



Newsletter

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Ministry
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Dear Families,

The new term began with visits to Akrotiri Primary School and Episkopi Primary School on Monday. It was great to meet with Year 6 pupils to discuss the transition to secondary school. All Year 6 pupils are invited to join us for our upcoming Transition days in July, irrespective of where they intend to go to secondary school in September. The opportunity to meet with pupils on Monday was followed up with opportunity to meet with parents, ensuring the transition process is firmly underway.



Elsewhere this week, we were quick to establish new term routines, which for Year 11 and 13 saw their return to the exam hall as they continue the exam season. The week also allowed the chance to meet with parents of Year 10 and 12 who are gearing up for their end of year examinations that get underway at the end of June.

Upcoming School Events

Week Commencing 9th June

Week 2

All Week

National GCE, GCSE and BTEC Examinations

Tuesday 10th June

St John's School Annual Awards Afternoon @1600hrs : Akrotiri Astra Cinema

Thursday 12th June

SJS Coffee Morning 0800—1000 hrs

Bookings required via SJS.enquiries@modschoools.org

Friday 13th June

Year 11 Last day required to attend lessons

Week Commencing 16th June

Week 1

All Week

National GCE, GCSE and BTEC Examinations

Monday 16th June

Year 8 Parent Afternoon : 1430hrs —1700 hrs @ School Hall

Wednesday 18th June

Year 11 and 13 Leaver Assembly @ 1430hrs

Thursday 19th June

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

Friday 20th June

Sixth Form End of Year Dinner : An Evening Event

Week Commencing 23rd June

Week 2

All Week

Year 10 and 12 Mock Examinations

Wednesday 25th June

Year 11 Promenade

Thursday 26th June

Armed Forces Day Celebrations (all day)

