



The Winchester School

Year 7- Family Learning Newsletter –October - 2025

| SUBJECT | FOCUS | ACTIVITIES | WEBSITES |
|---------|---|---|--|
| ENGLISH | <p>Topic: Persuasive Speech</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ❖ To analyse the impact of persuasive devices in a speech. | <p>Activities:</p> <ul style="list-style-type: none"> ❖ With your child, review different kinds of speeches. ❖ Encourage them to analyse the speech of an environmental activist. ❖ What is the purpose of his/her speech and who is the audience? How are the ideas developed to suit the purpose? Which key phrases affect you the most and why? Which persuasive techniques have been used and what is their impact? | <p>chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://resources.saylor.org/wwwresources/archived/site/wp-content/uploads/2014/01/K12ELA7-7.2.2-PersuasiveTechniquesHandout-BY-SA1.pdf</p> |
| MATHS | <p>Topic: Algebra</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ❖ To Apply the concept of collecting like terms to evaluate expressions. ❖ To Evaluate algebraic expressions using substitution to obtain numerical results. ❖ To simplify and evaluate algebraic expressions using Lego models. <p>Topic: Geometry</p> <p>Learning Objectives:</p> | <p>Activities:</p> <ul style="list-style-type: none"> ❖ Motivate your child to practice more problems on simplifying algebraic expressions. Also encourage your child to derive the algebraic expressions from the pictures or worded problems. ❖ Encourage your child to find the bill by algebraically. <p>Example: Suppose you go shopping and want to calculate the total cost of your purchases, including sales tax. If the sales tax rate is represented by 'r' (as a decimal), and the cost of your items before tax is represented by 'c', then the total cost (including tax) can be expressed as: $c + rc$.</p> <ul style="list-style-type: none"> ❖ Encourage your child to draw an angle that measures 150 degrees. Then, using a protractor, measure the angle you have drawn. What did you find? Explain any differences or | <ul style="list-style-type: none"> ❖ https://www.transum.org/Maths/Exercise/Expressions/ ❖ https://www.transum.org/Maths/Game/Tug/?Title=Algebra%20&GoMathsID_Item=282&ImageFolder=/Software/SW/Starter of the day/Students/Pairs Algebra/img/images/&Topic=10 ❖ https://www.tes.com/teaching-resource/angles-on-a-straight-line-worksheets-with-answers-11982971 ❖ https://www.transum.org/Software/SW/Starter of the day/Students/AnglePoints.asp |



The Winchester School

Year 7- Family Learning Newsletter –October - 2025

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| | <ul style="list-style-type: none"> ❖ To Apply knowledge of angles at a point to solve problems and perform calculations involving angle relationships. ❖ To investigate the properties and relationships of angles in a triangle. ❖ To investigate the angle properties and relationships within different types of quadrilaterals. | <p>similarities between the measurement you intended to draw and the measurement you obtained.</p> <ul style="list-style-type: none"> ❖ Encourage your child to investigate the angles involved in bridges, towers, and other structural designs to understand how angles affect the load-bearing capacity and stability of the structures. | <ul style="list-style-type: none"> ❖ https://www.transum.org/software/SW/Starter_of_the_day/Students/AnglesInTriangle/Quiz.asp |
| <p style="text-align: center;">SCIENCE</p> | <p>Topic: ENERGY</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ❖ To know the different types of energy resources. ❖ To describe a range of energy transfers using simple diagrams ❖ To use a Sankey diagram as a model to represent simple energy changes. ❖ To explain the difference between heat and temperature. ❖ To students will learn about the need for fuel conservation | <p>Activities:</p> <ul style="list-style-type: none"> ❖ Discuss about the major energy resources in your home country and UAE ❖ Encourage your ward to make an interactive presentation on different types of energy transfers using GLOGSTER. ❖ Motivate your ward to make a Sankey diagram as a model to represent energy transfers observed at home. ❖ Use CANVA to make a poster-slogan about energy efficiency. ❖ Help your ward to make your own video/animations using ANIMOTO that will show some tips on energy conservation in our daily life at home or in school | <ul style="list-style-type: none"> ❖ https://www.bbc.co.uk/bitesize/topics/zm9mxbk/articles/zmxrbqt#zcnhtrd ❖ https://www.bbc.co.uk/bitesize/guides/zchgdxs/revision/2#:~:text=Key%20fact.%20A%20renewable%20energy%20resource%20is ❖ https://www.savemyexams.com/dp/physics/ib/23/sl/revision-notes/space-time-and-motion/work-energy-and-power/sankey-diagrams/ ❖ https://www.canva.com/templates/s/energy/ |



