives, do we want to have been able to say that we are successful or happy? Well, I suppose it depends on our personal definitions of the idea of success. Allow me to share mine. Success is measured by your goals. If your goal is to clean a toilet and you do it, you are successful. If your goal is to marry a beautiful woman, you are successful. If your goal is to become President of the United States, well guess what! You are successful. Success shouldn't be determined by social standards, your age, or even your income. It should be determined by your fulfilment in doing what you are doing! One student argued: "It is all well and good to believe in this, but at the end of the day, prices keep rising, the job market is getting slimmer, and a job's prime purpose is to earn us money so that we can survive. It is not always about enjoyment." I can partially understand where this student is coming from, however this brings me back to my title (and the metaphor that I am slightly milking at this point) about being bees in a hive.

THE SOLUTION? EMBRACE COMMUNITY!

Back to my point about humans being social creatures, by building a solid environment and community around us, we enable ourselves to pursue the careers and lives that we have always wanted to live. Small acts of kindness like lending money, food and chores can be crucial to achieving this. On the same note, larger commitments such as living with friends, sharing larger responsibilities like taking in turns paying for food at restaurants, tipping bigger things such as these can also be important to achieving our own idealistic lives.

IN CONCLUSION...

I suppose all I really have to finish off with is live the life *you* want to live. Not your parents, not the people at school, certainly not the people on the internet! Status and money will not be what you are concerned with when you are gone. Let alone the people around you. They will think of your work, your determination, and most of all...your impact. Be happy!

By Kat F (Y11)