SJS Coffee Morning 0800—1000 hrs

Bookings required via SJS.enquiries@modschoools.org

Friday 27th June

INSET Day : School Closed to students



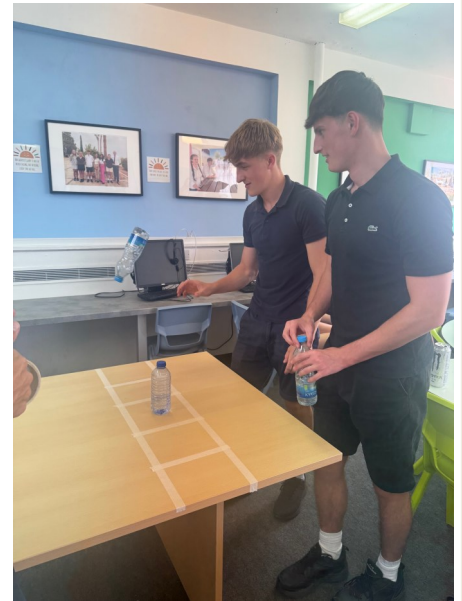
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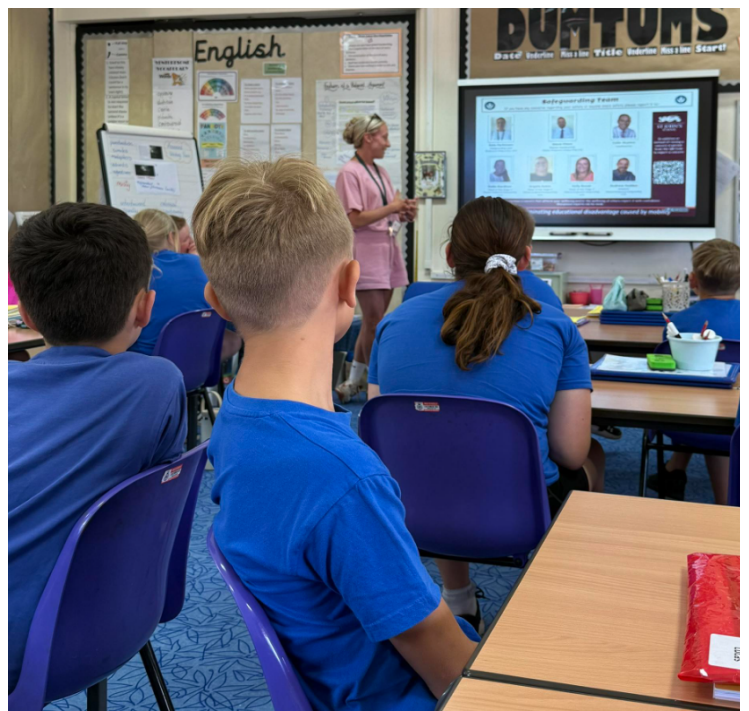
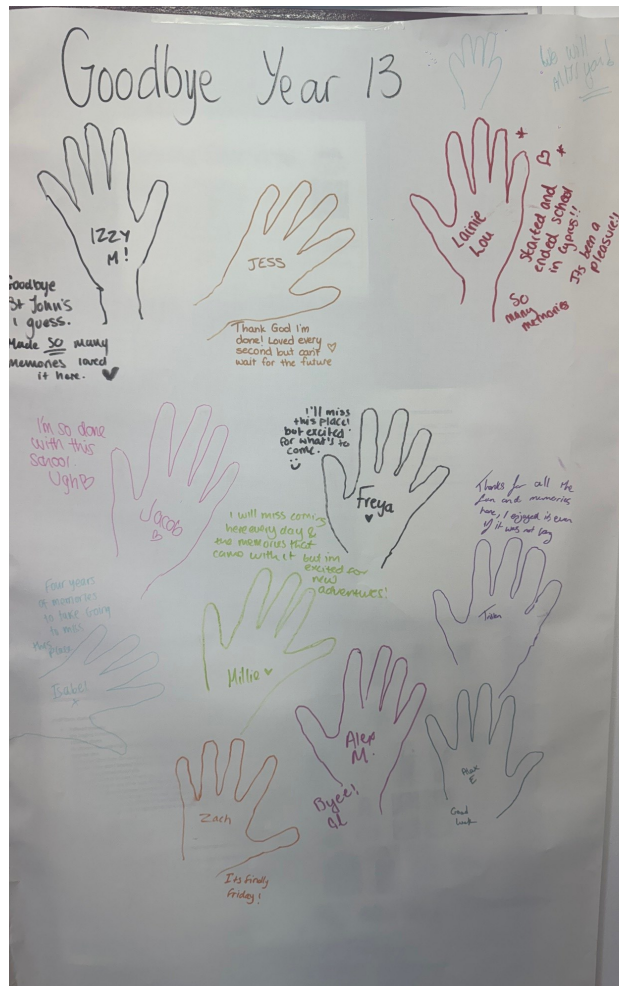
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This week at St John's School



The final day of last term ended with the Year 13 Leavers Party in school (pictured above). The party marked their final day at school and precedes the upcoming Leavers Assembly and Dine Out.

The new term began by welcoming Year 6, soon to be Year 7 as we got our programme of transition activities underway with visits to Akrotiri and Episkopi Primary Schools (below)