The Winchester School

Year 7- Family Learning Newsletter –October - 2025

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| | | | <ul style="list-style-type: none">❖ https://byjus.com/physics/difference-between-heat-and-temperature/#:~:text=Heat%20is%20the%20total%20energy%20of%20the%20motion |
| ARABIC (Arabs) | <p>Topic: (رحمة للعالمين) قصة الجملة والتركيب</p> <p>Learning Objectives: يحلل النص إلى عناصره الفنية يبين فكرة النص يشرح المفردات الجديدة ويستخدمها في سياقات مختلفة يكتب موضوعًا عن الرحمة في التعامل يقارن بين الجملة والتركيب</p> | <p>Activities: يبين الفكرة الرئيسية من النص يحدد العناصر الفنية للقصة يحدد الأساليب الفنية والبلاغية في النص يستخدم المفردات الجديدة في سياقات مختلفة يكتب موضوعًا عن الرحمة في التعامل يقوم بحل تدريبات الكتاب ليقارن بين الجملة والتركيب</p> | <ul style="list-style-type: none">❖ https://mawdoo3.com/%D8%A3%D9%87%D9%85%D9%8A%D8%A9-%D8%A7%D9%84%D8%B1%D8%AD%D9%85%D8%A9-%D9%81%D9%8A-%D8%A7%D9%84%D8%AD%D9%8A%D8%A7%D8%A9❖ https://mawdoo3.com/%D8%A3%D9%87%D9%85%D9%8A%D8%A9-%D8%A7%D9%84%D8%B1%D9%81%D9%82-%D8%A8%D8%A7%D9%84%D8%AD%D9%8A%D9%88%D8%A7%D9%86❖ https://www.youtube.com/watch?v=PToCSHB64cc |



The Winchester School

Year 7- Family Learning Newsletter –October - 2025

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| <p>ISLAMIC STUDIES (Arabs)</p> | <p>Topic: حرمة المسلم الإمارات في خدمة العالم</p> <p>Learning Objectives: أن:</p> <p>يستنتج مكانة النفس- البشرية في الإسلام يبين أهمية التواصل والحوار الحضاري مع الناس يوضح دور دولة- الإمارات في مساعداتها الخارجية يوضح دور دولة الإمارات في موازنة الدول العربية والإسلامية يعبر عن انتمائه لوطنه وأمتة العربية. والإسلامية</p> | <p>Activities:</p> <p>استنتج من نص الحديث الضرورات الخمس التي أجمعت عليها الديانات (استخرج من الحديث ثلاث صور لحرمة المسلم (الدم – المال – العرض ابحث في القرآن عن آية تؤكد حرمة دم المسلم كيف يحمي الإسلام حقوق غير المسلمين في المجتمع الإسلامي؟ عدد واستنتج صور مساندة الإمارات للدول العربية والإسلامية اذكر بعضاً من مبادرات الدولة للصحة ورعاية المرضى ومكافحة المرض</p> | <ul style="list-style-type: none">❖ https://seraj-uae.com/file/2648/❖ https://sis-moe-gov-ae.arabsschool.net/2019/10/blog-post_31.html❖ https://uae-school.com/archives/8223❖ https://seraj-uae.com/file/2685/❖ https://uae-school.com/archives/8223❖ https://teacherhelp.info/%D8%A7%D9%84%D8%A5%D9%85%D8%A7%D8%B1%D8%A7%D8%AA-%D9%81%D9%8A-%D8%AE%D8%AF%D9%85%D8%A9-%D8%A7%D9%84%D8%B9%D8%A7%D9%84%D9%85/ |
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The Winchester School

Year 7- Family Learning Newsletter –October - 2025

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| <p>ARABIC (Non- Arabs)</p> | <p>Topic: السفر والرحلات</p> <p>Learning Objectives:</p> <p>أن يصف التلميذ رحلة مع الأسرة إلى الهند أن يصف التلميذ الأماكن السياحية في مصر أن يبدي رأيه في الأماكن السياحية في الإمارات أن يقارن بين رحلة إلى دبي وأبوظبي أن يحلل النص تحليلاً أدبياً أن يوظف التلميذ الأساليب الأدبية في وصف الرحلة</p> | <p>Activities:</p> <p>تسجيل فيديو عن رحلة قام بها كتابة تقرير عن رحلة إلى معالم دبي السياحية تصميم خريطة ذهنية توضح الأماكن السياحية في الإمارات</p> | <p>https://madrasa.org/category/arabic/section/section-%D8%A7%D9%84%D9%86%D8%AD%D9%88/subsection/%D8%A3%D8%B3%D9%84%D9%88%D8%A8%20%D8%A7%D9%84%D8%AA%D8%B9%D8%AC%D8%A8?q=%D8%A3%D8%B3%D9%84%D9%88%D8%A8%20%D8%A7%D9%84%D8%AA%D8%B9%D8%AC%D8%A8/lesson/%D8%A3%D8%B3%D9%84%D9%88%D8%A8%20%D8%A7%D9%84%D8%AA%D8%B9%D8%AC%D8%A8?q=%D8%A3%D8%B3%D9%84%D9%88%D8%A8%20%D8%A7%D9%84%D8%AA%D8%B9%D8%AC%D8%A8</p> |
| <p>ISLAMIC STUDIES (Non- Arabs)</p> | <p>Topic: SANITY OF MUSLIM</p> <p>❖ RECOMMENDATIONS BY PROPHET (P.B.U.H)</p> <p>Learning Objectives:</p> | <p>Activities: Along with your child:</p> <p>❖ "How can we design an awareness campaign (posters, presentations, or short videos) that highlights the sanctity of</p> | <p>❖ https://www.islamicfinder.org/knowledge/40-hadith/8th-hadith-sanctity-of-a-muslim/</p> <p>❖ https://sunnahonline.com/library/beliefs-and-methodology/185-obligation-to-</p> |



The Winchester School

Year 7- Family Learning Newsletter –October - 2025

| | | | |
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| | <ul style="list-style-type: none"> ❖ To elucidate the significance of sanity of Muslims ❖ To analyze the consequences of harming others ❖ To explicate the importance of obeying Allah and Prophet (P.B.U.H) ❖ To analyze the consequences of disobeying Allah and Prophet (P.B.U.H) | <p>a Muslim’s life, honor, and property, using Qur’anic verses and examples from the life of Prophet Muhammad (ﷺ)?</p> <ul style="list-style-type: none"> ❖ “How can we create a practical guide (through a booklet, presentation, or digital project) that shows ways to obey Allah and His Prophet ﷺ in daily life, supported by Qur’anic verses and Hadith? | <p>believe-in-the-messenger-obey-him-and-follow-his-sunnah-the</p> |
| <p>Moral Social and Cultural studies</p> | <p>Topic: Challenges to Health and Getting Help</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ❖ To examine the factors that affect personal and community health, identify different types of diseases, and explore strategies for disease prevention and accessing appropriate health resources. | <p>Activities:</p> <ul style="list-style-type: none"> ❖ Family Pledge: Everyone in the family pledges to choose one healthy habit to practice that week (e.g., drink more water, reduce screen time, 20-min family walk). ❖ Family Meal Investigation <ul style="list-style-type: none"> ➢ Each family member brings one ingredient from the kitchen (e.g., rice, apple, chips, soda). ➢ The child, with family help, classifies them into: <ul style="list-style-type: none"> ▪ Healthy foods (fruits, vegetables, grains, lean protein, water) ▪ Less healthy foods (sugary drinks, fried snacks, high-fat foods). ❖ Disease Connection Discuss which diseases might be linked to too much of the “less healthy” group (e.g., obesity → diabetes, junk food → heart problems). | <ul style="list-style-type: none"> ❖ https://www.cdc.gov/healthy-weight-growth/tips-parents-caregivers/index.html?utm_source=chatgpt.com ❖ https://nutritionsource.hsph.harvard.edu/kids-healthy-eating-plate/?utm_source=chatgpt.com |