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Year 8 Parents' Afternoon

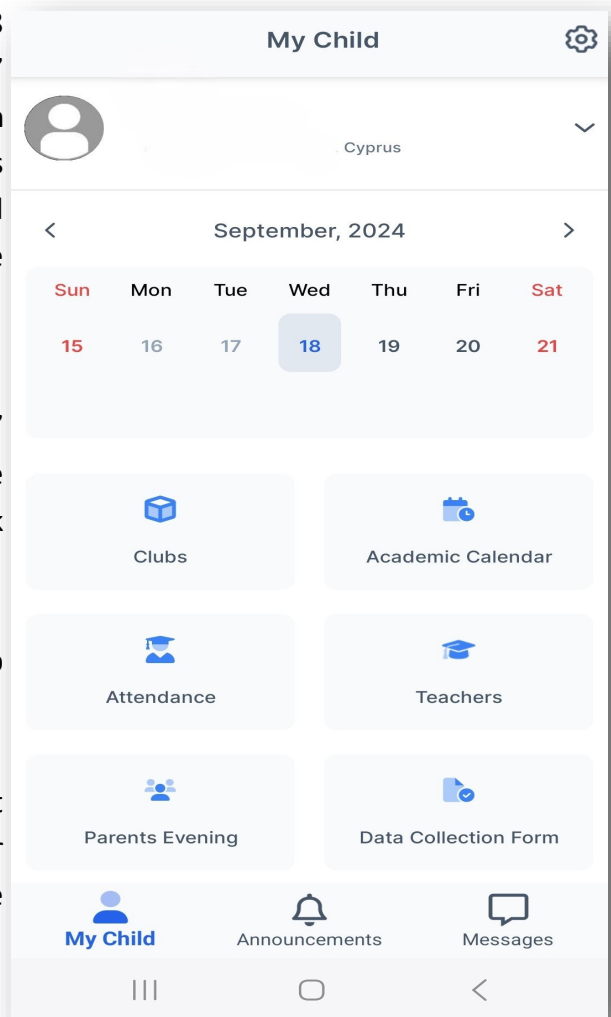
Monday 16th June 1430—1700 hrs

We look forward to welcoming parents of our Year 8 students into school for their upcoming Parents' Afternoon. The Parents' Afternoon will give you an opportunity, along with your child, to meet their teachers in a series of 1:1 meetings. During each meeting you will be able to reflect upon your child's progress since the start of this academic year across their curriculum.

Appointments must be made in advance of the Parents' Afternoon. Appointments can only be made through the My Child at School (MCAS) App. The appointment book will open on Monday at midday.

Please ensure you have registered to use the MCAS App in advance of Monday 9th June.

Once registered, to make your appointments, please visit the Parents Evening tab via the MCAS homepage after midday on Monday 9th June. You can then follow the prompts to make appointments for your child's teachers.



Having difficulties?

Should you encounter difficulties please email Mrs Twyford who will gladly support you in logging in for the first time and/or making an appointment. Mrs Twyford's email is Hayley.Twyford@modschools.org



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Online Memes, War Imagery, and Student Wellbeing

We would like to take a moment to inform you about a recent trend circulating online, particularly among young people, involving so-called “Italian Brainrot Memes.” These are often surreal, absurd, or deliberately nonsensical videos that use exaggerated imagery, heavily edited audio, and rapid-fire war-related content. One such example is the “Bombardiro Crocodilo” meme.

While many young people may see these memes as humorous or ironic, we are increasingly concerned about the underlying themes and potential impacts. These memes often trivialise or parody real-world military conflict—using sounds, symbols, and language associated with warfare—sometimes referencing current or ongoing humanitarian crises, including the war in Gaza.

Why this is concerning:

1. **Desensitisation to Violence:** Regular exposure to content that uses war as a punchline or visual spectacle may reduce empathy and sensitivity to real-world suffering, particularly among younger, impressionable students.
2. **Distortion of Reality:** These memes often blur the line between fact and fiction. When conflict is portrayed in such a stylised or comedic format, it can lead to misunderstanding or oversimplification of complex global issues.
3. **Risk of Extremism and Radicalisation:** Some meme subcultures can act as gateways to more harmful online spaces, where extreme views are normalised through satire or irony. In some cases, what begins as seemingly innocent humour can draw students toward content that promotes hate, division, or extremist ideologies—especially when linked to sensitive topics like the Israel-Gaza conflict.

What Parents Can Do:

- **Open Dialogue:** Talk to your child about the content they’re seeing online. Ask questions about where they encountered these memes and how they interpret them.
- **Critical Thinking:** Help them develop the ability to critically assess what they watch and understand the difference between humour and harmful content.
- **Monitor Usage:** Be aware of the platforms your child uses (e.g. TikTok, Instagram, YouTube, Discord) and set appropriate boundaries.
- **Support and Report:** If your child expresses discomfort or concern, or if you see troubling content, please reach out to the school or use appropriate online reporting tools.

As a school, we are committed to safeguarding our students and promoting respectful, thoughtful engagement with global issues. If you have any concerns or would like further support in understanding your child’s online world, please do not hesitate to contact us.



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School Governance Committee (SGC)

School Governance Committee (SGC) members are interested members of the community, including parents of children at St John's School.

We work with the Headteacher and school staff to assist in making key decisions vital to the successful running of the school, contribute to decisions directly affecting the education and wellbeing of pupils, assist in improving standards throughout the school and monitor the school budget.

The SGC meets each half term as a whole committee to review and discuss school business, and represent the views of parents.