The Winchester School

Year 7- Family Learning Newsletter –October - 2025

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| Moral Education | <p>Topic: Physical health and Diet</p> <p>Learning Objectives:</p> <ul style="list-style-type: none">❖ To understand the importance of healthy eating and how it is important in the short and long term.❖ Understand and explain the different ways in which diseases are spread and how to avoid infection and contamination at the individual and community levels, including the importance of sanitation and clean water. | <p>Activities:</p> <p>Along with your child</p> <ul style="list-style-type: none">❖ Research on any one life threatening sickness and find out how they can be prevented.❖ Encourage your child to research the diet chart and then create one themselves. | |
| PSHCEE | <p>Topic: Growth Mindset</p> <p>Learning Objectives:</p> <ul style="list-style-type: none">❖ To compare fixed mind-set and growth mindset❖ To explain the importance of having growth mind-set | <p>Activities:</p> <ul style="list-style-type: none">❖ Discuss with your child the benefits of having growth mindset and how it can help to achieve their goals | <ul style="list-style-type: none">❖ https://teachingcommons.stanford.edu/teaching-guides/foundations-course-design/learning-activities/growth-mindset-and-enhanced-learning |



The Winchester School

Year 7- Family Learning Newsletter –October - 2025

| | | | |
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| <p>HISTORY</p> | <p>Topic: Skill Bank- Sources</p> <p>Learning Objectives:</p> <ul style="list-style-type: none">❖ To examine the sources to create a historic narrative | <p>Activities: Gather Sources Together</p> <ul style="list-style-type: none">❖ Along with your child gather old family photos, letters, diaries, certificates, newspaper clippings, or even stories passed down orally.❖ Each family member contributes at least one “source.”<ul style="list-style-type: none">▪ Examine the Sources❖ Ask guiding questions: <i>Who is in the photo? What year might it be? What clues tell us about that time?</i>❖ Identify what is fact (from the document) vs. interpretation (what we think it means).<ul style="list-style-type: none">▪ Create a Timeline❖ Arrange the sources chronologically on a chart, wall, or table.❖ Add notes about important world or local events happening at the same time.<ul style="list-style-type: none">▪ Build the Narrative❖ As a family, connect the sources to tell a short “historic narrative” (e.g., <i>“During the 1970s, Grandpa moved to Dubai for work. This photo shows him at the construction site, which links to the oil boom era in UAE history.”</i>) | <p>Win History Workbook; www.studyhistory.co.uk www.bbc.co.uk/history www.schoolhistory.co.uk www.historyonthenet.co.uk</p> |
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The Winchester School

Year 7- Family Learning Newsletter –October - 2025

| | | | |
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| <p>GEOGRAPHY</p> | <p>Topic: Longitude & Latitude skills</p> <p>4-Figure and 6-figure grid reference</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ❖ To analyse the use of latitudes and longitudes on a map. ❖ To analyse how to find 4 and 6-figure grid reference on OS map. | <p>Activities:</p> <p>Along with your child:</p> <ul style="list-style-type: none"> ❖ Research along with your child Why do we have 24 standard meridians and why are they 15° apart? ❖ Create a game and play with your child treasure hunt using grid references. | <ul style="list-style-type: none"> ❖ https://www.ordnancesurvey.co.uk/mapzone/map-skills ❖ https://www.bbc.co.uk/bitesize/guides/z6j6fg8/revision/1_OS_maps |
| <p>Moral Science and Cultural Studies</p> | <p>Topic: How Healthy is your lifestyle?</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ❖ To reflect on our daily habits and identify key aspects of a healthy lifestyle, including diet, sleep, physical activity, and hygiene. | <p>Activities:</p> <p>Along with your child create a Healthy Habits Chart:</p> <ul style="list-style-type: none"> ❖ On a big sheet or whiteboard, draw four columns: <i>Diet, Sleep, Activity, Hygiene.</i> ❖ As a family, write down 3 best practices in each column (e.g., “Drink 8 glasses of water,” “Sleep before 10 pm,” “30 minutes of movement daily,” “Brush teeth twice a day”). <ul style="list-style-type: none"> ▪ Set a Family Goal ❖ Choose one small change to try together for a week (e.g., “No sugary drinks at dinner,” or “Evening walk three times this week”). ❖ Track progress with stickers or check marks. <ul style="list-style-type: none"> ▪ Reflection & Celebration | <ul style="list-style-type: none"> ❖ Moral, Cultural and Social Studies Textbook |



The Winchester School

Year 7- Family Learning Newsletter –October - 2025

| | | | |
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| | | <ul style="list-style-type: none">❖ At the end of the week, reflect: <i>What was easy? What was difficult? What do we want to keep doing?</i>❖ Celebrate with a healthy treat or fun activity together. | |
| UAE Social Studies | <p>Topic: شخصيات حضارية</p> <p>Learning Objectives:</p> <ul style="list-style-type: none">❖ أن يتعرف الطالب على نماذج من الشخصيات الحضارية المؤثرة في التاريخ.❖ أن يدرك إسهامات هذه الشخصيات في بناء الحضارة الإنسانية.❖ أن يقدر دور العلم والعمل في تقدم الأمم. | <p>Activities:</p> <ul style="list-style-type: none">❖ إعداد بطاقات عليها صورة الشخصية الحضارية واسمها :❖ الطلاب يطابقون بين البطاقة والصورة أو يقرأون معلومات مختصرة عنها.❖ (من أنا؟) (العبة التخمين❖ "المعلم يصف شخصية حضارية؟"❖ خريطة ذهنية جماعية | <ul style="list-style-type: none">❖ https://www.youtube.com/watch?v=X4UknER_WUc❖ https://mrsasmaa.com/files/download/%D8%AF%D8%B1%D8%B3-%D8%B4%D8%AE%D8%B5%D9%8A%D8%A7%D8%AA-%D8%AD%D8%B6%D8%A7%D8%B1%D9%8A%D8%A9-%D8%A7%D9%84%D8%AF%D8%B1%D8%A7%D8%B3%D8%A7%D8%AA-%D8%A7%D9%84%D8%A5%D8%AC%D8%AA%D9%85%D8%A7%D8%B9%D9%8A/?utm_source=chatgpt.com |



The Winchester School


Year 7- Family Learning Newsletter –October - 2025

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| <p>FRENCH</p> | <p>Topic: “ Je me présente”</p> <p>Learning Objectives:</p> <p>Grammar:</p> <ul style="list-style-type: none"> ❖ To-conjugate verbs ÊTRE and AVOIR in the present tense. ❖ To form questions and practice how to answer them. ❖ To ensure proper adjectival agreement. <p>Vocabulary:</p> <ul style="list-style-type: none"> ❖ To describe someone’s personality, character, and physical appearance using a variety of adjectives. | <p>Activities:</p> <ul style="list-style-type: none"> ❖ Encourage your child to do a regular work: 15- 20 minutes 5 times a week spent with French will guarantee a good progress. ❖ Listen together to a French radio station while doing household chores. ❖ Give a good example trying to memorize some French vocabulary. | <ul style="list-style-type: none"> ❖ French workbook and the below links. ❖ https://www.bbc.co.uk/bitesize/topics/zhfwcmmn/articles/zkb2tbk ❖ https://www.bbc.co.uk/bitesize/topics/z6d98xs/articles/z9c4f82 ❖ https://www.bbc.co.uk/bitesize/topics/z6d98xs/articles/zwqxdp3 ❖ https://www.bbc.co.uk/bitesize/topics/z6d98xs/articles/zqx6dp3 |
| <p>ICT</p> | <p>Topic: Input Device</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ❖ To describe the principles of operation of a range of input devices. ❖ To discuss how these principles are applied to real life scenarios, for example: scanning of passports at airports, barcode | <p>Activities:</p> <ul style="list-style-type: none"> ❖ Motivate your child to research on the types of Input devices used in Schools and Hospitals. | <ul style="list-style-type: none"> ❖ https://www.slideshare.net/simmi28/presentation-on-input-devices-31790905 |