Main Roles

Provide a Strategic Overview

- Focusing on the key issues of raising standards of achievement, establishing high expectations and promoting effective teaching and learning

Act as a Critical Friend

- Providing the Headteacher and staff with support and advice using members' knowledge and experience

Ensure Accountability

- Questioning and openly discussing with the Headteacher the school's performance and other issues, whilst respecting both the professional roles of the Headteacher and school staff and their responsibilities for the management of the school

Are you interested in joining our SGC?

We currently have a number of vacancies upon our School Governance, should you be interested we welcome a short expression of interest detailing your suitability by email to:

Penny.Demetriou@modschoools.org



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PE Uniform for September 2025 onwards



Over the past year Nike Pro Training shorts have become increasingly popular amongst students participating in Physical Education (PE). The shorts and similar compression-style athletic shorts (pictured) are made to be close fitting with stretchy material and from September 2025 will no longer be permitted to be worn for PE.

This decision has been made in order to uphold the school's standards for appropriate dress, ensure a consistent and respectful learning environment for all students, and maintain a focus on physical activity over personal attire. While Nike Pro shorts are popular for athletic performance, they are not aligned with the school's expectations for modesty and uniformity during school hours.

Approved PE attire includes the following:

- Loose-fitting black athletic shorts of mid-thigh length or longer
- PE t-shirts provided by the school
- Athletic shoes suitable for physical activity

Suitable loose-fitting black athletic shorts can be purchased from school directly for €5 or elsewhere.

Students who arrive to PE in non-compliant attire, including Nike Pro shorts, will in the first instance be asked to change with repeated non-compliance being addressed through the use of our behaviour policy.

Contacting the school

Parents are reminded that contact can be made through:

- SJS.Enquiries@modschools.org
- SJS.Attendance@modschools.org
- 00357 2596 3888 (0730—1500hrs)





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Our Curriculum

You can find the latest curricula for each and every subject on our website. Upon opening the link you will be able to see what your child will be studying at any stage in their educational journey at St John's School and explore how you may help them at home.

www.stjohnsschoolcyprus.com/curriculum

Art

Year 7-11 Curriculum rationale Curriculum Intent: Creativity, Confidence & Quality The Creative Faculty takes students on a creative journey, where they select, use and understand a variety of skills, techniques and media....

Computer Science

Year 7-9 Curriculum rationale At Key Stage 3, the Computer Science curriculum focuses on three main strands identified by the Royal Society as integral to developing computing, with each component is essential in preparing pupils to thrive...

Food Technology

Year 7-11 Curriculum rationale Curriculum Intent: Creativity, Confidence & Quality The Creative Faculty takes students on a creative journey, where they select, use and understand a variety of skills, techniques and media. During...

Design & Technology Product Design

Year 7-11 Curriculum rationale Curriculum Intent: Creativity, Confidence & Quality The Creative Faculty takes students on a creative journey, where they select, use and understand a variety of skills, techniques and...

English & Drama

Year 7-13 Curriculum rationale Curriculum intent: "A word after a word after a word is power." Margaret Atwood The English Curriculum at St John's aims to help students see their power and place in the world and explore, empathise and q...

Geography

Year 7-11 Curriculum rationale Curriculum intent: The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across...

History

Year 7-11 Curriculum rationale Curriculum intent : The St John's History curriculum aims to inspire a curiosity and fascination with Britain and the wider world's past. We aim to provide our students with the knowledge base and ski...



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Nut Free School

As you will likely be aware, a significant number of our staff, students and visitors have a severe allergic reaction to nuts and peanuts. Severe allergic reactions result in anaphylaxis.

Nuts and Peanuts can cause severe allergic reactions in a wide range of ways. A person with an allergy does not have to eat nuts or peanuts to have a severe reaction, this can be caused by surface contact and airborne particles. This allergy affects approximately 1/50 children and adults.

In recent years we have seen a sharp increase in snacks containing peanuts and a rise in the use of peanut butter in sandwiches.

As a school we have a responsibility to keep our students, staff and visitors safe and to reduce risk of harm. As you can imagine in a busy school environment this can be a challenge and, following consideration, we feel the only way to protect those students is by removing the allergens from the school.