The Winchester School

Year 7- Family Learning Newsletter –October - 2025

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| | <p>readers at supermarket checkouts, touch screens on mobile devices.</p> | <ul style="list-style-type: none"> ❖ Encourage your child to compare the advantages and disadvantages of five input devices and create a presentation on it. | |
| <p>STEAM</p> | <p>Topic: LEGO EV3 Mindstorms</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ❖ Analyse concepts of LEGO EV3 Mindstorms Make Code. | <p>Activities: Encourage your child to</p> <ul style="list-style-type: none"> ❖ Research about different Platforms of STEAM and its importance ❖ Explore the applications of STEAM in everyday life. ❖ Create a project on making an animation using Lego Mindstorms make code. ❖ Gather the information and complete the project. | <ul style="list-style-type: none"> ❖ LEGO® MINDSTORMS® Education EV3 - Blocks / Javascript editor |
| <p>Leadership GEMSTONES</p> <p>Week 1</p>  | <p>Leadership GEMSTONES</p> <p>Focus for the Month of October</p> <p>LEADING WITH Diversity (FLOURITE)</p> | <p>October - Quote for Week 1</p> <p>“Leadership means making sure every voice is heard and valued.”</p> <p>MESSAGE: Leading with diversity means appreciating different perspectives and ensuring everyone’s input is valued. When you include and respect everyone’s ideas, you create a sense of fairness and build trust. This strengthens teamwork and helps the group achieve success together.</p> <p>REFLECT:</p> | <p>Click on the Padlet link or scan the QR code to share your views on LEADING WITH DIVERSITY and what have you done to embrace the quotes of the week? Share your stories or actions to inspire others!</p> <p>https://padlet.com/The_Winchester_School/ks-3-leadership-gemstones-month-of-october-leading-with-dive-ofptdxbhytipxmcu</p> |



The Winchester School

Year 7- Family Learning Newsletter –October - 2025

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|---|---|---|--|
| | <p>Celebrates unique perspectives and fosters inclusivity.</p> <div style="background-color: #4a4a8a; color: white; padding: 5px; text-align: center;"> <p>OCTOBER – WEEK 40 LEADING WITH DIVERSITY FLOURITE Celebrates unique perspectives and fosters inclusivity.</p> </div> <p style="text-align: center; font-size: 1.2em;"> Leadership means making sure every voice is heard and valued. </p> <p><small>MESSAGE: Leading with diversity means appreciating different perspectives and ensuring everyone's input is valued. When you include and respect everyone's ideas, you create a sense of fairness and build trust. This strengthens teamwork and helps the group achieve success together.</small></p> <p><small>REFLECT: How can I make sure everyone feels included in our success? What can I do to show my team that their ideas and contributions matter?</small></p> | <p>How can I make sure everyone feels included in our success? What can I do to show my team that their ideas and contributions matter?</p> <ul style="list-style-type: none"> ❖ Can you share one way you recognized or celebrated someone's unique perspective this week? <p>How did you make sure you were fair and inclusive to everyone around you this week?</p> | |
| <p>Leadership GEMSTONES</p> <p>Week 2</p> | <p>Leadership GEMSTONES</p> <p>Focus for the Month of October</p> <p>LEADING WITH Diversity (FLOURITE)</p> | <p>October - Quote for Week 2</p> <p>“New ideas come from listening to different perspectives.”</p> <p>MESSAGE: Creativity grows when everyone shares their unique ideas. By encouraging everyone to contribute, you open the door to great solutions.</p> <p>REFLECT:</p> <p>How can I make sure others feel confident to share their ideas? How can I show that all opinions matter?</p> <ul style="list-style-type: none"> ❖ Can you share one example of listening to someone else's perspective this week? | |



The Winchester School

Year 7- Family Learning Newsletter –October - 2025

Celebrates unique perspectives and fosters inclusivity.