What this will mean?

- Peanut and nut based products will no longer be sold in the canteen.
 - Students, staff and visitors **will not** be able to bring products containing nuts or peanuts into school.
- Items that are found to break this rule will be confiscated and disposed of safely.

What products will not be allowed in school?

- Peanuts and nuts and products containing peanuts or nuts.
- Peanut butter or peanut based chocolate snacks (Snickers/ Reece's pieces etc).
- Items where peanuts or nuts are listed as main ingredients.
- Nut or peanut based oils or products.

What products are allowed?

- Items that "may contain nuts" and "may contain traces of nuts" or "made in factories that use nuts"
These present a low risk and are not direct ingredients in the products.





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Leavers - Year 7 to 12

Sadly this academic year will see a significant number of students leave St John's School. We are aware that a number of you are starting to receive details of your next posting and that many members of our RIB will be returning to the UK through a staggered approach which has already begun.

School
Leavers



If you know you will be leaving us before the new academic year, please can you inform the School Office as soon as possible. This will help us ensure that your child has a smooth transition to their new school and that all the information required is prepared and ready to send across to them. This also includes children in Year 11. If you are unsure of exact dates, or currently do not have a school confirmed, please still complete the form as these details can be added at a later time.

If you have any queries regarding this, please do not hesitate to contact Mrs Parkinson on 00357 2596 3888 or alternatively you can email at Kate.Parkinson@modschools.org.

SJS Coffee Mornings

On Thursday 12th June 0900—1000hrs, parents of students at St John's School are cordially invited to join our coffee morning, should you wish to book a place, please email SJS.Enquiries@MODSchools.org.

Limited to 15 people, I look forward to touring you around the school, visiting lessons and answering any questions or concerns you may have.



www.facebook.com/stjohnsschoolcyprus

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



INTEGRITY • COMMITMENT • RESPECT

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The Crucible

Arthur Miller

The story of the infamous Salem witch trials

TICKETS

€5

Purchase at
Episkopi Early Years
OR
Reserve tickets
here



Not recommended for
children under 12



SHOWS

26th 27th 28th

JUNE

7PM

AT
ST JOHN'S
SCHOOL
EPISKOPI

This amateur production is presented by arrangement with Music Theatre International on behalf of Josef Weinberger Ltd. www.mtishows.co.uk / www.josef-weinberger.com



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St John's School Writers

Year 12 have just completed their initial study of 'Hard Times' by Charles Dickens and 'The Color Purple' by Alice Walker and have been practising their writing skills throughout the year by completing a weekly essay. The following essay looks at 'Hard Times' in isolation and Dickens' development of the relationship between Louisa Gradgrind and her father. This student was committed to the timely completion of this essay and, as a result, is showcasing markable progress.

Explore how Dickens presents the relationship between Mr Gradgrind and Louisa in 'Hard Times'.

During 'Hard Times', Dickens presents the relationship between Louisa and her father, Mr Gradgrind as emotionally evolving while also critiquing the utilitarian values that Mr Gradgrind promotes through education and childhood. Dickens illustrates how an emotionless and rigid upbringing through facts and information causes emotional repression for Louisa, where her communication and future is destined to fail further on in the novel. As the novel progresses, we see Gradgrind's recognition of this where he repents and begins to see the failure in his utilitarian system.



From the beginning of the novel, Dickens presents Gradgrind as prioritising his utilitarian philosophy, valuing nothing but the 'facts' with which he has raised Louisa. Dickens presents the children in Gradgrind's school as 'vessels' to be 'filled', suggesting there is no room for imagination or emotion, instead showing a rejection of individual expression. This is presented through the character of Louisa, who demonstrates the principles of utilitarianism- 'the greatest good for the greatest number' – and this principle shapes Louisa's childhood as well as the relationship between her and her father. Dickens presents Louisa's deprivation of imagination through her fascination with fire. Dickens describes her as a 'light with nothing to rest upon with nothing to burn'. This metaphor symbolises Louisa's starved imagination, however it could also symbolise the emotional potential. By comparing Louisa's creativity and adventurousness as 'a fire with nothing to burn', Dickens suggests that Louisa has no fuel or outlets for her energy as the children in Gradgrind's 'system' are not meant to 'fancy', resulting in Louisa's repression. Dickens' use of fire also symbolises Louisa's passions and personality which she cannot express due to the negative influence of the utilitarian system. As a result of this deprivation, Louisa begins to feel numb and emotionally stunted in the presence of her father as 'no tear fell down her cheek' when discussing her marrying Mr Bounderby without choice or agency. Dickens highlights Louisa's emotional detachment through her character's lack of emotion and her adherence to the rules of her childhood. Dickens also focuses on the lack of emotional growth through Louisa's appearance being described as having a 'blind face groping its way', implying that the utilitarian lifestyle has stunted her and damaged her senses. Here, Dickens is suggesting that imagination and emotion is vital to a child's life and schooling and is also needed in the future.