OCTOBER – WEEK 41
LEADING WITH DIVERSITY
FLOURITE
Celebrates unique perspectives and fosters inclusivity.

“New ideas come from listening to different perspectives.”

MESSAGE: Creativity grows when everyone shares their unique ideas. By encouraging everyone to contribute, you open the door to great solutions.

REFLECT: How can I make sure others feel confident to share their ideas? How can I show that all opinions matter?

❖ How did you encourage a teammate or friend to share their ideas or opinion?

Leadership
GEMSTONES
Week 3

Leadership GEMSTONES
Focus for the Month of October
LEADING WITH Diversity (FLOURITE)

October - Quote for Week 3
“Our team works better when everyone’s ideas are heard and appreciated.”
MESSAGE: Leading with diversity means recognising that everyone brings something unique to the table. When you value different ideas and perspectives, you create a team that is more creative and innovative. By including and respecting everyone, you help build a group where people feel valued, accepted and motivated to work together.
REFLECT:



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Year 7- Family Learning Newsletter –October - 2025

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| | <p>Celebrates unique perspectives and fosters inclusivity</p> <div style="background-color: #4a4a8a; color: white; padding: 5px; text-align: center;"> <p>OCTOBER – WEEK 42 LEADING WITH DIVERSITY FLOURITE Celebrates unique perspectives and fosters inclusivity.</p> </div> <p style="text-align: center; margin-top: 10px;"> Our team works better when everyone’s ideas are heard and appreciated. </p> <p style="font-size: 0.8em; margin-top: 5px;"> <small>MESSAGE: Leading with diversity means recognising that everyone brings something unique to the table. When you value different ideas and perspectives, you create a team that is more creative and innovative. By including and respecting everyone, you help build a group where people feel valued, accepted and motivated to work together.</small> <small>REFLECT: How can I celebrate the unique strengths and ideas of others? What can I do to ensure everyone feels included and respected in my group? How can I show that diversity makes us stronger?</small></p> | <p>How can I celebrate the unique strengths and ideas of others? What can I do to ensure everyone feels included? and respected in my group? How can I show that diversity makes us stronger?</p> <p>❖ Can you share one example of when you acknowledged someone else’s idea or strength this week? How did your actions help that person feel valued and included?</p> | |
| <p>Leadership GEMSTONES Week 4</p> | <p>Leadership GEMSTONES</p> <p>Focus for the Month of October</p> <p>LEADING WITH Diversity (FLOURITE)</p> | <p>October - Quote for Week 4 “Leadership means helping others step up and lead too.” MESSAGE: Leading with diversity means helping everyone feel included and valued. When you encourage your friends to lead, you show that their ideas matter. Giving others a chance to lead helps the whole team grow and succeed together. REFLECT: How can I help my friends feel confident about leading? What can I do to show everyone their ideas are important?</p> <p>❖ Can you share one way you supported someone else in taking the lead this week?</p> | |



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Year 7- Family Learning Newsletter –October - 2025

Celebrates unique perspectives and fosters inclusivity

OCTOBER – WEEK 43
LEADING WITH DIVERSITY
FLOURITE
Celebrates unique perspectives and fosters inclusivity.

“ Leadership means helping others step up and lead too. ”

MESSAGE: Leading with diversity means helping everyone feel included and valued. When you encourage your friends to lead, you show that their ideas matter. Giving others a chance to lead helps the whole team grow and succeed together.

REFLECT: How can I help my friends feel confident about leading? What can I do to show everyone their ideas are important?

How did you make sure everyone in your group had a chance to contribute and be heard?



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Year 7- Family Learning Newsletter -October - 2025