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St John's School Writers

As the novel develops in towards the end of Book 1, Dickens presents the adult Louisa as corrupted through lack of communication, which leads to Louisa's future downfall. This is seen through the discussion that Mr Gradgrind and Louisa have about her marriage to Bounderby. At the beginning of Chapter 15, Dickens uses the setting to symbolise Louisa's decline and she and her father enter into 'a stern room with a deadly statistical clock in it...like a rap upon a coffin', suggesting that Louisa's life will be over when she marries Bounderby and she will no longer have a future. Dickens presents through the 'statistical clock' as a symbol of Louisa's emotional death as it mirrors the relentless control and emotional bareness in her life. Louisa's life is regulated by time, facts and rationality instead of love, affection and creativity. The reference to the 'clock' which 'measured every second', suggests how Louisa's life is not lived but measured like a mechanism instead of a life rich in emotion and experiences. Dickens also highlights Louisa's emotional suffocation through the simile, 'like a rap on a coffin lid', implying that Louisa is emotionally buried alive as her young adulthood is trapped by a loveless and lifeless marriage due to societal expectations. The lack of communication between Louisa and her father is seen when they are talking, yet Louisa 'never answered one word', illustrating her lack of emotion towards the situation. She then proceeds to ask her father if he thinks she 'loves Bounderby', which is an unexpected question to which Gradgrind can only reply with facts, further highlighting the lack of communication between them. Dickens emphasises this lack of communication to show how the relationship only revolves around factual utilitarian principles, yet he also highlights the stereotypes of how women were treated in the 19th century as being seen and not heard and having to marry men they do not necessarily love.

However, as the novel progresses to Book 3, Dickens presents Gradgrind's reformation and repentance through his rejection of the system that he created. During the end of Book 2, Dickens presents Louisa's realisation of her deprivation through her confrontation with her father, where she refers to herself as 'spoiled', suggesting that she believes she is ruined due to the marriage she had with Bounderby. Mr Gradgrind sees his mistakes as he 'bowed down his head upon his hand and groaned aloud'. Dickens presents Gradgrind in this melodramatic way to show how he is facing what he has done wrong within his utilitarian system and reflecting on how detrimental it has been to his children, particularly Louisa. Book 3, Chapter 1 is titled 'Another Thing Needful' which symbolises a beginning and fresh start that both Mr Gradgrind and Louisa will have and contrasts the title of the first chapter of the book. Gradgrind admits his failure as he states that 'the ground on which I stand has ceased to be solid under my feet'. Dickens uses this metaphor to criticise the utilitarian system and show how it is now unstable and falling apart. Furthermore, Dickens uses the repetition of 'system' in this chapter, which highlights Gradgrind's emotional detachment along with his recognition and willingness to take responsibility for his actions. The metaphor 'annihilating the flowers of existence' is used to show how Louisa has had no chance to bloom or harvest, however the use of 'flowers' could symbolise the growth of beauty and list that Louisa may experience now that her father is seeing his faults. Ultimately, we see Mr Gradgrind's repentance and regret as he states 'I am not too proud to believe it, Louisa', which is Dickens' way of showing the acknowledgement of Gradgrind's wrongdoings and influencing others in society to change the 'system'.

In conclusion, Dickens presents that relationship between Gradgrind and Louisa as rigid and emotionless at the beginning, however, through Gradgrind's repentance, the relationship begins to evolve once the two characters communicate and accept their faults.

Emelia K (Y12)